

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » Graduate Council

Archive from 1997 to 2014

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Graduate Council

- [Standing Rules](#)
- [Membership](#)
- [Scheduled Meetings](#)
- [Agendas](#)
- [Minutes](#)
- [Annual Reports](#)
- [Graduate Program Reviews](#)
- [Committee Assignments](#)
- [Graduate Certificate Programs](#)
- [Internal Policies and Guidelines](#)
- [Resource Materials](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » Graduate Council

Graduate Council

Standing Rules

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

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

(06/99, 05/08)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Membership

Graduate Council

Membership

- [2013-2014](#)
- [2012-2013](#)
- [2011-2012](#)
- [2010-2011](#)
- [2009-2010](#)
- [2008-2009](#)
- [2007-2008](#)
- [2006-2007](#)
- [2005-2006](#)
- [2004-2005](#)
- [2003-2004](#)
- [2002-2003](#)
- [2001-2002](#)
- [2000-2001](#)
- [1999-2000](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Meetings

Graduate Council

Scheduled Meetings 2013-2014

Spring 2014 ~ all meetings are scheduled from 11:30-1:00 in 128 Kidder Hall, unless otherwise noted

- April 7
- April 14 – CANCELED
- April 21 – Email Meeting
- April 28 - CANCELED
- May 5 – Weatherford Trysting Tree Conference Room
- May 12 – TBD – CANCELED
- May 19
- June 2
- June 9

Winter 2014 ~ all meetings are scheduled from 2:00-3:00 PM in 128 Kidder Hall, unless otherwise noted

- January 6 – CANCELED
- January 13
- January 20
- January 27
- February 3
- February 10 – Location TBD
- February 17
- February 24
- March 3
- March 10 – Location TBD
- March 17 – CANCELED

Fall 2013 ~ all meetings are scheduled from 11:30 AM-1:00 PM in 128 Kidder Hall unless otherwise noted

- October 7
- October 14
- October 21
- October 28 – CANCELED
- November 4
- November 11 – CANCELED
- November 18 – Weatherford Board Room
- November 25 – CANCELED
- December 2 – CANCELED
- December 9

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Agendas

Graduate Council

Agendas

- [2014](#)
- [2013](#)
- [2012](#)
- [2011](#)
- [2010](#)
- [2009](#)
- [2008](#)
- [2007](#)
- [2006](#)
- [2005](#)
- [2001](#)
- [2000](#)
- [1999](#)

Additional Graduate Council Agendas from 2005-2008 are linked from the [Graduate School site](#).

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Minutes

Graduate Council

Minutes

- [2014](#)
- [2013](#)
- [2012](#)
- [2011](#)
- [2010](#)
- [2009](#)
- [2008](#)
- [2007](#)
- [2006](#)
- [2005](#)
- [2004](#)
- [2003](#)
- [2002](#)
- [2001](#)
- [2000](#)
- [1999](#)
- [1998](#)
- [1997](#)

Additional Graduate Council Minutes from 1997-2008 are linked from the [Graduate School site](#).

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Annual Reports

Graduate Council

Annual Reports

- [2011-2012](#)
- [2010-2011](#)
- [2009-2010](#)
- [2008-2009](#)
- [2007-2008](#)
- [2006-2007](#)
- [2005-2006](#)
- [2004-2005](#)
- [2003-2004](#)
- [2001-2002](#)
- [2000-2001](#)
- [1999-2000](#)
- [1998-1999](#)
- [1997-1998](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Graduate Program Reviews

Graduate Program Reviews

- **Exercise and Sport Science**
On-site visit, November 21, 2011; report approved by the Graduate Council, February 11, 2013
 - [External Panel Review](#)
 - [Graduate Program Review Summary](#)
 - [The Future of the Exercise and Sport Science Program – A Report of the EXSS Task Force](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Committee Assignments

Graduate Council

Committee Assignments

- [2010-2011](#)
- [2011-2012](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Graduate Certificate Programs at Oregon State University

Graduate Council

Graduate Certificate Programs at Oregon State University

Proposed Policy Statement:

The Graduate Certificate Program at Oregon State University is a structured progression of graduate level courses that constitute a coherent body of study with a defined focus within a single discipline or a logical combination of disciplines. It is designed for a student who has completed a baccalaureate degree and is in pursuit of advanced-level learning. Graduate certificates reflect the educational mission of the University. All certificate programs require a minimum of twenty-four (24) graduate credits with a cumulative grade point average of 3.00 or greater. Students desiring a graduate certificate must be admitted to the University as a credential-seeking graduate student, but are not required to be on track for a specific degree. There is no formal committee requirement for graduate certificates. Certificate students are subject to all general policies governing the courses for the Master's Degree.

Proposed Guidelines for Graduate Certificate Programs at OSU:

Definition

A graduate certificate program is a structured progression of graduate level courses that constitute a coherent body of study with a specific defined focus within a single discipline or a logical combination of disciplines. It is designed for a student who has completed a baccalaureate degree and is in pursuit of advanced-level learning. Graduate certificates reflect the educational mission of the University.

Program Coordination

A designated graduate certificate program coordinator oversees each individual program. The program coordinator is responsible for all aspects of administration of the program - applicant screening, admissions recommendations, and annual reporting to the graduate school. Annual reports will briefly summarize program status and provide statistics on enrollment and student progress. The Graduate School is responsible for certification of program completion.

Admissions

Students must be admitted to the University, either into a graduate degree program or into a graduate certificate program. This requires that the student hold a 4-year baccalaureate degree from an accredited College or University. Individual certificate programs may specify additional requirements, including minimally acceptable grade point averages. Students may be reclassified as "advanced degree students" by following the procedure listed in the Graduate Catalog. Credit earned at OSU prior to admission to the certificate program may be applied toward a certificate as transfer credit, per current graduate credit transfer policy. (p. 17, Graduate Catalog)

Curriculum

The certificate curriculum is a structured progression or collection of courses approved and offered for graduate degree credit at OSU. The curriculum consists of a minimum of twenty-four (24) quarter credit hours, and may include a final project, portfolio, or report for integration of the sequence of course materials. Up to 8 quarter credit hours may be transferred toward a 24 credit hour graduate certificate.

Transcript

Courses and certificates completed will be transcribed by the University Registrar as a part of the student's permanent University record. The certificate is awarded when all course material is satisfactorily completed and a cumulative grade point average of 3.00 has been attained for all courses to be used toward the certificate. Award of a separate document suitable for framing will be at the discretion of (and will be the responsibility of) the unit administering the certificate program.

Integration with current degree programs

Credits earned in fulfillment of a certificate program may be applied to a graduate degree program at OSU, so long as they meet the appropriate standards for use in the degree* and the criteria for transfer credit as defined in the graduate catalog.

Courses completed for a degree program may likewise be applied toward a certificate program. Courses completed no more than 7 years prior to the certificate award date may be used to satisfy certificate requirements.

Approval

New certificate programs must be proposed by a department, program, or by combinations of departments or programs, be reviewed and approved by the appropriate School or College committee(s), and must meet with the approval of the Graduate Council, the Curriculum Council, and the Graduate School.

* Includes all current graduate degree programs at OSU (Ph.D., EDD, MF, MBA, MS, MA, Ed.M., MAIS, MAT, MEng, MAgr, MOcE, MPH, MSE).

Approved as amended by the OSU Graduate Council, 10 May 2001;
Approved as amended by the OSU Curriculum Council, 24 May 2001

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » Graduate Council

Graduate Council

- [Guidelines for the Review of Graduate Programs](#)
- [Internal Policies](#)
- [Graduate Council Manual](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Resource Materials

Graduate Council

Resource Materials

- [Category II Review Process](#)
- [Graduate Admissions](#)
- [Graduate Catalog](#)
- [Graduate Program Reviews](#)
- [Graduate School](#)
 - [Graduate School Staff](#)
- [Interdisciplinary Programs](#)
- [Majors, Minors, Certificates](#)
- [Navigating the Online Curricular Proposal System](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership – 2013-2014

Jim Coakley, Co-Chair '16	Business
Theresa Filtz '14	Pharmacy
Mike Lerner '14	Science
Nancy Kerkvliet (v. Plantinga) '14	Agricultural Sciences
Darrell Ross '14	Forestry
Jay Casbon '15	OSU Cascades/Education
Don Jump '15	Public Health & Human Sciences
Janet Lee '15	Liberal Arts
Greg Herman '15	Engineering
Stacy Semevolos '16	Veterinary Medicine
Andreas Schmittner '16	Earth, Ocean & Atmospheric Sciences

Student Member - TBA

Ex-officios:

- Graduate School Dean - Brenda McComb
- Graduate School Associate Dean - Anita Azarenko
- Graduate Admissions Committee Chair - Wade Marcum

Executive Committee Liaison – Andy Karplus

Graduate Council Representation:
Distance Education Committee

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership – 2012-2013

Jim Coakley, Chair '13	Business
Murray Levine '13	Earth, Ocean & Atmospheric Sciences
Stacy Semevolos '13	Veterinary Medicine
Mike Lerner '14	Science
Nancy Kerkvliet (v. Plantinga) '14	Agricultural Sciences
Darrell Ross '14	Forestry
Theresa Filtz '14	Pharmacy
Jay Casbon '15	OSU Cascades/Education
Don Jump '15	Public Health & Human Sciences
Janet Lee '15	Liberal Arts
Greg Herman '15	Engineering

Student Member - TBA

Ex-officios:

- Graduate School Dean - Brenda McComb
- Graduate School Associate Dean - Anita Azarenko
- Graduate Admissions Committee Chair - Mark Needham

Executive Committee Liaison – Andy Karplus

Graduate Council Representation:
Distance Education Committee

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership -- 2011-2012

Carolyn Aldwin, Chair '14	Public Health and Human Sciences
Cass Dykeman (v. White) '12	Education
Theresa Filtz '12	Pharmacy
Denise Lach '12	Liberal Arts
Vinod Narayanan '12	Engineering
Jim Coakley '13	Business
Murray Levine '13	Earth, Ocean & Atmospheric Sciences
Stacy Semevolos '13	Veterinary Medicine
Mike Lerner '14	Science
Andrew Plantinga '14	Agricultural Sciences
Darrell Ross '14	Forestry

Student Member - Angi Baxter

Ex-officios:

- Graduate School Dean (Brenda McComb)
- Graduate School Associate Dean (Bruce Rettig)
- Graduate Admissions Committee Chair (Leah Minc)

Executive Committee Liaison - Kevin Gable

Graduate Council Representation:

Distance Education Committee – Cass Dykeman (ex-officio, non-voting)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership -- 2010-2011

Theresa Filtz, Chair	Pharmacy
Carolyn Aldwin (v. Donatelle) '11	Human Development & Family Sciences
Jo Tynon '11	Forestry
Tom Wolpert '11	Agricultural Sciences
Denise Lach '12	Liberal Arts
Walt Loveland '11	Science
Cass Dykeman (v. White) '12	Education
Vinod Narayanan '12	Engineering
Jim Coakley '13	Business
Mike Kent '13	Veterinary Medicine
Murray Levine '13	Oceanic & Atmospheric Sciences

Student Member - Verity Bishop (Grad.)

Ex-officios:

- Graduate School Dean (Brenda McComb)
- Graduate School Associate Dean (Martin Fisk)
- Graduate Admissions Committee Chair (Leah Minc)

Executive Committee Liaison - Kate Hunter-Zaworski

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership -- 2009-2010

Walt Loveland '11, Chair	Science
Rick Colwell '10	Oceanic & Atmospheric Sciences
Nancy King '10	Business
Kathy O'Reilly '10	Veterinary Medicine
Carolyn Aldwin (v. Donatelle) '11	Human Development & Family Sciences
Jo Tynon '11	Forestry
Tom Wolpert '11	Agricultural Sciences
Theresa Filtz '12	Pharmacy
Denise Lach '12	Liberal Arts
Jessica White '12	Education
Vinod Narayanan '12	Engineering

Student Member - Chris Lenn (Grad)

Ex-officios:

- Graduate School Dean (Martin Fisk)
- Graduate School Associate Dean (Gita Ramaswamy)
- Graduate Admissions Comm. Chair (Temesgen Hailemariam)

Executive Committee Liaison - Stan Gregory

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership -- 2008-2009

Darlene Russ-Eft, Chair '09	Education
Shawna Grosskopf '09	Liberal Arts
Vinod Narayanan '09	Engineering
Rick Colwell '10	Oceanic & Atmospheric Sciences
Nancy King '10	Business
Chrissa Kioussi '10	Pharmacy
Kathy O'Reilly '10	Veterinary Medicine
Becky Donatelle '11	Health & Human Sciences
Jo Tynon '11	Forestry
Walt Loveland '11	Science
Tom Wolpert '11	Agricultural Sciences

Student Member - Breii Hoover (Grad)

Ex-officios:

- Graduate School Dean (Sally Francis)
- Graduate School Associate Dean (Martin Fisk)
- Graduate Admissions Comm. Chair (Ricardo Matano)

Executive Committee Liaison - Stan Gregory

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership -- 2007-2008

Tom McLain '08, Chair	Forestry
Theo Dreher (v. Gitelman) '08	Science
Rod Harter '08	Health and Human Sciences
Tom Wolpert (v. Proebsting) '08	Agricultural Sciences
Shawna Grosskopf '09	Liberal Arts
Darlene Russ-Eft '09	Education
Rick Colwell '10	Oceanic & Atmospheric Sciences
Nancy King '10 (fall '07)	Business
Rene Reitsma (winter/spring '08)	Business
TBA '10	Engineering
Chrissa Kioussi '10	Pharmacy
Kathy O'Reilly '10	Veterinary Medicine

Student Member - TBA (Grad)

Ex-officios:

- Graduate School Dean (Sally Francis)
- Graduate School Associate Dean (Martin Fisk)
- Graduate Admissions Comm. Chair (Taifo Mahmud)

Executive Committee Liaison - Goran Jovanovic

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) »

Graduate Council

Membership -- 2006-2007

Hal Koenig '07, Chair	Business
Theresa Filtz '07	Pharmacy
Linda Blythe (v. Rockey) '07	Veterinary Medicine
Michael Unsworth '07	Oceanic & Atmospheric Sciences
Theo Dreher (v. Gitelman) '08	Science
Rod Harter '08	Health and Human Sciences
Tom McLain '08	Forestry
Tom Wolpert (v. Proebsting) '08	Agricultural Sciences
Shawna Grosskopf '09	Liberal Arts
Prasad Tadepalli (v. Jovanovic) '07	Engineering
Darlene Russ-Eft '09	Education

Student Member - TBA

Ex-officios:

- Graduate School Dean (Sally Francis)
- Graduate School Associate Dean (Bruce Rettig)
- Graduate Admissions Comm. Chair (Bill Warnes)

Executive Committee Liaison - Goran Jovanovic

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 2005-2006

Graduate Council

Membership -- 2005-2006

Hal Koenig '07, Co-Chair	Business
Prasad Tadepalli '06	Engineering
Starr McMullen (v. Steel) '06	Economics
Alex Sanchez (v. Pehrsson) '06	Education
Theresa Filtz '07	Pharmacy
Michael Unsworth '07	Oceanic & Atmospheric Sciences
Dan Rockey '07	Veterinary Medicine
Alix Gitelman '08	Science
Tom McLain '08	Forestry
Bill Proebsting '08	Agricultural Sciences
Rod Harter '08	Health & Human Sciences

Non-voting members:

Graduate School Dean (Sally Francis)
Graduate School Associate Dean (Bruce Rettig)
Graduate Admissions Committee Chair (Rakesh Gupta)

Student Member – David McCandless (Graduate)

Executive Committee Liaison - Lynda Ciuffetti

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 2004-2005

Graduate Council

Membership -- 2004-2005

Lynda Ciuffetti '05, Chair	Science
Dale Pehrsson '06, Co-chair	School of Education
Brent Steel '06, Co-chair	Liberal Arts
Barbara Bond '05	Forestry
John Selker '05	Agricultural Sciences
Elaine Pedersen '05	Health & Human Sciences
Prasad Tadepalli '06	Engineering
Theresa Filtz '07	Pharmacy
Michael Unsworth '07	Oceanic & Atmospheric Sciences
Hal Koenig '07	Business
Dan Rockey '07	Veterinary Medicine

Non-voting members:

Graduate School Dean (Sally Francis)
Graduate School Associate Dean (Bruce Rettig)
Graduate Admissions Committee Chair (Eileen Waldschmidt)

Student Member – Dan Brown (Graduate)

Executive Committee Liaison - Mike Quinn

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 2003-2004

Graduate Council

Membership -- 2003-2004

Lynda Ciuffetti '05, Chair	Science
Tony Collins '04	Pharmacy
Marty Fisk '04	Oceanic & Atmospheric Sciences
Hal Koenig (v. Mishra) '04	Business
Luiz Bermudez (v. Watrous) '04	Veterinary Medicine
Barbara Bond '05	Forestry
John Selker '05	Agricultural Sciences
Elaine Pedersen '05	Health & Human Sciences
Dale Pehrsson '06	School of Education
Brent Steel '06	Liberal Arts
Prasad Tadepalli '06	Engineering

Ex-Officios:

Graduate School Dean (Sally Francis)
Graduate School Associate Dean (Bruce Rettig)
Graduate Admissions Committee Chair (Eileen Waldschmidt)

Student Member – TBA (Graduate)

Executive Committee Liaison - Becky Warner

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 2002-2003

Graduate Council

Membership -- 2002-2003

David Brauner (v. Smith) '03, Chair	Liberal Arts
Doug Markle '03	Agricultural Sciences
Alex Sanchez '03	Education
Tony Collins '04	Pharmacy
Marty Fisk '04	Oceanic & Atmospheric Sciences
TBA (v. Mishra) '04	Business
Barbara Watrous '04	Veterinary Medicine
Barbara Bond '05	Forestry
Lynda Ciuffetti '05	Science
John Selker '05	Engineering
Elaine Pedersen '05	Health & Human Sciences

Non-Voting Members:
Dean, Graduate School (Sally Francis)
Associate Dean, Graduate School (Bruce Rettig)
Chair, Graduate Admissions Committee (Karyn Bird)

Student Member – TBA

Executive Committee Liaison - Becky Warner

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 2001-2002

Graduate Council

Membership -- 2001-2002

Vincent Remcho '02, Chair	Science
Carol Caughey '02	Home Economics
Paul Cull '02	Engineering
Vicki Ebbeck '02	Health & Human Performance
Steve Radosevich '02	Forestry
David Brauner (v. Smith) '03	Liberal Arts
Doug Markle '03	Agricultural Sciences
Alex Sanchez '03	Education
Tony Collins '04	Pharmacy
Marty Fisk '04	COAS
Chandra Mishra '04	Business
Barbara Watrous '04	Veterinary Medicine

Non-Voting Members:
Dean, Graduate School (Sally Francis)
Associate Dean, Graduate School (Bruce Rettig)
Chair, Graduate Admissions Comm. (Maggie Niess)

Student Member – Delores McNair

Executive Committee Liaison – Dianne Erickson

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 2000-2001

Graduate Council

Membership -- 2000-2001

Susan Tornquist '01, Chair	Veterinary Medicine
Jeanette Brandt '01	Home Economics & Education
Steve Esbensen '01	Oceanic & Atmospheric Sciences
Chandra Mishra (v. McAlexander) '01	Business
Paul Cull '02	Engineering
Vicki Ebbeck '02	Health & Human Performance
Steve Radosevich '02	Forestry
Vincent Remcho '02	Science
Jim Ayres '03	Pharmacy
Doug Markle '03	Agricultural Sciences
Court Smith '03	Liberal Arts

Non-Voting Members:
Dean, Graduate School (Sally Francis)
Associate Dean, Graduate School (Bruce Rettig)
Chair, Graduate Admissions Comm. (Maggie Niess)

Student Member - TBA

Executive Committee Liaison - Stella Coakley

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Membership](#) » Membership -- 1999-2000

Graduate Council

Membership -- 1999-2000

Mark Christensen '00, Chair	Pharmacy
Neil Davison '00	Liberal Arts
Bruce Rettig '00	Agricultural Sciences
Jeanette Brandt '01	Home Economics & Education
Steve Esbensen '01	Oceanic & Atmospheric Sciences
Chandra Mishra (v. McAlexander) '01	Business
Susan Tornquist '01	Veterinary Medicine
Paul Cull '02	Engineering
Vicki Ebbeck '02	Health & Human Performance
Steve Radosevich '02	Forestry
Vincent Remcho '02	Science

Non-Voting Members:
Dean, Graduate School (Sally Francis)
Associate Dean, Graduate School (Jack Higginbotham)
Chair, Graduate Admissions Comm. (Doug Barofsky)

Student Member - TBA

Executive Committee Liaison - Stella Coakley

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2014 Agendas

Graduate Council

2014 Agendas

- [January 13](#)
- [January 27](#)
- [February 3](#)
- [February 17](#)
- [March 3](#)
- [March 10](#)
- [April 7](#)
- [May 19](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2013 Agendas

Graduate Council

2013 Agendas

- [January 7](#)
- [January 28](#)
- [February 4](#)
- [February 11](#)
- [February 25](#)
- [March 11](#)
- [April 1](#)
- [April 15](#)
- [May 13](#)
- [June 10](#)
- [October 7](#)
- [October 21](#)
- [November 18](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2012 Agendas

Graduate Council

2012 Agendas

- [January 12](#)
- [January 26](#)
- [February 9](#)
- [February 23](#)
- [March 8](#)
- [March 15](#)
- [April 11](#)
- [April 25](#)
- [May 9](#)
- [May 23](#)
- [June 6](#)
- [September 27](#)
- [October 11](#)
- [October 25](#)
- [November 8](#)
- [November 15](#)
- [December 6](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2011 Agendas

Graduate Council

2011 Agendas

- [January 7](#)
- [February 11](#)
- [February 18](#)
- [February 25](#)
- [March 31](#)
- [April 21](#)
- [May 19](#)
- [May 26](#)
- [June 2](#)
- [June 9](#)
- [October 5](#)
- [October 19](#)
- [November 2](#)
- [November 16](#)
- [November 30](#)
- [December 7](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2010 Agendas

Graduate Council

2010 Agendas

- [November 11](#)
- [November 4](#)
- [October 28](#)
- [October 14](#)
- [October 7](#)
- [June 3](#)
- [April 29](#)
- [April 22](#)
- [April 08](#)
- [March 03](#)
- [February 19](#)
- [February 3](#)
- [January 22](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2009 Agendas

Graduate Council

2009 Agendas

- [November 20](#)
- [November 6](#)
- [October 23, 2009](#)
- [October 9, 2009](#)
- [September 25, 2009](#)
- [June 1, 2009](#)
- [May 11, 2009](#)
- [April 27, 2009](#)
- [April 13, 2009](#)
- [March 9, 2009](#)
- [February 23, 2009](#)
- [February 9, 2009](#)
- [January 26, 2009](#)
- [January 12, 2009](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2008 Agendas

Graduate Council

2008 Agendas

- [December 8, 2008](#)
- [November 24, 2008](#)
- [November 10, 2008](#)
- [October 27, 2008](#)
- [October 13, 2008](#)
- [May 15, 2008](#)
- [May 1, 2008](#)
- [April 17, 2008](#)
- [April 3, 2008](#)
- [February 21, 2008](#)
- [February 7, 2008](#)
- [January 17, 2008](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2007 Agendas

Graduate Council

2007 Agendas

- [November 29, 2007](#)
- [October 18, 2007](#)
- [October 4, 2007](#)
- [June 7, 2007](#)
- [May 17, 2007](#)
- [May 3, 2007](#)
- [April 5, 2007](#)
- [March 1, 2007](#)
- [February 15, 2007](#)
- [February 1, 2007](#)
- [January 18, 2007](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2006 Agendas

Graduate Council

2006 Agendas

- [November 30, 2006](#)
- [November 2, 2006](#)
- [October 19, 2006](#)
- [October 12, 2006](#)
- [October 5, 2006](#)
- [June 1, 2006](#)
- [May 18, 2006](#)
- [May 4, 2006](#)
- [April 20, 2006](#)
- [April 6, 2006](#)
- [March 2, 2006](#)
- [February 2, 2006](#)
- [January 19, 2006](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2005 Agendas

Graduate Council

2005 Agendas

- [December 1](#)
- [October 20](#)
- [October 6](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2001 Agendas

Graduate Council

- [November 29, 2001](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 2000 Agendas

Graduate Council

- [November 9, 2000](#)
- [May 11, 2000](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » 1999 Agendas

Graduate Council

- [December 9, 1999](#)
- [October 28, 1999](#)
- [October 14, 1999](#)
- [September 23, 1999](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2014 Minutes

Graduate Council

2014 Minutes

- [April 7](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2013 Minutes

Graduate Council

2013 Minutes

- [January 7](#)
- [January 28](#)
- [February 25](#)
- [October 7](#)
- [October 21](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2012 Minutes

Graduate Council

2012 Minutes

- [January 12](#)
- [January 26](#)
- [February 9](#)
- [February 23](#)
- [March 8](#)
- [March 15](#)
- [April 11](#)
- [April 25](#)
- [May 9](#)
- [May 23](#)
- [June 6](#)
- [September 27](#)
- [October 11](#)
- [October 25](#)
- [November 8](#)
- [November 15](#)
- [December 6](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2011 Minutes

Graduate Council

2011 Minutes

- [January 14](#)
- [January 21](#)
- [January 28](#)
- [February 4](#)
- [February 11](#)
- [February 18](#)
- [February 25](#)
- [March 4](#)
- [April 7](#)
- [April 14](#)
- [April 21](#)
- [May 5](#)
- [May 12](#)
- [May 19](#)
- [May 26](#)
- [June 2](#)
- [June 9](#)
- [October 5](#)
- [October 19](#)
- [November 2](#)
- [November 16](#)
- [November 30](#)
- [December 7](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2010 Minutes

Graduate Council

2010 Minutes

- [December 9](#)
- [November 18](#)
- [November 11](#)
- [October 28](#)
- [October 14](#)
- [October 7](#)
- [April 29](#)
- [April 22](#)
- [April 22](#)
- [April 8](#)
- [March 3](#)
- [February 19](#)
- [February 3](#)
- [January 22](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate, Oregon State University, Corvallis, OR 97331-6203 · 541.737.4344
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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2009 Minutes

Graduate Council

2009 Minutes

- [November 20, 2009](#)
- [November 6, 2009](#)
- [October 23, 2009](#)
- [October 9, 2009](#)
- [September 25, 2009](#)
- [June 1, 2009](#)
- [May 11, 2009](#)
- [April 27, 2009 Follow-up](#)
- [April 27, 2009](#)
- [April 13, 2009](#)
- [March 9](#)
- [February 23](#)
- [February 9](#)
- [January 26](#)
- [January 12](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2008 Minutes

Graduate Council

2008 Minutes

- [December 8](#)
- [November 24](#)
- [November 10](#)
- [October 27](#)
- [October 13](#)
- [June 5](#)
- [May 15](#)
- [May 1](#)
- [April 17](#)
- [April 3](#)
- [February 21](#)
- [February 7](#)
- [January 17](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2007 Minutes

Graduate Council

2007 Minutes

- [November 29](#)
- [October 18](#)
- [October 4](#)
- [June 7](#)
- [May 17](#)
- [May 3](#)
- [April 5](#)
- [March 1](#)
- [February 15](#)
- [February 1](#)
- [January 18](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2006 Minutes

Graduate Council

2006 Minutes

- [November 30, 2006](#)
- [November 2, 2006](#)
- [October 19, 2006](#)
- [October 12, 2006](#)
- [October 5, 2006](#)
- [June 1, 2006](#)
- [May 18, 2006](#)
- [May 4, 2006](#)
- [April 20, 2006](#)
- [April 6, 2006](#)
- [March 2, 2006](#)
- [February 16, 2006](#)
- [February 2, 2006](#)
- [January 19, 2006](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2005 Minutes

Graduate Council

2005 Minutes

- [December 1, 2005](#)
- [October 20, 2005](#)
- [October 6, 2005](#)
- [June 2, 2005](#)
- [May 19, 2005](#)
- [May 5, 2005](#)
- [April 21, 2005](#)
- [April 7, 2005](#)
- [March 17, 2005](#)
- [March 3, 2005](#)
- [January 20, 2005](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Valid [xhtml](#).

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2004 Minutes

Graduate Council

2004 Minutes

- [November 18, 2004](#)
- [November 4, 2004](#)
- [October 21, 2004](#)
- [October 7, 2004](#)
- [June 3, 2004](#)
- [May 20, 2004](#)
- [May 6, 2004](#)
- [April 15, 2004](#)
- [April 1, 2004](#)
- [February 26, 2004](#)
- [February 12, 2004](#)
- [January 22, 2004](#)
- [January 15, 2004](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2003 Minutes

Graduate Council

2003 Minutes

- [December 11, 2003](#)
- [November 13, 2003](#)
- [October 23, 2003](#)
- [October 9, 2003](#)
- [June 12, 2003](#)
- [May 22, 2003](#)
- [May 8, 2003](#)
- [April 24, 2003](#)
- [April 10, 2003](#)
- [March 13, 2003](#)
- [February 27, 2003](#)
- [February 13, 2003](#)
- [January 23, 2003](#)
- [January 9, 2003](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2002 Minutes

Graduate Council

2002 Minutes

- [December 12, 2002](#)
- [November 14, 2002](#)
- [October 24, 2002](#)
- [June 11, 2002](#)
- [May 23, 2002](#)
- [May 9, 2002](#)
- [April 25, 2002](#)
- [March 14, 2002](#)
- [February 14, 2002](#)
- [January 24, 2002](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2001 Minutes

Graduate Council

2001 Minutes

- [December 6, 2001](#)
- [November 29, 2001](#)
- [October 25, 2001](#)
- [June 14, 2001](#)
- [May 24, 2001](#)
- [May 10, 2001](#)
- [April 26, 2001](#)
- [March 22, 2001](#)
- [March 8, 2001](#)
- [February 22, 2001](#)
- [February 8, 2001](#)
- [January 25, 2001](#)
- [January 11, 2001](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 2000 Minutes

Graduate Council

2000 Minutes

- [November 30, 2000](#)
- [November 9, 2000](#)
- [October 26, 2000](#)
- [October 12, 2000](#)
- [June 8, 2000](#)
- [May 25, 2000](#)
- [May 11, 2000](#)
- [April 27, 2000](#)
- [April 20, 2000](#)
- [March 9, 2000](#)
- [January 27, 2000](#)
- [January 13, 2000](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 1999 Minutes

Graduate Council

1999 Minutes

- [December 9, 1999](#)
- [October 28, 1999](#)
- [October 14, 1999](#)
- [September 23, 1999](#)
- [May 13, 1999](#)
- [April 8, 1999](#)
- [February 25, 1999](#)
- [January 28, 1999](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 1998 Minutes

Graduate Council

1998 Minutes

- [December 3, 1998](#)
- [November 12, 1998](#)
- [October 22, 1998](#)
- [October 8, 1998](#)
- [June 11, 1998](#)
- [May 28, 1998](#)
- [May 14, 1998](#)
- [April 23, 1998](#)
- [March 12, 1998](#)
- [February 26, 1998](#)
- [February 12, 1998](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 1997 Minutes

Graduate Council

1997 Minutes

- [November 13, 1997](#)
- [October 23, 1997](#)
- [October 9, 1997](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2011-2012 Annual Reports

Graduate Council

2011-2012 Annual Report

To: Faculty Senate Executive Committee
 Date: July 24, 2012
 From: Walt Loveland and Carolyn Aldwin, Chairs, Graduate Council AY2011-2012
 RE: Graduate Council Annual Report for AY2011-2012

The Graduate Council (GC) met 16 times during the Academic Year 2011-2012 and had representation from all colleges. The following is a summary of the activities and accomplishments of the Graduate Council during the academic year. Details may be found in the Graduate Council minutes posted on the website:

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

ACADEMIC PLANNING COMMITTEE (APC)

Given the large number of Category I proposals, Graduate Council members participated in the 14 APC pre-reviews of graduate level Category I proposals (two were postponed).

- Graduate Certificate in Public Health (Loveland)
- Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (Loveland)
- Environmental Engineering MS and Ph.D. (Narayanan & Lach)
- MAT in Science Education/MAT in Math Education (Levine & Dykeman)
- Omnibus College of Liberal Arts (Aldwin & Dykeman)
- MBE in Construction Engineering Management (Levine)
- School of Life Sciences (Filtz)
- MFA in Creative Writing (Lach)
- Graduate Certificate in College & University Teaching (Dykeman)
- Graduate Certificate in Rural Policy (Coakley)
- PSM in Renewable Energy (Levine)
- Department of Applied Economics (Coakley)
- MA, MS in Communication, New Graduate Degree Program (Coakley & Dykeman)
- Comparative Health Sciences (Veterinary Medicine) (Semevolos)
- History of and Philosophy of Science MA, MS & Ph.D. (Aldwin – postponed)
- MA in Environmental Humanities (Lach – postponed).

CATEGORY I PROPOSALS

Thirteen Category I proposals were reviewed. The actions taken are listed below:

- Teaching English to Speakers of Other Languages (TESOL). Proposal to eliminate the program, which had no faculty or students – APPROVED.
- School of Integrated Plant, Soil, and Insect Science (Abbreviated Category I: Reorganization, Merger, Rename) – HOLD [sent back to the academic units by the GC].
- College of Education Abbreviated Category I proposal – APPROVED.
- MAT in Science Education/MAT in Mathematics Education – APPROVED.
- Graduate Certificate in Public Health – APPROVED.
- Merger of Animal Sciences with Rangeland Ecology and Management –APPROVED. (NOTE: additional CAT I to merge graduate programs will be needed.)
- Food in Culture and Social Justice Graduate Certificate Program – WITHDRAWN.
- Food in Culture and Social Justice Graduate Minor – APPROVED.

- Design & Human Environment – Create School and Align with College of Business – APPROVED.
- Environmental Engineering Category I proposal – APPROVED.
- University Certificate in College and University Teaching – APPROVED.
- Termination of Construction Engineering Management (MBE) – APPROVED.
- MA/MS in Communications (Category I – new program) – RETURNED.

CATEGORY II PROPOSALS

There were 153 graduate level Category II proposals this year. As in previous years, each Council member reviewed Cat II proposals from his or her college. A secondary reviewer was identified for each proposal to serve as consultant as needed.

GRADUATE PROGRAM REVIEWS

Seven scheduled reviews were conducted; five reports were approved (including two from last year); three reports will be completed next year; one delay was approved.

- Animal Science and Rangeland Graduate Program Review – Report approved.
- Design and Human Environment Program – Report approved.
- Nutrition Graduate Program Review – Report amended & approved.
- Botany & Plant Pathology – postponement to Fall 2012 approved.
- Geology and Geography Graduate Program Review – Report approved with revisions.
- Zoology Graduate Program Review – Report approved.
- Physics Program – Review conducted; report due Fall, 2012
- Masters in Public Policy – Review conducted; report due Fall, 2012.
- Horticulture – Review conducted; report due Fall, 2012.
- Exercise & Sports Science – Review conducted; report delayed.

FOLLOW-UP GRADUATE PROGRAM REVIEWS

These take place three years after a major program review. The details of each report are found at <http://oregonstate.edu/senate/committees/gradcncl/min/index.html>

- Masters of Agriculture Program – problems were identified in the report, including lack of a marketing program, low enrollment, and problems with learning outcomes. Report was accepted **with the proviso that the program director return in a year to report on progress in these areas.**
- Food Science and Technology – Report accepted.
- Environmental Sciences Graduate Program – Report accepted.
- Biological and Ecological Engineering (BEE) Graduate Program – Report accepted.
- Mechanic Engineering Graduate Degree Program – Report accepted.

AWARDS

Subcommittees of Council members reviewed nominations and selected recipients of the following awards:

- Laurel Block Grants (awarded to departments)
- Oregon Lottery Scholarships
- Bayley Graduate Fellowship
- Yerex Graduate Fellowship
- Herbert F. Frolander Outstanding Graduate Teaching Assistant Award
- Excellence in Graduate Mentoring Award

In addition, a subcommittee is reviewing over the summer:

- Western Association of Graduate Schools (WAGS) outstanding thesis awards
- CGS/Proquest Distinguished Dissertation Award

POLICY-RELATED ISSUES

The following policy-related issues were discussed by the Graduate Council and the actions taken are indicated.

Review of Request from Academic Programs for a Policy Statement on Ecampus Degree Proposals

Alfonso Bradoch and Gary Beach requested that the Graduate Council decide whether or not to review Ecampus proposals for the migration of existing graduate classes to Ecampus. Issues included learning outcomes and assessment. GC requested further information on who had accountability for ensuring that the ecampus versions of the courses were comparable. Decision: It was decided that Graduate Council would not need to review Ecampus versions of graduate classes, as long as Academic Programs would ensure that the on- and e-campus versions were comparable.

Review of Graduate Certificates

Currently, no separate review process exists for graduate certificate programs. After much debate concerning the GC oversight role and workload issues, it was decided that the GC does not need to review existing programs. Ecampus is charged with ensuring comparability across on- and e-campus programs, but Assessment should participate in the review, with GC input as needed.

Transcript-Visible Specializations at the Graduate Level

Jim Coakley and Brenda McComb developed a proposal to allow for [transcript-visible specializations at the graduate level](#). Approved.

New Institutional Indicators of Core Theme 2: Graduate Research and Education

Brenda McComb and Becky Warner proposed changes to the original report from the Graduate Council. A number of difficulties were noted, including:

- Two indicators in the previous document were eliminated in the new one;
- The use of the terms "threshold" and "goals" may be problematic;
- 2.2.3 does not include journal articles;
- 2.2 does not mention research faculty;
- tenure/tenure track dollar volume per faculty member may be problematic, etc. (see [November 2, 2011](#) minutes).
- Given that Goal 2 was the only goal which had significant faculty input, it was decided that Walter Loveland would let the Graduate School know that the GC prefers to retain the original document.
- However, subsequent conversation revealed that these changes were mandated by the Provost and President following their reading of the critique of OSU's accreditation report.

Approval of Graduate Faculty by the Graduate School

Review of the Standing Rules revealed that the GC is charged with approval of graduate faculty. However, GC delegated approval to the Graduate School, which should be noted as an Internal Policy.

Strategic Planning Initiative

Jim Coakley and Theresa Filtz participated in the Graduate School's Strategic Planning Initiative to enhance OSU's standing as a land grant school. Proposals include: increasing graduate student enrollment, GTA funding, and fellowships; increasing ratio of graduate students to faculty; increase number of interdisciplinary programs; increase diversity, and generally increase quality of graduate students and mentoring programs.

Graduate School Pilot Project – Three-year MBA & MPH Programs for Students from India

Current OSU policy requires four-year degrees for entrance into graduate programs. However, the British system in place in many countries has only three-year degrees. As India has a thorough accreditation program, the Graduate School proposed to conduct a three-year pilot program to admit MBA and MPH students only from schools with the highest accreditation ratings. Consensus by the Graduate School indicated that they are supportive of the program, but that it should be evaluated yearly. They are willing to assist in identifying criteria to assess the progress of the students.

Review of Remote Participation at Oral Examinations and Doctoral Program of Study Meetings

Last year the GC approved the possibility of remote participation in oral examinations and doctoral program meetings, but permission had to be received from the Graduate School, which was charged with monitoring the program and reporting back to the GC. The Graduate School reported that there were very few reported problems with this new procedure, and recommended that GC no longer require approval from the Graduate School. GC concurred; the new #e in the grad catalog will now simply specify that the student is responsible for making the arrangements for the defense.

PROCEDURAL CHANGES

Graduate Student Representation on Program Review Committees

The graduate student representative requested that she be allowed to observe a program review in order to gain a better understanding of the process. GC decided that it would be a good idea for the representative to sit in on one review, as long as the principals involved in the review agreed.

Category II Proposals

Given workload, it was decided that there would be a primary reviewer from the relevant college for Category II proposals, and a secondary reviewer as consultant, as needed.

Academic Planning Committee Reviews

It was decided to distribute APC reviews among the committee members, who would then be responsible for reporting on both APC reviews as well as Category I reviews.

Program Reviews

It was decided that the reviewer would present the report to the GC first and then invite the program chairs/directors and/or deans after GC has a chance to ask clarifying questions and identify potential problems.

Preliminary Examinations

It was felt that there was some confusion in the Graduate Catalog concerning preliminary examinations; in consultation with Bruce Rettig and Larry Bulling, the heading was changed in order to help clarify the process.

Graduate Council Manual

In order to ensure smooth transitions, the current chair wrote a GC chair's manual which basically constituted an overview of the types of tasks conducted by the GC, and the procedures by which those tasks are completed.

PERSISTENT PROBLEMS NOTED BY THE GRADUATE COUNCIL

In the course of discussing several issues, the Graduate Council notes the following problems as affecting the function of the Graduate Council, graduate education and graduate programs.

- Last year, the GC noted that the University reorganization effort has led to an on-going problem with a large number of postponed graduate program reviews. The Council suggested a revision of the self-study review team members to reduce the number of Graduate Council members on the review team from two to one, and to substitute with either an additional external reviewer or an OSU faculty member at large. This year the EC suggested that its members, prior GC faculty, and/or emeritus faculty be recruited for these reviews. This effort was only partially successful – while reviewers were found for most reviews, it was very difficult to recruit them. One possible solution would be to expand the GC membership by having a one-year overlap between outgoing and incoming representatives. This would also allow for a smoother transition.
- However, it has been extremely difficult to recruit faculty to this committee, largely because of workload perceptions. At one point, we stopped reviewing Cat II proposals from two Colleges in order to force them to appoint representatives.
- There has also been frustration on the part of GC members because so much of our time was spent on the university reorganization and review processes, and not as much on policy, which should be the primary concern of this committee.
- There is an on-going need to streamline graduate program reviews as departments continue to complain about the burden of preparing the self-study for the decadal review. In addition, programs need to collect data for yearly assessments, external accreditation, and the like. Last year the GC extensively discussed streamlining the graduate program review process, and was split concerning the

nature and quality of the data we should require. This year a concerted effort was made to identify a "minimum data set," which could be common among these differing review processes. We were discouraged to discover that there was actually very little overlap between the information that was required for different review purposes. Upon reflection, this made a certain amount of sense because different reviews are aimed at different portions of graduate programs – e.g., student success, faculty success, curriculum learning outcomes, etc. Only the graduate program review included all of these as well as assessments of university support for the program. However, the press of work from the reorganization meant there was insufficient time for the GC to pursue this further. We are encouraged that the Graduate School has been very pro-active in working with various branches of OSU to identify and collect a minimum data set, but we are concerned that GC may not have adequate opportunity for input into this process.

2011-2012 GRADUATE COUNCIL MEMBERSHIP

Walt Loveland '11, Chair*	Science
Mike Lerner '14	Science
Carolyn Aldwin '14**	Public Health and Human Sciences
Theresa Filtz '12	Pharmacy
Murray Levine '13	Earth, Ocean & Atmospheric Sciences
Jim Coakley '13	Business
Stacey Semevolos '13	Veterinary Medicine
Darrel Ross '14	Forestry
Andrew Plantinga '14	Agricultural Sciences
Denise Lach '12	Liberal Arts
Cass Dykeman '12	Education
Vinod Narayanan '12	Engineering

Student Member – Angi Baxter

Ex-Officio Members:

- Graduate School Dean (Brenda McComb)
- Graduate School Associate Dean (Bruce Rettig)
- Graduate Admissions Committee Chair (Leah Minc)

Executive Committee Liaison – Kevin Gable

- *Chaired Fall term
- ** Chaired Winter and Spring terms

Graduate Council Representation:

Distance Education Committee – Cass Dykeman (ex-officio, non-voting)

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2010-2011 Annual Reports

Graduate Council

Annual Report of the Graduate Council 2010-2011

To: Faculty Senate Executive Committee
 Date: June 30, 2011
 From: Walt Loveland and Theresa Filtz, Chairs, Graduate Council, AY2010-2011
 RE: Graduate Council Annual Report for AY2010-2011

The Graduate Council (GC) met 27 times during the Academic Year 2010-2011 and had representation from all colleges. The following is a summary of the activities and accomplishments of the Graduate Council during the academic year. Details may be found in the Graduate Council minutes posted on the website:

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

CATEGORY I PROPOSALS

The following Category I proposals were reviewed. The actions taken are listed below:

- Approved the Sustainable Forest Management (SFM) proposal to merge and rename the Forest Resources and Forest Engineering Degrees into the Sustainable Forest Management Degree.
- Approved the Forest Ecosystems and Society (FES) proposal to revise the Forest Science Graduate Program.
- Approved the proposal to establish a Master of Business Administration and Accountancy major.
- Approved the proposal to establish a School of Public Policy within the College of Liberal Arts.
- Approved the proposal to establish a PSM degree in Fisheries and Wildlife Administration.
- Approved the proposal to establish a MA degree in Women Studies.
- Approved the proposal to establish a PhD degree in Public Policy.
- Approved the proposal to rename the College of Public Health and Human Sciences and reorganize into Schools.
- Approved the proposal to rename the College of Earth, Ocean and Atmospheric Sciences and merge with Geosciences.
- Tabled the proposal to rename the MAT in Language Arts to the MAT in Humanities pending further information from the College of Education.

CATEGORY II PROPOSALS

The Graduate Council reviewed 169 Category II proposals this year. As previously, each Council member reviewed Cat II proposals in his or her discipline. A secondary reviewer was identified for each proposal to assure a thorough examination of the proposal.

The Council approved the proposal from the College of Business to establish three new Areas of Concentration in the MBA Degree Program, namely Commercialization, Clean Technology and Research Thesis. Students entering into the Research Thesis track will be monitored by the Graduate School, all other students in the MBA program will be monitored by the College of Business.

GRADUATE PROGRAM REVIEWS

Scheduled reviews and actions taken are listed below:

- Approved postponement of the Zoology Graduate Program Review from Winter 2011 to Spring 2011.
- Approved postponement of the Master of Public Policy Graduate Program review for one year (2011-12).
- Approved postponement of the Horticulture Graduate Program review for one year due to reorganization (2011-12).
- Approved postponement of the Exercise and Sports Science Graduate Program review to Fall 2011 due

to reorganization.

- Approved postponement of the MAIS Graduate Program review to Spring 2013 due to an imminent change in the program Director.
- Approved the start of the review clock for the Applied Economics Graduate Program from the Category I proposal date of March 2009, thus postponing the graduate program review to academic year 2018/19.
- Cancelled the scheduled program review and suspended admissions into the Veterinary Sciences Graduate Program.
- Accepted the review report of the MBA program.
- Accepted the review report of the Public Health Graduate program.
- Stipulated that the graduate program in Botany and Plant Pathology make a commitment by Fall 2011 to complete a Category I proposal for major restructuring or undergo a graduate program review in Spring 2012.
- Accepted the review report of the Agricultural Education Graduate program.
- Accepted the review report of the Science and Math Education Graduate program.

FOLLOW-UP GRADUATE PROGRAM REVIEWS

These take place three years after a major program review. The details of each report are found at

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

- Accepted the follow-up review report of the Pharmacy graduate program, and
- Accepted the follow-up review report of the COAS graduate programs.

AWARDS

Subcommittees of Council members reviewed nominations and selected recipients of the following awards:

- Laurel Block Grants (awarded to departments)
- Oregon Lottery Scholarships
- Bayley Graduate Fellowship
- Yerex Graduate Fellowship
- Herbert F. Frolander Outstanding GTA Award
- Excellence in Graduate Mentoring Award

POLICY-RELATED ISSUES

The following policy-related issues were discussed by the Graduate Council and the actions taken are indicated:

Principles for allowing postponement of Graduate Program Reviews:

1. When synchronizing within plus/minus one year with either professional reviews or accrediting body reviews; when and if requested.
2. When eliminating the program.
3. When reorganizing and a Category I proposal will be used to change the program. In this case a one year postponement will be approved and the Cat I must be submitted within that year. If the Cat I is not submitted, the review will take place a year from the originally scheduled date.

It was also decided that the 10-year review cycle starts when the first student is enrolled in the program

Monitoring of the transfer of responsibility for oversight of the MBA program from the Graduate School to the College of Business

Approved a motion, in light of the MOU between the Graduate School and the College of Business, moving all the functions related to the MBA degree out of the Graduate School and over to the College of Business. In particular:

1. The MBA program continues to participate in Graduate Program Reviews.
2. In 2012, the MBA program director will report qualitatively to the Graduate Council as to what has worked and what has not worked with the transfer of all procedures from the Graduate School to the COB. Some of the policies are:
 - admission standards
 - programs of study
 - final oral examinations
 - transfer credits
 - reservation of credit
 - registration requirements
 - continuous enrollment
 - maximum credit load

- number of courses taken in residence
- adequate student progress and grades
- dismissal of students from the MBA
- time limit for completion of the MBA.

Resolution on General Learning Outcomes for the Ph.D. Degree

The Council approved the following resolution for consideration by the Faculty Senate: As a result of successfully completing the requirements toward the Ph.D., students will be able to: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) conduct scholarly activities in an ethical matter. Additional outcomes, the assessment of all outcomes and the specification of learning objectives related to these outcomes are to be carried out at the program level and reviewed periodically.

Resolution on General Learning Outcomes for Masters Degree

The Council approved the following resolution for consideration by Faculty Senate: The Graduate Learning Outcomes for Masters degrees are:

- a. Conduct research or produce some other form of creative work, and*
- b. Demonstrate mastery of subject material, and*
- c. Be able to conduct scholarly or professional activities in an ethical manner*

The assessment of these outcomes and the specification of learning objectives related to these outcomes are to be carried out at the program level.

Proposal to allow some professional degree holders without a prior bachelor's degree to be admitted into graduate programs at OSU

The Council approved the motion that the OSU requirement for admission to the Graduate School be changed to "a four-year baccalaureate degree or an appropriate alternative degree from an accredited college or university". Further, the Council approved the motion that it is the intent of the Graduate Council that degrees judged to be appropriate alternatives include a doctorate of pharmacy (PharmD), a doctorate of veterinary medicine (VMD or DVM), and a doctorate of medicine (MD) from US or Canadian programs.

Proposal to allow departments who wish to accept international professional degree holders without a prior bachelor's degree to appeal for admissions consideration to the Graduate Admissions Committee

The Council approved the motion: Graduate programs with an international applicant who does not have a four-year bachelor's or an appropriate alternative degree, e.g. a professional degree of at least four years duration, but who meets all other requirements for admission as a graduate student at OSU, may appeal the admissions denial to the Graduate Admission Committee (GAC). The GAC, based on evidence presented by the graduate program, will determine if the student has sufficiently demonstrated preparedness to enter a graduate program and may provide an exception to allow admissions. The Graduate Council will review this policy in one year with input from the GAC.

University Accreditation

During this year, the Chair of the Graduate Council was the representative for graduate education on the Accreditation Steering Committee, (this duty involved attending 1 1/2 hour weekly meetings for about 14 months and external work.) The Council was used to review the sections of the Accreditation Self-Study document dealing with Graduate Education and to suggest/approve/evaluate institutional indicators for the Graduate Education Core Theme.

During 2010-11, OSU had a full cycle 10-year accreditation review. Starting in 2011, the institution will participate in a continuous cycle accreditation review by the NWCCU, with yearly activities. We suggest that a member of the Graduate Council continue to participate in this new continuous cycle accreditation process. The accreditation process may be best handled by a joint Administrative/Faculty Senate committee.

PERSISTENT PROBLEMS NOTED BY THE GRADUATE COUNCIL

In the course of discussing several issues, the Graduate Council notes the following problems as affecting the function of the Graduate Council, graduate education and graduate programs:

- The University reorganization effort has led to a large number of postponed graduate program reviews, an on-going problem from last year. The Council suggests a revision of the self-study review team members to reduce the number of Graduate Council members on the review team from two to one, and to substitute with either an additional external reviewer or an OSU faculty member at large.
- Approval of the needed Category I and II proposals to implement the University reorganization program will be a challenge.
- At the urging of the Faculty Senate President, the Council extensively discussed the current Graduate

Program Review Guidelines and the data requirements demanded of each program for the decennial reviews in response to widespread concern that the demands are too burdensome. Council members remain split on whether the data demanded is sufficient or unnecessary to achieve a comprehensive review, and revision of the guidelines was not accomplished this year. Council should consider re-examining the issue next year in coordination with the University Assessment Council and the office of Institutional Research. All agreed that improved central data collection would lessen the burden of programs to complete the self-study. The new graduate level learning outcomes and program-specific metrics currently being developed, as well as the data required by the NRC survey and rankings, should be discussed for integration into revised program review guidelines.

2010-2011 GRADUATE COUNCIL MEMBERSHIP

Walt Loveland '11, Chair*	Science
Theresa Filtz '12, Chair**	Pharmacy
Murray Levine '13	Oceanic & Atmospheric Sciences
Jim Coakley '13	Business
Michael Kent '13	Veterinary Medicine
Carolyn Aldwin (v. Donatelle) '11	Health and Human Sciences
Jo Tynon '11	Forestry
Tom Wolpert '11	Agricultural Sciences
Denise Lach '12	Liberal Arts
Cass Dykeman (v. White) '12	Education
Vinod Narayanan '12	Engineering

Student Member – Verity Bishop

Ex-Officio Members:
Graduate School Dean (Brenda McComb)
Graduate School Associate Dean (Martin Fisk)
Graduate Admissions Committttee Chair (Leah Minc)

Execute Committee Liaison – Kate Hunter-Zaworski

*Chaired Fall and Winter terms
** Chaired Spring term

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2009-2010 Annual Reports

Graduate Council

Annual Report of the Graduate Council 2009-2010

To: Faculty Senate Executive Committee
Date: June 30, 2010
From: Walt Loveland, Chair, Graduate Council AY2009-10
RE: Graduate Council Annual Report for AY2009-2010

The Graduate Council (GC) met fourteen times during the Academic Year 2009-2010 and had representation from all colleges. The following is a summary of the activities and accomplishments of the Graduate Council during the academic year. Details may be found in the Graduate Council minutes posted on the website: <http://oregonstate.edu/senate/committees/gradcncl/min/index.html>

Category I Proposals

The following Category I proposals were reviewed. The actions taken are listed below:

- Terminate the graduate degrees in Geophysics in COAS. The GC approved this action.
- Terminate the graduate degrees in Atmospheric Sciences in COAS. The GC approved this action.
- Rename the graduate degree in Oceanography to one in Ocean, Earth and Atmospheric Sciences. The GC approved this action.
- Terminate the Ph.D. degree in Comparative Veterinary Medicine. The GC approved this action.
- Change the name of the Department of Fisheries and Wildlife to the Department of Fisheries, Wildlife and Conservation Biology. The GC declined to approve this proposal.

Category II Proposals

The Council changed its method of reviewing category II proposals. Previously the Council had used a group of three members guided by Dean Fisk to discuss these proposals. This system had led to a long review process with significant backlogs of Cat II proposals at any time. This system was replaced by a system in which each Council member reviewed Cat II proposals in his or her discipline, thus increasing the number of reviewers and making a better match between proposal and reviewer. A substantial improvement in the clearance time for proposals resulted. To help in the review process, a secondary reviewer was engaged for each proposal to assure a thorough examination of the proposal.

Graduate Program Reviews

Scheduled reviews and actions taken are listed below:

- Graduate program in Teacher and Counselor Education was reviewed, and the report of the Review Team was accepted by the GC. The GC still awaits completion of an action plan to address the review conclusions.
- Graduate program in Biological and Environmental Engineering was reviewed and the report of the Review Team was accepted by the GC.
- Graduate program in Environmental Sciences was reviewed and the report of the Review Team was accepted by the GC.
- Postponements of the scheduled graduate program reviews in Agricultural Education, Animal Science, Botany and Plant Pathology, and Rangeland Ecology and Management to Spring 2011 were approved. A request to postpone the scheduled review of the MPH program was denied as this review had been postponed several times before.
- The Entomology program refused to complete a self-study or to cooperate with the scheduled graduate program review of that program. The GC produced a summary review report recommending

termination of the Graduate Program in Entomology and asked the Graduate School to suspend student enrollment in the program until the future of this program was decided.

- Graduate program reviews were conducted for the MBA program, and the MPH program. The results of these reviews will be discussed in 2010-11.

Follow-up Graduate Program Reviews

These take place three years after a major program review. The details of each report are found at

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

- The follow-up report on the Graduate program in Creative Writing and English was accepted by the GC.
- The follow-up report on the Graduate program in the History of Science was accepted by the GC.
- The follow-up report on the Graduate program in Nuclear Engineering/ Radiation Health Physics was accepted by the GC.
- The follow-up report on the Graduate program in Fisheries and Wildlife was accepted by the GC.
- The follow-up report on the Graduate program in Materials Science was accepted by the GC.

Awards: Subcommittees of Council members reviewed nominations and selected recipients of the following awards:

- Laurel Block Grants (awarded to departments)
- Oregon Lottery Scholarships
- Bayley Graduate Fellowship
- Yerex Graduate Fellowship
- Herbert F. Frolander Outstanding GTA Award
- Excellence in Graduate Mentoring Award

Review of Internal OSU Preproposals for National Funding Competitions

- Faculty proposals for Integrative Graduate Education and Traineeship Program (IGERT) for the Research Office. GC reviewed and ranked these proposals to determine which are to be selected for OSU's submission.

Policy-Related Issues

The following policy-related issues were discussed by the Graduate Council and the actions taken are indicated:

- A policy on satisfactory progress by graduate students was approved. It requires programs to develop detailed implementation plans for defining satisfactory progress and to disseminate the information widely.
- The use of professional courses (7xx) courses on graduate programs was discussed. Such use is needed for the Pharm D/Ph. D. program in Pharmacy and the DVM/MPH programs in Vet Medicine and HHS. Detailed proposals were approved by the Graduate Council dealing with each degree program which should assist students in these programs.
- A clarification of the policies regarding the use of iBT scores for teaching assistants was approved. A minimum score was established for students holding teaching assistantship positions and a set of policies for the use of low scoring TAs was established and remedial courses were prescribed for these students.
- A new policy on remote participation in graduate program meetings and examinations was approved. The policy requires, in general, two way audio-video connections for remote participants, and allows unlimited numbers of remote participants. This action was taken to facilitate graduate degree programs offered by Ecampus.
- The Graduate Council indicated that to approve future Professional Science Masters (PSM) programs it would require a library evaluation and a Budgets and Fiscal Planning Committee evaluation prior to taking up the discussion of the program. Whether this was to be accomplished by an abbreviated Category I request or a Category II request was not considered to be important.
- The Council heard a description of a possible new program to remove the MBA program from the Graduate School and to have the program administered solely from the COB. Further discussions between the Graduate School and the COB are needed to develop the details of such a proposal.
- The Graduate Council said that in the case of 5xx/6xx/7xx courses the syllabi of the courses need to be approved by the Graduate Council if the course is to be used on a Masters or Doctoral program of study.
- The Guidelines for the Review of Graduate Programs was revised to indicate the consequences of failure

to participate in the review process.

Persistent Problems Noted by the Graduate Council

In the course of discussing several issues, the Graduate Council notes the following problems as affecting graduate education and graduate programs:

- The lack of a satisfactory funding model for interdisciplinary programs. Interdisciplinary graduate programs are often restricted in size by the lack of adequate, stable funding.
- The University reorganization effort has led to a large number of postponed graduate program reviews. For AY 2010-2011 there are nominally 12 graduate program reviews that need to be carried out, which will be quite challenging.
- Approval of the needed Category I and II proposals to implement the University reorganization program will be a challenge.

2009-2010 Graduate Council Membership

Walt Loveland '11, Chair	Science
Rick Colwell, '10	Oceanic & Atmospheric Sciences
Nancy King, '10	Business
Kathy O'Reilly, '10	Veterinary Medicine
Carolyn Aldwin, '11	Health and Human Sciences
Jo Tynon, '11	Forestry
Tom Wolpert, '11	Agricultural Sciences
Theresa Filtz, '12	Pharmacy
Denise Lach, '12	Liberal Arts
Jessica White, '12	Education
Vinod Narayanan, '12	Engineering

Student Member, Chris Lenn

Ex-Officio Members:
Graduate School Dean (Martin Fisk)
Graduate School Associate Dean (Gita Ramaswamy)

Darlene Russ-Eft served as the Education representative during Spring Term while White was on leave.
Rong Cui represented Pharmacy during Fall term.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2008-2009 Annual Reports

Graduate Council

Annual Report of the Graduate Council 2008-2009

To: Faculty Senate Executive Committee
Date: July 22, 2009
From: Darlene Russ-Eft, Chair, Graduate Council AY2008-9
RE: Graduate Council Annual Report for AY2008-9

The Graduate Council (GC) met twelve times during the Academic Year 2008-2009 and was represented by all colleges. The following is a summary of the activities and accomplishments of the Graduate Council during the academic year. Details may be found in the Graduate Council minutes posted on the website:

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

Category I Proposals. The following Category I proposals were reviewed. The actions taken are listed below:

- Renaming Economics Degree to Applied Economics Degree. GC reviewed and approved this proposal.
- Suspension of the Agricultural and Resource Economics Graduate Program. GC reviewed and approved this proposal.
- Graduate Certificate in Management for Science Professionals. GC reviewed and approved this proposal.
- Suspension of Master's of Science Degrees in Environmental Health Science. GC reviewed and approved this proposal.
- Interdisciplinary Master of Natural Resources. GC reviewed and approved this proposal.

Category II Proposals. The following Category II proposals and process were reviewed. The actions taken are listed below:

- Category II proposals were reviewed by a GC subcommittee.
- Use of University of Oregon Law School courses for Water Resources Master's of Science Degree. GC reviewed the proposal, and the Category II subcommittee reviewed the proposed courses. GC approved proposal but limited the number of credits that could be transferred to 15 credits.
- Summer work by Category II subcommittee. During the summer of 2008, Category II proposals were not reviewed, resulting in an overload during the fall 2008 period. To avoid a similar situation this year, a subcommittee was appointed to review these proposals during the summer months.

Graduate Program Reviews. Scheduled reviews and actions taken are listed below:

- Graduate program in Mechanical Engineering was reviewed, and the report of the Review Team was accepted by the GC.
- Masters of Agriculture (MAg). GC reviewed and accepted the report.
- Graduate program in Biological and Ecological Engineering was reviewed. The report is in preparation for consideration during the 2009-10 academic year.
- Graduate program in Environmental Science was reviewed. The report is in preparation for consideration during the 2009-10 academic year.
- Graduate programs in Teacher Education and Counselor Education were reviewed. The report is in preparation for consideration during the 2009-10 academic year.

Follow-up Graduate Program Reviews. These take place three years after a major program review.

- Graduate Program in Genetics. Based on the follow-up, GC recommended that the faculty in Molecular and Cellular Biology (MCB) and the faculty in Genetics report to the Graduate School on the Genetics program status.
- Graduate Program in Forest Science. Based on the follow-up, GC recommended that a second follow-up

be undertaken in 2010-2011.

Awards: Subcommittees of Council members reviewed nominations and selected recipients of the following awards:

- Laurel Block Grants (awarded to departments)
- Oregon Lottery Scholarships
- Bayley Graduate Fellowship
- Yerex Graduate Fellowship
- Herbert F. Frolander Outstanding GTA Award
- Excellence in Graduate Mentoring Award

Review of Internal OSU Preproposals for National Funding Competitions.

- Faculty proposals for Integrative Graduate Education and Traineeship Program (IGERT) for the Research Office. GC reviewed and ranked these proposals to determine four to be selected for OSU's submission

Policy-Related Issues.

- Future GC members should develop criteria for the periodic review of the INTO graduate student pathway programs.
- A subcommittee should explore the cyclical review process for graduate certificates and for established graduate minors for which there is no corresponding graduate degree program.
- GC requested that the Graduate School ask all programs for a definition of "adequate student progress."

Other Business.

- GC reviewed and approved the planning for the OSU-INTO-pathway students to be considered for the MBA and the MEng.
- GC reviewed and approved American Sign Language as a recognized second language; GC approved amending the Graduate Catalog as follows: "must show foreign language proficiency (including American Sign Language)..."
- GC commented on the proposed Revisions to Academic Regulations (20, 23, 24) and a newly proposed AR 31.
- GC accepted a proposal to set a conditional graduate admission for the International English Language Testing System (IELTS) score of 6.0 with the condition of revisiting the issue in a year.
- GC accepted a proposal to set a minimum Internet Based (IBT) score of 26 to replace the SPEAK score of 50 with the condition that this will be reviewed at the end of 2009-2010.
- GC reviewed a proposal for a five-year B.S./M.S. program in the School of Electrical Engineering and Computer Science. This will need to be reviewed and approved by the 2009-2010 Graduate Council.
- GC discussed the report of the Graduate Enrollment Task Force.
- GC met with eCampus staff to discuss issues and problems arising with eCampus programs and proposals.

2007-2008 Graduate Council Membership

Darlene Russ-Eft, '09, Chair	Education
Vinod Narayanan, '09	Engineering
Shawna Grosskopf, '09	Liberal Arts
Rick Colwell, '10	Oceanic & Atmospheric Sciences
Nancy King, '10	Business
Chrissa Kioussi, '10	Pharmacy
Kathy O'Reilly, '10	Veterinary Medicine
Becky Donatelle, '11	Health & Human Sciences
Jo Tynon, '11	Forestry
Walt Loveland, '11	Science
Tom Wolpert, '11	Agricultural Sciences
Britt Hoover	Student Member
Ricardo Matano	Oceanic & Atmospheric Sciences, GAC Chair

Sally Francis, Dean
Martin Fisk, Associate Dean

Graduate School, Ex Officio, Non-voting
Graduate School, Ex Officio, Non-voting

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2007-2008 Annual Reports

Graduate Council

Annual Report of the Graduate Council 2007-2008

To: Faculty Senate Executive Committee
Date: July 30, 2008
From: Tom McLain , Chair Graduate Council AY08
RE: Graduate Council Annual Report for AY08

The Graduate Council (GC) met eleven times during Academic Year 2007-2008 with all members attending at least 65% of scheduled meetings and most well over 80%. In addition, members performed a number of duties outside of our meetings. No representative from the College of Engineering was appointed this year. The College of Veterinary Medicine was represented during Winter and Spring terms. No graduate student representative was appointed. Here is a summary of the activities and accomplishments of the Graduate Council during Academic Year 2008. Details may be found in the GC minutes posted on the Council website.

1. **Graduate Program Reviews:** Scheduled reviews and actions taken are as follows:
 - Graduate degree programs in Food Science and Technology were reviewed and the report of the Review Team was accepted by the GC.
 - Graduate degree programs in Biological and Ecological Engineering were scheduled to be reviewed, but the Review Team and Dean of the Graduate School judged that the departmental self-study was not acceptable and the site visit was postponed.
 - Graduate programs in the College of Oceanic and Atmospheric Sciences were reviewed and the report of the Review Team was accepted by the GC.
 - Graduate programs in the School of Mechanical and Industrial Engineering were reviewed but the report of the Review Team was not available prior to the close of the year.
 - Graduate Programs in the Department of Public Health: A petition to defer review of the Masters of Public Health for a number of years was not approved and review of the PhD and MPH degrees was scheduled for 2009-2010.
 - English—GC accepted report of Spring 2007 review.
 - Pharmacy—GC accepted report of Spring 2007 review.
2. **Follow-up Graduate Program Reviews**, conducted three years after a major program review were conducted and reviewed as follows:
 - Biochemistry and Biophysics
 - Chemical Engineering
 - Computer Science & Electrical Engineering
 - Microbiology
 - Crop and Soil Science
 - Operations Research and Statistics
3. **Awards:** Subcommittees of Council members reviewed nominations and selected recipients of the following awards:
 - Oregon Lottery Scholarships
 - Bayley Graduate Fellowship
 - Yerex Graduate Fellowship
 - Herbert F. Frolander Outstanding GTA Award
 - Excellence in Graduate Mentoring Award
 - WAGS/UMI Distinguished Masters Thesis Award
 - CGS/UMI Outstanding Dissertation Award
4. **Review of internal OSU preproposals for national funding competitions:** Several funding programs limit the number of proposals that may be submitted by OSU. The GC reviewed and made

selections of internal pre-proposals that should be encouraged for submission:

- NSF—Graduate Teaching Fellows in K-12 Education: 3 preproposals, 1 selected.
- NSF—IGERT: 7 pre-proposals ranked

5. **Policy-related Issues:**

- Approved a new policy for admission of students with three-year baccalaureate degrees from universities in countries that are signatory to the Bologna Declaration.
- Recommended that the Graduate School actively discourage combining GC Program Reviews with either accreditation reviews or Federal Agency research reviews except in unusual situations.
- Approved a new IELT/TOEFL equivalency table for use in graduate admissions.
- Approved a new policy on admission of students from India.
- Considered, but did not approve, changes to policy on remote participation by committee members in formal graduate program meetings.

6. **Other business:**

- GC reviewed and acted upon numerous Category I and II proposals
- GC proposed revisions to the Graduate Council Standing Rules
- Revised “Graduate Council Program Review Guidelines” to improve clarity, reflect new policies and add information needed on community engagement.
- Reviewed the comments from the external review of the Graduate School.

7. **Closing comments:** The success of the work of the Graduate Council is in large measure due to the commitment of the Council members. This is a very significant service obligation, often requiring many hours outside of meetings, and all members treated it with the respect and seriousness it demands. A second major factor is the strong working relationship between the Council and the Graduate School. It is essential that the Council work closely with the Dean of the Graduate School and her staff. However, I found that relationship is one of facilitation and not of influence and works very well. The Chair especially appreciates the excellent clerical and organizational support provided by the Graduate School.

I believe that one issue that future Councils will need to address is their role in strategic planning for the Graduate School and the University. The external reviewers of the Graduate School noted that graduate education is not identified as a priority in OSU’s strategic plan. I suggest that the Faculty Senate and future Councils seek to change that—and be proactive in partnering with the Graduate School to take new strategic leadership roles for graduate education at OSU in the future.

2007-2008 Graduate Council Membership

Tom McLain '08, Chair	Forestry
Alix Gitelman '08	Science
Rod Harter '08	Health and Human Sciences
Tom Wolpert (v. Proebsting) '08	Agricultural Sciences
Shawna Grosskopf '09	Liberal Arts
Darlene Russ-Eft '09	Education
Rick Colwell '10	Oceanic & Atmospheric Sciences
Nancy King '10 (fall '07)	Business
Rene Reitsma (winter/spring '08)	Business
Vacant '10	Engineering
Chrissa Kioussi '10	Pharmacy
Kathy O'Reilly '10	Veterinary Medicine
Student Member--Vacant	

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2006-2007 Annual Reports

Graduate Council

Annual Report of the Graduate Council 2006-07

To: Faculty Senate Executive Committee
Date: July 24, 2007
From: Hal Koenig, Chair, Graduate Council
RE: Graduate Council Annual Report for 2006-07

The Graduate Council (GC) examined a number of Category I applications this year. The year began with the proposals from Economics and Applied Economics: while the GC saw merit in both of these proposals, the Council was dismayed by the amount of overlap in the curriculum proposed. This information was provided to the Provost and in combination with the report from Budgets & Fiscal Planning, he decided to not move the proposals forward. Associate Dean Rettig was then given the job to oversee creating a "compromise" program.

Medical Physics brought a Category I proposal to the GC that was developed with OHSU. After discussion over two meetings and additional information from the department, this proposal was approved. Three Category I proposals were brought to the GC from Engineering – these proposals were approved by the GC and created the School of Chemical, Biological and Environmental Engineering, the School of Civil and Construction Engineering, and the School of Mechanical, Industrial and Manufacturing Engineering.

A Category II proposal creating a graduate minor in Ecosystem Informatics was approved. As part of this minor, two new courses, GEO 543 and 547, were approved. Two Economics classes, 570 and 571, were discussed by the GC and approved as part of the unified economics program. Many other Category II changes in courses (e.g., name changes, prerequisite changes, etc.) were handled by the Category II Subcommittee comprised of three GC members.

Six graduate program reviews were heard this year at GC meeting and included reviews of Molecular and Cellular Biology, Genetics, Fisheries and Wildlife, Horticulture, History of Science and Materials Science. Five three-year graduate program follow-up reviews were conducted this year and included Civil Engineering, Wood Science & Engineering, Human Development & Family Studies (HDFS), College Student Service Administration (CSSA), and Adult Education.

In addition to the Council business noted above, the GC reviewed seven IGERT proposals and narrowed the field to four. Principle investigators for these proposals were then instructed to develop full proposals for submittal to NSF. Most of the GC members also served on committees to review and select graduate scholarship or fellowship (e.g., Bayley and Yerex fellowships) recipients.

2006-07 Graduate Council Membership

Hal Koenig '07, Chair	Business
Theresa Filtz '07	Pharmacy
Linda Blythe (v. Rockey) '07	Veterinary Medicine
Michael Unsworth '07	Oceanic & Atmospheric Sciences
Theo Dreher (v. Gitelman) '08	Science
Rod Harter '08	Health and Human Sciences
Tom McLain '08	Forestry
Tom Wolpert (v. Proebsting) '08	Agricultural Sciences
Shawna Grosskopf '09	Liberal Arts
Prasad Tadepalli (v. Jovanovic) '07	Engineering
Darlene Russ-Eft '09	Education

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2005-2006 Annual Reports

Graduate Council

Annual Report of the Graduate Council 2005-06

This is a summary of the program reviews, follow-ups and other actions of the Graduate Council during the 2005-2006 Academic Year. This list was compiled by Hal Koenig, Chair of the Graduate Council during that time.

The following graduate program was reviewed in 2004-2005 and presented to the Graduate Council in 2005-2006:

- Microbiology

The following graduate programs were reviewed and presented to the Graduate Council in 2005-2006:

- Industrial and Manufacturing Engineering
- Forest Science
- Nuclear Engineering/Radiation Health Physics

The following graduate program was reviewed in 2005-2006 and will be presented to the Graduate Council in 2006-2007:

- Molecular and Cell Biology (MCB) and Genetics

Follow-up reviews for the following programs were completed and presented to the Graduate Council:

- Master of Arts in Applied Anthropology
- Master of Science in Environmental Health and Occupational Safety Management
- Forest Engineering
- Chemistry
- Mathematics
- Environmental and Molecular Toxicology

Approved:

- Proposal to offer the Master of Arts in Teaching at the OSU-Cascades Campus
- Revision of the Master of Arts in Interdisciplinary Studies degree
- Revision to the Program Review Guidelines for Graduate Programs based on feedback from participants in the process

Reviewed:

- Faculty proposals for Integrative Graduate Education and Research Traineeship Program (IGERT) for the Research Office and ranked them to determine OSU's submission
- Letters of intent for NSF GK12 Program and selected one to be OSU's submission
- Sports Lottery Scholarship applicants and recipient selected
- Bayley Fellowship applicants and recipient selected
- Yerex Fellowship applicants and recipient selected
- Frolander Outstanding GTA applicants and recipient selected

2005-06 Membership:

Hal Koenig '07, Co-Chair	Business
Prasad Tadepalli '06	Engineering
Starr McMullen (v. Steel) '06	Economics
Alex Sanchez (v. Pehrsson) '06	Education
Theresa Filtz '07	Pharmacy
Michael Unsworth '07	Oceanic & Atmospheric Sciences
Dan Rockey '07	Veterinary Medicine
Alix Gitelman '08	Science
Tom McLain '08	Forestry
Bill Proebsting '08	Agricultural Sciences
Rod Harter '08	Health & Human Sciences

Non-voting members:

Graduate School Dean (Sally Francis)
Graduate School Associate Dean (Bruce Rettig)
Graduate Admissions Committee Chair (Rakesh Gupta)

Student Member — David McCandless (Graduate)

Executive Committee Liaison - Lynda Ciuffetti

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2003-2004 Annual Reports

Graduate Council

ANNUAL REPORT

DATE: June 23, 2005
TO: Jeff Hale, Faculty Senate President
FROM: Dale E. Pehrsson and Brent Steel, Co-Chairs Graduate Council
RE: 2004-2005 Graduate Council Annual Report
ATTACHMENT: [Audit Report](#) for the Graduate Admissions Committee

Membership on the Graduate Council for the academic year 2003-2004 included 12 voting members:

Dale Pehrsson, Co-Chair, Education
Brent Steel, Co-Chair, Liberal Arts
Lynda Ciuffetti, Science
Barbara Bond, Forestry
John Selker, Agricultural Sciences
Elaine Pedersen, Health and Human Sciences
Prasad Tadepalli, Engineering
Theresa Filtz, Pharmacy
Hal Koenig, Business
Dan Rockey, Veterinary Medicine
Michael Unsworth, Oceanic and Atmospheric Sciences
Dan Brown, Graduate Student Member

3 Ex-Officio members (Sally Francis, Dean of the Graduate School;
Bruce Rettig, Associate Dean of the Graduate School; and
Eileen Waldschmidt, Graduate Admissions Committee)
Mary Strickroth, Coordinator of Graduate Student Services attended the meetings.
Mike Quinn was the Faculty Senate Executive Committee Liaison.

Awards Subcommittees included:

- Sports Lottery Scholarship: Dan Rockey, Barbara Bond, and Lynda Ciuffetti
- Bayley/Yerex Fellowships: Elaine Pedersen and Theresa Filtz
- Frolander Outstanding GTA Award: Prasad Tadepalli and Barbara Bond
- CGS/UMI Dissertation and WAGS/UMI Thesis Awards: Prasad Tadepalli and Lynda Ciuffetti

Category II Subcommittee included (throughout summer 2004):

John Selker, Barbara Bond, and Hal Koenig. Dale Pehrsson served last summer. This committee is very active. Members review, make recommendations for re-submission and approves multiple Category II proposals on a regular basis (sometimes weekly) during the academic year.

The Graduate Council conducted and approved the following Program Reviews: The Council reviewed and approved the following Category I proposals:

- Proposal to Reorganize the School of Education (approved unanimously).
- Proposal to Eliminate Graduate Degrees in Plant Pathology (approved unanimously with a letter of petition to relevant deans and provost).
- Proposal to Create a Department of Nutrition and Sport (approved unanimously).

The Graduate Council conducted and approved the following Program Reviews:

- Wood Science and Engineering
- College Student Services Administration Review
- Adult Education Graduate Review
- Human Development and Family Studies Graduate Review
- Statistics Graduate Program (approved unanimously with a petition letter sent to the dean and provost)
- Crop and Soil Science Graduate Program (approved unanimously with a petition letter sent to the dean and provost)
- Chemical Engineering Graduate Program Review

The Graduate Council conducted and approved the following Program Follow-up Reviews:

- Applied Anthropology Review Report
- Master of Interdisciplinary Studies
- Community College Leadership Program

Additional Items Discussed and/or Action Taken by the Council:

1. Proposal from Pharmacy to allow 700 level credits—scientific and professional degree—courses in a Masters or PhD Program.

The council approved a motion that 700 level courses, which successfully adhere to graduate criteria and successfully navigate the Category II proposal process, be accepted as graduate level for programs of study.

2. Proposal from Nuclear Engineering to allow an exception to the university's PhD residency rule to test a distance delivered doctoral program. This was linked to the ongoing discussion of the Graduate Council related to PhD Learning outcomes at OSU.

The Graduate Council, after extensive review and discussion, unanimously proposed the following recommendations related to PhD study at Oregon State University. Council members believe that the PhD degree should prepare students to be independent scholars. To achieve this outcome, students in PhD programs must participate in collegial scholarly work in which direct mentoring occurs. What defines the PhD experience at OSU is embedded in the learning objectives stated below. To that end, each program offering a PhD will strive to meet the learning objectives and will provide doctoral students with guided experiences and a variety of educational opportunities. Programs, regardless of residency issues, will demonstrate that they:

- Prepare students to expand the knowledge of their discipline
- Help students develop requisite skills and knowledge necessary to assume professional positions in academia, industry or professional practice
- Mentor students and guarantee compelling peer-learning experiences
- Prepare students to become mentors so they can continue the learning cycle
- Provide a residential learning component or a demonstrated equivalent*

*The residency requirement strives to provide students with a compelling immersion experience with scholars and researchers in their specific discipline. A PhD education should provide a concentrated experience in a setting that supports and encourages both formal and informal scholarly interaction amongst faculty and students and the right to use on-campus resources; such experience is achieved through a period of residence on campus. When programs offer non-traditional classroom, advising and learning alternatives, it becomes essential to implement strategies to insure that this intent is met. Therefore, the graduate school requires that programs offering non-traditional residency requirements present to the Graduate Council a defensible argument, which provides a strategic plan for meeting the programmatic requirements, listed above.

Successful PhD programs should:

- Prepare students to expand the knowledge of their discipline(s).
This preparation will generally include:
 - o Development of research and scholarship skills
 - o Development of effective oral and written communication skills
 - o Extensive understanding of the knowledge base of the discipline
 - o Broad, general understanding of related disciplines

- Guide the professional development of students
This guidance will generally include:
 - o Extensive interaction between student's role models – usually resulting from learning experiences involving a variety of teachers and professionals
 - o Development of a professional network of peers – usually resulting from learning experiences in collaboration with peers
 - o Developing professional mentors – usually resulting from learning experiences in collaboration with mentors
 - o Understanding the politics and requirements of the workplace: academia, industry or professional practice
- Prepare students to become teachers and mentors for future students
This preparation will generally include:
 - o Compelling learning experiences in the student's own professional preparation that the student can model in his/her own professional career
 - o Development of an academic culture that places a high priority on teaching and mentorship
 - o Opportunities for students to serve as a teacher and mentor during the Ph.D. studies

3. European Three-Year degrees. (March, three meetings)

Concerning the movement to new three-year undergraduate degrees in the European Union and other European nations, the Graduate Council recommends:

- Postpone consideration of admissions policy changes for this for one year to allow informed discussion to take place by professionals who are more fully informed on the changes and their impact on U.S. graduate schools.
- Ask the Office of Admissions to collaborate with any departments or programs that may receive an application from a student with a three-year European bachelor's degree.

These recommendations were based on the following premises identified by Associate Dean Bruce Rettig;

- Current European degrees are highly diverse, just as they are in the U.S. This is why our Office of Admissions relies on detailed guidance from the national association of admission professionals to advise us on what is equivalent to a four-year U.S. bachelor's degree.
- This diversity is likely to continue, requiring us to rely on updated information from the professional associations to which Admissions, the Office of International Education, and the Graduate School belong. The Council of Graduate Schools had a useful discussion, which Mary Strickroth summarized for the Council committee. The organizations to which Admissions and OIE belong (AACRAO and NAFSA) have meetings this spring that include multiple sessions on this topic.
- There is a lag from the time that the professional associations conclude the appropriate way to handle new credentials to the date when the professional reference literature is revised.
- The uncertainty about this issue and the fact that many of our peers are not revising their admission requirements from Europe just yet suggests that we should delay any action to change university policy. Recent examples of no change are found at the University of Washington at http://www.grad.washington.edu/admissions/intl/pep_definition.asp and Stanford University at <http://gradadmissions.stanford.edu/information/international.html>.
- The very tight focus on a specific course of study in many European universities means that the students will have mastered a subject thoroughly at the end of three years, but they may not have sufficient breadth to pursue a degree unless it is closely related to their area of study. For example, someone with a three-year degree in Physics from a strong European university should be well prepared for MS and possibly PhD work in physics in the U.S., but may have substantial problems crossing over into a different field of study such as a biological science without additional undergraduate preparation.
- The discussions in Europe suggest that many agencies and employers are not convinced that a three-year degree is sufficient for employment. It is not unreasonable to believe that initial graduates of three-year degrees are most likely to continue for a European master's degree.
- If any students do apply for graduate school, our Admissions Office is prepared to partner with academic programs and departments to make exceptions while waiting for sufficient information to make complete policy changes.

4. The new Internet-based TOEFL Examination:

The Graduate Council suggests creating a task group for this summer to set up initial score thresholds, based on information and advice from Deborah Healey and International Education (including a demonstration of scoring for council members in residence this sum).

Respectfully Submitted,

Dale-Elizabeth Pehrsson and Brent Steel
2004-2005 Co-Chairs for Graduate Council

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Annual Reports](#) » 2003-2004 Annual Report

Graduate Council

2003-2004 Annual Report

TO: Stella Coakley, President
Faculty Senate

FROM: Lynda Ciuffetti, Chair
Graduate Council

RE: 2003-2004 Annual Report: Graduate Council

Membership on the Graduate Council for the academic year 2003-2004 included 11 voting members (Lynda Ciuffetti, Chair, Science; Tony Collins, Pharmacy; Marty Fisk, Oceanic and Atmospheric Sciences; Hal Koenig, Business; Luiz Bermudez, Veterinary Medicine; Barbara Bond, Forestry; John Selker, Agricultural Sciences; Elaine Pedersen, Health and Human Sciences; Dale Pehrsson, School of Education; Brent Steel, Liberal Arts; Prasad Tadepalli, Engineering) and 3 Ex-Officio members (Sally Francis, Dean of the Graduate School; Bruce Rettig, Associate Dean of the Graduate School; Eileen Waldschmidt, Graduate Admissions Committee). Mary Strickroth, Coordinator of Graduate Student Services, and Nancy Lasater, Assistant to the Dean attended the meetings. Becky Warner was the Faculty Senate Executive Committee Liaison.

Awards Subcommittees included:

- Sports Lottery Scholarship: Tony Collins, Brent Steel, and Luiz Bermudez
- Bayley/Yerex Fellowships: Elaine Pedersen, Martin Fisk, and Hal Koenig
- Frolander Outstanding GTA Award: Hal Koenig and Prasad Tadepalli
- CGS/UMI Dissertation and WAGS/UMI Thesis Awards: Prasad Tadepalli and Lynda Ciuffetti

Category II Subcommittee included (throughout summer 2004): John Selker, Barbara Bond, and Dale Pehrsson

The Council reviewed and approved the following Category 1 proposals:

- Rename the Department of Apparel, Interiors, Housing and Merchandising (AIHM) to the Department of Design and Human Environment (DHE) (approved unanimously)
- Terminate the Degree of Master of Software Engineering Degree (approved unanimously)
- Initiation of a New Graduate Instructional Program in Water Resources (approved unanimously)
- Initiation of a Graduate Certificate in Geographic Information Science (approved with one abstention)
- Initiation of a Master of Engineering (MENG) Degree (approved conditionally; final approval was given following requested changes)
- Initiation of a Master of Health Physics in Radiation Health Physics (MHP) (approved conditionally; final approval was given following requested changes)
- Initiation of a Graduate Certificate in Health Care Administration (approved unanimously)
- Terminate the Master of Engineering in Manufacturing Engineering Degree (approved unanimously)
- Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (approved unanimously)

The Council reviewed and approved the following Category II proposals:

- New Graduate Minor in Sport and Exercise Psychology (approved unanimously)

The Graduate Council conducted and approved the following Program Reviews:

- Environmental Health and Occupational Safety Management (EHOSM) Graduate Program (accepted as written)
- Forest Engineering Graduate Programs (accepted as written)
- Environmental and Molecular Toxicology Graduate Programs (accepted as written)
- Computer Science Graduate Programs (accepted as written)
- Civil Engineering Graduate Programs (accepted conditionally; final acceptance was given following requested changes)

The Graduate Council conducted and approved the following Program Follow-up Reviews:

- Apparel, Interiors, Housing, and Merchandising (AIHM) Graduate Programs (accepted as written)
- Forest Resources Graduate Programs (accepted with addendum)
- Agricultural and Resource Economics Graduate Program (accepted as written)
- Physics Graduate Program (Final action on the follow-up report was tabled until further information was obtained)
- Electrical and Computer Engineering Graduate Programs (accepted conditionally; final acceptance was given following requested changes)
- Economics Graduate Programs (accepted with cover letter addressing recommendation 5)

Additional Items Discussed and/or Action Taken by the Council:

1. Admission Task Force Recommendations on Alternatives to TOEFL

Two years ago Dean Francis established a task force on graduate admission standards. In its report dated May 22, 2002, several recommendations were made. The Graduate Council accepted that report on November 14, 2002 and agreed to review this and other recommendations at a later time. Deborah Healey (Director of the English Language Institute) visited the Council on Oct 23, 2003 to describe some of the limitations of the TOEFL (Test of English as a Foreign Language) and to provide an overview of alternatives to the TOEFL that are accepted for admission of undergraduate international students. Following discussion, the Council approved a motion to add IELTS (International English Language Testing System), with a minimum score of 7.0, as an approved alternative to the TOEFL.

2. Discussion on the OSU Strategic Plan

The Council unanimously approved a motion that the Dean of the Graduate School should report directly to the Provost and that the Dean should report at the same level and have the same involvement in university governance as the Vice Provost for Research. Lynda Ciuffetti sent an email to President Ray supporting an earlier message from Dean Francis and emphasizing the concerns of the Council on this issue.

3. OSU Cascades Campus Graduate Education

Jay Casbon (Campus Executive Officer) and James Foster (Chief Academic Officer for the OSU Cascades Campus) joined the Council meeting by phone on December 11, 2003 to discuss the process for offering OSU graduate programs at the Cascades campus. A document was provided and used as a platform for discussion. Casbon said that the Cascades Campus would follow the protocol exactly as part of Oregon State University. The protocol was approved as presented; Dean Francis will share this protocol with Provost White.

4. Proposal to Offer the Master of Science in Counseling at the OSU Cascades Campus

The School of Education presented a proposal at the January 22, 2004 Council Meeting. Faculty and administrators from both the School of Education and the Cascades Campus attended the Council Meeting. Following discussion, the Council approved the proposal unanimously.

5. Final Examination Procedures for the Master of Public Health (MPH)

Donna Champeau (Graduate Coordinator in the Department of Public Health) and Ray Tricker (also from Public Health) visited the Council on February 12, 2004 to present a request that the MPH students who elect an internship be allowed to take a written examination instead of the current oral examination. Following discussion, the Council approved the request with one abstention.

6. Final Examination Procedures for the Master of Business Administration

Written background information was provided by Hal Koenig (Business) for the request to change final examination procedures for this Degree at the February 12, 2004 Council Meeting. Following discussion, the Council approved the request with one abstention.

7. Process for Approving Delivery of OSU Programs to the Cascades Campus

Bruce Rettig (Associate Dean, Graduate School) introduced a proposal from the Curriculum Council for a process for approving the delivery of OSU degree programs to the Cascades Campus. Sally Francis (Dean, Graduate School) said the purpose of this proposal is to have one generic process for both undergraduate and graduate degree programs. Following discussion of issues previously approved by the Graduate Council (see #3 above) for graduate programs proposed to be delivered to the Cascades Campus, the Council members made several motions to amend the document provided by the Curriculum Council. The Graduate Council approved the revised document unanimously.

8. Approval Process for Non-Credit Certificate Programs

The Graduate Council was asked by the Curriculum Council to review their proposal for the review of non-credit certificates and to note any concerns. The Graduate Council expressed concern about the potential that the public might confuse non-credit certificates with graduate certificates, although non-credit certificates are not transcript visible. The Council was informed that the non-credit certificates have a history that precedes the creation of graduate certificate programs and decided not to pursue this issue at this time, but Council was willing to do so if problems arise in the future. The Graduate Council approved the process unanimously as submitted by the Curriculum Council.

9. Minimum Credits for a PhD in Chemistry

Doug Keszler (Chemistry) visited the Council on June 3, 2004 and presented background information and rationale for the request. The request states that the minimum number of regular non-blanket course work for a PhD in Chemistry at OSU be 27 credits rather than 36 credits. Following discussion the Council approved the request unanimously.

10. Graduate Level Learning

The Graduate Council spent a considerable amount of effort and time on issues related to graduate level learning. Discussion and action on Graduate Level Learning can be found in the minutes of the Graduate Council Meetings (Nov. 13, 2003; Dec. 11, 2003; Jan. 22, 2004; Feb. 12, 2004; Feb. 26, 2004; May 6, 2004; May 20, 2004).

Background Information and Action Taken Related to Slash Courses:

In Fall 2001, using the final report of the Task Force on Graduate Level Learning as a basis, the Graduate Council began to develop policies that would: 1) ensure a graduate level learning experience in every graduate course; 2) address expressed dissatisfaction with slash courses, and consider the needs/constraints of academic units; and 3) be responsive to recommendation #7 of the accreditation report. Following a campus-wide survey and two open forums (April 17 & 21, 2003) to discuss proposed policies, the Council took the following actions during 2002-03:

1. Revised the criteria for differentiation of the 500 component of slash courses to include specification of graduate level learning outcomes.
2. Established the "50% Rule"- Effective Fall 2005, all graduate student programs of study submitted to the Graduate School must consist of, at a minimum, 50% graduate stand alone courses. The remaining credits may be the 500 component of 400/500 slash courses. Also, effective Fall 2005, the number of blanket-numbered credits allowed on a 45-credit MA or MS degree program will increase from 6 to 9. This policy directly responded to campus feedback heard in the open forums in 3 important ways:
 - a. Applied the 50% calculation to all credits on the program of study, as per accreditation standard 2.F.4 (footnote 1 below), instead of separating out capstone and other blanket numbered courses.
 - b. Delayed implementation for two years until fall, 2005.
 - c. Increased the number of blanket-numbered credits on master's programs from 6 to 9.

The Graduate Council met with and presented this policy to the Faculty Senate Executive Committee on March 2, 2004. The Executive Committee forwarded it for consideration to the Curriculum Council.

The Curriculum Council of the Faculty Senate reviewed and endorsed the policy on April 1, 2004.

Dean Sally Francis (Graduate School), Jack Drexler (Curriculum Council), and Lynda Ciuffetti (Graduate Council) met on April 27, 2004 with Dr. Pat Miltenberger, evaluator for the Northwest Association of Schools, Colleges and Universities. The 50% rule, criteria for graduate level learning, and the upcoming Faculty Senate process were discussed and Dr. Miltenberger met these with support.

Lynda Ciuffetti (Chair, Graduate Council) presented the revised criteria for differentiation of the 500 component of slash courses and the establishment of the "50% Rule" as a Discussion Item at the Faculty Senate on May 13, 2004.

At the Graduate Council Meeting on May 20, 2004 the Council addressed concerns voiced at the May 13, 2004 Faculty Senate meeting regarding the 50% Rule on Graduate Level Learning. In an effort to respond to faculty concerns with the implementation deadline, the Graduate Council approved the following: Departments or Programs that are unable to meet this policy for Graduate Programs beginning Fall 2005 may submit a Transition Plan that will address how the unit will move towards compliance with the policy.

The revised policy was presented as an Action Item at the June 10, 2004 Faculty Senate Meeting and approved by the Faculty Senate (motion #04-596-16).

Use of Upper Division Undergraduate Credits on Graduate Programs of Study

Included in the Task Force final report (June 12, 2001) on Graduate Level Learning was the recommendation that 6 to 12 credits of 4XX-level courses be permitted on a graduate program of study. For various reasons, the action to allow 4XX-level credits on programs of study was rescinded by the Council on February 14, 2002. On December 11, 2003 the Council revisited this recommendation and spent a considerable amount of time discussing this issue. On January 22, 2004 Council members presented responses from their constituents regarding the use of 4XX-level credits on programs of study. Because the Council felt that additional liaison was needed, the Council decided that a message and questionnaire would be drafted and opinions would be sought from graduate program coordinators and department administrators. In addition to the questionnaire, the Council felt it would be important to hold two Faculty Forums to get feedback and discussion on this policy. These were held on March 4, 2004. Following input from the faculty forums, responses to the questionnaire, and input from the Council members, the Council was split on their decision to implement this change. The Council decided to terminate further action on the allowance of 4XX-level credits on programs of study for this year.

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Graduate Council

DATE: June 28, 2002

TO: Nancy Rosenberger, President
Faculty Senate

FROM: Vincent Remcho, Chair
Graduate Council

RE: 2001-2002 Annual Report - Graduate Council

Membership on the Graduate Council in 2001-2002 included 13 voting members (Vincent Remcho, Chair, Science; David Brauner, Liberal Arts; Carol Caughey, AIHM; Tony Collins, Pharmacy; Paul Cull, Engineering; Vicki Ebbeck, Health and Human Performance; Martin Fisk, Oceanic and Atmospheric Sciences; Doug Markle, Agricultural Sciences; Chandra Mishra, Business; Steve Radosevich, Forestry; Alex Sanchez, Education; Barbara Watrous, Veterinary Medicine and Delores McNair, student member) and 3 non-voting members (Sally Francis, Dean of the Graduate School, Bruce Rettig, Associate Dean of the Graduate School, and Maggie Niess, Chair of the Graduate Admissions Committee). Mary Prucha, Coordinator of Graduate Student Services and Jill Anderson, secretary to the Dean, attended nearly all meetings.

The Council reviewed and approved the following Category I proposals: renaming the Forest Products department and all of its graduate degree programs; creation of a College of Health and Human Sciences; and renaming of all current Human Performance graduate degrees. The Council reviewed and commented on a category I proposal to create a School of Electrical Engineering and Computer Science; following discussion, the proposal was withdrawn from consideration.

A subcommittee of David Brauner, Martin Fisk, and Alex Sanchez worked with Associate Dean Bruce Rettig to review and approve Category II proposals.

Awards subcommittees included: the Sports Lottery committee - Alex Sanchez, Tony Collins, Vicki Ebbeck; Bayley and Yerex Awards committee - Chandra Mishra, Barbara Watrous, Steve Radosevich; Frolander Outstanding GTA Award representative - Carol Caughey; and the CGS/UMI Dissertation and WAGS/UMI Dissertation Awards representative - Doug Markle.

The Graduate Council conducted 5 program reviews this year. Graduate programs reviewed were Agriculture and Resource Economics, Physics, Electrical and Computer Engineering, Forest Resources, and Education (Community College Leadership Program - CCLP). All reports were completed and approved except for CCLP, which was reviewed in early June. A draft report is being circulated amongst the review team members; the final report should be finished soon and available for review when the Council resumes meetings in the fall. In addition, the Council approved the review of the Zoology program conducted in 2001.

The Council conducted five follow-up reviews of programs. They included Bioresource Engineering, Nutrition and Food Management, Counseling, Human Performance and Movement Studies, and Animal Science.

Members of the Council met with President Paul Risser (the chair at a meeting arranged by the Faculty Senate President and other members at various open-forum meetings) to express their concerns about common issues facing all graduate programs in light of the University's fiscal situation.

The Council discussed at length the report prepared by a committee on Graduate Level Learning chaired by Jack Higginbotham, reviewed recommendations of the Graduate Admissions Task Force, and proposed a policy to eliminate 400/500 ("slash") courses at OSU, renumbering current slash courses as either 400 or 500 level. The policy proposal was put forward for public comment via the Graduate School web site, and sent to the Curriculum Council for comment. Vincent Remcho met with the Faculty Senate Executive Committee to

present the Graduate Council proposal. The Curriculum Council discussed the proposal at length and recommended that it not be approved as written. Concerns expressed by the Curriculum Council included the following:

- Budgets aren't big enough to allow departments to offer adequate numbers of separate 400-level courses and 500-level courses. With fewer offerings, the ability of students to choose between electives is diminished.
- There aren't enough graduate students to justify offering separate 500-level courses.
- Even if 400-level and 500-level courses were split, the lectures would be nearly identical. The real difference is in the assignments. If an instructor can't make the 500-level portion of a "slash" course more rigorous, we should provide that person with additional pedagogical training.

The response of the Curriculum Council suggested that further discussion and amendment of the suggested policy was necessary. At the close of the academic year, these discussions were underway. This will be a continuing agenda item for the Graduate Council in 2002/2003.

The Council addressed guidelines for reclassification of conditional (English) admission, provided requested input on the adoption of a new continuous enrollment policy (via subcommittee consisting of Steve Radosevich, Martin Fisk, and Delores McNair), eliminated the requirement for minors on Masters degree programs, adopted a new policy on application of credits towards a second Master's degrees earned at OSU, and began work on an update of the program review guidelines, and worked with the Institutional Review Board to adopt a new policy regarding prior IRB approval of theses and dissertations including human subjects research.

The Council acted on all charges put forth at the beginning of the 2001/2002 academic year:

- Complete Zoology program review. (completed)
- Forward a recommendation regarding participation in awards selection as an item to be included in the Standing Rules as a regular set of duties performed by the Council. (no changes to the standing rules were recommended)
- Discuss recommendations of the Graduate Level Learning Task Force and report to the Faculty Senate Executive Committee. (a report was made to the EC and a policy recommendation was made)
- Discuss issues raised regarding graduate program review procedures and policies. (a new set of review procedures was discussed and a preliminary set of guidelines will be discussed in AY 2002/2003)

Charges issued for the 2002/2003 Graduate Council are as follows:

- Complete the Community College Leadership Program (CCLP) review.
- Act on a proposal put forward by Maggie Niess regarding participation of graduate students who have completed all degree requirements except submission of the thesis or dissertation in commencement ceremonies.
- Follow up on the Physics program review to ensure that the Physics Department has in place a plan of action to ensure the health of their graduate program.

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Graduate Council

Annual Report 2000-01

DATE: June 27, 2001

**TO: Henry Sayre, President
Faculty Senate**

**FROM: Susan Tornquist, Chair
Graduate Council**

RE: 2000-2001 Annual Report - Graduate Council

Membership on the Graduate Council in 2000-2001 included 12 voting members (Susan Tornquist, Chair, Veterinary Medicine; Jim Ayres, Pharmacy; Jeanette Brandt, Home Economics and Education; Paul Cull, Engineering; Vicki Ebbeck, Health and Human Performance; Steve Esbensen, Oceanic and Atmospheric Sciences; Doug Markle, Agricultural Sciences; Chandra Mishra, Business; Steve Radosevich, Forestry; Vince Remcho, Science; Court Smith, Liberal Arts; and Andy Young, student member) and 3 non-voting members (Sally Francis, Interim Dean of the Graduate School; Bruce Rettig, Associate Dean of the Graduate School; and Maggie Niess, Chair of the Graduate Admissions Committee). Mary Prucha, Coordinator of Graduate Student Services and Julie Suchanek and Jill Anderson, secretaries to the Dean, attended nearly all meetings.

The Council reviewed and approved the following Category I proposals: M.S. in Public Policy, M.S. and PhD in Bioengineering, PhD in Materials Science, restructuring of the Masters of Business Administration and dropping of the M.S. degree in Home Economics.

A subcommittee of Chandra Mishra, Paul Cull, and Jeanette Brandt worked with Associate Dean Bruce Rettig to review and approve Category II proposals.

The Graduate Council conducted 4 program reviews this year. They were Apparel, Interiors, Housing, and Merchandise, Science and Mathematics Education, Geosciences, and Zoology. All reports were completed and approved except for Zoology which should be finished soon and available for review when the Council resumes meetings in the fall. In addition, the Council approved the review of the Rangeland Resources program conducted in 2000.

The Council conducted five follow-up reviews of programs. They included Atmospheric Sciences, MBA, Fisheries and Wildlife, Marine Resource Management, and Entomology.

The Council met with Provost Tim White to express their concerns about common issues facing all the graduate programs reviewed.

The Council discussed the report prepared by a committee on Graduate Level Learning chaired by Jack Higginbotham, reviewed recommendations of the Graduate Admissions Task Force, and requested formation of a Task Force on Graduate Admissions Standards.

The Council addressed guidelines for granting posthumous degrees, conditional admissions requirements and narrative transcripts, approval to proceed with thesis examination, and the OSU residence requirement for graduate students, revised guidelines for graduate certificate programs, grievance guidelines for graduate students, physical presence of committee members at committee meetings, and membership on the graduate faculty, and met with the OSU accreditation team.

Subcommittees of the Council worked with Mary Prucha to choose recipients of Oregon Sports Lottery Graduate Scholarships, Baylet and Yerex Graduate Fellowships, and the Herbert F. Frolander Graduate Teaching Assistant Award

administered by the Graduate School.

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Graduate Council

Annual Report 1999-00

Memorandum

June 27, 2000

TO: Gordon Matzke, President
Faculty Senate

FROM: Mark Christensen, Chair
Graduate Council

SUBJECT: 1999-2000 Annual Report - Graduate Council

Membership on the Graduate Council in 1999-2000 included eleven voting members (Mark Christensen '00, Chair, Pharmacy; Bruce Rettig '00, Agricultural Sciences; Neil Davison '00, Liberal Arts; Jeannette Brandt '01, Home Economics and Education; Steve Esbensen '01, Oceanic and Atmospheric Sciences; Jim McAlexander '01 Business (replaced in spring term by Chandra Mishra); Susan Tornquist '01, Veterinary Medicine; Paul Cull '02, Engineering; Vicki Ebbeck '02, Health and Human Performance; Steve Radosevich '02, Forestry; Vincent Remcho '02, Science; Candace Pierson-Charleton '00, Student Member (Candace resigned Dec. 9th and no student replacement for her was named) and three non-voting members (Interim Dean of the Graduate School Sally Francis, Associate Dean Jack Higginbotham, and Graduate Admissions Chair Doug Barofsky). Mary Prucha, Coordinator of Graduate Student Services and Julie Suchanek, secretary to the Interim Dean attended all meetings, providing able assistance and advice to the Graduate Council.

The Graduate Council approved two graduate policies of the items of a proposal brought by the Graduate Admissions Committee during the previous academic year. The Graduate Admissions Committee (GAC) asked to shift three types of cases from decision making by the GAC to the departments to which the student applies. Applicants who have successfully completed a postgraduate degree, and applicants for degree programs who are currently working under the 24-hour rule described in the Graduate Catalog were approved. On the last item the GAC withdrew its request to have the Graduate Council review the policy on Applicants with narrative transcripts.

The Graduate Council set up a subcommittee of the Council to develop a set of guidelines for Colleges, Departments and graduate programs to develop Graduate Certificate Programs. Vince Remcho Chaired the subcommittee, which brought its report to the Council where approval was received. The Guidelines have been forwarded to the Faculty Senate Executive Committee.

The Graduate Council accepted and approved the reports of two graduate program reviews conducted in the previous academic year (Botany and Plant Pathology and Scientific and Technical

Communications). The Graduate Council conducted five graduate program reviews: Animal Science, Counseling, Economics, Human Performance, Movement Studies in Disability, and Rangeland Resources. Reports on the first four have been approved by the Council and are available for review at the Graduate School. The review of Rangeland Resources will be discussed early in the 2000-2001 academic year.

The Council reviewed and approved two Category I proposals; Master of Arts in Teaching entitled OSU Elementary Teacher Licensure Program in Central Oregon from the School of Education and Master of Fine Arts in Creative Writing from English of the College of Liberal Arts. A third Category I proposal was received and discussed; Master of Public Policy from the Departments of Economics, Political Science and Sociology. Action on the third Category I proposal is being delayed until the Provost reviews and meets with the Department of Economics to go over the report of the graduate program review of Economics. The Council approved a Minor in Ethnic Studies. A subcommittee of the Council (Vince Remcho, Steve Radosevich and Mark Christensen) worked with Associate Dean Jack Higginbotham to review and approve Category II proposals. During the summer term of 2000, Sally Francis and Vince Remcho will review and take actions on submitted Category II proposals.

Subcommittees of the Council worked with Mary Prucha to identify recipients of scholarships and Fellowships administered by the Graduate School. These subcommittees report reviewing the records of these outstanding students is one of the most pleasant and interesting tasks a faculty member carries out at OSU.

The Council reviewed the report on the Graduate School Review and the new category of Faculty appointments (Clinical Faculty Tract) and reported our findings to the university administration. The Graduate School has set up a subcommittee to study the 400/500 class differentiation policy and the Council will continue to monitor its progress.

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Graduate Council

Annual Report 1998-99

Memorandum

July 2, 1999

TO: Ken Williamson, President
Faculty Senate

FROM: Bruce Rettig, Chair
Graduate Council

SUBJECT: 1998-99 Annual Report - Graduate Council

Membership on the Graduate

Council in 1998-1999 included eleven voting members (Bruce Rettig '00, Chair, Agricultural Sciences; Jim McAlexander '01 Business; Chris Bell '99 Engineering; Kermit Cromack '99 Forestry; Becky Donatelle '99 Health & Human Performance; Jeanette Brandt '01 Home Economics & Education; Steve Esbensen '01 Oceanic & Atmospheric Sciences; Mark Christensen '00 Pharmacy; Bruce McCune '99 Science ; Sharon Tornquist '01 Veterinary Medicine; Candace Pierson-Charlton '99 Student Member) and three non-voting members (Graduate School Dean Thomas Maresh, Associate Dean Jack Higginbotham, and Graduate Admissions Committee Chair Robby Robson). Mary Prucha, Coordinator of Graduate Student Services, and Katie Peterson, secretary to the Dean attended all meetings, providing able assistance and advice to the Graduate Council. Nancy Wolford served as student member during Fall term.

The Council reviewed and approved the Category I proposal for a Master of Software Engineering. A subcommittee of the Council (Mark Christensen, chair, Kermit Cromack, and Neil Davison) worked with Associate Dean Higginbotham to review and approve Category II proposals. That group also worked with Bob Burton, chair of the Curriculum Council, to develop procedures that would move new course proposals through the review process quickly and efficiently while examining proposals to insure that graduate courses provide a meaningful graduate experience for Oregon State University students.

The Graduate Council conducted three program reviews: Bioresource Engineering, Nutrition and Food Management, and Scientific and Technical Communication. Reports on the first two reviews have been approved by the Council and are available for review at the Graduate School. The review of the Scientific and Technical

Communication program will be discussed early in the 1999-2000 academic year.

The Council reviewed and affirmed the current policy that Oregon State University will not award a student a second Ph.D. Exceptions under special conditions will be made by the Dean of the Graduate School.

The Council reviewed a proposal from the Graduate Admissions Committee (GAC) to shift three types of cases from decision making by the GAC to the department to which a student applies: Applicants with narrative transcripts, applicants who have successfully completed a postgraduate degree, and applicants for degree programs who are currently working under the 24 hour rule (described in the Graduate Catalog). Although the Council supported the reasoning, final action including wording changes to the Graduate Catalog was deferred until an Interim Dean of the Graduate School is appointed.

Subcommittees of the Council worked with Mary Prucha to identify recipients of scholarships and fellowships administered by the Graduate School. These subcommittees report that reviewing the records of these outstanding students is among the most interesting and pleasant tasks a faculty member can carry out.

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Graduate Council

Annual Report 1997-98

Memorandum

Date: June 15, 1998
To: Margaret Niess, Faculty Senate President
From: Jerry Heidel, Chair, Graduate Council
Subject: Graduate Council 1997-1998 Activities

Regular Graduate Council Business

1. Approved a Category I Preproposal for a graduate program in Sensometrics;
2. Approved Category I Proposals for the following:
 - A. -Master of Science in Applied Physics
 - B. -Masters in Business Information Systems;
1. Approved a program review report for the graduate program in Atmospheric Sciences;
2. Conducted a review of the Master of Business Administration graduate program, and approved the report of that review;
3. Conducted and approved follow up reviews of graduate programs for the following:
 - C. -Master of Agriculture
 - D. -Horticulture
 - E. -Family Resource Management
 - F. -Oceanography
 - G. -Veterinary Medicine;
1. Subcommittees reviewed applications for Bayley/Yerex and Oregon Sports Lottery Scholarships, and for the Herbert Frolander Outstanding GTA Award;
2. Took action on 188 Category II proposals (73 new courses, 121 changes in existing courses, 28 dropped courses, and 5 X-courses).

Ad hoc Graduate Council Business

1. Reviewed and commented upon Draft Assessment of Teaching Report;
2. Established a Research Review Subcommittee to begin examining graduate students' rights and concerns related to intellectual properties generated by their research programs.

Cc: Thomas Maresh, Dean, Graduate School

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The Future of the Exercise and Sport Science Program

A Report of the EXSS Task Force

Submitted December 13, 2012

Introduction

The plan outlined in this document is designed to advance the Exercise and Sport Science (EXSS) program in the School of Biological and Population Health Sciences at Oregon State University. Such strategic planning is consistent with the value of continuous improvement to which the College of Public Health and Human Sciences is dedicated, where we continually strive toward high standards by optimizing individual and collective strengths.

The mission of the EXSS program is to improve human health and wellness through the study and application of physical activity across the lifespan in all populations. This is achieved by generating new knowledge, translating knowledge into practice, and developing exceptional professionals.

Inspired by our program mission and OSU's status as a leading land-grant university, the EXSS Task Force evaluated all aspects of the current EXSS program to identify ways of leveraging our unique position, within a college of public health, to become a recognized leader in the interdisciplinary study and application of physical activity aimed at improving human health and wellness across the lifespan.

Planning Process

Dean Bray announced a task force comprised of five faculty members in EXSS on September 28, 2012. The members included Simon Driver, Vicki Ebbeck (co-chair), Kathy Gunter, Marc Norcross, and Mike Pavol (co-chair). The Task Force first met with Dean Bray in an organizational session and then met as a group on a regular basis across Fall term.

The Task Force gathered information that could assist in the formulation of ideas, and faculty in EXSS were invited to alert the Task Force to any resources that might be beneficial. The Task Force reviewed materials that included journal articles addressing trends in kinesiology specifically and higher education in general, job market projections, models of academic programs at other institutions, breakdown statistics of our current students and curriculum offerings, as well as various professional certifications currently available through different organizations.

Furthermore, faculty who teach in the EXSS program ($n=11$) accepted the invitation to individually meet for one hour with a member of the Task Force to share ideas and suggestions that were transcribed, verified by the faculty, and then distributed to members of the Task Force. Additional stakeholders with a vested interest in the EXSS program also engaged in a scheduled conversation with a Task Force member, including administrators ($n=3$), academic advisors ($n=5$) who met collectively, and a faculty representative from the Cascades campus. Faculty also responded to requests from the Task Force for further meetings and for answers to specific inquiries that better informed the Task Force about the nature of particular programs.

The Task Force shared their emerging recommendations with EXSS faculty over a 2-week period. During this time, the Task Force held meetings with the EXSS faculty and encouraged faculty members to provide feedback (via personal conversations or email) to Task Force members. This ongoing exchange of ideas ensured that the final recommendations were the result of considering a range of ideas and approaches as well as seeing each decision from various perspectives. Nevertheless, the final decisions regarding

the content of this report were those of the Task Force. Although general support was voiced by many of the EXSS faculty for the objectives presented in this report, no formal consensus was sought nor was this final report subjected to review by the faculty.

Current State of the Program and Why Change is Needed

The program in EXSS has many strengths. At the undergraduate level, the program in EXSS is one of the largest on campus. In 2011-12, EXSS was the fifth largest major in terms of number of Bachelor's degrees conferred. The undergraduate option in Pre-Therapy and Applied Health (PTAH) is an especially popular one, comprising 64% of EXSS majors. Of these, approximately 40% are pre-physical therapy, with the remainder divided between pre-occupational therapy, pre-medicine, pre-nursing, and pre-physician assistant. The other undergraduate options are Fitness & Nutrition (26% of majors), Physical Education Teacher Education (PETE; 5% of majors), and Applied EXSS (4% of majors). Graduates of the undergraduate program in EXSS appear to be viable professionally. Of the respondents to a recent alumni survey, 98% were either employed or enrolled in graduate/professional school and, of those who were employed, 83% had a job that was either directly or somewhat related to EXSS. As another indicator of marketability, over 90% of students who completed an internship during their undergraduate studies would have been recommended by their supervisor for hiring.

At the graduate level, the doctoral program in EXSS was ranked as the 11th best such program in the country in the most recent evaluation by the National Academy of Kinesiology in 2010. Movement studies in disability is an area of distinction at the graduate level, with a long history of training grants from the U.S. Department of Education. Other graduate concentrations exist in exercise physiology, neuromechanics, physical activity and public health, and sport and exercise psychology. In addition, the Master of Science program in Physical Education Teacher Education (MS-PETE) is the only program in Oregon to offer the Adapted Physical Education Endorsement. Most PhD graduates find employment in the field after graduation, typically in academia. MS-PETE graduates are also highly employable.

The faculty members associated with the EXSS program are strong instructors and productive scholars. In the recent survey of alumni, the quality of the faculty, their passion for teaching, and their care for the students were most often cited as strengths of the program. As scholars, faculty members have, on average, each published two articles and presented two abstracts at professional meetings in each of the past five years and, as a group, were awarded \$1.09 million in grants and contracts, on average, each of these years.

A major concern, however, is that the current model of undergraduate education is not sustainable. There are currently two majors, four EXSS options, and five pre-professional tracks offered and, with the exception of the Athletic Training major, there are no specific requirements for admission to the program. As of fall term 2012, there are 1018 EXSS undergraduate students and 179 Athletic Training students (including Pre-Athletic Training). By comparison, there are effectively 14 professorial faculty members and three full-time instructors in EXSS and Athletic Training, giving a student/faculty ratio of 70:1. In an attempt to accommodate the large number of majors, core 300-level classes are currently being offered at least three times each year, with class sizes ranging from 60-80 students and continuing to grow. Despite this, only 74% of EXSS students complete their

degree within four years. In the recent undergraduate program review, this diversity of specializations and course offerings, the large class sizes, the high student/faculty ratio, and students' difficulties in completing their degree within a reasonable period of time were cited as weaknesses of the program. The high student/faculty ratio also limits students' opportunities to get involved in research. A major recommendation of the program review was to "consider reducing the number of majors by instituting admission requirements, restructuring course offerings, or expanding the number of faculty," with a student/faculty ratio of 30:1 or less being recommended. The PTAH option, in particular, is one in which the number of interested students exceeds the capacity to find practicum sites. Furthermore, the number of pre-therapy graduates from Oregon colleges and universities each year greatly exceeds the total capacity of the two Doctor of Physical Therapy programs in Oregon.

At the graduate level, there are currently five concentrations, two of which (exercise physiology, physical activity and public health) have less than 1.0 FTE of associated faculty, with the others each having 2.0-3.0 FTE of associated tenured or tenure-track faculty. Furthermore, each concentration tends to function largely in isolation from the others. There is no coordination of coursework between concentrations and only recently has there been any deliberate consideration of establishing overarching thematic areas of excellence across concentrations. Arguably, this fractured organizational structure and lack of critical mass in most areas reduces the visibility of the program, impairs the ability to attract the strongest graduate students in some concentrations, places increased instructional demands on the faculty, undermines collaboration, and diminishes faculty productivity. This is without considering the impact of large undergraduate class sizes on faculty productivity. Another challenge being faced is the impending retirement of one of the two faculty members responsible for delivering the PETE program at the graduate and undergraduate levels. In a review of comparable programs, none try to offer so many undergraduate options and graduate concentrations to so many students with so few faculty members.

Finally, as was noted in the EXSS self-study conducted in 2011, financial support from the State of Oregon for higher education has declined and can no longer be considered a reliable or adequate source of funding. In addition, it has become increasingly difficult to obtain Federal funding for research. This creates a challenge in generating the money needed for operating expenses, conducting research, professional development of the faculty, and providing financial assistance to students.

The program in EXSS is facing several major challenges that need to be addressed. However, in responding to these concerns, there is also the opportunity to build on the strengths of the program, to take a proactive approach in adapting to current trends in the field, to embrace and take advantage of the role of the program in a College of Public Health and Human Sciences, and to enhance our contribution to the mission of the college. As such, we provide the following vision for the EXSS program.

Vision for the EXSS Program

We envision that the program in EXSS will move forward with a unifying focus on physical activity and health. We are a diverse faculty integrated into a College of Public Health and Human Sciences at a land grant university with a strong Extension program. As such, we

are uniquely able to advance understanding of the physiological, psychological, and neuromechanical underpinnings of the relationships between physical activity and health and to translate this knowledge into meaningful programs and clinical applications. From a research perspective, we will embrace this opportunity and develop it as our signature area of distinction, particularly in the areas of disability and health and community-based physical activity interventions, with future faculty hires focused on growing our presence in these areas. We will take an interdisciplinary approach, with active collaboration between faculty within the program, the College, and the University. A dynamic research environment will exist, with active involvement of faculty and strong graduate and undergraduate students as a community of scholars, with high levels of external funding, with close ties to the community, and with a support structure for enhancing scholarship.

The focus on physical activity and health will also be integrated into our educational mission. At the undergraduate level, we will prepare students to obtain certifications as fitness professionals (e.g., personal trainer, strength and conditioning specialist, physical activity in public health specialist), for graduate education in exercise science, and for professional training in the allied health professions (e.g., physical and occupational therapy, medicine, nursing, physician assistant). At the master's level, we will train professionals who promote physical activity and health as practitioners in the areas of adapted physical education, athletic training, and physical activity and public health. Finally, at the doctoral level, we will produce the next generation of exceptional researchers and academics who can further advance the knowledge base related to physical activity and health. By these means, we will fulfill the mission of the program.

Goals and Objectives

The Task Force identified three overarching goals as the guiding principles to achieve our vision. These goals are to promote excellence in: 1) undergraduate education; 2) graduate education; and 3) faculty research and scholarship. What follows are specific objectives to guide this process. These objectives are our path toward excellence. In meeting our goals we will also enhance student marketability, increase faculty productivity, strengthen our alignment with public health, and cultivate new revenue streams.

We recognize that some objectives located under a particular goal may also have relevance for one or more of the other goals; therefore, our main concern is that the objectives be achieved more so than the specifics of where each objective is listed. To aid in understanding the ramifications of the various objectives that speak to programmatic changes, a visual representation of the proposed structural alterations to our current program offerings appears in Figure 1.

Goal 1. Promote Excellence in Undergraduate Education

To achieve this goal, the EXSS program will restructure the undergraduate program, revise, refocus, and streamline the undergraduate course offerings, and impose admission standards that support program excellence and student success after graduation.

The undergraduate program in EXSS at Oregon State University is one of only four such programs in the U.S. that are integrated into a college of public health. Thus, we offer a truly unique opportunity for our undergraduate students. Our Bachelor of Science degree

provides students a broad background in the core areas of the discipline and prepares students for professional careers in fitness/wellness professions, as well as for entrance into professional and academic graduate programs.

To reach our goal to “Promote Excellence in Undergraduate Education,” we propose the following three objectives.

Objective 1.1: Condense the undergraduate program to two options. We will reduce the two current undergraduate majors and four current undergraduate options to one undergraduate major and two undergraduate options. The two options will be focused on (1) preparation for careers in physical activity and fitness/wellness (“Applied” option) and (2) preparation for careers or advanced study in the allied health professions and medicine (“Pre-Allied Health” option). Both options would suitably prepare students for relevant academic graduate programs in exercise science core areas. It is envisioned that the “Pre-Allied Health” option will require more coursework/lab work in the basic sciences (e.g., chemistry, physics, psychology). By comparison, the “Applied” option will require more applied coursework in EXSS, with the intent that graduates will be prepared for certification as a personal trainer, strength and conditioning specialist, wellness coordinator, physical activity in public health specialist, or similar. It is further envisioned that, rather than specifying formal tracks, students will be provided with lists of suggested courses for different career paths, with sufficient electives in their program of study for them to tailor their coursework to their desired career path.

Rationale: The two-option structure is in acknowledgement that the B.S. degree in EXSS can serve either as preparation for employment or as preparation for graduate or professional school. The B.S. degree in EXSS provides individuals with many viable career options related to physical activity and fitness/wellness. In fact, the U.S. Department of Labor has highlighted both “Fitness Trainers and Aerobics Instructors” and “Coaches and Scouts” as occupations with bright outlooks, with each projected to have more than 100,000 job openings and greater than 24% growth nationally over the period 2010-20. In addition, “Fitness and Wellness Coordinator” is highlighted as a new and emerging occupation with a bright outlook and “Exercise Physiologist” has gained status as a new occupational category. The EXSS program will take a leadership role in training these needed professionals.

A B.S. in EXSS also serves as excellent preparation for professional study in the medical and allied health professions. As was noted earlier, there is a high demand among students for pre-professional programs in medicine and allied health. In addition, the U.S. Department of Labor projects there to be 100,600 job openings for physical therapists (39% growth), 57,100 for occupational therapists (34% growth), 1.2 million for registered nurses (26% growth), 305,100 for physicians and surgeons (24% growth), and 40,600 for physician assistants (30% growth) over the period 2010-20. With EXSS’s focus on the science of physical activity in relation to human health, we are well suited to prepare students for professional programs in medicine and allied health and we will continue to do so.

The creation of the “Applied” and “Pre-Allied Health” options acknowledges the differing educational needs of those students who wish to pursue careers related to physical activity and fitness/wellness and those who wish to pursue professional

study in the allied health professions (i.e. application versus depth of scientific knowledge). The two options will meet the needs of these two groups of students.

Action Item 1.1.1: A subcommittee will be charged with implementing the two undergraduate options prior to the start of the 2013-14 academic year. Students would no longer be admitted to the existing Applied EXSS, Fitness & Nutrition, and PETE options starting in Fall 2013. [Person with primary responsibility: EXSS Undergraduate Coordinator; Timeline for the action item: Jan-Jun, 2013]

Objective 1.2: Revise the undergraduate curriculum and how it is delivered. Guiding principles for the revision of the curriculum are as follows:

- The curriculum will be competency-driven to ensure that students will receive the essential foundational knowledge and skills;
- Course content will be standardized and focused on material of primary relevance, with redundancy between courses avoided;
- Courses will be structured to ensure continuity, reinforcement of learning, and a logical progression across courses;
- The number of credit hours that students must take to acquire competencies will be minimized, including prerequisite and ancillary coursework;
- The inclusion of lab sections among the core courses required of all students will be minimized;
- Core courses will be structured such that some can be taken during the sophomore year and to allow students to complete all of the core courses by the end of their junior year;
- A greater number of advanced undergraduate courses that are tailored to specific sets of career paths will be offered, leveraging off corresponding graduate courses;
- More opportunities will be provided to gain skill in oral communication, critical thinking, problem solving, creativity, and leadership.

With regards to course delivery, it is proposed that lecture-based core courses be offered less often with larger class sizes, in order to facilitate the delivery of smaller, advanced undergraduate courses. In addition, the lecture-based core courses will be offered online through Ecampus.

Rationale: We believe that the envisioned curricular structure will enhance student marketability and aid in the timely completion of the B.S. degree, while also allowing for a reduction in credit hour delivery and greater flexibility in course offerings. The reasons for revising the curriculum in keeping with the stated guiding principles are to:

- 1) Better prepare students for career success (particularly by means of upper-level elective courses, such as a potential course in “Corporate Health/Wellness”);
- 2) Facilitate graduation in four years (e.g., with fewer required courses and by expanding access to courses through Ecampus);
- 3) Provide students with a better understanding of EXSS earlier in their studies so that they may make more educated career choices;
- 4) Potentially allow for a cohort model and its associated benefits for students, faculty, and advising in terms of standardization/predictability;
- 5) Increase curricular efficiency (i.e. the ability to educate large numbers of students within the teaching resources available); and

6) Provide for flexibility in teaching assignments, thereby enhancing faculty productivity.

Action Item 1.2.1: A subcommittee will compile a set of “core” competencies (i.e. foundational knowledge and skills) that every EXSS student should possess on graduation. [EXSS Undergraduate Coordinator; Sep-Dec, 2013]

Action Item 1.2.2: A subcommittee will establish a new core curriculum and course sequence based on the identified competencies. [EXSS Undergraduate Coordinator; Jan-Jun, 2014]

Action Item 1.2.3: Coordinate the development of competency-based, career-specific, upper-level elective courses [EXSS Undergraduate Coordinator; Sep 2014-Jun 2017]

Action Item 1.2.4: Coordinate the migration of the EXSS core courses to Ecampus [EXSS Undergraduate Coordinator; Sep 2014-Jun 2016]

Objective 1.3: Implement standards for admission to the options and retention in the major at the undergraduate level. It is envisioned that students will enter the EXSS program with an undeclared option and will be prevented from taking upper-level coursework in EXSS until they have completed a specified set of prerequisite courses with a specified level of performance. On achieving this benchmark, undergraduate students will be allowed to declare an option and enroll in upper-level coursework. In addition, all EXSS students would be required to meet a specified minimum level of performance in order to remain in the major.

Rationale: Delaying the time at which students are accepted into an option ensures that students will be making an informed decision about their career choice; they will be more mature when making the decision; and there will be fewer students who need to switch options and take extra time to complete missed requirements. The institution of admission standards, as well as a retention standard, will allow for greater administrative control of student numbers and will restrict advancement in the major to those students who demonstrate the ability to be successful in their chosen option. This process will also reduce the demands on credit hour and course delivery, as well as demands on the number of practicum/internship opportunities that need to be found. These are important concerns, given the high student demand for the EXSS major, particularly the PTAH option, relative to the number of faculty, the practicum/internship opportunities available in the greater Corvallis area, and the number of openings available in professional schools in allied health and medicine.

Action Item 1.3.1: A subcommittee will specify and implement the admission standards for the two undergraduate options, prior to the start of the 2013-14 academic year. The standards would apply to all students who enter the program beginning in Fall 2013. [EXSS Undergraduate Coordinator; Jan-Jun, 2013]

Action Item 1.3.2: A retention policy will be developed and in place for the start of the 2013-14 academic year. [EXSS Undergraduate Coordinator, Jan-Jun, 2013]

Goal 2. Promote Excellence in Graduate Education

To achieve this goal, the EXSS program will restructure the graduate program, transition to a set of three professional degree programs at the master's level, and impose new course and examination requirements at the doctoral level.

The graduate program in EXSS at Oregon State University is one of the few notable programs in the nation that is integrated into a college of public health. An additional point of distinction is the fact that we are the only doctoral program in Exercise Science on the west coast. Our professional master's degree programs will prepare students for entry into positions in schools, health department settings, federal agencies, prevention research centers, professional, commercial, and nonprofit organizations, and athletic programs. Graduates of our doctoral program will be trained for positions in higher education, as well as research-oriented clinical, industry, and government settings.

To reach our goal to "Promote Excellence in Graduate Education," we propose the following eight objectives.

Objective 2.1. Discontinue the current practice of admitting students into the Master of Science in EXSS degree.

Rationale: It is anticipated that this change will allow faculty to benefit from the advanced skill set of doctoral students relative to master's students. Doctoral students are better equipped to be productive collaborators with faculty on research projects and grants and require less faculty time than supervising master's theses or projects that involve manuscript writing, data analysis, etc. In addition, restricting currently available school/program student support commitments (i.e. GTAs) to doctoral-level students should result in the ability to support, and therefore recruit, more doctoral students in all EXSS research labs. Greater numbers, combined with increased scholarship expectations from doctoral students, should facilitate increased faculty research productivity. The Master of Science degree will be retained as a failsafe alternative perchance a student does not successfully advance to candidacy in the doctoral program.

Action Item 2.1.1: The change in practice would take effect with the fall of 2013 admission process, thereby impacting students who wish to start in Fall term of 2014. All promotional materials pertaining to our program would be altered to signify that we are currently not accepting students into the Master of Science degree in EXSS. The exception will be the Master of Science degree in EXSS with an area of concentration in Physical Education Teacher Education that will continue to admit students until a new practitioner-oriented master's degree in adapted physical education is established. [EXSS Graduate Coordinator; Jan-Mar, 2013]

Objective 2.2. Enroll students in one of three professional, non-thesis, master's degrees that would replace the current practice of admitting students into the Master of Science degree. We would create a new Master of Public Health in Physical Activity degree. In addition, we would discontinue the current undergraduate major in Athletic Training (AT) and replace it with a Master of Athletic Training degree. We would also replace the current Master of Science degree concentrated in Physical Education Teacher Education with a Master of Adapted Physical Education degree.

Rationale: The professional degrees will allow us to provide quality training tailored to the unique needs of future practitioners who wish to engage directly with communities and individuals to impact lives and make a difference. These non-thesis professional degree programs would allow for larger graduate student enrollments that generate student credit hours, as well as revenue from summer

tuition dollars. Larger enrollments would be in accordance with the current strategic plan of the OSU Graduate School that speaks to growing the number of graduate students on campus.

Development of a professional *Master of Public Health in Physical Activity* (MPH in PA) degree is indicated for three primary reasons:

1. As the only College of Public Health and Human Sciences in the state of Oregon, and one of a select few exercise and sport science programs within a college of public health, we are uniquely qualified to offer this degree that prepares professionals trained in the science of physical activity and its promotion in populations. The Association of Schools in Public Health recognizes three CEPH-accredited universities with the equivalent of an MPH in PA (also called an MPH in Physical Activity and Healthy Lifestyles and an MPH in Physical Activity and Public Health): Colorado State University, George Washington University, and University of South Carolina. We would thus be a national leader in providing an MPH in this important area of public health.
2. The integration of public health and physical activity aligns with the University signature area of improving human health and wellness, is consistent with the mission of the College to develop the next generation of public health and human sciences professionals through innovative curricula, and supports the shared focus on physical activity and health of the EXSS graduate program.
3. The professional degree program ensures that graduate courses are full and consistently offered. This would better justify the faculty FTE devoted to graduate teaching and would support the needs of doctoral students, who will be able to count on available and regular course offerings.

Action Item 2.2.1-MPHPA: Establish a subcommittee to oversee the process of developing and submitting a Category I proposal. [Gunter; Sept 2013-Jun 2014]

Action Item 2.2.2-MPHPA: Include MPH in PA as a degree option in our promotional materials and develop a procedure for reviewing, as well as managing, applications that will be in effect for admitting students for Fall term of 2016. [EXSS Graduate Coordinator; Apr-Jun, 2015]

A move to a professional *Master of Athletic Training* (MAT) degree is indicated for three primary reasons:

1. Between 2006-2010, of the 91 students admitted into the undergraduate AT program, 70 graduated with an AT option/major resulting in an average student attrition rate of 23%. Despite recent programmatic changes that have increased the number of students admitted each year, the maximum size of an AT student cohort is about 25 due to limitations in the number of qualified clinical training sites that are available on-campus and in the community. Additionally, given the program competencies required for accreditation and taught in a learning-over-time model, there is no mechanism to replace lost students in a given program cohort. Collectively, these circumstances make it difficult to satisfy the 20 graduates per year recommended by OSU for undergraduate programs. A shift to a MAT program would result in the discontinuation of a small undergraduate major with a high attrition rate and its replacement by a relatively large graduate program (≈ 30 students and 15 graduates per year). Additionally, as the program would run year-round and may be eligible for differential tuition rates,

we anticipate increased revenue generation will offset additional costs for summer faculty appointments. Therefore, we do not anticipate a need for increased resource allocation.

2. Nationally, the U.S. Bureau of Labor Statistics projects a 30% increase in AT jobs (5,500 jobs) and a total of 11,900 AT job openings due to growth and replacement needs over the period 2010-2020. Despite this projected growth, the AT program is one of only three accredited AT programs in the state of Oregon (along with Linfield College and George Fox University) and the only entry-level professional program in the OUS system. As such, a MAT program would continue to serve the greater land-grant mission of the University by providing this type of education to the people of Oregon.
3. At present, the entry-level education requirement for the AT profession is at the baccalaureate level. However, on June 25, 2012, the National Athletic Trainers' Association Board of Directors recommended that a new analysis of AT education be undertaken to determine the appropriate professional degree for the profession. Since then, the Commission on Accreditation of Athletic Training Education (CAATE), in its Winter 2012 newsletter, announced the formation of a transition group to help programs change from an undergraduate to a graduate-level professional AT program. Currently, two institutions with long-standing undergraduate AT programs and faculty members actively involved in the national AT education decision-making process and/or CAATE (Boston University and Indiana State University) are transitioning to graduate-level education. Collectively, these events indicate that a shift toward the master's degree being the mandated "point of entry" into the AT profession is likely to occur within the next 5-10 years. The proposed change to a MAT program would put OSU ahead of the curve nationally, enhancing the program's visibility as a leader in AT education. Otherwise, we will be one of many followers in implementing the mandate once it is made.

Action Item 2.2.1-MAT: Create a subcommittee that will evaluate existing graduate AT program models, select the most appropriate graduate model for OSU (i.e. 3/2 dual-degree (BS/MAT) option vs. 2-year MAT option), determine CAATE accreditation and transition requirements, and outline specific program requirements, course of study, and a program transition timeline. [Norcross; Apr-Jun, 2013]

Action Item 2.2.2-MAT: Establish a subcommittee to oversee the process of developing and submitting a Category I proposal and obtaining CAATE approval. [Norcross; Sep 2013-Jun 2014]

Action Item 2.2.3-MAT: Include MAT as a degree option in our promotional materials and develop a procedure for reviewing, as well as managing, applications that will be in effect for admitting students for Summer term of 2016. Admission of students to the undergraduate Pre-AT option and AT major would cease after Fall term of 2013 and 2015, respectively. [Norcross; Apr-Jun, 2015]

Development of a professional *Master of Adapted Physical Education* (MAPE) degree is indicated for four primary reasons:

1. Physical education is a primary means of advancing the health and wellness of children and creating positive health habits that children carry forward throughout their lives. As such, K-12 physical education teacher education

(PETE) is an important component of public health and integral to the missions of the program and College. This merits its continued offering, despite the imminent retirement of the one tenured faculty member with a full-time allocation to PETE.

2. The MAPE degree highlights the unique training our students would receive in adapted physical education. Currently, we are the only Oregon-approved teacher education program with an endorsement in adapted physical education, while there are 12 other institutions in Oregon that offer physical education teacher education programs (Oregon University System, *How to become an Oregon teacher: An advising guide to teacher preparation programs in the state of Oregon*, 2011). The MAPE would continue the EXSS program's long history of training adapted physical education specialists at the master's level, with associated funding from the U.S. Department of Education. The degree would directly replace the current M.S. in EXSS with a concentration in PETE. Given this fact, together with the proposed changes at the undergraduate level, it was concluded that the MAPE degree could be offered within the resources that will exist after the faculty retirement mentioned earlier. We do not anticipate a need for additional faculty or increased resource allocation.
3. The Bureau of Labor Statistics projects that the employment of adapted physical education specialists and others falling under the category of special education teachers will increase by 16.8 percent over the 2010-2020 decade. This growth, which is faster than average for all occupations, will create 213,200 positions in the industry. There is thus a need for professionals with an MAPE.
4. Master's students in adapted physical education typically are or become practitioners in the field (physical educators) and do not return to continue post-secondary education; so, a practical degree meets the students' needs. Moreover, with the current Master of Science degree concentrated in PETE, students receive waivers for many requirements, attesting to the difficulty of aligning practitioner-oriented training within an academic degree. A MAPE would eliminate the issue of waivers while maintaining the desirable model of a 1-year degree program.

Action Item 2.2.1-MAPE: Oversee the process of developing and submitting a Category I proposal. [Wegis; Sep 2013-Jun 2014]

Action Item 2.2.2-MAPE: Include MAPE as a degree option in our promotional materials and develop a procedure for reviewing, as well as managing, applications that will be in effect for admitting students for Summer term of 2016. As was noted earlier, the M.S. degree in EXSS with an area of concentration in PETE will continue to admit students until the MAPE is established. [Wegis; Apr-Jun, 2015]

Objective 2.3. Create an online graduate Certificate in Adapted Physical Education (CAPE) targeting licensed teachers who have a master's degree in hand, but are seeking to become a Certified Adapted Physical Educator and sit for the Adapted Physical Education National Standards exam.

Rationale: Data from the US Department of Labor/Employment and Training Administration projects that Adapted Physical Education will be a national growth area (10-19%) between 2010-2020. By creating an online graduate certificate, OSU will be building upon the national reputation of the Movement Studies in Disability (MSD) program and expanding the reach of the program to educators within Oregon

and beyond. Currently, no program in the US offers an online option for adapted physical education courses.

Action Item 2.3.1: Oversee the process of developing and submitting a Category I proposal. [S. Driver; Sep 2013-Jun 2014]

Action Item 2.3.2: Include CAPE as an option in our promotional materials and develop a procedure for reviewing, as well as managing, applications that will be in effect for admitting students for Fall term of 2016. [S. Driver; Apr-Jun, 2015]

Objective 2.4. Restructure the areas of concentration aligned with the EXSS doctoral degree. The five current areas of concentration (exercise physiology, movement studies in disability, neuromechanics, physical activity and public health, and sport and exercise psychology) would be reduced to two areas of concentration that would include (1) a focus on human movement sciences, with faculty who have interests in areas such as biomechanics, motor control, and musculoskeletal physiology, and (2) a focus on physical activity behavior, with faculty who have interests in areas such as movement studies and disability, physical activity and public health, sport and exercise psychology, and applied physiology.

Rationale: As part of our recent 10-year review of the EXSS graduate program, conducted by the OSU Graduate School, the external review panel suggested that we consider using broader themes to consolidate the current specializations. The logic was that restructuring to fewer areas of concentration would offer a greater critical mass of faculty in a given area, promote collaboration in research endeavors, and facilitate creative, as well as relevant, course offerings within an area of concentration. We still envision incoming applicants selecting their preference for working in certain laboratories and/or with particular faculty within an area of concentration that would determine the appropriate faculty to review specific applications.

Action Item 2.4.1: Have EXSS graduate faculty agree on the name of the two new areas of concentration. [EXSS Graduate Coordinator; Jan-Mar, 2013]

Action Item 2.4.2: Oversee the transition to two areas of concentration in promotional materials and application forms in preparation for the students applying to our program in fall of 2013. [EXSS Graduate Coordinator; Jan-Mar, 2013]

Objective 2.5. Revamp course offerings to appeal to the various student interests within one of the two newly created areas of concentration and, where applicable, be inclusive of public health issues.

Rationale: Alignment of course offerings within concentrations will increase student numbers in graduate courses, provide additional and relevant program-specific courses for graduate students, and potentially reduce graduate faculty teaching loads by merging courses – or sharing teaching responsibilities for courses that may be relevant within concentrations. As an example, to build on the national reputation of the MSD program and merge more effectively with other degree programs within the College, Disability and Public Health-specific courses would be created. A class that has recently been created is EXSS 550 Health Promotion for People with Disabilities, which is relevant for students who specialize in Movement Studies in Disability, Sport and Exercise Psychology, and Health Promotion and Health Behavior (as well as the proposed MPH in PA degree). Additional classes can be created to overlap with other areas in the College. Healthy People 2020 has an

objective (DH3) to “Increase the proportion of U.S. master of public health programs that offer graduate-level courses in disability and health,” so the initiative is timely and relevant. In addition, addressing public health issues within EXSS courses would better inform and prepare our students, and make our graduate course offerings more relevant/appealing to students majoring in public health, as well as students majoring in EXSS who are completing a MPH in PA degree.

Action Item 2.5.1: Coordinate faculty within each area of concentration to work toward viable course revisions. [EXSS Graduate Coordinator; Sep 2013-Jun 2014]

Objective 2.6. Revise the program of study requirements for doctoral students to include learning experiences that address grant writing, instructional strategies for college and university teaching, and professional development.

Rationale: This objective is designed to ensure learning experiences that facilitate success while a graduate student, enhance employability in a highly competitive job market, and offer early career preparedness. Grant writing is an important skill for students to obtain as they search for funding to support their research, continuing education, or professional development. Students who have experience with grant writing may also be of benefit to faculty who are actively writing grants. The additional training in pedagogy would elevate the quality of instruction provided by our Graduate Teaching Assistants and also equip doctoral students for positions that entail teaching. A 2011 review of the EXSS graduate program revealed that, in the last five years, the majority (88%) of our doctoral students were placed in positions that required teaching expertise, such as tenure-track assistant professor or instructor positions. In the same review, however, a survey of current and former students suggested that attention to professional development, including learning to be a good teacher, should be included in the training of students in order to strengthen the existing program. Additional topics of professional development might include involvement and leadership in professional organizations, searching for a job and preparing a personal CV, as well as understanding and practicing the manuscript review process.

Action Item 2.6.1: Establish a subcommittee to oversee the development and implementation of the new program of study requirements. [EXSS Graduate Coordinator; Jan-Jun, 2013]

Objective 2.7. Restructure the current preliminary examination requirement for doctoral students. The requirement would change from an examination solely of knowledge based on coursework to an assessment of knowledge based on coursework along with competencies related to completing an empirical, student-led research project and accompanying manuscript of publishable quality that is to be submitted to a scholarly journal or, the completion of a pilot project and development of a student-led grant proposal to be submitted for funding. This conversion will necessitate doctoral students having completed a research project prior to proposing their dissertation work.

Rationale: This change ensures that doctoral students gain additional experience in the research process so they are better prepared to complete their dissertation work. It also provides the opportunity to publish an article or submit a grant, which increases the productivity of students and faculty in our program while also helping students to be more marketable.

Action Item 2.7.1: Establish a subcommittee to oversee the development and implementation of the new preliminary examination requirements. [EXSS Graduate Coordinator; Jan-Jun, 2013]

Objective 2.8. Recruit quality, as well as diverse, graduate students.

Rationale: The better the students, the more likely they are to be successful in our program, as well as in obtaining employment. Quality students also facilitate faculty productivity. In addition, targeting diverse populations (e.g., low income, first generation, international, non-resident domestic, and other non-representative individuals) will broaden the applicant pool and enrich the educational experience for all associated with the program. This objective encompasses a shift in our current practice from a passive to a more active approach to recruiting. It also responds to the recommendation to develop recruitment strategies targeting diverse populations that was outlined in the EXSS Graduate Program Review conducted by the OSU Graduate School in 2011.

Action Item 2.8.1: Identify effective recruitment strategies to be implemented as part of the admission process for Fall term 2014. [EXSS Graduate Coordinator; Jan-Jun, 2013]

Goal 3. Promote Excellence in Faculty Research and Scholarship

To achieve this goal, the EXSS program will refocus its efforts towards collaborative research in the area of physical activity and health. We will strengthen our potential for success in obtaining extramural funding by aligning faculty interests, recruiting strategic hires congruent with our shared focus, and revising faculty workloads. Our interdisciplinary team of scientists is dedicated to expanding the body of knowledge on physical activity and health in order to identify the (1) individual and environmental factors that influence physical activity behaviors, (2) effect of physical activity on health outcomes, and (3) evidence-based approaches that facilitate the adoption and maintenance of physical activity participation, as well as promote health and wellness.

To reach our goal to “Promote Excellence in Faculty Research and Scholarship,” we propose the following three objectives. Additional focused efforts to revise the undergraduate and graduate program course offerings (listed under Goals 1 and 2) will also support this goal.

Objective 3.1. Communicate and promote a research agenda reflective of a shared focus on physical activity and health. Emphasize translational research that promotes relevant clinical and community-level applications to promote positive changes in health outcomes.

Rationale: The shared focus on physical activity and health will draw students and faculty with applied interests, nurture a greater exchange of ideas, and promote more collaborative and creative research endeavors among faculty and students. As an EXSS program embraced within a College of Public Health and Human Sciences, we are uniquely qualified to target our strengths related to understanding the physiological and behavioral underpinnings of the relationships between physical activity and health. Our land grant designation supports Extension faculty who stand ready to assist in translating our work into meaningful programs and clinical applications. Through these endeavors, students would be trained as translational scientists and exposed to a broader (multi-disciplinary) context of knowledge. The

National Institutes of Health has recently started a number of translational human health-related research initiatives that demonstrates the importance of and credence given to such an approach. Our shared focus across the multiple sub-disciplines within EXSS on translation of both applied and basic research to practice would make us more competitive for funding under such initiatives. Furthermore, promoting a culture in which expectations of research collaborations are the norm is essential to actualize our potential for excellence. We have an opportunity to respond to numerous funding opportunities that require interdisciplinary research teams with the capacity to address the etiology, prevention, intervention, and treatment of health conditions through physical activity participation. We are also unique in that we have faculty with Extension appointments who can support translation of laboratory research to community/applied research and ultimately the translation of research to practice. Bi-weekly (or monthly) meetings to present and discuss research ideas will facilitate collaboration and shared success.

Action Item 3.1: Hold bi-weekly (or monthly), scheduled faculty work sessions to review relevant RFAs and consider how we may collectively, or in small teams, pursue available funding by leveraging our interdisciplinary strengths. Faculty will share specific aims pages, RFAs/PAs, etc. to promote discussion, feedback, engagement, and collaboration. [Gunter; initiate spring, 2013]

Objective 3.2. Hire faculty in tenure-track positions whose research foci align with the EXSS program's shared focus toward physical activity and health and with strong potential for securing extramural funding. The most immediate needs of the program are in physical activity and public health (PAPH) and exercise physiology.

Rationale: As was noted earlier, the program in EXSS has many strengths. Among these, the faculty consists of fine and caring instructors and productive scholars; the undergraduate program in EXSS is one of the largest on campus; and the doctoral program in EXSS was ranked as the 11th best such program in the country. However, in order to achieve its potential, additional faculty are needed, both to assist in the delivery of the curriculum and to facilitate distinction in research and scholarship.

It is essential that hires be strategic and that any new hires support existing concentrations with demonstrated need and potential for growth. PAPH has been identified as such an area. PAPH focuses on the relationship between physical activity and health status and the promotion of physical activity in different community settings and population groups. This field is growing at a rapid pace, as evidenced by emerging professional organizations, journals, and interest groups. In 2012, the American Public Health Association (APHA) officially recognized Physical Activity as a primary special interest group of APHA. As the science and practice advance, more and more students are developing an interest in this area and job opportunities will increase as health care reform takes place. The faculty in EXSS receive several inquiries each term from students interested in pursuing graduate work in PAPH. At present, we have no full-time, tenured or tenure-track faculty with 1.0 FTE, nor any instructors, dedicated to the PAPH concentration. As such, this is identified as a critical hiring need. We propose two hires in the area of PAPH with expertise in identified areas: i.e. environmental correlates of physical activity and chronic disease and disability, physical activity behavior, physical activity assessment, and other related areas of specialization. These hires would collaborate

with current movement studies in disability, PAPH, and sport and exercise psychology faculty and would teach courses in the PAPH graduate program, the MPH in PA degree, and the EXSS undergraduate program.

A second area of critical programmatic need is in exercise physiology. Exercise physiology is the study of the effects of exercise on the various systems of the body, particularly the cardiovascular, respiratory, musculoskeletal, and endocrine systems. It is a central component of the discipline of EXSS; it is required knowledge for many or most careers related to EXSS; and it continues to be a strong area of interest to potential graduate students at OSU. However, at present, we have no tenured or tenure-track faculty with 1.0 FTE dedicated to this area. Although we have instructors who do an excellent job helping to meet the undergraduate teaching demands, we offer very few graduate courses in exercise physiology, leaving major gaps in the education of many graduate students. The research in and related to this area within the program has also been constrained by the limited faculty resources. That being said, we have existing faculty within the School with strengths in exercise and skeletal physiology, as well as innovative and advanced research instruments (e.g., DXA, Micro-CT, vibration platforms) that can be leveraged to support a full-time hire who can re-establish this area. An applied exercise physiologist with a particular interest in the physiologic basis of the exercise-health relationship, epidemiology, and intervention research would be able to collaborate with many existing faculty members in movement studies in disability, neuromechanics, PAPH, and sport and exercise psychology. We have identified such a hire as a critical need for our unit. If four hires were permitted, we would advocate for a second hire in this area to strengthen the collaborative opportunities for exercise physiology faculty and support graduate program growth.

Our vision is that the program in EXSS will move forward with a unifying focus on physical activity (PA) and health and that this will become our signature area of research distinction, particularly in the areas of disability and health and community-based PA interventions. At present we have faculty conducting research in such areas as PA promotion programs for people with disabilities, PA for falls and fracture prevention in older adults, psychosocial and sociocultural determinants of PA behaviors, motor skill development and its impact on health behaviors in children with disabilities, and anterior cruciate ligament injury prevention. Yet this research largely is focused at the level of individual and small group behaviors. The addition of faculty in PAPH will strengthen the program by providing a bridge between the individual/group and the larger community. The addition of faculty in exercise physiology will further strengthen the program by providing key expertise regarding the mechanistic bases underlying the effects of PA behaviors and the translation of that knowledge into PA interventions. With the addition of these critical missing components, the program in EXSS will be poised for distinction in our signature area of PA and health.

Action Item 3.2.1: Develop and approve position descriptions for the two PAPH and one exercise physiology tenure-track hires. [Wilcox; Apr-Jun, 2013]

Action Item 3.2.2: Appoint two search committees; one for PAPH and one for exercise physiology. A single search committee can review applicants for multiple positions in a particular area. [Wilcox; Apr 2013-Jun 2014]

Objective 3.3. Reduce teaching loads of faculty actively engaged in scholarship and actively pursuing extramural funding.

Rationale: The current PHHS Guidelines for Faculty Assignments document states that “External funding can change teaching and research assignments when the funding provides sufficient faculty salary and benefits to justify the adjustment and when the faculty member and co-directors agree.” However this does not accommodate the time needed to develop pilot work and/or grant proposals for competitive RFAs. Thus, we propose that faculty with fundable foci and ideas be afforded release time to develop competitive grant submissions.

The Research Office currently offers small awards from \$3500-\$6000 to cover the costs of a replacement instructor to cover one course, or similar responsibilities, normally presented by applicants. However, there are a limited number of these University-wide competitive awards available each year. Thus, we propose to develop a policy within the EXSS program to support the release time of faculty to develop grant proposals. This would demonstrate our shared value for research and acknowledge the reality of the time required to develop fundable proposals.

Action Item 3.3.1: Appoint a committee to develop a release time policy for EXSS program faculty who are developing and submitting grant proposals. The policy would be included in the faculty workload document. [Wilcox; Jan-Jun, 2013]

Concluding Comments and Recommendations

We are excited at the prospect of the program in EXSS moving forward in order to fully realize the individual and collective potential of the faculty. Our faculty makes significant contributions to the College of Public Health and Human Sciences, especially given the resources available and the competing demands on our time. We also, however, embrace the challenge of continuous improvement and contend that the goals and objectives outlined in this strategic plan will further our contributions and take us to a higher level of distinction.

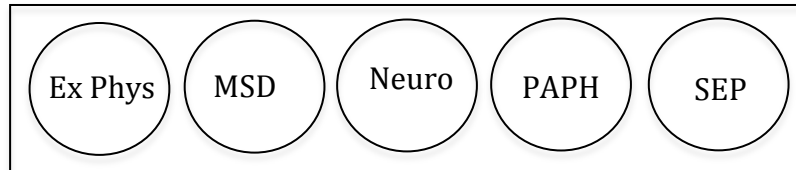
We forward some final recommendations that stem from recognizing the considerable transformation our program will experience in the near future if the proposed strategic plan is adopted. First, it might be timely to engage the faculty in a conversation about changing the name of the program from Exercise and Sport Science to a name that better reflects our mission, vision, and alignment with peer programs. Second, as several objectives implicate increased revenue streams, we suggest administrators and faculty discuss programmatic needs and the potential for money being returned to the program to support funding priorities. Third, we recommend that a periodic review be implemented to determine the success of the various ideas adopted in this strategic plan and the need for additional changes that would benefit the program.

We appreciate the opportunity to offer suggestions regarding the direction of our program in EXSS. The process has stimulated some difficult yet necessary conversations, and we are well aware that the real work of implementing actual change lies ahead. While we cannot emphatically state that the proposed changes are necessarily the correct changes, we are in agreement that the status quo will no longer suffice and that exploring well-reasoned alternatives is preferable to no change at all.

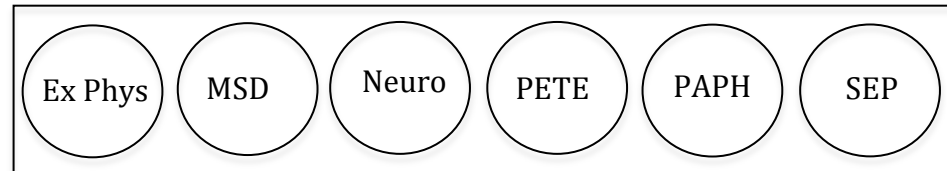
Figure 1.

Current EXSS Structure

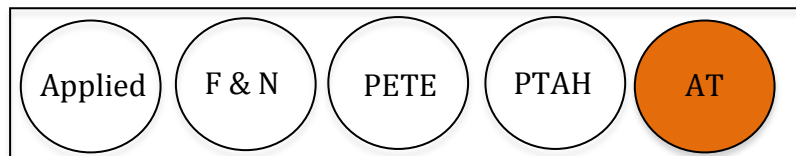
Areas of concentration for the doctoral degree in EXSS.



Areas of concentration for the Master of Science degree in EXSS.

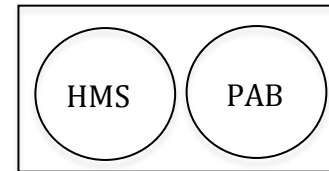


Options for the undergraduate degrees in EXSS and AT.

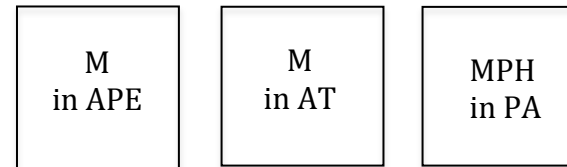


Proposed EXSS Structure

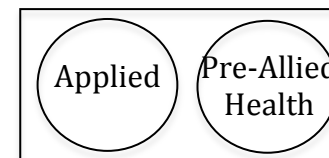
Areas of concentration for the doctoral degree in EXSS.



Professional master's degrees in EXSS.



Options for the undergraduate degree in EXSS.



Proposed Graduate Council 2010-2011 Committee Assignments

<u>Committee</u>	<u>Proposed Term</u>	<u>Proposed Members</u> (* = internal lead)
Program Reviews		
Agricultural Education	Fall	Tynon, Russ-Eft
Design & Human Environment	Fall	Wolpert, Filtz
Horticulture	Fall	Loveland, Levine
Science and Math Education	Fall	Aldwin, Coakley
Veterinary Science	Fall	Lach, Narayanan
Public Policy	Winter	Wolpert, Tynon
Geography and Geology	Winter	Loveland, Kent
Zoology	Winter	Narayanan, Levine
Animal and Poultry Sciences and Rangeland Ecology & Management	Spring	Loveland, Aldwin
Exercise & Sport Science, Movement Studies in Disability, and Rangeland Ecology & Management	Spring	Lach, Wolpert
Review Follow-ups*		
Atmospheric Sciences		Steel
Food Science & Technology		Russ-Eft/Kioussi
Forest Science		Tadepalli/Aldwin
Geophysics		Steel
Marine Resource Management		Steel
Mechanical Engineering		Wolpert/Cebra
Oceanography		Steel
Awards		
Laurels Block Graduate Program	Dec.15, 2010-Jan, 31, 2011	Loveland + Kent + 3 outside members
Oregon Lottery Scholarship <i>3 members</i>	Winter/Spring – March 2011	Filtz, Coakley, White
Bayley/Yerex Fellowships <i>3 members</i>	Winter 2011 – February 2011	Wolpert, White, Kent
Frolander Outstanding GTA Award <i>2 members</i>	Spring 2011 – April 2011	Narayanan, Levine
CGS/UMI Dissertation and WAGS/UMI Thesis Awards <i>2 members</i>	CGS – May 2011 WAGS –July 2011	Levine, Coakley
Excellence in Graduate Mentoring Award <i>2 members</i>	Spring 2011	Awardee, Grad Student, Lach, Kent
Other		
Grievance Committee(s)	Ad Hoc	2 Graduate Council Members 1 graduate student member
Distance Education Committee Liaison	All year	

Proposed Graduate Council 2011-2012 Committee Assignments

<u>Committee</u>	<u>Proposed Term</u>	<u>Proposed Members</u> (* = internal lead)
Program Reviews		
Exercise and Sport Science	11/21/2011	Coakley
Zoology	11/7/2011	Filtz
Community College Leadership Program	2/2/2012	Levine
Public Policy	Spring 2012	Dykeman
Horticulture	Spring 2012	Lach
Physics	Spring 2012	Narayanan
Review Follow-ups*		
Food Science & Technology	Fall 2011	Russ-Eft/Kioussi
Mechanical Engineering	Fall 2011	Wolpert/Cebra
Agriculture (Mag)	Fall 2011	Kioussi/O'Reilly
Biological and Ecological Engineering	Spring 2012	Colwell/King (Nancy)
Environmental Sciences	Spring 2012	Grosskopf/Narayanan
Awards		
Laurels Block Graduate Program	Dec.15, 2011-Jan, 31, 2012	Lach, Filtz + 3 outside members
Oregon Lottery Scholarship <i>3 members</i>	Winter/Spring – March 2012	Dykeman, Coakley, Narayanan
Bayley/Yerex Fellowships <i>3 members</i>	Winter 2012 – February 2012	Levine, Semevolos, Science Rep
Frolander Outstanding GTA Award <i>2 members</i>	Spring 2012 – April 2012	Forestry and Ag Reps
CGS/UMI Dissertation and WAGS/UMI Thesis Awards <i>2 members</i>	CGS – May 2012 WAGS –July 2012	Aldwin, Ag Rep
Excellence in Graduate Mentoring Award <i>2 members</i>	Spring 2012	Steel, Grad Student + Aldwin, Semevolos
Other		
Grievance Committee(s)	Ad Hoc	2 Graduate Council Members 1 graduate student member
Distance Education Committee Liaison	All year	

11.3.2011

Faculty Senate

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Graduate Council

Proposed Graduate Council Internal Policies:

1. Approval of graduate program faculty, in accordance with Graduate Council policy, is delegated to the Graduate School.
2. For program reviews, the reviewers shall discuss their review for 15 minutes prior to inviting in the department chair & dean to the meeting.
3. For program review updates, only the reviewer needs to come to the GC meeting if there is no problem with the progress of the program. However, if the reviewer feels that there are issues of concern that need to be addressed, then the chair of the program will be invited to the meeting 15 minutes after the reviewer presents his/her concerns to the GC.
4. The current policy is to allow for up to a one-year delay to accommodate requests for simultaneous undergraduate and graduate program reviews.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Graduate Council

Graduate Program Reviews

- [Botany & Plant Pathology](#) – to be reviewed by Graduate Council Fall 2012
- [Geology & Geography](#) – reviewed March 8, 2012 by Graduate Council

Masters of Agriculture – Graduate Council Reviewers: Chrissa Kioussi and Greg Thompson

- [Follow-up Review of the Graduate Program in Masters of Agriculture](#)
- [Masters of Agriculture Learning Outcomes and Assessments](#)
- [Graduate Assessment Plan \(Master's programs\)](#)

Nutrition – Graduate Council Reviewers: Denise Lach, Tom Wolpert

- [Graduate Program Review](#) – May 2011

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Graduate Council

Access <https://secure.oregonstate.edu/ap/cps/>; select 'view all proposals'; enter the Proposal ID number, if known, and press the 'Search' box; if the Proposal ID number is not known, click on 'Edit' in the Tool Bar and select 'Find'; 'Find' and a box will appear in the lower left corner in another tool bar - type in key words from the proposal and press enter; scroll down below the 'Search' boxes and a proposal will appear containing the key words; if the correct proposal does not appear, press 'Next' in the lower tool bar to advance until you locate the correct proposal. This method was tested using Firefox.

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Graduate Council

Membership

- [2013-2014](#)
- [2012-2013](#)
- [2011-2012](#)
- [2010-2011](#)
- [2009-2010](#)
- [2008-2009](#)
- [2007-2008](#)
- [2006-2007](#)
- [2005-2006](#)
- [2004-2005](#)
- [2003-2004](#)
- [2002-2003](#)
- [2001-2002](#)
- [2000-2001](#)
- [1999-2000](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Agendas

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Agendas

- [2014](#)
- [2013](#)
- [2012](#)
- [2011](#)
- [2010](#)
- [2009](#)
- [2008](#)
- [2007](#)
- [2006](#)
- [2005](#)
- [2001](#)
- [2000](#)
- [1999](#)

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » January 13, 2014 Agenda

Graduate Council

**January 13, 2014
2:00-3:00 PM
128 Kidder Hall
Agenda**

Remote participation – J. Casbon, 541-322-3107

2:00-2:05 **Introductions and Housekeeping**

2:05-2:15 **New Curricular Proposals**

- Post-bacc Certificate in Accounting – Extend to OSU-Cascades (MOU)
Graduate Council Reviewer: Jim Coakley
 - [Online version](#)
 - [PDF version](#)
 - Cascades currently delivers undergraduate major in Accountancy
 - Certificate is intended for those who have already completed an undergraduate degree, but want to transition into the Accountancy field. Requires completion of all accounting coursework needed to sit for the Certified Public Accountant (CPA) exam
 - Cascades has slack within their accounting courses – will not require additional resources to offer the certificate
 - Approved by Business Faculty.
 - Recommend approval
- New Graduate Option – Entomology
 - [Online version](#)
 - [PDF version](#)
 - See word document attached to proposal – Ent Option in Hort. Well-written proposal with liaison
 - Recommend approval

2:15-2:30 **International Dual Degree Programs** – Kim Johnson

- [Proposal](#)

2:30-2:50 **Proposal for a Co-degree Masters Program** – Dean McComb

- [Proposal](#)

January Meeting Schedule

January 20 – 2:00-3:00 PM ~ 128 Kidder Hall

January 27 – 2:00-3:00 PM ~ 128 Kidder Hall

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » January 27, 2014 Agenda

Graduate Council

**January 27, 2014
2:00-3:00 PM
128 Kidder Hall
Agenda**

Anticipated Absence: D. Ross

2:00-2:05 **Housekeeping**

2:05-2:20 **Policy Discussion** – time limit for degree

- From the "[Policies governing all Master's degree programs](#):"

Time Limit

All work toward a master's degree, including transferred credits, course work, thesis (if required), and all examinations, must be completed within seven years.

- A doctoral student can count all Masters and grad certificate credits toward a doctoral program of study regardless of how long ago they were taken.
- Given the university learning outcomes of mastery of material in the discipline, graduate committees should be examining students based on the current state of knowledge. Should there be a time limit for Masters? Should there be a time limit for PhD?

2:20-2:40 [Proposal for a Co-degree Master's Program](#) – Dean McComb

2:40-2:50 **Update on Assessmant** – Anita Azarenko

2:50 **Adjourn**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Graduate Council

February 3, 2014
2:00-3:00 PM
128 Kidder Hall
Agenda

Anticipated absence: *J. Coakley*

1. Category I Proposals

- New Certificate Program – Graduate Certificate in Urban Forestry
Graduate Council reviewer: Darrell Ross
 - [Online version](#)
 - [PDF version](#)
- New Degree Program Proposal – PhD, MS, and MEng in Robotics
Graduate Council reviewer: Greg Herman
 - [Online version](#)
 - [PDF version](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » February 17, 2014 Agenda

Graduate Council

February 17, 2014
2:00-2:50 PM
128 Kidder Hall
Agenda

2:00–2:15 – **Discussion Item: Impact of Moving to a Linear Model for Graduate Tuition** – Dean McComb

- 2:15–2:30 – **Program Review – Electrical Engineering and Computer Science (EECS)**
- Does the action plan provide measurable outcomes for each recommendation?
 - [Graduate Program Review of EE and CS](#)
 - [EECS Action Plan for Graduate Programs](#)

2:30–2:50 – **Program Review – [Adult Education](#)**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » March 3, 2014 Agenda

Graduate Council

**March 3, 2014
2:00-2:50 PM
128 Kidder Hall
Agenda**

2:00–2:15 – **Review and Approve Options in MBA Program**

- These are all conversions of existing Areas of Concentration to transcript visible options.
- Question to ponder: Should we require assessment plans a) only for new proposals, b) on all proposals, even if converting existing AOC (I support b, but am biased)
- Should all proposals come to the council or should approval for conversions of existing AOCs be delegated to Council Chair and Associate Dean of Graduate School? All new proposals would come to the council. Potential problem would be ability to back-door process by getting AOC approved first, then immediately submit Cat. II to create option.
- I view these proposals as test cases – what do we want to see, what process should be used?
- [Commercialization](#)
- [Global Operations](#)
- [Marketing](#)
- [Wealth Management](#)
- [Research Thesis](#)

2:15–2:30 – **Continued Discussion**

- Graduate students teaching other graduate students – feedback from units
- Obligation to assure advisor and committee after prelims.

2:30–2:50 – [Proposal for the Accelerated Graduate Pathway](#) – aka 4+1/3+2

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » March 10, 2014 Agenda

Graduate Council

March 10, 2014
2:00-2:50 PM
Weatherford Board Room (fifth floor)
Agenda

Remote participation – J. Casbon, 541-322-3107

Anticipated absence: N. Kerkvliet, M. Lerner

2:00–2:10 – Review and Approve Options in Clinical Health Sciences: Clinical Sciences Graduate Option in Comparative Health Sciences

- [Online version](#)
- [PDF version](#)

2:10–2:11 – [Revisit Policy Governing Graduate Student Teaching](#)

2:11-2:30 – Accelerated Graduate Pathway – aka 4+1/3+2 (left over from 3/3)

2:30–2:40 – Waive 18 credit requirement for doctoral minor for PhD students already admitted to Aging Sciences minor:

- Background. Minor was approved before Curriculum Proposal System was modified. When College Representative “approved” proposal, it immediately went to Curriculum Council without going through Graduate Council or Graduate School (CPS has since been fixed). The Curriculum Council did not have a representative from the Graduate School or Graduate Council. They presumed it was approved by both. Note: there is no blame here – just one of those cracks in the system during implementation of a new policy.
- Result – Aging Sciences minor was approved for both Doctoral and Masters with a 15 credit requirement (versus 18 credits required for minor at Doctoral level).
- Request: “Since the Aging Sciences minor was approved with 15 credits, it would be helpful if the current IGERT students can be “grandfathered” in so they don’t have to now add another course and change their programs of study. We will change the requirements going forward, but it seems unfair to current students to make them change from what was previously approved. Thanks for your consideration of this request.”

2:40–2:50 – Matter arising

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » April 7, 2014 Agenda

Graduate Council

**April 7, 2014
11:30 AM - 1:00 PM
128 Kidder Hall
Agenda**

Remote participation – J. Casbon, 541-322-3107

Anticipated absence: D. Ross

- 11:30 – 11:40 [Revisit Policy Governing Graduate Student Teaching](#) – again
- 11:40 – 11:55 [Change to Standing Rules of the Graduate Council](#)
- 11:55 – 12:10 [Change Graduate Minor in Women, Gender, and Sexuality Studies](#) – Janet Lee
- Updates the minor to reflect a change from three credit to four credit WGSS graduate courses.
- 12:10 – 12:20 **Pilot study – Three-year Degrees**
- Two years ago, the Graduate Council (and subsequently Faculty Senate) approved a three-year pilot program where we could demonstrate that individuals from UK-based systems with three-year degrees did have the appropriate educational background to be admitted as a graduate student at OSU. Note that we do accept three-year degrees from Bologna-compliant schools (which is restricted to Europe). The initial pilot program was focused on India.
- The current OSU policy is to not accept the Australian 3-year Ordinary degree. The general recommendation from those who are experts in international institutions recommend that US institutions which accept the Bologna-compliant three-year degrees should also accept the Australian three-year Ordinary degree.
- Since we are two years into a three-year pilot program, I would ask that the Council approve an amendment to expand the Pilot Study to include three-year Ordinary degrees from Australia and New Zealand.
- 12:20 – 12:30 **Graduate School Update**
- 12:30-12:45 [Continuous Enrollment](#)

Upcoming: Get feedback from programs on IR data

Next meeting: April 14, 11:30-1:00 ~ 128 Kidder Hall

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2014 Agendas](#) » May 19, 2014 Agenda

Graduate Council

May 19, 2014
11:30 AM - 12:30 PM
128 Kidder Hall
Agenda

Anticipated absence: D. Ross

11:30 – 12:00 Certificate Programs

- [Question from Sarah Williams](#)
- [Current Certificates](#)

12:00 – 12:15 Program Review and Action Plan – CSSA

- [CSSA Review Panel Report](#)
- [CSSA Graduate Report – Action Plan](#)

12:15 – 12:30 Program Review and Action Plan – Adult Ed

- [Adult Education EdM Program Action Plan](#) – 4/23/2013
- [Review Panel Report – Program of Adult Education](#) – 11/22/2013
- [Adult Education Action Plan](#)

12:30 – 12:45 Matters Arising

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » January 7, 2013 Agenda

Graduate Council

**January 7, 2013
11:30-1:00 PM
128 Kidder Hall
Agenda**

Anticipated absences: T. Filtz, M. Lerner, M. Levine, D. Ross

Remote participation: J. Casbon – 541-322-3107

11:30 **Welcome and introductions**

11:35 **Approval of Minutes**

- [December 6](#)

11:40 **[Applied Anthropology Graduate Program Review](#)** – Don Jump

12:00 **Limits on thesis credits**

- Request to increase number of thesis credits for Master's degrees. Current guidelines require a minimum of 6 and a maximum of 12 for a 45 credit hour program.

12:10 **Graduate Program Review Guidelines**

12:20 **Update on Graduate Certificates**

12:30 **Graduate School Discussions**

- Master of Applied Science
- Scholar's Insight Event
- GRAD course prefix

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » January 28, 2013 Agenda

Graduate Council

January 28, 2013
11:30-1:00 PM
128 Kidder Hall
Agenda

Anticipated absences: M. Lerner

Remote participation: J. Casbon – 541-322-3107

- | | |
|-------|--|
| 11:30 | Welcome and introductions
Approval of Minutes <ul style="list-style-type: none">• January 7 |
| 11:35 | Low Residency MFA in Creative Writing – MOU – Janet Lee
Unit representative: Neil Browne, Cascades, will attend to answer questions <ul style="list-style-type: none">• Online• PDF |
| 11:50 | Discussion of MFA |
| 12:00 | Applied Anthropology Graduate Program Review – Don Jump
Unit Representatives: Dean Larry Rodgers, Susan Shaw, Bryan Tilt and Leah Minc |
| 12:20 | Discussion of Applied Anthropology GPR |
| 12:35 | Discussion of Co-Degrees Proposal |
| 12:50 | Adjourn |

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » February 4, 2013 Agenda

Graduate Council

**February 4, 2013
11:30-1:00 PM
128 Kidder Hall
Agenda**

Anticipated absences: M. Lerner

Remote participation: J. Casbon – 541-322-3107

- 11:30 **Welcome and introductions**
Approval of Minutes
- [January 28](#)
- 11:35 **Category I Summary: New Degree Program Proposal – MS, PhD in Comparative Health Sciences #84096 – Graduate Council Reviewer: Theresa Filtz**
- [Online](#)
 - [PDF](#)
 - [Graduate Council Review](#)
- 11:55 **Graduate Program Review Summary– Exercise and Sport Science – Graduate Council Reviewer: Jim Coakley**
- [Review Summary](#)
 - [External Panel Review](#)
- 12:10 **Category I Summary – PhD in Business – Greg Herman**
(Conflict of Interest for Jim Coakley)
- 12:30 **Category I Proposal: Merge Academic Units Proposal – Merge Biochemistry and Biophysics with Microbiology (Creating a School of Life Sciences) #84452**
- [Online](#)
 - [PDF](#)
 - [Graduate Council Review](#)
- 12:50 **Adjourn**

Next scheduled meeting: February 11

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » February 11, 2013 Agenda

Graduate Council

**February 11, 2013
11:30-1:00 PM
128 Kidder Hall
Agenda**

Anticipated absences: M. Lerner

Remote participation: J. Casbon – 541-322-3107

- 11:30 **Welcome and introductions**
- 11:35 **Category I Summary: New Degree Program Proposal – Doctor of Philosophy (PhD) in Business Administration #85547**
Unit Representative: Jared Moore
- [Online](#)
 - [PDF](#)
 - [Executive Summary](#)
 - [Proposal](#)
 - [College of Business Proposal Highlights](#)
- 11:50 **Graduate Council Discussion of Category I – PhD in Business Administration**
Graduate Council Reviewer: Greg Herman
- 12:05 **Graduate Program Review – Exercise and Sport Science**
Graduate Council Reviewer: Jim Coakley
Unit Representatives: Dean Tammy Bray, Vicki Ebbeck, Tony Wilcox
- [Review Summary](#)
 - [External Panel Review](#)
- 12:20 **Graduate Council Discussion of Exercise and Sport Science Graduate Program Review**
- 12:30 **Category I Proposal – New Degree Program Proposal – MS, PhD in Comparative Health Sciences #84096**
Graduate Council Reviewer: Theresa Filtz
Unit Representative: Dean Cyril Clarke
- [Online](#)
 - [PDF](#)
 - [Graduate Council Review](#)
 - [Unit Responses to Graduate Council Concerns](#)
- 12:50 **Adjourn**

Next scheduled meeting: February 18

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » February 25, 2013 Agenda

Graduate Council

February 25, 2013
11:30-1:00 PM
128 Kidder Hall
Agenda

Anticipated absences: M. Lerner

11:30 – **Welcome and introductions**
Approval of Minutes

11:35 – **Botany and Plant Pathology Graduate Program Review**

Graduate Council Reviewer: Mike Lerner

- [External Panel Review](#)
- [Review Summary](#)

11:45 – **Botany and Plant Pathology Graduate Program Review**

Unit Representatives: Lynda Ciuffetti (Chair), Stella Coakley (Agricultural Sciences Associate Dean), John Fowler (Graduate Studies Committee Chair), Joey Spatafora (Associate Chair)

12:00 – **MFA in Creative Writing – MOU**

Graduate Council Reviewer: Janet Lee

Unit Representatives: Neil Browne

- [Online](#)
- [PDF](#)
- [Updated MOU](#)

12:30 – **Matters Arising**

- Updates from Graduate School

12:50 – **Adjourn**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » February 25, 2013 Agenda

Graduate Council

March 11, 2013
11:30-1:00 PM
128 Kidder Hall
Agenda

Anticipated absences: M. Lerner

11:30 – **Welcome and introductions**

Approval of Minutes – [February 25, 2013](#)

11:35 – **[Math Graduate Program Review](#)** – summary and discussion attached

Graduate Council Reviewer: Janet Lee

12:00 – **Change to Graduate Policy** – [Revising Credit](#) – Jim Coakley

12:15 – **Updates from Graduate School**

12:50 – **Adjourn**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » April 1, 2013 Agenda

Graduate Council

**April 1, 2013
3:00-4:00 PM
128 Kidder Hall
Agenda**

Anticipated absences: D. Ross

- 3:00 – **Welcome**
- 3:05 – [Math Graduate Program Review](#) – discussion of addendum drafted by Janet Lee
- 3:10 – [Botany & Plant Pathology Graduate Program Review](#) – discussion of memorandum to supplement GPR
- 3:15 – **Graduate Program Review Guidelines** – Revisit discussion of revised GPR Guidelines, draft new Policy requiring annual assessment reports.
- 4:00 – **Adjourn**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » April 15, 2013 Agenda

Graduate Council

April 15, 2013
3:00-5:00 PM
128 Kidder Hall
Agenda

Anticipated absences: J. Casbon, S. Semevolos

3:00 – **Welcome**

3:05 – **Math Graduate Program Review** – summary and discussion

Graduate Council Reviewer: Janet Lee

Unit representative: Tom Dick, Chair, Mathematics

- [Program Review](#)
- [Graduate Council addendum](#)

3:30 – **Comparative Health Sciences** – Revised Category I

- [Online version](#)
- [PDF version](#)

4:00 – **New Policies**

4:50 – **Adjourn**

Next scheduled meeting: April 29

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » May 13, 2013 Agenda

Graduate Council

May 13, 2013
3:00-5:00 PM
128 Kidder Hall
Agenda

Anticipated absences: J. Lee, D. Ross

Remote participation: J. Casbon – 541-322-3107

3:00 – Welcome

3:05 – Public Health Graduate Program Review – three-year follow-up

Denise Lach, Director, School of Public Policy

- [Public Health Graduate Program Review Final Report](#) – January 19, 2010
- [Public Health Response to Graduate Program Review Site Visit](#) – January 28, 2011
- [Action Plan Review](#) – March 13, 2013

3:20 – Approval of Co-degree Programs Proposal

- [Proposal for a Co-Degree Masters Program](#)

Email from Dean McComb:

"Susie Brubaker-Cole, Toni Doolen and I have revised the proposal that provides a framework for graduate and undergraduate programs to develop co-degree programs that would allow undergraduate students meeting program-defined entrance requirements to enter into a Masters degree program while completing their undergraduate degree. Based on a review of programs at other universities, discussions in the past with both councils, and feedback from OSU students, the revised document represents our best effort at providing the foundation for formation of new co-degree programs. We seek approval by both Curriculum Council and Graduate Council for this proposal and ultimately would like to present this to the full Faculty Senate. By having this foundational document in place, preparation of co-degree programs by units should be expedited."

3:30 – Graduate School Report

- John Henry: Update on Graduate School software project
- Associate Dean Azarenko: Action plan and curriculum for Holistic Graduate Education

4:00 – Adjourn

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » June 10, 2013 Agenda

Graduate Council

June 10, 2013
3:00-5:00 PM
128 Kidder Hall
Agenda

3:00 – **Welcome**

3:05 – **Category I Proposal**

Rename Master of Science (MS) in Counseling Program to Master of Counseling (MCoun) #86455
Graduate Council Reviewer: Cass Dykeman, College of Education

- [Online version](#)
- [PDF version](#)

3:20 – **Environmental and Molecular Toxicology Graduate Program Review**

Graduate Council Reviewer: Stacy Semevolos, D.V.M.

- [Final report](#)
- [Unit response](#)

3:35 – **Electrical Engineering and Computer Science Graduate Program Review**

Graduate Council Reviewer: Jim Coakley, College of Business

- [Final report](#)
- [Unit response](#)

3:50 – **Discussion – Role of Graduate Council Reviewer in Graduate Program Reviews**

Current responsibilities (Jim Coakley's perspective):

- Participate in review – External reviewer has overall responsibility for the report and sends report to the Graduate School. Graduate School then sends report to department for corrections, and returns suggested corrections to the review team for inclusion in final report.
 - Note – there has been one situation where internal reviewers were excluded from this process – should there be a more explicit role for the Graduate Council Reviewer?
- Present review to the Graduate Council, lead discussion of the review with the Dean and Chair of the program. Liaison with review team, if clarifications are needed in the report.
- Participate in presentation of Action Plan to Provost and Graduate School Dean.
 - Note – neither the Graduate Council nor the GC Reviewer are involved in approval of the action plan.
- Conduct three-year follow-up of the action plan. Merely report to Graduate Council if everything is on track. Council may ask Dean and Chair for clarification and updates as needed.

4:10 – **Discussion of Issues from Graduate School**

Dean McComb

4:30 – **Adjourn**

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » October 7, 2013 Agenda

Graduate Council

October 7, 2013
11:30 AM - 1:00 PM
128 Kidder Hall
Agenda

11:30 – **Welcome**

11:35 – **Finalize Committee and Review Assignments for the Year**

Program	Department	Term	Review Type
Adult Education	Adult Education & Higher Education Leadership	Fall	GCPR
College Student Services Administration	Adult Education & Higher Education Leadership	Fall	GCPR
Civil Engineering	Civil, Construction, & Environmental Engineering	Wtr	GCPR
Human Development & Family Studies	Human Development & Family Sciences	Spr	GCPR
Wood Science	Wood Sciences & Engineering	Spr	GCPR & NIFA

Awards		
Laurels Block Graduate Program	Dec.15, 2012-Jan, 31, 2013	(GC), Filtz + 3 outside members
Oregon Lottery Scholarship <i>3 members</i>	Winter/Spring – March 2013	(GC), Casbon and Herman
Bayley/Yerex Fellowships <i>3 members</i>	Winter 2013 – February 2013	Lerner, Semevolos and Jump
Frolander Outstanding GTA Award <i>2 members</i>	Spring 2013 – April 2013	Ross and Filtz
CGS/UMI Dissertation and WAGS/UMI Thesis Awards <i>2 members</i>	CGS – May 2013 WAGS –July 2013	Jump and Ross

Excellence in Graduate Mentoring Award <i>2 members</i>	Spring 2013	Chi, Buckingham, Casbon and Kerkvliet
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11:45 – **Discussion – two related topics:**

1) Final Exam for non-thesis Master's Program

Proposed change (in caps): Successful completion of a final oral examination is required for all THESIS-BASED master's degrees. Some departments also require the student to pass a written exam prior to the oral exam. PROGRAMS MAY REQUIRE EITHER AN ORAL FINAL EXAM OR A WRITTEN FINAL EXAM (OR BOTH) FOR NON-THESIS MASTERS STUDENTS BUT THE EXAM MUST ASSESS THE LEARNING OUTCOMES IDENTIFIED BY THE UNIVERSITY AND BY THE PROGRAM.

The proposed change allows either an oral or written exam. What if learning outcomes are assessed at the individual level using different mechanisms – combinations of assignments/projects/exams across multiple courses? Is the purpose to ensure every student earning a Master's degree has a final exam, or to ensure every student is individually assessed with respect to university and program level outcomes?

2) Competency based degree programs

[UW \(University of Wisconsin\) Flexible Option](#)

These universities/programs provide this option:

- Southern New Hampshire
- Portmont College at Mount St. Mary's
- Charter Oak State College
- University of Wisconsin
- Western Governor's
- Capella
- Northern Arizona University
- Baylor

These programs seem to be focused on demonstrated achievement of learning outcomes, and allows the use of non-academic experiences. Raises numerous issues – including the minimum number of graduate academic credits required to earn a degree.

12:15 – **Discussion of issues from Graduate School**
Dean McComb

12:45 – **Adjourn**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » October 21, 2013 Agenda

Graduate Council

**October 21, 2013
11:30 AM - 1:00 PM
128 Kidder Hall
Agenda**

11:30 – **Welcome**

11:35 – **New Certificate Proposal: Graduate Certificate in Wildlife Management** – Nancy Kerkvliet

- [Web version](#)
- [PDF version](#)

11:55 – **Summary of MAIS Graduate Program Review** – Jim Coakley and Stacey Semevolos

- [An Action Plan for the Master of Arts in Interdisciplinary Studies \(MAIS\) Graduate Program](#)
- [MAIS Review Panel Report for the Graduate School](#)
- Message from Dean McComb: All, just to be clear, the action plan for MAIS has been found unacceptable and will be rewritten after additional work to be done by David. David would like to meet with Council at a date in the future to discuss ideas raised in the recommendations to better craft an action plan that is likely to be successful.

12:20 – **Continued Discussion of Examination Requirement**

12:45 – **Adjourn**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2013 Agendas](#) » November 18, 2013 Agenda

Graduate Council

**November 18, 2013
11:30 AM - 1:00 PM
Weatherford Board Room **
Agenda**

Remote participation – J. Casbon, 541-322-3107

11:30 – **Welcome**

11:35 – [Master Final Examination Requirements](#) – Continued

Guests: Bella Bose, Associate Director, School of EECS

Chris Bell, Civil & Construction Engineering

11:55 – **Renaming an Academic Program Proposal – Pharmaceutical Sciences – MS, PhD. #87166**

Graduate Council Reviewer: Theresa Filtz

- [Online version](#)
- [PDF version](#)
 - The College of Pharmacy seeks to rename our graduate degree program, such that graduate students in the College will receive a degree in 'Pharmaceutical Sciences' rather than the current designation of a degree in 'Pharmacy.'

12:10 – **New Option Proposal – Engineering Management #87775**

- [Online version](#)
- [PDF version](#)

12:30 – [Graduate Teaching Policy](#) – Discussion

12:45 – **Adjourn**

** Weatherford Board Room Directions – As you approach Weatherford from the MU, go under the arch and enter the door on the right side. From there, take the elevator to the fifth floor. The Board Room is down the hall on the left. There is limited access because the board room is in the residence hall section of Weatherford, so taking the stairs is not an option.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » January 12, 2012 Agenda

Graduate Council

January 12, 2012 ~ Noon-1:30 PM 128 Kidder Hall Agenda

1. Review of Minutes: [November 16](#) and [November 30](#) – (15 min) Note: The December 7 minutes will be presented for approval on January 26
2. [Petition for delay of Botany & Plant Pathology](#) review by Lynda Ciuffetti (15 minutes)
3. [APC Reports](#) (20 minutes)
 - a. MAT in Science Education/MAT in Mathematics Education (Jim)
 - b. Environmental Engineering MS and PhD program cat I (Vinod)
 - c. Ominbus CLA Cat I (Carolyn)
4. Nutrition revisited – maintain or maintain/restructure? (10 minutes)
5. [Comparison of Proposed Metrics](#) (30 minutes) – Denise Lach, Vinod Narayanan, Carolyn Aldwin

6/2/11 - Motion: Graduate programs with an international applicant who does not have a four-year bachelor's or an appropriate alternative degree, e.g. a professional degree of at least four years duration, but who meets all other requirements for admission as a graduate student at OSU, may appeal the admissions denial to the Graduate Admission Committee (GAC). The GAC, based on evidence presented by the graduate program, will determine if the student has sufficiently demonstrated preparedness to enter a graduate program and may provide an exception to allow admissions. The Graduate Council will review this policy in one year with input from the GAC.

6/9/11 – It was also suggested that when the Geosciences Program Review Report is presented to the Graduate Council and the Provost, both deans should be present at the meetings.

Pending:

- June 2012 – See 6/2/11 motion to review appeals by international students who don't have 4-year or alternative degree but meets all other requirements.
- Geosciences GPR Report – Provost and both deans should be present at GC meeting – see 6/9/11 minutes
- Graduate School Strategic Planning Team (Brenda, Jim & Theresa must be present)

Next scheduled meeting: January 26 ~ Noon-1:30 PM

[Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » January 26, 2012 Agenda

Graduate Council

January 26, 2012
Noon-1:30 PM
128 Kidder Hall
Agenda

1. **Review of Minutes** (10 minutes)
 - December 7, 2011
 - January 12, 2012
2. **12:10 – Masters of Agriculture** (Chrissa Kioussi and Greg Thompson) – (30 minutes)
 - [Follow-up Review of the Graduate Program in Masters of Agriculture](#)
 - [Masters of Agriculture Learning Outcomes and Assessments](#)
 - [Graduate Assessment Plan \(Master's programs\)](#)
3. **Updates:** (5 minutes)
 - [Animal Sciences & Rangeland Management and Ecology](#)
 - [Botany & Plant Pathology](#)
4. **[Standing Rules](#) Review** (10 minutes)
5. **Academic Planning Committee Assignments** (10 minutes)
6. **[Comparison of Proposed Metrics](#)** (25 minutes) – Lach, Narayanan, Aldwin

Next scheduled meeting: February 9, 2012

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » February 9, 2012 Agenda

Graduate Council

**February 9, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda**

1. Review of [January 26 Minutes](#) (5 min)
2. [Comparison of Proposed Metrics](#) (20 min) – Lach, Narayanan, Aldwin
3. Update on Strategic Planning Initiative (20 min) – Filtz
4. Cat I scheduling (10 min)
5. [Cat I & Cat II Orientation](#) (15 min)
6. [Requested Response from Dr. Thompson re: MAG](#) (10 min)
7. [E-campus Policy](#) (10 min)

Information Item:

The following Category I proposals are attached to the proposal title as a PDF (all documents in one file) and as a link to the CPS (the documents are accessed individually). Please note the scheduled discussion date for each.

- CPS # 82511 – [Graduate Certificate in Public Health](#) (Category I: New Graduate Degree Program)
<https://secure.oregonstate.edu/ap/cps/proposals/view/82511>
Carolyn Aldwin & Andrew Plantinga – present at 2/23 meeting
- CPS # 82222 – [College of Education](#) (Abbreviated Category I: Reorganization, Merger, Move)
<https://secure.oregonstate.edu/ap/cps/proposals/view/82222>
Cass Dykeman & Mike Lerner – present at 3/8 meeting
- CPS # 83047 – [MAT in Science Education and MAT in Mathematics Education Endorsements](#) (MOU – Extend Existing from OSU-Main to OSU-Cascades)
<https://secure.oregonstate.edu/ap/cps/proposals/view/83047>
Murray Levine & Darrell Ross – present either at the 3/8 or 3/15 meeting

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » February 23, 2012 Agenda

Graduate Council

February 23, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. Review of [February 9th minutes](#) (5 min.)
2. Masters in Public Policy Reviewer Needed (5 min.) – Thursday, May 17th (dinner) and Friday, May 18th (all day meetings)
3. [Graduate Minor/Option/Certificate in Food in Culture and Social Justice](#) – Lach, Narayanan (15 min.)
 - [Reviewers Comments](#)
4. E-campus Policy (15 min.) – Aldwin
5. [Cat. I Template](#) (10 min.) – Aldwin
6. Graduate Certificate in Public Health
 - 12:50-1:10 – Reviewers: [Carolyn Aldwin & Andrew Plantinga](#)
 - 1:10-1:30 – Marie Harvey & Tom Eversole

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » March 8, 2012 Agenda

Graduate Council

March 8, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. [Review of February 23rd Minutes](#) (5 min.)
2. [Geology and Geography Graduate Program Reviews](#) – Denise Lach (35 min.)
 - NOTE: Aaron Wolf & Bob Duncan to join at 12:20
3. **College of Education (Abbreviated Category I: Reorganization, Merger, Move)** – CPS # 82222
Reviewers: Cass Dykeman & Mike Lerner (20 min.)
 - [Review Report](#)
 - [PDF](#)
 - [Online](#)
4. **Assignments & Scheduling** – Carolyn Aldwin (10 min.)
 - a. [Scholarship Committees](#)
 - b. Scheduled APC Meetings
 - Friday, March 16th, Graduate Certificate in Rural Policy, 502 Kerr Conference Room – GC Rep: Jim Coakley
 - Tuesday, March 20th, MFA in Creative Writing, 109 Gilkey Hall (Faculty Senate Conference Room) – GC Rep: Denise Lach
 - Friday, March 23th, Schools in the College of Liberal Arts (Omnibus), 502 Kerr Conference Room – GC Rep: Carolyn Aldwin
 - c. Spring quarter meetings
 - All meetings are scheduled from Noon-1:30 PM in 128 Kidder Hall: April 11, April 25; May 9, May 23; June 6, June 13
5. [Standing Rules](#) – Brenda McComb (20 min.)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » March 15, 2012 Agenda

Graduate Council

March 15, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. [Review of March 8th minutes](#) (5 min.)
2. Masters in Public Policy Reviewer Needed (5 min.) – Thursday, May 17th (dinner) and Friday, May 18th (all day meetings)
3. [Follow-up Review, Food Science & Technology](#) (Darlene Russ-Eft) (20 min.)
 - [Recommendations of Graduate Program Review – 3/4/2008](#)
4. CPS # 83047 MAT in Science Education and MAT in Mathematics Education Endorsements (MOU – Extend Existing from OSU-Main to OSU-Cascades) [Note: (Murray Levine, Cass Dykeman, Darrell Ross) (15 min.)]
 - [Online](#)
 - [PDF](#)
5. APC Report, School of Life Sciences (Theresa Filtz) (15 min.)
6. [Proposal for Graduate Options](#) (Jim Coakley) (15 min.)
7. [Standing Rules](#) (Brenda McComb) (15 min.)
8. *Information Items:*
The below proposals will likely be reviewed during spring term:
 - Department of Applied Economics – Abbreviated Category I proposal to rename the Department (GC: Need volunteer) A draft copy of this proposal has been submitted.
 - Graduate Certificate in College and University Teaching – Category I proposal (GC: Cass Dykeman)
 - PSM in Renewable Energy – Category I proposal (GC: Need volunteer) *Note: This proposal is joint with other institutions and may not be ready before the end of the Spring Term.*

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » April 11, 2012 Agenda

Graduate Council

April 11, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. [Review of March 15 minutes](#) (5 min.)
2. [Zoology Graduate Program Review](#)
 - 12:05 – Graduate Council Reviewer: Theresa Filtz (15 min.)
 - 12:20 – Unit representatives: Virginia Weis, Vincent Remcho (25 min.)
3. **Category I – Merge Animal Sciences with Rangeland Ecology and Management #81305**
Reviewers: Stacey Sevemolos & Andrew Plantinga (10 min.)
 - [Online proposal](#)
 - [Reviewers report](#)
4. [Draft of Graduate School Strategic Plan](#) (Brenda McComb) (25 min.)
This document was initially distributed to the Graduate Council on April 6, 2012.
5. [Graduate Council Standing Rules](#) (Brenda McComb) (15 min.)
6. **Report from the Chair**
 - The Food, Culture, and Social Justice Graduate Certificate Category I Proposal has been withdrawn by the proposer.

Pending:

- *Upcoming Category I Proposals:*
 - Graduate Certificate in College and University Teaching (GC: Cass Dykeman) – academic unit requested a hold
- *Program Review Follow-Up:*
 - Mechanical Engineering – Tom Wolpert is meeting with either Rob Stone or David Cann re: the action plan
 - Biological and Ecological Engineering – Rick Colwell – potential presentation in May
 - Environmental Sciences – Vinod Narayanan – spring term

Spring Meeting Schedule
Noon-1:30 PM ~ 128 Kidder Hall
April 25, May 9, May 23, June 6, June 13

Online Curricular Proposal System – <https://secure.oregonstate.edu/ap/cps/>

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » April 25, 2012 Agenda

Graduate Council

April 25, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. **Review of [April 11 minutes](#)** (5 min.)
2. **Category I Report, Merge Animal Sciences with Rangeland Ecology and Management #81305** – response to Graduate Council queries *Reviewers: Stacey Severnolos & Andrew Plantinga* (10 min.)
 - [Online proposal](#)
 - [Reviewers report](#)
3. **Category I Report, College of Liberal Arts Omnibus Merger #83297** *Reviewers: Carolyn Aldwin & Cass Dykeman* (20 min.)
 - [Online proposal](#)
 - [PDF version](#)
4. **Category I Report, Create a School of Design & Human Environment and Align the School within the College of Business #83339** *Reviewers: Carolyn Aldwin & Jim Coakley* (20 min.)
 - [Online version](#)
 - [PDF version](#)
5. **[Graduate Council Standing Rules](#)** – Brenda McComb) (20 min.)
6. **Grad Council Manual?** – Carolyn Aldwin (15 min.)

Information Items:

1. **Reviewer's Needed:**
 - CAT I, Environmental Engineering
 - CAT I, Sciences & Math Education Departments
2. **Spring 2012 Agenda Items**

Pending:

- **Upcoming Category I Proposals:**
 - Graduate Certificate in College and University Teaching (GC: Cass Dykeman) – academic unit requested a hold
- **Program Review Follow-Up:**
 - Mechanical Engineering – Tom Wolpert is meeting with either Rob Stone or David Cann re: the action plan
 - Biological and Ecological Engineering – Rick Colwell – potential presentation in May
 - Environmental Sciences – Vinod Narayanan – spring term

Spring Meeting Schedule

Noon-1:30 PM ~ 128 Kidder Hall
May 9, May 23, June 6, June 13

Online Curricular Proposal System – <https://secure.oregonstate.edu/ap/cps/>

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » May 9, 2012 Agenda

Graduate Council

**May 9, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda**

1. **Review of [April 25 minutes](#)** (5 min.)
2. **GTA Orientation** – Susie-Brubaker Cole (15 min.)
 - [Fall 2011 New Graduate Teaching Assistant Orientation Summary](#)
 - [GTA Orientation Summary from Jessica White and Robin Pappas](#)
3. **[Graduate School Pilot Project](#) – 3-year MBA & MBP Programs for Students from India** – Sunil Khanna (20 min.)
4. **[Remote Participation](#) Review** – Brenda McComb/Bruce Rettig (20 min.)
5. **[Graduate Council Standing Rules](#)** – Brenda McComb (15 min.)
6. **[Graduate Council Manual](#) Feedback** (Carolyn Aldwin) (15 min.)

Pending Items:

Reviewer's Needed:

- CAT I: [Graduate Certificate in College and University Teaching](#) proposal (CPS # 83870)
- Abbreviated CAT I: [Termination of the MBE in Construction Engineering Management](#) proposal (CPS # 83272)
- APC Meeting: MA in Environmental Humanities proposal with Carly Lettero and Kathy Moore, May 30, 3:00 PM

Pending:

- *Upcoming Category I Proposals:*
 - Graduate Certificate in College and University Teaching (GC: Cass Dykeman) – academic unit requested a hold
- *Program Review Follow-Up:*
 - Mechanical Engineering – Tom Wolpert is meeting with either Rob Stone or David Cann re: the action plan
 - Biological and Ecological Engineering – Rick Colwell – potential presentation in May
 - Environmental Sciences – Vinod Narayanan – spring term

Spring Meeting Schedule
Noon-1:30 PM ~ 128 Kidder Hall

May 23, June 6, June 13

Online Curricular Proposal System – <https://secure.oregonstate.edu/ap/cps/>

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » May 23, 2012 Agenda

Graduate Council

May 23, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. **Review of [May 9th minutes](#)** (5 min.)
2. **12:05 – Category I – New Degree Program Proposal – Environmental Engineering (CPS #82814) – Reviewers: Vinod Narayanan & Andrew Plantinga; Guest: Ken Williamson** (20 min.)
 - [Online version](#)
 - [PDF version](#)
 - [Reviewers Report](#)
3. **Category I – University Certificate in College & University Teaching CPS #83870 – Cass Dykeman** (15 min.)
 - [Online version](#)
 - [PDF version](#)
 - [Reviewers Report](#)
4. **Environmental Science Graduate Program (ESGP) 3–year Follow-up Review – Reviewer: Vinod Narayanan** (15 min.)
 - [September 9, 2009 Report](#)
 - [Three-year Follow-Up Review](#)
 - [Action Plan](#)
5. **Category I – Termination of an Academic Program Proposal – Construction Engineering Management (MBE) CPS# 83272 Reviewer: Carolyn Aldwin** (10 min.)
 - [Online version](#)
 - [PDF version](#)
6. **1:05 – Program Review, Biological and Ecological Engineering Graduate Program Review Update – Guests: Rick Colwell and John Bolte** (20 min. + 5)
 - [Follow-Up Report to the May 2009 Graduate Program Review](#)

Information only: Graduate Council Procedure Manual

Pending:

- *Upcoming Category I Proposals:*
 - MA, MS, Ph.D. in History & Philosophy of Science (Carolyn Aldwin)
 - MFA in Creative Writing (Lach?)
- *Program Reviews*
 - Community College Leadership (Murray Levine)
 - EXSS Program Review (Jim Coakley)
- *Program Review Follow-Up:*
 - Mechanical Engineering – Tom Wolpert met with chair & assoc. chair re: the action plan; will present 6/6

Spring Meeting Schedule

Noon-1:30 PM ~ 128 Kidder Hall
June 6, June 13

Online Curricular Proposal System – <https://secure.oregonstate.edu/ap/cps/>

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » June 6, 2012 Agenda

Graduate Council

June 6, 2012
128 Kidder Hall
12:00-1:30 PM
Agenda

1. **Review of [May 23rd minutes](#)** (5 min.)
2. 12:05 – **Program Review Update, [Mechanical Engineering Graduate Degree Program Review Follow-up](#)** – *Reviewer: Tom Wolpert* (20 min.)
3. **MA/MS in Communications (CAT I: New Program) #82032** – *Reviewer: Denise Lach* (20 min.)
 - [Online version](#)
 - [PDF version](#)
4. **School of Life Sciences APC Report** – Theresa Filtz (15 min.)
5. **[Proposed Changes to Graduate Catalog Copy on Examination Policy](#)** – Carolyn Aldwin (20 min.)
6. **End of Year Wrap-up** – Carolyn Aldwin (10 min.)

Pending:

- *Category I Proposals on hold:*
 - MA, MS, Ph.D. in History & Philosophy of Science (Carolyn Aldwin)
 - MFA in Creative Writing (Denise Lach – deferred to fall)
 - Certificate in University and College Teaching (Cass Dykeman)
- *Program Reviews pending*
 - Community College Leadership (Murray Levine)
 - EXSS Program Review (Jim Coakley)

Spring Meeting Schedule
Noon-1:30 PM ~ 128 Kidder Hall
June 13

Online Curricular Proposal System – <https://secure.oregonstate.edu/ap/cps/>

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » September 27, 2012 Agenda

Graduate Council

September 27, 2012
Noon-2:00 PM
Weatherford Hall Trysting Tree Conference Room D107
Agenda

Attendance: D. Jump – late arrival

1:00 Welcome and Introductions

1:05 Approval of [June 6 Minutes](#)

1:10 Review [Graduate Council Standing Rules](#)

1:20 Program Reviews

- Discuss revised review guidelines (Assoc. Dean Azarenko)
- Expected review presentations to the Graduate Council

Program	Meeting with Becky Warner	Graduate Council Rep to present the report	Department Head/ Program Director to be invited to the GC meeting	Graduate Council Meeting
MPP	November 6th	Mike Lerner	Brent Steel	Oct 11
Horticulture	November 9th	Denise Lach	Bill Braunworth/Anita Azarenko	Oct 11
Physics	November 16th	Mike Lerner	Henri Jansen	Oct 25
CCLP	December 3rd	Murray Levine	Darlene Russ-Eft	Oct 25

Overview of proposed reviews for upcoming year.

1:35 Process for review of curriculum proposals

- Courses – new/change
- Degrees – Cat I's
- Options – new this year
- Graduate Certificates

2:00 Deferral of Graduate Reviews – policy
[Request for delay of Applied Ethics review](#)

2:15 Issues:

- What is the role of the Graduate Council Representative during dissertation/thesis process?
- Should input from Graduate Council Representatives be considered in program reviews?

2:30 Process for review and removal of grad faculty

- Proposal: Graduate faculty should be reviewed (re-nominated) every five years. In those situations where performance as a graduate faculty becomes an issue, the review may be accelerated.

2:40 Review and approval of [Family and Medical Leave Policy](#)

2:50 Update on strategic priorities for the upcoming year (Dean McComb, Graduate School)

Information Item:

- [Directions to Weatherford D107](#) – From the corner of JEFFERSON WAY and 26th ST: The Trysting Tree Conference Room D107 is located through the right wing entrance way (with the wheel chair ramp) of Weatherford Residential College (see the map at <http://emilive.com/portals/274/tour/2096/14.html>). Walk through the entrance way and take a right around the corner. The room is located straight down the hall to the left of the glass wall cabinet.

Fall Meeting Schedule
Noon-2:00 PM
Weatherford Trysting Tree Conference Room #D107
October 11 October 25
November 8 November 15
December 6

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » October 11, 2012 Agenda

Graduate Council

**October 11, 2012
Noon-2:00 PM
Weatherford Hall Trysting Tree Conference Room D107
Agenda**

Anticipated absences: T. Filtz, M. Lerner

12:00 Call to Order, Introductions (again)

12:05 Approval of [Sept 27 minutes](#)

12:10 [Family and Medical Leave Policy](#) – Update and Approval – Dean McComb

12:15 Strategic Priorities for Graduate School – Discussion – Dean McComb

- [Prioritized Objectives to Achieve Strategic Plan Goals](#)
- [Prioritized objectives from our strategic plan memo from Brenda McComb to Jim Coakley](#)

12:30 Graduate Program Review – revised guidelines – Assoc. Dean Azarenko

1:00 [Horticulture Graduate Program Review](#) – Denise Lach

1:15 Graduate Faculty Review Process – Continued – Dean McComb

1:30 Revised Program Review Schedule:

Program	Initial Graduate Council Meeting	Graduate Council Rep to present the report	Grad Council Review with Chair	Department Head/Program Director to be invited to the GC meeting	Meeting with Becky Warner
MPP	25-Oct	Mike Lerner	25-Oct	Brent Steel	9-Nov
Horticulture	11-Oct	Denise Lach	25-Oct	Bill Braunworth/Anita Azarenko	9-Nov
Physics	25-Oct	Mike Lerner	25-Oct	Henri Jansen	16-Nov
CCLP	25-Oct	Murray Levine	8-Nov	Darlene Russ-Eft	3-Dec

Information Item:

- [Directions to Weatherford D107](#) – From the corner of JEFFERSON WAY and 26th ST: The Trysting Tree Conference Room D107 is located through the right wing entrance way (with the wheel chair ramp) of Weatherford Residential College (see the map at <http://emilive.com/portals/274/tour/2096/14.html>). Walk through the entrance way and take a right around the corner. The room is located straight down the hall to the left of the glass wall cabinet.

Fall Meeting Schedule
Noon-2:00 PM

Weatherford Trysting Tree Conference Room #D107
October 25 November 15 November 8 December 6

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » October 25, 2012 Agenda

Graduate Council

**October 25, 2012
Noon-2:00 PM
Weatherford Hall Trysting Tree Conference Room D107
Agenda**

Anticipated absences: J. Coakley, A. Plantinga

12:00 – Call to Order

Changes/corrections to [October 11 Minutes](#)

12:05 – Discuss Graduate Program Reviews: approx. 15 minutes each

- [Masters in Public Policy](#) – Mike Lerner
Note: Program director scheduled for 1:00
- [Graduate Programs in Physics](#) – Mike Lerner
Note: Program director scheduled for 1:20
- [Community College Leadership Program](#) – Murray Levine
Note: Program director will be scheduled for Nov 8

12:50 – Other Items to discuss as time permits:

- [Revising Graduate Diploma](#) – Include major (approx. 5 minutes)
- [English Language Requirements](#) – Mike Lerner (approx. 10 minutes)
- Graduate Program Review Guidelines – input from Council – Anita (approx. 15 minutes)

1:00 – Graduate Program Review – Masters in Public Policy

With Brent Steel

1:20 – Graduate Program Review – Graduate Programs in Physics

With Henri Jansen

1:40 – Graduate Program Review – [Graduate Programs in Horticulture](#)

With Bill Braunworth and Anita Azarenko

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » November 8, 2012 Agenda

Graduate Council

November 8, 2012
Noon-2:00 PM
Weatherford Hall Trysting Tree Conference Room D107
Agenda

Anticipated absences: J. Lee

- 12:00–12:15 Approve [October 25 minutes](#) and continue discussion regarding identifying individuals
- 12:15–12:40 Continued discussion of the [Physics Program Review](#)
- 12:40–1:00 Continued discussion of the [Community College Leadership Program \(CCLP\) Review](#)
- [Response to the Graduate Council and External Review](#)
- 1:00–1:20 Continued discussion of [English Language Requirements](#)
- 1:20–1:35 [Graduate Student Teaching](#). Should there be exceptions to the current policy?
- Students working toward graduate certificates or advanced degrees are not permitted to teach graduate courses.
- 1:35–1:45 [Graduate Council Assignments](#)
- 1:45–2:00 Updates from the Graduate School
- New Major Admissions Improvements
 - [Growing and Sustaining Interdisciplinary and Intercollegiate Graduate Programs at OSU](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » November 15, 2012 Agenda

Graduate Council

November 15, 2012
Noon-2:00 PM
Weatherford Hall Trysting Tree Conference Room D107
Agenda

- | | |
|-------------|--|
| 12:00–12:20 | Continued discussion of English Language Requirements |
| 12:20–12:30 | Discussion of Revising GPA Admission Requirements |
| 12:30–12:40 | Continued Discussion of Physics Program Review |
| 12:40–12:45 | Continued Discussion of Community College Leadership Program (CCLP) |
| 12:45–1:00 | Continued Discussion of Interdisciplinary Programs |
| 1:00 | Other Matters Arising: <ul style="list-style-type: none">• Timing for deadlines for the Provost's Distinguished Fellowship Awards and the Fall orientation |

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2012 Agendas](#) » December 6, 2012 Agenda

Graduate Council

December 6, 2012

Noon-2:00 PM

Weatherford Hall Trysting Tree Conference Room D107

Agenda

- 12:00 – 12:15 [Community College Leadership Program Review](#) – *Unit representatives: Dean Larry Flick and Darlene Russ-Eft*
- [Graduate Council Recommendations](#)
- 12:15 – 12:20 **Approval of Minutes**
- November 8
 - November 15
- 12:20 – 12:30 **Category I – Renaming an Academic Program Proposal – From Women Studies Program to Women, Gender and Sexuality Studies**
- [Online version](#)
 - [PDF version](#)
- 12:30 – 12:45 [Physics Program Review](#) – *Unit representatives: Dean Vince Remcho and Henri Jensen*
- [Graduate Council Recommendations](#)
- 12:45 – 13:00 **MOU Proposal – Low Residency MFA in Creative Writing Offered at Cascades**
- [Online version](#)
 - [PDF version](#)
- 1:00 – 1:20 **Discuss [Final Examination](#) requirements when no thesis is involved**
Background: There are multiple departments that would like some flexibility in the final examination requirement for non-thesis programs. The issue revolves around the use of alternative methods to determine that the student has achieved the learning goals for the program. A classic example is the use of a written exam. If the emphasis is on assurance of learning, should there be some flexibility in the exit requirements that allow alternative direct methods to demonstrate assurance of learning?
- 1:20 – 1:30 **Graduate Council Assignments**
- 13:30 **Matters Arising/Continued Discussions**

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » January 7, 2011 Agenda

Graduate Council

January 7, 2011
11:00AM–1:00PM
MU Board Room

Agenda

1. 10:00 AM – Approval of [minutes from December 9, 2010](#) meeting
2. 10:10 AM – [Pharmacy Graduate Program Review Follow-up](#) - Tom Wolpert, Gary DeLander and Theresa Filtz
3. 10:30 AM – Veterinary Sciences Graduate Program Review - [Request for Postponement of Site Visit](#)

Winter Term Meetings

*Scheduled every Friday from 10:00-10:50 AM in 128 Kidder
January 14 location is TBD*

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » February 11, 2011 Agenda

Graduate Council

**February 11, 2011
10:00AM–10:50PM
128 Kidder Hall**

Agenda

1. 10:00 AM – Approval of [February 4 minutes](#)
2. 10:05 AM – Consideration of Cat I proposal for PSM degree in Fisheries and Wildlife (attachments)
 - [Signed transmittal page](#)
 - [Proposal](#)
 - [Executive Summary](#)
 - [Accessibility Form](#)
 - [Library Evaluation](#)
 - [Comments Concerning Liaison Responses and Request Letter](#)

Information Item:

Jo Tynon will chair the meeting in Walt Loveland's absence.

Pending Issues:

- Discontinuing little-used graduate minors
- Discussion of transcript visibility of "options/areas areas of concentration" for graduate degrees.
- Revision of self-study guidelines (Loveland and Fisk)
- Report of Science & Math Education program review
- Assuming approval of GLOs for the PhD degree by the Faculty Senate, GLOs for Masters degrees.
- Mike Kent's motion to allow admission of DVM holders to graduate studies.
- A discussion, motivated by Jim Coakley's request but going way beyond that, of the general issue of recognizing/creating transcript visible recognition of "options"/"areas of concentration"/etc for graduate degrees.
- Consideration of the Cat I proposal to create a School of Public Policy
- Consideration/evaluation of the reorganization Cat I proposals for those units requesting postponement of graduate program reviews, such as Horticulture.
- Follow up reviews for Food Science
- Revisit BPP program review (see Oct. 23, '09 minutes)
- Review of Cat I certificates - 10-year review?
- Review Int'l Admission Standards

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » February 18, 2011 Agenda

Graduate Council

**February 18, 2011
10:00AM–10:50PM
128 Kidder Hall**

Agenda

1. 10:00 AM – Approval of [February 11 minutes](#)
2. 10:05 AM – Discussion of GLOs for Masters degrees (attachments)
 - [GLOs Approved by the Faculty Senate](#) - 1/13/11

Information Item:

Jo Tynon will chair the meeting in Walt Loveland's absence.

Pending Issues:

- Discontinuing little-used graduate minors
- Discussion of transcript visibility of "options/areas areas of concentration" for graduate degrees.
- Revision of self-study guidelines (Loveland and Fisk)
- Report of Science & Math Education program review
- Assuming approval of GLOs for the PhD degree by the Faculty Senate, GLOs for Masters degrees.
- Mike Kent's motion to allow admission of DVM holders to graduate studies.
- A discussion, motivated by Jim Coakley's request but going way beyond that, of the general issue of recognizing/creating transcript visible recognition of "options"/"areas of concentration"/etc for graduate degrees.
- Consideration of the Cat I proposal to create a School of Public Policy
- Consideration/evaluation of the reorganization Cat I proposals for those units requesting postponement of graduate program reviews, such as Horticulture.
- Follow up reviews for Food Science
- Revisit BPP program review (see Oct. 23, '09 minutes)
- Review of Cat I certificates - 10-year review?
- Review Int'l Admission Standards

Winter Term Meetings

Scheduled every Friday from 10:00-10:50 AM in 128 Kidder

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » February 25, 2011 Agenda

Graduate Council

**February 25, 2011
10:00AM–10:50PM
128 Kidder Hall**

Agenda

1. 10:00 AM – Approval of [February 18 minutes](#)
2. 10:05 AM – Nutrition and Exercise Science Graduate Programs Program Review - Tony Wilcox
 - Email traffic [attached](#)
3. 10:25 AM – Report of the College of Business with respect to the MBA Degree and its separation from the Graduate School - Jim Coakley representing Ilene Kleinsorge.
4. 10:35 AM – Selection of metrics to judge the success of the MBA separation. Metrics might include:
 - a. the number of students enrolled vs. the number in 2010.
 - b. progress towards the 50/50 INTO/domestic mix promised to the Provost.
 - c. data on admitted students to determine if they met all requirements such as 3.00 GPA, TOEFL scores, 4-year baccalaureate from an accredited university, maximum of 15 reserved credits, transfer courses met standards, completed degrees have a minimum of 45 credits, work must be completed in 7 years, graduation GPA was 3.00 and possibly others.
 - d. any progress toward solving the problems concerning the oral exams for the MBA students and how this is being handled re: their commencement.

Pending Issues:

- Discontinuing little-used graduate minors
- Discussion of transcript visibility of "options/areas areas of concentration" for graduate degrees.
- Revision of self-study guidelines (Loveland and Fisk)
- Report of Science & Math Education program review
- Assuming approval of GLOs for the PhD degree by the Faculty Senate, GLOs for Masters degrees.
- Mike Kent's motion to allow admission of DVM holders to graduate studies.
- A discussion, motivated by Jim Coakley's request but going way beyond that, of the general issue of recognizing/creating transcript visible recognition of "options"/"areas of concentration"/etc for graduate degrees.
- Consideration of the Cat I proposal to create a School of Public Policy
- Consideration/evaluation of the reorganization Cat I proposals for those units requesting postponement of graduate program reviews, such as Horticulture.
- Follow up reviews for Food Science
- Revisit BPP program review (see Oct. 23, '09 minutes)
- Review of Cat I certificates - 10-year review?
- Review Int'l Admission Standards

Winter Term Meetings

Scheduled every Friday from 10:00-10:50 AM in 128 Kidder

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » March 31, 2011 Agenda

Graduate Council

March 31, 2011
10:30 AM - 12:00 PM
128 Kidder Hall

Agenda

1. 10:30 am - Approval of [March 4 minutes](#)
2. 10:35 am - Request for Postponement of Graduate Program Reviews:
 - Applied Economics - Gopinath Munisamy
 - MAID - David Bernell
3. 10:55 am - [MBAA Category I Proposal](#)
4. 11:30 am - [School of Public Policy Category I Proposal](#)

Pending Issues:

- Discontinuing little-used graduate minors
- Discussion of transcript visibility of "options/areas areas of concentration" for graduate degrees.
- Revision of self-study guidelines (Loveland and Fisk)
- Report of Science & Math Education program review
- Cat I proposal for MBAA
- Consideration of the Cat I proposal to create a School of Public Policy

Spring Term Meetings

Scheduled every Thursday from 10:30-Noon; check the weekly agenda or [here](#) for the location

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » April 21, 2011 Agenda

Graduate Council

April 21, 2011
10:30 AM - 12:00 PM
MU Council Room

Agenda

1. 10:30 AM - Approval of April 14 minutes
2. 10:35 AM - [SMED Graduate Program Review Report](#) - Sherm Bloomer and Larry Flick
3. 11:00 AM - Introduction of and debriefing from Dean Brenda McComb, New Graduate School Dean
4. 11:10 AM - Discussion regarding MOU on the transfer of MBA monitoring from the Graduated School to the COB
 - Attachment A - [Graduate Policies to be enforced by the COB](#)
 - April 22, 2010 [Graduate Council recap of MBA Degree Program Outside of the Graduate School](#)

Pending Issues:

- Discontinuing little-used graduate minors
- Discussion of transcript visibility of "options/areas areas of concentration" for graduate degrees.
- Revision of self-study guidelines (Loveland and Fisk)
- Report of Science & Math Education program review
- Cat I proposal for MBAA
- Consideration of the Cat I proposal to create a School of Public Policy

Spring Term Meetings

Scheduled every Thursday from 10:30-Noon; check the weekly agenda or [here](#) for the location

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » May 19, 2011 Agenda

Graduate Council

May 19, 2011
10:30 AM - 12:00 PM
128 Kidder Hall
Agenda

1. 10:30 AM Approval of [May 5 minutes](#)
2. 10:30 AM [New Areas of Concentration within the MBA Degree Program](#)
 - [Clean Technology Track](#)
 - [Research Thesis](#)
 - [Business Administration/Commercialization](#)
3. 11:00 AM International Degrees – Leah Minc, Chair of the Graduate Admissions Committee; Marie Harvey, Chair of Public Health; Rosemary Garagnani, Assistant Dean of the Graduate School; and Sunil Khanna, Associate Provost for International Programs
 - [Application for Admission to MPH Program](#) messages
4. 11:30 am [College of Public Health and Human Sciences Category I Rename Proposal](#) – Tony Wilcox and Marie Harvey

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » May 26, 2011 Agenda

Graduate Council

May 26, 2011
10:30 AM - 12:00 Noon ~ 128 Kidder Hall
Agenda

1. 10:30 AM – Approval of [May 19th minutes](#)
2. 10:35 AM – [Revised SMED Graduate Program Review Report](#) – Carolyn Aldwin
3. 10:50 AM – New Areas of Concentration within the MBA Degree Program (attachments distributed at May 19th meeting)
4. 11:05 AM – Update on the University Accreditation Visit Results Related to Graduate Programs – Walt Loveland
5. 11:35 AM – [Five-Year Plan for the Graduate School](#) – Brenda McComb

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » June 2, 2011 Agenda

Graduate Council

**June 2, 2011
10:30 AM - 12:00 Noon
East Willamette Seminar Room
Valley Library
Agenda**

1. 10:30 AM – [MAT in Humanities](#) Category I Proposal – Sam Stern
2. 11:00 AM – [College of Earth, Ocean, and Atmospheric Sciences/Geosciences](#) Category I Proposal – Mark Abbott, Bob Duncan, Sherm Bloomer, and Aaron Wolf
3. [Geosciences Review Report](#)
4. 11:30 AM – Email re: Departmental Committee Composition – Brenda McComb
5. 11:50 AM – [International Professional Degree Holder Appeals](#) Discussion
6. Matters Arising –
 - Graduate School re: [Graduate Program Rules](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » June 9, 2011 Agenda

Graduate Council

**June 9, 2011
10:30 AM - 12:00 Noon
128 Kidder Hall
Agenda**

1. 10:30 AM – College of Earth, Ocean, and Atmospheric Sciences Proposal –
Continue last week's conversation
 - [CEOAS Message Traffic](#)
 - [COAS Organizational Chart](#)
2. 11:00 AM – [Finalize Letter to Faculty Senate](#)
3. 11:15 AM – End of Academic Year Celebration

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » October 5, 2011 Agenda

Graduate Council

**October 5, 2011
10:00 - 11:30 AM
128 Kidder Hall**

Agenda

1. Introductions
2. Discussion of organization of the Council for 2011 - 2012
3. Council assignments/reduction of work load
4. Cat I reviews/fewer than expected - changes in procedures
5. Cat II reviews/changes (2 reviewers-> one reviewer)/how to do them
6. Tasks for the coming year
 - Streamline program reviews
 - Assessment
7. Update from the Graduate School on summer actions

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » October 19, 2011 Agenda

Graduate Council

October 19, 2011
10:00 - 11:30 AM ~ 128 Kidder Hall
Agenda

1. Review of Minutes (5 min.)
2. [Report](#) of "Expert" Pre-Screening Group (Jim, Cass) on Cat. I Proposal for MA, MS in Communication (20 min.) ([#82032](#))
3. Consideration of Request from Academic Programs for a [Policy Statement on Ecampus Degree Proposals](#)
4. Report of Task Force on Transcript Visible Options (Brenda, Jim, Bruce) and discussion of further directions (30 min.)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » November 2, 2011 Agenda

Graduate Council

November 2, 2011
10:00 - 11:30 AM ~ 128 Kidder Hall
Agenda

1. Review of October 19 Minutes (5 min.)
2. Discussion of new Institutional Indicators for [Core Theme 2: Graduate Education and Research](#) (50 min.)
3. Discussion of review of Graduate Certificates. Does the Council want to institute a policy of periodic review of Graduate Certificates as it does for Graduate Programs? (The Council has twice before asked the Graduate School to develop guidelines for this and each time the Graduate School has not done so.) (15 min)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » November 16, 2011 Agenda

Graduate Council

November 16, 2011
10:00 - 11:30 AM ~ 128 Kidder Hall
Agenda

1. Approval of Minutes (10 min.)
 - [October 19](#)
 - [November 2](#)
2. Graduate Program Review Report – [Animal Sciences and Rangeland Resources](#) – Carolyn Aldwin, Graduate Council; Larry Curtis, College of Agricultural Sciences; John Killefer, Animal Sciences & Rangeland Ecology; and Jim Males, Animal Sciences (30 min.)
3. Report of Expert Committee on Category I Proposal for a New Certificate Program – [Food, Culture and Social Justice Graduate Certificate](#) (20 min.)
Reviewers: Denise Lach, Vinod Narayanan
4. Discussion of Graduate Council review of Graduate Certificates (20 min.)
5. If time permits, Graduate Council review/approval of options and minors for [Food in Culture and Social Justice](#) #81861

Reminder to Council members: Advise Nagwa Naguib at nagwa.naguib@oregonstate.edu by **December 2** if you are planning to attend the Awardees Recognition Luncheon on December 7 immediately following the Graduate Council meeting in MU109B.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » November 30, 2011 Agenda

Graduate Council

November 30, 2011
10:00 - 11:30 AM ~ 128 Kidder Hall
Agenda

1. Approval of [November 16 Minutes](#) (10 min.)
2. Report of Expert Committee on Category I proposal to create a School of Integrated Plant, Soil, and Insect Science #81957 *Reviewers: Carolyn Aldwin, Walt Loveland* (30 min.)
 - [Proposal](#)
 - [Reviewer's Report](#)
3. [Nutrition Graduate Program Review Report](#) (30 min.) Reviewer: Denise Lach; Guests: Don Jump, Tony Wilcox, S. Marie Harvey
4. Organization of the Graduate Council for Winter term – Walt Loveland (20 min.)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2011 Agendas](#) » December 7, 2011 Agenda

Graduate Council

**December 7, 2011
11:00 AM - Noon ~ 109 Memorial Union
Agenda**

1. Review of Minutes for last two meetings (10 min)
2. Scheduling Issues – Winter Quarter times, & should we do BPP Review in spring? (5 minutes)
3. Review of [DHE Program](#) (Theresa Filtz presenting; Leslie Burns & Tammy Bray) (30 minutes)
4. [Comparison of Proposed Metrics](#) (15 minutes) – Denise Lach, Vinod Narayanan, Carolyn Aldwin

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » November 11, 2010 Agenda

Graduate Council

November 11, 2010
11:00AM–1:00PM
MU Board Room

Agenda

1. 11:00 AM – Approval of minutes from 4 November meeting
2. 11:05 AM – Graduate Council Evaluation of Core Theme II Data for Accreditation - Chris Bell
3. 12:05 PM – Graduate Council Policy on Learning Outcomes and Assessment for the PhD degree

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » November 4, 2010 Agenda

Graduate Council

**November 4, 2010
11:00AM–1:00PM
128 Kidder Hall**

Agenda

1. 11:00 AM – Approval of [Minutes](#) from 28 October Meeting
2. 11:10 AM – Discussion of NRC rankings.
 1. A [spreadsheet](#) relevant to discussions of the NRC rankings.
 2. A simple [spreadsheet](#) showing which OSU programs were examined in the NRC study.
 3. A [Q&D comparison of the NRC and USNWR "rankings"](#) of some graduate programs at OSU--to be taken with suitable skepticism about the term "ranking."
 4. The [accreditation](#) documents to be taken up at NEXT weeks meeting (11 November). This material "might" play a role in the NRC discussion tomorrow.
3. 11:40 AM – Evaluation criteria for [MOU](#) transferring MBA program from Graduate School to COB
 - An [email exchange](#) between Fisk and Loveland regarding possible metrics for the evaluation of the COB MBA MOU

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » October 28, 2010 Agenda

Graduate Council

**October 28, 2010
11:00AM–1:00PM
128 Kidder Hall**

Agenda

1. 11:00 AM – Approval of [7 October](#) and [14 October](#)
2. 11:10 AM – Discussion of [TCE action plan](#) (Loveland summary attached)
3. 11:30 AM – Discussion of "Assessment"
<http://oregonstate.edu/senate/committees/gradcncl/min/20050421.pdf>
<http://oregonstate.edu/senate/committees/gradcncl/min/20061102.pdf>
4. 12:00 noon – Discussion of Revision of Guidelines for Graduate Program Review:
http://oregonstate.edu/dept/grad_school/Graduate_Council/Program_Review_Guidelines.pdf
<http://www.grad.wisc.edu/education/academicprograms/programreview.html>
<http://gradstudies.ucdavis.edu/gradcouncil/prc/PRCGuidelines2010-11.pdf>
<http://grad.arizona.edu/assessment/system/files/GradAssessment.pdf>
http://www.dpb.cornell.edu/IP_C_Prog_Review_Overview.htm
<http://ogs.tamu.edu/faculty/program-review-self-study/APRGdIns-Oct08WEBVersion.pdf>
[Marty Fisk's handout](#) from 14 October
5. 12:30 PM – Discussion of NRC rankings

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » October 14, 2010 Agenda

Graduate Council

**October 14, 2010
11:00–1:00 AM
MU Journey Room**

Agenda

1. 11:00 AM – Approval of [October 7, 2010 minutes](#)
2. 11:05 AM – Discussion of [NRC Ranking of Graduate Program](#) - Loveland
3. 11:20 AM – [Report on COB-MBA Review](#) - Kleinsorge
4. 11:40 AM – [Report on Teacher and Counselor Education \(TCE\) Action Plan](#)
 - [Reaction/Response to Report of Review Team and Actions Taken to Address Recommendations](#)
5. 12:00 Noon – [Honors and Awards Ceremony Luncheon](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » October 7, 2010 Agenda

Graduate Council

**October 7, 2010
11:00 AM –1:00 PM
Kidder 128
Agenda**

1. 11:00 AM – Introductions
2. 11:05 AM – Approval of [June 3, 2010 minutes](#)
3. 11:10 AM – Review of summer actions
4. 11:15 AM – [Agenda for year](#)
5. 11:30 AM – [Request for postponement of Public Policy Graduate Program](#) review Brent Steele, Program Director
6. 11:40 AM – Request for postponement of Zoology Graduate Program review Joe Beatty, Executive Associate Chair
7. 11:50 AM – Discussion of 5 and 6 above
8. 12:10 PM – Accreditation - Walt Loveland, Chair, Graduate Council
 - [Accreditation PDF](#)
 - [Pseudo Report Card](#)
 - [Accreditation Indicators & Questions](#)
9. 12:30 PM – Assessment - Gita Ramaswamy, Director of Assessment

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » June 3, 2010 Agends

Graduate Council

**June 3, 2010
8:00–9:30 AM
Kidder 128**

Agenda

1. 8:00 AM – [Approval of April 29 minutes](#)
2. 8:05 AM – Chair report on actions taken
3. 8:20 AM – Materials Science Graduate Degree Program Theresa Filtz and Bill Warnes
 - [Follow-Up Review](#)
 - [Action Plan – August 2007](#)
 - [UPDATE to Action Plan](#)
4. 8:40 AM – Summer plans for Council business
5. 9:10 AM – [Graduate program review process and perspectives](#)
6. [Entomology Program Review](#)
7. 9:25 AM – Other business

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » April 29, 2010 Agends

Graduate Council

April 29, 2010
2:30–4:00 PM
Kidder 128

Agenda

1. 2:30 PM – [Approval of April 22 minutes](#)
2. 2:35 PM – [5xx/6xx/7xx VDM courses](#)
3. 3:15 PM – Fisheries & Wildlife – Cat I Proposal – Continuation of discussion

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » April 22, 2010 Agends

Graduate Council

April 22, 2010
2:30–4:30 PM
Kidder 128

Agenda

1. 2:30 PM [Approval of April 8, 2010 minutes](#)
2. 2:35 PM Fisheries & Wildlife – [Cat I Proposal](#)
3. 3:15 PM MBA degree program outside of the Graduate School – Ilene Kleinsorge
 - [Attachment A](#) – Graduate Policies to be enforced by the COB
 - [Attachment B](#)
 - [Email from Ilene Kleinsorge to Walt Loveland](#)
4. 3:45 PM 5xx/6xx/7xx VDM courses
 - [Email from Cyril Clarke to Walt Loveland](#)

Please note that Graduate Council meetings should have been scheduled for two hours during spring term rather than 1.5 hours.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » April 8, 2010 Agends

Graduate Council

**April 8, 2010
1400-1600
Kidder 128**

Agenda

1. 8:00 AM [Approval of March 3 minutes](#)
2. 8:10 AM Report of a re-organization activity that affects the Grad Council
3. 8:20 AM DVM/HHS dual degree – Tom Eversole and Susan Tornquist
 - [Letter from Tornquist and Eversole](#)
 - [DVM – MPH Epidemiology Dual Degree Program](#)
 - [Veterinary Course Credits applying toward MPH degree](#)
4. 8:45 AM Cat I proposal – [Terminate the Ph.D. in Comparative Veterinary Medicine](#)
5. 9:05 AM [Core Theme #2: Graduate Education and Research](#)
6. 9:30 AM Fisheries and Wildlife Program Review [Creation of PSM programs](#)

Please note that Graduate Council meetings should have been scheduled for two hours during spring term rather than 1.5 hours.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » March 3, 2010 Agendas

Graduate Council

March 3, 2010

9.00-11.00

Willamette East Seminar Room 3622, Valley Library

Agenda

1. 9.00 AM [Approval of February 19th, 2010 minutes](#)
2. 9.10 AM Updates from Chair
3. 9.20 AM Discussion of Graduate Review reports from Environmental Sciences, NE/RHP, and Fisheries and Wildlife
4. 9.40 AM Category I proposals from Oceanography - Bob Duncan and Aaron Wolf
 - [Name Change to Program of Ocean, Earth and Atmospheric Sciences](#)
 - [Termination of Graduate Degree in Atmospheric Sciences \(MA,MS,PhD\)](#)
 - [Termination of Graduate Degree in Geophysics \(MA,MS, PhD\)](#)
5. 10.10 AM [History of Science Graduate Program Review Follow-Up](#) - Bob Duncan and Jonathan Katz
6. 10.30 AM Spring term meetings

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » February 19, 2010 Agends

Graduate Council

February 19, 2010
1400-1600
Kidder 128

Agenda

1. 2:00pm [Approval of February 3rd, 2010 meeting minutes](#)
2. 2:05pm Consideration/action on resolution from College of Pharmacy on using professional courses in PhD programs [Attachment](#) - Gary DeLander and Tom Eversole
3. 2:30pm [Reconsideration of Graduate Council policy on English Language Testing and Training Policy for International GTAs](#) - Rosemary Garagnani
4. 3:00pm Environmental Science Graduate Program Review [Report](#) - Vinod Narayanan and Andy Blaustein
5. 3:20pm NE/RHP Graduate Program Review [Follow Up Report](#); [Progress Report](#) - Theresa Filtz, Kathy Higley and Abi Farsoni
6. 3:40pm Fisheries and Wildlife Program Review [Follow Up Report](#) - Alix Gitelman and Dan Edge

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » February 3, 2010 Agends

Graduate Council

**February 3, 2010
0900-1100
Willamette East Seminar Room 3622
Valley Library**

Agenda

1. 9:00 [Approval of minutes from 22 January meeting](#)
2. 9:05 Faculty Senate Executive Committee reviews of Graduate Council decisions
3. 9:10 Postponing Program Review - see [Appendix 2](#)
4. 9:20 Discussion of proposal from Pharmacy to use professional courses on PhD programs and have dual enrollment in PharmD and PhD programs - Theresa Filtz - Attachments: [Sample curriculum](#) and [College of Pharmacy co-enrolled Pharm.D./Ph.D. Program](#)
5. 9:40 Program Review Follow-up - [Creative Writing and English](#)
6. 10:10 College of Business - Graduate course enrollment, Coakley - see materials from [6 November meeting](#)
7. 10:30 Review of Geosciences Cat II proposal for Water Resources minor - see Cat II pending proposal 3349 and [Appendix 1](#) to this document

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » [2010 Agendas](#) » January 22, 2010 Minutes

Graduate Council

January 22, 2010

1400-1600

128 Kidder

(please wait for participants from the previous meeting to vacate the room)

1. 2:00 pm - Approval of [November 20 minutes](#)
2. 2:05 pm - Discussion of winter term meeting schedule (5 min)
 - Projected meeting dates and times:
 - 22 January, 02:00 pm - 04:00 pm
 - 03 February, 09:00 am - 11:00 am
 - 19 February, 02:00 pm - 04:00 pm
 - 03 March, 09:00 am - 11:00 am
3. 2:10 pm - Brief presentation on [Cat I process and reorganization](#)(5 min) - Loveland
4. 2:15 pm - Brief presentation on revised Cat. II electronic approval system (5 min) - Loveland
5. 2:20 pm - Brief presentation of FS EC review of GC policy decisions (5 min) - Loveland
6. 2:30 pm - Reconsideration of [iBT policy](#) - (20 min)
7. 2:50 pm - Discussion of [current remote participation policy](#),[proposed policy](#), [current form](#),[proposed form](#) and [remote responses](#). Russ-Eft to testify in protest of exclusion of audio only draft requirement - (20 min)
8. 3:15 pm - Discussion of proposal from Pharmacy to use professional courses on PhD programs and have dual enrollment in PharmD and PhD programs - (30 min) Attachments [6](#) and [7](#).

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

November 20, 2009
1:30-3:30 PM – 128 Kidder Hall

1. 1:30 PM - Approval of [November 6 Minutes](#)
2. 1:35 PM - Remote participation in graduate meetings and exams - Alfonso Bradoch and Lisa Templeton, E-Campus
 - [Policy](#)
 - [Extended Campus Response and Proposal](#)
3. 2:25 PM - [Graduate Fields Model](#) – Paul Doescher, Faculty Senate

<i>Pending agenda items:</i>
~ College of Business - Graduate Course Enrollment

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

November 6, 2009
1:30-3:30 PM – 128 Kidder Hall

1. 1:30 PM - Approval of [October 23 Mintues](#)
2. 1:45 PM - Use of Professional Courses on Graduate Programs – Gary Delander, Tom Eversole, Theresa Filtz, Susan Tornquist
 - [Communications](#)
3. 2:15 PM - College of Business – [Graduate Course Enrollment](#) – Jim Coakley
4. 2:45 PM - iBt Scores and Chemistry Graduate Assistants - Michael Lerner, Kevin Gable, Rosemary Garagnani, Sherm Bloomer (or designee)
 - [Summary](#)
 - [Draft of policy statement](#) regarding iBT and Chemistry’s Graduate Teaching Assistants
 - [Communications](#)

<i>Pending agenda items:</i>
▪ Remote participation in program meetings and exams

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

October 23, 2009
1:30-3:30 PM – 128 Kidder

1. 1:30 PM Approval of Minutes from [October 9](#) Meeting
2. 1:45 PM [Biological and Ecological Engineering Review Report](#)
3. 2:15 PM Postponement of Graduate Program Reviews:
 - a. [Botany and Plant Pathology](#)
 - b. [Public Health](#) and [Timeline](#)
4. 2:45 PM [Remote Participation in Graduate Program Meetings and Examinations](#)
5. 3:05 PM [Satisfactory Progress of Graduate Students](#)

Pending agenda items:

- Use of Professional Courses on Graduate Programs

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

9 October, 2009
1:30-3:30 PM – MU 206

1. 1:30-2:00 Awards Recognition
2. 2:00 - [Teacher and Counselor Education Report](#) - Sue Ann Bottoms and Sam Stern
3. Approval of Minutes from [25 September Meeting](#)
4. Discussion of New Cat II Review System

Items Pending:
<ul style="list-style-type: none">• 7xx/8xx courses and VM/Phar/HHS request• Grad Review of MPH, PhD in PH--petition to postpone (reschedule to 10/23)

New Cat. II Review System

1. **All Cat. II proposals will be reviewed by a primary and a secondary reviewer.** The primary reviewer will be the Grad Council representative from the college submitting the proposal. The secondary reviewer will be chosen in a way that balances the work load. The primary reviewer will be the person who interacts with the electronic proposal review system. The primary reviewer will be responsible for ensuring a timely response to each proposal.
2. **A proposed schedule of primary and secondary reviewers for 2009-2010 is as follows:**

College	Primary	Secondary
Ag	Wolpert	Lach
Business	King	Loveland
CLA	Lach	Wolpert
COAS	Colwell	Aldwin
Educ	White	Tynon
Engr	Narayanan	O'Reilly
For	Tynon	Colwell

HHS	Aldwin	Cui
Phar	Cui	King
Sci	Loveland	White
VM	O'Reilly	Narayanan

3. **When a Cat II proposal is received for review by the Graduate Council, an email will be sent to all members of the Council.** (Sorry about that—the system needs work). The primary and secondary reviewer should immediately begin reviewing the proposal, while all others can just delete the email. The secondary reviewer communicates his/her comments to the primary reviewer and the primary reviewer enters a joint comment into the system. The primary and secondary reviewers will receive “friendly” reminders at periodic intervals until the review is finished. The goal is a one week turnaround.
4. **The criteria for evaluating Cat II proposals are as follows:**
 - a. The key question is likely to be, Does the syllabus indicate that the students will receive graduate level instruction?
 - i. Does the syllabus have learning outcomes? Are some learning outcomes more than memorization and comprehension? Do at least some learning outcomes require analysis, experimentation, synthesis, proposing, evaluation, defending, predicting, evaluating, creating
 - ii. Does grading assess if the graduate level learning outcomes have been achieved?
 - iii. If the course is a slash course, is the graduate part of the class graduate level learning
 - iv. Does the syllabus contain the minimum requirements
(http://oregonstate.edu/ap/curriculum/policies/S_syllabus.html)?
 - b. Has appropriate liaison been conducted with other graduate units
 - c. Other
5. **The detailed instructions for interacting with the electronic proposal system are as follows:**
 - (a) Start at the Academic Planning and Assessment site for Category II proposals:
<http://oregonstate.edu/ap/curriculum/catii.html> (Review the Cat II submission details.)
 - (b) Click the red text that starts **Please...
 - (c) Log in with your ONID username and password.
 - (d) In this new page "Curriculum Proposal System Home" find and click the "All Proposals" link on the upper left.
 - (e) This gives you various search terms for proposals. Enter the proposal ID or change the "Review Group" to Graduate Council.
 - (f) Click "Search" and then click the proposal to be reviewed.
 - (g) Just below the Status line, Click "Hide All Reviews" to show all previous reviews and originator responses.
 - (h) Review the "Proposal" and the "Course Information" sections.
 - (i) Review the documents in the "Documents" section.

(j) If you are the Graduate Council secondary reviewer, send your recommendation to "Approve" or "Send Back" to the Graduate Council primary reviewer. If your recommendation is to "Send Back", then include comments on what the proposal lacks. Note that your name will be automatically included in the comments that are returned to the originator.

(k) If you are the Graduate Council primary reviewer, once you have received comments from the secondary reviewer either "Approve" or "Send Back" with comments.

6. This system of reviewing cat. II proposals will be operational on 9 October, 2009. Until then the traditional system will be used.

7. Email addresses of voting Council members:

carolyn.alldwin@oregonstate.edu
rcolwell@coas.oregonstate.edu
zhengrong.cui@oregonstate.edu
nancy.king@bus.oregonstate.edu
denise.lach@oregonstate.edu
lennc@onid.orst.edu
lovelanw@onid.orst.edu
vinod.narayanan@oregonstate.edu
koreilly@oregonstate.edu
Jo.Tynon@oregonstate.edu
jessica.white@oregonstate.edu
wolperrt@science.oregonstate.edu

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

September 25, 2009
1400-1530 PM – Kidder 128
Agenda

1. Introductions
2. Charge to Graduate Council by Paul Doescher, Faculty Senate President
3. Tentative Agenda for Upcoming Meetings — See Appendix 1
4. Outline of Revised Cat. II procedures — See Appendix 2
5. If time permits, Course Credits — See Appendix 3

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

June 1, 2009
3:00-5:00 PM – Kidder 128

3:00-3:10 **Approval of [May 11th minutes](#)**

3:10-3:30 **Category I: Interdisciplinary Master of Natural Resources**

Proposers:

Badege Bishaw, Forest Ecosystems and Society
Steve Radosevich, Forest Ecosystems and Society

Attachments:

[Response to Graduate Council comments](#)
[Revised Proposal](#)

3:30-3:45 **Discussion by Graduate Council**

3:45-4:00 **Issues with Distance Education and E-Campus programs**

Presenter: Alfonso Bradoch, Director of Department & Student Services

4:00-4:15 **Discussion by Graduate Council**

4:15-4:45 **Discussion of program definition of satisfactory progress**

Presenter: Marty Fisk, Associate Dean, Graduate School
Attachment: [Summary of Satisfactory Progress by Program](#)

4:45-5:00 **2009-2010 Graduate Council Committee Assignments/Upcoming Program Reviews**

Presenter: Sally Francis, Dean, Graduate School

5:00-5:05 Updates from the Graduate School

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

May 11, 2009
3:00-5:00 PM – Kidder 128

3:00-3:10 Approval of [April 27th](#) minutes

3:10- 3:30 Appointment of fall 2009 Category II proposal review subcommittee

3:00-3:45 Proposal to increase transfer of graduate credits from 15 to 21

Bella Bose, School of EECS

- [Messages](#) from Narayanan and Bose
- Bose [request](#) to increase graduate credits from 15 to 21 for undergraduate students

3:45-4:15 Discussion by Graduate Council

4:15-4:30 [Report](#) from the Graduate Enrollment Taskforce

Walt Loveland

4:30-4:45 Discussion by Graduate Council

4:45-4:55 Addition of June 1 meeting

4:55-5:00 Updates from the Graduate School

Next Meeting: Monday, June 1, 2009 from 3:00-5:00 pm in TBD

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

April 27, 2009
3:00-5:00 PM
Kidder 128

3:00-3:10 Approval of [April 13, 2009](#) minutes

3:10- 3:30 Category I: Graduate Certificate in Management for Science Professionals

Proposer: Ursula Bechert, COS

Sherman Bloomer, Dean of COS

3:30-4:00 Discussion by Graduate Council

4:00-4:15 Category I: Interdisciplinary [Master of Natural Resources](#)

Proposers: Steve Radosevich, Forest Ecosystems and Society

Badege Bishaw, Forest Ecosystems and Society

4:15-4:45 Discussion by Graduate Council

4:45-4:55 Further Discussion concerning Category II proposals, regarding process and summer reviews

Marty Fisk

4:45-4:55 Alert concerning Review of Letters of Intent for [NSF GK-12 program](#)

4:45-4:55 Updates from the Graduate School

Next Meeting: May 11, 2009 from 3:00-5:00 pm in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

April 13, 2009
3:00-5:00 PM
Kidder 128

3:00-3:10 Approval of [March 9, 2009](#) minutes

3:10- 3:30 Follow-up on Review of [Masters of Agriculture \(MAg\) Degree Program](#)

Cary Green, Assistant Dean and Head Advisor, College of Agricultural Sciences
Bill Boggess, Interim Dean, College of Agricultural Sciences

3:30-3:45 Discussion by Graduate Council

3:45-4:15 Discussion concerning Category II proposals, regarding process and summer reviews

Marty Fisk

4:15-4:30 English language proficiency minimum test scores for entry into OSU graduate programs

Rosemary Garagnani

4:30-4:45 Updates from the Graduate School

Next Meeting: April 27, 2009 from 3:00-5:00 pm in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

March 9, 2009
3:00-5:00 PM
Kidder 128

3:00-3:10 Approval of February 23, 2009 minutes

3:10- 3:30 Follow-up review of the [graduate program in Genetics](#)

Greg Perry, Agricultural and Resource Economics

3:30-3:45 Discussion by Graduate Council

3:45-4:00 Follow-up review of the [graduate program in Forest Science](#)

Prasad Tadepalli, Computer Science

4:00-4:15 Discussion by Graduate Council

4:15-4:30 Review of [Masters of Agriculture \(MAg\) Degree Program](#)

Chrissa Kioussi, Pharmacy (Graduate Council)

Kathy O'Reilly, Veterinary Medicine (Graduate Council)

Cary Green, Assistant Dean and Head Advisor, College of Agricultural Sciences

Stella Coakley, Associate Dean, College of Agricultural Sciences;

Larry Curtis, Associate Dean, College of Agricultural Sciences (CAS)

4:30-4:45 Discussion by Graduate Council

4:45-5:00 Discussion of Memo from Jon Dorbolo

5:00 Updates from the Graduate School

Next Meeting: March 23, 2009 from 3:00-5:00 pm in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

February 23, 2009
3:00-5:00 PM
Kidder 128

3:00-3:10 Approval of [January 26, 2009](#) and [February 9, 2009](#) minutes

3:10-3:45 Request to have [American Sign Language](#) used to satisfy the second language requirement for the MA Degree

Proposer: Joseph Krause, Foreign Languages and Literatures
Juan Antonio Trujillo, Foreign Languages and Literatures

3:45-4:00 Follow-up discussion and decision

4:00-4:30 Category I: [Graduate Certificate in Management for Science Professionals](#)

Proposer: Ursula Becherts

4:30-4:45 Follow-up discussion and decision

4:45-4:55 Revisions to [Academic Regulations](#) (20, 23, 24) and a newly proposed AR 31

4:45-4:55 Meeting times during Spring term

Next Meeting: March 9, 2009 from 3:00-5:00 pm in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

February 9, 2009
3:00-5:00 PM
Kidder 128

- 3:00-3:10 Approval of minutes from January 26, 2009 meeting
- 3:10-3:45 Conference call with Marian Friestad, U of O Vice Provost for Graduate Studies
- 3:45-4:00 Follow-up discussion
- 4:00-4:55 Review and ranking of IGERT Proposals
- 4:55-5:00 Updates from the Graduate School

Next Meeting: February 26, 2009 from 3:00-5:00 pm in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

January 26, 2009

3:00-5:00 PM

President's Conference Room (Kerr Administration, 6th Floor)

1. 3:00-3:15 Approval of [Minutes](#) from January 12, 2009 meeting
2. 3:15-3:45 Category I Proposal: [Suspension of MS Degrees in: Environmental Health & Occupational Safety Management, Public Health, and Health Promotion & Health Behavior](#)
Proposer: Anna Harding
3. 3:45-4:00 Discussion of IGERT Reviews
4. 4:00-4:30 Discussion of Category II Review of U of O Law Courses
5. 4:30-4:45 Updates from the Graduate School

Next Meeting: February 9, 2009 from 3:00-5:00pm in Kidder 128.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

January 12, 2009
3:00-5:00 PM - Kidder 128

1. 3:00-3:15 - Review & approve minutes from 11/24/08 and 12/8/08 (sent in a separate mesasge)
2. 3:15-3:45 - Discussion: Water Resources Policy & Management
Whether to allow use of professional law credits from UO on OSU graduate students' programs of study within the context of a dual degree program.
 - [Executive Summary](#)
 - See the discussion regarding professional courses in the [March 3, 2005 Graduate Council minutes](#).
3. 3:45-4:15 - Information Item: Revision of [Strategic Plan](#)
Walt Loveland
4. 4:15-4:45 - Discussion: Possible review of Certificate Programs and Graduate Minors

See the discussion of Graduate Minors and Certificates on page 4 of the [April 6, 2006 Graduate Council minutes](#)
5. 4:45-5:00 - Updates from the Graduate School

Next Meeting: January 26, 2009 from 3:00-5:00p in President's Conference Room (Kerr Administration, 6th Floor)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

December 8, 2008
3:00-5:00 PM - Kidder 128

1. 3:00-3:30 - Category I Proposal: [Graduate Certificate in Management for Science Professionals](#)
Proposer: Ursula Bechert; Sherman Bloomer, Dean of COS
2. 3:30-4:15 - Category I Proposal: [Renaming Economics degrees to Applied Economics](#)
Proposer: Munisamy (Gopi) Gopinath
Note: The proposal has not changed, but the Council has not previously reviewed the [recommendation](#) from the Budgets and Fiscal Planning Committee. Also included is the [MOU](#) referred to in the Budgets memo.
3. 4:15-4:30 - Category I Proposal: [Suspension of the Agricultural and Resource Economics Degree](#)
Proposer: Susan Capalbo
4. 4:30-5:00 - Category I Proposal: [Suspension of MS Degrees in: Environmental Health & Occupational Safety Management, Public Health, and Health Promotion & Health Behavior](#)
Proposer: Anna Harding

Next meeting: January 12, 2009 from 3:00-5:00 PM in TBD

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

November 24, 2008
3:00-5:00 PM - Kidder 128

1. 3:00-3:10: Approval of the November 10 Minutes
2. 3:10-3:45: Mechanical Engineering Program Review
(<http://oregonstate.edu/senate/committees/gradcncl/agen/me%20rev%20081124.pdf>) Reporting for the Council: Tom Wolpert and Rick Colwell
Comments from: Ron Adams, Belinda Batten, David Cann
3. 3:45-4:30: Category I Proposal: Renaming Economics degrees to Applied Economics
(<http://oregonstate.edu/senate/committees/gradcncl/agen/Econ%20081124.pdf>)
Proposer: Munisamy (Gopi) Gopinath
4. 4:30-5:00: Category I Proposal: Suspension of the Agricultural and Resource Economics Degree
(<http://oregonstate.edu/senate/committees/gradcncl/agen/arec%20081124.pdf>)
Proposer: Susan Capalbo

Updates from the Graduate School

Next Meeting: December 8, 2008, from 3:00-5:00p in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

November 10, 2008
3:00-5:00 PM - Kidder 128

1. 3:10 – 4:00 Follow-up on INTO Pathway to the MBA and MEng Programs (Coakley, Bell)
 - o [Responses to Graduate Council concerns](#)

Next Meeting: November 24, 2008, from 3:00-5:00p in Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

October 27, 2008
3:00-5:00 PM - Kidder 128

1. 3:00 - Follow-up on INTO Pathway to the MBA and MEng Programs (Russ-Eft, Coakley)
 - o [INTO Messages from Russ-Eft and Bell](#)
 - o [Learning Accountability from Bologna: a Higher Education Policy Primer](#)
2. 3:45-4:15 - Discussion of "acceptable student progress"
3. 4:15-4:45 - Proposed revisions to Academic Regulations
 - o [AR 17](#)
 - o [AR 25i](#)
 - o All current [Academic Regulations](#)
4. 4:45-5:15 - [Committee assignments](#)

Future meeting dates

November 10 – 3-5 PM [*SHOULD WE ADD THIS AS A POSSIBLE NEXT MEETING?*]

November 24 – Kidder 128; 3-5 PM

December 8 – Kidder 128; 3-5 PM

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

October 13, 2008
3:00-5:00pm – Kidder 128

1. 3:00 - Introduction of Graduate Council Members, Committee Assignments, Operating Procedures
2. 3:30 - INTO Pathway to the MBA and MEng Programs (Coakley, Bell)

Future meeting dates

October 27– Kidder 128; 3-5 PM
November 24– Kidder 128; 3-5 PM
December 8– Kidder 128; 3-5 PM

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

May 15, 2008

1. 3:00 – [Industrial & Manufacturing Engineering Graduate Program Review Follow up](#) (Unsworth)
2. 3:30 – [CAT I Proposal: Reorganize the College of Forestry](#) (McLain, Salwasser)
3. 3:50 – [CAT I Proposal: Reorganize Administrative Units in the College of Business](#) (Kleinsorge, LeMay, Drexler)
4. 4:30 – Graduate Council Minutes for [April 17](#) and [May 1, 2008](#).

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

May 1, 2008
3:00pm – Kidder 128

1. [COAS Graduate Program Review Report](#) (Harter) 3:00
2. [Changes to the Graduate Council Program Review Guidelines](#) (Wolpert) 3:30
warning large document, additional changes on Page 5 only
3. [Petition: Master of Public Health \(MPH\) Graduate Program Review](#) (Harter) 3:45
4. Review of NSF K-12 [Letters of Intent](#) (McLain) 4:05

Future meeting dates

May 15 – Kidder 128

June 5 – Kidder 128

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

April 17, 2008

1. 3:00 – [Changes to the Graduate Council Program Review Guidelines](#) (Francis) *Caution - 41 page document, see Note on first page for more information.*
2. 3:30 – [Discussion: NSF-Graduate Teaching Fellows in K-12 Education, reviewing letters of intent](#) (McLain)
3. 3:45 – [Discussion: 400-level Credit on Programs of Study](#) (Fisk)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

April 3, 2008
3:00pm – Kidder 128

1. [Follow-up Review: Crop and Soil Science Annual Reports](#) (Barbara Bond) – 3:00
2. Graduate Council Minutes for [February 7](#) & [February 21](#), 2008 – 3:30
3. Annual Review of Graduate Council [Standing Rules](#) (Tom McLain) – 3:45
4. Policy on [Remote Participation in Formal Meetings](#) (Martin Fisk) – 4:15

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

February 21, 2008

1. 3:00 - IGERT Letters of Intent
2. 3:30 - [Category 1 Proposal - Renaming the BS, MS, & PhD Degrees in Nutrition & Food Management](#)
3. 3:50 - IGERT Letters of Intent (cont.)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

February 7, 2008

1. 3:00 – [Graduate Council Minutes for January 17, 2008](#)
2. 3:05 – [Follow up Review of Microbiology Graduate Programs](#) (John Selker)
3. 3:07 – [Graduate Council Participation in Fellowship and Award Programs](#)
4. 3:25 – [Follow up Review of Chemical Engineering Graduate Programs](#) (Jim Carrington)
5. 3:45 – [Follow up Review of Biochemistry & Biophysics Graduate Programs](#) (Elaine Pedersen)
6. 4:05 – [Graduate School Review Report](#) (Jeff McCubbin & Chris Bell)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

January 17, 2008

1. [Graduate Council Minutes for November 29, 2007](#) 3:00
2. [Follow up Review of Graduate Programs in Operations & Statistics](#) (Hal Koenig) 3:05
3. [IELTS Information](#) (Tom McLain) 3:40
4. [Courier Service Discussion](#) (Sally Francis) 3:50
5. [Policy for admitting students with 3-year foreign degrees](#) (McLain/Francis - Guest: Valerie Rosenberg)

[Graduate School Recommendation](#)

[Full Email Stream](#)- Sandlin Proposal

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

November 29, 2007

1. 3:00 – [Cat I Proposal: Water Conflict Management & Transformation Graduate Certificate](#)
2. 3:15 – [Review of English Graduate Program](#) (Koenig/Daugherty/Oriard)
3. 3:45 – [Cat I Proposal: Fisheries Management Graduate Certificate](#) (Harte/Duncan)
 - [Budgets & Fiscal Planning Committee Response](#)
 - [Response from Michael Harte and Dan Edge to the Budgets & Fiscal Planning Committee Response](#)
4. [Cat I Proposal: Marine Resource Management Graduate Certificate](#) (Harte/Duncan)
 - [Budget & Fiscal Planning Committee Response](#)
5. 4:30 – [Review of Pharmacy Graduate Program](#) (Wolpert/DeLander/Kradjan)
6. Approval of [October 18 minutes](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

October 18, 2007
3:00pm, MU Boardroom

- | | |
|---|------|
| 1. Award Reception for Outstanding Graduate Student Teaching and Research | 3:00 |
| <ul style="list-style-type: none">• Frolander Outstanding Teaching Assistant Award• OSU Distinguished Dissertation Award | |
| 2. Graduate Council Minutes for October 4, 2007 | 3:30 |
| 3. Follow up Review of the Computer Sci. & Electrical Engr. Graduate Programs (Fisk) | 3:35 |
| 4. Policy for admitting students with 3-year foreign degrees | 4:00 |
| 5. Category I Proposal for a Graduate Certificate in Water Conflict Management and Transformation (Wolf/da Silva) | 4:30 |

Future meeting dates	Location
November 1	Kidder
November 29	128
January 17	Kidder
February 7	128
February 21	Kidder
March 6	128
March 20	Kidder
April 3	128
April 17	Kidder
May 1	128
May 15	Kidder
June 5	128
	Kidder
	128
	Kidder
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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Meeting Agenda

Graduate Council

Meeting Agenda

October 4, 2007
3:00pm, Kidder 128

- | | | |
|----|--|------|
| 1. | Introduction of Council Members | 3:00 |
| 2. | Committee Assignments | 3:15 |
| 3. | Graduate School Review | 3:30 |
| 4. | Other business | 4:00 |

Future meeting dates

October 18
November 1
November 29
January 24
February 7
February 14
March 6
March 13
April 3
April 17
May 1
May 15
June 5

Location

MU Board
Room
Kidder 128
Kidder 128
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING
June 7, 2007
3:00pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Materials Science Review Report (Filtz, Harter, Warnes, Batten, Hobbs) | 3:00 |
| 2. | Graduate Council Minutes for May 17, 2007 | 3:40 |
| 3. | Horticulture Review Report | 3:50 |

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING
May 17, 2007
3:00pm, 109 Gilkey Hall

- | | | |
|----|---|------|
| 1. | Followup Review of the CSSA Graduate Program (Selker) | 3:00 |
| 2. | Review of the Horticulture Graduate Program (McMullen/Azarenko/Curtis) | 3:20 |
| 2. | Graduate Council Minutes for April 5, 2007 and Graduate Council Minutes for May 3, 2007 | 3:50 |
| 3. | History of Science Review Report (Duncan/Farber/Schaffer) | 4:00 |
| 4. | Followup Review of the Adult Education Degree Program (Steel) | 4:40 |

Future meeting dates
June 7

Location
109 Gilkey

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING
May 3, 2007
3:00pm, 109 Gilkey Hall

- | | | |
|----|---|------|
| 1. | Review of Graduate Programs in Fisheries and Wildlife (Russ-Eft/Edge/Coakley) | 3:00 |
| 2. | Category I proposals to create a school of Chemical, Biological, and Environmental Engineering | 3:45 |
| 3. | Category I proposals to create a School of Civil Construction Engineering | 4:00 |
| 4. | Category I proposals to create a School of Mechanical, Industrial and Manufacturing Engineering | 4:15 |

Future meeting dates
May 17
June 7

Location
109 Gilkey
109 Gilkey

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING
April 5, 2007
4:00pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Follow-up Review of Graduate Programs in HDFS (Tadepalli) | 4:00 |
| 2. | Graduate Council Minutes for March 1, 2007 | 4:30 |
| 3. | Followup Review: Wood Science/Forest Products Degree Programs (Koenig) | 4:40 |

Future meeting dates

April 19
May 3
May 17
June 7

Location

109 Gilkey
109 Gilkey
109 Gilkey
109 Gilkey

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING March 1, 2007 3:50pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Graduate Council Minutes for February 1, 2007
Graduate Council Minutes for February 15, 2007 | 4:00 |
| 2. | Category I Proposal for Statewide Graduate MS and PhD Degrees in Medical Physics (revised)
Liaison materials for the Medical Physics proposal
Library Assessment of the Medical Physics proposal
Response to questions from Sally Francis | 4:10 |

Future meeting dates

April 5
April 19
May 3
May 17
June 7

Location

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Graduate Council

Agenda

GRADUATE COUNCIL MEETING February 15, 2007 3:00pm, 109 Gilkey Hall

- | | | |
|----|---|------|
| 1. | Graduate Council Minutes for January 18, 2007 | 3:00 |
| 2. | Review of IGERT letters of intent (Koenig) | 3:10 |

Future meeting dates

March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

Gilkey 109
Gilkey 109
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING February 1, 2007 3:00pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Course proposals for ECON 570 and ECON 571 | 3:00 |
| 2. | Admission of students with 3-year Bachelor's degrees from Europe | 3:20 |
| 3. | Approval guidelines for distance delivered degrees
(currently advertised online graduate credentials) | 4:00 |

Future meeting dates

February 15
March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

Gilkey 109
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Agendas

Graduate Council Meeting

Agendas

January 18, 2007
3:00pm, 109 Gilkey Hall

- | | | |
|----|---|------|
| 1. | Category I Proposal for Statewide Graduate MS and PhD Degrees in Medical Physics (Reyes, Adams)
Response to questions from the Budgets and Fiscal Planning Committee | 3:00 |
| 2. | Graduate Council Minutes for November 30, 2006 (Koenig) | 3:40 |
| 3. | Review of IGERT letters of intent (Koenig/Francis) | 3:50 |
| 4. | Graduate minors that duplicate graduate certificates (Rettig/Radosevich) | 4:10 |
| 5. | Admission of students with 3-year Bachelor's degrees from Europe (Rettig) | 4:30 |
| 6. | FERPA and student event scheduling (Rettig) | 4:45 |

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING November 30, 2006 3:00pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Graduate Council Minutes for October 12, 2006 and November 2, 2006 | 3:00 |
| 2. | Graduate Council Review of the Genetics Graduate Program
(Cann/Ream) | 3:10 |
| 3. | Follow-up Review of Graduate Programs in Civil Engineering (Pehrsson) | 3:40 |

Future meeting dates

January 18
February 1
February 15
March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING November 2, 2006 3:00pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Minutes from October 19, 2006 (Koenig) | 3:00 |
| 2. | Category II Proposal for Graduate Minor in Ecosystem Informatics (Jones)
Geo 543. Applications in Ecosystem Informatics
Geo 547. Collaborative Research in Ecosystem Informatics | 3:10 |
| 3. | PhD rules and regulations (Rettig) | 3:40 |

Future meeting dates

November 16
November 30
January 18
February 1
February 15
March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

109 Gilkey Hall
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING October 19, 2006 3:00pm, 109 Gilkey Hall

- | | | |
|----|--|------|
| 1. | Minutes from October 5, 2006 (Koenig) | 3:00 |
| 2. | Graduate Review of the Molecular and Cellular Biology Graduate Program (McLain, Carrington) | 3:10 |
| 3. | Update on graduate admissions (Rettig/Francis)
See the Report of the External Consultants or minutes on the report at Minutes from the May 18 Graduate Council discussion of that report. | 3:40 |
| 4. | tba | 4:30 |

Future meeting dates

November 2
November 16
November 30
January 18
February 1
February 15
March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

109 Gilkey Hall
109 Gilkey Hall
109 Gilkey Hall
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING October 12, 2006 3:00pm, 128 Kidder Hall

- | | | |
|----|--|------|
| 1. | Category I Proposal for Graduate Degrees in Applied Economics (discussion)
Category I Proposal for Graduate Degrees in Economics (discussion) | 3:00 |
| 2. | Other business (if time) | tba |
| 3. | Category I Proposal for Graduate Degrees in Applied Economics (discussion continued)
Category I Proposal for Graduate Degrees in Economics (discussion continued) | 4:00 |

Future meeting dates

October 19
November 2
November 16
November 30
January 18
February 1
February 15
March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

109 Gilkey Hall
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING October 5, 2006 3:00pm, MU 206

- | | | |
|----|--|------|
| 1. | Introduction of Council Members | 3:00 |
| 2. | Category I Proposal for Graduate Degrees in Applied Economics (Perry)
with Library assessment | 3:15 |
| 3. | Category I Proposal for Graduate Degrees in Economics (Martins)
with Library assessment | 4:00 |

Future meeting dates

October 12
October 19
November 2
November 16
November 30
January 18
February 1
February 15
March 1
March 15
April 5
April 19
May 3
May 17
June 7

Location

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING June 1, 2006 3:00pm, MU 212

- | | | |
|----|--|------|
| 1. | Minutes for May 4 and May 18 (Koenig) | 3:00 |
| 2. | Report of the Review of Forest Science (Tadepalli/Adams) | 3:10 |
| 3. | Report of the Review of Nuclear Engineering and Radiation Health Physics (Filtz/Reyes/Adams) | 4:15 |

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING May 18, 2006 3:00pm, MU 212

- | | | |
|----|--|------|
| 1. | Report of the External Consulants on Graduate Admission
(Sandlin/Peterson/Francis) | 3:00 |
| 2. | Follow-up review of Toxicology (Bose) | 3:45 |
| 3. | Minutes for April 20 (Koenig) | 4:15 |
| 4. | End of year issues: approval of outstanding minutes, summer
Category II reviews, other summer activities
(Rettig/Francis/Koenig) | 4:30 |

Future meeting dates
June 1

Location
MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING
May 4, 2006
3:00pm, MU 212

- | | | |
|----|--|------|
| 1. | Minutes for April 6 | 3:00 |
| 2. | Follow-up review of Chemistry (Pedersen) | 3:10 |
| 3. | Follow-up review of Mathematics (Iltis/Tadepalli) | 3:30 |
| 4. | CGS Responsible Conduct of Research Initiative (Francis) | 3:50 |

Future meeting dates

May 18
June 1

Location

MU 212
MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING April 20, 2006 3:00pm, MU 212

- | | | |
|----|--|------|
| 1. | Follow-up review of Forest Engineering (McGorrin) | 3:00 |
| 2. | Review of letters of intent for NSF GK12 programs (Koenig)
NSF Guidelines for the GK 12 program
LOI from Maggie Niess
LOI from Sujaya Rao | 3:30 |
| 3. | Code of Responsible Conduct/Ethics in Graduate Education/Mentoring Initiatives
(Francis/Campbell/Boggess/Koenig) | 4:00 |
| 4. | Minutes for April 6 (Koenig) | 4:50 |

Future meeting dates

May 4
May 18
June 1

Location

MU 212
MU 212
MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING April 6, 2006 3:00pm, MU 212

- | | | |
|----|---|------|
| 1. | Minutes for March 2 (Koenig) | 3:00 |
| 2. | Proposal for a new minor in Ecosystem Informatics with worksheet summarizing the progress of the proposal and the following new courses:
GEO 538 ,
GEO 542 ,
GEO 543 , and
GEO 547 . (Jones) | 3:10 |
| 4. | Category II Proposal to Revise Degree Requirements for the MAIS
IST 511. Introduction to Interdisciplinary Graduate Studies
IST 512. Applying an Interdisciplinary Perspective (Schauber) | 3:40 |
| 4. | Revision of the graduate program review guidelines
For those who do not wish to print out the whole document, here is a guide to the revision of the guidelines . We will also discuss the need to review graduate minors and certificates. Finally, the Council will be asked to examine a set of questions needed for a three-year-after internal assessment of new graduate degree programs (Francis) | 4:00 |

Future meeting dates

April 20
May 4
May 18
June 1

Location

MU 212
MU 212
MU 212
MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING March 2, 2006 3:00pm, MU 212

- | | | |
|----|---|------|
| 1. | Minutes for meetings on January 19 , February 2 , and February 16 (Koenig) | 3:00 |
| 2. | Industrial and Manufacturing Engineering Review Report with a response from the Department of Industrial and Manufacturing Engineering (Funk/Logendran/Adams) | 3:10 |
| 3. | Update on the MSIS proposal (Schauber/Koenig)
For Council reference, here is the MAIS review report . | 4:00 |

Future meeting dates

March 16
April 6
April 20
May 4
May 18
June 1

Location

MU 212
MU 212
MU 212
MU 212
MU 212
MU 212
MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING February 2, 2006 3:00pm, MU 212

- | | | |
|----|---|------|
| 1. | January 19 minutes (Koenig) | 3:00 |
| 2. | Category I Proposal to Rename Degrees in Rangeland Ecology and Management (Bill Krueger) | 3:10 |
| 3. | Category I Proposal to Create a Master of Science in Interdisciplinary Studies and Modify the Master of Arts in Interdisciplinary Studies (Ann Schaubert) | 3:30 |

Future meeting dates	Location
February 16	MU 212
March 2	MU 212
March 16	MU 212
April 6	MU 212
April 20	MU 212
May 4	MU 212
May 18	MU 212
June 1	MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council

Agenda

GRADUATE COUNCIL MEETING January 19, 2006 3:00pm, MU 212

- | | | |
|----|---|------|
| 1. | December 1 minutes (Koenig) | 3:00 |
| 2. | Followup Report of the Master of Arts in Applied Anthropology
(Martin Fisk) | 3:10 |
| 2. | Followup Report of the Master of Science in Environmental
Health and Occupational Safety Management (Doug Markle) | 3:30 |
| 4. | Graduate Student Conference (McCandless) | 3:50 |

Future meeting dates

	Location
February 2	MU 212
February 16	MU 212
March 2	MU 212
March 16	MU 212
April 6	MU 212
April 20	MU 212
May 4	MU 212
May 18	MU 212
June 1	MU 212

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council Meeting

Agenda

GRADUATE COUNCIL MEETING December 1, 2005 3:00pm, Kidder 128

- | | | |
|----|--|------|
| 1. | October 20 minutes (Koenig) | 3:00 |
| 2. | Proposal to Offer the Master of Arts in Teaching at the Cascades Campus (Ibrahim/Stern/Casbon/Hill) | 3:10 |
| 3. | Category I Proposal for Name Changes in Bioengineering:
Announcement of Results of E-mail Vote | 3:40 |
| 4. | Category I Proposal for Name Changes and Minor in Health Promotion (Thornburn/Bray) | 4:00 |
| 4. | Category I Proposal to Rename the Graduate Certificate in Health Management and Policy (Friedman/Bray) | 4:20 |

Future meeting dates

January 19
February 2
February 16
March 2
March 16
April 6
April 20
May 4
May 18
June 1

Location

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council Meeting

Agenda

GRADUATE COUNCIL MEETING October 20, 2005 3:00pm, MU Council Room

- | | | |
|----|--|------|
| 1. | Microbiology Review Report
(Logendran/Dreher/Coakley/Bloomer) | 3:00 |
| 2. | October 6 minutes (Koenig) | 3:30 |
| 3. | Updates on policy implementation (Internet Based TOEFL and other issues) and open Council discussion | 4:00 |
| 4. | Category I Proposal for Name Changes in Bioengineering
(Bolte) | 4:30 |

Future meeting dates

November 17
December 1
January 5
January 19
February 2
February 16
March 2
March 16
April 6
April 20
May 4
May 18
June 1

Location

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » Agenda

Graduate Council Meeting

Agenda

GRADUATE COUNCIL MEETING October 6, 2005 3:00pm, MU Council Room

- | | | |
|----|--|------|
| 1. | Award Reception for Outstanding Graduate Student Teaching and Research <ul style="list-style-type: none">Frolander Outstanding Teaching Assistant AwardOSU Distinguished Dissertation Award | 3:00 |
| 2. | Introduction of Council Members | 3:30 |
| 3. | Committee Assignments | 3:45 |
| 4. | Graduate Program Review Guidelines (Francis) | 4:00 |

Future meeting dates

October 20
November 3
November 17
December 1
January 5
January 19
February 2
February 16
March 2
March 16
April 6
April 20
May 4
May 18
June 1

Location

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » November 29, 2001 Agendas

Graduate Council

Agenda
November 29, 2001
3:00 PM
650 Kerr Administration Building

1. [Approval of Council Minutes](#) (Remcho) 3:00 pm
2. [Zoology Graduate Program Review Report](#) (Ebbeck / Arnold) 3:10 pm
 - a. Summary of the Review Team's Report (Ebbeck)
 - b. Comments from department and dean (Arnold and Bloomer or his representative)
3. [Category I: Proposal for Creation of a College of Health and Human Sciences](#) (Pratt / McCubbin) 3:40 pm
4. [Continuous Enrollment Policy Update](#) (Francis) 4:10 pm
5. [Graduate Level Learning Actions](#) (Ebbeck / Francis) 4:30 pm
 - a. Summary of Task Force findings and recommendations (Ebbeck)
 - b. Accreditation team findings and recommendations on graduate level learning (Francis)
 - c. Discussion
 - d. Formulation of a Graduate Council recommendation (to be forwarded to the Faculty Senate)*

**If a recommendation is arrived at, we will put it to a vote for approval. If passed, the recommendation will be forwarded to Nancy Rosenberger and Vickie Nunnemaker.
6. [Other Business / Announcements](#)

Future meetings of the Graduate Council are scheduled for:

Thursday, January 24th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, February 14th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, February 28th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, March 14th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, March 28th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, April 11th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, April 25th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, May 9th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, May 23rd 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, June 13th 3:00-5:00pm 650 Kerr Admin. Bldg.

Please bring the following materials needed to this meeting:

*Zoology Graduate Program Review report: given out prior to the September 27 meeting and copies were available at the September 27 meeting.

*Category I Proposal: Sent via campus mail on November 15, 2001

*Continuous Enrollment Policy: Document distributed prior to October 25 meeting.

*Graduate Level Learning report: Report originally distributed learning last academic year; also before and at September 27 meeting.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » November 9, 2000 Agendas

Graduate Council

Agenda November 9, 2000

1. Category I Curriculum Proposal: Master of Public Policy
2. Rangeland Resources Graduate Program Review report
3. Category II Curriculum Proposal review issues
4. Introduction to Graduate Student Grievance Guidelines (action on the issue at a later meeting)
5. Graduate Admissions Task Force Update
6. Future Agenda Items
 - Ph.D. residency requirements
 - Change in Status of Graduate Faculty
 - Requirement for a Minimum Registration of 3 Credits
 - Seven year limit to complete a Masters
7. Other Business/Announcements
 - Future meetings will be held
 - Thursday, November 30 > 3:00-5:00pm > 650 Kerr Administration Bldg.
 - Thursday, January 11 > 3:00-5:00pm > 650 Kerr Administration Bldg.

- Supplemental Materials:*
- Final Thesis/Essay Requirements for MPP
 - Final Project/Paper Requirements for Public Affairs/Policy Degrees in the PNW
 - Revised Category I Curriculum Proposal for a Master of Public Policy
 - Revised Grievance Guidelines
-

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » May 11, 2000 Agendas

Graduate Council

Agenda May 11, 2000

1. [Movement Studies Review Report](#) (Rettig) 3:00-3:30
 2. [Graduate Certificate Policy](#) (Remcho)
 3. [Update from Graduate Education Round Table](#) (Christensen)
 4. [Introduce Category I Curriculum Proposal: OSU Elementary Teacher Licensure Program in Central Oregon](#) (Christensen)
 5. [Scheduling for Fall Academic Program Reviews](#) (Francis)
-

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » December 9, 1999 Agendas

Graduate Council

Agenda December 9, 1999

1. [Status of graduate certificate policy](#) (S. Francis)
2. [GERT Update](#) (S. Francis)
3. [Academic Program Review - Identify review teams for winter and spring 2000](#) (M. Christensen)
4. [What is the Graduate Council's view of the Graduate Catalog?](#) (Higginbotham/Prucha)
5. [Change in Category II review process](#) (J. Higginbotham)
6. [Scientific and Technical Communications Program Review - Final report](#) (Reed/Good)
7. [Status of WICHE proposals](#) (M. Prucha)
8. [Other Business/Announcements](#)
The meetings for the rest of the Fall term:
January 13, 2000 -- 3:00-5:00pm -- Kerr Admin. Bldg. 650
January 27, 2000 -- 3:00-5:00pm -- Kerr Admin. Bldg. 650

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » October 28, 1999 Agendas

Graduate Council

Agenda October 28, 1999

- 1. [Proposed Modification to Admission Policies](#) (J. Higginbotham)
- 2. [Presentation of Current Program Review Procedure](#) (J. Higginbotham)
- 3. [Discussion of Revising Program Review Procedure](#) (S. Francis)
- 4. [Discussion of 400/500 Differentiation](#) (S. Francis)
- 5. [Graduate School Strategic Plan](#) (S. Francis)
- 6. [Other Business/Announcements](#)
The meetings for the rest of the Fall term:
November 11, 1999-- 3:00-5:00pm-- Kerr Admin. Bldg. 650
December 9, 1999-- 3:00-5:00pm-- Kerr Admin. Bldg. 650

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » October 14, 1999 Agendas

Graduate Council

Agenda October 14, 1999

1. Introduction of New and Continuing Members (M. Christensen)
2. Standing Rules of the Graduate Council (M. Christensen)
3. Appoint Committees (M. Christensen)
Category II Course review (need 3 - year long)
Scholarship/Fellowship Review
 Bayley/Yerex (need 3 - Winter term)
 Sports Lottery (need 3 - Winter term)
 Frolander Outstanding GTA Award Review (need 1 member - Spring)
 WICHE review (need 3 - Fall/Winter terms)
4. Graduate Education Round Table (S. Francis)
5. Status of Graduate Student Communications (S. Francis)
6. Other Business/Announcements

The meetings for the rest of the Fall term:
October 28, 1999 3:00-5:00pm Kerr Admin. Bldg. 650
November 11, 1999 3:00-5:00pm Kerr Admin. Bldg. 650
December 9, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Agendas](#) » September 23, 1999 Agendas

Graduate Council

Agenda September 23, 1999

1. Introduction of New and Continuing Members (M. Christensen)
2. Standing Rules of the Graduate Council (M. Christensen)
3. Potential Agenda Items for 1999-00 (M. Christensen)
 1. Programs to be reviewed in 99-00
 - Human Performance and Movement Studies in Disability - Winter
 - Economics - Spring
 - Animal Sciences - Spring
 - Rangeland Resources - Spring
 2. Category I proposals
 - MPIA -- Master of Public and International Affairs
 - MFA for the Creative Writing Program in English
 - Master of Ethics -- Philosophy
 - MA in History
 3. Certificate Programs
 4. Electronic dissertations
 5. Graduate Admission policies
4. Appoint Committees (M. Christensen)
 - Category II Course review (need 3 - year long)
 - Scholarship/Fellowship Review
 - Bayley/Yerex (need 3 - Winter term)
 - Sports Lottery (need 3 - Winter term)
 - Frolander Outstanding GTA Award Review (need 1 member - Spring)
5. Graduate Education Round Table proposal (S. Francis)
6. Graduate Student Communications (S. Francis)
7. Status of GTA/GRA Unionization Activities (S. Francis)
8. Other Business/Announcements
The meetings for the rest of Fall term:

October 14, 1999	3:00-5:00pm	Kerr Admin. Bldg. 650
October 28, 1999	3:00-5:00pm	Kerr Admin. Bldg. 650
November 11, 1999	3:00-5:00pm	Kerr Admin. Bldg. 650
December 9, 1999	3:00-5:00pm	Kerr Admin. Bldg. 650

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Minutes

Graduate Council

Minutes

- [2014](#)
- [2013](#)
- [2012](#)
- [2011](#)
- [2010](#)
- [2009](#)
- [2008](#)
- [2007](#)
- [2006](#)
- [2005](#)
- [2004](#)
- [2003](#)
- [2002](#)
- [2001](#)
- [2000](#)
- [1999](#)
- [1998](#)
- [1997](#)

Additional Graduate Council Minutes from 1997-2008 are linked from the [Graduate School site](#).

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2014 Minutes](#) » April 7, 2014 Minutes

Graduate Council

April 7, 2014 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Nancy Kerkvliet, Mike Lerner, Andreas Schmittner, Stacy Semevolos

Voting Members Absent: Janet Lee, Darrell Ross

Ex-officio Member Present: Anita Azarenko

[Revisit Policy Governing Graduate Student Teaching](#) – again

- During a meeting with associate deans and Dean McComb, it was decided to let each unit resolve conflict of interest cases. GTA's teaching graduate courses, including evaluation of work, must be approved by the Graduate School, and the unit must divulge conflict of interest when the application for graduate faculty status is submitted.
- A request for definition was made. No process was determined in the meeting with the associate deans. Currently either a resume or vitae and justification of why one should teach graduate courses is forwarded to the Graduate School; for GTA's the documentation must also indicate why there is no faculty of record. Anita noted that has been an exception when it has rarely occurred, and approval was for a specific course, not an appointment as a graduate faculty member.
- Need to ensure that an individual is qualified to teach a graduate course and that there is no conflict of interest. There have been two requests that a process be put in place for the college or unit to approve GTA's to teach in their discipline.
- There is already a policy in place for exceptions through the Graduate School. It would be rare for the Graduate School to not approve an exception request if all of the documentation is in order.
- Part of the policy would be to define the process for exceptions.
- If there is concern of whether a dean or unit head is being objective, there would need to be an appeal process.

Action: Jim will revise the policy and resubmit to the Council for consideration.

[Change to Standing Rules of the Graduate Council](#)

- Appointing faculty should be an administrative function, and Jim felt that the Graduate Council should focus on curriculum. For some time, the Council has delegated graduate faculty appointments to the Graduate School.
- Question: Should both implementation and policy be delegated to the Graduate School?
 - Would the Graduate Council approve all policies related to graduate faculty appointments? Currently, anyone teaching a graduate course must be appointed to the Graduate School.
 - Question: what about adjunct faculty? The Graduate Council should approve any changes to restrict faculty who may have certain criteria, and the proposed revision may not allow for this to occur.

Action: Revisions were tabled to the next meeting when Jim will distribute a copy of the current graduate faculty for review.

[Change Graduate Minor in Women, Gender, and Sexuality Studies](#)

Updates the minor to reflect a change from three credit to four credit WGSS graduate courses.

- Janet was not present, but Jim indicated that all the courses are stand alone. This change would correct the syllabus to reflect the correct number of credits.

Action: Discuss this issue further when Janet Lee is present.

Pilot study – Three-year Degrees

Background: Two years ago, the Graduate Council (and subsequently Faculty Senate) approved a three-year pilot program where we could demonstrate that individuals from UK-based systems with three-year degrees did have the appropriate educational background to be admitted as a graduate student at OSU. Note that we do accept three-year degrees from Bologna-compliant schools (which is restricted to Europe). The initial pilot program was focused on India.

The current OSU policy is to not accept the Australian 3-year Ordinary degree. The general recommendation from those who are experts in international institutions recommend that US institutions which accept the Bologna-compliant three-year degrees should also accept the Australian three-year Ordinary degree.

Since we are two years into a three-year pilot program, Jim Coakley is requesting that the Council approve an amendment to expand the Pilot Study to include three-year Ordinary degrees from Australia and New Zealand.

- Because applications from Australia and New Zealand are not included in the three-year pilot, Jim suggested that these two countries be added to the pilot. They were not initially included because the pilot focused on recruiting students from India.

Action: Theresa moved to extend the current three-year pilot program to include Australia and New Zealand; motion seconded and passed. Jim will notify International Programs and the Graduate School that the three-year program was extended to include Australia and New Zealand.

Graduate School Update

- Dean McComb is telecommuting while caring for an ill family member.
- April 11 – closing date for the Graduate School Associate Dean search; there are good candidates for this half-time position which is a slight modification of Barbara Bond's former position; interviews will likely occur soon.
- April 14 and 15 – Two candidates for the MCB Director position will interview.
- April 16 – Graduate Program Review workshop for all programs scheduled to be reviewed in the next five years.
- May 15 – The Graduate School is hosting a Recognizing Excellence Reception from 6:00-8:00 PM for all graduate students receiving fellowships managed via the university scholarship system – students will be invited personally, as well as program directors.
- May 19 – Larry Roper will conduct a mentoring workshop.
- Anita will send a reminder this week requesting narratives for program evaluations.

Certificate Programs and Continuous Enrollment

- Does leave of absence apply to certificate programs? Technically certificate programs enroll graduate students, although sometimes there are applicants who are not graduate students. If admitted as a graduate student, then the leave of absence policy applies.
 - If one is in certificate program, should they be required to request a leave of absence?
- Should certificates be assessed during the program reviews? Certificates exist, but there is no review or assessment. Graduate program reviews have been inconsistent for certificates. Should guidelines be changed to require a review of certificates associated with graduate program reviews?
- Should learning outcomes and assessment be required for new certificates?
- One concern is that if enrollment plummets for a certificate, and it is no longer meeting a need, who monitors that?

Action: Don moved to exclude graduate certificates from the continuous enrollment policy; motion seconded and passed. Because certificates are a Provost's policy, Anita will ask Sabah to amend the continuous enrollment policy.

Action: Anita will bring a list of certificates to the next meeting so Council members have an idea of the number and type of certificates offered.

Upcoming Meetings

The April 14 meeting was canceled; April 21 is the next scheduled meeting from 11:30-1:00 in 128 Kidder Hall.

Meeting adjourned at 12:35 PM.

Minutes prepared by Vickie Nunnemaker, Faculty Senate staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » January 7, 2013 Minutes

Graduate Council

January 7, 2013 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Greg Herman, Don Jump, Janet Lee, Walt Loveland (proxy for Mike Lerner), Stacey Semevolos

Voting Members Absent: Theresa Filtz, Murray Levine, Darrell Ross

Ex-officio, Non-voting Members Present: Anita Azarenko, Brenda McComb

Welcome and Introductions

In addition to the appointed members, Walt Loveland was introduced as a substitute for Mike Lerner.

Approval of Minutes

Approval of the [December 6](#) minutes was deferred.

Updates

- Scheduling – Because the next bi-weekly meeting would be January 21, which is the Martin Luther King Jr. holiday, the next meeting will be January 28, then February 4, then the Council will attempt to resume an every other week format. The meetings will adjourn by 12:50 because some members have 1:00 commitments.
- Community College Leadership Program – The memorandum was updated and sent to the Graduate School.
- The Category I to rename the Women's Studies program to Women, Gender, and Sexuality Studies was approved and forwarded.
- Physics Program Review – The memorandum was updated and sent to the Graduate School.
- MOU on Low Residency MFA – Neil Browne is scheduled to visit the Council at on January 28.

[Applied Anthropology Graduate Program Review](#) – *Reviewer: Don Jump*

- Don stated that the PhD program is still fairly new as it started in 2006 and outlined the findings of the review team. Due to recent reorganization, they are no longer a department, but a program within a school, which has led to a loss of identity, power and control of their program – they want to be viewed as anthropologists; need to improve financial (stipend) support for AAGP graduate students; need to improve student-to-faculty ratio in the AAGP (there are 60 MS thesis students and 17 PhD students for 12 faculty – this does not appear to include the MAIS students who are sponsored by the group); and staffing support needs to be increased to keep faculty from being overwhelmed with clerical work.
- The primary recommendation from the Council will be to maintain. While the Council agrees that expansion could be warranted, it was felt that the cultural issues associated with the reorganization need to be worked out before additional resources are committed for expansion. It's recommended that the MA program be continued and the newly developed PhD program shows great promise.
- The School is currently recruiting two faculty who could end up being in Anthropology, although the faculty recruitment is not specifically for Anthropology. It was noted that they may not have actively sought out other OSU anthropologists to assist with the student-to-faculty ratio. There is also the possibility of courtesy appointments from state-wide anthropologists.
- Merging into a school was a culture shock and the faculty appear to be isolated and insular; they need to reach out to other units on campus and expand the advisor base using courtesy and affiliate appointments.
- The use of descriptive words in the first paragraph was suggested to alert the Provost to issues that need to be resolved. Don agreed, but noted that it was a group decision to not include this at the beginning of the report.

It was noted that the school has pockets of money that weren't available to Anthropology.

- It was felt that the statement that there was no one does social sciences is inaccurate.

Action: At this point, the report will stand with a recommendation to maintain. Jim will summarize concerns and invite Susan Shaw and Larry Rodgers to the January 28 meeting.

Limits on thesis credits

- There has been a request to increase the number of thesis credits for Master's degrees that will still count toward the 45 credit hours. The current guidelines require a minimum of 6 and a maximum of 12 for a 45-credit hour program. The requesting unit did not provide rationale for the request.
- It was noted that the limit can be fixed internally if the unit requires students to take other courses.
- How many credit hours do peer units allow? If the allowance is based on peer institutions, this exception would only apply to the requesting unit and not the university.

Action: The Graduate Council will advise the requesting unit to provide rationale so the Council may better discuss the request and determine peer limits.

Brenda suggested that the Council may wish to look at the overall requirements at some point and determine if OSU is in line with other institutions.

Graduate Program Review Guidelines – Anita Azarenko

- Theresa Filtz and Don Jump reviewed the draft Guidelines on behalf of the Graduate Council and provided input.
- For the Metric Table on pages 3 and 4, those items marked with a 'Y' in the 'Provided Centrally' column will be provided to units on a yearly basis.
 - It was suggested that an agreement be made with the Business Centers that they pull graduate student funding rather than have each unit provide the information. Anita suggested that Institutional Research may also be able to provide the information.
 - Anita will clarify the required time period for Table K.
- There is a possibility that spring term program reviews will be allowed to use the proposed guidelines as a pilot.

Action: Jim asked the Graduate Council members to review the draft and forward comments to Anita by January 14; he will ask for an email vote.

Update on Graduate Certificate

- Brenda reported that the OUS Provosts Council agreed to adopt the Category I proposal for the Graduate Certificate in College and University Teaching and noted there is a draft position description for a .5 FTE director and a TA to assist the director. The only pushback came from PSU which has an adult education degree and considers the proposal to be in competition.

Graduate School Report

- Masters of Applied Science (MAS) – Anita explained that the MAS is used most commonly in the UK and Australia and a few US institutions; it is a professional degree, typically a non-thesis degree. The Ecologic and Organic degree is being proposed. The PSM has a strong business emphasis, which does not exist in the MAS. It was noted there is a possibility of redundancy with MEng, and others. It's wise to have an optional component that is site-based.
- Brenda noted that Catherine Mater is attempting to create an opportunity for 100-150 Iraqi PhD students to received training. OSU may be able to accommodate 30-35 per year. The deans need assurance that there will be five years of funding. The Ministry of Higher Education in Iraq is involved.
- Scholar's Insight Event – Students would present their thesis in three minutes and an award goes to the best presentation; it's not uncommon for other institutions to do something similar. This would be an opportunity for students to communicate their thesis to a non-technical audience. It would also bring attention to graduate study at OSU.
- GRAD Course Prefix – Anita noted there will be some courses that cross-cut across disciplines and there is interest in non-technical communications courses.
- Admissions – Anita reported that just under 3,000 applications have been received and the Graduate School has been answering about 100 email and 50 calls per day. There were 335 degrees that were certified in Fall 2012.

- Scholarships, Awards, Recruiting
- Laurels Block Grants will begin reviewing applicants
- Provost's distinguished awards will be reviewed in February
- Recruiting – McNair scholars are being recruited
 - Currently looking at a mechanism to work with units attending recruiting fairs so the Graduate School can follow- up.
- A foundation development officer starts this week and will begin raising funds for graduate scholarships.
- 4+1 degree – Still working on the degree, but it will be called a co-degree rather than 4+1. Students in their junior year could apply for graduate programs.
- Talking with Sabah Randhawa and Rick Spinrad about allocating funding to allow PIs to pick graduate students rather than post-doc students.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » January 28, 2013 Minutes

Graduate Council

January 28, 2013 Minutes

Voting members present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Donald Jump, Nancy Kerkvliet, Janet Lee, Murray Levine, Walter Loveland for Mike Lerner, Darrell Ross

Voting members absent: Mike Lerner

Ex-officio members present: Brenda McComb

Guests: Neil Brown, Anita Helle, Leah Minc, Larry Rodgers, Susan Shaw, Bryan Tilt

Approval of Minutes

- [December 6 minutes](#) were approved as distributed
- [January 7](#) – approval deferred until February 4

Low Residency MFA in Creative Writing - MOU – *Reviewer:* Janet Lee

Unit representatives: Anita Helle and Neil Browne, OSU Cascades

- [Online](#)
- [PDF](#)
- Janet reported that the MOU proposes to extend the MFA to OSU-Cascades; it is a low-residency alternative to the high-residency program in Corvallis. Issues raised during the first discussion included the mentorship aspect, non-OSU faculty on committees, the role of the director, and assessment issues.
- Anita Helle noted that the low-residency notion is new for OSU and the structure has a very solid national precedence, including term-renewal faculty serving on thesis committees.
- Neil Browne distributed an [assessment document](#) to address concerns. The first paragraph addressed concerns about the stability of mentors. He questioned whether the Graduate School requires a certain number of faculty to which Brenda responded that one must be approved by the Graduate School as a graduate faculty member. She noted that, if they are a non-OSU faculty member, it is recommended that they co-chair the first couple of committees.
- Neil stated that they will seek out faculty with terminal degrees who are nationally known writers to serve on committees, and he will also serve on every committee. The idea is to build a solid core of faculty to work in the program on an on-going basis. Some mentors serving on committees will be ongoing faculty and they will be carefully selected to assist students in meeting benchmarks. The goal is to have the program sustain itself.
- The structure consists of two kinds of activities: 1) remote correspondence with a mentor and 2) an on-site face-to-face ten-day session where mentors are present. Core faculty will be prepared to take on the direction of theses by the beginning of the second year.
- Walt noted that the Budgets & Fiscal Planning Committee was under the impression that the non-OSU faculty would be short-term only, but it appears that they will be ongoing which would change the budget. Anita indicated that the core professional mentors contracts will be renewed. She indicated that OSU-Cascades will follow the national trend, which will be to request non-OSU faculty to consider renewing their contracts on an on-going basis after they have proven themselves. Nine-month OSU faculty would need to operate on overload during the summer. Lodging and meals will be paid for all guests. Walt questioned the figure of 54 guest writers per year. Anita responded that many more writers would be brought in than are used for correspondence terms; the average number of students in a correspondence term is 3-5. The 54 figure is not meant to imply that all would participate in correspondence terms. It was clarified that, during the summer, there will be 2 OSU faculty, 2 guest faculty and 40-50 guests for a shorter period of time.
- What is the substantive difference in the structures between Corvallis and Bend? Anita noted the

difference is in the delivery consisting of an intensive face-to-face workshop, which is the same, but requires 10 weeks in Corvallis and 10 days in Bend; the learning objectives are the same.

- Becky Johnson and Marla Hacker have indicated overwhelming support for the proposal.
- It was noted that the Corvallis MFA is highly regarded and there is carry-over from that program.
- Regarding transferability of credits, because the CLA dean felt that managing the two programs would be difficult, there will not be any reciprocal transfer at this point.
 - It was noted it's difficult to argue they are the same programs if the credits are not transferable. The proposal will serve place-bound students and those who are already in the workplace; the criteria are the same. Brenda stated that, if these are the same degrees, and they are issued by OSU, the OSU-Cascades credits must be transferable. Anita suggested adding a letter to the course numbers, such as an H used by the Honors College, to distinguish the two programs; it was argued that Honors credits are transferable.
 - The difference is that the Corvallis courses have a cap. If in a workshop in Corvallis, students are being advised on their thesis by Corvallis faculty; in Bend they will be advised by mentors.
 - It was suggested that this issue could be handled via advising.
 - Jim asked that the proposers think through the transferability, sort it out, and come back with a revised proposal.
- Regarding mentors serving as chairs, normally the MFA director would oversee the mentors. It was requested that there be a more formal process outlined in the proposal when they return.
- Neil noted that program-added benchmarks were included on page three of the document he distributed.

Discussion of Low Residency MFA in Creative Writing – MOU

- It was noted that the budget does constrain exactly the type of program they can offer.
- Is it OK to hire adjunct faculty without paying benefits? The contracts will be eligible for renewal. It was noted that one college has side-stepped paying benefits by rehiring the same faculty for over ten years. It was countered that there is a generous travel and meal allowance in the budget.

Applied Anthropology Graduate Program Review – Reviewer: Don Jump

Unit Representatives: Leah Minc Dean Larry Rodgers, Susan Shaw, Bryan Tilt

- Leah felt that the tone in the report regarding realignment was harsh in places; she noted it has been a rough couple of years and the review team picked up on the anxiety surrounding realignment. The faculty would rather that the process not be a referendum on realignment, rather, it should focus on moving forward.
- Don questioned whether the unit had problems with the report and questioned whether the concern with mixed methods on pages 16 and 17 was inaccurate (social sciences vs. humanities approach). Leah felt it comes down to the mission statement because anthropologists view themselves as social scientists and it would be problematic having a strong political or social agenda. Don suggested to 'lump together' the issues and address them in the Action Plan.
 - Another Graduate Council member felt that the social justice aspect was not as important as the focus between social sciences and humanities.
 - Leah indicated a need for them to be social scientists, but there is room for both.
- The report noted it appeared that faculty were overextended and there was not much clerical assistance available.
- Leah mentioned they were in a bind to offer a diversity of classes and suggested an advisor to assist with the graduate population, which is a priority. The faculty would like another partial FTE for support to administer the graduate program. Susan indicated when she knows the issues, she will address them. Bryan noted there is a proposal for staffing that will appear in the Action Plan.
- Another solution that may not be palatable to the program is to appoint anthropology faculty who are not in the unit – Leah was only aware of one or two faculty outside the unit with a PhD who would qualify. It was suggested that the unit rethink the PhD requirement, which may open the door to additional faculty. Leah noted they have required a PhD, but may be willing to consider this option on a case-by-case basis. It was suggested that the unit rethink who constitutes the graduate faculty members. Bryan felt there were gradations of graduate faculty. It was noted that many faculty have graduate appointments in multiple units. Leah indicated they would be open to assistance from the Graduate School in identifying graduate faculty.
- Regarding metrics, if there is anything in the Action Plan that requires a measure, make sure that metrics are included. If there is an action, include a metric so it can be measured in subsequent years.
- Leah indicated that faculty feel there has been a lack of leadership at the discipline level which strongly affects the health of both the undergraduate and graduate programs. Susan indicated she is open to

considering longer appointments in the disciplines.

Graduate Council Discussion of the Applied Anthropology Graduate Program Review

- Don will strike #C.2 under Reorganization, Vision and Culture Issues, as Don felt it may have been misphrased. Jim noted he will mention in the memo that it's felt that this is no longer an issue.

Action: Jim will recommend maintenance of the program in his memo and indicate that the report was accepted; Don will address the C.2. issue in the report.

Discussion of [Co-Degrees Proposal](#)

Brenda explained that the idea began with her and Susie Brubaker-Cole and would provide a way for students to move smoothly from a Masters to a PhD program. This proposal would create a platform for a university standard that could occur for any of the 80+ degrees and units would have the ability to increase standards above the platform. Brenda noted the proposal was considered by the Curriculum Council, which provided input; she would like approval from both the Graduate and Curriculum Councils, and then it will be presented to the Faculty Senate Executive Committee. If the proposal results in changes to entry requirements and credit counting, it would require approval by the Faculty Senate.

- The proposal would require an undergraduate 3.25 GPA to apply; the College of Public Health & Human Sciences preferred 3.0 and Engineering preferred 3.5, so they took the median. They discussed with Doug Severs at what point is a student no longer an undergraduate and no longer eligible for financial aid. The proposal is for 180 credits and Brenda acknowledged that double-counting nine credits may be controversial; some universities don't allow double-counting, while others do. The nine would be treated as transfer credits, but additional transfers would not be counted. Brenda noted that the Willamette law degree allows double-counting. This is a change that would allow undergraduates to double-count. When students take slash courses, they would have to take the 500 level courses.
 - What is the reason for the proposal? There are two primary reasons: 1) there is a large number of undergraduates who pursue an advanced degree and this proposal would reduce the amount of time and money students spend; 2) The Strategic Plan calls for recruiting high achieving students into the university and this offers incoming high achieving students the ability to finish one year earlier.
 - How does it reduce breadth and depth of coursework? Is it realistic for students to finish in one year? Some colleges are already doing something similar, but the proposal may not be attractive for some programs. This proposal would apply to exceptional students. It was noted that this may lead some students to a PhD program who may not have previously considered advancing.
 - Regarding requiring letters of recommendation from faculty, it was suggested that letters from professionals also be allowed.
 - Regarding transfer student credits, the proposal should state that a student has X number of credits toward the degree program, not just transfer credits, because some transfer students have 105 credits, but no credits in the degree program. Following discussion, the consensus was to leave decisions on admission requirements at the program level.
 - External support was questioned – how would it work in this program? At the undergraduate level, they're paid student wages, but students would be paid as a TA at the graduate level.

Action: Graduate Council members were asked to send additional comments to Brenda; she will distribute a revised proposal for Graduate Council consideration.

Housekeeping

Jim had hoped to transition meetings to every other week but, due to the workload, the Graduate Council will meet on February 4, 11 and 18.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

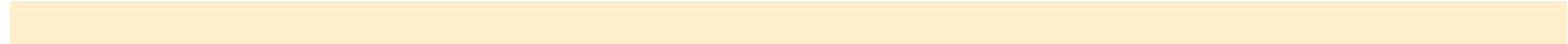
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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » February 25, 2013 Minutes

Graduate Council

February 25, 2013 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Janet Lee, Murray Levine, Darrell Ross, Stacey Semevolos

Voting Members Absent: Nancy Kerkvliet, Mike Lerner

Ex-officio Members Present: Brenda McComb

Guests: Neil Browne, Lynda Ciuffetti, Stella Coakley, John Fowler, Joey Spatafora

Welcome and introductions

Botany and Plant Pathology Graduate Program Review – Graduate Council reviewers' recap

Graduate Council Representative: Mike Lerner

- [External Panel Review](#)
- [Review Summary](#)

- Major issues found by the review team from Mike via Jim:
 - Botany and Plant Pathology (BPP) has good faculty, but are spread too thin in some cases between their own and interdisciplinary programs.
 - The student support is not competitive with peers. BPP is using indirect cost to fund GTA's; some funds are supposed to come from the College of Science (COS). Brenda noted that a case has been made to Sherm Bloomer to work with the University Budget Committee to develop an adjustment to reflect increases in head count or SCH. There is a detailed MOU from the College of Agricultural Sciences outlining funding coming from COS to teach BPP courses in Biology.
 - It doesn't appear that BPP offers Ecampus courses.
- Minor issues:
 - Inadequate facilities; can't do a lot about this issue. It was noted by a Council member that, if indirect revenue was used for other than GTAs, those funds could be used for facilities; do they have enough funding for the operation? BPP raises \$8 million per year from research – where does it go?
 - Regarding modernizing course offerings, are 300/500 courses allowable? Slash courses were a concern of the review group. BPP is cancelling courses due to insufficient enrollment.
 - The international student enrollment is low.
 - Courses need to be strengthened.
- Regarding the program size, the proposal anticipates 13 students per year, initially, for an eventual total of 60 graduate students. There would be 23 faculty with a large number of courtesy faculty; 16 of the 23 are full professors.
- They are not competitive for GTA's – what is the current rate? Need to clarify.
- Research funding? GRA's at .49 FTE are paid in the \$20,000 range.
- Were graduate learning objectives reviewed? Brenda was uncertain.
- Why the need to modernize? Brenda stated that the recommendation came from outside reviewers resulting from discussions with graduate students. The reviewers did review some syllabi.

Botany and Plant Pathology Graduate Program Review – Unit representatives present

Unit Representatives: Lynda Ciuffetti (Chair), Stella Coakley (College of Agricultural Sciences Associate Dean), John Fowler (Graduate Studies Committee Chair), Joey Spatafora (Associate Chair)

- The level of support for GTAs and where their funding comes from is not clear. Lynda responded that the total need is for 41.5 quarters; 7 quarters for mycology, 9 quarters for botany, and 25.5 quarters

for biology courses. The funding is approximately \$36,000 for the herbarium, \$47,000 for botany, \$133,000 for biology and \$12,000 comes from the College of Agricultural Sciences (CAS).

- Stella explained that the COS policy was to return all overhead to the unit; however, COS offered that the college could keep the returned overhead for GTAs or deployed to units. It's implicit that the college would provide more support for GTAs if they could. Commitments made to the herbarium and mycology were made at the time the faculty were hired, but COS did not stand behind the commitments. There is no adjustment in the base budget for Biology.
 - Is there an opportunity for renegotiating how the funding will be handled? Lynda responded that, in terms of the biology program, Botany and Plant Pathology (BPP) is committed on a pedagogical sense (plant scientists should be teaching in the program). BPP contributes to teaching 10 Biology courses and contributes to 8 MCB courses. BPP faculty are not pleased about having to pay for all the GTAs because it does not allow for competitive GTAs or GRAs (faculty pay GRAs from grants if that's available). The Biology program becoming a major in a department is of grave concern to BPP
 - Do they have access money for Biology? Lynda stated that, when in COS, BPP only could request access money for BOT101, which is a Baccalaureate Core course, but did not receive it. It is not their place to ask for Biology access funding – that is up to the Biology chair.
- As to the recommendation to modernize course offerings, has BPP looked at other offerings? Lynda responded that the department has looked at courses offerings, some of which were reduced when the Provost required a minimum number of students; and BPP has designed new courses due to a computational concentration. Regarding assessment at the undergraduate level, Lynda and Carol Riven met with Bill Bogley and identified issues on which to concentrate.
 - Joey felt that the statement was targeted to a few specific courses, such as BOT550, which is scheduled for discussion with the faculty; several courses have been added and strengthened in plant physiology. Botany and Plant Pathology 350 is the largest plant pathology course in the country and the lab is very extensive; all students attend the same lecture, but undergraduate and graduates have their own lab and graduates have an additional meeting. Students have expressed their desire for a stand-alone course. BPP did the best they could with what they have.
- Are there problems with graduate students running labs in courses in which they are enrolled? Lynda mentors all graduate students and discusses conflict of interest issues. There are enough TAs so no one is ever evaluating one who would be a potential conflict of interest. No graduate students teach lecture courses, but they do teach labs.
- It appears that BPP is understaffed for the number of courses taught. Lynda was thinking about faculty when preparing for this meeting and noted there are a number of BPP faculty who don't teach in Botany because they teach MCB and Biology courses. Has BPP thought of reducing offerings? Lynda stated that they have reduced courses and have been trying to develop Ecampus courses, mainly at the undergraduate level. They also have to pay temporary instructors with returned overhead, and quite a few Botany courses are taught by temporary instructors. BPP is at bare bones related to dropping classes and need to expand to meet student demand. Joey stated the outcome is that they are penalized for participating in interdisciplinary programs, which BPP values, but is at the expense of their own major. Lynda noted that BPP has a lot of courtesy faculty. From BPP's perspective, they are short in all three focus areas. Additionally, BPP professors are aging and there will likely be a large turn over at the same time; many of these professors don't teach, but they do train graduate students.
- Related to increasing international enrollment, Brenda stated that Kim Johnson in the Graduate School can assist BPP with recruiting international students. John noted he has been in contact with Kim, which has resulted in two potential international students.
- Lynda questioned whether BPP responds to the Graduate Council's final document or recommendations from the review team; Jim indicated that they respond to both.
- Lynda questioned what was meant by 'metrics' in the Action Plan. Brenda responded that they need indicate what will be measured so it can be determined in three years if progress is being made.
- Regarding graduate student stipends at comparable institutions, Joey indicated that students don't feel that stipend level is a deciding factor, but faculty agree that stipends need to be increased. Lynda explained that BPP GTA GRA students are paid the same rate; however, because Biology's rate is lower, BPP was not allowed to pay the BPP rate to students, so the Biology rate was at .4 FTE with an added BPP at a smaller rate. A comment in report stated that BPP was not as competitive in some cases, but in other cases they were. Additionally, competitiveness may result in a tier level for salaries. Lynda was advised to include the stipend issue in their Action Plan. Brenda suggested checking with Courtney Everson regarding salary rates at peer institutions.

Graduate Council Discussion of the BPP Graduate Program Review –

- Brenda felt that the COS and CAS deans should be talking about this issue.
- 23 faculty and 50 undergraduate majors is not sustainable.
- Not fair for BPP to fund Biology courses. There is partial support from MCB.

- To what extent is the graduate program affected? Staffing and support for GTAs.
- Faculty are overtaxed and under supported.

Action: Jim will draft a response.

New MOU Proposal – Low Residency MFA in Creative Writing at OSU-Cascades

Graduate Council Representative: Janet Lee

Unit Representative: Neil Browne

- [Online](#)
- [PDF](#)

- Neil Browne provided a revised MOU which included comments addressing the structure and how the Board will work. Regarding the transferability issue, Jim explained that there have been requests for a university solution so a student in similar degree programs at different campuses cannot transfer without the department accepting a student into the program at the other campus. The Registrar's Office is looking at ways to flag these students in Banner if there is a capacity issue. Because all coursework is transferable, Jim felt this should not be held up due to the transferability issue.
- The curriculum at OSU-Cascades is still an issue that needs to be resolved. Students would create with a professional mentor for a term and the work would be facilitated by an exchange of packets; the relationship is analogous to how a professional writer and a publishing house would work. There is a residency twice per year where the student and mentor would be onsite for 7-10 days, and then an exchange of work would continue. Brenda felt that this is a hybrid arrangement and is why Ecampus not involved. Neil stated that Ecampus has been consulted, and they are on board with the plan. Brenda noted that Lisa Templeton has not talked with anyone and understood that there would only be an exchange of packets. There was an e-mail from Natalie Dollar indicating that she had talked with Lisa Templeton; Brenda suggested that Neil contact Lisa. Neil explained that the model they are constructing is different and is engaged far more personally on a relationship basis between a small group of students and a mentor, but it has the possibility for an online platform. A student and mentor would exchange ideas, create reading lists, and topics for an annotated bibliography.
- It was noted that the Association of Writers & Writing Programs endorses the proposed model, and that close mentoring and relationship is supported by the AWP. Neil noted that AWP is the accrediting organization and publishes hallmarks for this type of program. It was important to create a program that distinguishes itself from other programs, yet complements the Corvallis program.
- The proposed courses exist, but delivery will be different.

Graduate Council Discussion of the Proposal –

- A member hesitated to hold up the program due to the model, and suggested the Graduate Council give approval, but require a full external review in three years after the first co-hort is admitted to evaluate the program.
- Brenda noted that Lisa Templeton was told that the Graduate School was on board with the proposal, which is not the case. Jay will make it known that incorrect information was conveyed to Ecampus.

Action: Jim will approve the proposal and include a request for a full external review of the program three years after the first co-hort is admitted.

Graduate School Report

- Brenda was asked to approve a waiver for a College of Education student to defend their dissertation in less than one full term. Because the Institutional Review Board (IRB) approval for a related survey occurred about four months prior to when she planned to defend, how does one accomplish the requirements in less than four months? It appears from website is that one chapter is literature review and the other is original research. She felt that's about what a master's student would do.
 - Original research is not required for a Master's, but a PhD does need to be original.
 - Apparently the major advisor agreeable with the student's plan.
 - A minimum of two publishable articles is required.
 - One Council member questioned what constitutes a level of research in granting a PhD at OSU?
 - One member didn't feel that the timeframe was a problem if the student could accomplish the requirements.
 - It was noted that a student could be prepping for a period of time before IRB approves the survey.
 - It's up to the graduate representative to ensure that the process is followed, but not to the detriment of the student.
 - Concern was expressed related to a literature review vs. a dissertation.

Is continuing to accept a literature review as one of the two pieces of work acceptable?
Some members were not aware this was acceptable.

Meeting adjourned at 12:55 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » October 7, 2013 Minutes

Graduate Council

October 7, 2013 Minutes

Topics discussed plus additional information

Voting Members Present: Jay Casbon; Jim Coakley; Theresa Filtz; Don Jump; Janet Lee; Mike Lerner; Darrell Ross; Stacy Semevolos

Non-voting Ex-officio Members Present: Brenda McComb, Graduate School and Anita Azarenko, Graduate School

Nancy Kerkvliet was traveling and could not attend

1. Finalize Committee and Review Assignments for the Year

Program	Department	Term	Review Type	GC Rep
Adult Education	Adult Education & Higher Education Leadership	Fall	GCPR	Coakley
College Student Services Administration	Adult Education & Higher Education Leadership	Fall	GCPR	Lerner
Civil Engineering	Civil, Construction, & Environmental Engineering	Wtr	GCPR	Jump, Lee
Human Development & Family Studies	Human Development & Family Sciences	Spr	GCPR	Semevolos
Wood Science	Wood Sciences & Engineering	Spr	GCPR & NIFA	Filtz

Awards		
Laurels Block Graduate Program	Dec.15, 2012-Jan, 31, 2013	Coakley, ?? + 3 outside members
Oregon Lottery Scholarship <i>3 members</i>	Winter/Spring – March 2013	Lee, Casbon and Herman
Bayley/Yerex Fellowships <i>3 members</i>	Winter 2013 – February 2013	Lerner, Semevolos and Jump
Frolander Outstanding GTA Award <i>2 members</i>	Spring 2013 – April 2013	Ross and ??
CGS/UMI Dissertation and	CGS – May 2013	

WAGS/UMI Thesis Awards <i>2 members</i>	WAGS –July 2013	Jump and Ross
Excellence in Graduate Mentoring Award <i>2 members</i>	Spring 2013	Chi, Buckingham, Casbon and Kerkvliet

2. Discussion – two related topics:

a. Final Exam for non-thesis Master's Program

Proposed change (in caps): Successful completion of a final oral examination is required for all THESIS-BASED master's degrees. Some departments also require the student to pass a written exam prior to the oral exam. PROGRAMS MAY REQUIRE EITHER AN ORAL FINAL EXAM OR A WRITTEN FINAL EXAM (OR BOTH) FOR NON-THESIS MASTERS STUDENTS BUT THE EXAM MUST ASSESS THE LEARNING OUTCOMES IDENTIFIED BY THE UNIVERSITY AND BY THE PROGRAM.

The proposed change allows either an oral or written exam. What if learning outcomes are assessed at the individual level using different mechanisms – combinations of assignments/projects/exams across multiple courses? Is the purpose to ensure every student earning a Master's degree has a final exam, or to ensure every student is individually assessed with respect to university and program level outcomes?

NOTE: The following information was extracted from the Policies for Graduate Programs: Requirements for Master's degrees

All master's degree programs require a minimum of 45 graduate credits including thesis (6 to 12 credits) or research-in-lieu-of-thesis (3 to 6 credits).

All master's students must:

- *Conduct research or produce some other form of creative work, and*
- *Demonstrate mastery of subject material, and*
- *Be able to conduct scholarly or professional activities in an ethical manner.*

Successful completion of a final oral examination is required for all master's degrees with the exception of students who complete the nonthesis option under the EdM degree.

The final oral examination for master's candidates may, at the discretion of the graduate program, consist of a public thesis defense followed by a closed session of the examining committee with the candidate. Under normal circumstances, the final oral examination should be scheduled for two hours.

When no thesis is involved, not more than half of the examination period should be devoted to the presentation of the research project; the remaining time can be spent on questions relating to the student's knowledge of the major field, and minor field if one is included in the program.

A review of the current non-thesis Master programs reveals:

Degree Name	Credits	Non-thesis option	Final Oral Exam
MAG Master of Agriculture	45 - 24 outside of major	Research Paper	Required
MAIS Master of Arts in Interdisciplinary Studies	49 - min of 9 in each area	Research Paper	Required
MAT Master of Arts in Teaching	48	Not Specified	Required
MBA Master of Business Administration	45	Project	Required
MBAA Master of Business Administration and Accountancy	45	Project	Required
EdM Master of Education	45	Coursework?	Written Exam
MEng Master of Engineering	45	No Thesis or Project	Required

MFA	Master of Fine Arts	60	thesis	Required
MFor	Master of Forestry	45	Technical report	Required
MHP	Master of Health Physics	45	Not Specified, but non-research focus	Required
MMP	Master of Medical Physics	45	Not Specified	Required
MNR	Master of Natural Resources	45	Project	Required
MPH	Master of Public Health	60	Project	Required
MPP	Master of Public Policy	62	Essay	Required
PSM	Professional Science Master	50 - 57	Internship	Required

Discussion – but no resolution of the issue.

a. Competency based degree programs

These programs seem to be focused on demonstrated achievement of learning outcomes, and allows the use of non-academic experiences. Raises numerous issues – including the minimum number of graduate academic credits required to earn a degree.

One potential solution is to use the existing AR 23 (see below). Making the condition less onerous may be appropriate.

AR 23. Special Examination for Credit

A regularly enrolled student in good standing, either graduate or undergraduate, currently registered at Oregon State University and wishing credit for an OSU course for which a grade has not been previously received, may petition for credit examination under the following conditions:

- a. The application for such examination shall be presented on an Official Student Petition and shall bear the approvals of the dean of the student's college, the dean of the college in which the course is offered, and head of the department in which the course is offered. Petitions for special examination for credit may be approved or denied at the sole discretion of the department/college or the faculty member offering the course, taking into account both the academic merit of the petition and the department/college's ability to deploy adequate resources to prepare, administer, and grade such an examination.
- b. In no case may such examination be based on work used for graduation from high school, or in a foreign language that is the mother tongue of the applicant, or in courses not listed in the Oregon State University General Catalog.
- c. Grades earned in special examinations shall be submitted and recorded in the same way as for regularly registered courses, and will count with respect to repeating a course as defined in AR 20.
- d. A student may not petition for credit by special examination for a course in any term in which the student is or has been enrolled in the course after the add/drop deadline for that term.
- e. An examination for credit will not be approved for courses below the level for which college credit has previously been granted.
- f. No examination may be taken until the applicant has received a permit from the Registrar's Office, for which a fee of \$80 will be charged.¹

Footnote:

¹ As an alternative to departmental examinations, students may seek credit through the College Level Examination Program (CLEP) to the College Entrance Examination Board. CLEP includes nationally normed subject matter examinations and general examinations covering material included in a number of relatively standard courses taught in colleges and universities throughout the United States. Some of these subject matter examinations and general examinations have been accepted by departments at this institution. Policy guidelines have been established that make it possible for admitted and enrolled students to (a) transfer credits earned through these accepted CLEP subject matter and general examinations to this institution, providing certain criteria are met, and (b) earn credits through accepted CLEP subject matter and general examinations providing certain criteria are met. Further information about CLEP may be obtained from the Office of Admissions, 104 Kerr Administration Bldg.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » October 21, 2013 Minutes

Graduate Council

October 21, 2013 Minutes

Voting Members Present: Jay Casbon, Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Nancy Kerkvliet, Janet Lee, Mike Lerner, Darrell Ross, Stacy Semevolos

Ex-Officio Member Present: Anita Azarenko

Graduate Certificate Policies

- Jim felt it would be helpful to review the [Policies Governing Graduate Certificate Programs](#), which include:
 - completion of a baccalaureate degree,
 - admission to the university as a credential-seeking graduate student, but not required to be on track for a specific degree
 - admission through the Graduate School (but are they Graduate School students?),
 - earning 18 graduate credits; may include a final project, portfolio, or report for integration of the sequent of course materials,
 - no final exam is required,
 - there is no committee requirement (how or who assesses the work?), and
 - assessment of certificates is not required? (It is not clear whether certificate programs fall under assessment.)
- Because it appears that certificate programs are on the rise, the policy needs to be clear. Does the policy need to be more explicit to identify how to validate a student's work?
- The Graduate School always seeks advice from the program prior to admitting students.
- Anita will clarify these issues and report back to the Council.

New Certificate Proposal: Graduate Certificate in Wildlife Management

Graduate Council reviewer: Nancy Kerkvliet

- [Web version](#)
- [PDF version](#)
- Nancy reported that Fisheries & Wildlife is proposing the certificate, which would complement its successful Graduate Certificate in Fisheries Management.
 - The certificate would be advantageous to students who: are not competitive enough for a full-fledged graduate program, interested in online education options, seeking advancement in their current job, entering a graduate degree program that allows application of graduate certificate credits, or need coursework to qualify as a wildlife scientist or similar professional certification.
 - Students will likely be: recent graduates seeking to improve credentials for graduate school, students in existing OSU graduate degree programs, or natural resource professionals. It is anticipated there will be a large number of online students who will be mentored at federal and state natural resource agencies.
 - The program does not require a wildlife background, and only requires two fisheries courses. The proposal includes letters of support from federal agencies. Enrollment of 40 within 5 years is targeted.
 - Few additional resources will be needed because the proposal relies entirely upon existing programs, administration, and infrastructure. An existing graduate program advisor will handle applications, and the current program director for the Fisheries Certificate and PSM-FWA will provide program oversight and review. The budget is small, but difficult to ascertain.
 - Students are required to take 18 credits, which includes: 2 in Wildlife Sciences, 2 in Human Dimensions, and 1 recommended in a Skills area; plus a 3-credit capstone project
 - The unit considers this to be a logical & needed extension to expand training opportunities to

future wildlife managers nationwide. It will also enhance OSU's presence of online graduate education in biological and resource sciences, promote sustainability in existing online programs, and contribute to their commitment to excellence and opportunity in conservation education.

- There may be some natural overlap in environmental sciences, but the reviewers concluded that, overall, there is no overlap.
- Nancy felt the proposers addressed everything sufficiently well.
- Section 5b., page 25 – Assessment of Learner Outcomes indicates that assessment will be achieved through student evaluation of teaching scores and an exit questionnaire – both of which are indirect measurements. The proposers must address direct measures to assess learning outcomes.
 - Courses will be reviewed annually via electronic SET – this is not a learner outcome. It was noted that there are no university guidelines for assessment of certificates.
 - The proposal indicates that learner outcomes are intentionally broad and that students will be expected to meet three learner outcomes:
 - *Demonstrate* proficiency (overall GPA of 3.0 or greater) – there are only two courses and the capstone project is undefined.
 - *Synthesize* scientific information and demonstrate research skills, as well as provide correct citation and documentation of sources in the capstone project.
 - *Improve* knowledge and understanding of critical wildlife management issues to prepare for advancement in the field.
 - Is the certificate simply a collection of courses (yes), and is that acceptable?
- It doesn't appear that the proposed courses will prepare students for wildlife management, as indicated. Conversely, it's a way to acquire credentials in the field.
- Will some type of systemic assessment system be implemented, and is the unit prepared to do that? It was observed that it appears that certificates and degrees are beginning to be blended.
- How is this certificate different from post-baccalaureate programs?
- Other than the need to correct typos, Jim and Nancy will request that proposers revise the proposal to clarify how assessment will occur.

For future certificates, is there a need for a process to assist proposers when developing the proposal? Should there be a uniform approach to certificates? What happens when a certificate experiences low enrollment – is there a way to sunset the certificate program or determine if it is still relevant? One member felt that low enrollment was less of an issue if the required resources are limited or none.

Certificate requirements may be a future Graduate Council discussion. Anita will do some background research to determine how certificates are handled at other institutions.

Summary of MAIS Graduate Program Review

Graduate Council Reviewers: Jim Coakley and Stacey Semevolos

- [An Action Plan for the Master of Arts in Interdisciplinary Studies \(MAIS\) Graduate Program](#)
- [MAIS Review Panel Report for the Graduate School](#)
- Message from Dean McComb: All, just to be clear, the action plan for MAIS has been found unacceptable and will be rewritten after additional work to be done by David. David would like to meet with Council at a date in the future to discuss ideas raised in the recommendations to better craft an action plan that is likely to be successful.
- Jim reported that the overall recommendation from the reviewers was to maintain, and additional recommendations were to:
 - Expand the focus beyond the College of Liberal Arts and update the mission statement to include a vision as serving the campus as an incubator for novel graduate programs.
 - Rebrand and market the program to attract the best possible applicants and to bolster the program's reputation on campus.
 - Consider a minimum writing/verbal requirement for all applicants.
 - Continue the two courses designed for and required of MAIS students, and develop a third core course focusing on research methodologies and perhaps on communication to academic peers.
 - Instead of, or in addition to, the proposed third class, develop a required colloquium series where research results are presented.

Discussion:

- For how many students would this be the only path? Previously it was the only avenue for Communication, Public Policy, and Women Studies students to get a degree; the MAIS ultimately resulted in degree programs in these three programs. There is a possibility that this could serve

as an incubator for other types of new programs. Because students don't have a home, what benefit is there to incubate in a non-departmental unit, and would a 'home' provide better structure?

- The action plan states that meetings will be held, but it should indicate the meeting outcomes.
- It was felt the MAIS could be achieved in a disciplinary field; it appears to be a watered down degree. Concern was expressed about disassociation of students in any particular unit; there is no co-hort. Many students rely on MAIS to create their own program, but the same results could be achieved via a minor.
- It may be possible that the MAIS designator could be used for faculty to come together and eventually create a named program.
- The review team recommended 'maintain' because they saw value in those students who came to OSU seeking true interdisciplinary work, as well as the value of the incubator concept.
- Was there thought from faculty to be more deliberate and assess students who were successful, and provide assistance to those who were unsuccessful?
- Need clarity with programs, potential employers, and students.
- Need to restructure admissions because standards are different depending on the students' program selection. For whom is this degree a students' best option, and what is the screening mechanism?
- Several members felt that the 'maintain' recommendation was not appropriate, but restructure may be a better description.
- Jim will recommend that David Bernell hold some of the meetings outlined in the action plan and report his findings to the Graduate Council, as well as clarify issues raised by the Graduate Council.

Continued Discussion of Examination Requirement

- Due to time constraints, this discussion was postponed to the next meeting. Jim will distribute relevant links prior to the next meeting.

Graduate School Report

- Anita and Jim have been conducting assessment meetings with colleges, and only the Graduate School interdisciplinary programs are left. The Sharepoint site is close to being implemented and will include old plans and old reports (for those submitting reports). Anita will be alerted as reports are posted. There has been minor tweaking to the documents. The first two areas to have a full review conducted under the new system will be CSSA (Mike) and Adult Education (Jim).
- Anita reported that graduate students, in conjunction with the Graduate School, are exploring the possibility of creating a graduate student success center.

Next meeting: November 4

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » January 12, 2012 Minutes

Graduate Council

January 12, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baxter, Cass Dykeman, Theresa Filtz, Denise Lach, Vinod Narayanan, Andrew Plantinga, Stacey Semevolos

Voting Members Absent: Jim Coakley, Murray Levine, Darrell Ross

Ex-officio Non-Voting Members Present: Leah Minc, Bruce Rettig

Carolyn welcomed Andrew Plantinga to the Graduate School and informed him of the Category II proposals and the system for reviewing them. He will review the College of Agricultural Sciences proposals with another person as a back-up.

Minutes

A short discussion regarding the minutes culminated in the Council members agreeing they would like to see more precise minutes which include the topic, the pros-cons, and the decision or action plan. Start the term with shorter minutes.

There were additional changes to the November 16 minutes. The revised minutes were approved.

There were also changes to the November 30th minutes: Angi was present and Stacey attended both meetings. The revised minutes were approved.

Botany and Plant Pathology Program Review

Per [Lynda Ciuffetti's email](#), the department would like to postpone the review until fall 2012 due to the reorganization and the fact that they were moved solely to the College of Agricultural Sciences, rather than split between Science and Agricultural Sciences. Lynda is also a representative on the OUS board and is swamped with work. They would like to have both the undergraduate and graduate reviews done at the same time in the fall. Do we need combined reviews?

Brenda indicated that a proposal for a multidisciplinary Plant Sciences program was presented to the Provost three years ago, but nothing has happened since. The Horticulture and Crop Science proposal is on hold as well.

A short conversation about whether or not the review should be postponed for another term followed. It was suggested to give the department the benefit of the doubt and approve the postponement. It was noted that the university accreditation team was concerned about the number of delayed graduate program reviews. Graduate Council policy is to allow for up to a one-year delay to accommodate requests for simultaneous undergraduate and graduate program reviews. BPP had already been given a one-year extension, but the Council noted that one additional term to do the graduate and undergraduate reviews at the same time would be advantageous. The Council also recommended that Prof. Ciuffetti be reminded that the review should not be the responsibility of just the department chair/head.

Action: Theresa moved to postpone the Botany & Plant Pathology graduate program review to fall 2012 with a provision that, by the first day of fall term, the documentation and review team would be in place and scheduled for fall term. Failure to do this WILL result in a suspension of admission to the graduate program; Denise seconded the motion. Cass and Andrew opposed and Vinod abstained; the motion passed. Carolyn will inform Lynda Ciuffetti of the Council's decision.

Academic Planning Committee Reports:

Carolyn presented the [APC Reports](#) prepared by Vinod, Jim and Carolyn, regarding Environmental Engineering MS and PhD, MAT in Science Education/MAT in Mathematics Education, and the CLA Omnibus respectively. These are pre-Category I meetings that Walt previously attended. This year, the process has changed and different members of the Council attend the different meetings.

A question arose regarding the need to review those reports. *It was decided there was no need for the reports to be discussed at the Graduate Council unless there a policy or issue that the Council needs to review. However, we should keep them on file in case issues arise.*

A conversation regarding reorganization of schools, departments and colleges followed.

Nutrition Graduate Program Review

Denise reminded the Council that Recommendation #1 from the reviewers related to the Didactic Program in Dietetics (DPD). Those students stay for just one year, which does not look good for their success rate vis-a-vis the number of PhD students that finish their doctoral. Denise met with Brenda and Marty Fisk to discuss this issue, and it was decided that the recommendation be divided into two recommendations.

1. Decrease or phase out recruitment of MS students who are interested in only completing the DPD program requirements.
2. Create a post-baccalaureate DPD program for the certificate.

The reviewers' agreed on the above changes, and are recommending that the program be restructured and maintained.

Action: Theresa moved to accept the report as modified; Stacey seconded; and Andrew abstained. The report was approved as modified.

Assessment

A short discussion on the assessment process followed. Bruce reported that most assessment plans are on Gita Ramaswamy's assessment website. There have been conversations about moving the graduate assessment to the Graduate School.

The meeting adjourned at 1:30 PM.

Minutes provided by Nagwa Nagulb, Graduate School staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » January 26, 2012 Minutes

Graduate Council

January 26, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baxter, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Vinod Narayanan, Andrew Plantinga, Darrell Ross, Stacey Semevolos

Voting Members Absent: None

Ex-officio Members Present: Brenda McComb, Bruce Rettig

Guests: Chrissa Kioussi, Greg Thompson

Review of Minutes

- December 7, 2011 – The minutes were revised to clarify the DHE Program Review related to reallocation of funds and numbers of students, and to correct Angi Baxter's name.
- January 12, 2012 – The minutes were revised to incorporate the changes suggested by Theresa Filtz.
- Decision: For the January 26 minutes, an abbreviated version will be used, which simply states agenda item/problem and action decided upon. Brief discussion of issues will be included to indicate the issues.

Review of the Graduate Program in Masters of Agriculture (follow-up) –

Chrissa Kioussi participated on the review team and presented the report. Greg Thompson was present to represent the department.

- Graduate Assessment Plan (Master's programs)
 - Concerns – three have been resolved and three are being addressed; Chrissa felt there has been substantial progress since the review.
 1. Low enrollment (in progress)
 2. Lack of clarity in visibility (in progress)
 3. Lack of outcomes (resolved)
 4. No Assessment Plan (resolved)
 5. Major concentration and area major professor issue (resolved)
 6. Lack of Marketing Plan (in progress)
- In summary, there is low enrollment, a follow-up was in progress and the Council acknowledges this was still a problem; additionally a marketing plan has not been fulfilled and learning outcomes are not unique. Carolyn agreed to contact Greg to ascertain what progress will be made on the parts of the action plan that were still in question.
- Cass moved to table the review; motion was seconded and approved with no dissenting votes.
- Regarding future review reports, Darrell advocated having the reviewer meet with the Council separately to discuss the review; then invite the program head to meet with the Council.
 - It was agreed by consensus to have the reviewer first meet with the Graduate Council to discuss the follow-up report. Council members will only invite the program chair if there are problems that still need to be addressed.

Updates

- Animal Sciences & Rangeland Management and Ecology – Carolyn reported that the requested changes in the program review were made – the latter should be restructured if not merged – and submitted to the Provost's Office.
- Botany & Plant Pathology Review – Carolyn advised Lynda Ciuffetti that the report must be completed by the first day of fall 2012, with the internal and external reviewers identified and a meeting time scheduled for fall quarter.

Standing Rules Review

- There were no suggestions for revisions to the Standing Rules. However, a discussion related to the Council's charge to approve graduate faculty revealed that the Council has delegated approval of graduate faculty to the Graduate School – this needs to be noted as an Internal Policy.

Academic Planning Committee Assignments

- MBE in Construction Engineering Management – Murray Levine
- Schools in the College of Liberal Arts (Omnibus) – Carolyn Aldwin
- School of Life Sciences – Theresa Filtz
- MFA in Creative Writing – Denise Lach
- Graduate Certificate in College & University Teaching – Cass Dykeman
- Graduate Certificate in Rural Policy – Jim Coakley

It was agreed that it would be better to not have a new Graduate Council member serve on an Academic Planning Committee pre-proposal meeting until they have participated in a Category I proposal review.

Comparison of Proposed Metrics – Denise Lach, Vinod Narayanan, Carolyn Aldwin

- Carolyn postponed the review for this meeting so that Vinod would be available for the discussion. Brenda asked for a delay until Institutional Research, and other reviews, are completed. Brenda asked for feedback based on the revised metrics.

Next scheduled meeting: February 9, 2012

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » February 9, 2012 Minutes

Graduate Council

February 9, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Vinod Narayanan, Andrew Plantinga

Voting Members Absent: Angi Baxter, Jim Coakley, Darrell Ross, Stacey Semevolos

Ex-officio, Non-voting Members Present: Brenda McComb, Leah Minc, Bruce Rettig

[Review of January 26 Minutes](#) – Forward any corrections to Carolyn.

[Comparison of Proposed Metrics](#) – Denise Lach, Vinod Narayanan, Carolyn Aldwin

- The idea to revise the metrics and determine how to advise units to proceed with program reviews resulted from lengthy reviews.
- Brenda reported that Sal Castillo is working toward having the ability to send a report generated by Institutional Research (IR) to every program every year. If Sal can't generate the necessary review information, the Council needs to identify what resources are needed to gather the information. Brenda's goal is to ensure that self-assessment is streamlined as much as possible, with the assistance of IR, so programs can achieve yearly self-assessment.
- Discussion: need to determine what is needed in addition to the IR-generated information and what units have done with the data; what is the minimum assessment that the Council needs for a program review; units will decide which metrics provided by IR that they wish to focus on; and, at the time of the review, the Council can determine if additional information is needed.

Action: Need to determine what metrics IR can provide; Carolyn will incorporate metrics into existing spreadsheet and redistribute for further discussion.

Update on Strategic Planning Initiative – Theresa Filtz

Theresa and Jim Coakley are on the Strategic Planning Committee charged by Brenda McComb to develop a Strategic Plan for the Graduate School which began fall 2011. Brenda is scheduled to report to the provost by end of spring term.

- Subcommittees include: 1) finance, 2) interdisciplinary programs and graduate faculty capacity, and 3) academic diversity and student quality. The goal is to have a first draft by March 1, 2012; potential distribution of the report for review would likely be in April.
- Subcommittee goals: keeping in mind the aspiration to be a top-25 land grant by 2025, increase graduate student enrollment and GTA funding, provide incentives to faculty to be PhD advisors (currently 1 PhD student/faculty member – goal is 3:1), goal for graduate student fellowships (aspiration of \$70 million is recommended), improve the number of and reduce barriers to interdisciplinary programs, and increase the number of joint degree programs on campus, both domestically and internationally. Additionally, restructure the application process, increase diversity of the student body population, improve graduate student quality and gpa to 3.5, increase the quality of mentored student relationships and improve the quality of graduate student relationships.
 - Let Brenda know if you are interested in obtaining additional information related to this project or if there are items you wish the group to consider.

Cat I Proposal Scheduling

- Three Category I proposals are ready for review by the Council for which Carolyn has assigned reviewers.

Cat I & Cat II Orientation

- Category II Proposals – Carolyn indicated that #3 on the distributed [Graduate School Category II](#)

[Course Proposal Review System and Review Guide](#) doesn't need to be addressed. Reviewers should particularly focus on liaison, slash courses, learning outcomes, and learning and assessment.

- When reviewing Category I proposals, determine whether proposals negatively affect: the curriculum, faculty, GTA's etc. Although the co-reviewers thoroughly review the proposals, all Graduate Council members are expected to familiarize themselves with each proposal.
- For reorganizations or mergers, determine whether the program will be affected in any way or whether there are adverse consequences; is there adequate faculty, graduate support and resources? The recommendations should be neutral, negative or positive.
- For new program proposals: there should be adequate faculty and sufficient numbers of at least 50% for stand-alone courses; is there overlap between other programs; does the program provide added value to the university; is there a demand for graduates in the program; is there adequate graduate support and resources; and was there appropriate liaison?
- For all proposals, the focus should be on curriculum, but questionable resources may also be addressed.

Requested Responses from Dr. Thompson re: the Masters of Agriculture Program Review – Dr. Thompson's [responses](#) can be found online. The discussion included the following:

- It doesn't appear as though new information has been provided – low enrollment is a real problem – it's not likely that enrollment could be turned around in one year, a marketing plan is lacking, there is still no website, and the value of the program to the university needs to be determined. It was recommended that another follow-up occur in one year. It was suggested that this could be a candidate for an INTO program.
- Bruce noted that this is not a major in Agriculture, instead, it is a degree type made up of multiple programs. He also mentioned that this program is similar to the MAIS, which will be reviewed by the Graduate Council next year.

Action: Theresa moved to accept the report with the provision that the program director return in a year to the Graduate Council with a report on whether progress has been made related to marketing, low enrollment and learning outcomes. The motion was seconded and approved. Carolyn will advise Greg Thompson of the decision.

E-campus Policy

- This topic was postponed to the next meeting.

Minutes provided by Vickie Nunnemaker, Faculty Senate staff

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Graduate Council

February 23, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baxter, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Vinod Narayanan, Andrew Plantinga, Darrell Ross

Voting Members Absent: Murray Levine, Stacey Semevolos

Ex-officio Non-Voting Members Present: Brenda McComb, Bruce Rettig

Guests: Marie Harvey & Tom Eversole, College of Public Health & Human Sciences

Review of February 9th Minutes

Because there were no suggested revisions; the minutes stand as distributed.

Masters in Public Policy Reviewer Needed

The review will occur on Thursday, May 17th (dinner) and Friday, May 18th (all day meetings) – Cass Dykeman had volunteered, but now has a conflict; Jim Coakley volunteered to participate in this review.

Angi requested to sit in on the review to observe the process.

Action: Denise will determine if it is agreeable that Angi sit in on this review.

Graduate Minor/Option/Certificate in Food in Culture and Social Justice

Reviewers: Denise Lach, Vinod Narayanan

- The proposal was previously sent back because courses were not approved; Denise indicated that the courses are being offered either this term or next.
- Denise was unclear why both the graduate minor and certificate are being offered; the minor is not related to an existing major. It seemed odd that this is a Category II proposal.
- Vinod noted that the liaisons are co-mingled and it is difficult to determine whether they apply to the minor or certificate. This is not a stand-alone graduate certificate and must be taken with in conjunction with another degree.
- Theresa stated that, until written response to the Graduate Council inquiry is received via the Category II system, the proposal won't be considered. She requested that the proposers be asked the following: 1) clarify why a minor, certificate and option; 2) which major would be interested in hosting the minor?; 3) provide a list of majors for which the minor is appropriate; and 4) Food & World History 599 and 416/516 appear to be the same – is it a typo?
- Theresa questioned whether there is a policy that the Graduate Council will treat stand alone minors differently, even though they come through as Category II's. Bruce stated there is one other degree has both a graduate certificate and graduate minor. Jim noted that the only difference between the certificate and minor is two courses.
 - *Action: Denise will determine whether the certificate meets the 50% rule.*
- *Action: Carolyn will send a reminder to the proposers asking them to respond to the previous inquiries.*

E-campus Policy – Carolyn Aldwin

- What happens with 1.5 proposals (i.e. Ecampus proposals)? If it's a whole program, is it a Cat I or Cat II proposal?
 - The issue relates to both new majors and existing majors since it has been discovered that existing majors are now being offered online, but the request was not vetted by the unit. Vinod felt it was important for the unit to review proposed Ecampus courses/majors, and noted labs as an example.
 - How is it determined whether what's online is equivalent to what's offered on campus?
- Theresa suggested allowing these courses to be offered and ask questions during the review. Jim noted this review is not accomplished for on-campus courses. Andrew noted that on-campus courses have no

restrictions related to delivery, but Ecampus has delivery restrictions. Mike responded that this relates to consistency with course delivery.

- *Action: Carolyn will communicate to Gary Beach that the Graduate Council does not need to review existing programs, she will also suggest that the Curriculum Council also does not review, but the assessment folks should participate in the review (step D should be removed from the policy). Additionally, the Graduate Council will not agree to the proposal to approve anything in two weeks.*

Category I Review Timeline

It is anticipated that the below proposals will be discussed on the indicated dates:

- March 8 – College of Education Abbreviated Category I proposal – Reviewers: Cass Dykeman & Mike Lerner – Cass emailed the dean indicating that liaison concerns need to be addressed prior to the Graduate Council review.
- March 15 – MAT in Science Education – Reviewers: Darrell Ross & Murray Levine
 - *Action: Because Darrell is not available on this date, Carolyn will confirm that Murray is available.*

Proposed Category I Template – Carolyn Aldwin

Carolyn reviewed the Public Health Category I proposal using the proposed template and found it to be helpful.

- Theresa felt this was adding additional work that is not related to graduate programs. Carolyn felt that the Public Health template addressed the graduate programs.
- Some may find the proposed template useful, but one needs to stay focused on the graduate issues.

Graduate Certificate in Public Health

Reviewers: Carolyn Aldwin & Andrew Plantinga presented their [report](#).

Concerns expressed by Graduate Council members included:

- What advantage is there for OSU to have a stand alone program? It is not a requirement, but meets continuing education requirements.
- The proposal doesn't indicate how many students are in the collaborative program.
- Marie Harvey previously indicated to Bruce that they could offer the program because it was previously approved. Bruce noted that somewhere the proposal had been approved at some time, but it did not go through the proper OSU approval process.
- There was no curriculum review. It was indicated that no new courses are proposed, instead, they are based on existing classes with Ecampus versions.
- The program is targeted at mid-career professionals.
- Can the unit support both on-campus and Ecampus doctoral programs with existing faculty (Section I)?
- How will the Ecampus version handle biostatistics and epidemiology courses? Can they expect mid-career professionals to be prepared for these courses? Will there be pre-reqs, and how will they be handled?
- Certificate proposal indicates anticipation of 300 students by 2016; this may be a bit ambitious.
- How will faculty FTE be affected between on-campus and Ecampus; is there a sufficient market for two, and potentially three, certificates in the state?

Marie Harvey & Tom Eversole, College of Public Health & Human Sciences, joined the discussion –

- *Is the plan for a stand alone certificate?* Marie noted that the OHSU certificate program was not offered for a time this year while they were deciding whether they would continue with a Master's of Public Health in Nursing. The certificate program is not accredited and OSU did not previously participate in the certificate.
- *What was the enrollment when offered via OHSU?* Marie stated that enrollment was quite a few, and was successful, but didn't know enrollment numbers (perhaps 40 matriculated). Tom noted that the program was primarily offered to Portland area residents but not marketed state-wide.
- *It was felt that the stated enrollment is optimistic and questioned whether there is a sufficient, realistic demand to support both programs if OHSU again offers the certificate.* Tom felt the demand is sufficient and noted that CPHHS has been approached by the Oregon Public Health Division who felt that CPHHS was committed and OSU's courses were robust. Epidemiology is offered online this term with 15-20 students. Regarding demand, Marie explained there is a state-wide effort for county health departments to become accredited which will require administrators to be trained in public health, and many are not because they came from nursing backgrounds. Carolyn felt there was strong community support.
- *How will the Ecampus offerings divert resources from on-campus courses, and is there adequate faculty FTE?* Marie indicated that, initially, they want current core faculty to develop online courses and, if possible, teach them, but others can be hired to teach.

Who would be hired to teach the courses? Marie felt there were lots of individuals out there who could teach courses. They want PhD level instructors because students can take those courses and then become students in the PhD program. Carolyn noted that any instructors will need to be approved graduate faculty. Marie had not thought of that requirement, but reiterated that they want PhD faculty teaching.

- *Do faculty have sufficient extra time to develop courses?* Marie stated that Ecampus will pay during the summer for course development.
- *Will professionals taking the Ecampus version be prepared to take statistics courses?* Marie responded that many returning students are in a similar position; the statistics course has been discussed and faculty are in the process of determining how to offer the Ecampus version. She felt this would be a challenge, but on-campus students will also be challenged. Tom stated that the statistics instructor wants to ensure it is a 4-credit course so it will have sufficient rigor.
- *Will there be additional support for students to determine satisfaction?* Tom noted they could poll students to determine satisfaction.
- Tom has obtained a signed MOU between CPHHS and Ecampus for support of development of the online graduate certificate program, as requested by B&FP.

Action: Denise moved to accept the Category I proposal; motion seconded. Discussion – Because the Council received verbal reassurance to concerns, it was questioned whether the responses should be written into the proposal. Jim suggested that the concerns be listed in the comments section and the responses indicated. Motion approved by voice vote.

Meeting adjourned at 1:30 PM.

Minutes prepared by Vickie Nunnemaker, Faculty Senate staff

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » March 8, 2012 Minutes

Graduate Council

March 8, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baxter, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Vinod Narayanan, Andrew Plantinga, Stacey Semevolos

Voting Members Absent: Darrell Ross

Ex-officio Non-Voting Members Present: Brenda McComb, Leah Minc, Bruce Rettig

Guests: Bob Duncan, Aaron Wolf

Review of [February 23rd Minutes](#)

Minutes stand approved as distributed

Geology and Geography Graduate Program Reviews – Denise Lach

- Denise reported that Walt Loveland (who was the actual reviewer) recommended expanding the geography program to alleviate a lack of resources and maintain the geology program.
- Concerns (*and responses*) – geography needs additional faculty (*both units gained access to more faculty as a result of the merger with COAS*); high proportion of slash courses; inequity of TA and RA stipends (*are now slightly below average, but goal is to have amount equal to COAS students*); key infrastructure needs (*space issues remain*); need professional development for teacher training and grant proposal (*developing a course for teaching training and grant writing*).
- Vinod – questioned why the two programs were reviewed together. Bruce explained that the two were also reviewed in this manner 10 years ago, and this is a common practice, although there is no policy on how to handle multiple related programs.

Bob Duncan and Aaron Wolf, representing the units, joined the discussion:

- There was a question of verbiage in recommendation #3 regarding recruitment of students being comprised by TA and RA stipends relative to other students at OSU. They felt that stipends should be relative to other universities since they don't compete for students in other OSU programs.
 - *Action: It was agreed that recommendation #3 will be revised to indicate that stipends are relatively low as compared to competitor institutions.*
- Aaron felt that the review report is fair and accurate. He explained that, since the merger, geography faculty have been able to tap into CEOAS faculty and advising resources.
- Carolyn explained that the unit will create an action plan that will be reviewed by the unit, Graduate Council representatives and Becky Warner; there will be a three-year follow-up review.
- Aaron noted that Geosciences and COAS requested assistance from the Provost in two areas: to bring Geosciences TA's up to equity so they are receiving the same stipend as CEOAS TA's and assistance in merging with the IT in-house network. The College of Science continues to support Geosciences via their network. The requests to the Provost were made over a year ago, with no resolution, and Aaron asked if there was a way to reiterate these requests during the Action Plan review with Becky Warner.

Graduate Council discussion:

Action: Denise will communicate to Walt Loveland the Council's requested revisions.

Action: Theresa moved to approve the review with the recommended revisions suggested, motion seconded and motion approved by voice vote with no dissenting votes.

College of Education (Abbreviated Category I: Reorganization, Merger, Move) – CPS # 82222

Reviewers: Cass Dykeman & Mike Lerner

[Review Report](#)

[PDF](#)

[Online](#)

- Two areas of note during the pre-review of the proposal: 1) comments by liaisons from Agricultural Sciences (*Disappointed that Agricultural Education was not even mentioned as potential partners and adjunct faculty in the proposal; response from Education is that revisions have been made in response to quite relevant observations*) and Public Health and Human Sciences (*no mention of the programs in our college – will reorganization change the professional relationship between the College of Education and College of PHHS?; response from Education was that revisions have been made in response to quite relevant observations*) and 2) the impact on graduate programs if Category I proposal is approved (*indefinite admissions holds affect several degree programs*).
- Why is the College of Science (COS) still funding SMED? Cass responded there is an MOU stating that the COS dean will hold funding lines for SMED faculty for a few years.
- Bruce felt that liaison comments regarding the acknowledgement of CPHHS is unclear; Cass acknowledged there were inaccuracies in the proposal, but didn't feel they were relevant to the proposal. There are no references to the Ed.M. in Adult Education which has 24 students. Carolyn felt it was reasonable to request that the dean include this omission.
- It is not clear to Bruce as to how OSU-Cascades programs fit into the college.
- Bruce outlined the options available related to the proposal: request revisions to the proposal (which would require re-review by the Budgets & Fiscal Planning Committee) or Carolyn can incorporate Graduate Council comments in the Curricular Proposal System.
- Theresa questioned why there is zero FTE in the organizational chart. Cass responded that a zero reflects that the position is currently not occupied. Murray noted that zero FTE is also shown for a current, acting FTE.
- Brenda referred to an email exchange with Darlene Russ-Eft raising the possibility of eliminating the CSSA program, which is not reflected in the proposal.
- Representatives from the College of Education will be invited to meet with the Council to clarify issues. Need to indicate to college representatives that clarity is needed regarding the PE MAT, the OSU-Cascades degree program is not accurate, potential restructuring in concentrations will need Category IIs, there is a zero FTE for the associate dean for research. Carolyn will get input from Cass before requesting information from Larry Flick.

Assignments & Scheduling – Carolyn Aldwin

- a. [Scholarship Committees](#)
Nagwa will contact Council members related to award assignments.
- b. Academic Program Committee Meetings – three program reviews are scheduled:
 - Friday, March 16th, [Graduate Certificate in Rural Policy](#), 502 Kerr Conference Room – GC Rep: Jim Coakley – CPS #83618
 - Tuesday, March 20th, [MFA in Creative Writing](#), 109 Gilkey Hall (Faculty Senate Conference Room) – GC Rep: Denise Lach – CPS #83436
 - Friday, March 23th, [Schools in the College of Liberal Arts](#) (Omnibus), 502 Kerr Conference Room – GC Rep: Carolyn Aldwin – #83297
 - [MAT in Science Education and MAT in Mathematics Education Endorsements](#) (MOU – Extend Existing from OSU-Main to OSU-Cascades) – GC Rep: Murray Levine and Cass Dykeman – CPS # 83047 –
- c. [Spring Quarter Meetings](#) – All meetings are scheduled from Noon-1:30 PM in 128 Kidder Hall: April 11, April 25; May 9, May 23; June 6, June 13

Standing Rules – Brenda McComb

Due to time constraints, this item was postponed to the next meeting.

Chair Report

The graduate student rep, Angi Baxter, requested that she be allowed to participate/observe the next program review. Denise consulted with the relevant dean, and, for a variety of reasons, it was determined that the next review would not be appropriate for this. However, we will work on involving Angi in one of the other reviews, and agreed that it might be a good idea of the grad rep sat in on one in the Fall term in the future.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » March 15, 2012 Minutes

Graduate Council

March 15, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Vinod Narayanan, Andrew Plantinga

Voting Members Absent: Angi Baxter, Darrell Ross, Stacey Semevolos

Ex-officio Non-Voting Members Present: Brenda McComb, Leah Minc, Bruce Rettig

Guests: Nagwa Naguib, Darlene Russ-Eft

[Review of March 8 minutes](#)

The minutes stand as distributed.

Masters in Public Policy Reviewer Needed

Mike Lerner will participate in this review which will occur on Thursday, May 17th (dinner) and Friday, May 18th (all day meetings).

[Follow-up Review, Food Science & Technology](#) (Darlene Russ-Eft)

[Recommendations of Graduate Program Review – March 4, 2008](#)

- Darlene indicated that Bob McGorin made several revisions to the report. She felt they have made good progress in areas they can control; however, they have not made much progress in the area of recruiting minority students into the program, and it was learned there are very few students in the pipeline in the US (Asian students are no longer considered a minority).
- Darlene indicated that the recommendation was to maintain the numbers of students, but expand and improve the quality of the program.
- It was unclear whether McGorin's responses relate to the action plan or the recommendations. It was assumed that the responses relate to both. Carolyn requested a copy of the Action Plan from the unit.
- Regarding recommendation #12 to increase Teaching Assistantships – are TA's being funded? Some students are funded but some are considered as internships.
- There was a question about the length of the preliminary exam. There is a two-hour requirement if an exam is given.
- Regarding graduate student learning outcomes in recommendation #11 – there are too many 400/500 slash courses.

The following issues need discussion with Bob McGorin:

- *Clarify the exam procedure and whether it is the required university procedure. Is there a separate oral exam or is this also the university prescribed exam?*
- *Excess slash courses.*
- *Request the number of minority students and ask the unit to provide an action plan related specifically to minority students. There should be more active recruitment strategies for minority students.*
- *Determine whether GTA's are being paid.*

Action: Theresa moved to accept the report, motion seconded. The motion to accept the report passed by hand vote with two dissenting votes. Carolyn will clarify identified issues and Brenda will discuss those issues with Bob McGorin.

MAT in Science Education and MAT in Mathematics Education Endorsements (MOU – Extend Existing from OSU-Main to OSU-Cascades) CPS # 83047

Reviewers: Murray Levine, Cass Dykeman, Darrell Ross

- [Online version](#)

[PDF version](#)

- Murray explained the purpose of the proposal is to extend existing MAT's from OSU-main to OSU-Cascades. Previously MAT's in Elementary Ed and Language Arts were approved at OSU-Cascades and science and math is now desirable.
 - They plan to hire additional graduate faculty to complement existing faculty, but there is a question of who the existing faculty are. They will hire science faculty, but actually do have math faculty.
 - The MAT program has been reduced to 6-8 credits in the content area when 9 are required – they are agreeable to increasing to 9 credits.
 - Will existing licensure faculty member be able to handle increased students? It was felt that the infrastructure is adequate.
- Cass hopes they would advertise as integrated Science and Math content areas. A related problem is that they are advertising Language Arts as 'Social Studies' and includes high school and middle school on their website.
- Bruce related a Graduate School problem when Cascades students thought they were receiving a degree in Social Studies when the MAT in Language Arts Education appeared on their degree. Students must understand what degree they will receive; the website does not reflect the degree.
- Need to offer direction in terms of website content.

Action: Carolyn asked Cass to draft verbiage related to inaccuracies on the website for the Language Arts program and Carolyn will communicate the concerns to OSU-Cascades.

- Pre-reqs indicate completed Bachelors from an accredited institution, while the MOU indicates content area.

Action: Murray moved to accept the proposal, motion seconded. The motion to approve the MAT in Science Education and MAT in Mathematics Education Endorsements (MOU – Extend Existing from OSU-Main to OSU-Cascades) Category I Proposal passed with no dissenting votes.

APC Report, School of Life Sciences

It is desirable for the individual attending the APC to participate in the Category I review.

Proposal for Graduate Options (Jim Coakley)

- The proposal would create transcript visible options at the graduate level. The implementation lies with the department and would validate completion of the option. There would be a section for the option on the graduate plan. Must ensure that faculty are in the option area and they are reported to the Graduate School. The option would be proposed as a Category II and be approved by both the Graduate Council and Curriculum Council.
- What responsibility does the Graduate School have related to degree options? Jim felt the unit would be responsible that the program plan is consistent with the option.
- Requirement for listing courses in the option? That would be included in the Category II.
- This would require changing the Program of Study page.
- Carolyn noted that the undergraduate option is 21 units; for graduates it's 12 units and a minor is 15 units; it seemed light to her. Thesis credits could be included in the 12 units.
- Bruce noted this would allow for sub-division of a major so it can be tracked and identified.
- Need to clarify that credits can overlap.
- A minor is in a different field and an option is within the major.
- Theresa noted that a certificate is a Category I, and questioned why the option would be a Category II.
- The Graduate Council will forward the proposal to the Curriculum Council for approval, and then it will be forwarded to the Faculty Senate for approval.

Action: Jim will revise the proposal to allow multiple options, no overlaps and will clarify course credits.

Action: Carolyn moved to approve the proposal with the noted changes, motion seconded. Motion to approve the Proposal for Graduate Options, as amended, passed with no dissenting votes.

Graduate Council Standing Rules (Brenda McComb)

- Brenda questioned whether the Standing Rules reflect the Graduate School view of shared governance if you did not represent the Faculty Senate. Brenda felt that policy-making should be more collaborative between the Graduate Council and Graduate School.
- Brenda's vision is when a policy decision comes up that the Graduate Council and Graduate School work

together to define policy and collaboratively make the decision.

- This topic will be discussed further during spring term.
- Theresa requested that Brenda identify verbiage from other institutions that have a collaborative model and bring them to an upcoming meeting for discussion.

APC Meeting Volunteers

- PSM in Renewable Energy – Murray Levine
- Department of Applied Economics: Rename Department – Jim Coakley

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » April 11, 2012 Minutes

Graduate Council

April 11, 2012 Minutes

Voting members present: Carolyn Aldwin, Angi Baxter, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Andrew Plantinga, Stacey Semevolos

Voting members absent: Vinod Narayanan, Darrell Ross

Ex-officio, non-voting members present: Brenda McComb, Bruce Rettig

Guests: Nagwa Naguib, Vincent Remcho, Virginia Weis

Review of [March 15 Minutes](#)

The minutes were accepted as distributed.

[Zoology Graduate Program Review](#)

Graduate Council Reviewer: Theresa Filtz

- Theresa reported that the review occurred in November 2011; it is a good graduate program with a prominent national reputation (National Academy of Science faculty); it attracts good graduate students; they need to start planning for when the prominent faculty begin to retire; the program recently changed department chairs; a strategic planning process is needed, including identifying how to move forward; stature is in ecology, but there are challenges; Zoology will become part of the School of Life Sciences, but will not give up departmental identity; teaching is being distracted from graduates to undergraduates; there is a requirement that students take X number of upper level seminars, but the seminars are not being provided at a sufficient rate to accommodate undergraduate students; students are requesting that high profile faculty teach; students are satisfied with teaching and mentoring; GTA stipends are quite low – students teaching the same courses are paid varying rates; the budget is shrinking and there is no money to raise stipends; and the external reviewers felt the building (Cordley) was in bad shape.
- Jim asked if they tried to get access funds for Zoology courses; it was unknown.
- Carolyn questioned using the F&A funds to support the education mission. Theresa noted that external reviewers were upset that grant overhead funds were not used for specific uses, but the funding the department receives generally comes in a lump sum and it may not be possible to identify the separate streams.
- Regarding graduate stipends, Andy questioned whether the department feels they are competing nationally. Theresa responded that, based on their reputation, they are still attracting high quality students and adequate numbers of students.
- Graduate students would like more stand alone classes and fewer slash courses; however, they do meet the 50% minimum.
- The faculty seem to be somewhat opposed to online courses, but they need to look at new ways to generate revenue.

Unit representatives: Virginia Weis, Zoology Department Chair and Vince Remcho, College of Science Interim Dean

- Vince felt the report was thorough and concise and he was pleased to have feedback. Virginia was pleased with the report and felt it will prod faculty to be more forward in ways that have not previously been considered.
- Virginia felt the issue of the strategic plan was the single most important message to faculty – it's time to think positively and begin the process. The department is recovering from a period of poor leadership and, as a result, lost department cohesiveness. She agreed to chair only if she had latitude to make changes.
- Virginia stated that the issue of graduate stipends is hampered by complexities surrounding the School of Life Science formation. The School is important for Zoology to both determine their identity and their

ability to offer stipends. TA pay is caught up in multiple units with inconsistent pay scales for graduate students, past reluctance to engage in entrepreneurial (Ecampus) activities, and lack of support from the dean's; she is in conversation with Vince about these issues. Vince indicated an objective is to have a threshold level of FTE and level of employment, and to address differences in norms and caps; it is important this is a faculty-led discussion and that a solution is found rapidly.

- Brenda noted that Ecampus is an entrepreneurial way of generating revenue and asked if they are thinking of developing more online courses. Virginia has talked with Ecampus representatives and has learned that other Science units have been successful with Ecampus. Complexity is that they are not Biology and units in other colleges want a part of Biology. She feels there are abundant opportunities and plans to jump into Ecampus offerings.
- Brenda made the observation that, given dean turnovers, infrastructure and a density of ecologists, if deans could work together to house ecology, then evolutionary biology could address infrastructure issues and free up space. Vince indicated he's been working on infrastructure issues and Virginia noted deferred maintenance issues in Cordley Hall.
- Carolyn referred to the recommendation to encourage a shift in resources from undergraduates to the graduate program. Virginia acknowledged they have a large undergraduate population that must be served. Faculty would love to be required to teach both undergraduates and graduates to achieve a balance, but not at the expense of research. Because the unit can't add on additional teaching responsibilities, they must have additional teaching resources from the college – perhaps the unit needs to be more assertive in requesting resources. They also need more tenure-track faculty and the college is committed to build in that direction.
- Carolyn mentioned the hesitancy to change the unit name. Virginia would like to change the name, but there has been push-back. She feels they are taking baby steps in that direction and the first step is for the school formation and to maintain the Biology program and eventually eliminate the Zoology major because it is very arcane and there are very few Zoology programs nationwide. Vince added that Biology does benefit from outside of Zoology and the college, and the desire is to determine a better structure.
- Virginia and Vince had no questions for the Council.
- Regarding capacity, Theresa noted they are at capacity, but additional faculty will alleviate the issue.

Action: Cass moved to accept the report, motion seconded. Motion passed by voice vote with no dissenting votes to accept the Zoology Graduate Program Review.

Category I Proposal – Merge Animal Sciences with Rangeland Ecology and Management –

Reviewers: Stacy Semevolos, Andy Plantinga

- [Online proposal](#)
- [Reviewers report](#)

- The proposal is for a program merger between the Department of Animal Sciences and the Department of Rangeland Ecology and Management to create the Department of Animal and Rangeland Sciences; the merger seems to be supported in Agricultural Sciences; Rangeland is a very small unit while Animal Sciences is larger; the objective is to enhance synergy among faculty; the merger seems reasonable from the standpoint of graduate education; does the merger of graduate degrees need to happen first or can unit merger go through and then address the degree merger since that would come through separately? – it's difficult to assess graduate impact in this format; it appears that work has been done on undergraduate degrees, but not at the graduate level; and the merger seems to make sense.
- Need to make certain they know that a new Category I proposal to merge degrees is needed since there is no mention of that; Carolyn will advise the proposers. This does not cover merger of the graduate program and responses to these questions need to be forthcoming.
- PhD/MS degrees need to be changed

Action: Theresa moved to approve the proposal; motion seconded. Motion passed by voice vote with no dissenting votes to approve the proposal to Merge Animal Sciences with Rangeland Ecology and Management.

[Draft of Graduate School Strategic Plan](#) – Brenda McComb

This document was initially distributed to the Graduate Council on April 6, 2012.

An Executive Summary will be prepared and included. Objectives and metrics will be used to understand how well they are doing to achieve the overarching goals.

Overarching Goals

1. Increase graduate student population to 25% of total university enrollment through recruitment and retention of high achieving and diverse students
 2. Continuously improve program quality, including accessibility of courses
 3. Grow and Invest Resources to Enhance Graduate Education Opportunities
- Andy questioned the thinking behind degrees housed in the Graduate School. Brenda talked with the heads of interdisciplinary programs and most are satisfied where the programs are housed; she feels they should be housed where it makes the most sense. More important is to determine how to account for faculty effort in interdisciplinary programs.
 - The resources don't seem to support the mandate to increase graduate student enrollment.
 - Need to incentivize on-campus faculty to be more involved with graduate programs.
 - Concern was expressed with section 2.6.2. to develop a co-terminal degree for high-achieving degrees because there is a limited number of seats and students would need to compete with other applicants. Brenda noted it was modeled after Stanford and is designed to attract high achieving undergraduates who can begin coursework toward a masters while a senior.
 - It appeared there were items in the report that don't relate to Graduate School metrics, particularly joint efforts over which the Graduate School doesn't have direct control.

Brenda requested that comments and potential revisions be forwarded to her.

Graduate Council Standing Rules – Brenda McComb

This item was postponed to the next meeting.

Report from the Chair

- The Food in Culture and Social Justice Graduate Certificate Category I Proposal has been withdrawn by the proposer.
- Category I's will now be reviewed concurrently by Budgets & Fiscal Planning Committee, Graduate Council and Curriculum Council to ensure that proposals can be approved by the Faculty Senate this term.
 - Engineering Proposal – Reviewers: Denise Lach and Vinod Narayanan
 - CLA Omnibus Proposal – Reviewers: Carolyn Aldwin and Cass Dykeman
 - Due to a lack of time, Carolyn will distribute [APC comments](#) via email.
- Program Reviews
 - Physics on May 23 and 24 – Vinod is now not available; Andy will determine if he is available; Vickie will request a second reviewer from the Executive Committee
 - Public Policy on May 18 – Mike Lerner and Jo Tynon

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » April 25, 2012 Minutes

Graduate Council

April 25, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Jim Coakley, Denise Lach, Mike Lerner, Murray Levine, Vinod Narayanan, Andrew Plantinga, Stacey Semevolos

Voting Members Absent: Angi Baxter, Cass Dykeman, Theresa Filtz, Darrell Ross

Ex-officio, Non-voting Members Present: Bruce Rettig

Review of [April 11 Minutes](#): The minutes were accepted with no changes noted.

Category I Report Update – Merge Animal Sciences with Rangeland Ecology and Management #81305

- [Online proposal](#)
- [Reviewers report](#)

The response given back to the Graduate Council appeared to be sufficient. A separate Category I proposal will be submitted for the graduate program, more details to follow. A comment was made that there needs to be better justification for market needs (industry, employment, student needs) when submitting the Category I proposal for the graduate program, in reference to the Rangeland portion of the justification.

Category I Report – College of Liberal Arts Omnibus Merger #83297

- [Online proposal](#)
- [PDF version](#)

Carolyn presented the report on this Category I review. Basically, the College of Liberal Arts will be re-organized into six schools. The proposal reflects a good response to the APC meeting suggestions. There are currently no names of Deans placed on the organizational chart. Some committee members felt this wasn't necessary, while another member thought they should include the names. There are no changes to the graduate programs in this proposal. Some graduate programs may be in trouble by current enrollment numbers (mainly Women Studies, but also Applied Ethics, Music Education and Contemporary Hispanic Studies). There is a discrepancy between wording - "University School of Psychological Sciences" vs. "School of Psychological Sciences." A comment was made that the department should not be renamed in the proposal.

Action: There was a motion to accept the report, which was seconded and then voted unanimously to pass by the Graduate Council.

Category I Report – Create a School of Design & Human Environment and Align the School within the College of Business #83339

- [Online version](#)
- [PDF version](#)

Carolyn presented the report on this Category I review. There are no changes to the graduate programs in this proposal. No names were provided in the organizational chart – this was discussed briefly and decided it was probably not important. This proposal is being fast-tracked. The alignment within the College of Business and future integration will be a stepwise process. A separate Category I proposal will be necessary for full integration or to change the degree name.

Action: A motion was made to accept the report, which was seconded, and passed unanimously by the Graduate Council.

Graduate Council Standing Rules

This discussion was postponed due to Brenda not being available at this meeting.

Graduate Council Manual

Carolyn brought up the point that she will be on sabbatic next year and many of the experienced Graduate Council members will be rotating off as well. She thought that a manual describing general procedures/protocol would be helpful for continuity's sake and for new Graduate Council members. She will send a copy of the draft by email. Some members felt that it was a good idea. There was discussion about who decides awards committee assignments – Graduate Council vs. Graduate School? There was also discussion on the need to balance the workload of Council members and the potential to add more members or have other faculty help with award committees. Bruce brought up the fact that there is currently information on the web for some procedures, and to make sure the manual developed is in alignment with all locations on the websites. An example is curriculum procedures on graduate options. Also, other universities have links to source material in lieu of an actual Graduate Council handbook.

Pending assignments

The following assignments were made during today's meeting:

- Category I Proposal Review – Sciences and Math Education (Cass Dykeman, Jim Coakley)
- Category I Review – Environmental Engineering (Vinod Narayanan, Andrew Plantinga), Vinod to attend APC meeting
- Category I Review – Comparative Health Sciences (Stacy Semevolos, Murray Levine), Stacy to attend APC meeting May 16
- Cyber information – judging preproposals, deadline May 15 (Mike Lerner)
- Physics Program Review, May 23 (dinner), May 24 all day, Vinod and Andrew had agreed to split the day, but there were objections from Brenda. Mike Lerner has now agreed to do the program review for the Graduate Council.

Other items of discussion

- Bruce brought up the topic of Chemistry having different credit requirements for PhD than all other programs, and that special treatment may be requested in the future by departments having similar programs. Policy changes can be brought up and drafted by Graduate Council members.
- Discussion of changing the way the Graduate Council spends time – adjusting amount of time talking about Category I proposals vs. policy issues, etc.
- Can policy for Prelim be changed to written or oral exam, as opposed to the current oral exam requirement?
- Having general outcome assessments might provide a way for programs to administer their programs differently, but still maintain the same outcomes.
- Concerns about increasing the number of graduate students (in Graduate School Strategic Plan), but possibly decreasing the quality of education by increasing the student/faculty ratio.
- Concern of constantly changing to new programs without fully evaluating the benefits vs. costs/problems, not just rubber stamping proposals.

Minutes prepared by Stacy Semevolos

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » May 9, 2012 Minutes

Graduate Council

May 9, 2012 Minutes

Voting members present: Carolyn Aldwin, Angi Baxter, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Andrew Plantinga, Stacey Semevolos

Voting members absent: Vinod Narayanan, Darrell Ross

Ex-officio, non-voting members present: Brenda McComb, Bruce Rettig

Guests: Susie Brubaker-Cole, Sunil Khanna, Nagwa Naguib

Review of [April 25 minutes](#)

The minutes stand approved as distributed.

GTA Orientation – Susie-Brubaker Cole (15 min.)

- [Fall 2011 New Graduate Teaching Assistant Orientation Summary](#)
- [GTA Orientation Summary from Jessica White and Robin Pappas](#)
- The Center for Teaching and Learning, the Graduate School and International Programs hosted a successful two-day cross-campus New Graduate Teaching Assistant Orientation for first-year students on September 15, 2011 - there were 47 international and 225 new GTAs; all colleges were represented; an overarching goal was to provide a cross-disciplinary approach to teaching at OSU. Areas covered included: 1) awareness of policies and procedures at OSU; 2) ensure GTA's understood the context of graduate teaching at OSU; 3) provide GTA's time to think about foundational teaching skills; and 4) provide them with an understanding of the resources available at OSU. The pre and post-surveys rated their knowledge in eight areas, and seemed to be successful in terms of student learning gains. The orientation will be held again this year, tentatively, on September 13 and 14. The organizers will work with the Graduate School to disseminate information to graduate students. For the future, Susie felt it would be good to expand and increase the engagement of peer student leaders.
- In response to Denise's question of whether most participants were teaching or assisting, Susie indicated that most were assisting.
- Andrew noted that organizers need to keep in mind that participants should to be identified by appointment, i.e. some GRA's also teach and should be invited to participate. He suggested an announcement of the orientation to unit heads.
- Angi thanked Susie for coordinating the orientation and felt this was a much needed program, and it was appreciated by both graduate and undergraduate students.
- There was also a suggestion to include second and third year GTA's and GRA's since not all teach during their first year.

[Graduate School Pilot Project](#) – Three-year MBA & MBP Programs for Students from India – Sunil Khanna

- Sunil explained that the pilot project would highlight the three-year degree and accreditation system in India to assist in making a better case by beginning to accept a limited number of students into two programs on a pilot basis, and determine whether to continue at the end of the pilot program. The proposal was a collaborative effort among the colleges.
- Brenda noted that the Graduate School is supportive.
- Bruce noted that some three-year programs clearly meet OSU's requirements, and the challenge is to determine which three-year programs from India would be accepted and which would not be accepted.
- Andrew questioned why this is different from other graduate students from India. Sunil responded that, under the current requirements, a student with a three-year degree cannot apply to OSU; this pilot would accept a limited number of students.

Vinod asked if there are more specific rankings per college. Sunil indicated that the India university system is accredited, and each college standardizes curriculum for all affiliated colleges.

- Brenda felt the pilot brings OSU one step closer to determining qualifications of students from India.
- Theresa questioned whether there will be an evaluation of student performance at the end of the pilot, and what metric will be used. Sunil noted it will include a standard evaluation, and the colleges (and perhaps the Graduate Council) will participate in determining the evaluation.
- What happens if a partner of an accepted student wants to apply to a program that is not included in the pilot program? Brenda felt that the student should be admitted and expansion of the pilot will be the responsibility of the admitting graduate program.
- In terms of possibly expanding the program, Carolyn felt that assessment should occur after each year rather than waiting until year three. Sunil indicated that the intent is to track pilot students on a yearly basis.
- Angi questioned whether potential struggles for students have been identified and what type of support is available. Sunil felt there will always be issues for international students and they will provide as much support as needed.
- Denise questioned what is unique about these students if they have no baccalaureate core preparation. Jim responded that they do have a general education experience, but not at the college level.
- Theresa questioned what constitutes success. Jim indicated that these students will be better than the current mix of international and domestic students. Brenda indicated there will be set metrics that must be met.

The consensus by the Graduate Council was that they are supportive of the pilot program, they agreed that it should be evaluated yearly, and are willing to assist in identifying criteria to assess the progress of the students.

Review of Remote Participation At Oral Examinations and Doctoral Program of Study Meetings – Brenda McComb, Bruce Rettig

Bruce learned that the majority of those using the form found it acceptable and most feel that remote participation is now part of the culture; the Graduate Council needs to affirm the process. The question is whether the required form should be replaced with instructions in the Graduate School catalog and on their website indicating that remote participation is allowable. Bruce distributed suggested verbiage to revise the catalog language.

- Vinod – departments should be made aware of rooms that are acceptable for remote participation.
- Jim noted that item f. of the proposed verbiage indicates that the Graduate School is not responsible for costs associated with remote participation and questioned whether it should be indicated that the student is responsible for all arrangements.
- Angi questioned what happens if something outside of the students' control occurs and a pending job depends on the defense. Those present indicated that it is never a guarantee that a student will pass the defense.
- There was a question whether the student could be remote, given that #g. requires a public presentation.
- It was decided to remove the current #e. The new #e will indicate that the student is responsible for making arrangements for the defense.
- It was agreed that it's not necessary to have everyone sign the form.

Action: Andrew moved to abolish the form; motion seconded. The motion to no longer require the form passed with no dissenting votes.

Graduate Council Standing Rules – Brenda McComb

This item was postponed to the next meeting.

Graduate Council Manual Feedback – Carolyn Aldwin

Although there was not time to discuss this topic, Carolyn indicated that Bruce suggested the manual should be as short as possible and use URL's wherever possible. The manual is intended as a guide, not as a policy document.

Bruce felt it was a way to use the website for one chair to pass forward to the next chair how they managed items.

Pending Items:

Reviewer's Needed:

- CAT I: [Graduate Certificate in College and University Teaching](#) proposal (CPS # 83870) – Cass

Dykeman

- Abbreviated CAT I: [Termination of the MBE in Construction Engineering Management](#) proposal (CPS # 83272) Vinod Narayanan and Jim Coakley
- APC Meeting: MA in Environmental Humanities proposal with Carly Lettero and Kathy Moore, May 30, 3:00 PM – Denise Lach

Matters Arising

Denise noted that Becky Warner is now participating in program reviews, rather than the provost, and is very thorough during program reviews. Becky's expectation is that the Action Plan will include goals and a strategy for meeting the goals (i.e., measures of success).

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » May 23, 2012 Minutes

Graduate Council

May 23, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Mike Lerner, Murray Levine, Vinod Narayanan, Andrew Plantinga

Voting Members Absent: Angi Baxter, Darrell Ross, Stacy Semevolos

Ex-officio non-voting members present: Brenda McComb, Bruce Rettig

Guests: Rick Colwell, John Bolte, Nagwa Naguib, Ken Williamson

Review of May 9 minutes – The [May 9 minutes](#) stand approved as distributed.

Category I – New Degree Program Proposal – Environmental Engineering (CPS #82814) –

Reviewers: Vinod Narayanan & Andrew Plantinga; *Unit Representative:* Ken Williamson

- [Online version](#)
- [PDF version](#)
- [Vinod Narayanan's Report](#)

- Andrew indicated that the proposal was straight forward, graduate students doing engineering can identify themselves, and it will be beneficial to the both the students and the program.
- Andrew questioned the difference between this degree and the Biological & Ecological Engineering (BEE) degree. Ken stated there is overlap in the ground water areas, and students sometimes confuse that the two programs exist, but one is focused more towards the built environment and the other natural environment, and the students can usually sort it out.
- Vinod questioned whether ethics was covered in the seminar and what the seminar contents were. Ken responded there is a required one credit graduate seminar, and about one-third of the seminar deals with ethics and ethics of doing research; he noted there are also guest lecturers.
 - Theresa felt it would be helpful to review the learning outcomes for the course.
- Carolyn questioned whether there were any ethical issues specific to environmental engineering that need to be covered. Ken noted there are a variety of ethical issues required by accreditation, but there is not a specific ethics course related to engineering; every program needs to convey ethics.

Action: Jim moved to accept the Environmental Engineering Category I proposal; motion seconded. A request for a specific ethics learning outcomes will be included in the CPS comments section. Motion to approve the Environmental Engineering New Degree Category I, proposal #82814, passed by voice vote with no dissenting votes.

Category I – University Certificate in College & University Teaching (CPS#83870) – Reviewer: Cass Dykeman

- [Online version](#)
- [PDF version](#)
- [Reviewer's report](#)

- Cass expressed concern with the lack of liaison letters, particularly from the College of Education Dean. Brenda stated there was no liaison letter because all colleges were involved in writing the proposal; it states that the provost is willing to support the \$100,000 program; she felt that letters would be redundant.
 - The Council felt it would be beneficial for institutional memory if all of the deans signed the transmittal letter.
- Cass noted a reference to a letter from Gary DeLander, but no letter was included. Brenda confirmed that there was no letter; the reference resulted from an error while loading documents.

- Cass indicated that the capstone is 600-level, but there will be Master's students who will not be earning a doctorate. He also mentioned that approval is requested to be delivered via Ecampus. Brenda stated that they are not requesting Ecampus at this time but, once established, another proposal will be prepared for Ecampus delivery. Cass noted that Table 1 specifically indicates Ecampus; Brenda indicated that the Ecampus reference needs to be removed.
- Cass asked the question: How much do we want programs to be housed in the Graduate School? Brenda responded that the committee felt that the Graduate School is mutual ground and not perceived as being aligned with any particular unit. Theresa questioned concerns surrounding placing the proposal in a particular college. Brenda stated that the committee felt that, if aligned with a particular college, it would be directed at students in that college.
- Cass questioned the funding. Brenda responded that the Graduate School recurring budget would be increased by \$100,000 via a transfer from the Provost. Denise felt this was a high budget for 30 students. Brenda felt that they would start with this proposal to determine the demand and decide whether the support was appropriate.
- Denise felt it would be appropriate to house this proposal in the College of Education. She also noted that the core doesn't seem to be interdisciplinary.

Action: Carolyn and Cass will develop a list of concerns, including: the need to request liaison letters, including from COE; the commitment to develop and deliver classes; where is funding coming from; who approves electives courses; who are the members of the Graduate Certificate Committee; and who is responsible for the core courses?

Environmental Science Graduate Program (ESGP) Three-year Follow-up Review – Reviewer: Vinod Narayanan

- [September 9, 2009 Report](#)
- [Three-year Follow-Up Review](#)
- [Action Plan](#)
- Vinod explained the committee composition; Andy Blaustein provided the linked Action Plan; there are 4-5 participating colleges and 7 tracks in the program; it is a joint campus program with PSU and UO; the OSU program has 8 tracks; at the three-year follow-up point there were 58 students, and 19 have been accepted into 2012-2013 cycle; Andy Blaustein is still the director and has brought on an associate director. Issues include funding – although it's an interdisciplinary program housed in the Graduate School, the TA slots come from Biology and Andy must talk with the Biology chair for TA approval and feels certain that TA's will be funded if the Biology chair doesn't change – Vinod felt there should be a more robust way of funding; there is no incentive to serve on the graduate applications committee; another concern, the core courses were taught by two committed faculty who have left, and the associate director is now in charge of the core courses. Another issue revolves around the yearly conference that rotates between PSU, UO and OSU; PSU was to host this year, but there was no funding
- Carolyn questioned whether 8 options are needed.

Action: Denise moved to approve the three-year report; motion seconded. The motion to approve the Environmental Science Graduate Program Three-year Follow-up Review passed by voice vote with no dissenting votes. The Graduate School will forward the report and Action Plan to Becky Warner.

Biological and Ecological Engineering (BEE) Graduate Program Review Follow-up – Reviewer: Rick Colwell; Unit representative: John Bolte

- [Follow-Up Report to the May 2009 Graduate Program Review](#)
- Rick outlined the 11 Action Plan recommendations:
 - #1 – The College of Engineering (COE) needs to develop a greater investment in the departmental instructional programs. This remains a follow-up issue due to decreased investment by the state. Possible solution is a differential tuition if funds can be directed toward BEE, up to \$100,000, which is now kept by COE.
 - #2 – Build a unifying framework around the discipline of Biological Engineering. While considering whether there was a way to link more strongly to Chemical and Biological Engineering, a concept has developed because there is now a BEE graduate and undergraduate curriculum coordinator, which has helped at both levels. It is important to keep the distinction at both levels.
 - #3 – Meet with the School of Chemical, Biological and Environmental Engineering (CBEE) to develop joint vision/mission/goals. There has been a limited ability to accomplish this goal; what has happened instead, is progress toward a School of Natural Resource Engineering and led to more work with Wood Engineering and Forest Engineering. Development of a new school has

taken the place of work with CBEE.

- John Bolte felt that curriculum coordination at undergraduate levels is working quite well now, and the graduate program is active in the Water Resources Engineering program. BEE is unusual because they are intrinsically multi-disciplinary; most of their efforts have been with Forestry. He identifies most of their efforts with numbers 2 and 3. The proposed school would be available to any graduate or undergraduate program that wishes to be aligned with natural resources, but would not replace any units.
- When questioned about which issues were not being addressed, Rick indicated that it seems to be going well. The review group advised against Ecampus courses, but the unit countered with why Ecampus would be beneficial and is moving forward in developing Ecampus courses.
- #5 – Provide greater opportunities for graduate students to obtain teaching experience. Rick noted that TA funding would be preferred, but John stated there is no capacity to support GTA students; the plan is to use Ecampus funds for GTA's.
- Denise questioned whether students pay differential tuition. John responded positively, but indicated that the unit sees none of the \$100,000 in differential tuition.
 - With 75 undergraduate students, 22 BEE graduate students and about 30 graduate students in Water Resources Engineering and Science, the differential tuition would target both undergraduate and graduate students.

Rick and John were thanked for participating in the program review follow-up discussion.

Action: Theresa moved to accept report; motion seconded. The motion to accept the Biological and Ecological Engineering Graduate Program Review Follow-up passed by voice vote with no dissenting votes.

Category I – Termination of an Academic Program Proposal – Construction Engineering Management (MBE) CPS# 83272 *Reviewer: Carolyn Aldwin*

- [Online version](#)
- [PDF version](#)
- The program began in 2005/2006; it has never had more than eight students enrolled; and there is no impact to students because the program courses are available in other Engineering programs and the current students (three) will be allowed to either complete the MBE or transfer to M.Eng or M.S. degrees in Construction Engineering Management. On behalf of the College of Business, Jim Coakley said the proposal is fine.

Action: Denise moved to approve the proposal; motion seconded. The motion to approve Termination of the Construction Engineering Management (MBE) Academic Program, proposal #83272, passed by voice vote with no dissenting votes.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » June 6, 2012 Minutes

Graduate Council

June 6, 2012 Minutes

Voting Members Present: Carolyn Aldwin, Jim Coakley, Cass Dykeman, Denise Lach, Mike Lerner, Murray Levine, Stacy Semevolos

Voting Members Absent: Angi Baxter, Theresa Filtz, Vinod Narayanan, Andrew Plantinga Darrell Ross

Ex-officio non-voting members present: Brenda McComb, Bruce Rettig

Guests: Nagwa Naguib, Tom Wolpert

Review of [May 23 Minutes](#)

- Nagwa noted two corrections within the Biological and Ecological Engineering (BEE) Graduate Program Review Update:
 - The word 'Update' should be corrected to 'Follow-up' wherever it appears in conjunction with 'Program Update'.
 - The first recommendation indicates 'College of Education', but it should be 'College of Engineering'.

Action: The May 23, 2012 minutes were accepted as corrected.

Program Review Update, [Mechanical Engineering Graduate Degree Program Review Follow-up](#) – Reviewer: Tom Wolpert

- Tom reported that the follow-up review of the Action Plan was consistent with the original plan that was submitted to the Provost; there were no negatives.
- Given that this report contained 24 recommendations, Cass questioned the reasonable number of recommendations that can be accomplished. Tom noted that this review committee made very specific recommendations, but noted there is a danger with too many recommendations because the department viewed some as a low priority.
- Tom suggested that the School of Mechanical, Industrial and Mechanical Engineering be reviewed as one unit. Carolyn noted that Vinod indicated he has requested from the unit head the rationale for a combined review; Carolyn will share the response.
 - Carolyn suggested considering more combined reviews in the future for units that have overlap within a college. Denise felt that combined reviews could not be done credibly in the time allotted. Tom suggested coordinating combined reviews so they are accomplished in close proximity, but not on the same days. Brenda felt that unit leaders should make a compelling case for why they should be combined; the Graduate School would need to handle the logistics of combined reviews.
- Tom noted that there are two recommendations associated with student success which the unit did not address because they felt the data was not available. Carolyn will advise the unit that they need to determine how to get this requested data and provide it.

Action: Jim moved to accept the report; motion seconded. Motion to accept the Mechanical Engineering Graduate Degree Program Review Follow-up passed by voice vote with no dissenting votes. Carolyn will advise the unit that they need to track student and alumni success.

MA/MS in Communications (CAT I: New Program) #82032 – Reviewer: Denise Lach

- [Online version](#)
- [PDF version](#)
- Denise noted that requested proposal revisions were made in some instances but, in other cases, she could not find the requested revisions. Two new required methods stand-alone graduate courses were created; there is still a question about whether a minor is required for the degree program; and it is

still uncertain as to the difference between the MA and MS. Some of the unit responses stated that they weren't making requested revisions because other unit's aren't doing it, i.e. specific labor market data analysis was not provided because other programs have not provided the information. Their assessment strategy has a list of activities, but not how the activities will be achieved. The budget is neutral, with no funding allocated to address recruiting. Bruce noted that the slash courses have been removed and replaced with 500-level courses.

- If the purpose of the program is to provide instruction, Jim questioned whether the education minor being worked on by Brenda should be incorporated. If providing instruction is no longer the purpose, the proposal should be revised.
- Cass stated that he is not ready to vote until there is a market analysis and until he sees the Category II courses in the system so syllabi can be viewed. Denise questioned why one would prepare Category II proposals if the program is not approved. Bruce noted that concurrent Category I and II proposals could be prepared and the Category II courses would be approved only upon approval of the Category I. Jim felt that the minimum requirements (i.e., learning outcomes and assessment) for each course needs to be available for review.
- Regarding proposals, Carolyn noted that the Graduate Council needs to be consistent in enforcing requirements and/or requested revisions.
- Need to request learning outcomes and assessment methods for graduate stand-alone courses. Ask to clarify intentions of offering stand-alone 500-level courses. Indicate that curriculum is nebulous and suggest that they create a matrix containing the courses and learning outcomes. Regarding the market analysis, if there is no information available, they can contact the Graduate School to receive advice about contracting-out to obtain this information.

Action: Cass moved to return the proposal to Communications and request additional information, including: both need and employment market analysis; further information on the relationship between curriculum, and assessment and learning outcomes; and clarify slash and stand-alone courses; motion seconded. Motion to approve returning the proposal and requesting additional information passed by voice vote with no dissenting votes.

School of Life Sciences APC Report – Theresa Filtz

- Theresa reported, via Carolyn, that she attended the School of Life Sciences pre-review and is anticipating no difficulties with the proposal.

Proposed Changes to Graduate Catalog Copy on Examination Policy –Carolyn Aldwin

- Carolyn felt there was confusion around the current catalog copy regarding the differences between the Preliminary Exam, Written Comprehensive Exam and Oral Preliminary Exam; both she and Murray drafted [proposed policy revisions](#).
- After much discussion of potential revisions, inferences, departmental requirements and sharing of how the process is handled in various units, it was decided to not change the verbiage at this time. Brenda noted there is another piece containing information about the Final Oral Exam and suggested that the Council review all of the relevant materials prior to approving revisions.

End of Year Wrap-up – Carolyn Aldwin

- This is the last meeting of the term; the June 13 meeting is canceled.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » September 27, 2012 Minutes

Graduate Council

September 27, 2012 Minutes

Voting Members Present: Jay Casbon, Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Mike Lerner, Murray Levine, Andrew Plantinga, Darrell Ross, Stacy Semevolos,
Ex-officio Members Present: Anita Azarenko, Brenda McComb
Guests: Nagwa Naguib

Welcome and Introductions

As it was the first meeting of the academic year, Chair Jim Coakley welcomed everyone and those present introduced themselves.

Approval of [June 6 Minutes](#)

The June 6 Minutes were approved as distributed.

Review [Graduate Council Standing Rules](#)

Jim reviewed the Standing Rules with the Council and proposed that the process of reviewing policies and procedures commence. He requested input from the members to determine the order in which the reviews occur.

Program Reviews

- Anita Azarenko, Graduate School Associate Dean effective August 7, 2012, reported that the Graduate School (GS) would like to move toward streamlining the graduate program review reports. Her primary criticism when she was involved in a program review was why the department was generating the data when it's available via Institutional Research or the Graduate School. The hope is that assessment will roll up to a 10-year review. The GS now has access to more data which they can provide and the desire on their part is to do more internal and external outreach to assist in generating scholarships. The GS has been working on revised guidelines, which will be distributed to the Council members for review, and it's anticipated that the guidelines will be shared with graduate programs involved in reviews during 2013-2014.
 - Don questioned whether the GS will be able to track changes in programs and units, as well as college name changes. Anita acknowledged that this may be problem in the beginning, but stated that a report will be distributed annually to units to catch these changes rather than waiting for the 10-year review.
 - Theresa noted concern about tracking interdisciplinary programs. Anita noted that the Provost has indicated these students can be double counted.
 - Jim encouraged members to talk with faculty in their college who have been through a recent review about the draft that will be distributed from the Graduate School.
- Expected review presentations to the Graduate Council
 - Jim distributed a revised schedule from the one that was included with the agenda. Due to anticipated absences, Jim will revise and redistribute the schedule.

Program	Initial Graduate Council Meeting	Graduate Council Rep to present the report	Grad Council Review with Chair	Department Head/Program Director to be invited to the GC meeting	Meeting with Becky Warner
MPP	25-Oct	Mike Lerner	25-Oct	Brent Steel	9-Nov

Horticulture	11-Oct	Denise Lach	25-Oct	Bill Braunworth/Anita Azarenko	9-Nov
Physics	25-Oct	Mike Lerner	25-Oct	Henri Jansen	16-Nov
CCLP	25-Oct	Murray Levine	8-Nov	Darlene Russ-Eft	3-Dec

Overview of proposed reviews for upcoming year.

Vickie Nunnemaker is in the process of creating a pool of past Council members to participate in program reviews.

Awards

Please let Nagwa Naguib know if you are interested in serving on the following award committees: Laurels Block Graduate Program, Bayley/Yerex Fellowships, and Excellence in Graduate Mentoring Award.

Process for Review of Curriculum Proposals

- Courses, new or changed – Theresa noted that 700-level courses are not reviewed by the Council unless they are associated with a graduate proposal.
- Degrees, Category I's – Brenda indicated there could be the perception of a conflict of interest if the submitter is also the individual reviewing and approving the proposal. It was decided that, if a proposal is submitted by a Council member, the secondary reviewer would review and approve the proposal and be listed as a secondary liaison in the CPS system. Jim will assign the secondary reviewers.
- Options, new this year – Jim proposed that all proposed options initially come through the Council to make sure that the process is working; although it is a Category II, the same process as a Category I will be followed.
- Graduate Certificates – Jim noted that graduate certificates are not currently reviewed by the Graduate Council; instead, they are reviewed by the Curriculum Council and forwarded to the Faculty Senate. Brenda felt that, because there are graduate courses, the Council should have some oversight, and questioned whether these certificates should go through a 10-year review, similar to a GPR. Theresa thought that there was agreement that, if there is a certificate associated with a program, it would be reviewed during the GPR; this does not address certificates that may not be associated with a program. Brenda noted there are seven graduate certificates not associated with a program.
 - The Council agreed that graduate certificates will be treated as a Category I proposal.

Deferral of Graduate Reviews – Policy

[Request for delay of Applied Ethics review](#)

Discussion:

- Deferral of reviews was noted as a problem in the last accreditation review.
- Consensus by the Council was to deny the request to delay the Applied Ethics review; Jim will inform the unit of the decision. Jim will first confirm with Nagwa whether the initial deferral was for one or two years.

Issues

- What is the role of the Graduate Council Representative (GCR) during the dissertation/thesis process?
 - Issue is that there are directives for GCR's, but there are not always representatives present or they feel they are not part of the process.
 - Why is the GCR a voting member if they are present for compliance issues?
 - There needs to be an education piece for GCR's to explain their role.
- Should input from Graduate Council Representatives be considered in program reviews? It could be challenging if the GCR is outside the program area, but could provide input on the process.
 - A suggestion was made that the program review form be revised to add a block for input from the GCR.
- This issue will be discussed at a future meeting.

Process for Review and Removal of Graduate Faculty

Proposal: Graduate faculty should be reviewed (re-nominated) every five years. In those situations where performance as a graduate faculty becomes an issue, the review may be accelerated.

- Brenda noted there is an additional issue of faculty members who are not appropriate mentors, so a mechanism to determine the quality of their mentoring needs to occur. Brenda would like faculty to be required to take an online course related to mentoring during the review process, as well as requesting information from graduate students related to the quality of the mentoring they are receiving.
- Theresa questioned how one builds a case against someone who is not an effective mentor and how it

is dealt with. Brenda acknowledged that taking action will be difficult –will need to involve both Human Resources and the Faculty Senate.

- There are two issues that need to be addressed:
 1. a periodic review of graduate faculty appointments, and
 2. the need for a process to look at both sides of the issue.
- The GS will offer several workshops during the 2012-2013 academic year to discuss requirements for providing good mentoring. Theresa noted that faculty need to periodically be reminded of policies and mechanisms.
- Murray suggested a policy by the GS initiating a review of a graduate faculty member via a grievance subcommittee; he will draft a policy for review by the Council.
 - Jim asked members to think about this issue for further discussion at another time.

Review and Approval of [Family and Medical Leave Policy](#)

- Brenda explained that this policy resulted from the desire to allow students to take a leave related to maternity or serious illness and protect them related to degree progress. Requests are reviewed by Human Resources, granted by the Graduate School, and students would be allowed to take advantage of this 12-week period once during their tenure at OSU. A leave of absence is one-term in length.
 - The Council was in favor of allowing students to take one leave per year, rather than once during their tenure, as was proposed.
 - Brenda will revise the first paragraph under 'Section III: Policy' to eliminate errors and it will be brought the Council at a future meeting.

Update on Strategic Priorities for the Upcoming Year – Dean Brenda McComb, Graduate School

- Brenda thanked Theresa for co-chairing the Strategic Planning Committee. She has talked with the Faculty Senate Executive Committee, identified goals to work on and individuals to move the objectives forward, and will track indicators to identify progress. She will lay out objectives, goals and associated individuals at an upcoming Graduate Council meeting.

Minutes prepared by Vickie Nunnemaker, Faculty Senate staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » October 11, 2012 Minutes

Graduate Council

October 11, 2012 Minutes

Voting Members Present: Jay Casbon, Jim Coakley, Greg Herman, Don Jump, Janet Lee, Murray Levine, Andrew Plantinga, Darrell Ross, Stacey Semevolos

Voting Members Absent: Theresa Filtz, Mike Lerner

Ex-officio Non-Voting Members Present: Anita Azarenko, Brenda McComb

Guests: Denise Lach, Nagwa Naguib

Call to Order, Introductions

[Approval of Sept 27 minutes](#) The minutes were approved as distributed.

[Family and Medical Leave Policy](#) – Update and Approval – Dean Brenda McComb

- This policy is consistent with other graduate student leave policies; the changes include:
 - Enactment of the policy at any time during the term; and
 - An additional one (1) term extension will be given for all courses and program requirements in progress at the beginning of an approved leave.
- Murray suggested including a link at the end of Section III to where other policies can be found.

Action: Stacey moved to approve the revised FMLA policy; motion seconded and passed by voice vote.

Strategic Priorities for Graduate School – Dean Brenda McComb

- [Prioritized Objectives to Achieve Strategic Plan Goals](#)
 - There are three goals (each goal has a variety of objectives):
 - Increase graduate student population to 25% of total university enrollment through recruitment and retention of high achieving and diverse students.
 - Continuously improve program quality.
 - Grow and invest resources to enhance graduate education opportunities.
- [Prioritized Objectives from our Strategic Plan memo from Brenda McComb to Jim Coakley](#)
- Brenda noted the need to grow based on capacity (how many graduate students should graduate faculty be expected to advise?) There was also a discussion related to funding and funding sources. There are indicators for success that will be monitored via dashboard.
- Please send comments to Brenda related to the Graduate School Strategic Plan.
- As an aside, Brenda has been asked by the Provost to serve on a committee to study space issues in Kerr Administration Building.

[Graduate Program Review](#) – Revised Guidelines – Associate Dean Anita Azarenko

- Need to create a seamless process including assessment and accreditation information that will roll up into a Graduate Program Review (GPR). Table 1 of the Guidelines identifies information that the Graduate School will generate data needed for a 10-year review (about 80%), but will be reviewed by the unit annually for accuracy.
- Council members were asked to look at the guidelines and send comments to Anita Azarenko, keeping in mind: 1) what information should be provided to an external reviewer, and 2) the information needs to be tied to assessment.
 - Anita noted that she would like to apply the revised guidelines to one or two upcoming graduate program reviews as a pilot before all units are required to use the revised guidelines.

[Horticulture Graduate Program Review](#) – Denise Lach, Reviewer

Denise began by providing an overview of the responsibilities of the Graduate Council (GC) member during a Graduate Program Review (GPR):

- Ensure that rules and procedures are in place and asking ‘tough’ OSU questions.
- The outside reviewer is the chair and responsible for drafting the majority of the report – but the job of the GC representative is to make sure that the whole story is laid out and there is nothing incendiary in the report. The intent is to be constructive and review the program.
- The process is that the night before the review team meets for dinner, a Graduate School (GS) representative outlines the goals, and questions are asked by the outside reviewers.
- The next day the review team: meets with unit administrators to lay out issues raised and identify strengths; meets with graduate students; tours facilities; meets with graduate program director; in late afternoon, debrief and divvy up report tasks; and draft recommendations.
- The report goes to dean and unit director for comments before the draft report goes to the GC, which can make suggestions and decide whether or not to invite the dean and unit director to meet with the Council; and then goes to the Graduate Program Director to begin drafting an action plan to address recommendations, as well as address metrics. Both the Council and GS must approve the draft report.
- Denise encouraged the GC representative to carefully consider recommendations – are they critical or are they suggestions for change?
- Denise reported that Horticulture is in pretty good shape, the students are employable, and the program fits within the Provost’s requirements.
 - The recommendation of the review team is to maintain and improve the Horticulture Graduate Program.
 - There is no graduate student co-hort since they are funded almost exclusively by grants and are hired as funds are available – the unit needs to determine how to attract a co-hort.
- Jim felt that Recommendation 10.i., which indicates ‘see recommendation e’, is not appropriate. Denise stated she had requested that this be removed, but was denied; she suggested that the Council make a recommendation to remove this entry.
- Council members were asked to review the report and send comments to Denise. Likely the Horticulture administrators will be asked to attend the next GC meeting and respond to GC inquiries.
- Denise noted that although Anita Azarenko was the heart and soul of the program, this was not included in the report because it was noted following the report.

Graduate Faculty Review Process, Continued – Dean Brenda McComb

- Brenda discussed the Graduate Faculty Review Process with Kate Hunter-Zaworski, Meg Reeves and Becky Warner and two issues were identified:
 - All were in favor of a five-year term with a renewal process to ensure that faculty are still engaged. The sticking point is to conduct a student evaluation of faculty because it is a personal issue. A component of the five-year review process could be development activities.
 - An additional discussion involved the role that conglomerate student letters play in the Promotion and Tenure process when the letters are not always honest because they cannot be confidential – how do we empower students to come forward with issues that may come back to bite them?
- Jim questioned whether it would be a five-year review or re-nomination. Brenda indicated that the Council would decide, but felt it should contain development components.
- Brenda responded positively to Don questioning whether faculty are approved by the GS to serve on committees, and noted there are five levels of activities. Jim mentioned that units can nominate faculty. Brenda explained that the GS approves graduate faculty on behalf of the Council. Brenda noted that the proposal would increase the GS workload, and would involve: the GS pulling out 20% of faculty for review each year from their graduate faculty database and determining whether they are still interested in continuing; interested faculty would then complete a brief online training relating to what it takes to be a good mentor and in what productivity activities they are engaged. A tool needs to be developed to make faculty aware of mentoring, GCR training, etc.
- Brenda needs approval from the Council to propose the process; she will draft a proposal for GC review and approval, then approval from both the Faculty Senate Executive Committee and Faculty Senate.

Graduate Council Assignments in the Curricular Proposal System (CPS)

Jim noted that the primary reviewer has primary responsibility to review the proposal unless there is a conflict of interest, in which case the backup reviewer has primary responsible for the review.

Revised Program Review Schedule:

Program	Initial Graduate Council	Graduate Council Rep to present the	Grad Council Review	Department Head/Program Director to be invited to the GC	Meeting With Becky
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	Meeting	report	with Chair	meeting	Warner
MPP	25-Oct	Mike Lerner	25-Oct	Brent Steel	9-Nov
Horticulture	11-Oct	Denise Lach	25-Oct	Bill Braunworth/Anita Azarenko	9-Nov
Physics	25-Oct	Mike Lerner	25-Oct	Henri Jansen	16-Nov
CCLP	25-Oct	Murray Levine	8-Nov	Darlene Russ-Eft	3-Dec

Certificate Programs

- Should certificate students be graduate students if they are taking graduate courses? The GC approves graduate certificates as a Category I, but these post-bacc students are not required to be graduate students, therefore, they do not have to qualify as a graduate student.
- There is no review of courses by the Graduate Council, Curriculum Council or Graduate School after the certificates are approved. Brenda feels that the GS and GC should take responsibility for the review. This change would result in another 1-2 reviews per year, but could be rolled into either a scheduled GPR or undergraduate program review.
- This is a topic for discussion at a future Council meeting.

The meeting adjourned at 1:56 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate staff.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » October 25, 2012 Minutes

Graduate Council

October 25, 2012 Minutes

Voting Members Present: Jay Casbon, Theresa Filtz, Greg Herman, Janet Lee, Mike Lerner, Murray Levine, Darrell Ross

Voting Members Absent: Jim Coakley, Don Jump, Andrew Plantinga, Stacey Semevolos

Ex-officio Members Present: Anita Azarenko, Brenda McComb

Guests: Dan Arp, Larry Curtis, Henri Jansen, Kimberly Johnson, Philipp Kneis, Julie Kurtz, John Lambrinos, Nagwa Naguib, Vince Remcho, Brent Steel

Call to Order

- The meeting was called to order by Theresa Filtz in the absence of Jim Coakley. A concern was raised regarding the Graduate Council minutes in general. The minutes identify which individual makes specific comments, and not every Council member was comfortable being identified with comments, particularly if they are critical comments. It was recommended that the members think about the stated concern and wait until Jim Coakley returns to discuss the issue.
- The [October 11 Minutes](#) were approved as distributed.

Graduate Program Reviews

- [Masters in Public Policy](#)
- *Graduate Council representative recap – Mike Lerner*
 - The report accurately reflects concerns; overall, the program is doing well and students are engaged. Primary recommendation: the program director needs to diversify and engage other faculty to assist with the program management – they are currently in the process of hiring an assistant administrator which may alleviate the workload. Additionally, a secondary concern was raised regarding the issue of clarifying faculty roles and getting information to the research faculty related to grants.
- *Discussion with unit representatives – Brent Steel, Philipp Kneis*
 - Brent reported the MPP has been doing full-cycle assessment for five years, and this should be included on the self-study form. Anita noted that an assessment component has been added to the new program review guidelines.
 - Theresa questioned who will assist with the program. Brent responded that Philip Kneis is newly hired and is the assistant program director. The CLA reorganization has resulted in a shared ownership, and there is now a faculty member who does advising and recruits for the seven tracks.
 - Theresa suggested that this information be included in the Action Plan.
 - Theresa questioned how faulty will find time for Ph.D. students and maintain the MPP program. Brent responded that many faculty have not previously participated as a major advisor. A point system has been implemented to reduce course loads commensurate with graduate student mentoring as an incentive to advise graduate students; Brent feels this will increase capacity. There are six new hires and an endowed chair in Political Science. Additionally, there is an MPP admissions committee, as well as a Ph.D. recruitment committee which is helping to spread the workload.
 - Brenda questioned the potential for growth. Brent responded that the reviewer's advice was to maintain 60-65 students and maintain quality; the unit is having a strategic planning meeting in two weeks and will discuss whether or not to grow. There is concern about the 100% placement rate and whether all the graduates can be placed if the program grows much.

- It was noted that the unit needs to go through professional accreditation before they can be ranked.
- Brenda remarked that the recruitment record is impressive and that they are attracting high quality applicants. Brent explained that the recruitment has been aggressive, including Google ads in Chicago resulting in five top notch students from the Chicago area; he also noted that Facebook ads didn't work well. There is now an effort to target LGBT students at southern schools.

Action: Jay moved to approve the report associated with the Masters in Public Policy Graduate Program Review; motion seconded; motion passed with no dissenting votes.

- [Physics](#)

- *Graduate Council representative recap – Mike Lerner*

- The program has had serious challenges, both faculty and student numbers have decreased, but appear to be improving.
- Recommendations and concerns noted:
 - Physics education research has been a way to grow the faculty, but this is an unusual arrangement for a Physics unit. There is concern with overlap with the College of Education, and there are interactions with SMED, but no joint appointments. Jay noted that Larry Flick needs to put together an integrated STEM education program, including Physics, and is working on the issue.
 - How does 'Paradigms in Physics' play a role related to research?
 - Should discontinue the Professional Science Masters (PSM) offering and focus on strengths.
 - Because Physics does not participate in Ecampus (one emeritus professor does participate), they need to find faculty to help develop Ecampus offerings. They are resistant to participating in Ecampus and prefer the mentoring aspect of face-to-face. The unit has budget issues and Ecampus offerings would be a way for them to support graduate students.
 - Regarding course offerings, the issue is that faculty numbers have dropped which makes it difficult for them to offer courses in all sub-specialties. They need to develop a plan to address this issue, perhaps by collaborating with other units.
 - Need to develop a rigorous and sustainable recruiting plan for graduate students. Attracting Physics graduate students is a national issue and they should work with the Graduate School.

- Theresa questioned the overall recommendation for the program, which appeared to be missing from the report. Brenda stated the recommendation would probably be to restructure. Jay suggested recommending a plan to acquire needed resources.

- *Discussion with unit representatives – Henri Jansen, Vince Remcho*

- Henri felt the review went well.
- To the question of how there is a Ph.D. in Physics where the students' research is in education, Henri responded that there is a discussion of how to better define the goals of the program; the physics background (Degree in Physics) has an education focus; there is support for this from professional organizations. The research is mainly at the upper division Physics level. The oral and comprehensive exams are the same for all Ph.D. students; the only difference is the dissertation. Physics works strongly with Education and there is strong collaboration.
- Is there a level of discussion with SMED synergies? Henri responded yes. It started when all upper division courses were changed at once, there was a strong interaction with SMED faculty, which allowed Physics to move forward; there is always faculty from both Physics and SMED on student committees.
- To the issue of why the department isn't involved in Ecampus, Henri stated there are two Physics Ecampus courses. The department is not in favor of Ecampus courses for the lower division service courses because they don't feel the quality is the same and professional organizations don't support Ecampus. In Physics there is a problem with the lab experience, which is an integral part of the course. There are also problems with administering tests. They believe that students work better together in a classroom environment. Janet felt that virtual communities are easier for non-traditional students, noted there is interesting research to build community, and encouraged Henri to be open to Ecampus courses. Theresa expressed concern that Physics education students are not being exposed to online learning. Henri felt that hybrid courses are a much better avenue. Henri stated that,

if Ecampus courses were funded the same as classroom courses, they would be less utilized. Janet noted that Ecampus courses would provide resources for GTAs. Henri acknowledged that they are resisting Ecampus courses. Jay encouraged Henri to examine different platforms. Henri doesn't know of any introductory online Physics courses that are successful and Ecampus could only accommodate 60 students per section, while classrooms can accommodate 200 students.

- Regarding the issue of actively recruiting high quality students, Henri and Brenda will discuss this issue in a separate meeting. Henri indicated Physics is recruiting about two-thirds American students, and noted there are ways to get to minority students, but they are a very small minority. Brenda noted that the Graduate School has cost-shared with other units.

Action: This discussion of this review will be continued during an upcoming meeting.

- [Community College Leadership Program](#)
- *Graduate Council representative recap – Murray Levine* (Note: the program director will meet with the Graduate Council on November 8)
- The review occurred in February; initially the reviewers met on campus with leadership and students and then went to Silver Falls Conference Center where the co-horts were meeting. The program is 20 years old and designed to admit once per year by co-hort, which is similar to other programs in the nation, but the delivery is non-traditional because they meet once per month for three days and attract working professionals.
- The overall recommendation is to restructure the CCLP which is an excellent and needed program, and with which a great deal is favorable, but in which there are also significant concerns.
- Specific recommendations and concerns:
 - There are currently two degrees offered, the Ed.D. and the Ph.D., but the expert reviewers felt the program should offer one, not both. The program began with an Ed.D emphasis and the Ph.D. option began in 2004. The reviewers felt the Ed.D was the preferred degree over the Ph.D. degree, which seems to have crept into the options. There was a lack of understanding of why students chose a Ph.D. or an Ed.D.; some said they chose the Ph.D. because the requirements were fewer and some because they thought the Ph.D. degree was more respected.
 - Improve design of online instruction, which is offered through Ecampus, but doesn't have online offerings.
 - It is difficult to get to Silver Falls, which has limited internet connection.
- Theresa will suggest to Jim Coakley that the Council further discusses this review prior to meeting with unit representatives.
- [Graduate Program in Horticulture](#)
 - *Discussion with unit representatives – John Lambrinos, Larry Curtis, Dan Arp, Anita Azarenko*
 - John was very impressed with the work of committee and insightfulness of the report, and for providing an outline of how to go forward.
 - Darrell questioned the recommendation to increase course offerings via cross-listed courses because he recently received a request to eliminate a cross-listing for an entomology course, which seemed counter to the proposal recommendation. John explained that the broader context is that they are still in the process of merging graduate programs with the goal to have a unified graduate program that cuts across Entomology, Horticulture and Plant Genetics. There may be some arcane logistical reasons for cross-listing, but all courses will eventually be under a common major with transcript visible options.
 - When questioned whether this approach of removing a cross-listing of the entomology course removes options for students, Anita noted that it is truly an Entomology course.
 - Dan explained that Horticulture and Crop Science will likely be two separate departments within a school. Anita noted that the advantage of a school is that the departments have a lot in common, but also some unique attributes. John felt that significant progress has been made toward integration at the undergraduate level, but integration at the graduate level has not yet been addressed.
 - An issue raised in the report relates to the lack of cohesiveness in the graduate student co-hort – how will a new designator affect that? John responded that one issue has been the integrated nature of Horticulture in general; consequently there have been co-horts among subsets of students. As graduate numbers have increased, there has been dynamic graduate student cohesiveness.
 - Anita mentioned that Horticulture itself is not a discipline, but is organized around

horticulture farming systems, which makes it diverse in who participates in the faculty.

- Regarding perspectives of the future of the program, Larry felt that the decision to maintain the departmental identity within the school will work fine. They are interested in a broader degree and felt that implementation is close. The proposed merger of Horticulture with Crop and Soil Science was contentious, but the merger is now off the table and will not be a barrier. Dan agreed, and is excited about the opportunity to integrate units and degrees. There is still a need to identify where to take advantage of synergies between two units and Botany and Plant Pathology will be included in the conversations, and possibly Forestry.

Action: Mike moved to accept the Horticulture Graduate Program Review report; motion seconded and approved.

Revising the Graduate Diploma to Include the Major – Julie Kurtz

- Julie explained that this issue arose when a student questioned why the major did not appear on the diploma. The diploma printing company indicated that the way in which diplomas are printed vary, and OSU does it the 'old school' way. Large institutions also display the college title. The undergraduate diplomas do indicate the major.
- The Graduate Council expressed no objections or concerns to changing the diplomas to include the major. Julie will proceed with incorporating the major on the diploma.

English Language Requirements – Mike Lerner

- Brenda noted there has been concern from Chemistry related to how international students are handled based on TOEFL scores. Mike related some prior experiences and emphasized that the Chemistry department needs to be able to approve their own students.
- Brenda noted that the scores have been reduced some and explained alternate ways in which students could be admitted. There was concern expressed for GTA's scores and felt that the scores should not be lowered for these students. Chemistry finally received an exception two years ago that allowed them to hire GTA's who did not meet the minimum verbal TOEFL, but the rest of campus remains held to the current rules. Mike felt that the current requirements for other units are too rigorous.

Action: This discussion will be continued at the next meeting.

Graduate Program Review Guidelines (newest draft) – Anita Azarenko

- In the latest draft of the new Graduate Program Review Guidelines, it was suggested to remove the tables regarding assessment and, instead, have units append their annual assessment reports, which are starting to be generated by units. These could be included along with the program learning outcomes (including trends and actions), a summary of the annual assessment report, changes in the assessment plan over time, and an action plan.
- Anita will revise the Guidelines for further discussion.

Meeting adjourned at 2:09 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » November 8, 2012 Minutes

Graduate Council

November 8, 2012 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Mike Lerner, Murray Levine, Stacey Semevolos

Voting Members Absent: Janet Lee, Andrew Plantinga, Darrell Ross

Ex-Officio Members Present: Anita Azarenko, Brenda McComb

Guests: Nagwa Naguib, Britta Stumpp

Approval of Minutes

The [October 25 minutes](#) were approved as distributed.

The discussion regarding identifying individuals' names in the minutes continued with the Council agreeing that, whenever possible, the names of Council members will be omitted from the discussion in the minutes; however, names will be associated with action items.

[Physics Program Review](#) – This was a continued discussion from the October 25 meeting.

- There was concern that students earning a PhD in Physics who write Education theses don't have adequate oversight. Is there always a College of Education member on the committee? Is there adequate pedagogy?
- It's clear that the Ecampus online learning piece is not addressed, but needs to be included.
- A possible outcome is for the one faculty member who has the training to become a graduate faculty member.
- An additional issue is how students are being recruited. It was not clear that the Education component contributes to Physics national ranking.
 - Henri Jansen, Physics chair, feels there is value in focused recruiting but, because it's a small program, it was not clear given capacity that the quality or number of students would be increased.
 - One option related to recruiting is to create an INTO Pathway.
- The Council could accept the report with amendments, including one amendment to involve restructuring.
- The report indicates that it may be time for a change in leadership. It's possible that the program could be reinvigorated with new leadership.
- There was a suggestion from the Council to move recommendations A-M from the back of the report to the front. Additionally, some of the recommendations need to be strengthened.

Action: The Council agreed to make the recommendation to significantly restructure the Physics Program; move recommendations A-M to the beginning of the report; write an executive summary including mention of joint appointments, clarification of degree requirements, restructuring, and collaboration with the College of Education; request development of a timeline for a leadership change; revise the mission; find ways to significantly expand the applicant pool, including the need to be open to recruiting international students; and be open to online courses as a pedagogy needed by students. Jim will draft an Executive Summary for review by the Council.

[Community College Leadership Program \(CCLP\) Review](#) – This was a continued discussion from the October 25 meeting.

- The overall recommendation is to restructure.
- There are five recommendations at the beginning:
 - Recommendation A – Choose a degree focus for the program; either EdD applied scholarship or

PhD research scholarship.

- The downside is that there is not a PhD environment. There is also not a research program to fund students.
- Should the Council emphasize that the unit should do either EdD or PhD, but not both? Can the PhD be suspended while the college engages in strategic planning?
- Recommendation B – Improve the design and practice of online instruction by development of guidelines and training for faculty.
 - Online learning is not required, but there is an Ecampus component because it is less expensive for out-of-state students.
- Recommendation C – Revise the portfolio project to apply consistent expectations and approaches to be communicated early in the program.
 - The unit agreed to be more specific.
- Recommendation D – Locate and assess a venue for intensive course work sessions that provides strong connectivity for mobile devices and computers, as well as greater travel accessibility.
 - It is difficult to access Silver Falls during the winter. The unit agreed somewhat and is proposing to move to Wilsonville for some of the classes.
- Recommendation E – Develop a program learning objective intended to achieve learner proficiency in managing technological change in the teaching and learning environment.
 - The unit felt it was their job to understand and manage technology.
 - It was noted that there was a [response](#) to the report from the unit.

This discussion was postponed until Darlene Russ-Eft is available to participate.

- The Council will recommend to 'Maintain' the program, which involves restructuring; an Executive Summary will be drafted for the Council to review.
- It should be mentioned to Becky Warner how the Ecampus piece is handled.

Action: Jim will draft a response that the Council recommendation for the Community College Leadership Program (CCLP) Review will be to revise Recommendation A to indicate that, as opposed to restructuring, the recommendation will be to suspend the PhD until appropriate funding is available, and maintain and improve the EdD.

Darlene Russ-Eft will be advised of the Council's decision.

English Language Requirements –

- The recommendations provide flexibility for students who don't meet certain thresholds and would allow local control, subject to review and approval by the Graduate School; Science & Engineering units are supportive of the proposal.
- Brenda conveyed a concern from Kim Johnson, Graduate School, which was whether the conditional admit scores would be so low that we would be taking undue risks. Kim is willing to meet with the Council to discuss this issue; she is in favor of a higher score with a waiver component.
- It was suggested that a three-year pilot be implemented and tracked for potential revisions during the pilot period.
- For GTA's, it was felt that 18 was a very low score for one who is grading papers. Conversely, it depends on the individual student. If 18 is the minimum, it allows other programs to use it as a minimum without actually meeting with the student. There was also support for a minimum of 20 with a unit waiver.
- It was agreed to revise the following to include any country: '*** Exemptions for citizens of African countries are considered on a case-by-case basis if the medium of instruction is English.'
- These recommendations could result in elimination of the TOEFL.
- It was noted that any program could set their standards above those listed.

Action: Kim Johnson will be requested to develop sub-scores. She will be invited to meet with the Council next week; Sunil Khanna will also be invited to participate in the discussion.

Graduate Student Teaching – Should there be exceptions to the current policy?

- Students working toward graduate certificates or advanced degrees are not permitted to teach graduate courses. It was felt by some that grading by a graduate student of other graduate students materials was considered a substantial part of teaching courses; others disagreed. Some felt it was valuable training, if they are qualified.
 - What is being expected of graduate faculty?
- It was suggested that total anonymity is a possibility of handling the situation. It was noted that the instructor needs to provide the grade and the graduate student could record the grade. There was some support for graduate students as assistants.

- The issue is whether the individual is able to objectively evaluate papers of friends, colleagues and enemies.
- If a TA is introduced into a slash course, it must be explained that this a learning experience for the graduate student and that anonymity will be maintained.

[Graduate Council Assignments](#)

Jim will revise the distributed assignments and redistribute.

Updates from the Graduate School

- New Major Admissions Improvements
 - Currently admissions documents are scanned, but a new process will be electronic.
 - Salesforce will be used by the Graduate School as a workflow process, including recruiting and admissions.
 - [Guidelines for Growing and Sustaining Interdisciplinary and Intercollegiate Graduate Programs at OSU](#)
 - The Graduate School should be the incubator to develop and administer interdisciplinary and intercollegiate programs, but should not be an accumulator of programs.
 - The Graduate School would provide funding annually for four years and participating colleges will provide support via a three-year MOU; programs will be reviewed after four years to determine success and continuation. The document provides consistent expectations for this type of activity.
 - Sabah suggested to Brenda that the EC review the proposal; the Graduate Council was supportive.
 - It was suggested to add a footnote that this policy applies only to programs that are sponsored through the Graduate School, but units can continue to sponsor their own programs.
- [Graduate Program Guidelines](#) – Anita suggested that GC members carefully review the guidelines and propose edits; Theresa and Don volunteered to assist Anita with the review.

Meeting adjourned at 1:59 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » November 15, 2012 Minutes

Graduate Council

November 15, 2012 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Janet Lee, Mike Lerner, Murray Levine, Andrew Plantinga

Voting Members Absent: Darrell Ross, Stacey Semevolos

Ex-Officio Members Present: Anita Azarenko, Brenda McComb

Guests: Kim Johnson

English Language Requirements – Kim Johnson – Director of International Admissions

Kim distributed English Language materials:

- [English Language Testing and Training for International GTAs](#)
- [English Language Testing – Current and Proposed Requirements](#)
- [2011-2012 English Language Proficiency Requirements](#)

- Common trends – some [institutions](#) don't allow students to be a GTA if they have a reading sub-score.
- A concern expressed last week was why there is no sub-score for paper-based testing. Kim noted that the paper-based exam is being phased out.
- For [IELTS](#), OSU has used the internet-based test. Some institutions use only TOEFL scores.
- It was felt that many students do not achieve 26 on the iBT and felt that a score of 22 is more reasonable. Disciplinary differences and fluency were also noted; Brenda stated there is an option for units to set the score higher than 22 and noted that the published score sometimes reflects the level of student who applies.
- Jim noted that the institutional TOEFL is paper-based and that method would need to be retained.
- Having additional flexibility would be preferable.
- There was a concern expressed because a TOEFL is not required if a student successfully completes INTO-OSU language training as designated by CAP. Kim noted that, in some cases, a TOEFL would be required. Brenda noted there is a financial return on Pathway students.
- Brenda encourages units to speak with potential students, regardless of the score.
- A TOEFL is required, but an exception could be allowed. The bullets need to indicate that TOEFL is required.
- There was a suggestion to eliminate the third bullet under 'Exceptions': "Successful completion of language training at INTO-OSU as designated by the Conditional Admission Program – CAP." Brenda explained that this bullet pertains to students' scores that are below the required level, but the unit still wants to admit the student.
- It was suggested to raise the score from 22 to 24, but the exceptions would still be in place, which may result in OSU attracting better students. The sense last week was that the department could have higher scores but, if the university level is lower, some students may not apply. Some units don't even see scores in the 22-24 range. Brenda noted that OSU will continue to internationalize and doesn't want to prohibit students from applying.
- Some scores will result in more exceptions. Brenda trusts the units to appropriately come forward with exceptions and that students are able to progress.
- This is a three-year pilot proposal and will be reviewed at the end of the pilot to determine whether or not to continue.
- Proposed revision recap – If a student does not meet the minimum TOEFL, exceptions will be considered; if students don't meet the conditional standards, they would enroll in CAP. A graduate program chair can bring in a student who has less than the published standards.

Action – Theresa moved to accept the English Language proposal as amended; motion seconded. The

motion passed by voice vote with no dissenting votes.

Change to Graduate Admissions Requirements – Anita Azarenko

- The purpose of the proposed revisions is to achieve the ability to keep accurate records and easily retrieve information.
- The change to a cumulative GPA of 3.0 or above in the last 90 quarter hours must be calculated manually.
- For Bologna-compliant baccalaureate degrees, the proposal would honor a B average for a three-year duration.
- It was agreed to change the verbiage on the first proposed revision to "...the most recent baccalaureate degree..."; strike "On the first baccalaureate degree". Also strike from 2nd sentence as well.
- It was noted that these proposed revisions would need approval from the Faculty Senate.

Action: Theresa moved to accept the proposed revised GPA requirements; motion seconded. Motion to accept the revised GPA requirements passed by voice vote with no dissenting votes.

Physics – Jim Coakley

Jim distributed for review a Physics Graduate Program Review Memo to be forwarded to Becky Warner.

- Jim will forward the memo to Physics, invite them to the December 6 Graduate Council meeting and will wait until then to accept the report until after the unit talks with the Graduate Council.

Community College Leadership Program Review (CCLP) Memo

Jim sent the memo to Darlene Russ-Eft who asked to be invited to the December 6 meeting, so approval of the report will be delayed until after her visit.

Interdisciplinary programs – Brenda McComb

- Brenda met with the Executive Committee, which made the following suggestions:
 - Formalize the agreement with signatures between the Graduate Council and Faculty Senate leadership.
 - Because they wanted to make sure that these are guidelines rather than rules or policy, they requested a revision of the header; the first paragraph was also revised.
 - Replace the MOU with an agreement or signed agreements.
 - That it come forward to the Faculty Senate as an information item from Jim Coakley as the Graduate Council Chair rather than Brenda as an administrator.
- How does this affect the six programs already housed in the Graduate School? Brenda – Applied Economics will soon be moved into Agricultural and Resource Economics; other programs will be moved to other administrative units under a lead dean and will have an intercollegiate curriculum committee. There could also be an office of interdisciplinary studies or a center that houses these types of programs. Brenda felt that the graduate faculty in the program should decide where the program will reside; there was also a suggestion of a rotational basis, as well as of a divisional level.
 - If there is no dean willing to provide administrative oversight, the program would remain in the Graduate School to ensure that the program is not in jeopardy.
- Brenda will again revise the proposal related to movement of the home being driven by the faculty.

Meeting adjourned at 1:04 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » December 6, 2012 Minutes

Graduate Council

December 6, 2012 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Janet Lee, Mike Lerner, Murray Levine, Andrew Plantinga, Darrell Ross, Stacey Semevolos

Guests: Randy Bell, Larry Flick, Rosemary Garagnani, Henri Jansen, Darlene Russ-Eft

Community College Leadership Program Review – *Unit representatives: Dean Larry Flick, Randy Bell and Darlene Russ-Eft*

- [Graduate Council Recommendations](#)
- Darlene, on behalf of the faculty, thanked the review team and Graduate Council for examining the program and providing comments and recommendations. They were particularly pleased that the review team went to Silver Falls to interact directly with students. The unit is in the process of addressing review team comments and are hoping to have all changes completed by Fall 2013, including new websites for all courses and revisions of the portfolio project. They will be addressing internet technology and, effective Winter 2013, courses will move to Wilsonville where there will be good internet.
- Regarding the EdD vs. PhD recommendation, the faculty feel that focusing on only one would be a disservice to students; the EdD is appropriate for students wanting to move into administration. Darlene noted that Carnegie is looking at a differentiation between EdD and PhD. The faculty have been examining the distinction between the two programs for the past six months or more and feel that by next year there will be a clear distinction between the two paths. The proposal is that the program focus would be 80% EdD and 20% PhD and would be differentiated in coursework and internship (focused on research and engaged in scholarly work and dissertation).
- Randy Bell noted that, when at the University of Virginia, they tackled the question and felt that the line has been blurring between the two degrees. If they choose to offer the PhD, it must be aligned with what is appropriate for that particular work. The goal is to strengthen both programs. The EdD is appropriate for those entering a practitioner's field who are not extending, but applying, theory. The PhD relates to quantitative or qualitative study, but has research questions involved. The PhD tests, extends and modifies theory for those whose career goals include research fields – this would be a small fraction of the students. Need to work this year to assist students in aligning career goals. They will have in place by the end of this year a policy for the college, the CCLP will be in place, all programs will be reexamined, and the Graduate Council will see a clear distinction and impact on all of their programs, which will become stronger.
- Larry Flick explained that the merger of Science and Math Education added a PhD program in the college. His experience is that students span a range in terms of interest, and his thought is that some students would have benefitted by understanding and be advised by a professional degree and what it represents as opposed to the assumption that they will follow a research track. The point of strengthening both and having a well-defined and articulated EdD will also strengthen the PhD programs across the college.
- Question: Should the college continue to bring in students during restructuring? Darlene responded that, based on faculty interest, they want to limit entry into the PhD, which has not previously occurred. Faculty would begin advising students in Winter 2013 to encourage some to move into a PhD. Starting now, they would be identifying students to be admitted into a PhD (20% at most). Larry noted that prior to the review, in the context of the merger, there was ongoing discussion to use what they have to support PhD work more broadly. There is a need to develop a clear set of questions for the different areas; faculty might see a way to connect PhDs from other groups. Darlene noted that two new faculty need to have graduate students and the PhD will support their research and publications that they must pursue to achieve tenure.
- Question: Is the unit was planning to expand on research areas? Darlene responded positively, both in

quantitative and qualitative areas outside of Education. Randy sees alignment with STEM research methods both inside and outside of the college.

- Question: Are PhD students on campus? Darlene responded they could be, but don't have to be. Randy added that it's important to realize that EdD students are different because they don't go straight through to achieve their PhD because they must teach for a few years before they can continue. Many counseling students are currently employed and furthering their education; it would be a disservice to students to require residency, and funding for doctoral students is extremely limited. The unit will work to improve mentoring opportunities for PhD students to work closely with an advisor.
- Question: Are students admitted into a particular program? Darlene – they are admitted to the program and then choose their program by the end of their first year. Faculty are beginning to realize that students need to declare their pathway when they apply with placement involving an evaluative, competitive process. Randy stated that there could be a disservice to a student who intends to achieve a PhD, and after a year learns that they are not accepted into the PhD program.
- A Council member thanked the college for moving toward early declaration and felt that how the college determines the difference between the EdD and PhD will impact the college in the future.

Council discussion:

- The Council's recommendation was to continue with the EdD and discontinue the PhD.
 - Options: ask them to suspend the PhD while restructuring or continue while restructuring? The Council could ask them to come back in a year to report on their progress. Another option would be to allow suspension and let Becky Warner to allow the program to continue.
- The Action Plan, requiring metrics of how the programs will grow, must be reviewed in three years.
- With so few PhDs, are they meeting the standard? It was felt that 1-2 students per year were required. It was clear that they didn't address the language of the recommendation to develop faculty resources to produce a consistent stream of PhD scholars; their approach was more that they want both programs. There has been a robust discussion of the EdD.

Action: Given that the college has already begun restructuring, Jim will rewrite the memo to Becky Warner to indicate that the Graduate Council will be critical during the three-year review related to restructuring and faculty support; there must be clear distinctions between degrees; and they need stronger training methods.

Approval of Minutes

- [November 8](#) – Minutes were approved as corrected to move two bullet points from the Graduate Student Teaching section to the English Language Requirements section
- [November 15](#) – Minutes were approved as distributed

Category I – Renaming an Academic Program Proposal – From Women Studies Program to Women, Gender and Sexuality Studies

- [Online version](#)
- [PDF version](#)
- The rationale for the proposal is that it reflects a movement toward the work they are doing related to women and gender, and trends in the field nationally because most units are Women and Gender Studies; there is a minimal budget impact.
- 'Women' reflects historical trends, 'gender' is more inclusive, and 'sexuality' is the growing trend. The unit wanted to leave 'Women' in the title because it is the trend nationally. The name change does not impact any current courses.

Action: Theresa moved to accept the proposal to rename the Women Studies Program to Women, Gender and Sexuality Studies; motion seconded; motion passed by voice vote.

[Physics Program Review](#) – Unit representative: Henri Jensen

- [Graduate Council Recommendations](#)
- To summarize the Council's recommendations, the vision and strategy and where to go with the program needs to be thought through.
- Both the Review Team and the Graduate Council expressed concern that students who write an education-oriented thesis may not have adequate oversight of the educational perspective. Henri provided input to the Council that those students who write an education-oriented thesis have faculty from the Science and Math Education (SMED) program on their committee, and that education courses taught by SMED are included on their program plan of study. The Council recommends that this be developed into a formal policy that specifies committee structure and minimum coursework for those students writing an education-oriented thesis.
- Henri felt that both the report and recommendations were very good, but there was no answer yet to the funding component.

- Henri was asked about the concerns related to online education and technology. Henri stated that online courses for educational purposes are a good thing for students who cannot be on campus. The other issue is online large service courses, which is where money is made and is a harder issue. The lab component is an issue because ABET and medical schools require these courses, but medical schools will not accept online courses. He felt that hybrid courses may be more appropriate and they are investigating how to approach and implement these courses.
- Regarding the recommendation to consider a search for an outside chair, Henri indicated he would be happy to step down and is considering how to make a transition workable. He felt that the unit is too small for a rotating chair approach and needs help in setting up an associate chair. He acknowledged there are pros and cons for an external search, but felt it could ultimately be helpful.
- The Council asked that the unit think through what they want to look like and determine what would work best for them.
- Henri asked for help with the role of Physics Education and indicated that he was curious about the opinion of the Graduate Council.

Council recommendations:

- Revise the paragraph in the Graduate Council's memo to Becky Warner related to SMED concerns to recommend that the collaboration outlined above be developed into a formal policy that specifies committee structure and minimum coursework for those students writing an education-oriented thesis.

Action: Jim will revise the memo to include the above recommendations and, on behalf of the Council, have Mike Lerner review the memo before submitting it to Becky Warner.

MOU Proposal – Low Residency MFA in Creative Writing Offered at OSU-Cascades

- [Online version](#)
- [PDF version](#)
- The proposal has the full support of both OSU-Corvallis and OSU-Cascades; this is the low residency alternative to the high residency MFA offered on campus; it is the same degree with different delivery methods; and the credits are non-reciprocal and non-transferable, which is typical for these programs nationwide. The feasibility study found that the Bend program serves working students rather than on-campus students and there is a good amount of demand
- There are two aspects of delivery: one-on-one mentorship with professional mentors in the craft of writing (mentors will have up to four students); mentors will serve as committee chairs for theses, which results in a literary work; and the mentor also guides public lecture and reading. Professional Mentors, who may not be local but are frequently tenured professors in other universities or emeriti professors, are commercially successful writers and interested in working one-on-one with students. Residencies will occur 8-10 days at a time for a total of 40 days over two years; mentors are guest writers and the residencies are led by both professional mentors and individuals in the publishing industry and OSU faculty. During residency, students work on craft, collaborate, and work with both students and professional mentors. Program operation falls under the dean of academic programs in Bend with a director (search currently under way); there is also a faculty board with faculty from both OSU-Corvallis and OSU-Cascades.
- Faculty at OSU-Cascades are fully behind the proposal.
- The Budgets and Fiscal Planning Committee questioned whether instructors are adjuncts because there were no benefits in the budget, but the proposal was revised to clarify that they are Professional Mentors.
- Professional Mentors chair the committees and must be appointed to graduate faculty. It was noted that these individuals are typically not eligible for graduate faculty but, because they have a terminal degree, they would be eligible for graduate faculty status.
- Questions: Can the committee consist only of Professional Mentors, or is a 'regular' faculty member required? How will students be advised in completion toward the degree? The director will handle these issues. It was felt that the director would be a graduate faculty member. A Graduate Council Representative would also be required to be on the committee. Is the director on all students' committees? The committee composition needs to be clarified in the proposal
- Question: How will a Professional Mentor be a committee chair if they are only employed for two terms? There will be a commitment of two years for the Professional Mentors. Is the budget correct at \$3500 per PM for taking on four students? Who will provide oversight that quality of responses will be sufficient? What measures will be in place to provide continuous assessment of the program? Assumed the director will do that; requested clarification in the proposal. If PMs are committee chairs, who will provide training in OSU expectations? The Director will provide oversight, as needed; need to incorporate oversight into the proposal. Concern was expressed that not all Professional Mentors will be prominent writer's and will elect to participate as a way to supplement their income, but may not be an appropriate mentor; they will need oversight.

- Why will OSU on-campus faculty be limited to summer residencies – it seems that these faculty should be the committee chairs. The requirement is a contract issue. There are only two OSU-Cascades faculty who will be participating; there was a question of workload if there are 40 students. The Council requested additional information about how the program itself will be assessed and how it could be built-in from the start so the program is sustainable, committee structure, Professional Mentor oversight and workload.
- Why are the credits non-transferable? It was thought that it was to keep the programs separate because they are different delivery models. It may be helpful to think of a pathway that would allow students to transfer.

Action: Janet Lee will communicate the Council's concerns to Neil Browne.

Discuss [Final Examination](#) requirements when no thesis is involved

Background: There are multiple departments that would like some flexibility in the final examination requirement for non-thesis programs. The issue revolves around the use of alternative methods to determine that the student has achieved the learning goals for the program. A classic example is the use of a written exam. If the emphasis is on assurance of learning, should there be some flexibility in the exit requirements that allow alternative direct methods to demonstrate assurance of learning?

- There have been several requests for exceptions to the required two-hour oral exam (note that two hours are not required) – this would impact non-thesis masters and professional programs – it seems to make sense for theses to have a two-hour oral exam, but could there be alternatives to this requirement? A written exam may be an alternative – if doing assessment of learning outcomes and the student has met the learning outcomes with alternative means, is an oral exam necessary? An alternative needs to be a method to assure that each student has met the learning outcomes. Who decides if the alternative is acceptable? Would this result in more work for the Graduate School and Graduate Council? A change would have to go through the Faculty Senate. A small, incremental change in the policy was suggested. What about committee input for assessment? It was suggested a capstone be required and a minimum of three faculty be involved, or have a series of exams. The MPH, MEng, MBA would be affected. MBA programs typically have a capstone project rather than an oral exam, perhaps MEng also.

Action: Jim will gather proposals from units on campus and present to the Executive Committee. Another member will check on the process of the MEng at other institutions.

Graduate Council Assignments

This topic will be discussed at a subsequent meeting.

Matters Arising/Continued Discussions

Jim thanked Andrew Plantinga for his service as this was his last meeting before moving to UC Santa Barbara.

Meeting adjourned at 1:44 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » January 14, 2011 Minutes

Graduate Council

January 14, 2011 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Jo Tynon (Forestry) and Tom Wolpert (AG SCI)
Grad Council Members Absent:	Cass Dykeman (Education)
Ex-officio Members Present:	Martin Fisk, Bruce Rettig and Leah Minc (Graduate Admissions Committee)
Support Staff Present:	Nagwa Naguib
Guests:	Marie Harvey, Chair, Public Health; Luiz Bermudez, Head, Veterinary Medicine; and Rosemary Garagnani, Assistant Dean, Graduate School

1. Updates from the Chair

Walt Loveland asked if there were any edits to the January 7, 2011 minutes. There were none. Minutes approved.

Loveland reported to the Council that the draft resolution on General Learning Outcomes (GLOs) for the Ph.D. degree has been discussed, edited and approved by the Faculty Senate at its meeting on Thursday, January 13, 2011.

As a result of successfully completing the requirements toward the Ph.D., students shall: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly activities in an ethical manner. Additional outcomes, the assessment of all outcomes and the specification of learning objectives related to these outcomes are to be carried out at the program level and reviewed periodically.

These outcomes are to be assessed at the program level. Outcome (a) is already part of the assessment performed at the final oral exam and the GCR is specifically required to raise this metric. Outcome (b) is part of every unit's requirements for students and is assessed by course work grades, and preliminary examinations. Outcome (c) is new and will require the units to be sure the students are informed/trained as to what is required to conduct scholarly activities in an ethical manner. There is an array of methods the units could choose to use, such as the Graduate School course on RCR, and other courses, instruction in research groups, etc.

2. Public Health Graduate Program Review - Report

Denise Lach thanked Dr. Marie Harvey, Chair of the Department of Public Health, for producing a great self-study. The Review Panel was comprised of two external reviewers, as well as Tom Wolpert who could not be present at the site visit, but participated in the writing of the report. Both external reviewers are very familiar with the Council on Education for Public Health (CEPH), the accrediting agency that reviewed the program in 2006. They were very pointed and hard because of their experience in public health.

The department offers both a Masters' and a PhD program. The MPH is offered with OHSU and PSU. The plan is to separate from the larger consortium. Both faculty and students were very positive about the program. The Panel had 14 recommendations that were presented to both the Chair of the Department

and the Dean of the College.

Lach proceeded by reminding the Council that the Department of Public Health, as well as the College of Health and Human Sciences, are going through a number of reorganizational changes, including hiring sufficient faculty to support current programs. Panel recommendations included hiring faculty in the field of international health and making the website easier and clearer to follow. Another recommendation was to keep both faculty and students in the loop of what is going on in the department. Faculty were involved in developing the self-study of the program.

Loveland wondered if the Panel gave the program a "grade" and, if so, what it was. He wondered why the comments were as sharp as they were, which could impact the School of Public Health's Category I proposal for reorganization. Theresa Filtz agreed that the tone of the report was negative, and it might be a good idea to soften it by including some constructive criticisms, not negative comments. Lach responded that the reviewers recommended maintaining the Public Health Graduate Program.

Marie Harvey reported that the Department is hiring 11 new faculty members. She added that, when talking to the Provost in early February, she would like to address the Panel's recommendations and ask what could be done to implement them. She also indicated that Dean Tammy Bray created a "faculty transition team" to work with the administrative team to build the School of Public Health.

Carolyn Aldwin suggested that, when talking to the Provost, Harvey should point out that the Department is hiring those new faculty to support the PhD program; and that the Category I proposal is to support the reorganization of the Department.

Lach pointed out that the Review Panel was very careful about naming the two divisions of public health. Harvey informed the Council that a representative of CEPH, the accrediting body, was invited to review the proposal for creating the School of Public Health and was assured that it was likely to be accredited. She also added that they are already hiring faculty to help with the "international health" field. They will be working for both the graduate and undergraduate programs.

A short discussion resulted in a decision that some edits will be made to the report. Suggestions are to be sent to Lach and Wolpert. The report will be reviewed at next week's Graduate Council meeting.

3. Veterinary Sciences Graduate Program Review - Request for Postponement of Site Visit

Loveland reminded the Council that Dean Cyril Clarke had asked the Graduate Council to continue with the site visit planned for winter term. At last week's meeting it was decided to have the Graduate Council members on the Review Panel, Denise Lach and Vinod Narayanan, review the self-study and comment on its content at the Council's next meeting.

Lach and Narayanan informed the Council that, after reviewing the self-study document, they did not think that the review of this graduate program should proceed. Accordingly, Loveland suggested that, on behalf of the Council, he could make a recommendation to the Provost regarding suspending enrollment in this program.

Mike Kent had conversations with both Dean Clarke and Luiz Bermudez, Head of Veterinary Medicine, and reported that their intent for the program review is to get ideas about building the new program.

Martin Fisk reported that he had a number of phone and email conversations with Dean Clarke regarding this issue. Former Dean Sally Francis had several meetings with Clarke regarding the same issue; this resulted in granting a postponement of the review. The final postponement was not until this year. Fisk suggested to Clarke three options:

1. Suspend admissions;
2. Get the Graduate Council's opinion; or
3. A one-term postponement by the Graduate School.

Dean Clarke sent Fisk the self-study in a draft format, and then the same draft was submitted to the Graduate School as the final document.

Loveland asked the Council, given the above conversation, what their recommendation would be. What should we do about the program review? Should we recommend to the Provost termination of the program?

Bermudez gave the history of the program, and the reasoning for wanting to expand it. A number of

the students in the MS in Veterinary Science program are not clinical residents. The College is currently looking at the clinical courses. The minimum requirements for clinical training give students good fundamental research skills. The creation of divisions within the university led Dean Clarke to support the creation of an interdisciplinary program within the division. It is a slow process, and the deadline is to get it done by the end of the academic year. The goal is to revive the MS program and make it more dynamic and competitive. The clinical faculty want a masters' program. Veterinarians do not usually receive research training. They need to have some research background when they seek employment at academic institutions. In the past, research was not a requirement.

He went on to inform the Council that the plan is to initiate a new PhD program, depending on the demand. Current PhD students working with Veterinary Medicine faculty normally pursue degrees in MCB and Animal Sciences. At this point very few veterinary students are showing interest in pursuing PhDs. Bermudez indicated that he has designed a DVM/PhD program but, at this point, is not sure of its future.

A short discussion followed regarding the lack of a Category I proposal, the concern regarding the curriculum, and the fact that, currently, there are no other options for clinical students. Dr. Bermudez was thanked and dismissed from the meeting.

Loveland asked the Council if there was a motion. Lach and Narayanan suggested the following motions.

Motions:

- Cancelling the Program Review of the Veterinary Science Graduate Program
- Denise Lach moved. Vinod Narayanan seconded. Mike Kent opposed. Motion passed.
- Suspending Admission to the Veterinary Science Masters' Program
- Denise Lach moved. Vinod Narayanan seconded. More discussion led to postponing the decision to next week's meeting. Nagwa Naguib will send the Veterinary Science self-study to all Council members for their review.

Meeting adjourned 10:55 AM

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » January 21, 2011 Minutes

Graduate Council

January 21, 2011 Minutes

Grad Council Members Present:	James Coakley (Business), Cass Dykeman (Education), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR) and Jo Tynon (Forestry)
Grad Council Members Absent:	Carolyn Aldwin (HHS), Murray Levine (COAS) and Tom Wolpert (AG SCI)
Ex-officio Members Present:	Martin Fisk, Bruce Rettig and Leah Minc (Graduate Admissions Committee)
Support Staff Present:	Nagwa Naguib
Guests:	Cyril Clark, Dean, College of Veterinary Medicine and Rosemary Garagnani, Assistant Dean, Graduate School

1. Chair's Update

Walt Loveland asked if there were any edits to the January 14, 2011 minutes. There were none. Minutes approved.

2. Public Health Graduate Program Review Report

Walt Loveland reminded the Council that at last week's meeting, the Public Health Graduate Program Review Report was presented, and that some comments were made regarding the tone of the Report. The Council was advised to send their edits to Denise Lach and Tom Wolpert to incorporate into the Report, which was redistributed to the Council for a second look. He asked if there were further discussion regarding the Report. There were none.

Motion: Accept the Revised Public Health Graduate Program Review Report. Jo Tynon moved. Jim Coakley seconded. Motion passed.

3. Veterinary Sciences Graduate Program Review - Continuation of discussion of motion to terminate/suspend admissions to Vet Med MS program

Loveland reiterated what he said at last week's meeting that the Veterinary Sciences Graduate Program self-study, presented to Interim Dean Martin Fisk in early January, was judged by Fisk to be insufficient in detail to warrant a site visit. Following his review of the draft, Fisk had conversations with Dean Cyril Clarke, who indicated that he would like to proceed with the Program Review.

The self-study was then reviewed by the two Graduate Council members who were scheduled to participate in the program review. Denise Lach and Vinod Narayanan then recommended the review be cancelled. On January 14, 2011, the Council approved the motion to cancel the review.

The second motion made by Lach and Narayanan was to suspend admission to the program. Luiz Bermudez had argued that they would like to continue to admit students into the program. He conceded that in the past, the enrollment was low, but they would like to continue with the current students. To improve the program, they are revising the curriculum. The Graduate Council is in a dilemma, as to be consistent with actions taken with respect to the Entomology Graduate Program Review, it should recommend suspending admission. Program reviews look at the past ten or more years, not what the program would do in the future.

Dean Cyril Clarke, Veterinary Medicine, proceeded to defend the College's request to continue

enrollment in the Veterinary Sciences Graduate Program, by indicating that the Council should consider the strategic dimension of this decision. There are two important aspects to consider: 1) funded research, and 2) attaining critical mass. When reviewing both the self-study and the evaluations of those criteria, this program should not be allowed to continue the way it currently is. Veterinary Medicine needs to develop the Clinical Science Department's research capacity and ability. Strategically, the College needs to enhance its clinical sciences, which translates into clinical residents (post DVMs who improve their skills at surgeries, etc.). In the last 2 years, the College supervised between 14 and 16 residents. This June they are expecting four or five new funded residents to begin their programs. If admission is suspended, the College will lose momentum in pursuing its strategic objectives. They need a stepping stone to get this new vision. He went on to say that if this conversation had been held last September, a Category I proposal would have been prepared.

Lach wondered why this issue was not brought to the Council last fall. This review had been postponed from the previous academic year to this year, first to fall and then to winter term. Clark responded that delays have been required because of the challenges in developing a timing strategy across the Division of Health Sciences. The Division identified three strategic goals, which address specific concerns. When asked if the College had a commitment to the incoming residents, Clarke confirmed that they were all funded residents, and are eligible for enrollment.

When asked if the residents held research or clinical positions, Clarke responded that research is important in the discipline. He then reiterated that he was hoping that the Category I proposal be ready by late May 2011; if not, he would recommend not continuing the program, and making it resurface only as an option.

Bruce Rettig pointed out that when checking into the program's enrollment, he found that last fall there were seven graduate students in the Veterinary Science MS program and there were seven appointments of clinical fellows. He also noticed that the current GTAs had held appointments as clinical fellows last year. Clarke indicated that OSU was the only university with professional schools in the OUS system with residents. The current residents are not enrolled in a graduate program. Incoming residents will be appointed as GTAs. Rettig indicated that review of past and recent programs of study suggest a transformation in the use of the MS in veterinary science. Clarke responded that, in general, the program is becoming more focused in veterinary sciences. Most students working with Veterinary Medicine faculty are enrolled in MCB or microbiology. Last year, a graduate committee was established: some of the courses are being reviewed by this committee.

When asked if the new residents coming in next fall have a bachelors degree, Clarke responded that current enrollment of residents require that they have DVM degrees.

Loveland wrapped up the conversation and indicated that the Council will discuss the issue further, and would invite Dean Clarke to next week's meeting where the Council will discuss the admission of DVM degree holders to the Graduate School. He thanked Clarke, who then left the meeting.

The Council had a short discussion regarding the issue. Jo Tynon pointed out that if the program is not suspended, it will be difficult for the Department and the College to work on both the Category I proposal and continue with the current program. Lach repeated that the program does not seem to be a viable graduate program. Loveland wondered if we should delay suspending the program until May 2011, and see if they make a commitment to the reorganization. Cass Dykeman suggested that one solution might be to postpone the suspension until after this academic year. Loveland reminded the Council that Category I proposals take an average of two years to move through the system. There are currently 36 Category I proposals in the queue, so expecting the Category I to be ready and approved by May 2011, is somewhat out of reach.

Motion from last week's meeting to suspend admission to the Veterinary Sciences Graduate Program. Five in favor. Three opposed. Motion passed.

4. Allow Admission of DVM holders for Graduate Studies

Loveland introduced both the DVM and Pharmacy requests regarding admissions to the graduate degrees without a baccalaureate degree, but with a professional degree. Due to the fact that the Council ran out of time, he suggested dedicating next week's meeting to this item and inviting leaderships of the two colleges to attend the meeting. Rettig suggested inviting the College of Health and Human Sciences leadership as well. Nagwa Naguib will send invitations to all three colleges' leaderships.

Adjourned at 11:00 AM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » January 28, 2011 Minutes

Graduate Council

January 28, 2011 Minutes

**Grad Council Members
Present:**

Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR) and Tom Wolpert (AG SCI)

**Grad Council Members
Absent:**

Cass Dykeman (Education) and Jo Tynon (Forestry)

**Ex-officio Members
Present:**

Martin Fisk, Bruce Rettig and Leah Minc (Graduate Admissions Committee)

**Support Staff
Present:**

Nagwa Naguib

Guests:

Gary DeLander, Associate Dean, College of Pharmacy; Jeff McCubbin, Associate Dean, College of Health & Human Sciences; Rosemary Garagnani, Assistant Dean, Graduate School

1. Chair's Update

Walt Loveland asked if there were any edits to the January 21, 2011 minutes. There were none. Minutes approved.

Loveland then distributed a spreadsheet graduate program reviews that will be added to the OSU accreditation report. The spreadsheet contained names of all graduate programs reviewed by the Graduate Council in the past ten years and had been updated by Loveland with information from the Graduate School to include the "grade" given to program by the review team.

Loveland then pointed out that the Graduate Council agenda has a large number of items that will need to be brought up at its next few meetings. The important issues are:

1. Revision of self-study guidelines
2. GLOs for Masters degrees
3. Recognizing/creating transcript visible recognition of "options"/"areas of concentration" for graduate degrees
4. Accreditation briefing from Chris Bell

He asked the members to review the pending items from the list and inform him if there were other important issues that need to be brought up sooner rather than later.

Martin Fisk was asked to announce to all Ph.D. granting programs that graduate learning outcomes for doctoral degrees were approved by the Faculty Senate on 1/13/2011. The motion passed by the Faculty Senate was:

General Learning Outcomes for the Ph.D. Degree -

As a result of successfully completing the requirements toward the Ph.D., students shall:

- (a) produce and defend an original significant contribution to knowledge;
- (b) demonstrate mastery of subject material; and
- (c) be able to conduct scholarly activities in an ethical manner.

Additional outcomes, the assessment of all outcomes and the specification of learning objectives related to these outcomes are to be carried out at the program level and reviewed periodically. These outcomes are to be assessed at the program level.

The Graduate School will change the examination results reporting forms for Ph.D. exams to allow the examining committee to indicate that the learning outcomes have been achieved. The Graduate School will phase in monitoring of compliance and will announce when learning outcomes will be monitored. The Graduate School will also alert graduate programs of the need for providing students with the means of achieving learning outcome (c) and for the need to establish a procedure for assessing if the outcome has been attained. The Graduate Program Review Guidelines will be updated to indicate that programs will need to include a description of their processes for training and evaluating students with respect to the Ph.D. learning outcome (c).

2. Pharmacy motion to allow professional degree holders to be admitted to the Graduate School

Oregon State University change the minimum graduate admission requirement from "a four-year baccalaureate degree" to "a four-year baccalaureate degree, a professional degree from a United States-accredited or a Canadian-accredited institution, or a professional degree of at least four years duration whose holder is eligible for licensure in the United States."

Theresa Filtz indicated that the motion was drafted by both the College of Pharmacy and the College of Veterinary Medicine. The College of Veterinary Medicine would like applicants holding DVM degrees with undergraduate work to be admitted to graduate degree programs. Those applicants might have a minimum of six years of higher education; not getting a bachelor's degree along the way is currently an impediment. They are very well trained with the rigor of work at graduate level courses. Gary DeLander added that most medical colleges do not require a bachelor's degree for admission.

Denise Lach pointed out that the drafted motion might make sense for Pharmacy or Veterinary Medicine, but the way it is written could be interpreted in that anyone without a bachelor's degree could be admitted into a graduate program. DeLander responded that the faculty of the colleges are the ones to determine whether or not the student is eligible to be admitted with the background needed to enter in the college.

Bruce Rettig reported that following Filtz's contacts with some pharmacy programs, he went to the universities' websites and found that all of them list the four-year bachelor as an admission requirement. He contacted the graduate admission directors at OSU peers and was told that many of these programs would admit DVMs without bachelor's degrees through an exception process. Tom Wolpert pointed out that OSU needs to be more specific as far as which professional degree would be accepted. Rettig followed by saying that Iowa State has a routine acceptance. The processes for granting exceptions vary from one university to the next. Wolpert stressed that OSU definitely needs to be transparent in this process.

Loveland wondered what other professional degrees applicants would hold. Rosemary Garagnani responded that international students might have dental, physical therapy, or law degrees, all of which are considered professional degrees. Filtz reminded everyone that the issue with international students will have to be discussed separately.

When the question was asked regarding establishing an appeal process, Fisk responded that establishing an appeal process is a much better route than changing university standards; especially when we are going through accreditation, and in view of our peer institutions.

Lach argued that there is value in getting a bachelor degree, but we might make sure that the applicant has the equivalent of one. An appeal process would be acceptable. Loveland wondered if the appeal would be decided by the department/college or the Graduate School. Filtz suggested that any applicant with a DVM or PharmD from an American or Canadian institution should be accepted into the graduate program. Garagnani wondered if the colleges in question could provide the names of the accrediting agencies. DeLander replied that, for Pharmacy, there are two agencies, the names of which will be shared with the Graduate School Admissions Office.

Loveland suggested forming a subcommittee of Council members to work on:

1. The policy language to appear in the catalog; and
2. The operation policy that meets the Graduate School concerns, as well as the affected college.

The subcommittee, comprised of Theresa Filtz, Tom Wolpert, Michael Kent, Carolyn Aldwin and Marty Fisk (Graduate School contact), will work on rewording the motion and presenting it back to the Council at its next week's meeting.

Adjourned at 10:55 AM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » February 4, 2011 Minutes

Graduate Council

February 4, 2011 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), Cass Dykeman (Education), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Jo Tynon (Forestry) and Tom Wolpert (AG SCI)
Grad Council Members Absent:	James Coakley (Business)
Ex-officio Members Present:	Martin Fisk, Bruce Rettig and Leah Minc (Graduate Admissions Committee)
Support Staff Present:	Nagwa Naguib
Guests:	Rosemary Garagnani, Assistant Dean, Graduate School and Chris Bell, Chair, Accreditation Steering Committee

1. Chair's Update

Walt Loveland asked if there were any edits to the [January 28th, 2011 minutes](#). There were none. Minutes approved.

He informed the Council that he sent an email to Provost Randhawa regarding the Council's decision to suspend admission to the Veterinary Sciences Graduate Program with a copy to Dean Clarke. The latter responded by asking to postpone suspension of the enrollment until Fall term, 2011. (The Graduate School is not currently admitting students to this program.) Provost Randhawa will make a decision on this issue upon his return to campus.

He then indicated that the Fisheries and Wildlife PSM Category I proposal will be forwarded to the Council for next Friday's discussion. Loveland will be in Berkeley the next couple of weeks, so Jo Tynon will chair the February 11 meeting and Theresa Filtz will chair the following one, i.e. February 18, 2011.

2. Report of subcommittee on language for catalog and operations policy for admission of professional degree holders to the Graduate School

Theresa Filtz informed the Council that the subcommittee revised last week's motion to read as follows:

The college of pharmacy moves that the OSU requirement for admission to graduate school be changed from "a four-year baccalaureate degree" to "a four-year baccalaureate degree or an appropriate alternative degree* from an accredited program in the United States or Canada"

- *degrees judged to be appropriate alternatives are:
- a doctorate of pharmacy, a.k.a. Pharm.D.
- a doctorate of veterinary medicine, a.k.a. V.M.D. or D.V.M.
- a doctorate of medicine, a.k.a. M.D.
- Upon passage of the statement above, Pharm.D., M.D. and D.V.M degree holders (without bachelor's degrees) from US and Canadian programs would be accepted through the regular admissions process without hindrance.

Marty Fisk pointed out that the Graduate School Leadership Team discussed the earlier motion and

asked Bruce Rettig to respond to the subcommittee. Rettig explained that Canadian students are international students, and recommended that treatment of Canadian and other international applicants be handled as part of the requirements for international student admission. He also reminded the Council that the issue now before the Council began with a request from the College of Veterinary Medicine to admit students with DVM degrees, but lacking bachelor's degrees, to graduate programs administered by the College of Veterinary Medicine or closely related degrees. He added that Theresa Filtz had expanded the scope of that discussion by requesting that applicants with DPHARM degrees, but lacking bachelor's degrees, be considered eligible for admission to graduate degrees administered by the College of Pharmacy. If the Council wishes to establish a policy that applicants with these degrees can be acceptable upon approval by Pharmacy and Veterinary Medicine, the Graduate School will agree to modify the admission web site language that currently cautions applicants that professional medical degrees are not normally sufficient for admission in the absence of bachelor's degrees.

A long conversation followed. Deleting "United States or Canada" from the motion and excluding "international applicants" from the revised motion, were discussed. A revised motion was suggested and approved.

Catalog Language Motion: The College of Pharmacy moves that the OSU requirement for admission to the Graduate School be changed to "a four-year baccalaureate degree or an appropriate alternative degree from an accredited college or university." Carolyn Aldwin moved to alter the catalog. Jo Tynon seconded the motion. Denise Lach indicated she believes "an alternative degree" is not the same as "an equivalent degree," which the Council spent very little time discussing. (The Faculty Senate recently passed a set of learning outcomes for all Baccalaureate degrees awarded at OSU. No comparison of these learning outcomes with any of these professional degrees was done to determine similarities or differences.) Motion was voted on and passed nine in favor and one opposed.

A second motion was suggested.

Motion: It is the intent of the Graduate Council that degrees judged to be appropriate alternatives include a doctorate of pharmacy (PharmD), a doctorate of veterinary medicine (VMD or DVM), and a doctorate of medicine (MD) from US or Canadian programs. Carolyn Aldwin moved. Walt Loveland seconded. Denise Lach abstained. Motion accepted.

3. Accreditation Briefing

A comprehensive review to reaffirm Oregon State University's accreditation is underway. The Northwest Committee on Colleges and Universities (NWCCU), one of six regional accreditation agencies recognized by the Council for Higher Education Accreditation, changed its standards.

Chris Bell, Chair of the Accreditation Steering Committee, reminded the Council that in 2001 when Oregon State University was reviewed, the weaknesses were "assessment" and "facilities maintenance." The Steering Committee which consists of seven members, and in an effort to improve the "assessment" piece, added Gita Ramaswamy, the Director of Assessment, to its membership. The Committee's objectives are to lead the development of OSU's self-study by trying to engage the campus community.

OSU will be the first university to be reviewed under the new changed standards. Thirty universities will go through the seven-year process review. We will never have to do a comprehensive review again. We are getting to do it all at once.

The Steering Committee asked the units to develop core themes, objectives and indicators. It is a simpler process than the set of standards used in the past. We are not asked to provide volumes of information. The process began last January, and the intention was to have a full draft by the end of December 2010. Bell went on by saying that the plan is to have the five chapters ready by next Monday, February 7, for the campus community to review, then participate in the process by attending one of the campus forums. The site visit is scheduled for April 25th through 27th, and the hope is that by that time, every member of the professorial rank will be able to speak on every core.

He finished his presentation by saying that Oregon State does not compare too badly with its peers. There are some areas where there is a call for improvement.

Adjourned at 10:55 AM.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » February 11, 2011 Minutes

Graduate Council

February 11, 2011 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), James Coakley (Business), Cass Dykeman (Education), Theresa Filtz (Pharmacy), Denise Lach (CLA), Murray Levine (COAS), Vinod Narayanan (ENGR), Jo Tynon, Chairing (Forestry) and Tom Wolpert (AG SCI)
Grad Council Members Absent:	Michael Kent (Vet Med) and Walt Loveland, Chair (SCI)
Ex-officio Members Present:	Martin Fisk and Bruce Rettig
Support Staff Present:	Nagwa Naguib
Guests:	Selina Heppell, Associate Professor, Dept. of Fisheries and Wildlife (by phone from the Cayman Islands)

1. **Approval of February 4, 2011 minutes**

Theresa Filtz proposed changing one word in the Catalog Language Motion.

Page 2, para 4:

... for admission to the Graduate School be changed ~~from~~ to "a four year baccalaureate degree...

Minutes approved with above corrections in *underlined Italic*.

2. **Consideration of Cat I Proposal for PSM degree in Fisheries and Wildlife**

Selina Heppell joined the Council by conference call. She began by introducing the Category I Proposal to the Council. The general program has been in place for a number of years as a thesis masters' degree. Ursula Bechert and Dan Edge have been working for a couple of years with natural resources state agencies to offer an educational degree catered to professionals. Fisheries and Wildlife (F&W) Department's goal is to have a distance education coordinator for the program. The proposal was delayed from last year and they are hoping to have students get into the program this coming fall, 2011.

Denise Lach asked if the students could enter the program at any time of the year. Heppell explained that the PSM program includes a dynamic cohort, which starts in the fall and in which all students participate. There could be an alternative to starting it this coming fall.

Jim Coakley wondered why only five liaison responses were included in the proposal even though eleven responses were received. Heppell did not know the answer, and indicated that she will refer the question to Dan Edge.

Vinod Narayanan asked if this program was a distance-only PSM. Heppell responded that this program was primarily distance-only as it is designed for working professionals. When asked how students will do lab work when they are not on campus, she indicated that the Department will encourage students to spend some time on campus by working a few days, a week or even a term at Hatfield Marine Science Center (HMSC).

Lach questioned the reason behind creating a new PSM program instead of adding a 'fisheries' track to the existing PSM. Heppell will refer this question to Edge. Bruce Rettig explained that there is no PSM program with specialties. The program started when OSU received funding from the Sloan Foundation.

Four academic programs were involved in the planning with leadership from faculty in Botany and Plant Pathology (Stella Coakley and Don Armstrong). Because new degree programs would take a long time to fully implement, these four programs initiated this new initiative using existing degree authorization to offer the Master of Science degree. The unique characteristics of the PSM master's degree programs are that they combine a basic foundation in science courses with a professional curriculum consisting of business, communications, and ethics training. The capstone for these degrees is a supervised internship instead of a capstone thesis or research-in-lieu-of-thesis. The unique character of this proposal is that it is not adding the PSM structure to the current degrees in fisheries science or wildlife science. It is proposing a new major under the new degree of PSM. Bruce Rettig called this a non-thesis degree in a department that doesn't allow non-thesis masters.

Heppell agreed that F&W does not have a non-thesis masters' degree. Rettig indicated that, even though the proposal includes some technical issues, it is nonetheless a strong one.

Fisk pointed out that the proposal's cover page indicates that it is a professional science masters, a degree that does not yet exist in the state system. OUS approved having a PSM, but there is still no degree designation at the state level. It would be awkward for the Council to approve a PSM at this point. He continued by explaining that the PSM is owned by the Sloan Foundation, with administration oversight through the Council of Graduate Schools (CGS). The Sloan Foundation and the CGS want to establish it as an accepted professional credential, comparable to the MBA. Fisk then informed the Council that the OUS Provosts' Council is likely to approve the new degree designation in the next month. When this is done, the three currently approved PSMs will be grandfathered in and new PSM degrees can be created.

Carolyn Aldwin suggested that, if F&W would like to admit students into the program in Fall 2011, they should admit them as Masters of Science students by only changing the title of the proposal. Heppell pointed out that the agreement with the State Department of Fish and Wildlife should not be an obligation for the program to begin in Fall 2011. She went on by suggesting that we should inform Dr. Dan Edge of the Council's suggestion to defer this proposal until the OUS approves the PSM procedure. Fisk proposed waiting until OSU receives a response to the questions from OUS.

Narayanan wondered if this degree is offered to international students as stated in the proposal. Heppell answered that, indeed, international students are targeted to be included in this community. He then asked if, being an on-line degree, how can the required internships be monitored. She responded that the Department will be hiring an internship coordinator who will be in discussion with the internship employer. Each student's advisor will be reviewing the written document from the employer, and will be working closely with the internship coordinator. Outcomes are currently not assessed.

Lach asked if most students will do their internships at their current work locations. Heppell responded that F&W will encourage them not to do their internships with their employers, but rather in a different agency/location.

Narayanan asked about faculty time that will be spent with the students. Heppell responded that the Department is currently working on this issue, suggesting one student per advisor. This assignment might take five hours a term with additional time towards the end of the program. The Department is also working on faculty compensation, through eCampus, as is done with the new Master of Natural Resources (MNR). Courtesy faculty, who are involved in the Department and even attend faculty meetings, could serve as advisors to the students.

Lach questioned the reason why internships are required, given that the students would all be professionals with five or more years of experience. Heppell responded that this approach, a hybrid between an internship and a capstone, will promote students networking between agency professionals.

Aldwin noted that courses in human resources, required in a PSM, were not included in the proposal. Narayanan pointed out Section 3b, Accreditation, and wondered if the students will automatically get their certification after finishing their programs. Heppell responded that in order to be certified, in addition to the coursework and professional work, the individuals will have to apply. Narayanan wondered about the advantage of the proposed program towards obtaining a certification. Heppell responded that it was a value added.

Fisk asked Heppell how can being employed, one of the requirements for admission to the program, be guaranteed. She responded that the requirement is five years of professional experience. Checking if the individual is currently employed could be a challenge. She will check with Edge. 1 h. States

"Enrollment in the PSMFWA will be restricted to currently employed professionals with five years of professional experience." This will have to be changed.

On the performance indicator, Narayanan wondered what would be a good measure. Would certification be one such measure? Will the program need confirmation from the certifying societies? Whether or not a graduate is promoted should not be the sole measure of success since promotion depends on extraneous factors not under the program's control. Also a 100% success at obtaining a job is also not a good measure since these students already have jobs to begin with. Heppell responded that they might add a survey asking the students whether or not the PSM helped them move up the ladder. Lach noted that a better outcome might be how long it would take to go through the program or how much money is invested. Heppell responded that the Department is planning on tracking how long students are spending getting their degrees. Coakley wondered how they can insure that the courtesy faculty qualify to advise those students. Heppell responded that most courtesy faculty work in state agencies, have strong research credentials, and are good advisors.

Narayanan suggested that exit surveys could be based on learning outcomes, as well. In general the outcomes listed are vague. "An understanding of..." is vague.

Jim Coakley noted that the nature and level of research and/or scholarly work expected of program faculty (section 5d) is not adequately addressed. Does this include courtesy faculty?

Section 2b says the program will support research. Narayanan asked, if this is a non-thesis degree, why is research listed here? How will the program support research?

Coakley pointed out that neither Ursula Bechert, PSM Coordinator, nor Sherm Bloomer, Dean of Science, have given their feedback on the proposal. Also, there is no mention of College of Business liaison.

Motion: Defer the decision on approving the Category I Proposal for PSM degree in Fisheries and Wildlife. Theresa Filtz moved. Carolyn Aldwin seconded. Motion to defer approved.

Adjourned at 11:05 AM.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » February 18, 2011 Minutes

Graduate Council

February 18, 2011 Minutes

**Grad Council Members
Present:**

Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med) Denise Lach (CLA), Murray Levine (COAS) and Vinod Narayanan (ENGR)

**Grad Council Members
Absent:**

Cass Dykeman (Education), Walt Loveland, Chair (SCI), Jo Tynon (Forestry) and Tom Wolpert (AG SCI)

**Ex-officio Members
Present:**

Martin Fisk, Leah Minc and Bruce Rettig

**Support Staff
Present:**

Nagwa Naguib

1. Approval of February 11, 2011 minutes

Minutes with edits by Vinod Narayanan, were reviewed and approved by the Council. Final version of the minutes will be posted on the website.

2. Discussion of Graduate Learning Outcomes (GLOs) for Masters Degrees

Theresa Filtz informed the Council that Walt Loveland suggested using the GLOs for PhDs, previously approved by the Faculty Senate, as a model in the discussion for GLOs for masters' degrees.

Council members discussed the PhD Learning Outcomes and their relevance to Masters degrees. It was eventually agreed that parts b and c of the PhD GLOs, mastery of subject material and ethical conduct, were also relevant outcomes for a Masters degree. The discussion then focused on whether scholarly or creative activity or a capstone of some sort was always required for a Masters. How should non-thesis Masters be accommodated? Could non-thesis masters have a creative project? Could coursework be sufficient? Bruce Rettig reminded the members that when the PSMs were being implemented, Don Armstrong and Dean Bloomer visited the Graduate Council and received approval to use an internship as a degree capstone in lieu of research or thesis. The idea is to train graduates to transfer the scientific knowledge to a work environment. The Master of Engineering (MEng), a degree that does not require any research or a capstone project but instead includes a summative exam, was discussed at length. Bruce Rettig also mentioned that the M Health Physics is another degree that does not require research, a capstone project or an internship. The use of teaching portfolios as a final product of the MAT and MExSS degrees was mentioned. It was noted that the Graduate Council previously approved all these alternatives to a thesis.

Denise Lach pointed out that all the graduate programs have outcomes that are very specific to their program. Marty Fisk added that, when researching other universities, he found that some have generic outcomes, and others have specific outcomes for each program.

Filtz asserted that a collection of coursework without some form of scholarly or creative activity is a certificate program.

Jim Coakley indicated that the College of Business created a matrix for every undergraduate program. Carolyn Aldwin suggested making sure there is a differentiation between the Masters and PhD GLOs.

The discussion resulted in the motion below:

Motion: Graduate Learning Outcomes (GLOs) for Masters Degrees are:

- a. Conduct research or produce some other form of creative work, and
- b. Demonstrate mastery of subject material, and
- c. Be able to conduct scholarly or professional activities in an ethical manner

Carolyn Aldwin moved. Denise Lach seconded. Motion passed.

Jim Coakley wondered if the above motion could be applied to minors. This issue will need to be discussed at a future meeting.

The issue of outcomes assessment (parallel to the PhD GLOs) was raised at the last minute by Murray Levine and it was agreed that this needed to be addressed at a future meeting as well.

Adjourned at 10:50 AM.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Graduate Council

February 25, 2011 Minutes

Voting members present: Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med) Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), and Tom Wolpert (AG SCI)

Voting members absent: Cass Dykeman (Education), Vinod Narayanan (ENGR), and Jo Tynon (Forestry)

Ex-officio members present: Martin Fisk and Bruce Rettig

Support staff present: Nagwa Naguib

Guests: Tony Wilcox, Chair, Department of Nutrition and Exercise Science; Gary Beach, Curriculum Coordinator, Academic Affairs; Vincent Remcho, Associate Dean, College of Science

Approval of [February 18, 2011 minutes](#)

Minutes approved with no changes.

1. **Chair's Update**

Walt Loveland reported that Provost Randhawa met with both him and Marty Fisk regarding the Council's decision to suspend admission to the Veterinary Sciences graduate program. Dean Cyril Clarke requested that the suspension of admission to the MS in Veterinary Science be postponed until September 1, 2011. Applicants for residency are distributed among twenty-five veterinary schools, so Fall 2011 residencies assigned to Oregon State have already been accepted. Because the arriving residents expect to participate in a master's degree program, Provost Randhawa requested that a process for admitting this group be developed. Fisk indicated that Dean Cyril Clarke will provide a list of those applicants. Admission will then be reactivated for a brief window of opportunity. This will limit admission to only those applicants.

2. **Exercise and Sport Science (EXSS) Graduate Program Review – Request for Postponement**

Tony Wilcox presented his request to the Graduate Council to postpone the Exercise and Sport Science (EXSS) Graduate program review site visit. The EXSS was originally scheduled for Spring 2011. A one-term postponement to Fall 2011 is requested. He asked for an accommodation due to the fact that the program has been thoroughly engaged in the intense work related to reorganizing the department in the College of Health and Human Sciences (HHS). The university mandate for reorganization of the HHS academic units has compounded the work HHS is doing, as well as pursuing plans to become an accredited college of public health and human sciences. The latter has resulted in writing the Category I proposal, providing leadership to the faculty in the programs that will become the School of Biological & Population Health Sciences. Wilcox is also responsible for numerous faculty searches.

Wilcox indicated that the department lost three tenure-track faculty and the graduate coordinator relinquished his/her role. It is Wilcox's responsibility to put the new school in place, and is currently serving as its director, while continuing his role as chair of Exercise and Sport Science. Building a new school has been a challenge. A considerable amount of time was spent on it. Five different search committees interviewed thirteen candidates in January. The School has a total of ten vacant faculty positions to be filled. In addition to the above, it is important for the faculty to continue with their teaching and research activities. The department has 60 graduate students enrolled.

He went on to say that his appeal is based on important university priorities: building the future of the college is imperative. Graduate program review is very important work and it needs the time, effort and thought it deserves.

Loveland asked Council members if they had any questions for Wilcox. No questions were posed. Loveland informed Wilcox that the Council will discuss the issue and will get back to him with their

decision. Wilcox was excused.

Denise Lach pointed out that the Graduate Council's new policy for allowing postponement of program reviews (item #3) clarifies that a one-year postponement of the review is approved when reorganizing, and a Category I proposal will be used to change the program. She also indicated that the EXSS doctoral program has been recently accredited and was ranked as the 8th in the nation. She suggested delaying the review for one-term should not be an issue.

Theresa Filtz wondered what will be gained from not allowing them to postpone. Carolyn Aldwin stated that everyone in the College of Health and Human Sciences has been extremely busy. They took the Provost's mandate very seriously, and are reorganizing and hiring new faculty. Mike Kent added that it seems everyone on campus is very busy with the reorganizations, and we should be more accommodating as far as postponing program reviews.

Motion: Approve postponement of Exercise and Sport Science Graduate Program Review Site Visit to next Fall 2011. Denise Lach moved. Theresa Filtz seconded. Motion passed.

Fisk asked the Council what constitutes extenuating or difficult circumstances. He stated that when the Graduate School denies a postponement of a graduate degree based on Graduate Council criteria, and then the Graduate Council approves the postponement, the involvement of the Graduate School is not needed. Filtz responded that there should be an appeal process to help programs appeal their case. Aldwin indicated that exceptions for extenuating circumstances should be considered.

3. **Graduate Learning Outcomes (GLOs) for Masters Degrees:**

At the February 18th Graduate Council meeting, the Council established learning outcomes for Master's degrees. Loveland suggested adding a paragraph to those outcomes indicating that the assessment of these outcomes and the specification of learning objectives related to these outcomes be carried out at the program level.

Lach pointed out that individual programs have their own learning outcomes, and wondered if the Graduate School was collecting this information. Loveland responded that there will be a new check box on the Graduate Council Representative (GCR) instructions form, and the Office of Assessment will be keeping track of the responses. The "professional activities in an ethical manner" should be a requirement. Fisk added that there is on-line training, as well as a RCR course offered every fall, which students could use to fulfill this requirement.

Motion: To accept the amendment to the GLOs for Masters Degrees as follows:

- a. Conduct research or produce some other form of creative work, and*
- b. Demonstrate mastery of subject material, and*
- c. Be able to conduct scholarly or professional activities in an ethical manner*

The assessment of these outcomes and the specification of learning objectives related to these outcomes is to be carried out at the program level.

Carolyn Aldwin moved. Theresa Filtz seconded. No discussion. Motion passed.

Murray Levine asked how this information will be disseminated to the departments. Fisk responded that the Graduate School will inform the major professor and the GCR, and will widely publicize the new policy. Fisk also wondered if the students are to meet all three requirements. Council members responded that this was indeed the intent. If not met, the student's degree will be postponed until all these learning outcomes are achieved. Loveland reminded the Council that this new policy will need to be endorsed by the Faculty Senate before its implementation.

4. **Agenda for future meetings**

Loveland distributed suggested agenda items for future meetings.

Meeting adjourned at 10:50 AM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » March 4, 2011 Minutes

Graduate Council

March 4, 2011 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), James Coakley (Business), Cass Dykeman (Education), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Jo Tynon (Forestry) and Tom Wolpert (AG SCI)
Grad Council Members Absent:	Theresa Filtz (Pharmacy) and Michael Kent (Vet Med)
Ex-officio Members Present:	Bruce Rettig and Leah Minc
Ex-officio Members Absent:	Marty Fisk
Support Staff Present:	Nagwa Naguib
Guests:	Gary Beach, Curriculum Coordinator, Academic Affairs

1. **Approval of February 25th, 2011 minutes**

Minutes approved with no changes.

2. **Chair's Update**

Graduate Learning Outcomes (GLOs) for masters' degrees, approved by the Graduate Council, have been forwarded to the Faculty Senate Executive Committee for their decision to approve them or to forward them to the Faculty Senate for discussion and decision.

Last April, Leslie Burns approached the Council regarding expediting the procedures for approving PSM degrees. The procedures include four elements or entities to approve the degree, namely the Graduate Council, the Curriculum Council, the Budgets and Fiscal Planning Committee, and the Library.

Walt Loveland proceeded by saying that the OUS Provosts' Council just approved four PSM degrees at OSU without involving the review of these four groups. He asked how this could be repaired. The Faculty Senate Executive Committee has been asked to consider a proposed expedited review process for the PSM degrees. The Provost gave directions to Gary Beach to implement these proposals. Beach is holding off on doing so until he has guidance from the Faculty Senate review bodies.

3. **AR20 Repeated Courses**

Loveland asked the Council if the previously distributed current text of the AR20 is acceptable to the Council. All the courses will appear on the transcript. Bruce Rettig explained that if the student took the course for the third time, it will show as excluded "E" which means that the credits will not be counted. AR 20 does allow graduate programs to work with the Graduate School if programs wish to keep records of any third attempts. Should the Graduate Council take any position? The flexibility under discussion is used by undergraduate students, but it has not been an issue for graduate students, so no action will be taken by the Graduate Council.

4. **Graduate Council Program Review Guidelines**

Loveland began the conversation by saying that the University of California-Davis guidelines require only a 20-page self-study. He suggests that the Council make changes with the goal of meeting that

20-page target for OSU self-studies. Jim Coakley noted that the modifications suggested in Loveland's draft revision will change the focus of the graduate reviews. The Council agreed, in principle, with the idea of a short page limit on the self-study documents.

Cass Dykeman wondered if graduate programs that are accredited also need separate graduate program reviews. This may be a timely change since regional accreditation is going to annual production. Do program reviews add an extra layer that is not needed? Loveland responded that the graduate reviews ask questions that are not asked by accreditation reviews. Accreditation reviews show us if the programs are competent, but they do not reveal the level of competency, which is a key aspect of graduate program reviews.

Rettig commented that some reviews lead to very few changes, while other reviews have had major impacts on programs/departments. Loveland added that the Provost pays close attention to comments from the external professionals who participated in the review and wrote the report. Actions to introduce changes follow his meeting with the internal reviewer, the program chair and the dean of the respective college. It is the only assessment tool OSU has for programs that do not have accreditation bodies.

Loveland asked the Council how they would like to tackle the draft guidelines he had distributed. Coakley answered that he liked the general concept of the guidelines, but we put a huge burden on the program to collect and analyze the data instead of discussing their teaching and research. Denise Lach added that we might just ask for the information identified on page 1, paragraph 3 of the draft Loveland provided.

Rettig reported that his home department (Agricultural and Resource Economics (AREC)) used to schedule a faculty retreat prior to crafting a self-study. Retreats or other approaches to think deeply about current and future program changes can often be more valuable than the subsequent external reviews. However, interaction with external reviewers can also provide opportunities for major changes of focus for programs. On the other hand, self-studies that are drafted by only one or two faculty members, without involving the rest of the faculty and students, do not bode well for the ensuing reviews.

Murray Levine pointed out that not all departments are similar. Engaging the entire faculty and student body may work for small programs, but are difficult for programs with large, diverse faculties. The size of the self-study and the process for developing it depend on the size of the program.

The following points were raised during an extended discussion by Council members:

- Data is needed and is crucial.
- The required data must be clearly defined.
- How much and what type of data will be available from Institutional Research?
- How will the data be tabulated?
- Data requests should be consistent.
- UC Davis guidelines are a good example to follow.
- Do the guidelines ask for information not covered by accreditation or other review processes?
- A standardized questionnaire is needed.
- An assessment committee is being established. Should we coordinate with them?
- Does the Council need input from other committees?
- Loveland's edits are taking us in the right direction.
- There have been discussions of annual assessments. Will this eliminate the need for the ten-year reviews?
- Schedule a meeting with Institutional Research and coordinate it with Becky Warner and Gita Ramaswamy regarding the yearly data needed.

Gary Beach informed the Council that Becky Warner started a group that will look at both the graduate and undergraduate reviews. The current policy is that if the undergraduate program is going through accreditation, Academic Affairs does not require a review.

A subsequent conversation between Loveland and Warner revealed that it was NOT the intent of Warner to have any external group look at or otherwise interfere with the Graduate Council's ability to set guidelines for graduate program reviews.

Meeting adjourned at 10:50 AM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » April 7, 2011 Minutes

Graduate Council

April 7, 2011 Minutes

Graduate Council Members Present: Carolyn Aldwin (HHS), Cass Dykeman (Education), James Coakley (Business), Theresa Filtz (Pharmacy), Denise Lach (CLA), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR) and Tom Wolpert (AG SCI)

Graduate Council Members Absent: Michael Kent (Vet Med), Murray Levine (COAS), and Jo Tynon (Forestry)

Ex-officio Members Present: Bruce Rettig

Ex-officio Members Absent: Marty Fisk and Leah Minc

Guests: Lynda Ciuffetti, Head, Botany & Plant Pathology; Gary Beach, Curriculum Coordinator, Academic Affairs

Support Staff Present: Nagwa Naguib

1. **Approval of March 31st, 2011 minutes**

No changes. Minutes approved

2. **Botany and Plant Pathology (BPP) MOU**

Gary Beach introduced the agenda item by reviewing the history of the BPP memorandum of understanding (MOU). For many years, the Department of Botany and Plant Pathology has reported to both the College of Agricultural Sciences (CAS) and the College of Science (COS). Its extension and research programs have been administered through CAS and its instructional programs have been administered by COS. Transferring the instructional programs formally to CAS should have been carried out through an abbreviated Category I proposal. The purpose of the MOU is to serve as a "house cleaning" exercise to complete the administrative requirements that were agreed to a long time ago. This activity is taking place now in order to meet the deadline for the annual hard copy of the OSU Catalog (May 1).

Walt Loveland asked Lynda Ciuffetti to comment on previous discussions to abolish the graduate program and replace it with an overarching plant sciences degree program. The Council had earlier agreed that a postponement of the graduate program review in BPP was based on discussions to create a replacement degree program. Lynda explained that the MOU in itself does not abolish any current BPP degree programs. The MOU includes three strategic goals requested by the BPP faculty in response to the Provost's Plant Science Working Group:

1. Increase coordination and integration of the undergraduate and graduate plant science curricula;
2. Re-brand graduate education in plant sciences; and
3. Coordinate faculty hires to leverage maximum impact on plant sciences.

In November 2009, the Provost visited the department and announced that he approved the move. As of January 2010, Botany and Plant Pathology became totally administered by CAS. The MOU was created at that time and finalized in July 2010. All of the grants, indices, and Foundation's accounts have been moved to CAS. Only the curriculum/courses still need to be moved.

CAS is in complete agreement with the overarching umbrella of both the undergraduate and graduate plant science curricula.

Beach reiterated that the codes in Banner will need to be changed, and that the students will receive their degrees from CAS, unless they are grandfathered in. He explained that the catalog has already been changed.

Theresa Filtz wondered if all the funds have already been transferred. Ciuffetti responded that there was no concern about it happening. BPP provides GTAs to support the biology program administered by COS. She also indicated that supporting the GTAs on overhead, as is currently done, is not sustainable. This issue will need to be revisited. Both BPP faculty and GTAs teach in the Biology Program.

Denise Lach asked why this process was done with an MOU instead of an abbreviated Category I proposal. Ciuffetti responded that this agreement involves the transfer of funds, so it needed to be put in an MOU.

Ciuffetti indicated that the transition has been extraordinarily time consuming, which is why she requested postponement of the BPP graduate program review. Filtz pointed out that BPP is two years behind schedule for the program review. The Council needs to complete a program review.

Loveland suggested, and the Council agreed to the following solution:

1. By end of Fall 2011, make a commitment to complete a Category I proposal to restructure or assimilate the BPP graduate program into an over-arching, multi-unit plant sciences program by Spring 2012; or
2. Schedule a graduate program review for BPP by end of Spring 2012.

Ciuffetti agreed to the suggested timeline.

3. **Graduate Program Review Guidelines:**

Loveland reminded the Council that at an earlier discussion of the Guidelines, it was suggested that the self-study prepared by the programs be shorter than it has been in the past. The summary of data developed for the self-study could then be posted on the program's website.

A question arose regarding why the reviews are held every ten years when the university accreditation takes place every seven years. Loveland indicated that the problem is that Graduate Council members currently have a heavy workload to participate in 10-year reviews on top of all their other responsibilities. How could they staff 7-year reviews? Should we double the number of Council members? Should some review teams be developed with graduate faculty who are not Graduate Council members?

Loveland then reported that both he and Filtz met that morning with the new Director of Institutional Research (IR), Salvador Castillo, to ask what data the IR office will be able to provide to the graduate programs. Castillo stated that, if the data is in Banner, they can provide it. Conversations with IR need to continue. Some of the data will be needed on an on-going basis for continuous university accreditation. Loveland suggested that the grants and contracts data could be easily requested from the Research Office.

Loveland said that some of the suggested data (see "Data Requested for a Graduate Program Review") should be collected by the departments/programs. A long discussion followed and included suggestions regarding using the "h index," for faculty members, assessment of the GLOs, and PROFs. Jim Coakley will share the PROF format used in the College of Business to collect faculty data with the Council at its next week's meeting.

Discussion ensued regarding the value of collecting all of the data versus allowing each unit to determine assessment metrics based on detailed, program-specific GLOs. Both qualitative and quantitative data should be required. If everyone is meeting the outcomes, what other data should be collected? How does the program's performance compare with our peers? And how do we know how to improve?

Conversations regarding the Guidelines will be resumed at the next Graduate Council meeting on April 14th, 2011.

Meeting adjourned at 12:00 noon.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » April 14, 2011 Minutes

Graduate Council

April 14, 2011 Minutes

Grad Council Members Present: Carolyn Aldwin (HHS), Cass Dykeman (Education), James Coakley (Business), Theresa Filtz, Chair (Pharmacy), Denise Lach (CLA), Walt Loveland (SCI), Vinod Narayanan (ENGR), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent: Michael Kent (Vet Med), Murray Levine (COAS)

Ex-officio Members Present: Marty Fisk, Brenda McComb, Bruce Rettig

Ex-officio Members Absent: Leah Minc

Support Staff Present: Nagwa Naguib

Guests: Gary Beach, Curriculum Coordinator, Academic Affairs; Dan Edge, Chair, Dept. of Fisheries and Wildlife

Approval of [April 7, 2011 minutes](#)

No changes. Minutes approved.

Revisions of Graduate Council Program Review Guidelines

The Council resumed the discussion regarding the revisions of the Guidelines. Walt Loveland received some suggestions and feedback from Graduate Council members and incorporated them into the Guidelines. Walt noted that graduate program reviews have consequences. Programs have to develop action plans which are presented to the Provost together with the Review Panel Report. The process is critical as it can, in extreme cases, lead to termination of a graduate program.

Some Graduate Council members expressed an opinion that the program reviews are a waste of time for some departments/programs. Others indicated that the reviews benefit programs as a means of self-assessment, and the external reviewers' input is very valuable. One of the beneficial elements of a review is comparing data with similar external programs, especially our aspirational peers. Loveland pointed out that there are several advantages of having external reviewers give their recommendations on a graduate program.

A few Council members suggested that the review process associated with national accreditation of certain programs/departments of professional programs could suffice in lieu of the OSU graduate program review. Others argued that there is a disconnect between accreditation and program reviews, and that accreditation bodies have some different objectives. Further, a number of the graduate programs do not have external accreditation bodies and are therefore only reviewed using the OSU graduate program review process.

Aldwin suggested that the graduate programs should work closely with Institutional Research (IR) in an effort to collect yearly metric information data. Vinod Narayanan added that the programs should analyze the data before sharing it. It was agreed that faculty publications should be analyzed within the program/unit itself as this is likely not information that IR will collect any time soon.

It was noted that Graduate Learning Outcomes (GLOs) are important and should become part of graduate program reviews.

Jim Coakley reported that the College of Business conducts an annual assessment which continually achieves the goal of reviewing and improving the program. A systematic method to collect and report NRC metrics might also achieve this goal. Loveland commented that a yearly review of one's faculty and department is not an easy task. Filtz agreed that a review is a burden, but the outcome is beneficial. She wondered if there is a way to have it beneficial without it being a burden. Which data are we collecting that is not being used or is useful?

Loveland suggested having two separate lists of required data—one for those programs that have

accreditation bodies, and one for those that do not. Discussion of a different review process for units that undergo a professional accreditation should be considered.

Tom Wolpert thought that adequate questions were needed that address three things, the quality of students, the program's resources and the curriculum, as well as then assessing whether the program is sustainable.

Aldwin pointed out that the learning outcomes and quality assessment lists provided by both Denise Lach and Loveland are quite similar. She reiterated that a functional IR Office is critical.

Lach called attention to the fact that it is critical for the faculty to own and find value in this process. Having been reviewed by external reviewers has to mean something to the program. Loveland stressed that the external reviewer component is indeed valued. Loveland wondered if there is something really objectionable to the lists. Will the "h" index be a bombshell? Should it be removed?

Jo Tynon suggested tying the review to accountability and making it simple enough so that departments/programs could do it annually.

Finally, we were reminded that department/unit level GLOs need to be created and assessed in the review process as the OSU GLOs are too general to be used.

Ultimately, Denise Lach agreed to edit the previously distributed list of GLOs proposed to be used for assessing the PhD in Public Policy. She also agreed to provide some language for the graduate program review guidelines to highlight the relevancy and value of the self-study to units/departments. She agreed to send this to Loveland to incorporate in the revised guidelines.

Review of four PSMs approved by OUS

Gary Beach informed the Council that last fall, the OUS Board approved four PSM programs, namely PSM in Applied Biotechnology, PSM in Applied Systematics, PSM in Environmental Science and PSM in Applied Physics. These four programs have been grandfathered in. It is time to include them in the OSU Catalog, the deadline for which is May 1st. His presentation to the Graduate Council was an informational step before implementing the PSMs. Future PSMs will go through the regular Category I proposals. He then pointed out that, for the time being, Ursula Bechert is the PSM director and she reports to Dean Sherm Bloomer, College of Science.

PSM in Fisheries and Wildlife Administration (F&WA)

Dan Edge was introduced to the Council. He introduced the Professional Science Masters of Fisheries and Wildlife Administration (PSM in F&WA) to the Council and wondered if they had any questions regarding the Category I proposal, previously discussed by the Council in early March.

Loveland started by asking how Fisheries and Wildlife Admin will satisfy the graduate learning outcomes (GLOs) for this non-thesis masters' degree. Edge replied that there will be an internship report in addition to some documentation that will support the student's own reflection. Wolpert wondered if the program would admit a prospective student who is currently not employed. Edge responded that the fundamental requirement for admission is a previous five year employment, so a student could be currently unemployed. He also indicated that they might have more demand for this program than anticipated. Government agency support for their internships is needed. F&W hired an internship coordinator for the PSM in F&WA. The faculty advisor will review reports, and the internship coordinator will assist in the process and identify internships.

Lach suggested that some faculty at OSU might not want to advise PSM students. Will this have an impact on the existing program? Edge responded that the department has a robust research enterprise that will not be affected. They have a large number of faculty who could advise PSM students. When asked what the faculty motivation was, he responded that the department is offering compensation, and an overload proposal is being considered. He also pointed out that mentoring students is a pleasure to some faculty, and that he himself participated in advising non-thesis students.

Filtz suggested that the proposal include a statement regarding how the graduate learning outcome of "engage in research and/or creative activity" will be addressed by the program. Edge will implement this request.

Motion: Amend the Category I proposal to include a discussion of implementation of the graduate learning outcome of "engage in research and/or creative activity". Tom Wolpert moved. Denise Lach seconded. No more discussion. Motion passed.

Meeting adjourned at 12:05 pm

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » April 21, 2011 Minutes

Graduate Council

April 21, 2011 Minutes

Graduate Council Members Present: Carolyn Aldwin (HHS), Cass Dykeman (Education), James Coakley (Business), Theresa Filtz, Chair (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS) and Jo Tynon (Forestry)

Graduate Council Members Absent: Walt Loveland (SCI), Vinod Narayanan (ENGR) and Tom Wolpert (AG SCI)

Ex-officio Members Present: Marty Fisk, Brenda McComb and Bruce Rettig

Ex-officio Members Absent: Leah Minc

Guests: Gary Beach, Curriculum Coordinator, Academic Affairs; Sherm Bloomer, Dean, College of Science; Larry Flick, Chair, Science and Mathematics Education

Support Staff Present: Nagwa Naguib

1. **Science and Math Education (SMED) Graduate Program Review Report**

Sherm Bloomer and Larry Flick were introduced to the Graduate Council members. Carolyn Aldwin presented the Report to the Council indicating that the Site Visit occurred in early December 2010, and the Report was finalized in January 2011. It was a challenging review due to the upcoming move of SMED from the College of Science (COS) to the College of Education (COEd). Had the review been done without the prospect of the reorganization, the Review Panel's recommendation would have been to maintain. However, a recommendation to restructure comes with the reorganization. With the reorganization, there will be access to TASHips with more sources of funding.

The Review Panel had some challenges because the self-study did not summarize much of the requested data and the review team had to extract what they needed from the study's appendices. The Panel recommends that the Department track statistics, specifically key information on student demographics. There are four graduate programs in the Department, two of which are taught online through Ecampus. It was not clear if the online programs were as successful as the one on campus. The department needs to collect and provide separate data for each of the graduate programs and to provide data on the online students separately from on-campus students.

The SMED faculty are working productively including bringing in a large number of grants. The College of Science funds only faculty and staff salaries. No support and service funds are provided by the COS, requiring the Department to rely on grant funds and revenues from Ecampus tuition. The facilities used by the Department are in bad shape. It is still unclear if they will move to the Education building once it is ready. They need adequate space with new computers. Some of the students have better computer equipment than what is provided by the department. An increase in faculty FTE would be welcome.

Specific recommendations for the masters' students include a need for more online courses as well as incorporating some of the College of Education courses, and providing opportunities for all licensure students to work with students of diverse cultural backgrounds.

Recommendations for the doctoral program include enhancing the academic experience for first-year students; adding learning experiences in science and mathematics teacher education, grant writing, program evaluation; engaging mathematics faculty in conversations about the relationship and overlap between the programs offered by both departments; having the COS dean's office provide data on student credit hour generation; and monitoring faculty teaching as well as advising loads or advocating for additional faculty lines. There was general concern that some faculty may have significantly higher advising loads than others which should be monitored.

Aldwin summarized the report by indicating that SMED supports strong, successful and focused

graduate programs. The faculty are very productive and rank high among programs of this type. The upcoming merger with the College of Education will allow the department to continue in its progress and hopefully not lose the foci for their degree programs.

Jim Coakley, who also served on the Review Panel, added that there was an issue concerning whether all doctoral students were being advised by either tenured or tenure track faculty. Flick responded that one mathematics education faculty member is not tenured. In all other cases, PhD students are mentored by tenured faculty. He indicated that the department will be moving to the renovated Education building. Bloomer added that the department will be given the fourth floor of Education as a shell. Fund-raising is underway to complete the build out. Coakley pointed out that the COS and Dean Bloomer are very supportive of the programs and the department.

Aldwin asked Flick and Bloomer if the faculty FTE will continue in Science or be transitioning to Education. Bloomer responded that COS will continue funding the faculty lines in SMED. In the transition, COS will have financial but not managerial responsibilities. When asked if there was a Memorandum of Understanding (MOU) between COS and COEd regarding this transition, he responded that the MOU is in the process of being finalized.

Flick pointed out that there is a need for the department to do a better job tracking faculty productivity and student credit hours. He then added that he is working on the Action Plan that will be submitted to the Provost, in response to the Review Panel recommendations. There is still a struggle in figuring out how to deal with Ecampus courses. There is a lack of coordination between the online and on-campus courses. Bloomer added that tracking of student credit hours (SCH) is done at the program level but is not done by individual faculty members. The College does not set metrics for SCH. Salaries usually come from the college. The base budget does not cover Services & Supplies (S&S). The OSU budget model has not improved over the last few years in its ability to appropriately allocate funds between programs. Finally, in the case of SMED at least, the infrastructure issues of crumbling facilities should be resolved by the move to the Education building.

Filtz indicated that OSU will have to grapple with this issue of E&G only funding salary lines and having no money for equipment or facilities infrastructure. Bloomer responded that between the Ecampus and Summer Session funds, they were able to remodel some classrooms.

Several Council members wondered about the comment on page 3 of the report regarding "Faculty members should evaluate their personal biases/strengths and assess the impact that they might have on student learning in doctoral courses." Aldwin explained that a number of PhD students indicated that some SMED faculty were heavily involved in their grants, which did not allow them to have easy access to the faculty. This is only the students' perspective.

Filtz asked if the table with faculty FTE was provided. Aldwin responded that this table was missing. Filtz commented that in this case, the review should have been halted and clarification requested from the department. Aldwin indicated that the information was retrieved during the on-site review in which case it needs to be placed in the report.

Brenda McComb wondered if this was a viable program. Coakley responded that the faculty do an excellent job. Aldwin added that the number of faculty needs to be increased. Cass Dykeman commented that the SMED program is an excellent program, and a model one. There was some discussion regarding one reviewer's recommendation that the PhD program, given small numbers, be developed as a model program. Aldwin and Coakley indicated that they did not completely understand this comment from one of the external reviewers. Dykeman stated that nationwide, most teachers are taught differently, but SMED is unique in its approach: in spite of challenges and limitations, it is nonetheless a great program. He said that there are a variety of science and mathematics programs nationally and said that many of them would disagree that Oregon State's is a model degree. Aldwin was encouraged to seek clarification regarding this comment that OSU's SMED program should develop itself as a model.

Aldwin said that the faculty were concerned about their move to the College of Education. They perceive themselves as research-oriented faculty, and feel that their program will be taken over by the College of Education. Dykeman commented that the College of Education faculty feel their programs are being taken over by SMED. The Category I proposal for reorganizing the College of Education is close to being finalized. This should make things clearer for everyone.

Denise Lach suggested that the report be revised as it is hard to figure out where some of the recommendations come from. After a short discussion, it was decided that Aldwin and Coakley will

revise the report to clarify a few issues that were discussed by the Council, mainly:

- Ask the department to track faculty advising load rather than SCH;
- Ask the department for quantitative analysis of faculty productivity, not simply presentation of faculty CVs, as evidence of quality;
- Revise the section on the impact of a future Center for SMED Learning to focus more on potential impacts on graduate education and access to advisors rather than on impact to faculty self-esteem;
- Clarify the section stating that faculty personal biases/strengths were adversely affecting the graduate program to more accurately reflect student comments, and better explain the meaning of this statement; and
- Request student metrics, especially numbers of students enrolled and annual average graduate rates for each degree program separately and site (i.e., on-campus or on-line), and not in aggregate as currently provided.

2. **Introduction of and debriefing from Dean Brenda McComb, New Graduate School Dean**

Dean McComb addressed the Council indicating that she was looking forward to working with all of them. She has met with Theresa Filtz and plans to meet with her on a regular basis. She wants to make sure that the Graduate School is addressing the needs of all of the graduate programs. She plans to meet soon with graduate program directors in the different divisions. She has already been meeting with the college deans who have been asking for changes in Graduate School processes. She will also work to discover ways to appropriately fund and house the interdisciplinary degree programs. Finally, she encouraged all Council members to come to her with ideas and concerns. She is excited about working with all of them.

3. **Discussion regarding MOU on the transfer of MBA monitoring from the Graduate School to the College of Business (COB)**

Filtz reminded the Council that it was time to develop metrics for reviewing the MBA transfer from the Graduate School to be administered by the COB, as charged by the Provost.

Coakley reported that the COB is relying on the Office of International Admissions, a unit within INTO-OSU that administers undergraduate admission and INTO pathway students, for MBA admission processes. Once international graduate students participating in the INTO Business pathways program finish their language skills training, their records are released to the COB, which then evaluates their applications and makes the final determination on admission. The COB is planning on tracking the metrics for these and all MBA students.

Jo Tynon wondered if it has been helpful to have admission of international students processed by INTO-OSU. Coakley responded that this system streamlines the issues. Filtz reminded Coakley that the COB agreed to follow the Graduate Council policies when they moved the monitoring of the MBA to the College. They need to make sure that they are monitoring the program according to the GC policies. Coakley indicated that they are working closely with INTO, and are collecting relevant data. He then indicated that the number of students will not double by 2013 to 180, as previously thought; but the long term goal is to have between 300 and 350 students enrolled in the MBA.

Lach reminded Coakley that the Graduate Council program review metrics are different than the metrics proposed by the College of Business. Graduate Council metrics could be qualitative in addition to the quantitative metrics being discussed.

Filtz wondered how they deal with admitted students with a GPA lower than 3.0. Coakley responded that the COB refers these to the Graduate Admissions Committee and accepts that body's decisions.

Lach asked if student conduct procedures are the same for both graduate and undergraduate levels. She also wondered where the graduate student would go in case they have a complaint. Coakley responded that the student conduct complaints would first go to the COB then to the Office of Student Conduct. Lach clarified that she was concerned more about grievances, for example if a student and advisor have a conflict, than student conduct. Tynon pointed out that grievances should not be handled by the College. McComb informed the Council that the university is hoping to create a new ombudsperson position to deal with those issues. Filtz felt that COB should discuss the issue of grievance procedures with the Graduate School to determine the most appropriate route through the university. Fisk noted that the MOU states that COB will take over all functions from the Graduate School.

Motion: The College of Business will report back to the Graduate Council by the end of the first full year

of admissions, i.e. Spring 2012, qualitatively as to what has worked and what has not worked with the transfer of all procedures from the Graduate School to the COB. Denise Lach moved. Jo Tynon seconded. No more discussion. Motion passed.

Adjourned 12:00 noon

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » May 5, 2011 Minutes

Graduate Council

May 5, 2011 Minutes

Grad Council Members *Present*: James Coakley (Business), Theresa Filtz, Chair (Pharmacy), Denise Lach (CLA), Murray Levine (COAS), Vinod Narayanan (ENGR) and Jo Tynon (Forestry)

Grad Council Members *Absent*: Carolyn Aldwin (HHS), Cass Dykeman (Education), Michael Kent (Vet Med), Walt Loveland (SCI) and Tom Wolpert (AG SCI)

Ex-officio Members *Present*: Marty Fisk, Brenda McComb and Bruce Rettig

Ex-officio Members *Absent*: Leah Minc

Support Staff *Present*: Nagwa Naguib

Guests: Greg Thompson, Head, Agricultural Education; Cary Green, Associate Dean, College of Agricultural Sciences; and Susan Shaw, Director of Women Studies Program

1. **Approval of [April 14th](#) and [21st](#) minutes**

Both sets of minutes had no changes and were approved.

2. **[Agriculture Education Graduate Program Review Report](#)**

Greg Thompson and Cary Green were introduced to Council members. Jo Tynon started by thanking the Review Panel for their work on the review. The overall recommendation is to maintain the Master of Science in Agricultural Education degree program at OSU, keeping open the possibility for program expansion. There is potential interest in adding a second option in Business and Industry Education (BIE) to the existing option.

Other recommendations include:

- Pursue an endowed professorship in agricultural education
- Find more student support through scholarships
- Clarify faculty position descriptions to more realistically reflect engagement and outreach efforts
- Put the graduate advising guide online
- Expand the use of undergraduate agricultural education as recruitment tools
- Expand graduate student enrollment and diversity by recruiting from diverse states
- Utilize the Master of Agriculture degree as a home for thesis students until the BIE Master's option is launched
- Add a graduate student office

Thompson responded that the department disbursed \$6,000 in scholarships this year. He also indicated that since 2001 the department has exceeded research, productivity and quality level expectations.

Green added that one of the department faculty has already received an endowed professorship. He then proceeded by indicating that Greg Thompson is a modest department head. The two faculty in the department are great but they are new, so Thompson has been carrying the load. Dean Ramaswamy provided more funds, but the department needs more space, scholarship and faculty. Development of the leadership academy will be very beneficial.

Martin Fisk pointed out that he, personally, was not very familiar with the program before participating in the review. Ninety percent of the graduates teach agricultural education in high schools in Oregon.

All students admitted to the undergraduate agricultural programs in Agricultural Sciences have been taught by Agricultural Education teachers who graduated from the OSU program, which makes agricultural education the pipeline to produce agricultural education teachers.

The Council thanked the visitors and proceeded with the discussion regarding the STEM connection and its synergies with the program. Other discussed points were the pedagogy and the faculty's FTEs. Bruce Rettig commented that, instead of appointing faculty on nine-month appointments, most appointments in the College of Agricultural Science are 0.75 FTE for 12 months. This allows faculty to seek funding to enhance their salaries through outside grants.

Tynon will review the self-study and make a few clarifications to the Report.

Motion: Accept the report with changes to be made by Jo Tynon, following the above discussion. Vinod Narayanan moved. Murray Levin seconded. Motion passed.

Jim Coakley suggested that program review reports should be discussed at the Council before the department head/chair and dean are invited to the meeting with the Council. This proposal was approved.

3. MA in Women Studies Category I

■ [Budgets and Fiscal Planning Committee Feedback](#)

Susan Shaw was introduced to the Council. The process of creating the MA in Women Studies began eight years ago. Unfortunately, the College of Liberal Arts could not fund the program. For the past few years, the MAIS students who select Women Studies as a primary area of concentration have been asking for this degree, as more institutions offer master's in Women Studies. In Oregon, none of the state universities has such a master's degree. They offer only undergraduate degrees in the field. The Program received support from both the University of Oregon and Portland State University. When asked why "women studies" and not "women's studies," Shaw replied that it is a discipline about "women."

Vinod Narayanan asked if it is expected that the MAIS in Women Studies as a primary area of concentration will disappear. Shaw did not think that this will be the case as some students like interdisciplinary studies. The program might grow, especially with the school configuration. The program currently involves about forty-five faculty on campus.

Fisk added that some of the Anthropology students use the MAIS and others use the Applied Anthropology program. He then wondered how Women Studies will be sure that the students are able to meet the foreign language requirement. Shaw responded that the program believes that students completing degrees in Women Studies need to be aware of events on a global skill and be able to respond to a global agenda. In order to do so, basic training in a second language is very important. Jim Coakley asked the reason for expecting a small number of graduates, i.e. five students. Shaw responded that the program was being more conservative with the number, but that she would not be surprised if the number exceeded twelve students. The advising capacity is available with four permanent faculty members, in addition to the prospect of more faculty advisors.

Narayanan pointed out that the expected graduate learning outcomes (GLOs) do not correlate with the methods by which they are assessed. He suggested creating a matrix of the GLOs with the assessment measures. Shaw agreed to clarify the GLOs. She added that some of the students go on to medical school, others start their own businesses. Talking to them through the exit interviews and one year after graduation helps the program's progress. Filtz reminded Shaw that the program, being the only one offered by a state institution, will be judged at the state level by the jobs obtained by their alumni. Some alumni of the MAIS/Women Studies program have shared the impact of their degree on their careers even though their careers would not be classified directly as ones the degree was designed to serve.

Shaw ended by indicating that several faculty are interested in teaching courses in the curriculum and they are very supportive of the program. She was then thanked and informed that she will hear back from the Council regarding their decision.

The Council discussed the proposal and expressed concern about the lack of quantitative research methods; the small number of graduates; and requiring more than the minimum number of stand-alone credits. Proposed changes will be suggested to Susan Shaw.

1. On page 13, section 5a, bullet point 5, it was requested that the phrase "and the ethical practice of research" be added to that outcome.
2. Merge the outcomes on page 13 with the assessments on page 14 to create a table or grid linking the outcomes with their assessment measures.
3. Add an alumni survey to the assessments list to gauge the value of the degree to graduates after they have left the program for some time.
4. On page 7, qualify the role of the listed affiliate faculty in the program.
5. On page 13, edit sentence 6 to begin with "Women Studies" instead of "We".
6. Take out the final line on page 5 that states 30 stand-alone credits, as this could commit the Program to require more than the minimum number of stand-alone credits.
7. On page 6, section f g, revise the expected number of graduates per year to reflect a better retention rate than currently assumed.
8. On page 5, under the heading "Qualitative Research 4 credits. Choose one of the following:" there are three courses listed. The Council pointed out the lack of a quantitative research methods option, and strongly suggests considering including at least the option of a quantitative research methods course in the curriculum.

Motion: Accept the MA in Women Studies Category I proposal with changes listed above. Jim Coakley moved. Jo Tynon seconded. Motion passed.

Adjourned 12:00 noon

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » May 12, 2011 Minutes

Graduate Council

May 12, 2011 Minutes

Voting Members Present: Carolyn Aldwin (HHS), James Coakley (Business), Cass Dykeman (Education), Theresa Filtz, Chair (Pharmacy), Michael Ken (Vet Med), Denise Lach (CLA), Vinod Narayanan (ENGR), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Voting Members Absent: Murray Levine (COAS), Walt Loveland (SCI)

Ex-officio Members Present: Marty Fisk, Brenda McComb

Ex-officio Members Absent: Leah Minc

Support Staff Present: Nagwa Naguib

Guests: Gary Beach, Curriculum Coordinator, Academic Affairs; Bob Duncan, Associate Dean, College of Oceanic and Atmospheric Sciences; Bruce Rettig, Graduate School; Brent Steel, Director, Master of Public Policy Program

1. COAS Graduate Program Review Follow - Up

Brent Steel and Bob Duncan were introduced to the Council members. Steel presented the follow-up report of the COAS Graduate Program Review, which Marty Fisk tasked him to conduct. After going through the Review Panel Report and the Action Plan, Steel met with Dean Mark Abbott and Associate Dean Bob Duncan. The Report listed 18 different recommendations for the College's graduate programs. Together with Abbott and Duncan, Steel went through each one of the recommendations, and concluded that the College's administration had indeed addressed every single one of them.

One of the recommendations was to pursue getting education days of ship time for student programs. Duncan reported that COAS had put in a proposal for resources for a new ship, which was endorsed by OSU administration, the Governor's Office and the State Legislature. Unfortunately, even though selected as a finalist, the College did not receive the award. They are planning on resubmitting a new, more modest proposal that will include other universities. He then indicated that the University of Washington vessels are funded by the State Legislature.

Steel reported that another recommendation dealt with the COAS students' need for internet access from their work stations. Security issues still continue with COAS' own computer network, but the plan is to have Wi-Fi access in Burt Hall by summer 2011. Students located in other buildings have access to different secure networks.

Steel concluded by indicating that the relocating of students close to their faculty advisors has been completed and that the follow-up review is very positive.

When asked regarding having their own ship, Duncan responded that it is a competitive edge but, when future funds become available, the College will have a strong case in securing them and will take advantage of the opportunity. For the moment, the refit of the current ships will be very beneficial, in addition to the four NOAA vessels moving to Newport, and the Ocean Observatories Initiative improvements taking place on the Oregon coast.

Motion: Accept the COAS Graduate Program Review Follow Up Report. Jo Tynon moved. Carolyn Aldwin seconded. No more discussion. Motion passed.

2. Category I Proposal for a PhD in Public Policy

Jo Tynon commented that this proposal is one of the best Category I proposals she has ever reviewed. It is very thorough and comprehensive, and covers both learning outcomes and diversity.

Jim Coakley questioned the reason for limiting the program to five students; i.e. accepting and graduating five students a year. And why graduate only two PhD graduates a year? Steel responded that the program is building upon the current masters' program. The program is competing with strong programs, for instance University of Michigan. They are doing very well in recruiting diverse students, for instance LGBT students from southern universities. They are very aggressive in recruiting McNair students from the list sent by Mary Strickroth. The program is in compliance with diversity requirements set by its accrediting body. The program's recruitment and placement budget for masters' students has been growing for the last two years.

Tom Wolpert wondered if the program will hire new faculty to cover the added coursework. Steel indicated that they have hired four new "top notch" graduate faculty who will help in designing new courses next year. He added that more faculty will be hired next year. He proceeded by saying that other institutions started with five students because placement of the first groups of graduates is very important. They thought starting slow will help maintain the quality of the program.

Carolyn Aldwin asked if there was enough support for the graduate students. The proposal mentions three GTA positions every year. Will other students be supported through Ecampus? Steel responded that the program currently has 52 Master of Public Policy students, 50 of whom have financial support. Twelve of those are funded on grants. They are not concerned about funding the five doctoral students on grants.

Brenda McComb wondered about a schedule for an external review of the program. Steel responded that this fall they are expecting to have three concurrent reviews of the MPP program, including the accreditation of the program. He will be meeting with the accrediting national body in Washington, DC and will discuss the process with them.

Vinod Narayanan wondered what the incentive was for supervisors to have graduate students do their practicum with them. Steel responded that the MPP program has students in the Governor's Office as well as several State agencies. They are good at policy analysis, and are considered by government agencies to be "free labor." Narayanan asked how the program will differentiate between the credits for practicum and research. Steel responded that the program gets feedback from the supervisor at the organization/agency where the student works as well as from the major advisor. Steel is the practicum coordinator. There is a final evaluation conducted before the student graduates. Narayanan questioned if the feedback from the agencies evaluates the learning outcomes. Steel replied by saying that the supervisors fill out an evaluation form which includes all necessary information the program requests. Denise Lach added that OSU's MPP alums hire current practicum students.

Marty Fisk asked why not be specific about GRE scores. Steel responded that they have a minimum GRE score online to discourage those whose scores are very low. On the other hand, they monitor a combination of GPAs, GREs, placement rates, and diversity of the student. The CLA Admissions Committee reviews the applications and makes the decision. Lach added that the program does not want to discourage minority students, or those who are coming back to school after an absence of several years. GRE scores are not the only criteria considered for admission. For instance, the McNair students have lower GRE scores but a very high motivation.

Fisk wondered if the number of faculty on the PhD committee should be changed to five, which will include the GCR. Lach will make the change.

Motion: Accept the Category I Proposal for PhD in Public Policy with the change of the number of faculty on the PhD committee to five faculty including the GCR. Tom Wolpert moved. Jim Coakley seconded. No more discussion. Motion passed.

3. Chair's Updates:

Filtz reminded the Council that we are heading towards the end of the academic year, with only three meetings left. The agenda for next week's meeting will include:

1. College of Business Areas of Concentration
2. A student from Colombia's application into the MPH program without an equivalent bachelor's degree. The student holds a medical degree. GAC would like direction from the Council as far as making exceptions.
3. The Category I Proposal to rename the College of Health and Human Sciences to the College of Public Health and Human Sciences.

She then proceeded by saying that Coakley's idea of reviewing and discussing proposals/reports before

inviting the visitors, which he proposed at last meeting, is an excellent idea. Logistically, this is creating a problem. There is not enough time to discuss the proposals ahead of time. She informed Gary Beach that May 26 will be the last time the Council will accept a Category I proposal for review to allow Council at least a week before the last meeting on June 2.

As far as the HHS Cat I proposal, Carolyn Aldwin commented that Dean Sherm Bloomer raised concerns with the name proposed for the School of Biological and Population Health Sciences and Dean Tammy Bray wanted to meet with the COS department chairs to discuss the issue. However, the meeting did not happen at Dean Bloomer's suggestion. Aldwin will meet with Tony Wilcox and Marie Harvey to discuss the issue before next week. Carolyn then proceeded by saying that the College is hiring between 11 and 17 new faculty to fill some holes. The undergraduate program is very large with only ten faculty teaching 800 majoring students. Some of the faculty will have to act as "bridge faculty." The rush to get the proposal through the system is mandated by the Council on Education for Public Health (CEPH) deadlines. The program has been approved on a probationary basis.

Gary Beach pointed out that the Faculty Senate will need a two-week notice before an agenda item is to be added. He advised checking with Vickie Nunnemaker about the deadline for next Faculty Senate meeting. He also informed the Council that he is expecting a few proposals to come through before the end of the academic year; otherwise they will need to be reviewed during fall term.

Adjourned 11:35 PM

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » May 19, 2011 Minutes

Graduate Council

May 19, 2011 Minutes

Graduate Council Members Present: Carolyn Aldwin (HHS), James Coakley (Business), Cass Dykeman (Education), Theresa Filtz, Chair (Pharmacy), Denise Lach (CLA), Murray Levine (COAS), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent: Michael Kent (Vet Med), Vinod Narayanan (ENGR), Walt Loveland (SCI)

Ex-officio Members Present: Marty Fisk, Brenda McComb

Support Staff Present: Nagwa Naguib

Guests: Rene Reitsma, Associate Professor, College of Business; Leah Minc, Chair, Graduate Admission Committee; Rosemary Garagnani, Assistant Dean, Graduate School; Marie Harvey, Chair, Public Health; Valerie Rosenberg, Director, Student Experience, INTO; Tony Wilcox, Chair, Nutrition and Exercise Sciences; Tom Eversole, Director, Strategic Development; HHS Alexis Walker, Chair, Human Development & Family Sciences; Gary Beach, Curriculum Coordinator, Academic Affairs; Bruce Rettig, Graduate School

Approval of [May 5](#) and [May 12, 2011](#) Minutes

Both sets of minutes were approved with no changes.

[New Areas of Concentration within the MBA Degree Program](#) – Rene Reitsma

- [Clean Technology Track](#)
- [Research Thesis](#)
- [Business Administration/Commercialization](#)

Rene Reitsma was introduced to the Graduate Council members. Jim Coakley began by explaining the new research thesis area of concentration that the College of Business (COB) would like to introduce to the MBA program. Last year, the COB submitted a Category II proposal for a research thesis concentration, and then was advised by academic programs to withdraw it and resubmit it as a change in concentration. The current request is to establish three concentrations in the MBA. The first would be the current program, renamed as a concentration in commercialization, and the second is a variation on the commercialization track with a sub-specialization in clean technology. The third track is a two-year alternative program which includes the 33 credit core curriculum plus a research thesis and other coursework.

When asked if the research thesis will be in each of the tracks, Coakley responded no. For the research track only, students will substitute a year-long research thesis for the current business project, and increasing the time to graduation to two years. In response to a question from Denise Lach about the number of research methods courses in the research track, it was noted that the research methods course is BA 596 and that there is additional statistics coursework in the MBA program.

Theresa Filtz asked Bruce Rettig to inform the Council of the reason behind bringing this request to the Graduate Council, instead of it being handled by the Graduate School. Rettig reminded the Council that a year ago the COB put a request to, and got an approval from, the Provost to move the MBA out of the Graduate School. So far, the MBA has been a program in which all students take the exact same coursework in a non-thesis program. This request moves away from the non-thesis program to a different model with two new areas of concentration. Gary Beach noted that, if the Council approved a related request to code the MBA areas of concentration in BANNER, it might establish precedence and we might get requests to code from 400-500 other areas of concentration.

Carolyn Aldwin expressed concern about the new areas of concentration. Rettig commented that every Masters program at OSU should have thesis or project in lieu of thesis, with variations for different programs. A special exception that was approved by the Graduate Council was made for the MBA program to have a

business project instead of a thesis or research.

The MBA coursework takes one year to finish. A concern was expressed regarding the fact that the second year might not be long enough to finish the research in the new track. Coakley and Reitsma noted that two years was the suggested minimum amount of time needed to complete the MBA with a research thesis. More time might be needed, as in any Masters program.

When asked if the program had alerted the instructors of research methods courses outside of COB of the fact that MBA students might be taking their classes, Coakley responded that liaison was conducted with all of the affected units.

Tom Wolpert wondered how much autonomy the COB has, and if there is a mechanism for overseeing the research thesis track students. Rettig responded that the issue is there will be two different groups of MBA students with the new concentrations. The COB will need to make necessary arrangements with the library, as does the Graduate School (GS), to collect theses. The GS thesis editor does an excellent job checking the format per the GS procedures and the COB will need to be trained to do this. Also, the students ask for, and are given, a list of Graduate Council Representatives (GCRs) by the Graduate School. The COB faculty will need to do the same by appointing someone to oversee the thesis format and using the same thesis manual.

Coakley indicated that even though the regular accreditation does not cover the research component of the program, the MBA will abide by the Graduate Council policies. Reitsma noted that they might start the areas of concentration with two or three students, but that the COB faculty might want to extend this opportunity and the number could increase to five or six students. Lach asked why the program did not consider a Masters' of Science in Business, where students could do research in business administration. Coakley responded that in three to five years they might decide to write a Category I proposal for an MS in Business.

Carolyn Aldwin commented that the diversification is great, but the agreement was for a Masters of Business Administration with no other areas of concentration. Filtz pointed out that this issue will be discussed at a later GC meeting. Reitsma pointed out that it would be helpful for students to know soon whether the new areas of concentration will be available to them. He was then thanked and excused.

Discussion will continue at next week's meeting.

International Degrees – Marie Harvey, Rosemary Garagnani, Valerie Rosenberg

- [Application for Admission to MPH Program messages](#)

Visitors were introduced to the Graduate Council members. Marie Harvey, Chair of Public Health, began by introducing the issue of Dr. German Escobar, an applicant with a medical degree from Colombia without a bachelor's degree. Dr. Escobar's application was denied by the OSU Graduate School based on current policy. The Department of Public Health's assessment is that the curriculum of Dr. Escobar's medical degree is very relevant to Public Health. When reviewing his courses, it was found that they are similar to those that the undergraduate students in public health are enrolled in. Combining the coursework with his clinical skills, the department is requesting that Dr. Escobar be admitted to OSU.

Brenda McComb reported that when she met with Dr. Sunil Khanna, they both agreed that this issue should be presented to the Council, as it will set a precedent. McComb also noted that Dr. Khanna would like the Graduate Council to take up the issue of admission for international applicants who do not meet the minimum language requirements.

Rosemary Garagnani informed the Council that Dr. Escobar had not yet applied, and the Graduate School's decision was made only as a pre-review. When asked, it was noted that there is no process for considering international students whose degrees are not judged to be acceptable by OSU. Both the Graduate School and the Graduate Admissions Committee (GAC) are carrying out Graduate Council policies in excluding Dr. Escobar's professional degree. If the Graduate Council would like international applicants', such as Dr. Escobar to be considered for exception, clear criteria and directions are needed from the Graduate Council as there is a wide range of professional programs, both domestically and internationally, that could be affected. Those criteria need to be carefully crafted. Leah Minc, chair of the GAC, agreed with Garagnani that the GAC needs clear guidance if the GC policies change. They would like to ensure that the students are ready to enroll in graduate programs.

When asked of the frequency of those requests, Garagnani responded that the Graduate School receives between 12 and 15 such requests a month. Most of the applicants are international students.

McComb indicated that she was surprised to see that an applicant with an MD is not admissible to a graduate

program at OSU. She wondered where the risk lay in accepting such a student, in the program, the Graduate School, or the Graduate Council.

Valerie Rosenberg, representing Sunil Khanna, Associate Provost for International Programs, presented the issue from the international aspect. She indicated that if the goal is to internationalize OSU, then we will have to look at what is acceptable from international institutions. When researching the top ten schools with public health graduate programs, five of the programs accept professional degree students. Aldwin wondered how to make sense of the cases without creating too much work for the Graduate School staff. Jo Tynon pointed out that it seems that those applications go through more scrutiny than others. Garagnani responded that the issue is not about the Graduate School work load, it just takes more time to review those applications which are, indeed, put under scrutiny. There needs to be clearer guidelines. Minc repeated that, for the exceptions process, clearer criteria is needed.

McComb went on to say that, if OSU is serious about internationalizing its programs, we will need to hire more people in the Graduate School to review those applications. She suggested that if the students get into the MPH program, for instance, and are not successful, they can always change graduate programs and take different courses. However, it was noted that to change a graduate program, the student must be accepted by the new program, so there is a check in place in the system. Tynon asserted that admitting professional degree students into graduate programs should be looked at case-by-case. A broad criterion is not recommended.

Denise Lach indicated her concern regarding the lack of a bachelors' degree and the fact that it is different than having a professional degree. Nevertheless, there should be an exception process.

Motion from Carolyn Aldwin: Allow individuals with MDs from universities outside the U.S. and Canada to apply and be admitted to the master's in public health program. The MPH program will be tasked with ensuring that the applicants and their prior institutions are sufficiently qualified to support graduate work at OSU. Motion will be discussed at next week's meeting

College of Public Health and Human Sciences Proposal – Rename and Reorganize – Marie Harvey, Alexis Walker, Tony Wilcox

- [Proposal](#)

After the introductions, Tony Wilcox presented the above proposal. The College of Health and Human Sciences (HHS) is restructuring three departments into two schools, plus the Department of Design and Human Environment (DHE) which will be restructured and moved to a different college at a later date. This reorganization coincides with the College of Public Health accreditation by the Council on Education for Public Health (CEPH). The College is adding "Public Health" to their name, with no changes in the curriculum. Wilcox then continued by indicating that they are hopeful that the Category I proposal is approved, as the CEPH response is expected in June.

Wilcox proceeded by saying that they have conducted a liaison process, which worked well. There were some concerns from the College of Science (COS) regarding the word "biological." From HHS's point of view, biological is a broad and generic term that does not apply solely to one discipline. Most colleges have the "biological" term in some of their courses. There was judged to be little risk in confusion, particularly with "health sciences" modifying the School's name.

Aldwin responded to Lach's question regarding the reason for rushing this proposal through the system. Aldwin indicated that it still needed to go to the Curriculum Council, and then to the Executive Committee, which will then put it on the Faculty Senate agenda. There is only a small window for approval as it needs to get into CEPH before July, 2011. otherwise accreditation will be delayed to 2014.

Alexis Walker informed the Council that developing the proposal has been a challenge, as it was done simultaneously with both the accrediting body mandate and the university requirements for reorganization. Lach pointed out that the programs are not changing, but it seemed that the curriculum will be changing. Walker responded that it was premature to add any changes, which will be done once the college is accredited. Harvey added that all the students are taking methodology and statistics courses. It is a positive change for the students.

Once the guests were thanked and excused, Lach asked if this proposal included program elimination. Gary Beach responded that they were only adding "Public" to the College title in addition to combining all the proposals into one. Lach pointed out that there was no administrative budget included and wanted to know how it will be managed. She would like to see a separate budget and an organizational chart for each School. Beach reminded the Council that there is an important timeline as the Curriculum Council will not meet again

until May 27th, and the Faculty Senate Office would like to have requests for agenda items submitted two weeks in advance for their June 9th meeting.

Motion: Approve the name change and revise the transmittal sheet. Subsequent to making the changes, resubmit Category I for reorganization of both schools at a later date. Tom Wolpert moved. Jim Coakley seconded. No more discussion. Motion approved.

Filtz will be asking the HHS leadership for supplementary documentation that will include the administrative budget and the organizational chart. It was also decided that, in case the delay in approving the Category I will jeopardize the accreditation, Filtz will revise the motion to include the full proposal with reorganization. Council members will be asked for their votes by email in that event.

Meeting adjourned 12:10 PM

Subsequent to the adjournment of this meeting, CHHS provided supplemental budget and organizational information to the Graduate Council. The full CHHS proposal to reorganize into Schools and be renamed was then voted on by email and was approved by a majority of the Graduate Council on May 23, 2011.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » May 26, 2011 Minutes

Graduate Council

May 26, 2011 Minutes

Grad Council Members Present: Carolyn Aldwin (HHS), James Coakley (Business), Cass Dykeman (Education), Theresa Filtz, Chair (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland (SCI), Vinod Narayanan (ENGR), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Ex-officio Members Present: Marty Fisk, Brenda McComb

Support Staff Present: Nagwa Naguib

Guests: Bruce Rettig, Associate Dean, Graduate School; Gary Beach, Curriculum Coordinator, Academic Affairs

Approval of [May 19, 2011 minutes](#)

Minutes approved with no changes.

[Revised Science and Mathematics Education \(SMED\) Graduate Program Review Report](#)

Carolyn Aldwin reminded the Council that there have been five concerns about the SMED Report and some of its content, and that she worked with Larry Flick and Jim Coakley on revising it. The concerns were:

1. Lack of data on the number of graduate students by degree level. The concern was the low number in some concentrations as it did not meet the minimum numbers the University required. Tables A1 and A2 were added as appendices to the Report, showing the **total** number of students which will satisfy OSU's requirement.
2. Faculty Awards were not detailed in the Report. The Revised Report lists the awards and the publications. The average award exceeds \$150,000 per FTE, and is increasing. The average number of publications per FTE is five publications a year.
3. Clarification regarding "student credit hours (SCH)" – it is actually the number of students per faculty, not SCH. Text in the Report was edited to correct the misinterpretation. Review Panel was informed of the correction.
4. The concern about faculty's biases: Review Panel did not mean **bias**, but "**predilections**." Text was revised.
5. The fifth concern was the critique regarding the facilities in which the Department operates. This concern will be resolved when SMED moves to the newly remodeled Education Hall.

Aldwin reiterated that the College of Science (COS) will hold on to the Faculty FTE for the next five years, and then the Dean will transfer them to the College of Education (CoEd). It was suggested that the Action Plan should be signed by both the COS and the CoEd deans.

Motion: Accept the Science and Mathematics Education (SMED) Revised Review Report. Jo Tynon moved. Tom Wolpert seconded. No discussion. Motion passed.

Update on the University Accreditation Visit Results Related to Graduate Programs Walt Loveland reported to the Council that a confidential report from the Accreditation body has been received by OSU. The University decided not to respond to the report for now.

OSU was commended on the Cascades Campus, Student Affairs and the Foundation fundraising efforts. On the other hand, OSU received demerits on the following:

- Gap between the mission and the strategic action plan
- Mostly investing in the new initiatives
- No culture of assessment

The Graduate Council demerit is mainly that OSU does not have a culture of assessment. The Graduate Learning Outcomes (GLOs) had been adopted, but not immediately enforced. The new Director of Assessment, Gita Ramaswamy, was appointed quite late in the process, so the assessment records were incomplete. The plan is that the assessment records will be properly archived for future accreditation. It was also suggested that the Assessment website be accessible. Loveland reiterated that the Graduate Council is a major player in the process of assessment, and that Institutional Research will need to be beefed up to fulfill its role in this matter.

As for their comments on the graduate program reviews, they indicated that some of the reviews have been postponed for two to three years. They were complimentary, though, on the reviews and recommended the need for the Graduate Council to catch up with the ones previously postponed.

The formal report will be issued in early July, and distributed to the campus. The University is planning on signing up to the Science Citation Index provided by Thomson Reuters.

Theresa Filtz informed the Council that she will be drafting a letter to the Faculty Senate President regarding the large number of Category I proposals and program reviews that the Council will be taking on next academic year.

New Areas of Concentration within the MBA Degree Program

Filtz reminded the Council of where the MBA discussion was left off at last week's meeting, with the proposal of having three areas of concentration, namely commercialization, clean technology, and research thesis. Jim Coakley added that the College of Business (COB) and the Graduate School had agreed that the research thesis would be run through the Graduate School. Brenda McComb added that the students would apply to the MBA and be admitted by the COB. If they decide to pursue a research thesis option, then COB will send their information through to the Graduate School. Coakley added that, if the number of students interested in going the thesis route increases, the COB will prepare a Category I proposal to create a new degree program, probably a Master of Science.

When asked if the students doing the Clean Technology area of concentration will need to take engineering technology classes, Coakley responded that those students working with inventors could be offered elective engineering classes.

Motion: Establish three new Areas of Concentration in the MBA Degree Program, namely Commercialization, Clean Technology and Research Thesis. Walt Loveland moved. Tom Wolpert seconded. No more discussion. Motion passed.

International Degrees

Filtz informed the Council that the issue of International Degrees, presented at last week's meeting, will be discussed by a subcommittee comprised of Leah Minc (Graduate Admissions Committee Chair), Rosemary Garagnani (Graduate School Assistant Dean), Valerie Rosenberg (Director of Student Experience, INTO-OSU), Brenda McComb (Graduate School Dean) and herself. The subcommittee will get back to the Council with its recommendation.

Five-Year Plan for the Graduate School

Brenda McComb, new Graduate School Dean, addressed the Council by indicating that she would like to form a subcommittee from the Graduate Council to help craft a [Five-Year Plan for the Graduate School](#) (GS).

The GS has approximately \$250-\$300K in recurring funds that will need to be invested strategically in new long-term initiatives; and another \$150-250K from the carryover to make short term impacts in high return investment areas.

Members of the GS leadership met with Blake Vawter, Associate Director of Admissions, who uses social media in his undergraduate students recruiting efforts. The GS will try to work with him in a few areas where we can grow enrollment, e.g. the MBA program, for which McComb discussed cost-sharing with Jim Coakley.

Denise Lach pointed out that there is a need to recruit more doctoral students. McComb responded that Vice Provost for Academic Affairs, Becky Warner, will provide a list of the 98 new faculty members starting in Fall 2011. The hope is that many of those faculty members will attract more PhD students. We are also hoping that by working with the Provost and the Research Office, the Graduate School might be able to provide tuition remission for some of the externally funded graduate assistantships.

McComb went on to introduce other initiatives including:

- Best practices for time to completion – assess effectiveness

- Recruitment and marketing – need to be more effective
- English language training – will work with INTO
- Revive the TA Certificate Program for either TAs at OSU, or going to a different institution
- Growth of the Interdisciplinary Programs – there are opportunities for growth
- Work on the IT efforts – what will Institutional Research do for us (they are talking about increasing their staff)

McComb ended by saying that the above initiatives are only short-term tactical goals. She would like to set up five-year goals with Graduate Council help.

Filtz noted that Marty Fisk and Bruce Rettig met with department heads last fall, so yearly meetings with the graduate coordinators/directors would be a good approach. McComb responded that she has met with a large number of people and, starting next week, she is meeting with the graduate coordinators/directors and associate deans of the four university divisions, to listen to their concerns, suggestions for improvements, and vision for the future of the Graduate School.

Lach wondered how the new Graduate Council policies are communicated to the departments and colleges. She also wondered what the Graduate Council role was in assessment. Loveland reported that the Graduate Council charter is mainly for setting up policies.

It was decided that identifying volunteers for a subcommittee would be discussed at next week's meeting.

Meeting adjourned 12:00 PM

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » June 2, 2011 Minutes

Graduate Council

June 2, 2011 Minutes

Grad Council Members *Present*: Carolyn Aldwin (HHS), James Coakley (Business), Cass Dykeman (Education), Theresa Filtz, Chair (Pharmacy), Denise Lach (CLA), Vinod Narayanan (ENGR), Jo Tynon (Forestry) and Tom Wolpert (AG SCI)

Graduate Council Members *Absent*: Michael Kent (Vet Med), Murray Levine (COAS) and Walt Loveland (SCI)

Ex-officio Members *Present*: Marty Fisk and Brenda McComb

Support Staff *Present*: Nagwa Naguib

Guests: Mark Abbott, Dean, College of Oceanic and Atmospheric Sciences; Gary Beach, Curriculum Coordinator, Academic Affairs; Sherm Bloomer, Dean, College of Science; Rosemary Garagnani, Assistant Dean, Graduate School; Leah Minc, Chair, Graduate Admission Committee; Bruce Rettig, Associate Dean, Graduate School; Sam Stern, Dean, College of Education; and Aaron Wolf, Department Chair, Geosciences

1. MAT in Humanities Category I Proposal

Following the introductions, Dean Sam Stern informed the Council that the College of Education is requesting a change in the name of the existing Master of Arts in Teaching (MAT) in Language Arts Education degree to a Master of Arts in Teaching in Humanities. The MAT program prepares students for licensure to teach in middle and high schools throughout Oregon and the nation. Two endorsement areas in which students may concentrate while completing the MAT in language arts education are social studies and language arts. The current degree name ("in Language Arts Education") does not accurately reflect the scope of preparation the graduates receive. An MAT in Humanities more accurately reflects the knowledge content, theoretical foundation, curricular study, and pedagogical formation found in the MAT program. Education and Counseling programs have been offered on the Cascades Campus for a few years. The College would like to build the programs up.

Theresa Filtz asked Stern to give the Council some history about the use of the term "humanities." Denise Lach commented that Social Studies discipline is different from the Humanities discipline.

Stern went on to explain that the College of Education does not currently offer an MAT in Art or Social Studies. The College would like to use the MAT to prepare the students to teach social studies and English. He continued by saying that students will earn a license in one or the other.

Once Dean Stern was excused, a short discussion followed and it was decided that Filtz will request the College of Education to make the following revisions to the proposal:

1. Change the "EngXXX (8) Graduate Level Coursework in Subject Area Specialization" on page 3 to a list of graduate-level course options that allow for subject area specialization.
2. List appropriate undergraduate degrees that would feed into this program.
3. Discuss more fully the national tests/licensing exams in language arts and social studies that are required for this program.
4. Strike the sentence on page 5 that says "The College of Education at OSU understands that this name change will apply to any MAT degrees awarded on main campus as well."
5. In section 2c on page 5, please link learning outcomes to assessments.
6. Provide a liaison letter from the HDFS faculty on the Cascades campus.

7. Provide a list of all liaisons from whom letters were requested and indicate whether responses were received (and attached) or not.
8. Provide liaison letters from other units at Cascades and from the main campus education programs.
9. There was significant discussion regarding the use of "humanities", as social studies is not usually associated with humanities at the university level. Please provide an explanation of how the name "Humanities" is justified from the K-12 perspective in this context.

Proposal tabled to next week's meeting after the Council receives responses to the above.

2. **College of Earth, Ocean, and Atmospheric Sciences Category I Proposal**

The Council was presented a Cat I proposal to merge the College of Oceanic and Atmospheric Sciences with the Department of Geosciences from the College of Sciences to create a new unit called "College of Earth, Ocean and Atmospheric Sciences." Sherm Bloomer, Dean of COS, informed the Council that long conversations have been taking place for more than a decade to merge the two units. Both the College of Science and the College of Oceanic and Atmospheric Sciences formed a steering committee to discuss the merger, which was driven by the faculty. Most of the Geosciences faculty were involved in the conversation. The two colleges drafted a Memorandum of Understanding (MOU) that is being reviewed by Provost Randhawa.

Mark Abbott added that the faculty were tasked with creating the vision, the philosophy, and the organization of the new college. They have a lot of ownership. It is an opportunity to bring the humanities in with sciences, a very positive outcome. Aaron Wolf reported that there was no opposition from the faculty: they are very excited about this merger.

In response to a question from Walt Loveland sent to Filtz, Bloomer responded that the structure of the new CEOAS is the same one used in merging the Science and Mathematics Education Department to the College of Education. He also reiterated that there will be no changes unless the two deans and the Provost approve them. He then added that, with the upcoming reorganization of the College of Science (COS), the Environmental Science Undergraduate Program (ESUP) would have been lost.

When asked about the reporting line of the ESUP and the fact that it reports to the Associate Dean for Research, Abbott indicated that the Program has a strong steering committee, and the director has a connection with both deans. He added that the MRM program reports to the associate dean as well.

Carolyn Aldwin wondered if moving the Environmental Sciences Graduate Program (ESGP), currently housed in the Graduate School, would be too cumbersome to add to the new College. Brenda McComb responded that once this merger is in place and is operating well, a discussion might start regarding the ESGP.

Denise Lach asked who would be responsible for the action items in the Geosciences Graduate Program Review Report. Wolf repeated that most of the recommendations will be taken care of with the merger, with adding the human dimension, more space and more faculty in geography. Bloomer noted that the space issue is being worked on. He went on by saying that this approach of partnering between colleges is a very positive and different one than used in the past. Visitors were thanked and excused.

After a short discussion, it was decided that Filtz will send the following questions to Bloomer, Abbott and Wolf:

1. Request the complete MOU regarding the transfer of Geosciences out of COS to CEOAS.
2. Add a sunset clause to the MOU.
3. Include a current organization chart for COAS to be compared to the new org chart on page 6 of the proposal.
4. Ask if the Associate Dean for Research is a new position. If so, describe the budget source for this position.
5. Where will the budget for both the undergraduate and graduate support staff originate?
6. Include a statement in the proposal that the Dean of CEOAS will be responsible for all aspects of the graduate programs in Geography and Geology, including the recommendations that will come forward as a result of the program review.

Proposal tabled to next week's meeting after the Council receives responses to the above.

3. **Departmental Committee Composition Discussion**

McComb posed a question regarding doctoral committee composition. A discussion followed regarding committee membership. The Council reaffirmed the right of graduate programs to choose their own faculty. The Council also reaffirmed the important role of the Graduate Council representative to ensure the fairness of the process as well as the integrity of the degree.

4. **International Professional Degree Holder Appeals Discussion**

Filtz reported that Leah Minc, Rosemary Garagnani, Brenda McComb, Valerie Rosenberg and herself met last week to talk about an appeal process for international graduate student applicants whose professional degree is not considered equivalent to a bachelor's degree. They agreed that the Graduate Admissions Committee (GAC) could handle these appeals given guidance. They also created a draft form to be used by the graduate programs to appeal the rejection of an applicant with a non-equivalent degree.

This is a pilot program that will be reevaluated by the Graduate Council within a year.

Motion: Graduate programs with an international applicant who does not have a four-year bachelor's or an appropriate alternative degree, e.g. a professional degree of at least four years duration, but who meets all other requirements for admission as a graduate student at OSU, may appeal the admissions denial to the Graduate Admissions Committee (GAC). The GAC, based on evidence presented by the graduate program, will determine if the student has sufficiently demonstrated preparedness to enter a graduate program and may provide an exception to allow admissions. The Graduate Council will review this policy in one year with input from the GAC.

Carolyn Aldwin moved. Denise Lach seconded. No more discussion. Motion passed.

Adjourned 12:00 pm

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » June 9, 2011 Minutes

Graduate Council

June 9, 2011 Minutes

Grad Council Members Present: James Coakley (Business), Cass Dykeman (Education), Theresa Filtz, Chair (Pharmacy), Denise Lach (CLA) and Walt Loveland (SCI)

Graduate Council Members Absent: Carolyn Aldwin (HHS), Michael Kent (Vet Med), Murray Levine (COAS), Vinod Narayanan (ENGR), Jo Tynon (Forestry) and Tom Wolpert (AG SCI)

Ex-officio Members Present: Bruce Rettig and Leah Minc

Support Staff Present: Nagwa Naguib

Guests: Gary Beach, Curriculum Coordinator, Academic Affairs

Approval of May 26th Minutes

Minutes approved with following changes from Walt Loveland:

Update on the University Accreditation Visit Results Related to Graduate Programs

Para 2, bullets to read:

- Gap between the mission (the strategic action plan) and the core themes
- No culture of assessment

College of Earth, Ocean, and Atmospheric Sciences Proposal – Continue last week's conversation

Theresa Filtz pointed out to the Council the responses received from Dean Sherm Bloomer in which he clarified and responded to the questions sent to him by Filtz following last week's Council meeting. Provost Randhawa asked the two colleges to create a procedure regarding the merger, thus the reason for drafting an MOU as COAS and Geosciences' faculty come from different cultures.

Motion: Approve the College of Earth, Ocean, and Atmospheric Sciences Category I Proposal. Walt Loveland moved. Cass Dykeman seconded. Motion passed without adding the MOU to the proposal.

It was also suggested that when the Geosciences Program Review Report is presented to the Graduate Council and the Provost, both deans should be present at the meetings.

1. **Finalize letter to Faculty Senate**

Filtz reported to the Council that Prof. Jack Higginbotham, President of the Faculty Senate, is recusing himself from all issues related to graduate programs. Instead, Kate Hunter-Zaworski, Faculty Senate President-Elect, will be the Graduate Council contact. Filtz has discussed with Higginbotham both the large number of program reviews and the Category Is and IIs that are in the pipelines for next year. She would like to divide the Council into two subcommittees (one to review the Cat Is and the second to review the graduate programs). The full Council could also meet to discuss changes in policies. She is also suggesting have two co-chairs to lead the Council.

Loveland responded that Faculty Senate committee chairs should be compensated at a 0.25 FTE. This solution will allow their departments to relieve them from some of their duties. There is also a shared governance issue. Faculty members have full-time jobs. He added that Cat I proposals do not have to be reviewed immediately. He also suggested that a new Faculty Senate committee should be formed to work on the University accreditation, which will occur every seven years.

Denise Lach commented that the faculty work very hard on preparing the Cat I proposals, and it is not fair to second guess their proposals. She also pointed out that the program reviews take more time from the Council members than reviewing the Category I proposals.

Program Review site visits were discussed with the following suggestions for possible changes in the composition of reviewers:

- No need to appoint two members of the GC to serve on each site visit
- Add a question on the Graduate Faculty forms regarding interest in participating in program reviews
- Faculty Senators to participate?
- Appoint two academic external reviewers (currently one academic peer reviewer and one future employer)
- Add someone from a department in a similar field of expertise

As for the Category I proposals, the following were suggested:

- Only one Category I proposal per Graduate Council meeting
- Distribute a questionnaire with a list of questions that will be asked by the Council (Denise Lach will send suggested questions)

The letter drafted by Filtz with her concerns regarding the Council's workload will be sent to the Faculty Senate President and President-Elect.

Adjourned at 11:25 am

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » October 5, 2011 Minutes

Graduate Council

October 5, 2011 Minutes

Voting Members Present: Carolyn Aldwin, Angela Baxter, Cass Dykeman, Theresa Filtz, Denise Lach, Murray Levine, Walt Loveland and Vinod Narayan, Stacy Semevolos

Voting Members Absent: Jim Coakley, Cass Dykeman

Ex-officios: Brenda McComb and Leah Minc

Guest: Kate Hunter-Zaworski

Introductions –

Following introductions, Kate thanked all for serving on the Graduate Council. She noted that she is working with Walt to manage workload of the Council and that Walt will discuss reorganization of the Council. Kate also thanked Theresa for her leadership last spring.

Discussion of the 2011-2012 Council Organization –

Walt noted that the Graduate Council has certain responsibilities of setting policy concerning graduate education while the Graduate School executes that policy. The Council only deals with general policies and is prohibited from prescribing the details of any graduate program. Positions still need to be filled from Forestry and Agricultural Sciences; if there are suggestions of faculty from these colleges, please forward names to Vickie. Walt is serving as chair during fall term to get the Council started.

Council Assignments/Reduction of Work Load –

Awards – The Graduate Council participates in the selection of several awards:

Laurels Block Graduate Program – this selection is important and involves two senior members of the Council. Theresa and Denise agreed to serve on this selection committee. *Oregon Lottery Scholarship* – Cass, Vinod and Jim

Bayley/Yerex Fellowships – Murray, Stacey and COS representative

Herbert F. Frolander Graduate Teaching Assistant Award – COF and CAS representatives

CGS/UMI Dissertation and WAGS/UMI Thesis Awards – Carolyn and CAS representative

Excellence in Graduate Mentoring Award – Carolyn and Stacey

Program Reviews – At the most, there will be six reviews during 2011-2012. The prior rules are in effect related to the program reviews. A program review takes about 20 hours – 2 hours for the dinner; 2 hours reading the report; 8 hours during the day of the review; and 8 hours preparing the report. Walt proposed appointing one person from the Council for each review and the Faculty Senate Executive Committee will appoint an additional faculty member, possibly from retired Graduate Council members. Walt noted that the light program review load will exist until 2014 due to some programs no longer existing resulting from reorganization. He also stated that the reviews are not distributed evenly – Carolyn suggested that some units be encouraged to review early.

- Program Review Assignments:

- Physics (spring 2012) – Vinod
- EXSS (fall 2011) – Jim
- Zoology (fall 2011) – Murray
- Community College Leadership (winter 2012) – Theresa
- Public Policy (spring 2012) – Cass; Denise noted there is another Public Policy review (Category I external review); Walt noted they should be combined
- Horticulture (spring 2012) – Denise

Distance Ed Committee Ex-Officio – Cass will represent the Graduate Council as an ex-officio, non-voting

member on the Distance Education Committee; Vickie will work with him on the meeting schedule.

Meetings/Category II Reviews

Walt felt that the committee should meet twice monthly and only review Category I proposals once per month. He also suggested that, due to the limited number of members, Category II reviews be limited to one reviewer – Denise felt that a second was helpful; Walt noted that a second reviewer could be consulted, if needed, but not assigned. Until representatives are assigned from Agricultural Sciences and Forestry, no proposals from those colleges will be reviewed until the representatives are appointed. Walt noted that there is a Category II tutorial which is helpful for new members. Graduate Council members will be assigned to review Category II proposals from their college. Walt will determine which colleges had the most proposals last year and ensure that individual will be assigned to the least active secondary position.

Category I Proposals – There are far fewer proposals than expected; currently there are two proposals pending – the MA/MS in Communication and a Graduate Certificate in Food Culture and Social Justice. The latter has been black flagged due to the structure of the proposal and Walt has been asked by Academic Affairs to not review the proposal at this time.

The Budgets & Fiscal Planning Committee will act as a gatekeeper for Category I proposals and will meet three hours per month and will only consider one Category I per month. Denise expressed concern with only one proposal considered per month because the Provost has indicated that funding for hiring will not be released until Category I proposals are approved.

Walt suggested that there be a pre-meeting screening for all Category I proposals, which would alleviate all members reviewing all proposals.

Policy issues –

1. Revision of Graduate Program Review Guidelines – Walt noted it is clear that the university has expectations; he suggested that the Graduate School outline the expectations/guidelines and felt that the frequency of reviews should be about every 10 years since there are 80 programs which translates to 8 per year. Ideally, this will be set up so that the bulk of the data is retrieved annually by Institutional Research. Brenda noted that there is a possibility of OSU purchasing a program called 'Academic Analytics' which would provide information by PI. Carolyn noted that her college is considering purchasing a similar program and expressed the need for collaboration in these purchases. Walt noted that the SB242 workforce data needs to be compiled. The Alumni Association may have this information, but it was noted that their information can't be accessed; Brenda will meet with the Alumni Association Director to discuss these issues. The information will be generated by the Graduate School, then reviewed by a Graduate Council sub-group and recommendations brought to the whole Graduate Council.
2. Assessment – The University Assessment Council is working on assessment issues in relation to negative comments in the recent accreditation report – Brenda noted that a return visit from the Accreditation team will be in December 2012. The Council needs to set general outcomes for assessment. There was a discussion of what assessment means, how to track, the need to dovetail various reviews, identification of needed information, etc.
3. Transcript Visible Program Options – The issue is currently being discussed by the Graduate School and Registrar's Office to determine if it is feasible.
4. Financial Issues – Tuition remission for Ecampus courses is still an issue – it was also noted that some departments are requiring courses to be offered via Ecampus.
5. Continuous Enrollment Program – At issue are ADD students in their 10th year. Walt noted that some institutions' continuous enrollment fee is smaller than OSU's.
6. Graduate Student vs. Post-Doc Issue – There is currently a huge disincentive to approve graduate students rather than post-docs. Brenda and Rick Spinrad are working on this issue. The Graduate School is looking for ways to provide incentives for hiring graduate students.
7. There might be generalized motion to assist student who are left as orphans because they cannot find advisors in their program area.
8. Graduate Admissions – Brenda noted that a repeated issue for international students is how to use the TOEFL scores – there are currently campus-wide discussions to create a different model.
9. The Graduate School has a new travel grant in place to provide funding for student travel.
10. Parental leave policy for graduate students should be handed off to the provost and Jacque Rudolph.
11. Determine how to normalize the extreme differential in payment of GTAs across campus.
12. The Provosts Distinguished Graduate Fellowship Program was initiated last year and renewed for this year. Walt noted that the provost was unhappy that the Graduate School was not able to spend all of the allocated funding. Brenda noted the Graduate School only spent about one-half the money and they need to have a much higher success rate in attracting students to OSU. She explained that

solicitations last year were late; this year the program was announced much earlier in order to recruit more nominations and ensure that the funds are used – a component of the high rejection rate is due to students applying to multiple programs at multiple universities.

13. Graduate Council Chair – Walt agreed to chair this term, but another member or two needs to step up to assume the chair position due to his workload. He outlined the time requirements: pre-proposal meetings – 1-2 hours; UAC 1 hour monthly; minutes and agenda – 1 hour weekly; prep time – 1 hour; program reviews (chair picks up after those who don't do their assignments) – 1-2 hours weekly. He suggested that one co-chair could do external assignments and the other does the internal piece. Likely there will no longer be any additional accreditation issues to deal with. If there are no volunteers to chair, it will be necessary to rotate monthly among the members.
 - Theresa suggested splitting duties further: she noted that the pre-proposal meetings do not require the chair to be present and the Council could have a list indicating who is next to attend the meetings; it's also not necessary for the chair to attend the UAC meetings; and someone needs to coordinate agenda items and someone else to handle emergencies.
 - Carolyn noted they had discussed co-chairs who would head up program reviews and Cat I proposals. She is willing to assist in the administrative assignments.
 - Please contact Walt if you are willing to assist with any of the administrative assignments.

Miscellaneous –

- The next meeting will be October 19 in 128 Kidder Hall and Carolyn will chair.
- Stacy requested guidelines for the review of Category II proposals.

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » October 19, 2011 Minutes

Graduate Council

October 19, 2011 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baker, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Murray Levine, Walt Loveland, Stacey Semevolos,
Voting Members Absent: Fritz Gombart, Vinod Narayanan
Ex-Officio, non-voting members: Brenda McComb, Bruce Rettig
Guests: Gary Beach, Alfonso Bradoch

Walt thanked the members for volunteering for assignments following the last meeting. He also noted that his intent is to not be here during winter term. He distributed a tentative agenda for the remainder of the term. Regarding program reviews, Walt noted that the Graduate Council reviewer is involved in follow-up meetings to determine that recommendations are accomplished.

Review of October 5 Minutes – Brenda noted the following corrections: Cass was present and needs to be removed from those absent and Theresa (rather than Murray) agreed to review Zoology and Murray (rather than Theresa) agreed to review Community College Leadership. Walt asked members to send additional corrections to Vickie (none were subsequently received).

Report of "Expert" Pre-Screening Group on Category I Proposal for MA, MS in Communication (#82032) – Jim Coakley, Cass Dykeman

- Cass reported that data related to the labor market and demand for positions was not provided and is needed; it is implied that MAIS students will transition to this degree, but there is no data to back that up. He noted that there is a role for slash courses, but this degree appears to be based on slash courses and questioned whether these are within allowable limits.
- Walt noted that the budget indicates 'other budgetary unit', but the 'other' unit needs to be identified; he felt the program was weak, citing coursework degree and minimal thesis requirements; and that faculty appear to be minimally involved in the program.
- Jim noted that GRE is listed, but didn't explain how the GRE would be used, and that CLA liaison responses are missing.
- Denise noted that, as a part of a new school, there are other faculty that could be involved in the program to strengthen it; an MS should not be created to create an MS.
- Cass suggested that this could be a stand-alone Ecampus course and be the only Masters of this type offered online.
 - Angi noted that required Ecampus courses present difficulties for on-campus students which include much higher fees, lack of tuition remission, etc.
- Some felt that this was a weak program, but also noted that the MAIS itself is weak. Most expressed the opinion that the proposal should not go forward as presented

Action: Walt will paste Cass and Jim's report into the system and send it back to the proposers and ask them to respond.

As an aside, Walt questioned whether the Council wants to take up the issue of reviewing graduate certificates.

Consideration of Request from Academic Programs for a Policy Statement on Ecampus Degree Proposals – Alfonso explained that the issue arose from a conversation in the Curriculum Council and that there were previous discussions motivated by Becky Warner to consider how Ecampus programs and courses are currently approved and offered online. The Curriculum Council's understanding is that courses developed

by Ecampus already exist in the OSU catalog, but involve a different mode of delivery. The Curriculum Council decided there was no need for additional curricular review, but there would be a recording by Academic Planning and Assessment of migrated courses and programs to online delivery. During the summer the Curriculum Council met and raised questions re: migration, systematically recording in the database, etc. They also discussed the nature of the review process, whether it is curricular or an information item to the Curriculum Council given that it's an existing program. The result is the proposal being considered by the Graduate Council which more clearly articulates the process and who would be responsible for recording pieces.

Walt recalled there were some programs offered online that on-campus individuals were not aware of. Gary noted Sociology was one such program.

- Alfonso noted there was a process in place but, following changes in Academic Planning and Assessment leadership, there was a gap in the process. The understanding was that Ecampus would move information to Susie Leslie who would record it in the curricular database – upon her departure, this did not occur. There was one program, in particular, that fell between the cracks during the transition which resulted in the proposal.
- Gary explained that he, Alfonso, Lisa Templeton and Sara have been conducting a review to determine how to get courses and programs into the Curricular Proposal System to ensure there is a record of approvals. They revised the original draft approved by the Curriculum Council in January 2010; presented the revised draft to the Curriculum Council in July and were told that roles need to be identified; the draft was revised and reviewed by Becky Warner; then reviewed and revised again. An outstanding issue is, since these are already approved courses, does the Graduate Council need to approve or can the approval be acknowledged and included in the minutes rather than an actual approval step? It was included in the draft as an approval step, but could be changed later and revisions could be made as the Councils use the process.
- In response to Walt's question of whether programs are grandfathered, Alfonso felt it was not necessary to go back. Alfonso also noted that, as part of the oversight provided by Academic Planning, when academic departments submit proposals, they will be asked to clearly articulate program requirements stated in the catalog and in a side-by-side list of offered programs both online and face-to-face. Once Ecampus reviews and approves programs, they will be submitted to Academic Programs for review and determine whether there is alignment with the Graduate Council and Curriculum Council.
- Walt asked who is responsible for answering question B4: "Are the minimum requirements of the program being met? If not, indicate in what ways the proposed program will differ from the one on the OSU main campus." Alfonso responded that would be Academic Programs oversight; Ecampus would provide information from the program and Academic Programs would determine that the information is accurate and correct. Walt was unsure why some aspect of the program would be dropped in the Ecampus offering vs. the on-campus offering. Carolyn noted that options requiring internships that can't be accommodated online are dropped. Gary noted that some programs offer 3-4 options and Ecampus only offers one option.
- In response to Jim questioning how this proposed review compares to OSU-Cascades approval, Gary explained that approval to extend programs to OSU-Cascades is overseen by OSBHE via an MOU template. Jim asked what major distinction is between processes; Alfonso felt the difference is that Ecampus programs are proposed by Corvallis faculty and programs offered by Corvallis faculty.
- Denise questioned how much work will be required on the part of the Graduate Council to approve the programs. Walt felt an easy way to implement the process is to send it to the proposer, as with a Category I. Gary felt there would be one per year; Alfonso noted that Ecampus has the desire to work with the Graduate School to create additional programs. It was noted that assessment is currently not requested on Category I and II proposals.
- Jim noted that assessment needs to be included with reviews and questioned whether assessment will be included. Alfonso noted that proposers would be asked to provide assessment information and he will need to work with Gita Ramaswamy to determine assessment needs. Gary will schedule meeting with Gita, Lisa Templeton, Alfonso and himself to discuss assessment issues.
- Theresa questioned in what format the Graduate Council would receive the proposal. A form and summary would be received for migrating courses, but an abbreviated proposal would be required for a new program. Alfonso responded that he would send the RFP link to the Council (<http://ecampus.oregonstate.edu/faculty/program-request/>).

The following discussion occurred after Alfonso and Gary's departure:

- Jim noted that learning outcomes are for the degree program and expressed concern that learning outcomes will be affected by online courses.
- Carolyn felt there would be few graduate programs offered online and felt that oversight was needed; in terms of quality, the Graduate Council needs to be involved. Brenda noted that an objective for the

Graduate School is to grow graduate online courses.

- Theresa noted there is still a program review process in place and questioned whether the Graduate Council wants to conduct a review when the program is being converted to Ecampus or wait until the review process. Walt noted it would be better to catch something unusual at the beginning when it is first being offered, rather than wait for the review several years later.

Action: Walt will send a message to Alfonso and Gary asking, fundamentally, if they can assure the Graduate Council that on-campus and Ecampus courses are comparable and ask them to address issues of assessment.

Report of Task Force on Transcript Visible Specializations at the Graduate Level and Discussion of Further Directions – Brenda McComb, Jim Coakley, Bruce Rettig

- Jim explained that the group determined whether there were major concerns prior to writing the proposal. He distributed a [document](#) containing constraints, issues, advantages, disadvantage and next steps.
- Jim's goal is to present a formal proposal to the Graduate Council in December.
- Brenda explained that a Graduate School workload issue is created when students move from option to option and noted that options could reside with the committee until finalized. Coakley noted there is a desire on the part of some faculty to closely track both students and which option they have selected.
- There was a suggestion to limit the number of options to one.

Miscellaneous:

- Carolyn asked to set aside the Dec 7 meeting to discuss assessment issues.
- The next meeting will be November 2.

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » November 2, 2011 Minutes

Graduate Council

November 2, 2011 Minutes

Voting members present: Carolyn Aldwin, Cass Dykeman, Theresa Filtz, Denise Lach, Murray Levine, Walt Loveland, Vinod Narayanan, Stacey Semevolos

Ex-officio, non-voting members present: Leah Minc, Bruce Rettig

Miscellaneous –

- The Rangeland Program Review and Category I proposal were both scheduled for the November 16 meeting; however, the Budgets & Fiscal Planning Committee found the proposal to be lacking and it has been returned to the proposers – it is unclear whether the proposal will be ready to consider at the same time as the program review, which would be preferable.
- The TESOL program currently has no students or faculty; the proposal to eliminate the TESOL graduate certificate was found by the Budgets & Fiscal Planning Committee to be a no-brainer and, in the interest of eliminating review time by the Graduate Council, Walt asked if the members would take his word that the proposal should be approved – the members agreed with his assessment.
- The Food, Culture and Social Justice proposal will be presented by Denise and Vinod on November 16.
 - Re: graduate minors, Denise noted that they show up as Category II proposals and questioned whether this was appropriate. The Graduate Council will discuss the generic issue of graduate minors at an upcoming meeting.
- The COS representative has resigned.
- The next meeting will be November 16.
- The review of graduate certificates will be discussed at the November 16 meeting.

Discussion of New Institutional Indicators for Core Theme 2: Graduate Education and Research – Revised 10/11/11

Bruce noted the October 11, 2011 revised document is a result of the need for certain accreditation information. Brenda McComb and Becky Warner created the [distributed document](#) and Brenda is deferring to the Graduate Council to determine what is needed.

- The current document was created to replace the "objectives" document that was used in the accreditation process last year. Walt noted that the NWCCU indicated there were too many indicators in the previous document and that the objectives were not easily translated to the goal. It was noted that two objectives in the previous document were deleted in the current document.
- It was felt that 'ratcheting' is now being proposed; the use of the terms 'threshold' and 'goals' was questioned and 'threshold' is used in places where 'minimum' is meant; it was noted that 2.2.3. does not include journal articles; many may feel that the tenure/tenure track dollar volume per faculty member is problematic; there is no mention of research faculty in 2.2; 2.2.3 is diluted by including CLA faculty; objectives do not reflect indicators; the timeline for approval/revisions was unknown; in terms of reducing the number of objectives, there are now 16 rather than the previous 19; need to figure out where we're at with each program and determine which metrics could be reduced and which could be increased; weak program reviews don't necessarily result in improvement; NRC rankings are outdated; average time to completion for PhD students' needs to have different years for each discipline.
- Carolyn suggested going back to objectives 2.1, 2.1, 2.3 and 2.4 that were previously reviewed and have 2-3 indicators for each; can't set goals/metrics until we know where we are – the end result will be an assessment system.
- Denise questioned whether it was more important to have indicators that the university thinks is appropriate or indicators that the accreditation team feels is appropriate.
- Carolyn felt there should be consistency between graduate program review indicators and the Core Theme 2 indicators.

Walt noted that administration feels that the three core themes need to be modified and the Graduate Education and Research (Core Theme 2) is the only one that has faculty involvement. Theresa suggested that the Faculty Senate be asked to provide faculty input on the other two themes.

- Carolyn suggested three objectives with several indicators within each, such as, good graduate students, productive faculty and supportive of a collaborative culture.
- Suggestions to proceed: reduce the number of indicators in each category; redefine objectives; combine objectives 3 and 4 to have a scholarly collaborative culture that has economic results.
- Denise questioned whether every graduate program should report specific information to the Graduate School. Theresa suggested determining useful indicators.
- Carolyn felt there should be acknowledgment that there is not a graduate assessment system in place and indicate that a system is being developing and outline the desired elements.
- Vickie noted that the Faculty Senate Executive Committee is working with Sal Castillo to obtain data for Faculty Senate committees and councils, and the most effective way in which to obtain desired data is for the Graduate Council chair to advise the Executive Committee of their needs and the Executive Committee will work with Institutional Research to assign an individual to work with the Council.
- Bruce noted that program assessment varies, and there is still a need to aggregate at the university level. Carolyn suggested there be etic and emic outcomes and program reviews.

Action: Walt will report to Brenda that the Graduate Council prefers to return to a modified version of the prior objectives document rather than the version that was presented to the Graduate Council.

Action: Denise, Vinod and Carolyn will act as the subcommittee to examine/edit the draft guidelines for Graduate Program Reviews now being developed by the Graduate School (to replace the current guidelines). The results of this subcommittee's work will be presented to the Graduate Council for action as soon as possible.

Bruce noted there is a group asking for instructions related to their graduate program review and questioned whether he should contact all graduate certificate programs and indicate that all are required to submit graduate assessment models and graduate learning outcomes.

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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » November 16, 2011 Minutes

Graduate Council

November 16, 2011 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baxter, Theresa Filtz, Denise Lach, Murray Levine, Walt Loveland, Leah Minc, Stacy Semevolos

Voting Members Absent: Jim Coakley, Cass Dykeman, Vinod Narayanan

Ex-officio Members Present: Brenda McComb Bruce Rettig

Guests: John Killefer, Animal Sciences; Jim Males, Animal Sciences; Nagwa Naguib, Graduate School

Approval of October 19 and November 2 minutes – The October 19 minutes were corrected to replace Psychology with Sociology in the second sentence of the second paragraph of the Policy Statement on Ecampus Degree Proposal discussion. The [October 19 minutes](#) were approved as corrected and the [November 2 minutes](#) were approved as distributed.

Catalog Review Group – Nancy Laurence, Registrar's Office, requested Graduate Council participation to review proposed online catalog software being considered to replace the current software provided by the Business Solutions Group – Jim Coakley (not present) was volunteered, Angi volunteered and Carolyn is the alternate.

Graduate Program Review Report – [Animal Sciences and Rangeland Management and Ecology](#) – Carolyn Aldwin, Graduate Council; Larry Curtis, College of Agricultural Sciences; John Killefer, Animal Sciences; and Jim Males, Animal Sciences

- Carolyn presented the review: the consensus was that the programs were in trouble due to resources including both declining faculty and graduate students and infrastructure; the solution was to combine Animal Sciences and Rangeland Ecology. The number of faculty in Rangeland is low; Animal Sciences faculty have declined, with half being Extension throughout the state. There are five on-campus faculty and two Extension faculty in Rangeland. Problems with faculty retention are due to facilities and complaints about Withycombe Hall. There needs to be at least five faculty FTE in Rangeland, even if combined; an infusion of resources is needed. Because there is not a lot of money for GTA's, the consequence is a lack of a solid base for graduate students; students were admitted on a rolling basis when a faculty member received a grant; GRE's for verbal was below 400; there needs to be enough resources to admit students on January 15 and pull from the best students, rather than those available when funding allows. There is a lack of faculty in terms of graduate classes being offered, with many being slash courses, which makes it difficult for students to get into classes; and there needs to be an intervention at the dean level. The department took a small amount of GRA money and created a number of .2 FTE positions but, because some positions exceeded .2 FTE, the discrepancy between the FTE and actual work load needs to be addressed as this could result in union issues. Students, especially those who came in a rolling basis, felt that they weren't being mentored well in the first year; they need a good orientation which explains program expectations. Need to consider balance for international students; there should be more stake holder interest as they are concerned about the potential of programs being eliminated; they expressed frustration about hiring from within the program; and students need to be actively connected with stake holders.
- Walt noted that a question for the provost will be the grade received by the review team (C/D), which is just above termination.
 - The departments are not comfortable with grade
- Because the Category I proposal is not yet ready for Graduate Council review, it was suggested there be resources to have additional faculty hires.
 - The department representatives were told they should hear this week about an additional three hires. They felt confident for two hires, and likely for three.
- How much money will be spent; and who is providing the funding?

- The response was that both Dean Ramaswamy and Provost Randhawa would provide funding and that the deans' group will be meeting to discuss this issue.
- John Killefer has been guaranteed that the combined department is a priority and positions have been promised. He noted that Dean Ramaswamy has indicated that the department is the college's highest priority and added that upgrades are commencing
- Carolyn was unsure of the student to faculty ratio and noted that this data was missing in the self-study, although neither the faculty nor student numbers meet the provost's requirements. In Animal Sciences, there is currently 1 PhD student and 14-15 Master's students and in Rangeland there are 2 PhD students.
 - John notes that the faculty to student ratio has not changed much in 10-15 years.
- Carolyn noted both decreasing faculty and students and observed that, to be viable, the programs need an infusion of funding.
 - John responded that there are 480 undergraduate majors and the combined numbers will be about 500; there is no GTA money. Jim Males noted there are negotiations between Provost Randhawa and Dean Ramaswamy for GTA money and acknowledged that E&G funding is short.
- Denise noted that CLA raises funding for GTA's and questioned their plans for funding?
 - John responded there are plans for Ecampus courses to expand the revenue stream and there is a serious discussion regarding the tuition differential which he feels is warranted due to living laboratories.
- Carolyn felt that many lab classes, but no GTA's, didn't make sense.
 - John indicated plans of quadrupling students and a reduction of faculty by half.
- Is there demand for the graduate program and is there an applicant base?
 - Jim stated they are turning down many students. Carolyn noted that the pool is better than those currently accepted.
- Theresa asked how many could be accepted
 - John responded that, with existing faculty, the number of graduate students is close to capacity without external funding; however, with additional faculty, it can and should grow.
- Theresa asked if they have engaged in strategic planning to determine how many students, level of funding, etc., would be needed for future expansion and the merger.
 - John responded that strategic planning occurred prior to his term as chair; Jim noted it is in the review. John added that, in order to have a critical mass in graduate student areas, they would need to double the graduate student population and he feels that critical mass is important, and students need a cohort.
- Walt questioned what role there is for Extension faculty and, with the identified problems, is Extension an additional burden, and are Extension faculty currently supervising students?
 - John responded that not all institutions have faculty both on and off-campus and it's both a challenge and opportunity. His desire is to have a greater interaction with both groups.
 - Jim stated that off-campus Animal Science Extension faculty are graduate faculty and are utilized on committees. Additionally, all four Agricultural Experiment Station faculty are advising graduate students.
- Carolyn noted that the review suggested they offer Ecampus courses at the graduate level.
 - John noted the challenge of how to match our quarter system with the semester system because popular courses are offered at 3 credits, but are considered as 2 credits in a semester system.
 - Carolyn noted that a lot of departments went from 3 to 4 credits which results in 3 credits for a semester-based system and recommended fewer 3 credit classes.
- Bruce questioned students are supervised by College of Veterinary Medicine (CVM) faculty.
- Jim responded there are not many now. There is a 600 level Veterinary Medicine Physiology course that Animal Science students were not allowed to take. John noted some of their faculty have appointments in CVM. Carolyn noted the need for access to CVM lab facilities. Stacey noted that CVM courses are restricted to CVM students due to capacity.
- Angi recognized that GRE scores are highly relied upon, but questioned how special needs students, who are competent and able to perform expectations, are taken into account because there is no mention of alternate ways for students to qualify. Also, regarding student satisfaction, should we be looking at learning outcomes and what students learn from their mentors rather than satisfaction?
 - John responded that the graduate committee reviews all applications and looks at more than GRE scores, including transcripts, personal comments, experiences, etc., to look at applicants in a more holistic manner.
 - Carolyn noted that this review was done prior to the requirement of graduate learning objectives.
- Regarding the timing of applicants, John noted that one of the unique things about the student pool, which consists of internal undergraduate applicants and the external Animal Sciences student population, is that 80% want to go to Vet School and are waiting for official response in April; if denied,

they begin looking at alternatives. He thinks it would be wise for CVM applicants to think ahead about alternatives. Additionally, there has not been active recruiting of graduate students and He is trying to change that.

- Next steps – the Graduate Council will either accept the report or request revisions, and the department will be required to submit an Action Plan, which includes a Category I: Walt suggested delaying the Action Plan until the Category I is ready.
- Accept or change –
 - Denise noted that the review was written assuming there would be a Category I for merger and questioned how approval of the report should proceed. Carolyn noted that a Category I is recommended; if it doesn't occur, Rangeland should be eliminated.
 - The restructure is based on the merger, otherwise Rangeland should be closed. Walt noted that the first sentence of the report should be revised to so indicate. Any changes would be circulated back to the review committee for approval, and then it would be sent forward.
 - Denise heard that they expect the provost to fund three positions, but she didn't consider this to be one of the areas of excellence.
 - Walt noted that he and Carolyn were surprised to learn that this is a pre-Vet Med screening program. There was also a division among students as to a career path.
 - Theresa noted a cultural gap between animal production and animal medicine, although both have similar needs, it is increasingly difficult to work across a divisional gap and would like to see an inclusion that there is some mechanism to increase conversations.
 - Stacey added that CVM is supportive of combined programs, but there has been debate whether this is workable.
 - Walt stated there is enormous political pressure within the state to continue the Rangeland program.
 - Carolyn stated that Animal Sciences is in less trouble than Rangeland and questioned whether the merger, even with additional faculty, will be successful.
 - One member noted that it doesn't feel like the effort is there to make this a unique program.
 - Brenda noted that the Rangeland Ecosystem Ecology, which addresses arid land ecosystem issues, will be lost likely. Most graduates of this program are hired by government agencies.
 - Carolyn felt that stakeholder support can't over-emphasized and noted that incoming students are primarily from agricultural backgrounds. Walt noted the support from stakeholders was unusual.
 - Requested inclusion of an exit survey to indicate why the program should continue, the support from stakeholders and why restructuring is needed. Theresa moved inclusion of the exit survey; motion seconded and approved. There was a request for a revision of the program review to include an exit survey. This will need to be approved by all members of the review group prior to inclusion.
 - Brenda noted that the undergraduate curriculum is largely centered at EOU. Theresa added that terminating the graduate program should not affect the undergraduate program.

Category I Proposal for a New Certificate Program – Food, Culture, and Social Justice Graduate Certificate #81910 – Denise Lach, Vinod Narayanan

- Denise was quite confused with having a minor and certificate and questioned why both and noted there is some overlap. Concerned that slash courses are proposed; stand-alone courses have not yet been developed, but are proposed. There is pushback from Nutrition and Agricultural Sciences because students will not learn about food production; proposers indicate it's about distribution, social justice, etc. A capstone portfolio 1-credit course is proposed, but it's unsure how that would be taught. The certificate has learning outcomes, but the minor does not. Figure 1 indicates concerns. Liaison was done at the same time for the both the graduate and undergraduate certificate and minor, which was confusing.
- The review concerns will be sent back to the proposers.
- Walt commented that the certificates are being proposed to make money and concern was expressed about rapid growth projections. Denise and Vinod were also concerned with this.
- The question was raised that, if one is an OSU student, why choose a cert rather than a minor.
- Bruce stated that one graduate certificate is also a minor and has exactly the same requirements for both. This is a young program, but there has been a modest number graduating with the certificate; there were two with earned the minor but did not ask to have the certificate on their degree.
- Theresa questioned why have the certificate if it's not stand alone; it seems to be mostly valuable to those not in a graduate program.
 - Bruce responded that, technically, a student could earn both a certificate and minor. He favored supporting the review, but questioned if the program is viable without the proposed AREC course.

- Carolyn questioned, if the proposal is based on classes they are planning to be offered, should it be suggested that they wait until the Category II's are submitted for the proposed courses. She also wondered what students do and what sort of jobs will student be prepared for. Denise felt it could be thought of as a minor in Anthropology or Sociology, i.e., interested in food distribution or insecurity; think about it as an intellectual background in a major. Students are interested in this topic and faculty are working in this area.
 - Leah noted there is a strong demand in anthropology for cultural competencies and a tremendous interest in food scarcity issues. Denise felt that the minor makes sense, but perhaps not the certificate.
- Walt will indicate to proposers that the Graduate Council wants Category II's submitted for the AREC and Anthropology courses, and they must address the relationship between the certificate and minor.

Discussion of Graduate Council Review of Graduate Certificates

There are eight certificates on campus and three proposed, including Social Justice. Bruce stated there were 12 graduate certificates awarded in 2011 and 27 students enrolled in fall 2011; he noted the need to think about the time when the certificates were submitted. Inclusion of graduate certificates was originally not intended as part of a site review and the GIS (Global Information Systems) coordinator is asking for guidance.

Due to Graduate Council staffing, Walt suggested that the reviews be conducted by the Graduate School with participation by the Graduate Council. He questioned whether the Council wants to participate in these reviews and how they should proceed.

To Theresa's question of whether all eight certificates are associated with a responsible unit, Bruce responded affirmatively. Theresa asked whether the review could be folded into the graduate review. Bruce responded that it varies across units; some could be folded in but, for some, it would be difficult as they have a sponsor unit but are very interdisciplinary. Theresa questioned if some unit could be designated as being responsible. Carolyn felt it makes more sense to fold it into the graduate program review.

There was a motion and second for the Graduate Council to review the graduate certificates. Discussion:

- The details will be complicated.
- There is an implication that every certificate program would have a home administrative unit – it was suggested that the Graduate School could be the home; it makes sense to have a designated unit responsible;
- A graduate certificate is a collection of classes and not a cohort of students and doesn't have funding – why review? The university stands behind the program, student satisfaction, and ensuring that indicated courses are actually being taught. For those associated with programs, they should be reviewed during the program review, but the Graduate School handles others.
- *The motion for the Graduate Council to review graduate certificate programs passed reluctantly.*
 - Theresa liked the idea of 1) asking units to submit an assessment plan and learning outcomes to Gita Ramaswamy; and 2) once the information is submitted, the Graduate Council will determine how to evaluate.

Bruce suggested that the Grad School could request that an assessment plan and learning outcomes be provided, and request they be submitted to Gita Ramaswamy.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » November 30, 2011 Minutes

Graduate Council

November 30, 2011 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baker, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Murray Levine, Walt Loveland, Vinod Narayanan, Stacy Semevolos

Ex-officio Members Present: Brenda McComb, Bruce Rettig

Guests: Marie Harvey, Donald Jump, Nagwa Naguib, Tony Wilcox

Category I Proposal to Create a School of Integrated Plant, Soil and Insect Science #81957

Walt's comments regarding the proposed merger of Horticulture and Crop & Soil Science (CSS) into a school included the following:

- Regarding the Entomology component, Walt identified two insect faculty and the proposal will build an undergraduate program; he felt that a review of the proposed undergraduate program and graduate minor is needed. He also didn't feel there was enough Entomology faculty to include 'Insect Science' in the proposal name.
 - Carolyn felt that the proposers should be reaching out to Zoology which has more entomologists than in the proposed merger.
- Theresa explained that, at the pre-proposal meeting, it was learned that the merger was not a grass roots effort and there was not a lot of faculty input. Russ Karow (Crop & Soil Science chair) indicated that the dean told the units to merge. However, Russ emphasized that there is value in merging that was revealed by the process of creating the proposal. Theresa felt it was worth asking why it makes sense to merge. Currently both departments are meeting university requirements.
- Carol noted there are 63 on-campus and 55 off-campus faculty, which would result in a very low student to faculty ratio. Brenda observed that the combined department would be larger than the College of Forestry.
- Denise felt that it was arguable to integrate the two units to create an interdisciplinary program.
- Bruce provided a recap of the Entomology history and felt that 'interdepartmental' was more appropriate than 'interdisciplinary'.
- Carolyn questioned whether this would be more appropriate as a 'graduate group' with a graduate mentor and getting Sonny Ramaswamy to identify himself as an Entomologist so there would be three on the proposal. She noted that of the 8-10 contacted for liaison, Greg Thompson (CAS) did not reply, and the replies were very brief – she felt that was odd.
- Walt felt that the title is fine, but questioned how they can have a viable insect program if there are only two faculty in that area. Brenda noted that a plant science graduate program was floated several years ago and Botany and Plant Pathology has a different perspective of plant science.
- Walt noted that the Budgets & Fiscal Planning Committee (BFP) requested inclusion of a yearly salary inflation in the budget, which they did not include.
- Denise questioned whether it was true there is no curriculum for graduate programs. Theresa noted that the CSS program has no core curriculum.
 - Carolyn would like to see minimums.
 - Walt also felt that some standards should be included, but it was left to the graduate faculty, and questioned how one knows when their coursework is completed.
- Brenda explained that Sonny wants the Cat I proposal pulled to revise the graduate program; the units were unwilling to revise until the Cat I was approved. A plant science program would be created.
- Bruce noted there are undergraduate outcomes, but no graduate outcomes. He contacted Gita Ramaswamy and determined that none of the units had submitted outcomes. Cary Green is looking into the assessment plans and outcomes. Denise felt this was more appropriate for the Category II proposals rather than the Category I proposal.
- Walt explained that all course designators will change to IPPSE; he would like a column on the table

that indicates the old courses and what the new ones will be.

- Carolyn noted there was nothing about ethics in the proposal. Brenda responded that she has notified graduate advisors that learning goals would be required.
- Walt questioned the phrase "citizen evaluation of teaching"; Carolyn noted this is an Extension term.
- Bruce clarified that the cover sheet is approving only an organizational change and not a new minor.
- Carolyn questioned whether the proposal could be returned to the BFP. Walt indicated that the BFP provided conditional approval with the inclusion of budget inflation. Carolyn felt the Graduate Council should approve it with the condition that the BFP request be added.
- Theresa questioned whether there is sufficient administrative staffing and will there be sufficient interaction between faculty and heads given that the proposal would create a large school by merging two large departments, and will this be an impediment to oversight of the programs?
- Walt's primary concern was the insect piece.
- Next steps:
 - determine what's driving the proposal,
 - request an intellectual justification,
 - justify the insect science piece, and
 - modify the budget to adjust for salary inflation (as previously requested by BFP).
 - Walt will indicate to the proposers that the proposal will not be approved until there is an Agricultural Sciences representative on the Graduate Council.

Chair Report

Walt thanked everyone who helped out fall term; he felt that the co-proposer model has worked well; he contacted the College of Agricultural Sciences, Forestry and Science deans regarding Graduate Council representatives and indicated that their respective proposals will not be considered beginning January 1 unless representatives have been identified – other Graduate Council members felt that no proposals should be approved effective now, including the merger proposal discussed today.

Walt will be stepping down as chair after fall term and explained his duties as chair for anyone who may be interested in co-chairing:

- Attends Academic Proposal Committee meetings (Category I pre-proposal meetings) – 1 hour/week
- Sets agenda for Graduate Council; tries to prepare two weeks prior to the meeting – 1-2 hours/week
- Additional meetings may occur, i.e. Liberal Arts omnibus meeting
 - Altogether, it may equal 3-4 hours per week.
- Carolyn will be on sabbatical in 2012-2013 and will need assistance chairing the Graduate Council during winter and spring term – she would prefer a collaborative leader model.
- Theresa is willing to continue as the Assessment Committee representative. She also felt that members could alternate attending the pre-proposal meetings to divvy up the workload. Vinod suggested that the respective co-reviewers attend the pre-proposal meeting so they would be aware if requested revisions were made; Denise felt it would be appropriate for the respective college representative to attend.
 - Align Gary Beach and Graduate Council members at Academic Proposal Committee meetings, which would reduce the number of hours the chair spends on Council work.
- Carolyn is concerned with the graduate assessment and how to go forward; the Council will discuss assessment next week.

Nutrition Graduate Program Review

Denise's recap of the review included the following:

- Great review; nutrition appears to be going forward positively.
- There were 14 recommendations – most are around the next stage related to what will be done to ratchet up the Nutrition program to international quality research standards.
 - The program was dominated by master's students so they could participate in an accreditation in their first year and often didn't finish the program once the accreditation was completed. The program will now focus on graduate students. Donald Jump clarified they were in a dual program with dietetics, and masters' students were getting more training to increase their pay scale when employed.
 - Denise felt that the real issue is to recruit high level students and finding effective funding.
 - Another issue is that Dean Tammy Bray has an idea of soup to nuts (a full service nutrition program) and faculty strength is growing in a more narrowly focused manner.
 - Things to think about include funding, recruiting and retaining students.
 - Denise felt that the recommendation will be to maintain the program, and expansion is up to the

program to achieve.

- Donald explained that faculty are not enthusiastic about phasing out the dietetics program because it brings in good quality students; the breakdown on focused recruiting is 90% for PhD students and 10% for masters; and new faculty are heavily engaged in labs.
- Denise reiterated that the recommendation is to phase out the dietetics program.
- Theresa questioned by how many would the PhD program need to be increased to meet the university minimum. Donald noted that it depends on funding and it's up to PIs to get grants. They want to increase faculty in the program, which increases capacity, and recently brought in several adjunct faculty. The response to Theresa's query of how many PhD students currently graduate was less than 2; she noted that 2 per year must graduate which requires 10 students in the program.
- Denise stated that, for the most part, faculty do not include graduate student support in their grants and that mentoring graduate students should be in the grant proposals. Donald responded that 7 of 8 faculty have grants and that most funding is from NIH and, in most cases, there should be support for graduate students in all external grants – he doesn't monitor grants, but it is his expectation. Walt noted that the Provost will likely question sustainability and their plan to go above 10 students. Regarding comments about an ethics course related to a training grant, Donald felt it was the responsibility of institutions to offer ethics courses. Denise suggested they look at Laurels Grants.
- Donald felt that the verbiage regarding NIH training grants in the report is not accurate. He indicated that faculty obtained space in the Linus Pauling Science Center after the report was written.
- Brenda urged faculty to actively encourage students to apply for funds allocated by the provost's office; she is willing to work with Tammy Bray to fund graduate fellowships.
- Jim questioned Recommendation #7 requiring a minor to increase breadth. Donald responded that the requirement is for eight additional courses for Public Health status and that the courses being developed should be offered in fall 2012.
- *Theresa moved to accept the report; motion seconded and passed.* Denise noted that Donald has a narrow view of nutrition and is channeling faculty to move that way and there is tension among faculty who don't fit in the new model, but didn't think they are interested in the 'eat right and prosper' model. Denise will write a brief Executive Summary indicating that the program should 'maintain' and focus on the post-bacc generator and change the Master's program into a conduit for the PhD. Denise indicated that an issue for the reviewers was that there are a lot of students who drop out after a year because they feel that they can get a good job after they achieve their dietetics certificate – (rec 1) reviewers noted they should decrease or phase out recruitment of Master's students. Carolyn felt this issue should receive greater emphasis in the report and Theresa felt it should be a separate recommendation because it's lost in its current location.
 - *The program review was accepted with the addition of an Executive Summary and the recommendation to 'maintain.'* Denise will attend the Provost's meeting when the review is presented.

The next meeting will be in MU109B from 11:00-Noon followed by a lunch with award recipients.

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2011 Minutes](#) » December 7, 2011 Minutes

Graduate Council

December 7, 2011 Minutes

Voting Members Present: Carolyn Aldwin, Angi Baker, Jim Coakley, Cass Dykeman, Theresa Filtz, Denise Lach, Murray Levine

Voting Members Absent: Vinod Narayanan, Stacey Semevolos

Ex-officio Non-Voting Members Present: Bruce Rettig

Guests: Tammy Bray, Leslie Burns

Animal Science and Rangeland Graduate Program Review – *Action: Carolyn will send the Executive Summary to the Council members for an electronic vote.*

Nutrition Graduate Program Review – *Action: Denise will meet with Brenda to discuss whether the recommendation should be a 'restructure' rather than 'maintain'.*

Food Culture and Social Justice – Joan Gross informed Denise that the proposers will hold the certificate until the minor is approved. The proposers have previously been told that the Graduate Council needs to see the Category II's for the certificate. Additionally, many feel that AREC 599 is an important course to include in the proposal.

Action: Denise will ask the proposers how they would respond to the criticism that AREC 599 needs to be included; advise them that the Graduate Council can't move forward with the minor until the certificate issue is resolved; and inquire about the syllabus and Category II's for the certificate.

Review of Design and Human Environment Program Theresa Filtz presenting, with Leslie Burns, DHE Chair, and Tammy Bray, Dean of the College of Public Health and Human Sciences, present
Theresa highlighted the following aspects of the report:

- This is the program to nurture graduate students; faculty are committed to the program; use their own personal funds to send graduate students to meetings; they are understaffed and work with outdated equipment (duct-taped together); faculty maintain a program that is relatively rare for land-grants (unique west of the Rockies); and job placement is excellent. Recommendation to maintain a good program within the restructuring they are going through. They need extensive strategic planning to determine what they want to be and where they want to go. The review team felt the strengths were in a sociology path; most of the committee did not feel it was their place to tell them whether the Design School was the way to go – if so, should portfolios be required, should there be a creative scholarly output, or look at current strengths be built on? It was suggested that the program be strengthened via external speakers. Curricular offerings should be changed related to strategic plan. Program needs money (from industry folks); need to advocate for increased funding whether internal or external; it was felt that DHE was at the edge and could fall further behind.
- Regarding the level and quality of organizational support, Angi noted that the report mentioned creating funding for students attending conferences and equipment at the possible expense of GTA's and questioned whether there is a way to find funding and not eliminate GTAs. Leslie agreed that would not be her first choice, but it was the recommendation of the committee; she felt there are opportunities to take advantage of without eliminating GTA support. Theresa noted that the review team did not know of any available funds for reallocation except via reduction of the number of students, and the budget may need to be adjusted.
 - Carolyn noted the overstretched faculty with a faculty/student ratio of 13 faculty and 650 undergraduates and, at the time of the review, 30 grad students. Theresa added that the number of students in undergraduate studio courses is 24, that labs range between 25-30, and that the external reviewers felt that this was very large.
 - Carolyn questioned if there were ways of improving incoming graduate students. Leslie felt there

was a distinction between design school and what is done at OSU with science and research-based design courses. Portfolio reviews are required at both undergraduate and graduate levels vs. private design schools which often require portfolios for entrance; at OSU both masters and PhD students prepare theses. Some students will submit a portfolio, which is included in their admission folders; the review team felt that analytical thinking, research, etc. was more important than how well the students draw. The department will weigh portfolio advantages and disadvantages at the Masters level, but not at the PhD level.

- Leslie distributed written responses to the recommendations and thanked the review team for their time and engagement with students and faculty. Updates/comments on the report:
 - Since February 1st there has been an agreement among deans and faculty for a merger between DHE and Graphic Design (from Art), and the combined unit will move under the College of Business (COB), which will result in a Category I proposal.
 - It is now time to begin strategic planning. The COB is holding a strategic planning retreat in which Leslie will participate. There will be a department-level planning process. The overall recommendation of strategic planning was on target.
- Tammy, in response to Angi, noted that the number of graduate students has grown dramatically – previously there were about 6-7 students and recently about 20, while the undergraduate numbers have remained constant. It is a strong program and some students have chosen to come without funding.
 - Carolyn noted this brings up the topic of being more selective when accepting graduate students. Leslie agreed and noted that the selection committee is making decisions as a cohort and the report has forced them to reexamine their processes. Tammy felt that merging with COB may attract additional students.
 - Carolyn suggested including the selectivity component in Leslie's responses. *Action: Carolyn and Theresa will provide Leslie with some input to include in the final responses.* This input will be the building blocks for an action plan.
- Related to the satisfaction of students, Angi questioned whether we want to look at satisfaction only or larger outcomes, and how well do students internalize those outcomes and what challenges were presented. Leslie noted there were several areas of assessment included on the self-study, including a survey of current students, exit surveys and where students are being placed, and they are presenting papers or published, which also adds to the evidence of satisfaction. She felt they can be both satisfied and challenged. Carolyn noted this review was prior to the Graduate Learning Outcomes being required.
- The next step is to prepare the Action Plan. Leslie provided corrections to the report in her response (at the end of the document). *Action: Theresa will provide an appendix containing the corrections.*
- Carolyn – suggested that the grade of the program be included in the report.
- Jim noted that a problem with requiring a grant writing course as a special topics course is that special topics courses could change. *Action: Theresa will make a note of that concern.*

Action: Cass moved to accept the report with the inclusion of a grade at the beginning of the report; motion seconded and passed by voice vote with no dissenting votes.

Graduate Program Review – Botany & Plant Pathology was scheduled for a review last year and they were told that a review would be required by spring 2012 if a Category I was not prepared.

Action: Carolyn will inform Lynda Ciuffetti that a review will be held in spring 2012 and will ask Darrell Ross to participate in this review; the Executive Committee will be asked to provide a second reviewer.

Comparison of Proposed Metrics – Denise Lach, Vinod Narayanan, Carolyn Aldwin

The point is to try to determine overlap or discrepancies between various entities and try to develop one unique data set.

Action: The proposed metrics will be discussed in January (Brenda should be present); also ask for a liaison from assessment to meet with the Council.

Minutes prepared by Vickie Nunnemaker, Faculty Senate Staff

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » December 9, 2010 Minutes

Graduate Council

December 9, 2010 Minutes

**Grad Council Members
Present:**

Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Denise Lach (CLA), Walt Loveland, Chair (SCI), Jo Tynon (Forestry), Jessica White (Education) and Tom Wolpert (AG SCI)

**Grad Council Members
Absent:**

Michael Kent (Vet Med), Murray Levine (COAS) and Vinod Narayanan (ENGR)

**Ex-officio Members
Present:**

Martin Fisk and Bruce Rettig (Graduate School) and Leah Minc (Graduate Admissions Committee)

**Support Staff
Present:**

Nagwa Naguib

Guests:

Dean Hal Salwasser, College of Forestry; FERM Department Head Thomas Maness; FES Department Head Brenda McComb; and Gita Ramaswamy, Director of Assessment

1. Approval of December 2nd, 2010 minutes:

Request for Postponement of Horticulture Graduate Program Review:
Page 2, para 3:

Denise Lach asked if the 2006 unfavorable review would affect the upcoming reorganization. Azarenko responded...

Minutes approved with above corrections in underlined Italic

2. Updates from the Chair:

Loveland reported that he had correspondence with Leslie Burns, Gita Ramaswamy and Jack Higginbotham regarding the draft resolution on General Learning Outcomes for the Ph.D. degree. More on this issue was discussed later in the meeting.

He also informed the Council that today was Jessica White's last meeting on the Council. She will be replaced by Cass Dykeman starting winter term.

3. Category I Proposals:

1. Forest Ecosystems and Society (FES): Revision of the Forest Science Graduate Program
2. Sustainable Forest Management (SFM): Merge and Rename the Forest Resources and Forest Engineering Degrees into the Sustainable Forest Management Degree

Dean Hal Salwasser, Forest Engineering, Resources and Management (FERM) Department Head Thomas Maness and Forest Ecosystems and Society (FES) Department Head Brenda McComb were introduced to the Graduate Council members. Maness stated that the FERM and FES proposals reflect the changes in degree objectives and faculty supervision that resulted from the reorganization of three departments (Forest Resources, Forest Engineering, and Forest Science) in the College of Forestry to two departments (Forest Engineering, Resources and Management, and Forest Ecosystems and Society). The SFM proposal focuses on the graduate degrees of the Forest Engineering, Resources, and Management Department. The areas of concentration available under the Forest Resources and Forest Engineering degrees would be either used by the Sustainable Forest Management degree or moved to the FES degree.

Following a major reorganization in the College of Forestry, the college leadership decided to wait until

new department heads were hired and at work at OSU before revising the degree structure. It has become obvious that the reorganization has been confusing to the students, so this name change and descriptions of areas of concentration will clarify things to the current and incoming students.

McComb stated that this change will add a strong social science component to students in FES and will train students to work in interdisciplinary fields. Salwasser remarked that the College is supportive and excited about these two proposals. There is a slight overlap in the study of forestry policy in the two programs.

Loveland remarked that the FES proposal has an important social science component and wondered how the learning outcome will be assessed. McComb replied that the social scientists bring teaching and research experience in the analysis of social aspects of forest policies. Loveland then asked if the students are clear on what courses they should be taking when entering the program. The FERM proposal is clear in this area. McComb responded that the student's advisory committee meets with the student and advises him/her on what courses to take. Even though the department is continuing to develop guidance on course selection, they are trying to keep the FES study program design flexible and do not plan to require specific courses for all students.

Carolyn Aldwin, who also teaches in interdisciplinary programs, stated that in her program, students have core classes they are required to take; this creates a cohort model, and gives students opportunities to work with each other. McComb responded that FES *encourages* students to take certain courses among which Posing Research Questions and Natural Resource Research Planning. Some of the graduate students have prior training and do not need those courses. These courses provide a common understanding of social science research, lead students to work on problems together, and bring students together. Associate Professor Lisa Ganio offers a two-day "orientation" on the FES program. It is part of what the department does for the graduate students.

Lach noted that there are two different models used in formulating graduate programs: one model is what FES is currently doing, and the other model is being used in Public Policy where all the graduate students are required to take a certain course. There is difficulty with both approaches. Filtz asked if areas of concentration could be more clearly defined. McComb responded that it all depends on the students' advisory committee. Tynon proceeded by saying that the department has a list of probable courses, but the program is very flexible as graduate students come in with different backgrounds.

When Rettig asked if FES faculty were included in the process of reviewing the Category I proposal, McComb responded that they indeed have had long meetings that resulted in defining and deciding on, the areas of concentration. There is a crosswalk between the areas of concentration with the department's faculty, as well as the courtesy faculty.

Maness informed the Council that when faculty moved to the new departments, their programs did not move with them. It is taking time to work out all the details. McComb repeated that the FES program is trying to be more interdisciplinary.

Fisk pointed out that the proposal should have clarified which courses are in which areas of concentration. Aldwin suggested a more structured proposal with a detailed list of courses that could fulfill the areas of concentration.

Lach reminded the Council that they have been talking about the Graduate Learning Outcomes of the graduate programs: should we assess the FES accordingly? McComb responded that the department has been testing areas of competency for the past few years. She recognized that they may need to put more structure into the process. Wolpert added that what is needed is a vision of how these decisions are made. Hal Salwasser reported that the Forestry graduates are in high demand and hold high positions in both government and higher education.

Maness pointed out that the FERM program is more structured because the areas of concentration are related to careers in engineering and administration. Tynon added that the faculty like the disciplinary identification. McComb suggested adding a third column to Table 5 in the proposal identifying the faculty's association with the areas of concentration, and wondered if this approach will clarify the issue. Council members agreed that this would be an acceptable plan.

Rettig explained that the substantial changes will require creation of new graduate faculties in SFM and FES rather than a renaming of current graduate faculties in FR, FS, and FE. The Graduate School will work with FES and FERM to make these changes in current and new graduate faculties.

Aldwin wondered if the students can graduate under the suggested new name. McComb responded that the students have the choice to graduate under either the old or the new name. Rettig suggested that the Graduate School can assist with this process. Students who do not want to change their majors are not required to do anything, but students wanting to graduate under one of the new names will need to submit requests for changes of major. McComb proposed that the students who are close to finishing their programs will not want to change the name on their transcripts.

Loveland thanked the three visitors, Salwasser, McComb and Maness, and dismissed them from the meeting.

Loveland indicated that the FERM Category I proposal is clear on the issue of areas of concentration. The FES Category I proposal, on the other hand, raises some questions: the courses affiliated with areas of concentration need to be made clearer. Fisk pointed out that the only difference between the two proposals is in the areas of concentration. Tynon stated that when students apply for scholarships or fellowships, it is confusing for them to know where they get the signatures.

FERM Category I Proposal:

Approve the proposal. Jo Tynon moved, Carolyn Aldwin seconded. Motion passed.

FES Category I Proposal:

The Graduate Council voted to approve the Cat I proposal to revise the forest science graduate program with the following conditions:

1. Table 5 of the proposal will be amended to include information on which areas of concentration the faculty members will participate in.
2. A reference be added to the proposal referring to the website where typical/sample courses are discussed related to the various areas of concentration.

Carolyn Aldwin moved, Theresa Filtz seconded. Motion passed.

4. General Learning Outcomes (GLO) for the Ph.D. Degree:

Loveland reported that following the meeting when the GLO were discussed and a draft resolution was drafted, he shared the resolution with both Leslie Burns (Faculty Senate President) and Jack Higginbotham (Faculty Senate President-Elect). They, in turn, suggested that when brought to the Faculty Senate, we should have examples of what GLOs should be. Assessment takes place on the program level.

A short discussion regarding the draft resolution followed. It was confirmed that the Learning Outcomes should be established by each program. The academic units responsible for the degree programs will establish metrics to determine that Learning Outcomes have been met.

Loveland will respond to Leslie Burns regarding the GC opinion about not changing the current draft.

Meeting adjourned at 1:00 PM.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 18, 2010 Minutes

Graduate Council

November 18, 2010 Minutes

Grad Council Members Present:

Carolyn Aldwin (represented by Jeff McCubbin, HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Vinod Narayanan (ENGR), Jo Tynon (Forestry), Jessica White (Education) and Tom Wolpert, chairing (AG SCI)

Grad Council Members Absent:

Walt Loveland, Chair (SCI)

Ex-officio Members Present:

Martin Fisk (Graduate Council) and Leah Minc (Graduate Admissions Committee)

Support Staff Present:

Nagwa Naguib

1. **Approval of November 4th, 2010 minutes: Discussion of NRC Rankings - para 9**

~~Tom Wolpert commented that OSU's self assessment may be less important because it is up to an outside organization to assess us.~~ Loveland responded that how we are allocating faculty to graduate faculties is a big issue.

Minutes approved with above corrections in strikethrough Italic.

2. **Approval of November 11th, 2010 minutes**

No changes. Minutes approved

3. **Discussion of Assessment of Graduate Learning Outcomes for the Ph.D. Degree**

Jeff McCubbin introduced himself as the College of Health & Human Sciences (HHS) representative during Carolyn Aldwin's absence. HHS faculty have been surveyed, per last week's conversation regarding assessing the Graduate Learning Outcomes (GLOs). Tom Wolpert, chairing the Council, wondered if any of the members had contacted their faculty.

McCubbin presented the HHS faculty's input and distributed a handout with the results. In addition to soliciting faculty's input, he also met with Dr. Gita Ramaswamy, OSU Director of Assessment, and shared the results with HHS department chairs.

Wolpert stated that the Council is asking programs to provide general guidelines on how to assess Ph.D. students. Any other feedback that the Council receives will be submitted to the Faculty Senate for their final decisions. He opened the discussion regarding the draft resolution:

Draft Resolution on General Learning Outcomes for the Ph.D. Degree

The general learning outcomes for the Ph.D. degree are: (a) an original significant contribution to knowledge and (b) demonstrated competence in the subject material area. Other possible outcomes might include: (to be filled in)

The assessment of these outcomes and the specification of learning objectives related to these outcomes is to be carried out at the program level. Graduate Program reviews will include an examination of these assessment activities. Periodic reporting of assessment activities to the OSU Director of Assessment is an essential part of this activity. These policies are not intended to apply to the PharmD or DVM degrees as these degrees are administered by the Colleges of Pharmacy

and Veterinary Medicine and not the Graduate School.

After a long discussion, which resulted in different versions of the resolution and various inputs and edits from Council members, Jessica White drafted the following revised resolution which was approved by the Council, and which will be submitted to the Faculty Senate:

Draft Resolution on General Learning Outcomes for the Ph.D. Degree

As a result of successfully completing the requirements toward the Ph.D., students will be able to: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) conduct scholarly activities in an ethical matter. Additional outcomes, the assessment of all outcomes and the specification of learning objectives related to these outcomes, are to be carried out at the program level and reviewed periodically.

4. Revision of Graduate Program Review Guidelines

Martin Fisk reminded Council members that this issue came about when Dr. Leslie Burns, Faculty Senate President, pointed out that the Graduate Council was requesting too much data when conducting program reviews. The Provost charged us to try streamlining the Guidelines, and making sure that the requested data is necessary.

Fisk presented to the Council a list of both the NRC and the OSU variables extracted from the Graduate Program Review Guidelines for Graduate Program Review. Walt Loveland deleted some of the NRC variables. He pointed out that the most powerful indicators in the NRC list are #7 and #8 that ask for the number of publications per faculty and the number of citations per publication. He then asked Council members to direct him on what items should be deleted or added to the list.

Denise Lach suggested that, as long as the NRC ranking is important to OSU, we should collect the data. Wolpert wondered if we should incorporate the NRC or the accreditation points into the Guidelines. He also pointed out that #1 in the NRC list is an important indicator and should not be deleted. Theresa Filtz remarked that some of the deleted points are redundant.

Lach questioned what the Council would like to see included in the self-study. Jim Coakley clarified that the Guidelines ask for process and supporting data. In the case of the MBA, for instance, there is an admissions process which includes selectivity. Lach pointed out that when she reviewed a program last year the admissions selectivity was low but, when the process and the target applicant pool was considered, the admission results were appropriate.

Wolpert asked the Council if the review process should be changed. White remarked that, organizationally, the Guidelines need to be revised. She then added that the process should be streamlined to make it more meaningful. Filtz commented that, with an effective Institutional Research Office, programs could easily be able to get the data for their self-study, which is usually burdensome to collect.

Wolpert stated that the University, i.e. IR, should be able to track and keep the necessary data, if they care about ranking. Coakley remarked that IR does not keep data related to faculty's activities and services. The burden falls on the department or program. Fisk acknowledged that the Graduate School does not track graduate faculty information, i.e. the number of committees they served on or the number of students they advised. For the Graduate School to be able to track this data, we will need to add staff support to collect it and enter it into Banner.

Vinod Narayanan pointed out that the University of California-Davis collects a larger number of data, but it is a good guide. Other members agreed that the UC Davis guidelines are a great sample to use.

Once more, Fisk asked Council members what they thought should be taken out or placed in the guidelines. Filtz suggested the review could be done similarly to the accreditation, i.e. ask the programs what their goals are, and evaluate them accordingly. She then suggested informing the programs that we do appreciate the burden of collecting this data puts on the departments, but it is necessary to obtain it and appreciate their collaboration in this area. She added that maybe this matter should be postponed until we finish working on the University Assessment. Council members agreed to wait on this issue to a later date.

Meeting adjourned at 1:00 PM.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 11, 2010 Minutes

Graduate Council

November 11, 2010 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Murray Levine (COAS), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Jessica White (Education) and Tom Wolpert (AG SCI)
Grad Council Members Absent:	Denise Lach (CLA) and Jo Tynon (Forestry).
Ex-officio Members Present:	Martin Fisk, Bruce Rettig and Leah Minc (Graduate Admissions Committee)
Support Staff Present:	Nagwa Naguib

1. **Approval of November 4th, 2010 minutes**

Walt Loveland indicated that the minutes from last week were not distributed due to the fact that the Faculty Senate Office is busy working on the 2011 apportionment table for this afternoon's meeting. Both sets of minutes will be put on next week's meeting agenda.

2. **Miscellaneous**

Tom Wolpert will chair next week's meeting as Loveland will be out of town. Loveland also wondered if members were available to meet on December 9th, as we are expecting two Category I proposals from Forestry as well as the Public Health Graduate Program Review Report. Council members responded that they would be available on that day.

Marty Fisk announced a new fellowship and scholarship program. The following is taken from the announcement that will be distributed to the campus later in the day.

The Graduate School is pleased to announce new centrally administered fellowship and scholarship opportunities to recruit outstanding doctoral students for graduate study at OSU. Although the target population is newly admitted doctoral students, newly admitted master's students will be considered in research/creative degree programs where a Ph.D. degree does not exist. Program Directors or Department Heads/Chairs are invited to submit up to two nominations per graduate major to the 2010-11 Provost's Distinguished Graduate Fellowship Program and no more than one nomination per graduate major for the *2010-11 Provost's Distinguished Graduate Scholarship Program*.

Objective: The Provost has designated funds for graduate fellowship stipends and recruitment bonus scholarships to raise the profile of graduate education and to foster enrollment of students of the highest quality. The *Provost's Distinguished Graduate Fellowship Program* provides prestigious university fellowships for one year only, which will be comprised of twelve-month stipends, plus tuition scholarships and subsidized health insurance. Fellowship nominations will be accepted on behalf of newly admitted doctoral students and any newly admitted research/creative master's degree students in which a doctoral degree program does not exist. *Provost's Distinguished Graduate Scholarship Program* will provide one time, academic year scholarship awards for recruiting purposes.

Fellowship Details: Fellowships will include a twelve-month stipend of \$30,000 for doctoral students and \$22,000 for master's students, to be distributed in four equal quarterly installments

during the year. The fellowship will also provide full academic year tuition remission through the Graduate School's Targeted Graduate Tuition Scholarship program plus a supplemental scholarship to cover the cost for enrollment in three graduate credits during summer term. Recipients will be formally appointed as OSU graduate fellows to allow access to subsidized health insurance under the prevailing graduate assistant/fellow health insurance plan. Fellowships will be administered by the Graduate School.

Scholarship Details: Scholarships will be one-time awards of \$6,000 for doctoral students and \$4,000 for master's students, which will be distributed in three equal quarterly installments during the academic year. These awards are to be separate from and in addition to a full year departmental assistantship offered to incoming students. Scholarships will be administered by the Graduate School.

Fellowship and Scholarship Nominations: Both domestic and international doctoral applicants will be considered, as well as master's applicants in research/creative degree programs where a Ph.D. program does not exist. Each program may submit up to two nominations for fellowships and one nominee for a scholarship.

Selection: The Provost's Distinguished Graduate Fellowship and Scholarship Selection Committee will be established and convened by the Graduate Dean. Approximately 30 fellowships and 15 scholarships will be awarded, depending on the total funds and the demand for the two types of awards. The Committee will select nominees based on academic achievement as indicated by grade point average, GRE, TOEFL, and other test scores, publications, presentations, awards and honors, contribution to diversity, and/or other professional activity. Additional considerations will be the nominating program's alignment with the university's strategic plan, the nominating program's achievement of the President's Academic System Guidelines, and the potential impact that an award would have on strengthening and building the degree program. Nominations will be evaluated as they are received. If a nominee is considered to be of exceptional merit, the program will be notified in a timely manner so that an immediate offer may be made without delay. Criteria for exceptional awards will be announced prior to December 1, 2010. All nominations not meeting the exceptional criteria will be reviewed after the February 15 deadline. Awards will be announced by February 28, 2011.

Vinod Narayanan pointed out that if the decisions were delayed till April 15th, we might lose some incoming students who would have accepted offers from other schools. Tom Wolpert remarked that we should anticipate at least a twenty-five percent rejection rate from the incoming students. Michael Kent confirmed that, from experience, some students choose to accept offers from Ivy League universities, so the sooner an offer is made, the better the chance that OSU will get those students. Fisk wondered if we should offer ten percent more stipends than we have funds for.

Theresa Filtz suggested a shorter timeline. Fisk reported that last year, Rosemary Garagnani, Assistant Dean, sent "intent to enroll forms" to incoming students. It was a way to get enrollment projections. This form could be used for the scholarship/fellowship program, giving us an idea of how many students will indeed be accepting the offers. Chris Bell proposed the Graduate School use what the College of Engineering has done in the past, and that is to ask the students to please let us know if they indeed will be coming to OSU; seventy five percent did respond.

Fisk is hoping the Committee would create guidelines regarding the top candidates, who will be the first ones to be offered scholarships/fellowships by the Graduate School. The rest would be decided by the Committee during February 2011.

3. Accreditation

Loveland introduced Chris Bell to the Council. Dr. Bell, the Chair of the Accreditation Steering Committee, explained what the Committee needed from the Council regarding accreditation efforts.

Oregon State will be one of the first universities evaluated by the Northwest Commission on Colleges and Universities (NWCCU). OSU has been told how we will be evaluated. We need to assess ourselves and then report back on how we are doing. At this time, what OSU needs to do is to get a process in place, then report it to the accrediting body. The committee has been given guidance on these issues by the NWCCU. In response to the guidance, OSU developed three core themes. Graduate Education and Research is core theme #2.

Using data collected by the committee, the Council needs to evaluate how we are doing. Are we meeting expectations? Doing well? Exceeding what we say we will do? Some of the data could come from the recently published NRC data.

Bell repeated that the Committee is trying to keep the process as simple as possible. This process involves a seven-year cycle; and we can always make adjustments as we proceed through future stages of the cycle. Even though there is nothing in the standards that requires us to compare ourselves to our peer group, the Committee decided to do so. The peer group consists of several land grant universities and the University of Oregon.

Bell reminded the Council that the NRC results provide data on only forty of the eighty graduate programs currently offered at OSU. The Council will need to select a rating, and include some narrative about it, if appropriate. Loveland indicated that, if the Council feels that it needs more data, the OSU Accreditation Committee could try to provide it. He also indicated that if the Council would like to see different indicators, more data will be provided.

A long conversation resulted in some edits to the Core Theme #2 Objectives and Indicators, which will be revised by Loveland and resubmitted to the Council at its December 2nd meeting.

Loveland reminded the Council that both he and Rich Holdren, Associate VP for Research, will be in charge of writing the initial draft of material for Core Theme #2. At the December 2nd meeting, he will provide a summary to the Council with the suggested grading scheme for the institutional indicators.

Loveland reminded the Council that the Assessment agenda item will be discussed at next week's meeting. The College of Science has developed a set of suggestions regarding assessment of graduate programs. He did share the suggestions with the Council members. He requested that other Colleges also provide input along these lines.

Meeting adjourned at 1:00 PM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 28, 2010 Minutes

Graduate Council

October 28, 2010 Minutes

Grad Council Members Present: James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Jessica White (Education), and Tom Wolpert (AG SCI)

Grad Council Members Absent: Carolyn Aldwin (HHS), and Jo Tynon (Forestry)

Ex-officio Members Present: Martin Fisk and Bruce Rettig

Ex-officio Members Absent: Leah Minc (Graduate Admissions Committee)

Support Staff Present: Nagwa Naguib

Guests: Gary Beach, Curriculum Coordinator

1. Introductions and Announcements

Walt Loveland introduced Gary Beach to the Council members. Mr. Beach was hired to fill the role of Curriculum Coordinator in the Office of Academic Affairs and International Programs.

Loveland also announced that Sal Castillo was appointed as Director of Institutional Research and will be on board in early January. He comes from the University of California, Santa Barbara.

2. Approval of October 7th, 2010 and October 14th, 2010 Minutes

October 7th minutes:

1. Assessment: Para 2

....

She indicated that Assessment is the accreditation agency requirement. Assessment needs to be kept simple and meaningful. There is a tie between outcomes assessment and quality of graduate education if we focus on graduate students' success. She indicated that the most important reasons for dropping out of PhD programs are 1) Lack of mentoring; and 2) Personal reasons (family and cost). Council members questioned these assertions. The Council of Graduate Schools has conducted major studies of problems with doctoral degree completion. Ramaswamy will forward information about the CGS studies to Council members. More conversations with the Graduate Council are needed.

October 14th minutes:

2. MBA Graduate Program Review: Para 6

.... Jim Coakley pointed out that, at OSU, people leave after four or five years after a mid-tenure review when it becomes apparent that they may not be promoted. When they leave they often get higher salaries in other universities or in companies.
He also pointed out that, in the business administration discipline, the OSU College of Business faculty publication level is higher than in peer programs. The comparison should be made with other business schools, not other disciplines within OSU.

3. Teaching and Counseling Education (TCE) Program Review - Action Plan: Para 7, Sentence 1

Theresa Filtz wondered about the method of assessing the teaching by part time instructors.

October 7th and 14th minutes approved with above corrections in underlined Italic.

3. Discussion of the Teacher and Counselor Education TCE Action Plan

Loveland stated that the Teacher and Counselor Education (TCE) Action Plan was to be submitted when the Graduate Council Reviewer, the Graduate School Dean, the Department Chair and the College of Education Dean met with Provost Randhawa last November. Unfortunately, it was not submitted. The Provost requested it to be prepared and submitted by the end of the year. The reorganization of the College of Education delayed this action a couple of times.

He then indicated that with the delay in preparing this document, the Action Plan is still not responsive to the Review Panel report and its concerns. One of the concerns that the Panel pointed out was that the tenure-track faculty were over extended as the size of the program is too large in proportion to the size of the faculty.

Tom Wolpert wondered if the process is to report back to the Provost on the meeting the Council had on October 14th with the Department Chair of TCE and the Dean of the College of Education. Loveland responded that the Provost has already received a copy of the Action Plan, but it might be a good idea to meet with him again and present to him the Graduate Council's opinion regarding the lack of responsiveness to the critical issues in the report. He also indicated that the Council will conduct a follow-up review in three years.

Jessica White reminded the Council that the College of Education has been going through a lot of issues of realignment, which is hindering the response to the Panel's concerns/recommendations.

Theresa Filtz agreed that a meeting with the Provost to go over the Action Plan is a good idea. A short discussion followed.

Motion: Martin Fisk, Interim Dean, Graduate School, to report to the Provost on the Council's discussion regarding the TCE Action Plan, and its recommendation to set up a meeting with the Council's representative, the TCE Chair and the Dean of the College of Education to discuss the Plan per normal procedure. Denise Lach moved. Tom Wolpert seconded. Motion passed.

4. Discussion of "Assessment"

Loveland reported that he was asked if the Council would allow someone from outside the Council to attend the meeting when assessment is discussed.

Bruce Rettig informed the group that he and Marty have been meeting with college leaderships regarding a large number of policy changes. Each college is represented on the Council so, if any of them has an issue with the policies, they will need to contact their representative on the Council. Jim Coakley suggested that we should have open forums by which we could get the faculty's feedback. We should not have a representative from one college and not the others.

Wolpert pointed out that the Graduate Council makes comments on "Assessment." Those comments will have to go to the Faculty Senate, as we are only a recommending party. Loveland added that the Faculty Senate Executive Committee will need to be advised of our plan on Assessment.

Filtz stated that the Council cannot exclude outside observers. Wolpert agreed that anyone could attend the meetings. They should, though, first contact their Graduate Council representative. It was also suggested that the Council offer open forums to discuss Assessment.

Loveland will report back that observers are welcome to be present at the Council meetings.

The Graduate Council referred to the April 21, 2005 and November 2, 2006 Council minutes that were distributed, in which PhD Learning Outcomes and PhD rules and regulations, respectively, were discussed. An extended conversation followed.

Beach indicated that he will look into the 2006 Accreditation Report to determine whether the 2005-2006 discussions of the Council relative to PhD learning outcomes were cited. Loveland pointed out that Assessment is now done through Program Reviews. He went on informing the Council that the Horticulture Department is asking to cancel their Graduate Review for five or ten years. He asked the Chair, Anita Azarenko, to present her case to the Council on December 2nd. Alone combining Horticulture with Crop and Soil Sciences should not deter them from having a Program Review.

Loveland reminded the Council that Dr. Gita Ramaswamy is the Director of Assessment at OSU. Some of the assessment requirements come from the Accreditation process that the University is going through. Lach pointed out that there is a campus-wide undergraduate curriculum assessment that is approved by the Faculty Senate. Vinod Narayanan remarked that, in the case of the College of Engineering, they go also through the ABET assessment. Loveland indicated that there are eighty graduate programs, each one of which is different, so the Assessment should be made at local levels. Some general principles might be useful to guide assessment. When the question of whether assessment was necessary was raised, he indicated that the University Assessment Committee does not consider the Graduate Program Review as being comprehensive enough when needing to assess a PhD program. Lach pointed out that the Program Review Guidelines do not mention anything about how to assess the program. Should we use the generic outcomes for all the PhDs?

Ideas of how to assess the PhD programs included:

- Have a baseline for assessment, then specific knowledge-based dictated by the program itself.
- Articulate one or two overarching guiding principles, sending them to the program for their assessment, then get them assessed when doing the self- study and the Graduate Program Review.

There was general agreement on having one or two overarching guiding principles for assessment, such as "an original significant contribution to knowledge" and "demonstrated competence in the subject material area", having a short list of items that might be considered by the programs and leaving the final decisions to the individual graduate programs. Assessment will be explicitly included in the Graduate Program Reviews.

Loveland proposed continuing the discussion of the guiding principles that will be asked of the departments, at another meeting of the Council.

5. Discussion of Revision of Guidelines for Graduate Program Review

Marty Fisk is proposing revising the Guidelines for the Graduate Program Review. We should try to simplify the self-study document. The guidelines we currently have could be completely rewritten.

Loveland proceeded by saying that there are ways to improve the process. He referred them to the URL links to the guidelines of some universities that Rettig has provided. The University of California, Davis' guidelines are pretty comprehensive and easy to use.

Wolpert wondered if the process should be to ask the reviewers or the accreditation body what they would like to see in the self-study. Lach stated that, in comparison to other programs, OSU is not asking much more than other universities. She then proceeded to say that we should make a list of the information that Institutional Research could provide the departments, and then the rest of the information will come from the departments themselves. Coakley pointed out that the graduate programs should be tracking this information every year.

Gary Beach suggested that the Graduate Council prepare a list of the required information to the Office of Institutional Research and ask them to identify what information they will be able to provide.

A short discussion followed. Marty Fisk will work more on the revision of the Guidelines.

Meeting adjourned at 1:00 PM.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 14, 2010 Minutes

Graduate Council

October 14, 2010 Minutes

**Grad Council Members
Present:**

Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Denise Lach (CLA), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Jo Tynon (Forestry) and Jessica White (Education)

**Grad Council Members
Absent:**

Michael Kent (Vet Med), Murray Levine (COAS), and Tom Wolpert (AG SCI)

**Ex-officio Members
Present:**

Martin Fisk, Bruce Rettig, and Leah Minc (Graduate Admissions Committee)

**Support Staff
Present:**

Nagwa Naguib

Guests:

Ilene Kleinsorge, Dean, College of Business; Sam Stern, Dean, College of Education; and SueAnn Bottoms, Interim Department Chair, Teacher and Counselor Education

1. Graduate Program Review Guidelines

Martin Fisk distributed notes regarding suggested revisions of the Graduate Program Review Guidelines. He would like to discuss changes to the guidelines with the Council at its next meeting. At the meeting involving the Provost and Faculty Senate leadership, President Leslie Burns asked whether the guidelines could be rewritten to be shorter and more tightly focused. The current guidelines include many data tables. Do reviewers need that much information? A short conversation followed. Walt Loveland noted that the new Institutional Research Director will be able to provide much of the information that has previously been assembled by departments. Current Guidelines will be sent to the Council members. This conversation will resume at the next Council meeting.

2. MBA Graduate Program Review

Dean Ilene Kleinsorge was introduced to the Council. Loveland indicated that he served on the Review Panel for the MBA program and would be summarizing the report on behalf of the panel. He noted that the overall recommendation was to support the intention of the College of Business to expand the MBA program, although careful thought needs to be taken about the management of program growth. The Oregon State University MBA program focuses on entrepreneurship and innovation. To achieve this, a key study strategy is to involve students in development of business plans.

Most of the current students are from the Willamette valley. The Review Panel would like to see the MBA attract a wider range of students, both nationally and internationally. It also recommended an increase in tuition to be more consistent with peers and to financially support an expansion in faculty. The panel was concerned about the challenges in administering the MBA final examination and urged the College of Business to develop an alternative assessment process. They also pointed out that the OSU Career Placement Center does not function well for the MBA students. Some business programs have their own career placement centers.

Kleinsorge responded that the Review Panel "hit it on the head" with all their recommendations. The career placement is a good suggestion. The College of Business has been losing money on every course they teach, but the new differential tuition charge should make progress on this issue. Aligning the MBA with OSU's strategic plan will give them an incentive to work on its reputation.

Denise Lach asked about the joint degree program with University of Oregon and Portland State

University. Kleinsorge responded that the executive MBA is a collaborative program between the three universities. The three deans are currently in conversations regarding this program. In this political environment, collaboration, even though not warm and fuzzy, is very important and it is the right thing to do. OSU delivers 17% of the teaching. The other two universities, plus some folks from the community, deliver the rest of the teaching. This multi-campus approach was required because OUS cannot provide an accredited MBA program, only the individual universities can do this.

Kleinsorge stated that they have added a summer program to the previous academic year only model, and that this is a valuable component. She also noted that the College has been contracted by the College of Science to deliver the business courses needed for the professional science master's degrees.

Vinod Narayanan asked about the statement in the report that, according to the COB faculty group, only half of the faculty hired as assistant professors achieve promotion and tenure. Loveland said that the statement from the faculty is not consistent with information from the College of Business on this issue and that the disparity is quite large. Jim Coakley pointed out that, in the business administration discipline, the OSU College of Business faculty retention is higher than in peer programs. At OSU, people leave after four or five years after a mid-tenure review when it becomes apparent that they may not be promoted. When they leave they often get higher salaries in other universities or in companies. The comparison should be made with other business schools, not other disciplines within OSU.

Action: To accept the MBA Graduate Program Review Report. Theresa Filtz moved. Carolyn Aldwin seconded. Motion approved.

Loveland indicated that the College of Business will prepare an action plan before meeting with the Provost.

3. **Teaching and Counseling Education (TCE) Program Review - Action Plan**

Dean Sam Stern and Interim Department Chair SueAnn Bottoms were introduced to the Council.

The TCE was evaluated in June 2009, and the Report was approved by the Graduate Council last October. When the Report was presented to the Provost, he asked for an Action Plan. We now have an action plan.

Loveland proceeded by summarizing the Report, which mainly recommended reduction and restructuring of the department. It is also apparent that there is an insufficient number of tenure-track faculty available for teaching, research, and mentoring.

SueAnn Bottoms responded that the Department has addressed the need for restructuring, although their plans are still a work in progress. By Fall 2011, the restructuring will be completed. In the process of restructuring, they suspended two programs. The statement in the report that there is too much reliance on part-time faculty is somewhat misleading. The College of Education believes that highly qualified practitioners can play a valuable role by teaching one or two courses per term and sometimes only one or two courses in a given year.

Sam Stern pointed out that the timing of the review was very helpful. Some program reductions have already been made. The College of Education has also increased the tenure-track faculty; a total of three new positions were developed for TCE. Another positive change is moving the Science and Mathematics Education Department (SMED) to the College of Education, which will create a link between the Colleges of Science and Education.

Loveland asked if the number of faculty has then increased to ten tenure-track faculty. Stern responded that some of the faculty are emeritus faculty on 1039-hour appointments. In other words, the net gain is 2.0 FTE. Those positions are a result of the Provost's incentive educational policy, namely English Language Learners, and Elementary Education. They are anticipating another position in counseling.

Loveland wondered about the suggestion regarding combining some of the positions. Stern responded that they have done some of that. Bottoms mentioned again that some of the faculty who teach one class have full time jobs outside the university.

Theresa Filtz wondered about the method of assessing the quality of education. Bottoms responded that they consider both student and peer evaluations, and that practitioners are assessed on a regular basis. Stern pointed out that the number of fixed-term appointments, serving as major professors, is pretty small, not worth creating a policy for. Those appointments get vetted by the Graduate School.

The Action Plan will be discussed at the next meeting of the Council.

Meeting adjourned at 12 noon followed by the Honors and Awards Ceremony luncheon.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 7, 2010 Minutes

Graduate Council

October 7, 2010 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Jo Tynon (Forestry), Jessica White (Education) and Tom Wolpert (AG SCI)
Grad Council Members Absent:	Vinod Narayanan (ENGR)
Ex-officio Members Present:	Martin Fisk, Bruce Rettig, Leah Minc (Graduate Admissions Committee)
Support Staff Present:	Nagwa Naguib
Guests:	Brent Steel, Director, Master of Public Policy; Joe Beatty, Co-Chair, Zoology; Gita Ramaswamy, Director, University Assessment

1. Introductions

Walt Loveland asked attendees to introduce themselves.

2. Approval of Minutes - June 3rd, 2010

June 3rd, 2010 minutes approved with no corrections.

Martin Fisk commented on the minutes, #3, page 3, regarding a fix to the Banner system to properly identify who gets credit for advising. It seems that the capability for this fix is present, but that this would require substantial time and effort to input and check the data that is entered into Banner.

Carolyn Aldwin responded that she used a BANNER feature when she was at the University of California and that the adjustment is not complex or difficult to implement. This issue will be reevaluated.

3. Summer Actions

Loveland reported that the Graduate Council (GC) participated in a large number of reviews during the summer. He praised the GC members for the work they have done. The Council's work on reviewing the Category II proposals has brought praise from the university and he wanted to let the Council know that their efforts on this and other issues have been appreciated.

He informed the Council that Provost Randhawa was not pleased with the decision by the Entomology Program to not provide a self-study for its Program Review. He directed the Graduate School to suspend admitting students to the program for now, until further notice.

4. Agenda for Year

Loveland presented his list of possible GC agenda items for the year. We have thirteen Category I proposals in the pipeline. More are being suggested. He then informed the Council that he had received an email from Dan Edge indicating that both President Ray and Provost Randhawa were in favor of the Category I proposal renaming Fisheries & Wildlife Department to Fisheries, Wildlife and Conservation Biology Department and asking the Council what he needed to do to respond to its request for changes. Loveland replied to Edge that the Council would be happy to review his Cat I proposal but the re-submitted proposal should address the issues raised by the previous review.

5. Request for postponement of Public Policy Graduate Program Review

The Council then started a discussion regarding the requests for postponement of graduate program reviews, and discussed how such requests should be handled. Except for programs that are reviewed by external accrediting bodies, the only assessment of continuing program quality is the graduate program review. Loveland reported that Leslie Burns, President of the Faculty Senate, would like to see a revision of the guidelines to make sure that the required information is being used in the program review. Fisk indicated that the program review guidelines are being revised and will be presented to the Graduate Council soon for their review.

Fisk reminded the Council that the programs start getting reminders from the Graduate School five years in advance of their upcoming review year. Loveland pointed out that, although the program review process focuses on past performance, it provides key information for making forward looking decisions about reorganization and other changes that are needed. Ideally, much of the information should be provided by the Office of Institutional Research to reduce the record keeping and analysis needed by academic programs. Unfortunately, the Office of Institutional Research has had a hard time assembling needed data in a timely manner. A Director of Institutional Research will be hired soon. Interview candidates are most promising and a new hire should go a long way toward resolving this issue.

Nagwa Naguib will send a list of the site visit dates of the upcoming program reviews to the Graduate Council.

Brent Steel, Director, Master of Public Policy Program (MPP), was introduced to the Council. He asked the Council to approve a postponement of the MPP Program Review during the ninth year of its existence (first degree awarded was in 2003) as opposed to the eighth year. The Program is applying for membership to the National Association of Schools of Public Affairs and Administration (NASPAA), a year after which they can apply with NASPAA for accreditation. He then asked for some leeway of one year for the above to be accomplished. He is waiting to hear back from NASPAA regarding their application for membership, and is hoping to know by October 15th. Although informal contacts suggest that the MPP Program exceeds the Association's standards, a full accreditation visit will be required. He would prefer holding the graduate program review the same year as the accreditation visit.

6. Request of postponement of Zoology Graduate Program Review

Joe Beatty, Executive Associate Chair, Zoology Department was introduced to the Council. He presented the Department's request for postponing the Zoology Graduate Program Review from Winter 2011 to Spring 2011. He indicated that this request is due to the fact that the department is currently involved in three faculty searches, two P&T cases, in addition to the reorganization in the Life Sciences. All these activities require a large amount of committee work.

7. Discussion of 5 and 6 above

Theresa Filtz wondered why a postponement of a program review within the same academic year should really matter to the Graduate Council. Couldn't the Graduate School make the decision instead? A discussion regarding the criteria and principles for postponement followed and resulted in the following:

Principles for allowing postponement of Graduate Program Reviews:

1. When synchronizing within plus/minus one year with either professional reviews or accrediting body reviews; when and if requested.
2. When eliminating the program.
3. When reorganizing and a Category I proposal will be used to change the program. In this case a one year postponement will be approved and the Cat I must be submitted within that year. If the Cat I is not submitted, the review will take place a year from the originally scheduled date.

It was also decided that the 10-year review cycle starts when the first student is enrolled in the program

The Graduate Council approved postponement of both the Zoology Graduate Program for a term (Spring 2011) and the Master of Public Policy Graduate Program for one year (2011-12).

8. Accreditation:

Loveland indicated that he is the Council's representative on the Accreditation Committee. OSU is the first PAC-10 university to undergo this review by the NWCCU group, after the standards have been changed. We will be evaluated in three areas: undergraduate education, graduate education and

research, and outreach and engagement. These areas are called the "Core Themes" of the University. We will be judged by certain "institutional indicators." A request has been made to provide data for these indicators and assign a "grade" for each indicator/objective/Core Theme.

The timeline for this review is:

- Data will be given to the groups by October 15th;
- Preliminary Review by November 30th;
- Report to the Accreditation Committee by December 15th;
- Accreditation Report to be submitted to the NWCCU by end of February 2011.

He then asked Council members their opinion on how to approach this process. Should the Council be divided in two groups, each group would review half of the objectives; or should the whole Council review all the objectives? We will need to define the expectations, and answer Objectives 2.1 & 2.2. The document will be short.

After a short discussion, the Council decided to dedicate meetings at the end of October or early November to work on the Accreditation project, as a group.

9. **Assessment:**

Gita Ramaswamy, Director of Assessment, presented the Graduate Student Learning Outcomes (GSLO) Based Assessment which she was charged by the Provost to lead. She, with a colleague, led this project at Purdue University.

She indicated that Assessment is the accreditation agency requirement. Assessment needs to be kept simple and meaningful. There is a tie between outcomes assessment and quality of graduate education if we focus on graduate students' success. The most important reasons for dropping out of PhD programs are 1) Lack of mentoring; and 2) Personal reasons (family and cost). The Council of Graduate Schools has conducted major studies of problems with doctoral degree completion. Ramaswamy will forward information about the [CGS studies](#) to Council members.

Meeting adjourned 1:00 PM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » GCmin20100429 Minutes

Graduate Council

GCmin20100429 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), Rick Colwell (COAS), Theresa Filtz (Pharmacy), David Hibbs (Forestry - substitute), Nancy King (Business), Denise Lach (CLA), Walt Loveland, Chair (SCI), Kathy O'Reilly (Vet Med), Darlene Russell (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Chris Lenn (Student Representative), Vinod Narayanan(ENGR)
Ex-officio Members Present:	Gita Ramaswamy
Ex-officio Members Absent:	Martin Fisk
Support Staff Present:	Nagwa Naguib

1. Approval of Minutes – April 22nd, 2010

Rick Colwell noted a correction to the minutes as follows:

3. Fisheries & Wildlife – Category I Proposal – Dan Edge, Chair, Fisheries & Wildlife Department
3rd paragraph, 2nd sentence:
...largest *resistance* came from the alumni...

April 22nd minutes approved with above corrections in underlined Italic.

2. Updates from the Chair

Walt Loveland informed the Council that we will cancel next meeting scheduled for May 6th. We still have a few items in the pipeline which are not ready to be discussed by the Council yet. Remaining agenda items to be discussed before the end of Spring term are 1) the Fisheries & Wildlife Category I – PSM, 2) reducing the Graduate School operations, and 3) Council's work during summer term

David Hibbs added that the Department of Forest Ecosystems and Society is reorganizing, so a Category I proposal is underway.

Loveland proceeded by saying that Becky Warner, on behalf of the Strategic Alignment/Budget Reduction Review Committee (SABRRC), has been responding to the colleges' March 15th proposals with a statement that "budget projections for the next biennium indicate that additional cuts will probably be necessary, possibly in excess of 10%." He was not sure why she was making this statement, as he has not heard it anywhere else.

3. 5xx/6xx/7xx DVM courses

Loveland informed the Council that he had a conversation with Dean Cyril Clark who stated that there were several examples of 5xx/6xx/7xx courses taught in the same room at the same time and he (Clark) regarded them all as graduate courses.

Theresa Filtz remarked that the College of Pharmacy has subsets of 5xx courses, but graduate students attend along with didactic students. They are under different syllabus with different subjects, and sometimes with different exams. They are treated as separate courses. Graduate students do not sit in the professional classes.

O'Reilly then indicated that she does not agree with Dean Clark that all the courses are the same. The problem is that no one remembers how the 7xx were sent through the Graduate Council. Filtz agreed that those courses should not go through the Council, and that it is a computer system glitch. Those courses should only go to the Curriculum Council for approval.

Loveland informed the Council that Marty Fisk has suggested a resolution as follows:

"The syllabi of cross listed courses at the 5xx/6xx/7xx and 6xx/7xx level must be approved by the Graduate Council if the course is to be used on a Master's or Doctoral program of study."

All the grandfathered courses should go through this system. He then asked the Council members what they thought should be done.

O'Reilly confirmed that 7xx courses used on graduate programs should go through Graduate Council approval. Filtz reiterated that the student learning outcomes for professional students should be different than that of graduate students.

O'Reilly suggested that next year's reviewers of the Category IIs need to be paired with other reviewers with close disciplines and colleges.

Loveland went on suggesting that he will try to get the 7xx courses out of the computer system. He also confirmed that the 5xx/6xx courses need to have graduate level outcomes.

4. Fisheries & Wildlife – Category I Proposal – Continuation of Discussion.

Loveland reminded the Council that a decision on the F&W Category I proposal for renaming the department has not been made. He asked if it should be approved and sent forward.

David Hibbs indicated that they clearly do conservation biology, but it is limited in scope. There are a large number of faculty in other departments/programs on campus who do conservation biology as well. What does it mean to put it in their names in the F&W proposal and how it will be interpreted by outside people? Denise Lach reminded the Council that Fisk had pointed out, at last Council's meeting, that the department does not offer a conservation biology graduate program. The name change will not affect this issue.

Hibbs pointed out that F&W has a Category I proposal looking at an area of concentration in conservation biology. Lach proceeded to remind the Council that OSU has a high ranking in conservation biology, so if only one of the departments or programs will have conservation biology in their name, it will become a confusing issue.

Tom Wolpert wondered where the student goes to, if they are seeking a conservation biology degree. Filtz indicated that Dan Edge mentioned that the department was not interested in starting a conservation biology degree. Carolyn Aldwin corrected this statement saying that Edge thought it would be a great idea to have a PhD degree in conservation biology. Colwell suggested that young faculty should take the initiative to start a graduate program in this field. Lach suggested that conservation biology should be an interdisciplinary program. Loveland pointed out that on page 34 of the proposal, it is mentioned that "an interdisciplinary MS Degree in Conservation Biology has been discussed and that they are intending to pursue it regardless of the outcome of the proposal."

A long conversation followed and included the following points:

- International students, with a desire to get a degree in conservation biology, will have a difficult time figuring out where to go and who to contact.
- It is a very popular and a very important topic that OSU should capitalize on.
- If a department wants to name themselves something, they need to have a degree in that field.

- A lot of people on campus care about conservation biology, otherwise it would not be an issue.
- There is a need to create a conservation biology graduate program.
- F&W need to be informed that there should be an academic piece as well as a research program.

Motion: Graduate Council does not approve the name change of the Department of Fish and Wildlife to become Department of Fish, Wildlife and Conservation Biology for the following reasons:

1. Objections among the liaisons; and
2. The Department does not have a graduate program in Conservation Biology

Kathy O'Reilly moved, Theresa Filtz seconded, and Tom Wolpert abstained. Carolyn Aldwin did not approve the motion. Motion passed.

Adjourned 4:35 pm

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GRADUATE COUNCIL

April 22, 2010
2:30 pm – 128 Kidder Hall
Agenda

Grad Council Members Present: Carolyn Aldwin (HHS), Rick Colwell (COAS), Theresa Filtz (Pharmacy), Nancy King (Business), Denise Lach (CLA), Walt Loveland, Chair (SCI), Kathy O'Reilly (Vet Med), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent: Chris Lenn (Student Representative), Vinod Narayanan (ENGR)

Ex-officio Members Present: Martin Fisk, Gita Ramaswamy

Support Staff Present: Nagwa Naguib

Guests: Dan Edge, Chair, Fisheries & Wildlife; Ilene Kleinsorge, Dean and Jim Coakley, Associate Dean, College of Business; Rosemary Garagnani, Assistant Dean and Mary Strickroth, Coordinator of Graduate Services, Graduate School

1. Approval of Minutes – April 8th, 2010

Walt Loveland noted a correction to the minutes as follows:

- 2nd paragraph, 4th sentence:
..... and the Senate will consider the *Oceanography* proposal at its May meeting.

April 8th minutes approved with above corrections in underlined Italic.

2. Updates from the Chair

Loveland reminded the Council that last year the Council approved the Applied Economics Category I proposal. Course proposals for this program are submitted by the Graduate School and are designated as AEC. He then indicated that he had received about a dozen proposals seeking to convert existing AREC/ECON courses to AEC courses. Economics does not agree with this change. Loveland went ahead and decided on behalf of the Council to ask AEC to rewrite all the course proposals leaving ECON courses alone. This action is based upon the principle that one cannot eliminate courses of a department without their consent. (Economics wanted to use those courses in their public policy degree.) This proposal will be reviewed by the Curriculum Council. AEC faculty were not enthusiastic about this decision.

3. Fisheries & Wildlife – Category I Proposal – Dan Edge, Chair, Fisheries & Wildlife Department

Following the introductions, Loveland informed the Council that the Category I proposal to rename Fisheries & Wildlife (F&W) needed to be approved by the budget and fiscal planning group. An email from the Chair of the group, Jeff McCubbin, indicated that the committee had no objection to the name change proposed by F&W based on fiscal impacts.

Dan Edge introduced the proposal to rename the F&W department to Fisheries, Wildlife and Conservation Biology Department: the proposed new name will help better represent the nature of the department's mission to the university, the students and the public. He then proceeded by saying that the idea was introduced about five years ago during the faculty retreat. They had a vigorous debate between the three groups, namely fisheries biology group, wildlife biology group, and conservation biology group. A large number of names were introduced and debated. They finally decided on the Fisheries, Wildlife and Conservation Biology Department. A large number of junior faculty are in the field of conservation biology.

Two years ago, the department then proceeded to survey stakeholders, alums and students. The largest resistant came from the alumni group as they thought the name did not sufficiently describe their fields.

The Department surveyed another group of liaisons. Three areas of concerns were identified as well as a large number of alternative names. Some of the concerns were:

- How can F&W be doing this while everything on campus is changing:
 - The department has been working on this for more than two years. There are no other departments with "conservation" in their names. It did not make sense to wait when the College of Agricultural Sciences has already listed the new name in their restructuring plan.
- Conservation Biology being represented as an interdisciplinary profession:
 - It is a biological science; F&W department is the only one doing it on campus. The department has been listed in the Society for Conservation Biology for the last 10 years and has more graduate students in Conservation Biology than any other department on campus. There is a difference between expressing interest and fully doing it. A comment from Lynda Ciuffetti indicated that Botany & Plant Pathology (BPP) would support the name change contingent on being able to develop interdisciplinary degrees or options in BPP in restoration ecology or conservation biology. Many environmental science graduates take F&W courses.

The liaisons identified several names and Edge responded that most of the faculty wanted to make sure that there are three components in the name. Hal Salwasser suggested a longer name. Others suggested "science" instead of biology. Conservation science was not acceptable to the faculty. There is a professional

society with an identifiable discipline, and science is too broad and outside the realm of biology.

Loveland asked if, in historical context, the issue of people was an interest in plants. Edge responded that plant conservation biologists are mostly in the Department of Botany and Plant Pathology. Denise Lach stated that conservation biology is an emerging discipline, when the two words are put together, a new discipline is created. It is really narrow. She then wondered why it was not defined in the department's curriculum, if they wanted to become leaders in the field. Edge responded that there are two levels to the discipline: research and curriculum development. The department has a defined interdisciplinary master in biology across campus. Working on curriculum with other departments on campus is a challenge. On the other hand, they build coalitions as far as research is concerned, as twenty five percent of the grants are being submitted together with other departments.

Carolyn Aldwin wondered if an umbrella for a PhD program in Conservation Biology might get other departments interested in supporting the name change; and not as an alternative to the masters program. More people might be willing to work in this area. Edge pointed out that Brenda McComb does not support the name change as she herself is a conversation biologist. She indicated that it would not have been a problem if the two departments resided in the same college. Lach suggested that some faculty may be lured to the department from other departments. Loveland commented, in the case of moving to F&W from other departments, that there were principles that Becky Warner suggested, and Memorandum of Understandings between the two deans. Edge commented that there are different commitments from colleges to their individual faculty.

Jo Tynon asked what the level of support vs. no-support was, and what was the feeling about the lack of support from the College of Forestry? Edge responded that there is a total of six conservation biology faculty each from Botany & Plant Pathology, Forest Ecosystems and Society and Forest Engineering, Resources and Management. Marty Fisk pointed out that currently there is no major in conservation biology on campus and wondered where should this major reside.

Edge proceeded by answering the Council members' questions as follows:

- Proposing a master's degree in conservation biology, as students are attracted to conservation biology.
- Number of new graduate students will not increase.
- Graduate students can easily find the master's degree in conservation biology by doing a web search for faculty with expertise in the field they are interested in. It will be managed the same way as other interdisciplinary programs, e.g. ESGP and MNR.
- Eighty percent of the department's faculty are supporting the new name.

3. MBA Degree Program Outside of the Graduate School – Ilene Kleinsorge, Dean and Jim Coakley, Associate Dean, College of Business (COB)

Loveland began by informing the Council that there have been some correspondences regarding the proposal submitted by Dean Kleinsorge to Provost Randhawa about the MBA degree program transitioning out of the Graduate School (GS). Marty Fisk prepared a response highlighting the Graduate School's current role in monitoring the MBA program.

Dean Kleinsorge proceeded by thanking the Council for giving the College of Business the opportunity to present its proposal. The MBA program is a small program. It graduates sixty students a year, with an average of ninety students in the whole program. There is a need and desire to grow the graduate student population to 20% of the total student population. The MBA has a global graduate distinction. INTO at OSU requested 50 slots in the MBA next year expecting to transition to 40 students. The COB saw the opportunity to grow and started thinking about how to ramp up the program to include the INTO students, as well as recruiting domestic students. In the early 1990's, 62% of the student population was international students. The faculty decided not to have more than 50% international. Currently, the international students form 20% of the total population. They are looking at this transition as part of the strategy to grow a robust MBA program, up to 250 students a year. They would like to eliminate redundancy. The request, as in the case of Veterinary Medicine and Pharmacy, is to take control of the processes from admissions to graduation, while maintaining and retaining the Graduate Council policies. The COB is asking for the Council's advice on how to transition the MBA program from the GS to the COB. She also indicated that Associate Dean Jim Coakley will be in charge of this transition.

Loveland reported that Provost Randhawa is funding this transition as a pilot program. Kleinsorge noted that the extra funds will be used for domestic recruitment. Jim Coakley indicated that the goal is to double or triple the student population and make the process more efficient.

Loveland wondered how to set up a matrix to evaluate the success of the program. Kleinsorge responded that a baseline will be established this May with the MBA Graduate Program Review. The new processes will be reviewed in two years. Tom Wolpert asked about the MBA accreditation process. Kleinsorge responded that accreditation reviews occur every five years. Those include a spot check of what is working and what is not working, an assurance of learning that is very vigorous, learning objectives of the program, external reviewers to judge the students, and several requirements for the faculty. The American Assembly of Collegiate Schools of Business (AACSB) is the accreditation association which has been in existence for a long time.

Coakley reiterated that the COB monitors its MBA students, which becomes redundant with what the Graduate School performs. The faculty will continue being involved in streamlining the processes.

When asked if the course numbers will be changed from 5xx to 7xx, Kleinsorge responded that they had no intention of making this change. She also indicated that they already control the tuition, are not planning on moving from the Graduate Council as it is responsible for setting up policies for graduate programs, and the strategy is to partner with other programs, e.g. MEng. Coakley pointed out that the MBA is a non-thesis program.

Loveland pointed out that the list prepared by Fisk indicates that professional schools processes are not monitored by the Graduate School.

As far as the MBA admission process, Kleinsorge noted that the COB approves the applications for admission, and then send them to the Graduate School for review. Not one application has been denied by the GS. They also do the graduation audits. Their goal is to streamline and get to the potential students in a timely manner, and respond quickly to qualified domestic students. She also indicated that she has had a conversation with Fisk regarding the difficulty in reviewing international transcripts.

Loveland proceeded by saying that other groups on campus might be interested in going this independent route. Fisk stated that there would be no problem for the COB to do their own admission, but this would not apply to other departments or colleges without an accrediting body. These are two different issues.

Rick Colwell wondered if the COB was intending to articulate this plan at the upcoming MBA Program Review. Kleinsorge responded that, so far, this is just a proposal and the COB is seeking feedback. It is an opportunity for advice on the transition from the GS and on growing the MBA program.

Fisk informed the Council that Dean Sally Francis' opinion is if this proposal is approved, that all the processes for the MBA should be moved out of the GS. He then pointed out that the students will not have a central point to go to and it would create some confusion.

Jo Tynon wondered how many students were lost due to the current procedure done through the GS. She pointed out that the longer turnaround in the admissions process is not a good reason for moving forward with this proposal. When asked about the turnaround time for reviewing MBA applications, Rosemary Garagnani indicated that as of that day, there were 26 fall term admits, with a median turnaround of 4.5 days and an average turnaround of 6.8 days. Those admitted include both domestic and international MBA applicants.

Kleinsorge would like the opportunity to meet with the Graduate School to find the most effective way to deal with the transition, and identify best practices. More discussions followed.

Once the Graduate School and the COB meet, the Council will revisit the proposal.

Adjourned 4:35 pm

GRADUATE COUNCIL

April 8, 2010

Minutes

Grad Council Members Present:	Rick Colwell (COAS), Theresa Filtz (Pharmacy), Denise Lach (CLA), Walt Loveland, Chair (SCI), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Carolyn Aldwin (HHS), Nancy King (Business), Chris Lenn (Student Representative), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education)
Ex-officio Members Present:	Martin Fisk, Gita Ramaswamy
Support Staff Present:	Nagwa Naguib
Guests:	Tom Eversole, Health and Human Sciences and Susan Tornquist, Veterinary Medicine.

1. Approval of Minutes – March 3rd, 2010

Martin Fisk suggested corrections to the March 3rd minutes:

5. History of Science Graduate Program Review Follow-Up

3rd paragraph, 4th sentence: add *of science* as follows:

...Nationwide, history of science programs have an average of only two PhD students a year.

March 3rd minutes approved with above corrections in underlined Italic.

2. Updates from Chair

Walt Loveland reported that all OSU units were to submit their Strategic Alignment proposals to the University Leadership by March 15. The reports, some of which are still in draft stages, have been posted on the web. They will still need to be vetted by the faculty in the respective units. Leslie Burns sent an email indicating that SABRRC is currently reviewing all the proposals and will be forwarding them to the Provost by May 31st. The President and Provost will announce the decisions and next steps on the implementation plan in early June. He noted that nothing will be implemented during Spring term, so the Council will be reviewing very few or no Category I proposals related to restructuring this term.

He then indicated that the Department of Fisheries and Wildlife has been circulating a Category I proposal changing the Department's name. For them to get it approved, Hal Salwasser the Executive Dean of the Division of Earth Systems Science should be on board, but it seems that he does not like this proposal. The Provost informed Salwasser that those proposals will not be considered this term. However, Leslie Burns has stated that faculty governance determines the process and the Senate will consider the Department of Fish & Wildlife proposal at its May meeting.

Fisk reminded the Council of last fall's email from the Provost in which he outlined the implementation of the OSU Strategic Plan. The Administrative and Academic

Systems Guidelines reflected a maximum of 4 levels of management; minimum of 6 direct reports; minimum of twelve students in each graduate course, which has been reduced to less than 10 students; majors should graduate an average of five master's students per year, and two PhD degrees per year over three years.

The reports from the units show that they are trying to conform to this model. Oceanography, for instance, is trying to meet these criteria by combining three majors into one. They are also considering combining COAS with Geosciences to create a College of Earth Sciences. There are discussions around campus regarding the creation of the new institutes and schools in different colleges. He then proceeded to say that the Administrative units too had to submit reports. All of the graduate programs reporting to the Graduate School meet the criteria except for the Water Resources Graduate Program as it is quite a new program. He invited Graduate Council members to comment on the Graduate School report.

3. DVM/HHS Dual Degree

Tom Eversole joined the meeting. Susan Tornquist joined a few minutes later. Eversole provided the following proposed motion:

Proposed Motion:

- *Students may co-enroll in professional and graduate programs. This will be referred to as enrollment in a 'dual degree' program. Enrollment in each program will require a separate admissions decision. Only students who have completed a Bachelor's degree may enroll in a graduate program.*
- *For students enrolled in a dual degree program, enrollment in either professional courses or graduate courses will satisfy the continuous enrollment requirement of the Graduate School for a specific term.*
- *Students may use 'graduate approved' courses in professional programs (specific graduate approved 7XX courses) as also satisfying the requirements of their graduate program if taken while co-enrolled as a professional and graduate student. Responsibility for defining a student's graduate program, including selection and approval of the student's curriculum, lies with the student's graduate committee. In this and all other aspects, the progression of students will follow normal processes and policies for a graduate program established by the Graduate Council and implemented by the Graduate School will be followed.*
- *Completion of graduate programs will be confirmed and degrees granted using established Graduate School procedures. Completion of professional programs will be confirmed and degrees granted using established procedures for the respective colleges.*

Proposal moved by Jo Tynon, seconded by Kathy O'Reilly.

Eversole presented the motion to the Council by indicating that the Colleges of Veterinary Medicine and Health and Human Sciences would like to implement a dual degree program of DVM/MPH. The DVM is a professional degree not overseen by the Graduate School and the MPH is a Masters degree in the Graduate School. They have the pieces in place to implement it. Students will save a year as they could complete this degree in five years instead of six. Winter term of Year 2, they will take professional courses (7XX) in VM and Public Health, and Epidemiology

courses, which would apply to both the DVM and the MPH. The latter is a non-thesis degree.

Fisk wondered if they can restrict the enrollment in the 7XX courses to students in the dual degree programs.. Eversole responded that the student will need to be admitted to the program to earn the dual degrees. Susan Tornquist indicated that occasionally this happens, and given certain conditions, it might happen again.

Fisk asked how taking 10 or 12 credits of dual counted courses as given in the example will lead to a compression of the program from six to five years.

Eversole indicated that the MPH is mostly done in a period of two years. This program allows students to compress their degrees.

When asked what the expectations from the students were, Eversole responded that they wanted them grounded more in the Vet Med courses, and this will occur when they take public health courses during summer term. Loveland pointed out that the curriculum lists a large number of required courses.

Eversole proceeded by saying that in Public Health, the students present a paper summarizing their internship, followed by an oral exam. He clarified that the main concern is the funding from the federal agencies in form of scholarships. Different agencies, eg. WHO, CDC, as well as the military, offer a number of internships to the MPH students.

Fisk reminded Eversole that the Graduate School will hold MPH students to the 7-year masters rule. The 7-year rule starts at the first course of enrollment. If they are on assistantships, they will need to register for 12 credits.

Loveland pointed out that the motion points are all taken from the PharmD/PhD motion approved by the Council at its February 19th, 2010 meeting. Theresa Filtz wondered if there was a different track than the epidemiology one. Eversole responded that international health could be another track.

The Council agreed that VM7XX courses approved for use on the MPH degree would need to be approved by the Graduate Council through the Category II approved process.

Motion: DVM/MPH is approved as a dual degree program following the same guidelines established for the PharmD/Phd. Motion passed.

4. Category I proposal – Terminate Comparative Vet Med Degree

O'Reilly informed the Council that all the students registered in that degree, are MCB students, an average of one or two students a year. Loveland asked if any OUS school would object to this action. O'Reilly responded that this move will be better for the students as they will be trained more broadly. Rick Colwell asked what prompted the creation of this degree. O'Reilly responded that at the time of its creation, there were students in the program. As biology evolved, and more faculty joined the College, this PhD program has become less and less used. Gita Ramaswamy wondered how the research funding will be affected. Students come in and are funded by the faculty, so there is no financial implication to this degree termination. The College's funding is increasing.

Motion: Terminate Comparative Vet Med Degree. Tom Wolpert moved, Theresa Filtz seconded. Motion passed.

5. Accreditation Process - Core Theme #2: Graduate Education and Research

Loveland provided the Council with a draft of the Steering Committee's goals for Core Theme #2: Graduate Education and Research. He then informed the Council that the University set some milestones to get the accreditation process underway. The process will include establishing the mission of the University and the three core themes.

The themes established by the Accreditation Steering Committee are:

1. Undergraduate Education;
2. Graduate Education and Research; and
3. Outreach.

The Graduate Council as well as the Research Council will be involved in Core Theme #2, Graduate Education and Research. We will need to define the graduate education as it is practiced at OSU, being a research university.

Denise Lach suggested changing the Core Theme #2 to *Research and Graduate Education* to cover both undergraduate and graduate research. She also suggested adding scholarship to research and education.

The Council discussed the document and suggested changes for Loveland to take to the Chris Bell, Chair of the Accreditation Steering Committee and Committee members.

6. Creation of PSM Programs

Loveland introduced the agenda item regarding Creation of PSM Programs. He indicated that units want to go forward with different PSM programs. He asked if we wanted each unit to submit a Category I proposal for each PSM program. Should they be abbreviated processes, i.e. Category II proposals? Email correspondences have been occurring with Susie Leslie, Leslie Burns, Ursula Bechert, Sally Francis, Marty Fisk and Michael Harte regarding this process. Susie Leslie indicated that she would be comfortable with the Category II process. Loveland wondered if the Budgets and Fiscal Planning Committee (BFPC) and/or the Faculty Senate Executive Committee need to review those proposals. Leslie Burns agreed that it would be appropriate for committees like BFPC to review and provide input on Category II proposals. There is no need for existing programs who want to add an option of a PSM degree, to submit Category I proposals which will require an external review or an OUS approval. He asked the Graduate Council how they would like to deal with the new PSMs.

Lach wondered why those proposals should not be reviewed as Category I proposals, if they are new graduate programs? Loveland responded that Category I implies a long time cycle for approval. Tynon suggested that this issue should be given a thoughtful consideration, and not being pushed expediently.

Fisk noted that those PSM proposals are in areas where they already have masters degrees and non-thesis options. The number of credits has increased to 30 credits of science core, 18 credits of professional courses and 6 credits of internship. The professional courses are roughly equivalent to a minor on a 45-credit masters but the PSM requires more than 45 credits. Submitting a Category I for a slight

modification might not be the best approach. He then reported that Sally Francis suggested that the OUS Provosts Council would not want to see these proposals. The State is backing the PSMs in a great way.

Tom Wolpert remarked that some masters' degrees are escape routes, as they are non-thesis. Fisk suggested the students could get a traditional non-thesis masters including the newly proposed PSM certificate and thus meet all the requirements for the PSM. A short discussion followed. It was suggested that a Category II to create a PSM in a programs that already has a non-thesis masters might be one way to create new PSMs. Fisk reminded the Council that the Fisheries and Wildlife has submitted a Category I proposal to create a PSM because they do not have non-thesis masters degrees in that program.

The Council indicated that the critical elements in approving new PSM degrees would be : (a) library evaluation (b) BFPC evaluation (c) GC approval and (d) CC approval. Any process that includes these elements would be acceptable.

Adjourned 9:45 am

GRADUATE COUNCIL

March 3, 2010

Minutes

Grad Council Members Present: Carolyn Aldwin (HHS), Rick Colwell (COAS), Nancy King (Business), Walt Loveland, Chair (SCI), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent: Theresa Filtz (Pharmacy), Denise Lach (CLA), Chris Lenn (Student Representative), Vinod Narayanan (ENGR), Jessica White (Education)

Ex-officio Members Present: Martin Fisk

Support Staff Present: Nagwa Naguib

Guests: Bob Duncan, Oceanic and Atmospheric Sciences; Aaron Wolf, Geosciences; Jonathan Katz, History of Science

1. Approval of Minutes - February 19, 2010

Fisk suggested corrections to the February 19th minutes:

- a. Item #3, para #10:
O'Reilly pointed out..... degrees are accredited outside the university.
- b. Item #3, para #12:
After a short discussion, a vote was taken and the amendment was rejected.
- c. Item #4, para #1:
Loveland pointed out that there is a typo on the first line of the Policy distributed with the agenda that will need to be...

Minutes from February 19th, 2010 approved with above corrections in underlined Italic.

2. Updates from Chair

Walt Loveland announced that Theresa Filtz asked that she be excused from reviewing the Lottery Scholarships applications. As there were no volunteers to replace her, Loveland proposed asking Darlene Russ-Eft, who would replace Jessica White on the Council during Spring term, to review them. Later on, Darlene Russ-Eft agreed to review the Lottery Scholarships applications.

Loveland also informed the Council that the State Legislature requested the OUS System to evaluate changing to the semester system. Aldwin mentioned that when the University of California System studied this option, they found it would be very expensive to change and they abandoned the idea. O'Reilly asked why people like

the quarter system. Wolpert responded that students hit a barrier at 10 weeks, and semesters are 15 weeks long.

3. Discussion of Graduate Review Reports from Environmental Sciences, NE/RHP, and Fisheries and Wildlife

Walt Loveland opened the discussion about the two follow-up reviews and the regular review presented to the Council at its last meeting:

- a. *NE/RHP*: Even though the graduate program is a strong one, the RHP program has been put on a watch list due to low enrollment. Graduate student support is limited with about 30-40 graduate students (out of 130) being supported.

Motion: Nancy King moved to accept the Follow-Up report. Rick Colwell seconded. No further discussions. Follow-Up Report accepted.

- b. *Fisheries and Wildlife*: The program has implemented all recommendations from the Review Panel. Another strong program.

Motion: Tom Wolpert moved to accept the Follow-Up report. Carolyn Aldwin seconded. No further discussion. Follow-Up Report accepted.

- c. *Environmental Sciences Graduate Program (ESGP) Review*: Loveland indicated that he was disturbed about the fact that the ESGP students felt that they did not belong to a department or college. Is the College of Science pulling out its support? The Biology Program provides six GTAs. Another concern is the fact that the Review Panel recommended that the program continues with its current level and not increase its enrollment which is currently about 45 students. Loveland then asked Aaron Wolf (guest for the Cat I proposals from COAS) if he had an insight regarding having ESGP move to the Division of Arts and Sciences in the new organization. Wolf responded that a conversation with the director, Andy Blaustein, will occur at a later stage.

The University Budget Committee (UBC) chaired by Loveland was charged twice by the Provost to look into the interdisciplinary program models. That group recommended that either a "pass the hat" model be used (involving support by the Deans) or the programs be housed in the Grad School with limited financial support.

Fisk pointed out that the ESGP is not entirely in the College of Science, but includes education, public policy, agricultural sciences, engineering, oceanography, and forestry. If the program moves under one college, the budget for these programs will stay with the colleges they came from. Loveland suggested that this issue should be raised with Provost Randhawa when the Review Panel member, the director of the program, and the Dean of the Graduate School meet with him on April 2nd, 2010. He needs to know that they have outgrown the support they are currently receiving. Different financial models should be discussed.

Motion: To accept the report and emphasize the financial model to the Provost during the discussion in early April. Jo Tynon moved. Walt Loveland seconded. Motion approved.

4. Category I Proposals from Oceanography

The guests, Bob Duncan and Aaron Wolf, were introduced to the Council members. Duncan started by introducing the Category I proposals from Oceanography. COAS has three graduate degree programs, namely Atmospheric Sciences (MA, MS, PhD), Oceanography (MA, MS, PhD), and Geophysics (MA, MS, PhD). They are proposing a name change to consolidate the three current related graduate majors into a single major program of study. The degree will change its name to the *Program of Ocean, Earth and Atmospheric Sciences* while the Atmospheric Sciences and Geophysics degrees will be terminated.

Penn State and Wisconsin, the comparators, are behind OSU, as they don't have oceanography programs. The idea was to merge the three programs into one. The only change in curriculum for the students is the addition of the three introductory core courses that provide interdisciplinary foundation required for all COAS students.

Loveland wondered about the overlap with the College of Science degrees. Wolf responded that this is not a concern for either the College or the Department of Geosciences who are offering a full support to COAS and to the Category I proposals. Geosciences faculty collaborate very well with the COAS faculty. Geophysics students are advised by Geosciences and COAS faculty. Geosciences is also developing undergraduate degrees with COAS. When asked if Geosciences offered MS and PhD in earth sciences, Wolf indicated that under the Earth Sciences umbrella, graduate degrees are offered in Geology, Geography and Earth Sciences.

Duncan commented that they would like Geosciences and COAS degrees to be in the same unit. Several reasonable alternatives to the divisional restructuring have been discussed and it is not clear where the programs will end up. He also indicated that they are working on a Category I proposal for the undergraduate degree, to be submitted in the fall term.

Aldwin asked for the reasons why the Environmental Sciences program is not part of this reorganization. Wolf responded that this could happen in the future. Fisk pointed out that the faculty in this program come from seven different colleges.

Duncan added that the designator for the new courses is OEA, that there are no more slash courses, but they will become only 500 credit courses. A different curriculum will be established to satisfy the marine science and oceanography for undergraduate students, and a Category I is being written to create this.

Wolpert wondered what COAS' response is to Cary Green's comment that the name change should wait until the reorganization has been completed. Duncan responded that Dean Sherm Bloomer sent a comprehensive email with which he supports the proposals. He proceeded to read the email. He then indicated that the Executive Dean of the Division of Earth Systems Sciences, Hal Salwasser, was given the opportunity to respond, but COAS has not received his feedback. The process began before the divisional structure started. It is an in-house issue and COAS would like to see its graduate programs develop.

Loveland proceeded by saying that his understanding was that the Executive Dean of a division should have their names on any Category I proposal. He will check with Becky Warner and will inform the Council members.

Both Duncan and Wolf were thanked and excused. The discussion proceeded. Colwell added that COAS wrote a letter to the Provost with the request to integrate earth sciences, in an effort to organize the faculty in a way to bring COAS and Geosciences together. Unfortunately, the Administration did not respond to this request.

Motions:

1. Loveland to contact Becky Warner regarding clarification if the Executive Dean of a division should be signing off on the Category I proposals.
2. COAS would make minor changes to the proposal regarding the slash courses to change them to 5xx courses.
3. Loveland to email Council members and ask for their approval, then will send the proposals on to the Curriculum Council.

Defer approval until clarification and revisions are made. Aldwin moved. Tynon seconded. No further discussions. Motions passed.

Following the Graduate Council meeting, Walt Loveland reported by email the following:

1. He contacted Becky Warner who clarified that the Executive Deans do not sign Category I proposals, but they are expected to provide liaison comments on them from the perspective of their College and their Division. Hal Salwasser was contacted and indicated his support and approval of the Oceanography Category I proposals on behalf of the College of Forestry and the Earth Sciences Division.
2. Bob Duncan edited the proposals to change references to 4xx/5xx core courses to 5xx courses.
3. The Curriculum Council would like to take up the Oceanography proposals at its 12 March meeting.

He proposed to the Council the following resolution/action:

The Graduate Council recommends approval of the three Category I proposals from Oceanography to:

- (a) terminate the Graduate Degree in Atmospheric Sciences (MA, MS, PHD)
- (b) to terminate the Graduate Degree in Geophysics (MA, MS, PHD)
- (c) to rename the Graduate Degree in Oceanography to a degree in Ocean, Earth and Atmospheric Sciences (MA, MS, PHD).

The Council notes that there are similar programs being developed for undergraduate students that will be discussed in forthcoming Category I proposal(s). Much of the Graduate Council's discussion centered around the relationship between these proposals and the proposed School of Earth and Environmental Sciences in the College of Science. It appears the faculty of Oceanography and Geosciences are committed to mutually supporting each other's efforts in graduate education in the Earth Sciences. With this in mind, the Graduate Council was not concerned about the apparent overlap between the programs and degrees.

Council members approved, by email, the above resolution.

5. History of Science Graduate Program Review Follow-Up

The guests, Jonathan Katz and Bob Duncan were introduced to the Council members. Duncan reported that he was presenting the Follow-Up report on behalf of Tom McClain who chaired the earlier Review Panel, but could not be present today. Both McClain and Duncan met last November, with History Department Chair Jonathan Katz to discuss the progress in carrying forward the Action Plan.

The program has taken on the Review Panel's recommendations, and all the areas have been strengthened. An increase in number of core faculty (33% more), in number of graduate students, in financial support and office space for graduate students among other things, has been accomplished. The Department of History has also been in discussion with the Department of Philosophy in the goal of combining both programs into a History and Philosophy Department.

Loveland asked what are the biggest challenges the program faces. Katz indicated that their challenge is the lack of funds and the number of students. The expansion of history and philosophy into one department will help. Nationwide, history programs have an average of only two PhD students a year. Wolpert asked how many stand alone graduate courses are offered. Katz responded that they try to always offer one stand alone course each term. The History of Science graduate program is the only PhD program (*Note: This is incorrect. Applied Anthropology has a Ph.D. program*) in the whole College of Liberal Arts (CLA). They feel that the CLA dean does not embrace the program, and would like to receive a reassurance from him. He also reported that he contacted as many alums as he could find, to check on the record of their placements after graduation. The result is very impressive.

Duncan suggested that there could be a good opportunity for the History of Science faculty to take the lead in the Responsible Conduct of Research (RCR) course that was offered last fall by both the Graduate School and the Research Office. Fisk followed up by saying that he, indeed, contacted Mike Osborne regarding leading the course. This would be a great service to the university to have faculty with the History of Science background involved in teaching this course.

Motion: Accept the History of Science Graduate Program Follow-Up Report. Tynon moved. O'Reilly seconded. No further discussion. Motion passed.

6. Spring Term Meetings

Loveland wondered if spring term meetings should start the second week of the term; Council members agreed. Vickie Nunnemaker will solicit times and dates from Council members and will schedule weekly meetings, which will be needed because of all the Category I and II proposals in the pipeline.

Adjourned at 10:45 am

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 19, 2010 Minutes

Graduate Council

February 19, 2010 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), Rick Colwell (COAS), Theresa Filtz (Pharmacy), Nancy King (Business), Denise Lach (CLA), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med), Jessica White (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Chris Lenn (Student Representative), Jo Tynon (Forestry)
Ex-officio Members Present:	Martin Fisk, Gita Ramaswamy
Support Staff Present:	Nagwa Naguib
Guests:	Gary DeLander, College of Pharmacy; Tom Eversole, Health and Human Sciences; Rosemary Garagnani, Graduate School; Andy Blaustein, Environmental Sciences Graduate Program; Kathy Higley and Abi Farsoni, Nuclear Engineering; Alix Gitelman, Statistics; and Dan Edge, Fisheries & Wildlife

1. Approval of Minutes - February 3, 2010

Theresa Filtz proposed a correction to the minutes as follows:

Pharmacy Proposal to Use Professional Courses on PhD Programs and Have Dual Enrollment in PharmD and PhD Programs (Para 2)

Fisk reminded the Council that OSU requires students to have a bachelor degree before starting their PhDs. Filtz responded that the potential PharmD/PhD students are required to have a Bachelor's degree before entering the dual degree program. They are co-enrolled but...

Minutes from February 3rd, 2010 approved with above corrections in underlined Italic.

2. Reports from Walt Loveland, Chair, Graduate Council

- Walt Loveland read a statement from Leslie Burns regarding the Graduate Council authority to change policies.
- The Teaching and Counselor Education Program Review* was conducted last Spring, and the report was presented to the Provost last fall. The Provost requested the Department to submit an Action Plan, which was submitted a couple of weeks ago by SueAnn Bottoms, Chair of the Department. Neither Walt Loveland nor Marty Fisk were satisfied with the Plan, as it only dealt with questions in the admission of the students but did not encompass the issue of sustainability and the fact that there are not enough faculty to teach and advise students. In response to the email from Loveland, Dr. Bottoms agreed to rewrite the Action Plan before submitting it to the Provost.
- Reorganization Plans:* Walt reported that the original plans for the University reorganization, scheduled to be completed by March 15th and implemented by Fall 2010, is not feasible and

could take up to four years.

- d. *Category I Proposals:* The hold on the Category I (Cat I) proposals for curriculum changes has been released. There are three proposals in the pipeline. He asked the Council if they would like to meet with the Curriculum Council on March 12th to discuss the Oceanography Cat I proposal or should we just discuss it at our next meeting on March 3rd. Council members decided to discuss the proposal at the Council's next meeting, on March 3rd, and invite Sherm Bloomer, Mark Abbott, Bob Duncan and Aaron Wolfe to the discussion.

3. **Consideration/action on resolution from College of Pharmacy on using professional courses in PhD programs**

Loveland presented the summary of the Pharmacy proposal submitted by Gary DeLander, and asked if there were any comments or questions:

From Gary DeLander

- Students may co-enroll in professional and graduate programs. This will be referred to as enrollment in a 'dual degree' program. Enrollment in each program will require a separate admissions decision. Only students who have completed a Bachelor's degree may enroll in a graduate program.
- For students enrolled in a dual degree program, enrollment in either professional courses or graduate courses will satisfy the continuous enrollment requirement of the Graduate School for a specific term.
- Students may use 'graduate approved' courses in professional programs (specific graduate approved 7XX courses) as also satisfying the requirements of their graduate program if taken while co-enrolled as a professional and graduate student. Responsibility for defining a student's graduate program, including selection and approval of the student's curriculum, lies with the student's graduate committee. In this and all other aspects, the progression of students will follow normal processes and policies for a graduate program established by the Graduate Council and implemented by the Graduate School will be followed.
- Completion of graduate programs will be confirmed and degrees granted using established Graduate School procedures. Completion of professional programs will be confirmed and degrees granted using established procedures for the respective colleges.

Motion: A motion to accept the proposal submitted by Gary DeLander was made by Theresa Filtz and seconded by Denise Lach.

A meeting of Pharmacy and HHS people was held to discuss this proposal. There is an issue about how many professional credits can be transferred to the PhD programs. One alternative could be rewording the proposal to clarify that there could be some overlap requirements between programs.

DeLander stated that he checked over sixty programs around the country that offer dual programs. There is no precedent of how those universities handle these programs. They are all over the map. We all have the responsibility for the student's success, whether it is towards a MPH/Pharm, MPH/PhD, or otherwise. The student's graduate committee will oversee the appropriate program of study/courses/actual sequence at the time of the student's enrollment.

Marty Fisk indicated that the Graduate School does not see a problem with #2 in the DeLander proposal regarding the continuous enrollment requirement. The question is how financial aid and tuition waiver will be handled. It might create some complication on how financial aid is distributed in two different programs.

Kathy O'Reilly pointed out that, per Bruce Rettig, the student would not be in two different programs at the same time. Loveland responded that the Registrar's and the Financial Aid Offices will have to figure it out.

Carolyn Aldwin reminded the Council that there are federal regulations that we need to deal with, and it is not just a University issue. Denise Lach questioned if implementing the policy were the Council's responsibility. Tom Eversole pointed out that OSU has three professional schools, so we will have to

work out the administration of these programs.

Fisk remarked that the 700 courses never went through a Cat II process. Filtz responded that indeed the Graduate Council approved those courses at its December 4th, 2005 meeting. Discussion of the past approval of 700 level Pharmacy courses for Ph.D. degrees followed.

O'Reilly pointed out that the Council's role is to write policies, not monitor which classes the students are listing for their programs. We need to be careful as professional degrees are credited outside the university.

Aldwin suggested an amendment to put a cap of 15 (or 24 credits) at the discretion of the program that could be double counted. Aldwin moved and O'Reilly seconded the amendment.

No further discussions. Amendment was rejected.

Motion: Approve proposal originally submitted by Gary DeLander. Kathy O'Reilly and Carolyn Aldwin voted against the motion. Jessica White and Vinod Narayanan abstained from voting. Six members vote in favor of approving the proposal. Motion approved.

4. Reconsideration of Graduate Council policy on English Language Testing and Training Policy for International GTAs

Loveland pointed out that there is a typo on the first line of the Policy that will need to be corrected and should read: If the Graduate School determines that an applicant or current student's native language is not English,...

He also indicated that the last sentence in the two boxes (23-25 and 22-18) should read the same.

Loveland pointed out that this policy applies to the whole university and departments need to take it seriously. A short discussion followed.

Motion: Accept the Policy Statement, with the above mentioned corrections, regarding the iGTAs prepared by the Graduate School. Carolyn Aldwin moved, Kathy O'Reilly seconded. No discussion. Motion approved.

5. Environmental Sciences Graduate Program Review Report

Vinod Narayan presented the Review Panel Report on behalf of Shawna Grosskopf who chaired the Panel. The ESGP is a different program. It is a multi-disciplinary program housed in the Graduate School. Andy Blaustein has directed the Program since 2003. The Program has grown in size, and it offers PSM, MS, MA and PhD degrees. There are three ES core courses, then students choose among eight tracks. The Ecology and Social Sciences tracks had the most number of students. The program works in conjunction with UO and PSU programs. There is a joint campus conference once a year.

Even though the Program's seven deans meet once a year, only three deans showed up at the review meeting. The main funding source is from the College of Science. There are only six guaranteed teaching assistants from the Biology Program.

Narayanan proceeded by reporting that the students provided many comments at the review. They didn't feel they were part of one department, no sense of cohesion. They also felt disparity in the salaries across the programs. They felt as second class citizens in their own departments, as they were getting paid differently. They also indicated that some classes were outdated.

The Environmental Sciences Graduate Review Panel pointed out that there should be more buy-in from the faculty involved in the ESGP. The faculty's roles include committee work, mentoring students, and teaching. Some are very enthusiastic faculty who taught the core courses but unfortunately two of whom left OSU. Only ten percent of the faculty really participate in the program and are enthusiastic about their roles. It would be helpful if incentives were provided to faculty to participate in interdisciplinary programs. Faculty need to participate more actively with their students. Not all committee members are aware of the differences between interdisciplinary degrees and disciplinary degrees in the departments of their advisees. Sometimes students feel they have to satisfy two different programs/degrees.

The Panel's recommendations/findings include:

- Program to continue with its current level, but not to increase its enrollment. It is a great program
- Review tracks, streamline where there are low enrollments and redundancy with other programs
- Update course lists for tracks, perhaps with appointed track leaders and student input
- Keep web pages updated, including links to PSU and University of Oregon programs
- Work with Deans to provide incentives for faculty participation in the program as major professors, committee members and core teachers
- Collect consistent data on completion rates, time to completion and student placement after graduation
- Consider moving core courses to fall term to build student esprit de corps, include returning faculty and students to fall orientation, encourage formation of student e-mail list, student seminar series and a formal ESGP Student Association
- Have a consistent policy on requirements for students, including examinations and coursework
- Work with Deans and Chairs to ensure that ES students are on par with students in the participating units
- Enhance career services for both academic and non-academic careers
- Provide better funding model

Loveland mentioned that the University Budget Committee has, at the request of the Provost and the Dean of the Graduate School, developed funding models for graduate and undergraduate interdisciplinary programs. For graduate interdisciplinary programs housed in the Graduate School, the financial support is minimal involving 0.25FTE clerical support and similar small support for the Director.

Action on this report will be taken at the next GC meeting.

6. NE/RHP Graduate Program Review Follow-Up Report

Theresa Filtz presented the follow-up review report that was prepared last February 2009. The program was originally reviewed in 2006. It is a very strong program with high demand for achievement.

Progress made in response to the Review Panel recommendations included:

- *A reduction of faculty workload to maintain competitiveness* of the program. In the past three years, three new faculty members were hired, a 50% increase in FTE for the program. This increase, partly funded by an agreement with Idaho National Labs and the Oregon Engineering and Technology Industry Council, allowed a reduction in teaching loads from 4 to 3 courses per year per faculty.
- *Improving Utilization of Graduate Teaching Assistants:* Department is developing an instructor pool of recent PhD graduates and a few graduate students with interests in teaching skills are being utilized as teaching assistants with faculty oversight.
- Graduate student enrollment has increased in three years. Half of the students utilize the distance learning opportunities provided by the program.
- Start-up of a Medical Physics program, Fall 2009.

Higley was asked if the assessment of the distance program to evaluate its effectiveness in training and satisfaction has been completed. She responded that they are still assessing the program, taking a look at students, in a class-by-class survey. So far, a slight difference in satisfaction has been noticed. She

then proceeded to tell the Council that the Radiation Health Physics graduate students are up to 130 students, and E-Campus students reached 70 students. The OSU NE/RHP Department has one of the biggest programs in the world.

Loveland asked what the department's financial commitment was to the graduate students. Higley responded that they offer teaching assistantships to some of them.

Action on this report will be taken at the next GC meeting.

7. Fisheries and Wildlife Program Review Follow-Up Report

Alix Gitelman and Darlene Russ-Eft visited with the Department of Fisheries and Wildlife last November to conduct a Follow-Up Review. The original Program Review was held in 2007 and it reflected quite positively on the Department.

At the Follow-Up Review, it was found that the Department has responded to the Panel's recommendations.

- A diversity enhancement plan is being prepared and it is expected by the end of 2009-10 year
- The Department increased Polycom services in an effort to enhance communications between on- and off-campus graduate students and faculty
- Slash courses - a revision to the curriculum resulted in some courses being taught only at the undergraduate level and others at the graduate-only level
- The Department's distance education program has provided more teaching opportunities for graduate students
- GTA's assigned to "slash" courses are not grading papers of their peers
- Financial support and length of program - faculty are having these conversations with the students at the time of a graduate research assistantship if offered
- Annual performance reviews of graduate students is continuing
- Involving graduate students with department governance and operations,
- Continue to conduct surveys of recent graduates.

Action on this report will be taken at the next GC meeting.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 3, 2010 Minutes

Graduate Council

February 3, 2010 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), Theresa Filtz (Pharmacy), Nancy King(Business), Walt Loveland, Chair (SCI), Kathy O'Reilly (VetMed), Jo Tynon (Forestry), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Rick Colwell (COAS), Denise Lach (CLA), Chris Lenn (Student Representative), Vinod Narayanan (ENGR), Jessica White (Education)
Ex-officio Members Present:	Martin Fisk, Gita Ramaswamy
Support Staff Present:	Nagwa Naguib
Guests:	Hal Koenig, Associate Professor, College of Business; Kerry Ahearn, Chair, Department of English; Jim Coakley, Associate Dean, College of Business

1. Approval of Minutes - January 22, 2010

Walt Loveland pointed out that the minutes of the iBT Policy from the January 22nd, 2010 meeting are not accurate regarding the Council's votes on the International GTA policy. Both he and Theresa Filtz remember that the Council had voted to make a technical correction taking 'Chemistry' out of the policy. The Council then voted to approve the Graduate School's website description "English Language Testing and Training Policy for International GTAs" as policy. Loveland asked that the [approved policy](#) be added to the minutes.

Marty Fisk remarked that there was more to this issue. The "policy" posted on the website, was created by the Graduate School over a period of fifteen years, should say "guidelines" and is outside the purview of the Graduate Council. It is also a guidance to INTO which is a for-profit organization and guidance to departments. Parts of the "guidelines" could be considered a "policy" but most of it is guidance.

Tom Wolpert indicated that the Council's recommendation was that IGTAs should get a score of 26 on their iBT. This was clearly a policy statement. We need to replace a policy with a policy. Jo Tynon remarked that some points are required and others are recommended. This is a confusing policy.

Loveland reminded the Council that the issue is not what the correct policy is, but what was approved at the previous meeting.

Motion: Approved the minutes from January 22nd meeting with the inclusion of the revisions distributed by Loveland prior to the meeting. Kathy O'Reilly moved. Carolyn Aldwin seconded. No further discussion. Motion passed.

Loveland asked the Council if the policy below should be discussed today, or if we should add it to the agenda of the Graduate Council's February 19th meeting. Council members agreed to wait till next meeting and asked the Graduate School to bring a revised draft of the policy and invite Rosemary Garagnani to attend the meeting.

2. Faculty Senate Executive Committee Reviews of Graduate Council Decisions

Loveland met with the Executive Committee (EC) to discuss their intent to review all Graduate Council policies and decisions. The EC informed Loveland that they no longer wished to review all policies, but could review selected policy decisions if needed.

3. NSF GK-12 Letters of Intent

Loveland mentioned that the Research Office is soliciting the Graduate Council's help in reviewing the NSF - Graduate STEM Fellows in K-12 Education (GK-12) Letters of Intent, which are due to NSF by April 20, 2010. He questioned the Council members' willingness to review those proposals. Fisk suggested that when the Graduate School is notified that Letters of Intent have been received, he will solicit one or two members' help with this review.

4. Postponing Program Review

Loveland presented the request from Larry Curtis, Associate Dean, Agricultural Sciences, in which he is justifying the reasons for postponing the Animal/Poultry and Rangeland Ecology Graduate Program Reviews to the following academic year. Loveland stated that Provost Randhawa had commented that departments had a lot of work dealing with the realignment and the Graduate Council should be lenient in responding to requests for delays.

Tynon expressed how difficult it was for programs to work on their self-study when they are not sure about the future of their programs/departments and its reorganization. O'Reilly agreed and suggested postponing all graduate program reviews for two years.

Fisk pointed out that the uncertainty of the future is not a reason for not reviewing the last ten years of a program's activity. The program review is an opportunity for input for reorganization, so totally dismissing this information during the reorganization could be a mistake. O'Reilly reiterated that the faculty cannot do it all, and that they will be looking at all the courses and the quality of their graduate students once they prepare for the Category I proposals. There are only so many hours in the day. Wolpert mentioned that some of those programs will not even exist after the reorganization. Filtz expressed her sympathy for the faculty as it seems everyone is in turmoil. Loveland indicated that Curtis is very serious about the review being postponed for just one year.

Motion: Approve the request to postpone the Animal/Poultry Graduate Program Review and the Rangeland Ecology Program Review, till spring 2011. Theresa Filtz moved. Tom Wolpert seconded. No further discussion. Motion passed.

Loveland presented a request for postponement of the Agricultural Education Program Review. Council members requested a written justification, as in the case of Animal/Poultry and Rangeland programs, which would be shared and approved by email. (This request was subsequently approved by email).

5. Program Review Follow-Up: Creative Writing and English

Hal Koenig and Kerry Ahearn joined the meeting. After the introductions, Koenig reported that both he and Mike Unsworth met with Professor Ahearn to review the progress those programs have achieved in response to the Review Panel's recommendations. Ahearn was very cooperative and helpful in the process.

During the period since the review was done, the College of Liberal Arts has gone through two transitions with Larry Roper as interim dean, then Larry Rodgers' arrival in 2008. The other big issue is the conversion of some courses from 3-credit to 4-credit hours. The English Department has faced many changes and we appreciate their position.

One of the recommendations from the Review Panel was that the Department needed to define itself by creating a strategic plan. Unfortunately, due to the decrease in budget and both the dean's transition and the course conversions, the process was slowed down. They need to tell people who they are, and where they want to go. It is tough but very clear what they need to do. We thought that the strategic plan was an excellent tool to tell their story to the dean, the other CLA departments and the rest of OSU.

Another major factor that is affecting the English Department is that they are currently running two masters' degrees, which they would like to continue.

Koenig then related to the Council that in the past, he served on the Statistics Graduate Program Review Panel, and the issue was the same as the English Department's, i.e. the budget. The university is not giving the department enough money to teach the courses that the university requests them to

teach. Enrollments are growing and the English Department teaches every undergraduate on campus but its budget is not growing. The English Department has a fixed number of teaching assistantships. This is a not a sustainable model.

Loveland responded that the budget is in a very bad situation. The \$20 million deficit for FY09 is being made up from reserves.

In response to the Council members, Ahearn responded with the following points:

- Faculty FTE is 22.5
- Very few MAIS students
- English will be very pleased if one of the 25-30 new positions in CLA/Science will be given to the Department
- 72 graduate students
- Poetry: 1 FTE faculty and 1 FTE instructor

Motion: Accept the *Creative Writing and English Program Review Follow-Up Report*. Theresa Filtz moved. Jo Tynon seconded. No further discussion. Motion passed.

6. College of Business - Graduate Course Enrollment

Jim Coakley joined the meeting. He informed the Council that non-MBA students come to the College with approved programs of study which include a business class. This year, the MBA classes are over capacity, so the College is not able to permit some of their students to enroll in their "approved" MBA classes. There is a problem with the fact that any faculty member on campus could approve a BA course on program of study without consulting with the College of Business. This might not be a problem for other graduate departments/programs, but it is for Business. He is requesting the Graduate Council to offer him some guidance on how to deal with the issue.

Tynon pointed out that there might be a failure in the liaison process. Coakley responded by saying that there is no requirement to liaison with the departments. When asked what the class size is, he replied that they would like a maximum of 30 students but they have recently had between 35 and 37 students. They get between two or three non-MBA students in each course. It is hard to honor their request to register if the course is full and the College of Business had not seen the program plan, which is considered a contract with the University. The College needs to coordinate with the student's major professor to figure out if the course really fits in the program of study. Wolpert wondered what will change if they knew ahead of time. Coakley responded that in this case they could project the demand, and/or divert the student to different classes. As far as students with a minor in business, the College knows ahead of time and plans accordingly.

Aldwin stated that her department sets aside a small number of seats in certain classes for non-majors. This could work with the MBA classes. The College would make the departments and the faculty aware of the "reserved" seats in those classes. Loveland reported that Chemistry sets aside seats beyond its own students as well. They also have Ecampus sections. Coakley stated that Business does not run Ecampus courses. They are at capacity and teach more students than before.

Filtz pointed out that MCB offers classes for only MCB students, stating that in the catalog. Maybe a similar description in the catalog would help with this issue. Also, Business could send a letter to departments and programs letting them know that the college will not be able to accommodate non-MBA students. Aldwin reminded Coakley and the Council that the Provost indicated in the past that we are one university and we need to accommodate the students. King stated that the MBA program is a 9-month program and some of the courses are offered only once a year, so not being able to get in one or two courses, will delay the MBA students from finishing their degrees. Loveland reiterated the fact that communication is important and maybe adding the limitation on the courses in CAT II proposals, indicating that those courses are limited to MBA students.

Coakley appreciated the feedback and will be communicating the limitation on the MBA courses to departments, programs, and faculty as well as add the language in the catalog.

7. Pharmacy Proposal to Use Professional Courses on PhD Programs and Have Dual Enrollment in PharmD and PhD Programs

Loveland reintroduced the Pharmacy proposal from last Council meeting. He reminded the Council that

this proposal is a model for two other programs, namely Veterinary Medicine and Public Health.

Fisk reminded the Council that OSU requires students to have a bachelor degree before starting their PhDs. Filtz responded that for the PharmD, students are required to have their BS degree before they enter the program. They are co-enrolled but not double-dipping. O'Reilly noted that students cannot be charged twice for the same course. Fisk agreed that this is a financial issue for the university. Wolpert stated that this is not a Graduate Council issue, i.e. double dipping for a PhD and a professional program. Fisk gave the example of undergraduate students who could reserve some courses for their graduate degrees. Those reserved courses cannot be counted towards their undergraduate degree.

A short discussion resulted in the request that the College of Pharmacy draft a summary of their proposed policy that will be reviewed at next Council's meeting.

8. **Review of Geosciences Cat II Proposal for Water Resources Minor**

Geosciences submitted a Category II proposal to add a graduate minor in Water Conflict Management and Transformation. They already have a graduate certificate in this field. The Council discussed whether both should be allowed. After a short discussion, the Council decided to adopt the following solution:

- *A transcript visible minor and certificate in the same field is permitted.*

Loveland and White will process the Cat II proposal as usual.
Adjourned 11:01 am

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 22, 2010 Minutes

Graduate Council

January 22, 2010 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), Rick Colwell (COAS), Theresa Filtz (Pharmacy), Nancy King (Business), Walt Loveland, Chair (SCI), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med), Jessica White (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Denise Lach (CLA), Chris Lenn (Student Representative), Jo Tynon(Forestry)
Ex-officio Members Present:	Martin Fisk, Gita Ramaswamy, Bruce Rettig
Support Staff Present:	Nagwa Naguib
Guests:	Darlene Russ-Eft, Professor, Adult Education and Leadership, College of Education; Tom Eversole, Director, Strategic Development, Health and Human Sciences

- 1. Approval of November 20, 2009 minutes**
Minutes approved.
- 2. Discussion of winter term meeting schedule**
Loveland proceed by letting the Council know that it was very hard to set up meetings during winter term to accommodate all Council members, thus the reason for the alternate dates, i.e. Fridays then Wednesdays. For Spring term, we are hoping to schedule the meetings of the Council on alternate days with those of the Curriculum Council, as we also might have to schedule a joint meeting with them at one point.
- 3. Cat I process and reorganization**
Loveland shared the Proposed Decision Making Process Associated with Restructuring flowchart that outlines the Cat I proposal process.
- 4. Revised Cat. II electronic approval system**
Loveland also informed the council that the Cat II system has changed as of January 1st, 2010 and we will get the notifications only once. In theory, it should be working by now. Some of the Council members indicated that this was not the case yet. Loveland will inform Susie Leslie of the fact that it doesn't seem that the system has been implemented yet.
- 5. Faculty Senate Executive Committee (EC) Review of GC policy decisions**
Loveland reported to the Council that the EC is asking to review all the policy decisions made by the Graduate Council. He sent the EC the text of the policies that were approved by the Graduate Council this year. He assumes he will discuss the EC request with them, but he has not heard back. A short discussion followed. He will report back to the Council after his meeting with the EC.
- 6. Reconsideration of iBT policy**
Loveland reminded the Council that in spring 2009, Rosemary Garagnani, Assistant Dean of the Graduate School, met with the Council and informed us that the SPEAK test is no longer being administered by OSU. The SPEAK test was given to all international students who have been offered

IGTA position and whose native language was not English, and it was used to determine suitability of the student to be a teaching assistant. Students not passing the SPEAK test were recommended to take English language training at OSU. With the elimination of the SPEAK test, OSU now relies on the speaking portion of the Educational Testing Service's internet based TOEFL (iBT) to determine English speaking proficiency. An iBT speaking score of less than 26 now requires that a student take English language training at OSU and limits the type of teaching assignments that these students can have. The new policy also stated that students with iBT speaking scores of less than 26 be given limited teaching duties and that a student with a score of less than 18 cannot be granted a teaching assistantship. The restrictions on teaching assignments significantly affected the Department of Chemistry. The Council approved a policy which inadvertently included the word "chemistry" in it suggesting that the policy only applied to that department. The application of the policy to the whole university was intended. The solution is to remove the word chemistry wherever it appeared in the previous Graduate Council motion.

Loveland proposed a revision to the wording of the previous passed resolution.

a. "remove the word 'Chemistry'" from the policy

Motion moved by Kathy O'Reilly and seconded by Carolyn Aldwin. No further discussion. Motion passed.

The approved policy is given below:

Policy statement regarding iBT and Graduate Teaching Assistants

1. The Graduate School will continue to review applications for admission from international students using their stated criteria for TOEFL, iBT and IELTS scores.
2. When a prospective student is not allowed to hold an assistantship on the basis of their iBT speaking score, the unit will be notified and given an opportunity to appeal the decision. This appeal right will be restricted to cases where the student has an iBT speaking score ≥ 18 . (The student will not be notified of the occurrence of the appeal until the appeal is fully resolved.).
3. If the unit wishes to offer a student with a non-passing (18-25) iBT speaking score an assistantship, the unit must:
 - (a) Guarantee that the new graduate student will be enrolled in **IEPA 098NC COMMUNICATION FOR IGTA's (3)** upon arrival (with the unit paying the cost of this training). The scheduling of IEPA 098NC will be coordinated with the units so that students can attend the course and conduct teaching assistantship duties
 - (b) If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
 - (c) If (b) above is not possible, pair the graduate student with language problems with another TA who is a native speaker of English in the laboratory or classroom environment. The unit will maintain documentation for each student of how conditions (a), (b), and (c) were met.

If the unit meets these conditions, the student may be admitted with support.

4. The unit will monitor the quality of GTA performance using student evaluations and the evaluations of the supervising professors. The unit will document for each student the results of their evaluation of the student's performance as a GTA.

In addition to this change Loveland proposed two revisions to the description of the English Language Testing and Training Policy for International GTAs which is on the Graduate School web site.

One was the statement that the student would be required to pay for the training. He explained that requiring an employee to pay for training as a condition of employment is inappropriate. He recommended editing the statement. It was agreed that this line would be removed by the Graduate School from its website.

The other change suggested by Loveland was that the paragraph related to complaints by undergraduates about teaching performance of TAs be removed. The Graduate School agreed that this paragraph would be removed from the Graduate School website.

7. Remote participation policy

Loveland reminded the Council that at its last meeting in November, the motion to change the policy on remote participation in the required graduate student meetings was postponed. The new policy would allow remote participation by any or all of the committee members, and the student, with the minimum acceptable equipment being a two-way audio and video. Since the last Graduate Council meeting,

relevant portions of the current policy statement along with the remote participation form were edited. The Graduate School submitted a revised policy and form to the Council for review.

Loveland introduced Darlene Russ-Eft, from the College of Education who presented comments relevant to the Community College Leadership (CCL) program in that college. Some external committee members for that program come from community colleges all over the US; some of whom are presidents of their colleges. Her concern is that some of those members might not have access to the required video equipments. The need for video communication does not apply to the CCL students as, for instance, they don't present equations. In some cases, when the equipment wouldn't function properly, they could spend thirty minutes trying to make it work. The decision of using video conferencing should be taken in the context of what is an appropriate situation. Loveland stated that there are some cases where audio only communication at an examination is not appropriate.

Bruce Rettig reported that when the issue of remote participation was first taken up by the Graduate Council, Sally Francis allowed trial exams in which the Graduate Council Representative reported to Sally about the quality of the examinations.

The Graduate Council then discussed the technical aspects of remote participation by multiple participants. Loveland indicated that the technology for this is routine.

Further discussion centered on the appeal process; having the major professor be the one to decide on, and approve of, remote participation; whether a proctor should be required if the student is at a remote site. It was also suggested that this policy could be tried for a year, after which a decision of adopting it or revising it would be made.

Theresa Filtz moved:

1. Graduate School will monitor graduate student meetings in which there is more than one remote participation, and in which the student is a remote participant and report the results to the Graduate Council within a year; and
2. The current and revised Graduate School policy as given on the Graduate School website and Graduate School catalog are shown below:

Remote Participation

Website Language

Current:

Remote Participation in Formal Meetings: *It is generally expected that all of your committee members or approved substitutes must be present for all meetings required by the Graduate School (program meetings for doctoral students and MAIS students, preliminary exams for doctoral students, and final oral exams for all students). If you have a special case in which a committee member may need to participate remotely, you and your committee must assure that all the conditions listed on the Remote Participation Form are met, and you must submit the form to the Graduate School one week prior to the meeting.*

Proposed:

Remote Participation in Formal Meetings: All committee members or approved substitutes must participate in all meetings required by the Graduate School (program meetings for doctoral students and MAIS students, preliminary exams for doctoral students, and final oral exams for all students). **If you or any committee member may need to participate remotely, then the student and committee members must assure that all the conditions listed on the Remote Participation Form are met,** and you must submit the form to the Graduate School one week prior to the meeting.

Catalog Language

Current:

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings (i.e., program meetings, preliminary examinations, and final examinations). However, it is permissible for one member to participate from a remote location under certain circumstances. Appeals for exceptions to this policy may be addressed to the dean of the Graduate School. Contact the Graduate School for complete details.

Proposed:

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings (i.e., program meetings, preliminary examinations, and final

examinations). However, it is permissible for the **student, and/or committee members** to participate from a remote location **provided all conditions listed on the Remote Participation Form are met and the student submits that form to the Graduate School (with appropriate signatures)** one week prior to the meeting. Appeals for exceptions to this policy may be addressed to the Dean of the Graduate School. Contact the Graduate School for complete details.

Vinod Narayanan seconded the motion. There was no further discussion. The motion passed. The Graduate School agreed to report the new policy to departments and programs.

8. Proposal from Pharmacy to use professional courses on PhD programs and have dual enrollment in PharmD and PhD programs

Theresa Filtz, as the College of Pharmacy representative, answered some Council member's questions regarding double counting credits for the professional programs and the graduate programs. Fisk indicated that the total number of graduate credits at the 700 level that are already allowed on Pharmacy Ph.D. programs is 48 credits. Aldwin wondered if there was a limit on the number of double counted credits. Loveland decided to postpone this issue till the next Graduate Council meeting.

Meeting adjourned at 4:05 PM.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 20, 2009 Minutes

Graduate Council

November 20, 2009 Minutes

Grad Council Members Present:	Rick Colwell (COAS), Denise Lach (CLA), Walt Loveland (SCI), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Jessica White (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Carolyn Aldwin (HHS), Nancy King (Business), Chris Lenn (Student Representative), TBD (Pharmacy)
Ex-officio Members Present:	Martin Fisk, Bruce Rettig
Support Staff Present:	Nagwa Naguib
Guests:	Alfonso Bradoch, Director of Department and Student Services, E-Campus; Shelley Dubkin-Lee, Coordinator, Adult Education Program, Adult Education and Leadership, College of Education; Darlene Russ-Eft, Professor, Adult Education and Leadership, College of Education; Lisa Templeton, Executive Director, E-Campus; Paul Doescher, President, Faculty Senate.

1. Approval of November 6, 2009 minutes

Loveland pointed out two mistakes in the minutes that will need to be corrected. Naguib will resend the minutes to Vickie Nunnemaker in the Faculty Senate Office to re-upload.

Minutes approved with corrections.

He also informed the Council that Rong Cui has left the University, so Nunnemaker is working with the College of Pharmacy and the Faculty Senate Executive Committee to find a replacement from the College.

When asked if the Council would want to meet on December 18th, the consensus was not to meet until winter term. Nunnemaker is collecting availability for the Council members, and meetings will be scheduled soon.

2. Remote participation

Bradoch, Dubkin-Lee, Russ-Eft, and Templeton were introduced. Loveland reminded the Council that Remote Participation had been discussed last spring term. He then asked Bradoch to present his suggested policy. Bradoch proceeded to inform the Council that OSU's remote participation policy applies only to faculty committee members, not to the students. The suggested policy would adopt more flexibility regarding remote participation of distance students in examinations, which will be similar to the University of Washington, which offers distance degree programs. U of Washington is the only university from our peer institutions to adopt this policy.

Russ-Eft went on to inform the Council that students in the doctoral program of Community College Leadership, come mostly from western states (Hawaii, Idaho, Montana, Utah, Arizona, Nevada, Washington, and California). More than half of the students are from out of state. This diversity enlivens the discussion and enriches the experience, especially that each of those states have different policies. The need to bring those students to campus for their doctoral defense and their program of study meetings, can be difficult to arrange. Some of those students are deans and administrators and can easily handle an examination.

Dubkin-Lee proceeded by saying that online participation is encouraged, and it would become unattractive to those students to come to campus for their graduate programs. White pointed out that, over the years, she has witnessed that this requirement of being present on campus, lengthens the time the students take for finishing their degrees, and complicates time degree completion.

Rettig offered the suggestion for not changing the rules, but letting the programs propose policies at different types of exams and meetings for remote participation of their students.

Bradoch proceeded by agreeing that either the Graduate Council or the Graduate School would make the decision for individual programs. Loveland questioned the interpretation of the "responsibility for costs incurred for remote participation." Templeton responded that the individual student will pay for their remote participation, if they choose to go that route. Fisk noted that some departments own equipment which could be used. Loveland wondered if the students will be paying for equipment that will be used on campus; it depends on the situation. He then expressed his skepticism of the audio participation, as one does not see the student and their presentation, if any. Narayanan suggested the CGR should be included in the decision.

Bradoch indicated that the current policy for faculty remote participation will not be changed. The suggested policy applies only to students' participation. Other arguments presented included having two remote participants (the student and a committee faculty member); the technology for a three-way participation is available and could be used; and the effectiveness and savings should be considered.

Russ-Eft stated that OSU is recognized as one of the top two of the three universities in the nation that offers community college programs, and that we need to build on this reputation.

Loveland thanked the guests. A conversation of the Council continued.

The motion is postponed. A revised policy will be presented to the Council at its next meeting. The new policy could allow remote participation by any or all of the committee members, and the student, with minimum acceptable equipment being two-way video. The relevant portions of the current policy statement will be edited along with the remote participation form and presented to the Council for its approval.

3. Graduate Field Model Proposal

Doescher was introduced to the Council. He presented the Graduate Field Model Proposal which will transform existing graduate programs to cross-department fields of study in order to increase the visibility of key strategic programs, tighten the focus of the graduate programs, and enhance their stature. This change will generate savings of current expenditures on a large number of graduate majors, separately funded interdisciplinary programs, and address issues of graduate program viability by providing a mechanism for reducing the number of small enrollment graduate programs.

He indicated that this proposal followed the meetings of deans and upper administration last June with the Graduate Dean at Cornell. It is based on the field model currently in place at Cornell. Doescher was charged to present the proposal to the Council for their consideration. If the Graduate Council decides that this proposal is a good idea, and should be adopted, then it will be presented to the Faculty Senate Executive Committee for their approval, then to the full senate.

This is a very rough draft. It will be up to the Council to decide if OSU to adopt this policy, which might realign the graduate programs. Narayanan pointed out that all scholarships and fellowships at Cornell are controlled by the Graduate School. The funding model will need to be addressed. Lach mentioned that currently, the students draw on faculty from different departments on campus. Rettig pointed out that some of the Interdisciplinary programs started from the bottom up: faculty got together and decided on getting those programs started.

Loveland thanked Doescher. A short discussion followed including the fact that the dust needs to settle with the new OSU reorganization, before reorganizing the graduate programs. A system will need to be developed to regulate this process.

Motion: To table the Graduate Field Proposal. Moved by Tynon, and seconded by Narayanan. Motion passed.

Meeting adjourned at 3:40 pm

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 6, 2009 Minutes

Graduate Council

November 6, 2009 Minutes

Grad Council Members Present:

Rick Colwell (COAS), Rong Cui (Pharmacy), Nancy King (Business), Chris Lenn (Student Representative), Walt Loveland (SCI), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Jessica White (Education), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Carolyn Aldwin (HHS), Denise Lach (CLA), Vinod Narayanan (ENGR)

Ex-officio Members Present:

Martin Fisk, Bruce Rettig

Support Staff Present:

Nagwa Naguib

Guests:

Gary DeLander, Associate Dean, Pharmacy; Theresa Filtz, Associate Professor, Pharmacy; Tom Eversole, Director, Strategic Development, Health and Human Sciences; Susan Tornquist, Associate Dean, Veterinary Medicine; Kevin Gable, Department Chair, Chemistry; Mike Lerner, Professor, Chemistry; Rosemary Garagnani, Assistant Dean, Graduate School, and Vince Remcho, Associate Dean, Science

1. Approval of October 23, 2009 minutes

Walt Loveland asked if there were any changes to the October 23rd minutes. None were offered. Minutes were approved.

He then proceeded to inform the Council that after last meeting's conversations with John Bolte, Biological and Ecological Engineering (BEE) Head, Larry Curtis, Associate Dean and Cary Green, Assistant Dean of the College of Agricultural Sciences (CAS); he contacted the College of Engineering to follow up on the credit hours funds that BEE generates. He was informed that, unlike what the group said about the tuition for the BEE courses, all BEE funds are transferred in full to CAS. Loveland has already related this information to Curtis.

He indicated that Alfonso Bradoch, Director of Department and Student Services, Extended Campus, will join the Council at its next meeting on November 20th to discuss remote participation at graduate student examinations and remotely delivered graduate fields.

2. Use of Professional Courses on Graduate Programs

Gary DeLander, Theresa Filtz, Tom Eversole, and Susan Tornquist were introduced.

Filtz presented a request for a change to the language in the Graduate Catalog to confirm that PharmD graduates can transfer courses completed as part of their professional degree into a Ph.D. program, with the approval of their Ph.D. committees.

She proceeded by saying that several 700-level professional courses were reviewed and approved through the Graduate Council's Category II process for use in a graduate program of study. These courses could be applied to a doctoral program. She added that many universities around the country offer PharmD/PhD and DVM/PhD concurrent degree programs. This allows students to begin research during the summers and taking

graduate courses while still enrolled in their professional degree programs. Some of those courses can be applied to both their professional degree requirements and to their PhD degree requirements.

DeLander confirmed that it is a common practice around the country, both in pharmacy and veterinary medicine, to allow dual enrollment for both professional and doctoral degrees.

Rettig said that he researched three of OSU's peer institutions (the University of Washington, The Ohio State University, and Purdue University), which provide detailed descriptions of combined PharmD/PhD and MPH/PharmD programs on their pharmacy school web sites. He also learned about the combined DVM/PhD at the University of California, Davis. He wondered whether OSU's College of Pharmacy had considered developing such a formal joint program.

Filtz indicated that they had explored the possibility of a joint program, but that they encountered problems with OSU's restrictions on co-enrollment.

Rettig described the way that OSU courses are currently transferred within the system. Undergraduate students can reserve a limited number of credits to apply to a later graduate degree. Students who take courses as non-degree seeking graduate students can transfer courses toward a graduate degree, but this is not noted in BANNER. Rather, it is a process to permit courses taken as non-degree seeking to apply to a graduate program of study. He then asked how Pharmacy courses would be transferred. Would they, like the undergraduate reservation system, cause the transcript to change or would they, like non-degree transfer courses, stay on the part of the transcript used for professional credits but appear on the PhD program of study. DeLander responded by saying that what we need to do is recognize the professional level courses as graduate courses, which is common knowledge.

Tornquist informed the Council that the Veterinary Medicine Curriculum Committee had approved the proposal presented to the Council by Filtz. She noted that federal dollars have been identified for training veterinarians in public health. Vet Med has received many inquiries from students about the possibility of participating in these initiatives.

Eversole added that the proposal not only supports students, but it will also be useful as Oregon State builds new public health initiatives. Health professions are changing the nature of internships to respond to new initiatives and national needs.

Fisk indicated that there is both need and value in Oregon State University expanding initiatives for joint graduate and professional programs in the health sciences. He reminded the Council that the University and the Graduate Council has placed limits on double counting, although they do allow 15 credits taken toward one master's degree to be used toward a second master's degree. Rettig said that requirements for the DVM and the DPHARM have never been reviewed by the Graduate Council. Except for the review process described correctly by Filtz, the Graduate Council has not reviewed any 7XX courses.

The conversation continued and covered the following points:

1. Pharmacy needs to be able to apply professional courses taken as part of the DPHARM degree to a PhD program.
2. Current rules need to be changed.
3. Students could get an internship at a public health facility. These credits should be eligible for use as part of their PhD degrees.
4. This is not a Category I proposal.

Loveland thanked the guests and the Council proceeded with their discussion, which included points related to a policy against dual enrollment and the need for a concrete plan.

Motion: The Graduate Council encourages proposals from the programs that provide detailed descriptions of how the co-enrollment would work, what courses and the number of credits that would be used for both degrees, and how courses would be approved.

Jo Tynon moved; Jessica White seconded. No more discussion. Motion passed.

3. College of Business – Graduate Course Enrollment

Item postponed to a future Council meeting as Jim Coakley, Associate Dean, was not available to present and discuss it.

4. Remote iBT Scores and Chemistry Graduate Assistants

Kevin Gable, Mike Lerner, Rosemary Garagnani, and Vince Remcho were introduced.

Loveland introduced the issue by saying that last spring, Rosemary Garagnani, Assistant Dean in the Graduate School, came to the Council to propose a replacement for the discontinued OSU SPEAK test, which was used to determine English proficiency for International Graduate Teaching Assistants (IGTAs). She proposed using the Educational Testing Service Internet Based Test of English as a Foreign Language (iBT TOEFL). The proposed minimum speaking score for IGTAs would be 26. The score of 26 is being used by the University of Oregon and the University of Arizona as the minimum for students being awarded a GTA. She recommended using this score for students being awarded GTAs with no teaching restrictions. The Graduate Council accepted her proposal with the condition to review it at the end of 2009-2010. Loveland then indicated that all of the current IGTAs in Chemistry would not have met this minimum.

Gable proceeded by saying that the proposal advanced to the Graduate Council by the Department of Chemistry captures what the Department has been doing for ten years or longer. For a variety of cultural and background reasons, not everyone who comes to OSU will be trained in English. Chemistry is willing to send them for language training as well as sending faculty to different parts of the world to recruit those students. Our history with those students has been successful, even though some of them are not able to speak English very well. Any standardized test does not give the whole picture. Some of the students could be shy or don't know the technical jargon of the tests. This only shows up when they come to campus and we meet them in person.

Lerner said that it is a universal truth that the test scores are meaningless.

Garagnani disagreed with their views regarding the test. She indicated that most departments cannot afford sending faculty members to recruit students from other countries or send their GTAs for training in the English language. It seems there could be room for a compromise with this policy.

Gable then answered questions from the Council members. Under the SPEAK test, the students were provisionally admitted. During their first term, they would be involved in grading, after which they were generally fine. Some of them were terminated on the basis of poor performance. This year's students did not score more than 24. The department does not offer assistance for those with a score of 18 or under. Remcho added that it is more valuable to get the faculty's assessment of the GTA than to use test scores.

To answer the question regarding who evaluates the students, Gable specified that each one of them registers in a CH607 recitation and lab to monitor their progress.

Loveland thanked the guests. A short conversation followed and resulted in a revised policy regarding iBT and Chemistry's Graduate Teaching Assistants (see attached). This policy will be revisited in a year.

Motion approved by email.

Meeting adjourned at 3:40 pm

Policy statement regarding iBT and Chemistry's Graduate Teaching Assistants

1. The Grad School will continue to review applications for admission from international students using their stated criteria for TOEFL, iBT and IELTS scores.
2. When a prospective Chemistry student is not allowed to hold an assistantship on the basis of their iBT speaking score, the Chemistry department will be notified and given an opportunity to appeal the decision. This appeal right will be restricted to cases where the student has an iBT speaking score is more than 18. (The student will not be notified of the occurrence of the appeal until the appeal is fully resolved.)
3. If the Chemistry department wishes to offer a student with a non-passing iBT speaking score an assistantship, the department must:
 - a. Guarantee that the new graduate student will be enrolled in **IEPA 098NC. COMMUNICATION FOR IGTAs (3)** upon arrival (with the department paying the cost of this training). The course **IEPA 098NC. COMMUNICATION FOR IGTAs (3)** must be offered at a time when GTAs can attend without interfering with their class and teaching schedules.

- b. If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
 - c. If (b) above is not possible, pair the graduate student with language problems with another TA who is a native speaker of English in the laboratory or classroom environment.
The Chemistry department will maintain documentation for each student of how conditions (a), (b), and (c) were met.
If the Chemistry department meets these conditions, the student will be admitted with support.
4. The Chemistry Department will continue its rigorous monitoring of the quality of GTA performance using student evaluations and the evaluations of the supervising professors. (Chemistry does insist upon quality performance of its GTAs.) The Chemistry Department will document for each student the results of their evaluation of the student's performance as a GTA. The Chemistry Department will report the results of this evaluation yearly to the Graduate Council.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 23, 2009 Minutes

Graduate Council

October 23, 2009 Minutes

**Grad Council Members
Present:**

Rick Colwell (COAS), Rong Cui (Pharmacy), Nancy King (Business), Denise Lach (CLA), Walt Loveland (SCI), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med), Jessica White (Education), Tom Wolpert (AG SCI)

**Grad Council Members
Absent:**

Carolyn Aldwin (HHS), Chris Lenn (Student Representative), Jo Tynon (Forestry)

**Ex-officio Members
Present:**

Martin Fisk, Bruce Rettig

**Support Staff
Present:**

Nagwa Naguib

Guests:

John Bolte, Department Head, Biological and Ecological Eng.; Larry Curtis, Associate Dean, College of Agricultural Sciences; Cary Green, Assistant Dean, College of Agricultural Sciences; Jeff McCubbin, Executive Associate Dean, Health & Human Sciences, and Marie Harvey, Department Chair, Public Health

1. Approval of October 9, 2009 Minutes

2. New Category II Review System

Walt Loveland asked the Council members about their experience so far in using the new Category II review system. It was suggested that the system should be linked to the on-line catalog to enable the reviewer to refer to previous catalog descriptions. The syllabus or course description included in the proposal is not very comprehensive. It was also suggested that Council members should have clear guidelines for evaluating graduate courses. Loveland will talk to Susie Leslie about getting additional information into the system, and linking it to the on-line catalog.

3. Biological and Ecological Engineering (BEE) Program Review

Loveland welcomed the guests, namely John Bolte, Larry Curtis and Cary Green to the Council and introduced the Graduate Council and ex-officio members.

Rick Colwell presented the report to the Council and the guests. The site visit took place on May 29, 2009. Mike Delwiche, UC Davis, led the review panel which included Joseph Danko, CH2MHill, and Graduate Council representatives Nancy King and Colwell (see page 4).

The report included sixteen findings and recommendations, which could be divided in three categories:

1. *Recommendation #1:* BEE faculty members appear to be strong, capable and highly motivated. The morale is good and they work very hard. The graduate students are very positive about the program and faculty, and seem to be a strong group.
2. *Recommendations #2-5:* BEE could look for interactions with outside groups. The Department has intimate links to water resources programs on campus. There is a need for greater investment by the College of Engineering (COE). The Review Panel was disappointed that the COE was unable to send a representative to meet with them during the review or afterwards, even though it seems that the department is working well with both Agricultural Sciences and Engineering Colleges. Colwell asked if the credit hours are credited to both colleges. Larry Curtis indicated that the credit hours show on the

COE only. It is a problem with Banner, even though the funds come from CAS.

Curtis also pointed out that the students like the fact that their diploma shows “engineering” degree, and consider this very important for their future careers. He then stressed that they would prefer leaving the program reporting to the two colleges. John Bolte suggested that the model of the program reporting to two colleges is not unusual around the country. Colwell reiterated that the COE needs to play a larger role in BEE as there is a strong overlap with other engineering programs. Bolte acknowledged that the relationship with COE does exist indeed.

1. *Recommendations #6-16:* Colwell reported on the Panel’s suggestions related to internal structure and vision of the department. Suggestions included:
 1. Develop a plan to recruit high quality graduate students
 2. Address issues of diversity including increase of female and international students
 3. Provide opportunities for the graduate students to gain teaching experience
 4. Consider adding a student member to the Graduate Program Committee
 5. Panel was excited about the undergraduate program, but concerned about the fact that the faculty will have difficulty maintaining graduate course offerings
 6. Encourage students to apply for external funds
 7. Consider developing REU program which will benefit the department
 8. Restart the seminar series
 9. Concern regarding starting a distance education model, as it might be a distraction to the graduate level. One-on-one mentor would work better.

Bolte responded by saying that he agreed with all the recommendations except the distance education one. Loveland wondered if BEE is considered for a merger with a different department or college. Bolte responded by saying that they are waiting for the dust to settle before discussing this issue.

Loveland thanked the guests and excused them. Discussion followed.

Motion to accept the Biological and Ecological Engineering Graduate Program Review Report – Denise Lach moved to accept the Report, Jessica White seconded. No more discussion. Motion passed.

4. Postponement of Graduate Program Reviews

a. Public Health (PH)

Jeff McCubbin and Marie Harvey were introduced, as were the members of the Council. McCubbin reported that he had an earlier conversation with Walt Loveland and Marty Fisk regarding the deferral of the PH Program Review. He is asking the Council to approve the deferral till spring 2011. This deferral will be helpful to both the College of Health and Human Sciences and the Public Health Department, due to the uncertainty within the university and the restructuring of the PH department. The Department’s configuration will be different. The new department will be up and running by next academic year. He reiterated that it is their intent, and they are confident, that the program and the self-study quality and quantity will be strengthened after the restructuring. It is more important to work with the faculty to focus on the redesign, as opposed to working on the self-study. He also pointed out that the PH department’s accreditation will be closer to Spring 2011, which will make more sense. The self study is 80% ready, but will need significant edits after the restructuring is completed.

Harvey pointed out that the department would benefit from this review. Spring 2011 will work best as they will be ready because of the configuration, which will affect their PhD programs. They will be stronger yet different, and will benefit the department. Colwell commented that the reviews are often useful to figure out the best things to do, and asked if they had outside groups helping them in the restructuring. Harvey responded by saying that they have connected with the health division. Colwell wondered if there were model programs in other universities with whom PH could consult. McCubbin indicated that a group from both HHS and PH had meetings with a variety of similar programs around the country. The PH department will grow bigger by adding new faculty. Martin Fisk questioned if the degree in public health will continue. McCubbin responded that it will continue with three PhD concentrations. Harvey added that the three concentrations have yet to be defined.

Vinod Narayanan wondered why the program has not been reviewed since its inception fifteen years ago. McCubbin responded that he didn’t know the reason, but that the department went through accreditation, and other reviews, during this time.

Loveland thanked the guests and excused them. A short discussion followed.

Motion to refuse the deferral of the Public Health Program Review to Spring 2011 – Denise Lach moved, Vinod Narayanan seconded. No more discussion. Motion passed with the majority of the votes. (5 YES, 3 NO). Upon further discussion, the Graduate Council agreed to allow a postponement of the Review until Spring 2010.

b. Botany and Plant Pathology (BPP)

Tom Wolpert introduced the letter from Lynda Ciuffetti, Chair of the Department, requesting a postponement of the Graduate Program Review. Wolpert indicated that the department does not know where they will be between the colleges of Science and Agricultural Sciences. The department might disappear.

Jessica White wondered if the degrees will disappear as well. Loveland responded that no one knows what will be happening in the restructuring of OSU.

A short discussion followed.

Motion to grant the request to postpone the Botany and Plant Pathology Program Review and revisit the issue within a year – Nancy King moved. Colwell seconded, Tom Wolpert abstained. No more discussion. Motion passed.

5. Remote Participation in Graduate Program Meetings and Examinations

Loveland indicated that Fisk surveyed OSU's peer institutions, in addition to other schools, and analyzed their policies regarding remote participation in graduate program meetings and examinations. We will postpone discussing this issue so that we can invite Alfonso Bradoch, E-Campus, to present his proposal regarding the issue. Bradoch will be scheduled to attend the November 20 meeting.

6. Graduate Students Satisfactory Progress

Loveland reminded the Council that Dean Sally Francis asked the help of the Council to have a policy regarding graduate students satisfactory progress. OSU departments and programs have such diverse policies regarding this issue. He also pointed out that some students are dismissed from the program due to funding issues, as opposed to their satisfactory progress.

He then introduced Bruce Rettig who analyzed the results collected from various departments, researched policies of other universities, and drafted a policy that could be implemented by OSU's departments and programs. Rettig explained how he has reached those recommendations listed in the report. Lach wondered if the graduate union might ask for consistency between graduate students from various departments. Fisk responded that the union is concerned with employment and not with setting academic standards. A short discussion followed.

Loveland then asked if the Council would move to adopt the process outlined on page 1 of Rettig's report.

Motion to adopt the process, by creating two separate documents, one of which will include only the process – Tom Wolpert moved, Kathy O'Reilly seconded. Short discussion. Motion passed.

Meeting adjourned at 3:35 pm

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 9, 2009 Minutes

Graduate Council

October 9, 2009 Minutes

Grad Council Members Present:

Carolyn Aldwin (HHS), Nancy King (Business), Denise Lach (CLA), Walt Loveland (SCI), Vinod Narayanan ENGR), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Jessica White (Education), Chris Lenn (Student Representative)

Grad Council Members Absent:

Rick Colwell (COAS), Rong Cui (Pharmacy), Tom Wolpert (AG SCI)

Ex-officio Members Present:

Martin Fisk, Bruce Rettig

Support Staff Present:

Nagwa Naguib

Guests:

Sam Stern, Dean, College of Education; and SueAnn Bottoms, Chair, Teacher and Counselor Education

1. Awards Recognition

The Graduate Council members welcomed the 2009 Graduate Awardees and their nominators/advisors. Present were:

- a. Andrea R. (Courtney) Hall - Lenore Bayley Graduate Fellow
- b. Justin Hall - P.F. & Nellie Buck Yerex Graduate Fellow
- c. Brittany B. Cline - Distinguished Master's Thesis Awardee
- d. Sarah Eddy - Frolander Outstanding GTA Awardee

Mike Bogan, P.F. & Nellie Buck Yerex Graduate Fellow, were out in the field so could not attend.

Also present were Dan Edge, Elisar Barber, Susan Haig, Chris Mathews, and Lynne Houck.

Martin Fisk introduced each of the awardees and acknowledged their individual scholarly accomplishments.

2. Teacher and Counselor Education (TCE) Report Sam Stern, Dean, College of Education and SueAnn Bottoms, Chair, Teacher and Counselor Education Department, joined the meeting and were introduced to the Council members. Walt Loveland, Chair of the Graduate Council, presented the Report of the TCE Program Review.

The program review of the TCE was conducted in June 2009. The review panel was comprised of three outside reviewers, Dr. Arthur Horne, Dean, College of Education, University of Georgia; Dr. Thomas Greene, Associate Provost and Dean of the Graduate School, University of Portland; Ms. Jane Evans, Principal, North Albany Middle School; and Graduate Council members, Dr. Becky Donatelle, Health and Human Sciences, and Dr. Walt Loveland, College of Science.

Loveland reported that the TCE department is doing remarkably well, graduating a large number of students, who are getting a great education and passing licensure exams. The report has a different view. The Review

Panel is recommending reducing and restructuring of the program. The unit has been entrepreneurial in using Ecampus funds to support the program. The Panel was concerned whether this is sustainable. The Review Panel noticed that the pressure to teach and advise makes research and other scholarly activities extremely difficult. The department has ten tenure and tenure-track faculty, plus a number of part-time instructors. The tenure-track faculty publish an average of one paper every five years. The supervision of students is critical and everyone is grossly overworked and stressed to the point of physical distress. The Review Panel recommends some sort of restructuring. One suggestion was for Ecampus to share additional funds with TCE. Another recommendation was to reduce the number of fixed-term appointments and increase tenure-track faculty. Loveland repeated that the Review Panel did not think that the current organization could be sustained.

Dean Sam Stern thanked Loveland and the Review Panel for their Report. He agrees with their recommendations and indicated that it was very insightful. The requirements for teacher and counselor education licensure have changed and there is a heavy burden on advising. The recommendation to reduce and restructure is the same as for earlier reviews.

SueAnn Bottoms reminded the Council that the department has gone through three reviews, and there is a consistency in the recommendations: increase in both tenure-track faculty and in research. Sustainability is a critical issue. The information from the Program Review will be useful in positioning the department.

Bruce Rettig asked if the department is continuing the restructuring. Stern responded that this issue is pretty complex. TCE offers different degrees. The "double degree" has been very successful. For example, there is a high demand for Spanish teaching, but the enrollment is pretty low. Some degrees have been suspended. Science and Math Education Department (SMED) faculty will be consolidated with the College of Education with the new reorganization. Marty Fisk asked if there will be a focus on the STEM education. Stern responded that STEM for elementary teachers will be a focus, as well as at higher levels. Once the College of Science identifies the groupings, SMED will move to Education.

Vinod Narayanan asked how many faculty are at Cascades campus. There are five faculty in Bend; two of whom are tenure track in teacher education and three are fixed-term in counselor faculty. Stern indicated that the Bend faculty do not have enough staff support, so are expected to do the administrative work, including working with the Corvallis campus. He proposed a second level of leadership at Cascades campus.

Narayanan asked if replacing fixed-term faculty with tenure-track faculty could be accomplished. Stern pointed out that there is a scaling problem. The cost to teach the classes is disproportionately out of balance. The College's priority is to hire tenure-track faculty. Denise Lach questioned if Ecampus was a "for profit" and if some of those funds could be used to supplement the budget. Loveland responded by saying that there was a need for reinforcing co-education beyond the formula. Some of the Ecampus funds will need to be used for advising.

Motion to accept the TCE Program Review Report - Kathy O'Reilly moved to accept the report. Vinod Narayanan seconded. No discussion. Report approved as presented.

3. Minutes of September 25, 2009 approved.

4. New Category II Review System

Walt Loveland presented his proposal for Cat II reviews. Each Cat II proposal will be reviewed by a primary and a secondary reviewer. The primary reviewer will be the Graduate Council representative from the college submitting the proposal. The secondary reviewer will be chosen in a way that balances the workload. The primary reviewer will be the person who interacts with the electronic proposal review system. The primary reviewer will be responsible for ensuring a timely response to each proposal.

He then shared the proposed schedule of primary and secondary reviewers for 2009-2010:

College	Primary	Secondary
Agricultural Sciences	Wolpert	Lach
Business	King	Loveland
Liberal Arts	Lach	Wolpert
Oceanic & Atmospheric Sciences	Colwell	Aldwin
Education	White	Tynon

Engineering	Narayanan	O'Reilly
Forestry	Tynon	Colwell
Health & Human Sciences	Aldwin	Cui
Pharmacy	Cui	King
Science	Loveland	White
Veterinary Medicine	O'Reilly	Narayanan

Loveland then pointed out that the slash courses with undergraduate options should be approved without being reviewed, i.e. push the YES button. Rettig asked who would be in charge of reviewing interdisciplinary courses. Loveland indicted the number of IST proposals would be small.

Loveland suggested scheduling a training session with Susie Leslie on how to use the program. He also asked the members to send him any proposals they feel uncomfortable with. Fisk offered one-on-one tutorials for anyone who desired one.

Proposal of distribution of reviewers (above) was adopted by the Council.

To do:

- Tom Eversole to be invited to the Council when the 7xx/8xx courses and VM/Phar/HHS request is presented for discussion.
- Jim Coakley to be invited to the Council when the business course issue is presented for discussion.

Meeting adjourned at 3:30 PM.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » September 25, 2009 Minutes

Graduate Council

September 25, 2009 Minutes

Grad Council Members Present:	Carolyn Aldwin (HHS), Theresa Filtz for Rong Cui (Pharmacy), Denise Lach (CLA), Walt Loveland (SCI), Vinod Narayanan ENGR), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Jessica White (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Rick Colwell (COAS), Nancy King (Business)
Ex-officio Members Present:	Martin Fisk, Bruce Rettig
Support Staff Present:	Nagwa Naguib
Guests:	Paul Doescher (Faculty Senate President)

1. Introduction

Walt Loveland, Chair of the Graduate Council, welcomed Graduate Council members to the new academic year. He pointed out that the Graduate Council is an important committee, and members have been invited by their deans to represent their colleges. He then asked everyone to introduce themselves.

2. Charge to Graduate Council by Paul Doescher, Faculty Senate President

Loveland introduced Paul Doescher to the Council. Doescher gave the Council the charge for the new academic year. He indicated that this year will likely be an unprecedented one as far as curricular actions by the university. A special meeting of the Faculty Senate is scheduled for Tuesday, September 29th followed by a state of the university speech to the Faculty Senate and the university community, by President Ray on Thursday, October 8th. This academic year is likely to see new degrees, merged departments, and eliminated programs, which will precipitate a large number of Category I and Category II proposals. These proposals will need to be acted on quickly with the goal of completing actions on Category I proposals in six months and Category II proposals in one month.

Doescher proceeded to charge the Council with two important issues they might want to discuss.

- a. He would like to see a change in the process of review of Category II curriculum proposals. His assessment is that the Graduate Council's delegation of Category II proposal processing to the Graduate School has resulted in a lengthening of the time of approval. With the potential for a large number of Category II proposals this year, the proposal processing time should be shortened. Category I proposals have been taking two years to go through the system. The Executive Committee of the Faculty Senate and the OSU Administration is developing an overarching review procedure. The Provost has reactivated the Faculty Consultative Group (FCG) and increased its membership. In addition to the Executive Committee members, the FCG includes the Budgets & Fiscal Planning Committee Co-chairs; the Curriculum Council Chair; the Faculty Status Committee Chair; and the Graduate Council Chair. The FCG will review and screen proposals for reorganization.

- b. The second issue Paul Doescher asked the Graduate Council to explore was the "graduate field concept." The Dean of the Graduate School, Cornell University, visited OSU in early June and met with several deans of colleges regarding this issue. Carolyn Aldwin indicated that the University of California, Davis uses a combination of degree programs administered by departments and degree programs organized through graduate groups. Doescher asked the Graduate Council to consider this concept and decide if it would work for OSU. Aldwin's experience from Davis will be beneficial.

3. Tentative Agenda for Upcoming Meetings

The standing rules of the Graduate Council were distributed to the Council members. Martin Fisk pointed out that the standing rules place the Graduate Council in the position of establishing and reviewing the standards of graduate education at OSU. He also explained that the Graduate Council is a committee of the Faculty Senate and the members of the Graduate Council create the agenda. The Graduate School may suggest agenda items, but the Graduate Council controls the agenda. Agenda items can be sent to the Graduate Council chair for inclusion in future meetings. Graduate Council chair, Walt Loveland, provided tentative agendas for future Council meetings.

4. Outline of Revised Category II procedures

Loveland explained the current process of reviewing Category II proposals, and pointed out that the review by the Graduate Council takes substantially longer than review by the Curriculum Council. After a proposal has been approved by the curriculum committee of a college, it is reviewed by the Curricular Coordinator. Once approved by the Curricular Coordinator, it is sent to the Associate Dean of the Graduate School for review by the Graduate Council. The associate dean of the Graduate School notifies the Graduate Council Category II subcommittee of the proposal. The proposals are reviewed by the subcommittee which sends comments to the associate dean. The associate dean resolves differences of opinions and sends the proposal to the next review step (back to the proponents or on to the Curriculum Council). At each of these steps, the proposal could be returned to the proponents for corrections, additions, or clarification. Loveland proposed that the review procedure be revised so that each council member has access to the electronic system and can make decisions to "approve" or "request information" from the proponents. Each council member would review the Category II proposals submitted by his or her own college. Loveland is visiting with the Curriculum Council to determine whether they would continue to review graduate course proposals that have been approved by the Graduate Council. He asked if this process was acceptable to everyone. He also suggested a joint meeting with the Curriculum Council to discuss this proposal. He indicated that this could be a one-year interim solution due to the large number of expected proposals this year.

Narayanan commented that a conflict of interest might occur with the proposed process especially if the proposal is coming from the same department as that of the Council member's. Tynon suggested that two council members should review each proposal, one of whom will be from the college submitting the proposal as "the expert" in the field. Filtz suggested that requests to drop classes should be handled automatically.

Aldwin pointed out that the University of California system has bylaws, and as long as the faculty/department or college operate within the bylaws, permission from the Graduate Dean is not necessary.

Loveland will draft a document describing the new steps for reviewing Category II proposals and a rubric for evaluating proposals. He will present it for discussion at the next Council meeting.

5. Course Credits

Loveland described situations in which Category II proposals assign credits to courses that are not in line with the university guidelines. Some departments are proposing to assign four credits for courses that meet three hours per week. Other department's under-credit courses by giving three credits for courses that require more than nine hours of work outside the classroom per week. He pointed out that the University of Oregon arbitrarily changed many courses to four credits without changing the amount of instruction. The consequence is that the student at U of O receives four credits whereas a student taking the same course at OSU would receive three credits.

Council members discussed the issue and decided that the instructors of those courses should decide on the number of credits for the courses they teach. No action was taken by the Council.

The meeting adjourned at 3:20 PM.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » June 1, 2009 Minutes

Graduate Council

June 1, 2009 Minutes

Grad Council Members Present:

Rick Colwell (COAS), Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business), Chrissa Kioussi (Pharmacy), Walt Loveland (SCI), Vinod Narayanan (ENGR), Darlene Russell (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Kathy O'Reilly (Vet Med), Britt Hoover (Student Representative)

Ex-officio Members Present:

Martin Fisk and Sally Francis

Guests:

Badege Bishaw, Forest Ecosystems and Society;
Alfonso Bradoch, Director of Department and Student Services, E-Campus;
Nagwa Naguib, Graduate School Staff; Steve Radosevich, Forest Ecosystems and Society

Approval of May 11, 2009 Minutes

Walt Loveland indicated that he had two edits to the minutes:

1. Page 2: English Proficiency Minimum Test Scores for Entry into OSU Graduate Programs
 1. Para 2 – last sentence to read: "This policy goes into effect for students admitted for *winter* 2010."
2. Page 4: Graduate Enrollment Task Force
 1. Para 5 – last sentence to read: "Loveland suggested that the Task Force could make the recommendation that this increase in enrollment be done without any cost, *but that is not likely.*"

Motion: Motion to accept the *revised* minutes was made by Vinod Narayanan and seconded by Rick Colwell. Shawna Grosskopf abstained. Motion passed.

Interdisciplinary Master of Natural Resources (MNR)

Badege Bishaw and Alfonso Bradoch were introduced to the Council. Bishaw proceeded by indicating that a response to the Council's concerns has been addressed in the email of May 20, 2009 to Council members. He clarified that the director's 0.25 FTE is for coordinating both SNR and MNR programs.

Narayanan asked if all the professors/instructors are from the College of Forestry. Bishaw responded that in fact they are from the different colleges. Loveland wondered how the tuition revenue will be distributed. Bradoch responded by referring the Council to page 22 of the proposal where it shows that the E-Campus fee is split between the department and E-Campus. The revenue distribution will not be different from other programs, i.e. 80% goes to the department. He referred the Council to page 27 of the proposal with the detailed budget. Steve Radosevich pointed out that the rate is \$85/credit hour. Whether or not it is overload and paid directly to the department or otherwise, this is a negotiation between the department head and the instructor.

Jo Tynon posed two questions to the guests: 1) Courses should have the FOR designation instead of FES as they are currently listed. 2) How will the revenue be counted for the courses with an asterisk that are not all in the College of Forestry? Bishaw reminded the Council that E-Campus was paying for the preparation and

course development. Becky Donatelle wondered if the departments will agree with enrollment increase in their courses. Radosevich responded that it all depended on the individual departments. Bishaw referred the Council to the alternative courses that students could take (see p.107 of the proposal).

Russ-Eft asked the Council if there were any more questions, then thanked the visitors and informed them that she will be sending a response email once a decision has been made by the Council.

A short discussion followed. Donatelle pointed out that the instructors of those courses should be notified that students in this program will be attending their classes, which will increase the enrollment.

Motion: A motion to approve the Category I for the Interdisciplinary Master of Natural Resources by Loveland, seconded by Tynon. Donatelle opposed. Motion passed.

Distance Education and Campus Programs

Alfonso Bradoch returned to the meeting to open a discussion on the remote participation of students at their oral examinations and the registration for thesis credits at remote sites. Discussion followed on various technologies available for remote meetings and the need for staff and dedicated rooms for the use of technology.

The distribution of tuition for E-campus courses was discussed. Tynon wondered if the department will get only 80% of the E-Campus tuition as the remaining 20% will go to E-Campus. Sally Francis pointed out that differences in the distribution of on-campus and e-Campus tuition might affect departmental budgets [potentially leading departments to have on-campus student's sign up for E-Campus thesis credits]. Bradoch responded that on-campus students need to be coded differently so they would be excluded, and 100% of the tuition will go to the department. Loveland commented that OSU exists without E-Campus but E-Campus cannot exist without OSU.

Tom Wolpert wondered how much technology will be needed to implement this change to be able to hold remote oral examinations and registration for thesis credits at remote sites. Bradoch responded that they will establish what is required for the individual course. In some cases it might not work. The department and faculty will make the decision if the course could be put online or not. Adobe Connect rooms are able to bring multi media. Currently, facilities and trainings are available. Colwell agreed that the technology is abundant. Russ-Eft pointed out the issue of residency requirement and the fact that materials borrowed from the library will not be sent to remote locations when students are off campus but enrolled in 503 or 603 thesis. [So, for example, an E-Campus doctoral student located in Alaska would have to travel to Corvallis to pick up a book from the library.] Bradoch reminded the Council that distance education students need to be coded as such. If the students register through E-Campus, both tuition and library use are different. Bradoch indicated that the Library receives yearly revenue to compensate for E-Campus students.

Actions:

Bradoch agreed to present to the Council a proposal about distance education courses and oral examinations.

Definition of Satisfactory Progress

Martin Fisk explained to the Council that at the October 2008 meeting, Council members asked if there were rules for dismissing students who are not making satisfactory progress. Francis was directed to solicit from all the programs their definitions of satisfactory progress. The responses received to date are reflected in the spreadsheet Fisk distributed. He explained that most definitions were based on university requirement (3.0 GPA) and not much else. Narayanan asked if a real definition of research work is reflected.

Fisk offered a suggestion that student progress could be defined by mutual agreement between the student and the advisor or major professor and evaluated yearly by the student and the advisor. Loveland reported that this might not work if faculty and student do not agree on the student's progress.

Regarding the question of timelines, Fisk said that there is a policy of a maximum of seven years for the masters' degree. Russ-Eft suggested that the Graduate Council might need to decide on the timeline for the PhDs as well. Fisk indicated that the Biological and Ecological Engineering (BEE) program declared that the timeline for the PhD is seven years and other programs could adopt a similar policy. Colwell noted that there are certain reasons for taking longer to finish the PhD, for example, working at a company.

A discussion followed and suggestions included:

- Establish a university wide policy on satisfactory progress
- Establish a time limit for PhDs

- Faculty/student yearly meetings
- Ask programs to create a student progress policy and inform campus that this issue will be part of graduate program reviews.
- Add the above policy to the Graduate School Guide to Success or the web site.

Action: Fisk to present a proposal to the Council to be discussed next year.

Graduate Council Committee Assignments

Francis distributed a draft proposal of the 2009-2010 Graduate Council Committee Assignments. She also indicated that a few of the subcommittees' workload is heavier than others, thus the reason for the distribution of assignments.

Russ-Eft indicated that Leslie Burns informed her that, due to budget cuts, the Faculty Senate is hoping for a fast track on Category I and Category II processes to facilitate any elimination or merger of programs and combining colleges.

Meeting adjourned at 4:53 pm

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 11, 2009 Minutes

Graduate Council

May 11, 2009 Minutes

Grad Council Members Present:

Rick Colwell (COAS), Becky Donatelle (HHS), Nancy King (Business), Walt Loveland (SCI), Kathy O'Reilly (Vet Med), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Shawna Grosskopf (CLA), Britt Hoover (Student Representative), Chrissa Kioussi (Pharmacy)

Ex-officio Members Present:

Martin Fisk and Sally Francis, Graduate School

Guests:

Bella Bose, Associate Director and Molly Shor, Head Advisor, School of Electrical Engineering and Computer Science, Nagwa Naguib, Graduate School

Approval of April 27, 2009 Minutes

Martin Fisk indicated that the intent of the Council probably needs to be more clearly stated in the summary of the actions of the Council on the Professional Science Masters Category I proposal. The Council agreed to change the last sentence of the summary to "The Council agreed that it would review and vote on the revised Cat I proposal electronically in order to expedite the process."

In response to Loveland's question if the Dean of Forestry contributed to the program, the response is corrected as follows: "Bradoch indicated that E-campus revenue was distributed to the college."

Motion: Motion to accept the *revised* minutes was made by Kathy O'Reilly and seconded by Walt Loveland. All voted in favor.

Appointment of fall 2009 Category II Proposal Review Subcommittee

Darlene Russ-Eft reminded the Council that we will need to have the Cat II subcommittee ready to review the proposals as early in the fall as possible. She reminded the Council, because many faculty have nine month appointments, review of Cat II proposals may not continue in the summer. Russ-Eft wondered if the current subcommittee comprised of Nancy King, Walt Loveland and Vinod Narayanan could continue on the Cat II subcommittee in the fall. Narayanan indicated that, even though he would be happy to, he didn't know if he would continue serving on the Graduate Council as his appointment was for one year only. King and Loveland volunteered to continue on the subcommittee. Donatelle also indicated her willingness to participate in the subcommittee in the summer. Francis indicated that program reviews, and other Graduate Council activities all need to be considered when filling the positions on the Category II subcommittee for next year.

Russ-Eft asked the Graduate School to provide the updated list of Graduate Council Programs Reviews for next year at the June 2nd meeting.

English Language Proficiency Minimum Test Scores for Entry into OSU Graduate Programs

Walt Loveland informed the Council that about twenty graduate students are admitted each year to the Department of Chemistry and funded with Teaching Assistants (TAs). This year twelve of these are international students. A faculty member travels to their country of origin to interview them face-to-face to evaluate their English language skills before they are accepted into the department. He indicated that his department's faculty are upset about the change that the Graduate Council passed, i.e. setting a minimum Internet Based (iBT) score of 26 for graduate teaching assistants, which replaces the SPEAK score of 50.

Fisk related the history of English language testing and minimum scores for admission to OSU and for

granting teaching assistantships. He indicated that a change was needed because the OSU English Language Institute will no longer provide the SPEAK test for spoken English proficiency and a new assessment of spoken English is needed. The Educational Testing Service (ETS) tests spoken English as one of its four internet based tests. The Graduate Council approved at its April 14, 2009 meeting the recommendation that 26 be the minimum score on the iBT spoken English test for graduate teaching assistants. This is in line with the minimum score of teaching assistants of most of our peer institutions that use the iBT for this purpose and also in line with the minimum SPEAK test score of 50, which was previously required for OSU international teaching assistants. Narayanan added that the College of Engineering has been admitting international students with iBTs. Fisk indicated that students can be admitted with an iBT speaking score of 18 to 25, but restrictions apply. With a score of 23-25 a student should take the international GTA class offered by OSU and should be monitored in the classroom. With an iBT speaking score of 18-22 the student should not be granted a teaching assistantship. This policy goes into effect for students admitted for Fall 2010.

Loveland indicated this was sufficient information to respond to concerned faculty in the College of Science.

Proposal for a five year B.S./M.S. program in the School of Electrical Engineering and Computer Science

Bella Bose, Associate Director, and Molly Shor, Head Advisor, from the School of Electrical Engineering and Computer Science joined the meeting at 3:30 pm and were introduced to the Council members. Bose handed out material that described his proposal.

Bose introduced the proposal for the 5-year B.S./M.S. program for top students entering the undergraduate programs in ECE and Computer Science. His request is to allow students in these programs to reserve up to 21 graduate credits during their undergraduate study. These credits would be applied to a 45-credit OSU Master's degree, thus allowing students in the program to complete an M.S. degree within one year of finishing the B.S. degree by taking 24 credits of course work and research.

Bose noted that currently, the University does not allow the students to reserve more than 15 credits to be used on a graduate degree, and a minimum of 30 credits must be taken after being admitted to a master's program. The Oregon University System has placed this limit of 15 credits of combined undergraduate and post-baccalaureate credits that can be transferred into a master's degree. Loveland and Russ-Eft asked if the program could be reformed to allow 21 credits on a 51 credit master's degree. The intent of the proposal is to have a 45 credit master's degree.

Francis indicated that there was an issue of revenue because graduate tuition is higher than undergraduate tuition. She had checked with Nancy Heiligman to determine if the additional six credits reserved for graduate study beyond the permitted 15 credits could be charged at the graduate tuition rate. There did not appear to be a mechanism to do this.

O'Reilly asked how many students would be in the program. Bose indicated 20 to 30 students. Donatelle asked if the size of the graduate classes was an issue. Bose responded that this was not an issue. The estimated cost to the university of the change from allowing 21 transfer credits rather than 15 would be about \$40,000. Russ-Eft thought the cost might be higher because, once the limit was raised for EECS, other programs would want to permit 21 transfer credits. Wolpert asked about current undergraduate and graduate enrollment in EECS. There are 190 to 200 undergraduates and about 150 Masters students in EECS not including MEng students. Francis wanted to know how many of the 200 undergraduates would take an extra 6 credits of graduate work. From previous comments it appears that would be about 30 students. Russ-Eft wanted to know how many B.S. students went to other universities for advanced degrees. Bose did not know.

Bose explained that the students will be admitted into that program during the spring term of their junior year and will be assigned a major professor in the fall term of their senior year and complete their capstone project in their senior year. During their senior year they would take graduate classes that would be reserved for their graduate studies. He expected that the students would be admitted to the Graduate School after their senior year. Bose mentioned that most of these students are already working with professors and that OSU will attract more students if they know that they can finish the B.S./M.S. degree within five years.

Rick Colwell asked if the graduate courses would be slash courses or stand alone graduate level. Bose indicated that they would be stand alone graduate.

Colwell questioned if the other schools are successful with the combined programs. Bose pointed out that all those students are residents. O'Reilly wondered why EECS was asking to allow 21 credits when other institutions that had 5-year B.S./M.S. programs allowed only 18 credits.

Francis pointed out that the Graduate School will not have the oversight until the students are admitted as graduate students.

Russ-Eft thanked Bose and Shor for their presentation.

After a discussion of the proposal, the Graduate Council decided on the next steps:

Actions:

1. Francis will contact her peers at PSU and UO and discuss the OUS Administrative Rules which puts a limit of 15-credit hours for the reserved credits.
2. Francis will contact OSU's peer institutions and inquire about the mechanics for implementing such a program and the way they bill the students.
3. Inform Bose of the Council's action and that the decision will be made soon, but not sooner than fall term.

Graduate Enrollment Task Force

Walt Loveland presented the Draft report of the Graduate Enrollment Task Force that was formed last fall by Dean Francis. Loveland serves on the Task Force as the representative of the Graduate Council.

The Task Force met with some deans. OSU's peer institutions enrollment reflects the population of graduate students to be twenty percent of the total enrollment. OSU will need to increase its graduate student population from 15% to 20%. He also indicated that Provost Randhawa's aspiration is to have three PhD students for every graduate faculty. Presently the ratio is close to one to one. In 1999, a task force discussed the graduate enrollment and estimated that an investment of about \$7M a biennial would produce 1000 extra students. The equivalent in today's dollars is \$8.9M. If we didn't have financial problems, the goals could be achievable. Loveland asked if the University should focus on raising graduate enrollments through E-campus as the money follows the students.

O'Reilly wondered if we should be focusing on increasing the Masters' students. Narayanan reminded the Council about the stimulus money which helps individuals obtain a graduate degree within a two-year period is more in line with funding Master's degrees than doctoral degrees

Francis indicated that one of the recommendations of the Graduate School Review was the ratio of PhDs to graduate faculty of 3:1. The question is, how do we define the graduate faculty? The National Research Council (NRC) study and its definition of graduate faculty was that the individual would have had directed a student within the past five years and served on a committee. Fisk informed the Council that department heads have the opportunity, every year, to review the list of graduate faculty, and make changes, if needed. Defining Graduate Faculty, as was done for the NRC study, would decrease the number of Graduate Faculty and would improve the student to faculty ratio at OSU.

Russ-Eft asked the Graduate Council if they had any recommendations to the Task Force. None was given. Loveland suggested that the Task Force could make the recommendation that this increase in enrollment be done without any cost.

Action: Contacting department chairs to find the status of the graduate faculty i.e. affiliated vs. hired faculty.

Russ-Eft asked the Council if anyone had an objection to the extra meeting on June 1st to replace the May 25th meeting of the Council. None was voiced.

Meeting adjourned at 5:00 PM.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » 20090427_Follow-up Minutes

Graduate Council

April 27, 2009 Minutes Follow-up

Cat I Proposal to Establish Graduate Certificate in Management for Science Professionals

The April 27 minutes stated: "The Council agreed that it would review and vote on the revised Cat I proposal electronically in order to expedite the process." The revisions include:

- A New Instructional Program for a Graduate Certificate in Management for Science Professionals [proposal](#)
- [PSM 513 Syllabus](#)

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 27, 2009 Minutes

Graduate Council

April 27, 2009 Minutes

Grad Council Members Present:

Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business), Walt Loveland (SCI), Vinod Narayanan ENGR), Darlene Russ-Eft (Education), Jo Tynon (Forestry)

Grad Council Members Absent:

Rick Colwell (COAS), Chrissa Kioussi (Pharmacy), Britt Hoover (Student Representative), Kathy O'Reilly (Vet Med), Tom Wolpert (AG SCI)

Ex-officio Members Present:

Martin Fisk, Sally Francis

Guests:

Sherman Bloomer, Dean (College of Science), Ursula Bechert (College of Science), Steve Radosevich (College of Forestry), Badege Bishaw (College of Forestry), Alfonso Bradoch (ECampus), Jaime Irvine (Graduate School)

Approval of April 14, 2009 minutes

Motion: Motion to accept the minutes was made by Jo Tynon and seconded by Becky Donatelle. All voted in favor. Motion passed.

Cat I Proposal to Establish Graduate Certificate in Management for Science Professionals

Russ-Eft distributed copies of an email from Ursula Bechert (3/9/09), an email from Dean Bloomer (8/16/09), and a 3/27/09 article about PSM programs that appeared in *Science*. Walt Loveland wished clarification on the reference to the Curriculum Council in Dean Bloomer's email. The Council agreed that, in the context of the message, Dean Bloomer must have been referring to the Graduate Council. Council members then were joined by Dean Sherm Bloomer, College of Science, and Ursula Bechert, College of Science. The Council clarified that the business courses are not an issue. The continuing concern is in regard to the "plus" courses. Bechert indicated that the Category I proposal had been modified, but that the syllabi presented in the Cat II proposals for the plus courses (511, 512, 513) had not. She said that after further discussion and consideration, she proposes to remove 511 and 512 from the certificate curriculum and expand 513 from 2 to 3 credits to reach the required 18 credits for a graduate certificate. She noted that the originally proposed model of a 3-course sequence contributes to establishing a sense of community among students and provides a cohort experience that will be different if the model is changed to a single 3-credit course. Bloomer indicated that skills building could be included in the certificate as a non-credit requirement. The Council expressed support for this approach. Bechert indicated that she will proceed with modifying the Cat II course proposals accordingly.

Loveland asked how this proposal falls within the University's financial situation. Bloomer said that creation of this certificate is an opportunity to add another dimension to our graduate courses and it does not require any new investments. Nationally, the Professional Science Master's degree appears to be used as an alternate pathway to obtain advanced science education. Francis said that the proposed certificate may present an opportunity for generating revenue because the online "plus" curriculum would be available to PSM's all over the country and because of a statewide PSM initiative. Bloomer added that the existence of the certificate may be attractive to students in other departments at OSU to add the professional courses to their own programs. He also sees the certificate as a benefit in attracting graduate students to a campus that offers this professional program.

There were no other questions for the guests. Russ-Eft indicated that she will send an email to Bechert

regarding the next steps. The guests were thanked and dismissed, and the Council took the proposal under consideration.

Loveland asked for confirmation that the disclaimer about the business oriented courses has been added as previously agreed. Fisk indicated that it has been added to the Cat II proposals related to business practices for scientists, PSM 565, PSM 566, and PSM 567. Loveland also wanted to know what the non-credit part of the certificate looked like. Francis reiterated Bloomer's comment that programs can have non-credit requirements. Loveland thought that the courses should have prerequisites or other limitations that restricts enrollment to PSM students.

Russ-Eft summarized the conversation by indicating that she will inform Bechert to remove the two, one-credit courses; revise PSM 513 as a three- credit course with appropriate prerequisites or an indication that enrollment in it will be limited to majors; and revise the Cat I proposal to reflect these structural changes. Professional skills courses can be included in the Cat I proposal, but not for credit. Subsequent to these changes, the Council will take formal action on the Cat I proposal. The Council understood this summary to constitute a motion which was seconded by Grosskopf. The motion was carried by a unanimous vote. The Council agreed that it would review and vote on the revised Cat I proposal electronically in order to expedite the process.

GK-12 Letters of Intent

Russ-Eft indicated that the Research Office will be receiving letters of intent to submit proposals to the NSF GK-12 program by the deadline of May 1. Only one letter may be submitted to NSF from OSU. The Graduate Council is being asked to determine which letter shall be put forward since it is anticipated that about four letters of intent may be received in response to the current RFP. Letters are limited to four pages. Graduate Council members agreed to rank the proposals and send the rankings to Nagwa Naguib at the Graduate School no later than May 7. The proposals will be distributed to the Council with a set of criteria and a ranking scale and Naguib will compile the rankings, and a final decision will be determined by Russ-Eft, Francis, and Fisk if the ranking process does not produce a clear outcome. Letters of intent will be distributed to Council members May 4 with instructions for ranking. To summarize, the letters of intent will be received Friday, May 1; they will be distributed to the Council on Monday, May 4; and the Council will return their reviews to the Naguib by Thursday, May 7. The rankings will be sent to the Research Office on May 8

Further Discussion Concerning Cat II Proposals, regarding process and summer reviews

Russ-Eft described her communications with Nunnemaker about adding members to the Graduate Council, appointing members earlier in the year, and changing the membership rotations so that Category II proposals could be processed during the summer and processed more efficiently in the fall. At the end of a discussion on alternate ways of processing Category II proposals Loveland, Donatelle, and Narayanan agreed to review Cat II proposals during the summer months.

Category I: Interdisciplinary Master of Natural Resources

At 4:00 p.m. Steve Radosevich, Alfonso Bradoch and Badega Bishaw joined the Council. Radosevich introduced a Cat I proposal to establish a Master of Natural Resources (MNR) degree. Radosevich summarized the curricular framework and explained that the entire degree would be available in an online format. He further indicated that some courses will be available in both online and face-to-face on-campus formats. Students will be able to take coursework in either format or as a blend of both. The MNR is a non-thesis degree built around a core, area of specialization, and capstone experience for a minimum of 45 credits. The undergraduate natural resources major was used as a template in the design of this proposed degree. Bradoch pointed out that the area of emphasis component of the MNR will capitalize on existing graduate certificates but specified that students will not be permitted to count credits or courses twice. The MNR will provide a "capstone" for graduate certificate programs. The new degree will also help to expand the reach of online graduate programming at OSU; currently, the only such program is in education. Bradoch indicated that ECampus is very enthusiastic about this proposal. Their market analysis indicates very good enrollment potential. There are few similar programs in the US. Student demand is strong and growing. Fisk noted that it should be transparent to all that all students will be required to come to OSU for their final examination.

The Council asked what the response would be to the report from the Budgets and Fiscal Planning Committee and was told to refer to the MOU presented in Appendix F of the proposal. Bradoch also indicated that ECampus will promote this degree internationally and will cover the cost of course development associated with the degree. The question was raised regarding whether or not the MOU is still in effect given the current financial crisis. Radosevich said that the \$30,000 promised by the Provost is "protected." Given the absence of financial support from the College of Forestry, the location of the program in the College of Forestry was questioned. Donatelle indicated that the budget should reflect the true costs of offering the program including the cost of developing and delivering the new courses. Loveland pointed out that E-campus was paying for the course development and Bradoch indicated that these funds were protected.

Tynon inquired about the faculty who will be needed for teaching and advising. Given the current financial crisis, will those faculty members still be here when the proposal is launched? Radosevich indicated that the courses are already being offered online and that students would be able to take coursework elsewhere through the Consortium. Students' committees will evaluate whether a particular course taken elsewhere can be transferred to the OSU program of study, ideally in advance of the student's taking a course for transfer. Loveland wanted to know if there was revenue sharing between the Consortium and OSU and Radosevich indicated that there was no revenue sharing.

Loveland asked where the program was housed. Radosevich indicated that the Dean of Forestry wanted it housed in the college.

Tynon then asked if Bishaw will become the director of this program when it is approved. She expressed concern for the likelihood of his continuing employment at OSU. The composition of the coordinating committee was also questioned. Concern was expressed about the social sciences element of the proposal given that faculty members are already stretched too thinly. Brent Steel's memo is relevant to this point. How will this issue be addressed within the proposal? Radosevich replied that the commitment varies by department. For example, Speech is very supportive of the proposal as is Sociology, but they would need additional faculty members in order to participate. Francis questioned the proposed FTE for the directorship given that the proposal indicates that the Director will serve on every student's committee. Francis also expressed her opinion that requiring every student to include the program director as a committee member is inappropriate and not common practice in graduate education at OSU.

Loveland asked if the Dean of Forestry contributed to the operation of the program. Bradoch indicated that E-campus revenue was distributed to the college.

Francis expressed concern about the use of the PSM certificate as an area of concentration for the MNR. The PSM certificate is not based on content but on skills and, therefore, is not appropriate as a concentration. Another concern about encapsulating certificates in the MNR is that some certificates have capstone requirements of their own. Radosevich indicated that it was OK to take the PSM certificate out as an option for MNR students. Further discussion of the curriculum followed. The Council thought that the core of the curriculum needed to be defined. Radosevich thought the core should be flexible. Course designations also needed to be worked out because forestry courses are still listed as FOR but the proposal lists them as FES. The Council discussed advising of the students and the role of the program director and major professor.

Radosevich, Bradoch, Bishaw departed at 4:57 p.m.

Loveland said that the proposal is a large document and needs considerable polishing. Donatelle agreed with this. Both Loveland and Donatelle also expressed some concern about the MNR budget compared to that of the SNR undergraduate program, and the salary base of the faculty identified in the budget. Tynon reiterated her concern about Bishaw's appointment and her opinion that the core advisory committee should be larger. Also, there needs to be clarification on the core curriculum and the source of advisors for the students need to identified.

She suggested that the degree might be more appropriately housed in the Graduate School. This statement is consistent with the memo from Jon Kimerling, which is included in the proposal, and which says it is an interdisciplinary program housed in the College of Forestry.

Russ-Eft will submit specific questions and concerns to Radosevich for his use in preparing revisions.

The meeting adjourned at 5:15 p.m.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 13, 2009 Minutes

Graduate Council

April 13, 2009 Minutes

Grad Council Members Present:

Shawna Grosskopf (CLA), Nancy King (Business), Chrissa Kioussi (Pharmacy), Kathy O'Reilly (Vet Med), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education), Jo Tynon (Forestry)

Grad Council Members Absent:

Rick Colwell (COAS), Becky Donatelle (HHS), Britt Hoover (Student Representative), Walt Loveland (SCI), Tom Wolpert (AG SCI)

Ex-officio Members Present:

Martin Fisk, Graduate School

Guests:

Bill Boggess and Cary Green, Agricultural Sciences; Rosemary Garagnani and Nagwa Naguib, Graduate School

Introductions

Follow-Up Review on Masters of Agriculture (MAg) Degree Program

Darlene Russ-Eft welcomed Bill Boggess and Cary Green to the meeting. Kioussi presented the review team's report of the Masters of Agriculture (MAg) to Boggess and Green. She indicated that the program was found to fill a niche for certain students who need it and use it, and were found to like the program and willing to go through it.

She pointed out that lack of good communication and leadership is being corrected by the appointment of Dr. Cary Green who will be overseeing the program. She stressed that reconstruction of the website will be critical in giving both students and faculty a better access to information.

Green thanked the Review Committee for their work, and indicated that he was happy with the report. He pointed out that the previous review was held in 1994. The program works across the entire college. He mentioned that one of the biggest issues was communicating what the program stood for, as well as its assessment. They knew the review needed to be done. He also indicated that the internal report findings and recommendations, done by the College, were very similar to the external ones.

Bill Boggess also thanked the Review Committee for their work and indicated that he was very pleased to have Cary Green on board.

Russ-Eft thanked both Bill Boggess and Cary Green for their input. She then asked the Council if further discussion was needed. None was.

Motion: A motion to accept the Masters of Agriculture (MAg) Degree Program Review Report by Shawna Grosskopf and seconded by Jo Tynon. All voted in favor. Motion passed.

Approval of March 9, 2009 minutes

Motion: Motion to accept the minutes was made by Kathy O'Reilly and seconded by Jo Tynon. All voted in favor, except Darlene Russ-Eft who abstained as she was absent from that meeting.

Discussion concerning Category II proposals, regarding process and summer reviews

Marty Fisk reminded the Council that three members of the Council, Nancy King, Walt Loveland and Vinod Narayanan, form the Category II Subcommittee. This group reviews graduate courses that are being added, revised or dropped. Typically the subcommittee looks at those proposals and the syllabus, and makes recommendations. Proposals are available in an online system, and anyone can gain access, but only the Graduate School and other academic offices can make changes, recommend, accept or request additional information.

He indicated that last year, there was a backlog in the review of the Category II proposals. The process might need to be revised, as even though the proposals continue coming in during the summer, the Faculty Senate committees do not meet during that time, thus the creation of the backlog. Another possibility would be to have a Category II Subcommittee in place by beginning of fall in order to not delay the work. Fisk mentioned that there were between 40 and 50 proposals that came in last summer.

Fisk asked if the Category II Subcommittee could process proposals in the summer. Russ-Eft asked Council members how many of them had 12-months appointments.

Narayanan suggested that proposals could be reviewed remotely. He also indicated that it took about 10 minutes to review each proposal.

A long discussion of the Council resulted in some suggestions:

- Four members instead of three on the Category II Subcommittee;
- Have a form with guidelines and boxes with empty space for comments;
- A system to check facts;
- Eighteen-months appointments instead of 12-months, this way there would be some overlaps;
- Alternate members on the Council, as does the Research Council. Alternates could assume some of the tasks of the regular members and could become regular members;
- Expanding the Category II Subcommittee with members from outside the Graduate Council, i.e. adding one more member to the Subcommittee

Fisk clarified that the Executive Committee makes the recommendations for appointments to the Council. Approval of the recommendations is made by the Deans of the Colleges.

Russ-Eft asked for clarification on the reason to have the name of the instructor and the course schedule on the Category II proposal. She indicated that in the College of Education, they were told to remove the names. Narayanan answered that he would like to know who is teaching the course when he reviews a course proposal. He noted that the instructor named on the course syllabus is not necessarily bound to that course, and a different individual could teach it. Tynon wondered if the credit hours shouldn't jive with the contact hours. She also wondered if we should have representation on the Council by college size.

Action: Darlene will check with Vickie Nunnemaker at the Faculty Senate, regarding:

- Having alternate members on the Council
- Having more representatives from larger colleges
- Making appointments earlier in the fall term

She also asked Council members to get back with her regarding their availability during the summer term. E-Campus syllabi will be discussed at a later date.

English language proficiency minimum test scores for entry into OSU graduate programs:

Rosemary Garagnani joined the Council and presented the following two proposals:

1. *International English Language Testing System (IELTS) conditional score of 6.0:* IELTS is a new test. OSU uses a minimum score of 6.5 for entry into Graduate School. We have had this test for the last 3 years. The test is used by many students in Asia from which INTO (INTO University Partnerships, Ltd.) will be actively recruiting. There is a need to set a conditional score for conditional admission to the Graduate School. Several comparator schools have set 6.0 for conditional admission. The test score range is 0.0 to 9.0.

Council members asked if University of Oregon accepts the IELTS with conditional scores. Garagnani indicated that not a lot of schools have conditional score for IELTS. There isn't enough information

available. Fisk asked if the security on both tests is similar and Garagnani pointed out that they use the same process of showing identification. She hasn't heard of any problems with IELTS. She also informed the Council she is planning, after the admission season is over, to review those students who were accepted with a conditional IELTS score of 6.0 to make sure they are successful. Current students have scores of 6.5 to 7.5.

Motion: A motion to accept the proposal to set a conditional graduate admission IELTS score of 6.0 with the condition of revisiting the issue in a year was moved by Jo Tynon and seconded by Kathy O'Reilly. All voted in favor.

2. *Internet Based TOEFL (iBT) score of 26 for speaking to replace 50 on the SPEAK test:* Garagnani proposed that the iBT test replace the OSU administered SPEAK test as the English Language Institute is reorganizing and will stop administering the test. Score of 26 is being used by the University of Oregon and the University of Arizona as the minimum for students being awarded a GTA. She is recommending using the score of 26 iBT for students being awarded GTAs with no teaching restrictions. Departments who use non-native English speakers as GTAs might be requested to provide the evaluation of GTAs to the Graduate School. A discussion regarding the GTAs followed. A suggestion to add another question to the form for students' review of instructors was made. Garagnani will check with General Counsel about any issues related to evaluations of GTAs.

Motion: A motion to accept the proposal to set a minimum Internet Based (iBT) score of 26 to replace the SPEAK score of 50 with the condition to review it at the end of 2009-2010 was moved by Kathy O'Reilly and seconded by Jo Tynon. All voted in favor.

Updates from the Graduate School

No updates.

Meeting adjourned at 4:30 pm.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » March 9, 2009 Minutes

Graduate Council

March 9, 2009 Minutes

Grad Council Members Present: Shawna Grosskopf (CLA), Nancy King (Business), Chrissa Kioussi (Pharmacy), Walt Loveland (SCI), Kathy O'Reilly (Vet Med), Tom Wolpert (AG SCI)

Grad Council Members Absent: Rick Colwell (COAS), Becky Donatelle (HHS), Britt Hoover (Student Representative), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education), Jo Tynon (Forestry)

Ex-officio Members Present: Martin Fisk, Sally Francis

Guests: Nagwa Naguib (Graduate School), Greg Perry (AREC), Prasad Tadepalli (Computer Science)

3:05 pm - Tom Wolpert chaired the meeting as Darlene Russ-Eft was on travel. The Council members introduced themselves. Sally Francis introduced her new Executive Assistant, Nagwa Naguib, to the Council.

Approval of February 23, 2009 minutes

Motion: Motion to accept the minutes was made by Nancy King and seconded by Walt Loveland. All voted in favor. Motion passed.

Follow-Up Review of the Graduate Program in Genetics

Council members were joined by Greg Perry, Department of Agricultural and Resource Economics. Perry informed the Council that David Cann, Alex Sanchez and he conducted a three-year follow-up review of the Graduate Program in Genetics. They met with Barbara Taylor, director of both the Genetics and the MCB programs, and Stella Coakley, Associate Dean of CAS. Genetics is a small program. About 90 percent of the faculty members are also associated with the MCB graduate program. So, it made sense that they merge both programs administratively. MCB currently has 35-40 students while Genetics has only four students. Perry wondered if we should eliminate the Genetics Program. In its 2006 review, the Panel suggested that the Genetics program become an area of concentration within the broader "umbrella" of the MCB graduate program. Sally Francis clarified that even though the same individual currently has responsibility for directing both the Genetics and the MCB graduate programs, no actual *merger* of the two programs has occurred. To merge programs or to change administrative lines will require a curricular proposal.

The follow-up review team's recommendation (p. 1) for taking care of this previously recommended merger is: *The combined MCB – Genetics faculty need to formally address and resolve the status of the Genetics degree within MCB. This should be done in a timely fashion, such that whatever revisions are adopted can be put into place within the next 12 months.*

Sally Francis indicated that the Genetics and MCB graduate programs are two separate graduate majors, MCB is housed in the Graduate School; Genetics is housed in the College of Agricultural Sciences (CAS). Perry reported that Barbara Taylor has become the director of the Genetics program, following Walt Ream. Francis also wondered if the budget to support Genetics was transferred to the MCB budget. Martin Fisk said that CAS has recently provided some administrative support to the MCB program.

Kioussi asked if, with the recommended merger, the students would receive a degree in Genetics or in MCB. Perry responded that the degree would be in MCB. Francis stressed the fact that, for this to be the case, a curriculum proposal will be required. She also pointed out that when the program review was conducted in 2006, Walt Ream indicated that he would secure more funds to support Genetics.

Loveland wondered if the funds from Agricultural Sciences still existed. Perry restated the fact that the funds have indeed been transferred to MCB, but that there are no students directed by faculty members in CAS in the Genetics Program. Fisk informed the Council that Barbara Taylor specified that the funds transferred from CAS are being used to support the staff of the MCB office.

Kioussi pointed out that the Genetics program was always a weak component and that the MCB Administrative Assistant was being paid from the Genetics program. Wolpert pointed out that Genetics had been a strong program but dwindled, as over the years the directors have asked for support. Francis responded by saying that the Graduate School has secured budgetary support for the interdisciplinary programs that have been housed in the Graduate School (i.e. MCB, MAIS, Environmental Sciences, Water Resources, and Applied Economics). Jim Carrington, former MCB Director, used some of the support provided by the Graduate School for supporting MCB students. Questions about interrelationships among graduate programs were raised during the Graduate Council Program Reviews of the MCB, Horticulture, Genetics and other programs, as they are highly interconnected. Francis then suggested that the Council might want to look at the minutes, talk to the directors, and look at the enrollment trends in those programs. Some housekeeping needs to occur. Perry agreed. He also stated that it is questionable if Genetics is a viable program, and pointed out that Barbara Taylor does not feel that there is as much resistance to merger or elimination of Genetics as there was three years ago, when the program was reviewed.

Perry directed the Council to the recommendation on page 2, which came out of the original 2006 report and stated that if the Council insisted on this recommendation, the Genetics program will be destroyed. Wolpert thought that maybe as an incentive, the issue should be considered a high priority, and the decision should be made within the next three months. Francis will charge Fisk to follow up with Barbara Taylor to determine a course of action. The future of the Genetics program will be decided when the Genetics graduate faculty meet in the spring. If the decision to drop the Genetics program is made, a Category I proposal will be required. Genetics may then become an area of concentration in MCB.

Motion: A motion to ask the MCB and Genetics faculty to report to the Graduate School on the Genetics program status was made by Walt Loveland and seconded by Shawna Grosskopf. All voted in favor. Motion passed.

Follow-Up Review of the Graduate Program in Forest Science

Prasad Tadepalli joined the Council to discuss the follow-up review of the graduate program in Forest Science. In the spring of 2006, a Forest Science program review was conducted. Since then, the College of Forestry has undergone a major reorganization in which three departments, namely Forest Resources, Forest Engineering and Forest Science were merged into two new departments of Forest Engineering, Resources and Management (FERM) and Forest Ecosystems and Society (FES). They have also hired a new wildlife biologist, Brenda McComb, to head the FES department.

Due to the overhaul of the College, they put many of the serious issues outlined in the report, on hold until they decide on what to do with the program.

One of the issues discussed in the follow-up report was lack of *communication* within the program itself. One recommendation in the 2006 report of the review panel was to create a forum or symposium, as a venue to increase awareness across the department on what the graduate students are working on. A one-day graduate student symposium was initiated and is organized by the students featuring presentations of their research. Tadepalli noted that he was not sure if this was a departmental or college-wide symposium, but a useful exercise, nonetheless. It is only for students' research.

Another issue discussed in the follow-up report was the *curriculum*. There has been interest in creating a stronger curriculum. The Provost has appointed a group of head of departments that have interests in the area of plant science, to make recommendations regarding strengthening the plant science area. New courses have been added. Francis indicated that she had received at that time a letter from Barbara Bond addressed to her, as well as to the deans of Agricultural Sciences, Forestry, and Science, in which Bond had delineated her view of the serious problems associated with OSU's ability to deliver content in plant sciences. The Deans agreed to pursue several courses of action in response to Bond's letter. One outcome was to eliminate the graduate program in Plant Physiology. Bond led a failed effort to analyze the plant science situation.

Diversity and hiring was a recommendation in the 2006 report around which the department has made progress. Many of the faculty members were OSU graduates, and the recommendation was to recruit faculty from outside the university. The new head of the department is one example of implementing this recommendation.

The recommendation regarding *space issues* has also been addressed and the graduate students have been allocated a common place. All computer labs are now shared by all the students in the college.

The main message of the follow-up is that both the college and the department have been in flux since the time of the graduate program review in 2006 and they are hoping that things will change with the new department head on board. Tapedalli also pointed out that there is more commonality between the departments, and that the climate has improved.

The Council decided to follow up review within the next two years (calendar year 2011), after the new department head is on board.

Motion: A motion to conduct a second follow-up in 2010-11 was made by Walt Loveland and seconded by Chrissa Kioussi. All voted in favor. Motion passed.

Review of Masters of Agriculture (MAg) Degree Program

Chrissa Kioussi and Kathy O'Reilly were the two internal reviewers for the MAg program review. (See Review Panel Recommendation below.) Kioussi presented the review team's report of the Master of Agriculture (MAg) to the Council. The MAg program is tailored to the needs of students who are not interested in conducting research or pursuing further advanced degrees. The MAg does not require a thesis (with upper case "T"), however there is a coursework and a research paper option which has been called a thesis (with lower case "t"). Kathy O'Reilly pointed out that the MAg students do not go on to earn doctorate degrees. There is confusion about the use of the word *thesis* to describe the coursework and research paper associated with the non-thesis option.

The program serves the needs of certain students, however, they seem to stumble onto the program rather than being advised about its existence. The web site did not provide guidance on how to be admitted to the program. Connected to this, is the realization that the program needs direction and leadership.

In addition to meeting with the heads of the departments and representatives of the colleges that participate in the MAg degree, the review panel met with four MAg students; one faculty member, Jay Noller; and Cary Green who has been newly appointed to oversee the program. The review panel felt that the lack of leadership in the past resulted in that there was no point of contact for students, and that this contributed to the rapid decrease in enrollment over the years. Jay Noller was very enthusiastic about the program and asserted that it fits the needs of some students very well. Dr. Green was happy to have the review done at that time, and stated that he will go back to the faculty with the report as a guide for addressing the recommendations of the committee. Financial support for students is limited – only two of the students who participated in the review were supported.

The review panel provided recommendations, some of which follow:

- Retain and support the new leadership.
- Create better internal (OSU) communication and education about the program.
- Develop better external marketing and communication
- Secure some level of financial support for the MAg students.
- Design and conduct an outcomes and assessment plan for the MAg program.

Review Panel Recommendation:

The Review Panel recommends that the Oregon State University Master of Agriculture Program in the College of Agricultural Sciences be maintained with limited restructuring towards the overall objective of revitalization and increased participation/subscription.

Action:

The invitation to Cary Green to attend the March 9 Council meeting had been overlooked. Therefore, Francis will call Cary Green and invite him as well as Bill Boggess to the Council's next meeting to provide an opportunity for CAS to respond to the report. The Council postponed action on the report until after it has an opportunity to interact with Green.

Discussion of Memo from Jon Dorbolo

Wolpert introduced and read parts of Jon Dorbolo's memo calling for the faculty's solidarity in temporary pay reduction and/or furloughs. Wolpert asked Council members if they felt the Graduate Council meeting was an appropriate venue to discuss this issue, and if the Council should participate in the conversation. He indicated that Dorbolo is asking for feedback. Kioussi suggested that this conversation should be done at the college or department level. Francis indicated that many universities around the nation are taking furlough days to help manage budget cuts. Council members believed that temporary pay reduction/furlough would have to be across-the-board and should be discussed in every venue. A concern about damage to graduate programs

and elimination of graduate assistantships was also raised.

Meeting adjourned at 5:00 pm.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 23, 2009 Minutes

Graduate Council

February 23, 2009 Minutes

Grad Council Members Present:	Rick Colwell (COAS), Becky Donatelle (HHS), Qing Meng (CLA), Nancy King (Business), Walt Loveland (SCI), Kathy O'Reilly (Vet Med), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Chrissa Kioussi (Pharmacy), Vinod Narayanan (ENGR), Martin Fisk (Ex-officio)
Ex-officio Members Present:	Sally Francis
Guests:	Juan Trujillo (Foreign Languages & Lit.), ??? (Disability Services), Lani Roberts (Philosophy), Ursula Bechert (SCI)

Approval of January 26, 2009 and February 9, 2009 minutes

Russ-Eft welcomed everyone to the meeting and asked for a motion to approve the January 26th Council minutes. The Council had no recommended modifications to the January 26th minutes. Tynon made a motion to approve the minutes as distributed and O'Reilly seconded the motion. The minutes were approved.

February 9th meeting minutes were discussed next. Wolpert indicated that there should be some clarification made to reflect that the approvals of the law courses in section A of the report are for the specific courses listed and for the Water Resources program only. After discussion it was decided to amend the minutes in two ways:

- Amend minutes to state "The approvals are for these courses and this program only."
- Regarding the U of O graduate faculty, the minutes should be amended as, "...to state that U of O uses a different process for Graduate Faculty."

Tynon moved to approve the minutes as amended and King seconded this motion. The motion to approve the February 9th minutes as amended carried.

Request to have American Sign Language used to satisfy the second language requirements for the MA Degree

Guests Tynon Alexander, Lani Roberts and Juan Trujillo were welcomed to the meeting.

Tynon Alexander began by explaining that this proposal is to allow American Sign Language (ASL) to satisfy the second language requirement for the MA degree. She noted that U of O and institutions have accepted American Sign Language as a language exit requirement. Roberts explained that the reason this is being proposed now is that she has a student with over two years of ASL but, since this is not recognized and accepted as a second language at OSU, she has to ask for an exception be made in the case of this individual student.

Juan Trujillo presented the Council with the handout "Standards for Foreign Language Learning" which shows the criteria for determining whether a communication mechanism is a *language*. He believes that ASL meets the criteria and, thus, should satisfy the second language requirement of the MA degree at OSU.

Tynon asked the Council if this could possibly be an oversight since ASL does qualify at the undergraduate level as a foreign language. She then asked if a vote would be needed to allow this at both the master's and doctoral level. If so, she asks that the Council discuss it at one time and vote on all. Francis noted that no action is needed at the doctoral level as any language requirement is at the discretion of the student's doctoral committee. Francis also provided the policy as it currently appears in the Catalog: "For the master of arts degree, the student must show foreign language proficiency equivalent to that attained at the end of a second-year university course in that language with a grade of "C" (2.00) or better." She also noted that the student must meet this requirement before they can take their final examination. She advised the Council that the matter on the table is whether ASL should be considered a foreign language within the context of the existing language requirement.

Tynon asked if ASL has a written portion. Trujillo answered that it does not but noted that a language is about proficiency in communicating and that for this particular language people can communicate through signing.

Loveland asked about the assessment process and if OSU has this capability in the case of ASL. Trujillo said that it does, and his department generally goes to an outside source to have students assessed.

Colwell asked how students would attain this as a language if OSU does not offer instruction in ASL. Trujillo noted that the individual would have to work with the Department of Foreign Languages and Literatures and, if they decided it was reasonable, they would work to find the student the necessary resources. Russ-Eft asked if ASL would need to be taught by video. Alexander noted that ASL is taught using print materials, but videos are also used.

Trujillo told the Council that hearing impaired people are considered bilingual because they can read and write in English but they can also communicate through sign language.

Roberts stated that Ivy League schools accept ASL as a second language, as does the California university system also accepts it. Therefore, she is not clear why OSU would not do so.

Loveland asked that if the language requirement only applies to the MA degree, should any language that has a culture attached be considered acceptable as a second language? Trujillo said that in his department they do accept any language and Roberts noted that ASL is the only language not currently accepted. Alexander added that for a long time ASL was thought to be bad English. However, this view has been dispelled.

There were no further questions from the Council for the guests. The guests were thanked for their time and excused.

Follow-up discussion and decision

O'Reilly asked for clarification as to whether this is a requirement that is merely transferred in or if this is a requirement that would need to be met at OSU? Francis explained that the Catalog says that the student would have to have "equivalent" to two years of a foreign language with a grade of a C or better. Therefore, satisfaction of the requirement could occur as a result of credit-bearing coursework either prior to enrollment at OSU or during enrollment at OSU (if available), or by competency assessment conducted by the OSU Department of Foreign Languages and Literatures.

Loveland moved to approve ASL as a recognized second language and amend the Graduate Catalog as follows: "...must show foreign language proficiency (including American Sign Language)...." Donatelle seconded the motion; the motion carried.

Revisions to Academic Regulations (20,23,24) and a newly proposed AR 31

Tynon asked the Council if the footnotes in the document that had been circulated to the Council were part of the regulations or if they were just included for the information of Council members. The footnotes are part of the Regulations and appear in the Catalog.

Loveland stated that he would like to see AR23 (paragraph 1) revised to include the word "and" instead of the word "or" as in, "...at the discretion of the department/college or faculty member...." He noted that, otherwise, many issues could arise where the two parties may not agree. Tynon noted that if the Council suggested that change, the word "sole" should be removed from that sentence also. Colwell noted that if the wording was changed as suggested above, both the department/college and the faculty member would have to agree for

things to move forward so they would be forced to work any issues out. Loveland agreed. Colwell stated that it is difficult to understand the proposed change to this AR and be asked to approve it in the absence of an understanding of the context and rationale for the proposed change. He mentioned that it was most likely carefully written this way (i.e. the word "and" instead of "or") to avoid some problem that the Council is unaware of. Tynon mentioned that both AR 23 and 24 are very similar but worded differently.

Loveland stated that the difference is credit versus waiver. The Council observed an error in wording within the proposal in that AR should refer to waiver, not credit. Loveland also stated that he does not like the word "absolution" in regard to AR 31 because it has religious connotations and thus should be removed. Russ-Eft suggested that the word "expunge" could be used instead of the word "absolution."

Tynon asked the Council the Council's proposed changes to AR 23 would change the original meaning of the AR? She proposed that the Council refer this question back to the AR Committee along with the message that if it would change the original meaning to so advise the Graduate Council because the Council has some concerns about this.

Tynon also suggested eliminating the footnotes. She believes the footnotes should be included with each AR.

Francis indicated that AR31 appears to be concerned with only undergraduate students. Tynon noted that AR31 says "student" and could apply to a graduate student who is out for awhile and would like come back. Loveland agreed that it could apply to any student who left and failed years ago but decided to come back and pursue a different discipline. He mentioned that failing so many classes years ago would mean that such a student would have a terrible GPA and that it would be impossible to come back and boost it to the level required for admission to Graduate School. Francis noted that the "24 hour rule" is a mechanism for handling such situations in the case of graduate students. Tynon asked how this would apply to a student who, for example, had a terrible accident and had to be out for awhile. Francis responded that it would not matter in the case of a master's student because most likely 7 years have passed and their course work has expired. She also noted that for doctoral students, coursework does not expire. Francis suggested that this AR is appropriate to only undergraduate students. O'Reilly stated that "undergraduate" should be included in the first line of the AR.

Category I: Graduate Certificate in Management for Science Professionals

Ursula Bechert arrived and introduced herself. Russ-Eft indicated that the Council members had the Category 1 proposal and noted that it has been considered previously. Bechert stated that she would address concerns that she was previously made aware of. She said that she re-submitted the proposal with more revisions underlined to make the changes easier to see.

Bechert said that one of the concerns that had been addressed in the revised proposal was how she had worked with the College of Business. She told the Council that she met with the Dean of the College, Ilene Kleinsorge, to discuss this. Bechert also told the Council that she followed up with potential courses that might be relevant for inclusion in the proposed certificate by speaking with Jeffrey Hale (CLA). She stated that Hale did not think his college had any courses that would be relevant for inclusion in the proposed certificate program, but that some of his new media students may be interested in some of the courses she is developing for the certificate.

Bechert addressed the next concern regarding whether skills courses were represented graduate level learning. She noted that she included what differentiation of undergraduate and graduate level learning in the revised proposal. She indicated that she brought the Michigan State University (MSU) program as an example of best practice in this regard. She told the Council that many of the topics at MSU were very similar to what she would like to offer, but she believes that the courses MSU offers are not as rigorous as what she would like to offer. She also noted that she had visited several universities to talk with faculty and students about their programs and about what was working and what wasn't working for them as a means of understanding best practice. An issue that surfaced in these visits was the difficulty of making business courses relevant to science students. King noted that Michigan State courses are being taught with regular professors who are in the MSU College of Business. In essence, the program "borrows" faculty from the College of Business to teach their courses. Bechert told the Council that these faculty members do not teach the PSM courses in the usual time frame and that most are taught on a Friday afternoon and all day Saturday specifically for the PSM students. King shared her concern with using science faculty to deliver business courses. Her concern is that these faculty members are teaching graduate level coursework with no framework for keeping current in the business field. She also noted that it would benefit for these faculty members to have associations with business faculty members. Bechert responded that the person who has

been hired for the OSU program is not currently on campus but that her goal is to get him on campus so he could teach on campus as well as through E-campus. She mentioned that she would also like this person to get an adjunct position in the College of Business so that he would have associations with College of Business faculty. King stated that she believes it would be difficult to find a person to do this. Bechert told the Council that the person who has been hired was specifically chosen because he has background in both science and business.

Donatelle indicated that she struggles with whether the skills courses are truly graduate level having looked at the Michigan State example. She said that she views some of these courses as more akin to training and development than to graduate education. Bechert responded that she believes these are courses that are needed at the graduate level. She believes that duplication of some things like presentation is essential. However, she said that she does not want the approval of the certificate to be delayed on this issue and would remove them if necessary for approval.

O'Reilly asked if students from other disciplines can also register for these courses. Bechert indicated that other students can register for them but they prefer only PSM students at this time. Bechert told the Council that she believes that students receive the biggest benefit when they register for the whole curriculum instead of just taking a class or two as the classes build on each other. Bechert told the Council that the College of Science has approved the professional skills courses and that they are waiting to hear about the Category I before approving the business courses.

Loveland asked what the cost of this certificate is to students. Bechert responded that it would be just tuition and fees for the 18 credits required for the certificate. Loveland then asked what positive revenue the department is realizing on this certificate. Francis responded by saying that she believes that Dean Bloomer would say that right now this is not a source of positive revenue but, since this program is growing rapidly across the US, there is an opportunity for this certificate to be attractive to students.

Loveland asked if the business courses would count for students who would like to go on to get an MBA. King responded that none of the business courses would qualify. Bechert told the Council that her goal was to develop a good quality program with good courses. She mentioned that this was why she took the time to visit other Universities to find out what was working and what was not working. She explained that since we have the courses, and that non-PSM students are asking to take the courses, it makes sense to package the courses into a certificate. Loveland asked if the students who take the business courses are given a warning that they will not be able to apply these courses to any business program elsewhere. Bechert answered by saying that students currently are not given such a warning.

Follow-up discussion and decision

Loveland stated that he is concerned about the business courses and asked King what the College of Business thinks about this. King responded by saying that they "tolerate" it but do not like it because they are not really business courses. But, technically, she tells the Council that they have done what they were asked to do within the proposal and that they have specified that the business courses are not accredited courses. Loveland indicated that such a proviso should appear in all advertising for the certificate. Francis agreed that it is important that students are so informed.

O'Reilly asked how many other graduate certificates OSU offers. Francis responded and listed the various graduate certificate programs currently offered. O'Reilly asked if these are considered an intermediate between an undergraduate and graduate level and if other certificates have courses that will qualify to transfer to a full master's degree. Francis explained that the graduate certificate is a formal graduate credential. At OSU, students may apply all credits earned in the pursuit of a graduate certificate toward the completion of a master's or doctoral degree subject to the approval of the student's graduate committee. Russ-Eft offered the example of the TESOL certificate which has courses that can be transferred into a graduate degree program. O'Reilly indicated that this is where she thinks the difference with this certificate is because neither science nor business will accept these as transfer courses into graduate degree programs.

Francis reminded the Council that four PSM programs already exist and that the proposal on the table is to carve out a graduate certificate that "packages" the "plus component" of the PSM degrees. She reiterated that the Graduate Council made the decision that graduate certificates can be part of graduate degree programs and that we treat it as "value added."

Russ-Eft asked if the plan is to offer this certificate through distance education and Francis responded that this is the plan. Loveland stated that his review of the budget revealed that about fifty students are needed to

make this work. In order to get fifty students, the certificate would need to be offered online.

Tynon notes that certain employees may desire this certificate to enhance their credentials within their current employment situation. Loveland stated that he would like to add a caveat that this certificate will not qualify as entry into a graduate program. He noted that, if this is a targeted certificate, he questions whether other students on campus should be using these courses. O'Reilly stated that she believes this certificate could be useful for bachelor's degree students who may like to use this as an additional credential. Francis noted that graduate certificate students must be admitted to OSU as credential-seeking graduate students.

Becky explains that she does not believe this certificate is graduate level and has issues with what it will cost and also with the credibility of the program. She also expressed her concern that with all the budget cuts happening right now she wonders if we can handle this new certificate program. Tynon explained the other side of this and the fact that E-campus is a cash cow and when the economy is bad people want to go back to school to enhance their credentials.

The Council agreed that clarification on these issues is needed and they decided to postpone action on this proposal. In the meantime, Russ-Eft will find out if the certificate courses have already been approved and, if not, the status.

Loveland would also like Russ-Eft to find out if Bechert would be opposed to putting a caveat on all literature explaining that the business courses will not apply toward graduate business degree programs nor qualify as pre-requisites for graduate business courses.

Meeting times during Spring term

Russ-Eft indicated that she will be absent for the March 9th meeting and that Wolpert has agreed to Chair that meeting.

Russ-Eft asked if a meeting on March 23 will be necessary. She indicated that she does not have any agenda items right now. Francis noted that she does not believe a meeting on the 23rd will be necessary. Council decided to tentatively cancel the meeting on the 23rd. If something arises at the March 9th meeting, the Council can decide at that time to meet on the 23rd.

Russ-Eft asked the Council what their preference is for scheduling Graduate Council meetings during Spring Term. She asked if it would work for everyone to continue to meet the second and fourth Monday's from 3:00-5:00 pm. Tynon indicated that she would check her schedule and let Russ-Eft know. The rest of the Council agreed that continuing on the same schedule would work for them. Russ-Eft told the Council meetings will continue as they have been.

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Graduate Council

February 9, 2009 Minutes

Grad Council Members Present:

Becky Donatelle (HHS), Qinglai Meng for Shawna Grosskopf (CLA), Nancy King (Business), Walt Loveland (SCI), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Rick Colwell (COAS)

Grad Council Members Absent:

Vinod Narayanan (ENGR), Britt Hoover (Student Representative), Chrissa Kioussi (Pharmacy), Kathy O'Reilly (Vet Med), Tom Wolpert (AG SCI)

Ex-officio Members Present:

Martin Fisk, Sally Francis

Guests:

U of O Vice Provost Marian Friestad – Conference Call; Jaime Irvine

Approval of minutes of January 26th, 2009

There were no changes in the January 26 minutes and a motion to accept the minutes was approved by voice vote.

Category II Review: University of Oregon (U of O) Law School

Sally Francis contacted U of O's Vice Provost Miriam Friestad and she has agreed to a conference call with the committee members. Quick discussions of the items to be discussed with the Vice Provost were addressed.

The conference call to the Vice Provost proceeded and introductions of the committee members present and the colleges belonging were addressed.

Francis started the conversation by explaining that the Graduate Council has been considering a proposal from the Director of the Water Resources program, Mary Santelmann, to administer a congruent advanced degree of courses taught at U of O Law School be allowed to transfer to the Water Resources MS degree program. Vice Provost Friestad noted that U of O professional schools all report through the Graduate School except for the Law School which is the only school that currently does not report through the Graduate School. The law courses are graduate courses that have an advanced degree status beyond the undergraduate degree. It is the practice of U of O that the Master's programs choose to waive or accept other work beyond the 15 quarter hours as transfer credits. Those hours could be work from another University or Professional school. 45 degree hours are the minimum and goes up to as many as 70+ credit hours that can be transferred into the program of study. The minimum amount of credit hours is as low as 30 if the program decides that is how many they want to transfer, however, that does not take into account the size of the core requirements of the Master's degree. That is when Vice Provost Friestad commented on utilizing joint programs as they tend to make more efficient use of the election component. The general idea is that Graduate level courses in a Professional school can and are used in a Graduate degree.

Question and answer forum began between the committee members and Vice Provost Friestad. It was asked how U of O establishes faculty Graduate status and it was noted that they use a different process from OSU. It is the policy that anyone on the tenure track is considered Graduate faculty. It is also the policy that U of O does not review each of the programs of study as long as they are meeting their core requirements and that is left up to the faculty. Vice Provost Friestad ended her conversation leaving an important point to consider. Communication with potential students is very important. Clarity between the two units needs to be addressed so that the students know they are pursuing two congruent programs, not a joint program. For

instance, they receive one degree from OSU and another from U of O, and it is up to the other degree programs to decide if they want to waive those credits and apply to other program of study.

Vice Provost Friestad was thanked for insightful information and it was noted that she would be willing to investigate any further questions the committee may have.

Discussion on this subject continued after the phone call ended. Francis commented that the main issue to think about is to limit the number of credits that is approved to transfer.

Walt Loveland made a motion to approve section A of the report by Nancy King (Appendix I below), to not approve the two writing courses from section B, and to gather more information from section C. Jo Tynon seconded the motion. All were in favor and the motion was carried.

Darlene Russ-Eft will convey to Mary Santlemann that the eight courses in section A of the report in Appendix I be approved and that the writing courses in section B will not be approved. Section C warrants more investigation before a decision can be made. The approvals are for these courses and this program only. It was noted that only 15 credits will be approved for transfer.

IGERT Reviews

Review of the preproposals continued and each committee member reported their individual ranking of the eight proposals based on the criteria previously given. The average of each score was calculated and the top four proposals were chosen. They are as follows: Waterborne Pathogens by Katherine Field and Luiz Bermudez; Life in an Aging Society by Karen Hooker, Carolyn Aldwin, Tory Hagen, Ron Metoyer, Mike Pavol, Rick Settersten, Carmen Steggell, and Alexis Walker; Clean Energy Technology by Christine Kelly, Ray Brooks, and Alex Yokochi; Coastal Futures by Selina Heppell, Michael Harte, Scott Heppell, and Susan Capalbo. These top four proposals will be forwarded to the Research Office for their further investigation. Notes were taken and gathered on each of the proposals to be given to the members of the proposals for further improvements.

Update from Graduate School

The Graduate School does not have any pressing information to share with the committee. During the next Graduate Council Meeting, language entry requirements are to be discussed.

There was a motion to adjourn brought by Becky Donatelle and Rick Colwell seconded. All were in favor.

Meeting adjourned.

Appendix I

Report of Nancy King on University of Oregon Law courses.

I have reviewed the packet of material provided related to courses from the University of Oregon's School of Law that would be accepted for OSU graduate credit in the proposed concurrent MS Water Resources and Juris Doctorate (JD) from the University of Oregon.

In the packet were materials for 10 courses from the University of Oregon's School of Law that the grad council is being asked to approve for transfer credit towards a MS Water Resources degree at OSU.

The syllabi for the proposed 10 courses all provide for a graduate level learning experience that would be classified as providing graduate level learning outcomes including analysis, synthesis and evaluation. A rationale for accepting transfer of each course for OSU graduate credit is attached as well as a CV for the instructor of each course.

I've reviewed all of the materials and, except for courses where the documentation is incomplete, I recommend that we approve the transfer of these courses for graduate level credit for the MS Water Resources degree at OSU.

A. The courses with complete documentation that I recommend approving without further delay are:
Administrative Law (Law 664)
Environmental Law (Law 610)
Environment and Pollution Law (Law 610)

Coastal Law (Law 610)
Ocean Law (Law 607)
Water Resources Law (Law 669)
Land Use Law (Law 668)
Human Rights and Environment Law (Law 693)

The argument for accepting transfer of Coastal, Ocean and Water Resources Law courses is especially strong since the same courses are currently being taught as graduate level courses at OSU by the same U of O instructor, while also being taught by that instructor as law school courses at UofO. So, approving transfer would simply allow students who take the course in the law school as opposed to taking the course at OSU to receive credit through transfer.

B. Two courses proposed for transfer are legal research and writing courses (Legal Research and Writing I and II (Law 622 and Law 633)). I recommend asking for further clarification of the rationale for accepting transfer of these two courses due to the fact that all law students must take these courses and the fact that the content of the courses is not related to the water resources discipline, but addresses broadly legal research and writing. There are numerous other courses being proposed for transfer credit to OSU that do have a discipline-related focus related to the course of study of a graduate student seeking a MS in water resources, so the question is why should OSU approve for transfer these two courses that all law students have to take that are not related to the water resources focus of the graduate program to which they would be transferred? Won't accepting these two courses limit the number of discipline-related law school courses more directly related to the students' study of water resources since every student seeking the concurrent degrees would likely propose to transfer these two law school required legal research and writing courses?

C. Several of the courses do not have complete documentation for purposes of our review:
The syllabus for Legal Research and Writing II is missing (see also B above, requesting more information about transfer of this course).
The rationale for accepting transfer of Natural Resources Law for graduate credit at OSU is missing.
The rationale for accepting transfer of Indian Law for graduate credit at OSU is missing.
Also, the course numbers for National Resources Law and Indian Law are missing from the documentation.

D. Other courses were listed in the materials provided to the graduate council as potential transfer courses for graduate credit at OSU by MS Water Resources students seeking concurrent JD degrees. There are quite a few other courses listed in the documentation related to the proposed concurrent MS Water Resources and JD degrees that we do not have any documentation for (syllabus, CV or rationale for accepting transfer credit at OSU). These include:

Energy and the Law (Law 607),
Global Environmental Challenges (Law 607),
Hazardous Waste (Law 688)
Law and Science (Law 607),
Renewable Energy (Law 607),
International Environmental Law (Law 690) and
Climate Change Law and Policy (Law 607).
Tribal Courts and Tribal Law (Law 610) (same as the Indian Law course considered in C above?)

We should not approve transfer of these courses listed in D above without receipt and review of documentation for the specific courses.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 26, 2009 Minutes

Graduate Council

January 26, 2009 Minutes

Grad Council Members Present:

Becky Donatelle (HHS), Qinglai Meng for Shawna Grosskopf (CLA), Nancy King (Business), Chrissa Kioussi (Pharmacy), Walt Loveland (SCI), Kathy O'Reilly (Vet Med), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Rick Colwell (COAS), Vinod Narayanan (ENGR), Britt Hoover (Student Representative)

Ex-officio Members Present:

Martin Fisk, Sally Francis

Guests:

Jaime Irvine; Anna Harding and Marie Harvey (PH)

Approval of minutes of January 12, 2009

The minutes were amended to indicate that Walt Loveland moved and Becky Donatelle seconded the motion to approve the minutes of January 12th, 2009. There were no other changes in the minutes. A motion to accept the minutes, as amended, from the January 12th meeting was made by Tom Wolpert and seconded by Becky Donatelle. The minutes were approved as amended.

IGERT Reviews

Darlene Russ-Eft informed the Council that there is a new call for IGERT (Integrative Graduate Education and Research Traineeships) proposals by the National Science Foundation. Martin Fisk noted that IGERT grants are prestigious and are typically for about \$3,000,000 over five years. OSU is allowed to submit four preproposals to this competition. The OSU Research Office has requested Letters of Intent (LOI) in order to select four teams to submit preproposals. Those LOIs are due at the Research Office today. The Research Office has requested that the Graduate Council rank the proposals and Darlene explained that it would be helpful for the Council to be aware that the LOIs are coming. Martin Fisk explained that typically about eight groups on campus submit LOIs and each LOI will be no more than six pages long.

Darlene requested that the Council members bring a ranking of the LOI to the next Council meeting on February 9th. The Graduate Council will be given a list of about ten criteria on which to base their rankings. At the February 9 meeting, the individual rankings will be tabulated and discussed in order to produce an overall ranking to submit to the Research Office. The Graduate Council's ranking will be forwarded to the Research Office. The intent is for the Research Office to inform the authors of the top four Letters of Intent of their status on the 10th of February. The NSF Proposal deadline is March 13th, which will allow the authors about a month to write their preproposals. Becky Donatelle wanted to know if Council members should rank the LOIs in advance of the February 9th meeting. It was agreed that Council members will rank the proposals and bring their notes to the next meeting so that the Council can come up with a final, overall ranking.

Category I Proposal: Suspension of Master's of Science (MS) Degrees in Environmental Health Science

Visitors Anna Harding and Marie Harvey from the Department of Public Health (PH) were welcomed and introductions proceeded. PH is proposing to suspend the MS degree in Environmental Health and Occupational Safety Management, Public Health, and Health Promotion and Health Behavior because the majority of

students are enrolling in the Master's in Public Health (MPH) and not in these degree programs. There is currently one student seeking the MS. Courses offered in the MS degrees are also offered in the MPH program and students are able to conduct research within the structure of the MPH. Marie Harvey indicated that the MS is not an accredited degree while the MPH is accredited.

Tom Wolpert asked if there was any advantage to the M.S. Marie Harvey indicated that research is a component of the M.S. thesis option and students wishing to obtain a Ph.D. in PH may prefer to get an M.S. Marie Harvey indicated that the MPH is primarily a non-thesis degree, but a thesis option is available. Walt Loveland asked if there was any cost savings to the suspension. There appears to be none.

Jo Tynon asked about the rationale of suspending the MS degree rather than terminating it. Marie Harvey indicated that PH wants to suspend the MS rather than cancel it to make it easier to reinstate the programs if interest in the M.S. increases. She indicated that the situation could change if the proposed new school of public health should become a reality. Concerns about closing the MS program when administration is looking to boost enrollment were also discussed. There were no more questions and the visitors were thanked and they were dismissed. Sally Francis explained the review of the PH graduate program is coming up and a program with little demand and few students would have been discussed during that review. With the impending review, PH chose to end the M.S. degree. Jo Tynon moved to approve the suspension of MS degrees and Kathy O'Reilly seconded the motion. All were in favor.

Category II Review: University of Oregon (U of O) Law School

Mary Santelmann, Director of the OSU interdisciplinary programs in Water Resources proposed to the Graduate Council at a previous meeting that ten courses taught by the University of Oregon Law School be allowed on Water Resources MS degree programs of study. At the January 12th meeting of the Council, it was decided that the 10 law courses be reviewed by the Graduate Council's Category II Subcommittee following the procedure previously established by the Council. Nancy King (a member of that subcommittee) reported on her review of the ten courses whose syllabi and instructor's resume's were submitted to her. (Her report can be found in Appendix I.)

The review showed that there were eight courses that had good documentation and she recommended them to be approved for use on OSU graduate programs of study. Two courses, however, lacked full documentation and Nancy's recommendation prompted further discussion.

Marty noted that there was a discussion at the last meeting of whether professional courses could be applied to 45 credit minimum Masters Research Degree. Sally then handed out a statement from the Council of Graduate Schools regarding how to define what graduate education is and what it is not. She explained that at most universities professional courses are not included in graduate programs of study unless the total number of quarter credits exceeds forty-five. OSU does allow a small number of pharmacy professional courses on the graduate programs. These specific pharmacy courses were reviewed by the Category II Subcommittee of the Graduate Council and subsequently approved by the Graduate Council. Francis also distributed a summary of research she had conducted on the details of three of the dual degree programs identified by Santelman for emulation at OSU. Francis discovered that in all three of these cases, law courses appear to be added to master's degree programs of study only in excess of the standard 45 graduate credits required for the degree. Similarly, U of O allows twelve quarter credits of professional law courses to count toward their 57 credit Environmental Studies M.S. degree. Further lengthy discussion in how many and what professional courses/credits should be transferred to graduate programs ensued.

Walt Loveland made a motion to accept as graduate credit at OSU the eight courses that Nancy King recommended be used as graduate credit. There was no second to the motion.

The following issues were discussed:

- (1) Should professional courses be allowed on OSU graduate programs of study?
- (2) If professional courses are allowed, should they be counted toward the 45 credit minimum for a master's degree?
- (3) Should any professional courses that are permitted be in addition to the 45 credit minimum?
- (4) Should U of O law professors be nominated to the OSU Graduate Faculty (it was pointed out that only one of the faculty members who teach the courses under consideration holds a graduate degree)?
- (5) Could the U of O law courses be approved to be applied only to Water Resources master's degrees or would they be allowed for inclusion on any OSU graduate program of study?

Sally Francis related a conversation she had with U of O Vice Provost Marian Friestad about the use of U of O law courses on U of O Master's degrees, in which the Vice Provost indicated that U of O would not allow what

OSU was considering. It was requested that Sally contact Vice Provost Friestad again to obtain clarification and to invite her to participate in the next Graduate Council meeting on February 9.

Mary Santelmann will be asked to identify other programs that allow law credits within a 30 semester credit degree.

Update from Graduate school

The Graduate School will be interviewing applicants for Helen Serewis' job this week.

There was a motion to adjourn brought by Kathy O'Reilly and Chrissa Kioussi seconded. All were in favor.

Meeting adjourned

Appendix I

Report of Nancy King on University of Oregon Law courses.

I have reviewed the packet of material provided related to courses from the University of Oregon's School of Law that would be accepted for OSU graduate credit in the proposed concurrent MS Water Resources and Juris Doctorate (JD) from the University of Oregon.

In the packet were materials for 10 courses from the University of Oregon's School of Law that the grad council is being asked to approve for transfer credit towards a MS Water Resources degree at OSU.

The syllabi for the proposed 10 courses all provide for a graduate level learning experience that would be classified as providing graduate level learning outcomes including analysis, synthesis and evaluation.

A rationale for accepting transfer of each course for OSU graduate credit is attached as well as a CV for the instructor of each course.

I've reviewed all of the materials, and except for courses where the documentation is incomplete, I recommend that we approve the transfer of these courses for graduate level credit for the MS Water Resources degree at OSU.

A. The courses with complete documentation that I recommend approving without further delay are:

- Administrative Law (Law 664)
- Environmental Law (Law 610)
- Environment and Pollution Law (Law 610)
- Coastal Law (Law 610)
- Ocean Law (Law 607)
- Water Resources Law (Law 669)
- Land Use Law (Law 668)
- Human Rights and Environment Law (Law 693)

The argument for accepting transfer of Coastal, Ocean and Water Resources Law courses is especially strong since the same courses are currently being taught as graduate level courses at OSU by the same U of O instructor while also being taught by that instructor as law school courses at UofO. So, approving transfer would simply allow students who take the course in the law school as opposed to taking the course at OSU to receive credit through transfer.

B. Two courses proposed for transfer are legal research and writing courses (Legal Research and Writing I and II (Law 622 and Law 633)). I recommend asking for further clarification of the rationale for accepting transfer of these two courses due to the fact that all law students must take these courses and the fact that the content of the courses is not related to the water resources discipline but addresses broadly legal research and writing. There are numerous other courses being proposed for transfer credit to OSU that do have a discipline-related focus related to the course of study of a graduate student seeking a MS in water resources, so the question is why should OSU approve for transfer these two courses that all law students have to take that are not related to the water resources focus of the graduate program to which they would be transferred? Won't accepting these two courses limit the number of discipline-related law school courses more directly related to the students' study of water resources since every student seeking the concurrent degrees would likely propose to transfer these two law school required legal research and writing courses?

- C. Several of the courses do not have complete documentation for purposes of our review:
The syllabus for Legal Research and Writing II is missing (see also B above, requesting more information about transfer of this course).
The rationale for accepting transfer of Natural Resources Law for graduate credit at OSU is missing.
The rationale for accepting transfer of Indian Law for graduate credit at OSU is missing.
Also, the course numbers for National Resources Law and Indian Law are missing from the documentation.
- D. Other courses were listed in the materials provided to the graduate council as potential transfer courses for graduate credit at OSU by MS Water Resources students seeking concurrent JD degrees. There are quite a few other courses listed in the documentation related to the proposed concurrent MS Water Resources and JD degrees that we do not have any documentation for (syllabus, CV or rationale for accepting transfer credit at OSU). These include:
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Tribal Courts and Tribal Law (Law 610) (same as the Indian Law course considered in C above?)

We should not approve transfer of these courses listed in D above without receipt and review of documentation for the specific courses.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 12, 2009 Minutes

Graduate Council

January 12, 2009 Minutes

Grad Council Members Present:

Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business),
Chrissa Kioussi (Pharmacy), Walt Loveland (SCI), Darlene Russ-Eft
(Education), Jo Tynon (Forestry)

Grad Council Members Absent:

Rick Colwell (COAS), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med),
Tom Wolpert (AG SCI), Britt Hoover (Student Representative)

Ex-officio Members Present:

Martin Fisk, Sally Francis

Guests:

Mary Santelmann (Water Resources)

Review & approve minutes

Council members reviewed the minutes from the November 24, 2008 meeting. Grosskopf moved to accept the minutes and King seconded the motion. The minutes were approved unanimously

Council members reviewed the minutes from the December 8, 2008 meeting. A question arose concerning a date in a memo, and Russ-Eft suggested removal of the date, since the memo did not become part of the official record. Grosskopf moved to accept the minutes as amended, and Loveland seconded the motion. The minutes were approved as amended unanimously.

Discussion: Water Resources Policy & Management

Mary Santelmann (Water Resources) presented details on a proposed program to offer a concurrent Juris Doctorate (J.D.) and Master of Arts in environmental science through collaboration with the University of Oregon. The major issue involves whether to allow use of credits from the professional law degree courses from the U of O to fulfill OSU graduate student programs of study. The Council reviewed the minutes of March 3, 2005 concerning a similar issue. Several questions arose:

Who makes the decision? The decision is made by the Graduate Council.

What information is needed and what is the process? At its March 3, 2005, meeting, the Graduate Council approved a motion "...that 700 level courses that successfully go through the Category II proposal process be accepted as graduate level for programs of study." Once accepted as graduate level courses they can be used on any graduate program of study. Therefore, it was agreed that the Category II subcommittee will review the paper materials from U of O using the same standards and criteria as are applied to review of all proposals to establish new graduate courses. The discussion and the decision of the Category II subcommittee will be brought to a meeting of the full Graduate Council. It was stated that if the courses were used for the University of Oregon LLM degree, then it was likely that they would be graduate level.

When will the decision be made? The decision will be made by the end of February, 2009.

Information Item: Revision of Strategic Plan

Walt Loveland led the Council in discussing the revisions to the OSU Strategic Plan. He observed that the Strategic Plan recognizes that OSU has moved from a public to a semi-private institution. He suggested that

we might look at the areas of success, such as inter-collegiate sports, for insights that could be transferred to the academic mission of the University. Also, there is a move to focus around three thematic areas. For example, Dean Francis mentioned that there will be a trial review of doctoral programs around the Improving Health and Wellness theme and that the Provost has asked her to work with Becky Warner on the concept of theme-oriented joint graduate and undergraduate reviews. Another issue involves the approval of new graduate degrees. If a new degree is added, then what will be dropped? Loveland pointed out a mention of graduate programs on page 9 of the plan.

Discussion: Possible review of Certificate Programs and Graduate Minors

The Council discussed the issue of the need to review graduate certificates and graduate minors for which there is no corresponding graduate degree program. Currently graduate certificates and such minors are not reviewed, but the Council decided at its meeting of April 6, 2006, that they should be reviewed. Prior to setting up a subcommittee to explore a possible review process, the Council members asked the Graduate School to determine the numbers of graduates who have completed graduate certificates and minors over the past 10 years.

Updates from the Graduate School

Helene Serewis has left the Graduate School to join the College of Liberal Arts. Bruce Rettig has rejoined the Graduate School at quarter time. He will be dealing with issues surrounding post-docs.

The NRC assessment of the research doctorate should be available in February.

Adjournment

_____ moved that the meeting be adjourned, _____ seconded that motion, and the Council voted unanimously to adjourn.

Next Meeting: January 26, 2009 from 3:00-5:00p in President's Conference Room (Kerr Administration, 6th Floor)

Becky Donatelle will take the minutes next time.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » December 8, 2008 Minutes

Graduate Council

December 8, 2008 Minutes

Grad Council Members Present:	Rick Colwell (COAS), Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business), Chrissa Kioussi (Pharmacy), Walt Loveland (SCI), Kathy O'Reilly (Vet Med), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Vinod Narayanan (ENGR), Britt Hoover (Student Representative)
Grad School Members Present:	Martin Fisk, Helene Serewis, Sally Francis
Grad School Members Absent:	Mary Strickroth
Guests:	Ursula Bechert (Science), Sherman Bloomer (Science), Ilene Kleinsorge (Business), Munisamy Gopinath (AREC), Susan Capalbo (AREC), Greg Perry (AREC), Steve Buccola (AREC), Starr McMullen (AREC), Vic Tremblay (Economics), Bruce McGough (Ag Sci/CLA), Randy Rosenberger (Forestry), Rolf Fare (Ag Sci/CLA)

Category I Proposal: Graduate Certificate in Management for Science Professionals

Ursula Bechert gave a brief overview of the proposal for a 19-unit graduate certificate program designed for science majors and mid-career professionals. She said that the courses were originally developed for OSU's Professional Science Master's (PSM) degree program. She gave a brief history of the development of the PSM program which was funded by the Alfred P. Sloan Foundation in an effort to increase interest in graduate level science. The PSM is a non-thesis Master of Science degree emphasizing interdisciplinary studies that integrate natural sciences and mathematics with training in management, communication, and professionalism. Bechert said that science (PhD) students would be interested in the certificate program as well as some pharmacy and veterinary students, e-campus students (an online version will also be developed) and PSM students from other universities.

Sherm Bloomer spoke further on PSM programs and on the intent of the proposed certificate program. He said that, although it has been said that the PSM is doing for the STEM professions what the MBA did for business, he wanted to make clear that the PSM is not a substitute for an MBA nor does it compete with MBA degrees at OSU or elsewhere. He said that the note he sent to Council members today was an attempt to make that clear.

Sally Francis added her support by saying that the timing is right and that repackaging the PSM as a certificate would attract students to OSU. She said that she had not heard of another school developing such an on-line certificate program. Schools around the country are looking for sources for PSM "plus courses" and Oregon is viewed as a leader in the PSM movement. She said that OSU has the opportunity to get some of that enrollment. She then referred to the National Research Council's July report (on the PSM being critically important to the competitiveness of the US) which is available free off the NRC website.

Ilene Kleinsorge informed the Council that the College of Business (COB) is very supportive of the PSM, but that the College takes issue with some of the language in the proposal. Because this Category I proposal could be viewed by deans of other business schools, the COB would like to edit some of its language to make

sure that there is no confusion about the certificate's intent as it relates to the PSM and the delivery of education that might be viewed by some as the equivalent of some business coursework. Since these courses are not offered by an accredited program, Kleinsorge stated, they are not transferable to an MBA program. Kleinsorge wants this to be made very clear to students.

Additional discussion on the following topics was held:

Professional skill sets for scientists (Plus courses)

Council members were concerned over the content of the plus courses. Some thought that they are not rigorous enough to be considered graduate-level. Bechert explained the need for and purpose of the courses and how the topics have evolved (industry need and student request).

Audience for Program

Council members questioned the appropriateness of the certificate for certain student populations. They asked who the certificate is designed for and what value a graduate certificate in PSM would provide to students who earn one.

After the guests left, further discussion was delayed until the end of meeting.

Category I Proposal: Renaming Economics degrees to Applied Economics

Russ-Eft introduced the next agenda item by reminding the Council that they'd previously discussed the proposal at its November 24th meeting. She added that the Council members should have now received a copy of the recommendation made by the Budgets and Fiscal Planning Committee. She then opened the floor to questions.

Munisamy Gopinath (Gopi) distributed copies of the Graduate Catalog's table of "Graduate Majors and Areas of Concentration" with the Economics graduate program entry highlighted.

Visitor and Council discussion was considerable, a few of the topics discussed follow.

Graduate Major in Economics vs. Department of Economics ~ Walt Loveland expressed his concern that the Department of Economics is losing its graduate programs. Francis explained that the multi-departmental graduate program in economics has always resided in the Graduate School, but in 2006 the Provost transferred degree granting authority away from the participating departments to the Graduate School. This was done by edict (without a Category I). Sally Francis explained that the Provost has such authority since all Faculty Senate action is advisory to the Provost.

Tension between applied economists and theoretical economists ~ This tension is felt around the country and contributed to the failure of OSU's UGFE. Vic Tremblay made the point that the core course needs of applied economics students and theoretical economics students has diverged over the past 15 years. A one-size fits all model of core course requirements no longer works.

Funding Core Courses ~ Grosskopf pointed out that Table 1 in Appendix B lists courses (529 & 571) that will be eliminated from the new AE core but that the cost of the courses appears to still be charged to the College of Liberal Arts. She also noted that 515 is not listed but is a part of the new core and should be assigned to AREC. Gopi explained that the basis of the allocation remains the same but that the courses will change.

Funding of the AE Director ~ The Budgets and Fiscal Planning Committee memo indicates that it is also concerned with knowing who will be responsible for funding the director after the third year. Gopi said that he hopes that an internal review of the program after its first years will determine next steps.

In an effort to move forward, Russ-Eft asked visitors to leave.

Before he left Vic Tremblay presented Russ-Eft with the memo he had submitted to Dean Rodgers. Tremblay told Russ-Eft that the memo was a written explanation of why the Economics Department will not participate in the AE graduate program.

Additional Council discussion ensued.

A motion was made and seconded to approve the Category I proposal recommending that the data in Table 1, located in Appendix B, be more closely aligned with the proposed applied economics core and that the

long-term financial support of the directorship be clarified now. Graduate Council members shared the Budgets and Fiscal Planning Committee's concern about the program's long term financial sustainability.

8 voted in favor, 0 opposed, 1 abstained, motion passed.

Category I proposal: Suspension of the Agricultural and Resource Economics Graduate Degrees

Susan Capalbo, Chair, Department of Agricultural and Resource Economics, explained motivation behind the suspension.

A motion was made and seconded to approve the Category I proposal to suspend current graduate degrees in Agricultural and Resource Economics provided that the abbreviated Category 1 proposal revising the Graduate Degrees in Economics Leading to the Master of Arts, Master of Science, and Doctor of Philosophy in Applied Economics is approved.

All voted in favor, motion passed.

Category I Proposal: Graduate Certificate in Management for Science Professionals

The discussion of the Category I proposal to establish a graduate certificate in Management for Science Professionals resumed.

After additional discussion, the Graduate Council agreed to return the Category I proposal to establish a graduate certificate program in Management for Science Professionals to its author for the following reasons:

The Council was concerned about potential overlap/redundancy of professional skills courses PSM 511, 512, and 513 with other current campus courses. Council members suggested checking with other program offerings including those in New Media Communications and in Adult Education & Higher Education Leadership.

The Council would like clarification on the status of the new PSM courses. If Category II proposals have been submitted to the Academic Programs Office, have they already been reviewed? If they have not been submitted, when might they be?

Additional liaison with the College of Business is needed. It is the Council's understanding that Dean Kleinsorge has submitted a list of suggested revisions to the CAT I document author. When the College of Science and the College of Business are in agreement over the language in the proposal and have reconciled any other differences, a revised version of the proposal (with changes clearly marked) should be forwarded to the Graduate Council for further review.

New Business

Russ-Eft wished the Council members a Happy New Year and announced that the next meeting will be held on January 12, 2009.

Meeting adjourned.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 24, 2008 Minutes

Graduate Council

November 24, 2008 Minutes

**Grad Council Members
Present:**

Rick Colwell (COAS), Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business), Britt Hoover (Student Representative), Chrissa Kioussi (Pharmacy), Walt Loveland (SCI), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med) Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

**Grad Council Members
Absent:**

None

**Grad School Members
Present:**

Martin Fisk, Helene Serewis, Sally Francis (remote participant)

**Grad School Members
Absent:**

Mary Strickroth

Guests:

David Cann (MIME), Belinda Batten (MIME), Ron Adams (COE), Munisamy Gopinath (AREC), Susan Capalbo (AREC), Greg Perry (AREC), Claire Montgomery (Forestry), Steve Buccola (AREC), Starr McMullen (AREC)

Mechanical Engineering Program Review

Council members were joined by Dean Ron Adams, College of Engineering, David Cann (Mechanical Engineering Graduate Program Chair) and Belinda Batten (Head) from the School of Mechanical, Industrial & Manufacturing Engineering (MIME).

The Graduate Council program review of the Mechanical Engineering (ME) graduate program was held on May 5, 2008. Tom Wolpert, who served as an internal member of the review panel, presented an overview of the review panel's report. The [full report](#) is appended to these minutes.

Wolpert began by naming and recognizing the contributions of the other members of the review panel. He then discussed the recommendations made by the review panel.

Most Council and visitor discussion focused on the following topics:

GTA v. GRA Pay

Wolpert reported that during a site visit interview some of the ME graduate students expressed a concern over what they believed to be an inequity in funding levels between Graduate Teaching Assistants (GTAs) and Research Assistants (GRAs). Belinda Batten told the Council that the pay rate for both positions is typically the same but that the FTE is often different. She added that the department has a published rate scale for GTAs and this scale is often used for GRA appointments, but sometimes a different rate is chosen by particular faculty funding the GRA. Sally Francis recommended that the statement concerning a "university pay scale" on the top of page 9 of the review panel's report be corrected. Francis said that she is not aware that the university has a pay scale. The CGE (union) contract stipulates a minimum pay rate, and the Graduate School recommends a minimum rate. The report's statement, Francis surmised, most likely refers to the department's pay scale.

Ron Adams mentioned that he had also heard some student requests to have the percentages of GTA/GRA FTE made equal. Batten provided several reasons why this would be problematic (resources, the number of sections needing support, the amount of work required, etc).

Curriculum Strength & Student Presentations

A discussion of the panel's recommendation to reduce ME course unit requirements was held. Additionally a correction to the typo on the chart located at the bottom of page 9 of the report was made (the Graduate School requires a minimum of 24 "graded" units, not 27). In response to the reported concern by students that the department does not offer enough "dynamics" courses, Batten told the Council that the department lost people working in that area and that the new hires are very junior. Also, in response to recommendation number 10 (suggesting increasing the opportunities for graduate student presentations), Batten told the Council that each ME specialty group now schedules its own regular meeting seminar where students are encouraged to present their work.

Vision Committee/Faculty Participation

Recommendation number 11 suggests the formation of a faculty vision committee. Batten informed the Council that the school established a five-member Strategic Vision Committee before the date of the review site visit and that she was surprised that that fact had not been communicated to the review panel. MIME faculty have been asked to participate and to make recommendations in regard to future faculty hires. Wolpert reported that the panel had heard from some faculty that there is limited opportunity to participate and that a common vision for the future of the School could be better communicated.

Qualifying Examination

The review panel wondered if the Qualifying Examination is rigorous enough since nearly 100% of students pass it on the first attempt. David Cann responded that the exam format was implemented only a year and a half ago so there might not be enough data to judge. Batten reported that the exam is modeled after the Electrical Engineering/Computer Science (EECS) exam and that that unit actually had the same concern and is considering revising it.

Concluding Comments

Wolpert informed the Council that a meeting was requested by some ME faculty after the formal review was completed. It was suggested that some faculty members did not feel free to express themselves on the date of the site visit. At a later date a separate meeting with the internal reviewers and some members of ME faculty was held, but since these conversations occurred outside the formal review process, statements that were made during this meeting were not included in the review panel's report.

Wolpert suggested that it would be useful for MIME leadership to appreciate the need for strong communication particularly regarding transparency in process and faculty participation.

Before leaving, the guests thanked Wolpert and the review panel for the time and effort put into the review process.

Loveland asked Wolpert if any of the report's 24 recommendations were more important than others. Wolpert responded that the recommendations concerning improving communication were emphasized. The review panel noted that there was a significant disconnect between what is happening at the college level and the faculty.

After additional discussion, a motion was made and seconded to approve the Mechanical Engineering Graduate Council Review Report.

All voted in favor. Motion passed.

Category I Proposal: Renaming Economics Degrees to Applied Economics

Russ-Eft told the Council that she had received an email from a faculty member recommending that Shawna Grosskopf recuse herself from the discussion of the Category I proposals because she is a faculty member of the Department of Economics. Russ-Eft added that she and Grosskopf considered the suggestion and both agreed that it would be inappropriate for Grosskopf to recuse herself. As a Graduate Council member she is representing her college not her department. Russ-Eft reminded all the Council members of their duty to represent their respective colleges.

After introductions, Munisamy Gopinath (Gopi) stated the purpose of the proposal and informed the Council of the steps he and the Applied Economics Graduate Faculty (AEGF) had taken over the past eight months to create the proposal. Francis, as the proposing dean, told the Council that the initial 1988 Category I that created the existing multi-departmental/multi-college economics graduate program at OSU was for an applied economics program. During the course of the approval process the name of the degree was changed to "economics." She informed the Council that at an off-site facilitated retreat last spring the majority of the participating faculty agreed that an applied focus makes the best sense for the program and for OSU since the university has the faculty strength to establish national distinction in the area.

Darlene Russ-Eft informed the Council that the proposal before them had not yet been reviewed by the

Budgets and Fiscal Planning (BFP) Committee. She said that although the Council will be discussing the proposal today, it will not be taking action on the proposal in advance of the BFP Committee's review.

Council and visitor discussion focused on the following topics:

- The Department of Economics faculty's decision to limit participation in proposed program ~ faculty will teach AE core courses but will not be involved otherwise.
- Background information on the University Graduate Faculty in Economics (UGFE) ~ the genesis of the program and the reasons for its failure.
- Reasons why two Category I proposals (one in economics, one in applied economics) failed in 2006 ~ limited resources and course overlap.
- AE Program "fit" for the state of Oregon ~ University of Oregon has pure economics master's and doctoral programs and Portland State University offers MA/MS degrees only.
- Suspension of graduate programs in AREC ~ Category I proposal to suspend programs has been prepared.
- AE Director's salary ~ The CAT I states that the OSU Provost is providing this salary for the first three years only. No other interdisciplinary program director receives funds from the Provost. As the AE program develops, director's FTE will be reduced from .7 to .5, but who will pay it? Council members felt that it would be appropriate for the Budgets and Fiscal Planning Committee to consider this question.
- Internal evaluation of the AE program after the first three years ~ Although not technically a "new" program, Francis indicated that the renamed program must be reviewed after the first three years, using the OUS new program review model.
- Library Assessment ~ not needed for an abbreviated CAT I although library resources were ranked "marginal" in 2006.
- Future Hiring of Applied Economics Faculty ~ future hiring will need to be a highly consultative process with all participating deans and the Provost involved. It is important to be aware of one another's needs in terms of expertise needed for all economics related programs.
- Distribution of Revenue ~ will not change. Credit hours remain with the department teaching the courses and will not go to the Graduate School.

Grosskopf brought the language on page 13 relating to a "reallocation" of resources from each participating college to the Council's attention. Grosskopf said that she understood that a full Category I proposal is needed when funding is being reallocated. Francis pointed out that the Council must not have received the most recent version of the proposal because the language on page 13 had been edited after consultation with Dean Rodgers, Dean of the College of Liberal Arts. The most recent version of the proposal is dated November 20, 2008, but the November 13th version had been posted with the Graduate Council's agenda.

Francis read the revised bulleted sentence: Each participating College will ensure that adequate resources assigned to the teaching of graduate applied economics core courses are available.

Grosskopf then asked if language indicating a reallocation of resources on Appendix B Table 1 had also been corrected. Gopi said it had not been, but that it should be changed as well.

Grosskopf informed the Council that she learned on the Academic Programs Office website that abbreviated Category I proposals are required to have approval signatures from of all participating departments and colleges. Gopi disagreed saying that the AE program will reside in the Graduate School and that no department approval is necessary. He added that he had consulted with Susie Leslie, the director of the Academic Programs Office, who confirmed that only the participating deans were required to approve the proposal. Francis added that a departmental signature page could be added to the proposal if the Council thought it necessary.

After discussion ended and the visitors departed, Russ-Eft announced that she will seek clarification on the issue of the signature page, she will confirm the changes to the proposal regarding the allocation/re-allocation language, and that the Council will make its final decision once the Budgets and Fiscal Planning committee has made its recommendation.

Category I Proposal: Suspension of the Agricultural and Resource Economics Graduate Degrees

Susan Capalbo, Chair, Department of Agricultural and Resource Economics explained the motivation behind the proposed suspension. She said that in the spirit of resource savings, parallel degrees are not necessary. She then told the Council that the AREC undergraduate program will remain unchanged and that students

who were admitted to AREC graduate programs for Fall 2008 will be allowed to complete their programs.

Council members and visitors agreed that it would be inappropriate to make a decision on this program suspension proposal before a decision is made on the program renaming proposal.

Graduate Council Minutes for October 27, 2008

The minutes from the October 27, 2008 Graduate Council meeting were approved as submitted.

Graduate Council Minutes for November 10, 2008

The minutes from the November 10, 2008 Graduate Council meeting were approved as submitted.

Meeting adjourned.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 10, 2008 Minutes

Graduate Council

November 10, 2008 Minutes

Grad Council Members Present:

Rick Colwell (COAS), Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business), Chrissa Kioussi (Pharmacy), Vinod Narayanan (ENGR), Kathy O'Reilly (Vet Med), Darlene Russ-Eft (Education), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Walt Loveland (SCI)

Grad School Members Present:

Martin Fisk, Helene Serewis

Grad School Members Absent:

Sally Francis, Mary Strickroth

Guests:

Chris Bell (Engineering), Jim Coakley (Business)

Follow-up on INTO Pathway to the MBA and MEng Programs

Before the guests arrived, Darlene Russ-Eft related Jim Coakley's concern that establishing an MBA admissions committee to consider INTO pathway student applications along with other applications to the MBA program would be impractical for his unit. Then for new member Jo Tynon's benefit, all Council members introduced themselves.

Russ-Eft thanked Chris Bell and Jim Coakley for coming to the meeting and for their responses to her email dated October 14, 2008 in which she shared the Graduate Council's questions concerning the proposed INTO-OSU MBA and MEng Pathway programs.

Jim Coakley thanked Russ-Eft for the opportunity to meet with the Council again and said he hoped that the conversation would clear up any final questions Council members might have about the proposed pathway programs. He then presented a handout which addressed the College of Business's (COB) response to the Graduate Council recommendations and gave a detailed description of how the review of graduate admission applications is currently handled by his college. He also described circumstances in which students are sometimes admitted conditionally or provisionally to the MBA program and he explained the reasoning behind the COB's Graduate Program Committee's policy that prevents students from starting their last year in the program until "fully" admitted.

Tom Wolpert asked Coakley questions concerning MBA program capacity and plans for growth. Wolpert asked how Coakley would decide who will be allowed into the program once it's at full capacity. Russ-Eft was also concerned that in some situations the program could potentially be forced to turn away more qualified applicants (domestic) in order to first admit students originating from the INTO pathway (who have met the entrance requirements).

Coakley informed the Council that regardless of INTO, his college has been addressing the issue of growth for some time and they do not currently turn any qualified student away. The COB faculty want an appropriate mix of domestic and international MBA students and he assured the Council that growth will be carefully controlled. He explained that his College is also being pressured to grow by the university and that the COB is entering into a financial agreement with the Provost that would provide the college with additional funding as enrollment rises (any type: INTO enrollment or traditional enrollment). He also told that Council that if

capacity were to become a problem the COB can always raise the MBA admission standards to control growth.

Becky Donetelle asked Coakley if success meant numbers. Coakley answered that COB wants their students to succeed and they carefully monitor the progress of MBA students – especially international students. English language proficiency is especially important in the MBA program because case-based class projects demand understandable dialogue and participation from each student team member. Coakley described how quarterly grades are monitored and the consequences (warning/probation/dismissal) for poor grades.

Council and visitors discussed pathway program admission criteria including admitting students with 3-year non-Bologna degrees. Both Coakley and Bell assured the Council that there would be plenty of qualified INTO pathway applicants with 4-year degrees. Coakley stated that the INTO recruiters are not recruiting from 3-year schools at this time but they are exploring the “market” and at some time might ask us if we would consider admitting students from certain targeted 3-year schools.

Council and visitors also discussed the issue of pathway student status and challenges in changing visa status when a pathway student becomes a graduate student.

Before the guests departed Bell assured the Council that the INTO model is predicated on student success and that OSU units involved with the INTO partnership will be kept in the loop on future planning.

Council discussion then centered on how the INTO partnership will impact faculty.

Rick Colwell reminded the Council that at some point it will need to think about criteria for the periodic review of the pathway programs.

After further conversation the Council asked Russ-Eft to communicate its approval to proceed with the planning of the MBA and MEng OSU-INTO pathways with the understanding that:

- A caveat will be conveyed to students applying to pathway programs that admission to a graduate program is not guaranteed;
- That students enrolled in a pathway program do not hold graduate student status unless and until they are granted formal admission;
- That current university Graduate Admissions requirement are met, including the policy that requires the equivalent of a U.S. baccalaureate degree of at least four years duration or a baccalaureate degree in a country that is a signatory of the Bologna Declaration;
- That there will be a review of pathway programs by the Graduate Council at the end of each program's first year and periodically thereafter, to evaluate its success and to determine if the continuation of this trial program is warranted; and,
- That if, at a future date, the administrators of pathway programs want to begin considering admitting students with 3-year non-Bologna degrees, a list of universities and degree programs must first be considered by the Graduate Council.

New Business

Martin Fisk asked Russ-Eft if a regular agenda item named “Graduate School Announcements” could be added to subsequent Graduate Council agendas. Russ-Eft agreed then reminded the Council members to respond to her email asking for winter quarter availability.

Meeting adjourned.

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GRADUATE COUNCIL MEETING

October 27, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rick Colwell (COAS), Becky Donatelle (HHS), Shawna Grosskopf (CLA), Nancy King (Business), Walt Loveland (SCI), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Chrissa Kioussi (Pharmacy), Kathy O'Reilly (Vet Med)
Grad School Members Present:	Martin Fisk, Sally Francis, Helene Serewis
Grad School Members Absent:	Mary Strickroth
Guests:	Ricardo Matano (Oceanography)

Follow-up on INTO Pathway to the MBA and MEng Programs

After the October 13, 2008 Graduate Council meeting, Darlene Russ-Eft wrote to both Jim Coakley and Chris Bell with the Council's questions concerning the proposed INTO-OSU MBA and MEng Pathway programs. Today, the Council considered Jim Coakley's response to its questions. Russ-Eft informed the Council members that Chris Bell is currently traveling out of the country and did not respond to her email message dated October 14, 2008.

Council discussion centered on the following issues:

Admission guarantees: A Council member noted a statement found at the end of the third paragraph of the Coakley memo clearly stating that there would be no promised admissions, but the fifth paragraph contains a statement that can be interpreted to contradict the first statement: "We plan to restrict entry into the pathway such that all of those who successfully complete the pathway and are eligible are admitted to the program." Council members felt that applicants to the pathway should be warned that admission to graduate programs is never guaranteed. Members also wanted INTO personnel and OSU personnel to be made aware that no promises of guaranteed admission would be made.

Potential growth of the MBA program: Questions raised: What is the program's maximum capacity? Will there be funds available for additional faculty resources?

Pathway “bridge” classes: Questions raised: Who teaches these courses? If taught by current business or engineering faculty, will special training be required?

Business Models: Walt Loveland informed the Council that the Provost had asked the Budget Committee to decide how much (if any) revenue would be distributed to OSU departments involved with INTO programs. It appears that various business models are still under consideration.

Periodic Review of INTO Pathways: The necessity for and the timing of reviews was considered as well as appropriate metrics.

Graduate Program Admissions Committees: With the introduction of the pathway program formal departmental admissions committees may be needed to deal with a larger and more diverse applicant pool.

University Admission Policies: Council considered the issues involved with accepting 3-year Asian bachelor degrees for graduate level admission especially the concern that students holding 3-year degrees may lack sufficient background in “general education.” Sally Francis reminded those present that at a meeting earlier in the year, the Graduate Council changed its policy to accept 3-year bachelor’s degrees from any European country that is a Bologna Declaration signatory. OSU is on the leading edge with its policy as, last Martin Fisk checked, no other university has created policy as broadly accepting of the Bologna degrees. Francis added that a lot is known about the high level of planning and coordination that has gone into the Bologna Process. Much less is known about the quality and academic breadth of Asian degree programs.

Status of pathway students: The student status of INTO participants is not for the Graduate Council to decide, but Council members wanted it made clear that pathway students are not graduate students.

A motion was made and seconded to conditionally approve the trial of the MBA pathway provided:

- That College of Business and INTO personnel will convey a caveat to students applying to the pathway program that admission to the MBA program is not guaranteed;
- That the students enrolled in the pathway program do not hold graduate student status unless and until they are granted formal admission;
- That the College of Business will form an MBA program admissions committee to consider the applications of students originating from the pathway program as well as those coming through the traditional process;

and

- That there will be a review of the pathway program by the Graduate Council at the end of the program's first year and periodically thereafter, to evaluate its success and to determine if the continuation of this trial program is warranted.

All voted in favor. Motion passed.

Russ-Eft will communicate the Council's decision to Dr. Coakley. The Council postponed making a decision on the MEng Pathway.

Discussion of “acceptable student progress”

Russ-Eft turned the meeting over to Francis for a conversation on what it means for a graduate student to be making acceptable progress.

Francis told the Council that the language in the OSU Graduate Catalog indicates that “a student may be dismissed for failing to make satisfactory progress toward an academic degree, as determined by a major department/program or the Graduate School.” The catalog language does not include a definition of “satisfactory progress” and “satisfactory progress” for graduate students has not been defined by Graduate Council. Francis added that the lack of a definition has resulted in serious problems when a department wishes to dismiss a student for that reason. Francis asked the Council to give some thought to what satisfactory progress means and asked if it wanted to consider making a formal universal (but generic) definition. Francis also offered the suggestion that if the Council believed it necessary it could require every graduate program to articulate its own description of satisfactory progress and share it with its graduate students.

Council members considered the many and varied academic progress markers (grades/research progress/ time to degree, etc.) and also discussed processes within their individual programs to periodically evaluate graduate students. Members believe that the responsibility of defining satisfactory progress rests at the program level.

The Graduate Council charged Francis to communicate with department chairs and directors of interdisciplinary graduate programs, to raise their awareness of this issue, to ask for their program's definition of academic progress, and to inform her how they plan to communicate the definition to their students.

Francis also suggested that a brown-bag information session on developing (or sharing) processes to evaluate graduate student progress be scheduled and that a unit's self-study report, written in support of a Graduate Council Graduate Program Review include a statement describing how the program reviews its graduate students.

Proposed revisions to Academic Regulations

Russ-Eft asked the Council if it had any questions or concerns about the proposed changes to AR 17 and AR 25 as she needs to respond to the Faculty Senate by

November 4, 2008. Council members did have concerns and asked Russ-Eft to communicate the following:

After considering the proposed changes to AR 17, Graduate Council members had the following questions about the suggested revision: What is the reason for the change? What is its purpose?

Council members were very concerned that the regulation would allow someone who was not in the classroom (the department chair) to be responsible for grading. Members felt that it was critical to have the instructor involved in such grade changes. Therefore, the Council would like to recommend using language to the effect that "If a separated instructor wishes to make a grade change, that change should be coordinated with the department chair.

Graduate Council Committee Assignments

A revised committee assignment list was distributed.

New Business

Russ-Eft asked the Council if they would be available for a meeting on November 10, 2008. The majority of the members indicated that they would be available.

A discussion was then held regarding scheduling Graduate Council meetings for the remainder of the academic year. The timing of the fall meetings seems to work for most members but the day does not. Russ-Eft will communicate potential meeting dates for winter quarter and will then schedule meetings when the majority of members are available to attend.

Graduate Council Minutes for October 13, 2008

The minutes from the October 13, 2008 Graduate Council meeting were approved as submitted.

Announcement

Francis announced that the two master's students whose theses were nominated to compete in the Western Association of Graduate School's thesis competition have been selected as finalists for the awards. Francis hopes that at least one of the nominees from OSU will be successful.

Meeting adjourned.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 13, 2008 Minutes

Graduate Council

October 13, 2008 Minutes

Grad Council Members Present:

Rick Colwell (COAS), Chrissa Kioussi (Pharmacy), Nancy King (Business), Walt Loveland (SCI), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Becky Donatelle (HHS), Shawna Grosskopf (CLA), Kathy O'Reilly (Vet Med)

Grad School Members Present:

Martin Fisk, Sally Francis

Guests:

Chris Bell (Engineering), Jim Coakley (Business), Rosemary Garagnani (Graduate School), Valerie Rosenberg (International Programs), Helene Serewis (Graduate School)

Introduction of new Council Members

Darlene Russ-Eft introduced herself as Chair of the Graduate Council and welcomed the Council members to the meeting. She invited all Council members to introduce themselves. New members this year are Becky Donatelle (College of Health & Human Sciences), Walt Loveland (College of Science), and Vinod Narayanan (College of Engineering). Continuing members are Tom Wolpert (College of Agricultural Sciences), Shawna Grosskopf (College of Liberal Arts), Rick Colwell (College of Oceanic & Atmospheric Sciences), Nancy King (College of Business), Chrissa Kioussi (College of Pharmacy), and Darlene Russ-Eft (College of Education). Neither a graduate student representative nor a representative from the College of Forestry has been identified and appointed.

Graduate Council Committee Assignments

The list of committee and subcommittee assignments for 2008-09 was distributed. For the benefit of those who had no prior experience with the workings of the various committees, Russ-Eft and other experienced Council members briefly described the duties, joys and challenges involved in serving on the various committees.

Sally Francis noted that Nancy King's assignments will have to be added to the committee list (to replace Rene Reitsma's) and this will most likely result in major changes to the line up. If other Council members have issues with their assignments as they stand today, Russ-Eft or Helene Serewis should be contacted.

Rick Colwell noted that only one Council member had been assigned to each Graduate Program Review team. He, Tom Wolpert, Chrissa Kioussi, and Russ-Eft then advocated for having at least two Council members on each review panel: one new member and one continuing member, with the experienced member serving as the lead (when the review is held in conjunction with an outside agency review). Usually, the external academic disciplinary peer member of the Review Panel is designated to chair the Panel. With Colwell's proposed format, the current year review serves as a training exercise for the new member who would then be in a position to lead a review the following year. After additional discussion it was agreed to add additional Council members to all the 2008-09 reviews. Russ-Eft asked Council members to contact Serewis with their preferred program review assignment.

Francis then took a moment to encourage Council members to attend the Graduate School's open house on October 20th (3:30-5 PM). The Graduate School's offices in 300 Kerr Administration were remodeled over the summer. The open house will give the campus community an opportunity to view the changes that were

made. Immediately prior to the open house the Graduate School will host an informal award reception for the winners of the Frolander Outstanding Teaching Assistant Award, the OSU Distinguished Master's Thesis and Dissertation Awards, and the WAGS/UMI Technology Award.

INTO Pathway to the MBA and MEng Programs

Council members were joined by Chris Bell, Jim Coakley, Rosemary Garagnani, and Valerie Rosenberg.

Chris Bell, Associate Dean of the College of Engineering and Chair of the INTO Implementation Team, began by giving the Council members an overview of the OSU-INTO partnership. INTO will be offering OSU English language and pathway programs for specially recruited international students. Pathway programs work to transition students who are typically both somewhat deficient in English and somewhat deficient academically (deficient due to the traditions of their educational systems, not intellectually) into regular OSU undergraduate and graduate programs. INTO has been very successful with its university partnerships in the United Kingdom, exceeding their recruitment goals (the goal at East Anglia was 500 students in pathway programs in 5 years, the goal was met in 2). The OSU goal is 500 students in five years with 60% of those students mainstreaming into regular academic programs. If met, this would double OSU's international student population in 5-6 years.

Bell presented the Council with a hand-out (Preliminary Curriculum-MEng Pathway) and described in some detail how an INTO pathway student could proceed to the OSU MEng degree program. Bell said that he is still working on the proposed pathway with his colleagues at the College of Engineering and with INTO. The pathway program has not yet been finalized.

Some questions asked by Council members:

Could an MEng pathway student complete a master's thesis? Bell said that is not currently the focus of the program as all the students will be fee-paying, but it would be possible for a qualified student to proceed to that level.

Is there a financial incentive to INTO for their recruits to be successful? Bell said that there is a significant incentive.

Will INTO replace OSU's English Language Institute (ELI)? Bell said yes, ELI will be subsumed into INTO.

Additional discussion was held regarding pathway instructors (pathway courses will be taught by both OSU faculty and INTO faculty). Francis reminded the Council that INTO personnel teaching non English-language courses will be required to be added to the graduate faculty.

Jim Coakley then described his college's pathway proposal (hand-out: INTO OSU MBA Pathway). Coakley identified the following issues that will need to be resolved before students can be admitted to an INTO-OSU Graduate Pathway Program:

"Status" of Students in Pathway Program: Do we need to change Admission Office/Registrar's Office policy for post-baccalaureate students? Coakley informed the Council that in order to meet visa requirements, many international students need to be "degree seeking" (pursuing a major). Valerie Rosenberg stated that I-20s can be issued for non-degree seeking international students, but that some countries do not allow their citizens out unless they are degree seeking.

Admitting students with 3-year undergraduate degrees to Pathway Program: Both the business and engineering colleges want to consider the admission of students holding 3-year non-Bologna degrees (from select universities).

After the guests departed, Council members discussed international enrollment, the INTO-OSU partnership, and the requirements of the two proposed graduate pathway programs. Francis summarized the decision point for the Council members – does this look like a reasonable pilot experiment? Council members felt they needed additional information before being comfortable with making a decision. Members asked Russ-Eft to communicate the following message to Drs. Bell and Coakley:

The Council encourages the concept of an MEng and MBA INTO pathway program pilot program but asks to receive additional information (on the topics listed below) by its next meeting, scheduled for October 27th. If available, the Council members hope that Jim Coakley and Chris Bell can attend that meeting.

Here are our questions:

- What is the nature and conditions of the promise made to pathway students interested in graduate school?
- After successful completion of the pathway, is admission to the graduate program guaranteed? And, how is that decision made?
- What happens in the case of an unusually competitive domestic and/or international (non-INTO) applicant pool? The MBA pathway chart indicated that a pathway student still needs to apply to the graduate program, but the MEng pathway chart does not.
- Graduate Council wonders if engineering and business faculty have given enough thought to the design of the INTO graduate pathways and the requirements for admission to their OSU graduate programs. For example, are there enough graduate level courses in the MEng pathway? What are the INTO English courses proposed for the MBA pathway?

Finally, Graduate Council understands that there may be a report from OSU delegation to East Anglia. If so, Council would like to see the report and would like to learn success rates of that school's graduate business and/or engineering pathways (if they have any).

Meeting adjourned.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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GRADUATE COUNCIL MEETING

June 5, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rod Harter (HHS), Tom McLain (Forestry), Alix Gitelman (SCI), Rene Reitsma (Business) Rick Colwell (COAS), Chrissa Kioussi (Pharmacy), Darlene Russ-Eft (Education)
Grad Council Members Absent:	Shawna Grosskopf (CLA), Kathy O'Reilly (Vet Med), Tom Wolpert (AG SCI)
Grad School Members Present:	Martin Fisk, Sally Francis, Helene Serewis, Mary Strickroth
Grad School Members Absent:	
Guests:	Marie Harvey (Public Health), Anna Harding (Public Health), Robert McGorin (Food Science & Tech.), Cary Green (AG SCI)

Food Science and Technology Program Review Report

Council members were joined by Robert McGorin and Cary Green. Dr. Green was present to represent the College of Agricultural Science in place of Stella Coakley. He is new to OSU having previously spent 13 years at Texas Tech.

The Graduate Council program review of the Food Science & Technology (FST) graduate program was held on March 4, 2008. Darlene Russ-Eft, who served as an internal member of the review panel, presented a brief overview of the review panel's report. The full report is appended to these minutes.

Russ-Eft began by saying that the review team was quite large because the Graduate Council program review was held in conjunction with a review of the undergraduate program by the Curriculum Council. She said that she thought it was a good process and that the team was well treated.

Russ-Eft first discussed the review report's executive summary. She reported that the review team found that the FST Department is reasonably well-functioning and respected within the university, regionally, nationally, and internationally. Its undergraduate program is thriving and growing. But, it appears that it is growing at the expense of the graduate program and the department's research mission. The program at the PhD level has shrunk noticeably. Other departmental problems include old and unreliable equipment and an issue about lab space. One of the top three recommendations made by the review committee was that the Department needs to agree on a reasonable balance between the graduate and undergraduate programs.

Other recommendations brought to the Council's attention by Russ-Eft were:

Rec. 6: Attention should be paid to mentoring and supporting new faculty in their efforts to obtain research funding.

Rec. 8: There needs to be continued attention to boosting communication and linkages between on-campus and off-campus graduate students and faculty.

Rec. 10: The Department should further evaluate the availability and relevance of graduate level classes.

Tom McLain asked if the drop in PhD candidates is a result of a lack of career opportunities for PhD students. McGorin answered that that is not the case. The Department tracks job placement of all the domestic graduates and it enjoys nearly 100% placement. McGorin believes that the drop in the number of PhD students is a result of the increase in the competition for external funding. The Department turns away PhD applicants because the faculty does not have the funds to support a lot of students.

When asked if faculty funding sources are federal, McGorin answered that the sources are a mixture of federal and commodity commission sources (i.e. The Oregon Wine Board). Small research projects are funded by industry related groups. McLain then asked if the Department has received food safety research funding. McGorin answered that only three faculty work in the area of food safety and they have applied for Federal competitive grants.

Alix Gitelman asked if the increase in undergraduate students has resulted in an increase in teaching assistantships from the College of Agricultural Sciences. McGorin answered that the Department has not received an additional increase in base funding and that the Department has been recently required to fund additional teaching assistantships due to the increase in undergraduate lab sections.

Council and visitor discussion then focused on the following topics:

Faculty Numbers

McGorin reported that the department was able to hire two new faculty to replace those who retired.

Departmental Seminar/Improving Community

McGorin reported that last summer, the FST faculty made a commitment to attend seminars and to invite guest speakers. McGorin praised the current FST graduate student representative for organizing many social events over the past year. McGorin admitted that graduate students are definitely more lab-centric than department-centric and it is difficult to alter this culture.

Population increase of Undergraduate Students

McGorin informed the Council that a marketing campaign (brochure, website, and lobby display) initially enhanced the undergraduate program's visibility. Later the fermentation and wine programs began to attract additional undergraduate students. A high percentage of OSU BS alums work in the Oregon food industry, while 80% of MS/PhD alums attain jobs outside the state or internationally.

McLain thanked the guests as they departed and informed the Council that a wrap up of the discussion would occur at the end of the day's meeting.

Department of Public Health Petition

Council was joined by Anna Harding and Marie Harvey from the Department of Public Health. McLain reminded the Council members that at its May 1 meeting a petition to waive (or substantially abbreviate) the review of the Master of Public Health (MPH) graduate program was considered. The Council members present at that meeting had many concerns about the request and it was decided to invite Marie Harvey, Chair of the Public Health Department, to a subsequent meeting to provide additional information.

Harvey began by addressing the issue concerning her department's MS degrees. She informed the Council that the Department is currently working on and hopes to complete the Category I proposal to suspend its MS programs (Environmental Health and Occupational Safety Management, Public Health, and Health Promotion and Health Behavior) by the end of Spring Quarter. The Department wishes to suspend the programs in order to provide more resources to its MPH and PhD programs. Anna Harding added that there are only a couple students remaining in the MS programs and that they will be finishing soon. The Department has not been recruiting into the MS programs for some time, but instead redirects prospective students to the very successful MPH program. Harding told the Council that all a student can accomplish in the MS programs can be accomplished in one of the four tracks of the MPH program (Environment, Safety and Health, Health Management and Policy, Health Promotion, and International Health). Although the MPH is considered a terminal professional degree, students can elect to do a thesis.

Harvey informed the Council that the Department is currently examining the possibility of becoming a School of Public Health. This is a long process but if the Department becomes a School there would be more funding and opportunities available for students and faculty. With more resources, the School might consider reinstating the MS programs. Discussion on the effects and consequences of the suspension of a program vs. termination ensued.

Harvey and Harding then addressed in detail the reasons why they believe it would make sense for the Graduate Council to postpone the review of the MPH for five years. Among the reasons was the difficulty of reviewing only one part of an integrated program and the fact that the program has recently undergone a successful accreditation review.

Council discussion focused on the following topics:

- The differing objectives between graduate programs reviews and accreditation reviews.

- The need to assure program quality in programs participating with other OUS campuses.

After the visitors left the room, and after considerable discussion, a motion was made to conduct a Graduate Council Program Review of the PhD in Public Health and the Master of Public Health in the Department of Public Health in 2009-10 using the established Graduate Council Program Review Guidelines with some supplemental requests or adjustments in procedure to accommodate the unique nature of collaborative degrees offered by multiple OUS institutions. McLain will communicate this decision and the rationale for it to Marie Harvey.

All voted in favor. Motion passed.

Council then returned to the discussion of the FST graduate program review. Rene Reitsma asked for an explanation of recommendation #12 (The purpose and the rationale of the preliminary written examination requires attention). Russ-Eft answered that the review panel could not understand the purpose of the exam. They did determine that it is not The Preliminary Exam, but a separate one. Chrissa Kioussi suggested that the issue had to do with the interdepartmental faculty, but she was also unclear on the true purpose of the examination.

A motion was made and seconded to approve the FST Review Report as submitted.

All voted in favor. Motion passed.

Graduate Council Minutes for May 15, 2008

The minutes from the May 15, 2008 Graduate Council meeting were approved as amended.

Before McLain adjourned the meeting, he extended his thanks to all the Council members for their remarkable work this past year. He observed that one of the reasons the Graduate Council works so well is due to the strong relationship between the Council and the Graduate School. He said that the Graduate School does not try to influence the work of the Council, it facilitates it. McLain added that in his view, the level of this relationship is appropriate. McLain then wished all present a safe and successful summer.

Future Business

As business to be carried forward, the 2008-2009 Graduate Council will need to review the Graduate Council Program Review Guidelines to determine any needed changes or additions to those guidelines that would accommodate the unique nature of degree programs that are collaborative and/or integrated with other OUS institutions.

Meeting adjourned.

Review of the Food Science and Technology Department of Oregon State University

Report submitted April 2008

The Graduate Council conducted a site review of graduate programs in the Department of Food Science and Technology on March 3 and 4, 2008. This review was undertaken in conjunction with an external review team as well as a Curriculum Council team. The teams also benefited from the participation of Sally Francis, Dean of the Graduate School, Martin Fisk, Associate Dean of the Graduate School, and Susan Leslie, Academic Programs.

Internal Graduate Program Review Team:

- Darlene Russ-Eft, Department of Adult Education & Higher Education Leadership
- Chrissa Kioussi, College of Pharmacy

External Review Team

- Charles Bamforth, University of California, Davis (Chair of the review committee)
- Rolando Flores (University of Nebraska)
- Randy Rice (Alaska Seafood).

Curriculum Council Team

- Mike Bailey (Department of Electrical Engineering)
- John Lee (Department of Mathematics)

Executive Summary

We found the Department of Food Science and Technology (FST) to be reasonably well functioning and respected within the University as well as regionally, nationally, and internationally. The undergraduate program is thriving even perhaps to the point of adversely impacting the research mission and graduate program. The graduate program, especially at the Ph.D. level has shrunk noticeably. These items and other successes and areas where improvement is needed are discussed at length below.

The FST department has infrastructure problems stemming from old, unreliable equipment that adversely affects training of both undergraduate and graduate students and the ability of the department faculty to reach its full research potential and be more competitive for major grant funding. Steps need to be taken partly by the department and partly with the aid of the College of Agricultural Sciences to address these problems.

Our report is organized as follows.

- Summary of Major Recommendations
- Undergraduate Program Review
- Graduate Program Review

Both the undergraduate and graduate program reviews contain their own recommendations and conclusions, some of which are reflected in the summary of major

recommendations. There is some repetition but we did not want to lose the sense of the input we received during the site visit by merging similar comments that seemed to us to convey a somewhat different point of view or strength of opinion.

Summary of Major Recommendations

1. FST should closely examine the relationship between increased undergraduate enrollment and the decrease in GPAs, both overall and among the different degree options. It may be worthwhile creating a “professional” half of the program, with the students qualifying to continue after the sophomore year. Whatever the cause of the GPA drop, it is important to adjust admission standards or ameliorate causes and restore the more traditional high quality 3.0 grade-point average of typical FST undergraduates.
2. Opportunities for undergraduate research should be extended.
3. The department needs to agree on the desired balance between the undergraduate program and the graduate program.
4. The Department should enhance linkages with relevant federal and state agencies and private industry. The Department should consider establishment of a more organized mechanism for gaining stakeholder inputs to planning. Involving relevant stakeholders may help to highlight the need for additional research funding for the department.
5. The faculty should continue to build linkages with other departments within the College of Agricultural Sciences (CAS) and outside of CAS, including Business and Forestry.
6. Attention should be paid to mentoring and supporting new faculty in their efforts to obtain research funding.
7. The Department should develop an admission process that ensures the recruitment of U.S. minority students. Further attention needs to be placed on recruiting domestic graduate students. Attention needs to be paid to recruiting and enthusing Ph.D. students on the Corvallis campus, whilst continuing the leadership and mentorship of graduate students in the Astoria facility.
8. There needs to be continued attention to boosting communication and linkages between on-campus and off-campus graduate students and faculty.
9. Attention should be focused on increasing the number of graduate advisors and mentoring new faculty into that role.
10. The Department should further evaluate the availability and relevance of graduate level classes.

11. Efforts should be made to increase teaching opportunities to graduate students, particularly through increasing the number of Teaching Assistantships.
12. The purpose and the rationale of the preliminary written examination requires attention.
13. The FST seminar program should be given priority attention.
14. The Department should consider instituting some form of laboratory rotation process for graduate students.
15. The Department is encouraged to develop a space and equipment utilization plan. As part of this plan, the Department should consider creating a graduate student lounge separate from the undergraduate student lounge.

Undergraduate Program Review

Growth and success of undergraduate program is to be commended. Undergraduate students exhibited obvious enthusiasm. They were positive about virtually all elements of their program. Advising was singled out as a major strength.

- Historically FST has had about 40-45 graduate students and about 40 undergraduate students. There has been a significant shift over the past 10 years. The graduate program has contracted into the 20's and the undergraduate program is slightly over 100.
- The typical time to undergraduate graduation is hard to pin down; approximately 5 to 6 years seems a reasonable estimate. Most FST majors transfer from other majors or schools at about the junior level. Typically this delays progress towards the degree.
- Based on the information available to us at the time of the site visit, about 10% of FST undergraduates continue into the graduate program at OSU.
- About 10% of FST undergraduates get a chance to work in a lab.
- FST offers about 23 undergraduate scholarships per year totaling about \$31,000.
- The OSU FST department has had a very successful increase in undergraduate enrollment, from 32 in 1996 to 90 in 2006.
- Much of that run-up has been the result of creating a Fermentation option, comprising about 63% of the FST BS graduates in 2006-2007.
- The rapid growth of the undergraduate program was the conscious result of new options in fermentation, advertising, recruiting, contacting high school teachers, and direct mailing to 4,000 undergrads.
- A limitation to further growth is lab space and faculty preparation time.
- With current resources, the undergraduate program could accommodate at most 110-120 students.
- Increased national placement of undergraduates is a goal of the program, not just placement in the Northwest. Students are resistant to leaving Oregon.
- At the same time as this increase in undergraduate enrollment, however, there has been a decline in FST undergraduate grade point averages, from a high of 3.10 to a current average GPA of 2.73. A graph given in the self-study shows that this

decline appears to be correlated with the run-up in enrollment. This is supported by the fact that the average GPA in the Fermentation option (the option with the largest run-up) is 2.5, while the average for the other options is 2.9. (If you plug in the numbers from the graph, you get a correlation coefficient of $r = -.77$ between GPA and enrollment size for 1996-2006. This correlation becomes a very incriminating $r = -.99$ for the years 2003-2006.)

- The drop in GPA noted in the self-study probably has several causes. Suggested causes were: (a) A larger cohort of students not as well trained in background science. It was suggested to check the effect of basic science courses on overall GPA. (b) Students are older than average (26 years) and have non-traditional student responsibilities such as full-time jobs and/or families with children to attend to as well as their academic program.
- Undergraduates seem to be in great demand in industry, apparently getting multiple job offers with ease.
- The undergraduate teaching load among the faculty is a concern. It appears that their hard work has indeed created a successful undergraduate program, but at the expense of other scholarly work, such as grant-writing and establishing more intensive research programs.
- Teaching load of the faculty in CAS averages in 3-6 courses per year. In FST it is about 1-2 courses per year.
- Some FST faculty are clearly concerned that the attention paid to the undergraduate program over the past 5 years has had unfortunate impacts on the graduate program, especially concerning being competitive for top research grants. Some said it is time to emphasize the graduate program.
- The faculty is spread too thin due to undergraduate teaching with the attendant negative impact on departmental research.
- Perhaps a reasonable balance would be 75-80 undergraduates and an improved graduate program and research environment.

We talked with five FST undergraduates about the program. They told us:

- The FST faculty is very popular among the students. The students describe them as excellent, excited, know their material, have a passion for teaching, and get to know the students. They say that this is in sharp contrast to faculty in other departments, such as Biochemistry.
- All five of the students switched into FST from other programs. They all credited the quality of the faculty with making their decision. (In fact, if there was a bounty system on new students, Dan Smith would be a rich man...)

- The FST undergraduate courses are excellent and well-taught. Class sizes are typically 20-30. They go up to around 70 in the Food Law course, which is probably the case because it is a BacCore offering.
- The students have a moderate course load, typically averaging 15-16 hours/quarter (of all their classes, not just FST)
- The students estimate that they spend around 20-40 hours per week on assignments outside of class. This seems reasonable. There seemed to be a consensus that the basic science courses and a statistics course took a lot more time than their FST courses.
- The students were very enthusiastic about the instruction in all FST courses except one sequence, BEE 452-453. What they really liked was the applied science aspects of the courses. They stressed that they studied FST courses to learn the material because they wanted to understand why things happened as they did. This was in sharp contrast to their experience in core science courses where they said they studied (memorized) only to pass exams. In one venue they found science compelling and in the other a turnoff.
- The biggest blight in the FST undergraduate curriculum is the BEE 452 and BEE 453 combination. The students describe it as poorly organized, poorly taught, and covering much material that they don't need to know.
- While some students obviously choose this major because they like eating and drinking, these students chose it because they wanted jobs in the scientific end of the food processing industry. They went so far as to point out how closely related FST is to "applied chemistry", which they like.
- None of these five students is going on to graduate school. The two main reasons were (1) plentiful job opportunities if they get out now, and (2) they are not sure what they would want to specialize in if they did go to graduate school.
- The students do have opportunities to conduct undergraduate research, but those opportunities are not well-publicized. They say you have to go to various professors and ask about possibilities.
- We asked the students if the FST undergrads can reasonably graduate in four years. For these students the answer was no because all had come from other major and programs. For students in general it was hard to tell since almost all were behind.
- The students were concerned that the lab equipment used for teaching was old and broke down a lot. They are concerned that they will not be prepared to use the

newer equipment that they will find in their jobs. Equipment is in short supply – students race to get the equipment they need.

- The Microbiology Lab is an enrollment problem for students. The class is a lecture-lab where the lecture accommodates twice the number who can enroll in the lab making a permanent and worsening lab access problem. Often students must try to get the lab during summer term. This is a road block to planning schedules and timely degree completion. Students (sometimes, often) can't register for their planned program and have to return to advisors for plan B.
- Students in Fermentation don't seem to be realistic about career options. Becoming a local (OR, WA, CA) brew master or vintner is a low paying long term prospect.
- Career path opportunities up to six figures are available for students in the Food Science option who are willing to move to where the major food processing companies are located.
- The students we met with were confident that jobs they would like to have are and will be available in abundance.
- Students said the FST faculty knows what is going on in the industry and what degree you need for what career path.
- The students said internships were readily available but information about them was less available. Students had to contact the head undergraduate advisor and/or a faculty member and ask about opportunities. When they did the faculty members were very responsive. The students suggested it would be helpful to have some advertising about internship possibilities – a more organized effort.
- When asked if an internship should be a required part of the FST undergraduate degree program, students said it was a good idea but would be impossible for some students unless the internship paid enough to enable those students to support themselves and/or their family.
- The students expressed a wish for a Food Product Development course, which apparently is a capstone experience in many food science programs. Now students do product development informally via a club.

In summary, our key findings and recommendations are:

1. FST should closely examine the relationship between increased undergraduate enrollment and the decrease in GPAs, both overall and among the different degree

options. If there is indeed a correlation, serious consideration should be given to culling some students from the program in order to maintain the strength and reputation of the program.

2. Whatever the cause of the GPA drop, it is important to adjust admission standards or ameliorate causes and restore the more traditional high quality 3-point average of typical FTS undergrads.

3. Perhaps it would be worthwhile creating a “professional” half of the program like some other OSU majors do, and make the students qualify to continue with the program after the sophomore year. Qualification could be based on GPA or partly on GPA and some other good predictor of success.

4. Something should be done about BEE 452 and BEE 453. The sequence should be re-vamped to be more relevant and the strongly expressed concerns of students about the teaching effectiveness of the instructor should be addressed.

5. The opportunities for undergraduate research should be more widely publicized. Besides being enjoyable and educational, it might also inflict some of the undergraduates with the “research bug” and motivate them to enter the FST grad program.

6. The balance between the undergraduate program and the graduate program is an important issue that apparently has not been well discussed among the faculty. Our sense is that there is no consensus about the correct balance. We were told that such discussions are in their early stages.

7. In order to broaden stronger elements of the undergraduate program, FST might consider some sort of bachelor’s program in seafood science, as seafood seems like a possible area of strength. Perhaps there is potential for some sort of QA/QC curriculum in seafood at the BS level. There is a shortage of such trained personnel in the Pacific Northwest, and if there are limitations to successful placement of fermentation graduates, this might be an area to investigate in order to keep vitality in the undergraduate program and continue successful placement of graduating students. Some investigation should occur to see if this has merit.

Graduate Program Review

The graduate program of the Department of Food Science at Oregon State has had better times in the past; but the best ones lied ahead. The major components that indicate a sign of trouble in the Department are the low numbers of graduate students and the flat numbers in research grant activity.

It was evident to the review team that the morale of the graduate students at Corvallis was lower compared with the attitude of the graduate students from the satellite centers (Portland and Astoria). The fact that the facilities are aged and new funds for renovation are not available at Corvallis create tough issues that the University administration needs to address sometime soon. However, it was also evident that the OSU-FST undergraduates that go into the graduate program have a completely different attitude, a more positive and progressive one. So, the components for success are there, but a new sense of graduate student community and direction needs to be reestablished on the Corvallis campus.

The graduate course offering of the Department needs attention as well, since many students complained that they do not have much to take. This is especially critical for the students that come from the OSU bachelor and/or master programs and who have taken most of the graduate courses. This is not unique to OSU-FST but deserves attention and should be part of the faculty plan for the future.

The success of enrollment and placement of students in the undergraduate program during the last years, associated with the stagnant numbers in the graduate student enrollment and grant procurement of the faculty is creating “the perfect storm.” There is no doubt that the faculty and administrators have this issue clear, since they used the “perfect storm” term. However, we feel that the most troublesome issue is that the faculty of the Department of Food Science was apparently expecting this review team to define the route forward for their graduate program and their research activities. It is our opinion that no recommendation from us can substitute the “soul searching” that the faculty of the Department needs to embark on. It is our recommendation that the faculty with internal and/or external assistance needs to make a realistic plan for the next five to eight years. This plan needs to identify the chart to follow in terms of their research activities in pursuit of grant activity that will make their graduate program a robust one. The option of abandoning the graduate program is not a valid one, so the only way for this Department is forward.

The potential for growth and success for the graduate program continues to rest on their subject areas of strength such as sensory, flavor chemistry, processing non-thermal, food safety (especially on sea food applications) and value-added packaging and processes. The soon to be in place OSU Wine Institute might create new opportunities, but it is arriving at a time that there are other similar projects going on in the nation with which it will need to compete.

In this “soul search” the faculty of the Food Science Department is not alone. Most if not all of the Food Science Departments in the nation are facing similar challenges such as reduced funding sources and more competition for available funds. Industry is looking for fast turn around to their problems solved by research; so, they tend not to go to faculty for solutions unless the faculty has some unique process or labs. An example of this is the success that the Food Innovation Center has had.

- **Students** FST graduate student enrollment has remained relatively stable during 1995-2007. During that time there was an average of 33.5 graduate students. There have been slightly more M.S. students (18) as compared with Ph.D. candidates (16). However, the number of Ph.D. candidates has been declining, with only 7 Ph.D. candidates today.

- The graduate students appear to be selected based on their undergraduate grades and GREs, as well as a statement of objective or purpose. Due to budgetary constraints and lack of research funding, the department is not currently offering graduate teaching or research assistantships to recruit top applicants.

- Like the rest of the university, the department is well attuned to the goal of building diversity. The department, including the graduate program, reflects some of the same weaknesses as all of OSU in recruiting a diverse student body. There are, however, a good representation of female students and Asian students. U.S. minorities (African Americans, Native Americans, and Hispanics) are rarely represented among the graduate students.

See recommendations 5 through 10.

- **Faculty** The faculty demonstrate a strong commitment to the graduate students. Although overall representing a younger group of faculty members, they are extremely qualified and diverse in their areas of expertise.

See recommendations 3 and 10.

- **Curriculum.** Over 40 courses can be taken by FST graduate students for graduate credit of which 26 courses are graduate-level only. There are, however, a relatively large number of slash courses. In addition, the consistency of slash courses, with regard to rigor, workload, requirements for graduate student participation, and level of instruction seems to vary depending upon the course and the instructor. The department may be well-served by evaluating its slash courses, especially the consistency in how such courses are taught across the curriculum, e.g., some courses were considered too difficult by undergraduates while in other courses students felt that extra work for graduate students was contrived. It may be desirable to make some courses solely 400 or 500 level based on past enrollment patterns, course material, and faculty desire to accommodate undergraduates and graduates.

A related concern among graduate students is that because there are so many slash courses, the “50% Rule” sometimes comes into play when students are designing a program of study. This can be particularly problematic for students who completed their undergraduate degree in the Department. The need to add additional graduate stand alone credit hours sometimes means that graduate students must take courses in forestry or toxicology.

See recommendations 11 through 16.

- Research The research interests and pursuits of the faculty provide the graduate students with the opportunity to participate in a research program. The faculty are diverse in their expertise, addressing a wide variety of issues in the field.

The faculty expressed a need to develop more and additional funding sources. It may be appropriate to begin a program to establish connections with state and federal agencies, as well as private industry. Such relationships could open up significant research opportunities for faculty and graduate students.

The graduate students appear to be well mentored by the faculty in their research pursuits, particularly those in the Astoria facility. Such mentorship has led to productivity in scholarship. The graduate students have a good record of publications. Nevertheless, graduate students must find a funded lab to undertake research, and there are no rotations within labs and disciplines.

There is a distinct sense of mission drift in graduate program-uncertainty, and lack of direction. However, graduate students in Astoria seem focused and functioning differently than FST students on campus. It seems like there is a lost opportunity in not utilizing graduate students in Astoria more, for example, for teaching.

See recommendations 1 through 4 and 8 and 15.

- Financial Support Due to budgetary constraints and lack of research funding, the department is not currently offering graduate teaching or research assistantships to recruit top applicants.

See recommendations 1 through 4.

- Administration, Facilities and Infrastructure The Department appears to be well served by the current Department Chair, Dr. Bob McGorin. The review teams would like to acknowledge and commend Dr. McGorin for his leadership in the self-study process.

The Department suffers from somewhat old and outdated facilities. It does, however, benefit from the Pilot Plant and from the Astoria Seafood Laboratory and the Food Innovation Center in Portland. Astoria seafood lab has standing and credibility widely

recognized in both academic and industry circles. Astoria seafood program seems to be operating well.

FIC also stands out as strength. FIC functioning in an applied sense very well, as evidenced by 50% self-funding from revenue coming in. FIC connection to consumers via sensory testing and focus groups provides value for students in seeing the real world connection with what they are studying.

The graduate students, particularly those in the Astoria facility, appear to have access to sufficient resources and labs to carry out and complete their work.

For the Corvallis location, some effort should be made to locate industry or alumni sources of funding to help with improvements in infrastructure components, e.g. freezers, refrigerators.

It seems unlikely that a new building and infrastructure will be immediately forthcoming. Therefore, the FST program should focus energy on reshaping and constructing the size and type of program to work optimally with the existing infrastructure. This most certainly must include an assessment of how many students can be serviced in a quality fashion.

See recommendations 18 and 19.

- Community and Participation The extent to which the graduate students see themselves as part of a community or cohort is somewhat limited in the program. Furthermore, as compared with the undergraduate students, the graduate students seemed somewhat muted in their enthusiasm for the program. Nevertheless, one great strength of the program is that graduate students are included in activities involving departmental governance and operations.

At the same time, because Departmental graduate students are on the Corvallis campus, as well as in Astoria and potentially Portland, there is not a strong sense of community among graduate students. Indeed, the graduate students stated that they were more familiar with undergraduate students as compared with their graduate student peers. While students acknowledged this weakness in the program, they also acknowledged that this is often their choice, as they are busy with their research and their studies, and usually do not choose to make time for efforts aimed at building community. It may be that providing graduate students with a graduate student lounge would facilitate more interaction.

In addition, the graduate program would be well-served by strong communication and linkages among on-campus and off-campus graduate students and faculty.

Re-structure and re-build the graduate seminar in order to more successfully engage both PIs and students. There were numerous comments about the absence of vitality in the seminars, and the need to breathe new life into it.

See recommendations 9 and 19.

- Annual Reviews The program apparently undertakes an annual monitoring of graduate student progress. Although not an areas of comment by either graduate students or faculty, this review would serve to “catch” struggling or failing students and should be continued.

- Level and Quality of Student Performance According to the self-study document, the Department has awarded 80 M.S. degrees and 49 Ph.D degrees in the period from 1995 to 2007. The top-5 most productive graduate advisors accounted for over 53% of the graduate degrees awarded. Of these five, three have either been reassigned or have retired. At the same time, a group of 8 new tenure-track faculty that were hired since 1999 appear to be making early and consistent contributions to graduate advising.

Between 1995 and 2007, faculty published 401 refereed journal articles, edited 8 books, wrote 102 book chapters, had 76 presentations published in conference proceedings, and gave 290 presentations at professional conferences. A majority of these had a graduate student as the first author.

See recommendation 10.

Level and Quality of Faculty Performance Input for this section will be taken from the external team report. The faculty appear to be well qualified and diverse in expertise, which enables them to address any major issue pertaining to natural resources. The faculty, however, needs to improve their productivity in grantsmanship, since this will help to support research efforts and graduate students.

See recommendations 1 through 4.

- Quality of the Scholarly Community (including collaborative ventures) The Department appears to be well connected with private businesses throughout Oregon and the Northwest. Faculty need to develop closer relationships with state and federal agencies in order to increase research funding collaborations and possibilities.

See recommendations 1 though 4.

- Professional Viability of Graduates The Department conducted a survey of FST graduate alumni; of whom 34 had received graduate degrees in the period from 1995 to 2006, and 20 self-identified as M.S. students while 10 self-identified as Ph.D. students.

There was no adjustment for non-response bias. All of the respondents were employed, about 50% holding business/industry or private sector positions. The remainder hold faculty positions at a college or university (20%), are pursuing a graduate or post-doctoral fellowship (17%), or are employed in other research positions. Two thirds of the alumni group declared that their current employment is directly related to their graduate training in their FST field of study. While 90% of the alumni respondents would choose the same major and same degree and 66% would choose OSU, only 55% would choose the same major professor.

See recommendation 17.

- Satisfaction Survey of Graduates There did not appear to be a comparison of the FST alumni students with the OSU Graduate School Exit Survey.

- Ranking of the Graduate Program There did not appear to be any comparison of the Graduate Program with other similar programs.

In summary, our key findings and recommendations are:

We found the Department of Food Science and Technology to be reasonably well functioning and respected within the University as well as regionally, nationally, and internationally.

Our key findings and recommendations fall broadly into three categories: A. Research capabilities and faculty resources; B. Graduate education and issues for graduate students; C. Facilities and administration.

A. Research Capabilities and Faculty Resources

1. The Department should have a long-term plan of action for increasing linkages with relevant federal and state agencies, as well as continued linkages with private industry. Such linkages may help with future research funding.
2. The faculty is encouraged to continue to build linkages with other departments within the College of Agricultural Sciences (CAS) and outside of CAS, including Business and Forestry.
3. Attention should be paid to mentoring and supporting new faculty in their efforts to obtain research funding.
4. The Department should consider establishment of a more organized mechanism for gaining stakeholder inputs to planning. Involving relevant stakeholders may help to highlight the need for additional research funding for the department.

B. Graduate Education and Issues for Graduate Students

5. The Department should consider developing a comprehensive plan for recruitment of minority students. In particular, the current admission process has the potential to let qualified minority candidates slip through the cracks.
6. The last Graduate Program Review identified the high number of international graduate students. Some progress has been made, but further attention needs to be placed on recruiting domestic graduate students.
7. The self-study document prepared by the Department identified that there has been a drop in Ph.D. candidates over the past four years from 19 students in 2003-4 to 7 students in 2006-7. More energy and attention needs to be paid to recruiting Ph.D. students and to the graduate student experience. The review team felt a lack of enthusiasm among the graduate students and faculty on the Corvallis campus.
8. Continue the leadership and mentorship of graduate students in the Astoria facility, including the monthly graduate student meetings to discuss research. The graduate students in the Astoria facility were very satisfied with the leadership and mentorship that they experienced. They appeared to be working well as a team, and the facilities were considered adequate.
9. Efforts should be made to continue to develop processes to ensure communication and linkages among on-campus and off-campus graduate students and faculty. This may help to solve the issue of enthusiasm, given perceived satisfaction with leadership and mentorship in the Astoria facility. Some possibilities include but are not limited to: (a) scheduling on-campus seminars and other similar activities such that they do not conflict with off-campus activities, (b) scheduling off-campus seminars that do not conflict with on-campus activities and courses, and (c) providing a van for students to travel to campus or to one of the off-campus facilities as a group.
10. Attention should be focused on increasing the number of graduate advisors and mentoring new faculty into that role. The self-study document noted that five graduate advisors accounted for over 55% of the graduate degrees awarded. Furthermore, three of the five advisors have either retired or have been reassigned to new positions.
11. The Department must further evaluate 400/500 “slash” courses, and especially examine the consistency with which such courses are taught across the curriculum. Graduate students complained that they have to seek courses through forestry and toxicology to fill out their credit requirements. The Department self-study mentioned that all faculty members are expected to develop a graduate course in their areas of expertise that will be taught every other year. Such development would provide a great addition to the program.
12. Efforts should be made to increase teaching opportunities to graduate students, particularly through increasing the number of Teaching Assistantships. The

department should continue to develop graduate teaching assistants for courses with large enrollments. It would seem that MS students could be utilized for some of the graduate teaching assignments. A second year MS student should be capable of picking up some of the TA load, at least for some of the lower level courses. For Ph.D. students who want teaching experience, the Department could consider offering course credit in return for teaching.

13. The previous Graduate Program Review identified a concern about the lack of consistency in communicating information about the program requirements, particularly the preliminary written exams. Concerns still exist regarding the qualification exam. The purpose and the rationale of this exam were not clear to the review team. The multiple levels of screening and testing of graduate students seem unnecessary. It is suggested some streamlining could take place and not utilize the “optional” exam. The present approach also seems to leave the program open for criticism as arbitrary.
14. The previous Graduate Program Review identified that the FST seminar program was of concern. Over the past years no major restructuring has been done. There appear to be no scheduled seminars, and when they do occur, they are not well attended by faculty or students. Both students and faculty expressed interest in improving the current seminar status, and this should be given priority attention.
15. Graduate students must find a funded lab to undertake research, and there are no rotations within labs and disciplines. This may lead to issues as to exposure of students to the various science and technology techniques and approaches as well as possible personnel conflicts. The Department should consider instituting some form of lab rotation process for graduate students.
16. The Department should continue to conduct annual reviews with graduate students. It can help to keep graduate students on track and can serve to “catch” struggling or failing students.
17. The Department should continue to conduct surveys of recent graduates, as this provides valuable feedback.

C. Facilities and Administration

18. The Department is encouraged to develop a space and equipment utilization plan. Certainly Wiegand Hall is an older building, but attention should be placed on replacing old equipment and obtaining new equipment, such as autoclaves, cold storage units, freezers, and centrifuges.
19. An area of concern for graduate students involves the lack of a graduate student lounge. As part of the space utilization plan, the Department should consider creating a graduate student lounge separate from the undergraduate student lounge.

GRADUATE COUNCIL MEETING

May 15, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rod Harter (HHS), Tom McLain (Forestry), Tom Wolpert (AG SCI) Alix Gitelman (SCI), Shawna Grosskopf (CLA), Kathy O'Reilly (Vet Med), Rene Reitsma (Business)
Grad Council Members Absent:	Rick Colwell (COAS), Chrissa Kioussi (Pharmacy), Darlene Russ-Eft (Education)
Grad School Members Present:	Martin Fisk, Sally Francis, Helene Serewis, Mary Strickroth
Grad School Members Absent:	
Guests:	Michael Unsworth (COAS), Logen Logendran (School of MIME), Hal Salwasser (Forestry) Ilene Kleinsorge (Business), Jack Drexler (Business)

Industrial and Manufacturing Engineering Graduate Program Review Follow up Report

Council members were joined by Michael Unsworth and Logen Logendran.

Unsworth met with Ken Funk and Logen Logendran on May 1, 2008 to discuss changes that have occurred since the Graduate Council Program Review of the Department of Industrial and Manufacturing Engineering (IME) in November 2005. Dr. Funk was the interim Department Chair at the time of the review, and Dr. Logendran was the IME Graduate Program Chair. The full follow-up review report, written by Unsworth after the May 1 discussion, is appended to these minutes.

Unsworth briefly highlighted the original review panel's recommendations and concerns, and then reported on the current state of the graduate programs.

Council and visitor discussion focused on the following topics:

Faculty & Graduate-level Teaching

The review panel's recommendation concerning the hiring of additional IME faculty and the need to offer more graduate stand-alone coursework is being addressed. An Assistant Professor in Information Systems Engineering was hired in 2005, and the unsuccessful search to hire a Manufacturing Systems Engineer will soon be re-launched. The recruitment of an instructor to teach undergraduate-level courses was successful and this instructor's service has allowed IME faculty to do more graduate-

level teaching. Unsworth reported that the department's effort to offer more strictly 500-level courses is a work in progress.

Merger with the Department of Mechanical Engineering

Unsworth reported that during the program review site visit, some IME faculty and students expressed concern over the upcoming merger with the department of Mechanical Engineering. Chiefly, they were concerned over the potential loss of departmental identity and budgetary independence. The merger has now been completed and Unsworth reported that the IME faculty and staff feel that it has gone better than imagined. The IME faculty and staff appear satisfied with the current situation and are comfortable under Dr. Batten's managerial style.

Before the guests left the meeting, Sally Francis thanked Unsworth for attending the Mechanical Engineering (ME) pre-review dinner on May 4th and for sharing his IME draft report with the ME reviewers. After the guests left the meeting and after additional discussion, a motion was made and seconded to approve the IME Follow -up Review Report as submitted.

All voted in favor. Motion passed.

Graduate Council Minutes for April 17, 2008

The minutes from the April 17, 2008 Graduate Council meeting were approved as amended.

Graduate Council Minutes for May 1, 2008

The minutes from the May 1, 2008 Graduate Council meeting were approved as amended.

CAT I Proposal: Reorganize the College of Forestry

Tom McLain introduced the Category I proposal to the Graduate Council members. He informed the Council that the primary reasons for the College reorganization is the need to save money and the need to better address the needs of its principal stakeholders. He added that the CAT I does not propose any change to the College of Forestry (COF) degree programs or to the graduate faculty. Hal Salwasser, COF Dean, arrived to join the discussion.

Council and visitor discussion focused on the following topics:

Graduate Faculty

Although the COF graduate programs will be housed in the three departments for administrative purposes, it is the graduate faculty who will continue to control the degree programs and are responsible for managing the curriculum and all other programmatic needs. Sally Francis stated that the Graduate School's Graduate Faculty database should be reorganized so that departmental affiliation is not a key field. The issue of managing the graduate faculty of a graduate program (updating faculty lists) was also discussed. Will the COF department heads manage the multi-departmental graduate

programs faculty lists? Interdisciplinary graduate programs normally have a director to manage this task.

Undergraduate Faculty

Although there will be no changes made to the undergraduate degree programs, the undergraduate faculty will be redistributed among the three departments. When asked about the P&T process, Salwasser said the process would be handled by each department in the traditional manner. Salwasser added that in COF discussion, a different approach is being considered that would serve to better protect the interests of the junior faculty.

A motion was made and seconded to approve the Category I Proposal to reorganize the College of Forestry as submitted.

All voted in favor. Motion passed.

CAT I Proposal: Reorganize Administrative Units in the College of Business

Ilene Kleinsorge, Dean, College of Business (COB), and Jack Drexler joined the meeting. Kleinsorge gave a brief overview of the CAT I proposal which reorganizes the COB by eliminating the academic department structure. The transformation of the College to a professional school model and the resignation of a department chair identified the need for a reorganized structure that would better support the demands of the COB's mission. Kleinsorge indicated that the former structure perpetuated artificial divisions and inefficiencies, while the new structure allows the College to fully utilize its talents and resources. Kleinsorge added that the CAT I would not affect the COB's graduate program in any way.

When asked to elaborate, Kleinsorge stated that the MBA program has always been College led. It has been under the direction of the Associate Dean of Academic & Student Services. The program has no tracks or concentrations so COB departments have never been involved in managing it.

Rod Harter then shared a recent experience he had as a member of the Graduate Council Program Review team examining the College of Oceanic and Atmospheric Sciences' (COAS) graduate programs. The COAS administrative structure is similar to the structure COB is proposing. Harter alerted Kleinsorge that one disadvantage to this organizational model is a problem of communication. Harter told Kleinsorge that the COAS faculty complained that the lack of good communication within the College was problematical – especially in regard to curriculum development/advancement. Kleinsorge thanked Harter for the warning, and said that the COB Executive Steering Committee has representatives from every discipline and every program. The Committee meets regularly and is now identifying how the undergraduate and graduate committees will operate and what the committees' responsibilities will be.

Rene Reitsma indicated that the COB faculty is much smaller than the COAS faculty. He doesn't believe that communication will be an issue for them. Kleinsorge added that she will monitor the situation in an effort to prevent issues from arising.

A motion was made and seconded to approve the Category I Proposal to reorganize the College of Business as submitted.

All voted in favor. Motion passed.

Next Meeting

McLain announced that a revised petition from the Public Health Department will be considered at the next Graduate Council meeting on Thursday, June 5th.

Meeting adjourned.

GRADUATE COUNCIL MEETING

May 1, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rick Colwell (COAS), Rod Harter (HHS), Chrissa Kioussi (Pharmacy), Tom McLain (Forestry), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Alix Gitelman (SCI), Shawna Grosskopf (CLA), Kathy O'Reilly (Vet Med), Rene Reitsma (Business)
Grad School Members Present:	Martin Fisk, Mary Strickroth
Grad School Members Absent:	Sally Francis, Helene Serewis
Guests:	Bob Duncan & Mark Abbott, COAS

COAS Graduate Program Review Report

Council members were joined by Dean Mark Abbott and Associate Dean Robert Duncan of the College of Oceanic and Atmospheric Sciences (COAS).

The Graduate Council program review of the COAS graduate programs was held on January 25, 2008. Rod Harter, who served as an internal member of the review panel, presented a brief overview of the review panel's report. The full report is appended to these minutes.

Harter began by saying that in his three years serving as a member of OSU's Graduate Council, the COAS graduate programs were the strongest he has reviewed. He recognized the contributions of the external members of the review team (James Yoder, Margaret Delaney, and Thomas Leschine) and added that the experts were also very impressed with the COAS programs and that the final review report is strong and positive. Harter then addressed a few of the review panel's key recommendations.

Council and visitor discussion focused on the following topics:

FUNDING

The review panel's first recommendation is that OSU should better assist COAS with its funding needs. Currently COAS faculty support themselves with little money from OSU. Over the course of a career, COAS faculty obtain 60-70% of their own salary and virtually all graduate student support from external (federal) funding sources. The

weakened federal funding climate is threatening this manner of operating and without more state money the College will be hard pressed to maintain faculty size and the quality of its programs. Bob Duncan agreed with the review panel's assessment saying that these are difficult times and it's a challenge to find ways to pay the bills. He added that it would be great to have faculty members and students supported at a level that would make them as productive as possible.

Curriculum and Teaching

Harter reported that during the site visit, some students expressed concern over the quality of teaching and the course content of the core course curriculum. Students indicated that the opportunity to anonymously evaluate the instructors of these low-enrollment courses is near impossible and that some wondered if evaluations are taken seriously by the administration.

Tom McLain wondered if the issue with teaching quality is due to the way the college is structured. Since COAS faculty are required to focus on research in order to obtain funding, this leaves them with less time to devote to teaching and improving teaching methods. Bob Duncan agreed that COAS faculty do proportionately less teaching and proportionately more research, but that the majority of faculty put their heart and soul into the classes they teach and that the incoming faculty are very enthusiastic about creating new courses.

Mark Abbott responded that after reviewing COAS teaching evaluations (both he and Bob Duncan have always reviewed them quarterly), he is unconvinced that the problem is as large as was conveyed by the students. He sees just a handful of issues and the College is working on addressing them. He added that as a result of this review he intends to better communicate to students how seriously teaching evaluations are taken. Abbott meets quarterly with the younger faculty members and has made them aware of the teaching resources available to them from OSU's Center for Teaching and Learning. Coming from research backgrounds, many of the younger faculty have little teaching experience and mentor as they were mentored.

Duncan informed the Council that revising the curriculum, including considering different methods of delivering courses, will be the subject of the next faculty summer retreat. He shared some of the current curricular challenges:

- 500/600 level courses are taught to small classes every other year because the size of the program. It is very expensive, from a faculty resource point of view, to continue in this mode.
- Core courses are larger classes but are more problematic. Students enrolling in these courses come from many areas and backgrounds. Faculty are often required to teach to students with different levels of quantitative ability.

After the guests left the meeting and after additional discussion, a motion was made and seconded to approve the COAS Graduate Council Review Report as submitted.

All voted in favor. Motion passed.

Changes to the Graduate Council Program Review Guidelines

Tom Wolpert re-opened discussion on the proposed revisions to the Graduate Council Program Review Guidelines. This discussion was initiated at the April 1 Council meeting, but when it was suggested that additional gate-keeping language be added to discourage coordinating Graduate Council Program Reviews and CSREES (Cooperative States Research, Education, and Extension Services) reviews, conversation was postponed until new language could be drafted. Wolpert introduced the new language to the Council members who agreed that it was appropriate. The new language added to the ***Self-Study Document*** section read:

The Graduate Council will review the self-study document and may elect to cancel or postpone the Graduate Program Review if the document is not received by the agreed deadline and/or if the document lacks essential content.

In an effort to make language in the ***Timing of Reviews*** section of the guidelines as clear as possible, McLain suggested striking the word “generally” from the proposed statement so that it would read:

The Graduate Council *does not* recommend that a Graduate Council Program Review be held in conjunction with a Cooperative States Research, Education, and Extension Service (CSREES) review.

A motion was made and seconded to approve the proposed language above and the other changes to the Graduate Council Program Review Guidelines discussed at the April 1 Graduate Council meeting.

All voted in favor. Motion passed.

Petition: Master of Public Health (MPH) Graduate Program Review

Rod Harter told the Council that he had met with fellow College of Health and Human Sciences members Marie Harvey and Anna Harding of the Department of Public Health in order to be able to present their petition. After explaining the Department of Public Health's requests, Harter told the Council that the Master of Public Health (MPH) program, a joint program with OSU, OHSU, and PSU, ranks 2nd in the nation and has recently received its second accreditation.

With discussion it was clear that Council members present were uncomfortable with considering waiving the MPH graduate program review even though the program had recently undergone a successful accreditation review. The Council did not want to set the precedent of accepting an outside agency review in lieu of examining the program itself. The Council also wanted to know if the department was planning on suspending its other Masters programs temporarily or terminating them.

After considerable discussion, the Council agreed to postpone making a decision until additional information could be received. The Council will request that the Department of Public Health provide an updated proposal, addressing the following issues:

MS Program Reviews

The Graduate Council would like additional information before considering waiving the scheduled reviews of the master's program in Environmental Health and Occupational Safety Management, Public Health, and Health Promotion and Health Behavior.

The Council asks that the Public Health Department further explain its plans concerning its MS programs. In particular, it asks that you clarify if you intend to terminate or suspend the degrees and to provide a timeline for submitting the Category I proposal(s).

PhD Program in Public Health and MPH Program Reviews

The Graduate Council Program Review of the PhD degree in Public Health will occur as scheduled in 2008.

In regard to the upcoming MPH review, the Graduate Council would consider accepting the MPH accreditation documents in lieu of a full self-study document on the condition that the Public Health Department agrees to compare its 2005-06 MPH accreditation documentation to the "Graduate Council Program Review Guidelines" and that any missing essential content will be provided to the Graduate Council review team appointed to review the MPH program and the PhD program in Public Health in 2008-09. This missing essential content and updated tables (containing data gathered since the 2005-06 accreditation review) would be provided to the reviewers as a supplemental document.

McLain suggested inviting representatives from the Department of Public Health to the next Graduate Council meeting if they do not agree to revise the petition as suggested. Council members concurred.

NSF-Graduate Teaching Fellows in K-12 Education

Council members discussed the GK-12 proposals and rankings. Votes were tallied from six Graduate Council members. Based on the number of number one rankings, the Council elected to recommend the proposal submitted by Professor Margaret Burnett, School of EECS, "Promoting Diversity and Mentorship in Computing and Engineering through Graduate – K-12 Partnerships."

To Debbie Delmore, OSU Research Office

At its May 1, 2008 meeting the Graduate Council reviewed three proposals for NSF GK-12 Graduate Teaching Fellows. NSF permits each university to submit only one proposal to this competition. The Graduate Council recommends that the proposal submitted by Margaret Burnett be the one chosen by the university as the proposal to be submitted to NSF.

This recommendation is based on rankings provided by members of the Graduate Council. The proposal by Burnett and her coinvestigators received four first place votes. The next highest ranked proposal received two first place votes, and the third proposal received no first place votes.

Because of the May 16 deadline for the submission of letters of intent for this competition, it is probably important to let Dr. Burnett and the lead investigators of the other proposals know as soon as possible the outcome of the university's evaluation of the proposals.

If you have questions, please contact me.

Yours,

Dr. Martin Fisk, Associate Dean of the Graduate School

Next Meeting

McLain announced that the next Graduate Council meeting will be held on Thursday, May 15th.

Meeting adjourned.

Graduate Council Follow-up review

Department of Industrial and Manufacturing Engineering

Mike Unsworth met with Ken Funk and Logen Logendran on Thursday, May 1, 2008 to discuss changes that have occurred since the Graduate Council Program Review of the Department of Industrial and Manufacturing Engineering (IME) in November 2005. Dr Funk was the interim Department Chair at the time of the Review, and Dr. Logendran was the IME Graduate Program Chair.

Overview of the current status

At the time of the Review in 2005, discussions were underway to merge the IME Department and the Mechanical Engineering Department to form a School of Mechanical, Industrial and Manufacturing Engineering (MIME). IME faculty and staff expressed some concerns at that time concerning the impact such a merger might have on their Department's ability to recruit and retain high quality faculty and graduate students. They were also concerned about the potential loss of departmental identity and budgetary independence.

The merger has now been completed, although several aspects of School structure and operations continue to develop. Dr. Funk is now MIME interim Associate Head, and Dr. Logendran retains his responsibilities for the graduate program in the Industrial Engineering.

In general, IME faculty and staff have been satisfied with the progress since the merger. The School Head, Dr Batten, has been sensitive to IME concerns and was described as a good “people person”. Although IME no longer has departmental status, it is felt that, at present, the discipline is sufficiently distinct when viewed by prospective applicants, particularly on the new website structure. Important budgetary lines for GTA appointments in IME have been maintained separately from Mechanical Engineering.

In the 2+ years since the review, a number of the recommendations of the Review Group have been implemented, and these will be discussed in the following sections, which are structured according to the main recommendations (italicized) of the 2005 review. For readability, some of the recommendations have been re-numbered and grouped together.

2005 Recommendations and Recent Progress

1. *At least one IME faculty position should be created over each of the next two years to restore faculty numbers and permit growth of the graduate program.*
2. *IME should be allowed to hire faculty to replace those that have departed. This is critical to meet the new Graduate School rules regarding graduate coursework and would be an important show of support for the program.*

An Assistant Professor in Information Systems Engineering was hired in 2005; a search for an Assistant Professor in the areas of Statistical Process Control and Quality and Reliability Engineering last year was unsuccessful, but this search is being reconstituted with a focus more strongly on finding a person with leadership potential in the broader area of Manufacturing Systems Engineering. In addition, an instructor in IME has been hired, and her presence in teaching undergraduate classes has allowed IME faculty to find time for more

graduate teaching. Progress towards meeting the Graduate School requirements in numbers of strictly graduate-level (500-) classes is continuing.

3. *There are risks that a prospective merger with the Mechanical Engineering Department could adversely influence the Department's ability to recruit and retain high quality IME faculty and graduate students, but there are also potential benefits in a merger. We recommend that, if a merger proceeds, steps be taken to ensure that IME can be identified as a self-contained discipline with a clear graduate curriculum and faculty career path.*
AND
4. *In order to keep an identity for IME it should retain department or a similarly clearly defined status. This will be critical for the continued recruitment of highly qualified faculty and graduate students.*
AND
5. *Some budget lines of IME should be kept separate from Mechanical Engineering to avoid erosion of the smaller program.*

The structure of the School and the presentation of its areas of specialization have been done in such a way as to maintain the distinct discipline of IME. Although the web-pages for the School are still under development, it is clear from them that visitors to the web-pages will be able to readily identify the IME faculty, graduate curriculum etc. Dr Funk has budgetary responsibility for GTA appointments in IME, and the merger into the School has given him some useful flexibility in the distribution of GTA funds.

6. *The review committee acknowledges the increased recruitment efforts by the department and recommends that they be continued.*

At the time of the review in 2005, the department was concerned about a decline in graduate applications, and was putting particular efforts into contacting regional University departments from which students might be interested in coming to OSU to pursue graduate degrees. These efforts turned out not to be particularly successful, recruiting only a small number of students who were not academically or motivationally strong. The IME group has therefore modified its strategy, and now aims to publicize its graduate programs more through links with faculty and former graduate students on the national and international scales. A Graduate Student Recruiting Event, jointly held annually by the School and the College, also has attracted prospective students, both from OSU and outside of OSU. In addition, IME have moved their treatment of graduate applications to be entirely electronic, and have streamlined the faculty review process. This has allowed them to respond to applicants much more quickly and to make early offers. The revised strategy seems to have been successful, with around 60 applications so far, seeking admission in Fall 2008. GTA offers have been made to the top 10 applicants for Fall 2008, with 9 of them accepting the offers. The number of new graduate students in the program has also increased this year (2007-08) to 15 from about 10-11 in years past. With a breakdown of 7 PhD and 8 MS, about 12 of these 15 students are supported through GTA and GRA positions.

7. *To broaden the graduate curriculum, and alleviate some of the impact of faculty losses we recommend that IME consider cross-listing courses with departments with common interests. Opportunity would seem strongest with Statistics (operations research for Manufacturing Systems majors) and Mechanical Engineering (material and materials processing for Nano/Micro Fabrication majors) although other relationships might also be built with Computer Science (Information Systems majors) and Exercise Science and Psychology*

(Human Systems majors). Developing these relationships would also satisfy the graduate students' desire for a broader range of courses.

8. *IME should publish a list of courses that will be offered over a two-year horizon to enable students to better plan their programs.*

Cross-listing has not been implemented, because it is felt that current opportunities for students to take classes in other departments serve the curriculum well. For example, some IME graduate students are required to take courses from the School of Electrical Engineering and Computer Science, and in Mechanical Engineering and Chemical Engineering, in addition to the required and elective courses taught in IME. Likewise, students from other disciplines take Nano/Micro Fabrication courses taught in IME to meet their program requirements. Similar situations exist with the courses taught in the Human Systems Engineering focus area and those taught in the Exercise Science and Psychology departments.

In addition, progress is being made in scheduling classes in the new School to avoid conflicts between Mechanical Engineering, and IME classes. The aim is to produce a sustainable 2-year curriculum plan, for example, with specialist courses taught by faculty on an alternate year schedule. This plan will be published on the web for graduate student use.

9. *We recommend the development of a graduate seminar series. It may be useful to create this as a course for credit, and require graduate students to attend. Such a series could include speakers from OSU, both from in IME and elsewhere, as well as speakers from industry. Academic speakers who require compensation for expenses could come from other universities in the region to minimize expenses, while those from farther away may be invited based on fiscal considerations. Possible sponsorship of the series by industry should also be investigated.*

AND

10. *The Department should consider mechanisms to avoid isolation of those working at ONAMI. These may involve improving transportation between ONAMI and campus, creating a student seminar series, and encouraging regular faculty interaction both professionally and socially*

A successful seminar series has been established within the School, with typically eight to nine seminars per term. Graduate students are normally expected to attend at least 4-5 seminars per term from this series. It was observed that the regular occurrence of seminars has helped students based at the ONAMI facility on the HP campus to become more integrated socially and academically with the campus-based group. ONAMI students also routinely visit the campus for classes, so it is not felt that the physical isolation of the ONAMI facility has outweighed its many research advantages.

11. *The Department, in association with College administration, should develop a flexible plan that matches graduate student numbers and teaching commitments to the number of faculty available.*

With the new faculty and instructor appointments, the ratio of graduate faculty to graduate students is now about one to two.

12. *The Department should look into areas of research collaboration, which might be led by IME faculty or otherwise, that could take advantage of the excellent infrastructure in IME and lead to more research involving cross-disciplinary integration.*

The formation of the School has somewhat increased collaboration, but it is felt that it is still too early to realize the full benefits. It has not been possible to collocate all faculty in the new School in one building, and the general policy is to allow individual IME faculty to decide whether a physical move to join ME faculty in Rogers or Dearborn Halls is desirable for their research interests. One faculty member has moved to Rogers Hall to strengthen collaboration and Dr Funk has also moved his office to Rogers to be closer to the Head of School. Because the three buildings occupied by the School are close to each other, it is not felt that these moves are likely to weaken the cohesiveness of the IME discipline, but clearly it is desirable for the School eventually to become more physically contiguous.

It is becoming clear that the strong research presence offered by ONAMI is increasing possibilities for collaboration on research between faculty from different Departments and Schools and with industry.

13. *The Department should keep records of the quality of students applying and being accepted into the program, and should endeavor to compare intake quality with that of comparator departments.*

AND

14. *The Department should introduce an on-going plan to keep track of former students and their career progression.*

The new electronic processing of graduate applications has improved record keeping and made searching the continuing applicant data base possible to explore trends. Comparisons of the quality of applicants and graduate intake with other peer universities, and with some top 10 engineering schools, generally show that OSU applicants and intake compare favorably in terms of factors such as GRE and TOEFL scores.

The merger to the School structure has placed additional burdens on staff responsible for administering applications and maintaining databases; these staff also have to share the varying overall workload of the School. There is some concern about this workload.

15. *The Department should investigate further the possible causes of the decline in graduate applications in recent years. For example is this a national trend, or are there special factors at OSU that need to be remedied?*

It is generally felt that the decline was part of a national problem brought about by post 9/11 visa restrictions and administrative delays on foreign applicants, and by the perception that other countries were more welcoming to foreign graduate students. This decline may have been halted, at least based on 2007-2008 applications. The faster response to IME applications as a result of the electronic treatment and streamlined review of files seems to have increased success rates.

16. *The Department should consider developing a graduate internship program in collaboration with industry.*

Faculty perceive strengths and weaknesses of internship programs. In particular, the effort in identifying internship opportunities, supervising working arrangements, and the risk of losing interns to permanent jobs were mentioned. Industry Fellowships are a preferred way of placing graduate students in industry while encouraging more substantial research collaboration and these opportunities are being successfully pursued, albeit on a small scale at this time.

17. *The Department should keep track of national rankings of graduate programs in IME departments and endeavor to use this knowledge to improve the ranking of IME at OSU.*

AND

18. *Given the climate nationally (and particularly in Oregon) for the funding of higher education, it may be necessary to increase development efforts as noted in the self-study report. This is not a short-term process and requires proper cultivation of alumni and corporations. Efforts should be made to put together a strategic plan of how to accomplish this. Other than scholarship and assistantships, IME may also wish to consider an endowed seminar series and professorships to attract top faculty or support current faculty.*

Making progress to improve the ranking of OSU Engineering nationally is a goal of the entire College of Engineering and underlies the recent reorganization and restructuring. A new position of Associate Head for Graduate Programs and Research in the School is about to be filled, and this person will undertake strategic planning for development of all three graduate programs in the School, including likely global collaborations.

GRADUATE COUNCIL MEETING

April 17, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rick Colwell (COAS), Alix Gitelman (SCI), Shawna Grosskopf (CLA), Tom McLain (Forestry), Kathy O'Reilly (Vet Med), Rene Reitsma (Business), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Chrissa Kioussi (Pharmacy), Rod Harter (HHS)
Grad School Members Present:	Martin Fisk, Sally Francis, Helene Serewis, Mary Strickroth
Grad School Members Absent:	
Guests:	

Graduate Council Minutes for April 3, 2008

The minutes from the April 3, 2008 Graduate Council meeting were approved as amended.

Changes to the Graduate Council Program Review Guidelines

Sally Francis introduced the proposed changes to the Graduate Council Program Review Guidelines. Francis informed the Council that most of the changes were editorial in nature. Other proposed changes warranting and obtaining discussion were:

Community Engagement

Francis suggested that a Program under review be asked to describe its efforts in community engagement. She informed the Council that OSU is currently looking into applying for recognition into this Carnegie Foundation classification. Discussion ensued regarding the meaning of community engagement and a suggestion was made to bring definitions and examples of community engagement to the annual Program Review Workshop.

Discouraging the coordination of Graduate Council Program Reviews with Cooperative States Research, Education, and Extension Services (CSREES) reviews

Francis reminded the Council of the recent problems reviewers have encountered with programs attempting to coordinate multiple reviews. She said it is often the case that a

Program will give the outside agency review precedence over the internal review – leaving Graduate Council members and the other internal reviewers at a disadvantage in terms of obtaining the necessary data needed to comprehensively review the graduate program.

Other Council members shared their experiences – both good and bad. Francis told the Council that the proposed language is intended to discourage coordinating these two types of reviews – not disallowing it. Worried about disenfranchising programs that are able to successfully coordinate the two review types, Wolpert asked Francis how many coordinated reviews have been unsuccessful. Francis answered that three coordinated reviews in recent years were unsuccessful.

Wolpert wondered if the guidelines should contain an explicit statement warning programs that reviews will be cancelled when self-study documents are submitted late or incomplete. Other Council members agreed to that idea and Francis asked Wolpert to write a gate-keeping statement to that effect for consideration for incorporation in the guidelines at the next Graduate Council meeting.

NSF-Graduate Teaching Fellows in K-12 Education

McLain informed the Council that the NSF-GK-12 program limits to one the number of proposals that can be submitted by Oregon State University and that a representative of the OSU Research Office has estimated that they would receive three or four submissions to consider this year. McLain informed Council members that they will be requested to read and rank the letters of intent in time to discuss them at the May 1 Council meeting.

400-level Credit on Programs of Study

Along with a presentation of materials (Graduate Council minutes from 2003) on the subject, Martin Fisk related the long history behind OSU's policy regarding not allowing undergraduate level courses on programs and study. He also presented his research into peer institution policies on this subject.

Fisk reported that faculty in interdisciplinary programs have indicated a need and a desire to allow some 400-level course on a program of study. He asked the Council if any members present saw a need to re-open this discussion.

After further discussion on the topic, Fisk commented that he did not sense Council member interest in reopening a detailed investigation into changing the current policy. No further action will be taken at this time.

Next Meeting

Tom McLain announced that the next Graduate Council meeting will be held on Thursday, May 1st.

Meeting adjourned.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 3, 2008 Minutes

Graduate Council

April 3, 2008 Minutes

Grad Council Members Present:

Rick Colwell (COAS), Alix Gitelman (SCI), Shawna Grosskopf (CLA), , Chrissa Kioussi (Pharmacy), Tom McLain (Forestry), Rene Reitsma (Business), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)

Grad Council Members Absent:

Rod Harter (HHS)

Grad School Members Present:

Martin Fisk, Sally Francis, Helene Serewis, Mary Strickroth

Guests:

Barbara Bond (Forest Science)

Follow up Review of Crop & Soil Science Graduate Programs

Barbara Bond presented a follow-up report of the Crop & Soil Science (CSS) Graduate Council Program Review. The original graduate program review took place April 11, 2005. Dr. Bond was chair of the review panel with Denise Lach and Theresa Filtz serving as internal members of the review team and Randy Southard as the external member.

Bond told the Council that it is very relevant to the discussion to consider that the CSS graduate program review was done in conjunction with a Cooperative States Research, Education, and Extension Service (CSREES) review. CSREES teams comprehensively review graduate and undergraduate education and research. For the convenience of program units, it has been the Council's practice to dove-tail its reviews with CSREES reviews. Bond stated that she sees both pros and cons to this practice. When the CSREES review is a particularly large one a smaller review can get lost along the way. She told the Council that that is precisely what happened in the review of the Crop and Soil Science graduate programs – the unit was not prepared for the graduate portion of the review.

Bond said that it was clear that the unit focused an enormous amount of energy on preparing the data needed by the CSREES team but did not prepare the data needed by the Graduate Council team. Additionally, the unit showed resistance when the Graduate Council reviewers asked for the additional data they needed to conduct their review. For instance, at the time of the review the program could not provide the required admissions data and was not able to articulate its graduate programs' philosophy or its overall objectives (the skills and knowledge it hopes to impart to its graduate students). However, at the time of the review it was clear that CSS brings in many high quality students, has a high graduation rate and its graduates enjoy a high rate of employment in their field. In the end, the review team wrote a fairly scathing review report and a consequence of that required CSS department head, Russ Karrow, to prepare progress reports and meet with the Provost annually. Dr. Karrow's reports are appended to these minutes.

Bond informed the Council that over the last three years CSS has responded very well to many of the specific recommendations made by the review team. For instance, the unit has improved its records management system, has included student participants in the governance of the program, and has been more active in nominating its students for fellowships and awards. Bond recommends that the Council release the head of the Crop and Soil Science department from the obligation of preparing annual progress reports.

Tom McLain asked Bond if she is recommending that the CSS head be released from his obligation because

CSS has suffered enough or because the unit has changed its behavior. Bond responded that both could be said. She believes that despite the program's obvious success, CSS still needs to work on creating programmatic integrity – and articulating the programs' objectives would be a very good start.

Discussion on the pros and cons of coordinating CSREES and Graduate Council Program Reviews and the consequences of negative reviews then ensued.

A motion was made and seconded to release the head of the Crop and Soil Science department from the obligation of preparing annual progress reports. All voted in favor. Motion passed.

After additional conversation, the Council offered the following advice and counsel to the Graduate School:

When communicating with programs considering coordinating reviews, the Graduate School will strongly emphasize the great challenges of doing so.

The Council then offered the following advice and counsel to Graduate Council members chairing graduate program review teams:

When programs fail to adequately prepare for a Graduate Council Program Review, Graduate Council supports its member's decision to postpone the review.

Graduate Council Minutes for February 7, 2008

The minutes from the February 7, 2008 Graduate Council meeting were approved as distributed.

Graduate Council Minutes for February 21, 2008

The minutes from the February 21, 2008 Graduate Council meeting were approved as distributed.

Annual Review of Graduate Council Standing Rules

The Faculty Senate asks each of its committees to review its standing rules annually. McLain informed the Council that members may recommend changes to the Graduate Council Standing rules, but any changes are subject to Faculty Senate approval. To open the conversation McLain suggested discussing the following two issues (1) approval of graduate faculty members (2) current Graduate Council duties that are not articulated in the standing rules.

1. Martin Fisk gave the Council a brief primer on the graduate faculty approval process. After explaining how the process is currently managed in the Graduate School, he said that in the past the Graduate Council approved graduate faculty membership. Fisk suggested that due to an increase in nomination volume or because of the routine nature of the process, the Graduate Council delegated the duty to the Dean of the Graduate School. Sally Francis added that in the past, the Graduate Council considered all graduate course proposals. That duty is now the responsibility of a Graduate Council subcommittee. Francis added that any one of the responsibilities listed in the Graduate Council standing rules could be delegated in any way the Council wishes. Kathryn O'Reilly agreed by saying that the Council retains full responsibility even though it might delegate the work away from Council members. Further discussion on the topic ensued. Fisk promised to research past Council minutes to learn the date when the Council purposefully delegated the duty of approving graduate faculty appointments to the Graduate Dean.
2. Discussion was then held about Council responsibilities that are not listed in the standing rules – particularly its role in reviewing nominations for university-level graduate student awards and reviewing university-level proposals for extramural funding of graduate training and education programs. Members agreed that this is an appropriate role for the Graduate Council and since Council members commit a significant amount of time to this responsibility, the role should be articulated in the standing rules.

Policy on Remote Participation in Formal Meetings

Fisk asked Council for advice with dealing with exceptions to the 2001 Graduate Council policy limiting remote participation of graduate committee members at formal meetings. Since becoming Associate Dean of the Graduate School six months ago, Fisk has considered a relatively large number of requests to deviate from this policy. Students frequently petition to be allowed two remote committee member participants and Fisk has also seen a petition requesting the remote participant of a student. Fisk said that he suspects he might also to be asked to consider a petition requesting that a major professor be allowed to be a remote participant. He asked the Council for its opinion of these issues.

Discussion on this topic ensued.

Most Council members agreed that with advances in conference technology, remote participation can be more easily integrated into meetings and examinations. Most members found no issue in allowing remote participation when audio with video is employed.

In regard to the remote participation of a student, some Council members felt strongly that students must be physically present during a final defense or an oral examination (when the student is required to make a presentation). Some Council members thought a student should never be allowed to participate in any formal meeting solely by telephone.

Allowing up to two remote participants was considered acceptable by many Council members, but the need to revise the current policy was not seen to be necessary at this time.

Questions considered:

- Council is concerned that student rights are protected. Is there any inherent disadvantage to the student when participants serve remotely?
- Council must ensure that the integrity of the examination process is not jeopardized. Does a remote exam properly evaluate the student?

McLain reminded the Council of the duty of the Graduate Council Representative (GCR) to protect the rights of the student. Is there another role for the GCR in this process? Should GCRs be empowered to pull the plug on a defense when remote participation becomes problematic?

The Council asked Fisk to keep track of the number of exceptions requested and to report back if numbers increase. Additionally, when granting an exception with unusual circumstances, Fisk will charge the GCR committee member involved to carefully monitor the meeting and report back to the Graduate School.

Next Meeting

Tom McLain announced that the next Graduate Council meeting will be held on Thursday, April 17th.

Meeting adjourned.

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GRADUATE COUNCIL MEETING

February 21, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rick Colwell (COAS), Alix Gitelman (SCI), , Rod Harter (HHS), Tom McLain (Forestry), Rene Reitsma (Business), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)
Grad Council Members Absent:	Chrissa Kioussi (Pharmacy), Shawna Grosskopf (CLA)
Grad School Members Present:	Martin Fisk, Sally Francis, Helene Serewis, Mary Strickroth
Grad School Members Absent:	
Guests:	Tony Wilcox (HHS)

IGERT Letters of Intent

MEMORANDUM

Date: February 25, 2008
To: Debbie Delmore, Research Office
From: Tom McLain, Chair, 2007-08 Graduate Council
Subject: Ranking of IGERT Proposals

The Graduate Council discussed the proffered OSU IGERT proposals and found some excellent and intriguing ideas—our compliments to all proponents. The Council ranked the 2008 submissions as follows:

1. Ecosystem Informatics
2. Waterborne Pathogens: Evolution, Ecology and Environment
3. (tie) Genome Biology Training Program
3. (tie) Earth's Subsurface Biosphere—Dynamic Processes in Multiphase Systems
5. Water, Ethics Climate and Conflict Program

6. Advancing Community Sustainability in Rural Areas: Integrative.....
7. (tie) Interdisciplinary Training in Food Webs in Human Altered Environments
7. (tie) Interdisciplinary Doctoral Program on Dynamics of Health and Aging.

The Council member's discussion yielded some general comments about all the proposals as well as specific comments. These are offered to help development of the successful proposals and to explain rankings of others.

General Comments:

1. Concern that none of the proposals really highlighted what is innovative in their plan. Many, if not most, NSF reviewers will be looking for sparkle in addition to science. All, at varying levels, are a little boring.
2. For those being sent to NSF there needs to be a minimum level of baseline and passive minority recruitment activities plus a topic-specific aggressive active plan. The contact plan found in the Water, Ethics, Climate and Conflict plan was seen as a good statement of baseline activity.
3. Acronyms, specifically those that are disciplinary based, need to be held to a minimum. The plan needs to speak less to science and more to the planned integrative activities and diversity recruitment.
4. Mary Strickroth should be consulted regarding specific institutional support that may be available.
5. Greater emphasis is needed on plans for dissemination. Consider plan to publish innovations and assessments in education-related journals. Consider convening panel with current OSU/UO IGERT programs to exchange success stories, problems, failures and new strategies; stimulate institutional change and stronger connections across programs.
6. Only a few of the ten or more IGERT reviewers will be concerned with the science and whether it is at the cutting edge of an emerging field. Most reviewers will be concerned with the additional features required in the proposal. So, in addition to a strong science section, the proposals must be strong in all other features that will be reviewed.

Specific Proposal Comments:

Ecosystem Informatics: will not be successful unless this proposal becomes much more than a report of current success; a renewal will not be likely without a clear focus on new directions using what has been learned over the past four years as a springboard into something very new and different. Minority recruitment section needs strengthening.

Waterborne Pathogens: p5, paragraph 2. Need to rewrite to avoid admitting defeat.

Genome Biology Training Program: need to emphasize innovation in education; grass may not be the best example for reviewers, is there one from Vet Med?; suggest strengthening section on availability of Illumina as a unique feature of the education program; far too many acronyms, less on science and more on integration; make clear that the minor will follow the IGERT (para 3, p3). Page 2—Linux and Perl are not

specific tools of bioinformatics—are used by many. As written, you could say that Windows is a bioinformatics tool—may be true, but not helpful. P5, #6, next to last sentence: what are competing programs?

Earth's Subsurface Biosphere: need to play up success with female students—express as a percentage of total.

Water, Ethics Climate and Conflict: intriguing idea that needs to be fleshed out further to be more competitive. In present form it is not well enough developed and lacks sufficient detail to be convincing. Good passive recruitment plan, but needs to demonstrate a more active effort. Other regional schools have ethics programs—suggest considering collaborations with those to strengthen effort.

Advancing Community Sustainability in Rural Areas: lacks global appeal beyond immediate regional emphasis. How to intersect with other sustainability efforts? Program appears thin on integration and potential for expansion.

Interdisciplinary Training in Food Webs in Human Altered Environments: Seems like a reasonably good idea but the proposal lacks specificity and needs further development compared to other submissions. Integration is not well identified and evidence of university support missing. Lacks assessment plan or credible recruitment plan.

Interdisciplinary Doctoral Program on Dynamics of Health and Aging: Seems like an extension of NIH grant? What PhD programs are affected and how? Lacks clear identification of integration and commitment of multiple disciplinary proponents. Lacks specificity in innovation and details of training plan; weak recruitment plan.

Category I Proposal Renaming the BS, MS, and PhD Degrees in Nutrition & Food Management to Nutrition

Professor Tony Wilcox, Chair, Nutrition and Exercise Sciences, gave a brief overview of the Category I proposal and presented the Council with reasons why the name change is desirable and appropriate at this time. In 2005, the Nutrition & Food Management Department merged with the Exercise & Sport Science Department to form the Department of Nutrition and Exercise Sciences. The proposed name is a better reflection of the current focus of the degree programs. Food Management is no longer an active research focus.

Fisk asked for more information on the areas of concentration. Wilcox explained that only two graduate areas remain: applied nutrition and dietetics and bionutrition. Foodservice management remains a degree option of the undergraduate program only. This discussion led to the discovery of a typo on the Category I proposal.

McLain asked if the department's Graduate Students were consulted about the name change. Wilcox answered that the proposal was approved by the faculty but that students were not consulted. He added that no students would be affected by the

change since all graduate students are now working in the areas of applied nutrition and dietetics or bionutrition.

After some discussion, a motion was made and seconded to approved the Category I Proposal renaming the BS, MS, and PhD Degrees in Nutrition & Food Management. The proposal was approved after a revision to Item C. ***Objectives, functions and activities of the majors*** was made: the food service management concentration was deleted from the list of graduate program areas of concentration.

All voted in favor. Motion passed.

New Business

Tom McLain reminded the Council members that the March 6th meeting has been cancelled.

Meeting adjourned.

GRADUATE COUNCIL MEETING

February 7, 2008
3:00pm, Kidder 128

Grad Council Members Present:	Rick Colwell (COAS), Alix Gitelman (SCI), Shawna Grosskopf (CLA), Rod Harter (HHS), Tom McLain (Forestry), Rene Reitsma (Business)
Grad Council Members Absent:	Chrissa Kioussi (Pharmacy), Darlene Russ-Eft (Education), Tom Wolpert (AG SCI)
Grad School Members Present:	Martin Fisk, Sally Francis, Helene Serewis, Mary Strickroth
Grad School Members Absent:	
Guests:	John Selker (Biological & Ecological Engineering), Jim Carrington (Botany & Plant Pathology), Elaine Pederson (Design & Human Environment), Jeff McCubbin (HHS), Chris Bell (Engineering)

Graduate Council Minutes for January 17, 2008

The minutes from the January 17, 2008 Graduate Council meeting were approved as amended.

Graduate Council Participation in Fellowship and Award Programs

A chart listing the fellowship, scholarship, and award programs administered by the Graduate School was distributed. Graduate Council members currently serve on selection committees awarding the Bayley & Yerex graduate fellowships, Oregon Lottery scholarship, Frolander Outstanding GTA, Western Association of Graduate Schools/UMI Distinguished Masters Thesis, and the Council of Graduate Schools/UMI Outstanding Dissertation awards.

Because the Council is still without representation from the Colleges of Engineering and Veterinary Medicine, Mary Strickroth announced that her most immediate need is for one additional Graduate Council member to join Theo Dreher and Rene Reitsma on the Oregon Lottery Scholarship committee. The Committee reads 60-70 nominations a year. Strickroth welcomes the participation of a Graduate Council member, but if no volunteers come forward she seeks permission to recruit outside the Council.

When there were no volunteers, Tom McLain asked Council members to nominate faculty within their respective colleges to serve. Council members were asked to forward their nominations to Tom McLain or Martin Fisk within three to four days of this

meeting. McLain also instructed Fisk to contact the College of Engineering to request the services of one of its faculty members since that college traditionally nominates many students for the Oregon Lottery scholarship. Fisk agreed and said that he hoped that Engineering leadership would also designate a faculty member to serve on the Graduate Council.

Strickroth then announced that Graduate Council participation would soon be needed on two additional award committees – the Presidential Management Fellows and the Lindau Nobel Meeting Nominees. In the past, selection committee participants were taken from the Graduate School leadership team but now a credible selection process with a more inclusive institutional selection committee is needed to identify the best OSU candidates. After discussion Council members agreed that they would add this service to the list of Graduate Council committee duties beginning Fall 2008.

Follow up Review of Microbiology Graduate Program

John Selker presented a follow-up report of the Microbiology Graduate Council Program Review. The original graduate program review took place June 2, 2005. Dr. Selker and Dr. Logen Logendran (Industrial Engineering) revisited the department on November 12, 2007. The full follow-up report is appended to these minutes.

Selker informed the Council that the original review was very positive and that the Microbiology graduate program has always been thought of as healthy with its solid cadre of graduate students. Selker commended Theo Dreher, chairman, for bringing peace and unity to the Microbiology Department following a long history of leadership issues. The original reviewers, however, were concerned about the future direction of the department. Selker added that the department did take to heart the recommendation to develop a strategic plan, and has had two retreats since the time of the original review. Unfortunately the plan to move toward the thematic research field of **Water-borne Infections** was reluctantly abandoned when the department lost faculty to the better paying College of Veterinary Medicine (Vet Med).

Sally Francis asked Selker for more information on the agreement made between Microbiology and Vet Med to team-teach a number of new or revitalized 600-level pathogenic microbiology courses. Selker provided the Council additional information on what he believes to be the beginning of a new track for the Microbiology graduate program but asked Francis to consult with Theo Dreher for a more detailed description of the arrangement.

Martin Fisk noted that the followup report indicated that graduate students are not included in department operations, yet the Microbiology action plan indicated that they would be. Selker answered that there is a graduate student member on the graduate affairs committee. He added that the Department feels that community and morale has been improved with the institution of the weekly fall quarter “Fireside Chats” and with greater and regular communications between faculty and graduate students.

A motion was made and seconded to approve the Microbiology Follow-up Review Report. All voted in favor. Motion passed.

Follow up Review of Chemical Engineering Graduate Program

Jim Carrington presented a follow-up report of the Chemical Engineering Graduate Council Program Review. The original graduate program review took place March 1, 2005. The internal review team members were Jim Carrington, Lynda Ciuffetti, and Dan Rockey. Dan Rockey (Biomedical Sciences) met with Ken Williamson, Department Head, Biological, Chemical and Environmental Engineering on November 30, 2007. The report focuses on the recommendations made after the original review. The full follow-up report is appended to these minutes.

Carrington reported that at the time of the original review, Chemical Engineering was a relatively small, chronically under-funded department. Its graduate program was also small with a small mass of students and a faculty too stretched to offer all its graduate courses. As expected, Chemical Engineering was fused with Biological and Environmental Engineering in October. Carrington reported that he understands that a new PhD program in Environmental Engineering will be operational in 2009.

Shawna Grosskopf asked to know more about the Biological Engineers in the new department. Carrington explained that some Chemical Engineers are partially biologically oriented, and that other biological engineers on campus belong to the Department of Biological and Ecological Engineering in the College of Agriculture.

Rene Reitsma was concerned that the department's response to the first recommendation by supplying funding numbers and a meaningless per faculty average was a non-substantive response to the issue. Carrington agreed but was not overly concerned.

A motion was made and seconded to approve the Chemical Engineering Follow-up Review Report. All voted in favor. Motion passed.

Follow up Review of Biochemistry & Biophysics Graduate Program

Elaine Pederson presented a follow-up report of the Biochemistry and Biophysics Graduate Council Program Review. The original graduate program review took place February 23, 2005. Dr. Pederson and Dr. Michael Unsworth (Oceanic & Atmospheric Sciences) revisited the department on November 26, 2007. The full follow-up report is appended to these minutes.

Pederson began by remarking that at the time of the original review the department was doing an outstanding job with the resources they had and she believes that that is still the case today. She mentioned that the new chairman was not fully familiar with the original review report, but that he had a very positive attitude toward making improvements in general and has resolved to make improving communication among faculty and graduate students one of his major priorities.

Discussion on the following topics ensued:

- Loss of faculty and little hope of replacement funding
- Managing the teaching experience requirement – with no GTA funding from College
- Heavy graduate core course load, but desire among faculty to keep status quo

Additionally, the Council discussed how best to manage future follow-up report presentations. It was suggested that the department chair be invited to attend the presentation to be available for questions. And at a deeper level, Council wondered what role the Graduate School and the Graduate Council should play in program evaluation and improvement – especially in cases when the department does not elect to follow the recommendations of the reviewers.

A motion was made and seconded to approve the Biochemistry & Biophysics Follow-up Review Report. All voted in favor. Motion passed.

Graduate School Review Report

Tom McLain introduced visitors Jeff McCubbin and Chris Bell who served as the internal members of the review panel charged by the Provost to review the Graduate School in October 2007. The external members were Graduate Deans from UC Davis and Michigan State University: Jeff Gibeling and Karen Klomprens. This was the first unit reviewed under the university's new "Support Unit Program Review" guidelines. The guidelines and the full review report can be found on the Graduate School's website at: http://oregonstate.edu/dept/grad_school/faculty/supportunitreview.html

McCubbin told the Council that the Graduate School did a tremendous job preparing the self-study document. During the on-campus portion of the review the review team met with various constituents from across campus. These included staff, faculty, central administration, and students all of whom have direct interaction with the functions of the Graduate School. McCubbin reported that during the site visit, almost one hundred percent of constituents acknowledged Mary Strickroth and Sally Francis and the entire Graduate School staff as being incredibly competent, caring, and efficient in responding to campus needs. McCubbin gave an overview of the report and its recommendations, but most discussion centered on the following topics:

THE IMPORTANCE OF A SUCCESSFUL TRANSITION OF THE GRADUATE

ADMISSIONS FUNCTION TO THE GRADUATE SCHOOL: There was concern across the constituency that the transition could negatively affect the Graduate School if it does not go well. Staffing levels were of major concern. The Provost and the University must ensure that the Graduate School has the necessary staffing levels to make the transition a success. The campus is supportive of the change and it perceives that the Graduate School will improve the graduate admissions process. The reviewers felt strongly that the work of graduate admissions must be the Graduate School's very first priority this year.

THE IMPORTANCE OF GRADUATE EDUCATION TO THE UNIVERSITY MISSION:

External reviewers were strong contributors to the section of the report dealing with Graduate School leadership. The reviewers were surprised that the importance of graduate education to the research mission was not articulated in the OSU Strategic Plan and that university leadership sees the Graduate School primarily as a service unit. Top ranking US research universities have high graduate enrollments and strong, appropriately funded graduate schools. The reviewers recommended increasing doctoral enrollment campus wide if OSU's hope is to become a top 10 land grant institution. With proper funding, the Graduate School can demonstrate leadership in a meaningful way by creating a central fellowship competition to identify excellence across campus. A move toward a campus leadership role would require that the Graduate School do less monitoring and compliance activities.

Tom McLain asked McCubbin and Bell to elaborate on what was reported about the relationship between the Graduate School and the Graduate Council. McLain related his concern that the campus perceives the Graduate Council being mostly involved with compliance, but he admits that Council members are worked pretty hard with a very heavy list of annual duties (Program Reviews, CAT I & II Petitions, award committees, and other committee work). Because they are locked into a system of responding to the campus' needs, Council members don't have much time left for creative activity. A discussion on faculty governance ensued.

When there were no further questions, McCubbin asked Francis if there would be a follow-up review scheduled. He thought a follow-up would be a valuable addition to the review process. At the time of the meeting, no one could recall if a follow-up review was mandated in the guidelines. For the reader's information, the appropriate section of the guidelines is reproduced here:

Implementation Progress Check

- One year after the action plan is accepted, the unit head will submit a progress report to the managing vice president.
- The managing vice president, and perhaps some representatives from the Review Team, will evaluate progress on the action plan and will provide feedback to the unit head.
- Unit's progress toward achieving the outcomes detailed in the action plan will become part of the annual review process of the unit head.

Francis then asked McCubbin if he would be interested in presenting this report again at an upcoming Provost Council meeting or at a Faculty Senate Executive Committee meeting. Francis feels that it would be more appropriate for the chair of the review panel to present the report than for the leader of the unit to do it.

New Business

Tom McLain announced that he is taking the chair's prerogative and cancelling the March 6, 2008 Graduate Council meeting.

Meeting adjourned.

Follow up review of the Chemical engineering Graduate Program

The following is a Summary of a discussion between Dan Rockey and Ken Williamson, Department Head, Biological, Chemical and Environmental Engineering, 11/30/07. The main points in our discussion are separated into subject areas addressing the specific recommendations of the review committee and are in Arial font.

RECOMMENDATIONS

1. Faculty - The department should consider establishing a goal of doubling the external research support per faculty, as this will translate into increased GRA support for graduate students.

Currently the department has 5.5 million dollars in annual extramural support, with an average of over \$300,000 per faculty member. The faculty average approximately 2-3 manuscripts per year and there were six patents in the department last year. There is one startup company currently functioning as a result of departmental activity and two more are planned. Connections with the ONAMI group remain strong. All of these lead to direct and indirect benefits for graduate students.

2. Faculty - More emphasis should be placed on nominations of faculty for national and international awards that will provide visibility for the program and the graduate program.

A committee addressing this issue has been formed.

3. Graduate students - To be consistent with nationally recognized programs, the Department would need to increase the size of its Ph.D. program by several fold. While this may be a very long-term goal, an intermediate goal should be to make a concerted effort to increase the size of the Ph.D. program beyond the proposed increase to 50% of the graduate student body. The Department should develop strategies for recruiting graduate students broadly across the country, with a focus on Ph.D. recruitment.

There are currently 38 graduate students in the department, all of which are supported financially. The department currently focuses on recruitment of Ph.D. students, and fills additional slots with M.S. candidates. This is a significant increase in average numbers of graduate students per faculty relative to the situation at the time of the review.

4. Graduate students - The involvement of graduate students on Departmental Committees and a graduate student representative at faculty meetings should be carefully considered. Graduate students can provide a unique perspective to committees and the experience provided to the graduate student makes these efforts worthwhile.

Graduate students have been added to several committees.

5. Courses - The structure of coursework in the Ph.D. program should be reassessed in view of the possible integration of Environmental Engineering faculty. Whether or not graduate students with interests in Environmental Engineering are served by the Chemical Engineering framework should be evaluated if/when integration is approved.

The planned merger of Chemical, Biological, and Environmental engineering did occur. While there is not currently a specific graduate program in either biological or environmental engineering, this is a goal of Dr. Williamson that he intends to address within the next year.

6. Courses - Although the Review Committee is strongly supportive of the suggested merger of Environmental Engineering faculty with Chemical Engineering, there are likely to be differences in cultures between the two fields. This came to the attention of the Review Committee through comments made by students regarding graduate courses in a Chemical Engineering subject taught by faculty external to the Department. The perception of the students was that such courses were taught at a lower level than they would be if taught by a chemical engineer. The Department must ensure that appropriate faculty teach courses at the graduate level.

While there are five faculty in environmental engineering that train chemical engineering students, three of them have degrees in chemical engineering and are thus certainly qualified to teach courses in this area. There is no reason to believe this is a concern at present.

7. Courses - The Department needs to expand its offering of 500 and 600 -level graduate courses to provide greater breadth and depth for its students, and reduce dependence on 400/500 courses for graduate education.

The faculty have worked to reduce the number of 400/500 slash courses taken by graduate students. Currently there are 7 “stand alone” 500 level courses.

There still is a need to increase the number of 600 level courses, but such additions are limited by funding issues and faculty time constraints. This is not viewed as a serious problem. Doctoral students take approximately 16 credits within departmental courses and then take other courses outside the department.

8. Courses - The Department should consider starting a seminar series that brings to campus academic, government and industrial speakers. Although this does require resources, in the early years it may be possible to tap scientists, engineers, and practitioners in Oregon for a high proportion of the talks.

The seminar series remains in the planning stages.

9. Courses - One way to build visibility of the Department and increase the course offerings is by offering short courses taught by visiting faculty. It might be possible, for example, to invite well-known faculty from other universities to visit OSU and give lectures over, say, a week. Students would take these courses for credit.

It is not likely that short courses offered by visiting faculty will be offered anytime soon by the department. This is not considered a current priority. It should be noted that such courses are not common on the OSU campus.

10. Resources - The funding model for GRAs and GTAs needs to be reviewed and reconsidered so that nationally competitive offers can be made. Most other major universities allow the inclusion of student fees into the budgets of grants.

All 38 graduate students are currently supported in the program through either TA or GRA funds.

11. Resources - Funding for GTAs needs to be considered from the standpoint of providing stipends that do not penalize students who might move from the GRA title to the GTA title.

The concern that GTA's are paid somewhat less than GRA's is being addressed by the department. The salaries are currently within 8% of one another and work is continuing in this area.

12. Resources - Graduate student offices and desk space is very limited and common space is of low quality. These areas should be reviewed carefully and resources invested to bring graduate student offices to reasonable standards.

There has been significant increases in the office space available to students. Six graduate students went to new facilities in Graf Hall and the common office for graduate students has been reworked to be a more efficient use of space. There are common computers available for students but currently many students have their own computers or have computers in their research laboratories. The students have full access to the internet in Gleason hall via wireless connection or via Ethernet cables.

While the Chemical, Biological, and Environmental Engineering faculty were combined into a single department, they are still housed in different buildings. The placement of all faculty into a single building is a priority and will be addressed when a planned engineering building is constructed. Space constraints makes the combination of faculty an impossibility at present.

There was discussion during the review about how important Dr. Williamson is to the stability of the Chem E. graduate program. A succession plan is in place and there will be an external search for a new department head next year.

Dr. Greg Rohrer remains the head of the graduate committee. This is a positive, as both students and faculty felt that Dr. Rohrer had a significant role in improving the graduate program.

Follow-up Report on Microbiology (MB) Graduate Review

John Selker and Logen Logendran

We met with the chair (Theo Dreher), lead graduate student advisor (Bruce Geller), and office administrator (Mary Fulton) for about 1.5 hours on November 12, 2007, reviewing action related to each of the recommendations listed in our original report.

The faculty had two retreats since the original review. The program has been buffeted by external circumstances, especially the loss of faculty specializing in pathogenic microbiology to Veterinary Medicine (VM), driven by higher salaries and the low likelihood of program regrowth. The loss of these faculty has, for example, derailed or delayed action on the department's earlier idea of moving toward water borne disease. Rather, the department is focusing on its traditional strength in environmental microbiology. Since this meeting, Theo Dreher has communicated that a mutual agreement has been worked out with microbiologists in VM, including that group as integral participants of the Microbiology Graduate Program (most were already affiliates) in return for financial and teaching support for the program. Both Microbiology and the affected Vetmed faculty are very optimistic about this arrangement, which builds a bigger program that is well balanced in environmental and pathogenic microbiology. VetMed will help support GTAs and participate in teaching. This will allow a number of new or revitalized 600-level courses to be offered (likely every second year), team-taught by faculty from MB and VM, as well as scientists from two Corvallis biotech companies (esp. SIGA Technologies). This new plan is being implemented for the recruitment that is already under way and for courses to be offered in the next academic year.

The faculty and students ultimately rejected the recommendation of a unified core curriculum on the basis that the number of possible, distinct, tracks made such a system inefficient in meeting the students' educational needs.

The college of science has not been able to provide the GTA funds which were recommended.

The suggested focus on recruitment through greater investment in communication and inclusion of graduate students in the departmental operations was rejected as being out of keeping with the department culture, or that of the discipline.

The department has employed the 2-yr rolling contracts with its non-tenured lecturers which has improved the stability of the work environment for these critical team members.

Fund raising has been limited, garnering on the order of \$100k in recent years.

Improvement of student communication has been achieved primarily through the institution of fireside chats, which are well attended.

Overall the department seems to be attempting to optimize its function within very tight resource constraints. External grants have been steady, which supports the core of the graduate stipends. The leadership employs a light-hand, which has improved departmental morale and communication, and essentially staying the course in terms of departmental methods, focus, and size during a time of diminishing resources provided by the university.

Report Recommendations
July 2005

Recommendations:

It is **recommended** that the Department invest further effort toward on the fleshing out of their strategic plan. Several faculty members indicated that strategic plans were not useful without the opportunity to garner new monies, and that the current budget situation defeats the need for strategic planning. We do not concur with this perspective.

Microbiology is a dynamic field with a rapidly evolving ensemble of key research questions, funding opportunities, and equally quickly changing market place for new employment. A strategic plan is essential in crafting the directions for the department and to insure full faculty buy-in for program adjustments that are inevitable given the economic climate and changing technologies and science. Strategic plans must address considerations regarding maintaining the strength in the undergraduate and graduate programs and service courses in the department and how faculty and funding allocations may need to address the current environment.

It is **recommended** that the Department work to create a more cohesive graduate program through greater investment in communication and inclusion/integration of graduate students in the departmental operations. This could meet the graduate student concerns relative to course offerings, communication of requirements and equitable treatment. It could also lead to improved ability to recruit graduate students, necessary to support research in the Department.

It is **recommended** that the faculty reexamine the graduate curriculum. A core curriculum of stand alone courses for graduates that meets the needs of diverse interests could be accomplished, with a one-year sequence of common courses including history, genomics, microbial genetics and physiology, bioinformatics, ethics, seminar, research methods, and grant writing, and a synthetic perspective on the interconnections between the diverse branches. Offering courses which appeal to other biologically related graduate students could create a critical mass of students to fill courses and to provide a community of peers that will nurture mutual support and sharing of ideas.

It is **recommended** that the Department continue its requests to the College of Science to replace the diminishing number of Graduate Teaching Assistants needed for teaching labs in the undergraduate service courses. This is a critical and relatively low cost investment in assuring that the program can achieve the mission of excellence in education as the University continues on a path of increasing undergraduate enrollments. Recognition of the need to support many complex laboratory courses is needed at the college level if this program is to retain its outstanding reputation for undergraduate education.

It is **recommended** that the Department and College Administration determine a means to provide durable commitment to the Instructor faculty within the Department. These important faculty members deserve to have some reassurance of commitment to continued support by the Department. They are critical to the success of the Department in providing strong advising, teaching and mentoring of undergraduate students.

It is **recommended** the department begin efforts at directed fund-raising with the help of the OSU foundation. The University is starting a huge fund-raising campaign (to include bioinformatics) and the microbiology department can offer other ideas (new BL-3 lab, renovated labs, research positions). The interaction with the Foundation might also identify some opportunities for department-specific fund-raising efforts (scholarships, undergrad research funds).

Action Plan in response to the Review of the Graduate Program
(Conducted June 1&2, 2005; report presented to Graduate Council, October 20, 2005)

The following Action Plan has been arrived at largely from discussion at a Microbiology Faculty Department Retreat held September 8 & 9, 2005. That discussion benefited from the recommendations flowing from the Department review report, a draft version of which was available to us at the time. The Department's own assessment of the state of the graduate program agreed well with that of the review team, and our action decisions are therefore listed below as responses to the Review Report recommendations. As described below, several improvements have already been made or have begun to be implemented.

1. The Department should fully develop a Strategic Plan.

Considering the undergraduate and graduate programs as being tightly interlinked and interdependent, we view the core strategy of the department as:

- (a) continuing to provide the only undergraduate degree in microbiology offered in the State of Oregon in a way that maintains its current strengths, which are identified as the provision of varied courses that match the recommendations of the American Society for Microbiology, and the emphasis on laboratory experience both in the classroom and in the research laboratory;
- (b) maintaining a diverse research enterprise that addresses a range of subtopics that are currently prominent in the field of microbiology. Several of these subtopics are directly relevant to the core land grant missions of OSU and closely align with the OSU Strategic Plan and the recently funded Provost's Initiatives. Such diversity was applauded in the review report, and it optimally supports a broad undergraduate program as outlined above;
- (c) maintaining a vibrant graduate program that retains the current strong record of graduate student success in graduation, post-graduation employment and in research publication, but that incorporates improvements as outlined below;
- (d) building a signature thematic research presence in the field of ***Water-borne Infections***. This is a field that is very topical (tsunami, hurricanes, potential bioterror contamination of the water supply, potential spread of mosquito-borne diseases with global warming) and so both socially important and fundable. This is also a theme that is well represented in several aspects within the Department and that is relevant to OSU strategic interests in supporting human health issues and increasing NIH funding. It is envisaged that an emphasis on water-borne infections spear-headed by the Department of Microbiology could be part of an OSU-wide Infectious Disease Initiative involving other emphases led from the Colleges of Veterinary Medicine and Pharmacy.

2. More cohesion and collegiality should be brought to the graduate program

The Department has been aware for some time that there has been some lack of community among graduate students, which has been serious enough to affect

productivity, morale and recruitment. Even before the recent Department review, we have tried to correct this, and have already seen results.

- (a) We supported last year the founding of a Microbiology Graduate Students Association, registered with OSU, that has a small budget from the Department in support of social and other group activities;
- (b) A meeting/social room has been modestly renovated and provided with wireless internet access for graduate student use;
- (c) A graduate student has been added to the Graduate Affairs Committee. An annual poster session at which only graduate students present their work was begun last year. A graduate student participated in the faculty searches last spring/summer;
- (d) Graduate student input was sought and considered in our Department Retreat last summer, and the graduate students were apprised of our deliberations.

The Chair has emphasized regular communication with graduate students in an effort to improve advising. We have made changes to better inform and advise graduate students for their graduate studies career. In addition to the initial orientation with incoming students held before their first term of graduate studies:

- (a) we have offered an informal orientation/survival guide series of "Fireside Chats." This is being held this fall (once weekly at 5 pm Wednesday), with presentations on a range of topics (course selection, research project selection, program requirements, prelim exam preparation, working towards a research publication and giving a research seminar, etc.) by almost all the faculty (in turn); the non-credit course is required for first year students and will be offered annually;
- (b) we have produced a written survival guide that documents routine procedures used around the Department;
- (c) we are improving the departmental website as a convenient source for information.

The review report indicated some concern from graduate students that there were inconsistent requirements for research output (number of papers) being used by different graduate committees. This concern had not been heard by the faculty previously and was not further explained when graduate students were asked for input. The issue has been discussed by the faculty and there is no indication of a real problem, though we have now been sensitized to the issue to help prevent a future occurrence.

3. The graduate curriculum should be reexamined with particular consideration of instituting a required core sequence and more graduate-only courses. More consistency in implementing the graduate component of 400/500 courses was advised, and more stand-alone graduate level courses were also advised.

- (a) We have initiated discussions concerning a core curriculum. After being asked for advice, the graduate students were no longer as unified in their support for a set of core courses. Nevertheless, this issue is being deliberated by the Graduate Affairs Committee.

- (b) We have drawn up preliminary guidelines describing the additional graduate component of 400/500 courses, so that there can be more rigor and consistency across our several slash courses. Because of personnel restrictions, we will need to continue to rely heavily on our slash courses for graduate training. To further enhance graduate offerings, however, we are proposing to offer a 1-credit 500-level add-on to each 400/500 course, encouraging more advanced graduate students to participate in the graduate component (primary literature presentations and discussion); this innovation will double as a topic-specific journal club. These changes will be further discussed before implementation, targeted for Spring 2006.
- (c) The Graduate Affairs Committee will consider the full set of graduate course offerings and advise on improvements, especially suggesting ways to encourage individual or small groups of faculty to offer stand-alone 500/600 level courses despite the low availability of faculty resources and limited student numbers. The review report made the good suggestion that course development could be in collaboration with or aimed at attracting students from other units or graduate programs, and this will be considered.

4. Continued requests should be made to the College of Science for an adequate number of Graduate Teaching Assistantships to support the undergraduate laboratory courses. The Chair is committed to making such requests. GTAs are not only important in supporting the undergraduate program, but also they are the primary recruitment resource we have for attracting graduate students.

5. The Department should more actively engage in fundraising with the help of the OSU Foundation. The Department is known to have dedicated friends, whose relationship with the Department does need to be nurtured. The Chair and Administrative Assistant (Mary Fulton, who is experienced in development activities) have increased contact with friends of the Department and with the OSU Foundation over the last year, and this will continue. The Department has hosted recent memorials celebrating past faculty members; these activities have built community. At the summer retreat, the Department discussed strategic ways that our considerable savings from patent payments could be used. One possibility is to use these funds to encourage a match from a major donor in order to establish an endowed Chair; the faculty agreed in principle to use these Department resources to support an initiative in Water-Borne Infections (mentioned above). A better defined strategic plan that emerged from the summer retreat was seen as important in providing focus to potential gifts of funds. These activities will continue.

6. Complete the recruitment of the two active searches (Pathogenic Microbiologist, Immunologist) with attention to hiring the highest caliber person and to diversity; for future recruitments, emphasize newer, high profile areas (e.g., genomics). We were able to successfully recruit Dr. Martin Schuster to fill the Pathogenic Microbiologist position; he will start in April 2006. The Immunologist position was not filled, and reactivating this search is of major importance to the Department. This is being investigated through CAS, COS and perhaps other sources. For future hires, the Department has specified: an immunologist; a bacterial metabolic engineer/systems

biologist; replacement of a retiring instructor/advisor; a person to advance our presence in the field of Water-Borne Infections.

7. *Improve recruitment of graduate students, particularly Ph.D. candidates.* To improve recruitment, we:

- (a) have increased graduate student stipends to \$20,000 for fall 2005 incoming students (and we have made stipends as consistent as possible among all our graduate students);
- (b) have developed a new advertising poster that is being mailed to advisors of biological science programs at universities and colleges in the Pacific North-West. We have decided to focus increased recruiting activities in our local region, which will include our continued efforts to attract minorities;
- (c) are improving our Departmental website, especially the pages devoted to providing information for prospective and current graduate students.

8. *Improve aging facilities in Nash Hall.* Recognizing that there is no plan for imminent renovation of this aging facility, we have been using Departmental resources to make modest but meaningful improvements. We:

- (a) have developed stairway and hallway displays in Nash Hall that better introduce the Department to its visitors (e.g., students and faculty being recruited; potential donors), and to convey the excitement of learning about and conducting research in microbiology;
- (b) are painting most laboratories to make them brighter for occupants;
- (c) are investigating the installation of improved lighting to replace unsightly original light fixtures;
- (d) are tidying up shared instrumentation facilities to make them more usable; this will be followed by updating these over time through applications to OSU's Research Equipment Reserve Fund.

GRADUATE COUNCIL MEETING

**January 17, 2008
3:00pm, Kidder 128**

Present: Professors Fisk, Francis, Gitelman, Harter, Kioussi, McLain, Reitsma, and Mary Strickroth

Remote Participant: Professor Russ-Eft

Absent: Professors Colwell, Grosskopf, and Wolpert

Guests: Hal Koenig, Valerie Rosenberg, Rosemary Garagnani

Graduate Council Minutes for November 29, 2007

The minutes from the November 29, 2007 Graduate Council meeting were approved as submitted.

Follow up Review of Graduate Programs in Operations Research & Statistics

Dr. Hal Koenig, College of Business, presented the Operations Research and Statistics follow up review report. The original Graduate Council program review took place on February 21, 2005. H. Koenig and Dr. Tom Adams, Forest Science, revisited the department on November 8, 2007. H. Koenig gave the Council members a synopsis of the report prepared after this visit. He reported that a thin faculty and a heavy service course obligation continue to be major challenges to the department. H. Koenig spoke highly of the department chair, Bob Smythe, for his work in keeping the department running despite the financial and staffing challenges, and of the faculty for their willingness to give so much time and effort to the students.

After the presentation discussion was held on the following topics:

- **Insufficient faculty and finances** - Sabbatical leaves currently place a strain on faculty and it is feared that heavy consequences would fall to the department and to the campus at large if a statistics faculty member is permanently lost.
- **Threat to viability of graduate program** - The Statistics Department struggles to staff the statistics course sequence used by almost every graduate program on campus (serving over 300 graduate students per year). The pressure to offer the course sequence comes at price – the vitality of the statistics graduate program.

Also discussed was the Council's role in examining graduate programs. Sally Francis (Graduate School) reminded the Council that its responsibility is to examine programs not departments. Tom McLain (Forestry) commented that he has noted that the Council has more impact on seeking corrective action on a program's systemic issues. When expressing concern about graduate programs in relationship to budgets, the Council is impotent.

The need to establish a process of reviewing graduate certificate programs, service courses, and standalone graduate minor programs was once again brought to the table. It was decided to put this topic on a future Graduate Council agenda for deeper consideration.

After discussion a motion was moved and seconded to approve the follow up report and to ask the Dean of the Graduate School to communicate to the Dean of Agricultural Sciences and the University Provost the Graduate Council's concern for the continued viability of the graduate level statistics course sequence without further jeopardizing the vitality of the graduate program in statistics.

All voted in favor. Motion passed.

IELTS Information & Action

Valerie Rosenberg, International Programs, and Rosemary Garagnani, Office of Admissions, joined the Council members to discuss the Office of Admission's correction to the International English Language Test System (IELTS) /Test of English as a Foreign Language (TOEFL) equivalency table. The correction was based on the concern that OSU had minimum scores of the IELTS set at too high a level. In 2003, the Graduate Council voted to accept an IELTS score of 7.0 as an approved alternative to the minimum acceptable TOEFL score (550, paper-based test).

V. Rosenberg presented the Council members with a sample of IELTS/TOEFL equivalency scores from thirteen US and international universities showing that most of these schools equate an IELTS score of 6.0 - 6.5 to a paper-based TOEFL score of 550.

After some discussion a motion was made and seconded to accept the proposed recalibration of the OSU equivalency of:

$$6.5 \text{ IELTS} = 550 \text{ TOEFL}$$

All voted in favor. Motion passed.

Courier Service Discussion

S. Francis informed the Council of a recommendation made by the Office of Admissions to the Provost to express mail all letters of admission/I-20 packets to undergraduate applicants. The Provost has since approved the request to fund this service for both undergraduate and graduate students.

Opinions of Council members on this topic included the belief that in most cases this service is not really needed, a consideration of asking the graduate programs to bear the cost, and a consideration of using express service only after a certain date or for special cases.

R. Garagnani offered to take these opinions to the Graduate Admissions Committee for a final decision. T. McLain informed her that the Council would like to be informed of that decision when it is made.

Policy for Admitting Students with 3-year Foreign Degrees

T. McLain began the discussion by informing the Council members of the recommendation made by the Office of Admissions to the Provost to accept 3 year international Bologna and India (A List schools only) degrees for graduate admission on a 3-year pilot basis and the subsequent Graduate School recommendation to the Graduate Council to accept 3 year degrees for graduate admission (omitting a pilot program) if the student is educated in a country that is a signatory of the Bologna Declaration.

The Graduate School recommendation was to change the language in the Graduate Catalog to:

The equivalent of a U.S. baccalaureate degree of at least four years duration with a B average (equivalent 3.00 on a U.S. 4.00 grading scale) in the last two years, plus all subsequent graded course work; or a four-year equivalent baccalaureate degree with a two-year equivalent graduate degree; or if the student is educated in a country that is a signatory of the Bologna Declaration, a baccalaureate degree of at least three years duration with a B average (equivalent 3.00 on a U.S. 4.00 grading scale) in the last two years, plus all subsequent graded course work; or a baccalaureate degree of at least three years duration with a two-year equivalent graduate degree.

A motion was made and seconded to accept the Graduate School's recommendation, but the wording could be modified for clarity.

Discussion followed on selecting the new policy's effective date, its publication date and ways to make the current policy's catalog language concerning 3 year degrees more welcoming (conveying to the applicant that the degrees are currently considered and accepted on a case by case basis). Also discussed was when to internally advertise the change in policy to the campus community.

The motion was then amended to include that the policy would become effective July 1, 2008 for students applying for the Fall 2009 term and that the communication plan would be left to the Graduate School to consider and implement.

All voted in favor. Motion passed.

T. McLain then brought the Council's attention to the Graduate School's second recommendation concerning the admission requirements for students from India:

The Graduate School recommends that no action be taken on changing the graduate admission requirements for students from India until the policies of our peer institutions are investigated and until details of a pilot evaluation period are determined. These details could be the length of trial period, departmental breadth, number of students admitted in the trial period, and metrics for evaluating the success of the applicants.

V. Rosenberg was asked to explain about India A List schools. She explained that the National Assessment and Accreditation Council (NAAC) is responsible for evaluating and accrediting Indian institutions for higher education. The highest rating given by the NAAC is the score of A++ and a total of 128 universities in India have so far been rated. A list of India A list schools, their scores and peer team reports can be located on the NAAC website <http://naacindia.org/Universities.asp>

After discussion, a motion was made and seconded to accept the Graduate School's recommendation with the modification that there be no pilot and that the Graduate Council revisit this topic in two years time.

All but one voted in favor. Motion passed.

Meeting adjourned.

GRADUATE COUNCIL MEETING

November 29, 2007

3:00pm, Kidder 128

Present: Professors Colwell, Fisk, Francis, Grosskopf, King, Kioussi, McLain, Wolpert, and Mary Strickroth

Absent: Professors Gitelman, Harter, and Russ-Eft

Guests: Robert Duncan, Michael Harte, Hal Koenig, Tracy Daugherty, Michael Oriard, Gary DeLander, and Theresa Filtz

With the approval of the Council members present, Martin Fisk (Graduate School) chaired the meeting until the arrival of Tom McLain (Forestry).

Graduate Council Minutes for October 18, 2007

The minutes from the October 18, 2007 Graduate Council meeting were approved as submitted.

Category I Proposal: Water Conflict Management and Transformation

M. Fisk reminded the Council members of the two issues raised in the October 18 meeting when the original CAT I proposal to establish a graduate certificate in water conflict management and transformation was first reviewed. He explained that the unit has since revised the CAT I proposal to address the question of monitoring the 50% rule and has submitted a new CAT II proposal to create a graduate minor.

After discussing their remaining concerns over the question of sufficient oversight in monitoring the 50% rule, a motion was made to approve the proposal as submitted with the stipulation that the program director or another designated WCMT faculty member be responsible for monitoring 50% rule compliance for the certificate program.

All voted in favor. Motion passed.

Review of English Graduate Program

Council members were joined by Hal Koenig, College of Business, Tracy Daugherty, Chair, Department of English, and Michael Oriard, Associate Dean, College of Liberal Arts.

The Graduate Council program review, held in conjunction with an undergraduate program review, was held on May 11, 2007. Hal Koenig, who served as an internal

member of the review panel, presented a brief overview of the review panel's report. The full report is appended to these minutes.

H. Koenig began by recognizing the contributions of the other members of the review panel. He was especially grateful to the external members who served as experts in the field and whose writing skills resulted in the polished review report before you now. H. Koenig then brought the Council's attention to page 6 of the report where the review panel recognizes the English Department's high quality work and its many accomplishments.

Council and visitor discussion focused on the following topics:

Budget: In their report, the reviewers noted that the English Department's current budget model is "unacceptable" and that it creates "a situation for managing the Department that makes strategic planning impossible." Although the Department offers many university service courses (required of students), its budget is inadequate and does not meet student demand. The university budget model is not tied to student demand. To ease the department head's reliance on the practice of deficit spending and bailout, the CLA dean is making it one of his priorities to develop a new department budget model.

T. McLain entered the meeting at this point and assumed his role as chair.

The MA Program: The panel's comment on whether or not OSU wants or needs an MA program was discussed. Michael Oriard explained how the MFA program depends upon the MA program. The MFA program could not exist without faculty teaching graduate-level literature classes and in order to offer those classes a minimum number of students are required to enroll (the MA students). Tracy Daugherty informed the Council that it would not be feasible to eliminate the MA program because of the current make-up of the faculty and their interests. Instead he claims that the English faculty is now ready to move away from the four-track MA to consider a single-focus MA program. He offered the example of building a program around an identity such as "information literacy" then mapping out how current course offerings and faculty expertise can contribute to that.

GTA Workload: The recommendation to lower the GTA load to one course per quarter (1-1-1) was discussed. H. Koenig explained that the panel felt that the current uneven teaching load of 2-1-1 puts a bind on students the term when the students must teach two courses. T. Daugherty sees the recommendation as a redefinition of what full-time would mean for an English GTA at OSU. Nationally, there is no standard for fulltime English GTA workload. If this recommendation is adopted, the Department would require additional funding to support at least eight new GTAs.

After the guests left the meeting and after additional discussion, a motion was made and seconded to approve the English Graduate Council Review Report as submitted.

All voted in favor. Motion passed.

Category I Proposal: Marine Resources Management Graduate Certificate

Professor Michael Harte, Director of the Marine Resources Management Program, gave a short presentation describing the proposed graduate certificate program in Marine Resources Management and offered the Council rationale for offering this program at OSU at the present time.

T. McLain asked if the program would be offered via Ecampus. M. Harte responded that the program would be offered on campus, but there currently exists the potential for a student to take two-thirds of the courses online. Given time and if desired, the program could transition to a fully online program.

T. McLain asked if the opportunity to add a final experience or a capstone project exists to address assessing program outcomes. M. Harte responded that the decision was made not to require a capstone project of the certificate students because most of them would be performing a capstone project in their major department – writing theses or dissertations that have an applied element to them. M. Harte added that the proposed certificate program in Fisheries Management will have a capstone project requirement because that program will be offered off campus (via Ecampus).

Other topics of discussion included national trends for certificate program administration, employers (federal and state agencies) recognizing certificates as professional development opportunities for employees, and the alternative plans for offering MRM 525 if the University of Oregon can no longer offer it.

A motion was made and seconded to approve the proposal as submitted.

All voted in favor. Motion passed.

Category I Proposal: Fisheries Management Graduate Certificate

M. Harte described the long and interesting genesis of the Fisheries Management certificate program. He stated that there has long been a global need for formal training in fisheries management and OSU is uniquely positioned to offer it. When Ecampus offered the money to develop the online program, M. Harte and others saw a great opportunity to create a world-class program that, although aimed at an international audience, will greatly interest US agencies (state, federal) and their employees.

After discussing their concerns over the question of sufficient liaison and the lack of representation from the College of Agricultural Sciences (Dan Edge, Department of Fisheries & Wildlife was inadvertently not included in this meeting), a motion was made and seconded to approve the proposal as submitted.

All voted in favor. Motion passed.

Review of Pharmacy Graduate Program

Council members were joined by Professor Gary DeLander, Chair of the Department of Pharmaceutical Sciences and Assistant Dean for Academic Affairs, College of Pharmacy.

The Graduate Council program review was held on May 26, 2007. Tom Wolpert (Agricultural Sciences) who served as an internal review panel member presented a brief overview of the review panel's report. The full report is appended to these minutes.

T. Wolpert explained that the review panel only examined the graduate program within the Department of Pharmaceutical Sciences. The existing PharmD is a professional degree and not under the purview of the Graduate School and the Department of Pharmacy Practice is not currently offering its graduate degrees. The consensus among the reviewers was that the graduate program was thoughtfully constructed and is very well managed with many high caliber students who appear very satisfied with the program. The Department is thriving with a young but successful faculty who are highly collaborative.

After discussing a few of the major issues (**space**: faculty and students are spread across campus and some faculty are located at OHSU, **number of faculty**: level currently below critical mass, & **financial limitations**: need to increase assistantships even further) there was some discussion on the ramifications of the College relocating to the OHSU Portland campus. The potential impact on the OSU campus would be greater than the impact on the Pharmacy faculty who would benefit from the move and support it. Being in the Portland area would offer opportunities for greater collaboration especially in the area of translational research.

When asked what value he placed on the review process, G. DeLander responded that although he wouldn't want to go through the process every year, he did find the process to be valuable and was glad that the report confirmed many of the strategic moves the department has already taken. He reported that the College is currently undergoing a strategic search for a faculty member in the field of pharmaceuticals.

After the guests departed, a motion was made and seconded to accept the review report as submitted.

All voted in favor. Motion passed.

Sally Francis (Graduate School) then made the observation that in many Graduate Council program review reports two issues frequently appear: the need for an ethics education course and students' desire for a teaching or co-teaching experience. Discussion on creative approaches to finding paid/unpaid teaching experiences ensued. On the topic of ethics education, T. Wolpert informed the Council that there was recently

talk among the MCB faculty of establishing a new ethics course that would be useful to many students across the biological sciences.

Meeting adjourned.

FINAL REPORT

Oregon State University
Department of English
Program Review Site Visit
May 10-11, 2007

External Review Team

Kay Halasek, Department of English, Ohio State University, Panel Chair
Philip Gerard, Department of Creative Writing, University of North Carolina Wilmington
Eva Payne, Humanities, Chemeketa Community College

Internal Graduate Review Team

Hal Koenig, College of Business, Grad Lead
Mike Unsworth, Oceanic & Atmospheric Sciences
Andy Blaustein, Environmental Sciences

Internal Undergraduate Academic Program Review Team

Frank Chaplen, Bioengineering, Undergrad Lead
Marv Pyles, Forest Engineering

OVERALL RECOMMENDATION

The English Department, as currently funded and staffed, is unable to meet or successfully sustain its own wide-ranging mission and the additional responsibilities placed on it by the University.

The review panels recommend first and foremost that the department take the initiative to chart its own course, updating its departmental Strategic Plan so that it becomes the “roadmap” for the department to follow for the next five to ten years. All of the needs identified in this report are urgent. At the same time, the review panels recognize that the department—with the cooperation of the college and University—must itself prioritize these recommendations and create from them an implementation plan that addresses these needs in as realistic and effective a manner as possible.

In addition, the review panels recommend that within that Strategic Plan the department

- ✓ Tie its plan to the needs and interests of the University, community, and state.
- ✓ Identify areas of strength and coherently express the unifying connections among targeted areas and aligning them to the University Strategic plan.
- ✓ Continue a careful and strategic evaluation and revision of all course offerings and programs with a goal of more sharply defining their philosophy, intent, and structure.
- ✓ Determine the foci for the undergraduate major and MA program.

- ✓ Devise a plan that includes optimal enrollment numbers for all programs and courses and identify areas where capping or cutting back student enrollment is desirable to increase the quality of the student experience, the programs, and the department.

It may be unrealistic in the current budgeting cycle, for example, to expect the Department to mount four searches at once. Nevertheless, the Department should prioritize those hires, make them in as timely a fashion as possible, and create a timeline for reaching full staffing within a reasonable period, probably three to five years. To ensure that the Department is configured and prepared to meet its growing obligations and its updated Strategic Plan, *the review teams also recommend that the University and/or College*

- Revise the funding practices of the Department; the current practice of under-funding and repeated annual “bail outs” is unacceptable, creating a situation for managing the Department that makes strategic planning impossible.
- Prioritize the English Department in both their immediate allocations and long-range fiscal planning, providing funds to increase funding to graduate students, decrease the teaching loads of graduate students and term instructors, and hire much needed faculty into key appointments.
- Provide systematic support for all technology used in support of the Baccalaureate Core, ensuring the regular purchase, replacement, and support of computer hardware and software.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The English Department, as currently funded, staffed and configured, is unable to meet or successfully sustain its own wide-ranging mission and the additional responsibilities placed on it by the University. In other words, the department cannot effectively sustain the expansive programming that it now attempts to offer. Given this situation, the department *must* create a long-term strategic plan, identifying and investing in those courses and programs that best serve its mission and its students. Such a strategic plan will, necessarily, mean restructuring, reducing, suspending, or even discontinuing some current courses and/or programs. In this regard OSU is fortunate. The department has obvious strengths in a variety of areas, including but not limited to creative writing, expository writing, and literature, and can certainly fashion a more focused major and graduate programs that take advantage of these, reinforcing success and focusing the department’s limited resources in a small number of areas so that they may become truly excellent instead of merely adequate.

Determining the department’s identity will likely be the most crucial and difficult part of long-range planning, since undoubtedly some specialties must be curtailed or even eliminated in the interests of the larger mission.

More specifically, the review panels recommend that the Department

- Update the departmental Strategic Plan so that it becomes the “roadmap” for the department to follow for the next five to ten years. As part of this effort, the areas noted below should be addressed explicitly:
 - ✓ The department should take the initiative to chart its own course and tie this to the needs and interests of the University, community, and state. This may and should include not only adding new initiatives but also cutting or curtailing some courses, programs, or practices to use more effectively personnel, funds, and other resources.
 - ✓ In doing so, identify areas of strength and coherently express the unifying connections among those areas and aligning them to the University Strategic plan.
 - ✓ Continue a careful and strategic evaluation and revision of undergraduate course offerings and programs with a goal of more sharply defining the philosophy, intent, and structure of the major.
 - ✓ Determine the foci for the undergraduate major and MA program; as a general principle, the teams urge the department to examine all current and proposed courses, programs, and practices in light of the department’s focused aspirations, that every decision be taken deliberately rather than by default.
 - ✓ Devise a plan that includes optimal enrollment numbers for all programs and courses and identify areas where capping or cutting back student enrollment is desirable to increase the quality of the student experience, the programs, and the department.
- Identify a portion of any capital campaign funds it receives to support need-based scholarships for undergraduates, the need for which the review panels were reminded of by students, some of whom reported working in excess of 30 hours per week and some of whom rely on food stamps.
- Develop equity in workload among faculty, especially with respect to thesis advising.
- Continue a careful and strategic evaluation and revision of graduate course offerings, eliminating from the catalogue any course not taught within the two-year class cycle of the MFA and MA.
- Concentrate on recruiting MFA and MA students of color.

Such strategic redefinition of the department and its programs necessitates the immediate and definitive support of the University and College.

To that end, the review panels recommend that the University and/or College

- Revise the funding practices of the Department; the current practice of under-funding and repeated annual “bail outs” is unacceptable and creates an impossible situation for managing the Department, making strategic planning impossible. Specifically, the University and College should
 - ✓ Provide *in the form of recurring monies* all necessary funding for operating expenses and salaries (GTAs, term instructors, faculty, and staff).

- ✓ Provide separate and transparent accounting of the monies budgeted for the Baccalaureate Core, the undergraduate major, and the MA and MFA programs—in the form of recurring funds at a level adequate for the department to meet its obligations to provide student access to core classes.
- ✓ In determining these costs, acknowledge and assume the course limits recommended by the discipline's recognized professional organizations MLA, AWP, ABC, ATW, and CCCC—course limits that do not compromise the quality of instruction.
- Provide funds to allow for financial support of all graduate students admitted—through GTAs, fellowships, and higher stipends. In our view, admission of unfunded candidates to either the MA or the MFA program slows or impedes completion of degrees and undermines morale, creating a two-tiered community of graduate students, and is inappropriate for a Research I Institution.
- Lower the teaching load of all GTAs to 1-1-1 to ensure that they can apply their energies and time more fully to their programs of study.
- Lower teaching load of all instructors to 3-3-3 to create greater opportunity for further course innovation and enhancement and a higher quality of professional life.
- Provide systematic support for all technology used in support of the Baccalaureate Core, ensuring the regular purchase, replacement, and support of computer hardware and software. Under current practice, no replacement cycle exists for either hardware or software, and funding is based on the judgment of a student committee with no continuity or expertise in technology. Additionally, departmental resources better spent elsewhere are squandered writing new complex grant applications for each need.
- Devise a way to offer more “500-level only” courses for MA students and, where possible, to limit enrollment in the “400/500-level” courses to numbers appropriate for a graduate-level experience—12-15 instead of 25-30.
- Fund the hire (in priority order determined by the department over the course of four to five years) of four tenured or tenure-track faculty:
 - ✓ A tenured or tenure-track faculty member to direct the First-Year Writing program. This program is crucial not just to the English Department but also the entire university (through the Baccalaureate Core) and should be regarded as a university hire housed in English.
 - ✓ A tenured or tenure-track faculty member in business and technical communication. Again, this faculty member is of urgent importance to disciplines outside English.
 - ✓ A tenured or tenure-track faculty member in poetry, a necessity for an aspirational program like that at OSU.
 - ✓ A tenured or tenure-track faculty member in literature in a field defined by the department in its strategic plan. (We recommend not hiring too narrowly—a specialist with a second field or a strong generalist with specific scholarly interests will give the department flexibility in planning curriculum.)

DETAILED FINDINGS

Introduction

At the request of Oregon State University, an eight-member review team conducted in May 2007 an on-site review of the Department of English. As its central objectives, the review team sought to assess the current structure, scope, and quality of the undergraduate and graduate programs in the department. In pursuing these objectives, the review team necessarily attended to related issues such as number and distribution of faculty, related programs and resources, and University budgeting guidelines. In all of its activities and deliberations, the review team followed the “Guidelines for the Review of Graduate Programs” provided by the Graduate Council of Oregon State University (approved 6 April 2006) and consulted the “Self-Study Report: Undergraduate and Graduate Programs” submitted by the Department of English (May 2007).

The External Review team included panel chair Professor Kay Halasek (Department of English, Ohio State University), Professor Philip Gerard (Department of Creative Writing, University of North Carolina Wilmington), and Professor Eva Payne (Humanities, Chemeketa Community College). The Internal Graduate Review Team included Professor Hal Koenig, College of Business (Graduate Lead); Professor Mike Unsworth, Oceanic & Atmospheric Sciences; and Professor Andy Blaustein, Environmental Sciences. The Internal Undergraduate Academic Program Review Team included Professor Frank Chaplen, Bioengineering (Undergraduate Lead) and Professor Marv Pyles, Forest Engineering.

Members of the External Review Team, Internal Graduate Review Team, and Internal Undergraduate Academic Program Review Team met from 6:00-9:00 p.m. on Thursday, May 10, 2007, and from 7:30a.m. to 5:30 p.m. on Friday, May 11, 2007. During the Thursday session, members met with Sally Francis, Dean of the Graduate School, and Susie Leslie, Academic Programs. On Friday, the three teams (accompanied by Sally Francis, Susie Leslie, and Helene Serewis of the Graduate School) met with Tracy Daugherty, Chair of the Department of English; Sabah Randahawa, Provost; Michael Oriard, Associate Dean of the College of Liberal Arts, English Department faculty and advisors (two sessions); approximately twenty undergraduate and graduate students; the English Department Graduate Committee; and Departmental Committee Chairs. The on-campus review agenda ended in executive session, during which the review teams drafted an initial set of recommendations, which it forwarded to the University in May 2007.

Department Accomplishments

The review teams wish to begin articulating its detailed findings by acknowledging the very high quality of the work underway in the English Department at Oregon State University. In particular, the teams recognize and applaud the following:

- A faculty who themselves form the basis of a strong department, who demonstrate a genuine commitment to both teaching and research, who have achieved distinction both in the classroom and in their scholarly and artistic achievements, who are fully engaged in the profession, and who are clearly invested in student success.
- A corps of term instructors who, despite uncertain employment from term-to-term and year-to-year, shoulder a large portion of the departmental teaching load in the Baccalaureate Core, providing instruction of high quality to students from across the University.
- A diverse and wide-ranging curriculum at the graduate and undergraduate levels.
- Graduate and undergraduate students who express not only satisfaction but also delight with their programs and admiration and respect for their faculty, whom they note are available, capable advisors, mentors, and teachers.
- Effective departmental undergraduate student organizations.
- Intellectually engaging experiences for students outside the classroom through such initiatives as the Visiting Writers' Series, the Writing Center, and WIC.
- Productive professional development opportunities for its graduate students, including the MA Working Groups, pre-quarter training for GTAs and on-going training through pedagogy courses and other programs.
- A department that fields a substantial responsibility for courses in the University's Baccalaureate Core—more than any other department in the University.
- An undergraduate writing minor that serves students from across the University, providing courses in creative writing, expository writing, business writing, and technical writing—all of which contribute to the mission of the University.
- Effective ongoing revisions to the undergraduate course offerings.
- Specific and meaningful statements of learning outcomes and implementation of assessments of student achievement in its undergraduate programs.
- Innovative use of electronic technology in writing courses, especially technical and business writing.
- A successful MFA program, which, though new, has achieved some distinction.
- A culture of professionalism and collegiality among faculty and instructors.
- A talented cadre of graduate students in both the MFA and MA programs, many of whom serve as GTAs teaching lower-division courses.
- A thoughtful, practical, and rigorous training program for those GTAs, including mentoring of MFA GTAs by core MFA faculty as they teach creative writing courses
- Effective and engaged advising of undergraduate English majors.
- A capable and effective chair who enjoys the respect and cooperation of his peers
- A strong and professional administrative staff who provide sustained support to the faculty, instructors, and students in the department.

The Department of English at OSU is staffed by a remarkably accomplished faculty of diverse interests and wide-ranging professional accomplishments. The faculty culture encourages and values excellence in teaching, with faculty members of all ranks and specialties working diligently and successfully as classroom teachers, mentors, and professional role models for their students. Both undergraduate and graduate students

spoke with high praise of their teachers and thesis advisors. They were most appreciative of the individual attention they routinely get in conferences with faculty members outside the classroom. They respect their teachers and believe they are being well-served in their classes by the rigor of the assignments.

The department assumes six main responsibilities, each of them requiring substantial department resources:

1. The undergraduate major—which serves 216 students.
2. The MFA—which serves 15 students.
3. The MA—which serves 26 students.
4. The minor—which serves 53 students in both undergraduate and graduate courses.
5. The baccalaureate writing courses, which serve the entire university.
6. Technical writing courses, which mainly serve business, science, and technical studies majors.

In all, the department contributed 29,853 student credit hours to the University in 2004-2005, over 16% of all credit hours in the College of Liberal Arts that year.

Although individual courses are well-defined, focused, and rigorous, the same cannot be said of most of the programs of study. The department lacks a coherent intellectual and artistic focus. It began largely as a service department, teaching basic composition skills to science and engineering students. It then evolved into a department of literature, offering a traditional major course of study that included surveys in British and American literatures organized historically, courses in prominent authors such as Shakespeare, and in-depth genre studies. In recent years it has added courses and or programs in creative writing, film studies, post-colonial literatures, world literatures, literary theory and criticism, cultural studies, technical writing, women's studies, rhetoric, advertising and public relations writing, African-American literature, Chicano/a literature, and a menu of independent study, practicum, and special topics courses.

Meanwhile, the number of tenure-track teaching faculty has declined, particularly in literature studies. Thus the department is trying to cover more areas than ever with fewer faculty per specialty, and the predictable result is a sense of being continually overwhelmed by the demands of the various programs and tracks. This leads to faculty members being defensive of their limited resources, including but not limited to new hires and TA positions. This is an untenable situation, bad for morale and subversive of the values of a fine group of professionals. Ultimately, should the department continue in this direction, the multiplying and conflicting demands will undermine its mission and effectiveness. Many English departments across the country share this same situation, likewise continuing to add new specialties and programs without long-range planning. The solution is to plan a coherent and achievable vision for what the department wants and needs to be, then to shut down moribund programs and discontinue or redefine courses which no longer serve the department's mission.

In other words, the department cannot effectively offer every kind of course and program that faculty might wish to or that students might want. Certainly it cannot keep adding to the menu. It must choose which of its courses and programs best serve its mission and its students, and then discontinue the others. In this regard OSU is fortunate. The department has obvious strengths in a variety of areas, including but not limited to creative writing and literature, and can certainly fashion a more focused major and graduate programs that take advantage of this, reinforcing success and focusing the department's limited resources in a small number of areas so that they may become truly excellent instead of merely adequate.

One long-term goal ought to be full support of all candidates accepted into graduate programs. One way to accomplish this is to set realistic goals for increasing support each year within a timeline developed during the process of defining the Department's identity and deciding which programs it will continue to offer and with what focus. Likewise, to allow those graduate students to fully engage with their studies and succeed in their creative endeavors, we recommend planning to reduce GTA teaching load to 1-1-1 in a time frame consistent with the above. Finally, though the recommended hires reflect urgent current needs, it may be unrealistic to expect that the Department can mount four searches at once. Instead, based on our findings and its own internal reorganization process, it should prioritize those hires and create a timeline for reaching full staffing within a reasonable period, probably three to five years.

Determining the department's identity will likely be the most crucial and difficult part of long-range planning, since undoubtedly some specialties must be curtailed or even eliminated in the interests of the larger mission.

The MFA Program

The MFA program is an obvious success story, and it has achieved its good results in spite of receiving very little support from the department or the University. We suspect that one reason it has succeeded is that the core faculty, under the guidance of the current chair, who played a major role in planning it, offer a focused, coherent, and rigorous program of study. That is, students can plan their program knowing exactly which workshops and other courses will be offered when. Expectations are explicit. Writing courses are open only to graduate students. The faculty members, active and publishing writers all, foster a sense of community and shared enterprise among each other and their students.

And yet the number of faculty is not adequate to field a program that can achieve national prominence. A rule of thumb, expressed in the AWP Hallmarks for a Successful Graduate Program in Creative Writing, is that the faculty include *at minimum* two practitioners in each thesis genre. OSU has only one poet on staff, who must chair *every* MFA poetry thesis. Students have no option of studying with another poet, learning a different aesthetic. The same is true in screenwriting, which depends on a single

practitioner. Note that the two-faculty member requirement is a *minimum* requirement; a program with national aspirations should actually have more, as well as be prepared to temporarily replace those faculty members who go on leave or sabbatical with teaching writers of similar stature, not local adjuncts.

The MFA is the department's terminal degree and should be supported as such.

The MA Program

In contrast to the MFA program, the MA is not clearly focused. Many courses in the catalogue have not been taught in memory, and the department has begun a laudable process of deleting those. However it is still the case that most courses are cross-listed and open to undergraduates. This is a reasonable solution if applied in a limited fashion and if the courses are truly graduate courses, but we suspect that a course that includes 25-30 students, the great majority of them undergraduates, cannot typically be considered a true graduate course. The number of students alone makes discussion and reasoned argument unmanageable, and that only two or three graduate students sometimes enroll in the classes means that the level of lecture and any discussion occurs is likely below what one would expect in a rigorous MA program.

The solution would be to define the MA degree more precisely: Whom does it serve? How does it fit into the department's mission and long-range plan? How should it be shaped for maximum effectiveness and intellectual rigor? What will be the measure of its success? This process includes asking the question: Does OSU want or need an MA in English? Or does it make sense to close it out and focus resources on the terminal degree program, the MFA?

The above questions are not for the review teams to answer but rather for the department. Whatever MA the department offers, it should be fashioned deliberately in the context of the department's mission and long-range plan—and also with a realistic eye to what resources are actually available *at present*.

The Budgeting Process

The budgeting process-- particularly as it pertains to staffing baccalaureate writing courses, buying and maintaining technology such as computers, and outfitting classrooms with such basic items as desks—seems at best opaque and at worst bizarre.

We suggest the following:

1. That the University, through the College, assume responsibility for adequate budgeting of the department's service component.
2. That the budgeting be done in a transparent manner—that is, that money be identified for hiring adjunct and lecturers prior to their being assigned courses by the chair, rather than continuing the current practice, whereby the chair

applies for debt relief after the fact, with no assurance that the College will make good on the obligation.

3. That the College assume responsibility for buying and replacing technology on an appropriate standard rotation basis. (Currently the director of the writing program must write grants for each new piece of equipment or software, with no plan in place for replacements or upgrades.)
4. That the College assume responsibility for adequately furnishing academic spaces. This should not be a burden on a departmental operating budget.

CONCLUSION

We have great confidence in the ability of OSU's English Department to redefine itself and reorganize its curriculum to reflect a more focused mission. It will not be easy. The transition will require strong leadership from the chair, good will and good faith from faculty members, and an explicit show of support and encouragement from the administration. This refined identity and focus should be determined before new funds are committed to the department for new faculty hires; however, it would be prudent to offer appropriate incentives based on succeeding at this task to move the process along, bearing in mind that OSU's strongest asset is its very accomplished and dedicated faculty.

OSU GRADUATE COUNCIL

Review of the College of Pharmacy May, 2007

1. INTRODUCTION AND CONTEXT

The mission of the Graduate Programs within Oregon State University's College of Pharmacy is to train graduates who will maximize the health of the public by advancing patient care and facilitate the discovery, understanding, and cost effective use of medicines. The faculty is divided between the Corvallis and OHSU-Portland campuses. Studies in the pharmaceutical sciences are conducted in Corvallis while more clinically-related investigations occur in Portland. This faculty division correlates with the training provided by the College for its professional students who attain a PharmD degree. In years 1 and 2 of the professional four-year degree program, student training occurs in Corvallis where classes are offered in the basic and applied sciences that define the field; year 3 is taught in Portland where clinical aspects are stressed; and year 4 is reserved for internships. The presence of the medical school in Portland adds significant value to the educational efforts of the professional PharmD degree program. *Similar synergies occur within leading, contemporary graduate pharmacy programs that are near research medical school complexes.*

The College of Pharmacy has awarded graduate degrees since 1914. The graduate program was modified in 1974 and now provides a *Masters of Science in Pharmacy* (thesis, non-thesis) and a *Doctor of Philosophy* degree in Pharmacy. The graduate faculty's scholarship reflects the wide spectrum and interdisciplinary nature of pharmacy. Programmatically, the graduate faculty are split into two departments, the **Department of Pharmaceutical Sciences** and the **Department of Pharmacy Practice**. The Department of Pharmaceutical Sciences is entirely housed in Corvallis and has 14 tenure or tenure-track faculty that are grouped into three areas of concentrations: ***medicinal chemistry and natural products, pharmacology, and pharmaceuticals***. Pharmaceutical science research programs include the isolation, identification and elaboration of new natural products, drug discovery, the pharmacology of cellular signaling, the development of genetically modified rodent models to understand diseases, drug formulation, the effect of pharmacokinetics on drug utilization, the creation of novel vaccines, and the use of biopharmaceutical agents for drug delivery. Complementing these research endeavors are research programs within the Department of Pharmacy Practice. Studies within the Department of Pharmacy Practice include cardiovascular disease pharmacotherapy, drug use and management, pharmacoeconomics, and policy. At this time, Pharmacy Practice graduate faculty have not served as thesis advisors on advanced degree dissertations.

The Committee only reviewed the graduate program within the **Department of Pharmaceutical Sciences**. Several logistic and programmatic factors contributed to our focus on this department. First, the Committee's site visit was restricted to Corvallis. Second, the College has not awarded an advanced degree in pharmacoeconomics for

many years. Currently there is not a critical mass of faculty in pharmacoeconomics and pharmacy administration to support a graduate program. This situation is expected to change in the near future and is further discussed in Section 3.F of the Report Third, the pharmacotherapy unit within the Department of Pharmacy Practice does not have an established graduate curriculum that leads to an advanced degree.

The last formal evaluation of the College of Pharmacy program was in 1994. The OSU Graduate Council conducted a regular “decennial review” of this program on May 26, 2007. The following served as team members:

Internal Reviewers:

Professor Shawna Grosskopf, Department of Economics

Professor Marie Harvey, Department of Public Health

Professor Thomas Wolpert, Department of Botany and Plant Pathology

External Reviewers:

Dr. Edmund Graziani, Wyeth Research, Department of Chemical & Screening Sciences-Pearl River, NY

Professor Harold Kohn, Chair, University of North Carolina at Chapel Hill

Dean Sally Francis, Associate Dean Bruce Rettig, and Assistant to the Dean Helene Serewis attended the program review sessions.

Prior to the May 25th site visit, the Committee received a comprehensive Self-Study Report that was prepared in accordance with the Graduate Council Program Review Guidelines. Additional information was provided to the Committee both during and after the site visit.

The team members met with the College’s leadership, the graduate faculty and staff, graduate students, and toured facilities at the Oak Creek and College of Pharmacy buildings. The team visited laboratories facilities in two of the three areas of concentrations and toured both the instrumentation laboratory in the Oak Creek Building, which houses the nuclear magnetic resonance spectrometer, and the rodent facility in the Pharmacy Building.

The objectives for the decennial review are to evaluate the program goals and mission, the adequacy of the support resources, the level of performance of the graduate training, the level and extent of faculty scholarship and productivity, and the outcomes of the program. The Committee in its assessment also examined the progress within the three individual areas of concentrations. Most important, the Committee was asked to suggest or identify areas that would enhance this graduate program.

2. PROGRAM INPUTS

2.A. Program Mission and Goals

As stated in the College of Pharmacy's Strategic Plan (May 2004), the College "share(s) in the university's vision to serve the people of Oregon and to be among the top 10 land grant institutions in America. We are a core component of the university's theme of realizing fundamental contributions in the life sciences and optimizing the health and well-being of the public."

In terms of graduate education, the College's stated goal is to provide academic programs that serve the university mission and "train students to become independent scientists capable in the design, execution and interpretation of scientific inquiry that address problems of biomedical relevance" and foster "graduates and professionals who will maximize the health of the public by advancing patient care and facilitating the discovery, understanding and cost effective use of medicines."

The graduate programs of the Department of Pharmaceutical Sciences fit in the "contribution to the life sciences", "training scientists" and "facilitating the discovery...of medicines", whereas the PharmD professional program contributes more directly to "the health of the public".

Related to graduate education and research training, the College has itemized outcomes and goals designed to pursue their mission:

1. Entry level goals related to recruiting and retaining excellent students
2. Curricular goals
3. Professional goals

As itemized in the self-study document, the College has made progress toward achieving many of these goals.

Remaining to be achieved are goals that develop a sustainable and expanded PharmD/Ph.D. track, rebuild pharmacoeconomics, and increase ties between medicine, science and practice with a goal of improving translational research and grant-success.

One key strategic goal of the program is to increase enrollment in the graduate program to 39 students, or 2.5 Ph.D students per faculty, with a concomitant increase in funded research to support students in the laboratories. The current make-up of the faculty, with many assistant professors, is a challenge in terms of funded research.

Another key strategic goal is related to location and facilities; the College is split between the OSU and OHSU campuses which separate the science and practice faculty, also impeding translational research. The OSU campus is also "split" across three locations. A long-term goal is to reunite the College in Portland.

In terms of research goals, the Department chair itemized areas of emphasis including a goal of developing a "center of natural products and discovery", initially

submitted as a Provost initiative, but currently funded by the College. The launch of the Oregon Translational Research and Drug Discovery Initiative (OTRADI) may provide funding and the opportunity to expand hiring in the drug discovery area. Other research areas targeted for growth and emphasis are vaccine development, and genetically modified mouse models.

2.B. Students (quality of students, admission selectivity, recruitment success, level of financial support of students).

2.B.1. Introduction

The College, and more specifically, the Graduate Studies Committee has been successful in setting both ambitious and attainable goals with respect to the recruitment and training of graduate students. The stated aim, “to train students to become independent scientists capable in the design, execution and interpretation of scientific inquiry that address problems of biomedical relevance” is both appropriate and serves an important need in the state, since the College offers the only graduate program in Pharmacy/Pharmaceutical Sciences in Oregon.

In an effort to better evaluate both the successes and areas for improvement with respect to student-related program inputs, it may be worth focusing on specific goals the College has set for itself in this regard:

- A. Recruitment of high quality students
- B. Recruitment of domestic students, with a particular emphasis on students from Oregon and the Pacific Northwest
- C. Recruitment of students across diverse socio-economic backgrounds
- D. Provide adequate financial support for high quality students
- E. Provide academic, language and cultural support for international students
- F. Provide a sense of community among students

2.B.1.1. Recruitment of high quality students

Admissions standards to the program appear to be sufficiently stringent. The average GPA of applicant from 2001-2006 was 3.39; acceptably above the minimum of 3.0 required. In 2004, the average GPA was 3.08.

2.B.1.2. Recruitment of domestic students, with a particular emphasis on students from Oregon and the Pacific Northwest

Based on data obtained from the Department, there have been an equal number (or greater) of domestic students than international students that have matriculated into the program every year since 2002, with the exception of 2004. However, data for students that transfer *within* the university from other departments and international students who encounter delays obtaining a visa are not accounted for in the self-study

document. The current departmental roster of graduate students appears to be approximately one third domestic students.

2.B.1.3. Recruitment of students across diverse socio-economic backgrounds

The college does not formally track how successful it has been in attracting students from diverse economic backgrounds. Anecdotally, a number of students have been recruited from rural colleges, but in the majority of cases such students may find the professional program considerably more attractive than the graduate program, which may make retention of such students difficult.

2.B.1.4. Provide adequate financial support for high quality students

In the College, graduate student funding is widely acknowledged to be of primary importance to the health of its research programs. There has been a three-fold increase in College funds used to support graduate student stipends over the last five years. Nonetheless, the current uncertainties in federal and private research funding appear to be incurring considerable stress upon the system. The department has done an exemplary job of securing interim funding for students, but it is not clear how sustainable this will be in the future. Strategies for increasing the likelihood that all research active faculty secure external funding will be essential to long-term support of graduate students. While the class has high entering GPAs and their scores on the GRE and TOEFL (where appropriate) are above average, the quality of the entering class would benefit from competitive fellowships offered to outstanding students and a further increase in the current teaching assistantship stipend of \$20,000.

2.B.1.5. Provide academic, language and cultural support for international students

Adequate resources appear to exist on campus that facilitate the orientation of international students (e.g., student associations), although the College should develop procedures for identifying those students who may need greater help, making sure they are aware of all the resources at their disposal, and then following up with them over their first year. In discussions, it was suggested that TOEFL scores and a telephone interview of prospective students are not always predictive of how well a student will perform, especially with respect to being able to carry out teaching assistantships (a critical source of funding in a student's first year). It is recommended that an assessment of written skills be part of the admission requirements, and that greater effort is made to track and follow up with students in cases where there are language issues.

2.B.1.6. Provide a sense of community among students

The limited space within the College has led to the geographical separation of some research groups within the same area of concentration. Accordingly, a number of students expressed a sense of isolation. Co-localization of all students (or at least,

those within the same disciplines [*i.e.*, medicinal chemistry, pharmacology]) would be of lasting benefit.

The College funds a graduate student research retreat that provides an excellent opportunity for building a sense of community and fostering research communications. Both faculty and students expressed much enthusiasm for the retreat.

Medicinal Chemistry and Natural Products Graduate Students. Research groups in Medicinal Chemistry and Natural Products vary in size from 0 to 5 (average: 3.8). The groups are composed of graduate students (Master, doctoral), postdoctoral fellows, technicians, visiting scientists, and senior research assistant professors. All the students are funded by either graduate teaching assistantships (GTA) or graduate research assistantships (GRA). The number of laboratory researchers is sufficient to maintain steady progress but is less than desirable for the continuity of information and techniques within the individual groups, and for growth. Expansion of the graduate pool has been hindered by small entering classes in this area of concentration and student turnover. Another limiting factor has been the uncertainty of sustained grant support. The graduate student's backgrounds are diverse, and students come from schools throughout the United States and abroad.

Pharmacology Graduate Students. The faculty in this area of concentration are currently training nine Ph.D. students and one M.S. student. The Pharmacology faculty are highly interdisciplinary and participate in a variety of programs and departments on campus. Consequently, included among these ten students are students from the Genetics Program, Molecular and Cellular Biology Program and Department of Biochemistry and Biophysics. Currently, six of the students are specifically in the area of Pharmacology and include 5 Ph.D. and 1 M.S. student enrolled in the College of Pharmacy. Student quality appears to be high and reflective of the overall quality of students admitted into the Pharmacy Graduate Program. Faculty have expressed the desire to increase the quantity of students trained in this area of concentration. Given that student support for GTAs has recently been increased by the college, it is likely that any increase in student training will be contingent on successful identification of outside funding. The faculty are encouraged to pursue such funding opportunities.

Pharmaceutics Graduate Students. Research groups in Pharmaceutics vary in size from 1 to 4 (average: 2.0). The groups are composed primarily of graduate students (6 doctoral, 1 masters), and 1 postdoctoral fellow. All the Ph.D. students are funded by either graduate teaching assistantships (GTA) or graduate research assistantships (GRA). With the exception of one group within pharmaceutics, the number of laboratory researchers is less than desirable for the continuity of information and techniques within the individual groups, and for growth. Expansion of the graduate pool has been hindered by the small number of research active faculty, and the uncertainty of sustained grant support. It is likely that the recent retirement of one the most active members of pharmaceutics has also had an effect on recruitment.

2.C. Graduate Faculty and Staff

2.C.1. Introduction

The graduate faculty in the Department of Pharmaceutical Sciences consists of 2 full professors, 5 associate professors, and 7 assistant professors. The 14 faculty are divided into three research areas of concentration: medicinal chemistry and natural products (5), pharmacology (6), and pharmaceuticals (3). Complementing these 14 faculty are 3 senior research assistant professors. The Department is modest size in all areas of concentration and is understaffed in the area of pharmaceuticals. The compositional makeup of the 14 tenured and tenure-track faculty is a strength and a weakness. The younger faculty have added considerable expertise in contemporary and emerging areas of pharmaceutical science. They are talented and energetic. The two full professors, Dr. Mark Leid and Dr. Mark Zabriskie, provide leadership to the pharmacology, and medicinal chemistry and natural products areas, respectively. Nonetheless, there is a need of additional mentorship for both assistant and associate professors in the Department. The faculty staff is Ms. Debra Peters. While Ms. Peters is listed at only 0.25 FTE, her skilled efforts permit her to meet the current administrative needs of the Department.

Medicinal Chemistry and Natural Products Faculty. Five tenure/tenure-track faculty make up this area of concentration: Professor Mark Zabriskie, Associate Professor Phil Proteau, and Assistant Professors Taifo Mahmud, Kerry McPhail, and Fred Stevens. The unit has a unified focus in natural products that fosters joint studies and mentoring of the graduate body. In July, 2005, Professor William Gerwick, a recognized national leader in natural products chemistry left OSU to join the faculty at Scripps. This departure left a significant void in the faculty. With this loss, new opportunities for growth and development occurred. In the last 22 months, the unit has regained equilibrium. Professor Mark Zabriskie deserves considerable credit for providing the necessary leadership during this transitional period.

The five-member natural product group is spread over three buildings that are separated by considerable distance. Three (Zabriskie, Mahmud, McPhail) are housed in Oak Creek Building while the remaining two are in the Pharmacy (Proteau) and Weniger (Stevens) Buildings. This places the unit and its graduate students at a significant disadvantage and it places at risk the research productivity and educational experiences of students not in the Oak Creek facility. Having said this, the Oak Creek Building is remote from many of the campus facilities and is at best adequate having neither the laboratory infrastructure (e.g., linear footage of chemical hoods, house vacuum, house gas, elevator, floor drains) nor the ventilation that is ideal for natural products chemistry.

The central research theme of the natural products group is the discovery and elaboration of natural products relevant to anti-infectious agents. Studies include the isolation (Mahmud, McPhail, Proteau, Zabriskie), structure determination (Mahmud, McPhail, Proteau, Stevens, Zabriskie), biosynthesis, and enzymology (Mahmud, Proteau, Zabriskie), and elaboration (Mahmud, Proteau, Zabriskie) of natural products.

An additional interest of Professor Stevens is the interactions of biological antioxidants with lipid peroxidation. While there is precursor-directed synthesis within this unit there is a lower level of “traditional organic synthesis” than one might expect for a broadly-based natural products group. This missing component may hamper the elaboration of potential therapeutic leads discovered from nature. Are there future opportunities with the Department of Chemistry for joint hires where the primary appointment is within the College and for building bridges with faculty in Chemistry? Also missing is a strong translational medical component within the group. With the expected launch of Oregon Translational Research and Drug Discovery Initiative (OTRADI), the Medicinal Chemistry/Natural Products group has an extraordinary opportunity to add valued expertise that can foster collaborative programs consistent with NIH’s current efforts to increase translational research. More important, an opportunity may exist for the College’s Department of Pharmaceutical Sciences to gain an important footprint at OHSU and additional access to the Portland medical research community. The medicinal chemistry/natural products group at OSU’s Collge of Pharmacy must be the leading authority in the State in drug discovery. Thus, it is recommended that this strong group add a faculty member in Portland with a background in chemical biology/chemical genetics who can facilitate and conduct high throughput screening assays (enzyme, high content cell-based) on new natural products isolated or engineered by the Corvallis group and on relevant pharmacological targets. While the initial emphasis of this group may be in infectious disease it is likely that research opportunities will lead to other health needs. This proposed addition is consistent with the Department’s long-term plans to greatly expand in drug target and analysis.

Pharmacology Faculty. Five tenured/tenure track faculty make up this area of concentration including: Professor Mark Leid, Associate Professor Theresa Filtz, and Assistant Professors Arup Indra, Jane Ishmael, and Chrissa Kiousi. The group pursues varied but integrated research programs with an overall emphasis on signaling. Research projects focus on nuclear receptors (Leid and Indra), phospholipase mediated signaling (Filtz), glutamate receptor interactions (Ishmael) and signaling-activated transcriptional regulation of cardiovascular and muscle development (Kiousi). The group is young, collegial and highly energetic. Interactions are constructive with evidence of developing collaborations. The faculty expressed a desire to expand their graduate training and a long-term goal of the college is to add FTE to this research area. A major structural strength of the Pharmacology group is the availability of a transgenic mouse facility. The College has recently provided a significant investment in the production of this facility with plans for ongoing improvement and expansion. The facility plays an essential role in the development of murine research models which provides a critical component in the majority of the research programs in this area of concentration. The College is encouraged to proceed with its plans for continued development.

Pharmaceutics Faculty. There are three faculty (plus one emeritus) that make up the pharmaceutics section of the College: Associate Professor Mark Christensen, and Assistant Professors Rosita Rodriguez-Proteau and Zhengrong Cui. The traditional focus of this group has been formulation and drug delivery, but with the recent

retirement of Professor Ayres, this is perhaps changing. Recent publications suggest an increased focus on permeability models for studying natural products (Rodriguez-Proteau), and highly novel approaches to immunotherapy and vaccine delivery (Cui). The latter appears to be an area of great potential for the department, and it is strongly recommended that the next faculty hire be made to strengthen this research focus. There is considerable risk that this group lacks critical mass with respect to faculty and students.

2.D. Graduate Curriculum and Degree Requirements

2.D.1. Introduction

Graduate degrees are offered in three research areas of concentration: medicinal chemistry and natural products, pharmacology, and pharmaceuticals. A professional Pharmacy degree is not required for students entering the graduate program. Offerings include both M.S. and Ph.D. programs. M.S. student programs usually consist of 50 to 60 credit hours with a minimum of 12 credit hours of thesis research and 2 credit hours of seminar. The Ph.D. program consists of 110 credit hours with 30 to 60 hours of coursework and 50 to 70 hours of thesis. PHARM 735 ("Foundations of Drug Action") is required for all areas of concentration. All students are required to make an annual presentation (talk, poster) at a yearly faculty/graduate student research retreat of which there is a requirement to make at least one formal presentation every other year. All students are required to attend Pharmacy seminars and Pharmacy journal club. Students funded on GTAs are also required to conduct three research rotations. In addition, curricula for each research area have been developed that are discipline-specific and include specific course requirements with suggested electives appropriate for each area of concentration. In all cases, the intent is to design a curriculum tailored to the needs of the individual student. As such, the development of the final plan of study for each student is designated by the students' graduate committee. The flexibility of the graduate committee to design specific curricula for incoming students originating from diverse backgrounds was considered a strength of the program.

Seminar-type programs within the Department of Pharmaceutical Chemistry are multifaceted. They consist of Departmental seminars, a newly instituted biweekly journal club that focuses on issues of general interest to all three areas of concentration, and tract-specific journal clubs. In addition, there are opportunities for students to present at regional (e.g., the Volcano Meeting) and national conferences. The Department's seminar program is irregular and typically occurs every two-to-three weeks. Students do not present podium presentations within this program but rather have opportunities at the College's annual Spring retreat and in tract-specific journal clubs. The current use of the Departmental seminar program is an opportunity loss. There is sufficient available time to require students (graduate students and postdoctoral fellows) to present a formal seminar every two years on a topical paper of interest. Implementation of this seminar requirement would meet several unmet needs in the program. First, a regularly scheduled seminar program would foster cross-disciplinary knowledge among the three

areas of concentrations. Second, student-led seminars would provide increased experiences in teaching, a concern raised by several graduate students. Third, a regularly scheduled seminar program would create greater cohesiveness among the different, separated research groups. Finally, in addition to these seminars, seminars from researchers in industry would provide OSU graduate students with increased understanding of research conducted in pharmaceutical and biotechnology companies.

Following completion of the designated coursework, all students are required to take a written and oral examination for degree candidacy. Students in pharmaceuticals take a written examination whereas students in medicinal chemistry and natural products and students in pharmacology prepare mock grant proposals. In part, as a consequence of the self-study exercise, the Graduate Studies Committee recently implemented a requirement for all students to complete their preliminary examinations by the end of their 10th academic term. This provides an excellent mechanism for general oversight to insure that individual students remain “on track” and to identify deficiencies early in a student's program.

Due to increasing national demand and based on recommendations of the American Association of Colleges of Pharmacy, the College has also developed a PharmD/Ph.D. Program. Students must be separately accepted into the professional program and the graduate program and fulfill the requirements of both. While two students have enrolled in this program, only one has continued to near completion. It appears evident that, in addition to the substantial time commitment presented by this degree, there is also a significant financial burden on the student particularly during pursuit of the PharmD portion of the program. Consequently, a proposal is being developed to identify a source of funding for students during the PharmD program. This may make the program more attractive to interested students and contribute to the success of the program.

Medicinal Chemistry and Natural Products Graduate Program. Students in the Medicinal Chemistry and Natural Products area of concentration take 36 credit hours of classes (~12 classes). Of these classes only PHARM 735 is required. The curriculum is flexible and accommodates the specific research themes (tracks) of the five members in this group. Thus, students are advised by their research advisor to take graduate credit Pharmacy classes in biosynthesis, bioorganic chemistry, and in medicinal natural products; and classes in other departments that cover advanced organic chemistry, structure determination, biochemistry and molecular biology to fulfill didactic needs necessary for their research. The number of required credit hours (36) is higher than most peer graduate programs and is considered by the Committee as a strength. It is admirable that faculty invest their student's time in formal educational classes at the expense of added laboratory research in their first two years of graduate study. Absent from the curricular is an intensive graduate class in pharmacology. This deficiency can perhaps be addressed internally within the College with future hire(s) in Pharmacology.

Pharmacology Graduate Program. Students in the Pharmacology area of concentration are required, to take PHARM 735, and PHARM 564. Unless a student can demonstrate a strong background in Pharmacy, students are also required to take the Pharmacology I, II, and III series (PHARM 591, 592, and 593). A graduate level biochemistry series (BB 590, 591 and 592) is also usually required. The remaining coursework available for recommendation for the degree originate from multiple disciplines including Animal Science, Chemistry, Microbiology, Molecular and Cellular Biology and Statistics and are required based on the educational background and career objectives of the student. Discussions with graduate students indicated that students were generally pleased with course offerings in this area of concentration. However, as noted above, the curriculum lacks an intensive graduate-level class in pharmacology and better use of the seminar program could be implemented. Also, students in this area of concentration indicated a requirement to produce at least one peer-reviewed publication from their thesis research. However, others within the same concentration indicated a minimum requirement for three. The policy on the expectation for publication should be clarified. A requirement for a minimum of three publications may not be a reasonable expectation for some student programs.

Pharmaceutics Graduate Program. Students in the pharmaceutics program can choose between three curricular pathways: drug delivery, pharmacokinetics, or drug metabolism. All tracks require PHARM 735. The bulk of the course requirements are identical for each track (prerequisites in mathematics notwithstanding for the pharmacokinetics track), with appropriate requirements in chemistry, pharmacy, and statistics. Presumably, the major differences between the tracks involve the current topics course(s), additional mathematics prerequisites for the pharmacokinetics track, the requirement of a statistics or toxicology minor for the drug metabolism track, and the addition of a microbiology requirement for the drug delivery track. Two pharmaceutics faculty do the bulk of what appears to be a very heavy teaching load in the college.

2.E. Administration, Financial and Organizational Support

2.E.1. Administration

The Department of Pharmaceutical Sciences is one of two departments in the College of Pharmacy. The Chair of the Department of Pharmaceutical Sciences, Professor Gary DeLander, reports to the Dean of Pharmacy, Professor Wayne Kradjan. Professor Gary DeLander also serves as the Associate Dean for Academic Affairs. In addition, Professor Mark Leid, also provides administrative services for the College in his position as the Assistant Dean for Scholarship. Dean Kradjan and Dr. DeLander provide the College's graduate program with direction and guidance. In the past seven years this leadership team has invested substantial new resources to facilitate growth of the graduate program (*i.e.*, GTAs, retreat, faculty start-up packages, graduate recruitment, instrumentation). They have crafted a unit with considerable focus that allows this modest size department to have critical mass in two contemporary areas of pharmaceutical sciences (natural products, genetic murine models for disease). In

addition they have developed and put in to place a strategic plan for the development of a third area of focus in biopharmaceuticals. This leadership team has also created an impressive long-range plan to expand the Department from its current faculty size of 14 to 23, and to integrate the areas of concentration around the central theme of translational research. Finally and most importantly, the College's leadership has created a nurturing environment that fosters research and collegiality.

Dr. Theresa Filtz currently serves as the chair of the Graduate Studies Committee. Dr. Filtz's leadership and administrative expertise was widely acknowledged and praised throughout the site visit. Members of the Graduate Studies Committee represent all disciplines in Pharmaceutical Sciences and Pharmacy Practice. Members for the academic year 2006-2007 include Dr. George Allen, Dr. Mark Christensen, Dr. Zhengrong Cui, Dr. Jane Ishmael, Dr. Chrissa Kiousi, Dr. Dale Kraemer, Dr. Taifo Mahmud, David Blanchard, the graduate student representative, and Dr. Gary Delander as an ex officio member. As described in the Self Study the Graduate Studies Committee makes final admissions decisions, recommends GTA assignments, sets policy related to the Pharmacy graduate program, prepares the decennial self-study, organizes the annual faculty/graduate student retreat and orientation programs, selects presentation and travel awardees, and monitors student progress. Although this committee appears effective in supporting and overseeing the graduate program, the review team recommends that the Department consider a more efficient and less time-consuming approach, including the establishment of an additional committee(s) to share the responsibilities of the existing committee.

2.E.2. Financial Support

Graduate students are supported by a variety of sources including seven to eight students on College-funded GTAs and eight students on grant or contract funding as GRAs. The College of Pharmacy supports the graduate programs through the provision of GTA positions and the annual faculty/graduate student research retreat. In addition the College has provided funding for travel and expense to bring potential domestic students to Corvallis. Due to this investment in recruitment the Department successfully enrolled two of the three visiting students this academic year. It is noteworthy that there has been a three-fold increase in College funds to support pharmacy graduate student stipends over the last five years. The College currently provides \$200,000 for GTA stipend support.

Although the Department has done an exemplary job of securing interim funding for students, it is not clear how sustainable this will be in the future. The review committee recognizes that the current uncertainties in federal and private research funding could potentially have a negative impact on financial support for graduate students. Faculty members also expressed concern that funding of graduate students is unstable due to dependence on external research grants. From a budgetary perspective long-term sustainability or growth of the Department will depend on not only a stable funding stream from the College but also increased probability that all research faculty secure external funding to support graduate students.

2.E.3. Organizational Support

Ms. Debra Peters, administrative assistant, is assigned 0.25 FTE to the graduate program. She processes all graduate student applications, maintains correspondence with prospective students, organizes recruiting, and serves as a central resource for student and faculty concerns related to the graduate programs. Despite her 0.25 FTE allocated for the graduate program, the overall impression is that her appointment is adequate to meet the current administrative needs of the Department.

2.F. Facilities, Equipment and Other Infrastructure

2.F.1. Research Facilities and Equipment

The research facilities, including laboratories and offices, available to faculty and graduate students are located in three separate buildings on the OSU campus: the Pharmacy Building, the Oak Creek Building, and Weniger Hall. The Oak Creek Building which is located on the other side of campus from the Pharmacy Building provides space for three research groups in the natural products area. Research space in Weniger Hall is currently being used by a new medicinal chemistry faculty member. The Department as a whole is spread across campus and the Medicinal Chemistry and Natural Products faculty, in particular, is spread across three locations on campus. This situation is less than ideal for graduate students in these programs and puts them at a significant disadvantage for research productivity and educational experiences. The College should strive to unify the Medicinal Chemistry and Natural Product unit within one building that is equipped to conduct contemporary research in natural products and permit the development of the full potential of this interactive group (faculty and students).

The review team visited laboratory facilities and toured both the instrumentation laboratory in the Oak Creek Building, which houses the nuclear magnetic resonance spectrometer, and the rodent facility in the Pharmacy Building. During the last eight years the College has made significant investments in research infrastructure and equipment to support the training of graduate students in modern techniques. These investments included renovation of labs within the Pharmacy Building and the Oak Creek Building and in analytical equipment including a 300 MHz NMR machine, an LC-mass spectrometer with HPLC input, and a JASCO P1010 Polarimeter. In addition, the rodent housing facility in the Pharmacy Building was renovated last year and is capable of housing hundreds of mice for use as animal models of disease or development.

Despite the renovations, the review committee is concerned about the lack of safety procedures in all laboratories and inadequate infrastructure (e.g., linear footage of chemical hoods, house vacuum, house gas, elevator, floor drains) and ventilation in the Oak Creek Building. Efforts need to be made to endorse rigorous safety procedures in all laboratories that are utilized by students and faculty. In addition, efforts need to be made to upgrade the infrastructure in the Oak Creek Building and the Pharmacy

Building including the installation of emergency power and expansion of the animal quarters. The College should consider upgrading to a higher field strength NMR magnet for greater resolution, and the addition of a cryoprobe for the NMR would be a tremendous benefit when working with small quantities of natural products. Also, given the very high maintenance requirements of LC/MS systems, the College may want to consider extending any service contracts it currently has on the instrument.

2.F.2. Other Infrastructure

Students have 24 hour access to the Pharmacy Building and are assigned office space and/or desks in their designated laboratories. Study tables and computers are available for use by graduate students in a small resource room in the Pharmacy Building. Students also benefit from the proximity of the College to the central campus library (The Valley Library). Pharmacy Room 113 includes additional space specifically designated for graduate students with desks, chairs, internet connections, a couch, and a small conference table. A refrigerator, coffee machine, microwave, and a photocopy machine are also available in this space for graduate student use.

Instructional facilities include one large lecture hall (Room 305) and two classrooms (Rooms 107 and 329). The conference room, Room 213, is also used for small group instruction. The lecture hall accommodates most of the large group instructional needs of the College and is a "University enhanced classroom" which has a large, motor-driven screen, an overhead video projector, a public address system that includes a wireless microphone, a network connection and the ability to project images either from a computer (using, for example, PowerPoint), VCR tape, or DVD. Overall, the graduate student office accommodation and class rooms are adequate or above average.

3. PROGRAM PRODUCTIVITY AND OUTCOMES

3.A. Curriculum and Mentoring

The faculty, in the vast majority of cases, appear to effectively deliver the courses required or recommended for the areas of concentration and on a regular basis. Some courses are offered annually whereas the majority of graduate courses are offered on an alternate year basis. Consequently, in most cases the graduate courses appear to be readily available for student programs. The one exception to this is PHARM 536 which does not appear to have been taught since 2002 and no longer appears in the course catalog. This course is not required for any of the areas of concentration but is one of the recommended courses for the Pharmaceutics area of concentration. The future availability of this course should be clarified. Also, the availability of PHARM 585 appears to be somewhat intermittent having been offered in 2001 and 2005 but with no clear periodicity for future offerings. This class is also not required but is one of the recommended courses for the Pharmacology area.

In 2005 the Graduate Council approved the use of some professional 700 level Pharmacy courses for the graduate program. Consequently, some of the graduate courses meet concurrently with the professional students and are fairly large enrollment classes. Among these courses are PHARM 735, 591, 592, and 593. The remainder of the graduate offerings is targeted specifically to the graduate program and thus, represents lower enrollment classes. The graduate curriculum also relies on a variety of courses taught through various other programs and departments throughout the University. While this could present problems associated with course content and availability that cannot be directly addressed by the Pharmacy graduate program, this practice appears to be very effective and provides an efficiency that could not otherwise be met, particularly given the small size of the faculty. Discussions with students indicated that they are generally very happy with the available curriculum. In general, the graduate program appears to provide a suitable curriculum that is offered in a timely, effective manner.

There is no formal Graduate Curriculum committee. Oversight of the graduate curriculum appears to have fallen under the purview of the Graduate Studies Committee and primarily as a consequence of the recent internal review. The program is encouraged to establish a mechanism for intermittent review of the graduate curriculum to insure that course requirements and offerings remain consistent with the goals of the graduate program. It was noted that an ethics class was not required or recommended for any of the areas of concentration. However, discussions with the faculty indicated that some faculty members advise their students to take an ethics course. The graduate program may wish to make this a consistent recommendation.

Medicinal Chemistry and Natural Products Curriculum. The medicinal chemistry graduate class syllabi (PHARM 537, 540) show evidence of carefully constructed classes in contemporary areas related to biosynthesis, bioorganic chemistry, and natural products. Responses from students indicate that these classes were valued, and helpful in their training. The addition of Professor McPhail to the teaching program is expected to provide further expertise in the area of natural products and should meet the needs of PHARM 540 (Medicinal Natural Products Chemistry).

Pharmacology Curriculum. The nature, quality and availability of coursework for the Pharmacology area of concentration appears well-managed. Faculty participation in course offerings and graduate training is high and students appear pleased with the area of concentration. The majority of participating faculty are junior faculty but strong leadership appears to have been provided by Dr. Mark Leid. A long-term goal of the College is the addition of another faculty member to this area. This should help to further strengthen this area of concentration.

Pharmaceutics Curriculum. The curriculum in pharmaceutics at the College appears appropriate, comprehensive, and topical. However, it appears that a very heavy teaching load is shared over a small number of individuals such that the curriculum could be imperiled if the faculty in this concentration is not expanded in the very near

future. Moreover, given the highly structured nature of how students must progress through the curriculum, and that students who graduate are highly competitive in terms of employment prospects, the College must continue to offer all courses on a regular basis, to the potential detriment of faculty time spent on individual research goals unless the teaching faculty is expanded.

3.B. Student Successes (level, quality): Student Scholarly Productivity/Awards and Honors.

In general terms, the graduate student experience at the College appears to be a highly positive one. The research environment is stimulating, student life is collegial, and graduate advisers take an active interest in their students' work and ideas. Moreover, the facilities provide an adequate preparation and training for future careers in science, and the students publish and graduate with satisfactory to excellent insights and skill sets (see Section 3.C).

The College places the primary responsibility of training students upon individual faculty, which is appropriate, particularly in the transmission of modern laboratory techniques and the use of advanced equipment. And while satisfaction surveys of students from the College consistently outscore, in terms of favorable responses, the aggregate of scores for all graduate students at OSU, it is nonetheless of concern that the only response that describes lower than average satisfaction was that the research professor "provided constructive criticism on my research". It may therefore be useful for the College to review its efforts to "provide more centralized exposure to professional issues" as a complement to individual mentoring. These issues fall under a number of main categories: training in hypothesis development, development of presentation (oral) and writing (grantsmanship, scientific publication) skills, opportunities for teaching and/or interning, and exposure to cross-disciplinary and translational research. Discussions with both faculty and students revealed a high level of satisfaction that critical thinking skills were being honed in the laboratory, and that faculty were available for discussion, encouragement and constructive criticism. Perhaps, this represents a positive trend that will hopefully be reflected in subsequent student surveys. Students and faculty were also in agreement that oral presentation skill training was provided in group meeting presentations, one-on-one coaching for preliminary exams, and the annual research symposium. Nonetheless, it might be useful for the College to develop a metric for tracking progress of students in this regard, especially for those students, international or otherwise, who enter the program without much formal training in this regard.

The College is also doing a commendable job of balancing the needs of students to develop their own professional writing skills with the very real needs of faculty to produce publications in a timely manner. However, perhaps greater emphasis could be placed on identifying those students that require additional help to improve their writing skills as early as possible in their tenure at the College, so that when they are finishing their experimental work they might be in a better position to write their thesis and perhaps even assist in the preparation of manuscripts. There was, too, some confusion

as to what the formal graduate school requirements were with respect to scholarly (journal) publications for graduation. It is highly advisable that students publish as much as they can (and documentation suggests that most research groups are publishing good quality papers at a decent rate), and that if publications are required for graduation, that this is both clearly communicated and uniformly applied.

Some students expressed an interest in being able to teach or co-teach an undergraduate lecture; while an informal mechanism exists whereby faculty can easily accommodate such requests, it might be useful to make this opportunity more widely available to those who might not know about it, or would not have otherwise considered such an option. Similarly, there was strong interest from students, about half of who expressed an eventual desire to work in industry, for internships outside of those that are required for students in the pharmaceuticals track. The College may want to explore greater outreach to biotechnology and pharmaceutical companies in this regard (see Section 3.C).

An area where the College could place a greater emphasis than it does already is in actively sponsoring and enabling cross-disciplinary and translational projects. It is hoped that with the advent of OTRADI and other fledgling collaborative projects across the college, that these opportunities will multiply, though careful oversight will be required. It is encouraging that the College's future plans embrace this as a worthy goal, which will be a great benefit for students in their careers in academia (multi-investigator grants), industry (multi-disciplinary teams), or otherwise.

Students have done very well in achieving various honors and awards while they are at the College. These include a number of prestigious travel awards and graduate fellowships, many of which are highly competitive. Students have been first author on a number of important publications from the College (*Vaccine*, *Organic Letters*, *Journal of Natural Products*, *Chembiochem*, *Tetrahedron*, *International Journal of Pharmaceutics*, *Pharmaceutical Research*, *Journal of Biological Chemistry*), though this skews perhaps too strongly toward the natural products/medicinal chemistry students. Greater effort should be made to ensure that Ph.D. students in all tracks graduate with one-to-two first author publications in high quality journals.

3.C. Student Retention, Graduation Rates, Employability

Data presented by the College indicates that in the last 10 years, 45 out of 56 graduate students have either graduated or are advancing in a timely manner towards graduation, a roughly 80% retention and graduation rate. This percentage compares very favorably with estimates of what the national average is thought to be (50%). Data also suggest that >90% of students admitted into the program either passed their preliminary exams to advance into the doctoral program proper, or actually receive a degree within 3-7 years of entry into the College. There appears to have been one year (2004) in which the cohort did not advance as expected, which is partially explained by some students leaving when two research active faculty left the College. The College seems well on track to continue to produce high quality graduates in a timely fashion,

though it would be well advised to reduce the number of students who have been in the program for > 6 years, ensure equitable distributions of promising new students to the younger faculty, and maintain funding levels to support all students that advance through the program.

The majority of students who graduate from the College have found placement in positions well suited to their backgrounds and course of study. It is noted that many international students go abroad to pursue academic appointments in their (presumably) home countries. The College would do well to maintain ties to these institutions that may provide future applicants to the program. Faculty had a realistic view of job prospects in their respective fields, and were proactive in mentoring their students to take on projects and/or pursue postdoctoral studies that would increase their likelihood of forging scientific careers if they so desired. Many of the students, particularly those that planned to pursue careers in industry, expressed the desire to gain more first-hand contact with representatives from that sector, and well as some frustration that recruitment efforts on campus seemed to be aimed primarily at undergraduates. The College might want to consider inviting more industry representatives to give seminars and lead informal discussion groups, as well as to invite back alumnae from the program to talk about their first-hand experiences in gaining employment after graduation. It was also suggested that the very successful internship program that is required for all or most of the students in the pharmaceuticals track be expanded to provide opportunities to all students, though there may of course be practical reasons why a 3-6 month internship may be untenable in other disciplines. In addition, many students would benefit from additional mentoring with respect to C.V. writing and gaining job interview skills.

Medicinal Chemistry and Natural Products Student Outcomes. Students exit from the medicinal chemistry and natural products area of concentration well trained. Most proceed to postdoctoral positions, which is common for this discipline. The students are placed in leading laboratories which is a direct measure of their training at OSU. Upon completion of their educational training students take positions in academia (*i.e.*, Cairo, Khon Kaen, Nanyang), industry (*i.e.*, Pfizer, SIGA, Wyeth), and governmental laboratories (*i.e.*, Lawrence Livermore, NIH). Student authored publication is high and is consistent with faculty productivity. Furthermore, student satisfaction from the research experience and training appear excellent both from exit interviews and discussions with students during the site visit.

Pharmacology Student Outcomes. The Pharmacology area of concentration consists primarily of young faculty and as such, there is very little information on student success in this area. Since 2003, three Ph.D. and two M.S. students have been graduated by faculty participating in this area. Two of the Ph.D. students were graduated from the interdisciplinary Molecular and Cellular Biology Program and not part of the Pharmacology area. Also, one of the M.S. students was very recently graduated. Of the remaining two students, both have gained successful employment. One is a research scientist as a commercial pharmaceutical company in Japan and the other is employed

as a faculty member at a University in Thailand. As such, student success appears favorable.

Pharmaceutics Student Outcomes. Graduates from the pharmaceutics track have been highly employable, obtaining permanent positions in academia or industry without the need for postdoctoral experience. Pharmaceutics students also appear to benefit from the required 6-month internship in an industrial setting, which may provide valuable first-hand experience. In addition, the research active laboratories in pharmaceutics are producing a number of high quality publications and research awards, and the College would be well advised to build on this by actively recruiting additional students (and faculty) into this cluster.

3.D. Faculty Scholarly Productivity/Awards and Honors (quality of faculty and adequacy to achieve missions and goals; level and quality of faculty performance)

Using accepted metrics, faculty productivity for OSU Department of Pharmaceutical Sciences is very strong. Table J1 of the Self-Study lists for 2001-2006 242 peer-reviewed papers, 13 patents, 186 abstracts, and 114 invited talks. Peer-reviewed publications steadily increased during this time frame. Figure J3 of the Self-Study plots the Department's grant and contract research support from 2002-2006. During this time period research support increased from ~\$1.25 million dollars (direct costs) to just below \$2 million dollars. The Department expressed a concern that current NIH pay lines may impact the success rates of competitive renewals and increase the time required to garner new awards.

Medicinal Chemistry and Natural Products Faculty Outcomes. The Medicinal Chemistry and Natural Product unit's scholarship as evidenced by publication (quantity, quality) and presentations is very strong. This unit is among the nation's leading academic centers of excellence in natural products (other centers include the University of Illinois at Chicago and the University of Mississippi). The OSU group during this decennial period has amassed a solid record of publications, presentations, and patents. The group has collectively published in leading, peer-reviewed journals. Using the four year 2003-2006 period, the publication record for Professors Mahmud, Proteau, Stevens, and Zabriskie were 19, 14, 13, and 13, respectively (Dr. McPhail joined OSU in Fall, 2006). If we add Professors Gerwick's publications to this time period the total number is 91 for this area of concentration.

Another measure of productivity is grant support. Currently, three faculty (Mahmud, Stevens, Zabriskie) serve as a PI on NIH R01 grants, and new Assistant Professor McPhail serves as a core leader on an International Cooperative Biodiversity Group U01 grant. Bolstering this support are additional funds from the American Heart Association (Proteau), Herman-Frasch Foundation (Mahmud), Medical Research Foundation of Oregon (Mahmud, Stevens), USDA/CREES (Stevens), and Smithsonian Institute (McPhail). An important source of research funds comes from the College

where a five year commitment has been given for the identification of new natural products (e.g., antibiotics) from a rare Indonesian collection. These funds have helped OSU's promotion of OTRADI at the State level. The current funding of the group is sufficient to maintain the level of scholarship at the status quo. It, however, does not allow for growth, and nor does it provide the necessary grant portfolio to withstand the uncertainties of today's funding climate. Analysis of data provided by the College show a faculty that is proactive in submitting grants and that grants are being submitted to both federal sources and foundations. This activity is the norm today given the shortage of research funds. It will be necessary for the faculty to maintain this level of grant submission in the immediate years ahead and to broaden their efforts to include joint submissions with OSU and OHSU faculty, and to look to possible synergies with industry. The College's goal to submit a graduate training grant proposal (or program project grant) cannot wait to 2011.

Yet another measure of faculty output is student training. The unit has consistently moved students along the graduate training process with the end product being quality trained students consistent with OSU's graduate training mission. For the period 2002-2006, all members of the unit matriculated graduate students through the program (Gerwick: Ph.D.: 6, M.S.: 1; Mahmud: M.S.: 1; Proteau: Ph.D.: 4, M.S.: 1; Zabriskie: Ph.D.: 1, M.S.: 1). Finally, during this decennial period five US patents were awarded to faculty.

The Medicinal Chemistry and Natural Products faculty have maintained a visible professional profile both in service and leadership. Recently, Professor Mahmud was honored with the Phi Kappa Phi Emerging Scholar Award.

Pharmacology Faculty Outcomes. The Pharmacology area of concentration consists of predominantly young faculty with only 1 full professor. The remaining faculty are represented by one recently-promoted associate professor and three assistant professors with two faculty in the area for 1 year or less at the time of the internal review. Consequently, metrics of faculty productivity for this area of concentration are not yet readily apparent. Nevertheless, given this caveat, current measures of productivity appear generally "on track". There were 24 publications from 2003-2006 attributable to work conducted by faculty while in their current positions (three faculty). These same faculty also graduated three Ph.D. students and two M.S. students during the same time interval. Currently, approximately one-third of the total graduate students in the program are being trained in this area of concentration. Also, funding for this group of faculty in 2006 included one PI on a NIH R01 grant and PIs or Co-PIs on grants from the NIH/NIEHS, NIH/NIHLB and American Heart Association. The faculty are acutely aware that successful applications for funding is key to the future success of this program area and considerable effort appears to be ongoing in this regard. The faculty are encouraged to maintain this effort as it is essential to maintaining the current area. Further, given the faculty's expressed objective of growing this area of concentration, greater success in generating funding will be crucial to this growth.

Pharmaceutics Faculty Outcomes. The pharmaceutics faculty is extraordinarily productive, given its very small size and the recent retirement of one of its principal senior research faculty (Dr. Ayres). Assistant Professor Cui has published a remarkable series of papers in recent years, his student has been awarded a prestigious graduate fellowship, and has moreover been commendably creative and proactive in obtaining research funding in what is a very competitive climate. The publication record of the remaining faculty is adequate to poor, though a fairly large teaching load shared over a very small number of instructors may have contributed to this record. Again, the need for additional research active faculty hire in this concentration is urgently required, and will help ensure that productivity in this section of the College does not decrease.

E. Level of Quality of Infrastructure; Viability of Scholarly Community with Which Students Can Interact

The infrastructure within the OSU community has the potential to augment the educational and research experiences of graduate students in the Department of Pharmaceutical Sciences. Potential collaborations that the College might explore include departments where natural synergies are or would likely be found: Department of Chemistry, Department of Biochemistry & Biophysics, the Veterinary College, Interdisciplinary Graduate Program in Molecular & Cellular Biology, and Department of Economics. The Department of Pharmaceutical Sciences currently has a cross-disciplinary focus and draws students and supports them on GRA appointments from several programs at OSU (e.g., Biochemistry & Biophysics, Molecular Cell Biology and Genetics). Building on these efforts to link with other programs at OSU could potentially enhance the educational opportunities for students and promote multidisciplinary research, translational projects and grant-writing. Enhancing student interaction with other scholarly units on campus will greatly benefit students who plan to seek careers in academia or industry.

Another potential area of collaboration lies within a number of joint activities between the College of Pharmacy and the Department of Public Health. At the heart of this collaboration are the courses offered by Public Health faculty in the areas of health management, health policy, epidemiology, and biostatistics. In addition to courses being available to pharmacy students, the faculty in the Department of Public Health stand willing and able to work with faculty in the College of Pharmacy on a variety of different projects including patient safety, clinical outcomes, evidence based practice, and quality improvement. The participation of the College of Pharmacy and Department of Public Health in the Institute for Healthcare Improvement's Health Professional Education Collaborative provides yet another opportunity to work with one another. The breadth and depth of collaboration might be further enhanced by jointly hiring faculty members who can work effectively in both settings.

F. Program Growth and Diversity

The program currently has 21 Ph.D. students and 14 tenure track faculty in the Department of Pharmaceutical Sciences. Faculty have increased by two over the last

ten years, but due to turnover, half of the faculty are at the assistant professor level; there are only two full professors. The Department is seeking an additional faculty member in the area of Pharmaceutics; the long-term goal is to increase the faculty to 23.

Student enrollment has varied between 23-35 students per year over the last 10 years. Current enrollment is currently relatively low; however student retention is exceptionally high. Also since the last review, the Department has increased GTA's dramatically from 2 to 7.5, that are supported by funds from the College. One of the strategic goals of the Department is to increase enrollment, which will require additional research funds to support students after their one year of GTA funding.

The Department has put considerable effort into recruiting students, both to identify successful students as well as to promote the diversity of the student body; in their case by increasing the share of domestic students. They have realized an increase from 15 to 42% since 1994.

The College of Pharmacy is currently expanding the number of faculty positions in the broad area of pharmacoeconomics/outcomes/ policy/epidemiology research and pharmacy administration. As described in the Self Study a number of research areas fit under this broad umbrella including evaluation of patient outcomes; economic evaluation of medications and other therapies; policy evaluation and the assessment of subsequent outcomes in patient populations; assessment of antibiotic resistance in the community setting; patient safety and medication reconciliation; and other areas. The review committee commends the College on this direction and in their interest in developing a formal graduate training program as a track in Pharmacy for several reasons. First, a demand exists in the state of Oregon for such a program and trained professionals that can provide guidance for optimal healthcare resource allocation to health care providers, policy makers and legislators. The proposed program will fill an important and needed niche in the state. Second, the program is in keeping with both the mission of the College and Oregon State University as a land grant university. Third, this broad umbrella for research interests affords the opportunity to build cutting-edge, cross-disciplinary research and educational possibilities for graduate students.

4. REAL OR PERCEIVED BARRIERS TO GREATER SUCCESS

The barrier mentioned most frequently during our visit was space. Short-term there is the issue of the Department being spread across campus. The medicinal chemistry and natural products faculty is spread across three locations on campus; relocating these at the Oak Creek facility would be an improvement, although not ideal. Longer term the issue of the split between the science and practice programs between OSU and OHSU is perceived as a barrier; the benefits of having the science part of the program united with practice near a medical center would be considerable, particularly for translational research. The lack of research orientation currently at the OHSU campus is seen as a barrier currently.

Another issue raised as a barrier is the low number of students, which is coupled with the issue of their funding. The College has been generous in funding GTA lines, but students eventually need to be pursuing research in a laboratory. The barrier at the moment is the lack of outside research funds. This is fairly acute due to the recent departure of well-funded senior faculty. Recruitment of senior faculty is perceived as too costly in terms of laboratory set-up, but might pay off in the longer run.

5. SUMMARY AND RECOMMENDATIONS

The Department of Pharmaceutical Sciences is a thoughtfully constructed program with national excellence in national products and developing excellence in genetic murine models for diseases. It has benefited from effective leadership from Dean Wayne Kradjan, Departmental Chair Gary Delander, and senior professors Mark Leid and Mark Zabriskie. The Committee commends the graduate faculty for their efforts and commitment to excellence.

The Department has continued to diversify over this decennial period to respond to new opportunities in contemporary pharmaceutical sciences. The faculty has undergone significant transition. Two senior, nationally recognized faculty members have left within the last few years, one (Ayres) to retirement and another (Gerwick) relocated to another institution. In its place several new assistant professors have been hired (Cui, Kioussi, McPhail). This change has opened new opportunities and placed stresses on the infrastructure of the Department. There are significant threats that risk further development. They include the amount and quality of research space, the impact of fragmented space on the integrity of the Medicinal Chemistry and Natural Product group (five faculty spread across three distal sites); the need to augment faculty expertise in pharmaceuticals with a particular emphasis in biopharmaceuticals, pharmacology, chemical biology useful for drug discovery, and translational research; the absence of a nearby research-intensive medical school that can stimulate and foster translational research; the reduction in national funding; and the vulnerability of junior faculty in today's funding climate. The Department has responded with a strategic plan that focuses on natural products where it already has national excellence, the use of unique genetic mouse models to explore diseases, and the development of biopharmaceuticals for vaccines and vaccine delivery.

The Committee makes the following recommendations to strengthen a strong unit within OSU's graduate program. We divide our recommendations on "short-term" goals attainable within 5 years, and "long-term" goals that can be met within the next ten years.

"Short-term" Objectives:

- (1) Hire a faculty member in pharmaceuticals in the area of biopharmaceuticals to build toward a critical mass in this area and to relieve a chronic shortage of faculty expertise in this area of concentration.
- (2) Add an additional faculty in pharmacology.

- (3) Add an additional faculty in chemical biology whose laboratory is housed within OTRADI's high through-put screening facility. The faculty member is expected to accelerate natural product lead identification and optimization and to catalyze the Department's translational studies with OHSU faculty.
- (4) Revitalize the College's presence in the areas of pharmacoeconomics, outcomes, policy, and epidemiology research and pharmacy administration to meet the health needs of the State and the increasing importance of these disciplines.
- (5) Add senior hires to increase leadership, mentorship, and external funding within the Department.
- (6) Strengthen ties to Chemistry and Microbiology to support program project or training grants consistent with the NIH roadmap and initiatives.
- (7) Unify the Medicinal Chemistry and Natural Product unit within one building that is equipped to conduct contemporary research in natural products and permit the development of the full potential of this interactive group (faculty and students).
- (8) Upgrade the infrastructure in the Pharmacy Building including the installation of emergency power and expansion of the animal quarters.
- (9) Initiate a weekly seminar program in the Department of Pharmaceutical Sciences that is a blend of outside (academic, pharmaceutical) and student speakers where students are required to give seminars on a recent, noteworthy publication.
- (10) Endorse rigorous safety procedures in all laboratories.
- (11) Establish a mechanism for the intermittent reviews of the graduate curriculum to insure that course requirements and class objectives are met and updated, and clarify classes recommended for the doctoral program.
- (12) Add a graduate pharmacology class to the graduate curriculum.
- (13) Increase TA lines from 7.5 to 10 over the next five-year period to accommodate the increased expansion of the graduate student body.
- (14) Increase the teaching/research graduate stipend and offer competitive fellowships to incoming graduate students.
- (15) Increase interaction with international students during recruitment and their graduate studies to assess and augment academic, language, and writing skills.
- (16) Develop a formal procedure to monitor graduate student progression and identify students in need of help.
- (17) Clarify expectations required for graduation (*i.e.*, publications) within the Department.
- (18) Expand outreach to alumnae from the graduate program, both in industry and academia. Seminars from alumnae would provide excellent opportunities for current students to learn first hand how to make the transition from graduate school to a professional career.
- (19) Consider contacting pharmaceutical companies with intern programs to see if non-pharmaceutics students (*i.e.*, medicinal chemistry and natural products, pharmacology) could spend 3-6 months in an industrial setting.
- (20) Facilitate greater translational research projects through shared lab meetings, additional contact between faculty and students at the Corvallis and Portland campuses, and in active recruitment of new faculty with interdisciplinary interests.

- (21) Maintain and upgrade the College's instrumentation to sustain and augment its contemporary research programs.

"Long-term" Objectives:

- (1) Move the College to the OHSU site thereby providing a one-stop program for the professional students and unifying the College's faculty. The move to Portland provides several incentives that will enhance the graduate program. First, it will place faculty within a leading biomedical complex and foster translational research. Second, it will unify the College's faculty permitting the two Departments to be housed in one central location. This change will permit the "cross-talk" necessary for studies that bring bench discoveries to the clinic. Third, it will permit OSU's Department of Pharmaceutics faculty to be in close proximity to OTRADI and other State health initiatives.
- (2) Expand the graduate faculty in all current areas of concentration and add expertise in drug target analysis, toxicology, and proteomics (system biology).
- (3) Increase graduate enrollments concomitant with increased external funding.

GRADUATE COUNCIL MEETING

**October 18, 2007
3:00pm, MU Boardroom**

Present: Professors Colwell, Fisk, Francis, Gitelman, Grosskopf, Harter, King, Kioussi, McLain, & Russ-Eft

Absent: Professor Wolpert, Mary Strickroth

Guests: Ryan Readdy, Angelicque White and their guests;
Aaron Wolf, Lynette de Silva, Roger Nielsen, Sherman Bloomer

Award Reception

An award reception was held in honor of Ryan Tucker Readdy, winner of the Hebert F. Frolander Outstanding Graduate Teaching Assistant Award, and Angelicque White, winner of the OSU Distinguished Dissertation Award and nominee for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Award competition.

Graduate Council Minutes for October 4, 2007

The minutes from the October 4, 2007 Graduate Council meeting were approved as amended.

OLD BUSINESS: Task Force on the Post Doctoral Experience

Tom McLain (Forestry) informed the Council that Barbara Bond and Theo Dreher were appointed to the President's Task Force on the Post Doctoral Experience as Graduate Council representatives. Both Drs. Bond and Dreher are former members of the Graduate Council.

T. McLain also announced that Alix Gitelman has returned to the Graduate Council this fall, representing the College of Science. Dreher had served in Gitelman's place while she was on sabbatical Spring 2007.

Follow up Review of the Computer Science Graduate Program

Standing in for Barbara Bond who was chair of the original review and of this follow-up review, Martin Fisk (Graduate School) presented the report of the Computer Science

Graduate Council Program Review follow-up. The original graduate program review took place in March, 2004. Both M. Fisk and Barbara Bond revisited the school on September 13, 2007. They met with the Director and Associate Director of the School of Electrical Engineering and Computer Science: Terri Fiez and Bella Bose. M. Fisk reported briefly on the progress the Computer Science program has made toward the eight major recommendations made in the original review report.

A. Gitelman asked for more information on the recruitment of OSU undergraduates to the Computer Science program. She asked if OSU undergraduates are recruited because they are the best applicants or because they are more likely to matriculate. M. Fisk could not offer an answer as that topic was not explored in detail during the meeting, however, other Council members suggested two possible justifications for recruiting OSU students: the competitive nature of Computer Science (CS) programs in general, and the high cost of a national recruitment effort. It was suggested that this practice is characteristic of a new program or a program experiencing a lot of competition. Rick Colwell (COAS) asked Council members if it is common practice within their respective units to recruit graduate students internally. All Council members present responded that it is not.

T. McLain asked for clarification on the new process of funding Teaching Assistantship (TA) appointments by research group. He also wondered whether TAs with specific skills are being placed in complimentary CS courses and if the unit's undergraduate instructional needs are being met with this new system in place. M. Fisk could not address those questions. M. Fisk and the Council did have additional conversation on the topic of the funding of CS students, including discussion on the department's move to a more timely TA appointment notification system, the move toward funding PhD students before Master's students, and the raising of Teaching Assistantship stipends.

Discussion was also held regarding the placement of CS graduates. As in the past, most graduates of the Program continue to find industry jobs. M. Fisk also reported that the department has lost faculty members to industry, however, the Program has raised the total number of faculty to 18 after having hired three new faculty members.

A motion was made and seconded to approve the Computer Science Follow-up Review Report. All voted in favor. Motion passed.

Policy for admitting students with 3-year foreign degrees

Graduate Schools in the United States are increasingly receptive to admitting at least some of the applicants with 3-year European degrees. Several universities say they accept such degrees. A minority will not accept applicants from European universities unless they complete four or more years of university education. Oregon State University has fallen into the middle ground of insisting on the equivalent of a four-year accredited U.S. university, but relying on various guides, plus information from OSU programs, to determine which applicants meet this equivalency standard.

T. McLain informed the Council that this topic has been on the Graduate Council agenda each year that he has been a member and he feels that it is important to learn how the European Union's movement to 3-year undergraduate degrees will affect OSU's graduate admissions policies. He said that the Council might want to express an opinion on how the Graduate Admissions Committee (GAC) should handle applications from students with 3-year degrees. He added that it is the Graduate Council's purview to advise the GAC and to modify admissions policies.

M. Fisk then provided the Council members with an overview of the EU decision – and information on how these applications are currently handled at OSU.

T. McLain suggested that we could encourage more applicants from Europe if the language in the OSU catalog is modified to indicate that 3-year degrees are considered on a case by case basis. Sally Francis (Graduate School) agreed that modifying the catalog language would be effective but it would represent a marketing change only. If the Council wants to effect a policy change, the members could decide, for example, that OSU will accept 3-year Bologna degrees only (3-year degrees from other countries would continue to be inadmissible). After additional discussion T. McLain summarized that Council members agreed to ask M. Fisk to perform additional research to learn the admissions policies of OSU's peer institutions and other select universities and to examine the language in their catalogs for the purpose of possible adoption/adaptation.

Category I Proposal for a Graduate Certificate in Water Conflict Management and Transformation

Professors Lynette de Silva and Aaron Wolf gave a short presentation describing the proposed graduate certificate program in Water Conflict Management and Transformation and offered the Council rationale for offering this program at OSU at the present time. Dean Sherman Bloomer offered his college's strong support of the new program. He indicated that there is great national demand for a program in water conflict management and that OSU is uniquely positioned to offer it.

T. McLain asked for clarification on program leadership and the admission process. L. de Silva answered that the graduate certificate would be housed in the Geosciences department and that she would oversee the running of the Program. A. Wolf responded that an admissions committee has not been established. S. Francis mentioned that graduate certificate programs are few and that she doubts that OSU units offering them have formal admissions committees, although she added that one might want to examine how the College of Forestry manages the Sustainable Natural Resources graduate certificate program. L. de Silva told the Council that the certificate program holds the same admissions requirements as the water resources graduate degree programs.

Additional discussion was held concerning:

- Minor vs. Certificate – both are transcript visible
- Percentage of Graduate standalone courses – certificates also held to the 50% rule
- Introduction to policy courses already over utilized by other management programs. Will this limit the number of certificate students?
- E-campus – the design of creative and effective e-courses and the resources resulting from those courses

The Graduate Council members agreed that it is necessary to return the CAT I proposal creating a Graduate Certificate in Water Conflict Management to Geosciences asking for clarification on the following two concerns:

- 1) How will the Graduate Certificate accommodate the 50% rule? Note that in the section of the Graduate Catalog on certificates it states: "Certificate students are subject to all general policies governing the courses for the master's degree." A graduate certificate needs to have at least 50% of its credits as stand alone graduate courses.
- 2) Conversation between Geosciences and the Grad Council led to the understanding that the CAT I proposal is creating both a graduate certificate and a graduate minor. If that is the intent, you will need to submit a CAT II proposal to establish the graduate minor. The option of a graduate minor is only automatic when there is an existing graduate major.

Meeting adjourned.

GRADUATE COUNCIL MEETING

**October 4, 2007
3:00pm, Kidder Hall 128**

Present: Professors Colwell, Dreher, Fisk, Francis, Grosskopf, Harter, King, Kioussi, McLain, Strickroth, & Wolpert

Absent: Professor Russ-Eft

Guests: none

Introduction of new Council Members

Tom McLain (Forestry) introduced himself as Chairman of the Graduate Council and welcomed the Council members to the meeting. He invited all Council members to introduce themselves. New members this year are Rick Colwell (Oceanic & Atmospheric Sciences), Nancy King (Business, F07), and Chrissa Kioussi (Pharmacy). Continuing members are Theo Dreher (Science), Shawna Grosskopf (Liberal Arts), Rod Harter (Health & Human Sciences), Darlene Russ-Eft (Education), and Tom Wolpert (Agricultural Sciences). Representatives from the colleges of Engineering and Veterinary Medicine have not yet been appointed.

Sally Francis (Graduate School) introduced Martin Fisk to the Council members. Dr. Fisk is the new Associate Dean of the Graduate School, replacing Bruce Rettig.

Dr. McLain asked the Council members for help in identifying a graduate student to serve as the student member of the Graduate Council. Students may apply to serve by completing the "Committee Membership Application" a downloadable form located on the Associated Students of Oregon State University (ASOSU) website:
<http://asosu.oregonstate.edu/>

Committee Assignments & Awards Ceremony

Dr. McLain distributed an informational handout presenting websites of interest to Council members and Category I and Category II review process flow charts. He discussed the "Graduate Council Standing Rules," reminding us that the Council is a Faculty Senate Committee and that as Chairman, he reports to the President of the Faculty Senate. He also instructed the Council members on how to access Graduate Council agendas, meeting documents, and meeting minutes.

For a very useful summary of the way the Graduate School is organized and the challenges they face, Dr. McLain suggested that the Council members read the self-

study document prepared by the Graduate School in preparation for its service unit review. Dr. McLain added that the document succinctly states how the Graduate Council fits in relationship to the Graduate School.

The list of committee and subcommittee assignments for 2007-08 was distributed. For the benefit of those who had no prior experience with the workings of the various committees, Dr. McLain described the duties of the various committees.

Sally Francis (Graduate School) emphasized that these are “proposed” assignments and if a Council member has a problem with an assignment, Tom McLain or Helene Serewis should be contacted by Thursday, October 11th.

Dean Francis said a few words to clarify the duties involved with the Western Association of Graduate Schools (WAGS) Thesis Award. Depending on field of study, Dean Francis will ask Council members for help in securing expert reviewers to read two of the six final WAGS award entries. Dr. McLain added that a Council member could volunteer to be one of the expert reviewers, but hopes that he/she would instead assist Dean Francis in finding an appropriate faculty member within his/her unit. Dr. McLain warned that Council members will have enough to do fulfilling their own duties to the Graduate Council and its committees.

Dean Francis also took a moment to encourage Council members to attend the Council meeting on October 18th when the Graduate School will host an award reception for the winners of the Frolander Outstanding Teaching Assistant Award and the OSU Distinguished Dissertation Award. The Graduate Council will meet in the MU Boardroom for this ceremony.

Graduate School Review

Dean Francis reported on the upcoming support unit review of the Graduate School and invited the Council members to participate in the site visit. The site visit will be held October 22-23, 2007. The Provost's new policy on support unit reviews, the Graduate School's self-study, and a tentative agenda can be found at:

http://oregonstate.edu/dept/grad_school/faculty/supportunitreview.html

Dean Francis encouraged the Council members to read the self-study and to in turn encourage people in their units to pay attention to the review and participate if possible.

When asked by Dr. McLain, Dean Francis updated the Council on the Provost's decision to move the graduate admissions function to the Graduate School from the Office of Admissions. The search for an Assistant Dean to implement and manage the new graduate admissions process is currently underway. Dean Francis hopes to have that position filled by January 2008. Although this is a huge undertaking for the Graduate School, Dean Francis is committed to making this work and improving the graduate admissions service for the benefit of all OSU units.

Task Force on the Postdoctoral Experience

Dean Francis reported that President Ray has asked John Cassady, Vice-President for Research, and herself to conduct a study of OSU's practices surrounding postdoctoral scholars. Serving as co-chairs, Dean Francis and Dr. Cassady are launching a task force to look at issues involved in the managing/monitoring of postdocs on campus, including examining employment issues such as salary and benefits and exploring ways of enhancing the OSU postdoctoral experience (mentoring and professional development). Dean Francis hopes to have a report completed by the end of the academic year.

Two members of the task force will be representatives from the Research Council and the Graduate Council. Dean Francis invited Council members, especially those members from colleges that have a large number of postdocs, to volunteer to participate in the work of this task force. Dr. McLain suggested that a previous member of the Graduate Council would also be qualified to serve on the task force. He asked current Council members to contact him by the end of the week if they are interested in serving. If there are no volunteers, Dr. McLain will work with Dean Francis to identify a former Council member to assist.

Other Business

Discussion on agenda items for the October 18th meeting was held.

If Council members find themselves unavailable to attend a scheduled meeting, Dr. McLain asked that he be notified as soon as possible, particularly if the agenda for the missed meeting includes an issue important to their college as other representation may need to be sought.

In closing, Dr. McLain stated that he looks forward to working with the Council this year and promised to be as steward-like of members' time and energies as he is able.

Meeting adjourned.

GRADUATE COUNCIL MEETING

June 7, 2007

3:00pm, Gilkey 109

Present: Blythe, Dreher, Filtz, Francis, Harter, Koenig, Rettig, Russ-Eft, Strickroth, Unsworth, & Wolpert

Absent: Grosskopf, Tadepalli, & McLain

Guests: Belinda Batten, Bill Warnes, Sherm Bloomer, & Steve Hobbs

1. Graduate Council Review of the Materials Science Graduate Program

Hal Koenig (Business) introduced the guests. Council members were joined by Belinda Batten, Head of the new School of Mechanical, Industrial, and Manufacturing Engineering, Bill Warnes, Director of the Materials Science Program, Sherm Bloomer, Dean of the College of Science, and Steve Hobbs, Executive Associate Dean of the College of Forestry.

Theresa Filtz (Pharmacy) presented a brief overview of the report of the Materials Science Graduate Council Program Review. The graduate review site visit took place on March 8, 2007. The full report is appended to these minutes.

The general impression of the review team was that the Materials Science Graduate Program is a good program. It is and has historically been very well supported by the Department of Mechanical Engineering, which provides the program with GTAs, office support staff, and the director's FTE.

Dr. Filtz added that Materials Science is well integrated into the Mechanical Engineering Department. She said that the challenge is that Materials Science has grown beyond the College of Engineering in terms of research interests. Faculty from the College of Science, The Oregon State Materials Institute (OSUMI) and the College of Forestry are interested in working with Materials Science students. Filtz said that the review team wonders how faculty across colleges can truly integrate into this growing program. She then discussed some of the specific recommendations that the review team hoped could help the program through this growth process.

Council and visitor discussion on the following topics ensued:

Curriculum: The faculty are moving forward on revising the Materials Science curriculum to be more useful for students and faculty working outside Mechanical Engineering.

Student Funding: Departments normally give GTAs to students in their own program(s). How can interdisciplinary students be protected from being treated as second-class citizens within their PI's department?

Administrative Structure: Should the program be moved to the Graduate School to allow for the broadest possible participation from all colleges? The program is now well funded by the School of Mechanical, Industrial, and Manufacturing Engineering. The Graduate School's interdisciplinary budget is static unless the Provost can be persuaded to allocate additional funds to boost it enough to accommodate another program.

FTE of Director: Currently, the Program Director receives one course release and 0.10 FTE. Rod Harter (College of Health and Human Sciences) said that the review team collectively agreed that the directorship should be appointed for at least 0.25 FTE.

Slash Courses and the Current Policy on Undergraduate Courses on Programs of Study: Interdisciplinary and multi-disciplinary programs require students who are advanced in one subject to obtain a basic understanding in one or more other subjects. When the Graduate Council approved the requirement that at least 50% of a program of study consist of graduate standalone credits, it never took final action on a proposal to allow a few credits of the remainder to be 4XX courses. Dean Bloomer argued that this is common practice at many respected peers and encouraged the Council to take this issue up again next year.

After the guests left the meeting and after additional discussion, a motion was made and seconded to approve the Materials Science Graduate Council Review Report with a three part addendum, that added:

- A recommendation that the directorship be increased to at least .25 FTE.
- Recognition that the decision whether or not to move the program to the Graduate School remains with the program faculty.
- A recommendation that alternative business models be explored.

All voted in favor. Motion passed.

Dr Koenig then informed the Council that the minutes of May 17, 2007 and today's meeting minutes will be distributed and approved by email vote.

2. Review of the Horticulture Graduate Program

The Council then continued their discussion of the Horticulture Graduate Council Review Report. At the May 17, 2007 meeting, the decision whether or not to approve the report was postponed until further information was obtained from Starr McMullen, the Review Panel Chair.

Dr. Koenig informed the Council that, in a telephone conversation with Dr. McMullen, she acknowledged frustration that the self-study was delivered late and that it appeared that the department gave most of the attention to completing the CSREES and undergraduate reviews. However, she believed that the graduate program was reasonably well-covered in the new self-study. She concluded that the graduate program review was adequate.

The Council discussed the Horticulture Department's failure to fully comply with the procedures outlined in the Graduate Council Program Review Guidelines. Because the preparation for the

site visit was unsatisfactory and the self-study report (when it was finally received) lacked many key components, Council members thought that Dean Dutson (College of Agricultural Sciences) should be made aware of the situation. Dr. Koenig suggested that in future, program review site visits should be canceled if the review materials are not provided to the review panel members by the set deadlines.

A motion was made and seconded to approve the Horticulture Graduate Council Review Report on condition that the department undergo another full review (with a full self-study) in three years.

All voted in favor. Motion passed.

Dr. Koenig and Dean Francis then thanked Dean Rettig and the Council members for their excellent service.

Dean Rettig reminded the Council that, although this is the final Council meeting of the academic year, Category II proposal reviews will continue over the summer. Council members may also be asked to serve on grievance committees over the summer. A new council membership will take over at the first meeting in October.

Meeting adjourned.

GRADUATE COUNCIL MEETING

May 17, 2007

3:00pm, Gilkey 109

Present: Blythe, Grosskopf, Filtz, Francis, Harter, Koenig, Rettig, Russ-Eft, Strickroth, Tadepalli, & Wolpert

Absent: Dreher, McLain, & Unsworth

Guests: John Selker, Starr McMullen, Anita Azarenko, Shawn Mehlenbacher, Larry Curtis, Goran Jovanovic, Brent Steel, Kay Schaffer, Paul Farber

1. Follow-up Review of the CSSA Graduate Program

John Selker (Bioengineering) presented a follow-up report of the College Student Services Administration (CSSA) Graduate Council Program Review. The original graduate program review took place April 19, 2004. Dr. Selker revisited the department on March 27, 2007. He reported that the program director, Rich Shintaku, provided an updated formal written response to all of the original review report's recommendations at the meeting. That response along with the full follow-up report is appended to these minutes.

Before giving a brief overview of these reports, Dr. Selker commented that he was pleased to meet Dr. Shintaku again and that he recalled that the retreat-based self-study distributed before the original review was the best he had seen as a reviewer. He also recalled that for such a small program, running on a shoestring, he was impressed by the large number of people from all over campus that had participated in the review.

Due to time constraints, Council discussion of the CSSA follow-up did not immediately follow Dr. Selker's departure but was held after the next four agenda items. At the time of discussion, Shawna Grosskopf (College of Liberal Arts) indicated, in response to Dr. Shintaku's written comment concerning the continued absence of a public policy course in the CSSA curriculum that Dr. Shintaku might not be aware that the OSU Masters of Public Policy Program has a large number of suitable course offerings that he could consider utilizing. Darlene Russ-Eft (School of Education) said that she would carry that recommendation to Dr. Shintaku.

A motion was made and seconded to approve the CSSA Follow-up Review Report. All voted in favor. Motion passed.

2. Minutes from Previous Meetings

A motion was made and seconded to approve the minutes of April 5, 2007. All voted in favor. Motion passed.

A motion was made and seconded to approve the minutes of May 3, 2007. All voted in favor. Motion passed.

3. Review of the Horticulture Graduate Program

Hal Koenig introduced the new guests. Council members were joined by Starr McMullen (Agricultural & Resource Economics), Anita Azarenko, Chair, Department of Horticulture, and Shawn Mehlenbacher, Graduate Program Coordinator, Department of Horticulture. Dr. McMullen, who served as the chair of the Graduate Council Review Panel, gave a brief overview of the Horticulture review report. Dr. McMullen told the Council that the original graduate program review was conducted over a year ago in conjunction with CSREES and undergraduate program reviews. Because the graduate review panel members did not receive comprehensive self-study materials prior to the site visit in April of 2006, they were unable to finalize their report until this quarter. After the presentation, Larry Curtis, Associate Dean of the College of Agricultural Sciences entered the meeting.

Dr. Azarenko presented the Council with copies of Dr. Mehlenbacher's document "Comments and Corrections" written in response to the review report. She said that these are general comments reviewed by several members of the Horticulture faculty and could be entered as part of the record. She then addressed several of the report's recommendations.

(1)

In response to the specific recommendation to schedule regular meetings of the graduate faculty, Dr. Azarenko informed the Council that most of the strategic planning for the department occurs during the summer because it is very difficult to pull everyone, including the 29 off-site extension faculty, together during the academic year. The plan this summer is to schedule a two-hour meeting of the graduate faculty prior to the meeting of the entire faculty. When asked to confirm the number of Horticulture graduate faculty, Dr. Azarenko answered a total of 41, including 12 courtesy faculty. She added that they will all be required to be physically present at the summer meeting.

Dr. Azarenko then explained why the department does not actively recruit new students. Because the department does not have any graduate teaching assistantships it must rely on soft money exclusively for the support of its students. Recruitment occurs by the faculty only when money, in the form of research assistantships, becomes available. Theresa Filtz (College of Pharmacy) asked Dr. Azarenko how then the department attracts students. Dr. Azarenko answered that the program's reputation is good and people do apply and some are invited to visit. She added that the Horticulture program has a sufficient applicant pool to fill the supported positions that are available.

Dr. Mehlenbacher added that another challenge to recruitment is the diversity of disciplines within the department. Good students are often turned down because their interest areas do not match the faculty's funded research projects. Dr. Mehlenbacher added that the department does not have a shortage of qualified applicants, it just has a shortage of dollars to support them. When Dr. Filtz asked why some of the top applicants did not select OSU, Dr. Azarenko answered that Horticulture's stipend amounts were uncompetitive until very recently. The stipends were raised this past August and are now very competitive.

(2)

In response to the specific recommendation to establish departmental procedures for regularly updating records and in response to the suggestion that a faculty committee be assigned to oversee the process, Dr. Azarenko explained that the graduate coordinator relies on two multi-member faculty committees – the admissions committee, which makes admissions and scholarship recommendations, and the program committee, which works on curricular issues, marketing materials, and the graduate handbook. This structure has long been in place but it had not been communicated well within the Horticulture self-study. In January, additional faculty members were added to these two committees. Additionally, in response to the Review Panel's concern that the department does not have sufficient record keeping procedures, an Office Specialist Level 2 has recently been assigned to maintain all graduate student records.

In response to the recommendations relating to the Horticulture curriculum, Dr. Azarenko updated the Council on the progress made by the Ad hoc College of Agricultural Sciences (CAS) Graduate Plant Sciences Curriculum Committee. That committee is examining the tremendous gaps in the plant sciences curriculum and exploring ways to improve the situation. The CAS is now monitoring departmental hiring of new faculty – insisting that those hired have the ability to help fill the critical educational gaps.

Dr. Filtz asked Dr. Azarenko for an update on the development of an interdisciplinary graduate program in plant sciences. Dr. Azarenko said that the faculty do not have the time to pursue it. The faculty are overworked, over-committed and they have spun their wheels over proposals, but since there is no money behind it, the pursuit has unfortunately stalled.

In regard to the other curricular recommendations, Dr. Azarenko explained her program's stance on common core courses (few and flexible for a reason) and she informed the Council that the program will add a course on teaching methods and grant writing to the lists of suggested courses for all three areas of emphasis. Dr. Russ-Eft recommended AHE 553 (a course in learning theory) to Dr. Azarenko who said that she would consider it. In addition, Dr. Azarenko and Dr. Mehlenbacher assured the Council that Horticulture graduate students are required to give at least one presentation a year, but most do more than that.

Shawna Grosskopf (College of Liberal Arts) asked Dr. Azarenko to address the statement in the Review Report that indicated that the self-study failed to present a clear picture of faculty productivity. Dr. Azarenko indicated that copies of Horticulture faculty CVs were included, but that the program did not summarize the data for the review team. Dr. Azarenko added that faculty productivity is high with over 3 million dollars in grants a year which is equal to or better than many of Horticulture's comparator programs.

Dr. Koenig then asked for additional questions from the Council. When there were none, Dr. Koenig asked the guests if they had any comments. Dr. Curtis responded that this was a thorough discussion but offered to answer questions if the Council had any.

Due to time constraints, Council discussion of the Horticulture report did not immediately follow the departure of the guests but was held after the next three agenda items. At the time of discussion, Council members were concerned over whether or not the review team had enough

hard data to evaluate the program to adequate depth. Because Dr. McMullen had already left the meeting, Council members discussed contacting Dr. McMullen to ask her this before making a decision on the report.

A motion was made and seconded to postpone a decision on the Horticulture review report until further discussion with Dr. McMullen. All voted in favor. Motion passed.

4. History of Science Review Report

Dr. Koenig introduced the new guests. Joining the meeting were Bob Duncan (Atmospheric and Oceanic Sciences), Paul Farber, Chair, History, and Kay Schaffer, Dean, College of Liberal Arts.

As a member of the graduate review panel, Dr. Duncan gave a brief overview of the History of Science review report. He began by complimenting Dr. Farber and the program. Dr. Duncan believes that the History of Science program is a strong and healthy program. Its faculty members have a strong reputation for scholarly activity and though graduate students are few, they are highly competitive. He warned, however, that the program is at a crossroads due to upcoming retirements. The first recommendation made by the review committee is to ensure a critical mass of faculty in order to maintain the viability and quality of the program. The program is encouraged to hire the very best people to carry on the traditions that have been so successful over the past many years. Dr. Duncan then briefly described the remaining recommendations and the reasons behind them.

Dr. Farber told the Council that it was a good report and that he agreed with just about all of the recommendations. He gave the Council an update on the search to replace Dr. Nye. An offer is out to an extraordinary person, who is internationally known, has written 8 books, and is a Guggenheim fellow. Dr. Farber is hoping that the search will be successful.

Dr. Farber agrees with the recommendations to increase student numbers and to increase the number of 500-level courses, but he added, that with the program's limited budget this would be nearly impossible. He informed the Council that History of Science faculty members are putting in for NSF and Mellon training grants, but that would be a temporary solution to the student funding problems.

Dr. Farber discussed the future creation of a graduate student lounge (hoping to find funding for this remodeling project) and his constant search for student office space. He also agreed to begin tracking student placements.

Kay Schaffer then offered her thanks to the review panel whose internal and external members she believed to be excellent. She informed the Council that the History of Science Program is a jewel and she would like to see more programs with cross-disciplinary emphases in the College of Liberal Arts.

Tom Wolpert (College of Agricultural Sciences) asked Dr. Farber to provide more information on the teaching assistantship situation. Dr. Farber explained that there are two teaching

assistantships to support upper division History of Science courses (one from Liberal Arts and one from Science) but College of Science students are usually awarded them. The History Department has no GTA budget; undergraduate courses are taught by regular faculty.

Theresa Filtz asked about the likelihood of replacing the retiring HOS faculty. Dr. Farber answered that there is no question that they will be able to replace the two endowed chairs. He said that he'd like Dr. Dahl's FTE in the department to be increased but Dr. Schaffer is waiting to see if the new budget will allow it.

Due to time constraints, Council discussion of the History of Science report did not immediately follow the departure of the guests but was held after the next agenda item. At the time of discussion, Council was concerned that, when Dr. Farber retires, the History Department and the College of Liberal Arts might not replace him with someone who specializes in the History of Science. Council members felt that this is crucial to the survival of the program.

A motion was made and seconded to approve the History of Science review report. All voted in favor. Motion passed.

5. Follow-up Review of the Adult Education Degree Program

Brent Steel (Political Science) presented a follow-up report of the Adult Education Graduate Council Program Review. The original graduate program review took place May 3, 2004. Dr. Steel and Goran Jovanovic (College of Engineering) revisited the department this spring. He reported that the program director, Rich Shintaku, provided an updated formal written response to all of the original review report's recommendations at the meeting. That response along with the full follow-up report is appended to these minutes.

Before giving an overview of these reports, Dr. Steel spoke briefly about the original review, which had been chaired by Elaine Pedersen of the Department of Design and Human Environment. It was an unusual review because the program is done away from the Corvallis campus. At the time of the review, the program was delivered primarily at Chemeketa Community College and is now delivered at excellent facilities at Clackamas Community College. The students to which the review team had access (about 7 or 8) were so enthusiastic for the program and its director that Dr. Steel said jokingly that he was a bit suspicious. Dr. Steel added that he had been involved in several reviews, so he greatly appreciated Dr. Shintaku for being professional, thorough, and very, very responsive to the review team's needs.

After giving the Council members an overview of his report, Dr. Steel remarked that there has been a lot of action taken on the original review panel's recommendations. In fact, most of the concerns have been addressed satisfactorily. During the follow-up review Dr. Jovanovic suggested the program consider allowing a thesis option for students interested in engaging in research. Dr. Shintaku liked the idea and thought that some of the students may well be interested in that. Another suggestion was to develop an international program. Dr. Russ-Eft informed the Council that the School has just hired a tenure-track faculty member whose

specialty is in international educational programs. He will be teaching in both the College Student Services Administration and the Adult Education programs

Sally Francis (Graduate School) asked about the status of the TESOL (Teaching English to Speakers of Other Languages) certificate program. In his write up, Dr. Shintaku mentioned that the College is working on its development, but Dr. Francis knows that the program has been approved. Dr. Russ-Eft responded that the issue is getting enough students interested in taking the program. At this time, the program is offered only every other year due to low enrollment. Bruce Rettig (Graduate School) said that the Department of Adult and Higher Education is reviewing the certificate program and is considering ways to deliver it better.

Dr. Jovanovic commented that he noticed greater energy and momentum within the program since the first review, probably due to the hiring of the two new tenure-track faculty. He is worried, however, about the viability of the program since it relies solely on e-campus revenue. Although this funding model makes him leery, he admits that the program appears to be succeeding. Dr. Francis said that the e-campus business model has been in place for five years and it will be evaluated after this year. Her impression is that the dean of the college must feel confident in continued funding since he made the two faculty hires.

Dr. Russ-Eft commented that this program speaks to students who are already employed, working in business and industry, who feel the need to acquire more skills or earn a master's. She added that through those business and industry contacts, the program has been able to provide some very interesting internship opportunities.

A motion was made and seconded to approve the Adult Education Follow-up Review Report. All voted in favor. Motion passed.

Meeting adjourned.

GRADUATE COUNCIL MEETING

May 3, 2007

3:00pm, Gilkey 109

Present: Blythe, Dreher, Francis, Harter, Koenig, Rettig, Russ-Eft, Tadepalli, and Unsworth

Absent: Filtz, Grosskopf, McLain, Strickroth, and Wolpert

Guests: Dan Edge, Stella Coakley, Ken Williamson, and Belinda Batten

1. Review of Graduate Programs in Fisheries and Wildlife

Darlene Russ-Eft (School of Education) explained that she would be presenting the report on behalf of Alix Gitelman who led the Graduate Council Review Team but is currently away on sabbatical. Russ-Eft then thanked Dan Edge for his leadership of the Fisheries and Wildlife self-study and for successfully pulling together a complex review (complete with trips, video conferencing, and the involvement of three review teams: CSREES, Curriculum Council, and Graduate Council). Russ-Eft said that it was a pleasure to be involved and that she was sure the entire review panel felt the same. To keep her presentation short, Russ-Eft referred the Council to the report, which is appended to this document.

Hal Koenig (College of Business) then asked Dr. Edge and Associate Dean Coakley for any comments.

Dan Edge (Fisheries and Wildlife) extended his thanks to the review team and thanked Russ-Eft for complimenting his leadership. He appreciated the effort the review panel members took in evaluating all the materials that were presented to them. He was glad to see that the review report contained good recommendations on how to improve what the department is doing and a sufficient amount of kudos for what the department is already doing very well. He added that he was thankful that many of the recommendations were in the vein of “continue doing what you are doing.” He assured the Council that the department is not planning on discontinuing any of those things.

Edge then addressed the panel’s recommendation to unite the department in a single modern facility. He said that this recommendation was also made after the last review in 1996, but he said that a new facility is not likely to appear any time soon. He did say that he has a committee looking at ways to combine lab services in the hope of freeing up some sorely needed lab space, but otherwise he is fresh out of ideas for improving the situation. He assured the Council that the department always attempts to assign new students office space in close proximity to their faculty advisors and it also tries to keep student office space in the same building as the laboratories in which students are working.

Edge told the Council that the final reports from the Curriculum Council and the CSREES team are expected very soon. Although the recommendations from those reports are likely be similar to those in the Graduate Council team’s report, he is waiting to judge them all together. The

department is currently undergoing a substantial undergraduate curriculum revision, which will feed into a parallel discussion at the graduate level.

Linda Blythe (Veterinary Medicine) asked Edge if this discussion involved the evaluation of the department's 400/500 "slash" course offerings. Edge answered that it did.

Stella Coakley (College of Agricultural Sciences) echoed Edge's thanks to the Graduate Council for its thorough review. She added that the department of Fisheries and Wildlife is important to the College but there is no pot of money available to fix the problems requiring funding. She said that although a new building is not on the OSU/OUS radar screen, making the current facility earthquake proof is. This observation was followed by discussion of the building's condition and the heavy cost of the retrofit. Coakley said that the retrofit would cost a lot, but less than half the cost of a new building.

There was additional discussion on the status of the CSREES and Curriculum Council review reports. Coakley said that the meeting with the Provost is already scheduled and she hopes that the other reports are available by then. She also said that she is surprised at the timeliness of these review follow-up meetings. Normally it takes much longer for the reports to be completed and the follow-up meetings scheduled.

When there were no further questions, Koenig thanked the guests as they departed.

The Council then had additional discussion over the department's "slash" and 50% rule issues, the challenges of recruiting minority/economically disadvantaged students, the consequences of research requirements for multiple field seasons on the time to degree for the MS, and the condition of Nash Hall and the future repairs that have been budgeted.

A motion was made and seconded to approve the Fisheries and Wildlife graduate review report. All voted in favor. Motion passed.

2. Category I proposal to create a school of Chemical, Biological, and Environmental Engineering

Category I proposal to create a School of Civil Construction Engineering

Ken Williamson (College of Engineering) gave the Council a brief overview of the CAT I proposals. He explained that the College of Engineering is moving to a different administrative structure involving the creation of schools. The first school was created two years ago – the School of Electrical Engineering and Computer Science. Williamson then talked about the reasons why the environmental engineering program should move from its old home in the Department of Civil Engineering to the new School of Chemical, Biological, and Environmental Engineering (a better "fit," better for the students and faculty, better collaborative research opportunities, etc.).

Theo Dreher (College of Science) told Williamson that he was under the impression that water research was still an important part of Civil Engineering. Williamson answered that a large part of the faculty in civil engineering are involved in ocean engineering and related structural

engineering issues. In fact there are only two faculty working in traditional water resources in the department. Williamson said that water resources engineering is not a growing area of civil engineering.

Dreher asked for more explanation in regard to the program in Biological and Ecological Engineering being replaced by a new program. Williamson answered that the College of Engineering is developing a new “biological” engineering program (the name of this program is currently being negotiated). It will be a multi-disciplinary graduate degree program (with many tracks) administered by the College of Engineering, similar to the current ocean engineering degree. Williamson said that he is currently redrafting the statement regarding that proposal before it goes before the Faculty Senate. Dreher asked if there was a response from John Bolte supporting this plan in the proposal. Williamson said there is no conflict with Dr. Bolte or with the Department of Chemical Engineering about this plan. There is a lot of discussion and negotiation. When the CAT I to create the school is approved, the next steps will be to develop Category I proposals for graduate degrees in environmental engineering, which is currently a specialization within civil engineering, and the new college wide biological engineering graduate degrees.

Sally Francis (Graduate School) spoke of the past Graduate Council graduate program review of the programs in the Department of Civil Engineering in which an external reviewer was opposed to moving environmental engineering out of the department. Williamson responded that that external reviewer is the chair of a civil engineering department (having a huge water research component) in a water-stressed state. OSU’s faculty are interested in biological remediation of exotic compounds which has little connection to civil engineering but close ties to work in chemical engineering. It makes sense to move these people to the new school. Williamson added that the National Science Foundation has a division in “Chemical, Biological, and Environmental Engineering,” which is another good reason to justify this organization.

Prasad Tadepalli (College of Engineering) asked Williamson if there is any collaboration between the environmental, biological and chemical engineers. Williamson answered that there is (nanotechnology applications and membrane work in kidney dialysis development). Williamson added that there is more collaboration between environmental and chemical engineers than there is between environmental and civil engineers.

Blythe noted that the proposed school has new administrative positions but no extra budget to support them. Williamson answered that the school head will be supported half time from state funds; the other half time will be supported through research funding. The head will also get a reduced teaching load and be expected to maintain their highly active research programs. The long-term goal would be for the school heads to hold an endowed chair.

Williamson then spoke about the Civil and Construction Engineering proposal, which is similar to the other CAT I proposal but has a slightly different flavor because the new school will be organized and administered through the endowed Kiewit Center for Infrastructure and Transportation. The head of the proposed new school would also be in charge of this center and would receive half of his/her salary from this endowment.

Belinda Batten was introduced as the Head of the Department of Mechanical Engineering (ME) and the interim Head of the Department of Industrial and Manufacturing Engineering (IME).

Michael Unsworth (Oceanic & Atmospheric Sciences) asked Batten to comment on IME's fear of losing departmental identity and their ability to attract high quality students to their programs. Batten answered that she was aware of this concern (of IME departments going away once they've been merged with another department). She has communicated to the faculty that if they want to preserve their identity they need to define what that identity is and then work on building up those strengths. Batten said that it seems that the faculty are learning that their fears were unfounded; many are beginning to see some benefits to the merger.

Dreher asked Batten how she will deal with strategic decisions, especially those involved in the hiring of faculty. Batten understands that this is a sensitive issue because IME is half the size of ME. When hiring faculty one should consider curricular needs, faculty and student ratios, and research areas contributing to the unit. It would be best to hire faculty who could bridge both programs and foster collaborations between them.

When Dreher expressed concern about the need to maintain balance between ME and IME, Batten informed the Council that the head of the school would appoint the two associate heads. One would come from each program although their duties would be functional: graduate/undergraduate. If further developments led to having one associate head instead of two, it would be very important to have the associate head from a different program than the head. But Batten added, that is not the way the departments are operating right now.

Before leaving the room, Williamson and Batten thanked the Council for its willingness to revise its agenda and listen to the CAT I proposals today.

In discussion, Council members felt that the CAT I proposals seemed to be a done deal and felt that the Council could make little impact at this point. It was also felt that the graduate students and the graduate programs involved would not be impacted by the creation of the schools as no concerns have yet arisen.

Bruce Rettig (Graduate School) informed the Council that the Curriculum Council approved these CAT I proposals contingent upon the Graduate Council approving them. Votes by the Council would determine whether these proposals would be on the May 10 Senate agenda.

A motion was made and seconded to approve the Category I proposal to create a School of Civil and Construction Engineering and the Category I proposal to create a School of Mechanical, Industrial and Manufacturing Engineering. All voted in favor. Motion passed.

Another motion was made and seconded to approve the Category I proposal to create a School of Chemical, Biological, and Environmental Engineering **on the condition that a supportive liaison letter is submitted from John Bolte of the Biological and Ecological Engineering Program.**

Meeting adjourned.

**GRADUATE COUNCIL PROGRAM REVIEW OF
GRADUATE PROGRAMS IN
THE DEPARTMENT OF FISHERIES AND WILDLIFE
January, 2007**

OVERALL CONCLUSION AND RECOMMENDATION:

The review teams (Graduate Council team, and Cooperative State Research, Extension and Education Service—CSREES—of the U.S. Department of Agriculture team) found the Department of Fisheries and Wildlife (hereafter, the Department) to be well functioning and very well respected within the University as well as regionally, nationally and internationally. The external reviewers concluded that the Department was among the top such Departments nationally in terms of quality, breadth and depth of research and faculty expertise. The diversity of expertise among the faculty enables them, and their graduate students, to address virtually any major issue pertaining to natural resources. Furthermore, the close links between the Department and many state and federal agencies afford graduate students access to both relevant problems and potential employers. The Department benefits from the strong leadership of the Department Head, which is acknowledged by faculty, staff and graduate students. Graduate students are well-qualified, extremely dedicated to their research programs and also very loyal to the Department.

The Department relies heavily on courtesy faculty (appointed from various state and federal agencies) for teaching and mentoring graduate students. There is some concern that retirements from these agencies, many of which may be left unfilled, will detrimentally impact the Department's teaching and mentoring, and put additional pressure on the tenure track faculty. We recommend that the program be continued with additional support for new faculty hires, unified, updated, and safe on-campus facilities and additional GTA positions.

SUMMARY OF SPECIFIC RECOMMENDATIONS.

These fall broadly into three categories: A. Research capabilities and faculty resources; B. Graduate education and issues for graduate students; C. Facilities and administration. These recommendations overlap heavily with those of the CSREES team that are pertinent to the Department's graduate programs. Each recommendation is referenced later in the document in an appropriate context.

A. Research Capabilities and Faculty Resources

1. With strong linkages to federal and state agency partners, and their importance in the graduate and research programs, the department should continue to foster multi-way communication, particularly concerning hiring of professional staff within federal and state agencies, who may eventually serve as courtesy faculty. The Department should

foster these relationships to improve the Department's standing in integrated research and outreach.

2. Faculty should have a long-term plan of action for dealing with the potential loss of expertise within the Department provided by courtesy faculty, both in terms of research potential as well as graduate course availability.
3. The faculty are encouraged to continue to build linkages with other departments within the College of Agricultural Sciences (CAS) outside of CAS, including Veterinary Medicine, Forestry, Business, and Science.
4. The Department should continue to seek positions to fill gaps in terrestrial wildlife and marine/freshwater invasive species extension. The Department might cooperate with other departments to fill the need for terrestrial invasive species extension.
5. The faculty should continue to aggressively recruit minority faculty to increase diversity.
6. The Department should continue its strong mentoring program for junior faculty.
7. The Department should develop a departmental governance document, or a procedural manual, including policies and procedures related to personnel matters and the policies governing courtesy and affiliated faculty.
8. The Department should consider establishment of a more organized mechanism for gaining stakeholder inputs to planning, and it should continue to foster direct interactions between stakeholders and students.

B. Graduate Education and Issues for Graduate Students

9. The Department should consider developing a comprehensive plan for recruitment of minority students. In particular, the current ad hoc admission screening has the potential to let qualified minority candidates slip through the cracks.
10. Efforts should be made to continue to develop processes to ensure communication and linkages among on-campus and off-campus graduate students and faculty. Significant progress has been made with actions including the formation of a Graduate Student Association. Some other possibilities include but are not limited to: (a) scheduling on-campus seminars and other similar activities such that they do not conflict with off-campus courses, and (b) providing a van for off-campus students (e.g., those at Hatfield) to travel to campus as a group
11. The Department must further evaluate 400/500 "slash" courses, and especially examine the consistency with which such courses are taught across the curriculum. It may be desirable to make some courses solely 400- or 500-level based on past

enrollment patterns, course material, and faculty desire to accommodate undergraduates and graduates.

12. Efforts should be made to increase teaching opportunities to graduate students, particularly through increasing the number of Teaching Assistantships. The department should continue to develop graduate teaching assistants for courses with large enrollments. For Ph.D. students who want teaching experience, the Department could consider offering course credit in return for teaching.
13. GTA's assigned to "slash" courses should not be responsible for grading the papers of their graduate student peers.
14. Faculty should continue to be forthright in representing the amount of time needed for students to complete their degree and the availability of support throughout that period. Faculty should be sensitive to and responsive to the perception that the time to complete a MS degree can be excessive.
15. Faculty should continue annual performance reviews of graduate students.
16. The Department should continue to ensure that graduate students are represented in departmental governance and operations.
17. The Department should continue to conduct surveys of recent graduates, as this provides valuable feedback.

C. Facilities and Administration

18. The Department is encouraged to develop a space utilization plan to unite the department in a single modern facility. The teams note that this recommendation was made during the prior review, which indicates some urgency in addressing this situation.
19. Given the importance of distance learning for the Hatfield Marine Science Center, it is critical that full technical support is provided.
20. The Department should evaluate staff needs as new funds are secured. IT support should be continued with the same level of responsiveness and quality

1. INTRODUCTION

The Graduate Council conducted a site review of graduate programs in the Department of Fisheries and Wildlife during the week of January 22, 2007. The review was concurrent with an outside review by the Cooperative State Research, Extension and Education Service (CSREES) of the U.S. Department of Agriculture and an internal review of the Department's undergraduate programs by the Curriculum Council. Most of the Graduate Program review activities occurred on Monday, January 22. One member of the external

CSREES review team, Donna Parrish, was designated to assist in the graduate program review, although in the end all members of the CSREES team contributed to this report, and they are all therefore listed and acknowledged below. The teams also benefited from the participation of Sally Francis, Dean of the Graduate School, Bruce Rettig, Associate Dean of the Graduate School, and the Curriculum Council review team, consisting of Carol Brown, Accounting; Susie Leslie, Acting Director of Academic Programs and Academic Assessment; and Rich Shintaku, Adult Education and Higher Education Leadership.

Internal Graduate Program Review Team:

- Alix Gitelman, Department of Statistics, chair of internal team
- David Bernell, Department of Political Science and Director of the Master of Arts in Interdisciplinary Studies Program
- Darlene Russ-Eft, Department of Adult Education & Higher Education Leadership

CSREES Team:

- Bruce Menzel, CSREES, chair of external team
- Jim Dobrowolski, CSREES
- Bruce Leopold, Mississippi State University
- Donna Parrish, U.S. Geological Survey, Vermont Cooperative Fish and Wildlife Research Unit, University of Vermont
- Ken Wilson, Colorado State University

The self-study report of the program, which was provided in advance, gave a detailed description of the department and its history, strengths of the faculty, research facilities, graduate program components, financial issues, assessment procedures, and proposals for future developments. The review teams appreciate the hard work that went into the preparation of the self-study, which greatly helped in informing the teams during the review process. Indeed, many of the recommendations herein overlap substantially with those provided by the CSREES team.

On January 22, the teams began by meeting with the Department Head (D. Edge) and College-level administrators. Following that, the teams heard a series of presentations from the Department Head, the Graduate Program Director (S.A. Heppell), and a representative from the Fisheries and Wildlife Graduate Student Association (B. Glenn). The next series of engagements were open-ended conversations with Graduate Faculty, the Graduate Committee, a group of graduate students, and the Oregon Cooperative Fish and Wildlife Research Unit faculty (B. Anthony, H. Li, D. Roby, and C. Schreck). The teams broke into three groups for late-afternoon tours of Nash Hall facilities, Weniger Hall facilities and the off-campus Fish Performance and Genetics Laboratory just east of Corvallis. The final formal meeting of the afternoon was a brief meeting with Department administrative staff. The review teams shared dinner with “clientele representatives” and courtesy/affiliate faculty. On Tuesday, January 23, the external review team toured Hatfield Marine Science Center (HMSC) and the Oregon Hatchery Research Center. A teleconferenced meeting brought the teams together Tuesday afternoon to learn about

educational components of HMSC. On Thursday, January 25, the external review team presented a draft of their report.

This review includes an analysis of the Graduate Programs in the Department, including evaluations of its mission, students, curriculum and organization. In addition, the review examines the level of productivity and quality of the students and faculty. A discussion of outcomes of the program, including the professional viability of the graduates, their satisfaction with their training, and the ranking of the program on a national scale is also included.

2. BACKGROUND

2.1 Department history

Much of the material for this section is taken from the Department's self-study document. The Department of Fish, Game and Fur Animal Management was established in 1935 at the same time as the Oregon Cooperative Wildlife Research Unit (hereafter, the Coop Unit). The name of the Department was changed to Fish and Game Management in 1936 and to its current name, Fisheries and Wildlife in 1964. Since its establishment, the Department has the largest or second-largest undergraduate program in the College of Agricultural Sciences, and one of the largest graduate programs in the University.

Federal cooperators are an integral part of the Department. The Coop Unit, which became a combined Fish and Wildlife Research Unit in 1971, has been a major component of the Department's research and graduate training for much of their mutual history. Since 1971, there have been four scientist positions in the Coop Unit almost continuously, and currently these four are responsible for supervising almost 25% of the Department's graduate students. A fisheries biologist from the Natural Resources Conservation Service and a fisheries scientist from NOAA Fisheries, Alaska Science Center are also housed in the Department. Courtesy faculty from Oregon Department of Fish and Wildlife (ODFW); U.S. Forest Service, Forest Research Laboratory; U.S. EPA; and USGS, Forest and Rangeland Ecosystem Science Center collaborate in Department research and teaching programs. In addition, the Department participates in several major collaborative research programs including the Hatfield Marine Science Center, the Long-Term Ecological Research Program, and the Fish Performance and Genetics Laboratory.

In all, the Department has 27 tenured or tenure-track faculty, with 17 housed in other administrative units (9 at HMSC, 3 at two other experiment stations, 5 at county extension offices). In addition, there are 43 faculty on non-recurring funds (these include 11 Senior Research appointments and 32 Post-doc, Research Associate and Research Assistant positions). Finally, the Department has 39 courtesy faculty (these include 4 in the Coop Unit, and others from such agencies as ODFW, USGS, USFS, EPA, NOAA Fisheries, ARS, and NRCS).

In the last 10 years the Department has lost nine members to retirement. Six of these positions were teaching and research positions, of which four have been replaced with 1

search pending. The other three retirements were of extension faculty, of which two have been refilled. In addition, one promotion to administration left a terrestrial wildlife specialist position unfilled. Three faculty joined the Department upon the closure of another CAS department; two tenure-track faculty failed to reach tenure; and there have been four new positions in the last two years. Taken in aggregate, these changes in faculty in the last 10 years have left some holes or little depth in some of the core programs of the Department. In addition, three pending retirements in the Coop Unit loom large for the Department as these faculty teach and mentor many graduate students each year.

The Department obtains funds from four sources: The Agricultural Experiment Station, University Education and General funds, Extension Service (including Sea Grant, Agricultural Program and RREA), and state and federal funds in support of grants and contracts. The first three sources account for just under \$2 million annually. Among CAS units, Fisheries and Wildlife ranks eighth in recurring base funds, but has the largest number of grants and contracts, and the largest graduate program. The grants and contracts account for between \$6 and \$6.6 million annually, mostly in federal grants. Typically, the Department ranks between second and fourth among University units in grant activity. The Department has developed several distance education offerings that bring fees directly back to it.

The Department offers programs leading to the M.S. in either Fisheries or Wildlife; the Ph.D. in either Fisheries or Wildlife; Masters of Arts in Interdisciplinary Studies; and the Masters of Agriculture-Aquaculture. These programs are greatly enriched by the intellectual and experiential diversity of the Department faculty, with students gaining valuable experiences working on timely, relevant projects that are of interest to State and Federal agencies.

2.2 Department mission (directly from the self-study document)

Faculty and students in the Department of Fisheries and Wildlife acquire, integrate and disseminate knowledge about fish and wildlife at all levels of biological organization. We focus on resource systems influenced by human activities. Our goal is to provide people with the knowledge needed to make wise decisions on issues of conservation, sustainable use, and ecosystems restoration. We accomplish this through a combination of undergraduate and graduate education, scholarly research, extension education, and public outreach.

3. THE GRADUATE PROGRAM

3.1 Graduate students

There are usually between 70-85 students in the Fisheries and Wildlife graduate program – with roughly two-thirds of the total currently pursuing a Masters degree and the remaining students pursuing a Ph.D. The graduate students are extremely dedicated and well qualified. Due to the strength and reputation of the Department, the program attracts

strong graduate applicants, such that the faculty are competing for some of the best students in the country, while also attracting excellent international students.

The graduate students appear to be selected not only based on their grades and GREs, but on their demonstrated capabilities, their fit within the larger research program of the faculty, and even their prior relationships and interactions with faculty members. The graduate students generally seemed to have strong working relationships with faculty, and there is clearly a feeling of mutual respect among graduate students and faculty.

Like the rest of the university, the Department of Fisheries and Wildlife is well attuned to the goal of building diversity. The department, including the graduate program, reflects some of the same weaknesses as all of OSU in recruiting a diverse student body. To address this, the program seeks to take advantage of university resources to hire new faculty that add diversity to the program. In addition, some faculty in the program have made a concerted effort to recruit graduate students from underserved and underrepresented minority groups.

Many of the graduate students that the teams met with became affiliated with the Department before their formal graduate study began. For example, several worked as field research assistants for faculty members. With these relationships already forged, these students had relatively easy access to the graduate programs, and faculty willing to support them. This informal access seems to create a selection bias among Department applicants—those who can afford to relocate to Corvallis (or some other field research area) may have considerably easier access to the graduate programs in the Department.

See recommendations 9 and 10.

3.2 Faculty

The faculty demonstrate a strong commitment to the graduate students. They are extremely qualified and diverse in their areas of expertise, and they are very team-oriented and loyal not only to their students, but also to the Department and the University. While there are a large number of courtesy faculty, and these faculty tend to work disproportionately with graduate students, especially in teaching graduate courses, the nature of these appointments do not seem to impact graduate education in any adverse way. Rather, there is a net benefit for the graduate program. The diversity of expertise, and the exposure that courtesy faculty provide to 1) funding sources, 2) institutions and individuals outside OSU and the academic community, 3) the aims and uses of applied research, and 4) the state and federal agencies where the graduate students may end up working, serve the graduate students quite well.

See recommendations 2 through 7.

3.3 Curriculum

There is a wide offering of graduate level courses, allowing students to learn in a variety of areas. There are, however, a relatively large number of slash courses, and few graduate stand alone courses, considering the large number of graduate students and the strength of the graduate program. In addition, the consistency of slash courses, with regard to rigor, workload, requirements for graduate student participation, and level of instruction seems to vary depending upon the course and the instructor. The department may be well-served by evaluating its slash courses, especially the consistency in how such courses are taught across the curriculum, e.g., some courses were considered too difficult by undergraduates while in other courses students felt that extra work for graduate students was contrived. It may be desirable to make some courses solely 400 or 500 level based on past enrollment patterns, course material, and faculty desire to accommodate undergraduates and graduates.

A related concern among graduate students is that because there are so many slash courses, the “50% Rule” sometimes comes into play when students are designing a program of study. The need to add additional graduate stand alone credit hours sometimes means that graduate students are not able to take courses they would like to, because they are slash courses.

Faculty and graduate students both expressed some concern with the Graduate School policy involving continuous enrollment. There was agreement that getting students through the program is beneficial, especially considering the length of time it takes to earn a degree. However, students and faculty provided examples of how the policy is a disservice to students who need to take a temporary break from their studies due to financial or personal reasons.

See recommendation 11.

3.4 Research

The research interests and pursuits of the faculty provide the graduate students with the opportunity to participate in a first-rate research program. The faculty are very diverse in their expertise, addressing a wide variety of issues in the field, and graduate students play an important role in that research agenda, developing their own research agenda and expertise.

The faculty have an outstanding rapport with state and federal agencies – this includes the Coop Unit – which opens up significant opportunities for graduate students to participate in multidisciplinary, team oriented research projects.

The graduate students are well mentored by the faculty in their research pursuits, and this has led to great productivity of scholarship. The graduate students have a strong record of publications, and significant participation in academic conferences.

Faculty and graduate students both acknowledge that because a long time is required in the field conducting research – this is true for students pursuing either a Masters or a

Ph.D. – students take a long time to earn a degree relative to other programs at OSU, but not necessarily relative to comparable programs elsewhere.

See recommendations 1 through 3 and 14.

3.5 Financial Support

It is a great strength of the program that graduate students are not accepted without financial support. All are provided research assistantships as they begin their studies, and such funding usually lasts 2-3 years. Even though funding from most of the grants supporting graduate students tends to run out before graduate degrees are completed, faculty consistently work with graduate students to secure additional funding through the completion of their degrees. Very few students end up without some financial support despite what may be a long time to degree completion. While there was some concern among graduate students and faculty about the need to secure additional funding to complete graduate studies, the graduate students understood that this was simply a part of how their field works.

By contrast, the program provides relatively little funding for teaching assistantships, allowing for very few opportunities to provide graduate students with teaching experience. There are typically 2-3 GTA positions for on campus courses per term, and an additional 4-5 for distance education courses per term. While many graduate students may not want to serve as TA's, there are graduate students that both want and need the experience, especially those pursuing a career in academics. The program should make more teaching opportunities available through teaching assistantships, so that students who so desire can have the opportunity to teach. Alternatively, the Department could consider offering course credit to Ph.D. students who want to gain teaching experience.

The review process found that there are cases where graduate students are serving as TA's in slash courses, and that part of their responsibility involves grading and evaluating graduate students enrolled in the course. Graduate students are not permitted to evaluate their peers in this way, and this practice should be discontinued.

See recommendations 12 and 13.

3.6 Administration, Facilities and Infrastructure

The Department is very well served by the current Department Head, Dr. Dan Edge. He has the respect and admiration of faculty, staff and students. In particular, he takes personal interest in all members of the Department. The review teams would like to acknowledge and commend Dr. Edge for his outstanding leadership.

The Fisheries and Wildlife program benefits from some excellent facilities, and these enhance the opportunities and work of not only the faculty but also the graduate students. The fish lab at the Agricultural Experiment Station is an outstanding facility for

conducting fish physiology experiments. In addition, the Hatfield Marine Science Center and the Oregon Hatchery Research Center are outstanding research facilities. The technology upgrades at Hatfield Marine Science Center and Nash Hall allow for additional distance learning capabilities.

The graduate students have access to sufficient resources and labs to carry out and complete their work, though they tend to be dispersed throughout Nash Hall and Weniger Hall, and in some cases, their assigned space leaves significant room for improvement. [One possible recommendation would be to house the graduate students in some common areas so that there would be more peer-to-peer interaction.] This is particularly the case concerning Weniger Hall. Serving as an annex for several departments, it is substandard in many cases including the fact that labs and equipment are very old and seem to lack regular maintenance; it is isolated with little faculty/student visitation; faculty and graduate research assistants sometimes have to modify their work to match the facilities; and it may not be, overall, a consistently safe environment.

The condition of some of these facilities provides a useful lesson. The Department of Fisheries and Wildlife and its graduate program receive a great deal of funding from outside sources to finance research. The connections the program has with federal and state natural resource agencies are impressive. Yet it is clear that simply because such funding sources exist, it does not necessarily mean that the facilities to conduct research will be well-funded. Though outside the scope of this report, the recognition of this circumstance should offer a cautionary note for larger efforts at the university to attract outside funding sources: additional funding from outside sources may not meet the expectations attached to it for providing financial relief, particularly for facilities and infrastructure. Unless there is a commitment by the university to support the facilities and infrastructure that make first-rate research possible, the quality of research coming out of OSU may slip.

See recommendations 18, 19 and 20.

3.7 Community and Participation

The extent to which the graduate students see themselves as part of a community or cohort is somewhat limited in the program.

One great strength of the program is that graduate students are included in activities involving departmental governance and operations. This includes representation in retreats, faculty meetings, curriculum development, graduate student recruitment, and even promotion and tenure decisions. The graduate students very much appreciate this participation; solicitation and consideration of their input results in a sense that their work is valued and that they are taken seriously.

Another important development has been the formation of a Graduate Student Association, which allows for communications and contact among students.

At the same time, because Fisheries and Wildlife is located in different buildings on campus, with graduate students in both Nash and Weniger Hall, and because faculty are located throughout the state, within the numerous facilities available to the Department, the students understand that they are somewhat isolated, both from the Department and from each other. As such, there is not a strong sense of community among graduate students. While students acknowledged this weakness in the program, they also acknowledged that this is often their choice, as they are busy with their research and their studies, and usually do not choose to make time for efforts aimed at building community. It may be that providing graduate students with contiguous or common office spaces will facilitate the development of a graduate student community.

In spite of this acknowledgement, the graduate program would be well-served by strong communication and linkages among on-campus and off-campus graduate students and faculty.

See recommendations 8, 10, 16, and 18.

3.8 Annual Reviews

The program conducts annual reviews of graduate students to monitor progress. This exercise is more enthusiastically supported by the graduate students than the faculty. Faculty generally expressed the idea that it represented an additional bureaucratic requirement that did not serve to “catch” struggling or failing students, as such students would be likely to be identified by their advisors at some earlier point. The students, however, perceived this as positive and not too onerous requirement, as it provides a mechanism for assessment of progress and self-evaluation.

See recommendation 15.

4. PRODUCTIVITY

4.1 Level and Quality of Student Performances:

According to the self-study document, the Department has awarded 154 degrees over the previous six years, of which 105 were M.S. degrees and 49 were Ph.D. Approximately two thirds of these degrees were awarded in Fisheries. In terms of scholarly output, in the years 2003-2005 Fisheries and Wildlife graduate students authored or co-authored 63 publications in the primary literature and 8 book chapter/other works. In the same time period the students made 67 presentations locally or regionally and 52 presentations at national or international conferences. These publication and presentation records were deemed to be very good by the external CSREES team members.

See recommendation 17.

4.2 Level and Quality of Faculty Performance:

Input for this section was taken from the CSREES team draft report. The faculty are extremely qualified and diverse in expertise, which enables them to address any major issue pertaining to natural resources. The faculty (including, especially the Coop Unit faculty) have an outstanding rapport with State and Federal agencies which facilitates multi-disciplinary, team-oriented research projects. As noted by the CSREES reviewers, the faculty are extremely productive in grantmanship, publishing in peer-reviewed journals, and garnering regional and national awards. There is a good balance between basic and applied research, and an atmosphere of integration between the types of research. The applied research conducted by the faculty is of critical importance to local, state and regional issues.

The recent growth of the marine program, combined with the historical strength of the salmonid program offers promise of national prominence in this area. The Department has also developed a very strong avian research group that exceeds most programs in size and depth, nationally. The research program does lack adequate faculty in mammalogy and big game ecology, and with pending retirements in the next two to four years, this problem will only be exacerbated. The faculty are very team-oriented and very loyal to the Department and the University.

See recommendations 1 through 4.

4.3 Quality of the Scholarly Community (including collaborative ventures).

By its very nature, the Department is intimately connected with many state and federal agencies which affords it rich and plentiful opportunities for research collaborations. In all, courtesy faculty are affiliated with eight different state or federal agencies. These connections not only allow graduate students to work on relevant research projects, but also allow them to gain exposure to working in state or federal agencies and to “rub elbows” with potential employers.

See recommendations 1 through 4, and 7 and 8.

5. OUTCOMES

5.1. Professional Viability of Graduates

Given the importance that faculty place on the professional viability of graduates, the Department has conducted surveys of graduates every three years. The most recent survey, completed in 2006, contacted 230 domestic undergraduate and graduate students who had graduated from the department between 2003 and 2005. Rigorous pre-survey and follow-up procedures were used, but there was no adjustment for non-response bias. Twenty-eight MS. and seven Ph.D. graduates returned the survey. Almost 90% of M.S. degree graduates and all Ph.D. graduates were employed. A majority of these were permanently employed (64% for M.S. and 57% for Ph.D.), and most were working in the natural resources professions (90% for M.S. and 70% for Ph.D.). Most graduates

obtained employment with a state or federal agency. These responses indicate a high level of professional viability for graduates (or at least those responding to the survey).

See recommendation 17.

5.2. Satisfaction Survey of Graduates

During the past three years, 44 Fisheries and Wildlife students have completed the OSU Graduate School Exit Survey; and their responses were compared to all responding OSU graduate students (n = 367). There appeared to be a high level of satisfaction with the program, particularly in encouragement from major professor to present or publish their work (96% versus 69%) and securing a job before graduating (78% versus 58%).

There were, however, some areas of concern. More Fisheries and Wildlife graduate students than the general population of OSU graduate students indicated that the program took longer than expected (44% versus 22%). Furthermore, this has continued as a concern from the last review. Another issue involved negative ratings in Department attitudes toward race (with 9% providing negative ratings). From a Department Survey of Current Graduate Students, with 30 respondents, facilities were of concern (e.g., office space, computers, and research equipment). Availability and rigor of graduate courses, particularly with regard to slash courses, was another concern. Information on Department and graduate school policies was also mentioned as a concern, with the recommendation that orientation sessions should be conducted each term. Availability and assignment of graduate teaching assistantships and teaching experiences in general were viewed as limited.

The Department appears to provide many positive outcomes for students, particularly with regard to presentations and publications and employment following graduation. The issue of the length of time for completion might be addressed at the time of application as well as within the context of the recommended orientation sessions. Issues regarding race should be addressed by making concerted efforts department-wide to entice increased numbers of minority students, as well as possible departmental discussions and action-planning. As described in the Facilities section of this report, the department needs to identify common spaces for graduate students in order to encourage greater camaraderie and collaboration among graduate students. Finally, the continued concern for teaching experience needs to be addressed, not only through Teaching Assistantships but also through course or program requirements.

See recommendations 9, 10, 12, 14, and 18.

5.3. Ranking of the Graduate Program

The Department provided a comparison of OSU Fisheries and Wildlife with 29 National Association of University Fish and Wildlife Program institutions. The data presented the number of advanced degree students and graduates during the last semester or quarter of 2004. From that comparison, OSU appears to be one of the largest programs and appears

to be successful in graduating its M.S. and Ph.D. students. The external CSREES team concurred that the Department is among the top of its kind nationally. The one area of concern involves the enrollments and graduation rates among minority students, particularly in terms of Fisheries M.S. and Ph.D. students.

See recommendation 9.

GRADUATE COUNCIL MEETING

**April 5, 2007
3:00pm, Gilkey 109**

Present: Dreher, Grosskopf, Francis, Koenig, Rettig, Russ-Eft, Strickroth, Wolpert

Absent: Blythe, Filtz, Harter, McLain, Unsworth

Guests: Prasad Tadepalli

Hal Koenig (College of Business) introduced new Graduate Council member Theo Dreher (College of Science) who will be replacing Alix Gitelman while she is away on sabbatical.

1. Minutes from Previous Meeting

A motion was made and seconded to approve the minutes of March 1, 2007. All voted in favor. Motion passed.

2. Wood Science & Engineering Follow-up Review Report

Hal Koenig (College of Business) presented a follow-up report of the Wood Science and Engineering (WS&E) Graduate Council Program Review. The original graduate program review took place March 8, 2004. Koenig and Peter Bottomley (Microbiology) revisited the department in November 2006. Koenig reported that the department head, Tom McLain, provided a two-page response in advance of the meeting. That response is appended at the end of the following review report:

Wood Science & Engineering Follow Up Review March 2007

Department Head McLain of Wood Science & Engineering (WS&E) prepared the two page response (attached) in advance of a meeting with Hal Koenig and Peter Bottomley, members of the 2004 Graduate Review Committee. A meeting was held in November of 2006 to discuss the department's response to the committee's suggestions.

Addressing the recommendation in order:

- Add a faculty member in the composites area

The composites area is integral to the WS&E department and at the time of the Graduate Council review, the composites faculty member had recently left the department. We are very glad to see that the department was able to hire two faculty members.

- Even out graduate student committee workload for faculty

While recognizing differing strengths and proclivities of faculty members the Graduate Council team was concerned about some faculty members serving as the major professor for

four or more graduate students at the same time. We are satisfied that with the Department Head's oversight through exit interviews and student success in their graduate programs.

- Giving doctoral students the opportunity to teach.

The departmental response to this concern is understandable given the absence of TA funding, and the lack of courses that require TA assignments (see Department Head's response). It would be useful for the department to make enquiries into other national programs in their discipline, to determine if "teaching experience for graduate students" is a common occurrence, and if so, how it is accomplished.

- Students stating they would start over with a different major or different university in exit interviews conducted between 2000 and 2003.

We appreciate your interest in this area. Regarding foreign students interpreting the survey incorrectly, you might have it back-translated by two foreign students who speak the same language. In this process, one student translates it into his/her native language and the other student translates it back into English. If the translated version does not match the original English version changes in the wording must be made.

- Difficulty of graduate students with a WS&E undergraduate degree to find classes that are not simply "slash" versions of their undergraduate classes

We are pleased to see additional graduate classes being offered.

- Wireless access in Richardson Hall

At the time of the report, wireless access was just beginning to spread across campus. We are glad to see that it is available for students and they can access their ONID accounts and the internet. Access issues with regard to security are understandable.

- Student fees and the cost of insurance

We understand the department's situation regarding funding students.

In addition to a discussion of the department's response to Graduate Review Committee recommendations a few other topics were also discussed.

Diversity was an issue that had been discussed during the Review and in regard to the graduate student population there have been changes in the intervening three years.

Professor McLain noted that the graduate student population in the department has become more diverse. Chinese students are going to programs in China and the University of British Columbia more often than programs in the United States. This is a result of huge investments in programs in China, Scandinavian countries and Canada as compared to much smaller investments in domestic programs. The current student population includes more students from Europe and South America.

The WS&E faculty was ethnically diverse at the time of the review but was challenged by gender diversity. Gender diversity is still problematic, but Professor McLain reported that they have a female research associate that is a great role model for women graduate students.

The research associate has been hired to teach one course but her research is currently supported by soft money.

The loss of civil engineering faculty who were interested and willing to collaborate with WS&E faculty came up in our discussion. Professor McLain indicated that when this was coupled with the departure of a key senior WS&E faculty member, the number of joint projects and graduate students pursuing dual majors was significantly reduced. A newly hired endowed faculty member in biomaterials science offers new opportunities with materials science and mechanical engineering faculty. In particular, Professor McLain was optimistic that new graduate courses and collaborations will develop in this area.

McLain, 11/1/06

**Comments on Actions related to
2004 WS&E Grad Council Review Recommendations**

Recommendations:

- An effort was underway to hire a faculty member in composites – we do not need to tell the Department about the importance of this area in WS&E, but we encourage them to make this appointment a reality.

New Assistant professor (Muszynski) was hired in Fall 04. Through gift from JELD-WEN Foundation we were able to hire a senior-level endowed chair faculty member in the composites area as well.

- Even out graduate student committee workload for faculty; some faculty are advising as many as 4-5 graduate students and others as few as one graduate student. The underlying issue is the time that the major professor can spend with each student.

That's pretty much the way the world is going to work. Some faculty prefer, and have capacity, to manage many students and others don't. I monitor mentoring success through an exit interview and other observations and haven't spotted a recurring problem. Since all of our students are grant funded there will be a natural variation in the number mentored by each faculty.

- While having “real” faculty member in front of a class is great, doctoral students should be given teaching opportunities – determine how this can best happen.

This is a perennial problem for which we have no good answer. We do not have TA positions in WSE so teaching opportunities are limited to lectures and oversight of a few undergraduate labs. Nevertheless, I find that most of our PhD students are finding opportunities to develop some level of teaching skill. We are very aware of this issue and help our students as much as possible find opportunities.

- In an exit survey of students who graduated between 2000 and 2003, only six of thirteen stated that they would start over with the “same major,” and only seven of thirteen said they would start over at the “same university.” This needs to be investigated.

This was very much of a surprise and we can't explain it. I have adjusted the questions I ask in my exit interview to try to tease out any discontent, but that has not revealed any systematic problems. We are very sensitive to this issue now, but need more contemporary data. Our survey expert wonders if the question may lead foreign students to a different answer than domestic students.

- It is hard for graduate students with a WS&E undergraduate degree to find “new” course work (i.e. courses that were not required as part of their undergraduate program of study). How can the department maintain rigor at both the undergraduate and graduate level?

I think that we have solved this problem with the proposed or realized addition of new advanced graduate courses in Polymer Composites, Frontiers in Bio-based Materials Science, Wood Quality and Advanced Topics in Wood Composites.

- If a plan is not in the works for wireless access to computer networks in Richardson Hall, work with the College to make this happen.

Students now have public wireless access in Peavy and Richardson that enables them to connect to their ONID accounts and the internet. However, they cannot access the part of the Forestry network that is behind a firewall without paying a fee. Given our budget restraints, the nature of security and service center agreements, I suspect that won't change anytime soon. Students do have free access to all of the Forestry network through readily available hardwired machines.

- Students expressed concerns about student fees and the cost of insurance – how can the Department help with these issues?

We can't. But we pay most students a stipend and now the GA Salary Supplement.

After Koenig's presentation, there was some discussion about the surprising results of the 2000-2003 exit surveys. Council members suggested that the small sample size, language comprehension of non-native speakers of English, and the high rate of civil engineering students opting for a dual major with Wood Science & Engineering may have all contributed to the unexpected response. However, there was no suggested explanation why seven out of thirteen students responded that they would not start over at “the same university.” Koenig told the Council that Tom McLain continues to monitor this issue with exit interviews.

A motion was made and seconded to approve the WS&E Follow-up Review Report. All voted in favor. Motion passed.

3. Human Development and Family Studies Follow-up Review Report

Prasad Tadepalli (EECS) presented a follow-up report of the Human Development and Family Studies (HDFS) Graduate Council Program Review. The original graduate program review took place May 21, 2004. Tadepalli and Belinda Batten (Mechanical Engineering) revisited the department winter term 2007. Tadepalli reported that in a meeting with the department head, Carolyn Aldwin, and the graduate advisor Alexis Walker, he and Dr. Batten gathered information about the current status of the graduate program including a written response from the Department head that is added to the report as an appendix. The complete HDFS follow-up report is appended to these minutes.

After giving the Council Members a brief overview of his report, Tadepalli remarked that the original review panel's recommendations were taken very seriously by the department and he stated that he was very impressed at the progress made.

A Council member asked for clarification on HDFS' recent faculty recruitment. It was asked if the four new faculty members hired were all full professors. Tadepalli answered that all were hired to senior positions (admitting that the department is a bit top-heavy), but after additional conversation with the Council he confirmed that both Mark Lusk and Marc Braverman were originally hired to administrative positions in International Programs and Extension respectively.

A motion was made and seconded to approve the HDFS Follow-up Review Report. All voted in favor. Motion passed.

New Business

Sally Francis (Graduate School) announced that the Graduate School has announced a call for nominations for the Excellence in Graduate Mentoring Award and asked Council Members to volunteer to fill an unexpected vacancy on the award committee. When no one volunteered, Francis indicated that she would also ask the Council members not present at the meeting or allow the current members of the award committee to proceed without a representative from the Graduate Council.

Consideration of GK12 Proposals

Bruce Rettig (Graduate School) informed the Council that on April 20, the Research Office will forward GK12 proposals to the Graduate Council for review. Mary Strickroth (Graduate School) gave a brief description of the GK12 program and its goal to improve science education. The program provides graduate students from science programs stipends to work in rural public schools assisting teachers. Since NSF only allows one proposal to be submitted per university, the Graduate Council would be deciding which would go forward. Rettig commented that it is unlikely that there would be many proposals to consider. Discussion of the proposals (if more than more is submitted to the Research Office) will be held on May 3.

Meeting adjourned.

Three-year review of the Human Development and Family Studies

The Human Development and Family Studies (HDFS) program was reviewed 3 years ago by the graduate school. Prasad Tadepalli (EECS) and Belinda King (ME), who were two of the original members of this review committee conducted the follow-up review on February 22, 2007 and wrote this report. We met with the department head Carolyn Aldwyn and the graduate advisor Alexis Walker for about an hour and half.

HDFS was a very strong program even at the time of the original review. The HDFS department was chaired by an interim head, Karen Hooker, at that time. Carolyn Aldwyn was hired later that year as the head of the department. The original review was mostly positive about the graduate program, the department and its leadership. Quoting from the review,

“Most of the faculty members are active in research, publishing, and getting grants. Some of them are fellows in their respective professional societies and have won numerous awards. They serve on editorial boards of several journals and review for journals and conferences. The students are quite satisfied with the research training and education they are receiving and are full of praise for their professors. They especially appreciate the warmth and concern the faculty members appear to show in their interactions with the students.”

Nevertheless, the review committee made several recommendations, which are taken very seriously by the department. The actions taken by the department in response to these suggestions are documented in a detailed report from the department head, which is attached as an appendix to this report. In summary, we are very positively impressed by the enthusiasm with which our recommendations are embraced and implemented by the department. We summarize the main points below, leaving the details to the appendix.

Curriculum

One weakness in the curriculum identified by the external evaluator, Teresa Cooney, is the lack of courses in observational methods. In response, the department introduced two qualitative methods courses with particular emphasis on observational methods. Moreover these two courses were made mandatory to all graduate students. They also added new courses in development theory and methods which are supported by the new faculty. They are planning to offer at least 3 elective courses per year to support the research work of the faculty and students.

Faculty Recruitment and Research

The department added 4 full professors since the last review: Scott Hofer, Rick Setterston and Mark Lusk hold regular faculty positions and Marc Braverman is an Associate Dean of HHS with faculty home in HDFS. They also hired a Research Associate professor, Andrea Picciman. They are hoping to fill the Knudsen Endowed chair position in the near future and hire 2-3 assistant professors in the next few years. They were able to increase the diversity in gender and sexual orientation and are trying to increase the racial diversity.

Since the original report, two new signature research centers have been established in which the HDFS faculty play the primary roles: Center for Healthy Aging Research which emphasizes health and behavior issues of the elderly and Sustainable Rural Communities Initiative, which focuses on the well-being of rural communities in Oregon. These centers are supporting a lot of collaborative research with departments such as Public Health, Resource and Agricultural Economics, Forestry, and Sociology.

Child Development Center is a remarkable facility but was not being used much for development research at the time of the original review. There are now several projects, two headed by Joanne Sorte and two by Megan McClelland, that study various aspects such as childhood obesity and emergence of learning-related skills in children.

The faculty was encouraged to pursue more federal research funding in the original report. Several of the faculty have participated in a workshop sponsored by the dean on grant writing. There have been several proposals submitted. Some of the faculty obtained funding from NICHD, USDA-NRI and the Department of Education.

Three new faculty brought in 4 funded projects with them. The department has been very successful in getting internal funding from the college and the university.

Student Recruitment and Support

HDFS has a unique approach to recruiting students in that they exclusively admit Ph.D. students and focus on personal contacts of the faculty and potential match to their research interests. They are also ahead of the curve on web-based advertising. They invite the admitted domestic students to an on-campus visit and a large fraction of them decide to enroll in their program.

Their approach to recruiting through personal contacts and on-campus visits seems to be working well. They were able to attract more Ph.D. applicants than before and increase the racial and gender diversity of the student body. The recruits included 2 McNail scholars and 4 men.

Since the previous review, the department has made significant strides in increasing the support for students to attend conferences. They make awards of \$500 each to students on a competitive basis to attend conferences to present papers and posters. They awarded 11 such scholarships in the last year.

They improved the communication with graduate students by holding open question-answer sessions with the graduate program co-directors every quarter. They initiated a spring celebration of graduate student achievements where the faculty provide lunch and express appreciation of student successes. This seems to have been well-received.

Computing Infrastructure

The department used several technology resource fee grants to significantly improve the computing infrastructure. Milam hall was converted to wireless and a large server and several laptops were purchased so that any class room in Milam can be turned into a computer lab. A variety of software licenses enable the students to access any analytical software they need. With the help of the research office and the Center for Healthy Aging Research, they established a "LIFElab," which is a center for data collection located in Bates Hall. Currently it has a large server and 19 computers that gather in-house and lab-data and process surveys.

In summary, the HDFS department made great strides in all aspects in the past 3 years and seems poised to the next level of advance. Their dedication to their mission, strong focus, and effort are highly commendable and they are worthy of all the support they can get from the college and the university administration.

HDFS Response to Graduate Council Follow Up February 2007

The Human Development & Family Studies Graduate Program was evaluated in 2004. The committee was quite positive, but made 13 recommendations for improvements. The following is an account of our response to those suggestions in the last two years. Recommendations are indicated in bold.

1. Establish at least one course on observational methods.

We now offer annually two qualitative methods courses, both of which devote significant attention to observational methods. Further, the first of the two is now required for all graduate students. In addition, more of our graduate students who seek additional observational methods are referred to appropriate courses in anthropology (ethnographic methods) and in sociology (qualitative sociology).

2. Conduct more research in the Child Development Center.

There are new research projects being conducted at the CDC (see Appendix A). Two are headed by Dr. Megan McClelland and involve seven graduate students, as well as two undergraduates who received URAP awards. Two are headed by Joanne Sorte, Director of the CDC, and involve both graduate and undergraduate researchers. An additional master's thesis project from the Design & Human Environment department is currently awaiting IRB approval.

3. Consider special topics courses in the signature areas of research.

With the addition of new faculty, we have added the proposed new courses in development, theory, and methods. We are also planning to offer at least three electives classes a year.

4. Consider making comprehensive examinations a more productive process for students.

We have continued to study this issue, including conducting an additional survey of comprehensive exams in other HDFS units across the country. We have not found a common approach nor have we settled on a solution. We continue to believe that interdisciplinary programs such as ours provide a useful exercise by requiring students to integrate material they have learned in coursework taught by faculty from various disciplines. Conversations currently are focusing on ways to make the qualifying exams equitable across students (e.g., developing common theory and methods questions for each cohort). Because our graduate faculty has changed quite a bit over the past several years, we think further discussion of this issue is appropriate at this time.

5. Improve the quality, quantity, and diversity of graduate student applicants.

We are convinced that improving the pool of applicants is best accomplished through personal contacts. Toward that end, we have recently developed an invitation for faculty to send electronically to respected colleagues, telling them about our program and encouraging them to send us their best undergraduate students.

We also are learning that print material is not a particularly effective way to reach a young audience. The Graduate Committee intends to focus its efforts during spring quarter on revisions

to our web materials. In addition to make the website more informative and more user friendly, we plan to include a podcast or two about our program.

Our application numbers are growing; we received 19 complete applications for our January 15th deadline and we have a second deadline on April 1st. Our efforts to increase the diversity of applicants seem to be working as well. For example, we received applications from and admitted two McNair scholars this month. We also had applications from five people of color of whom two (three?) have been admitted. The Graduate Council's report also noted a small number of male applicants. This year, of the 19 applications we received by January 15th, three (16%) were from men, two of whom were admitted. In fact, 25% of those admitted were men. Currently, 4 (13%) of our 31 graduates students are men.

Next month, we will have our 3rd annual recruitment weekend in which applicants living in the U.S. who received a positive decision are invited to come to campus to meet with faculty, graduate students, and each other; attend classes; and explore the campus and Corvallis. The Department pays the travel and lodging expenses for these visits. So far, the vast majority of people who attend have decided to enroll in our Program.

Last year and in the current year as well, we have promised the best applicants in our pool a graduate assistant position of at least .30 FTE. This higher FTE seems to be leading to more decisions to enroll at Oregon State.

6. Set aside some funds to support graduate student travel to attend conferences.

We have set aside funding to support \$500 awards for graduate travel to conferences from three sources: the Petersen Endowed Chair, the Knudsen Endowed Chair, and departmental funds. We have developed an application process for these funds (see <http://www.hhs.oregonstate.edu/hdfs/graduate/funding.html>). This program has been very popular, and we have had to tighten eligibility. The most important criterion is participation in the program, either by presenting a paper or poster or by engaging in society governance at some level. In 2005-2006, we awarded 11 students scholarships for a total of \$5,500 (see Appendix B). So far this year, we have awarded 10 fellowships for a total of \$5,000, but denied two.

7. Reconsider the exclusive emphasis on Ph.D. bound students.

Graduate faculty members have considered this issue at length and our position is unchanged. Given limited resources and the very large number of undergraduates we serve, we do not feel that it is in our best interests to emphasize the terminal M.S. degree, which would require us to provide graduate-level training in research to individuals who will not be practicing researchers. Instead, we seek to improve our recruitment of top Ph.D. students.

8. Improve the communication with the current and new graduate students.

Last year, the chair hosted an open office period for graduate students to ask questions. This year, each quarter, we are holding an open session each quarter for all graduate students with the graduate program's co-directors at which any question may be raised. Beginning in the fall and for the first time, we paired in-coming students with a current graduate student co-advisor. Although some of these pairings have been more successful than others, the successful ones have far exceeded our expectations. We will continue this practice in coming years. Our research apprenticeship/observation program is rotating students through various research projects and

labs in the department, providing opportunities for students to work with different faculty and to get to know other graduate students. We have instituted a spring celebration of our graduate students as well. Faculty provide lunch and celebrate students' milestones and accomplishments. Finally, on their own, students have initiated a weekly social hour.

9. Develop ways of obtaining more federal grants that enable the faculty to do research publishable in top quality journals.

Several of our faculty have participated in the grant writing program sponsored by the dean, which resulted in a number of submissions. So far, an R03 from NICHD has been funded to Dr. MacTavish; Dr. Richards received funding from USDA-NRI; and Dr. Rosenkoetter is collaborating on several studies funded by the Department of Education, and several other proposals are pending. Drs. Acock and Vuchinich have been collaborating with Dr. Flay in Public Health as co-investigators on federal submissions, and Dr. Vuchinich has recently submitted his own grant proposal. Dr. McClelland is resubmitting her proposal, and has also sought funding with research colleagues in Taiwan from their government.

We have three new faculty, Profs. Rick Settersten and Scott Hofer, and Research Associate Professor Andrea Piccinin, who have brought a total of four new grants or subcontracts with them, three from NIH and one from the MacArthur Foundation. Drs. Settersten, Hofer, Piccinin, Aldwin and Levenson have been participating in a P01 submission from UC Berkeley, and Drs. Hofer, Piccinin, Aldwin, Hooker, & Levenson are collaborating on another P01 submission for this June, with Dr. Hofer as PI.

Faculty have been very successful in garnering pilot funding from either the college or the Center for Health Aging Research (CHAR), which has supported graduate students and publications. Four grants have been funded by HHS: One to Dr. Hooker, one to Dr. McClelland, another to Drs. Levenson and Aldwin, and a fourth to Drs. MacTavish and Richards. Several faculty have also received pilot funding from CHAR, including Dr. Walker and Drs. Hofer and Aldwin.

Thus, the faculty have been very active in seeking funds for their own research and to support graduate students. This is resulting in an increasing publication rate among the faculty.

10. Continue the efforts to develop signature research centers and seek collaborators outside the department and college.

Since the original submission of our graduate review, two centers have been funded in which HDFS faculty participate. The Center for Healthy Aging Research has provided an excellent avenue for collaborative research. Dr. Walker has a grant funded with Drs. Becky Donatelle and Melinda Manore in Public Health on health behavior habit interventions in middle-aged women. Drs. Hooker and Aldwin are consultants on a grant funded to Carmen Steggel and Atiya Mahmood on acceptability of technologies which would help older adults age in place. Drs. Hofer and Aldwin recently received a grant working with Dr. Tory Hagen and psychosocial stress and cellular stress.

Drs. Kate MacTavish, Sally Bowman, Sharon Rosenkoetter, and Leslie Richards have been very active in the Sustainable Rural Communities Initiative, as has new Extension Demographer Lena Etuk. All of these faculty are engaged in rural Oregon. Dr. MacTavish has been examining the issues of mobile home park residence and child and family wellbeing, and is also working with

Dr. Richards on a project looking at community factors that shape physical activity among rural low-income Latino youth. Dr. Richards is just completing the second wave of the multi-state Rural Families Speak study examining the wellbeing of low-income rural mothers in the post-welfare era. Dr. Bowman has a large project funded through the Ford Family Foundation focused on the evaluation of parent education and family support services in rural Oregon. Dr. Rosenkoetter, through a training grant has facilitated the preparation of special education practitioners for work on rural schools. All such work is supported through the collaboration with other rural scholars engaged in the SRCI, such as Dr. Bruce Weber in Resource and Agricultural Economics, as well as faculty in Sociology and Forestry such as Drs. Rebecca Warner and John Bliss, respectively. The SRCI faculty have recently received permission from NSF to pursue an Integrative Graduate Education and Research Traineeship in Rural Studies training grant which would provide significant support for doctoral students.

11. Try and get at least 2 more faculty slots, not counting this year's hiring.

We have been increasing our number of faculty since the last review. As mentioned earlier, we hired two new full professors, Drs. Scott Hofer and Rick Settersten, and one new Research Associate Professor, Dr. Andrea Piccinin. In addition, we have two senior faculty who initially came to OSU in administrative posts. Dr. Marc Braverman is Associate Dean for Extension in HHS whose home department is HDFS. He teaches a graduate course in evaluation methodology every other year. Dr. Mark Lusk came to OSU as Director of International Programs, and has recently stepped down to take a full-time post in our department as a full professor. He will serve as point person for the Human Services option in the HDFS major, and is currently teaching a graduate class in Program Development. We are still pursuing candidates for the Knudsen Endowed Chair in Family Research and Policy. We hope to hire two-three additional assistant professors in the next few years, but it is unclear whether the financial situation of OSU will permit this.

12. Improve the computational infrastructure.

In the past two years, we have substantially upgraded the computer infrastructure for HDFS. Through a series of Technology Resource Fee (TRF) grants we developed a virtual computer lab. One grant funded the conversion of Milam Hall to a wireless facility, and another allowed the purchase of a large server (called "umbrella") and a whole series of software and licenses for both quantitative and qualitative analysis. Thus, students can access any analytical software they need as long as they have an onid account. An additional grant funded 25 laptops and a laptop cart for transporting the laptop to classrooms. As Milam is wireless, this allows any classroom in Milam to be a virtual computer lab. HDFS is funding a GTA to help other students with accessing umbrella. This system has been used to great benefit in our quantitative methods classes by Drs. Acock and Vuchinich, and Dr. Richards is currently piloting the system in the new graduate qualitative methods class. Further, other faculty have started using the system in other classes, such as our undergraduate WIC class.

This year we received substantial funding from the Research Office (RERF funds) and the Center for Health Aging Research to develop the LIFElab, a facility for data collection. The LIFElab, located in Bates Hall, consists of 19 computers, 8 of which will be used for data collection (cognitive and survey data) in the lab, one of which is connected to a scanner for processing surveys, and ten of which will be used for in-home data collection. In addition, we

also purchased a large server to support data collection, including web-based surveys. The LIFElab is nearing completion, but will require some soundproofing to be completely viable.

13. Upgrade the library collection to research level.

We continue to support the idea of upgrading the library collection, although resources required seem prohibitive in this regard. Our experience is that access to digital collections, either from campus or through interlibrary loan, has made the collection less of a problem than was true in the past. It would be terrific, though, if the library was able to arrange for immediate access to materials rather than the 6-month delay common for some key periodicals in our field.

Appendix A: Research Projects at the Child Development Center

McClelland, M. M. *The emergence of learning-related skills*. College of Health and Human Sciences, Oregon State University, (\$14,019). Funded May 1, 2004 – June 30, 2005.

McClelland, M. M. *The kindergarten readiness study*. Oregon State University Research Office, (\$10,000). Funded June 1, 2005 – September 30, 2006.

Carrie Farris (MA student)

Sarah Feeney (MA student)

Michaela Sektnan (MA Student)

Devora Shamah (PhD student)

Shannon Wanless (PhD Student)

Amy Murray (MA Student - is doing thesis on data from project)

Shauna Tominey (PhD student)

Sorte, Joanne.

Health in Action, a program approach to reducing obesity in young children (\$64,844), Northwest Health Foundation grant, 2005-2006. Undergraduate research opportunities (time studies of child activity levels, data review of child 24 hour food recall nutrition assessment, calculation of Body Mass Index for preschoolers); graduate student involvement in program development discussions, no direct implementation involvement or thesis; Director's publication of project design and results in *Young Children*, National Association for the Education of Young Children, presentations for State Superintendent Conference, Oregon Dietetics conference, etc.

Oregon Head Start Prekindergarten Program (\$1,070,728 and etc.) Oregon Department of Education, 2005-2007 (and etc.). Undergraduate and graduate grant management & implementation experience and data mgt; Sako Tsutsuminaka thesis (teacher perceptions); graduate participation Shauna Tominey (potential research at CDC), Cris Dogaru (informed thesis and dissertation), Katherine Lloyd (informed study), Carrie Farris (informed research)

Deb Upington (grad student) and Marilyn Read (DHE). Children's preference for environments study, Research for Master's thesis. IRB pending; project dates March - May 2007.

APPENDIX B

\$500 Travel Allotments For Graduate Students

2005-2006

Name	Date of Travel	Where To	Event	Account
Devora Shamah	Aug. 8-12, 2005	Tampa, FL	Rural Sociological Society	Department
Erica Srinivasan	Nov. 18-22, 2005	Orlando, FL	Gerontological Society of America	Knudson
Yu Jin Jeong	Nov. 14-20, 2005	Phoenix, AZ	NCFR	Department
Bethany Chamberlain	Nov. 16-19, 2005	Phoenix, AZ	NCFR	Petersen
Cris Dogaru	March 4-7, 2006	Lexington, KY	National Early Childhood Transition Center Research Team Meeting	Department
Shannon Wanless	April 27-30, 2006	Louisville, KY	Conference on Human Development	Department
Cris Mouzong	March 23-26, 2006	San Francisco, CA	Conference for Society of Research on Adolescence	Department
Michaela Sektnan	April 27-30, 2006	Louisville, KY	Conference on Human Development	Department
Amy Murray	April 27-30, 2006	Louisville KY	Conference on Human Development	Department
Doris Cancel-Tirado	April 27-30, 2006	Palm Springs, CA	Western Psychological Association Conference	Department
Amanda Taylor	April 27-30, 2006	Palm Springs, CA	Western Psychological Association Conference	Department

**\$500 TRAVEL ALLOTMENTS
FOR GRADUATE STUDENTS
2006-2007**

Name	Date of Travel	Where To	Event	Account
Devora Shamah	Aug 10-14, 2006	Louisville KY	Rural Sociological Society	Dept
Michelle Cox	Nov 16-20, 2006	Dallas TX	Gerontological Society of America	Dept
Shannon Wanless		Taiwan		Dept
Verna Ourada	Nov 8-11, 2006	Minneapolis MN	National Council on Family Relations	Petersen
Shauna Tominey	Nov 8-11, 2006	Atlanta GA	NAEYC	Dept
Doris Cancel-Tirado	Nov 1-4, 2006	San Diego, CA	National Organization of Human Services Conference	Dept
Liz Levaro	Nov 16-20, 2006	Dallas TX	Gerontological Society of America	Denied
Patricia Meierdiercks	Nov 8-11, 2006	Minneapolis MN	National Council on Family Relations	Denied
Yu-Jin Jeong	Nov 8-11, 2006	Minneapolis MN	National Council on Family Relations	Knudson
Sarah Feeney	Nov 8-11, 2006	Minneapolis MN	National Council on Family Relations	Knudson
SoYoung Lee	Nov 15-20, 2006	Dallas TX	Gerontological Society of America	Petersen
Kathleen Lloyd		San Francisco CA	Centenary Celebration & Conference	Dept

GRADUATE COUNCIL MEETING

March 1, 2007

3:00pm, Gilkey 109

Present: Koenig (chair), Filtz, Francis, Gitelman, Grosskopf, McLain, Rettig, and Wolpert

Absent: Blythe, Harter, Russ-Eft, Strickroth, and Unsworth

Guests: Jose Reyes, David Hamby, and Ron Adams

1. Minutes for February 1, 2007 and February 15, 2007

A motion was made and seconded to approve the minutes of February 1, 2007. All voted in favor. Motion passed.

A motion was made and seconded to approve the minutes of February 15, 2007. All voted in favor. Motion passed.

Theresa Filtz (Pharmacy) asked to be updated on the status of the IGERT proposals that were ranked at the last meeting. Hal Koenig (Business) informed the Council that the Office of Research received the Council's list of the top four proposals (and the one alternate) with their thanks. Koenig added that he had a telephone conversation with one of the writers of the proposal that had been ranked sixth, because that person wanted feedback on how to improve the proposal for next year. Koenig told that person that the proposals selected to move forward were further along in thinking and development.

2. Category I Proposal for Statewide Graduate MS and PhD Degrees in Medical Physics (revised)

Jose Reyes (Nuclear Engineering & Radiation Health Physics) began by updating the Council on news and actions since the January 18, 2007 Graduate Council meeting, when the first version of this proposal was reviewed. He also re-addressed some of Council members' previous concerns.

Reyes assured the Council that Oregon Health and Sciences University (OHSU) and OSU definitely want the Oregon Medical Physics Program (OMP) to be truly a joint program. Reyes directed the Council's attention to new language on page one of the proposal that emphasizes this desire. Reyes added that a jointly operated advisory board with common admittance and graduation criteria would oversee admittance to the OMP Program.

Reyes informed the committee that the College of Engineering is committed to the OMP Program and the search for a new faculty member and deputy director of the OMP Program has commenced.

Reyes informed the committee that he met with OSU's Provost who agreed that the OMP Program should have a common tuition. The two Provosts (ours and OHSU's) have not yet

decided on the amount. It could be as high as the medical school's tuition, or somewhere in between OSU's and OHSU's.

Reyes, David Hamby (Nuclear Engineering & Radiation Health Physics), and the Council members discussed the OMP curriculum and the "live" classrooms already operational at OSU's NE/RHP facility and at OHSU. It is possible that OSU's Radiation Health Physics students may also benefit from this new programming. Reyes hopes that many of the courses will be broadcasted via the Internet connection, lightening the load of some NE/RHP faculty members.

Bruce Rettig (Graduate School) then gave the Council and its visitors a brief description of joint campus registration. He advised Reyes to learn more about this process and whether it might be available. Joint campus registration involving OSU and OHSU is currently limited to the MPH program.

Reyes informed the Council that the OMP proposal has already passed through the OHSU Graduate Council and will be brought before the OHSU Faculty Senate on April 15th.

Tom McLain (Forestry) asked Reyes where the OMP students would live. Reyes answered that it depends on the individual student's sub-specialty. If the student is studying medical physics, it would make sense for him/her to live in Corvallis, but if the student is studying therapeutic physics he/she would probably want to be located near Portland.

Sally Francis (Graduate School) asked Reyes if OHSU had a library review comparable to ours. Reyes responded that OHSU's medical library is more extensive than OSU's. Francis noted that the OSU review evaluated our collection at marginally adequate for the first two sub-specialties. Reyes responded that most of the crucial journals are available electronically.

Filtz cautioned Reyes to press the issue of OSU students being granted access to the OHSU libraries. She warned that this is not a simple issue and institutional licensing agreements at OHSU might forbid or severely limit access to OSU students.

Alix Gitelman (Science) asked two questions on behalf of Michael Unsworth (Oceanic and Atmospheric Sciences) who was not present at the meeting. Unsworth wanted to know why the journal "Physics in Medicine and Biology" was not listed among the other important journals in the library review. Reyes and Hamby took note, but did not comment. Unsworth suggested that the OMP program be very clear to prospective students regarding course prerequisites and other preparation needed for admission. Reyes responded that the advisory board plans to provide joint graduate student handbooks for each subspecialty with a section detailing that type of advice.

Rettig asked Reyes about the addition of a Masters of Medical Physics program in the CAT I proposal. Reyes responded that this addition was mandated by OHSU's Graduate Council. The faculty at OHSU believes an MMP would speed students into the clinical setting. The faculty at OHSU is very concerned by Oregon's shortage of clinicians. Additionally it is believed that having an MMP degree will help with gaining accreditation. Hamby informed the Council that

he does not particularly like the MMP because he feels that the field of Medical Physics is more of a research field. Additional discussion on this topic and others ensued, including:

- ❑ The OMP advisory board's charge to examine course content in both OSU and OHSU courses.
- ❑ The OMP advisory board's charge to consider promotion and tenure cases.
- ❑ The need for an external OMP advisory board for accreditation purposes.
- ❑ MDs serving on graduate committees and serving as major professors – OSU's Graduate Faculty policy will allow it.

Ron Adams (College of Engineering) then commented that the College has been looking toward a strong partnership with OHSU for a long time and he is very happy to find the complimentary strengths at OSU and OHSU driving this proposal forward. Adam's best hope is that OSU faculty will soon be able to compete for NIH funding.

The guests left the meeting.

After some general comments the Council members considered how to address the omission of the MMP program on the CAT I's title page.

A motion was made and seconded to approve the CAT I proposal with instructions to the unit to list the MMP program along with the MS and PhD degrees in the Proposal's Title heading.

Meeting adjourned.

GRADUATE COUNCIL MEETING

February 15, 2007

3:00pm, Gilkey 109

Present: Koenig (chair), Blythe, Filtz, Francis, Gitelman, Harter, McLain, Rettig, Russ-Eft, Strickroth, Unsworth, & Wolpert

Absent: Grosskopf

1. Minutes of January 18, 2007

A motion was made and seconded to approve the minutes of January 18, 2007 as amended. All voted in favor. Motion passed.

2. Review of IGERT Letters of Intent

To: Debbie Delmore, OSU Research Office

The Grad Council met yesterday and discussed the seven letters of intent (LOIs) that were sent to the Grad School. The Council members were impressed by all the proposals but four clearly stood out from the others. Those LOIs include Multi-Dimensional Imaging, Genome Biology, Systems at Interfaces and Advancing Community Sustainability.

In the table below I have listed these LOIs and also an “alternate” - the LOI from Professor Jennifer Field. The list of four includes the Multi-Dimensional Imaging proposal that was selected by the Grad Council last year and they submitted a full proposal to NSF in the fall. That group is supposed to hear whether they have received funding this month or next and they wanted a chance to rewrite/resubmit their proposal if they were not funded in this round. If they receive funding, we did not want one of OSU’s four spots to be vacant so we gave the alternate spot to the proposal from Professor Field. One note about Professor Field’s proposal, the discussion in yesterday’s meeting recognized that this was the ***only*** proposal that had just one PI listed and no additional faculty from other departments. This did “stand out” among the set of seven LOIs so you might pass this along to Professor Field.

One other note from our discussion, one of the other proposals indicated that assessment would be figured out by the April deadline – in essence they submitted an incomplete LOI. It would seem logical that each LOI would work to address ***all*** parts of the Guidelines from the Research Office, but at least one group acknowledged, but did not address, a section.

Thank you for your help in the process. Please pass along our congratulations to all teams for their work on the proposals and thinking about how they can help graduate students transcend the boundaries of their “home” discipline to solve complex problems. Our best wishes to the four that made the cut to do well in the NSF review process.

Hal Koenig for the Graduate Council

Fundamentals and Applications of Multi-Dimensional Imaging	PI: Adel Faridani , Co-Pis: Steven Reese, Michael Bailey, Jamie Kruzic, Brian Bay, and others
Genome Biology Training Program	PI: Todd Mockler , Co-PIs: James Carrington, Steve Giovannoni, Weng-Keen Wong, Annie Qu
Systems at Interfaces: Dynamic Processes in Multiphase Subsurface Ecosystems	PI: David Myrold , Co-Pis: Peter Bottomley, Rick Colwell, Radu Popa, PSU , Lew Semprini
Advancing Community Sustainability in Rural Areas: Integrative Graduate Education and Research Traineeship in Rural Studies	PI: Bruce Weber , Co-PIs: John Bliss, Katherine MacTavish, Nancy Rosenberger, Hannah Gosnell
Linking Chemical Processes in the Environment with Biological Outcomes	Jennifer Field

Meeting adjourned.

GRADUATE COUNCIL MEETING

February 1, 2007

3:00pm, Gilkey 109

Present: Koenig (chair), Blythe, Filtz, Francis, Gitelman, Harter, McLain, Rettig, Strickroth, Unsworth

Absent: Grosskopf, Russ-Eft, Wolpert

Hal Koenig (College of Business) began the meeting with a few words about future Graduate Council agendas. He then reminded the Council that the President of the Council of Graduate Schools (CGS) will be visiting OSU on March 15th. The March 15 Graduate Council meeting will be canceled so that Council members will be free to visit with Dr. Stewart and to attend her presentation “Graduate Education and the US Competitiveness Agenda” which will be held at 2:00 PM in the MU Journey Room.

1. Course Proposals for Econ 570 and Econ 571

Koenig explained that all members of the Graduate Council are reviewing the Econ 570 & Econ 571 course proposals. Koenig reminded Council members that these courses were included in the letter written by Provost Sabah Randhawa in which the Provost denied the economics and applied economics CAT I proposals and assigned Bruce Rettig as Interim Director of the current graduate economics degree program (what was the UGFE). However, because the courses have not gone through the Faculty Senate review process beyond being included in one of the Category I proposals, the review by the Graduate Council and the Curriculum Council is required.

Theresa Filtz (Pharmacy), who has never served on the CAT II subcommittee, asked to know what the Graduate Council’s role is in examining these proposals.

Bruce Rettig (Graduate School) explained that even though the Curriculum Council rigorously scrutinizes all CAT II proposals to assure that they meet certain criteria, all CAT II proposals for graduate courses also require the approval of the Graduate Council’s CAT II subcommittee. Council members in that committee review the proposals and are encouraged to make productive comments, ask for clarification if needed, or make suggestions for improvements.

The main reason why it was felt necessary for the proposals for Econ 570 & 571 to come before the Graduate Council prior to going before the Curriculum Council, Rettig stated, is that faculty disagreement over the macroeconomics courses contributed to the UGFE’s fall. Faculty in the Department of Economics believe that the graduate courses in macroeconomics should more closely resemble sequences at peer universities. Faculty in Agricultural and Resource Economics and Forest Resources disagree and argue that the current macroeconomics courses are more suitable for the students at Oregon State University. The liaison documents attached to the proposals report these differences, which were also discussed when the Category I proposals were presented to the Council last term.

Alix Gitelman (Science) asked if these two courses would replace Econ 515 (the macroeconomics course taken by many master's students from a number of graduate programs). Rettig answered that it would because the Department of Agricultural and Resource Economics (AREC) does not have the resources to offer Econ 515 without the help of the Economics Department.

Discussion on the programmatic demand for Starr McMullen's Econ 515 and that course's focus was held.

Mike Unsworth (Oceanic & Atmospheric Sciences) commented that he understood from reading the CAT II liaison that there is concern that the level of the new 570 is too hardy for candidates wanting a terminal master's degree, despite the fact that the course requires only one undergraduate course as a prerequisite.

The Council discussed the necessity of trusting the instructor to keep the course at the appropriate level.

Linda Blythe asked if the Council has any recourse, if after approving these new economics courses three-quarters of the students taking it fail. Rettig answered that because this is a core course and not an elective, the Provost and the Graduate Dean have given him the authority, as director of the Program, to change the instructor assignment if needed.

Rod Harter (Health & Human Sciences) asked if the approval of these courses would lead the two factions of economists to resolve their differences. Rettig answered that it would be helpful for the students in those programs to report satisfaction with the courses. Additionally AREC and Forest Resources have the authority to modify its core course requirements for their own department's graduate degrees, if they feel this is needed.

A motion was made and seconded to approve Econ 570 & 571 as proposed. All voted in favor. Motion passed.

II. Admission of students with 3-year Bachelor's degrees from Europe

Graduate Schools in the United States are increasingly receptive to admitting at least some of the applicants with 3-year European degrees. Several universities say they accept such degrees. A minority will not accept applicants from European universities unless they complete four or more years of university education. Oregon State University has fallen into the middle ground of insisting on the equivalent of a four-year accredited U.S. university, but relying on various guides, plus information from OSU programs, to determine which applicants meet this equivalency standard.

Koenig asked the Council if they felt that now is an appropriate time to examine this issue since these special admissions cases will become more prevalent as more and more European universities move to the 3-year system. He noted that applicants from Europe are more common

in some fields than in others. Koenig asked the Council if they wanted to form a subcommittee to explore the subject in depth.

Rettig advised the Council of the current admission policy that requires that an applicant to an OSU graduate program have the equivalent of a four-year US bachelor's degree from an accredited institution.

Rettig informed the Council that OSU has admitted one student with a 3-year European degree. He wasn't sure which Engineering program had requested the exception, but that Department's admission committee had made a very strong case for that applicant's admission. A special flag was placed on the student's record in the Banner student information system so that Admissions and the Graduate School could track and evaluate his/her performance.

Sally Francis (Graduate School) told the Council that she was surprised to learn that OSU admits applicants with 3 year bachelor's degrees. Rettig confirmed it but added that that fact is not advertised. Francis wonders if the Office of Admissions changed the policy without the approval of the Graduate Council. Francis stated that the Graduate Council is in charge of graduate admissions policy not the admissions office. Graduate Council should set the requirements.

Discussion on whether or not we should amend the catalog language ensued. Some questions asked were:

- Does the current catalog language discourage International applicants? Are we losing them to other universities with more lenient admissions standards, or has the current language worked to our advantage by discouraging applicants with insufficient preparation from applying?
- What does equivalency mean? How do you decide which degrees are equivalent to an OSU undergraduate degree?

In the end, the Council members felt that OSU's pool of applicants from Europe has been quite small and thought this unlikely to change. The process of dealing with the files on a case by case basis seems to be working well. As long as the exception process is clearly articulated and there is a process available, we should continue to allow the department chairs and admissions groups to decide which 3-year degrees are equivalent. Rettig, however, will contact the admissions office to learn what programs are currently dealing with these cases to learn if they have issues or need guidance. Additionally, Francis will request an annual admissions report to track how many students with a 3-year degree are admitted annually. She also felt it would be worthwhile to monitor the performance of these students.

III. Approval guidelines for distance delivered degrees (currently advertised online graduate credentials)

Rettig introduced discussion on whether or not a curricular review process for distance delivered degree programs should be instituted. There is currently no review process required. If a unit is currently authorized to deliver the degree they may offer that degree online without submitting to

any additional approval process. The Curriculum Council has been interested in this question for some time.

Upon learning that some MS programs are exclusively delivered via e-campus Theresa Filtz (Pharmacy) asked how it is possible for these e-campus students to meet OSU campus residency requirements. Rettig explained that the minimum residency requirement was changed in 1994, allowing courses taught by OSU graduate faculty to count towards residency.

Alix Gitelman asked who verifies that the instructor of an e-campus course is actually a member of the OSU graduate faculty. Rettig answered that e-campus does bring their quarterly schedules to him and he does verify that the course has been authorized and that the instructor is certified to teach in the field. Rettig said that e-campus has been more conscientious than other units in having him review courses. He performs more oversight on e-campus courses than he does on other courses offered on campus.

Other topics of discussion included:

- Measuring the graduate learning experience in e-courses, who is the best judge: a campus subcommittee or the unit in charge of the course?
- Does the strong economic advantage of offering courses via e-campus cloud a unit's judgment?
- Is more oversight of e-campus courses needed? We want to maintain the value of our graduate degree programs.

After additional discussion it was decided to update the Graduate Council's Graduate Program Review Guidelines to include instruction to programs to report on their distance delivered courses and programs in the self-study document. Additionally, Programs should be instructed to include e-campus students in the site visit interviews – arranging for chat sessions if students can not participate in person.

Old Business

Koenig informed the Council members that eight IGERT proposals would soon be forwarded to them for review and ranking. An opportunity to discuss the proposals and scores in committee, will occur at the February 15th meeting.

Meeting adjourned.

GRADUATE COUNCIL MEETING

**January 18, 2007
3:00pm, Gilkey 109**

Present: Koenig (chair), Blythe, Filtz, Francis, Gitelman, Harter, Rettig, Strickroth, Unsworth, and Wolpert

Absent: Grosskopf, McLain, Russ-Eft

Guests: Jose Reyes, Kathy Higley

1. Category I Proposal for Statewide Graduate MS and PhD Degrees in Medical Physics

After introductions, Hal Koenig (Business) asked Jose Reyes (Nuclear Engineering & Radiation Health Physics) for the latest news from the Budget and Fiscal Planning Committee (BFPC). As there was no update, Koenig informed the Council and the visitors that he did not expect that a Graduate Council vote on the Category I proposal would be taken until the BFPC had finished their analysis, but he added that the Council would be glad to hear an overview of the proposal.

Jose Reyes praised Kathy Higley and David Hanby for their work in collaborating with OHSU, which was necessary to get the proposal off the ground. Reyes said that the process of working on the proposal has been exciting and said he's been pleased with OHSU's responsiveness.

Kathy Higley (Nuclear Engineering & Radiation Health Physics) then provided the Council with an overview of the proposal.

After hearing that proponents of the proposal are hoping to start the new program this fall, Linda Blythe (Veterinary Medicine) asked Higley how many students could have heard about the program. Higley responded that she is aware that some of the current radiation health physics students have tremendous interest and would certainly transfer to the program. Additionally, Higley is aware that a large percentage of her distance students, already working in the field of medical physics but needing an advanced degree, would be interested in the program as well.

Tom Wolpert (Agricultural Sciences) asked Higley about the minimum requirements for certification (in the four specializations) and then asked if there is anything preventing the radiation health physics students from becoming certified in medical health physics. Higley responded that a number of OSU radiation health physics students do go on to become certified after completing an additional clinical experience (a residency) at Samaritan Regional Cancer Center or elsewhere.

Higley also talked about the future accreditation of the new program. She said that OSU is already offering the courses that an accrediting body would require.

Reyes added that it isn't enough to provide a way for master's students to become certified and work as clinicians. He also believes that it is important to advance the field with a strong

research-oriented PhD program – so new technologies and new treatment therapies can be developed. Reyes is very excited about OSU students and faculty becoming involved in research collaborations that will help the medical profession with its needs and the needs of patients. He said that one of the features that will distinguish the OSU/OHSU program from any other is going to be the strong research component.

Mike Unsworth (Oceanic and Atmospheric Science) asked Higley about the academic background of the students coming into the new program. Higley responded that the classical way a student would come into the program would be with a physics undergraduate degree, but added that some of the radiation health physics students have backgrounds in biological sciences, engineering and mathematics. She added that the required background needed for studying the different sub-specialties can be quite different and that some admissions issues have yet to be worked out. Unsworth then noted that there is surprisingly little physics in the core courses outlined in the Cat I proposal and that the only mathematics course is an introduction to statistics. He stated that it is odd to him that a person could call himself a medical physicist with so little background in mathematics and physics. Higley responded that for the therapy sub-specialty, admission preference would be given to students with a physics background. She added that the mathematics and physics preparation needed for some of the other sub-specialties would not be as rigorous.

Unsworth questioned the lack of a written response from the OSU physics department and asked if there is any overlap in the research that they are doing or if they could offer any graduate training that would be useful for medical physics students. Higley answered that she was surprised not to get a response back from the head of the physics department during the initial approval process. She then mentioned that Professor Faridani's work in imagining (mathematics) is the closest area to medical physics and they are already working with him

Reyes then spoke about the recent Graduate Council Program Review of the Nuclear Engineering/Radiation Health Physics graduate programs and the reviewers' formal recommendations that he thought were very helpful. He spoke of the reviewers' concern for the survival of the radiation health physics program after the creation of the new medical physics program. Reyes told the Council that upon graduation, most radiation health physics students enter industrial fields (radiation protection, nuclear power plants, national laboratories, military, etc) rather than medical fields. The medical physics program would be interesting to some, but not to all of the radiation health physics students.

Sally Francis (Graduate School) commented that the proposal indicates that both universities (OSU/OHSU) would be listed on the diploma making it a joint program. However in various other places there is mention that each university would have its own admissions standards. Francis stated that if the medical physics program is to be a joint program, everything should be standardized within it.

Additional discussion on this topic and others included:

- The development of the OMP Advisory board, its duties and the composition of its membership

- The development of an agreement letter between the OSU and OHSU Provosts (re: a common tuition)
- The need of OSU students to take OHSU courses (sometimes remotely) and vice versa
- A Professional Science Master's Program in medical physics
- State regulation of the profession
- Linn Benton Community College as potential "feeder" school (x-ray technology program)
- Funding of medical physics students
- Potentially higher graduate assistant tuition remissions for medical physics tuition: who pays?
- OSU Graduate Faculty v. OHSU Graduate Faculty – can an MD direct a PhD dissertation in medical physics?

The guests left the meeting.

The Council then discussed preparing a list of follow-up questions for Reyes and Higley. Koenig informed the Council that he would send a draft memo to the Council members by noon of the next day and asked that they make any changes or comments by Wednesday. He will then forward the revised memo to Reyes and Higley for their response (a revised proposal for a subsequent Council meeting).

2. Minutes of November 30, 2006

A motion was made and seconded to approve the minutes of November 30, 2006. All voted in favor. Motion passed.

3. Review of IGERT Letters of Intent

Koenig informed the Council that Francis received a request from the Research Office that the Graduate Council be asked to review IGERT proposals as they did last year. Koenig asked the Council if they would agree to review the proposals this year and in the future. After discussion it was agreed that it is appropriate for the Graduate Council to review the proposals this year and in subsequent years as needed (any year that there are more than four proposals). It was also decided that these proposals should be set at no longer than six pages in length.

4. Updates from Dean Francis

Francis informed the Council of Associate Dean Rettig's retirement, his recent appointment as interim director of the economics graduate program, and the status of the search for Rettig's replacement. Francis and Koenig expressed their appreciation of the Associate Dean's past and current service.

Francis informed the Council that the Provost launched a new process of reviewing service/support units and that the Graduate School and the Research Office would be reviewed this academic year. Francis asked the Council to consider several questions: Should the Council help with the self-study? Should past or present Council members be appointed to the review team? Should the Council meet with the reviewers? Francis also told the Council that a web-based satisfaction survey was released and data was collected.

Francis asked the Council to pencil in President of the Council of Graduate Schools, Debra Stewart's visit on March 15th. She has been invited to present a public presentation on the competitive agenda. Stewart's visit corresponds with the annual meeting of the Western Association of Graduate Schools in Portland March 16-18. OSU's Graduate School is hosting this meeting.

To gauge if the NRC survey process is working efficiently, Francis asked Council members if any had been contacted by the National Research Council. Some members were contacted. A Council member mentioned that deadlines were not made clear.

5. FERPA and Student Examinations

The Family Educational Rights and Privacy Act (FERPA) protects student privacy. Recently, a question has been posed about whether the public announcement of student presentations as part of final examinations must receive student permission or whether the student's permission is implied because the presentation is part of the requirements for the degree. A review of the Graduate Catalog relative to doctoral programs includes the statement "The final oral examination consists of a public thesis defense followed by a closed session of the examining committee with the candidate." The language in the description of the master's thesis is not as explicit. The question before the Council is whether a public oral presentation should be required for a master's degree. If so, should the language from the doctoral student section of the catalog be included in the master's degree section?

The Council agreed that Mary Strickroth and Bruce Rettig would collaborate to insert language into the graduate catalog that would clarify the role of public presentations of master's theses.

Meeting adjourned.

GRADUATE COUNCIL MEETING

November 30, 2006

3:00pm, Gilkey 109

Present: Koenig (chair), Blythe, Filtz, Francis, Gitelman, Harter, McLain, Strickroth, and Unsworth

Absent: Grosskopf, Jovanovic, Rettig, Russ-Eft, Wolpert

Guests: Stella Coakley, Dale Pehrsson, David Cann, and Walt Ream

1. Minutes for October 12, 2006 and November 2, 2006

A motion was made and seconded to approve the minutes of October 12, 2006. All voted in favor. Motion passed.

A motion was made and seconded to approve the minutes of November 2, 2006. All voted in favor. Motion passed.

Alix Gitelman (Science) asked to be updated on the status of the two Category I economics proposals that the Council had previously reviewed. Hal Koenig (Business) and Sally Francis (Graduate School) informed the Council of the Provost's decision to halt the review of the two proposals and to establish a single graduate program in economics to be administered out of the Graduate School with Bruce Rettig (Graduate School) managing the program. Dean Francis commended the Council on the quality of its review of the two proposals and indicated that their analysis was very central to the Provost's decision. She also explained that the Provost consulted with the President and President-Elect of the Faculty Senate and considered the report of the Budget and Fiscal Planning Committee and the comments submitted by the Chair of the Curriculum Council in reaching this decision.

2. Graduate Council Review of Genetics

David Cann (Engineering) presented the report of the Graduate Council review of the Genetics program. The review's site visit took place May 1, 2006. Cann began by saying that the program has excellent academic records. He said it is small because of a lack of funding and because, like other interdisciplinary programs, it relies heavily on the volunteer spirit of its faculty. He then discussed many of the review panel's recommendations.

Associate Dean Stella Coakley (College of Agricultural Sciences) commented that the review did a good job of identifying the challenges facing the program and that it was also informative in showing that the utilization of the program is as broad as the MCB (Molecular Cellular Biology) program with very diverse faculty participation. She added that Walt Ream has done an excellent job of keeping the program afloat in challenging times.

Walt Ream (Microbiology) proceeded to address a few of the recommendations. He commented on recommendation 2 and recommendation 5.

He also informed the Council that although he thought the review report to be an outstanding synopsis of the Program, he did disagree with a statement questioning the Program's standards. Ream spoke of the first course all Genetics students take being widely regarded as the most difficult course in life sciences at OSU. Last year the three top students in that class were Genetics students. Additionally it is the life science faculty who are evaluating the exams and thesis defenses of Genetics students and Ream believes that those faculty members are holding Genetics students to the same high standards that are applied to any other life science graduate student.

Ream understands why the review panel would question the absence of Genetics student failures/drop outs, but explained that the anomaly of a 100% completion rate is due to the highly selective admission process. Ninety percent of all Genetics program admissions applications are typically thrown out and only the best of the remaining applicants are awarded fellowship or grant support.

Francis (Graduate School) asked Ream to comment on Genetics master's students' time to degree, which appeared to be a bit long. Ream explained that some unsuccessful PhD students leave the program with an MS if they have satisfied that degree's requirements. Coakley also pointed out that another factor which has distorted the numbers might have to do with the Professional Science Master's Program. In the recent past, PSM students entered through the Genetics Program because the MCB program did not yet offer a Master's degree.

Linda Blythe (Veterinary Medicine) asked Ream his opinion of the recommendation to move the Genetics program (to a track) under the Molecular Cellular Biology graduate program.

When Ream asked Coakley to comment, she responded that she could not offer an official comment but said that the general sense of the College of Agricultural Science is to move towards more umbrella programs (programs with many tracks). She did say that it makes good sense to try to simplify the lives of the faculty who currently participate in so many disciplinary and interdisciplinary programs (faculty would sift through just one set of applications looking for students and would match those students up with the programs best suited to their interests.). Focusing on programmatic areas would attract the highest quality students. Coakley stated that it doesn't make sense to have similar programs in colleges or departments.

There was then discussion over degree name and concentration/track identification on diplomas and transcripts. Currently at OSU, transcripts indicate major and minor only. Tracks are not transcript visible. OSU diplomas indicate degree name only (i.e. Doctor of Philosophy).

Discussion was held on the following:

- The large number of independent degrees and majors at OSU.
- Faculty participation on graduate faculties (on the average 4 faculties and up to 10).

- Achieving graduate program “economy of scale” while balancing student interest, employer desire, and disciplinary needs.

Ream then shared his idea of a major reorganization of the life sciences at OSU, building one or two (applied science/theoretical science) large departments that would house all life sciences programs. He admitted that it makes sense to join Genetics and MCB but it makes even more sense to do the larger reorganization of life sciences.

Blythe asked Ream if the Genetics program would grow if it remained independent. Ream responded that without additional funding the program will remain as it is today.

The guests then left the meeting.

Blythe commented that after reading the review report she understood that the Genetics Program is doing great. Why do we want to reorganize it? She added that it seems like it would upset more people than not if the program is merged with another.

Unsworth added that if the Council does not agree with the recommendation perhaps we should ask that the report be amended or indicate our feelings in the reporting of the minutes. Discussion about the recommendation to merge and about possible solutions to Genetics’ identity problem ensued.

Gitelman ask the Council members to reread recommendation #14 which she believes is a hedge against what the Council is concerned about. She said that the primacy of preserving the Program is in this recommendation and can satisfy the Council’s concern about the other recommendation to merge. Unsworth agreed that this is a comfortable way out.

A motion was made and seconded to approve the Genetics Graduate Program Review Report. All voted in favor. Motion passed.

3. Civil Engineering Follow-up Review Report

Dale Pehrsson (Education) presented a follow-up report of the Civil Engineering Graduate Council Program Review. The original graduate program review took place February 10, 2004. Original review panel members, Dale Pehrsson and Luiz Bermudez met with Department Chair, Ken Williamson and Tom Miller, Assistant Department Head on October 27th. Pehrsson reported that in that meeting, they collected the following information (complete report inserted here):

DATE: 11/18/2006

TO: DEAN SALLY FRANCIS

**FROM: DALE-ELIZABETH PEHRSSON, REVIEW COMMITTEE CHAIR
LUIZ BERMUDEZ, COMMITTEE MEMBER**

RE: CCEE GRADUATE PROGRAM REVIEW TWO YEAR FOLLOWUP

Committee members, Dale Pehrsson and Luiz Bermudez met with Department Chair, Ken Williamson and Tom Miller, Assistant Department Head on Friday, 10/27/06 in Dr. Williamson's office. At that time we reviewed the graduate program recommendations made in the initial graduate review of 2004. Dr. Williamson went through each recommendation and discussed the status of the program changes that have been implemented since the time of the initial review. Drs. Bermudez and Pehrsson asked additional questions and reviewed several additional points and were satisfied with the information received. Clearly, this graduate program has undergone some major organizational, faculty, structural and student policy revisions in the past two years. The department faculty members and administration have demonstrated through their actions and follow-up on the recommendations that they considered the graduate review recommendations seriously. The program has re-evaluated the "top 25" strategy and it is no longer an emphasis. Focusing on other initiatives allowed the faculty the opportunity to address issues in an adequate fashion. Indeed, they have made substantial attempts to do so. Though not all issues are resolved, they have made and continue to make significant progress.

The following areas were discussed and reviewed; these are most pertinent to the initial CCEE Grad Review:

Action 1: Graduate program administration has become more centralized through the appointment of a graduate program coordinator and a graduate student advisor. The coordinator chairs the Graduate Committee and graduate student representation has been added to the committee. The Graduate Coordinator is responsible for continuing to develop the graduate seminar series. These changes have resulted in improved management of graduate program and improvement in communication with graduate students, marketing of graduate programs, resources re-allocation for graduate students and increase in quality of graduate curriculum (e.g. graduate seminar).

Action 2: The Graduate Committee's continues their efforts to recruit higher quality graduate student through better marketing and increased graduate student support. This remains a challenge, high industry salaries are a major disincentive. Faculty are engaged in recruitment of graduate students especially women and students from underrepresented groups. A recruitment visitation has been developed where about 6 students from across the US are brought to the department in February to consider OSU for their graduate studies.

Action 3: Diversity and multi-cultural training was and continues to be provided to faculty to improve their skills for interaction with a highly diverse graduate student population. Faculty and staff have worked with the diversity office and have conducted several trainings related to diversity and multicultural sensitivity and communication. Indeed, this was the focus of their last faculty retreat. The faculty members understand this is an area of challenge and needs ongoing attention.

Action 4: Strategic plans for each of the graduate disciplines within CCEE (structural, geotechnical, water resources, environmental, ocean, and transportation engineering) were developed during 2004-05. These included evaluation of graduate course offerings and focus of graduate programs, increasing collaboration with other groups both within and outside the CCEE, increasing research funding and graduate student support, and developing recommendations for future space and faculty needs. The department has raised over 11 million dollars for renovation of Apperson Hall and the building is presently under construction. Additionally, upgrades of graduate facilities are being planned for the Hinsdale Wave Laboratory and Graf Hall.

Response to Specific Recommendations made in initial 2004 Grad Review

Graduate Review Recommendation:

It is suggested that CCEE develop a financial plan to increase FTE to provide adequate staff/student ratios more indicative of Top 25 Peer institutions.

Dr. Williamson discussed how the CCEE Department is chronically under funded and they have limited control over state funding or funding allocations. However, the department has re-defined their mission to impacting the state economy and seeking additional state support. Funding has been requested from the 07-08 Legislature for about \$5 million in faculty support for graduate programs and \$2-4 million in equipment and renovations.

Graduate Review recommendation:

Develop recruitment and retention strategies that increase faculty diversity. An incremental five-year plan that brings faculty FTE in closer alignment with top-25 status should be considered.

Graduate Review Recommendation:

The CCEE faculty can do many interventions in addition to hiring faculty of color, to deal with the issue of distinctive treatment of minority, women and international students, it is recommended that the Department develop a plan of action to deal with diversity sensitivity issues and access campus resources (such as attending DPD trainings, accessing consultations with Multicultural office personnel and the Office serving minority students).

The department has hired six new faculty members within the five years which included two Caucasian women, one Asian woman, two Caucasian men and an Asian man; recruiting attempts to hire a Hispanic/Latino applicant failed due to salary differentials. The department plans to recruit to fill 10 potential new positions over the next five years, providing opportunities for more diversity hires.

Graduate Review Recommendation: This information regarding display of prejudice and prejudicial attitudes is troubling and should be investigated further. An action plan to prevent or deal with these occurrences in the future should be developed and set forth.

This was addressed above.

Graduate Review Recommendation:

We concur (with Departmental plans for identification of diversity issues). The Department may wish to contact the office for OSU multicultural affairs to gain access to resources for fair and thorough evaluation. Further, the Department may wish to contact “peer” institutions to establish criteria that are standard in the field.

The Department expanded trainings and workshops for faculty related to diversity issues once the new faculty hires are in place. They have worked with the Office of Multicultural Affairs and Diversity training, the department has a more clear understanding of the specific issues related to student sensitivity and communications styles. An all-day diversity training workshop was conducted for all faculty and staff in fall, 2006.

Graduate Review Recommendation:

Though the Department receives input from several Industry advisory boards, because the Department prides itself and markets itself on having “Work Ready Graduates” it is strongly advised that the CCEE Department develop industry user-friendly protocol for employer satisfaction feedback of graduate hires. A similar protocol should be developed to solicit and receive feedback from recent graduates tailored to identify their perceptions regarding their “Work Ready” preparedness.

The department and faculty have advanced their Web-based feedback methods significantly to include exit interview for graduates and feedback from employers. Additionally, they have streamlined their advisement system so that students are communicated with and advised in a more timely fashion.

Graduate Review Recommendation: We concur; additionally we recommend that the program implement a strong student retention effort and that an organized plan be formulated, especially as it relates to students of color and women.

We have instituted additional recruiting programs for women and students of color. The department is committed to providing financial aide to all women and students of color who choose to be admitted to the graduate program.

Graduate Review Recommendation: These advising, organization and communication issues are consistent review findings and actions to enhance these processes seem warranted. A refined and organized advisement process is recommended.

Done

Graduate Review Recommendation:

Develop a more refined and ongoing advisement and communication system.

Done

Graduate Review Recommendation:

Communicate distribution and allocation of lab resources to students to increase their understanding of project and equipment assignments and how to better access resources.

These recommendations were addressed with the appointment of a graduate program coordinator and a graduate student advisor, this position has served to strengthen program decisions, and graduate students have on the Committee. Upgraded resources, computers and facilities have also been developed for the students.

Graduate Review Recommendation:

Offerings should be evaluated, streamlined and communicated in a clear way to graduate students. Funding is needed to offer standalone courses. Graduate courses that cannot be offered should be removed from program catalogs. Further, as the Department focuses on its refinement of curriculum and strengthens the program at the graduate level, it is recommended that a CCEE develop curriculum that supports a solid, focused and strong PhD and M. Eng. Programs.

Done

Graduate Review Recommendation:

Evaluate essential course offerings that are necessary for students to complete their Program of study and eliminate courses from the curriculum that are not offered regularly., Update, evaluate, streamline and implement advising procedures that inform graduate students as to their course options prior to admission or during their first term in the program.

All graduate offerings were reviewed during 2004 and a significant number of 400/500 level courses have been eliminated. If we obtain additional support for graduate faculty, almost all 400/500 level courses will be dropped. Course offerings and graduate catalog has been updated. Additionally, the issue of many courses listed in the catalog and on course listing materials without deliverance, has been addressed by realistically removing the courses that the CCEE Department can not teach.

Graduate Review Recommendation:

Establish a clear plan to implement the M.Eng program.

Policies for the M. Eng. Degree program were developed during fall, 2004.

Graduate Review Recommendation:

Establish a clear plan to implement the above, a system and teaching opportunities should be created. This is a clear concern expressed by the graduate students. Compensation for GTA positions should be comparable to those for GRA positions.

Faculty have committed to having all Ph.D.s to be involved in a teaching experiences as part of their programs. Funding is simply not available to make assistantships for GTAs at a comparable level to GRAs.

Graduate Review Recommendation: It is recommended that the Department seriously evaluate which programs are the most essential and consider eliminating those programs that are less crucial. This would streamline resources and better organize teaching and advising processes, research resources and management issues. It would assist CCEE in creating a clearer “niche” that provides for potential national recognition.

Civil engineering comprised of a number of different professional discipline that are highly fragmented. They believe that if they are to have a high quality undergraduate program, diversity of faculty expertise is essential. This also supports faculty scholarship. There is little opportunity to eliminate programs. CCEE believes a more constructive approach is to promote collaboration between the various disciplines toward large research projects and graduate curricula and therefore they have pursued this strategy.

The environmental engineering program will move to Chemical Engineering in fall, 08. Cooperative research programs will still be maintained with Civil Engineering for several projects.

Graduate Review Recommendation: Evaluate current utilization of faculty for undergraduate and graduate courses, including reviewing the tradition of teaching recitations. Review faculty load formula to include graduate advising, teaching and research. Develop a reorganization plan for fair distribution of structural and resource reallocation with the move of programs to other Departments. Continue marketing and seeking information regarding the program with industry, graduates and parents; this is a major strength. We recommend having faculty discuss, plan and strategize the priorities and needs of moving to Top 25 status. Eliminate programs that are not productive.

Faculty members do not support teaching recitations with graduate students. Faculty members are given credit for graduate teaching, advising and research in the present workload allocation model; however, some faculty members believe this model does not give adequate credit. This is an administrative judgment call about how to cut the pie. There are few opportunities for shifting faculty loads within CCEE away from meeting our large undergraduate commitments without additional resources.

Resources allocation and priorities to move to Top 25 status will be addressed in the strategic planning to be done in fall, 04. In 2005 the CCEE Program has switched its focus to statewide initiatives.

Graduate Review Recommendation:
The CCEE faculty will have to develop an aggressive research agenda and plan that will attract increased grants, research funding, student assistantships, private funding

to reach the Top 25 University Status mandate. Faculty and Management will need to allocate time, resources and funding to achieve this goal.

The Department has an aggressive research agenda that has been supported by the College and the Research Office and continues to advance. There have been five retirements and new faculty hires enter with established research programs adding quality and attracting graduate students.

SUMMARY:

It is our impression that the CCEE department and faculty members have acted responsibly upon the recommendations put forth by the graduate review. It is clear that they have vision for what their programs and faculty members are best at delivering to meet the needs of this discipline within the Pacific Northwest. There have been several opportunities and advancements over the past 2 years that have lead to further development of the program, including retirements, new faculty hires with active research agendas, structural changes, financial infusions and fundraisings, tragic tsunami and world events that have helped mobilize the program and operationalizing the vision of the faculty. They are continuing to develop their trainings, recruitment and curricula to meet the needs of a diverse and global workplace.

Pehrsson concluded her report by commenting that she felt it heartwarming to see that the department has been seriously working on following the reviewers' recommendations.

Tom McLain (Forestry) asked about the department's feelings regarding the proposed reorganization of the school. Pehrsson answered that she only spoke with Drs. Williamson and Miller and that they seemed to be supportive.

Mike Unsworth (Atmospheric & Oceanic Sciences) expressed his surprise to hear that the department of Civil Engineering (CE) is chronically under-funded. He asked Pehrsson if CE is receiving its fair share from the College of Engineering's resources.

McLain shared that he understood that Ron Adams (Dean, COE) had made a decision not to support CE. Francis added that Dean Adams' decision might be a strategic one. Perhaps he primarily supports programs that have the potential to rise to the top 25.

Rod Harter (Heath & Human Science) asked about the Engineering Student Resource Fee. Wouldn't the department of Civil Engineering receive a portion of that money? McLain answered that he believes the revenue from those fees goes to support the College of Engineering infrastructure (computer facilities and support, and laboratory activities).

Pehrsson informed the Council that she is concerned that although the department is aggressively seeking state funding, they do not have a back up plan if that money is not allocated.

Francis (Graduate School) asked whether or not the Council wished to consider revising the format of the Follow-up Review at a future meeting to include interviews with additional program faculty. In the current format, the reviewers meet with leadership only. Today's discussion raised the potential concern that the leadership of a program would report information in the most positive light. If other members of the unit have concerns or issues, those concerns would not necessarily be made known through the current process.

A motion was made and seconded to approve the Civil Engineering Follow-up Review Report. All voted in favor. Motion passed.

Meeting adjourned.

GRADUATE COUNCIL
PROGRAM OF REVIEW
OF
GRADUATE PROGRAM IN GENETICS
May 2006

OVERALL CONCLUSION AND RECOMMENDATION:

The Genetics Program provides an excellent vehicle for attracting students to OSU who are interested in a genetics approach to basic and applied research in a number of biological disciplines. The program is supported by excellent laboratory facilities and faculty. Its graduates have found successful careers in both academe and industry.

While such glowing adjectives might indicate a robust program, unfortunately, it does not. It has no faculty of its own, and financial support is meager and exists only because one college is willing to channel some of its resources to the program.

The fact that the program enjoys voluntary faculty support is a strong indication of the need and potential for this program. **The team recommends that the program be continued within a restructured organization which retains its identity but leverages the resources of a larger whole.** Other specific recommendations are contained under each section of the report.

1. INTRODUCTION

The Graduate Council conducted a site review of the Genetics Program on May 1, 2006. The review team, who all contributed to this report, consisted of:

Alex A. Sanchez, College of Education, Chair
David Cann, Department of Mechanical Engineering
Greg Perry, Department of Agricultural and Resource Economics
Mary-Dell Chilton, Syngenta
Stanton Gelvin, Biological Sciences, Purdue University

The self-study report of the program, which was provided in advance, gave a detailed description of the program, its history, strength of the faculty, research facilities, and the various program components. The review team appreciates the hard work that went into the preparation of the self-study, which greatly helped in informing the team during the review process.

The team met with Sally Francis, Dean of the Graduate School, over dinner on the evening before the site visit. This was a useful meeting for clarifying procedural issues and identifying areas of responsibility for the review team members.

On May 1, the team began with a series of meetings in the Agricultural and Life Sciences building. The first meeting was with Walt Ream, Director of the Genetics program, who provided the team with an excellent overview. The following meeting with the associate deans of the College of Agricultural Sciences (Stella Coakley and Charles Boyer) provided insights into the role of the college in the life of the Genetics Program. George Rohrmann, who serves as chair of the Joint Admissions Committee for both the Genetics and MCB (Molecular and Cellular Biology) Programs, presented the review team with a very good explanation of the admissions process.

A group meeting with faculty members followed. Genetics is an interdepartmental program, and as such is composed of 49 faculty from 15 different departments/institutes and colleges. A high proportion (20 of the 49) attended a lively group meeting with the review team. After a working lunch, the team was given a tour of the center for Genome Research and Bio-computing core laboratory, which has state-of-the-art equipment and serves the needs of Genetics as well as several other programs.

Gail Millimaki who serves as a quarter-time administrative assistant for the Genetics Program (and also works half-time for the MCB program), met with the committee to inform the team of her role in helping the program director and the admissions committee chair with their responsibilities as well as “shepherding” the graduate students through the program. The meeting with students revealed a cadre of dedicated students who are very committed to a genetics degree program.

The chief reason given by the students was its flexible curriculum, which accommodates study in areas of specific interest to each student for either academic or industrial careers. The director of the MCB program, Jim Carrington, provided the team with information that led to a discussion of the relationship of the genetics and the MCB program and the need to organize all the life science programs into a more coherent structure than currently exists. A number of alternative scenarios were presented.

The debriefing sessions with the director of the Genetics Program was an opportunity to clarify information presented in the various meetings as well as to get his “take” on the possible direction for the program. The review team’s executive session at the end of the day was an opportunity to discuss the program with greater understanding and to assign report writing responsibilities and a timeline.

This review includes an analysis of the program’s mission, students, curriculum and organization, a section on the level of productivity and quality of the students and faculty, and a discussion of outcomes of the program, including the professional viability of the graduates and their satisfaction with their training. This report contains observations and recommendations by the Review Team. The recommendations are made at the end of each section and numbered sequentially in italics

2. BACKGROUND

Mission and Evolution of the Genetics Program

The Genetics Program at OSU was created in early 1975 in order to attract graduate students interested in a genetic approach to research in diverse biological disciplines, both fundamental and applied. Its mission statement stresses preparation of students for either industrial or academic careers. The Program offers a core curriculum of courses in genetics, and in addition offers maximum flexibility for selection of elective coursework appropriate to the interests and needs of each student. The major short term goals of the Program are securing funding for students and updating core courses. The longer term goals include broadening student training by securing teaching assistantships for the program and broadening the course offerings to include genomics, bioinformatics and computational biology, cross-disciplinary areas which are essential to anyone hoping to work at the frontiers of biological research in the near future.

The Program in Genetics currently encompasses 49 volunteer faculty from every life sciences department in the university. Its graduate students represent an enormous diversity of interest areas. Over the past four years, students in the Genetics Program have chosen major professors from twelve “home departments” or institutes: Forest Sciences (2), Environmental and Molecular Toxicology (4), Animal Science (1), Horticulture (2), Crop and Soil Sciences (5), Biomedical Science (2), Botany and Plant Pathology (2), Microbiology (3), Linus Pauling Institute (1), Pharmacy (2), Biochemistry and Biophysics (3) and Fisheries and Wildlife (1). These 28 students are distributed amongst 23 of the 49 faculty within the Genetics Program.

Compared to the total graduate student population of 2630 degree seeking students at Oregon State University, 14 students are a small group. Yet clearly the Genetics Program has served its past and current students uniquely and well, based on their responses to evaluatory questionnaires. A graduate degree in genetics is offered by the front line institutions with which OSU competes for top notch graduate students. It is likely that some excellent OSU graduate students would have chosen a competing institution if OSU had not had the Genetics Program. While its size is modest, the Genetics Program’s quality and impact have been impressive, despite what can only be described as meager resources. The faculty who have brought this program to life are to be commended for the energy and dedication they have devoted, accepting teaching commitments above and beyond their departmental duties because they are convinced of the importance of interdisciplinary training in genetics.

Observations

Committee members were favorably impressed by the energy, enthusiasm and diversity of the students we met in the course of the site visit. Students were uniformly positive about the concept of the Program. They noted some concerns about one core course taught by too many different faculty. They also noted one core course (molecular virology) that is not offered frequently enough (alternate years). Dr. Walt Ream, Director of the Genetics Program, told the Committee that he was already working on these problems.

Members of the Review Committee were surprised to find that the graduate students we met, who represented several departments within the Genetics Program, in many cases had never met each other. They had apparently shared no common functions. The Program in its present form

is too small and impoverished to develop seminars and retreats that might give more credence to the term “Genetics Program.” This program has not yet attained critical mass. The underlying problem is mainly a lack of financial resources: the Genetics Program is certainly wealthy in ideas, intentions, energy and enthusiasm. Genetics lies at the core of the biological sciences of coming decades.

Recommendation:

1. *The Director of the program should continue working with faculty and students to address the concerns expressed by the students regarding core courses and that solution(s) be found as soon as possible.*
2. *The Director is urged to find methods to give the Genetics students opportunities to meet and engage in functions such as seminars and retreats which provide them with a sense of belonging to a “program”.*

3. THE GRADUATE PROGRAM

3.1 Graduate Students

The graduate students enrolled in the degree program in Genetics at OSU are small in number because of lack of significant funding, but appear to have good academic credentials.

Student Recruitment

There are currently a total of 14 graduate students in the Genetics program, including 8 PhD students and 6 MS students. Of that group of 14, there are 9 domestic students and 5 foreign students. Over the past 5 years the Genetics program has received a geographically diverse distribution of applications. Over the past three years, approximately two-thirds of the applications were from abroad. A majority of those applications came from P.R.China and India, including a number of applications from the top schools in those countries. Of the domestic applications, roughly half came from the Northwest region. From the past three years, only 2 applications came from OSU undergraduate students.

Because of limitations in support, only a small number of students are admitted (over the past 5 years typically between 2 and 5, except for 11 admits in 2003). The only formal recruitment activity within the Genetics program is a recruitment weekend that takes place in early March. In discussions with the Genetics faculty, including the Chair of the Genetics Admissions Committee Prof. George Rohrmann, the pool of grad applications is entirely satisfactory in terms of number and quality given the current level of support.

In the panel discussion with the current graduate students, a number of factors appeared to have an important role in their decision to join the Genetics program at OSU as opposed to the MCB Program at OSU or other universities. In comparison to the MCB program, a number of students stated that they chose the Genetics degree program because the curriculum was inherently more flexible. In this way it could be tailored to their own needs and research interests. In addition, a number of students stated that they preferred the Genetics program because it did not require the rotations that are a part of the MCB program. This is especially true if an incoming graduate

student has already chosen an advisor. One other factor to make note of is that the Genetics program offers an M.S. degree whereas the MCB program only offers a Professional M.S. degree (which is geared more for industry). Students interested in an MS degree were likely to choose Genetics over MCB due to this factor. Lastly, compared to other schools on the national stage the Northwest location of OSU was a significant attraction based on feedback from the student panel.

Recommendation:

3. While the pool of graduate students is mostly satisfactory given the current limited funding situation, a significant increase in the number, quality, and geographic distribution of graduate applicants will be required for the growth and vitality of the program.

Quality and Retention of Graduate Students

While the number of admitted students is small, generally the students in the Genetics program have good academic credentials in terms of undergraduate GPA and GRE scores. Taking the 2005 class as an example (a total of 4 students), the average undergraduate GPA was 3.8 and the average GRE percentile scores were between 62 to 71 %.

There does not appear to be any problems with retention within the program. For data taken from 2001 to 2005, there were no students that changed degree programs from PhD to MS. No data were provided on the number of students that dropped out of the program altogether.

Recommendation:

4. With an increased emphasis on recruitment, an improvement in the academic credentials of the students will be realized.

Student Financial Support

There is very little support for funding of graduate students within the Genetics program. The College of Agriculture is currently the sole contributor with a yearly contribution of approximately \$25,000 per year which is used to fund one student fellowship (although it is not clear that such a fellowship is funded every year). All other students are funded through external research contracts, through teaching assistantships arranged by their “home” departments, or are self-funded. There appears to be a capacity to expand the number of students because of the large number of participating faculty and the availability of laboratory space. However, lack of sufficient student financial support greatly limits the program size.

At the time of the review, supported students receive an annual stipend of approximately \$21,000 plus tuition.

Recommendation:

5. *The long term viability of the Genetics program necessitates an increased budget from stable funding sources. The Genetics faculty should continue to seek funding from a variety of sources, including training grants, to increase the number of supported students in this program.*

Satisfaction with the Program

Overall, the students in the program were very satisfied with all aspects of the program. The only criticism was that a number of important graduate courses were not taught often enough. This is common problem with many interdisciplinary programs because the faculty often are forced to teach these courses as an overload because of their existing teaching responsibilities in their home departments. However, the Genetics faculty have found a novel solution to this problem. Two of their core courses (MCB 554 and MCB 555) are taught by a team of 10 to 12 instructors. In this scheme, each instructor teaches a number of lectures related to their area of expertise. This can be a risky approach because of the vast differences in teaching styles and expectations. However, the students were uniformly positive about this approach and appreciated the fact that no one instructor could teach a course like this because no one person could be knowledgeable on all of the topics in the course.

Recommendation:

None.

3.2 Curriculum

The program sponsors three core Genetics courses: Genome Structure and Maintenance (MB/MCB/GEN 554), Gene Expression (MCB/GEN 555) and Population Genetics (GEN 530). The enrollment numbers in Table D of the self-study only reflect enrollment in the Genetics portion of these classes. A check with Data Warehouse provides a more complete picture of these classes. MB/MCB/GEN 554 is taught each Fall term and averaged about 6 Microbiology students, 17 Molecular Biology students and 6 Genetics students per class the last three years. MCB/GEN 555 is taught each Winter term and averaged about 20 Molecular Biology students and 7 Genetics students per class the last three years. GEN 430/530 is taught on alternate years in the spring. The average enrollment for 2002, 2004 and 2006 has been 19 students at the graduate level. There are 6 students in 430 for 2006, records suggest 430 wasn't available in 2002 and 2004.

The indication from faculty and the program director is that all these courses are taught on a voluntary basis, i.e., above and beyond the coursework responsibilities within their home departments. GEN 554 and 555 are taught "by committee", with the syllabus for the Fall 2005 version of 554 listing 12 instructors and 555 listing 10 instructors for the Winter 2006 course. GEN 430/530 is taught by a single instructor. The feedback from both faculty and students is that both groups recognize the benefits of having experts teach portions of each class, rather than having one person try to cover all topics when their expertise is limited in several areas.

Students and faculty both agree on the weakness of this approach, which is the difficulty students have in adapting to so many teaching styles. On balance, however, both groups support the current approach.

3.3 Faculty and Other Personnel

At the time of the review, the interdepartmental Genetics Program was composed of 49 faculty representing 15 different departments/institutes from several different colleges (2001-2005 listing). Faculty have a common interest in applying genetic approaches to research problems, although these approaches range widely from “classical breeding genetics” to “molecular genetics” to “bioinformatics”. Most Genetics Program faculty are also members of the Molecular and Cellular Biology (MCB) Program. However, many Genetics Program faculty indicated that their students wanted a degree in “genetics” and not necessarily in “molecular biology”. It appears that additional faculty have recently been or will soon be incorporated into the Genetics Program.

All or most of the faculty are highly research-active with regard to publication and funding. Between 2001 and 2005, 22 of the 49 faculty trained Genetics Program graduate students as well as graduate students from other programs and/or departments. Thus, a high percentage of these faculty members are active in the Genetics Program. Despite the fact that there are relatively few students in the program, the students seem to have “spread themselves” around numerous Genetics Program faculty.

Genetics faculty were invited to meet as a group with the review committee. Approximately 20 faculty members attended, a high proportion of the total faculty of the Program. These faculty eagerly participated in the discussions and were quite articulate in describing their roles in the Program, and the strengths and weaknesses of the Program. Despite the fact that faculty are not granted “release time” by their department heads to participate in Program activities (teaching, administrative work, etc.), they all willingly gave their time freely because they truly “believed” in what they were doing. This contrasts with faculty from similar programs in other Universities, in which the same few people seem to do all the work, while the others seek to benefit from Program membership without making much of a contribution. In this regard, the OSU Genetics Program faculty are to be commended for their efforts and willingness to work for the “common good”.

The program also employs one quarter-time administrative assistant (who additionally works half-time for the MCB Program) who helps the Program Director and Graduate Admissions Director with their activities. She also serves as the “Program Mother” to chaperone the Genetics Program graduate students through their years in the program.

Recommendations:

6. *Faculty MUST be given “release time” from their normal departmental teaching and administrative responsibilities to participate in Genetics Program activities. A mechanism should be found such that teaching and administrative efforts are credited to the home department of each faculty member, as well as to the Program.*

7. *A mechanism must be found for fully funding the salary of the Administrative Assistant, perhaps directly from the Office of the Graduate School Dean. Currently, her salary is partly “cannibalized” from other funds that are returned to the program director. The Administrative Assistant recently won an OSU staff award for excellence in performance. It seems a shame that the program is not funded at a sufficient level to compensate her resulting raise without withdrawing funds from other Program activities.*

3.4 Infrastructure

The Genetics Program administrative assistant works from an office that is also used for the MCB program. Genetics Program graduate students have their mailboxes associated with this office.

The review committee was shown several GCRB Core Laboratories with state-of-the-art DNA sequencing, robotics, microscopy, microarray, and computer systems. Although this Genomics Center is not run out of the Genetics Program, it services the needs of the program, including opportunities for Genetics Program students and faculty to participate in genomics experiments. The staff seems knowledgeable and willing to help train students. From what the review committee heard, charges were in line with those charged by similar centers at other universities.

Recommendation:

8. *Perhaps, if the Genetics Program were to receive extramural support, some of this could be used to help subsidize the Genomics Center such that program participants could receive a discount on services.*

3.5 Organizational Issues

The review committee spent a large amount of time listening to and considering various recommendations from a number of OSU faculty and administrators regarding the current and future status of the Genetics Program. Although there was not unanimity, there appeared to be consensus with regard to a number of issues:

1. The Genetics Program has been successful, despite a continuously desperate funding situation. The pool of applicants, whereas not outstanding in quantity and quality, has been more than adequate. Genetics Program students have done well in this program and have gone on to successful careers in the life sciences.
2. Both Genetics Program faculty and students saw a need for some sort of program where genetics as a discipline (as opposed to molecular biology) was taught. There are many students in “traditional” departments (e.g., Animal Sciences, Forestry, etc.) who would prefer a “genetics” degree to a more “traditional” degree from their home department.

3. It is difficult, if not impossible, to run a “program” with research fellowship support for only one student per year (actually, it appears as though the true amount of funding allows for only one fellowship every two years).
4. Students like the flexibility of the Genetics Program. Such flexibility is not available in many other programs, including the MCB Program.
5. Students are generally quite happy with the program.
6. Genetics Program faculty have unselfishly given their time and efforts to support the Program, despite the fact that they receive no additional compensation (participation in the program can actually be seen as a “tax” on the faculty).

Most Genetics Program faculty are members of the MCB Program. The two programs share a common admissions committee and administrative assistant. Currently, the MCB program is funded from multiple sources, allowing them to admit approximately 10 students/year. This compares with the Genetics Program’s ability to admit at most 1 student/year (without commitment to a particular laboratory). Arguments were made both for and against combining the two programs. This may make financial sense, but Genetics Program students, and some faculty, believed that this would eliminate the study of genetics as a discipline at OSU, and would not necessarily serve the interests of many graduate students.

Jim Carrington, the director of the MCB Program, indicated that the MCB program has been expanding in faculty, and desires to double the number of graduate students. In addition, “tracks” (specialty interests) have been proposed to become established within a MCB “umbrella” that would allow students some flexibility in their studies within MCB; such a track has been proposed for “molecular pathogenesis”. There was intense discussion, several times within the review period, of whether the Genetics Program should be incorporated within an expanded “MCB-like” umbrella as a separate track. This would be a “middle-of-the-road” proposition that would neither eliminate genetics (as a discipline) nor completely subsume it under the MCB program.

Recommendations:

9. *Although a number of recommendations were discussed throughout the review period, there appeared to be consensus on the following proposal:*
 - a. *The MCB Program should be expanded into a broader “umbrella” program, which would be re-named. The expanded umbrella program would continue to have a common graduate admissions process and administrative assistant. The MCB Program as it currently exists would remain largely intact within this umbrella, with its current curriculum and rotation system maintained.*
 - b. *The Genetics Program would become a “track” within this umbrella program. It would maintain its curriculum generally intact from its current status. Students could enter the Genetics Program “track” either funded by*

the program (and therefore available for performing rotations) or directly into a laboratory (which would then directly fund the student). (Although not discussed by the Review Committee, such dual-mechanism of entry could be followed by any “track” within the umbrella).

- c. Other “programs” (such as Molecular Pathogenesis) could also form “tracks” within this expanded umbrella.*
- d. Students within the umbrella program would share a few common courses (one possibility would be to share the current courses Genome Structure and Maintenance, and Gene Expression). Courses “specific” to each track would then be determined (e.g., the Genetics “track” could require Population Genetics, whereas the MCB “track” could require Cell Biology). Another possibility would be to have all students in the umbrella program take common courses such as Bioethics, Scientific Communication (e.g., speaking, critical reviewing of literature, grant writing, etc.), and Statistics.*
- e. Funding for the expanded umbrella program would be placed under the auspices of one higher-level administrative structure, such as the office of the Graduate School or the office of the Provost. This way, a “unified” budget for the entire program could be planned without the necessity of “begging” for funding from multiple entities (e.g., departments, colleges, etc.). Extramural funds (e.g., the State of Oregon, Federal training grants, industry funds, alumni contributions, etc.) could be sought to expand the financial base of the program and supplement program activities.*

4. Productivity

4.1 Level and Quality of Student Performance

The faculty noted that offering a Genetics program is attractive to a certain cadre of potential students and that, as a result, they have been successful in attracting some high quality students into their program. The data provided in the self study (especially Table G) really did not provide the committee with a clear indication that students were moving successfully through the program. Based on the data in Table G, 18% of the Ph.D. students in the program were, on average, advanced to candidacy each year. If students require about five years to complete the program, about 20% would be advanced to candidacy each year, indicating a high rate of success. Even then, however, the numbers may be skewed by changes in matriculation rates.

Similarly, 18% of the MS students on average passed final exams each year. Presuming an MS degree requires 2-3 years to complete, this percentage suggests a good share (maybe more than half) of the MS students never complete the program. Again, however, matriculation rates could account for much of this “failure” rate.

Consulting with Data Warehouse provides a better picture of student performance. Consulting with this data base for enrollments in GEN 530 for 2004 and 2006 and GEN 554 from 2001-05

revealed that there were 7 Ph.D. students and 12 M.S. students. Of that number, 1 Ph.D. student and 5 M.S. students have graduated. The remaining students were listed as current students in Appendix G of the self-study document. Based on this evidence, it appears that all students entering the program successfully move through to graduation. That there apparently have been no failures among this student cohort is somewhat troubling, however. Graduate school is designed to be challenging, with some students ultimately dropping out because they can't pass preliminary exams, field exams, oral exams, or can't complete a thesis. If all students pass over these various hurdles successfully, one has to wonder whether the standards in this program are as high as they should be. Perhaps this is a particularly strong, but small, cohort of students. With a longer time period to sample, some "failures" may be observed.

Evaluating the quality of students in the program is also difficult. Of the 28 students listed as graduates in Table H or current students in Appendix G, only 12 were noted in Table F as having received awards. Most of the awards consisted of publications, presentations, or grants received. In other words, the awards are things that a good graduate student should be expected to do sometime during their graduate program. That the majority haven't received an award, even after we recognize that some students are just getting started, also raises concerns about student quality. A measure of program quality that is also a measure of student quality is where students attended school before entering the Genetics program. Again, the pattern is very mixed. The program has attracted students from solid universities like Oregon State and the University of Oregon, as well as higher caliber programs like UC-Davis and University of Colorado. But there are also students from relatively weak colleges such as Eastern Oregon University. It does appear that the program tends to attract students more from the West Coast than from elsewhere in the country. Although some students apply from all over the United States, most of those coming from farther away don't ultimately enroll. Also, although the faculty themselves are graduates of many of the prestigious land grant universities in the U.S., the program itself isn't attracting very many graduate students from these same universities.

Recommendation:

- 10. Given the incomplete information provided in the self-study document and the additional pieces of information pulled together by our committee, it appears that the Genetics program attracts a few good students, but as a whole their students are simply average. That being the case, it appears that performance standards should be reviewed to see if they are high enough to motivate students to excel in the program.*

4.2 Level and Quality of Faculty Performance

Evaluating faculty performance is difficult, given the many different departments and colleges represented in the Genetics program. There are 49 faculty listed as participants in the Genetics program. Included in this number is an OSU Distinguished Professor, a fellow in the American Association for the Advancement of Science, a recipient of the Elizabeth P. Ritchie Distinguished Professor Award, and three recipients of the F.E. Price/Agricultural Research Foundation Award for Excellence in Research in the College of Agricultural Sciences.

A perusal of citation counts for selected faculty suggests the majority of faculty are directing active research programs and their work is having an impact on their respective professions. As a group, the Genetics faculty have generated millions of dollars in external grants. Taken together, it seems clear that there are some outstanding faculty involved in the Genetics Program.

4.3 Quality of the Scholarly Community

Virtually all the faculty in the Genetics program have doctorate degrees, most are from the larger land grant universities in the U.S., with a sprinkling of faculty from universities such as Stanford, University of Colorado, University of Oregon, Syracuse University and UC-San Diego.

There seems to be a great deal of harmony and collaborative behavior within the Genetics community of scholars. Perhaps the most telling illustration of this is the manner in which the core Genetics courses 554 and 555 are taught. As noted previously, 554 is taught as a collaborative effort involving 12 faculty. GEN 555 has 10 faculty involved in instruction.

5. Outcomes

5.1 Professional Viability of Graduates

The Review Committee was provided with a list of initial and current placement of Genetics Program graduates since 2001, including 8 Ph. D. recipients and 9 MS recipients. Most of the MS awardees are employed in technical support positions in academic (3), industrial (3) or government (1) laboratories. Two have gone on for further training, one for an MBA and the other for a Ph. D. degree. Amongst the Ph. D. recipients, 5 took postdoctoral traineeships initially and of these 3 have moved into academic positions more recently. One graduate took an academic position immediately; another took a position in industry and one returned to his home country and works in a research institute there.

Observations

This is an excellent employment record in several respects. It shows that the Genetics Program is succeeding in its mission of training students for both industrial and academic careers. The variety of the positions taken by graduates of the program reflects the great diversity of biological areas for which students were prepared. And most importantly, the record is clear evidence of employability of program graduates. This reflects well on the university and the program. We must wait perhaps a decade or more to determine whether the program has trained truly outstanding scientists, but the track record to date augurs well.

5.2 Satisfaction Survey of Current and Past Program Participants

The committee received a summary of responses to a questionnaire on opinions of students and graduates about the Genetics Program. Statements were ranked on a scale of 1 to 5 where 5 is best.

Survey of Current Students:

From current students, the highest marks--4.4 or better--went to the essentials of a good graduate program: research equipment and facilities, OSU library, quality of teaching, rigor of coursework, fairness of prelim exams, access to major professor, and treatment of the student as a valued member of the research team. Equitable treatment of domestic minority students, women and international students were similarly very high (4.4 to 5.0). Strangely, students ranked "communication is adequate" at 4.5, but gave lower ranking to specific areas of communication: program policies clearly defined (3.6), petition and appeals procedures clearly defined (3.0), student participation in program decisions (3.0), mechanism to change professor is suitable (3.7). Thus the operations and rules of the program appear to be something of a mystery, at least to some of the respondents. It is less surprising to find that adequacy of stipends and office space as well as availability of computers are ranked lower (2.9-3.9): these are probably areas in which students are always going to hope for more. Nevertheless they need review and attention if possible.

Survey of Alumni:

The survey of program graduates (five respondents) was more focused, and the responses were more uniform. They ranked all areas at a satisfaction of 4.2-4.5 (where 5 is best and 1 is worst) except "Resources available for research," which was rated only 3.8. Thus, advising, mentoring, instruction, diversity of courses, professional relationship with committee, level of financial support and overall satisfaction were all given quite favorable marks.

Time to Ph.D. degree was reported at 4.5-5.5, which is excellent if this means time from BS to Ph.D. However time to MS (presumably from BS) at 3-4 years is very slow. Two of the five respondents incurred substantial debt during their studies, one from a year of self-support and the other for over two years.

Observations

Communication

With the caveat that survey results can be strongly influenced by the language in which the question is couched, we accept the results at face value for the present purpose. The current students clearly indicate some communication deficiencies that the program needs to address, no matter what form this program eventually takes.

"Research Resources"

It is unclear what kind of "resources available for research" were in such short supply that they elicited a lower mark from program alumni, especially in view of the 4.6 rating from current students on "Research facilities are adequate." The lower alumni rating could reflect the impact on the average (in the alumni survey) of one isolated project with unusual requirements that were not available. Alternatively it might reflect a wish for more RAs available to program participants. Without additional information it is difficult to evaluate this mark.

Time to Degree

Time to PhD looks fine if it is scored from BS, not MS. However time to MS degree, at 3-4 years, is very long. If typical students are taking 3-4 years to fulfill requirements for the MS degree, the genetics program faculty need to evaluate whether students are slow to finish because

of lack of preparation (need for remedial coursework), other commitments (additional jobs taken to feed the family, etc.), or a lengthy list of required courses

Recommendations:

- 11. A handbook of policies and procedures specific to the program should fulfill some of the needs. Students seem to wish for more advising and contact at the outset; perhaps a second year student in the program could be assigned to each new student in order to give incoming students a sense of belonging to the program.*
- 12. The method of determining length of time to degree needs to be clarified.*
- 13. If 3-4 years is required for compliance with the MS degree requirements, the list of requirements needs reevaluation and consolidation.*

5.3 Ranking of the Genetics Program

Overall the responses of both current and past students appear quite favorable. The Genetics Program appears to be filling a need, and doing a remarkably good job of it, given the extremely lean resources available. We commend the faculty participants in the Genetics Program for the considerable success of this enterprise. At the same time we must take note of the half of the glass yet to be filled, and our conclusions and recommendations must take into account the most promising way to increase the impact of genetics at OSU.

Observations

The Review Committee felt that the small size of the group of students involved in the Genetics Program at any one time is a real handicap. In a real sense, genetics is a major rather than a program. The students do not know each other, have no interactions, no seminar program, no retreat, no discussion groups, etc., except insofar as they participate in these activities in the framework of their “home department.” What you have is good, but a program when it attains critical mass can be much more. The review committee hears clearly the problem that funds are not available to make Genetics into a real Program viable as a separate entity. Reliable funding from the administration would be the best solution to this problem.

The Review Committee was unified in its conclusion that the status quo for the Genetics Program is not satisfactory. Of available options, most felt that the best move would be to consolidate the Genetics Program with the MCB program (which we did not review, but which clearly has the resources and size to attain critical mass). The consolidated program should have a name that reflects this addition to its scope. **The consolidation should be done in a way that preserves as many as possible of the advantages the Genetics Program offers now, especially its ability to recruit students who desire a genetic focus to their graduate training. In that context, OSU should continue to offer the degree of PhD in Genetics.** We stress that one intent of consolidation is to give Genetics room to grow, provided that there are potential students recruitable to sustain such growth. Fellowship support for incoming graduate students in biological sciences should not be earmarked for a particular program up front. Let

the students decide during their first year whether they wish a degree in molecular biology, cellular biology, genetics, genomics or whatever other labels program members agree upon.

The mechanics of consolidation of Genetics Program with MCB must be carried out in a manner consistent with policies and procedures at Oregon State University. The Review Committee has not even attempted to consider this presumably thorny problem. On the academic side, we advise that the best way to make the process a smooth one is to increase first year graduate student support for the combined program, so that the whole really is greater than the sum of its parts. Another way to insure a smooth transition is to involve the faculty (and students) in the process at every stage.

Recommendation:

14. *Consolidation should be done in a way which preserves as many as possible of the advantages the Genetics Program now offers, especially its ability to recruit students who desire a genetics focus to their graduate training. In that context, OSU should continue to offer the degree of PhD in Genetics.*

GRADUATE COUNCIL MEETING

November 2, 2006

3:00 PM, Gilkey Hall 109

Present: Koenig (Chair), Blythe, Filtz, Francis, Gitelman, Grosskopf, Harter, Jovanovic, Rettig, and Russ-Eft

Absent: McLain, Unsworth, Wolpert

Guest: Julia Jones, Geosciences

1. Category II Proposal for Graduate Minor in Ecosystem Informatics

Julia Jones (Geosciences) gave an overview of the proposal which arose from the 4 million dollar IGERT grant funded by the National Science Foundation in 2003. Four courses (GEO 538, 542, 543, 547) were developed for the benefit of the 30 IGERT recipients, but non-fellowship students have also demonstrated a considerable interest in the courses. The proposed graduate minor would provide transcript visibility for both students in the IGERT program and students who wish to study the same curriculum. Two of the courses listed above have already been approved. Course proposals for GEO 543 & 547 have been packaged with this CAT II and are to be considered at the same time that the minor is being reviewed.

Hal Koenig (Business) asked the Council members for questions.

Theresa Filtz (Pharmacy) questioned Jones on the efficiency of having four instructors in the classroom simultaneously. What is the benefit of having all the instructors in the room? Jones answered that all four instructors do attend and team-teach the courses in return for partial teaching release. The minor was developed to encourage cross-disciplinary collaboration among disciplines on campus which have not formerly interacted. Having everyone together in the classroom facilitates research collaborations.

Rod Harter (Health & Human Sciences) asked if this model of team-teaching would be sustained after the funding from the Provost's strategic initiative runs out. Jones responded that the department chairs and deans involved are interested in the future gains to the University that might arise from the research collaborations and centers which could be built from fostering these partnerships among the faculty.

Goran Jovanovic (Engineering) asked about the reference to models and modeling in the course descriptions. He asked if the study of numerical methods is prerequisite to this program. Jones explained that the students in these classes come from many different backgrounds (the students are from 12 different PhD programs) and not all of them have experience in numerical analysis. The instructors who are team-teaching the courses learn to talk about concepts in a way that does not require everyone to understand them at equal depths but fosters basic comprehension of the concepts across the table. The principal aim of the minor is not to make everyone into a mathematician or an ecologist but to help facilitate a dialog that allows students to share key concepts across disciplines.

After Jones left the room Koenig asked for thoughts or discussion from the Council.

Bruce Rettig (Graduate School) mentioned that the Council postponed approving this proposal last spring because the new courses had not passed through the College of Science then. They have since been approved by that College.

There was some discussion of the department and college buy-in that would be needed after the Provost's funds had been exhausted.

A motion to approve the minor proposal was made and seconded. All voted in favor. Motion passed.

2. Minutes from October 19, 2006

The minutes from the October 19, 2006 meeting of the Graduate Council were approved as distributed.

3. PhD rules and regulations

Rettig summarized past Council discussions of changes in doctoral student policies. He asked whether the Council would like to consider one or more of these issues this year.

The Council discussed OSU's Graduate Council Representative (GCR) model. Rettig described student frustration when they find it difficult to identify a GCR and asked whether procedures at other universities, such as the University of Washington, might address their needs better.

Council members appreciated the challenges for the students, but were not comfortable with any change that would either lead to a GCR who might not be as protective of students or that would require additional work at the department level. After some discussion, it was generally agreed that the OSU GCR model should be left unchanged but that the list (database) should be refreshed. To update our list, new faculty interest sheets will be forwarded to departments.

There was also discussion of the PhD Program of Study and the transfer of credit. Rettig noted that the University of Washington does not transfer credit toward a PhD, but allow students with prior master's degree to file programs with fewer required credits than students without a prior master's degree. Council members thought the idea had merit, but did not choose to pursue this issue at this time.

4. Category II Proposal (continued)

Blythe (Veterinary Medicine) asked for clarification on her previous motion to approve the proposed minor in ecosystems informatics. By passing the previous motion, did the Council approve the courses along with the minor or is a separate motion needed to approve the courses?

After some discussion, a motion to approve GEO 543 & 547 was made and seconded. All voted in favor. Motion passed.

Meeting adjourned.

Handout prepared by Bruce Rettig for the Council:

Ph.D. Requirements

The Graduate Council invested much time and energy discussing requirements for graduate education in the period from 2000 through 2004. In 2004-05, the Council decided that it wanted to review graduate degree requirements and consider revisions. Three groups were formed to study (1) three-year European degrees, (2) service courses, and (3) doctoral degree requirements. After much reading and discussion, the third group submitted a draft statement of doctoral learning outcomes. That draft was revised to represent the strategies that should be used by academic programs to help students achieve learning outcomes. That document was provided to the Department of Nuclear Engineering and Radiation Health Physics, which was seeking an exception to the doctoral residence requirement. No changes were made to the residence requirement.

The goals of this document are (1) to provide the Graduate Council background on why this may be an appropriate time to review doctoral degree requirements, (2) to summarize the essential elements of doctoral education identified by the Council of Graduate Schools, (3) to provide the Council the document prepared by an earlier Council two years ago, (4) and to summarize some current doctoral degree requirements that the Council might wish to consider changing. For a more complete statement of doctoral degree requirements, please see the catalog at <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=40>. Clarifications and other requirements common to both master's and doctoral degrees can be found at <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38>.

Background

In late July, Sally Francis, Bruce Rettig and others visited the Office of Graduate Studies at the University of California at Davis, one of the OSU peers, and the Graduate School at Berkeley. The University of California at Davis recently reorganized its staffing and updated some of its policies. Impressed with what was learned on this visit, Francis and others are at work on a plan that is intended to improve the quality of service to OSU graduate students and programs offering graduate degrees at OSU.

Any changes in policies and procedures must recognize the current budgetary climate. The Graduate School, other administrative units, and most academic units have recently absorbed large cuts in revenues while being required to take on new expenditures such as increases in compensation to faculty, staff, and graduate assistants. The Graduate School must design a process that is as efficient as possible while meeting university expectations. However, any shift in responsibilities from the Graduate School to academic units must create greater value at the program level. Before considering what those changes might be, the Council needs to keep in mind the key elements of graduate education. In this document, the focus is on doctoral education.

The Doctor of Philosophy Degree

In a formal policy statement, the Council of Graduate Schools states that "The Doctor of Philosophy program is designed to prepare a student to become a scholar: that is, to discover,

integrate, and apply knowledge, as well as to communicate and disseminate it. ... The Ph.D. program emphasizes the development of the student's capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. A well-prepared doctoral student will have developed the ability to understand and critically evaluate the literature of the field and to apply appropriate principles and procedures to the recognition, evaluation, interpretation, and understanding of issues and problems at the frontiers of knowledge. The student will also have an appropriate awareness of and commitment to the ethical practices appropriate to the field. All of this is accomplished in apprenticeship to and close association with faculty members who are experienced in research and teaching." The policy statement recognizes that administration of Ph.D. degree programs usually involves three levels: the Graduate School, a department or program, and faculty (especially the dissertation advisor). A student is normally guided through distinct phases: (1) a bachelor's degree program that provides the basic prerequisites needed to pursue graduate education, (2) a graduate curriculum that prepares the student for dissertation research and that allows the student to develop the additional skills appropriate to the discipline, (3) written and/or oral examinations that demonstrate preparation to become a degree candidate, (4) the dissertation research, and (5) a final examination over the dissertation.

Graduate Council Statement

OSU

Graduate Council

Policy Statement on recommendations for

Ph.D. Learning Objectives

6/2/05

The Graduate Council, after extensive review and discussion, proposes the following recommendations related to PhD study at Oregon State University. Council members believe that the PhD degree should prepare students to be independent scholars. To achieve this outcome, students in PhD programs must participate in collegial scholarly work in which direct mentoring occurs. What defines the PhD experience at OSU is embedded in the learning objectives stated below. To that end, each program offering a PhD will strive to meet the learning objectives and will provide doctoral students with guided experiences and a variety of educational opportunities. Programs, regardless of residency issues, will demonstrate that they:

- Prepare students to expand the knowledge of their discipline.
- Help students develop requisite skills and knowledge necessary to assume professional positions in academia, industry or professional practice.
- Mentor students and guarantee compelling peer learning experiences.
- Prepare students to become mentors so they can continue the learning cycle.
- Provide a residential learning component or a demonstrated equivalent*

*The residency requirement strives to provide students with a compelling immersion experience with scholars and researchers in their specific discipline. A PhD education should provide a concentrated experience in a setting that supports and encourages both formal and informal scholarly interaction amongst faculty and students and the right to use on-campus resources; such experience is achieved through a period of residence on

campus. When programs offer non-traditional classroom, advising and learning alternatives it becomes essential to implement strategies to insure that this intent is met. Therefore, the graduate school requires that programs offering non-traditional residency requirements present to the Graduate Council a defensible argument which provides a strategic plan for meeting the programmatic requirements listed above.

Successful PhD programs should:

- Prepare students to expand the knowledge of their discipline(s).

This preparation will generally include:

- Development of research and scholarship skills
 - Development of effective oral and written communication skills
 - Extensive understanding of the knowledge base of the discipline
 - Broad, general understanding of related disciplines
- Guide the professional development of students

This guidance will generally include:

- Extensive interaction between students and role models – usually resulting from learning experiences involving a variety of teachers and professionals
- Development of a professional network of peers – usually resulting from learning experiences in collaboration with peers
- Developing professional mentors – usually resulting from learning experiences in collaboration with mentors
- Understanding the politics and requirements of the workplace: academia, industry or professional practice.

- Prepare students to become teachers and mentors for future students

This preparation will generally include

- Compelling learning experiences in the student's own professional preparation that the student can model in his/her own professional career
- Development of an academic culture that places a high priority on teaching and mentorship
- Opportunities for students to serve as a teacher and mentor during the Ph.D. studies.

OSU Doctoral Degree Requirements

Doctoral degree requirements at OSU are designed to meet the common expectations described above. Many of the policies and practices have been in place for many years and could be usefully examined in light of external circumstances and changing expectations of the doctorate. Selected policies and practices are compared to those at highly ranked universities such as the University of Washington, the campuses of the University of California and respected peers such as the Ohio State University.

Because the residence requirement was recently and thoroughly reviewed, the Council might not want to work on it at this time. However, it may be helpful to consider the *university requirement of 108 credits for the doctorate*.

Although assigning a doctoral student to *an advisory committee with one or more external members* is commonly done, other universities structure the committees differently from OSU. At OSU, a doctoral advisory committee consists of five members. The major professor and at least one other must hold graduate faculty status in the student's major program. One member must be a GCR selected from a list provided by the Graduate School.

At the University of Washington, "The doctoral supervisory committee consists of a minimum of four members, at least three of whom (including the Chair and the Graduate School Representative) must be members of the Graduate Faculty with an endorsement to chair doctoral committees. A majority of the members must be members of the Graduate Faculty. The Graduate School Representative (GSR) must be a productive scholar in his or her own field. The remaining members must be identified by the student's appointing department or program as productive scholars in the student's major field and/or subfields. The Chair(s) of a committee must be able and willing to assume principal responsibility for advising the student. In addition, the Chair(s) should have adequate time available for this work and should expect to be accessible to the student. Emeritus/a faculty may serve as a Chair if the above conditions are met. Co-Chairs may be appointed when both serve with equal importance on a student's supervisory committee and equally share the responsibility for the student's progress. Affiliate faculty may serve as a Chair if they meet the above conditions and either of the following conditions is met: 1) the committee includes a co-chair who is a non-affiliate Graduate Faculty member **OR**; 2) the committee includes two non-affiliate members of the Graduate Faculty with an endorsement to Chair from the program offering the student's degree."

<http://www.grad.washington.edu/Acad/gsmemos/gsmemo13.htm>

There are two key differences between OSU and UW. Instead of the student drawing the name of the GCR from a list provided by the Graduate School, the UW Graduate School formally appoints the committee, including the Graduate School Representative, based on nominations from the program graduate coordinator. This committee is charged with approving "a course of study which will fulfill the general course requirements of the student's major and supporting fields, conducting the student's General Examination and, when appropriate, recommending advancement to Candidacy."

There are merits to the OSU process, at least in the abstract. The program coordinator is not involved in the selection of the GCR, which increases the possibility that this person is a "third party neutral" with no ties to the program. This also saves work by the program coordinator. On the other hand, many students expend large amounts of effort in search of a GCR. If the GC wishes to consider this shift of assigning the GCR, it may wish to discuss other pros and cons of the OSU process.

It is common nationally for the standard for a master's degree to be the coursework equivalent of one full academic year with the expectation that it would take most students two years to complete all degree requirements. Likewise it is common nationally to require a minimum of three academic years beyond the bachelor's degree or a minimum of two academic years beyond the master's degree, with an understanding that most doctoral degrees require four or more years to complete. At some universities, the practice of translating this time span into credits, which is followed at OSU, appears in degree requirements although the calculated number varies

depending on the calculation of number of credits in a full time registration per term. The University of Washington and the Ohio State University set a minimum number of credits for a doctorate beyond the bachelor's degree, but allow programs to set a smaller minimum when a previous master's degree has been earned. At other universities, such as the University of California at Davis, a recognition that the process for accumulating course credits in the pre-dissertation stage and the number of credits per term vary by discipline causes that Office of Graduate Studies to not set a university minimum number of credits, but to defer to the individual programs. However, as at OSU, rigorous oversight is maintained both to gain approval for offering a degree and in periodic program reviews.

Related to this requirement is the *university policy toward transfer credits*. Currently, OSU allows an unlimited number of transfer credits toward the PhD as long as the residence requirement is met and all transferred courses meet OSU criteria (such as graded with B or better, taken after completion of a bachelor's degree, and being graduate standalone). If OSU followed the UW policy of reducing the number of credits required for a PhD if a student earned a prior master's degree, much of the need for identifying transfer courses could be eliminated. The first determination of whether the courses should transfer occurs when a student's advisory committee holds a program planning meeting. My interpretation of many transfer courses is that a student's advisory committee wishes to reduce the number of didactic courses at OSU and sometimes the total number of credits. Allowing individual programs to determine the requirements would eliminate most of the need for transfer credits. This is true whether transfer credits are not allowed (UW) or transfer credits are allowed, but not needed (Ohio State and UC Davis).

One question for the Council then is what value is added to the student and what assurance of quality of a doctoral degree program comes from setting the total number of credits required for a Ph.D. (OSU model) or to let the pre-oral prelim requirements be set by a program, subject to compliance with the approved requirements for that particular major (UC Davis model). If a university standard for total credits is set, the next question is whether to permit a smaller number of credits at OSU for a PhD if the student has a prior master's degree in a relevant discipline.

Finally, if the program has the ability to vary the program in response to information on a prior master's degree, is there a remaining rationale for transfer credits toward a PhD?

GRADUATE COUNCIL MEETING

October 19, 2006

3:00pm, Gilkey 109

Present: Koenig (chair), Filtz, Francis, Gitelman, Grosskopf, Harter, Jovanovic, McLain, Proebsting, Rettig, Russ-Eft, Unsworth, and Warnes

Absent: Blythe, Unsworth

Guests: Jim Carrington

1. Minutes from October 5, 2006

The minutes from the October 5, 2006 meeting of the Graduate Council were approved as written.

2. Graduate Council Review of Molecular and Cellular Biology

Tom McLain (Forestry) presented the report of the Graduate Council review of the Molecular and Cellular Biology (MCB) program. Jim Carrington, director of the MCB program, expressed his gratitude for the helpful review. He disagreed, however, with the problem of finding faculty to teach MCB courses. MCB courses are team-taught. When one of the faculty members is unavailable, the class sessions taught by that person are usually reassigned. When this is not feasible the remaining sessions can be expanded to provide a full course. This year, there is no problem because the five people hired through a university initiative have arrived and each will teach within the MCB program as part of the initial work assignment.

Goran Jovanovic (Engineering) praised the report for its focus on the future. The MCB program is a visionary way to make good use of university resources and move OSU toward its goals.

Shawna Grosskopf (Liberal Arts) asked how resources are distributed to the participating departments. Carrington explained that this has operated through an Interdisciplinary Allocation Model (IAM) and that this has been very useful for the MCB program. Sally Francis (Graduate School) cautioned that the IAM was based on a university Budget Allocation Model (BAM). A budget re-basing process has suspended the BAM, which is requiring different processes for providing funding for interdisciplinary degree programs.

3. Graduate Admissions

Bruce Rettig (Graduate School) reminded the Council that it had received a report from external consultants on graduate admissions on May 18, 2006. One of the proposals was to move graduate admissions from the Office of Admissions to the Graduate School. In order to plan the necessary reorganization, three people from the Graduate School

(Francis, Rettig, and Janet Morandi) and four people from the Office of Admissions visited the University of California at Davis and the University of California at Berkeley in July. Although both of those universities have excellent graduate schools that include graduate admission, current planning at OSU includes modification of our processes to follow innovative and compelling practices in the Graduate School at UC, Davis.

Rettig suggested that we consider two practices at UC, Davis. One is that they do not set a specific number of credits for a PhD, deferring instead to each program to provide those requirements. Also, PhD programs of study are not filed with the Graduate School. Rettig also shared two other practices. At Ohio State University and the University of Washington, doctoral students can complete minimum requirements for the PhD with fewer credits (a minimum of two full years of full-time study rather than three) if the students have a prior master's degree. Finally, the University of Washington does not transfer credits to their doctoral degree programs.

Rettig indicated that the most time-consuming part of the analysis of doctoral programs of study come from analyzing transfer courses. In most cases, reducing the number of credits from the current 108 to 72 if a student had completed a prior master's degree would eliminate the need to transfer credits. Individual programs could still require student to meet all local requirements, but they would accept the responsibility for determining whether courses taken elsewhere would allow them to waive some particular course requirements.

McLain said that any change that was designed to ease workload in the Graduate School by shifting responsibility to individual programs would be resisted in the current environment. Before any of the changes Rettig suggested would gain acceptance, a case needs to be made that this would advance the interests of the programs.

4. Other Business

Darlene Russ-Eft (Education) indicated that students in her college have had repeated problems with selecting a Graduate Council Representative. She asked whether the current processes could be reexamined. Grosskopf said she has never been asked to serve as a GCR. McLain indicated that he has not been contacted recently. Rettig agreed to raise this issue with staff to determine whether current procedures were working adequately.

Grosskopf asked when the Economics and Applied Economics proposals would be considered again. Rettig responded that Hal Koenig (Business) has submitted a list of issues to the proposing units and that no responses have been received to date.

Meeting adjourned.

Attachment below: Report of the Graduate Council Review of the Molecular and Cellular Biology Program.

OSU GRADUATE COUNCIL
Review of the
Molecular and Cellular Biology Graduate Program
June 2006

I. INTRODUCTION AND CONTEXT

The interdisciplinary and interdepartmental program in molecular and cellular biology is responsible for the programs leading to the PhD in Molecular and Cellular Biology (MCB), the MS in MCB and the MS in Applied Biotechnology. The MCB program is a confederation of about 100 faculty from many academic departments who more or less collectively establish, participate in and oversee a curriculum, degree requirements and other activities related to the common good. The group is led by an Interim Program Director who reports to the Dean of the Graduate School. Until FY05, program funding was largely piecemeal with base funding from the College of Science and donations from many others, including the Center for Genome Research and Biocomputing (CGRB). FY05 brought a new funding model with base and productivity funding from the Graduate School. Other potential changes coming to this program include the impact of new resources from the Provost's Initiative in Computational and Genome Biology (CGBI) in which the MCB program is a central element, and a planned change in strategic focus. As a result, the MCB program has begun a period of significant transition.

The OSU Graduate Council conducted a regular decennial review of this program on June 9, 2006. The following served as team members:

Internal Reviewers:

Dr. Thomas McLain, Wood Science & Engineering (Chair)

Dr. Carlos Martins-Filho, Economics

Dr. Farah Ibrahim, Teacher and Counselor Education

External Reviewers:

Dr. Tom Adams, Director of Yield and Emerging Technologies, Monsanto Company

Dr. Mary Beth Mudgett, Asst. Prof of Biological Sciences, Stanford University

Dean Francis, Associate Dean Rettig, and Assistant to the Dean Serewis also attended the program review sessions.

The MCB program interim director and staff prepared a comprehensive self study of the program which was distributed to the team in advance of the on-site review. The self-study was prepared in accordance with the Graduate Council Program Review Guidelines and is included in this report by reference.

During the site visit the team members met with Professor James Carrington, the Interim MCB Program Director, the MCB program staff, Deans (or their representatives) of the Graduate School, Science, Agricultural Sciences, Pharmacy, Veterinary Medicine, and Health and Human Sciences who have active involvement with the MCB program, the MCB Committee Chairs and the Genetics program leader. The team also held open separate meetings with about 25 MCB faculty and twelve current PhD students. The team toured some of the core laboratories of the Center for Genome Research and Biocomputing that are commonly used by most, if not all, MCB students and faculty.

The goals of the Graduate Council Review are to evaluate the program goals and mission, the adequacy of support resources, the level of performance of the faculty and students in achieving the program goals and the outcomes that result from the existence of the program. The review team focused primarily on the PhD program which has been in place longer than the relatively new MS in Applied Biotechnology. The MS in MCB degree is not promoted by the program and is a fall-back credential. The MCB program asked that the following be assessed as a part of the review process:

- 1) The MCB strategic plan and program direction,
- 2) Funding and expenditures, recommendations for sustainability and growth,
- 3) Growth of the program, recommendations for increasing diversity,
- 4) Quality of courses and plans to evolve content and instructor participation,
- 5) Relevance of the program within an OSU and employer context.

II. PROGRAM INPUTS

A. Program Mission, Goals and Strategic Plan

The mission of the MCB program is to thoroughly prepare students for careers in forefront areas of biomedical, environmental, and agricultural science by focusing on research and education in fundamental aspects of mechanistic biology. This mission is clearly aligned with that of the University and supports several of the key themes identified by President Ray as central to the future of OSU.

As an interdisciplinary and interdepartmental center, MCB seeks to develop a community of interest around a PhD program that serves the needs of many faculty and students, specifically with research; and to a lesser degree, the opportunities offered by a professional masters program in applied biotechnology.

The MCB Program has developed a strategic plan that focuses on goals in three areas: funding, student recruitment, and curricular change. The review team explored those plans in some depth and this report will address those specific goals and plans in subsequent sections. Overall, the team was pleased to see that the MCB faculty have thought seriously about the future of the program and are proposing some substantive changes that respond to a fluid operating environment and the success with Provost's Initiative funding. There is considerable faculty engagement and interest in this program as evidenced by history of involvement and participation in this review. We could not, however, tease out the degree to which broad MCB faculty have ownership of the planned changes. In addition, it is not clear that the members of the MCB Advisory Board (largely supporting Deans) are fully aware of the future plans.

The overall goals of the strategic plan and direction are appropriate. Computational and Genomic Biology are an excellent core for a modern multifunction/multidiscipline program in Molecular and Cellular Biology and this central theme should provide an appropriate mechanism to drive the program's future.

B. Students

MCB PhD program characteristics were reported for academic years 2001-2006. Six students matriculated each year from 2001-2004 and 8 students each year from 2005-2006. The two additional GRA slots available in 2005 and 2006 were funded through the CGBI. Overall, the student body is fairly equal in gender distribution, with domestic students accounting for the majority compared to international students (~25%). A cohort of students was selected from an applicant pool that varied from year to year (~107 applicants/yr). Applications fell from 2002 to 2004, possibly due to the introduction of an

application fee in 2002. Applications are now on the rise (120 applications in 2006) and are expected to increase in 2007. The graduate placement scores seem to be competitive with peer institutions. Students rejected from the program had similar or slightly less competitive profiles, indicating that other factors (reference letters, research interests and/or interviews) were likely the deciding factors for acceptance.

The characteristics for the MS in Applied Biotechnology were reported for academic years 2003-2006. Applications to this program have steadily increased, with 5 matriculated students in 2006. The representation among the MS students is similar to that of the PhD pool; however in 2006 4 of the 5 students were international. The graduate placement scores for the MS students were lower than those for the PhD students, especially in the verbal and quantitative skills.

The MCB program successfully recruits white domestic students from the Pacific Northwest and a few international students from Asia/Pacific Islands resulting in a poorly diverse pool. This problem is ubiquitous in this field at many universities without significant funds for targeted recruitment and is well recognized by the MCB faculty.

C. Faculty

The MCB group consists of a group of 100 faculty from 6 colleges and 16 departments at OSU, demonstrating that diverse interests and expertise are melded into one modern graduate program. From 2001-2005, 23 PhD students completed dissertations under the mentorship of 20 faculty. One PhD student was mentored by two faculty, providing some evidence that interdisciplinary training is happening in the MCB program. It was encouraging to find through discussion with faculty and students that additional interdisciplinary research and interactions were appearing in MCB graduate work. Such activities were not highlighted in the report. Within the MCB group, 36 faculty are actively involved in student advising on graduate committees. Approximately 25% of the MCB faculty have participated in the instruction of the graduate core courses, although commitments varied from 2001-2006. It is difficult to know the impact of such changes on course content and quality. The deans, faculty and students all remarked that fluidity in the instructor base poses inherent short-term and long-term challenges (e.g. financial, programmatic, and minor quality issues, respectively).

D. Graduate Curriculum and Degree Requirements

MCB PhD students are required to complete 36 units of graduate-level coursework, including 8 required core courses: *MCB 511- Research Perspectives in Molecular and Cellular Biology*; *MCB 525-Techniques in Molecular and Cellular Biology*; *MCB 553-Structure and Function of Eukaryotic Cells*; *MCB 554-Genome Organization, Structure and Maintenance*; *MCB 555-Genome Expression and Regulation*; *MCB 556-Cell Signaling and Development*; *MCB 557-Scientific Skills and Ethics*; and *MCB 610- Internships* (i.e. 3 laboratory rotations). This is on par with core requirements in MCB PhD programs at peer institutes.

The MCB graduate core curriculum is currently moving to integrate and emphasize training in computationally intensive, genome-centered biology. The Committee sees this curriculum development as an essential determinant that can distinguish this progressive MCB program from peer MCB programs that fail to implement new technology in PhD coursework. In the past year, *MCB 554-Microbial Genetics* and *MCB 555-Eukaryotic Genetics* were updated and renamed to *MCB 554-Genome Organization, Structure and Maintenance* and *MCB 555-Genome Expression and Regulation*, respectively. In short, the curriculum was changed to consolidate material between prokaryotes and eukaryotes and to provide a more genome-view of biology and to emphasize system-wide topics. It is too early to tell the impact of these changes. However, the instructor in charge, as well as the MCB

curriculum committee and faculty present, enthusiastically supported the changes and reported that the material was well received this year and that the course will continue to undergo slight changes in subsequent years to solidify content. MCB 557 will be reintroduced into the curriculum in 2007 to fill pre-existing gaps in writing instruction as well as ethics training pertinent to work in the biological sciences. In addition, it was mentioned that the cell biology course (MCB 556) will be taken over by two instructors in an attempt to make it a more integrated class.

Key funding for new curriculum development and instructors was obtained through the CGBI which was led by past-MCB Program director Steve Giovannoni and current CGRB director Jim Carrington. Five junior faculty were hired in 2006 under the initiative. These new faculty are currently setting up their research laboratories and are exempt from teaching for one year. By the academic year 2007-2008, it is projected that some of the new hires will create 2 new courses in computational biology and bioinformatics for graduate students in the MCB program. The other faculty will participate in the existing core classes. Details regarding faculty commitment and course content were not provided, but there was conversation that coverage will include instruction in systems biology, genome evolution, and computational biology at both the practical and theoretical levels. Discussion with the current MCB faculty revealed that they were not very informed about the planning or vision of the new courses, indicating that the broader faculty are not actively involved in curriculum design or decision-making.

The MCB curriculum has introduced the concept of “tracks” as a mechanism to identify high impact research areas and to consolidate faculty specialization across campus. The MCB vision is that tracks may help in student recruiting, obtaining competitive training grants, and enrich the training of the students (e.g. focus course work, identify suitable mentors, and build community activities). In 2006, the Host-Microbe interactions and Molecular Pathogenesis track was initiated with clear leadership, curriculum, faculty cohesion, and a website. Three other tracks have been conceptualized, although leadership and course objectives have not materialized. The impact of these tracks and the proposal is difficult to assess at this time. Peer institutes have tracks and successfully coordinate research areas and visibility. Thus, it is expected that such tracks may identify research strengths within the MCB program. Once formally instated, the tracks should be evaluated to determine if they are achieving the goals set by the MCB program.

E. Administration, Financial and Organizational Support

The MCB program is administered as an interdisciplinary and interdepartmental program of the OSU Graduate School. The Interim Director, Jim Carrington, reports to the Dean of the Graduate School and is advised by an Advisory Board comprised of supporting Deans plus the VP of Research. Very little paid FTE is dedicated to leadership and administration of the program. Faculty voluntarily choose to associate with the MCB program and contribute a portion of their time to the group’s success and to teaching students. Historically, this volunteer arrangement has generally worked but with some challenges to maintaining consistency with core curriculum and course teaching. The new initiative will fund new faculty who will have a portion of their time explicitly dedicated to the success of MCB community needs which should ease some of these pressures. It is, however, a program that will be sensitive to the presence of strong leadership of disparate faculty interests and solid administrative commitment from academic deans.

Dr. Carrington’s leadership and administrative acumen was widely acknowledged and praised throughout the site visit. His leadership with the successful Provost’s Initiative proposal has been especially important to setting new directions for the MCB program. He also facilitates a significant interaction between MCB and CGRB which is integral to the success of the strategic plan. His presence and participation in the College of Science leadership meetings is critical to the coordination of MCB program

directives with new initiatives and decisions being made within participating departments. The interim nature of his position suggests that an important leadership decision may be in the near future. However, it should also be noted that as director of the CGRB, and administrator of the Provost's initiative on Computational and Genome Biology, Dr. Carrington will maintain an active interest in the program's direction.

The group of deans and representatives that met with the team was strongly supportive of the MCB program, and stated that it was the best program on campus applying modern molecular and genome-wide approaches in the biological sciences. The deans acknowledged that the university needs a MCB program that is inherently interdisciplinary to coordinate state of the art research technology with translational research being conducted on campus. Their overall enthusiasm of the MCB program suggests that a strong base of campus-wide support for the program is in place. This group, however, feels that they are underutilized as an advisory group and could be more effective with a greater participatory role. Given the likely budget environment of the next several years, a greater engagement of this group could be critical to any leadership transition and success with achieving strategic goals.

The new Graduate School funding model, and the Computational and Genome Biology Initiative provide greater financial stability and resources for the program than in prior years. In addition, the director continues to be entrepreneurial in securing donations and the return of some productivity funds from participating departments. These represent a sizable portion of the MCB budget and the distribution of these funds appears to have been carefully thought out, although the degree of budget transparency to MCB faculty was not clear. These funds are used to support first year students and other expenses in new ways that are critical to the development of the program.

The review committee is concerned that a significant percentage of this program's budget (44%) is composed of voluntary contributions from participating units. These voluntary contributions are committed on a year to year basis and can therefore be more volatile than other sources of funding, especially in times of tight budgets. Given the deans' stated support for the program, the committee recommends that efforts be made to guarantee that these voluntary contributions become a permanent part of the program's budget. A key issue will be sustaining the funding level through the university rebasing process and positioning the program to successfully compete for a significant training grant targeted for 2011 at the end of the CGBI Initiative.

In summary, from a budgetary perspective, long term sustainability or growth of the MCB program will depend on: a) a stable funding stream from the participating Colleges and Graduate School; b) direct program support for first year students through GRAs; c) an equitable (across participating departments) and transparent mechanism that recognizes and/or rewards the contribution of faculty to teaching in the program.

F. Facilities, Equipment and Other Infrastructure

Because of the nature of the MCB program, it does not have equipment or facilities. The MCB students, however, all have access to the core laboratories of the CGRB which are extensive and appear to be well maintained and managed. The CGRB facilities include an excellent computational core that is broadly used and continues to develop through MCB faculty grant support in a way that should enable achievement of the program's goals in computational biology. While modest in scale, the core equipment required for genomics research are up to date and are being used creatively to ensure that scientists trained in the MCB program have been exposed to technology that will serve them well in future careers. This creative leveraging of CGRB resources is allowing students to have a much broader experience than

if they were limited to departmental lab facilities and equipment. The CGRB facilities should be maintained as a central part of the MCB training experience.

The program relies on the participating faculty to provide additional facilities, academic infrastructure, offices and other equipment that will enable student success. Those are widely decentralized and vary in nature and extent. Based on student achievements, the overall support appears to be adequate.

III. PROGRAM PRODUCTIVITY AND OUTCOMES

A. Curriculum and Mentoring

The MCB program succeeds in delivering the core curriculum courses each year. However, this is an interdisciplinary program mostly fueled by faculty interest and FTE for teaching is not supplied by the MCB program. Some colleges and programs incorporate MCB program teaching support into faculty position descriptions, but many do not. Hence, the curriculum has been largely delivered by volunteers who have put their personal stamp on the course leading to some inconsistency in content from year to year. That is not necessarily bad since it may keep the course content fresh, but since the MCB courses are also populated by non-MCB students there may be less overall program oversight of curricula than might be found in a departmental-based system. There may be limits on the teaching pool if junior faculty foresee vulnerability in terms of promotion and tenure. The new hires funded by the Provost's Initiative will have a component of their position identified to support of the MCB program which may mitigate this problem in the future, especially since they will develop and deliver new courses that are critical to the success of the MCB strategic plan. Volunteers will still be at the core of the curriculum in the future.

The major incentives for faculty participation are their interest and the chance to work with very gifted students interested in applying state-of-the-art molecular and genomic tools to their established research programs. The deans of the participating colleges at OSU (Pharmacy, Agricultural Sciences, Forestry, Science, Health and Human Sciences, and Vet Medicine) judged the MCB program to be successful based on student success. An external reviewer questioned whether the MCB core program was limited to only graduate students. The answer is that seniors can take the courses, but as a matter of course very few actually do. The program faculty indicated that they are not seeking to grow their own MCB graduate students, preferring to seek talented students from the Pacific Northwest and the surrounding regions. However, the team suggests that proactively mingling introductory graduate courses and senior undergraduate courses through the 400/500 slash system might create some beneficial synergies and increase the talent pool for OSU and peer programs.

A key curricular issue, according to the deans, is difficulty in getting diverse constituents on campus to fully commit to the MCB program. One concern voiced was that there must be insurance against barriers in home departments that discourage long-term teaching commitments to the MCB program. They also noted that the curriculum was missing some core elements necessary to set up a multiple tracks approach (e.g. defined tracks, coursework, faculty participation, and track leadership). The students expressed a preference for the current set-up and opined the narrower track concept did not appeal to them. However, it was also clear that the current students did not have a good understanding of the proposed tracks system. The faculty felt that tracks would help focus the program and increase its competitiveness. The faculty and students both noted that MCB students have greater insight into other related disciplines than the average single science subject students.

Considering that the curriculum is in a state of transition, it was surprising to find that a course on

biostatistics was not being considered for the MCB core. Discussion with the faculty indicated that there was not an appropriate existing course. A new MCB faculty member indicated that a planned new course in evolution and genomics will be statistically rigorous. This may serve the needs of some students, but a course dedicated to statistical analysis using biological datasets seems highly relevant for the vision of the MCB program.

B. Student Success and Perspective

The students reported that the average time for completion of a degree was approximately five years. This matched with program statistics of 5 years, 4 months to complete the program. The students felt highly supported financially, socially, and academically. All students were planning to continue biological research as postdoctoral scholars in academia or research scientists in industry. The students noted that they had picked OSU's program because it provided flexibility, the core courses appealed to them, they felt the program was broader, and they were able to do rotations in different labs. Most noted that they had identified this program from on-line searches. The students felt that they had a broader base of knowledge than the average science student. Although the students were spread out over all the participating disciplines in terms of office space they were comfortable with their respective homes and did not feel that they were not accommodated by MCB. They all had space in the MCB program but this was not where they hung out. They felt fairly confident of their identity as an MCB student and as a member of the department that was providing direct support.

The students reported that they do not have a formal mechanism to get feedback from the general MCB faculty, but were generally satisfied with the advising they received from the program director, their major professor and graduate committee members. The students reported that their core courses gave them a very good preparation, and their committee is very helpful in designing an adequate preparation program. Although all students expressed great enthusiasm for *MCB 525-Techniques in Molecular and Cellular Biology*, most felt that the course needed to be updated. This was also echoed in faculty discussions. Students suggested implementing new information regarding: (1) experimental troubleshooting, (2) data analysis and application, and (3) accessing/downloading bioinformatics tools for data manipulation. Faculty suggested the implementation of modern techniques commonly used by MCB students. Two students indicated that training in computer programming (Perl) would have benefited their research program. They also noted that the ethics course through the Philosophy department was nearly useless for their purposes. They wanted an ethics course with greater direct relevance to their area of study. We note that the MCB program is responding to this complaint and has identified an MCB faculty member to develop and deliver an ethics and skills/techniques course next year. Students also felt that they would like more information in their course work that pertained to grantsmanship, writing skills, Power Point presentations, and career development options (academics vs. industry) near the end of the PhD program.

Some students noted a preference to have their advisory committee active from year one. They noted that the professor of the MCB525 course was available to advise the students during the first year and that was very helpful. Some students noted that they liked the flexibility in the program; if they took initiative they always got support. The students also noted that the interim coordinator was always available. The students noted that the idea of having 100 faculty members available to them was very inviting and encouraging.

Some students expressed desire for the MCB program to improve the communication about the program and graduate school requirements, so that they would have a clearer idea of what they were expected to fulfill and by when. This may not be specific to MCB but could reflect differing departmental requirements. (Colleague non-MCB students working in the same lab will have different requirements

which may lead to some confusion.) However, other students felt like they were in charge of learning the requirements and this wasn't a problem. Some also felt that Graduate School website was difficult to navigate. One issue the students brought up was a desire to understand the process of bringing in faculty they wanted to work with into the MCB program. They stated that they were told it was a simple process, but they did not know what it entailed. They also wanted to know current faculty research interests. Although information regarding participating MCB faculty research programs is available on the web, the students indicated that they would have a better idea of the current research questions if individual websites were routinely updated with this information.

C. Student and Faculty Scholarly Productivity / Awards and Honors

MCB graduate students typically publish the results of their dissertation research in high quality scholarly publications with 41 journal articles listed as being published by 17 students since 2001. In addition, students stated that it is common to attend more than one conference during their graduate tenure and it appears to be common for students to present at these meetings (>80 presentations since 2001). Overall this productivity seems adequate. However, there are no publications listed for several of the 23 students who have graduated since 2001. It is not clear if this is a matter of bookkeeping, or if it represents a more troubling trend of issuing PhDs to students that have not completed publishable scholarly work.

On the whole, there appears to be a sufficient number of faculty receiving grant funding to support a vibrant program. This was reflected by the fact that students said they had no problem finding laboratories that could provide financial support. Given the large size of the faculty it is difficult to sort through how many are major contributors and how many really act more as bystanders. The program would benefit from a thorough review of faculty contributions and resources to better understand how this large group of "volunteers" can contribute to achieving the programs goals.

Both faculty and students have been honored with numerous external and internal awards reflecting an active group of scientists making contributions in research and teaching. The University should be proud of the contributions this group is making.

D. Student Financial Support, Retention, Graduation Rates, Employability

MCB PhD students receive an annual stipend of \$22,000 at 0.49 FTE plus a tuition waiver. Under a new strategy, the first year of support is covered by the MCB program and subsequent years by MCB faculty research grants and/or departmental teaching assistantships. The ability to support first year students with GRAs (starting 2005) is seen as critical for success in recruiting graduate students and enabling them to participate in rotations through different labs. Graduate students stipends seem to be competitive with peer programs.

Currently, 6 TA positions are funded; however, 7 TA positions are required for MCB graduate support. Obtaining more TA funding is essential to support the students in their second year, and may be a factor for retention in the program, especially considering the desired growth in the program. The MCB faculty clearly indicated that they are committed to securing available TA positions for MCB graduate students; however, a constant source of TA funding is imperative.

Comments from graduate students suggest that funding is generally available (at least for the small number of PhD students in the program) and the Committee detected no concerns regarding continued funding for the expected length of study. As such, it was surprising to learn that the two alumni surveys returned indicated that students had to self-fund part of their studies (< \$10,000). Success with securing a Training Grant will be critical for longer term success.

The program did not provide specific information on attrition rates, but anecdotal evidence suggests that attrition from MCB is no greater than might be expected from any PhD program. The average time in residence to degree completion is about 5 years and 4 months.

In the last five years, students (23/32) trained in the MCB PhD program were placed in competitive academic and research institutes (e.g. University of Washington, Yale, Los Alamos National Laboratory, University of Geneva, Siga Technologies, NIH) demonstrating that the program is generating highly trained and ambitious scientists. Only one MS student was reported to continue in research at an institute. The committee did not meet with any MS students to adequately evaluate their training and productivity.

Students in the MS in Applied Biotechnology do not receive financial support from the MCB program, but may be supported by employers or TA positions. The long term success of this new program under this type of financing arrangement is uncertain although current enrollment trends suggest that there is a steady demand. Growth in this program appears to be limited by the availability of paid internships. Because this is a new program there is insufficient information on attrition or other productivity measures to draw inferences at this time.

E. Program Growth and Diversity

The review team is impressed with the steps being taken to expand the size of the MCB program as a result of initiative funding, and concur that these are desirable and appropriate. In the long run, growth of the program will require new resources and probably a more central role on campus. Success with obtaining a new training grant will be important, but we tend to agree that a vision of a metamorphosis of MCB into a broader umbrella graduate program to serve the life sciences community could be catalytic to greater OSU success.

A lack of diversity is a concern among faculty and students. While there is a fairly good gender balance among the students, this is not true for the faculty where women are under represented. There was also a notable absence of women speakers as part of the seminar program. The program should take a hard look at these types of opportunities as a means of providing balance to the program and developing further opportunities for mentoring underrepresented groups. This is a historic problem and is slowly changing; MCB leaders and faculty should continue to make this a high priority in alignment with University goals. Among students there are few non-dominant groups represented. The program was overwhelmingly White and Far East Asian with a few international students, also from Asia.

We concur with the program priority of increasing student diversity in the MCB PhD and MS in Applied Biotechnology programs. We do not, however, have new ideas and insight into how to achieve that beyond the steps that are proposed by the MCB leadership. We suspect that they will need to cast their recruiting net well beyond the Pacific Northwest to improve their chances of additional student interest. If they find a promising and qualified underrepresented student applicant for the PhD program then they might consider making funding that student a high priority and whether the targeted fellowship funds from the Graduate School could be helpful. Longer term, a key could be to help fill the pipeline with underrepresented students by specifically nurturing undergraduates. We did not explore the steps being taken to diversify the MS degree program, but it may be reasonable to enlist the help of employers in that effort.

D. Real or Perceived Barriers to Greater Success

While the MCB program has been quite successful to date and has taken dramatic steps towards increasing its effectiveness in the future, significant challenges remain and will need to be addressed if the lofty goals of the program are to be achieved. There is a perception among the faculty of variability in rewards for their participation in the program. Some faculty feel they are supported by their departments and credited for their service while others feel the service is appreciated but not credited, or more often, not recognized. Whether or not these are real or perceived differences, it contributes to bit of a “can’t do” attitude when it comes to such critical things as structuring the curriculum. The volunteer nature of the faculty is a strength but also a challenge since it is more difficult to align the faculty on such things as core competencies and shared goals. This seems to be currently addressed by a core group of highly committed faculty that has made this program their priority, and they have accomplished a lot. However, this puts the program at some risk with nothing to ensure this commitment will be maintained in the future.

There is also a significant challenge with aligning a large volunteer faculty on a clear purpose for the program. For many, this appears to be just another avenue to troll for students for their laboratories and when questioned, they did not articulate any distinction between MCB students and others in their laboratories. Pragmatically, this is to be expected, but to achieve a stated goal of receiving a training grant by 2011 will require clear consensus on defining the unique attributes of an OSU MCB graduate. The vision of providing multi-disciplinary training rather than simply representing a multi-departmental confederation is a good one and would position students well to be competitive in the job market. However, it may not be a vision that is universally shared by the faculty.

As mentioned above, stability of core funding, especially dollars used for supporting graduate students could be improved. The program leadership is not currently allowing this to be a barrier but a tremendous amount of energy is spent gathering a small amount of money to keep this going.

IV. SUMMARY AND RECOMMENDATIONS

The decennial graduate program review of the Molecular and Cellular Biology program revealed a successful interdisciplinary graduate education program with strong administrative, faculty and student support, especially for the PhD program. The program enjoys strong leadership and is benefiting from a new funding model and a university-level initiative that is the catalyst for significant strategic change, now underway. The core curriculum is strong and undergoing change to reflect new priorities and advances. Student satisfaction is very high with the PhD program. We are not able to assess that for the relatively new MS program. There is a dedicated core group of faculty who make this program work, supplemented by a larger group of interested participants.

Currently students appear to be gaining adequate and appropriate training to move on in their careers, especially at the PhD level. The coursework-only-MS program is relatively new and a recent faculty hire is now putting greater attention to advising, curriculum and program support activities. We suggest that a more meaningful assessment of the program should be made in several years.

In some cases, the MCB PhD program has begun to provide a framework for a truly multi-disciplinary education. This effort is in early stages and should accelerate since students that have truly developed the ability to work fluidly across disciplines will have a definite competitive advantage in the workplace. The program goals to develop core capabilities in computational and genomic research as a theme to unite disparate research efforts are a good beginning. However, the faculty as a whole need bring more focus

to this. There was very little ability by the faculty to articulate what made an MCB student unique within the overall graduate program at OSU.

Long term sustainability or growth of the MCB program will depend on: a) a stable funding stream from the participating Colleges and Graduate School; b) direct program support for first year students through GRAs; c) an equitable (across participating departments) and transparent mechanism that recognizes and/or rewards the contribution of faculty to teaching in the program; and d) faculty success with grantsmanship and recruiting high quality students.

This report contains numerous observations and opinions about various aspects of the MCB program that aren't summarized here. This is a successful implementation of an interdisciplinary education model. We offer the following recommendations to improve upon that success.

Recommendations

1. The MCB program leadership should take steps to more proactively engage the Advisory Board in the future of the program.
2. Regular consultative meetings of the participating MCB faculty should be conducted to ensure support and/or understanding of the new program directions and to regularly discuss broad programmatic issues.
3. Clear expectations should be placed on MCB faculty that make their enrollment in the program meaningful. This could include participation in core curriculum, participation on development of "tracks", participation in planning committees covering programmatic issues, and other contributions to training MCB students.
4. An annual report of the program accomplishments and goals should be prepared and distributed widely to faculty and administrators.
5. Departments hiring new faculty with clear interest in MCB and related technology should explicitly define faculty job descriptions so that a portion of the individual's teaching and mentorship duties are officially committed to the MCB program. In return, OSU departments will be able to attract or retain exceptional scientists requiring modern technology and students with this interest.
6. Continue to make improving student and faculty diversity a high priority. Develop a written diversity action plan to share with the MCB Advisory Board, the MCB faculty and OSU administration.
7. The MCB Program Director and the Dean of the Graduate School should establish methods of assessing whether program and course student learning objectives are achieved. Review of student evaluations of instructors should be one component of oversight. The Dean and Program Director should consider exit interviews and other techniques to gain meaningful feedback on program quality.
8. Develop stronger mechanisms to align department/college incentives with the success of the MCB program and reward faculty for their 'voluntary' contributions.
9. Define unique requirements that make the MCB program "multidisciplinary". For instance, a

truly “multidisciplinary MCB PhD student” at OSU is expected to: (1) complete course work in molecular and cellular biology with a strong emphasis on computational biology, mathematics, and systems biology; (2) be able to conduct research using modern research tools available through the CGBI; (3) complete a research dissertation answering fundamental biological questions at the genome level and (4) be prepared for an increasingly complex job market that values scientists that can work across classical disciplines.

10. Continue to improve the current MCB curriculum to better serve the training needs/requests of the MCB students, such as: updating MCB 525, implementing more formal opportunities for learning grant writing and making oral presentations, and by integrating new courses that will uniquely train MCB PhD students and distinguish them from their graduate peers (e.g. computational biology, biostatistics, programming, genome evolution, systems biology).
11. Given that the focus of the MCB PhD program is shifting to a greater emphasis on more numerically and computationally intensive subjects and research, the degree requirements should reflect course requirements or mastery of graduate level statistics or mathematics.
12. The MCB faculty should identify a core group of individuals to serve as mentors to MCB graduate students in the first year. Formal advising is expected to help the students identify programmatic needs early in their career, identify research labs for rotations, and provide a mechanism for faculty to recruit students with similar interests into their labs.
13. Financial support of students is critical to long term success. The MCB program should expand their efforts to ensure that GRA and TA funding, supplemented with fellowships, is available to support a strong and diverse student population. Faculty energy should be invested toward developing gifting opportunities and securing industry-supported fellowships and internships for both PhD and MS students.
14. Given the deans= stated support for the program, the committee recommends that efforts be made to guarantee that these voluntary contributions become a permanent part of the programs= budget.
15. The participating MCB faculty dedicated to graduate training should formally commit to teaching in the MCB courses, and that commitment should be reflected in faculty position descriptions. Such an obligation is essential to maintain a rigorous, consistent graduate curriculum from year to year. Teaching contributions should be formally acknowledged and supported by the participating departments.
16. The MCB program should publish and/or document examples of interdisciplinary research activities at OSU. It will be critical to be able to demonstrate clear evidence of integrated and multidisciplinary graduate research in order to secure a training grant in the near future.

GRADUATE COUNCIL MEETING

October 12, 2006

3:00 PM, Kidder 128

Present: Koenig (Chair), Filtz, Francis, Gitelman, Grosskopf, Harter, Jovanovic, McLain, Proebsting, Rettig, Russ-Eft, Strickroth and Unsworth

Absent: Blythe

1. Category I Proposals for Graduate Degrees in Economics and Applied Economics

Hal Koenig (Business) began the meeting by asking the Council Members if they had read the Budget and Fiscal Planning's report on the Category I proposals for Economics and Applied Economics. Bruce Rettig (Graduate School) was contacted by a member of Budgets and Fiscal Planning Committee (BFPC) who was worried that the report might be misinterpreted. That person recommended that the Graduate Council look at the report as an identification of issues and concerns and not as a "veto."

Continuing its discussion of October 5, the Council returned to its evaluation of the two Category I proposals for new graduate degrees in Economics and Applied Economics.

Council members discussed the strengths and weaknesses of both proposals. The majority of members felt that although the individual proposals did have merit there were also fatal weaknesses in each. Of particular concern were the issues of inefficiency and duplication. It was strongly felt that the Graduate Council could not consider approving either of the proposals in their current form.

One Council member suggested that if the faculty involved in the two programs cannot be convinced to cooperate, external reviewers (experts in the field) should be invited to campus to examine and deal with the academic and political situation. But another member argued that transferring internal management problems to strangers would be a drastic and unpopular move.

Shawna Grosskopf (Liberal Arts) reminded the other Council members that if the admission of new graduate students is not resumed, there will not be enough teaching assistants to help with economics service courses. In addition, tenure-track faculty could be lost.

Council concerns about the proposals can be classified as those that apply to both proposals and those that deal with individual proposals. These include:

Both Proposals

Both proposals include language critical of each other. Council members found this to be deeply troubling and requested revised proposals with less emphasis on past disagreements and more emphasis on working toward common interests.

The Council strongly agreed with the BFPC's concern about duplication of courses, especially at a time when university resources are scarce and leading to program cuts elsewhere on campus. If possible, the programs should seek ways to continue to offer shared courses and to rely on each

other's courses. If university interests are served by courses that must be different in the two programs, clear explanations of the need for the apparent duplication must be provided.

One cross-listed course, AREC/ECON 525 (Econometric Methods), is highly valued by all parties. More courses should be identified for joint use. What is the philosophical basis for different course descriptions for courses that were used by multiple departments in the past? Is the difference solely based on mathematical prerequisites and orientation? Are there differences in learning outcomes? If there are differences in learning outcomes, what are they and why is the difference appropriate?

If the Deans of Agricultural Sciences, Forestry, and Liberal Arts support the expanded offerings of graduate courses, they should explicitly state that the funding resources will be available in the future.

Applied Economics

The Applied Economics program should develop admission requirements for this program that would be directed to the director of the program rather than to the heads of particular departments. The admission requirements should not vary depending on the department in which the major professor is located.

The explanation of the consortium proposed for the Applied Economics program should include a clear definition for supporting and primary faculty. In the current draft, it appears that a professor who instructs and researches in a "field" has less stature than those teaching the core courses. Council members questioned the basis for this. If there is no substantive basis for the separation of the faculty into two groups, the Graduate Council recommends one group. The Council recommends that any distinction between faculty members be based on objective reasons for assigning the five types of graduate faculty authorities (teach graduate courses, direct non-thesis master's students, direct thesis master's students, serve on advisory committees, and direct doctoral dissertations).

Having recently reviewed the graduate program in molecular and cellular biology, the Council commends it as a model to use in planning graduate economic training. Its graduate faculty members are differentiated only in terms of which of the five Graduate Faculty authorities they have.

The Council understood that the design of the consortium was based upon retaining what worked well in the former University Graduate Faculty of Economics and upon avoiding problems. However, the description of the consortium is difficult to understand. The Graduate Council found the stratification in the Consortium very complex and possibly counterproductive. Some Council members asked whether the proposed organizational structure was needed at all and whether it would make governance easier or harder. The flexibility described in the proposal might be challenged in a few years. There was concern about how robust the organization is and whether it can adapt to changes in future circumstances.

The Council did not understand how the program would be marketed. Will the program leaders be able to recruit excellent students by clearly delineating a vision of the program? How will the university recruit students into both this program and the economics program?

Economics

The Council did not understand how strong the demand for the graduates of this program was. What distinguishes this program from economics graduate programs elsewhere? Why would a good student choose this small program over programs, such as those at the University of Oregon and the University of Washington that have a similar curriculum but a larger range of fields? With graduate economics programs available at the University of Oregon and Portland State University, the Council did not understand how an additional program at Oregon State University was justified. When economic degrees were authorized for Oregon State University approximately two decades ago, a statement was made about the special niche that would be filled by Oregon State. Will this program serve a special need in the state and the region? The Council was concerned about whether the recent attrition rate might reflect that students being attracted were either unprepared for the program or were not motivated to complete their degrees.

The Council did not understand how the learning outcomes in the proposal would be achieved and would like a more complete explanation on that point. Other information of interest to the Council would include the non-completion rate. How does it compare to peers? Why do students fail? A survey of the current students in Economics would be a helpful documentation on issues raised in review.

Koenig agreed to send an email to the drafters of the proposals indicating the Council's concerns and desire to see substantially revised proposals.

The meeting was adjourned.

GRADUATE COUNCIL MEETING

October 5, 2006

3:00pm, MU 206

Present: Koenig (chair), Filtz, Francis, Gitelman, Grosskopf, Harter, Jovanovic, McLain, Proebsting, Rettig, and Unsworth

Absent: Blythe, Russ-Eft

Guests: Greg Perry, Jack Walstad, Carlos Martins, Hal Salwasser, Thayne Dutson, Kay Shaffer

1. Introduction of new Council Members

Hal Koenig (Business) introduced himself as Chair of the Graduate Council and welcomed the Council members to the meeting. He invited all Council members to introduce themselves. New members to the Council this year are Linda Blythe (Veterinary Medicine), Shawna Grosskopf (Liberal Arts), Goran Jovanovic (Engineering), and Darlene Russ-Eft (Education). Professors Blythe and Russ-Eft were absent. The graduate student member of the Council has not yet been assigned.

Sally Francis (Graduate School) thanked the Council members for their past and future service and reminded all present that the Gradual Council is the only Faculty Senate body that includes representatives from all OSU colleges.

2. Committee Assignments

The list of committee and subcommittee assignments for 2006-07 was distributed. For the benefit of those who had no prior experience with the workings of the various committees, Koenig briefly described the duties of each.

Koenig reminded the Council that these are “proposed” assignments. Council Members who would like to switch assignments were asked to inform the Graduate School within two weeks from today’s date. Requests for changes will be accommodated if possible.

Bruce Rettig (Graduate School) broached the subject of the Category II subcommittee’s summer work habits. The Curriculum Council shares the problem of faculty finding it difficult to review proposals during a time when many of them are on vacation, conducting field research or in other commitments. The Curriculum Council expects to review this issue and may have a proposal for Graduate Council consideration.

3. Category I Proposal for Graduate Degrees in Applied Economics

Greg Perry (Agricultural & Resource Economics) introduced himself and Jack Walstad (Forest Resources) before giving an overview of the CAT I proposal for graduate degrees in applied economics (MS/PhD in applied economics, graduate minor in business economics).

Perry began by saying that the departments of Agricultural & Resource Economics (AREc) and Forest Resources (FR) have a long history of graduate education in economics and then provided some background on the formation of the UGFE (University Graduate Faculty of Economics) in 1988. Perry shared the reasons why the UGFE was dissolved in 2005, and how the new applied economics degree proposed in the CAT I proposal adheres closely to the spirit of cooperation and applied focus of the original UGFE proposal with important changes in organizational structure and degrees offered (new fields) which he feels would benefit both the program's faculty and students. He feels that the design of the new program would attract students and better prepare them for jobs in applied economics.

Perry informed the Council that all the department heads and deans involved in the proposed program have signed off on the proposal except for the College of Business. The faculty of that college was unable to meet to consider the proposal prior to today's meeting.

After describing the many benefits of the new degree program, Perry admitted that a problem with course duplication will exist if this proposal and the Department of Economics' corresponding proposal are both approved, resulting in a decline in enrollment in some of the PhD level core courses. He believes, however, that enrollment in applied economics core courses would improve once the new program becomes better known. Duplication of effort in the area of economics preliminary examinations would also occur.

Perry informed the Council that Carlos Martins, Chair of the Economics Department, reviewed and commented on the Applied Economics proposal. Perry thought Dr. Martin's comments were fair and briefly recounted a few of them. Perry asked the Council to refer to the proposal's liaison section for a full accounting of the communication between Martins, Perry, Walstad, and other faculty.

After Perry's presentation, Koenig asked Walstad and the deans present for any comment. Dean Hal Salwasser, College of Forestry, said he is supportive of the proposal and very pleased that we are reaching out to other departments in collaboration. Working across boundaries is right in line with OSU's strategic plan. Thayne Dutson commented on the increased marketability of students graduating under the new degrees. Dutson said that there is a very high demand in business for students trained in applied economics.

Koenig then asked the Council members for questions and comments.

Shawna Grosskopf (Liberal Arts) asked Perry if AREc and FR would be dropping their own graduate degrees if this CAT I proposal is approved. Perry answered that his unit would be retaining their degrees and the existing set of degree fields. Walstad told Grosskopf that FR would also be keeping their programs because students like the Forest Resource moniker.

Michael Unsworth (Atmospheric & Oceanic Sciences) asked what the current AREc degree fields are and how they differ from those proposed in the new degree. He also wondered how students interested in studying International Trade, for example, would choose between the two programs. Perry answered that there is a difference in the core courses required. Additionally, the marketability of the two degrees is different, each degree opening certain doors.

Grosskopf asked who in the Graduate Economics Consortium (GEC) would decide who is qualified to teach core courses and to be included as a “primary” faculty member. Perry answered that the policy committee and the director of GEC would deal with these issues.

Francis took a moment to describe how faculty are appointed to the interdisciplinary program in Molecular Cellular Biology (MCB) although that program does not have a two-tiered faculty structure as proposed in this CAT I.

Tom McLain (Forestry) asked how the GEC would be more efficient than the UGFE in terms of administrative overhead. McLain wondered if, in a practical sense, the GEC would be the same as the UGFE. Perry responded that in the days of the UGFE, an AREc faculty member would automatically be a member of the UGFE. That same faculty member would have the choice of joining the GEC or not. Walstad then described the problems with decision making and voting within the UGFE. He believes that the proposed organizational structure of the GEC would reduce such problems.

Other points of discussion included:

- Representation in GEC from departments other than AREc and FR
- Data presented in Appendix B (graduates produced vs. faculty membership)
- How faculty will be compensated in GEC
- How current and future students will be affected if this proposal is approved

4. Category I Proposal for Graduate Degrees in Economics

Carlos Martins thanked the Council for the opportunity to present his department’s proposal and promised to be brief.

Martins explained that this proposal is to restructure his unit’s current degrees which were established in 1988 with the creation of the UGFE. He told the Council that the UGFE gave graduate economics degree granting authority to the departments of AREc,

Forest Resources, and Economics and that the basic idea was to provide a diverse group of students the benefit of a shared common core. He then explained how the UGFE evolved so that eventually Economics was the unit which was primarily exercising its degree granting authority and teaching the majority of the core courses. Martins added that over time the views of the members of the UGFE diverged significantly in regard to core curriculum content and delivery.

Martins then discussed the Economics Department's national ranking, described how the proposed economics degrees would be different from the current degrees, and how the proposal would be in the best interests of the university, the students and their future employers.

After Martins' presentation, Koenig asked Dean Kay Schaffer, College of Liberal Arts, for comment. When she had none, Koenig asked the Council members if they had any questions for Dr. Martins.

Theresa Filtz (Pharmacy) asked if the proposal essentially seeks to give the Department of Economics more control over (academic) outcomes. Although Martins wouldn't use the word control, he agreed that the economics curriculum should be enabled to evolve in tandem with the economics profession and its standards. When asked why economics faculty are not interested in joining the new umbrella group (GEC) Martins answer that one faculty member (out of twelve) is interested and that Economics will participate in teaching international trade and courses in macroeconomics for the GEC. Martins couldn't comment when Filtz asked if Economics faculty would participate on the GEC policy council.

Goran Jovanovic (Engineering) questioned if the UGFE failed to reinvent itself, as all programs must do for survival. Martins discussed how the UGFE made significant changes in the 90's: guidelines were revised to give departments more control, the Department of Economics identified econometrics courses, which were in addition to those in the UGFE core, which became required for the economics PhD degree. Martins added that in 2005-6, the big effort to make the core more flexible, so that every department could go in its own direction, failed.

Other points of discussion included:

- The Memorandum of Understanding (MOU) regarding ECON 515: who teaches it now, who will teach it in the future and which students (econ or applied econ) are taking it and will take it.
- The cost of implementing the new economics degrees

After thanking the visitors for their input, Koenig dismissed them from the room.

Discussion was then held among the Council members.

Francis gave the Council members some background on the Provost's decision to freeze graduate admissions in economics and the reasons why the two new degree proposals were brought before the Council today as abbreviated CAT I proposals. The Provost, after consultation with the Provost's Council, believes that the proposals should be handled internally and that they should be fast-tracked through the system. No student will be admitted into an economics program until at least one of the proposals is approved.

Many of the Council members felt that both proposals had academic merit, but that the amount of course duplication was shocking. Tom McLain pointed out that although many of the course titles are the same the content of the courses might be different. Grosskopf suggested that mathematical rigor could be one of the important differences. Another member of the Council felt hopeful that some of the duplication might be later sorted out.

After additional discussion, Koenig volunteered to meet with Martins, Perry and Walstad, to relate the Council's frustration over the course duplication and to suggest more collaboration in the proposals. The Council members agreed to that course of action. It was also decided that discussion of the proposals, in greater depth, will continue at the October 12 Graduate Council meeting.

Rettig warned the Council members that a change of venue for the meetings is likely.

Meeting adjourned.

GRADUATE COUNCIL MEETING

June 1, 2006

3:00pm, MU 212

Present: Koenig (chair), Filtz, Francis, Gitelman, McLain, Proebsting, Rettig, Rockey, Sanchez, Tadepalli, and Unsworth

Absent: Harter, McCandless, McMullen

Guests: Tom Adams, Steve Hobbs, Ron Adams, Jose Reyes

1. Minutes from Previous Meeting

A motion was made and seconded to approve the minutes of May 4, 2006. All voted in favor. Motion passed.

A motion was made and seconded to approve the minutes of May 18, 2006. All voted in favor. Motion passed.

2. Forest Science Graduate Program Review Report

Prasad Tadepalli (Electrical Engineering and Computer Science) presented the report of the Forest Science Graduate Council Program Review Committee to the Graduate Council. The review's site visit took place April 10, 2006.

Tadepalli prefaced his presentation by saying that the review panel found the Forest Science self-study to be very detailed and useful and that although they were also presented with a draft report of the OSU College of Forestry Survey prepared by the Committee on Academic Freedom and Responsibility, the review panel decided not to utilize that analysis because it was based on input from all the departments in the college, not just Forest Science. Tadepalli added that the Forest Science program is reputed to be one of the best in the country with research output beyond what one would expect for its size. The review panel feels that it is important for OSU to maintain its leadership in forestry by fully supporting the Forest Science Department and strengthening its graduate program.

Tadepalli presented the Council with the Review Panel's **major** recommendations:

- Develop a vision and strategic plan for a fiscally viable department. Make sure that the strategic plan of the department is well-aligned with the university strategic plan.
- Examine the needs of the curriculum for the graduate students and collaborate with the other related departments and colleges in the university to develop a strong curriculum of cross-listed courses that serves the needs of Forest Science and related departments on campus. Collectively convince the administration to commit to faculty resources to cover these classes on a regular basis.

- Develop creative ways to collaborate with other universities through distance learning and other means to give the students a broader research and educational experience.
- Increase the production of graduate students to be in line with the faculty size and the research funding.
- Try to find support for a controlled environmental growth facility capitalizing on existing and new funding opportunities.

In response to the recent events surrounding the attempt by some college faculty to delay the publication of the article in *Science* by Donato et al, the review panel also made the following recommendations:

- Implement a diversity plan including a strong preference for hiring external candidates.
- Hiring internal candidates should be rare and should only be allowed in exceptional cases. Ensure that the faculty searches are not narrowly focused. Hiring committees should be diverse, transparent and open to input from all faculty at all stages of the process.
- The Department and the College should encourage communication between faculty and students of different stripes by supporting cross-departmental projects, and by sponsoring a colloquium or mini-symposium on controversial issues. Train the students in critiquing each others' ideas and responding to criticisms in a professional way.
- Work with other departments in COF to develop an expansive, forward-looking vision of forests as a whole that includes all aspects of forestry. Promote this broader vision among the faculty, the students, the administration, and other stake-holders.

The review panel made the following recommendations in regard to the Forest Science research program:

- Develop a vision and strategic plan for the research program in the department. Integrate it with an overall plan for the teaching, extension, and research mission.
- Increase the graduate student production especially at the Ph.D. level to raise the stature of the department and its long-term impact.
- Develop a communication strategy for use with clients and stakeholders to articulate the research vision.
- Increase the effectiveness in transferring the scientific information produced in the research program to potential users (strengthen the relationship between research, teaching, and extension).
- Add expertise in soil science.

The review panel made the following recommendations to improve and strengthen the FS community:

- There should be a continued commitment to forests as a whole, leading to an expansive, forward-looking vision of forestry. The two camps of the forest science must be bridged by pursuing the common ground between the production-oriented research and the ecological and biological research.
- Faculty searches must be focused broadly and should seek the strongest possible candidates regardless of cultural, regional, or even forestry background.
- The department must implement a diversity plan that includes a strong preference for external candidates. The faculty search process should be reformed so that the search committee acts on behalf of the faculty to conduct a broad search, then summarize and prioritize the applications. The faculty as a whole reach consensus 1) on the candidates to interview and 2) the final recommendation.
- Cross-departmental communication should be facilitated by encouraging group research projects with multiple PIs, and by having a college-wide colloquium or annual mini-symposium to exchange and debate research and views within COF and FS.

To view review panel recommendations on department facilities, program curriculum, and graduate students, please refer to the full report.

Hal Koenig (College of Business) then gave Tom Adams (Forest Science) an opportunity to comment.

Adams thanked the Council and the review panel members in particular for their efforts on the review. He said that the panel members were conscientious, that the report was very thorough, and that in general the panel did a very nice job. He admitted that the report offered a lot of good ideas and that a number of its recommendations were “spot on,” although he naturally could not agree with all of them.

Adams also told the Council that he believed that the program review process, although a tremendous amount of work, is a great opportunity for self-learning for all departments. He said that the review panel’s report will set the stage for a lot of thinking within Forest Science and the college as they work towards tackling some of these issues.

Steve Hobbs (College of Forestry) was then asked to comment. He thanked the review panel for its constructive critique of the program. He said that the report will add fuel for the department and college to deal with some of these very pressing issues. He understands that the issue of declining faculty in the area of soil science has been a serious concern, but it is difficult to find the permanent FTE to fund these critical areas. He added that the problem of losing key faculty areas is campus-wide.

When asked for questions or comments, Michael Unsworth (Atmospheric & Oceanic Sciences), asked if the department or college had any thoughts or solutions on how to build or maintain its number of graduate students, when one finds that it is more efficient to get the research done by hiring research associates. Unsworth asked if Adams had found other ways to fund graduate students, especially during the early years when graduate students are very busy with coursework.

Adams answered that for twenty years the department has received no funding from the university or college to fund graduate students aside from the funding received from contracts or grants. He added that it is no accident that Forest Science is as effective a research unit as it is. Employing research assistants/associates to do the research is one of the reasons for the success, but Adams admits that they are losing students. Adams reported on a suggestion made by Steve Radosevich to revitalize the Master of Forestry program. An MF program would increase the number of self-supporting students. In regard to enlarging the PhD population, Adams stated that it is up to the faculty to decide to fund students rather than research assistants but he wonders if the faculty would be willing to risk a reduction in research productivity. Adams said that another strategy discussed within the department would be to attract more students to the master's and certificate programs in sustainable natural resources.

Koenig questioned the use of the word "university" in a statement made on page six of the report criticizing OSU for its lack of a global reputation in Forestry. Tadeballi explained what reviewer John Laurence meant by the statement and admitted that the word "university" should probably be changed to "college" but that he would confirm that with the other review panel members. At Koenig's request, Adams explained that applied FS research is almost strictly regional in scope while the basic research (in forest ecology) has no boundaries.

Sally Francis asked Tadeballi what was meant by a comment on page 12 of the report. She said that the Graduate School has never provided graduate student targets. Her preference would be for Tadeballi to remove the statement. Tadeballi said that he would consult the review panel.

Adams and Hobbes left the meeting.

Unsworth then asked Tadeballi to what extent he felt that having external reviewers without US university backgrounds effected negatively their contribution to the team. The reviewers, Tadeballi answered, were very strong in their fields and that the only minor issues that arose were of an administrative type. William Proebsting (Horticulture) added that the external reviewers understood the forestry system very well. He said that they were insightful and contributed a great deal.

A motion was made and seconded to approve the report subject to the revisions requested by the Council with the understanding that Koenig would provide Tadeballi oversight in assuring that the revisions meet Council's requirements.

All voted in favor. Motion passed.

3. Old Business

Unsworth and Theresa Filtz (Pharmacy) then gave the Council a brief update on their committee's work writing a "Responsible Conduct of Research" training grant proposal.

4. Nuclear Engineering/Radiation Health Physics Review Report

Theresa Filtz (Pharmacy) presented the report of the Nuclear Engineering/Radiation Health Physics Graduate Council Program Review Committee to the Graduate Council. The review took place February 13, 2006.

Filtz began by saying that the overarching feeling of the review team was that Nuclear Engineering/Radiation Health Physics is a very successful and impressive graduate program. The team's recommendations are not meant as criticism but if followed could serve to strengthen an already strong program.

Filtz then presented the Council with an overview of the Review Panel's recommendations:

- Faculty are overburdened and will not be able to meet the rapidly increasing demand for the more graduates without a serious investment by the College and University. As top ranked programs among only a handful of similar programs nationwide, NE and RHP are great assets to the College and University. The graduate programs risk losing national stature due to staffing challenges and/or becoming overly dependent on unstable external funding. We recommend an increase in full-time, tenure-track faculty.

Filtz told the Council that the primary recommendation (above) was driven by the external reviewers who were stunned by the workload carried by NE/RHP faculty. This sentiment was also felt by the internal reviewers but they were not as surprised, as they are more aware of the budget situation at OSU.

- Faculty need to find a mechanism to reduce teaching loads to compensate for high productivity in research and obtaining research funding. This recommendation was made in 1991 and remains unaddressed.
- Faculty need to re-evaluate the under-utilization of graduate teaching assistants as a means to reduce the undergraduate teaching load.
- Demand for graduates is high and expected to increase dramatically in the near future. Overall graduate student quality is very good; however, an equal number of equally qualified applicants are not admitted due limitations based on funding, faculty size and research interests. The college and department need to consider means to expand the

program to take advantage of increased demand for graduates and adequate supply of qualified applicants.

- Faculty are encouraged to participate in on-going graduate programmatic assessment based on academic goals. Faculty productivity in terms of revenue generation appears to be over-emphasized relative to publication quality. Collection of data on graduate applicants and admittants should be on-going.
- Require all graduate students to complete at least one application annually for external funding. The department should offer to cover the expenses of application submission, including costs of requests for official transcripts.
- Reverse the downward trend in the number of scheduled seminars. Do not schedule more than one seminar at any one time.
- Consider offering special seminars or colloquia centered on ethical issues specifically for graduate students.
- The department deserves commendation for an exceptionally detailed and very useful graduate student handbook.
- Find innovative ways to offer more stand alone graduate courses at the 500/600 levels.
- Faculty should proceed cautiously with the plan for a new joint-degree program in Medical Physics in collaboration with OHSU.

Filtz reported that the review panel members did not want to see the medical health physics program expand at the cost of the radiation health physics program as the RHP program is only one of six in the country and of national importance.

- The reactor, APEX facility, radiation center, and radiochemistry lab are exceptional facilities. However, they appear to be significantly influenced by funding sources and could be better integrated with the academic mission.
- Better integrate the research of the NE and RHP disciplines with each other and with the strengths of the department and University in environmental measurement and assessment.
- Develop and integrate a department-level diversity action plan with the College of Engineering's plan to increase diverse gender and ethnic representation among graduate students, faculty and staff.

After the presentation, Jose Reyes (Nuclear Engineering) thanked Filtz and said that the report was very thorough, insightful and very helpful. He reported that his unit is already working toward following the recommendations.

Reyes updated Filtz and the Council on recent discussions with OHSU regarding the design of the proposed medical physics program. Although the original idea was to design a professional program, an MS and PhD program is also being considered.

Ron Adams (College of Engineering) made one comment on the faculty load issue. He told the Council that this is a major issue across the College. He informed the Council that the College has made a proposal to the Technology and Industry Council for funding. He hopes that the State Board of Education can also be pressured to help out. Adams added that he is proud of the faculty's research productivity despite the heavy teaching work load. Adams added that NE/RHP is the highest ranked engineering program in the College.

Koenig then asked if the Council had any questions for Filtz or the visitors.

Dan Rockey asked Reyes if faculty load will be impacted with the addition of the medical physics program. Reyes responded that the department is already teaching most of the medical physics courses under radiation physics. Since there is a lot of coursework overlap between the two fields, the department will not need to hire a lot of new faculty.

Tom McLain questioned the educational benefit of requiring all NE/RHP graduate students to complete an annual application for external funding. Filtz responded that it was actually the graduate students themselves who suggested this recommendation during their site visit interview. It was thought that this requirement would provide a good opportunity to improve grant writing skills and if a student is successful in securing external support he/she could return his/her GTA/RA award to the department for reassignment.

Reyes and Adams left the meeting.

A point of clarification was asked regarding NE/RHP teaching workload.

Filtz explained then assured the Council that during the site visit the NE/RHP faculty never complained about their workload but instead displayed pride that they could handle it. She added that the graduate students also had very high morale and that the department was a strongly collegial one.

A motion was made and seconded to approve the review report as submitted. All voted in favor. Motion passed.

5. New Business

As this is the final meeting of the year, Sally Francis (Graduate School) and Koenig took a moment to thank everyone for serving as Graduate Council members this year.

Francis announced the winner of the new graduate faculty mentor award (Excellence in Graduate Mentoring Award). Peter J. Bottomley was selected. Francis said that the

response to the call was fantastic with 14 strong nominees. Dr. Bottomley's achievement will be recognized at University Day and at a Graduate Council meeting in the fall.

Meeting adjourned.

Review of the Graduate Program in Forest Science

1. Introduction

The Graduate Council conducted a review of the Department of Forest Science as part of the regular cycle of graduate program reviews at Oregon State University. The review took place simultaneously with the review with the USDA CSREES Research Program review. The review team members were as follows:

Oregon State University Members

Prasad Tadepalli, Electrical Engineering and Computer Science (Chair)

William Proebsting, Horticulture

External Review members

John Laurence, Pacific Northwest Research Station

Cindy Prescott, University of British Columbia

Additional CSREES Review Team Members

Catalino Blanche, CSREES (Team Leader)

Lee Allen, North Carolina State University

Joseph McNeel, West Virginia University

Anna Sala, University of Montana

Sally Francis and Bruce Rettig, the Dean and the Associate Dean of the Graduate School, also attended parts of the program review. The department prepared a detailed self-study report before the review, which was sent to the review team on the 28th of March. The review team had a pre-review meeting on the night of April 9th with Dean Francis, who discussed the review process and the format of the report. The review team visited the Department on April 10th. The review schedule is attached in the Appendix.

We had also seen a draft report of OSU College of Forestry survey done by the Committee on Academic Freedom and Responsibility, chaired by Norm Johnson. After some deliberation, we decided to not use this survey in our report because it was based on the input from the entire college and is going to be dealt with by Johnson's committee. We also solicited email comments from the forest science faculty on the administration and the culture of the department, to which a couple of the faculty responded. This review report was written by the following four members of the review team: Prasad Tadepalli, John Laurence, Cindy Prescott, and William Proebsting.

2. Executive Summary

The Department of Forest Science at Oregon State University is reputed to be one of the best in the country and occupies a unique position in the College of Forestry. The department is a research leader in the university and has many accomplished faculty members. The faculty, research staff, and the graduate students conduct world-class research. The productivity of the department in terms of the research papers and their impact is well-above their peer institutions. The graduate students are well-supported by grants and have high regard for their advisors. The research funding of the department has been among the top three departments at OSU. The core curriculum on posing relevant research questions and using appropriate research methodology

for answering them is unique and innovative. The statistical advising freely made available to the students received high praise from the committee. It is important for OSU to maintain its leadership in forestry by fully supporting the Forest Science Department and strengthening its graduate program.

In spite of the above strengths in research and teaching and the excellent reputation and accomplishments of its faculty, the department and the graduate program face some important issues that deserve immediate attention from the department and the college. Some of these issues are related to fiscal matters and some are administrative and cultural. We deal with them separately. The professorial faculty of the department fell by 22% in the last 5 years. The annual expenditures of the college exceed the revenues by 30% and threaten its future fiscal health. The department lost critical strengths in important areas such as soil science and forest mycology and lacks a clear department-wide research strategy for the future. It heavily depends on the support staff, i.e., faculty research assistants and associates for their research. The department does not have a large enough graduate student body relative to its faculty size, especially given that the faculty does not have undergraduate teaching responsibilities. The graduate students complain of not having access to a sufficient number of graduate courses both within and outside the department. We list the major recommendations here leaving more detailed recommendations for the remaining sections.

- Develop a vision and strategic plan for a fiscally viable department. Make sure that the strategic plan of the department is well-aligned with the university strategic plan.
- Examine the needs of the curriculum for the graduate students and collaborate with the other related departments and colleges in the university to develop a strong curriculum of cross-listed courses that serves the needs of Forest Science and related departments on campus. Collectively convince the administration to commit to faculty resources to cover these classes on a regular basis.
- Develop creative ways to collaborate with other universities through distance learning and other means to give the students a broader research and educational experience.
- Increase the production of graduate students to be in line with the faculty size and the research funding.
- Try to find support for a controlled environmental growth facility capitalizing on existing and new funding opportunities.

Many of the issues related to the administration and culture have come to light with the recent unfortunate events surrounding the attempt by some college faculty to delay the publication of the article in Science by Donato et al on effects of post-fire logging. Although this incident is regrettable, it sheds some light on the underlying problems of communication and culture within the department and the college. Some graduate students, faculty, and administrators are concerned by the apparent lack of collegiality and communication between faculty members of different groups. There is little diversity among the faculty members in race and gender. Perhaps more importantly, more than half of the current professorial faculty in the department earned their Ph.Ds at OSU. From the remarks of some of the faculty, the hiring practices encourage inbreeding by not being sufficiently open and transparent. It is important to take immediate steps to address these issues in a precipitous and transparent fashion. We recommend the following actions:

- Implement a diversity plan including a strong preference for hiring external candidates.

Hiring internal candidates should be rare and should only be allowed in exceptional cases. Ensure that the faculty searches are not narrowly focused. Hiring committees should be diverse, transparent and open to input from all faculty at all stages of the process.

- The Department and the College should encourage communication between faculty and students of different stripes by supporting cross-departmental projects, and by sponsoring a colloquium or mini-symposium on controversial issues. Train the students in critiquing each others' ideas and responding to criticisms in a professional way.
- Work with other departments in COF to develop an expansive, forward-looking vision of forests as a whole that includes all aspects of forestry. Promote this broader vision among the faculty, the students, the administration, and other stake-holders.

3. Overview of the Department

The Department of Forest Science is one of four departments in the College of Forestry. The origins of the College of Forestry at OSU go back to the state-funded forestry research program in 1940 in Salem. The group moved to Corvallis in 1957 and gradually became part of OSU. In 1967 it merged with the other forestry faculty on campus, and the Forest Science Department was formed as a separate unit in 1976. Currently the department has 19 tenure track faculty and 59 graduate students. It also has 4 fixed term faculty, 5 active emeritus faculty, and a large body of adjunct and affiliate faculty who also supervise students.

The mission of the Department of Forest Science is "to provide strong research programs in education and research with the goals of furthering knowledge; training future scientists, teachers, and practitioners; informing the public; and, helping society deal effectively with the pressing issues of forest health, productivity, conservation, and sustainability" [Self-study, pg 6].

The department's research is well-aligned with its mission statement and includes a broad spectrum of activities that deal with understanding of forest growth, function, and change with the multiple goals of improving forest health, productivity, conservation, and sustainability. The education mission of the department includes developing expertise in several areas related to the above goals including forest ecology, genetics, biotechnology, tree physiology, integrated forest protection, silviculture, agro-forestry, and sustainable forestry.

The department's primary emphasis is on research with most faculty having 0.15 FTE or less devoted to teaching. The department is a research leader in forestry. Its faculty is world-renowned and brought over \$36 million dollars in research in the past 4 years, over 50% of which is through competitive grants. The comparisons in the self-study document show that the faculty's publication and citation records are the best among their peers. Forest Science has been consistently among the top 3 departments at OSU in total grants and contracts awarded each year. The department offers Master of Science, Master of Forestry, and doctorate degrees. Almost all the students are supported through GRAs and fellowships and seem to receive high quality advising, teaching, and research experience.

In spite of these positive factors, there are a few troubling aspects that need attention. Like all other departments at OSU, Forest Science was also subjected to dwindling state support. As a

result, its faculty is smaller today than 5 years ago by 22% and the graduate student body is smaller by 32%. It is estimated that the college's annual expenditures exceed its revenues by 30% and without changes in resources or expenditures, the College reserves will be exhausted by 2010. The department lacks a strategic plan to cope with the dwindling resource base and appears to be looking for a direction. Currently the faculty is undecided about issues such as breadth vs depth in its research, how to increase revenues and find new sources of funding, what research areas are most attractive, appropriate proportions of production vs. ecological research, and the relative importance of graduate student training vs. post-doctoral research staff.

Related to the above item is the disappearance of many vital subject matter graduate courses both in the department and across the campus. Examples include plant physiology and soil science. Lack of adequate graduate courses is one item that is brought up by the students in surveys and personal interviews as the most pressing need they feel. While some faculty members found creative solutions to the problem, such as sending their students to other universities, this approach seems expensive in the long-run.

Last but not least, the department has recently suffered a serious blow to its prestige arising out of the attempt by some faculty in the college to delay the publication of an article in *Science* authored by two graduate students and their faculty mentors (Donato et al) on the effects of post-fire logging. This raised some questions about the communication and collegiality of the faculty members of the college, and whether the administration is taking sides that might impinge on the academic freedom of some students and faculty. The dean has appointed a special committee to look into this and make recommendations. We address some of the systemic issues that were raised by this incident in Section 8 of this report.

4. Faculty Research

The Forest Science department at Oregon State University is home to an impressive research program that is both large and complex. To a great extent, the program provides an adequate mix of research that addresses issues of regional, continental, and global importance. In addition, there is a substantial effort to build and maintain long-term, collaborative research programs (e.g. CFER, AmeriFlux, and Andrews LTER) while still addressing shorter term regional needs through Cooperatives. The faculty has also forged strong relationships with federal cooperators and the result is a research partnership that substantially increases the capacity of the Department. While commendable, it was not necessarily clear to either the review team or to clients that this strategy or outcome is intentional or even appreciated. Nor was it clear whether the research program is integrated with a strategic vision for the Department.

Research in the Department is almost entirely dependent upon external sources of funding that are increasingly difficult to obtain and are likely to decrease in magnitude. The faculty is very successful in competing for these funds and the number and quality of scholarly publications (as determined by the journals of publication) is outstanding. They meet or exceed the level and quality reported by peer institutions. Outstanding productivity is further evidenced by the continued and even increased success at acquiring competitive funding. Given the level of support from the University and from the State, substantial external funding will remain essential to the continued operations of the Department, thus the need to plan strategically is critical. The

Department faculty should consult with research partners and other funding agencies to assure that they understand future priorities.

The faculty members receive substantial national and some international recognition for their efforts, particularly as evidenced by invitations to participate in meetings. They also frequently serve the scientific and professional communities through participation in committees, on grant review panels and editorial boards. There are a few instances of awards of international and national stature, however most awards are given at the regional or University level.

Another measure of the quality of the research program is the success of students in gaining appropriate employment after they leave the university. Information was presented on the current employment of about 50 percent of the graduates from the past 10 years. By-in-large, the Forest Science graduates who were tracked have been successful in obtaining professional positions that relate to their area of study. The positions of the remaining half of the population are unknown. Future study/employment should be tracked more carefully in the future.

Many faculty members have adopted a model for research that depends more on fixed-term positions rather than relying on graduate students to maintain their research productivity. While the number of graduate students per active faculty member varies, it averages less than 3. Departments of comparable size in other universities have larger numbers of graduate students. For example, the University of British Columbia has more than 4 students per faculty on average, although all faculty members there have significant undergraduate teaching responsibilities as well. Given the amount of research funding the faculty attracts and given that they do not have undergraduate teaching responsibilities, the department should be producing more graduate students.

Strengths

- The faculty members are highly regarded, and highly productive with several members producing contributions to the scientific literature in numbers and quality far above the academic norm.
- The research enterprise provides an excellent opportunity to train graduate students at all levels and to further the experience of post-doctoral scientists.
- The members of the department publish their work in high quality outlets, appropriate to the subject matter.
- There is a good balance between research that addresses regional, continental, and global issues in forest science.
- The Department maintains an appropriate mix of applied and basic as well as short and long-term research. Of particular note are the HJ Andrews program, the CFER program, and the research cooperatives, each a long-term effort addressing a different client base.
- There is a large extended faculty who provide excellent supervision, mentoring, and broad expertise to students.

Weaknesses

- Research projects by individual faculty members driven by short-term funding opportunities leads to a perception that the Department lacks a long-term strategic vision of its research.

- The Department has not made it clear to clients what the research program is and why it is what it is.
- Actual transfer of technology lags substantially from initial publication
- The College has not successfully established OSU and COF as internationally important research entities in the minds of the constituents. There are important ramifications of leaving the ranks of regionally focused universities and joining those that have a more global focus.
- The number of graduate students is low relative to number of extended faculty and grant support.
- One specific and critical area of research needs to be addressed: with retirements and relocations, there is no expertise in forest soil science in the College. Given the potential role of nutrient cycling and below-ground processes as an integrating discipline, it is critical to add this expertise to the faculty.

Recommendations

- Develop a vision and strategic plan for the research program in the department. Integrate it with an overall plan for the teaching, extension, and research mission.
- Increase the graduate student production especially at the Ph.D. level to raise the stature of the department and its long-term impact.
- Develop a communication strategy for use with clients and stakeholders to articulate the research vision.
- Increase the effectiveness in transferring the scientific information produced in the research program to potential users (strengthen the relationship between research, teaching, and extension).
- Add expertise in soil science.

5. Facilities

The facilities available to the Forest Science department appear to be adequate to meet the mission and needs of the unit. Space is becoming limiting however and if the size of the Department increases, it will become increasingly important to optimize the use of facilities. Offices, laboratories, seminar rooms, and common areas available in Richardson Hall are superb. While the entire department is not housed in a single building, the availability of space in the FSL provides similar quality facilities in an adjacent building. Also, given the active participation of several courtesy faculty from the Forest Service and USGS, it seems unlikely that graduate student research would ever be accommodated in one location.

There is some concern about the availability of state-of-the-art greenhouse space. A new facility at Oak Creek, originally constructed for other purposes, is being modified to provide additional research greenhouse space, however, it was not clear whether this space will be available or appropriate for other Departmental uses. Its location makes it inconvenient, but there does not appear to be sufficient vacant space near Richardson Hall to alleviate the problem.

The Department is lacking a controlled environment growth facility and it would likely be put to immediate use were it available. The Department should consider seeking foundation

funds (e.g. NSF, Kresge, Ford, Rockefeller, others) to support the development of such a facility.

There is substantial use of laboratory space for storage, however, much of that seems to be used for storing and maintaining expensive instrumentation that is deployed during the field season. Thus, it may not be feasible to store equipment elsewhere. In addition, there did not seem to be a concern about a shortage of laboratory space.

Computer support and the availability of the QSG for statistical consulting are services that earned the envy of the committee members. The Department and College should do everything possible to maintain this exceptional level of service.

Strengths

- Richardson Hall provides superb office and laboratory space.
- There is excellent computer support via the FCR.
- The new containment facility for insect and pathogen work is an important new addition.
- The HJ Andrews and College forests provide outstanding field research opportunities.
- The Cooperative Chemical Analytical Laboratory (CCAL) provides excellent analytical support for a number of research programs.

Weaknesses

- The Department is not housed in one building, however, given the close collaborations with courtesy faculty at CFSL it is unlikely the Department could be consolidated in one location.
- Tree growth facilities are very limited (e.g. general purpose greenhouse and controlled growth chambers). The Oak Creek greenhouse may or may not alleviate the problem at the Department level

Recommendations

- Optimize the use of existing space. Examples of space optimization are: 1) relocation of storage material (samples; old archives) and non technical field equipment (ladders, tools, etc.) in low quality space to free up high quality space for laboratories and offices; 2) grouping graduate students in larger multiuse offices.
- In the event of the construction of a new building, consider possibilities for a physical linkage with Richardson Hall.
- Capitalize on existing funding opportunities (e.g. USD-NRI, foundations, and NSF) for equipment and research infrastructure.

6. Graduate Program and Curriculum

The Department offers Master of Science, Master of Forestry, and the doctorate degrees but no undergraduate degree.

The department embarked on a curriculum revision effort six years ago, so they are three years into the new curriculum and mentioned that this was a good time to reflect on it. The curriculum is in keeping with their stated mandate of training scientists. The core curriculum (FS520 and FS521) is innovative serving many purposes including teaching the skills to develop a research proposal, introducing students to related fields and other professors, and fostering cohesion of students from different research groups early in their program. In the fall, the students are required to take two 1-credit modules in addition to the 1-credit FS520 on “posing researchable questions.” In the winter term students take FS521, which is a 2-credit course on “developing a research plan.” In addition, they try to offer 1-credit companion modules that emphasize specific research skills, but these are not required. The department sometimes had difficulty in finding faculty to offer these optional modules.

The curriculum review revealed that potential employers of graduates ranked communication skills as the highest priority for graduates. The department has opted to not have a separate communication skills courses, preferring to limit the number of mandatory (hoop-jumping) courses. This may be symptomatic of the professoriate being perhaps too influenced by students’ immediate attitudes and reflexes regarding being told what to do, rather than serving their long-term interests. The curriculum revision plan identified a number of potential workshops that could be offered by FRL staff which would provide excellent communication training for students. It is not clear if this has happened. The department has opted to have students to develop their communication skills within existing Forest Science graduate courses and in lab group meetings and students confirmed that they were indeed part of graduate courses, but the department needs to reflect on whether this is sufficient given the importance of these skills in graduates who become scientists and natural resource professionals. The communication skills may be expanded to include media communication, especially for those students engaged in policy-relevant research.

The graduate students pointed to a lack of courses available to them to meet their graduate program requirements as the key curriculum issue. Of lesser note was a concern that they had to go outside the department for many courses. It would not be recommended that similar courses be taught in different units within the same university, so this is not a “real” problem. The issue may instead be to what extent and for how long other units are happy to teach Forest Science graduate students, and if the department is seen and will continue to be seen as pulling its weight in terms of course offerings for graduate students (could see this being a real issue if faculty in other units are teaching Forest Science students, in addition to large undergraduate teaching loads in their own unit). The department will clearly have to maintain a good suite of courses available to students in other units to maintain this positive relationship on campus.

More significant were areas identified in which “service” courses were no longer available anywhere on campus. Examples were plant physiology and (perhaps) genetics. In the words of one student who is surveyed in the self-study (vol II page 84):

“The lack of course offerings that are stand-alone graduate courses severely limits the major and course work a student is able to take. I will have 3 credits from Forest Science (not including thesis) when I graduate and I am a FS graduate student??? I do not think there are adequate plant physiology courses available within or outside of this department. Barbara Bond’s course is one of two courses in plant physiology left at the graduate level and that raises serious concern in my

mind. I contemplated leaving OSU and finding a university with better course offering so that I could have the basic information required to complete my degree.”

It was clear that department members (Bond and Howe in particular) had shown leadership in resolving these problems, but the process had broken down, apparently when it came time for units to commit resources to teaching such courses. It is not clear if only graduate courses in this area are lacking, or if undergraduate courses are also unavailable – if the latter, then a fix is needed regardless of declining resources. The department may have to be innovative in this regard, perhaps partnering with other universities that have maintained plant physiologists, to offer senior undergraduate and/or graduate courses through video conferencing or such technologies. Modular specialized courses were mentioned – this may be what the department needs to explore in order to maintain graduate course offerings across all disciplines in the face of a shrinking professoriate. The most worrisome gap in courses is in the discipline of soil science, which, prior to recent retirements, was one of the disciplines for which OSU was world-renowned. Restoring capacity in soil science should be a high priority for the department, college and university.

The most troublesome challenges faced by students on curriculum issues have resulted from well-intentioned policies in the Graduate School and elsewhere in the university administration. A new policy stating that half of each student’s credits must come from graduate courses and not “split-level” senior undergraduate/graduate courses, has compounded the problem of the lack of courses offered at any time that are useful and appropriate for graduate students.

Faculty members have responded to students concerns about lack of teaching experience during their graduate degree by developing a graduate course in which students develop a syllabus for a course. This is well-intentioned but may not really solve the problem, which may not be a solvable problem within a graduate degree. Forest Science graduates do not get opportunities to serve as TAs, and so worry that they are not getting the ‘teaching experience’ that students in other departments enjoy. This is probably more of a perceived problem than a real one, as most TAs do not get much teaching experience or mentoring, and most would probably prefer to be GRAs as Forest Science students are, if they had the option. Another point raised by one person in our interviews is that most professors never actually learned how to teach and so should probably not be offering such courses. This may be an opportunity for the Department of Forest Science to show leadership in this important area by developing modules with the Education Department on university-level instruction for graduate students. The Graduate School might be the logical champion of such a module or course, “Teaching in Academia,” for all graduate students on campus as part of a Graduate Professional Development initiative. Students could also be proactive by approaching faculty who do teach and requesting an opportunity to teach in their course and some guidance from the instructor about their teaching. Persons from the RA pool who took this initiative found the instructors to be receptive to this and gained valuable experience. Faculty could facilitate this by making the necessary contacts for students who express the desire to get some volunteer teaching experience.

The department, like many other institutions, needs to keep the listing of graduate courses in the Catalogue and the Graduate Handbook up to date. There are several courses in the catalogue that are not offered in the last 3 years. These should be removed. Students need to know before they arrive on campus which courses are offered so they are not unpleasantly surprised when they arrive on campus to find that many of the courses that they expected to take are no longer

offered. The committee had some difficulty discerning which courses are currently offered, so it is likely that students also have difficulty.

Strengths

- Breadth in program – areas of interest
- Lots of flexibility in course selection
- Innovative core sequence course
- Availability of statistical advising

Weaknesses and Recommendations

- Loss of campus-wide service courses
 - Lead a campus-wide effort to coordinate and streamline the different biology curriculums in different departments and get administrative support for offering these courses on a regular basis.
 - Develop a strong set of stand-alone graduate courses covering the broad spectrum of forest science. Get administration's commitment to increase the teaching FTE to an adequate level to be able to offer these courses.
 - Explore creative solutions such as modules, short courses, video-conference courses with other universities
- Minimum enrollment policy discourages faculty from offering graduate courses
 - Advertise courses across campus
- No course in fire ecology
 - Coordinate with Forest Resources
- No soil science courses
 - Restoring soil science teaching and research should be top priority
- Limited teaching experience opportunities for grad students
 - Encourage/ facilitate students to seek volunteer teaching experiences
 - Explore partnering with Education to develop science education course
- Coordinated approach to improving communication skills
 - Mandatory communication workshops or core course

7. Graduate Students

The department has been successful in attracting bright, motivated graduate students and appears by all accounts to take good care of the students in all aspects of their graduate program. Currently there are 59 graduate students in the program, out of which 24 are Ph.D. The administration of the graduate program by department staff received consistent praise. The graduate students who talked with the panel expressed few concerns about their graduate program, other than insufficient graduate courses and the issue of collegiality among faculty, which will be addressed separately.

The graduate students cite the reputation of the college and the faculty as the main reasons for choosing OSU. Currently 96% of the students receive support at 0.49 FTE and the remaining receive support at 0.2 FTE. Most of the students are supported through GRAs. The department has an active scholarship committee that is quite effective in obtaining fellowships for its

students. Although the funding policy is officially for 2 and 3 years respectively for MS and PhD students, most students take longer than this time to complete, but are funded through completion of their thesis. Occasional cases of funding lapse have been dealt with by the department to ensure that students do not find themselves without a stipend while within the expected time-in-program limits. The number of graduate students (“carrying capacity”) of the department is thus set by the number of faculty and their ability to secure research funding, which is exemplary.

There were no concerns raised about any faculty members taking on more students than they can properly supervise. There were also no concerns raised that courtesy faculty do not take supervision too lightly – many of the scientists in associated institutions who are also major professors appear to excel in this capacity. This impression was borne out by the students associated with these faculty and other members of the professoriate.

Students appear to be well provided with desk space, computer access and IT support. The department has wisely invested in statistical advisors for the graduate students. It will be critical for the department to maintain this service in the face of looming budget restrictions.

Students expressed concerns about the limited collegiality in the department and especially within the college. They felt that the professors had a limited awareness or interest in what graduate students (other than their own) were working on. The department should discuss having a seminar series in which students present their proposed or in-progress research, and offer incentives to students and faculty to attend these as part of an effort to build collegiality among the faculty, graduate students and RA pool, who also play a large role in mentoring and training graduate students. Other means of increasing communication between “tribes” need to be explored within the department and college.

The graduate student survey that the students undertook for the self-study report also indicated few areas of concern other than the lack of courses in the department and the lack of teaching opportunities available to them. The research talks presented by faculty members stressed graduate students as the primary product of the department.

Strengths

- Attracts excellent (bright, motivated) graduate students
- Receives adequate and equitable funding through program, plus tuition waiver
- Well provided with desk, computer access, IT support
- Excellent system for providing high-level statistics support to students
- Students are made aware of opportunities for professional development

Weaknesses and recommendations

- Limited awareness of what students are working on
 - Have student seminar series in which students present their proposed or in progress research
- Limited communication between “tribes”
 - Foster collegiality among faculty, RA, grad students

8. Administration, communication, culture

The Department of Forest Science has a Head system, with 5-year renewable terms. Strategic planning, academic leadership, budget development and control, personnel, facilities and equipment, safety and program support are listed as the Head's primary responsibilities. Several faculty committees provide input to these areas. In general, policy decisions are made by faculty as a result of general faculty meetings and an annual two-day off-campus retreat. While this system seems to have functioned well in the short term, serious long term problems have developed with respect to inbreeding and vision.

At the review, faculty were generalized, bluntly, as senior, male, white and OSU. Approximately, 17 of 26 faculty listed in the self-study have one or more graduate degrees from OSU. More than half of the professorial faculty received their Ph.D's from OSU. It was noted that often highly specialized faculty positions are developed in FS and, as a result, this expertise is likely to be found at OSU. This is a conservative strategy that may have served FS well in some respects. In particular, it may be well-adapted to obtain agency funding for larger, longer term projects, which is the source of much of the graduate student funding. However some critical comments from the students and the faculty suggest that this strategy may have failed to recruit the best possible candidates in the past faculty searches. The comments of the following alumnus aptly illustrate both the strengths and weaknesses of the college (self study, v2, page 131).

"OSU Forest (sic) is a very well-funded and well-administered college, and the faculty is quite good. I did not appreciate the quality of the infrastructure during my time as a student. I now realize how rare it is for a college to have such an extensive research forest close to campus, research facilities and support like the FRL and media center, and outstanding computational infrastructure and support. Given this, I don't understand why the college continues to hire from within rather than attracting established, world-class faculty from outside. Nearly all recent hires have some past OSU forestry connection ... OSU forestry is quite good, but it could be so much better."

There are reasons to believe that this lack of diversity is not an accident, but rather is a result of flawed hiring practices. We are told that these include focusing the searches too narrowly, not having sufficiently broad faculty representation in the hiring committees, not enforcing a strict conflict-of-interest policy in hiring committees, and lacking a transparent decision-making process. The effects of these unsatisfactory practices on the faculty morale and collegiality are unmistakably negative. In the words of one faculty member:

"We have not hired the best and brightest candidates in the past. Instead, we have hired those with connections to influential people in the department. This has resulted in a culture of cliques or tribes within the department that don't communicate effectively with one another. We desperately need new, young faculty who were trained outside of OSU and the northwest to bring their enthusiasm and fresh ideas to our department."

In past decades, FS was an early, foresighted leader in forest ecology. This represented a form of academic diversity that broadened the department's traditional focus. This effort seems to have matured and contracted as budgets have declined. Nonetheless, it still accounts for a large

proportion of the department budget. Recommitting to academic diversity represents an opportunity to renew this important leadership and also to diversify FS in other ways.

Having faculty members take regular sabbaticals at other schools would be one way to broaden their expertise, and should be encouraged. More importantly, by hiring faculty without OSU connections FS could reap dividends from ideas and perspectives brought in from outside OSU and from outside forestry. This diversification could stimulate new lines of innovative research and education in the department. The department must look forward and think imaginatively to, 1) enhance the department's reputation for developing new areas in forest research, 2) strengthen the graduate program, 3) improve diversity, and 4) maintain/improve funding.

The history of FS has resulted in a divergence of faculty views and expertise. The controversy over the regeneration study published in *Science* reflects this divergent evolution of "differing world views of forestry." During our face-to-face interviews with the students, they informed us that they did not feel harassed or bullied, just disappointed with the atmosphere among the professoriate in the College. One student remarked as follows in the survey reported in the self study (v 2, page 85).

"A divisive, unsupportive, confrontational atmosphere exists between "traditional" foresters and ecologists in the college and the department."

While the issues surrounding the *Science* article comprise a legitimate area of academic, social and political debate, the incident was judged to reflect a lack of collegiality on the part of some faculty and an imbalanced perspective by the college administration. Lack of diversity among the faculty especially at the administrative level may have contributed to a degree of insensitivity and intolerance to different points of view. With regard to the *Science* article controversy, we suggest that the Department and College administration neglected their responsibility in both the faculty/student clashes and the political confrontations arising from this paper. Faculty members who threaten colleagues with professional destruction need to be dealt with firmly. Though it seems to have been a peculiar set of circumstances that resulted in the students bearing the brunt of the criticism, it should not be their responsibility to deal with this. Nonetheless, there was praise for the maturity with which the students conducted themselves.

The facts and issues surrounding this incident are complex, but the perception of them runs counter to the concept and spirit of open, innovative research and scholarship. This cannot help and will likely damage the reputation of the Department of Forest Science and College of Forestry if not the whole of OSU. Universities should be looked to as objective sources of knowledge, innovation, debate and progress. Polarization such as has occurred inevitably damages the graduate program. After the review, one student stated that there was an atmosphere of fear, retribution and mistrust at the height of the public furor.

Dealing with these issues was thought by some to be a question of improving communications and was viewed by FS as an opportunity to improve communication within the Department, between Department and College and between Department and external stakeholders and collaborators. We are skeptical that this is the only problem, because the recent controversy seems to be a culmination of long-term trends in the COF.

Publication of the *Science* article and the publicity it generated also raised questions about the funding sources of the college, policy advocacy of its administrators, and the potential conflicts of

interest these could entail. We believe that it is in the long-term interest of the college and the university to encourage and develop strong research programs on all sides of the “differing world views of forestry.” Conscious efforts to encourage this diversity of views and to provide ways for productive and collegial interactions between faculty members of different world views would make the university a much more exciting place where knowledge is created by constant debate and reevaluation of the status quo.

Strengths:

- The department generally has a good system of administration which both expects and receives faculty support.
- There has been a strong commitment to maintaining infrastructure, especially computing and statistics.
- Research strength has provided a major source of financial support to the department and the graduate program.

Weaknesses:

- Budget declines have reduced faculty numbers and raised questions about how to define future faculty positions.
- Current funding and research models, e.g., lack of group research projects that span the spectrum of product-related research and more fundamental research, tend to force faculty apart, reducing interaction and collegiality.
- The department seriously lacks faculty diversity not only in race and gender, but also in faculty alma mater.
- Hiring practices are unsatisfactory, and appear to encourage inbreeding and a conventional outlook towards the future of forest science.

Recommendations:

- There should be a continued commitment to forests as a whole, leading to an expansive, forward-looking vision of forestry. The two camps of the forest science must be bridged by pursuing the common ground between the production-oriented research and the ecological and biological research.
- Faculty searches must be focused broadly and should seek the strongest possible candidates regardless of cultural, regional, or even forestry background.
- The department must implement a diversity plan that includes a strong preference for external candidates. The faculty search process should be reformed so that the search committee acts on behalf of the faculty to conduct a broad search, then summarize and prioritize the applications. The faculty as a whole reach consensus 1) on the candidates to interview and 2) the final recommendation.
- Cross-departmental communication should be facilitated by encouraging group research projects with multiple PIs, and by having a college-wide colloquium or annual mini-symposium to exchange and debate research and views within COF and FS.

Appendix

Site Visit Agenda

Date/Time		Event/Interview/Participants
Sunday, April 9	6:00 – 9:00 PM	Working Dinner Review Teams: CSREES and Graduate School <i>Sally Francis, Dean of Graduate School</i> Location: Hilton Garden Inn
Monday, April 10	8:00 – 8:45 AM	Program Overview Review Teams <i>Tom Adams, Department Head</i> <i>John Hayes, Associate Department Head</i> <i>Penny Wright, Office Manager</i> Location: Richardson Hall 115
	8:45 – 9:15	College Dean Review Teams <i>Steve Hobbs, Executive Associate Dean, College of Forestry</i> Location: Richardson Hall 115
	9:15 – 10:00	Graduate Program Coordinator/Curriculum Committee Review Teams <i>Steve Radosevich, Graduate Program Coordinator</i> <i>Barbara Bond, Lisa Ganio, Dave Hibbs</i> Location: Richardson Hall 313
	10:00 – 10:15	BREAK Review Teams Location: Richardson Hall 313
	10:15 – 11:30	Graduate Students Review Teams Location: Richardson Hall 313
	11:30 – 12:30	Graduate Faculty Review Teams Location: Richardson Hall 313
	12:45 – 1:30	Lunch Review Teams <i>Sally Frances, Bruce Rettig</i> Location: Memorial Union 207
	1 :30 – 2:30	University Administrators Meeting Review Teams <i>Sabah Randhawa, Provost and Executive Vice President</i> <i>John Cassady, Vice President for Research</i> <i>Becky Johnson, Vice Provost for Academic Affairs</i> <i>Steve Hobbs, Executive Associate Dean, College of Forestry</i> <i>Sally Francis, Dean of the Graduate School</i> Location: Memorial Union 207
	2:45 – 3:30	Tour of Richardson Hall
	3:30 – 3:45	BREAK

Date/Time		Event/Interview/Participants
		Review Teams Location: Richardson Hall 115
	3:45 – 4:15	Debriefing Review Teams <i>Tom Adams, Department Head</i> Location: Richardson Hall 115
	4:15 – 5:00	Executive Session Review Teams Location: Richardson Hall 115

Nuclear Engineering and Radiation Health Physics program review

I. Summary of findings and recommendations

The external review of the graduate programs in the department of Nuclear Engineering (NE) and Radiation Health Physics (RHP), College of Engineering, Oregon State University, was conducted on February 13, 2006 by three internal and two external reviewers. The review team overall was favorably impressed with the graduate programs. Both NE and RHP graduate programs are well regarded nationally due in large part to the department's expertise in reactor safety/thermal hydraulics and radiation health physics. This high regard is despite the fact that the state of Oregon has no power producing nuclear plants. The department self study highlights the strengths of the program in its current state while acknowledging future challenges. Graduate students were overall highly satisfied with their programs and faculty. The department chair and faculty are to be commended for maintaining strong graduate training programs despite budgetary and other constraints. The review team makes the following suggestions in an effort to help improve and maintain the quality of the currently strong programs.

- Faculty are overburdened and will not be able to meet the rapidly increasing demand for the more graduates without a serious investment by the College and University. As top ranked programs among only a handful of similar programs nationwide, NE and RHP are great assets to the College and University. The graduate programs risk losing national stature due to staffing challenges and/or becoming overly dependent on unstable external funding. We recommend an increase in full-time, tenure-track faculty.
- Faculty need to find a mechanism to reduce teaching loads to compensate for high productivity in research and obtaining research funding. This recommendation was made in 1991 and remains unaddressed.
- Faculty need to re-evaluate the under-utilization of graduate teaching assistants as a means to reduce the undergraduate teaching load.
- Demand for graduates is high and expected to increase dramatically in the near future. Overall graduate student quality is very good; however, an equal number of equally qualified applicants are not admitted due limitations based on funding, faculty size and research interests. The college and department need to consider means to expand the program to take advantage of increased demand for graduates and adequate supply of qualified applicants
- Faculty are encouraged to participate in on-going graduate programmatic assessment based on academic goals. Faculty productivity in terms of revenue generation appears to be over-emphasized relative to publication quality. Collection of data on graduate applicants and admittants should be on-going.
- Require all graduate students to complete at least one application annually for external funding. The department should offer to cover the expenses of application submission, including costs of requests for official transcripts.
- Reverse the downward trend in the number of scheduled seminars. Do not schedule more than one seminar at any one time.

- Consider offering special seminars or colloquia centered on ethical issues specifically for graduate students.
- The department deserves commendation for an exceptionally detailed and very useful graduate student handbook.
- Find innovative ways to offer more stand alone graduate courses at the 500/600 levels.
- Faculty should proceed cautiously with the plan for a new joint-degree program in Medical Physics in collaboration with OHSU.
- The reactor, APEX facility, radiation center, and radiochemistry lab are exceptional facilities. However, they appear to be significantly influenced by funding sources and could be better integrated with the academic mission.
- Better integrate the research of the NE and RHP disciplines with each other and with the strengths of the department and University in environmental measurement and assessment.
- Develop and integrate a department-level diversity action plan with the College of Engineering's plan to increase diverse gender and ethnic representation among graduate students, faculty and staff.

The major, over-arching theme of the review is that the current faculty in NE-RHP, while successfully generating large amounts of external grant and contract revenue (\$13 million in five years), are stretched to capacity by research, advising and teaching expectations. Although the department is well positioned in terms of facilities and faculty expertise to support the expected resurgence in the US nuclear industry, the review team is concerned that the department be able continue to supply a quality graduate education to an expanded student population. Essentially, 8 faculty appear to advise all 29 graduate students in NE and RHP. Four new faculty joint appointments are being discussed in collaboration with Idaho National Labs; the College of Engineering has offered additional funds for two 0.5 FTE positions. However, these measures do not adequately address the core problem of too few faculty.

Demand for NE Masters and PhD graduates is high and is anticipated to rapidly increase beyond the capacity of existing national programs. The Nuclear Regulatory Commission, national laboratories, and power plant industry are hiring. With expected rapid expansion in orders for new nuclear power production plants, employment also is expected to increase in radiation health physics. This is a major reversal of trends in the industry since the 1970s. The department needs to develop a plan to position itself for increased expansion or risk losing its national reputation.

The NE and RHP disciplines could be better integrated to increase potential for even greater national recognition. For example, OSU has the ability to be nationally recognized in radiation and its use in assessment of radiation and radioactivity. The radiation health physics program could benefit by increased focus on its basic strengths-- environmental sampling and measurement, modeling and assessment of legacy and current sites, and radiation detectors and their use. The potential exists for national recognition for radiation detection and use of detectors and the department should seize this opportunity. Currently, radiochemistry is narrowly focused on plutonium chemistry. Given the strengths of environmental studies at OSU, radiochemistry could be an important University asset if integrated with the department's expertise in environmental measurement and assessment.

Discussions are currently underway to further expand the department's graduate programs by adding a new program. Oregon Health Sciences University (OHSU) has approached NE & RHP to

collaborate on the creation of a new accredited joint degree program in medical physics. OHSU is hiring a board-certified Medical Physicist to oversee such a professional degree program but requires access to NE and RHP facilities on the OSU campus. Appealing features of the new professional program include increased tuition revenues from paying graduate students, increased alignment with the needs of the state of Oregon for Nuclear Medicine specialists, increased utilization of the teaching/research facilities, and increased compensation for graduates of the Medical Physicist program as compared to Radiation Health Physicists. Potential disadvantages of this expansion into Medical Physics include the further stretching of an already over-burdened faculty and a shifting of resources from Radiation Health Physics, which may potentially damage this highly regarded program. The faculty are urged to proceed cautiously with this plan.

Graduate students reported the faculty to be accessible, collegial, and supportive, with frequent social occasions planned for the group as well as individual advising and collaboration. We observed evidence of a strong rapport among the graduate students in the Department; they knew each other by name and were aware of one another's areas of study/research. Student morale was high, perhaps reflecting a resurgence of the industry and job market. The Department has compiled a very detailed and informative graduate student handbook that is one of the best on campus.

The group of graduate students with whom we met expressed concern that there were many graduate courses in the catalog that had not been offered in several years. Several students mentioned that they found it difficult to find enough graduate credits to fill their programs of study. Other students wished that they had more elective course opportunities within the department. Additionally, a primary issue of concern of the review team is the large number of 400/500 ("slash") courses that are currently offered by the department.

Some graduate students would like more teaching experience. Approximately 25% expect to pursue academic rather than careers in industry, national laboratories or hospitals. Better utilization of graduate teaching assistants in undergraduate courses could reduce the teaching load of the faculty and provide for greater training opportunities for interested graduate students. The faculty appeared to be unable to reach a consensus on this issue at this point, but circumstances require a comprehensive re-evaluation.

During the review, faculty members expressed worry that funding of graduate students is unstable due to dependence on external research grants. One means to address this issue is to take better advantage of competitive external graduate fellowship opportunities. Graduate students would like more timely information on available external funding opportunities; Dr. Reyes indicated that responsibility to better provide this information was recently assigned to a departmental staff member. Additionally, graduate students expressed an interest in greater practice with grant-writing and suggested that an annual curriculum requirement should be a completed application for an external fellowship. The students would like the expense of the application (including costs for transcript transmission) to be reimbursed by the department.

No mention was made of attempts to further increase the gender and ethnic diversity of the majority white male graduate students or faculty. The department should develop a diversity action plan in consultation with professional expertise. The College of Engineering has hired a professional faculty member to explicitly increase gender and ethnic diversity in all departments of the College who should be consulted. As noted by one reviewer, there are very few photos of women or underrepresented ethnic groups among many photos of Nuclear Engineers and Physicists in the Radiation Center building.

Criticisms of the self-study document include the appearance that it was developed by one or two key writers. Time constraints may have made it difficult for faculty examination of issues and consensus on major goals. The faculty is encouraged to use the data sets in the document to consider its

major goals for the next few years and how best to achieve them. Additionally, the self-study tended to use revenue as a metric for quality a bit too much rather than academic goals and peer-reviewed publications. Finally, the graduate applicant and admittant metrics were only collected for two previous years (2004 and 2005) rather than the five years requested by the Graduate School. The department is highly encouraged to begin a system whereby all required data are collected and tabulated each year on all graduate applicants and admittants for ongoing self-assessment.

II. Detailed findings

A. Review specifics

The graduate program in the Department of Nuclear Engineering and Radiation Health Physics was reviewed on February 13, 2006. The five member review panel included three internal and two external reviewers: Theresa Filtz (review team Chair; OSU Dept. of Pharmaceutical Sciences) and Rod Harter (OSU, Dept of Health and Human Sciences) who are members of the graduate council; Mary Jo Nye (OSU, Department of History) who was appointed by the graduate school; James Martin (Univ. of Michigan, Dept. of Environmental Health Sciences, Professor Emeritus); and Richard Wright (Westinghouse Electric, Pittsburgh, PA). Dr. Wright had extensive prior interactions with the department, particularly with Dr. Reyes, as part of a contract with Nuclear Engineering to safety test a Westinghouse-designed passive flow reactor. The review committee met with Dean Sally Francis of the graduate school on Sunday evening, Feb. 12, 2006, for dinner to discuss review procedures and to assign reviewer responsibilities.

The site visit agenda for Feb 13, 2006 is attached and included meetings at the Radiation Center (35th and Jefferson, Corvallis) with John Cassady, Vice President for Research at OSU; Ron Adams, Dean of the College of Engineering; Chris Bell, Associate Dean of the College of Engineering; Jose Reyes, Department Chair; Qiao Wu, Graduate program Chair; all nine faculty members of the department; the Reactor staff, and most of the graduate students. Reviewers also conducted a tour of the Radiation Center facility including the TRIGA nuclear reactor and the scale-model passive flow reactor study facility.

Each committee member was provided a copy of the self-study report (73 pages) and two volumes of appendices (2 inches) one week prior to the review. The table of contents for the self-study is appended. The self study included the department, College and University mission statements; a list of self-study objectives and program challenges; information on faculty workload, productivity, honors and awards, and demographics; research program descriptions, facilities and funding; curriculum and course lists for the graduate program; procedures for graduate applications and admissions; applicant/matriculant metrics for two years prior; graduate student financial support and demographics; program administration; national rankings and student/alumni satisfaction survey results. Signatures attested to the participation of the faculty in the creation of the self-study.

The appendices included the College of Engineering business plan; a copy of the graduate student handbook, faculty CVs, copies of the student and alumni surveys; written responses to the surveys; detailed statistical analysis and graphics from the student surveys; teaching and course evaluation data; organizational chart; student population data for six years; and nuclear workforce supply/demand charts. Prior to and following the review, additional requests were made for information on graduate student stipend levels, time to graduation, a copy of the previous program review, a list of invited department seminar speakers and a listing of student enrollment at the undergraduate and

graduate levels in 400/500 courses. This supplemental information was provided same day or over the next few weeks.

B. Program overview

The graduate program in Nuclear Engineering (NE) was established in 1959 and became a Department in 1972 with full and continuous accreditation to the present. Radiation Health Physics (RHP) has been a degree program at OSU since 1963 and became affiliated with NE in 1991; the department name changed to Nuclear Engineering and Radiation Health Physics in 2001. The RHP undergraduate program is nationally accredited.

The NE program is ranked 9th of approximately 30 programs in the nation and is one of only a handful of programs with a 1 MWt or greater full working reactor for student training. The RHP program is ranked third nationally of six accredited programs, and the only program on the West coast.

The NE-RHP faculty list 5 primary objectives for their graduate program including to produce graduates: with high levels of competency in the disciplines, with effective individual and team worker skills, with good communication skills, and with a high regard for the profession and life-long learning. These objectives appear to focus the curriculum, pedagogy, and graduate student progression.

A previous review of the Department of Nuclear Engineering was conducted in 1991 with a follow-up review in 1993. The review was overall positive and described a high-quality, small, specialized program. Suggestions for improvement were made, but no large problems were found. At the time, the review team made the following recommendations:

1. Hire one or two new faculty, preferably including a female faculty member.
2. Reduce faculty workloads with new positions and buy-outs from research grants and sabbaticals.
3. Accelerate the recruitment of graduate students, particularly non-OSU graduates
4. Update computer and instructional material
5. Increase the production of student peer reviewed research papers.

Of the five prior recommendations, the first and the last three appear to have been resolved. The second recommendation still stands unaddressed today. Faculty workloads remain very high, limit the expansion of the program to meet anticipated demand, and are not being reduced to compensate for high productivity in obtaining research funding and expanding the research programs.

In the current self-study, the faculty identified three challenges for the program including: 1) meeting the needs of a growing demand in the nuclear energy industry, 2) aligning with the needs of the state of Oregon and the nation, and 3) developing resources to support graduate student training. The primary limitations to meeting these challenges include a shortage of faculty who are over-leveraged in terms of teaching and research appointments, a small number of graduate teaching assistantships available within the College of Engineering, the lack of a nuclear production reactor in the state, an overall decrease in state funding for higher education, and a shortage of trained professionals to expand the professoriate given the growing demands of industry. The Department has developed several strategies to deal with these issues including discussion of a collaboration with Idaho National Labs which may yield up to four part-time or full-time faculty lines. An agreement with the Dean of the College of Engineering may provide 50% funding for two additional FTE faculty positions. The review team makes further recommendations to attempt to address the student funding and other issues.

C. Graduate Admissions, Advising and Retention

Recruitment and Selectivity:

Recruiting is overseen by the department's marketing specialist, and funds are made available from the Dept. and COE to bring some candidates to OSU for a campus visit. The department sets up a recruitment booth at national meetings in order to recruit students both in and outside the Pacific Northwest, and faculty members recruit at OSU (mainly in Physics and Mechanical Engineering), OIT, and PSU. No mention was made of specific attempts to recruit underrepresented ethnic or female students.

The department recruits OSU undergraduates for the graduate programs, as well as non-OSU students. OSU students with the bachelor's and master's degrees from OSU may be encouraged to go into Ph.D. programs elsewhere, but there is disagreement among faculty members about this strategy. Currently 6-7 M.S. students took their B.S. degrees at OSU. Recruits who have enrolled in the graduate program include not only degree holders in nuclear engineering or radiation health physics, but also from physics, chemistry, environmental sciences, and natural science. Of seventeen students who met in a session with the Graduate Review Committee, seven had non-engineering undergraduate degrees.

In the admissions evaluation process, GPA was noted as the most important criterion, followed by statement of interest and letters of recommendation. GRE scores are not mandatory, but figure in assistantship and fellowship offers. Ph.D. students are admitted only if a faculty member makes a commitment to serve as major advisor. About half of applying students are not admitted; however, for the past two years, admitted students appear to be of the same or higher quality than rejected students. Thus, the program could double in size without any decline in student quality. Faculty members expressed concern that they could not admit more Ph.D. students. The number of graduate students admitted into the program is currently at capacity based on number of faculty. In 2005, three faculty advised 6 MS students and 2 or 3 Ph.D. students each, while other faculty members had fewer total advisees.

Graduate Student Demographics

Of new students admitted in 2004 and 2005 in nuclear engineering, 3 of 23 (13%) were female, 5 were international, 1 was Asian/Pacific Islander and 2 declined ethnic identification. Admitted to Radiation Health Physics in 2004 and 2005, 4 of 20 (20%) were female, 1 was international, 2 were Black, 2 were Hispanic (total of 20% underrepresented minorities), and 5 declined ethnic identification. Faculty members noted, in discussion of the ratio of international to domestic students, that international students are more expensive for the department, and that this is a consideration in admission. No mention was made of attempts to recruit a more diverse student population in terms of gender or underrepresented minorities. As noted by one committee member, there are very few photos of women or underrepresented groups among many photos of Nuclear Engineers and Physicists in the Radiation Center building.

Student Financial Support:

Nine-month graduate assistantship stipends are awarded at five dollar-amount levels, depending on the student's experience, with some students also receiving additional summer stipends. Twenty-one students currently have stipends and/or fellowships, most at a .40 FTE, for which the monthly remuneration ranges from \$1,321 to \$1,522. Most assistantships are for research, funded by faculty members' external grants. Only four teaching assistantships currently are available. Teaching assistants

help with grading and preparing materials, give occasional lectures, or share responsibility for an introductory course. A few fellowships are available (now at \$25,000), but 0.20 assistantships are usually also awarded to a fellowship student since the fellowship does not cover tuition.

Faculty members worry that funding of graduate students is unstable due to dependence on external research grants. Students would like more information on available external funding opportunities. Dr. Reyes indicated that this responsibility was recently delegated to a departmental staff member. Graduate students suggested that a curriculum requirement should be a completed application annually for an external fellowship with the expense of the application (including costs for transcript transmission) reimbursed by the department.

Orientation and Advising Programs:

Each student is assigned a major advisor upon matriculation. Quarterly reports of progress are required from each student working on a thesis or dissertation. Faculty members as advisors meet weekly with their group of students or with individual students. Students reported the faculty to be accessible, collegial, and supportive, with frequent social occasions planned for the group as well as individual advising and collaboration. Three weekly seminars are offered by the department, which all meet on Tuesdays. Students suggested that the seminars be scheduled at different times so that students might occasionally attend a seminar outside their own specialty.

Student Performance:

Master's students are expected to complete the program in two years, which is a pre-requisite for entry into the Ph.D. program. Retention and time to degree does not appear to be an issue.

Job Placement and Employer Assessment:

Graduate students do not seem concerned about placement and cite successful experiences of more senior students in the program, as demonstrated in the department's self-review document. The industrial representative on the review team indicated that demand for all graduates is extremely high and is projected to increase further.

D. Curriculum

A statement of the curricular goals of the Nuclear Engineering and Radiation Health Physics program was provided in Section 1.0 – INTRODUCTION of the Self-Study.

Graduate Student Handbook

The Department has compiled a very detailed and informative graduate student handbook that is current and up-to-date. The 2004-2005 edition included in the Self Study materials is a 49-page document that begins by welcoming the new students to the program, and continues with helpful sections entitled "Getting Settled" and "Special Services at OSU". This document is one of the most comprehensive and student-friendly manuals on campus.

Sufficiency and Quality of Required Courses

The group of graduate students with whom we met expressed concern that there were many graduate courses in the catalog that had not been offered in several years. Several students mentioned that they found it difficult to find enough graduate credits to fill their programs of study, particularly if

they had obtained their undergraduate degree from OSU. Other students wished that they had more elective course opportunities within the department.

A primary issue of concern is the large number of 400/500 (“slash”) courses that are currently offered by the department. Of the 23 graduate courses offered in the Nuclear Engineering program from 2003 to 2005, 12 (52%) were 400/500 “slash” courses. In the Radiation Health Physics program during the same period, 7 of 12 (58%) graduate courses offered were 400/500 level “slash” courses. We suggest that the Department look for innovative ways to offer more stand alone, bona fide graduate courses at the 500/600 levels.

Access to Teaching Instruction and Teaching Opportunities

Approximately 25% of the students indicated an intention to pursue academic careers rather than industry, national laboratories or hospitals placement. Students who had interest in academic appointments expressed interest in gaining more experience in the classroom as a lecturer. Other students heading directly into nuclear energy industry jobs did not consider this as high of a priority. Utilizing interested graduate students as teaching assistants in undergraduate courses could be a great opportunity both to reduce faculty teaching load and to improve training in the graduate program.

New program initiatives

The department chair has identified the establishment of a Medical Physics graduate program as a key feature of his vision of the future. Dr. Reyes cited the success of other Medical Physics programs in other universities, and the willingness of OHSU Medical School to work collaboratively in this effort. Medical Physics graduate students would be expected to generate tuition revenues equivalent to other health-related professional programs on campus and would not appear to require assistantships. Development of an accredited, collaborative Medical Physics program would support health care needs in the state of Oregon—an important consideration given the lack of a power production nuclear reactor in the state. However, adding a new graduate program would be difficult to accommodate with current staffing and could further strain the department’s limited resources. Although the department could realize efficiencies from overlap between Medical Physics and Radiation Health Physics offerings—and the extant computational resources would be a significant asset--the department’s thriving Radiation Health Physics program could be adversely affected by diverting faculty resources.

At this stage, the form of the collaboration with OHSU is not clear. Partnering with a recognized medical physicist and a goal of accreditation within a few years would be minimal requirements. The focus of the planned program-- therapy physics, radiologic imaging, or nuclear medicine, or all three-- hasn’t been detailed. Despite its revenue-generating appeal and high level of compensation for graduates, Medical Physics is a demanding discipline with significant peer expectations. The Department, College and the University need to evaluate carefully whether significant necessary investments can be made to support such a program. The nature of the partnership with OHSU, the direction of the tuition revenue stream, costs of administering a program in two locations, costs of student access to facilities at OHSU, and costs of needs for additional faculty expertise should be carefully analyzed.

A leadership program is being considered as a partnership with industry. One reviewer noted that “Leadership is difficult to teach; it occurs naturally by turning out the best students; i.e. the best lead.” However, there appears to be considerable enthusiasm in the department for the program.

E. Scholarly Community

Ethics and Professional Skills Training

In our group meeting with graduate students and faculty, we learned that the graduate students had ample opportunities to discuss the ethical issues related to nuclear energy and radiation exposure. A 300 level course is available to undergraduates on societal aspects of nuclear technology. However, special seminars or other modes of ethical guidance for graduate students could be useful. Within the department, professional skills training is something that is generally done on a one-to-one basis, between major professor and graduate student. There seems to be variable opportunities for graduate students to obtain grant writing experience, and the students voiced interest in having expanded roles in this process.

Department Seminar Series/Journal Clubs

The Department offers a graduate seminar nearly every term, with different topics taught based upon the expertise and interest of the faculty member assigned to teach the course. According to a list provided by the Department, 43 seminars and colloquia have been held since January 2003. The least number of seminars and colloquia during that time period occurred during the 2004-2005 academic year when only 7 were held, a downward trend that the students would like to see reversed. Additionally, the various research laboratory groups in the department each have their own informal, journal club-type of small group meetings and discussions.

Access to Internship/Externship Experiences

Excellent internship/externship opportunities exist for the graduate students in nuclear engineering as well as radiation health physics. Many of these externship experiences lead to full-time employment opportunities for students following completion of their graduate programs. The department is pursuing the design of a leadership pipeline program in collaboration with industry wherein graduate students will have a mentor and two undergraduate trainees.

Student Participation on Departmental Committees

The Department has a Student Advisory Committee, a group of 10 to 12 individuals with six categories of student representation. Dr. Reyes chairs the meetings of this group, whose charge it is to provide student input on departmental issues. The students we spoke with were very enthusiastic about the role played by this student governance committee.

Graduate student productivity and attendance at Professional Conferences

Graduate students appear to be publishing at a good rate; the department notes 12 graduate student publications in the past year. The vast majority of the graduate students we spoke with had attended one or more professional conferences, and many had made presentations, or were co-author of presentations at these meetings.

Cohesiveness of the Graduate Student Group and Student Satisfaction

We saw evidence of a strong rapport among the graduate students in the Department, as they knew each other by name, and were aware of one another's areas of study/research. Students we talked with were very pleased with their experiences in both the Nuclear Engineering and Radiation Health Physics graduate programs. The student morale was high, perhaps reflective of the resurgent job market in nuclear energy, as well as the curricular changes that been implemented within the past few years.

F. Faculty

Productivity and Teaching load

In general, the department is well positioned to support the expected resurgence in the US nuclear industry. As one of the few departments in the country, they have the facilities and expertise to supply quality education at the graduate level in the NE and RHP. The faculty has broad and diverse skills with impressive credentials. Many hold important positions in national and international professional societies. The department notes the acquisition of \$13 million in external funding over five years.

The self study indicates that there are 8 full-time and 4 part-time faculty, but closer examination shows that two are emeriti, one is assigned to the office of research, one is on offsite assignment with return rights, one administers the department, and one directs the radiation center and reactor. Thus, only eight faculty are listed as currently advising graduate Masters and PhD students. The productivity of the group under such circumstances attests to an extraordinary commitment.

However, the faculty also appears to be stretched to the limit, mentoring a broad range of MS and PhD students and providing the undergraduate curriculum. Faculty each teach four courses per academic year. The College of Engineering and the University should recognize that these are potentially tenuous circumstances and take steps to preclude shortages or decay in programmatic quality. Discussions with the Department Chair, Dr Reyes, and Dean Adams revealed that attempts to leverage additional faculty positions are underway. Four joint appointments are being initiated with Idaho National Labs which will provide additional faculty expertise and potential graduate mentors. However, there are legitimate concerns about departmental participation and distractions of faculty with a split appointment at a distance. Additionally, the College of Engineering has offered additional funds for two 0.5 FTE positions, with the remaining FTE to be leveraged from departmental resources. However, in this scenario, the department risks becoming overly dependent on unstable external grant funding. The review team feels strongly that these measures do not adequately address the core problem of too few faculty. We recommend an increase in full-time, tenure-track faculty.

As important as adding new FTE, the faculty are urged to better utilize graduate students as teaching assistants in the undergraduate program. NE and RHP faculty employ few adjuncts or teaching assistants in undergraduate courses. The faculty expressed concern that graduate students would be less capable in a 100 level engineering class of recruiting undergraduates into the NE and RHP disciplines. Faculty need to further investigate the validity and source of this concern.

Research

Faculty research interests are weighted heavily toward thermal hydraulics and graduate student theses mirror this. Radiation health physics is also a significant programmatic focus and reflects the department's healthy and welcome commitment to this discipline. Additionally, the department has expertise in more traditional nuclear engineering areas not particularly noted for specialization (but that perhaps could be) including, for example, use of the reactor and use of the APEX for safety studies of advanced reactor designs. The department has excellent computational facilities that could be used assess safety systems, and facilities to study dosimetry and radiation interactions in shields and detectors. Another area for faculty to potentially capitalize upon could be the integration of radiation health physics into the APEX facility to study ways to optimize health physics for new reactor designs. Systems analysis engineering may be applied to identify a reduction in the reactor areas requiring exposure/contamination controls, thus saving personnel dose, control costs, etc.

The radiation health physics program could benefit by increased focus on its basic strengths-- environmental sampling and measurement, modeling and assessment of legacy and current sites, and radiation detectors and their use. Research and teaching in these areas have the potential to be premier among existing programs in the nation. The potential exists for national recognition in radiation detection and use of detectors; the department should seize this opportunity. The department's skills in assessment could be applied to forecasting source terms for advanced reactor designs and routine and emergency response thereto.

Radiochemistry research programs are unique to NE/RHP programs. However, at OSU, they appear narrowly focused on funded work on plutonium chemistry and appear almost out of place. Radiochemistry could be an important asset if integrated with environmental measurement and assessment.

G. Facilities and Administration

Adequacy of staff to support the curricular goals.

The department faculty is addressed in section F of this report and will not be addressed here. The department is housed in the Radiation Center which is separate entity and has its own staff. Since this facility is inextricably associated with the department, no differentiation will be made between the two staffs. Overall, the impression is that the staff is adequate to support the curricular goals given the current graduate student load. Students feel that they have easy access to the staff both to further their education, and to provide help and guidance.

Department Chair.

Dr. Jose Reyes is a relatively new chair, having assumed the position in the past year, in a department that seems to run very smoothly, especially given the high research productivity and teaching loads of the faculty. Dr. Reyes appears to have a good working relationship with the faculty and staff. Interviews with the students indicated that there are few problems that affect their studies and research. The faculty, staff and graduate students are satisfied and enthusiastic about the direction of the department. The relationship with the Radiation Center seems to be very cooperative. Dr. Reyes recent assignment in Vienna with the International Atomic Energy Association has the potential to broaden the role of the department in the international nuclear community.

Dr. Reyes' vision for the future of the department seems to coincide with the recent upturn in demand in the nuclear power industry. He recognizes that the increase in demand for graduates will continue to accelerate, and that his faculty will soon be overwhelmed. While the faculty seems enthusiastic and progressive, increased workloads from an increasing student population will limit their ability to conduct and supervise research. As discussed above, Dr. Reyes was approached by OHSU to establish a Medical Physics graduate program in the department. Dr. Reyes is enthusiastic, but the review team remains concerned that adding a major new thrust would further strain the department's limited resources.

Research Facilities

The research facilities available to graduate students in the department are world class. As was emphasized by Dr. Reyes, a research reactor seems an absolute necessity for a healthy nuclear engineering department. The reactor is being run well and is well utilized for research, but it is not a self-supporting facility and is not expected to be. Department of Energy sponsored conversion of the

reactor to low enriched fuel will allow for new characterization of the facility and will provide a foundation for additional research in the short and long term. Gary Wachs, Todd Keller and Steve Smith are to be commended for their administration of this facility. The addition of a full-time reactor administrator should assure the current high standards and increase research opportunities.

The thermal-hydraulic testing facilities are probably the best in any American university. The APEX facility for performing integral systems tests on advanced passive reactor designs is virtually unique. Innovative experimental scaling performed by Dr. Reyes helped to create a unique facility for the testing of complex advanced reactors. Multiple graduate theses appear to have been produced based on experiments conducted with the APEX facility. However, looking forward, it will be necessary to develop new missions for this large and sophisticated facility now that the testing for Westinghouse has been completed.

The ATLATS facility established by Dr. Wu, while smaller scale, is also world-class and adheres to the same high quality standards. The facility is used to support advanced reactor licensing efforts in the US.

Nuclear Engineering/Radiation Health Physics Graduate Program Review

Site Visit Agenda February 13, 2006 E130 Radiation Center

Internal Review Team:
Theresa Filtz, Pharmacy – Chair
Rod Harter, Health and Human Sciences
Mary Jo Nye, History

External Review Team:
Michael Corradini, Engineering Physics, University of Wisconsin—Madison
James Martin, Environmental Health Sciences, University of Michigan
Richard Wright, Westinghouse Electric

Date/Time		Event/Interview/Participants
Sunday, 2/12	6:00 – 9:00 PM	Working Dinner Review Team Sally Francis – Dean of Graduate School Location: Michael's Landing
Monday, 2/13	8:00 – 9:00 AM	Program Overview Dr. Jose N. Reyes, Jr., Head Review Team Location: Radiation Center, Room E130
	9:00 – 10:00	Graduate Committee/Department Faculty Qiao Wu, Graduate Program Chair David Hamby, Committee Chair Jack Higginbotham, Committee Chair Kathryn Higley, Committee Chair Todd Palmer, Committee Chair Jose N. Reyes, Jr., Committee Chair Brian Woods, Committee Chair Location: Radiation Center, Room E130
	10:00 – 10:30	BREAK Location: Radiation Center, Room E130
	10:30 – 11:00	College Dean Ron Adams, Dean, College of Engineering Review Team Location: Radiation Center, Room E130
	11:00 – 11:30	Research John Cassidy, Research Office Chris Bell, Associate Dean, College of Engineering Review Team Location: Radiation Center, Room E130
	11:30 – 1:00	Working Lunch Location: Radiation Center, E130

	1:00 – 2:00	Lab/Facilities Tour Location: Radiation Center
	2 :00 – 3:30	Graduate Students Review Team Location: Radiation Center, E130
	3:30 – 3:45	BREAK Location: Radiation Center, Room E130
	3:45 – 4:15	Debriefing Dr. Jose N. Reyes, Jr., Head Review Team Location: Radiation Center, Room E130
	4:15 – 5:00	Executive Session Review Panel (Closed Door) Location: Radiation Center, Room E130

TABLE OF CONTENTS

TABLE OF CONTENTS

	<u>Page</u>
Table of Contents.....	i
List of Figures.....	iii
List of Tables	v
1.0 INTRODUCTION	3
1.1 Background	3
1.2 Current Status	4
1.3 Mission and Objectives	6
1.4 Program Challenges	8
1.5 Self-Study Objectives.....	10
2.0 PROGRAM DESCRIPTION	11
2.1 Overview	11
2.2 Personnel	12
2.2.1 Faculty Workload	15
2.2.2 Faculty Honors and Awards	18
2.2.3 Administrative Staff.....	20
2.2.4 Other Details of Graduate Faculty	20
2.3 Research Programs and Facilities	25
2.3.1 Research Funds	25
2.3.2 Research Programs.....	28
2.3.3 Major Facilities	31
2.4 Curriculum	33
2.4.1 NE Graduate Program	33
2.4.2 RHP Graduate Program.....	35
2.5 Graduate Student Admission Procedure	36
2.5.1 Recruiting.....	37
2.5.2 Admission Standard and Application Processing	37
2.5.3 Financial Support	40

TABLE OF CONTENTS

	<u>Page</u>
2.6 Graduate Student Administration	42
2.6.1 General Requirements	42
2.6.2 Academic Performance	43
2.6.3 Qualifying Examination	43
2.7 Characteristics of Students.....	45
3.0 PRODUCTIVITY AND OUTCOME	50
3.1 Ranking/Ratings.....	50
3.2 Student Academic and Professional Performance	51
3.3 Program Satisfaction Surveys.....	58
3.3.1 Current Graduate Student Survey	58
3.3.2 Advanced Degree Recipient Exit Survey	60
3.3.3 Graduate Alumni Survey.....	61
3.3.4 Teaching Evaluation from Students.....	62
4.0 FACULTY ASSESSMENT OF THE GRADUATE PROGRAM.....	65
5.0 SUMMARY AND CONCLUSION.....	71

LIST OF APPENDICES

APPENDIX A: College of Engineering Business Plan
APPENDIX B: NE/RHP Faculty Vitaes
APPENDIX C: NE/RHP Syllabi
APPENDIX D: Graduate Handbook
APPENDIX E: Graduate Student Recruitment Materials
APPENDIX F: Current Graduate Student Survey (Forms and Results)
APPENDIX G: NE/RHP Graduate School Exit Survey
APPENDIX H: NE/RHP Alumni Surveys (Forms and Results)
APPENDIX I: NE/RHP Teaching Evaluation Data Plots (By Year)

GRADUATE COUNCIL MEETING

**May 18, 2006
3:00pm, MU 212**

Present: Filtz, Francis, Gitelman, Harter, Koenig, McCandless, McMullen, Rettig, Rockey, Sanchez, Tadeipalli, Unsworth

Absent: McLain, Proebsting

Guests: Kate Peterson (Enrollment Management), Michele Sandlin (Admissions), Rosemary Garagnani (Admissions), Jim Richman, Bella Bose

1. Report of the External Consultants on Graduate Admissions

Sally Francis (Graduate School) reminded the Council of the task force, chaired by John Westfall, Professor of Chemistry, that examined graduate admission procedures on campus in 2001. The task force report was quite thorough and the Office of Admissions made changes to the graduate admissions process as a result. It was agreed that a follow-up review would take place two to three years later.

To undertake the follow-up review, the Graduate School, Office of Admissions, and Enrollment Management invited two consultants arranged through the Council of Graduate Schools to campus in March 2006. Over the course of two days, the consultants met with key campus offices, held open forums for department heads and staff and met with university administration. The key recommendations made by the consultants were to move the responsibility of graduate admissions to the Graduate School, to stop using paper applications and implement a 100% web-based application process, to stop processing unpaid applications, to eliminate the Faculty Senate's Graduate Admissions Committee and assign that responsibility to the Graduate School, and for the Dean of the Graduate School to work with Graduate Council on all matters of enrollment and admissions.

Francis informed the Council that the consultants' report was discussed at a Provost's Council meeting and that she is now working with Michele Sandlin and Kate Peterson to bring the recommendations before the Graduate Council, the Graduate Admissions Committee, and OSU department chairs. Later, at the request of the Provost, they will prepare an implementation plan to determine what resources would be needed to implement the report's first two recommendations.

Alix Gitelman (College of Science) asked Francis if the Provost would be committed to implementing these recommendations pending the feasibility study. She added that in reading the report she understands that graduate admissions procedures at OSU are inefficient and that outside people are alarmed at our processes. Gitelman stated that the stumbling block to change is usually a lack of resources. If there is no commitment of support from the top then she doesn't see a point to this exercise.

Both Francis and Peterson explained that the Provost is committed to doing something to address the issues. Peterson added that the idea behind the feasibility study was to protect the Graduate School from being saddled with this responsibility without adequate resources to manage it.

Gitelman asked about the consultants' recommendation regarding necessary FTE. Peterson responded that during the consultants' exit interview she understood that the consultants were not being literal about the FTE needed for the transfer but were instead making a statement that it would take significant investment to successfully move the responsibility of admissions to the Graduate School.

Alex Sanchez (College of Education) asked how the transfer of graduate admissions responsibility to the Graduate School would affect a department's admission authority.

Francis responded that individual departments have never had admission authority. For legal reasons, the *University*, not the department, admits students based on the recommendation of admission from the department. Sandlin added that the University would never admit a student into a graduate program without the recommendation of the department or program.

Francis explained how OSU's current hybrid (centralized/decentralized) admissions procedure is currently managed. She added that if graduate admissions moves to the Graduate School, current campus procedures and procedures from other universities will be reviewed to determine the most effective system.

Prasad Tadepalli (College of Engineering) stated that his department (EECS) has invested a lot in a web-based admissions infrastructure and wondered how the transfer would affect his unit. Would they be required to switch to a different system? Tadepalli stated that he wants departments to have the ability to design their own admissions forms.

Peterson responded that the design of any future system has not yet been decided upon but she understands that individual disciplines have different needs and that some flexibility and customization will always be necessary no matter what system is employed.

Francis added that the question of system design is separate from the question of whether or not graduate admissions should be moved to the Graduate School.

Jim Richman (a member of the Graduate Admissions Committee and a faculty member in the College of Oceanic and Atmospheric Sciences) discussed the duties of the Graduate Admissions Committee in relation to conditional admission decisions. He informed the Council that GAC members' ideas on what makes an admissible student is extremely varied so there is quite a bit of discussion over these cases in that committee. Richman warned that if the GAC were eliminated a lot of this type of "judgment" work would be transferred to the Graduate School. Francis commented that the Graduate School is quite experienced in handling petitions, exceptions, grievances, and so forth and appreciates the workload issues.

Francis informed the Council that the chair of the GAC, Rakesh Gupta, does not disagree with the consultants' recommendation. However, since the GAC is a Faculty Senate committee, the

Faculty Senate would need to take action by revising its Bylaws to eliminate this committee. The Graduate Council should go on record to either support or reject this recommendation, so that the Faculty Senate can be informed of the Council's position notified. Francis added that members of the GAC should also inform the Faculty Senate of their opinion.

Additional discussion ensued concerning conditional vs. regular admission.

There was also some discussion on the practice of processing applications without a paid fee.

A motion was made and seconded to accept the consultants' recommendation to move the responsibility of graduate admissions to the Graduate School.

The motion was then amended to become

To accept the consultants' recommendation to move the responsibility of graduate admissions to the Graduate School provided that the feasibility study has positive results and that funding for the move is identified. Additionally the Council recommends that all the administrative processing changes suggested on page 8 of the consultant's report be taken seriously even if the transfer does not occur.

All voted in favor. Motion passed.

2. Environmental and Molecular Toxicology Follow-up Review Report

Bella Bose (College of Engineering) presented a follow-up report of the Toxicology Graduate Council Program Review. The original graduate program and CSREES reviews took place September 23, 2002. Bose and Carol Caughey (College of Health and Human Sciences) revisited the department on May 25, 2005. Bose reported that in a meeting with the department head, Larry Curtis, they collected the following information (report appended here):

Follow-up Graduate Program Review Department of Environmental and Molecular Toxicology

Introduction

The follow-up graduate program review of the Department of Environmental and Molecular Toxicology took place on May 25, 2005. The Graduate Council review team members were:

Bella Bose, College of Engineering (School of Electrical Engineering and Computer Science)

Carol Caughey, College of Health and Human Sciences (Design and Human Environment)

The team met Dr. Larry Curtis, the department head for about 1 ½ hours and discussed various things – most important being the steps taken by the department on the concerns and recommendations mentioned in the 2002 graduate review. The following report was generated from this discussion.

The department had 15 faculty members in 2005 compared to 17 in 2002. However, the department was planning to hire 4 new faculty – 2 replacements and 2 new. There were 25 graduate students, almost all of them pursuing Ph.D. degree. There were 6 incoming students in Fall 2004, 2 were supported by training grant, 1 on departmental fellowship and 3 on GRA.

2002 Review Concerns and Recommendations and the Steps taken since then:

CR-1: During our discussion with the graduate students, they noted that some minor improvements in advising could be made. Currently, the department head advises all students who don't have a major professor. Even though the department head is available most of the time to answer their questions the students felt that some sort of orientation program for the incoming students would be very useful. Some students were not sure about the policy and procedures regarding qualifying exam. One student, who is currently in her third year in the program, mentioned that only very recently had she found out the extent of the lab resources available in the department.

Steps taken: At present there is an orientation program for all incoming students at the beginning of Fall term. The department web site has been updated, mentioning the procedures and policies on qualifying and preliminary exams, required courses, and so forth.

CR-2: Some students felt that it would be useful to have some teaching experience before they graduate. Even though they get some experience through their research seminars they felt it was inadequate. The department is currently in the process of creating an undergraduate degree program in toxicology. Once this happens, the graduate students should get some opportunities to TA in some of the undergraduate classes.

Steps taken: There is an undergraduate minor in toxicology and so the students get chances to teach classes. There are two students, supported by an NIH training grant, teaching for high school teachers. Further, some students are teaching in the chemistry department.

CR-3: Because of the designed focus on research in the department, some faculty may have fewer demands on teaching and instruction of graduate students. Other faculty may have a greater demand on their time in instruction as compared to time spent in conducting research. It is suggested that a review of teaching loads be conducted to provide feedback as to any levels of inequity of faculty time.

Steps taken: Even though the department gets only one FTE equivalent amount in its budget for teaching the new policy is that every faculty member teaches one course per year.

CR-4: At present the position descriptions of faculty members do not include teaching. Yet they do teach graduate classes. This was not perceived as a problem currently, but potentially this could have an impact on budgeting and funding. An update of the faculty job descriptions to reflect graduate teaching responsibilities is recommended.

Steps taken: Please see item #3 above.

CR-5: Office space for graduate students, research assistants, and post-docs, both in ALS and in Weniger Hall, is limited. The need for more office space was mentioned during the review as important. From an occupational safety point of view, offices should not be located in research laboratories.

Steps taken: One of the programs supported by USDA had been eliminated. This has freed some space and so space is no longer a problem. ▲

Theresa Filtz (Pharmacy) asked Bose if the new department policy on equitable teaching loads is now reflected in the faculty position descriptions. Bose replied yes and that the equity issue has been solved to the satisfaction of the faculty.

A motion was made and seconded to approve the Toxicology Follow-up Review Report. All voted in favor. Motion passed.

3. Minutes from Previous Meeting

A motion was made and seconded to approve the minutes of April 20, 2006. All voted in favor. Motion passed.

4. End of Year Issues

Bruce Rettig (Graduate School) asked Council members how they would like to handle the approval of minutes after the final Council meeting of the academic year. After some discussion a motion was made and seconded to approve the minutes via e-mail. All voted in favor. Motion passed.

Rettig then asked for a Council volunteer to serve as a back-up evaluator on the CAT II subcommittee over the summer. Hal Koenig (College of Business) agreed to take on the responsibility.

Rettig also warned the Council that if there should be a student grievance filed over the summer Francis would need to convene a special advisory committee to hear the grievance. Council members need to be prepared to serve if called upon.

5. Old Business

Francis informed the Council that she recently had a conversation with the Provost's Council concerning the Graduate Council's recommendation to form a task force to pursue the Council of Graduate Schools' grant funding for training in the Responsible Conduct of Research. Francis told the Council that members of the Provost's Council were supportive and hoped we would take action and submit a grant proposal. Francis added that she is now working on convening a committee to do this.

Meeting adjourned.

Council of Graduate Schools (CGS) Consultancy Report

Graduate Admissions Process Review Oregon State University

March 22, 2006

Submitted by:

Daniel J. Bennett, Assistant Dean, Graduate Admissions/Student and Academic Affairs,
Graduate Division, University of California, Los Angeles (UCLA)

Robert S. Sowell, Dean of the Graduate School, North Carolina State University (NCSU)

Introduction

This consultancy is part of a formal review of the graduate admissions process conducted at Oregon State University (OSU) in 2005-2006. The current review follows a 2001 Graduate Admissions Task Force review that resulted in the adoption of “the model of a standard, hybrid/centralized admissions process.” Although the stated goals of the task force and the subsequent re-engineering of the graduate admissions process in 2002 were to “(i) increase the efficiency of the admission process for applicants, academic units, and the University administration, and (ii) increase the effectiveness of academic units in meeting their recruitment goals,” it appears that these goals were not met. Therefore, a renewed effort to improve the graduate admissions process was initiated during the current academic year.

Over the course of two days the consultants met with the Graduate School Dean, Associate Dean, and staff, the Director, Office of Admissions, associate directors and staff from the various functional areas of Admissions, the Interim Assistant Provost for Enrollment Management, the Enrollment Management Information Technology Manager, chairs of departmental admissions committees, chairs and admissions staff from departments, members of the Academic Senate’s Graduate Admissions Committee, staff from the International Office, and the Vice Provost for Student Affairs.

It became apparent from the discussion with chairs that several departments wish to grow their graduate programs, some by up to 15 to 20%, and many units wish to raise their national rankings. A faculty member from the College of Engineering expressed the desire for his school to be in the top 15 of engineering schools in the U.S. The consultants have included consideration of these goals in their observations of the graduate admissions process.

In order to frame the discussion in this report, it should be noted that the consultants are the Dean of the Graduate School at North Carolina State University (NCSU) and the Assistant Dean of Graduate Admissions/Student and Academic Affairs of the Graduate Division at the University of California, Los Angeles (UCLA). At NCSU the Graduate School centrally manages the intake of graduate applications (all submitted and paid online through Apply Yourself software) and related material, is moving toward the use of document imaging to electronically transmit the related material documents to departments, and is in the process of implementing of People Soft student systems on campus. At UCLA, the Graduate Division centrally manages the intake of applications (all submitted online through in-house software; 95% are paid online, with the other 5% paid through check/money order) but related material is sent directly by the applicants (self-managed) to the departments. The online application data are made available to departments through mainframe and intranet processes; the latter allows the department a variety of options for printing out an applicant profile. The mainframe admissions and student systems are legacy-based and currently are in the process of a major upgrade (in-house design) that will permit more enhancements for student records processing.

In this report we state our primary findings and recommendations on structural and administrative process changes, and make some concluding remarks about graduate admissions at OSU.

Primary Findings

- There is widespread confusion about and unhappiness with the graduate admissions process among applicants, staff, faculty, and university administrators at OSU.
- The 2001-2002 review of graduate admissions focused on the micromanagement of parts of the admissions process rather than on the larger structural and managerial problems that inhibit a more efficient process.
- Changes that emanated from the 2001-2002 report were not well communicated to or understood by the campus community. In some instances the changes appear to have made things worse rather than better. The lack of follow-up and continuous training to meet the needs of staff and faculty turnover and confusion about the lines of responsibility for graduate admissions have resulted in widespread ignorance about policy and procedure. For example, some faculty believe graduate admissions is run by the Graduate School, and many departments are unaware of or do not know how to use existing Banner and Data Warehouse report functionality to access information (no instruction manual is provided).
- A critical goal of the 2001-2002 re-engineering of graduate admissions – to improve turnaround times through the establishment of service standards for moving documents to departments and processing department decisions – has not been met. Turnaround times on both processes vary widely, depending on how documents are submitted, which varies by applicant because of applicant and department confusion, and on when the applications are submitted. Conflicting deadlines between undergraduate and graduate processing cause delays in processing graduate applications and decisions.
- There is no one individual or unit in charge of graduate admissions at Oregon State University. There is no separate director; responsibility is delegated to the campus admissions director, who also has responsibility for undergraduate admissions, her main priority. The director does not have delegated authority to institute training or make process changes to improve graduate admissions. Responsibility for graduate admissions is spread among the Student Affairs Admissions and Information Technology Offices, the departments, the International Office, the Academic Senate's Graduate Admissions Committee, and minimally, the Graduate Council and the Graduate School.
- Graduate admissions has no campus advocate. It is housed in Admissions in Student Affairs, an office and unit whose primary focus is undergraduate admissions and student welfare. During the walk-through, Admissions staff at all levels clearly expressed that during the crunch time of conflicting deadlines, their priority was undergraduate admissions. A former staff member in Admissions who now works for a graduate program reinforced this position. Admissions conducts twice-a-year training for undergraduate admissions but staff could not remember the last time it was done for graduate admissions (perhaps in 2002 or 2003?).

- There is widespread sentiment on campus, among department chairs and staff, the International Student Office, and even among Admissions staff, that graduate admissions belongs in the Graduate School.
- The central receipt and processing of graduate admissions materials by the Admissions Office, an initial step that does not involve transcript evaluation (done later when admission is recommended), adds little quality to the process for applicants or departments and causes confusion and delays.
- A number of separate, duplicative graduate admissions processes have been created in departments and colleges to compensate for some of the deficiencies in campus systems and processes. This phenomenon both solves and adds to the problems. Departments try to bypass the central admissions procedures by telling applicants to send duplicate materials directly to them, to not pay their applications until a decision is made, or other mixed-message information. In some instances a separate departmental process facilitates initial application review at the departmental level but later delays the processing of decisions; it almost always causes confusion for everyone involved in the process.
- There is a lack of standardization, integration, and clarity of purpose between all parts of the graduate admissions process on campus.
- The technology serving graduate admissions is not sufficiently robust to provide the type of services needed by applicants, staff, and faculty, and places the University behind the competition.
- The separate, in-house, enhanced technology graduate admissions process created by Enrollment Management IT for the Departments of Electrical Engineering and Computer Science does not appear to fully serve the needs of these departments and their applicants (many service features are lacking) and perhaps even adds to the problems for applicants (for example, Computer Science is asking applicants to list every course taken in Computer Science rather than simply referring to the applicant's transcript; also the second level of specialization information being requested of applicants seems too specific for this point in time). Hence it does not offer a model for the use of other departments in addressing many of the deficiencies in the current process.
- Processing unpaid applications causes problems. These applications are not fully captured in admissions data and hence skew selectivity statistics, making some programs look less selective than they are. They also add to processing confusion, and take time away from processing applications for which fees have been paid, i.e., these applicants are failing to support the enterprise of graduate admission. Further, if an applicant who had not paid the fee were to appeal a denied admission, the appeal would be outside of normal University processes, potentially causing legal concerns.
- International graduate applications and enrollment are dropping and require attention. The International Office staff report confusion among international applicants about

process and indicate they must employ TA's to handle emails from international applicants and to handle problem cases. This office also must intervene on behalf of international applicants who wish to come as sponsored students, because of inadequate advising provided by the Admissions Office. The Admissions Office does not provide a separate email address for international graduate applicant inquiries but instead directs applicants to the undergraduate email address.

- The Graduate School is almost completely out of the loop in regard to graduate admissions. The graduate dean does not receive regular weekly reports on application and admissions data or take a lead role in graduate enrollment management discussions or planning. Other than having the responsibility for loading tapes of GRE/TOEFL test scores into Banner, approving applicants to pursue a second Ph.D., or reviewing those applicants who are OSU employees, in Projection 1000, or are being re-admitted, the Graduate School has little meaningful responsibility for anything connected with graduate admissions.
- The Academic Senate's Graduate Admissions Committee (GAC) as it presently functions serves little useful purpose and is too disconnected from the Graduate School and the Graduate Council.
- The Graduate Council needs to be more engaged in graduate admissions policy and planning issues.

Recommendations

- **Move the graduate admissions operation to the Graduate School.**

It is not possible for graduate admissions at OSU to function in a rational and efficient manner until it is put into the hands of those who have the vested interest in making it a priority. Also, it is not advisable to separate the operation of one of the most important charges of a graduate dean – to assist faculty and departments in the recruitment of top quality graduate students – from the graduate dean's other administrative functions.

The administrative model of housing graduate admissions in a central campus admissions office is little used in public universities in the U.S. and when it is, the problems found at OSU are common. In the latest edition of *An Essential Guide to Graduate Admissions*, published by the Council of Graduate Schools in 2005, the authors note (page 6) "When the processes are centralized within a graduate school rather than combined with undergraduate admissions in a university-wide office, more control is achieved over the entire admissions process. The graduate school often can answer applicants' questions about the institutional requirements and policies and about its array of academic programs more knowledgeably than can a university-wide office. Further, graduate applications do not compete for attention with other deadlines (freshman, transfer, or professional applications)."

The primary focus of Student Affairs/Admissions at OSU is undergraduate applicants and students. Graduate admissions is not a priority for this unit and their staff do not have a deep

understanding of graduate admissions concerns. For example, their director of information technology seemed surprised that faculty on graduate admissions committees would prefer to have percentile scores included as part of the database for graduate admissions review. The reviewers were equally surprised that this feature was not available, as percentile scores are far more meaningful than numerical scores when reviewing a specific application cohort. Part of the reason for this lack of understanding is that undergraduate and graduate admissions recruitment, decision-making, and enrollment management are very different in that the former is highly centralized, the latter highly decentralized. A decentralized graduate admissions decision-making process requires a deep understanding on the part of central management of the academic cultures of the graduate departments, and of their needs and values; it also requires continuous communication with and training of departmental staff.

The campus Director of the Admissions Office currently signs letters of admission for graduate admits. This is inappropriate and sends the wrong signal to applicants and departments in regard to the priorities of the campus and its graduate school. The Dean of the Graduate School's name should appear on all letters of graduate admission.

- **The transfer of responsibility for graduate admissions must include: (1) a full FTE for the appointment of a Director of Graduate Admissions; (2) a full FTE for the appointment of a Director of Information Technology services; (3) at least another full or half-time FTE to support admissions processing; and (4) additional physical space, if needed.**

(1) The director should report to the Dean of the Graduate School and be responsible for leadership and management of the admissions process. A graduate school should have a designated official responsible for graduate admissions. This individual ultimately is responsible for a range of functions and activities in relation to graduate admissions. Chief among these responsibilities is the role of the university's compliance officer for university, state, and federal policies and procedures for graduate admissions (e.g., university baseline standards, state privacy regulations, Title VI and Title IX, non-immigrant visa policies, etc.). The lack of a clear chain of accountability at OSU has contributed to a number of problems observed by the consultants. For example, the design of the online application and the admissions database and connected products lacks a number of important features needed by graduate applicants and admissions committees. And there should be a process manual and ongoing training procedures for graduate admissions that are the responsibility of this position. The director should join and participate in the activities of the National Association of Graduate Admissions Professionals (NAGAP), the national professional organization devoted to all aspects of graduate admissions administration.

(2) The technology serving graduate admissions is inadequate for the mission of the OSU Graduate School. The lack of contemporary features, such as online letters of recommendation, a fully functional application status screen for applicants, and receipt and posting of GRE and TOEFL scores through an electronic file transfer protocol (FTP), offer a striking contrast to other competitor institutions. Again we quote from *An Essential Guide to Graduate Admissions* (page 5): "Allowing applicants to confirm receipt of documents, check the status of their application, and access admissions decisions through a secure online enrollment management system greatly enhances this process."

James H. Lampley (Service Quality in Higher Education: Expectations versus Experiences of Doctoral Students, *College and University Journal*, Volume 77, Number 2, Fall 2001, page 13) refers to an “increasing sense of consumerism” among graduate students that demands more online information and services. Consumer-oriented applicants also are asking for more services in the admissions process, and for quality assessment information (e.g., average time-to-degree, available levels of financial support, placement information on graduates) for graduate programs under their consideration and universities are supplying it via web sites. OSU needs to move in this direction as well, and this functionality could best be managed by the Graduate School.

If the Banner system is inadequate for the streamlined processing of online applications and for providing the level of online service features needed by applicants and departments, the University should consider purchasing another admissions commercial software package, such as Apply Yourself (used at NCSU) that can streamline processing and provide high level services, and from which application information can be loaded into Banner.

The lack of technology support in the Graduate School hampers its ability to move OSU’s graduate programs to a higher level through better recruitment, institutional research, program review, and support for online student services. The new technology support position can begin with admissions and then actively move on to work on these other areas of concern. Also, the IT Director should work collaboratively with the Student Affairs IT Directors and other units on campus to make sure that the Graduate School’s interests are taken into account in the development and upgrading of all student systems.

(3) While we recommend the cross-training of the Graduate School’s student affairs staff in admissions matters so that they can serve applicants, students, and departments in all admissions and student affairs matters, an administrative model in use at the graduate schools of both consultants, we believe that the slim staffing resources of the OSU Graduate School require augmentation for this concept to work well.

(4) The reviewers were told that a Total Quality Management (TQM) review conducted more than a decade ago at OSU recommended that graduate admissions be moved to the Graduate School but that space was a reason for this recommendation not being implemented. If additional space is needed to accommodate the new FTE, equipment, and files, this should be made part of the transfer process.

- **Discontinue the Graduate Admissions Committee and move the process for consideration of exceptions to the University’s baseline standards to the Graduate School.**

The eight-member GAC (plus two support staff) meets approximately 24 times a year to review 100+ applications. Even its own membership now recommends that the Committee no longer review applications with a 2.75 to 2.99 junior/senior grade point average. The exceptions review process should be the responsibility of the Associate Dean, reserving the Dean to review appeal cases only. The responsibility for this review should reside in the Graduate School, as it does in almost all universities with which the consultants are acquainted. Such activity will enrich the

deans' understanding of the types of recommendations and bases for exceptions being made by the academic departments and of the graduate admissions review process. Data on exceptions should be part of an annual report on graduate admissions presented by the Dean to the Graduate Council.

- **The Graduate Dean should fully engage the Graduate Council in graduate admissions enrollment management and policy issues through full and frequent reports on graduate admissions activity.**

Rather than have a separate Senate Graduate Admissions Committee, whose activities are more properly the purview of the Graduate School, the Graduate Council should become more active in discussing graduate admissions enrollment management and policy issues and provide support to the Graduate School for initiatives that will strengthen the plans to improve the graduate applicant pool and reach enrollment management goals. Graduate admissions/enrollment management should be made part of the review of each graduate program, with the Graduate School providing detailed reports on the admissions data for the program under review.

- **Make administrative processing changes in graduate admissions:**
 1. Abolish paper applications and require all applicants to apply and pay online.
 2. Stop processing or considering unpaid applications at the central and department levels.
 3. Consider raising the application fee and establishing a fee differential for international applications (that cost much more to process) to support improvements in admissions processing.
 4. Use Educational Testing Service's (ETS) ScoreLink process, rather than tapes, to receive and post GRE/TOEFL scores. Create an automated job to access and process electronic files that requires minimal staff intervention.
 5. Include and populate GRE/TOEFL percentile score fields in the database to facilitate faculty review of application portfolios.
 6. Either bifurcate the application process, requiring applicants to complete an online application and pay centrally and submit all other materials directly to the department (process used at UCLA), or receive all materials centrally (process used at NCSU) and create central scanning process so that files are received electronically by departments.
 7. The Graduate School should assert full authority to ensure that Graduate School and departmental staff and websites are dispensing consistent and correct information to graduate applicants.
 8. The Graduate School and Student Affairs should collaborate to establish an online process for admitted applicants to submit their statement of intention to register and deposit.

Conclusion

The current fragmentation of the administration of the graduate admissions process at OSU essentially means that no one can be held accountable for its failure to establish a mission or meet goals. The Graduate School is the most logical place to house this responsibility and authority, as is demonstrated by best practices elsewhere and is outlined in the professional literature. It simply makes good academic and administrative sense to include graduate admissions as part of the Graduate School's functional responsibilities.

The consultants recognize that this and the other recommendations in the report require a major structural change in graduate admissions processing at OSU and the transfer of responsibility for graduate admissions to the Graduate School requires the assignment of new resources, including skilled staff, equipment, and space. This level of change and commitment of resources is essential for OSU to improve its graduate admissions process through modern and efficient enrollment management technology, and to recruit more and better graduate students and raise the rankings of its graduate programs.

Although a great deal of dissatisfaction with the current graduate admissions process at OSU was expressed by every group and individual with whom the consultants met, we also heard expressions of goodwill toward each other among all of these same groups and individuals. They understand that it is the structure and processes involved, especially the lack of a clear line of administrative accountability linked to the Graduate School, that has led to many of the existing problems. Many individuals with whom the consultants spoke expressed strong confidence in the Graduate Dean, Associate Dean, and graduate school staff, and indicated their belief that they should have full responsibility for graduate admissions. We believe that given the appropriate administrative authority and necessary resources, the OSU Graduate School can vastly improve the graduate admissions process for the campus and provide a basis for growing quality graduate enrollment for the University in the years to come.

GRADUATE COUNCIL MEETING

**May 4, 2006
3:00pm, MU 212**

Present: Filtz, Francis, Gitelman, Harter, McCandless, McLain, McMullen, Proebsting, Rettig, Sanchez, Tadepalli, and Unsworth

Absent: Gupta, Koenig, Rockey

Guests: Robert Iltis and Elaine Pederson

1. Minutes from Previous Meeting

Tom McLain (Forestry), concerned that programs already preparing self-studies would be required to employ the revised Graduate Council Graduate Program Review Guidelines, suggested that an effective date be added to the minutes. After discussion, a motion was made and seconded to approve as amended the minutes of April 6, 2006. All voted in favor. Motion passed.

2. Chemistry Follow-up Review Report

Elaine Pedersen (College of Health & Human Sciences) presented a follow-up report of the Chemistry Graduate Council Program Review. The original graduate program review took place January 30, 2003. Pederson and Stephen Hobbs (College of Forestry) revisited the department Winter term 2006. Pederson reported that in a meeting with the department head, Douglas Keszler, they collected the following information (report appended here):

CHEMISTRY GRADUATE PROGRAM GRADUATE COUNCIL FOLLOW-UP PROGRAM REVIEW 2006

Department Overview

In 2003, when the Chemistry Graduate Program was reviewed, the department faced a number of challenges including a building in need of many repairs brought on by low to zero building maintenance funds and a need to refill faculty positions vacated by retirements. The review committee was appalled to find out that the serious building problems that existed in 2003 still existed.

Recognizing the need for additional funds, the Department has been creative in seeking increased funding. The Department has used funds from restructured course fees, Ecampus courses, Summer Session courses, and returned overhead in order to achieve some of the changes discussed in this report. In order to continue to support the various objectives of the Department, including the graduate program, the Department's goal is to generate \$1M each academic year in excess of their base funding.

Since the Graduate Council Program Review in 2003, the Department has successfully increased the number of graduate students from 57 to 80 students. Three tenure-track faculty members have been added to the Department faculty.

Responses to Recommendations from the 2003 Graduate Council Program Review

Graduate Teaching and Advising

A re-examination of required graduate coursework is suggested. Given the size of the faculty related to the various traditional divisions of chemistry, the Department should consider reducing the total number of graduate courses that are offered.

At the time of the Graduate Council Program Review, the majority of graduate programs in chemistry in the United States required a lower number of credits for course work and a higher number of credits for lab/research work than was offered by the OSU chemistry graduate program. To make the OSU Chemistry Graduate Program more aligned with other chemistry graduate programs, the department successfully sought an exemption from the Graduate Council for the 36 credit minimum for course work for doctoral students and has reduced their minimum number of graduate course work credits to 27.

As faculty members retire, discipline-specific graduate coursework should be re-examined to insure compatibility with research areas identified as important to the Department and the research specialties of the faculty.

The Department reviewed the specializations of faculty who had retired and who were close to retirement and revised the curriculum. The Department is currently moving from five concentrations (Organic and Bioorganic, Analytical and Environmental, Physical, Inorganic/Materials, and Nuclear) to three concentrations (Organic, Bio-analytical, and Materials). These three areas fit the specializations of the Department's mid-career faculty and have been the focus of new hires.

Although the courses needed for graduate students will vary according to sub-discipline, an effort should be made to have a common set of degree requirements, for example, the number of courses, research proposals, seminar presentations, cumulative examinations, and so forth.

There are no department core courses because each area of concentration is quite different from other areas. In both organic chemistry and in bio-analytical chemistry graduate students take core courses within their concentration. Core courses are not required in materials chemistry because it is a very interdisciplinary subject area and tailored to meet the needs of individual students.

At the master's level the degree requirements are the same across all concentration areas. For doctoral students, all students take the same number of required courses, all students are required to participate in the department seminar, and all students who wish to be considered for a GTA take a seminar teaching course. Only the organic and bio-analytical chemistry doctoral students take written preliminary examinations. The materials faculty feels the oral preliminary examination is sufficient to test their students' readiness for research.

Continued involvement in multidisciplinary and interdisciplinary programs is recommended. This offers graduate students the opportunity for additional coursework and an enhanced graduate and research experience.

Faculty and graduate students continue to be involved across disciplines.

To insure adequate graduate faculty for various divisions and research interest group areas it is critical that new hires be tenure track faculty to insure no further loss of graduate faculty.

Three tenure-track faculty members have been hired or are in the process of being hired, including the Harris Endowed Chair position. It should be noted that one faculty member will retire June 2006, one faculty member has resigned and accepted a position elsewhere, and two additional faculty retention cases are in process. To date, permission has not been granted to open a search for new faculty members. Regarding the impact of the retirement and the resignation, these two faculty members had efforts in two foci areas, organic and bioanalytical, of direct relevance to the health of the graduate program. Thus the impact is related to the Department's capacity to maintain both its graduate research and education.

Faculty and Research Programs

While two of the three hires made in the last five years are women and one is an individual of color, the total number of faculty that are women and individuals of color is low. The Department is encouraged to continue to search for qualified women faculty and people of color as new hires by identifying capable women and individuals of color as recruiting targets as part of their hiring process for the replacement of retiring faculty.

The hire for the Harris Endowed Chair is from an underrepresented group. The other two are white males. The Department chair stated that current department demographics are close to the national average in terms of underrepresented groups.

Although current faculty are productive and successful in acquiring grant funds, the changing needs of industry, the failure to refill faculty positions, and the need to replace faculty who are soon to retire, place research programs in potential jeopardy. If research programs are in jeopardy, so is the graduate program. It is critical the Department be allowed to continue to hire faculty and be provided adequate start-up funds to recruit strong faculty. Substantially higher start-up funding will probably be necessary to attract women and people of color.

The Department was able to offer \$600,000 for the two new faculty members and \$2M for the Harris Endowed Chair position. As discussed in the overview, to continue to have monies available for future start-up funds and other Department needs, Department faculty members have made the commitment to try to generate \$1M per year.

Graduate Students

The Department is considering a variety of initiatives. Some of the initiatives can be pursued with few new resources (Chemistry Self Study Report, 2002). The review committee supports these initiatives and recommends their implementation:

- **Re-examination of required graduate coursework and restructuring of GTA work loads.**

The restructuring of the graduate course work was discussed above. The lack of additional funds for GTAs and the increase in undergraduates across campus who need chemistry courses has negatively impacted the Department's making the restructuring of

GTA work loads possible. Undergraduate chemistry service courses are in high demand and are required for many majors across campus. While the increase in undergraduates in Chemistry courses has brought new dollars into the College of Science, the review committee understands the Department is not receiving these dollars. Additional funds for hiring additional GTAs would lessen the currently high workload.

- **Continue to recruit international students.**

The Department has developed contacts with four universities in mainland China. Each year one faculty member goes to China and interviews students at these universities. Through one on one contact, students with English language skills and strong science backgrounds are identified. Generally, three to four Chinese graduate students are admitted to the Graduate Program each year. Additionally, the Department is beginning to establish relationships with several Korean universities.

Other initiatives would require additional resources, but it is clear that if the Chemistry Graduate Program is to remain strong and keep its current status these actions will be necessary. The following are recommended:

- **Hiring more graduate faculty.**

As discussed above, this has happened.

- **Increase graduate stipends to stay competitive.**

Graduate stipends were increased 3 percent this January and will be increased 4 percent January 2007. With consistent but small increases for several years the stipends will be closer to the national average.

- **Increase access to advising and faculty interaction during the graduate student's first year.**

Students are now required to make a decision about their research focus and subsequent research advisor by February 15 of their first year. Because of this earlier deadline they are more active in taking part in the orientation seminars during Fall term. In these orientation seminars they meet with Department faculty and learn of ongoing research projects. This change has opened up communication between new students and the faculty.

- **Identify potential needs of incoming students and match applicant interests with faculty research.**

The Graduate Recruitment Committee carefully evaluates applicants and steers incoming students to the mid-career faculty in one of the three identified foci areas discussed above.

- **Provide opportunities for first-year students to learn more about each professor's research activities.**

During the Orientation Seminar (discussed above) held during Fall term, new graduate students meet with different faculty members once a week for about six weeks. The voluntary seminar is held during the lunch period and because of its link to the deadline for a research focus commitment (discussed above) attendance is good.

Facilities

While a thorough cleaning would help and an immediate major renovation will provide some relief, the Department badly needs a new facility. Postponement could result in compromising a program of otherwise excellent quality. Therefore, problems with the laboratory facilities must receive high priority. It is recommended existing facilities be rehabilitated and construction of a new facility pursued.

The Chemistry Department is included in part of the University capital campaign initiative for a Pauling Science Complex. In the first phase Chemistry will have two floors, and it appears that in the second phase they will acquire a new building. This is still a number of years away, and there are serious facilities problems that still remain. When the Chemistry Graduate Program Review was conducted in 2003 the Chemistry Building, Gilbert Hall, had serious plumbing and roofing problems. Three years later these problems still exist. This is a major concern of the follow-up review team. Ongoing water problems over a period of years continue to further damage building infrastructure and create a potentially, if not already existent, danger to faculty, staff, and student health and well being. The heavy rains of winter 2006 have potentially added to this risky situation. There is particular concern about the structural integrity of a sky bridge used daily by students traveling between classes. The follow-up review team strongly recommends that the sky bridge and roof receive immediate attention.

As indicated in the 1989 report, the Department must address the safety/health issues of graduate student desk space located in laboratories.

In the 1989 Chemistry Graduate Program Review it was recommended that graduate student desk space be located away from laboratories for health and safety reasons. This change was not made during the years between 1989 and the 2003 Graduate Program Review. This change still has not been made due to lack of space.

Resolving the issue of funding for the three major shared instrument facilities (currently supported via internal and external funding sources) would be beneficial to the department.

Since the review in 2003 there has been a joint hire of an x-ray crystallographer with the University of Oregon. The funding of the various shared instrument facilities is operating under a 50 percent cost recovery program. User fees pay 50 percent, and the Department pays the remaining balance from returned overhead. Faculty support this funding resolution.

Administration

Given that most graduate students hold GTA and GRA appointments in the Department and the importance of these positions to the research and teaching missions, the Department might consider ways to increase graduate student involvement in Department activities. For example, the Department might consider graduate student participation on the Long-range Planning Committee or other committees as appropriate. Graduate students offer perspectives and insights that can represent valuable contributions to the Department.

Graduate students are now active on the Department safety committee and the seminar committee. Students have the role of inviting and hosting outside speakers.

Other – Electrical and Machine Shops

The Department needs to locate sustainable funding to support shop needs particularly in the machine shop area.

The shop facilities are operating under the 50 percent cost recovery system used for the shared instrument facilities described above. External funding is used to help support these shops.

After Pederson completed her presentation, the Council discussed the condition of the Chemistry building. Members of the Council found this portion of the report to be of very serious concern. Some wanted to provide additional detail about the conditions in hopes of motivating change, but others were concerned that if there is no funding available for repairs, it might do the department more harm than good to draw attention to the matter.

A motion was made and seconded to approve the Chemistry Follow-up Review Report and to recommend that Dean Francis communicate directly with the Provost regarding the condition of Gilbert Hall. All voted in favor. Motion passed.

3. Mathematics Follow-up Review Report

Robert Iltis (Speech Communications) presented a follow-up report of the Mathematics Graduate Council Program Review. The original graduate and undergraduate program reviews took place February 28, 2003. Iltis and Prasad Tadepalli (Engineering) revisited the department on April 12, 2006. Iltis reported that in a meeting with the new department head, Ralph Showalter and an associate professor, Mina Ossiander, they collected the following information (report appended here):

Followup Report on the Review of the Department of Mathematics

This report is based on a third year follow-up review of the Math department's graduate program conducted by Robert Iltis, the chair of the speech communications, and Prasad Tadepalli, a graduate council member and a faculty member in EECS. We met with the new chair of the department, Ralph Showalter, and an associate professor, Mina Ossiander, on April 12, 2006 and talked to them for an hour. Our overall impression after the interview was that the department has undergone a sea-change in atmosphere in the last three years. Three years ago at the time of the review several people left the department and the faculty slots were not filled by the dean. The undergraduate program was strong, but the graduate program was in disarray. The morale was low and the mood was pessimistic. After 3 years of new leadership, increased support from the administration, several new hires, and increased research funding, there is a new mood of optimism, higher morale, and positive spirit in the department. The old problems seem to have been largely solved, but there are some new issues such as space and covering the low-level undergraduate courses with increased enrollments. The rest of the report summarizes our interview.

1. The budget was \$3.5 million 3 years ago. What is the current budget?

CLOSE TO 4 MILLION. INCREASE DUE MOSTLY TO INCREASES IN OPE AND RAISES. THE DEPARTMENT HAS ALSO OBTAINED SOME REVENUE FROM E-CAMPUS AND BOOKSTORE PACKET SALES.

2. The recommendation was to maintain a minimum of 25 graduate faculty members. Has this been achieved?

YES. 2 ADDED IN 2003, 2 IN 2004, 1 IN 2005, ANOTHER FIXED TERM TO START IN 2006. THE INCREASE IS DUE IN PART TO 2 CASES OF SPOUSAL ACCOMMODATIONS FOR FACULTY HIRED BY THE DEPARTMENT. OTHER ADDITIONS HAVE COME FROM THE RECENT PROVOST'S INITIATIVES

- *In 2002-3 there were 13 full professors, 8 tenured associate professors and one untenured assistant. What are the current numbers?*

POSITIVE STEPS HAVE BEEN MADE TO OVERTURN THE INVERSE PYRAMID OF 2002-2003. THE NEW ASSISTANT PROFESSORS ADDED IN THE LAST 3 YEARS HAS HELPED. THE CURRENT NUMBERS ARE 17 FULL PROFESSORS, 6 ASSOCIATE PROFESSORS, AND 2 ASSISTANT PROFESSORS. 3 MORE WILL BE JOINING FROM FALL 2006 AS ASSISTANT PROFESSORS INCLUDING 1 ON FIXED TERM. WITH ALL OF THEM THE NUMBER WILL BE 28.

- *In 2002-3 instructors represented about 10 FTE in the department. What are the current numbers?*

CURRENTLY: 6 FULL TIME, 3 HALF TIME AND 1 THREE-QUARTER TIME, FOR A TOTAL OF 8.25 FTE.

3. In 2002-3 the department had 48 graduate students, and GTA appointments supported nearly all of them. What of the current numbers?

BUDGETED AT \$350 K, AND SUPPLEMENTED BY THE DEPARTMENT TO \$540 K. IN 2005-2006: 46 GTA'S, 2 GRA'S, 4 UNSUPPORTED GRAD STUDENTS. IN 06-07 THE DEPARTMENT WILL RETURN TO 40 GTA'S—THE NUMBER ALLOWED BY THE BUDGET, SUPPLEMENTED BY THE DEPARTMENT.

LACK OF PARITY WITH PEER INSTITUTIONS REMAINS AN ISSUE FOR RECRUITMENT OF GTA'S. THE SALARY BASE FOR ALL GTA'S HAS BEEN SET AT \$12,500, WHICH IS \$1,000 LESS THAN UTAH STATE OFFERED 2 YEARS AGO.

Questions regarding the specific recommendations to the department:

1. What has the department done to pursue innovative pedagogical strategies to maintain student opportunities while reducing the cost of providing them? In your view was this a recommendation that could have been achieved?

SEE BELOW.

2. Did you eliminate courses from the catalog that had not been taught in three years? If not, why?

DONE. THE DEPARTMENT ALSO TOOK STEPS TO CORRECT PROBLEMS WITH GRADUATE OFFERINGS THAT WERE NOTICED IN THE LAST REVIEW. DISCIPLINARY SEMINARS, WHICH THE FORMER CHAIR REPORTED TO HAVE DISAPPEARED IN THE 1990'S, ARE BACK. THE CURRENT CHAIR REPORTS THAT THERE ARE NOW 5 REGULARLY SCHEDULED SEMINARS. IN THE CHAIR'S OPINION THE CURRICULUM'S HEALTH HAS RETURNED. SCHEDULING HAS BECOME A CHALLENGE.

3. What was done about the computing infrastructure in the department?

THE DEPARTMENT NO LONGER OPERATES ITS OWN SYSTEM. DEPARTMENT ADMINISTRATORS BELIEVE THAT PROGRESS HERE HAS BEEN SIGNIFICANT. INSTRUCTORS COMPLAINED IN 2002-2003 THAT THEY DID NOT HAVE PCS. ALL INSTRUCTORS NOW HAVE COMPUTERS.

4. Instructors sought a handbook as well as regular opportunities to meet with the leadership in the department, and this was one of the recommendations. Were these recommendations met? If not, why?

THE DEPARTMENT PRODUCED A TEACHING PROCEDURES HANDBOOK AND AN INSTRUCTOR'S HANDBOOK. BOTH ARE ONLINE. REGARDING MEETINGS WITH THE INSTRUCTORS: THE CHAIR REPORTS THAT HE HAS OFFERED TO MEET WITH THEM 2 TIMES, BUT THERE HAS BEEN ONLY SMALL INTEREST.

5. Have you been able to find new sources of funding?

SEE ABOVE. A SMALL REVENUE STREAM (PERHAPS \$40 K) IN E-CAMPUS, BUT MOST OF THAT MONEY GOES DIRECTLY TO SUPPORT INSTRUCTION. GRANTS HAVE BEEN THE MOST IMPORTANT ELEMENT HERE. CURRENTLY 12 FACULTY MEMBERS ARE INVOLVED IN 12 GRANTS. MOST HAVE BEEN NSF. 2 RECENT GRANTS ARE DOE.

Additional questions:

1. The review concluded that the department in 2002 was less research oriented and more teaching oriented than it was in 1990. Is this still the case?

POSITIVE STEPS ARE TAKEN TO REVERSE THIS TENDENCY. GRANTS ARE ONE SIGN. MOST IMPORTANT HAS BEEN THE INFUSION OF ENERGY FROM NEW HIRES. ALL BUT ONE OF THE NEW HIRES IS IN APPLIED MATHEMATICS. ONE HIRE WAS IN ALGEBRA.

2. The review noted an increased orientation toward interdisciplinary and applied research. Is this still the orientation?

THE CHAIR BELIEVES THAT FOR INSTRUCTIONAL AND RESEARCH PURPOSES THE DEPARTMENT HAS A RESPECTABLE CORE IN PURE MATHEMATICS. A STRONG INCLINATION TOWARD APPLIED STUDIES REMAINS. FACULTY ARE ENCOURAGED TO DEVELOP CONNECTIONS OUTSIDE THE DEPARTMENT.

3. The review noted that from 1990 to 2003, 8 tenure track faculty members had departed, and five of whom were tenured associate professors. Have more tenured associate professors left? Have they been replaced with tenure stream faculty?

NO ADDITIONAL DEPARTURES.

ADDITIONAL NOTES:

A. THE DEAN HAS BEEN SUPPORTIVE AND RESPONSIVE, BOTH IN TERMS OF HIRING AND OVERHEAD RETURN.

B. THE DEPARTMENT IS WORKING ON THE PROBLEMS OF ADDRESSING UNDERGRADUATE DEFICIENCIES IN MATH PREPARATION. THE FACULTY IS NOW LOOKING AT CHANGING MTH 111 TO HELP WITH STUDENT SUCCESS AND RETENTION.

C. THE CHAIR REPORTS THAT MORALE SEEMS TO HAVE IMPROVED. THE DEPARTMENT HAS BEEN ABLE TO RECRUIT AND HIRE ITS TOP CANDIDATES. IN THE RECENT PAST THE CONCERN HAS BEEN WHETHER OR NOT A CANDIDATE WOULD COME, EVEN DURING HIRING DELIBERATIONS. DURING THE DELIBERATIONS FOR THE MOST RECENT HIRE THAT QUESTION DIDN'T EMERGE. ADMINISTRATORS TAKE THAT AS A SIGN OF INCREASED MORALE.

After Iltis' presentation there were few questions and no concerns from the Council members. Iltis told the Council that he left the Mathematics interview excited at witnessing a successful outcome to the initial review. He told the Council that the department is moving in the right direction and that he credits this to the increased support received from the dean and the change in leadership in the chair's office. Tadepalli commented that there is always a question of whether or not Graduate Program Reviews matter. The outcome of the Mathematics review gives very positive evidence that they do matter.

A motion was made and seconded to approve the Mathematics Follow-up Review Report. All voted in favor. Motion passed.

4. CGS Responsible Conduct of Research Initiative

Sally Francis (Graduate School) reintroduced the topic of implementing RCR (Responsible Conduct of Research) training at OSU, a discussion started at the April 20, 2006 Graduate Council meeting.

Francis asked if Council members had talked with colleagues regarding this issue and if there is further thinking and reflection to be shared. After some discussion, Francis presented two draft proposals (attached) mandating RCR training for graduate faculty and graduate students.

Tom McLain (Forestry) told the Council that he is not fond of unfunded mandates sent down to the departmental level by central administration. He feels this type of mandate would achieve an uneven response. Many Council members concurred. It was generally felt that without OSU RCR training resources already in place, it is premature to require departments to comply. Guidance is needed. A centralized program to provide RCR training should be developed.

After additional discussion, a motion was made to recommend that Dean Francis work with interested parties, including the VP of Research, to form a task force to develop a set of recommendations and report back to Graduate Council. Alix Gitelmann (College of Science) amended the motion to include instructions to the taskforce to bring a preliminary grant proposal to the Council by the end of Spring term. Theresa Filtz (Pharmacy) amended the motion to instruct the taskforce to also identify people willing to work on the proposed project over the summer by the end of Spring term.

The amended motion was seconded. All voted in favor. Motion passed.

Theresa Filtz was in the process of formulating a motion to postpone indefinitely any action on the two draft proposals regarding mandated faculty and student RCR training presented by Dean Francis, when the meeting ended abruptly due to a fire alarm which required evacuation of the building. It is the recorder's interpretation that such a motion would have passed; therefore, upon approval of these minutes by the Council, the motion to postpone any action on the two proposals described above will be considered approved.

GRADUATE COUNCIL MEETING

**April 20, 2006
3:00pm, MU 212**

Present: Koenig (chair), Filtz, Francis, Harter, McCandless, McLain, Proebsting, Rettig, Rockey, Sanchez, Tadepalli, and Unsworth

Absent: Gitelman, Gupta, McMullen

Guests: Robert McGorin, Bill Boggess, Courtney Campbell

1. Forest Engineering Follow-up Review Report

Robert McGorin (Food Science & Technology) presented a follow-up report of the Forest Engineering Graduate Council Program Review. The original graduate program and CSREES reviews took place April 14, 2003. Robert McGorin and Kenneth Williamson revisited the department on April 5, 2006. McGorin reported that in a meeting with the department head, Steve Tesch, and several of his faculty, they collected the following information (report appended here):

Since the 2003 review, the Department's allocated budget from the College of Forestry (COF) has been relatively flat. The Department was successful in obtaining gifts from alumni and friends to establish a new endowment to offset the salary of an existing faculty member, and to support unendowed student fellowships. The faculty ranks have been stable during this time period; newer faculty at the time of the review have built new programs and recruited new students.

The review stimulated the faculty to have a number of conversations about the future of the Department; their reaction to shifting priorities in education, research, and the profession; and how to remain relevant within the College of Forestry, OSU, and their disciplines of interest. What follows are the FE Department's responses to the review team's specific recommendations:

1. Continue to maintain Departmental and College strengths, including premier faculty and research activities, facilities, great working relationships between the COF departments and with other OSU colleges and departments.

The FE faculty have been operating at full productivity since the review. Four faculty who were relatively new when the review was conducted have settled into their teaching, advising, and research programs. They are now providing many contributions to departmental teaching, scholarship, grantsmanship, service, and disciplinary leadership.

Since the review, some metrics include:

- Number of enrolled graduate students: 33 (fall 2005), up from 24 in 2003
- Percentage of PhD students: 61% (20), up from 54% (13) in 2003
- Established new graduate concentration in forest soil science

- Refereed journal articles: 33 (2004, data from annual reviews, 2005 now being compiled), up from 23 in 2002 (data from annual review)
- Books or book chapters published: 7 (2004), up from 2 in 2002
- Publications in press or review: 47 (2004 data), up from 22 in 2002
- Faculty research presentation: 94 (2004), up from 47 in 2002
- Research grants and contracts received: \$1.26 million in 2005 (calendar year) up from \$1.07 million in 2002.
- Fall term 2005, awarded \$131,252 in gifted departmental fellowships to fully-support 7 graduate students. Two more were funded by a COF endowment. Students also received supplement fellowships from Departmental, COF, and OSU sources that add to this total. This is the largest amount of donor-supported assistance for graduate students at OSU according to recent summary from the Graduate School.

2. Work toward a more timely process of Graduate Advisory Committee member identification to expedite development of course of study. In addition, graduate advisors should help monitor course offerings so as to minimize delay in curricular completion.

Most students adhere to Graduate School guidelines. The FE Grad Program advising guide is available on their Web page, as are OSU projections for future course offerings (though these are often subject to change.)

Increasing numbers of incoming graduate students arrive in early summer and work for a major professor. This enables them to get their feet on the ground and especially to meet fellow students who often have the best knowledge of professors' courses to favor, information about Department culture and procedures, etc.

At the fall FE orientation, the Department encourages incoming students to form their committee and plan courses for their program as soon as possible. Also it strongly encourages students to talk with other students about courses and instructors.

3. If a mismatch exists between the graduate student and major professor, work toward resolving the differences or facilitate identification of an alternative director of the graduate student.

This topic is now included in the FE fall orientation. It clarifies that the Department Head is person to see if there is a conflict, and that concerns will be taken seriously. There have not been any issues since the review.

4. Address the student concerns of lack of rigor in course work by reviewing the offering of 4xx/5xx courses and assure a graduate level of learning.

The FE Graduate Committee examined this issue carefully as the 50/50 rule was implemented. The slash-class issue is not a concern for hydrology and soils students, but remains a challenge for those in the harvesting and forest operations graduate program,

especially Master of Forestry (MF) students. These MF students will be the most directly affected by the 50/50 rule also. The Department still has too few students in this area to justify substantial numbers of stand-alone graduate courses.

The Department is pilot testing an approach to clarify the graduate learning component by adding a 1-credit stand alone 5xx or 6xx graduate credit to supplement a traditional slash course. As it gains more experience with this approach, FE may eliminate the slash designation.

It is not an option to drop the graduate program in the harvesting area because OSU FE is the primary educational program for future faculty in the world.

- 5. Requirements and expectations for the MF degree as described in the Graduate Student Handbook need to be followed or if changed, they need to be better communicated to the applicants and incoming students. Alternatively, convert the MF option to a course work-only program to allow completion by self-funded students within as little as one year.**

The Department had lengthy discussions about the philosophical differences between the Master of Forestry (MF) and Master of Science (MS) degrees and some differences of opinion remain among the faculty. The FE Grad Advising Guide has been revised to clarify the intended differences so there is clearer “truth in advertising.” Most faculty agree the MF is a terminal professional degree, but some believe the primary difference is with the experimental rigor of the project required. One point of view is that an MF is appropriate if the project is a case-study with limited statistical rigor.

A Coursework-only MF has been discussed as a potential means to attract more graduate students, but has received lukewarm reception from the FE Department Advisory Committee.

- 6. Provide a college-level orientation for incoming students to gain understanding of forestry and activities within the College.**

An All-College graduate student orientation program was started in fall 2004. The FE Department orientation is held the same week to clarify some issues and “build community” among students advised by FE faculty (including Western Regional Graduate program (WRGP) and Environmental Sciences (ENSC) students.)

- 7. The Department needs to focus on increasing its diversity. The “grow your own” philosophy to expand faculty diversity is not perceived as the best approach. The department should develop a strategy to determine how to attract outside faculty hires and inquire of other Forestry departments to determine how they were able to achieve “new blood.” Commitment to diversity may require hiring of an individual who doesn’t match the current departmental mold and could lead to the bonus of expansion of research interests.**

Faculty diversity remains a challenge. The Department has not had an open faculty position since the last review. It tried to retain a recent female PhD graduate to improve gender diversity, but she was very aggressively recruited elsewhere and left to obtain a better position. The Department has several women PhD students currently in-progress; it believes that it can educate them, send them off to gain experience and recruit them back to campus in the future. Virtually no other programs are educating women with PhDs in forest operations.

When future tenure-track faculty openings occur in the forest hydrology and soils area, this is the most probable opportunity for the Department to quickly build gender and ethnic diversity, given the observations above. The recommendation of the reviewers is that the FE Department, with the support of the College of Forestry, needs to proactively work towards hiring a woman on its faculty at the earliest occasion.

The Department has been more successful in hiring women for post-doc and FRA positions, and has worked to engage students with these folks in the research area.

To assist in recruiting more diverse international students, the Department had its Graduate Student Recruitment Brochure translated into Spanish. This was distributed at technical conferences.

8. a. Maximize the utility of the Department web site for recruitment to build diversity in the student population.

b. Enhance visibility of the programs by participating in outreach programs and professional organizations to encourage women and minorities in science.

The Departmental website is a continual work-in-process, and is supplemented by individual lab group or faculty web sites. Most FE faculty agree that this is an effective means of communicating with prospective students.

FE allocates \$6,000 each year to assist graduate students in traveling to professional meetings to present thesis research, interact with students and scientists from other organizations, and otherwise enhance their professional development. This is a good opportunity for its female students to serve as ambassadors for its graduate program.

9. Establish a mentoring program for the female graduate students.

This is a work in progress that will be significantly better if it can hire a woman on the faculty. Most faculty who advise females make it a practice to include at least one woman on the graduate committee.

FE also encourages and financially supports student participation in professional meetings and conferences where women role models are likely to be present. In recent years, it have supported travel for women students to the Oregon Women in Higher Education Conference; National Association of University Forest Resources Programs

(NAUFRP) Conference; Council on Forest Engineering Annual Meeting (COFE); American Water Resources Association (AWRA) Annual Meeting; American Geophysical Union (AGU) Annual Meeting, Agronomy-Crop Science-Soil Science Society of America Annual Meeting; Canadian Operations Research Society Annual Conference; and 2nd International Conference on Mechanisms of Organic Matter Stabilization and Destabilization in Soils.

10. a. Continue to maintain levels of funding for graduate students including nominating students for competitive college and university-wide fellowships.

b. Pursue options for GTA positions for those students interested in teaching.

FE is the number-one department at OSU for fellowship support. According to recent Graduate School summary, FE students received nearly \$200,000 in fellowship and scholarships in 2005. The FE graduate committee is charged with recommending candidates to the DH for departmental awards and oversees the nomination process for COF and OSU awards. In the past two years, FE students have been nominated for every fellowship/scholarship available.

FE encourages engagement with teaching for those students who express an interest. Faculty have elected not to develop a policy that requires all students to have some form of teaching experience as a part of their graduate education.

There is some confusion about labels because the culture in the COF is not to award GTAs, but rather to employ them as GRAs (typically on a 12-month basis) and modify their position descriptions for the terms they engage in teaching. FE has provided opportunities for several PhD students to engage in meaningful team or independent teaching experiences since the last review. In at least two cases, women were selected for lower-division course assignments to provide role models for the UG women. Most PhD students are also encouraged to take courses designed to introduce students to teaching methods and course administration as a broadening requirement. It was suggested that for those students who do receive teaching experiences, there should be written documentation of their teaching evaluation, their effectiveness in the classroom, etc. This will be a valuable reference, should they decide to pursue an academic career.

11. Expedite the admissions process.

FE has worked hard to be responsive to prospective students, and to keep them apprised of their status via E-mail. It is continually challenged by its dependence on timely actions by others across campus. Actions required by the Graduate School and the Admissions office both frequently delay the Department's ability to make timely decisions regarding acceptance of a student. Internally it now converts all applications to a PDF for easy electronic review by faculty. It provides timely feedback to applicants about financial aid decisions in February, March, and April. There is probably room for continuous improvement, especially for early fall applicants when departmental financial aid decisions are not made for several months, and individual faculty do have grant funds

readily available at that time. Prospective students are informed of the FE departmental timelines on their website.

12. Be more proactive in identifying long-term research needs that integrate a wider range of resource issues and values and expand the hydrology and watershed research to involve all land-use regions, embracing the “ridges-to-reef” perspective identified in the OSU 2007 discussions.

Most FE faculty recognize and embrace a broader and more diverse mission for the Department, while also acknowledging that its primary unique strength is in planning for and designing forest operations, and understanding potential soil and water impacts. The broader mindset is well reflected in the proposal for a department name change, as well as revisions to the mission and vision statements in the FE strategic plan that it has worked to align with the COF and OSU strategic plans.

There are several success stories that include efforts to lead development of the PNW hydrologic observatory, the multi-land use studies within the Calapooia watershed, the LTER collaborations at the HJ Andrews, and the multi-disciplinary work underway in Hinkle Creek and soon in the Trask Watersheds. Several FE faculty are engaged in the new Institute for Water and Watersheds on campus, as well as the Water Resources and Environmental Sciences interdisciplinary graduate programs.

13. Recognizing that the research activities conducted by graduate students serve as the foundation of the Department’s research program, it needs to attract additional M.S. and Ph.D. students to maintain and strengthen its program. Current resource levels in the FE Department could support an additional five to six graduate students per year.

As noted in #1, the Department has worked to attract new students and its enrollment has grown as newer faculty developed OSU programs.

14. Greater emphasis on multi-collaborator competitive grant funding is needed in the future. Development programs and rewards are suggested to encourage faculty to compete for larger research projects that integrate many natural resource issues and require long-term, major funding. Collaborations with investigators either at OSU or elsewhere that have had past grant success might improve competitive grant acquisition.

As noted in #12, the Department has a number of multi-disciplinary and multi-collaborator projects underway. Some projects include OSU collaborators, others have local and regional agency collaborators, and a number of projects have national or international linkages.

Competitive grants remain rare, but most faculty are very capably supporting their research programs. COF Research Cooperatives and agency cooperative agreement funding remain the primary means of support for much of that work.

In some cases, the Department has not provided sufficient incentive to faculty to seek large competitive grants. Faculty have ample funds to support a modest research and graduate program and choose to pursue leadership roles instead of large-grant-generating infrastructures.

In other cases, FE has faculty eager to invest their energy in proposals and they have struggled to find targeted federal programs that include forest engineering themes. This has been demoralizing for some faculty who observe very limited opportunities from more obvious programs. The review committee's suggestion for successfully pursuing a major NSF grant was to collaborate with a PI known by the agency, which will tremendously increase the odds of funding. It takes time for faculty to build their reputation, establish a strong publication track-record, and to increase the reviewers' confidence that their project proposal will deliver as promised.

In summary, it is our assessment that the Department of Forest Engineering faculty have attempted to address the issues raised by the review team during the Graduate Program external review in Spring, 2003. We were informed that the recommendations made during the review stimulated considerable productive discussions among the FE faculty about the future of the Department. We also believe that despite the fiscal constraints on the Department, good progress has been made. It is our expectation that the Department will continue to work against these recommendations in the future.

Theresa Filtz (Pharmacy) asked McGorin for more information on FE's efforts to improve faculty diversity. She was interested to know if the unit had thought to hire a consultant or requested assistance from professionals on campus to learn how they can become more attractive to the people they want to hire. McGorin responded that he knew that the FE faculty had meetings to discuss how they could improve their attempts to recruit a female but he was not sure if they had contacted a consultant. Tom McLain (Forestry) added that faculty diversity is a major issue for the entire college and that units may need to consider hiring foreign female faculty as there are virtually no US females trained in the field (outside of OSU).

Michael Unsworth (Atmospheric & Oceanic Science) asked McGorin about the progress made towards compliance with the Graduate School's 50% rule. McGorin responded that the Master of Forestry students continue to be challenged in this regard and that the department does not have the teaching resources to open additional graduate standalone courses at this time. Bruce Rettig (Graduate School) suggested that a possible solution could be to utilize courses from other related departments to fulfill the requirement. Perhaps coursework from the new Water Resources interdisciplinary program can be considered.

Unsworth and Sally Francis (Graduate School) inquired if the negative publicity the department received recently is affecting graduate admission numbers and/or graduate student retention this year. McGorin replied that it seemed too early to tell and that his discussion with the department chair did not delve deeply into the controversy or its effects.

There was additional discussion regarding the Forest Engineering controversy and how the Council could encourage appropriate and successful mentor/student relationships in all the colleges. Unsworth felt that it is too soon for this discussion but he suggested that the dean of the College of Forestry should be invited to provide the Council an update (to inform the Council members of the progress the College has made toward addressing the issues) at an appropriate time. He suggested that fall would be soon enough. Rettig added that since Prasad Tadepalli (Engineering) and his review team is currently preparing a review report of the recent graduate program review of Forest Science, he will have the opportunity to bring attention to the need for better mentoring in the College as he discusses the subject as it relates to the Forest Science program.

A motion was made and seconded to approve the Forest Engineering Follow-up Review Report. All voted in favor. Motion passed.

2. Review of letters of intent for NSF GK12 programs

The Council members discussed the merits of the two letters of intent submitted.

A motion was made and seconded to select the “Be a Scientist” project. All voted in favor. Motion passed.

3. Code of Responsible Conduct/Ethics in Graduate Education/Mentoring Initiatives

Francis introduced Bill Boggess, President of the Faculty Senate, and Courtney Campbell (Philosophy) and explained that both men had participated in the recent Public Forum on Scientific Ethics, which was held in Valley Library on March 1. The Forum, sponsored by the Spring Creek Project at OSU and the university’s Philosophy Department was conducted to explore the process of science and public policy, which has drawn national attention following controversy about a group of faculty in Forestry who attempted to delay the publication in a scientific journal of research by a graduate student and several faculty co-authors. Francis then informed the Council that the Council of Graduate Schools (CGS) is offering small grants to fund training in the Responsible Conduct of Research (RCR). She asked the Council to consider whether or not OSU should pursue this funding and if so who would write the proposal and what type of program would be proposed. The deadline for proposals is August 14, 2006.

Discussion ensued. It was generally agreed that there is a need for training and that now is the ideal time to respond as a campus to the issue of responsible conduct. Council members brought forward ideas and concerns. Including:

- How is responsible conduct and mentoring taught? Do we develop workshops, seminars, coursework modules, web-based resource depositories, other?
- There will always be excuses not to train. We are too busy, we already participate in other mandated training, there is no room in the curriculum, etc.
- The training would have to be general so that it would be applicable to students and faculty from all fields. Or many different programs addressing the needs of individual research fields would need to be implemented.

- How do we ensure campus-wide participation?
- Could this be tied to the Graduate Program Review process?
- Do we engage in this training even without CGS support?

Discussion ended with Francis telling the Council members that she would be visiting with the Provost's Council and the Graduate Student Senate to measure levels of interest and support for submitting a proposal.

Meeting adjourned



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April 13, 2006

MEMO TO: Sally K. Francis
Dean, Graduate School

FROM: Robert J. McGorrin
Department Head, Food Science & Technology

Kenneth J. Williamson
Department Head, Construction, and Environmental Engineering
Department Head, Chemical Engineering

SUBJECT: Three-year Follow-up Review Summary, Department of Forest Engineering

As external reviewers of the Department of Forest Engineering's (FE) Graduate Program in Spring, 2003, we are responding to your request to provide a synopsis of the Department's responses to the review team's recommendations. In a meeting with the Department Head, Steve Tesch and several of his faculty on April 5, 2006, we were able to collect the information summarized in this report.

Since the 2003 review, the Department's allocated budget from the College of Forestry (COF) has been relatively flat. The Department was successful in obtaining gifts from alumni and friends to establish a new endowment to offset the salary of an existing faculty member, and to support unendowed student fellowships. The faculty ranks have been stable during this time period; newer faculty at the time of the review have built new programs and recruited new students.

The review stimulated the faculty to have a number of conversations about the future of the Department; their reaction to shifting priorities in education, research, and the profession; and how to remain relevant within the College of Forestry, OSU, and their disciplines of interest. What follows are the FE Department's responses to the review team's specific recommendations:

1. Continue to maintain Departmental and College strengths, including premier faculty and research activities, facilities, great working relationships between the COF departments and with other OSU colleges and departments.

The FE faculty have been operating at full productivity since the review. Four faculty who were relatively new when the review was conducted have settled into their teaching, advising, and research programs. They are now providing many contributions to departmental teaching, scholarship, grantsmanship, service, and disciplinary leadership.

Since the review, some metrics include:

- Number of enrolled graduate students: 33 (fall 2005), up from 24 in 2003
- Percentage of PhD students: 61% (20), up from 54% (13) in 2003
- Established new graduate concentration in forest soil science

- Refereed journal articles: 33 (2004, data from annual reviews, 2005 now being compiled), up from 23 in 2002 (data from annual review)
- Books or book chapters published: 7 (2004), up from 2 in 2002
- Publications in press or review: 47 (2004 data), up from 22 in 2002
- Faculty research presentation: 94 (2004), up from 47 in 2002
- Research grants and contracts received: \$1.26 million in 2005 (calendar year) up from \$1.07 million in 2002.
- Fall term 2005, awarded \$131,252 in gifted departmental fellowships to fully-support 7 graduate students. Two more were funded by a COF endowment. Students also received supplement fellowships from Departmental, COF, and OSU sources that add to this total. This is the largest amount of donor-supported assistance for graduate students at OSU according to recent summary from the Graduate School.

2. Work toward a more timely process of Graduate Advisory Committee member identification to expedite development of course of study. In addition, graduate advisors should help monitor course offerings so as to minimize delay in curricular completion.

Most students adhere to Graduate School guidelines. The FE Grad Program advising guide is available on their Web page, as are OSU projections for future course offerings (though these are often subject to change.)

Increasing numbers of incoming graduate students arrive in early summer and work for a major professor. This enables them to get their feet on the ground and especially to meet fellow students who often have the best knowledge of professors' courses to favor, information about Department culture and procedures, etc.

At the fall FE orientation, the Department encourages incoming students to form their committee and plan courses for their program as soon as possible. Also it strongly encourages students to talk with other students about courses and instructors.

3. If a mismatch exists between the graduate student and major professor, work toward resolving the differences or facilitate identification of an alternative director of the graduate student.

This topic is now included in the FE fall orientation. It clarifies that the Department Head is person to see if there is a conflict, and that concerns will be taken seriously. There have not been any issues since the review.

4. Address the student concerns of lack of rigor in course work by reviewing the offering of 4xx/5xx courses and assure a graduate level of learning.

The FE Graduate Committee examined this issue carefully as the 50/50 rule was implemented. The slash-class issue is not a concern for hydrology and soils students, but remains a challenge for those in the harvesting and forest operations graduate program, especially Master of Forestry (MF) students. These MF students will be the most directly affected by the 50/50 rule also. The Department still has too few students in this area to justify substantial numbers of stand-alone graduate courses.

The Department is pilot testing an approach to clarify the graduate learning component by adding a 1-credit stand alone 5xx or 6xx graduate credit to supplement a traditional slash course. As it gains more experience with this approach, FE may eliminate the slash designation.

It is not an option to drop the graduate program in the harvesting area because OSU FE is the primary educational program for future faculty in the world.

- 5. Requirements and expectations for the MF degree as described in the Graduate Student Handbook need to be followed or if changed, they need to be better communicated to the applicants and incoming students. Alternatively, convert the MF option to a course work-only program to allow completion by self-funded students within as little as one year.**

The Department had lengthy discussions about the philosophical differences between the Master of Forestry (MF) and Master of Science (MS) degrees and some differences of opinion remain among the faculty. The FE Grad Advising Guide has been revised to clarify the intended differences so there is clearer “truth in advertising.” Most faculty agree the MF is a terminal professional degree, but some believe the primary difference is with the experimental rigor of the project required. One point of view is that an MF is appropriate if the project is a case-study with limited statistical rigor.

A Coursework-only MF has been discussed as a potential means to attract more graduate students, but has received lukewarm reception from the FE Department Advisory Committee.

- 6. Provide a college-level orientation for incoming students to gain understanding of forestry and activities within the College.**

An All-College graduate student orientation program was started in fall 2004. The FE Department orientation is held the same week to clarify some issues and “build community” among students advised by FE faculty (including Western Regional Graduate program (WRGP) and Environmental Sciences (ENSC) students.)

- 7. The Department needs to focus on increasing its diversity. The “grow your own” philosophy to expand faculty diversity is not perceived as the best approach. The department should develop a strategy to determine how to attract outside faculty hires and inquire of other Forestry departments to determine how they were able to achieve “new blood.” Commitment to diversity may require hiring of an individual who doesn’t match the current departmental mold and could lead to the bonus of expansion of research interests.**

Faculty diversity remains a challenge. The Department has not had an open faculty position since the last review. It tried to retain a recent female PhD graduate to improve gender diversity, but she was very aggressively recruited elsewhere and left to obtain a better position. The Department has several women PhD students currently in-progress; it believes that it can educate them, send them off to gain experience and recruit them back to campus in the future. Virtually no other programs are educating women with PhDs in forest operations.

When future tenure-track faculty openings occur in the forest hydrology and soils area, this is the most probable opportunity for the Department to quickly build gender and ethnic diversity, given the observations above. The recommendation of the reviewers is that the FE Department,

with the support of the College of Forestry, needs to proactively work towards hiring a woman on its faculty at the earliest occasion.

The Department has been more successful in hiring women for post-doc and FRA positions, and has worked to engage students with these folks in the research area.

To assist in recruiting more diverse international students, the Department had its Graduate Student Recruitment Brochure translated into Spanish. This was distributed at technical conferences.

8. a. Maximize the utility of the Department web site for recruitment to build diversity in the student population.

b. Enhance visibility of the programs by participating in outreach programs and professional organizations to encourage women and minorities in science.

The Departmental website is a continual work-in-process, and is supplemented by individual lab group or faculty web sites. Most FE faculty agree that this is an effective means of communicating with prospective students.

FE allocates \$6,000 each year to assist graduate students in traveling to professional meetings to present thesis research, interact with students and scientists from other organizations, and otherwise enhance their professional development. This is a good opportunity for its female students to serve as ambassadors for its graduate program.

9. Establish a mentoring program for the female graduate students.

This is a work in progress that will be significantly better if it can hire a woman on the faculty. Most faculty who advise females make it a practice to include at least one woman on the graduate committee.

FE also encourages and financially supports student participation in professional meetings and conferences where women role models are likely to be present. In recent years, it have supported travel for women students to the Oregon Women in Higher Education Conference; National Association of University Forest Resources Programs (NAUFRP) Conference; Council on Forest Engineering Annual Meeting (COFE); American Water Resources Association (AWRA) Annual Meeting; American Geophysical Union (AGU) Annual Meeting; Agronomy-Crop Science-Soil Science Society of America Annual Meeting; Canadian Operations Research Society Annual Conference; and 2nd International Conference on Mechanisms of Organic Matter Stabilization and Destabilization in Soils.

10. a. Continue to maintain levels of funding for graduate students including nominating students for competitive college and university-wide fellowships.

b. Pursue options for GTA positions for those students interested in teaching.

FE is the number-one department at OSU for fellowship support. According to recent Graduate School summary, FE students received nearly \$200,000 in fellowship and scholarships in 2005. The FE graduate committee is charged with recommending candidates to the DH for

departmental awards and oversees the nomination process for COF and OSU awards. In the past two years, FE students have been nominated for every fellowship/scholarship available.

FE encourages engagement with teaching for those students who express an interest. Faculty have elected not to develop a policy that requires all students to have some form of teaching experience as a part of their graduate education.

There is some confusion about labels because the culture in the COF is not to award GTAs, but rather to employ them as GRAs (typically on a 12-month basis) and modify their position descriptions for the terms they engage in teaching. FE has provided opportunities for several PhD students to engage in meaningful team or independent teaching experiences since the last review. In at least two cases, women were selected for lower-division course assignments to provide role models for the UG women. Most PhD students are also encouraged to take courses designed to introduce students to teaching methods and course administration as a broadening requirement. It was suggested that for those students who do receive teaching experiences, there should be written documentation of their teaching evaluation, their effectiveness in the classroom, etc. This will be a valuable reference, should they decide to pursue an academic career.

11. Expedite the admissions process.

FE has worked hard to be responsive to prospective students, and to keep them apprised of their status via E-mail. It is continually challenged by its dependence on timely actions by others across campus. Actions required by the Graduate School and the Admissions office both frequently delay the Department's ability to make timely decisions regarding acceptance of a student. Internally it now converts all applications to a PDF for easy electronic review by faculty. It provides timely feedback to applicants about financial aid decisions in February, March, and April. There is probably room for continuous improvement, especially for early fall applicants when departmental financial aid decisions are not made for several months, and individual faculty do have grant funds readily available at that time. Prospective students are informed of the FE departmental timelines on their website.

12. Be more proactive in identifying long-term research needs that integrate a wider range of resource issues and values and expand the hydrology and watershed research to involve all land-use regions, embracing the "ridges-to-reef" perspective identified in the OSU 2007 discussions.

Most FE faculty recognize and embrace a broader and more diverse mission for the Department, while also acknowledging that its primary unique strength is in planning for and designing forest operations, and understanding potential soil and water impacts. The broader mindset is well reflected in the proposal for a department name change, as well as revisions to the mission and vision statements in the FE strategic plan that it has worked to align with the COF and OSU strategic plans.

There are several success stories that include efforts to lead development of the PNW hydrologic observatory, the multi-land use studies within the Calapooia watershed, the LTER collaborations at the HJ Andrews, and the multi-disciplinary work underway in Hinkle Creek and soon in the Trask Watersheds. Several FE faculty are engaged in the new Institute for

Water and Watersheds on campus, as well as the Water Resources and Environmental Sciences interdisciplinary graduate programs.

- 13. Recognizing that the research activities conducted by graduate students serve as the foundation of the Department's research program, it needs to attract additional M.S. and Ph.D. students to maintain and strengthen its program. Current resource levels in the FE Department could support an additional five to six graduate students per year.**

As noted in #1, the Department has worked to attract new students and its enrollment has grown as newer faculty developed OSU programs.

- 14. Greater emphasis on multi-collaborator competitive grant funding is needed in the future. Development programs and rewards are suggested to encourage faculty to compete for larger research projects that integrate many natural resource issues and require long-term, major funding. Collaborations with investigators either at OSU or elsewhere that have had past grant success might improve competitive grant acquisition.**

As noted in #12, the Department has a number of multi-disciplinary and multi-collaborator projects underway. Some projects include OSU collaborators, others have local and regional agency collaborators, and a number of projects have national or international linkages.

Competitive grants remain rare, but most faculty are very capably supporting their research programs. COF Research Cooperatives and agency cooperative agreement funding remain the primary means of support for much of that work.

In some cases, the Department has not provided sufficient incentive to faculty to seek large competitive grants. Faculty have ample funds to support a modest research and graduate program and choose to pursue leadership roles instead of large-grant-generating infrastructures.

In other cases, FE has faculty eager to invest their energy in proposals and they have struggled to find targeted federal programs that include forest engineering themes. This has been demoralizing for some faculty who observe very limited opportunities from more obvious programs. The review committee's suggestion for successfully pursuing a major NSF grant was to collaborate with a PI known by the agency, which will tremendously increase the odds of funding. It takes time for faculty to build their reputation, establish a strong publication track-record, and to increase the reviewers' confidence that their project proposal will deliver as promised.

In summary, it is our assessment that the Department of Forest Engineering faculty have attempted to address the issues raised by the review team during the Graduate Program external review in Spring, 2003. We were informed that the recommendations made during the review stimulated considerable productive discussions among the FE faculty about the future of the Department. We also believe that despite the fiscal constraints on the Department, good progress has been made. It is our expectation that the Department will continue to work against these recommendations in the future.

Letter of Intent -- 2006 GK-12 Solicitation

Project: *Clustering Computer Science with Science, Mathematics, and Engineering for the Enhancement of STEM Learning in Oregon's Middle and High Schools*

PI Margaret Burnett (Electrical Engineering and Computer Science (EECS), COE)

Co-PIs: Carlos Jensen (EECS, COE); Maggie Niess (Science and Mathematics Education (SMED), COS); Skip Rochefort (Chemical Engineering, COE, also OSU Precollege Programs); Tom Plant (EECS, COE); Janine Trempy (COS); Weng-Keen Wong (EECS, COE)

Faculty advisors and departments involved: *Computer Science Fellows* recruited from EECS and *Content Fellows* recruited from any all science & engineering depts at OSU.

Number of graduate fellows per year: Nine (9) fellows per year distributed as 3 (EECS), 6 (COS, COE, COAS, CoAg) plus 9 undergraduate students per year from the same areas.

Number of K-12 classes anticipated to be served per year: 6 classes per year, 30 over 5 years.

Number of K-12 teachers working with the fellows per year: 6 teachers per year, 30 over 5 years.

School District Partners: Corvallis; Albany; Lincoln (Siletz Charter & Early College High School); Alsea; Salem; Lebanon; Sweet Home

Target Audience of the Project Middle School and High School

Setting Urban, suburban and rural

NSF supported disciplines or theme(s) involved: Science, Math, Engineering, and Technology

PROJECT DESCRIPTION

a. Goals and Objectives

The goals and objectives of this project are many given the large number and diversity of stakeholders involved. Given the brevity of this pre-proposal we will only touch on the core goals and objectives. Roughly speaking, these can be divided into goals for the Fellows, goals for the schools, and goals for the departments and colleges involved.

OSU Schools, Departments & Colleges

- **Diversity of students:** This program is an ideal opportunity to recruit and support diversity, especially in the school of EECS and Engineering, which are dominated by male technology focused students. This program will support and emphasize human-centric computing and engineering opportunities, hopefully attracting a more diverse student population.
- **Interdisciplinary experiences:** In a time when funding agencies like the NSF is increasingly valuing interdisciplinary collaboration, this program represents a golden opportunity to start and promote interdisciplinary research on campus from the “grass-roots” level (i.e. graduate students), better preparing our students for the future as well as giving faculty advisors and mentors opportunities for joint research efforts.
- **Extension & outreach:** This program and the close contact it brings with local schools provide opportunities to make a real impact on the community. By engaging the local educational community we can ensure that our research is adopted, and that it remains relevant. We will also examine successful approaches to technology integration in STEM disciplines, and disseminate these nationally.

Schools & Teachers

- **Assistance to teachers** in developing and teaching hands-on, inquiry-based problem-based learning activities integrating computers and technology instruction. This is a change mandated in all K-12 education; teachers are expected to teach both **with** and **about** technologies as part of their specific STEM curricula, something which many teachers have

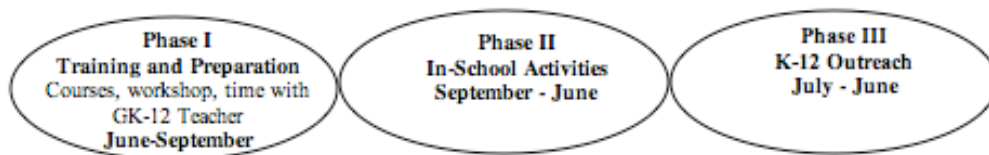
not been prepared to do. The Fellows will therefore provide important and needed support to teachers by serving as technology and content advisors.

- **Enriched opportunities for students:** By showing how technology and computers are part of every aspect of STEM, and through interaction with the graduate students, we will show K-12 students that computing, science, and engineering are dynamic and interesting, and change stereotypes about these fields. By targeting middle and high-schools we seek to intervene when research shows students start to shun science and technology education.

Fellows

- **Interdisciplinary opportunities:** Employers and funding agencies are increasingly emphasizing the importance of interdisciplinary research and the skills to work effectively as a team. As part of this program the fellows will be required to work together in interdisciplinary clusters, as well as with teachers and K-12 students.
- **Real-world focus:** By working with schools, teachers and students to develop and present curriculum, our students will gain valuable and unique experience with real world problems.
- **Improved communication skills:** Fellows will receive specific instruction in communication and pedagogy as part of this program and engage in extensive research and reporting activities. This will enable them to not only become more confident and skilled communicators, but give them valuable insight into the learning process, in particular with learning **with** and **about** technology (computer science).

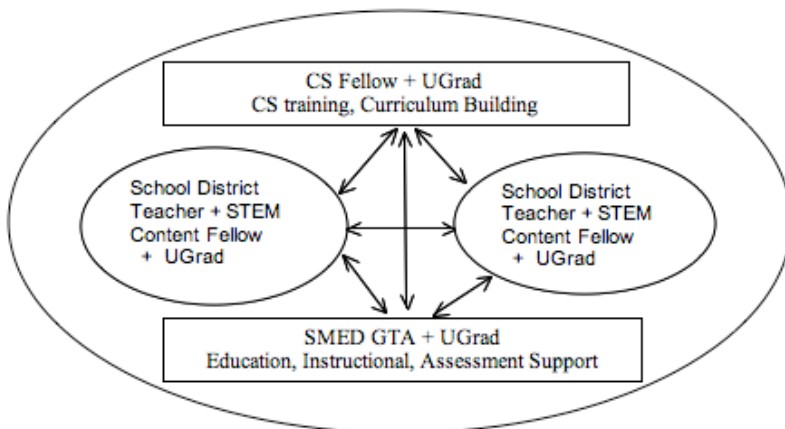
b. Project Plan. Our goal is to engage Fellows in the delivery of science, engineering and mathematics curriculum to a broad audience of students and teachers, with a very specific and focused attention to the *novel integration of computers* in the delivery and explanation of this content. This focus mirrors the needs of K-12 schools, currently seeking to integrate technology education into each subject area. Thus teachers are now expected to teach both **with** and **about** technologies integrated in their specific STEM curricula. Unfortunately, current teachers have not been prepared for this additional requirement and the assistance of the Fellows will provide important and needed support. Fellows will be appointed for a period of one year. Their activities in that year will be divided into three phases (see figure below): I) Training and Preparation, II) In-school Engagement, and III) Outreach. It should be noted that Phase III spans the entire period of involvement by the Fellows, as the extensive outreach programs available at OSU will be used for Fellow training in the summer prior to their in-school activities, and also to encourage their *lifelong involvement in education* through connections with K-12 outreach programs at OSU.



A unique aspect of this proposal is the **School Cluster Model** composed of Fellows, K-12 teachers (middle or high school), and undergraduates. Each cluster contains two teachers, three undergraduates, and three Fellows. Each cluster has two types of Fellows; two *Content Fellows* (from appropriate STEM disciplines), and a *Computer Science* (CS) Fellow. The *Content Fellows* work directly with a teacher in his/her content area to develop curriculum, while the *CS Fellow* seeks to enhance the presentation and delivery through the integration of computers and technology. This instruction will involve technology education (for Fellows, teacher, and K-12 students) combined with innovative uses of computer science techniques (data-mining,

visualization, simulation, etc.). A SMED RA (who is NOT a GK-12 Fellow) will be brought in to work with **all** the clusters, providing guidance and support for the fellows, and assisting in the evaluation and data gathering. The undergraduates will provide additional assistance and be mentored by the Fellows. The undergraduates will train in the first year, and then assume a more active role of teacher support as the graduate Fellow moves to another classroom. This provides some support for teachers once the Fellows move on to other classrooms and teachers.

School Cluster Model



Each cluster is assigned as a school team for the academic year. Each Fellow will spend a minimum of 10 teaching hours pre week at the school and five hours per week in preparation. The clusters will collaborate to develop and implement hands-on, inquiry-based, problem-based learning

activities. The Project Coordinator and SMED RA will observe in-class activities and provide feedback on performance and effectiveness. K-12 Teachers will monitor the Fellows and communicate directly with the Leadership Team. During spring term, the clusters will hold a Symposium highlighting the progress in their schools. This Symposium will be used for encouraging additional participation as well as to jump-start efforts for the following year.

Each Fellow must take 6 graduate credits summer workshop (directed by the SMED faculty and graduate assistant, with the support of the K-12 teachers) to develop relations within their cluster, explore problem-base learning, and plan lessons and activities for the upcoming academic year with their teacher. This workshop will include:

- Team-building activities in support of clusters and among clusters
- Experiences in hands-on, inquiry-based, problem-based learning
- Experience and instruction in the scientific and engineering processes and traditions.
- Exploring process learning skills, constructivism, cooperative learning, inquiry, and effective questioning strategies effective in problem-based learning
- Exploring lessons that integrate technology instruction along with a focus on science and mathematics curriculum identified in their proposed school placements
- Designing curricular ideas focus on alignment with national, state, and local standards for mathematics, science, and technology education, with a special focus on teaching science and mathematics **with** and **about** instructional technologies
- Practice teaching with their peers and students in various outreach programs
- Reflecting and refining plans for instruction in the Fall

c. Recruitment and Selection. *CS Fellows* will be recruited specifically from Computer Science and *Content Fellows* from any other STEM graduate program at OSU. Graduate students (M.S. and Ph.D. candidates) in their second and third years of graduate school will be targeted. First year graduate students are not recruited because they typically take heavy course loads and their content knowledge is not as well developed. In January of each year, a broad call for applications will be sent by email to all eligible students in the OSU STEM departments. Faculty will be invited to nominate candidates and all graduate students with disabilities or who are

underrepresented in their programs (including African American, Hispanic, and Native American students in all programs and women in engineering, physics, and mathematics) will receive a personal invitation to apply.

Selection of graduate students is one of the most critical steps to the success of the program, and we will build on the experience of a previous GK-12 program in developing this process. The selection committee will consist of two teachers, two faculty members from the participating graduate programs, and one faculty member from SMED, will reviews applications. Interviews will be conducted with top candidates to make the final selection. Primary criteria for selection of fellows includes: 1) expressed and demonstrated interest in science outreach and interdisciplinary work, 2) expressed or demonstrated interest in teaching, 3) ability as indicated by curriculum vitae, letters and other information, 4) "fit" to selected schools and grade levels, 5) disciplinary fit, and 6) contribution of the applicant to the diversity of the cadre of fellows. The first three criteria address the qualification of the applicant. The final three primary criteria address our desire to have a balanced cadre of Fellows that reflects 1) the breadth of our project (computing, sciences, engineering, and mathematics), 2) our desire to place fellows in middle and high schools, and 3) supporting and promoting diversity.

Selection of GK-12 Teachers will be based on recommendations of school principals, and ongoing working relationships with OSU faculty. This simple selection procedure proved to be highly successful in the previous GK-12 program and will be continued.

d. Organization, Management and Institutional Commitment. This proposal was developed in a series of meetings involving the PIs and Co-PIs. This Collaborative Team will be actively involved in the program administration along with a Program Coordinator (to be named) and the External Evaluator (NWREL) to complete all program assessments to demonstrate progress with the program goals and objectives. Within the overall grant, separate accounts will be established, with funds allocated as described in the budget document for this proposal. An Internal Advisory Board will consist of key administrators (deans, associate deans, and department chairs from both colleges).

e. Evaluation. The *Northwest Regional Educational Laboratory (NWREL)* will provide the external evaluation services for this project through the *Research and Evaluation* unit of the *Center for Teaching and Learning* (Edith Gummer, Director). NWREL staff will determine the evaluation components needed to provide evidence of work toward the project goals and objectives and of the sustainability of the program. NWREL staff will conduct yearly site visits and focus group interviews to prepare a report about what is working and what is not. Each yearly report will be formative in nature to assist the project participants in moving forward with successful programs. Over the five years, NWREL will work with the project staff and participants to provide a *summative evaluation* providing evidence of the sustainability of the program.

f. List of Faculty Participants (not including PI and co-PIs). Lundy, COE, Associate Dean; Arp, Bot & Plant Pathology; Wright, Geosciences; Dick, Mathematics; Bogley, University Honors College (Mathematics); Flick, SMED; Momsen, COE, Director, Women and Minorities in Engineering; Haak, Chemistry; Metoyer, EECS; Bailey, EECS.

Letter of Intent
2006 NSF – Graduate Teaching Fellows in K-12 Education (GK-12) Program

Title of Project: Oregon State University GK-12: ‘Be A Scientist’ in Rural Oregon

PI/Co-PI: Sujaya Rao / Ed Jensen

Faculty advisors and departments involved:

Name	Role in Project	Discipline / Department
S. Rao	PI	Entomology / Crop and Soil Science
E. Jensen	co-PI	Ecology & education / Forest Resources
D. Wooster	Faculty Resource	Aquatic ecology / Fisheries and Wildlife
E. Sulzman	Faculty Resource	Soil ecosystems/ Crop and Soil Science
H. Stotz	Faculty Resource	Post harvest technology / Horticulture
J. Noller	Faculty Resource	Soil mapping / Crop and Soil Science
M. Dragila	Faculty Resource	Hydrology/ Crop and Soil Science
P. Hayes	Faculty Resource	Plant breeding / Crop and Soil Science
R. Halse	Faculty Resource	Botany / Botany and Plant Pathology
S. DeBano	Faculty Resource	Ecology / Fisheries and Wildlife
E. Davis-Butts	Collaborator	Education / SMILE Program
M. Dalton	Collaborator	Education / School of Education
R. Collay	Collaborator	Education / SMILE Program
S. Bottoms	Collaborator	Education / SMILE Program

Number of graduate fellows per year: 10

Number of K-12 classes anticipated to be served per year: 15-20

Number of K-12 teachers working with the fellows: 10-15

School District Partners: (SD = School District; Superintendents in parenthesis): Alsea SD (J. Larson); Central Linn SD (M. Harrell); Hermiston SD (J. Nelson); Falls City SD (P. Tarzian); Grant SD (N. Cleaver); Great Albany SD (P. Bedore); Lebanon Community SD (J. Robinson); Monroe SD (R. Crowson)

Target audience of the project (middle, high or elementary grades): Elementary and Middle School

Setting (urban, suburban or rural): Rural

NSF supported disciplines or theme(s) involved: Biological Sciences (Organismal and suborganismal), Environmental Sciences

Project Description: In the Track I GK-12 program (2002-2005), OSU Fellows developed and implemented inquiry-based hands-on activities in rural schools near Corvallis. In the current proposal we will build on our Track I successes and extend the program regionally, nationally, and globally. OSU Fellows will provide rural students with a scientist's experience to generate excitement about science, change stereotypic perceptions of scientists, and provide rural youth access to advances in science and technology to prepare them for tomorrow's global competition. OSU Fellows will develop and implement inquiry-based hands-on, experiential activities that are: 1) based in the environments surrounding participating schools, and involving local communities (place-based), 2) connected with OSU research, and 3) linked to schools globally.

This is a resubmission of the 2005 Track II proposal which was **Recommended for Funding** by the review panel but not funded. Reviewer comments include: "The panel was impressed with both the intellectual merit and broader impact of proposal"; "Breadth of STEM areas that were included in the effort was impressive"; "The focus on rural schools and the reach that the Track I had were viewed as strengths"; "The Science Blitz effort was considered to be a "creative addition", "an important model for rural initiatives" and an approach "that other programs with an opportunity to serve remote areas might emulate"; "the willingness of local communities to provide accommodation for fellows is also indicative of a high level of community support". The evaluation plan was considered to be "first-rate" by one reviewer as "qualitative and quantitative metrics are tied directly to the goals, objectives and activities". The NSF Program Manager encouraged resubmission; she indicated that the proposal had merit but was not funded due to funding limitations. As with other programs, many proposals funded in 2005 represented resubmissions. She also indicated that, while universities can submit New Awards in the future, this is last year for submission of renewals ('Continuing Projects'), such as the current proposal.

Goals and objectives: Goals for each of the diverse groups collaborating in the project are to:

1. (OSU graduates) Add value to their graduate experience by enhancing science communication skills and professional development opportunities
2. (Rural K-12) Enrich rural science education by integrating scientific inquiry with landscapes surrounding schools, with university research, and with international schools
3. (Rural Teachers) Involve rural science teachers in professional learning communities and professional development workshops
4. (OSU faculty) Institutionalize GK-12 opportunities at OSU for program sustainability

Project Plan: Ten OSU Fellows will be selected each year and provided the following training in the summer: 1) Three-week summer course covering inquiry-based learning, rural community characteristics, student engagement, curriculum design, etc., 2) Week-long team building workshop organized by SMILE, and 3) Three-day planning retreat with teachers for discussions on schedules, classroom resources, dress codes, etc. In addition, during a Special Topics course each term, topics covered in summer will be revisited, and challenges faced will be addressed.

Place-based Approach and Integration with University Research: OSU Fellows will be placed in rural schools for developing lessons that will involve the local landscape and be connected with university research. To provide rural students with a scientist's experience, they will guide them through activities that scientists engage in: asking questions, designing experiments, conducting investigations, collecting data, drawing conclusions, and presenting results to peers.

This approach was piloted in 2005-2006 in 3 schools through the Discovering Partners in Nature Program funded by Toshiba America Foundation (TAF). An OSU graduate student

guided students as they collected flowers and trapped bees around schoolyards, and developed these into a permanent collection at each school. Students visited the scanning electron microscope at OSU to compare pollen samples from bees and flowers to discover which bees pollinate which flowers. They will present their results during a campus conference on May 18th 2006 to be attended by university /school administrators, parents, stakeholders, and the TAF President. This program has the added value of being part of a larger OSU research study on bee diversity. The pollination project will be used as a model for developing similar lessons on OSU research topics of local relevance such as invasive species, salmon, and non point source pollution in Oregon Rivers, for integrating OSU research with rural science education.

Program Extension-Regional: In rural schools a distance away from Corvallis, a Science Blitz, suggested by teachers in John Day, will be adopted. In each term, select OSU Fellows will initially spend 3 weeks in intense planning, then travel to remote schools and spend 3 weeks providing science instruction in as many classrooms as possible. Fellows will then proceed to another remote school and provide a similar Science Blitz. Lessons will cover the ecology of the school surroundings, such as the fossil beds in John Day and agroecosystems in Hermiston. Accommodation for the Fellows will be provided by the community.

Program Extension-National: In collaboration with a national NSF program, we will develop an interface for submission of K-12 curricular items developed by OSU Fellows to a National Science Digital Library that will enable us to align our lessons not only to Oregon standards but to national standards as well, thereby increasing their availability to teachers nationwide.

Program Expansion-International: We will partner with OSU's Corroboree 4-H Across the Sea Program, a web-based curriculum through which students in the U.S. and Australia participate in hands-on activities related to local habitats, and exchange results via the web. Corroboree will be implemented by OSU Fellows in the GK-12 program to provide rural students with a global perspective of the environment, and to build technology skills in teachers for program sustainability. It will also be expanded to include new partners in China and India.

Program Impacts: OSU Fellows will gain experiences in scientific communication and team work. Each Fellow will make a presentation on their experiences in a department seminar, and prepare a peer-reviewed manuscript. Rural students will gain unique opportunities to explore nature and make discoveries in their communities. The lessons will expose them not only to science, but to OSU as well. It will provide a diversity of role models (particularly women and minorities), enabling rural students to envision themselves as future college students, and scientists. The close interaction with OSU, strengthened by involving rural youth in university research, and visits to technological facilities on campus, will facilitate changes in stereotypic perceptions of scientists, alleviate fears about science, and motivate students to consider science careers. For teachers, a Professional Learning Community will be initiated to help alleviate their isolation, and to provide mentorship. Teachers will also participate in grant writing and action research workshops to be organized at OSU. For program sustainability at OSU, a Rural Science Education Fund has been established in CSS, and additional grants have been received / submitted. In addition, a new course on Science Education and Outreach is being offered.

Recruitment and Selection: Graduate students will be selected from science disciplines based on merit, enthusiasm, and performance in an interview. As per NSF specifications, no graduate student pursuing a degree in science education will be recruited, and Fellows will be supported for no more than 2 years. Preference will be given to underserved minority students and to those from rural communities. Using these criteria, in Track I we recruited 39 Fellows (18 graduate and 21 undergraduates) of which 2.5 % were Native American, 2.5 % African

American, 10 % Hispanic; 77 % Women). Teachers will be recruited in consultation with school administrators and review of applications. Criteria for selection will include: location, subjects taught, and willingness to mentor OSU Fellows and participate in campus activities.

Organization, Management and Institutional Commitment: The PI and co-PI will be responsible for overall management of the project, and accomplishment of program goals. Faculty resource members will attend the Special Topics course each term and work with OSU Fellows on development of activities pertaining to their areas of expertise. A Project Coordinator will be hired to coordinate OSU Fellows activities, and assist with the internal evaluation, reports, webpage, and longitudinal tracking of impacts on current and alumnus Fellows.

Annual OSU commitments include: 1) One GTA from the College of Agriculture, 2) \$ 20,000 from the Research Office to be used towards Project Coordinator's salary (part), 3) CSS and SMILE staff time for delivery of the Science Education and Outreach course, 4) CSS, SMILE and the School of Education staff time for OSU Fellow and teacher training, and 5) Faculty Advisor time (diverse departments) for mentoring OSU Fellows.

Evaluation: Formative and summative evaluation will incorporate a "mixed methods" approach for ensuring validity of findings through triangulation of data. Internal evaluation will include 'before' and 'after' science content quizzes to determine student impact. A "Draw-a-Scientist-Test", coded to determine if the students' include aspects of themselves or of the OSU Fellows, will be used to assess K-12 student perceptions of scientists. As in Track I, feedback from mid and end year evaluation workshops will be incorporated for program improvement. The external evaluation will include classroom observations, interviews, focus groups, and surveys administered each year in fall and again in spring to K-12 students, K-12 Teachers, current and alumni Fellows, and faculty advisors. Qualitative data will be coded for themes based on program objectives, and triangulated with quantitative data from the surveys. The external evaluator will provide interim reports for formative evaluation. Annual summative evaluation reports will summarize and interpret results, and provide recommendations.

List of Faculty Participants: The OSU faculty team will consist of faculty with diverse backgrounds from science and education related departments: S. Rao (Entomology); E. Jensen (Forest Resources); P. Hayes (Plant Breeding); E. Sulzman (Soil Ecosystems); M. Dragila (Hydrology); J. Noller (Soil Mapping); H. Stotz (Post Harvest Technology); S. DeBano (Terrestrial Ecology); D. Wooster (Aquatic Ecology); R. Halse (Botany); M. Dalton (Education); E. Davis-Butts (Education); S. Bottoms (Education); Ryan Collay (Education).

School District Involvement: School administrators will assist with: 1) proposal development and selection of teachers, 2) funding for substitute teachers when participating teachers attend program-related activities, 3) scheduling to enable participating teachers train other teachers in the schools for program sustainability, 4) organization of events to showcase OSU Fellows-rural students achievements in local communities, and 5) contacting their districts and local businesses to seek supplemental funding. In remote areas, teachers will provide accommodations for OSU Fellows implementing the Science Blitz.

Bridging Track I and the Renewal: Track I success was largely due to the strong OSU-rural school partnerships that were established between 2002-2005. These also enabled us to sustain the program at a reduced level in 2005-2006, without a break, and without NSF funding. OSU students continued to enrich rural science education through support from Toshiba, CAS, Honors DeLoach Scholarship, and the Science Education and Outreach course. For 2006-2007, a grant has been received from Wells Fargo and additional proposals have been / will be submitted to Autzen, Toshiba, OSU Extension, the OSU Rural Initiative, and other agencies.

GRADUATE COUNCIL MEETING

**April 6, 2006
3:00pm, MU 212**

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McCandless, Proebsting, Rettig, Rockey, and Tadepalli

Absent: Gupta, McLain, McMullen, Sanchez, Unsworth

Guests: Julia Jones, Katherine Hoffman, Ann Schaubert

1. Proposal for a new minor in Ecosystem Informatics

Julia Jones (Geosciences) introduced a Category II proposal to establish a new graduate minor in ecosystem informatics at OSU.

Jones informed the Council that the minor would be open to all OSU graduate students. She explained that the minor originated as part of an NSF funded IGERT (program now in progress) and as part of a strategic initiative funded by the Provost.

The minor involves a series of four courses, which have been taught in another form (599) for two years. There are five faculty committed to the long-term teaching of these courses. Four tenure-track faculty were hired for this purpose with the money provided by the Provost in support of the initiative in ecosystem informatics. Sustaining the teaching of this minor is assured by Provost's funding and by Jones continuing in her current position in the department of Geosciences.

Jones added that ecosystem informatics is appearing in job ads and offering a minor in the area, she believes, would give graduates of our University greater employability and provide OSU more visibility. No university in the United States currently offers a degree or minor in this field.

Alix Gitelman (College of Science) asked Jones to speak on the reasoning behind the ecosystem informatics courses not having coursework prerequisites especially considering the minor is open to any graduate student from any academic department. Jones answered that aside from not wanting to be exclusionary, the issues were timing and the disciplinary diversity of students. It was the hope that students could begin work on the minor immediately upon arrival at OSU and that since the students are coming from so many different disciplinary areas it didn't seem conceivable that they could identify any individual prerequisite course that would fit all students. Jones added that she does not anticipate that the students coming into the program would have a common set of knowledge but rather they would be trained to share their particular knowledge, cross bridges and build collaborative research proposals and do collaborative research projects.

Gitelman indicated that she believes informatics is the study of data and information and so she was surprised by there being no explicit mention of the discipline of statistics in the description

of the minor. Jones explained that when they wrote the proposal they did not have representation from the Statistics Department which she admits was an oversight. Since that time they have made attempts to integrate statistics.

When Jones left the meeting, more discussion concerning the past preparation of students and the possible need for prerequisites in one or more of the proposed minor courses ensued.

The Council felt that perhaps some of the courses should have prerequisites so that students are ready to grasp and wrestle with concepts rather than simply leaving a class with a “sense” of the topics presented. The Council’s concern was that the minor be rigorous. The Council decided to postpone a vote on the proposal and the courses that still need approval. After all the classes have been reviewed and approved by the College of Science and the Office of Academic Programs, the Council will review the proposals as they exist at that time as well as any supplementary material that might be provided such as additional liaison letters/messages. A formal vote on courses and the minor will occur at that time.

2. Category II Proposal to Revise Requirements for the MAIS (Master of Arts in Interdisciplinary Studies)

Ann Schaubert (Graduate School) reminded the Council that at its meeting of March 2, 2006 it was recommended that she go forward with a CAT II proposal to revise MAIS degree requirements. Today she brings that proposal to the Council. The proposal recommends making two changes. One would be to drop the College of Liberal Arts requirement (the requirement which states that at least one field among the three fields of study chosen must be selected from among the programs in the College of Liberal Arts) and the other is to add two new courses to the degree: IST 511, Introduction to Interdisciplinary Graduate Students and IST 512, Applying an Interdisciplinary Perspective. Adding the two courses increases the total degree credits from 45 to 49.

A motion was made and seconded to approve the CAT II proposal and the two new courses. All voted in favor. Motion passed.

3. Minutes from Previous Meeting

A motion was made and seconded to approve the minutes of March 2, 2006. All voted in favor. Motion passed.

4. Revision of the Graduate Program Review Guidelines

Sally Francis (Graduate School) brought to the Council suggested changes to the *Graduate Council Graduate Program Review Guidelines* and a set of proposed guidelines for three year internal reviews of new graduate programs. She also wished the Council to consider whether or not to establish reviews of graduate minors, graduate certificate programs, and service courses.

Graduate Council Program Review Guidelines

Francis introduced and the Council discussed the following changes:

- introduction of language to bring attention to a unit's efforts to increase and enhance diversity
- removal of language suggesting an OSU Research Office interview be a part of the site-visit agenda
- introduction of an additional template (for self-study cover sheet)

Francis then suggested a change in the management of the graduate program review panel. She suggested asking the external academic peer to serve as chairperson. She explained that occasionally when she phones prospective reviewers to request their services, she hears that the reviewer immediately assumes that he/she would be in charge of writing the review report. Additionally, Francis reported that external reviewers are getting, in most cases, an honorarium for their service.

As Francis envisions the change, the external academic peer member of the review panel would lead discussion and be the point person in the coordination of the review report. However a local person (a member of the review team who is also a member from the Graduate Council) would serve to move the review report forward here on campus. The peer reviewer would not be flown back to campus to present the final report to the Graduate Council or to the Provost.

A member of the Council asked if this is a more typical model found employed at other universities. Francis answered that at some universities the review teams are completely external. She also pointed out that accreditation reviews and CSREES (Cooperative States Research, Education, and Extension Service) reviews are external.

A motion was made and seconded to approve as amended (minor editorial changes) the changes to the Graduate Program Review Guidelines suggested by Francis. The revised guidelines will be effective Fall 2006. All voted in favor. Motion passed.

Proposed Questions for an Internal Three-Year Review of New Graduate Degree Programs

Francis proposed a list of seven questions to be formally asked of Department chairs/Program directors three years after the initialization of a new graduate degree program. Francis informed the Council that OUS does review new degree programs at five years, but that the Provost requested that an internal review be completed prior to that. It is the Provost's concern that promises of resources made during the CAT I process do not materialize, and an internal review would potentially identify problems (and give units time to address them) prior to the OUS external review.

Francis explained that the process would not involve the Graduate Council beyond the current request to consider and approve the seven questions included in the survey. The process would involve the Dean of the Graduate School submitting the three-year review survey to the Department Chair/Program Director and then forwarding the unit's response to Mina McDaniel in the Academic Programs Office and from there to the Office of the Provost.

After some discussion over the wording of the questions and the suggestion of including a preamble to remind the unit that the questions asked during an OUS external review will be very similar to the OSU internal review, Francis suggested that Hal Koenig present the approved three-year review guidelines to the Academic Senate's Executive committee when next he visits.

A motion was made and seconded to approve the three-year internal review guidelines as amended. All voted in favor. Motion passed.

Review of Graduate Minors and Certificates

Francis told the Council that the discussion of whether or not to review graduate minors and certificates was a conversation started last year at a previous Council meeting. Graduate minors at OSU have never been reviewed. This is of particular concern in the case of standalone minors which have no relationship to a corresponding graduate major. Bruce Rettig (Graduate School) reminded the Council that an MAIS student is permitted to select three standalone minors to complete the degree. Standalone minors have never been reviewed by the Graduate Council. Francis stated that it is even more crucial to review graduate certificate programs, because completion of them provides a transcript-visible credential and they can be earned independent of admission to a graduate degree program.

Francis asked the Council if it felt that a process to review minors and certificate programs should be instituted. She also asked for suggestions on how to develop the process if it were considered necessary.

The Council was unanimous in its feeling that a process should be instituted and after some discussion it was decided that a process be created that would require a self-study, but that the self-study would require less information and not involve a formal site visit. It was also suggested that an external reviewer would read the unit's survey responses/self-study and forward a report to the Graduate Council for approval. In response to a question from Francis about who would design the review process, the Council asked the Graduate School to design something for the Council to respond to next year.

Meeting adjourned

Three-Year Follow-up Review of a New Graduate Program

1. General Information

- a. Have you made major modifications in the program from the original proposal?
(include rationale)
- b. Do you foresee modifications of this program in the future?

2. Faculty Resources

- a. Please list faculty by name, FTE, and rank/title.

3. Enrollment/Degree Production

- a. How many student majors are currently in the program?
- b. How many degrees have been awarded, per year, since program implementation?
- c. Is the program delivered in alternative ways (e.g., distance delivery, off-campus)?

4. Accreditation/Advisory Bodies

- a. Is this program accredited? If so, by what agency? If not, will accreditation be sought?
- b. Please indicate if this program has a business/industry and/or professional advisory body.

5. Other Resources

- a. What is the current budget (present year) for this program?
- b. Have grants been generated through, or because of, this program?
- c. Evaluate the adequacy of other resources necessary to support this program (e.g., library, computer equipment, other equipment, facilities, labs).

6. Student Outcomes

- a. Are employment-related experiences required in this program (e.g., internship, student teaching, practicum, clinical experience)?
- b. Describe the capstone activity required of students in this program. Other major assessments?
- c. Are there professional licensure exams for this degree? If so, how have your students performed on these exams (e.g., how many students sat for the exam; what percentage passed)?
- d. What have you learned about the employment and/or further professional- or graduate-level educational activities of graduates from your program?

7. What else would you like to tell us about your program that was not addressed in this review?

GRADUATE COUNCIL MEETING

March 2, 2006

3:00pm, MU 212

Present: Koenig (chair), Filtz, Francis, Gitelman, McCandless, McLain, McMullen, Rettig, Rockey, Sanchez, Tadepalli, and Unsworth

Absent: Gupta, Harter, Proebsting

Guests: Logen Logendran, Ken Funk, Ron Adams, Ann Schaubert

1. Industrial and Manufacturing Engineering (IME) Review Report

Michael Unsworth (Oceanic & Atmospheric Sciences) presented the report of the Industrial and Manufacturing Engineering Graduate Council Program Review Committee to the Graduate Council. The review took place November 3, 2005.

Unsworth began with assuring the Council that the overall conclusion was that this was a very positive review and that the Program should certainly be continued. The Department has done very well over the years in developing attractive graduate areas of specialization. It has very good laboratory facilities. The Program seems very well matched with the needs of industry and in placing their graduates. Unsworth added that like so many other OSU departments, IME has lost a significant percentage of their staff over the years and without additional support it's hard to see how the Program can maintain its current level of productivity let alone expand both its teaching and research missions.

Unsworth presented the Council with the Review Panel's recommendations:

1. *At least one IME faculty position should be created over each of the next two years to restore faculty numbers and permit growth of the graduate program.*
2. *There are risks that a prospective merger with the Mechanical Engineering Department could adversely influence the Department's ability to recruit and retain high quality IME faculty and graduate students, but there are also potential benefits in a merger. We recommend that, if a merger proceeds, steps be taken to ensure that IME can be identified as a self-contained discipline with a clear graduate curriculum and faculty career path.*
3. *The review committee acknowledges the increased recruitment efforts by the department and recommends that they be continued*
4. *To broaden the graduate curriculum, and alleviate some of the impact of faculty losses we recommend that IME consider cross-listing courses with departments with common interests. Opportunity would seem strongest with Statistics (operations research for Manufacturing Systems majors) and Mechanical Engineering (material and materials processing for Nano/Micro Fabrication majors) although other relationships might also be built with*

Computer Science (Information Systems majors) and Exercise Science and Psychology (Human Systems majors). Developing these relationships would also satisfy the graduate students' desire for a broader range of courses

- 5. IME should publish a list of courses that will be offered over a two-year horizon to enable students to better plan their programs.*
- 6. We recommend the development of a graduate seminar series. It may be useful to create this as a course for credit, and require graduate students to attend. Such a series could include speakers from OSU, both from in IME and elsewhere, as well as speakers from industry. Academic speakers who require compensation for expenses could come from other universities in the region to minimize expenses, while those from farther away may be invited based on fiscal considerations. Possible sponsorship of the series by industry should also be investigated*
- 7. The Department, in association with College administration, should develop a flexible plan that matches graduate student numbers and teaching commitments to the number of faculty available.*
- 8. The Department should look into areas of research collaboration, which might be led by IME faculty or otherwise, that could take advantage of the excellent infrastructure in IME and lead to more research involving cross-disciplinary integration.*
- 9. The Department should consider mechanisms to avoid isolation of those working at ONAMI. These may involve improving transportation between ONAMI and campus, creating a student seminar series, and encouraging regular faculty interaction both professionally and socially.*
- 10. In order to keep an identity for IME it should retain department or a similarly clearly defined status. This will be critical for the continued recruitment of highly qualified faculty and graduate students.*
- 11. Some budget lines of IME should be kept separate from Mechanical Engineering to avoid erosion of the smaller program.*
- 12. IME should be allowed to hire faculty to replace those that have departed. This is critical to meet the new Graduate School rules regarding graduate coursework and would be an important show of support for the program.*
- 13. The Department should keep records of the quality of students applying and being accepted into the program, and should endeavor to compare intake quality with that of comparator departments.*
- 14. The Department should introduce an on-going plan to keep track of former students and their career progression.*

15. *The Department should investigate further the possible causes of the decline in graduate applications in recent years. For example is this a national trend, or are there special factors at OSU that need to be remedied?*
16. *The Department should consider developing a graduate internship program in collaboration with industry.*
17. *The Department should keep track of national rankings of graduate programs in IME departments and endeavor to use this knowledge to improve the ranking of IME at OSU.*
18. *Given the climate nationally (and particularly in Oregon) for the funding of higher education, it may be necessary to increase development efforts as noted in the self-study report. This is not a short-term process and requires proper cultivation of alumni and corporations. Efforts should be made to put together a strategic plan of how to accomplish this. Other than scholarship and assistantships, IME may also wish to consider an endowed seminar series and professorships to attract top faculty or support current faculty.*

Hal Koenig (College of Business) asked if the Council had any issues or requests for clarification from Unsworth. As there were none, he then asked Ron Adams (College of Engineering) if he would like to comment.

Adams thanked the Council for their efforts on the review. He then addressed the Panel's recommendations concerning the creation of a new School in the College of Engineering by the merging of IME with Mechanical Engineering. He assured the Council that as this merger moves forward work to retain the identities of the individual departments is a high priority with the College.

Adams informed the Council that utilization of the laboratory facilities at ONAMI will rise and that he is working with the parking department to solve the transportation problems that will result with additional students and faculty traveling to Building 11.

Adams also thanked Unsworth for reminding the Council of the fact that external visitors from all over the country are repeating the same message: OSU has a group of faculty that is not the right size. Adams told the Council that faculty in the College of Engineering (on an individual basis) out-performs the national average by about 30-40% and he suspects that other colleges at OSU can show similar statistics. Adams hopes that the Council can deliver this message to Administration: OSU faculty cannot sustain this high performance without additional resources.

Ken Funk (Industrial and Manufacturing Engineering) thanked Logen Logendran for the high quality of work he produced with the IME self-study. Funk also took a moment to comment that the panel's recommendations are very reasonable and helpful and he thinks that with the help of Dean Adams they are achievable.

Logen Logendran (Industrial and Manufacturing Engineering) was then given the opportunity to respond to the panel's findings and recommendations (appendix II).

David McCandless entered the meeting during Logendran's presentation and Ron Adams left.

When asked for questions or comments, the Council asked for Logendran to clarify the following issues in his statement:

- The decrease of International student applications in the nation, the Pacific Coast states and at OSU.
- The quality of IME applicants and students. (In response to questions about the GRE scores of recent students, Logendran explained that he was making a qualitative assessment of quality and argued that GRE scores are a very weak indicator of the performance of IME students.)
- The use of a departmental exit survey or an exit interview.

Funk and Logendran left the meeting.

The Council then discussed the merger of the IME and Mechanical Engineering departments. Prasad Tadepalli (Engineering) asked if the external reviewers thought the merger was a good idea. Unsworth responded that the reviewers were divided. Jim Johnson, the employer reviewer who also serves on the advisory committee to the Dean of the College of Engineering, thought the merger would bring greater collaboration between the two departments. Paul Cohen, the academic peer reviewer, claimed that many departments who had done this have suffered and have found it much harder to recruit and retain faculty. Unsworth informed the Council that he believed that this question was beyond the purview of the Panel. Tadepalli commented that ideally the Graduate Council would want a program review panel to be able to make this kind of recommendation or not make it, but he understands the difficulty and complimented Unsworth on the thoroughness of the review.

A motion to accept the report was moved and seconded. All voted in favor. Motion passed.

2. Minutes from Previous Meetings

A motion was made and seconded to approve the minutes of January 19, 2006 as amended. All voted in favor. Motion passed.

A motion was made and seconded to approve the minutes of February 2, 2006. All voted in favor. Motion passed.

A motion was made and seconded to approve the minutes of February 16, 2006. All voted in favor. Motion passed.

3. Update on the Category I Proposal to Create a Master of Science in Interdisciplinary Studies and Modify the Master of Arts in Interdisciplinary Studies

Ann Schauber (Graduate School) began by summarizing the responses she received from department heads regarding the proposed changes to the Master's Degree in Interdisciplinary studies. She received 13 responses from 6 colleges. The feedback was split: half supported the MIS degree with no language requirement, 3 supported the MAIS degree with no language requirement and 3 responses reported no preferences.

Schauber reported that she met with the MAIS advisory committee today and that the consensus within the committee is that the true issue is maintaining a flexible interdisciplinary studies degree, the name of the degree is unimportant.

Schauber was surprised to learn that the Curriculum Committee had already reviewed the CAT I proposal and had sent her questions about it. Schauber informed Marvin Pyle that the CAT I was still in the Graduate Council and that we are currently addressing questions closely related to issues raised in discussions at the Curriculum Council.

Schauber informed the Council that if they wished to move forward with the MIS degree, a new CAT I proposal will need to be written; this process could take another year. If they wish to approve the revised MAIS (remove the CLA requirement and add the two new courses), a CAT II proposal will be needed; if approved the revised MAIS could be effective Fall 2006.

Theresa Filtz (Pharmacy) suggested going forward with the CAT II proposal to revise the MAIS degree requirements now and following that up with a CAT I proposal (for a name change) at a later date.

Discussion ensued.

A motion was made to instruct Schauber to write a CAT II proposal to revise the MAIS degree was made and seconded. All voted in favor. Motion passed.

The meeting adjourned at 4:30 pm.

IME Department Response to the Graduate Program Review Report

1. *At least one IME faculty position should be created over each of the next two years to restore faculty numbers and permit growth of the graduate program.*

In June of 2005, the IME department lost three of its faculty members, including the former Department Head. In fall of 2005, a new assistant professor was hired to meet the needs in the Information Systems Engineering focus area. We agree that, in order to meet the current needs of the IME graduate program and to sustain growth, it would be necessary to recruit one faculty member in each of the next two years.

2. *There are risks that a prospective merger with the Mechanical Engineering Department could adversely influence the Department's ability to recruit and retain high quality IME faculty and graduate students, but there are also potential benefits in a merger. We recommend that, if a merger proceeds, steps be taken to ensure that IME can be identified as a self-contained discipline with a clear graduate curriculum and faculty career path.*

The efforts are currently under way to develop and submit a Category I proposal to form a school structure by merging the IME department and the Mechanical Engineering (ME) department. It is our intent to make sure that the structure and leadership proposed will ensure that the IME department continues to function as a self-contained discipline. The current Interim IME Department Head would continue to serve in the capacity as Interim IME Associate Head, reporting directly to the Head of the School of Industrial, Manufacturing, and Mechanical Engineering. The operations and budgetary issues associated with the IME department would be handled by the Interim IME Associate Head. Nevertheless, we anticipate that the direction in which the School should strategically move forward, concerning curricula, research, and other issues, would be jointly determined by the faculty of both departments and recommended by both Associate Heads, should there be one appointed for the ME department, and finally approved by the Head.

3. *The review committee acknowledges the increased recruitment efforts by the department and recommends that they be continued.*

The increased recruitment efforts, targeting regional universities in Oregon, and those nationally and internationally, were first instituted in the fall term of 2004. We intend to offer 4-8 graduate teaching assistantships to incoming graduate students in the fall term of 2006, depending upon the budget. The information on the offer of assistantships for fall of 2006 is posted on the IME website to encourage students to apply for the IME graduate program. In addition, we are continuing our recruiting efforts this academic year by making recruiting presentations at regional universities. Four universities (Western Oregon University, University of Portland, Willamette Universities, and George Fox University) have been contacted, and four recruiting presentations to graduating seniors at these universities have been made. Several students who attended these recruiting presentations have expressed interest in pursuing graduate studies in IME. They will all be invited to attend the College wide graduate student recruiting event, scheduled to be held on Friday, March 10, 2006. The day's events are planned to include several activities including lab tours, campus tour,

meeting with IME graduate faculty, current graduate student presentations, and a Potluck at Westminster House for invitees, current students, the IME staff, the IME graduate faculty, and their families.

4. *To broaden the graduate curriculum, and alleviate some of the impact of faculty losses we recommend that IME consider cross-listing courses with departments with common interests. Opportunity would seem strongest with Statistics (operations research for Manufacturing Systems majors) and Mechanical Engineering (material and materials processing for Nano/Micro Fabrication majors) although other relationships might also be built with Computer Science (Information Systems majors) and Exercise Science and Psychology (Human Systems majors). Developing these relationships would also satisfy the graduate students' desire for a broader range of courses.*

The recent loss of IME faculty and our obligation to teach the required undergraduate courses to meet the needs of our undergraduate programs as well as the requirements set forth by the ABET (Accreditation Board for Engineering and Technology) have limited our ability to teach all of the required and elective IME graduate courses. For example, this academic year (2005-06), neither of the Operations Research courses (IE 521 and IE 522) is taught. These are strictly graduate courses in the Manufacturing Systems Engineering focus area. Although courses comparable to them are taught by the Statistics Department, they are all slash courses which does cause a problem in light of the 50% graduate only courses requirement.

Nevertheless, the current IME graduate students have been asked to take these courses from the Statistics Department to avoid any delays in completing their graduate degree. The Nano/Micro fabrication focus area is highly interdisciplinary, and the students majoring in this are required to take courses from the School of Electrical Engineering and Computer Science, and the Departments of Mechanical Engineering and Chemical Engineering, in addition to the required and elective courses taught in the IME department. Likewise, students from these other departments take Nano/Micro Fabrication courses taught in the IME department to meet their program requirements. Similar situations exist with the courses taught in the Human Systems Engineering focus area and those taught in the Exercise Science and Psychology departments. To summarize, the opportunities for IME graduate students to take courses taught in several other departments at OSU currently exists and they do take them, although they are not cross-listed in the catalogue. With the efforts to merge the IME and ME departments currently under way, we will start with exploring the possibility of cross-listing some of the courses taught in IME with ME.

5. *IME should publish a list of courses that will be offered over a two-year horizon to enable students to better plan their programs.*

As noted in item (4) above, the uncertainties in graduate faculty availability to teach both required and elective courses in IME has hindered us from publishing a list of graduate courses for two years in advance. If course offerings are published in advance, we will need to make sure that all of the courses are taught at the right time as noted in the communiqué to the graduate students. This would be very hard to meet, given the fewer number of graduate faculty and the uncertainties associated with budgets and other factors to allow hiring faculty

to replace the ones who left last summer. We will, however, try to disseminate accurate information on course offerings in advance to the extent it is feasible.

6. *We recommend the development of a graduate seminar series. It may be useful to create this as a course for credit, and require graduate students to attend. Such a series could include speakers from OSU, both from in IME and elsewhere, as well as speakers from industry. Academic speakers who require compensation for expenses could come from other universities in the region to minimize expenses, while those from farther away may be invited based on fiscal considerations. Possible sponsorship of the series by industry should also be investigated.*

With the merger of IME and ME departments, anticipated to take effect in fall of 2006, we see two options to offer a graduate seminar series. The ME department has an ongoing seminar series in which the faculty from the ME department and those from other departments in the COE have presented seminars. These seminars are attended by the ME graduate students. One option is to require the IME graduate students to attend this seminar series along with the ME graduate students. The other option is to introduce a seminar series, or even seminars from time to time as we see fit, in which the IME faculty, and subject experts from industry as well as those from other universities but budget permitting, present their work. We intend to explore these two options and decide on using one of the two or both options that suits the best for our graduate students. When implemented, the attendance in a minimum number of seminars offered in the IME department and/or ME department will be made a requirement for all IME graduate students.

7. *The Department, in association with College administration, should develop a flexible plan that matches graduate student numbers and teaching commitments to the number of faculty available.*

Currently, there are about 40 IME graduate students and 8 graduate faculty members. A couple of us have assigned service/administrative responsibilities that total up to approximately 1.0 FTE (0.6 FTE – IME Interim Department Head; and 0.3 FTE – IME Graduate Program Chair), which leaves us with only 7 FTE of graduate faculty for teaching and research. The availability of graduate faculty and their area of (research and teaching) expertise, the number of graduate students, and whether or not a course is required or elective have been critical in determining which courses to offer in an academic year. In other words, we have exercised a flexible plan in making these determinations and will continue to do so.

8. *The Department should look into areas of research collaboration, which might be led by IME faculty or otherwise, that could take advantage of the excellent infrastructure in IME and lead to more research involving cross-disciplinary integration.*

Some research collaboration exists between the IME faculty and faculty from other departments as well as those from other universities. The projects funded by HP-Foundation, UTC/RITA (University Transportation Center/U.S. Department of Transportation's Research and Innovative Technology Administration), and those funded and pursued in Nano/Micro fabrication are a few examples of this. The imminent merger of the IME and ME departments

should create an environment that is conducive for more cross-disciplinary research collaboration.

9. *The Department should consider mechanisms to avoid isolation of those working at ONAMI. These may involve improving transportation between ONAMI and campus, creating a student seminar series, and encouraging regular faculty interaction both professionally and socially.*

The graduate students who work on projects funded by ONAMI have offices in HP-Bldg. 11. The reasons for this are many fold – better student office facilities, all or most of the equipment for running the research experiments are housed in Bldg. 11, and allows for students working on different projects to interact with each other in laboratories and offices, all in one location. While all of the issues associated with the transportation of students between OSU and HP-Bldg. 11 may not have been addressed, there was some discussion with the students about this and they were encouraged to purchase an affordable car. We will bring this to the attention of the IME faculty who work with students on these projects to help alleviate any further concerns they might have about transportation. The graduate students majoring in Nano/Multi fabrication are required to take courses that are common to all IME graduate students (IE 552, IE 563, IE 594 (for M.S. thesis/Ph.D. dissertation), and for PhD students: IE 521 or IE 522, and IE 545 or IE 570). So there are opportunities for them to interact with graduate students majoring in other focus areas (Manufacturing Systems Engineering, Information Systems Engineering, and Human Systems Engineering). A seminar series for the graduate students, as noted in (6) above, should give them opportunities for further interaction with faculty and their fellow students in other IME focus areas.

10. *In order to keep an identity for IME it should retain department or a similarly clearly defined status. This will be critical for the continued recruitment of highly qualified faculty and graduate students.*

We realize that the identity of IME as a separate unit is very important for the recruitment of high-caliber graduate students and faculty. In the merger of the two departments (IME and ME), we intend to preserve this identity as best as we could.

11. *Some budget lines of IME should be kept separate from Mechanical Engineering to avoid erosion of the smaller program.*

Although the two departments will have a few overarching common goals after the merger, each will have their own goals and objectives that best suits their need. Thus, it is important that the budget lines are kept separate for the two departments in order to channel the funds to activities that are deemed important to realize the most benefit.

12. *IME should be allowed to hire faculty to replace those that have departed. This is critical to meet the new Graduate School rules regarding graduate coursework and would be an important show of support for the program.*

We agree that it is important to hire new faculty to replace those who have left to teach strictly graduate courses to meet the 50% graduate only courses requirement implemented recently, and to sustain growth of the IME graduate program. It is our expectation that the two vacant positions would be replaced, one in each of the next two years.

13. *The Department should keep records of the quality of students applying and being accepted into the program, and should endeavor to compare intake quality with that of comparator departments.*

A procedure would be put in place, beginning fall of 2006, to record the quality of students that are accepted into the IME graduate program. The proposed statistics to be tracked are GPA, GRE scores, and TOEFL scores of students whose native language is not English.

14. *The Department should introduce an on-going plan to keep track of former students and their career progression.*

Typically, the IME faculty members stay in touch with their former PhD students, primarily as a result of their pursuit of joint publications in journals based on the students' doctoral research. So their career progression is generally known, although currently there is no formal mechanism in place to track this. Similar collaborative activities do take place between the faculty and their former MS students, perhaps not to the same extent as those with their PhD students to know their career progression. Often there is contact between the professor and student as soon as the student graduates and takes up his/her first job, but with time, change of position, employer, and/or location the contact may not be there. We have now implemented a process to track this information, starting with students who graduated recently.

15. *The Department should investigate further the possible causes of the decline in graduate applications in recent years. For example is this a national trend, or are there special factors at OSU that need to be remedied?*

The IME Graduate Program Chair serves on the College of Engineering (COE) Graduate Council. In one of the recent Council meetings, some data on graduate student (US and international) enrolments at OSU and COE for the past few years was made available. Also, data on the total number of (graduate and undergraduate) international students enrolled at universities in Oregon and other States in the Pacific region for the past few years was made available. These data might help explain the reasons for the decline in applications for admission into the IME graduate program.

The total number of international students enrolled in the universities in Oregon has *steadily declined* from 6612 in 2000/01 to 5490 in 2004/05 (i.e., 17% drop). For the same data, the percentage change for 2004/05 from 2003/04 is -6.2%, by far the largest decrease compared to the other states in the Pacific region (Alaska +2.8%, California -2.8%, Hawaii +2.1%, and Washington -0.8%, for a Pacific region net total decrease of -2.5%). Nationally, some regions have seen a net increase (Mountain 0.7%, South 0.5%, Southwest 3.1%), while others have seen a net decrease (Midwest -2.9%, Northeast -3.0%) as did Oregon.

The number of (US and international) graduate students in the COE has decreased from 586 in 2002 to 508 in 2005 (-13.3%), while that for the COE international graduate students has decreased from 359 to 204 (-43%). For the same time period, the number of international graduate students at OSU decreased from 820 to 612 (-25.4%). As the majority of applications for graduate studies in IME come from international students, the data above may help explain the reasons for the decline in graduate applications in IME. The increased screening procedures applied to the international students at U.S. Consulates for issuance of a visa since 9/11 may also have contributed to the decline. It is important to note that the number of applications for all graduate programs in the COE decreased from 2195 in 2003/04 to 1065 in 2004/05, a 51.5% drop. For the same time period, the number of applications for graduate studies in IME also decreased by about the same percentage (51.2%; from 121 to 59).

16. *The Department should keep track of national rankings of graduate programs in IME departments and endeavor to use this knowledge to improve the ranking of IME at OSU.*

The U.S. News and World Report conducts a survey of all graduate programs in engineering schools in the U.S. to establish a ranking of graduate engineering programs across the country. The factors used in evaluating an overall score for ranking include peer assessment, recruiter assessment, average quantitative score, acceptance rate, Ph.D. students/faculty ratio, membership in NAE, engineering school research expenditures, research expenditures per faculty member, Ph.D.'s granted, and total graduate engineering enrollment. Conceivably, the same or similar set of factors would be used to establish the ranking of graduate programs in individual disciplines, including IME. While improving the performance/score in each factor that contributes to the evaluation of the overall score is not within our control, some are, as pointed out in the review committee's report. As a department we will aggressively pursue efforts to recruit *more* high-caliber Ph.D. students in IME, increase the graduate enrollment in IME, and increase research funding.

17. *Given the climate nationally (and particularly in Oregon) for the funding of higher education, it may be necessary to increase development efforts as noted in the self-study report. This is not a short-term process and requires proper cultivation of alumni and corporations. Efforts should be made to put together a strategic plan of how to accomplish this. Other than scholarship and assistantships, IME may also wish to consider an endowed seminar series and professorships to attract top faculty or support current faculty.*

The number of high-caliber graduate students that we can attract is dependent upon our ability to offer competitive scholarships and assistantships. As noted in the self-study report, we realize that it is important to pursue fund raising to supplement the number of scholarships and assistantships offered from research projects and State funds. We will pursue efforts to raise funds as best as we could from Alumni and corporations.

GRADUATE COUNCIL
PROGRAM REVIEW
OF
GRADUATE PROGRAMS IN THE DEPARTMENT OF INDUSTRIAL
AND MANUFACTURING ENGINEERING
November 2005

OVERALL CONCLUSION AND RECOMMENDATION:

Recent restructuring of the graduate program in the Department of Industrial and Manufacturing Engineering has created an attractive set of specializations supported by good laboratory facilities. This program is well matched to the needs of industry. We recommend that the program be continued with the additional support of new faculty hires to replace recent losses. Other specific recommendations are contained in the report.

SUMMARY OF SPECIFIC RECOMMENDATIONS:

1. *At least one IME faculty position should be created over each of the next two years to restore faculty numbers and permit growth of the graduate program.*
2. *There are risks that a prospective merger with the Mechanical Engineering Department could adversely influence the Department's ability to recruit and retain high quality IME faculty and graduate students, but there are also potential benefits in a merger. We recommend that, if a merger proceeds, steps be taken to ensure that IME can be identified as a self-contained discipline with a clear graduate curriculum and faculty career path.*
3. *The review committee acknowledges the increased recruitment efforts by the department and recommends that they be continued*
4. *To broaden the graduate curriculum, and alleviate some of the impact of faculty losses we recommend that IME consider cross-listing courses with departments with common interests. Opportunity would seem strongest with Statistics (operations research for Manufacturing Systems majors) and Mechanical Engineering (material and materials processing for Nano/Micro Fabrication majors) although other relationships might also be built with Computer Science (Information Systems majors) and Exercise Science and Psychology (Human Systems majors). Developing these relationships would also satisfy the graduate students' desire for a broader range of courses*
5. *IME should publish a list of courses that will be offered over a two-year horizon to enable students to better plan their programs.*

6. *We recommend the development of a graduate seminar series. It may be useful to create this as a course for credit, and require graduate students to attend. Such a series could include speakers from OSU, both from in IME and elsewhere, as well as speakers from industry. Academic speakers who require compensation for expenses could come from other universities in the region to minimize expenses, while those from farther away may be invited based on fiscal considerations. Possible sponsorship of the series by industry should also be investigated*
7. *The Department, in association with College administration, should develop a flexible plan that matches graduate student numbers and teaching commitments to the number of faculty available.*
8. *The Department should look into areas of research collaboration, which might be led by IME faculty or otherwise, that could take advantage of the excellent infrastructure in IME and lead to more research involving cross-disciplinary integration.*
9. *The Department should consider mechanisms to avoid isolation of those working at ONAMI. These may involve improving transportation between ONAMI and campus, creating a student seminar series, and encouraging regular faculty interaction both professionally and socially.*
10. *In order to keep an identity for IME it should retain department or a similarly clearly defined status. This will be critical for the continued recruitment of highly qualified faculty and graduate students.*
11. *Some budget lines of IME should be kept separate from Mechanical Engineering to avoid erosion of the smaller program.*
12. *IME should be allowed to hire faculty to replace those that have departed. This is critical to meet the new Graduate School rules regarding graduate coursework and would be an important show of support for the program.*
13. *The Department should keep records of the quality of students applying and being accepted into the program, and should endeavor to compare intake quality with that of comparator departments.*
14. *The Department should introduce an on-going plan to keep track of former students and their career progression.*
15. *The Department should investigate further the possible causes of the decline in graduate applications in recent years. For example is this a national trend, or are there special factors at OSU that need to be remedied?*
16. *The Department should consider developing a graduate internship program in collaboration with industry.*

17. *The Department should keep track of national rankings of graduate programs in IME departments and endeavor to use this knowledge to improve the ranking of IME at OSU.*
18. *Given the climate nationally (and particularly in Oregon) for the funding of higher education, it may be necessary to increase development efforts as noted in the self-study report. This is not a short-term process and requires proper cultivation of alumni and corporations. Efforts should be made to put together a strategic plan of how to accomplish this. Other than scholarship and assistantships, IME may also wish to consider an endowed seminar series and professorships to attract top faculty or support current faculty.*

1. **INTRODUCTION**

The Graduate Council conducted a site review of graduate programs in the Department of Industrial and Manufacturing Engineering on November 3, 2005. The review team, who all contributed to this report, consisted of:

Michael Unsworth, College of Oceanic and Atmospheric Sciences, Chair
Tracy Daugherty, Department of English
Alix Gitelman, Department of Statistics
Paul Cohen, Department of Industrial and Manufacturing Engineering, Penn State University
James Johnson, Intel Corporation, Portland

The self-study report of the program, which was provided in advance, gave a detailed description of the department and its history, strengths of the faculty, research facilities, graduate program components, assessment procedures and proposals for future developments. The review team appreciates the hard work that went into the preparation of the self-study, which greatly helped in informing the team during the review process.

The team met with Sally Francis, Dean of the Graduate School, over dinner on the evening before the site visit. This was a useful meeting for clarifying procedural issues and identifying areas of responsibility for the review team members.

In the site visit, on November 3, the team began with a series of meetings in Covell Hall with the Interim Department Chair (K. Funk), Graduate Program Chair (R.L. Logendran), Dean (R. Adams) and an Associate Dean (C. Bell) of the College of Engineering, followed by a tour of facilities in Covell. The Dean and Dr Funk both informed us of ongoing discussions concerning restructuring of the departments in the College, and these are referred to at several points in our review. A visit to the Oregon Nanosciences and Microtechnologies Institute (ONAMI) on the Hewlett Packard campus provided the review team with opportunities to see the impressive facilities being established there and to meet the Directors for discussion of the ONAMI role in graduate training. After lunch in Covell Hall, the team had sessions with the Graduate Committee, faculty, and graduate students before concluding with an exit interview with Drs Funk and Logendran.

This review includes an analysis of the Graduate Program, its mission, students, curriculum and organization, a section on the level of productivity and quality of the students and faculty, and a discussion of outcomes of the program, including the professional viability of the graduates, their satisfaction with their training, and the ranking of the program on a national scale. In this report paragraphs of comment and analysis by the Review Team are italicized, as are recommendations. The recommendations are made at the end of each section, and numbered sequentially. They are also drawn together in a summary preceding this introduction.

2. BACKGROUND

2.1 The Department, its mission, and the evolution of its Graduate Programs

The Industrial and Manufacturing Engineering (IME) Department at Oregon State University is one of the seven departments and a school within the College of Engineering. The others include Bioresource Engineering, Chemical Engineering, Civil, Construction and Environmental Engineering, Mechanical Engineering, Nuclear Engineering, and the School of Electrical Engineering and Computer Science. In terms of enrollment, the IME department is the fourth largest, with approximately 11% of the total enrollment (undergraduates and graduates) in the college.

Industrial and manufacturing engineering focuses on the use of knowledge from the mathematical, information, physical, and human sciences to design, develop, manufacture, implement, operate, and improve systems that are capable of producing and delivering high quality products and services. The MSE concentration focuses on the use of design, analysis, and technology to create efficient systems capable of producing highly reliable and economically competitive products by employing resources such as material, labor, machine tools, and computing equipment. NMF comprises the integration of silicon and non-silicon micro-fabrication techniques with more conventional macro-scale manufacturing technologies for the purposes of economical system miniaturization in conventional engineering materials. ISE uses information to combine the technologies, people, processes, and organizational mechanisms for the purpose of improving organizational performance. HSE uses engineering methods and knowledge from the physical, biological, information, social, and management sciences to develop, implement, operate, evaluate, and improve human-machine, human-human, and human-organization systems.

Working with advice from experts in industry, the department has developed a program with four areas of concentration at the graduate level: 1) Manufacturing Systems Engineering, 2) Nano/microfabrication, 3) Information Systems Engineering, and 4) Human Systems Engineering. These areas of concentration have been in place since January 2001. Prior to that, from the mid to late 1990s, the department offered a Master of Engineering degree program in Manufacturing Engineering (in collaboration with Portland State University). Initially, enrollment in this program was high but within a few years it dropped precipitously due to industry changes. The program was terminated

in the fall of 2004. The department has also suffered a net loss of two faculty positions in the last five years, including the departure of the department head in June 2005. This leaves the department with an interim head and with eight graduate faculty members, two each in the department's four areas of concentration. While these numbers provide a workable balance, faculty members struggle to offer enough sections of core courses. Outside instructors are sometimes hired to cover instructional gaps.

At this time, the department offers graduate programs leading to M. Eng, M. S. (with thesis or non-thesis options), and Ph.D. degrees in industrial engineering. Of the eight graduate faculty members, five are Associate Professors and three are Assistant Professors.

The department's mission is closely allied with the College of Engineering's Business Plan, and prioritizes the development of work-ready engineers, the development of collaborative research clusters, and the pursuit of diverse funding sources in order to stay flexible in the face of industry fluctuations and changes in academic support structures. In order to achieve these goals, the department strives to recruit top students regionally and nationally, so that masters-level graduates are prepared to step into industry and doctorate-level graduates are prepared to step into academia; the department strives to collaborate with industry and government through leadership roles, so that the department can secure more research dollars; finally, the department strives to maintain contact with IME alumni, particularly those in key positions in industry and academia, to garner additional financial support.

The Review Group concurs with these goals, seeing them as consistent with the mission of the College of Engineering and as appropriate for preparing graduate students for careers in industry and elsewhere.

Currently, because of recent faculty losses, the IME department is unable to meet the university requirement that 50% of a graduate student's credit hours be earned in graduate-only courses. The department has requested a temporary exemption from the 50% rule while it drafts a plan for meeting the requirement. As part of this plan, the department hopes to hire a new tenure-line faculty member but it is awaiting implementation of a decision by the Dean of Engineering to merge the IME department with Mechanical Engineering (ME) to form a new school of IME and ME. The proposed merger has delayed the IME department's job search, and it presents other challenges to the department as well, testing mainly whether it can retain a distinct identity within a larger school. While faculty members have adopted an optimistic attitude toward this change (anticipating opportunities for new collaborative efforts and for expanding the curriculum) they worry about recruiting new students and faculty if the department loses its disciplinary clarity. Faculty members and graduate students felt that, under the new school model, IME should maintain the integrity of its budget lines, curriculum, and P & T procedures. Without assurances in these areas, they told us that morale would suffer greatly within the IME program.

The Review Group recognizes the challenges that the loss of faculty have created, and the concern in the Department about restructuring. For IME to flourish it must maintain a viable number of faculty and be able to attract and retain high quality faculty and students.

Recommendations:

1. *At least one IME faculty position should be created over each of the next two years to restore faculty numbers and permit growth of the graduate program.*
2. *There are risks that a prospective merger with the Mechanical Engineering Department could adversely influence the Department's ability to recruit and retain high quality IME faculty and graduate students, but there are also potential benefits in a merger. We recommend that, if a merger proceeds, steps be taken to ensure that IME can be identified as a self-contained discipline with a clear graduate curriculum and faculty career path.*

3. THE GRADUATE PROGRAM

3.1 Graduate students

Graduate education in the Department of Industrial and Manufacturing Engineering focuses on producing “work ready” engineers, at both the M.S. and Ph.D. levels. To this end, there is an emphasis on applications-oriented coursework and on providing students opportunities to work in industrially relevant, and in many cases, state-of-the-art laboratories. Every entering IME graduate student is expected to have taken undergraduate courses in statistics and probability, linear algebra, computer programming and engineering economy. Most M.S. graduates go on to careers in industry, while many Ph.D. graduates, who have more grounding in theory as well as application, go into academics or other research environments.

In this section, we provide observations on several aspects of graduate education in the Department: 1) student recruitment; 2) quality and retention of students; 3) student support; 4) employment of graduates; and 5) current student and alumni satisfaction with the program. These observations are based on the self-study materials supplied by the Department, including the results of three surveys (current students, Graduate School Exit Survey, alumni survey), and interviews conducted in November 2005 during our visit to the Department.

Student Recruitment

In the past five years the number of applicants for graduate study in IME has ranged from 59-205, with the low of 59 coming in the most recent year (2004/05). As a percentage of all applicants for graduate study in The College of Engineering, the number of applicants to IME has dropped over the period 2001-2005 from a high of almost 14% in 2001/02 to 5.5% in 2004/5. This appears to follow a national trend. Over the same five year period, the number of students admitted ranged from 30-117, although the selectivity (percent admitted out of all that applied) has hovered around 50%.

Since the summer of 2004, IME has engaged in a number of recruitment activities. First, the Department developed a one-page flier describing the graduate programs and the department's commitment to making several assistantship offers to incoming M.S. and Ph.D. students. The flier was posted on the IME graduate program website and sent out by IME graduate faculty to their colleagues in the US and internationally, asking them to bring it to the attention of their students. We were told that this effort appears to have been rewarded by the receipt of more applications from "good to better quality students." Second, the IME Graduate Program Chair contacted faculty member from regional universities to arrange hour-long graduate student recruiting presentations. In all, four presentations were put together—one for each of the four focus areas in IME. At the time of the self-study, 5 presentations had been made at 3 universities in all four focus areas. At these presentations, students were given interest cards to return to the IME department for future recruitment. Finally, IME participated in The College of Engineering's graduate student recruitment event that took place in February 2005. A total of 6 prospective students who had expressed an interest in IME participated in that event.

The availability of teaching and research assistantships is also a valuable recruiting tool. IME is trying to make decisions about funding these assistantships earlier in the process so that students can consider them among competing offers. In addition, the current plan is that when a teaching assistantship is awarded, it is guaranteed for two quarters. After that, the hope is that students will get funded by a research assistantship in their focus area of interest.

Recommendation:

3. *The review committee acknowledges the increased recruitment efforts by the Department and recommends that they be continued.*

Quality and Retention of Students

In Spring 2005, there were a total of 38 graduate students in IME, and of them 26 were M.S. students. The ratio of men to women among the graduate students is roughly 3 to 1. In terms of ethnic diversity, the two most prominently represented groups are White (21 of 38) and Asian/Pacific Islander (15 of 38). Almost two thirds (24/38) of the graduate students are not US citizens. The Review Group was not given retention numbers. The department has delineated a number of steps to keep track of, and mentor, students who do not meet the requirements of a minimum of B in all courses.

Students are expected to earn a grade of B or better in each graduate course they take, and must maintain a term GPA and cumulative GPA of 3.0 or better during their academic career at OSU. Students who fall below these standards receive a warning letter from the Graduate Program Chair; if the student's performance does not improve, a second warning letter is issued. Continued sub-par performance warrants termination from the program.

Ph.D. students are required to take a preliminary examination after they have completed the majority of their coursework. The exam, which is designed to determine whether the student has the intelligence, motivation, and creativity necessary to complete the degree, tests student creativity and ability to synthesize material via individualized questions based on a preproposal of the dissertation research. The graduate students who met with the review team felt, uniformly, that the prelims were rigorous, fair, and extremely useful, as they were individually tailored to each student's research needs and interests.

Student Financial Support

Twenty-six of the 33 graduate students (79%) enrolled in 2005/05 received some assistantship. Of these, 12 were supported by a teaching assistantship, 12 by a research assistantship and 2 by fellowships. These assistantships are supported at between 0.40 and 0.45 FTE. Incoming students in Fall 2005 are supported on stipends ranging from \$1500 to \$1700 per month, with tuition waiver and insurance coverage (rates differ for M.S. and Ph.D.). These stipend amounts appear to be comparable to those in IME departments at comparator universities.

Students were critical about the policies for graduate teaching assistantships. Based on this feedback and discussions with the graduate program chair it would seem that the policies are a bit ad-hoc and might be improved with more structure and communication of the policy to graduate students.

Satisfaction with the Program

Interviews with current students, and surveys of current and exiting students, and alumni, were consistent in their praise of many aspects of the graduate program. Students and alumni generally expressed a satisfaction with the quality of teaching and advising, the hands-on preparation provided by the program, access and interactions with professors, and administration of preliminary examinations. There seems to be a genuine sense of community in the department.

Nonetheless, dissatisfaction was expressed by current students in four areas—(1) the number of 400/500 level course (the “slash” courses), (2) the lack of a research seminar series in which students can learn about applications outside of the department; (3) the awarding and availability of GTA/GRA appointments; and (4) communications. The department is actively working on a plan to reduce the number of slash courses—this is in keeping with the new Graduate School requirement that no more than 50% of course for a M.S. may be 400/500-level. The review committee had some recommendations for starting and maintaining a research seminar series—allowing it to be organized by the students, encouraging former students to return and share information about their current jobs, and asking current faculty to present their research. As for the awarding and availability of GTA/GRA appointments, we encourage the department to be as transparent as possible in these regards.

By far, the lowest marks in the survey of current students concern issues of departmental communication. By and large, respondents did not feel that department seminars are adequate to keep them “informed of developments in [the] field”; they did not feel that

the department informs them of “adequate opportunities for professional development . . . such as attendance at professional meetings”; and they did not feel that GTA assignments are “made equitably, based on established criteria.” The students who spoke with the review team echoed these sentiments.

In conversation with the review team, the Graduate Program Chair and the interim department head conceded that communication with students regarding procedural or departmental policy matters was usually “informal,” in large part because the department is small. The informality may reinforce student perceptions that departmental communication is not adequate or always transparent. The problem might be easily solved by establishing a departmental seminar series, perhaps organized by students working with faculty, and by establishing other formal mechanisms for student input into departmental policy. These recommendations are made elsewhere in this report.

3.2 Curriculum

IME offers courses in its four primary areas of graduate study: Human Systems Engineering, Information Systems Engineering, Manufacturing Systems Engineering and Nano/Micro Fabrication. One area of difficulty in the department is in the offering of graduate courses. From surveys and our discussions with students it is clear that students would like more courses offered at purely the graduate (500) level, but current staffing is inadequate to do this.

The department will clearly not be able to meet the new graduate school requirement regarding “slash” courses in 2005-06 due the loss of two faculty positions. We reiterate our earlier recommendation that the department be allowed to replace at least one position this academic year or the problem may persist longer. Additionally, with uncertainty about the transition of this program as part of the College restructuring, and with loss of faculty, it would appear that students find it difficult to plan their academic programs. A tentative listing of courses to be offered over a two-year horizon would assist students and faculty in planning. Additionally, IME should consider cross-listing courses with departments with common interests so that they can share the teaching burden.

There was also concern raised by students about the lack of a regular seminar series. Such a series would enable students to learn more about current research in the department and college, as well as hearing from visiting speakers from industry and elsewhere.

Recommendations:

4. To broaden the graduate curriculum, and alleviate some of the impact of faculty losses we recommend that IME consider cross-listing courses with departments with common interests. Opportunity would seem strongest with Statistics (operations research

for Manufacturing Systems majors) and Mechanical Engineering (material and materials processing for Nano/Micro Fabrication majors) although other relationships might also be built with Computer Science (Information Systems majors) and Exercise Science and Psychology (Human Systems majors). Developing these relationships would also satisfy the graduate students' desire for a broader range of courses.

5. IME should publish a list of courses that will be offered over a two-year horizon to enable students to better plan their programs.

6. We recommend the development of a graduate seminar series. It may be useful to create this as a course for credit, and require graduate students to attend. Such a series could include speakers from OSU, both from in IME and elsewhere, as well as speakers from industry. Academic speakers who require compensation for expenses could come from other universities in the region to minimize expenses, while those from farther away may be invited based on fiscal considerations. Possible sponsorship of the series by industry should also be investigated.

3.3 Faculty and Other Personnel

The quality of the faculty in IME has improved dramatically with the addition of good young faculty in the various specialties of the department. Each specialty of the program has two faculty. However, this number is insufficient to offer the graduate program to meet the new graduate policy on slash courses or to advise the proposed number of 50 graduate students (6.25 students/faculty with current faculty numbers).

The other personnel of IME include two staff assistants and two technical assistants, one for computer support and one for general laboratory support. This would appear to be appropriate for the size of faculty and graduate student body.

There currently appears to be a mismatch between faculty numbers and plans to expand the graduate population in IME. If it proves impossible to expand the faculty in the current circumstances, the Department will need to reconsider its future plans for the curriculum and student numbers.

Recommendation:

7. The Department, in association with College administration, should develop a flexible plan that matches graduate student numbers and teaching commitments to the number of faculty available.

3.4 Infrastructure:

The IME department has two dedicated office areas for graduate students, with space for a total of 22 cubicles for GTAs and research assistants. In addition, the department has eight on-campus laboratories, all housed in Covell Hall and the adjoining Batcheller Hall, and one facility (ONAMI) on the Hewlett-Packard campus:

- The IME Computer Laboratory, in three separate rooms, with over 60 computers for student use.
- The Human Factors/Ergonomics Laboratory, with an FAA-approved flight simulator and a laparoscopic surgical equipment simulator.
- The Computer-Integrated Systems Laboratory, with equipment that allows students to study the principles of sensors, pneumatics, and other automated industrial components.
- The Lean Automation Laboratory, designed to give students hands-on experience with electronic manufacturing.
- The Mobile Technology Solutions Laboratory, with more than \$500,000 in automatic identification and data collection equipment.
- The Electronic Vehicles Miles Traveled Revenue Collection System Project Laboratory, sponsored by the Oregon Department of Transportation for research into commercial fuel dispensers and mileage data collection.
- The Rapid Prototyping and Metrology Laboratory, used in support of research within microtechnology-based energy, chemical, and biological systems.
- The IME Machine Shop, which provides students with two engine lathes, three vertical drilling machines, a drill press, and other equipment and tools.
- The Oregon Nanoscience and Microtechnologies Institute (ONAMI) facility at Hewlett-Packard, specializing in customized prototyping, manufacturing and characterization equipment for creating devices with micro dimensions.

The laboratories are directed by the technical support staff or by individual faculty members working in the various research areas. The laboratories are well-aligned with the four areas of specialization in the Department, but there is scope for more integrative research across the laboratories and with other laboratories in the College and elsewhere. The faculty leadership teams appear to use the laboratories directly in their instruction and research. All seem proud of the work that the facilities let them accomplish. All laboratories seem to be continually refreshed with new or latest technology, whether computers, machine tools, equipment or NC/Robotics, but maintaining up-to-date laboratory equipment requires continuing efforts.

Currently, each on-campus laboratory is adequate or more than adequate for the department's needs, and serves the students well. The Lean Automation Laboratory is particularly state-of-the-art, having undergone an extensive renovation in the summer of 2002 during which an updated electronics manufacturing surface mount assembly was installed.

The ONAMI facility on the Hewlett-Packard campus is especially impressive. It is part of a unique collaboration involving OSU, Portland State University, and the University of Oregon, as well as the Pacific Northwest National Laboratory, the Oregon Graduate Institute, the Oregon Health and Sciences University School of Dentistry, and selected researchers from industry clusters throughout Oregon and Washington. ONAMI research leads the nation in microfabricated systems for miniaturization of energy, chemical, and biomedical/biological processes, as well as in high-temperature microstructures. The equipment is state-of-the-art and provides students with unparalleled opportunities for research and manufacturing application. The physical distance of ONAMI from the IME department carries with it the risk of isolation for those students and faculty based there.

Overall, the graduate student office accommodation, class rooms and laboratory infrastructure are adequate or even above average when benchmarked anecdotally to other universities. Overall, this infrastructure is a notable strength for IME, and could be used for further collaborations with other departments in the college, elsewhere at OSU, or externally.

Recommendations:

- 8. The Department should look into areas of research collaboration, which might be led by IME faculty or otherwise, that could take advantage of the excellent infrastructure in IME and lead to more research involving cross-disciplinary integration.*
- 9. The Department should consider mechanisms to avoid isolation of those working at ONAMI. These may involve improving transportation between ONAMI and campus, creating a student seminar series, and encouraging regular faculty interaction both professionally and socially.*

3.5 Organizational Issues

IME Department Personnel:

Dr. R. “Logen” Logendran, an Associate Professor with sixteen years experience in the IME department, serves as the Graduate Program Chair. He is responsible for planning student recruitment, overseeing graduate admissions, and monitoring students’ academic performances. In consultation with the department head, he appoints graduate teaching assistants (GTAs). GTAs and graduate research assistants are supported by grant income brought in by the IME faculty’s research projects. The department’s grant income has averaged approximately \$880,000 over the last three fiscal years. This money also helps support the purchase of computers and equipment, faculty time, and conference travel. The department aspires to support more graduate students, particularly at the Ph.D. level, but recognizes that this will require a larger faculty bringing in more research dollars.

An Office Specialist and a Business Manager within the IME department provide administrative support to the graduate program. The Office Specialist, who also serves as the Graduate Program Secretary, oversees correspondence with prospective students, the Graduate School, and the OSU Admissions Office, and compiles data regarding students' academic performance. The Business Manager is responsible for assistantship appointments.

Technical support is managed by two staff members in the IME department, one of whom maintains and upgrades faculty computers and computers in the department's various laboratories, while the other purchases lab machinery and equipment. Both staff members are assisted by students.

The administrative and technical support for the graduate program seems very effective and sympathetic to student issues. This undoubtedly contributes to the general level of satisfaction that the students expressed.

Restructuring plans in College of Engineering

The Review Group heard several times during the site visit, from Departmental faculty and graduate students, of concerns about the discussions that were under way to merge IME with Mechanical Engineering, thus forming a new School within the College.

This imminent reorganization places IME at a critical juncture, especially since similar mergers of mechanical and industrial engineering at other universities over the past two decades have resulted in quality decrements in industrial engineering. The College should endeavor to learn from these experiences of others. Although there are always challenges in reorganization, there can also be benefits. For example, in a merged department it might be possible to place more emphasis on research clusters and other collaborative programs. One of the major challenges will be to avoid losing the identity of the IME Department in any larger unit. In order to maintain quality in the graduate program we recommend the following be considered within any merger plan:

Recommendations:

- 10. In order to keep an identity for IME it should retain department or a similarly clearly defined status. This will be critical for the continued recruitment of highly qualified faculty and graduate students.*
- 11. Some budget lines of IME should be kept separate from Mechanical Engineering to avoid erosion of the smaller program.*
- 12. IME should be allowed to hire faculty to replace those that have departed. This is critical to meet the new Graduate School rules regarding graduate coursework and would be an important show of support for the program.*

4. PRODUCTIVITY

The Review Group considered the productivity of graduate students and faculty, and the quality of the scholarly community that they form.

4.1 Level and Quality of Student Performances:

As mentioned earlier, the number of students who have applied to the IME department's graduate programs declined from a high of 205 in 2001-02 to a low of 59 in 2004-05, and numbers admitted declined similarly. The department's Self-Study indicates that the graduate admissions committee has become more stringent in recent years, "admitting fewer but better quality students." It is difficult to judge whether this improved quality is, in fact, the case, or whether the smaller numbers simply reflect the overall decline in applications and student acceptances. While applications have generally increased throughout the College of Engineering, the numbers for the IME department have steadily decreased in the last three years. The Department should investigate whether this is part of a national trend, and should attempt to compare the quality of its intake with that in other comparator departments.

Other than a Graduate Alumni Survey distributed in May 2005, and a recent survey of current graduate students, the IME department only has anecdotal views of student performances. Faculty members agreed that weak students rarely make it as far as the preliminary examination, though they all recalled some students who failed the prelims the first time around. The Graduate Alumni Survey indicates that the majority of respondents (19 of 29) secured positions in business or industry after graduating from the IME department. Two more earned tenure-track faculty appointments at a college or university, and three others found work in government. Though the sample is too small to be considered anything other than anecdotal, it affirms the faculty's overall impressions that students who complete the department's graduate programs do rigorous, quality work, and leave OSU as highly attractive candidates for industry or academia.

We would have liked there to be more complete information about the quality of incoming students and the career progression of past graduates. We are surprised that more is not known about students leaving the Department, especially since continuing contact by the Department with its former students can be an important source of academic enrichment for both faculty and student currently enrolled in the program.

Recommendations:

13. The Department should keep records of the quality of students applying and being accepted into the program, and should endeavor to compare intake quality with that of comparator departments.

14. The Department should introduce an on-going plan to keep track of former students and their career progression.

4.2 Level and Quality of Faculty Performance

External research has averaged \$110,000/faculty-year over the last three years. Additional and substantial funding in nano/microfabrication has also been realized (some via ONAMI) but was not reported to us. The department's funding level is very good and competitive with top programs. The faculty performance in refereed publications is good in quantity and in the quality of journals.

The faculty is active professionally, publishing and presenting at conferences. Faculty also have numerous contributions of book chapters, particularly in materials processing. Three faculty serve as associate editors for four quality journals. All of these indicators are very good for faculty performance.

4.3 Quality of the Scholarly Community (including collaborative ventures).

The IME Department derives strength from being built around four main research (focus) areas—Manufacturing Systems Engineering, Nano/Microfabrication, Information Systems Engineering, and Human Systems Engineering. The review committee toured research laboratories for each of these focus areas, including the ONAMI center located on the Hewlett Packard campus in Corvallis. Many of these laboratories are equipped by industry partners or using funding from these partners. Details of the laboratories were given earlier. Each of the IME laboratories is used in both teaching and research, and we observed graduate research assistants at work in many of the laboratories.

There appears to be a real commitment among the IME faculty to the four focus areas, and there do not appear to be any tensions between faculty regarding the delineation of the focus areas and/or regarding the laboratory facilities. As a group, they seem to work together toward the common IME mission while at the same time pursuing research in their own focus areas. In addition, the faculty actively provide students with experience using state-of-the-art equipment and technology, both through classroom instruction and through graduate research assistantships. The collegial atmosphere among faculty and between faculty and students makes for a healthy and vibrant collaborative community within the Department.

Recommendation:

15. The Department should investigate further the possible causes of the decline in graduate applications in recent years. For example is this a national trend, or are there special factors at OSU that need to be remedied?

5. OUTCOMES

5.1 Professional Viability of Graduates:

Faculty believes that the Department maintains high placement rates of completed candidates in appropriate positions, but does not currently have quantitative data to support this.

The department should start tracking these data by area of specialization for PhD and Masters graduate. The Oregon industry view is that more candidates with advanced degrees are required, so there is a good alignment of goals between IME and industry. IME should make clear and aggressive goals for the number of PhD students that it plans to graduate over the next 5 years. The goals should be specific for areas of specialization.

In discussions with the Review Group the faculty felt there would be little or no interest in advance degree student internships in industry. On the other hand, students did show interest and believed that availability of internships could make IME more attractive than similar departments at other universities. Although faculty might be concerned of losing graduate students to industry during an internship, the Graduate Program should consider formalizing an internship program with industry and building mechanisms to encourage students to return for their degree (like with IME BS degrees).

5.2 Satisfaction Survey of Graduates:

Of the 29 students responding to the May 2005 Graduate Alumni Survey, 76% of respondents said they would recommend the graduate program to prospective students. 48% claimed to be “very prepared” for a career or further advanced degree after completing the graduate program, while 34% claimed to be “somewhat prepared.” Availability of resources for student research and diversity of course offerings received the lowest marks in the survey.

These responses accord with the attitudes of most current graduate students in the IME department. as evidenced by the recent survey as well as by the review team’s session with students.

5.3 Ranking of the Graduate Program

The Department did not comment in its self study on the ranking of the graduate program nationally. We believe that it should keep track of rankings (if possible) and endeavor to identify ways of improving its ranking

The IME Department at OSU is currently not ranked in US News & World Report’s top 40 graduate rankings (the extent of the specialty rankings). The department has clearly improved with the addition of good young faculty and laboratory facilities for graduate research (including ONAMI). Their self-study report also outlines areas for future

improvement including growing the graduate program, developing additional strictly graduate courses, pursuing funds via development, addition of new faculty, and development of a seminar series. These improvements are all needed.

Examining the USNWR Top 40, most of the programs are significantly larger than IME. Subjectively, the overall quality of the IME graduate program at OSU would seem to be equal to or even better than a number of ranked programs of similar size. The areas of improvement noted above, along with a more aggressive approach to national visibility, can help this program to be ranked in the Top 40 in future. Additional opportunities for visibility include:

- 1. Setting a specific goal for the proportion of doctoral students in the graduate program and seeking to place these students in academe.*
- 2. As aggressively as possible, invite top industrial and manufacturing engineering faculty regionally and from across the US for seminars. This has the dual benefit of better preparing graduate students and allowing others to meet the faculty and see the facilities, gaining increased visibility.*
- 3. Proactively work with colleagues at other universities to be invited to give seminars, thereby increasing visibility.*
- 4. Increase attendance and participation at key national professional society meetings.*

Recommendations:

16. The Department should consider developing a graduate internship program in collaboration with industry.

17. The Department should keep track of national rankings of graduate programs in IME departments and endeavor to use this knowledge to improve the ranking of IME at OSU.

18. Given the climate nationally (and particularly in Oregon) for the funding of higher education, it may be necessary to increase development efforts as noted in the self-study report. This is not a short-term process and requires proper cultivation of alumni and corporations. Efforts should be made to put together a strategic plan of how to accomplish this. Other than scholarship and assistantships, IME may also wish to consider an endowed seminar series and professorships to attract top faculty or support current faculty.

Departmental Response to Graduate Council Inquiry regarding Master's Degree in Interdisciplinary Studies

Contents:

- Original email request
- Summary of responses
- Recommendation from Director of MAIS Program
- Full Responses from Department Heads

Original Email: Request for Input on CAT I proposal to Add MSIS degree and Change the MAIS Degree

At Graduate Council meeting on February 2, the CATI MSIS/MAIS proposal was discussed. The vote was split on whether to approve the proposal as is. I was asked to solicit feedback from Department Heads across campus.

In the discussion following the vote, the consensus among the council was:

- They support an Interdisciplinary Studies Graduate degree
- They support eliminating the CLA requirement
- They support addition of 2 required courses

Their concerns were that there was not enough of a distinguishing difference between the MSIS and MAIS to launch a new degree. Currently, the MAIS degree does not have a language requirement. The language requirement for the MAIS degree was added in the CAT I proposal as the means to distinguish the difference between the MAIS and MSIS degree. MAIS would require language and the MSIS would not. This brings the degrees into consistency with other OSU MA and MS degrees.

Discussion among the council included possibilities (which assumed that the first three items that they had consensus on remained) such as

- Having one degree, calling it MIS (Master's of Interdisciplinary Studies) and not having a language requirement
- Having one degree, call it MAIS (as it is now) with no language requirement
- Having one degree, call it MAIS with a language requirement.

Please let me know which of these three possibilities you prefer and other input into this degree by **February 17** so that I can get your feedback to the Graduate Council. Your input will help them make the final decision.

I am attaching a copy of the CAT I proposal for your reference.

Summary of Responses

There were thirteen responses representing 6 colleges:

5.5 responses - one degree, calling it MIS (Master's of Interdisciplinary Studies) and not having a language requirement (COB, CHHS, COF, CLA, COS)

3 responses - one degree, call it MAIS (as it is now) with no language requirement (COS, CLA)

1 response – degree with a language requirement (ELI)

.5 response - one degree, call it MAIS (as it is now) with no language requirement (COS)

3 responses – no preference (CAS, CHHS)

Recommendation from Director of MAIS Program

Given the responses and the discussion in Graduate Council, the Director of the MAIS program recommends that the CAT I be revised to offer one Master's of Interdisciplinary Science (MIS) degree at OSU, that there not be a language requirement or a CLA course requirement, and two required courses be added as listed in the current CAT I proposal.

As a separate issue, the Graduate Council might consider the issue of a language requirement for an MA degree and an equivalent "science" requirement for the MS degree at OSU. Consider the respondents who favored this idea as potential committee members to explore this issue.

Full Responses

John Drexler COB: I prefer the MIS

Kate Lajtha – COS: I agree with either #1 or #2, and not #3.

1. Having one degree, calling it MIS (Master's of Interdisciplinary Studies) and not having a language requirement
2. Having one degree, call it MAIS (as it is now) with no language requirement
3. Having one degree, call it MAIS with a language requirement.

Leslie Burns, CHHS, Design and Human Environment: Although DHE fully supported the MSIS degree as it was proposed, since we now have just the three options, we would prefer the first, MIS (Master's of Interdisciplinary Studies). From our perspective the other 2 options do not make sense, given the work that has been done since the program review.

Bob Smythe (Statistics) COS: I would favor an MSIS or MIS degree not requiring a field in CLA and not requiring a language. I favor strengthening the degree by adding 4 IST credits and a suitable admissions review.

I'm passing on a comment from a colleague, Dave Birkes, who has the most experience of any of us with the MAIS:

"This might be a good time to change a confusing sentence that up to now has been included in the description of the MAIS requirements, and also appears in the proposed MAIS/MSIS requirements, which say:

" 'A minimum of 9 credits in each of any three fields of study is required...
No more than 21 credits may be taken in any one field unless the total program exceeds 49 credits. Thesis or research project credits do not count toward this 21-credit requirement.'

"I think this may be equivalent to saying:

" 'Aside from thesis or research project credits, the program must include at least 9 credits in each field of study. If exactly 9 credits are taken in one of the fields, then at least 11 credits must be taken in each of the other two fields (aside from thesis or research project credits).'

"The latter phrasing makes it easier, at least for me, to verify that a program meets the requirements."

I hope this comment is helpful.

Tom McLain COF: I had a department meeting recently and used the opportunity to pool my faculty. We have had the MAIS option for some time, but have never used it. There was some diversity of opinion, but in general the group :

--saw value in offering an IS option for interested students, (especially if CLA requirement is removed)

--doesn't see that they would encourage their students toward that degree especially with the dual major option being so much more attractive (almost all of our students are grant-funded), but could see that the IS degree could be useful in limited cases,

--saw no problem with 49 credits if those could be used to build a meaningful cohort (some skepticism here based on our experience in cohort building with dual majors)

--saw no need for two different degrees unless there could be a clear demarcation between MS and MA beyond the language requirement (some concern that demarcation wasn't already in place)

Sunil Khanna, Anthropology, CLA: (conversation summarized) Given the current situation, I favor an MIS degree with no language requirement and no CLA requirement.

Larry Flick, COS, Science and Math Ed: In my PhD program at Indiana University, you had an option of "tool skills", one was a year of foreign language and the other was advanced statistics.

I don't know if "tool skill" is the correct term but I favor the MAIS with a language requirement and an MSIS with its own requirement. I could imagine a parallel requirement in MSIS from the Department of History or the Department of Philosophy taking courses in history and/or philosophy of science.

Bill Lunch, CLA, Political Science: I would recommend an alternative I do not see among those you have listed (unless I mistake your intent, always a strong possibility) -- that is, to have a traditional language requirement, such as French, Japanese, Italian or whatever for the MAIS, and to have a quantitative "language" requirement for the MSIS. In that case, the students would be expected to take a certain number (perhaps three?) courses in the "language" of science, quantitative study, such as statistics, computer science, or math. Such a requirement would parallel the distinction we currently make for undergrads choosing between the Bachelor of Arts versus the Bachelor of Science degree.

Susan M. Shaw, Women Studies, CLA: I really do like the language requirement for an MAIS. I think it really does strengthen the degree tremendously. If that's the option, does that mean there will be no MSIS at all? I still support that idea with the addition of math/science requirements to further distinguish it from the MAIS.

Deborah Healey – English Language Institute: Personally, I think that everyone at OSU should have a language requirement - it's really the best way to become a globally-aware citizen, as well as to be more prepared to deal with our increasingly multilingual environment here in Oregon and the rest of the US. It would be a great shame to lose the requirement entirely.

Carolyn Aldwin, CHHS, HDFS: Thank you very much for seeking input on the proposal to add an MSIS degree and to change the MAIS degree. The graduate program in human development and family studies participates in the current MAIS degree only as a second or third area. Regardless of the outcome of this decision, we have no plans to change our level of participation.

We agree that HDFS is an appropriate support area for a number of primary areas offered on our campus. Our view is that those primary areas should have major input into this decision to change the master's interdisciplinary studies option. We are willing to cooperate with the Graduate Council's decision, whatever it may be, and to continue to participate in an MAIS and/or MSIS program as a support area.

Bill Krueger, CAS, Range: I have sent this out to the faculty for review. We have no preference since we rarely use the MAIS.

Greg Perry CAS AREC: AREC doesn't have strong feelings about whether there is one degree or two. We support eliminating the CLA requirement

~compiled by Ann C. Schaubert, Director of MAIS Program, February 17, 2006

GRADUATE COUNCIL MEETING

February 16, 2006

3:00pm, MU 212

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McCandless, Proebsting, Rettig, Rockey, and Unsworth

Absent: Gupta, McLain, Tadepalli

1. IGERT Proposal Review

Oregon State University is allowed to submit only four proposals for the Integrative Graduate Education and Research Traineeship Program (IGERT). At the request of the Research Office, the Graduate Council reviewed six letters of intent to prepare proposals:

- Advanced Materials for Environmental Sustainability
- Computational Science: Data Simulation, Acquisition, and Visualization
- Fundamentals and Applications of Novel 3-Dimensional Imaging Techniques for Multi-Scale Characterization of Complex Heterogeneous Systems
- Integrated Bio-Inspired Energy Transport
- Integrated Synthesis, Analysis and Interpretation of Earth Structure and Dynamics Earthscope and Related Data Sets
- Waterborne Pathogens: Evolution, Ecology, and Environment

By majority vote, the Council identified four of the letters that ranked above the other two. At the request of the Council, Associate Dean Rettig submitted the following email to the Research Office:

From: Rettig, Bruce
Sent: Thursday, February 16, 2006 4:24 PM
To: Higginbotham, Jack
Cc: Delmore, Debbie; Koenig, Hal - COB; Francis, Sally K.
Subject: RE: NSF-IGERT proposals for review

Jack, the Graduate Council recommends that the following letters be developed into full proposals:

Advanced Materials for Environmental Sustainability
Fundamentals and Applications of Novel 3-Dimensional Imaging Techniques for Multi-Scale Characterization of Complex Heterogeneous Systems
Integrated Synthesis, Analysis and Interpretation of Earth Structure and Dynamics: Earthscope and Related Data Sets
Waterborne Pathogens: Evolution, Ecology, and Environment

Each of these proposals and the others that were not ranked in the top four have very interesting and promising features. The Graduate Council believed that any of them, with additional development, would represent Oregon State University well. We extend our hope for success in the national competition for these four and our regrets to the others who submitted proposals that Oregon State University is not allowed to submit more than four.

R. Bruce Rettig, Associate Dean
Oregon State University
300 Kerr Administration Building
Corvallis, OR 97331-2121

GRADUATE COUNCIL MEETING

February 2, 2006

3:00pm, MU 212

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McLain, McMullen, Proebsting, Rettig, Rockey, Tadepalli, and Unsworth

Absent: Gupta, McCandless

Guests: Bill Krueger & Dawn Eastlick, Ann Schauber

1. Category I Proposal to Rename Degrees in Rangeland Ecology and Management

Bill Krueger (Rangeland Ecology and Management) began by thanking the Council for reading the proposal and reminded the members that his department had changed its name from Rangeland Resources to Rangeland Ecology and Management last year. The Category I proposal brought forward today seeks to change the names of the BS, MS, PhD, degrees and the Rangeland minor to match the department's new name. Krueger informed the Council that the new name reflects current market and industry terminology and provides a more accurate description of the course of study for the department's students.

After being asked about the number of students in the programs and about what students think of the name change, Krueger told the Council that a student regularly attends the monthly departmental meetings and that others were consulted. Students are very supportive of the new name, and they feel the change is great.

Bruce Rettig (Graduate School) asked Krueger whether, if the proposal is approved, students would switch to the new degree name when given the opportunity, since current procedures allow students to keep the old name on their records if they so chose. Krueger responded that he believes that most students will switch to the new name.

A motion to accept the Category I proposal as submitted was moved and seconded. All voted in favor. Motion passed.

Krueger and Dawn Eastlick left the meeting.

2. Category I Proposal to Create a Master of Science in Interdisciplinary Studies and Modify the Master of Arts in Interdisciplinary Studies

Ann Schauber (Graduate School) began by informing the Council that her MAIS advisory committee had originally supported the drafting of an abbreviated Category I proposal, which would create the MSIS degree and introduce changes to the MAIS, but later learned that a full Category I proposal would be needed to make these changes.

Schauber presented a quick overview of the proposed changes to the MAIS and described the structure of the new MSIS. She told the committee that all of the proposed changes address recommendations made by the 2002 Graduate Council program review panel.

Extensive discussion ensued.

The consensus among the Council was:

1. They support an Interdisciplinary Studies Graduate degree
2. They support eliminating the MAIS' CLA requirement
3. They support the addition of 2 required courses to the MAIS

Council members were concerned, however, that there was not enough of a distinguishing difference between the MSIS and MAIS to warrant a new degree.

Additionally there was discussion concerning foreign language requirements, in general for all OSU MA programs, and specifically regarding the proposed change to the MAIS. Schauber argued that currently, the MAIS degree does not have a language requirement. The language requirement for the MAIS degree was added in the CAT I proposal as the means to distinguish the difference between the MAIS and MSIS degree. MAIS would require language and the MSIS would not. She added that the change brings the degrees into alignment with other OSU MA and MS degrees.

A motion to accept the Category I proposal as submitted was moved and seconded. The voting members of the Council were evenly divided, which led the Council to explore the sources of difference and to identify the best way to proceed.

The Council developed three alternatives to address the concerns expressed in the discussion before the vote took place:

- Having one degree, calling it MIS (Master's of Interdisciplinary Studies) and not having a language requirement
- Having one degree, calling it MAIS with no language requirement (status quo)
- Having one degree, calling it MAIS with a language requirement.

Schauber was asked to solicit feedback regarding the changes suggested above from Department Heads across campus and to report her findings at a subsequent Graduate Council meeting.

The meeting adjourned at 4:30 pm.



OREGON STATE
UNIVERSITY

Category I Proposal Transmittal Sheet

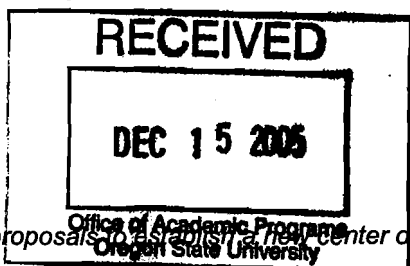
Submit proposals to: Office of Academic Programs
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/dept/academic/cph1998/>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department



Abbreviated Proposal

- ☒ Rename of an academic program or unit
- ☐ Reorganization -- moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

The Rangeland Resources Degree Name Change

Department/Program:

College:

Rangeland Ecology and Management

Agricultural Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

W C Krueger
Sign (Dept/Chair/Head; Director)

12/9/05
Date

Roy G. Arnold
Executive Associate Dean
Sign (Dean of College)

12/13/05
Date

William C. Krueger
Print (Department Chair/Head; Director)

Roy G. Arnold
Print (Dean of College)

Proposal Title: The Rangeland Resources Degree Name Change
Type of Proposal: Degree(s) Name Change
Institution: Oregon State University
College: College of Agricultural Sciences
Department/Program: Department of Rangeland Ecology and Management
CIP (*Classification of Instructional Program number*): 01.1106
Date of Proposal: 12/12/05
Proposed Effective Date/Term: Fall 2006

1. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

This proposal seeks to change the name of the B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees and the minor in Rangeland Resources, to Rangeland Ecology and Management. This title reflects current market and industry terminology and provides a more accurate description of the course of study for our students and future employment opportunities for our graduates. This change will also align our degree titles with our new departmental name.

2. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

The location within the institutions organization structure will not change. Current organizational chart is included.

It should be noted the degree program hosted through Eastern Oregon University is a part of our department; their budget is a portion of the Corvallis campus Department budget and their staff is housed within our Department. Therefore, the degree name change here will also extend to those degrees earned through Eastern Oregon University.

3. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

The program's current objectives, functions, activities, course offerings, program requirements, student learning outcomes and experiences, advising structure and availability will all remain the same. The new name, however, will provide a more accurate reflection of the activities and content of our degree programs.

a. **Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.** Identify the staffing and resource needs for the proposed program or unit. Note any impact on the budgets of affected programs or units. Provide an analysis of how the resulting programs or units will be adequately staffed and funded. Explain the extent to which affected faculty and personnel support this change.

Staffing and resource needs will not change from our current status. The faculty and personnel of the department have supported the name change unanimously via discussion and vote in the faculty staff meeting.

4. **Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.**

N/A

5. **Relationship of the proposed unit to the institutional mission.**

a. How will the proposed program or unit support OSU's mission and goals?
b. Describe potential positive and negative impact of the proposed change on the program(s) or unit(s) involved. Identify other OSU programs or units which may be affected, and describe the potential positive and negative impact on their mission and activities.

a. N/A

b. We do not anticipate a negative impact resulting from these name changes. Conversely, we feel that these changes will give prospective students a better understanding of their course of study and future employment opportunities. We feel this clarification will increase the visibility and attractiveness of our degree programs.

6. **Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).**

N/A as it relates to change of the degree name.

7. **Relationship of the proposed unit to programs at other institutions in the state.**

a. What is the current relationship of the proposed program or unit to OUS and other higher education institutions in the state? Describe how this relationship might be altered based on the proposed change.

b. Describe how the proposed change will affect other constituencies outside of OUS.

NA

8. **If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.**

The program has been and will continue to be accredited by the Society for Range Management. The name change will have no affect on accreditation.

IMPACT ON CURRENT STUDENTS:

There will be no negative impact to students; current students will be reasonably accommodated. Specifically, students who are enrolled in these programs at the time the name change is approved will be able to choose either the current name or the new name for their degree.

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

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

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Rangeland Ecology and Management Degree Name Change

Academic Year: 2005-06

Operating Year: 1st

Completed by: Dawn Eastlick

(indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

	Column A	Column B	Column C	Column D	Column E	Column F	Column G
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants/Contracts	From Fees, Sales, & Other Income	Endowment	LINE ITEM TOTAL
	FTE	Dept	College				

Personnel							
Faculty (Include FTE)							\$0
Support Staff (Include FTE)							\$0
Graduate Assistants (Include FTE)							\$0
Fellowships/Scholarships							\$0
*OPE: Faculty							\$0
Staff							\$0
GTA/GRA							\$0
Nonrecurring							\$0
Personnel Subtotal:		0	0	0	0	0	\$0
Other Resources							
Library/Printed							\$0
Library/Electronic							\$0
Supplies and Services							\$0
Equipment							\$0
Travel							\$0
Other Expenses		200					\$200
Other Resources Subtotal:		200	0	0	0	0	\$200
Physical Facilities							
Construction							\$0
Major Renovation							\$0
Other Expenses							\$0
Physical Facilities Subtotal:		0	0	0	0	0	\$0
GRAND TOTALS:							
		200	0	0	0	0	\$200
Percentage of Total		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

Eastlick, Dawn

From: Arnold, Roy G
Sent: Thursday, December 01, 2005 2:03 PM
To: Krueger, Bill
Cc: Eastlick, Dawn; Boggess, Bill
Subject: RE: Input Solicited: Degree Name Change Proposal

Bill:

Please proceed to circulate the message and attachments as proposed. The proposal looks very straightforward, and I would not expect that others will be supportive.

Roy

-----Original Message-----

From: Krueger, Bill
Sent: Thursday, December 01, 2005 11:40 AM
To: Arnold, Roy G; Boggess, Bill
Cc: Eastlick, Dawn
Subject: Input Solicited: Degree Name Change Proposal

Change Proposal
Roy and Bill

With your approval I will circulate the following with attachments to the same list of Unit Heads that reviewed the Departmental Name Change.

Let me know if I can move ahead.

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 09, 2005. (or one week from email date)

Non-response will be considered support. Thank you for your review of this proposal.

NOTICE: This E-mail (including attachments) is covered by the Electronic Communications Privacy Act, 18 U.S.C. 2510-2521, is confidential and may be privileged. If you are not the intended recipient, please be aware that any retention, dissemination, distribution, or copying of this communication is prohibited. Please reply to the sender that you have received the message error, then delete it. Thank you for helping to maintain privacy.

12/1/2005

Eastlick, Dawn

From: Edge, W. Daniel
Sent: Saturday, December 03, 2005 9:33 AM
To: Eastlick, Dawn
Subject: RE: Input Solicited: Degree Name Change Proposal

We approve of this degree name change.

W. Daniel Edge, Head
Department of Fisheries and Wildlife
Oregon State University, 104 Nash
Corvallis, OR 97331-3803
541 737-2910
daniel.edge@oregonstate.edu

-----Original Message-----

From: Eastlick, Dawn
Sent: Fri 12/2/2005 4:27 PM
To: CAS Dept Heads; Walstad, John D.; Tesch, Steve; McLain, Tom; Adams, Tom; Arnold, Stevan
Cc: Krueger, Bill; Eastlick, Dawn
Subject: Input Solicited: Degree Name Change Proposal

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 9, 2005.

Non-response will be considered support. Thank you for your review of this proposal.

Regards,

Bill Krueger, Department Head
Dawn Eastlick, Office Manager

Rangeland Ecology and Management
202 Strand Agriculture Hall
Corvallis, OR 97331
541-737-3341

NOTICE: This E-mail (including attachments) is covered by the Electronic Communications Privacy Act, 18 U.S.C. 2510-2521, is confidential and may be privileged. If you are not the intended recipient, please be aware that any retention, dissemination, distribution, or copying of this communication is prohibited. Please reply to the sender that you have received the message error, then delete it. Thank you for helping to maintain privacy.

Eastlick, Dawn

Subject: FW: Input Solicited: Degree Name Change Proposal

From: Doescher, Paul
Sent: Monday, December 05, 2005 10:02 AM
To: Krueger, Bill
Subject: FW: Input Solicited: Degree Name Change Proposal

Bill—this certainly makes sense to do this!

Paul S. Doescher
Department of Forest Resources
Oregon State University
Corvallis, OR 97331-5703
Paul.Doescher@oregonstate.edu
541 737-9401

—Original Message—

From: Walstad, John D.
Sent: Friday, December 02, 2005 4:32 PM
To: Doescher, Paul
Cc: Jensen, Edward C.
Subject: FW: Input Solicited: Degree Name Change Proposal

Paul:

Feel free to pass along any comments or concerns on our behalf directly to Bill. Thanks. Jack

-----Original Message-----

From: Eastlick, Dawn
Sent: Friday, December 02, 2005 4:28 PM
To: CAS Dept Heads; Walstad, John D.; Tesch, Steve; McLain, Tom; Adams, Tom; Arnold, Stevan
Cc: Krueger, Bill; Eastlick, Dawn
Subject: Input Solicited: Degree Name Change Proposal

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 9, 2005.

Non-response will be considered support. Thank you for your review of this proposal.

Regards,

Bill Krueger, Department Head
Dawn Eastlick, Office Manager

Rangeland Ecology and Management
202 Strand Agriculture Hall
Corvallis, OR 97331
541-737-3341

12/5/2005

Eastlick, Dawn

Subject: FW: Input Solicited: Degree Name Change Proposal

-----Original Message-----

From: Garland, John J.

Sent: Monday, December 05, 2005 5:41 AM

To: Tesch, Steve

Cc: William.Krueger@oregonstate.edu

Subject: RE: Input Solicited: Degree Name Change Proposal

Steve,

I don't see any problems with the name change that Bill Krueger is proposing. I've enjoyed working with Bill over the years and wish him well.

John J. Garland, PE

Professor of Forest Engineering and Timber Harvesting Extension Specialist

From: Tesch, Steve

Sent: Fri 12/2/2005 4:36 PM

To: Forest Engineering Teaching and Research Faculty

Subject: FW: Input Solicited: Degree Name Change Proposal

Any input on this proposal for degree name changes in Range?

Steve

-----Original Message-----

From: Eastlick, Dawn

Sent: Friday, December 02, 2005 4:28 PM

To: CAS Dept Heads; Walstad, John D.; Tesch, Steve; McLain, Tom; Adams, Tom; Arnold, Stevan

Cc: Krueger, Bill; Eastlick, Dawn

Subject: Input Solicited: Degree Name Change Proposal

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 9, 2005.

Non-response will be considered support. Thank you for your review of this proposal.

Regards,

Bill Krueger, Department Head

Dawn Eastlick, Office Manager

12/6/2005

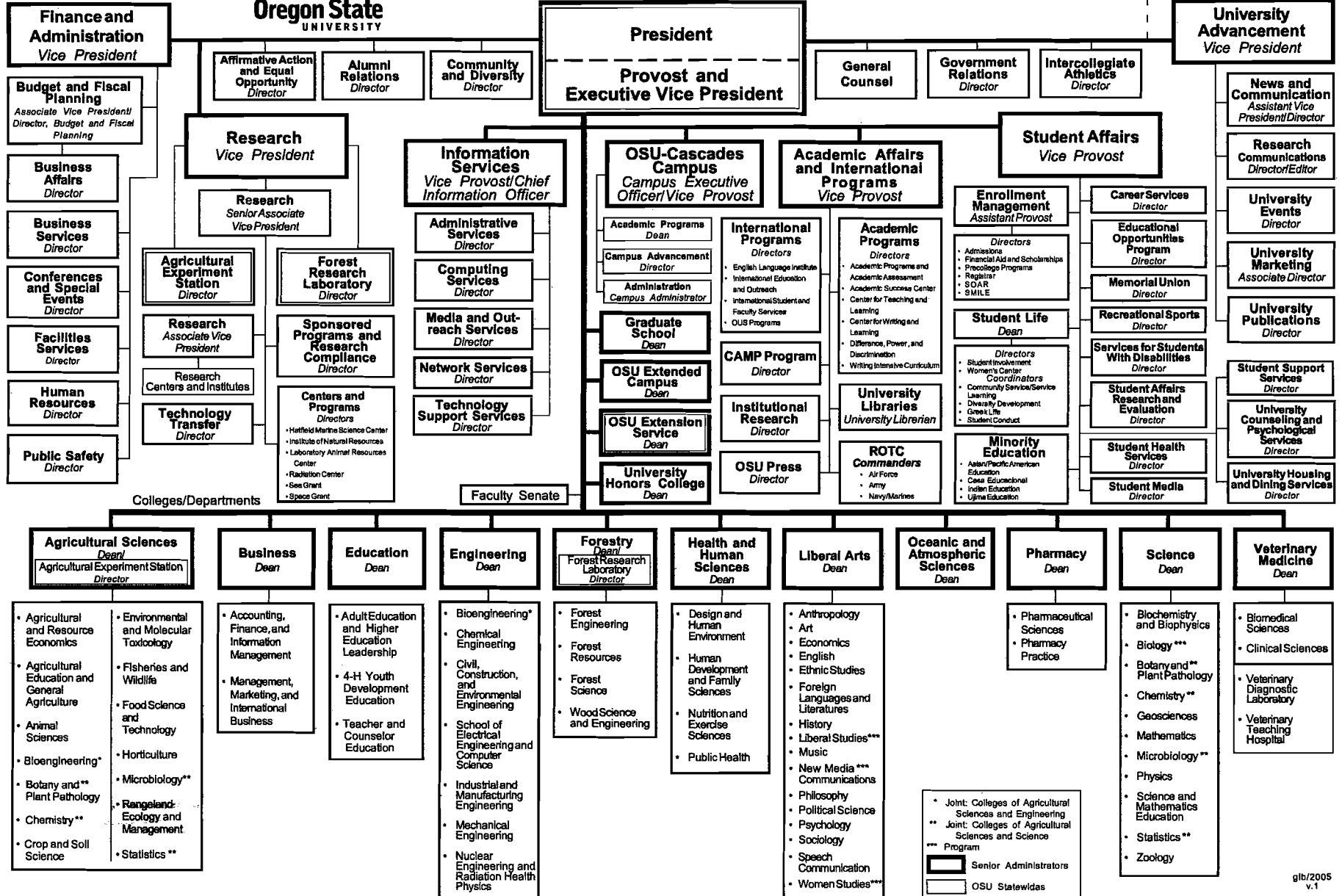


OREGON STATE BOARD OF HIGHER EDUCATION

Chancellor

May 2005

OSU Alumni Association
OSU Foundation, Inc.



Proposal for the Addition of a New Interdisciplinary Program Leading to the MSIS (adds to existing MAIS) And Revision of MAIS Degree

Oregon State University
Graduate School

Description of Proposed Program

1. Program Overview

- a. CIP number – 30.9999
- b. Brief Overview
This Category I proposal is designed to implement the following 2002 Graduate Council Program Review recommendations that were made by an external reviewer and a self-study committee of the MAIS degree program:
 - create new interdisciplinary degree, the Master of Science in Interdisciplinary Studies (MSIS) and thus add a language requirement to the MAIS degree to differentiate the two degrees;
 - eliminate the requirement that one of the fields of study for the MAIS degree be from the College of Liberal Arts;
 - add two required courses in interdisciplinary studies to the MAIS and MSIS degree requirements to make the total number of required credits to be 49.
- c. When will the program be operational, if approved? Fall 06

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

a. Background on the current MAIS Degree

The MAIS degree, emerging out of the M.A. in General Studies, came into existence at OSU in 1973. The MAIS degree is granted for attainment of broad, advanced knowledge integrated from three fields of study. The current degree requirements, in place since 1986, are:

- Any graduate major or minor may be used as one of three required fields for the MAIS degree;
- Two of the three fields may be from one department if the areas of concentration within these two fields are different;
- Currently, there is no foreign language requirement;
- No more than 21 credits (excluding thesis or research project credits) may be taken in any field unless the total program exceeds 45 credits;
- No more than 3 credit hours of blanket-number courses in each field of study may be used in the program (exempting thesis or research project credits)

The 2002 MAIS Self Study Report says that 399 MAIS degrees were awarded from 1991 to 2000 with 39 different graduate programs participating as fields of study. The predominant fields of study come from liberal arts with anthropology, speech communication, history, art, sociology, women's studies, and economics among the top. There have also been MAIS students with fields of study in forestry, computer science, education, health and human development, business, agriculture, and

geology. In most recent years, ethnic studies has become a popular field of study.

Graduates are employed by school districts, local and state agencies, non-profit organizations, Bureau of Land Management, and the U.S. Forest Service among others. Graduates also go on to complete a doctorate. Positions held by MAIS graduates include anthropologist, archeologist, author, journalist, lawyer, librarian, community college teacher, K-12 teacher, museum curator, newspaper editor, sociologist, and watershed coordinator.

b. What are the objectives of the program?

We are proposing to add an MSIS degree and make two changes to the MAIS degree to distinguish the difference between the two degrees.

The first change is that the MAIS degree will no longer require one field of study from the College of Liberal Arts. Both the Master of Arts in Interdisciplinary Studies (MAIS) and the Master of Science in Interdisciplinary Studies (MSIS) will allow students to put together and integrate a course of study based on any three fields of study and not be limited by the requirement to have one field from the College of Liberal Arts.

This proposal also changes the MAIS degree to be similar to other OSU MA degrees by requiring that the MAIS have a language requirement and the MSIS not have a language requirement. The MAIS degree does not currently have a language requirement. (MS and MA degrees at Oregon State University are differentiated by a language requirement. MA degrees include a 2 year college proficiency in a foreign language, while the MS degrees do not).

Otherwise, the course of study for the MSIS will be the same as for the MAIS degree. Students will choose three fields of study, have a faculty graduate committee member from each of these three fields to guide the course of study, and integrate these three fields into discovery of something new to address the student's scholarly inquiry. A field of study is defined as having it's own methods, tools, concepts, and theories which serve as shaping a particular world view.

Setting the course of study based on any three fields of interest diverges slightly from the 2002 recommendations of the Graduate Council in the MAIS program review process. The Graduate Council recommendation said that the three areas of study were to come from three different *departments*. The intention of this recommendation was to ensure that the degree was truly an interdisciplinary degree and not to provide an opportunity for students to get a graduate degree in a field in which OSU does not currently offer a graduate degree. The current proposal supports three fields of study as opposed to three different departments for two major reasons: (1) Current literature on interdisciplinary studies articulates fields of study rather than departments as the components of an interdisciplinary degree. We define field of study in the paragraph above. (2) The MAIS Steering Committee has initiated checks and balances with the MAIS program so as to ensure that the degree is truly interdisciplinary. These checks and balances include student advising (pre and post admission) from the Director of the MAIS program (new in 2004), an admissions screening committee to determine the readiness of the student to do interdisciplinary work, and two new interdisciplinary courses to be required of all students (see Section 3b below). The interdisciplinary nature of the degree will be determined by the interest, question, or professional goal with which the student comes into the MAIS program.

- c. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

This proposal supports the OSU 07 Strategic Plan which emphasizes thematic areas. The MSIS program will open up options for students to work within thematic areas from an interdisciplinary perspective, drawing upon the disciplines which most apply to the student's proposed course of study and interdisciplinary problem that can not be addressed from the perspective of a single discipline.

- d. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

Social, economic, and environmental challenges and opportunities often require integrated thinking from many disciplines. Indeed, the interested student begins her/his inquiry into the MAIS/MSIS program with a societal, economic, or environmental issue or question through which he/she then seeks out faculty from the student's areas of interest to work with her/him in putting together the proposed program of study. The program graduate committee, which includes a minimum of three graduate faculty members from three different fields of study, works with the student to integrate his/her program of study into a cohesive unit.

The MAIS/MSIS program appeals to students who have a particular passion which often comes out of Oregon's social, economic, and environmental challenges and opportunities. For example, one current MAIS student is working on creating a theatrical movement curriculum to be used in long term care facilities in Oregon as her research project. In combining the fields of gerontology, theatre, and interpersonal communication, she is creating a series of CD's which will be used in care facilities to improve the mental and physical health of residents. Another current student is combining biochemistry, history of science, and public health. His research project focuses on a particular disease, combining insights gathered in relation to the disease's history, chemical makeup, and relation to the public's health and well-being. This work will be of value to him as he enters medical school in the fall. In essence, the MAIS/MSIS programs prepare students to explore a personal interest and graduate prepared to make a contribution to the state's social, economic, and environmental opportunities.

3. Course of Study

- a. Briefly describe proposed curriculum. (List is fine.)

In common with the Master of Arts in Interdisciplinary Studies (MAIS) degree, a minimum of 45 credits of graduate level work beyond the baccalaureate is required for the Master of Science in Interdisciplinary Studies (MSIS). However, two new courses are proposed (section 3 b.) to add four credits to this degree. Thus, both the MAIS and the MSIS will require 49 credits for completion.

A minimum of 9 credits in each of any three fields of study is required. A field of study contains its own theories, methods, tools, and concepts. No more than 21

credits may be taken in any one field unless the total program exceeds 49 credits. Thesis or research project credits do not count toward this 21-credit requirement.

No more than 3 credits of blanket-numbered courses in each field may be placed on the program except for thesis (Option A) or project (Option B) credits. There is no foreign language requirement for the MSIS, but there is a foreign language requirement for the MAIS. For the MAIS degree, the student must show foreign language proficiency equivalent to that attained at the end of a second-year university course in that language with a grade of "C" (2.00) or better. English is not considered a foreign language for purposes of this requirement. The foreign language requirement for the MAIS degree must be completed before the student takes the final oral examination for the degree. A minimum of 30 credits must be taken as resident credit through Oregon State University. A final oral examination covering the thesis or project, which integrates the three fields of study, and course work is required.

MAIS students meet the foreign language requirement in one of four ways:

- Complete second year university level sequence of language with an average grade of C or better;
- Pass the Foreign Language Achievement Test through Brigham Young University.
- Complete the equivalent of a U.S. high school diploma or U.S. baccalaureate degree where a language other than English was the medium of instruction.
- Pass placement exam given by Department of Foreign Languages and Literatures at OSU demonstrating language proficiency equivalent to that attained at the end of a second-year university course with a grade of C or better.

- b. Describe new courses. Include proposed course numbers, titles, credit hours, and **course descriptions**.

Two new courses, currently in development, (draft syllabi attached) will be proposed and will be required for both MAIS and MSIS students. A one credit course will be taken in the first year of study and a three credit course after a student has completed some course work in each of his/her three fields of study:

***IST 511: Introduction to Interdisciplinary Graduate Studies* – 1 credit**

This first term graduate course is designed to support the student in understanding and navigating the interdisciplinary graduate study process. The course will introduce the methods of interdisciplinary study which include dialogue, process, inquiry, transformation, interaction, construction, and negotiation. The course will be offered every term since new students arrive each term.

***IST 512: Applying an Interdisciplinary Perspective* – 3 credits**

In a highly interactive setting, students will define interdisciplinarity as it relates to their areas of study and analyze other interdisciplinary projects with the intent of gaining clarity about their own thesis or project, resulting in their own research proposal. Institutional Review Board policies and procedures as well as project funding will also be explored.

- c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

The degree itself may be considered to be somewhat nontraditional in that it requires the student interested in the MSIS degree to apply for admission with a societal problem or career interest in mind that requires the integration of two or more fields of study to fully address the issue or problem. Thus, the student enters with a freedom to choose across the OSU curriculum to select the three fields that will best address his/her learning objectives. In some cases, a practicum or internship may be part of the course of study. On-line learning is used where it is available and applicable to the student's academic needs.

- d. What specific learning outcomes will be achieved by students who complete this course of study?

The learning outcomes include:

- Ability to articulate a researchable question that requires the integration of 3 fields of study and cannot be addressed from a single, disciplinary perspective;
- Evidence of ability to integrate three fields of study in relation to an interdisciplinary problem or issue;
- Generation of a final, culminating project or thesis that makes measurable progress toward understanding of the interdisciplinary issue or problem identified by the student;
- Mastery of subject matter in 3 fields of study sufficient to support the scholarly study of an interdisciplinary issue or problem;
- For MAIS students, a foreign language proficiency equivalent to that attained at the end of a second-year university course with a grade of "C" (2.00) or better.

4. Recruitment and Admission Requirements

- a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

This program is intended to provide options to some students who have already been attracted to the institution. Some prospective students who have expressed interest in the MAIS program decline to apply when they learn that one of the fields of study must be from the College of Liberal Arts. Students have interdisciplinary interests that sometimes do not include an area of study within the College of Liberal Arts.

In the past, the MAIS program has been perceived by some as being a way for a few students who do not succeed in a particular discipline to change to the MAIS degree as a means of attaining a graduate degree. The MAIS advisory committee has worked to address this concern by putting in place a more rigorous admissions review to be sure that the student is ready to do interdisciplinary work, by more carefully advising students who are interested in changing their degree to the MAIS degree, and by development of two required courses which will prepare the student to do integrative work.

- b. Are any requirements for admission to the program being proposed that are in **addition** to admission to the institution? If so, what are they?

There will be an MAIS/MSIS admissions screening committee which will review the student essay to ensure that the student is ready to do interdisciplinary work.

- c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?

Individual faculty members will determine enrollment limitations. Students will only be admitted when faculty members from each of the three fields of study have agreed to work with the student. This will be processed through the current Departmental Action Form (DAF).

5. Accreditation of the Program

- a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

There are no accrediting bodies or professional societies.

- b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

NA

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

Accreditation is not a goal.

Need

6. Evidence of Need

- a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)

The MAIS program underwent a Graduate Council Program Review in the spring of 2002. This review included a self-study report and an external review. One of the recommendations for strengthening the Master of Arts of Interdisciplinary Studies (MAIS) degree was to add an MSIS degree option.

- b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

The MSIS degree will prepare students to address complex issues that require an integrative approach to problem-solving. Many public and private employers are in need of employees who can address complex societal issues from a broad based perspective.

- c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

Currently, there are approximately 80 students enrolled in the MAIS program. We anticipate that the MSIS degree will add approximately 5 to 10 new students per year. The numbers are flexible and will vary depending on the faculty available to work with an MSIS student. The students who apply are generally interested in an interdisciplinary approach to learning and scholarship with a more flexible opportunity to address a passion or interest from a broad holistic perspective.

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

The MSIS degree will be a complement to the MAIS degree and should have been implemented along with the MAIS when it was approved initially. Further, this proposal specifically addresses a recent program review report.

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

There is none.

- f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

This program will be dependent on the availability of current course offerings in the students' three chosen fields of study.

Outcomes

7. Program Evaluation

- a. How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)

The objectives previously outlined in Section 2a and how we propose to determine the extent to which the objects are met are:

Objective 1: Students will be able to put together a master's program from three fields of study at Oregon State University. We will determine that this objective is met by reporting the number of students applying, accepted, and completing the MSIS program over a five-year period. We will also report the variability of the three fields that students choose as well as a summary of project and thesis topics completed.

Objective 2: Students will integrate a minimum of two of the three fields of study into discovery of something new. We will use student evaluations of the IST 511 and IST 512 courses to determine how well students learn how to integrate fields of study.

We will use the student's final oral exam to determine the extent to which student's have integrated their fields of study.

Objective 3: MAIS students will demonstrate a foreign language proficiency comparable to other master's degree students at OSU. Student transcripts will show completion of required language classes or they will show successful completion of this requirement through a testing out of the classes.

- b. How will the collected information be used to improve teaching and programs to enhance student learning?

The information collected will be taken to the MAIS/MSIS Advisory Committee to be used for dialogue around implementing continuous improvements to the program. The Advisory Committee consists of representative college and departmental faculty who have worked with MAIS students.

8. Assessment of Student Learning

- a. What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?

Students will meet with their graduate committee members to discuss their learning. The mid-program course: IST 512 Applying an Interdisciplinary Perspective (see Section 3 - Course of Study) will include dialogue around integration of student learning. The final learning outcome will be measured by the completed thesis or project.

- b. What specific methods or approaches will be used to assess graduate (completer) outcomes?

Graduate outcomes will be assessed in the final oral exam with the student's graduate committee.

- c. Is a licensure examination associated with this field of study?

No

Integration of Efforts

9. Similar Programs in the State

- a. List all other closely related OUS programs.
Portland State University offers
Interdisciplinary Studies: MA, MS
Systems Science: PhD, MS

University of Oregon offers

Interdisciplinary Studies: Individualized Program, MA

- b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?

This degree program is one that is typically offered by most universities as an option for students. Some universities also offer an interdisciplinary doctoral degree.

- c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

No, there is no impact anticipated.

Resources

10. Faculty

- a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

All faculty members who are approved Graduate Faculty members are eligible to participate in the MSIS program. The Graduate School maintains files on all Graduate Faculty. There will be no regular core faculty established at this time. However, the design of the new IST courses includes a method to build the interdisciplinary skills of faculty who are currently working with MSIS/MAIS students through involving the faculty along with the students in class dialogues and rotating one or two new faculty team members into teaching the class over time. Since there will be no core faculty initially, we will make all Graduate Faculty records available to reviewers upon request.

- b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?

No new faculty are needed at this time.

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

No additional support staff will be added.

11. Reference Sources

- a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).

Library and department resources will remain the same that currently exist within each field of study at OSU.

- b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level?

How does the institution plan to acquire these needed resources?

We will use current Interdisciplinary Allocation Model (IAM) resources to develop new forms, brochures, revise the web site, and support initial instructional costs of the two required courses. The IAM provides resources to directly support the MAIS and, pending approval, the MSIS degrees.

12. Facilities, Equipment, and Technology

- a. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?

Since this is an interdisciplinary program that relies on existing resources, nothing new is required.

- b. What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?

There are none.

13.If this is a graduate program, please suggest three to six potential external reviewers.

In the Graduate Council Program Review process of 2002, the MAIS program was reviewed with an external member participating in the process. The intention of the current Category I proposal is to implement the recommendations that resulted from the Program Review of 2002. We request waiver of an external review.

14. Budgetary Impact

- a. On the "Budget Outline" sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The "Budget Outline Instructions" form for filling out the Budget Outline is available on the Forms and Guidelines Web site, as well.

See attached budget.

The budget includes faculty, staff, and supply costs to manage the two programs as well as instructional costs to offer the two courses once a year.

- b. If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?

NA

- b. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

The MSIS will be another interdisciplinary graduate degree option along side the MAIS degree program. The current Director of Interdisciplinary Graduate Studies will take lead responsibility for implementing the new degree program by internally reallocating current resources in the Interdisciplinary Allocation Model. This will include updating the website and getting information out to faculty and prospective students as well as working with the Admissions Office to make minor modifications to graduate admissions forms. Current support staff will aid in implementing and monitoring this program. Strategic Investment dollars from the Interdisciplinary Allocation Model will be requested for use as start up money to launch the two new proposed courses. Revenue generated by the two IST courses will be used to help continue funding of the course.

List of Appendices

1. Budget Document 06-07
2. Budget Document 07-08
3. Budget Document 08-09
4. Budget Document 09-10
5. E-mail Liaison and Response
6. Draft Course Outline for IST 511
7. Draft Course Outline for IST 512

Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: Oregon State University

Program: Interdisciplinary Studies

Academic Year: Fall 2006-07

indicate the year: X **First** **Second** **Third** **Fourth**; prepare **one** page **each** of the first **four** years.

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 17,758					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,371					
Fellowships/Scholarships						
OPE	\$ 7,138					
Nonrecurring						
Personnel Subtotal:	\$ 28,267					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 500					
Equipment						
Other Expenses	\$ 500					
Other Resources Subtotal:	\$ 1,000					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
GRAND TOTALS:	\$ 29,267					

Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: Oregon State University
Program: Interdisciplinary Studies
Academic Year: Fall 07-08

indicate the year: **First** X **Second** **Third** **Fourth**; prepare **one** page **each** of the first **four** years.

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 18,113					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,438					
Fellowships/Scholarships						
OPE	\$ 7,281					
Nonrecurring						
Personnel Subtotal:	\$ 28,832					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 600					
Equipment						
Other Expenses	\$ 600					
Other Resources Subtotal:	\$ 1,200					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
GRAND TOTALS:	\$ 30,032					

Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: Oregon State University
Program: Interdisciplinary Studies
Academic Year: Fall 08-09

indicate the year: **First** **Second** X **Third** **Fourth**; prepare **one** page **each** of the first **four** years.

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 18,475					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,507					
Fellowships/Scholarships						
OPE	\$ 7,427					
Nonrecurring						
Personnel Subtotal:	\$ 29,409					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 700					
Equipment						
Other Expenses	\$ 700					
Other Resources Subtotal:	\$ 1,400					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
GRAND TOTALS:						
	\$ 30,809					

Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

Institution: Oregon State University

Program: Interdisciplinary Studies

Academic Year: Fall 09-10

indicate the year: **First** **Second** **Third** X **Fourth**; prepare **one** page **each** of the first **four** years.

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 18,845					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,577					
Fellowships/Scholarships						
OPE	\$ 7,576					
Nonrecurring						
Personnel Subtotal:	\$ 29,998					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 800					
Equipment						
Other Expenses	\$ 800					
Other Resources Subtotal:	\$ 1,600					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
GRAND TOTALS:	\$ 31,598					

Appendix V

E-mail Liaison and Response

Contents:

1. E-mail sent to all Departments at OSU
2. E-mail sent to Graduate Schools at University of Oregon and Portland State University
3. Response from departments with feedback from Graduate School Director of Interdisciplinary Studies:
 - a. Paul Doescher, Department of Forest Resources, College of Forestry
 - b. Paul Farber, Department of History, College of Liberal Arts
 - c. Susan Shaw, Women Studies, College of Liberal Arts
 - d. Larry Flick, Department of Science and Math Education, College of Education
 - e. Karen Hooker, Department of Human Development and Family Sciences, College of Health and Human Science
 - f. Leslie Burns, Department of Design and Human Environment, College of Health and Human Science

Schauber, Ann

From: Schauber, Ann
Sent: Monday, August 22, 2005 12:20 PM
To: Boggess, Bill - AREC; Thompson, Greg; Males, James; McMurray, David; Folts, James; Ho, Pui Shing - ONID; Bolte, John; Arp, Dan; Coakley, James - COB; Williamson, Kenneth J.; Keszler, Douglas; Shintaku, Rich; Stern, Sam; Ibrahim, Farah; Karow, Russell; Burns, Leslie; Nielsen, Roger; Martins, Carlos - ECONOMICS; Bose, Bella; Daugherty, Tracy; Coakley, Stella - CAS; Curtis, Larry; Gonzales-Berry, Erlinda; Wilcox, Anthony; Edge, W. Daniel; McGorin, Robert; Krause, Joseph; Tesch, Steve; Walstad, John D.; Adams, Tom; Nielsen, Roger; Hooker, Karen; Farber, Paul; Azarenko, Anita Nina; Aldwin, Carolyn; Billo, Richard; Warnes, William; Showalter, Ralph; Batten, Belinda; Dreher, Theo; Carlson, Marlan; Reyes, Jose N; Duncan, Robert; Kradjan, Wayne; Campbell, Courtney; Jansen, Henri; Breen, Patrick; Lunch, William; Bernieri, Frank; Harvey, Marie; Krueger, Bill; Flick, Larry; Edwards, Mark; Ittis, Robert; Smythe, Robert; Bermudez, Luiz; Gelberg, Howard; Shaw, Susan; McLain, Tom; Ruben, John
Cc: Rettig, Bruce; Schauber, Ann
Subject: Curriculum liaison for adding and MSIS degree

August 22, 2005

TO: All Academic Department Heads

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: Curriculum Liaison for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS) and revision of the MAIS Degree. I have also attached a one page summary of the Cat I proposal.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Your department is affected because any field of study at OSU may be chosen as one of the fields for this interdisciplinary degree.

Please review the attached materials and send your comments, concern, or support to me by September 22, 2005. Your timely response is appreciated.

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

Thank you for your time and input.



Cat 1.pdf (106 KB) Quick Summary
of the Cat I pro...

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
<http://extension.oregonstate.edu/staffdev/diversity.php>

Project Director, National Extension Diversity Center
<http://www.ediversitycenter.net>

Schauber, Ann

From: Schauber, Ann
Sent: Thursday, September 29, 2005 3:26 PM
To: 'feyerhermw@pdx.edu'; 'msf@uoregon.edu'
Cc: Schauber, Ann
Subject: Proposed Graduate Interdisciplinary Study Curricular Change

September 29, 2005

TO: Marian Friestad, Associate Dean, Graduate School, University of Oregon

William Feyerherm, Dean of Graduate Studies, Portland State University

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: OSU Category I proposal for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS) and revision of the MAIS Degree at Oregon State University. I have also attached a one page summary of the Cat I proposal.

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

Please review the attached materials and send your comments, concern, or support to me by October 10, 2005. Your timely response is appreciated.

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

Thank you for your time and input.



Cat 1.pdf (106 KB) Quick Summary
of the Cat I pro...

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
<http://extension.oregonstate.edu/staffdev/diversity.php>

Project Director, National Extension Diversity Center
<http://www.ediversitycenter.net>

ph: 541-737-2315 fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu

Schauber, Ann

From: Doescher, Paul
Sent: Friday, September 02, 2005 11:15 AM
To: Schauber, Ann
Cc: Bliss, John; Walstad, John D.
Subject: RE: Curriculum liaison for adding and MSIS degree

Hi Ann,

On behalf of the Department of Forest Resources, we support the Category I proposal for development and delivery of the MSIS degree.

*Paul S. Doescher
Department of Forest Resources
Oregon State University
Corvallis, OR 97331-5703
Paul.Doescher@oregonstate.edu
541 737-9401
*Note new mail and email addresses**

10/12/2005

Schauber, Ann

From: Schauber, Ann
Sent: Tuesday, October 11, 2005 3:33 PM
To: Farber, Paul
Cc: Schauber, Ann
Subject: RE: Cat. I MAIS

Paul,
Thank you for your feedback on our Category I proposal to add an MSIS and modify the MAIS program. I wanted to respond to your concerns.

We agree that many disciplines have interdisciplinary aspects. We understand your concern that two required courses for the MSIS and MAIS program may appear to be too general. We are, however, designing the two courses to be specific to each student's chosen course of study.

Our understanding is that many graduate programs have a course which introduces the student to graduate studies at OSU. Most current MAIS students do not have an opportunity to take such a course. In my advising of MAIS students, I am finding many of them lacking the basic understanding of the graduate study process and eager to find other graduate students who are also doing interdisciplinary work. The one credit first term IST 511 course is designed to meet these two needs.

The IST 512 course is intended for students to develop their full proposal for their thesis or research project. This course is currently designed to include the student's major professor along with the student in their proposal development. Thus, our intention is to deliver a course which meets each student's individual needs.

Thanks for your attention to our Category I proposal,
Ann Schauber

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
<http://extension.oregonstate.edu/staffdev/diversity.php>

Project Director, National Extension Diversity Center
<http://www.ediversitycenter.net>

ph: 541-737-2315 fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu

-----Original Message-----

10/12/2005

From: Farber, Paul
Sent: Tuesday, August 23, 2005 10:22 AM
To: Schaubert, Ann
Subject: Cat. I MAIS

Thanks for sending the MAIS and MSIS cat. I document. I think making the split makes sense. My only reservation is the requirement of two core courses on interdisciplinary studies. I think that graduate work tends to be fairly specialized and that many of the so called "disciplines" are quite interdisciplinary. I think that two courses that are designed to be for everyone is likely to be little value to anyone because it will have to be done in a very general fashion. I am unconvinced that there is a subject, "interdisciplinary" studies that is coherent. The student would be better off working with an advisor to craft a program that makes sense and make it tailored to fit the student's interests and needs. Paul Farber

Paul Lawrence Farber
OSU Distinguished Professor and Chair
Department of History
Oregon State University
Corvallis, OR 97331
541 7371273

Schauber, Ann

From: Schauber, Ann
Sent: Tuesday, October 11, 2005 3:36 PM
To: Shaw, Susan
Cc: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

Hi Susan,

I wanted to respond to your concerns about our Category I proposal.

The reason that we have a language requirement for the MAIS students and not for MSIS students is simply to bring the MAIS/MSIS degrees into alignment with all other MA/MS degrees at OSU. It is up to the student to decide if he/she wants an MAIS or an MSIS degree.

Thanks for your feedback on the Category I proposal,
Ann Schauber

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
<http://extension.oregonstate.edu/staffdev/diversity.php>

Project Director, National Extension Diversity Center
<http://www.ediversitycenter.net>

ph: 541-737-2315 fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu

-----Original Message-----

From: Shaw, Susan
Sent: Tuesday, August 23, 2005 10:21 AM
To: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

Hi, Ann. Thanks for all your hard work on this. I may have read it too fast--but is it up to the major department to decide whether it will accept students as MAIS or MSIS? As I mentioned before in our meetings, I'm worried about students opting for the MSIS to avoid the language requirement. So I'm wondering, then, for example, could the English Dept. say any student doing a primary area in English must do an MAIS? I just can't imagine allowing a student to do, for example, an MSIS in English, Philosophy, and Music. Or if a student wants to do an MSIS in Women Studies, can we require that student to do more statistics classes than an MAIS student?

Thanks.

S

Susan M. Shaw, Ph.D.
Director
Women Studies
Oregon State University
Corvallis, OR 97331
541-737-3082

From: Schauber, Ann
Sent: Monday, August 22, 2005 12:20 PM

Schauber, Ann

From: Flick, Larry
Sent: Monday, August 22, 2005 5:46 PM
To: Schauber, Ann
Subject: Re: Curriculum liaison for adding and MSIS degree

Ann,

The proposed additions/revisions to the MAIS to include the MSIS can only serve to strengthen their program. I think both tracks of the MAIS/MSSIS will suit students who intend to start our program.

Thank you,
 Larry

On Monday, August 22, 2005, at 12:19 PM, Schauber, Ann wrote:

August 22, 2005

TO: All Academic Department Heads

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: Curriculum Liaison for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS)

and revision of the MAIS Degree. I have also attached a one page summary of the Cat I proposal.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Your department is affected because any field of study at OSU may be chosen as one of the fields for this interdisciplinary degree.

Please review the attached materials and send your comments, concern, or support to me by September 22, 2005. Your timely response is appreciated.

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

Thank you for your time and input.

<<Cat 1.pdf>> <<Quick Summary of the Cat I proposal.doc>>

Ann C. Schauber, Oregon State University
 Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
<http://extension.oregonstate.edu/staffdev/diversity.php>

Project Director, National Extension Diversity Center

Schauber, Ann

From: Hooker, Karen
Sent: Tuesday, August 23, 2005 9:02 AM
To: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

Ann,

The proposed changes look as though they will strengthen the support for the student's curriculum and program.
Good luck!

Karen Hooker, Ph.D.

Professor, Human Development & Family Sciences
Director, Center for Healthy Aging Research
321 Milam Hall
Oregon State University
Corvallis, OR 97331
541.737.4336/1076 (fax)
hookerk@oregonstate.edu

-----Original Message-----

From: Schauber, Ann
Sent: Monday, August 22, 2005 12:20 PM
To: Boggess, Bill - AREC; Thompson, Greg; Males, James; McMurray, David; Folts, James; Ho, Pui Shing - ONID; Bolte, John; Arp, Dan; Coakley, James - COB; Williamson, Kenneth J.; Keszler, Douglas; Shintaku, Rich; Stern, Sam; Ibrahim, Farah; Karow, Russell; Burns, Leslie; Nielsen, Roger; Martins, Carlos - ECONOMICS; Bose, Bella; Daugherty, Tracy; Coakley, Stella - CAS; Curtis, Larry; Gonzales-Berry, Erlinda; Wilcox, Anthony; Edge, W. Daniel; McGorin, Robert; Krause, Joseph; Tesch, Steve; Walstad, John D.; Adams, Tom; Nielsen, Roger; Hooker, Karen; Farber, Paul; Azarenko, Anita Nina; Aldwin, Carolyn; Billo, Richard; Warnes, William; Showalter, Ralph; Batten, Belinda; Dreher, Theo; Carlson, Marlan; Reyes, Jose N; Duncan, Robert; Kradjan, Wayne; Campbell, Courtney; Jansen, Henri; Breen, Patrick; Lunch, William; Bernieri, Frank; Harvey, Marie; Krueger, Bill; Flick, Larry; Edwards, Mark; Iltis, Robert; Smythe, Robert; Bermudez, Luiz; Gelberg, Howard; Shaw, Susan; McLain, Tom; Ruben, John
Cc: Rettig, Bruce; Schauber, Ann
Subject: Curriculum liaison for adding and MSIS degree

August 22, 2005

TO: All Academic Department Heads

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: Curriculum Liaison for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS)

and revision of the MAIS Degree. I have also attached a one page summary of the Cat I proposal.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Your department is affected because any field of study at OSU may be chosen as one of the fields for this

Schauber, Ann

From: Schauber, Ann
Sent: Tuesday, October 11, 2005 3:26 PM
To: Burns, Leslie
Cc: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

Dear Leslie,

Thank you for your feedback about the MAIS/MSIS CAT I proposal. The following is my response to your concerns.

The Interdisciplinary Allocation Budget administered by the graduate school for the last year addresses this "inequity" in headcount. Hopefully, this will open up the possibility for MAIS/MSIS students to consider a field of study from your department.

In regard to admission standards to qualify for the MAIS/MSIS program, our MAIS/MSIS admissions screening committee will be developing criteria as their first business item once the committee is formed.

We agree that "mastery" in a field is rarely possible within 45 credits. We see the "mastery" occurring withing the "narrowed focus" of the student's research project or thesis. This narrowed focus will incorporate relevant portions of the body of knowledge which resides in three fields of study. For example, one student is studying the use of theatre arts to increase the health and wellness of seniors living in long-term care facilities. Thus, she will focus on relevant literature in theatre arts, gerontology, and health and wellness to create an integrated outcome. She will have a "mastery" in involving the elderly in theatre arts programs.

In regard to your comments on the syllabi, we agree with your concerns and we are modifying the two syllabi to address these issues and make our intended meaning clearer.

Thank you for your feedback,
Ann Schauber

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
<http://extension.oregonstate.edu/staffdev/diversity.php>

Project Director, National Extension Diversity Center
<http://www.ediversitycenter.net>

ph: 541-737-2315 fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu

-----Original Message-----

From: Burns, Leslie
Sent: Wednesday, September 07, 2005 11:14 AM

To: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

Dear Ann,

Here are the comments/questions on the Category I proposal from the Department of Design and Human Environment:

Overall, the Department of Design and Human Environment is supportive of the proposal for an addition of an MSIS degree and a re-vamping of the MAIS degree. For the past few years, DHE has not agreed to be a lead department for MAIS students. This was because these students were not included in our headcount for graduate students and yet faculty spent as much time with these students as with students receiving an MA or MS in DHE. Our current involvement with MAIS students (and with MSIS students if this proposal is approved) will be discussed by the DHE faculty this academic year. It will be important that how MSIS and MAIS students "count" for departments is clearly articulated.

Although there is discussion of a stricter review of applicants, the proposal needs to develop criteria by which they will evaluate the applicant's ability to integrate. In other words, for those individuals who are reviewing the application they need a set of criteria to use.

Also, in their learning outcomes they state students will have mastery of the subject matter in the three fields. We are not sure our master's students have "mastery;" if this is what is meant then there needs to be discussion of how this can be achieved in 45 credits.

Use of word methodology is problematic in several places including the syllabi. Methodology is study of methods; we believe in most places where it is used, the correct word would be method. Students are learning methods and using methods; they are not themselves (generally) embarking in a methodological study.

In the syllabus for IST 511 -- it is not clear how students will be taught to integrate and synthesize information. The student projects need to be described and there needs to be a discussion of how learning is expected to occur in more detail.

For IST 512 -- use of terms is problematical. The word portfolio should not be used when what is meant is proposal. And it is critical that a research proposal be a part of this course, so I strongly recommend, so there is no confusion, that the word portfolio not be used.

Another area of terminology confusion is in the Course Topic list, item 4. It currently reads -- "Instrumental, strategic, and pragmatic forms vs. critical and reflexive forms of interdisciplinary study" -- these terms either need to be defined or changed. What I hope this means is that the students will learn about a variety of inquiry paradigms including positivism, interpretive approach, and the critical science approach.

Best wishes as you move forward with this proposal.

Leslie Burns

Leslie Davis Burns, Ph.D.
Professor and Chair
Design and Human Environment
224 Milam Hall
Oregon State University
Corvallis, OR 97331
Ph: 541-737-0983
Fax: 541-737-0993
Leslie.Burns@oregonstate.edu

Draft

Introduction to Interdisciplinary Graduate Studies

IST 511 Syllabus

Course Information

1 Credit, offered Fall, Winter, and Spring Terms

Instructor Information

Dr. Ann C. Schauber
Director of Interdisciplinary Studies
347 Snell
541-737-2315
ann.schauber@oregonstate.edu

office hours: tbd

Course Description

This first term graduate course is designed to support the student in understanding and navigating the interdisciplinary graduate study process. The course will introduce the methods of interdisciplinary study which include dialogue, process, inquiry, transformation, interaction, construction, and negotiation. Students will participate in group dialogues as a means of practicing interdisciplinary inquiry. Dialogues will be focused on student's programs of interest.

Course Objectives

The objectives of this course are to:

- Introduce new MAIS/MSIS students to the processes and practices of graduate study at OSU;
- Build a supportive graduate community;
- Introduce students to research resources;
- Develop an understanding of what interdisciplinary study requires;
- Begin to deepen focus of inquiry for each student.

The class may vary in format. Some terms the class will meet for five weeks for two hours each week. Other terms the class will meet for ten weeks for one hour each week.

Desired Student Outcomes

Students will

- Have a clearer understanding of what is involved in completing a master's degree;
- Know where to find research resources at OSU and throughout the web;

- Feel connected to a group of graduate students with whom they can seek support and encouragement throughout their time at OSU;
- Gain a deeper understanding of what interdisciplinary study is and what the process of synthesis entails;
- Begin to focus individual interdisciplinary inquiry.

Proposed Schedule of Course Topics

Week 1 – Building an Interdisciplinary Community of Scholars

Week 2 – What is graduate study – how to navigate the system

Week 3 – Learning Styles and Differences – Working effectively with faculty

Week 4 – Resources at your fingertips

Week 5 – The process of integrating three fields of study

Week 6 – The thesis or the research project

Week 7 – Developing and focusing the inquiry:

Week 8 – Student presentations on interdisciplinary nature of their graduate studies and intended outcomes

Week 9 – Student presentations continued

Week 10 – Final student presentations and course evaluation/closure.

Course Requirements

1. Readings and mini assessments as assigned
2. Complete a web search using online journals and other OSU electronic resources
3. Presentation on interdisciplinary focus of course of study
4. Completion of first draft of Program of Study

Resources

MAIS/MSIS Student Handbook

**Proposed Course Outline for a Course Addressing
INTERDISCIPLINARY STUDY
for the MAIS/MSIS degree
IST 512: Applying an Interdisciplinary Perspective**

This course adheres to all OSU academic regulations as found in the *Schedule of Classes*. Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

1. COURSE INFORMATION:

Term, class meeting dates and times, room location

2. INSTRUCTOR INFORMATION:

Name, OSU address, office hours, phone number, fax number, and email address

3. COURSE DESCRIPTION:

This course is designed to help students in Master of Interdisciplinary Studies program develop knowledge and skills in theory, research methods, and practice of approaching problems, issues, or events from an interdisciplinary perspective. The course is concerned with the process of research -- from the selection of the research topic to the dissemination of research findings. The course involves reading, evaluating, and writing research proposals, learning about submitting proposals for funding, and discussing ethical issues involved in conducting research. We will discuss issues concerning selection of a research topic, methodology and data collection, data analysis and interpretation, ethical and political aspects of research, and finally writing for publication. The primary assumption here is that the best way to learn about interdisciplinarity is to actively engage in interdisciplinary thinking. Through developing and writing a research proposal you will be able to synthesize and critically evaluate information and perspectives from different disciplines.

4. COURSE OUTCOMES:

- Students will be able to define interdisciplinarity for themselves for their areas of study
- Students will be able to analyze other interdisciplinary projects through in class peer review process
- Students will be able to identify possible sources of funding
- Students will develop a Proposal that will prepare them for their thesis or project
- Students will prepare an annotated bibliography of relevant sources for their literature review

5. COURSE TOPICS:

1. History of development of disciplines
2. Approaches and their Defining Characteristics: Multidisciplinary, Interdisciplinary,

3. Transdisciplinarity
4. Problems as a Focus for Interdisciplinary Study
5. Developing the holistic perspective through breadth, depth, and synthesis
6. Selection of a research topic, methodology and data collection, data analysis and interpretation, ethical and political aspects of research, and finally writing for publication
7. Communicating across disciplines

6. RESOURCES:

7. COURSE REQUIREMENTS & ASSESSMENT:

Course Assignments

1. Contribute to the construction of a template for analyzing readings, guest speakers, etc. Turn in template for each reading assignment, analysis of peers' work, and/or guest speaker presentation

Instructor assessment: See attached scoring guide

Peer assessment:

Due Date:

2. Develop a proposal:

Proposal sections:

- a. Identifying the topic
- b. Defining the scope of work—what are the limits?
- c. Literature Review—annotated bibliography of salient readings (consult with major professor); submit copies of the readings with bibliography
- d. Known, Knowable, Unknown
- e. Methods
- f. Executive Summary
- g. Identifying sources of funding
- i. Develop an IRB protocol for the project

Instructor assessment:

Peer assessment: See attached scoring guide

Due Date:

Attendance/Participation	15
Analysis Templates (4)	10 each = 40 total
Portfolio	35

Total 100 points

Grades in the Class will be computed as follows:

95 -- 100 %	A	80 -- 83 %	B-
90 -- 94 %	A-	74 -- 79 %	C

84 -- 89 % B 70 --73 % C-

2. Six sections of a research proposal

Enclosed is a list of primary sections in a "standard" research proposal. For each week you will write a section of your research proposal and make sufficient copies of the write up to share it with the class. Each section should not exceed three double-spaced typed pages. Obviously, you will receive copies of the sections written by other class participants. Over the weekend you will read those section descriptions and prepare for discussion. Because the course is organized to provide feedback on each section of your research proposal, it is necessary that you submit each section in a timely manner. We will not discuss late proposal sections in a later class meeting and late proposal sections will not receive class credit.

3. Research proposal Based on suggestions and comments on your proposal sections throughout the term, you are to write a research proposal according to the guidelines provided in class.

Schedule of Course Topics and Assignments

Date	Topic	Readings	Crse Objectives
Week 1	-An Introduction to Approaches and their defining characteristics: multidisciplinary, interdisciplinary, Transdisciplinary - Presentation of models from the course instructors' fields of interdisciplinary study.		
Week 2	-Evaluating interdisciplinary proposals We will constitute ourselves into two or three groups of "experts" to evaluate proposals for funding and to assess their success in interdisciplinary perspective. Developing a template to assess interdisciplinary research proposals.		
Week 3	Problems as a Focus for Interdisciplinary Study Instrumental, Strategic, and Pragmatic Forms vs. Critical and Reflexive Forms of Interdisciplinary Study		
Week 4	Reading and Evaluating: Ethics and human subjects Submit Introductory problem statement	Read Statement on Problems of Anthropological Research and Ethics ; Role and Function of the Committee on Ethics ; Rule and Procedures ; Draft AAA Code of Ethics ; Ethical Obligations and Federal Regulations in Ethnographic Research and Anthropological Education by Murphy & Johannsen)	
Week 5	Reading and Evaluating Introductory problem statement Submit Theoretical background		
Week 6	Reading and Evaluating Theoretical Background: Submit Research methodology, plan, time line, and budget	(read Informed Consent in Anthropological Research: We are not Exempt by Fluehr-Lobban)	
Week 7	Reading and Evaluating Research methodology, plan, time line, and budget Submit Significance and conclusion	Section on ethics and human subjects due on	
Week 8	Reading and Evaluating Significance and conclusion		
Week 9	Sample proposal presentations Learning to use technology for presentations	List of possible publications due on	

	Thesis writing, Project writing, Paper writing, and writing for Publication		
Week 10	Presentations: Full proposal	Final version of research proposal due on	

Sections of a "Standard" Research Proposal

A. Project Statement

- i. Introductory statement
- ii. Theoretical background
- iii. Research methodology and plan (time line and budget)
- iv. Significance and conclusion

B. Statement on Ethics and Human Subjects

C. Dissemination of Results

- i. List of possible research publications

Proposal Evaluation Guidelines

The purpose of our funding agency is to support innovative scientific and scholarly research in all branches of anthropology. Although all of us (experts) are not anthropologists, we are well equipped to spot a "worthy" proposal in a clutter of badly written, vague, and simplistic proposals. In order to reduce "subjective evaluation," we have developed the following set of criteria for rating these proposals.

1. Clearly written
2. Complete information provided on research topic, objectives, and research methodology (presents a well-planned research process)
3. Clear evidence of and justification for interdisciplinary thinking
4. Justification for using specific research techniques clearly presented
5. Relevant literature on the topic is reviewed (shows a clear promise of developing a theme which will add to the scholarly understanding of the subject area of research)
6. Research goals are realistic and can be achieved in the allotted time for research (12 to 18 months)
7. Represents original thinking
8. Relevant research topic (addresses an issues or issues of general importance to scholars within one or more disciplines)

There are two options under the MAIS/MSIS program

Option A. Thesis option. The thesis is a systematic study of a significant problem which integrates knowledge from the three fields. The requirement is 6 to 9 credits of thesis to be registered in the primary field i.e. (as 503).

Option B. Project option. The project is a significant undertaking which integrates the knowledge from the three fields into a working deliverable such as a curriculum, a film, an exhibit or product which addresses the student's interdisciplinary issue or problem.

- a. What specific learning outcomes will be achieved by students who complete this course of study?

Evidence of ability to integrate two or more disciplines in the study of a problem or issue.

Ability to articulate a researchable question that requires the integration of 3 fields of study and that cannot be addressed from a single, disciplinary perspective.

Generation of a final, culminating project or thesis that makes measurable progress toward understanding of the interdisciplinary issue or problem identified by the student.

Mastery of disciplinary subject matter in 3 fields of study sufficient to support the scholarly study of an interdisciplinary issue or problem.

Required Readings:

Klein, J. (2004). Disciplinary origins and differences. Paper presented at the 2004 Fenner

Conference on the Environment. Canberra, Australia. Accessed January 27, 2005.

<http://www.science.org.au/proceedings/fenner/klein.htm>

GRADUATE COUNCIL MEETING

January 19, 2006

3:00pm, MU 212

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McMullen, Proebsting, Rettig, and Tadepalli

Absent: Gupta, McCandless, McLain, Rockey, Unsworth

Guests: Martin Fisk, Doug Markle

1. Minutes from the Meeting on December 1

The minutes from the Graduate Council on December 1, 2005 were approved as distributed.

OLD BUSINESS

MAT Cascades Campus

Hal Koenig (College of Business) reminded the Council that at its December 1 meeting, members raised concerns over the library holdings documentation within the College of Education's proposal for a Master of Arts in Teaching degree on the OSU Cascades campus. Koenig told the Council that that issue has been resolved.

Koenig also informed the Council that the Curriculum Committee, which is reviewing the undergraduate version of Education's proposal, had even greater concerns over the proposal's lack of detailed documentation. They felt that the School of Education had not provided enough information for the Committee to make an informed decision.

In order to prevent future submissions of similarly incomplete proposals the co-chairs of the Curriculum Committee are planning to modify a document found on the OUS website (unmodified document appended to these minutes) and adopt it for their use. The revised document will outline the information that is to be submitted in support of requests for approval of delivering existing academic program(s) to the Cascades campus. With the growth of the Cascades campus will come an increase in the number of new program proposals. Curriculum Committee hopes the new procedures will assist them in getting the information they need to make decisions in a timely fashion.

Koenig informed the Council that they might want to consider inviting the co-chairs of the Curriculum Committee to meet with them in order to discuss their new procedures once they have been formalized.

Sally Francis (Graduate School) asked Koenig if he is suggesting asking the Council to consider revising the Council's MOU (Memorandum of Understanding) clarifying the OSU-Cascades approval process for establishing existing OSU Degrees and Certificates on the Bend campus.

Bruce Rettig (Graduate School) explained to the Council that if a unit's new program proposal includes a graduate program, Graduate Council is asked to endorse it before it can proceed to the Curriculum Committee. Therefore it would be useful for the Curriculum Committee to articulate to the Graduate Council what they propose to do so that we may decide how we may wish to proceed. Rettig suggested that either the co-chairs of the Curriculum Committee could attend a Graduate Council meeting or they could write up whatever it is that they are proposing and forward it to the Graduate Council for review. Rettig indicated that he felt that it would be more effective if our respective procedures were aligned.

2. Follow-up Report of the Master of Arts in Applied Anthropology

Martin Fisk (Oceanic and Atmospheric Sciences) joined the meeting. After introductions, Koenig informed the Council that the report that Fisk came to present is actually the second follow-up report prepared after the full review of Anthropology's graduate programs conducted in 2002. Fisk further explained that he was the chair of the original review panel which also included Tom McLain and that the two of them were assigned to conduct the two follow-up reviews.

Fisk reported that in 2004, at the time of the first follow-up review, John Young was Chair of the Anthropology department and it appeared to Fisk and McLain that not much effort had been made toward following the recommendations made by the review panel in 2002. Graduate Council heard the first follow-up report and though the Council accepted the report they ordered that a second follow-up review be prepared in a years' time.

In preparing for the second report, Fisk and McLain met with David McMurray, currently interim chair of Anthropology, after first sending him all the previous reports including the response to the first follow-up report from John Young to the Graduate Council. Fisk learned that David McMurray had not previously seen any of these documents and therefore should probably not be held accountable for any progress or lack of progress the department has made toward addressing the review panel's recommendations.

In the original review, there was strong concern over the extended length of time Anthropology students took to complete the master's degree. Fisk reported that the department has recently instituted a four-year time limit.

Another issue raised in the original report was the amount of graduate student debt acquired while in the program due to the very limited funding offered. Fisk reported that Anthropology has addressed this by limiting the number of new Master's students entering the program and by obtaining additional Teaching Assistantships. The Department has also secured two Ph.D. assistantships (and will limit the number of entering Ph.D. students to two this fall). Overall Fisk and McLain were happy to see that the change in management has changed the outlook for the department.

In their report they concluded that they felt that the department was on the right track. Fisk concluded by mentioning that McMurray informed him that he would like to meet with Sally

Francis to propose that the program undergo another full review earlier than previously scheduled.

Theresa Filtz (Pharmacy) asked Fisk about the previous student funding issues in Anthropology. She also asked Francis if it is now a priority with the university to at least partially fund Master's Students so that they will not fall into such great debt. Francis responded that it is not and that the concern with funding master's students was specific to Anthropology because the program admitted many more students than they could support and the funding problems were compounded by students' extended time to degree (often over seven years).

Rettig related that since McMurray has become Chair, he has received many calls from him and briefly described one discussion regarding time to degree. McMurray had asked Rettig if Anthropology could set an even shorter official time limit than the seven-year limit set by Graduate Council. Rettig reported that he sees a positive shift in thinking in the department. He feels that McMurray is serious about improving his programs.

Starr McMullen (Liberal Arts) expressed her concern that McMurray had not previously seen the review reports before Fisk had forwarded them to him. She asked if the 2002 review report was not shared with the Anthropology faculty. Fisk answered that he assumes that the report never left John Young's desk. When McMullen expressed her concern, Francis assured her that in her experience most department heads are eager to share the report with their faculty and special retreats are often scheduled to discuss them.

McMullen asked Fisk about the three Ph.D. program concentrations being dropped in favor of bringing in two students and noticed that the department also dropped some required courses for the master's degree. McMullen asked if the department switched those courses over to the Ph.D.. Fisk answered that he recalled that in the original review, the reviewers felt that the new Ph.D. program was too big a fish to swallow and he thinks that the department now recognizes that too and they are now focusing on a package that they can actually accomplish. Fisk told McMullen that he did not know if the Master's courses were moved to the Ph.D. program. McMullen explained that what she is wondering about is what courses the first Ph.D. students are going to take. She asked Fisk if Anthropology has Ph.D. courses or will the incoming Ph.D. students just be doing independent study.

Rettig reported that when the original CAT I proposal came before the Graduate Council the Anthropology department committed to a number of graduate stand alone courses in order to meet the 50% rule.

Francis asked Fisk to clarify an item on one of the report's attachments which indicated that with the institution of the new four-year time limit, 30 of the 75 MA students would be cut. Francis asked if there would be a phase-in process and asked how students would be notified. Fisk answered that his feeling is that there would not be any cutting done, but that the students who have been in the program too long a time are being told that it's time to finish up. They will have the opportunity to finish. Fisk explained that the unit intends to shrink the program by not admitting as many students as was their custom.

McMullen informed the Council that she is concerned that units in the CLA often want to add new programs, which require more resources, without realizing that some other budget would have to be cut back. She is concerned about Anthropology's budget. Fisk remarked that Anthropology is also concerned about the costs involved with starting the new program.

Discussion was held concerning possibly revising the timing of Anthropology's next review. Koenig reported that one thought was that the Council might want to move the report up. Francis reported that a five year OUS review of the new Ph.D. program would be scheduled and that the executive committee of the Faculty senate had recently called for a three year internal review of all new programs as well. Francis recommended that she talk with McMurray to see if those reviews would satisfy his department's need.

A motion to accept the follow-up report as submitted was moved and seconded. All voted in favor. Motion passed.

Fisk and McMullen left the meeting.

3. Follow-up Report of the Master of Science in Environmental Health and Occupational Safety Management

Doug Markle entered and introductions were made.

As background information Markle told the committee that he and Barbara Bond were assigned both to the original Graduate Council review panel and to the follow-up committee. The original review of Public Health occurred in 2003 with the reviewers making fifteen recommendations and one procedural recommendation.

Markle first described the procedural recommendation. The original review reviewed only one degree program in a department that had six different degree programs. The reviewers felt that expecting the Graduate Council to review individual degree programs in a multi-program department and for the department to have to deal with that is neither desirable nor efficient. Therefore they recommended working with the department to coordinate their accreditation review with a Graduate Council program review of all their graduate degree programs.

Markle told the Council that at the time of the original review, the department of Public Health was going through tremendous changes. They were contemplating completely dropping the undergraduate program, increasing the number of graduate students, decreasing the number of graduate teaching assistantships and increasing the number of graduate research assistantships. The department planned to take the money being saved on GTAs to hire new faculty and increase faculty research funding. The department would be changing from a faculty doing a fair amount of undergraduate teaching to a faculty doing graduate teaching and research only. Markle alerted that Council that many of these departmental changes have come to pass and therefore some of the recommendations made during the original review no longer apply.

The reviewers' first recommendation was to consider moving the EHOSM MS students into the MPH (Master in Public Health) program. The reviewers believed this to be a good idea because

the MS in EHOSM was a non-accredited program with few students (about ten). Markle remarked, however, that this program's graduates had a very high placement rate. The MPH program was a larger, accredited program very highly ranked in the country. It also had five different tracks including a dormant track in Occupational Health and Safety. The reviewers therefore believed that incorporating the EHOSM program into the MPH made quite a bit of sense. Markle reported that instead of precisely following this recommendation the department decided to start a new MPH track and are retaining the MS degree in EHOSM. They wanted to keep the EHOSM

program because it is tied to a fellowship and they believe it is successful in servicing students wanting to get jobs in the private sector. Markle remarked that by having such similar program names, the department of Public Health could be confusing applicants (the MPH degree is in occupational environmental safety and health and the MS degree is in environmental health and occupational safety management).

The second big recommendation was to eliminate the MS in Public Health (not the same program as the MPH: Master of Public Health) partly because there were only two students in that degree program at the time of the review. Although this recommendation is still under discussion in the department, Markle feels it is likely that the MS in Public Health will be eliminated within a year or so.

Markle told the Council that there were a few student complaints heard during the review concerning the department's instrumentation courses. The problem was that the college did not have the instruments needed to provide students with hands-on experience. Since the time of the review, one of the courses has been eliminated. Additionally, it is now the department's policy to make it very clear to students that if they want experience with mass-spectrometers and other instruments they will need to go somewhere else. In addition the department encourages internships which usually include some instrument training.

Another recommendation was for the department to consider new ways to promote cohesion among the graduate students. At the time of the review the MPH program had many more students and they were more cohesive than the EHOSM students who were primarily non-traditional students (part time, with part time jobs). The acting department chair feels that there is more student cohesion with the department's institution of a new mentoring program.

Because of the department's rather dramatic change to a focus on graduate research, the review panel recommended that the department needs to make promotion and tenure expectations clear to entering junior faculty (who would naturally be held to a different standard than the faculty who joined the department before the change). Markle reported that the Department chair directly mentors new faculty on a one to one basis and though the department has no written Promotion and Tenure guidelines, new hires are directed to the university's P&T guidelines.

Although the department has always been successful in obtaining external support for students, the review committee recommended that with their move to a research focus the fundamental priority of the faculty should remain scholarship over grantsmanship. Fisk reported that the Dean and the Chair recognize the distinction and encourage both.

At the time of the original review, there was some confusion concerning whether or not chemistry was needed for admission to these degree programs. The reviewers felt that chemistry was absolutely needed. Markle reported that the department now requires introductory chemistry and organic chemistry and works on a case by case basis to ensure deficiencies are corrected before students begin the program.

Markle concluded his report by briefly touching on Public Health's efforts made toward some of the other recommendations. He also expressed his and McLain's excitement that the department's dramatic switch to an all graduate research focus appears to have been successful. Markle told the Council that Public Health did maintain a minor although the undergraduate program was dropped.

Koenig called for questions.

Prasad Tadepalli (Engineering) asked Markle about the differences between the Public Health programs with the similar names. Markle confessed that it was frustrating to learn how the department differentiated the degrees and he believes that the similar names are a bit of a problem for them. Markle reiterated that the MS in EHOSM was retained because the department felt that the program had a definite role to play while the review panel thought that a certificate program in EHOSM would have been an excellent replacement.

A motion to accept the follow-up report as submitted was moved and seconded. All voted in favor. Motion passed.

NEW BUSINESS

Graduate Student Conference

Francis informed the Council of plans the ASOSU Graduate Student Affairs Task Force Director, David McCandless, has made to redesign the annual Graduate Student Conference for which he is responsible. Instead of the past format featuring presentations of students' scholarly accomplishments throughout the day, workshops will be offered on topics such as building a curriculum vita or designing a poster presentation. Francis asked the Council to recommend additional appropriate workshop topics and/or recommend people who would be able to present a workshop. Francis will forward the suggestions to David McCandless. The Conference has been set for May 24, 2006.

Integrative Graduate Education and Research Traineeship Program (IGERT)

Francis informed the Council of the new change in NSF submission guidelines for the IGERT. Institutions are now restricted to nominating a maximum of four proposals.

Jack Higginbotham (Research Office) asked Francis to propose to the Graduate Council that its members review and decide which four OSU proposals will be submitted. Council members agreed that they would cooperate and discussed possible processes. It was agreed that all members would read the proposals and rank them (#1 being the top/best). The rankings will be

forwarded to Helene by February 13th and the Council will discuss the rankings and decide which four proposals will be submitted at its meeting of February 16th.

The meeting adjourned at 4:19 pm.

Proposal for Delivery of an Existing Program to a New Location

This document outlines the information that is to be submitted in support of requests for approval of delivering existing academic program(s) to new location(s).

1. Program Description

- a. Program title, level, and delivery sites.
- b. Department and school/college that would offer the program. Include the name of the institution program coordinator.
- c. Briefly describe the academic program. List all course titles, including number of credits.
- d. Indicate in what ways the proposed program at the new location(s) will differ from the on-campus program.
- e. List any special requirements or prerequisites for admission to the program at the new location(s).
- f. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to accredit the program at the proposed new location(s)?

2. Demand

- a. List any similar programs offered at the proposed or nearby location(s).
- b. Provide evidence of need for the program at the new location(s).
- c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

3. Personnel

- a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program to the proposed location(s). Will new faculty be needed?
- b. Estimate the number and type of support staff needed to provide the program at the new location(s).

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
- b. Indicate how library needs will be met.
- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases).

5. Alternative Delivery Methods/Formats

- a. Are alternative delivery methods being used (e.g., telecommunications)? Please describe.
- b. Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)? Please describe.

6. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the “Budget Outline” and “Budget Outline Instructions” forms on the Forms and Guidelines Web site.)
- b. If grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?
- c. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional program, including the on-campus program? If so, in what ways?
- d. If the program will be financed from existing resources, specifically state:
 - i. what the budgetary unit will be doing as a result of the new program that is not now done, in terms of additional activities, and
 - ii. what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.

vs:022698

OUS Office of Academic Affairs
June 5, 200298

Second Follow-up Review of the Masters of Arts in Applied Anthropology

(M.A.A.A)

December 2005

The Masters degree program in applied anthropology was reviewed in 2002 by the Graduate Council as part of the regular cycle of graduate program reviews. In 2004 a routine follow-up review was conducted and the Graduate Council discussed that report. The Graduate Council recommended that a second follow up review be conducted in the 2005-6 academic year.

Thomas McLain (representing the Graduate Council) and Martin Fisk (Chairman of 2002 Review) met with David McMurray the new chairman of the Anthropology Department on December 20, 2005 to discuss the previous two reviews and the response by former Anthropology Chairman, John Young. Professor McMurray indicated that he had not seen the 2002 or 2004 reports of the Graduate Council reviews prior to being contacted for our meeting. The issues discussed were streamlining the curriculum, improving time to completion of degrees, student funding, faculty composition and productivity, grant funding, departmental budget, and planning for the new Ph.D. program. David provided several handouts to facilitate the conversation and to address several key points. These are attached.

The number of graduate level world culture courses has been significantly reduced which was a recommendation in the 2002 review.

The department is making efforts to reduce the time to completion of masters degrees and recently instituted a limit of four years for completing the MA. Current students, who are not active, and grandfathered against the continuous enrollment policy, have recently been notified of this time limit. New students are now given copies of "Normal Progress Guidelines" and "M.A. Degree Timeline" documents (attached) and provided explicit guidance for filling out Programs of Study to minimize time of matriculation.

M.A.A.A. students are either self funded or funded by teaching assistantships or research grants. New GT A support for two students has been secured. Some funding is also available from e-campus courses. The department is limiting the admission of new M.A. students to only those that can be supported (typically 7 per year). For the Ph.D. program, which starts Fall 2006, funding has been secured for two students and only two students will be admitted.

The number of full-time faculty is presently eight, down from nine at the time of the 2002 review. Three senior faculty have retired, two assistant professors have been added, and a new faculty member will arrive in 2006. There are no impending retirements. The scheduled increase to 12.5 FTE mentioned in the proposal to establish the Ph.D. program will not be achieved in the next decade.

In an attempt to raise the level of scholarship by the faculty, the department chairman is offering financial incentives for faculty to publish results in the peer reviewed literature.

McLain and Fisk think that given the fiscal limitations and the number of faculty that the new chairman is making satisfactory progress in addressing many of the recommendations given in the 2002 review, and with the concerns expressed by the Graduate Council in January 2005. They recommend that McMurray discuss with Dean Francis some of the challenges with implementing the PhD program and the possibility of a three-year rather than a five-year review of that program.

Submitted by:

Dr. Martin Fisk, Professor, College of Oceanic and Atmospheric Sciences

Dr. Thomas McLain, Department Head, Wood Science and Engineering

Notes for MAAA (Anthropology) Review follow up Dec. 20. 2005

Presently 8 full time faculty; new hire starting Fall, 2006; five fixed term faculty teaching less than .5 fte each.

Efforts made toward streamlining the department:

- deleted from the course catalog ANTH 460/560; ANTH 439, 451, 432,587 and 411-419 plus all 511-519
- Program completion deadline for MA/MAIS of four years put into place which is cutting 30 of the 75 MA students from the program; restricting admission of new MA students
- dropped the three concentrations in the Ph.D. in favor of bringing in only 2 best candidates and only candidates with funding.

University Mission Compliance activities

- Received two GT As for international student mentoring (with Moira Dempsey) and to manage anth 208, 209 courses for study abroad students

Strategic Initiatives Activities

- Department has signed onto the Sustainable Rural Communities initiative
- Developing a Rural Studies Certificate
- Received support for 1 Ph.D. student
- Received research money for several grad and undergrad researchers

Improving Departmental Productivity

- Instituted summer research write up funds to cover one month writing time
- Instituted cultural anthropology field school development funds for both grads and undergrads
- Instituted a DeLoach Scholarship-like fund to allow grads and undergrads to work with profs. on projects
- Liberal travel money and classroom enhancement money now made available
- Instituted making classroom enhancement and travel money available to fixed term faculty

Improving Student Affairs

- increasing funding possibilities for grad students via greater ecampus involvement
- received two GT As in International Education
- instituted "Normal Progress Guidelines" for MA & MAIS Degree Timeline
- began a late fall term meeting with new students to go over program planning

Money Matters

- Library money in Ph.D. proposal = \$6,000/yr for 4 years. Who pays?
- TA support in Ph.D. proposal = \$10,000. Who pays?
- .5 position with education. No money.
- John's replacement? 50-50 chance
- Chance of increasing faculty numbers beyond PERS casualty replacements? Next to nil.

Normal Progress Guidelines

To encourage Anthropology graduate students to complete their educational program in a timely fashion, a set of benchmarks have been established. These normal progress guidelines help students assess their own progress. They also enable departmental administrators to identify problems early and to provide timely advice and assistance. Students who fail to meet normal progress guidelines risk losing their research or teaching assistantships and also may be dismissed from the program.

The benchmarks for M.A. and M.A.I.S. students are:

- Maintain a 3.0 grade average overall.
- Maintain a 3.0 grade average for courses in the program of study filed with the Graduate School.
- Maintain a 3.25 grade average for anthropology core courses.
- Complete required courses and the thesis within four years of entering the program. (Funding normally is available for no more than the first two years).

M.A. Degree Timeline

Students are encouraged to complete their educational program in a timely manner. To do this, we have provided the following suggestions:

- Anthropology core courses should be taken the first year.
- A thesis topic and your committee should be chosen before the 3rd term of your first year.
- All course work should be completed by the end of the 2nd year.
- The thesis defense date must be reported to the entire committee one quarter in advance of the defense.
- The major professor must receive the final thesis draft at least six weeks before the intended defense date.
- Your major professor must read your 1st draft and return it to you within three weeks.
- Register with the office staff (1) when you choose a defense date and (2) when you submit your final thesis draft to your major professor.
- The committee members must receive the final draft two weeks before the defense.

**OREGON STATE UNIVERSITY
GRADUATE SCHOOL
MASTER'S PROGRAM FOR THE DEGREE OF:**

MASTERS

Check One	<input type="checkbox"/> EdM <input type="checkbox"/> MA <input type="checkbox"/> MBA <input type="checkbox"/> MBE <input type="checkbox"/> MEng <input type="checkbox"/> MF <input type="checkbox"/> MFA <input type="checkbox"/> MOcE <input type="checkbox"/> MPH <input type="checkbox"/> MPP <input type="checkbox"/> MS <input type="checkbox"/> MSE
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Last Name (Family)	SAMPLE #1	First Name		Middle Init.		(Former)	
Day Phone #		ID#		Email Address			
Degree Now Held		When/Where Rcvd					

Major Dept.	Anthropology		
Check One:	Thesis <input type="checkbox"/>	Non-Thesis <input type="checkbox"/>	

Major	Applied Anthropology		
Minor	Integrated		

Transfer Symbol	G*	Title of Major Courses	Course		Cr.	Gr.
			Dept.	No.		
	G	Theory of Culture	ANTH	575	3	
		Natural Resources	ANTH	581	3	
		Ethnographic	ANTH	591	3	
		Cultural Ecology	ANTH	577	3	
		World Food	ANTH	582	3	
		Visual Anth	ANTH	596	3	
	G	Reading & Conf	ANTH	505	3	
		Cash, Class & Culture	ANTH	571	3	
		Wealth & Poverty	ANTH	584	3	
	G	Independent Study	ANTH	502	3	
	G	Research Design	ANTH	595	3	
	G	Uses of Anth	ANTH	585	3	
	G	Internship	ANTH	510	6	
	G	Thesis	ANTH	503	12	
Total					53	

Transfer Symbol	G*	Title of Minor Courses	Course		Cr.	Gr.
			Dept.	No.		
		World Views	PHL	543	3	
		Environ Politics	PS	575	4	
		Environ Soc	SOC	580	3	
		Nat-based tourism	FOR	553	3	
Total					13	

Transfer courses indicated:

Transfer Symbol	University
T1	
T2	
T3	
T4	

Total 4XX/5XX Program Credits	33
Total Graduate Standalone Credits	33
TOTAL CREDITS ON PROGRAM	66

Wrong Way – more courses than needed!

*Mark courses that will be graduate standalone with the letter “G” in this column.

MASTERS

Total 4XX/5XX Program Credits	21
Total Graduate Standalone Credits	24
TOTAL CREDITS ON PROGRAM	45

Right Way

*Mark courses that will be graduate standalone with the letter “G” in this column.

2004-05

Oregon State University
College of Liberal Arts

Budget Allocation Model Components

	SCH	Majors	Return to Research	Other	Total BAM	Initial Budget
English	\$ 2,311,577	\$ 142,628	\$ 82	\$ 54,662	\$ 2,508,950	\$ 2,431,028
Art	1,336,338	303,487	211	195,000	1,835,036	1,774,017
Foreign Language	1,425,155	72,573	-	19,940	1,517,668	1,488,067
Economics	1,166,881	86,304	879	91,563	1,345,627	1,741,545
Speech Communication	1,394,422	137,841	-	133,644	1,665,907	1,627,649
Anthropology	1,250,227	85,689	12,580	34,486	1,382,982	1,065,539
Psychology	1,305,819	275,681	16,113	4,000	1,601,613	855,063
History	872,083	117,051	3,038	223,531	1,215,704	1,611,725
Philosophy	1,030,281	50,932	860	95,857	1,177,930	1,033,219
Sociology	907,146	78,419	736	16,278	1,002,578	1,027,594
Political Science	604,691	135,079	8,119	-	747,888	949,164
Music	416,143	71,933	-	215,000	703,077	1,235,157
Liberal Study	84,581	325,037	-	-	409,618	110,704
Women Studies	362,324	-	10	32,556	394,890	372,310
Ethnic Study	274,894	11,689	420	-	287,003	459,129
New Media Comm	-	-	-	-	-	281,512
Dean, Adm Support	-	-	-	636,774	636,774	369,823
	<u>\$ 14,742,563</u>	<u>\$ 1,894,343</u>	<u>\$ 43,048</u>	<u>\$ 1,753,291</u>	<u>\$ 18,433,245</u>	<u>\$ 18,433,245</u>

a measure of Research grant
success relative to
others in CLA.

12/20/05

**GRADUATE COUNCIL FOLLOW-UP REVIEW OF
ENVIRONMENTAL HEALTH AND OCCUPATIONAL SAFETY
MANAGEMENT**

Department of Public Health

College of Health and Human Science

Oregon State University

1 December, 2005

GRADUATE COUNCIL FOLLOW-UP REVIEW OF ENVIRONMENTAL HEALTH AND OCCUPATIONAL SAFETY MANAGEMENT

This follow-up review of the Masters of Science program in Environmental Health and Occupational Safety Management (EHOSM) was conducted by Douglas Markle, College of Agricultural Science, and Barbara Bond, College of Forestry. We had a pre-review meeting November 17, received a written response to the recommendations contained in the original review on November 28, and met with the Chair, Marie Harvey, and program coordinator, Cathy Neumann, on November 29. Because of scheduling problems, Dr. Bond was unable to attend the November 29 meeting but provided questions and subsequent input to this review.

At the time of the original review, the program was contemplating substantial changes including: dropping the undergraduate program, increasing numbers of graduate students, decreasing GTAs, increasing GRAs, increasing faculty FTE, and increasing faculty research funding. The undergraduate program has been dropped but a minor in Environmental Safety and Health has been created. The Department and Program are still in transition but seem to have made considerable progress towards their goals. The original recommendations, written responses, and commentary follow.

Recommendations:

- 1) Consider moving EHOSM to the MPH degree. Currently the M.S. in EHOSM is a non-accredited degree program with minimal enrollment, approximately 10 students. In contrast, the MPH program is accredited, ranked second nationally, and enrolls approximately 82 students in three distinct tracks (Public Health Promotion and Education, Health Policy and Management, and International Health). Five other tracks, including Occupational Health and Safety, are approved under the MPH program, but are dormant. The review committee feels the M.S. in EHOSM would be better located under the MPH program in an EHOSM track. This recommendation would offer several important advantages detailed in our report.

Response: As of fall 2005, we began accepting students into a new Environment, Safety and Health MPH Track, as part of Oregon MPH Program. We are keeping our M.S. degree in EHOSM because it is part of a NIOSH fellowship and meets the needs of students who want to work in the private sector with industries.

Commentary: The M.S. program still has about 10 students and they are still easily placed in jobs after graduation, so the Department feels the program serves a legitimate academic need. The new MPH track has 6 students in its first year which is considered a very good start. The goal of increasing numbers of graduate students appears to be on track.

- 2) Consider eliminating the M.S. in Public Health. While this recommendation is admittedly beyond the “charge” of this committee, we feel the Department’s new direction makes this an opportune time to re-evaluate a traditionally low-enrollment (currently only two majors) program.

Response: Our Department is having on-going discussions on this topic and we will likely eliminate this degree sometime in 2006.

- 3) Re-evaluate some core courses. We encourage expanding the required core to include an environmental health course, such as H 540 (Environmental Health). The purpose of H 542 (Environmental and Occupational Health), required only for the Occupational Safety (OS) concentration, is not clear. This course would seem to duplicate the core required for H 545 (Occupational Health).

Response: Please see new EHOSM M.S. degree (below). This has been in effect since fall of 2004. We have completely revamped our program by merging the two concentration areas.

M.S. in Environmental Health and Occupational Safety Management (49 credits)

Required Core (28 credits)

H515 Research Methods (3) or H525 Principles of Epidemiology (3)
H524 Health Data Analysis (4)
H548 Public Health Toxicology and Risk Assessment (3)
H540 Environmental Health I (3)
H541 Environmental Health II (3)
H546 Industrial Hygiene Instrumentation (3)
H585 Environment, Safety and Health Policy and Law (3)
H588 Occupational Safety and Health (3)
H595 Design and Management for Environment, Safety and Health (3)

Thesis or Project H503 or H506 (6 credits)

MINOR (15 credits)

Commentary: This recommendation was from the outside reviewer and has clearly been implemented.

- 4) Evaluate effectiveness of internships as a substitute for courses requiring instrumentation (H543 and H546).

Response: H543 has been deleted when we streamlined our program above. H546 remains a part of the program and graduates are encouraged to do internships. For example, one M.S. degree graduate student in the program is currently doing an internship with a demolition company in Eugene OR, to evaluate and update their safety program.

Commentary: This recommendation was also from the outside reviewer and has been partly implemented. At this time, there is no evaluation of effectiveness but the program is making clear to all prospective students that it is not a lab-based program and directs students to other institutions if they seek those types of programs.

- 5) Consider ways to promote more cohesion among all departmental graduate students especially during this time of change. This should include continuation of program strengths (orientation for new students, list serve & student handbook) but might include modifications such as a single graduate student handbook with recommended course sequences, a student-organized seminar series, a larger role on Departmental committees, or creation of a student lounge area.

Response: There are several ways this is being accomplished:

1. Graduate students are invited to attend thesis presentations
2. This year we instituted a graduate mentoring program, with a pizza party for all new students and mentors
3. Graduate students participate in faculty searches
4. There is a single handbook for all MPH students in the Dept.
5. There is a MPH research symposium, every other year as well as the Oregon Public Health Assn. Meetings were held at OSU this year, where there was a poster session designated for graduate students.

Commentary: Both Dr. Harvey and Dr. Neumann feel there is more cohesion department-wide. Older graduate students serve as mentors to new students. They have no rigid structure for this mentoring and say that it seems to be helping new students make the transition. Professional presentations are being encouraged by paying student registration fees for all presenters at regional and national meetings. About 12 students in the Department gave posters at the Corvallis meeting and they won 2 of the 3 best student poster awards.

- 6) Make Promotion and Tenure expectations clear to junior faculty and any new hires and mentor all faculty through the transition.

Response: Chair is currently working with 1 assistant professor, 1 associate professor (without tenure), and two associate professors to be promoted.

Commentary: The Department has no written P&T guidelines but directs faculty to the University guidelines. In addition, the Chair has discussed P&T expectations with the Dean and the faculty.

- 7) Continue the excellent external support of students and pursue more outside research funding, but recognize the difference between scholarship and grantsmanship, the fundamental priority of the former, and the importance of maintaining faculty morale, especially if dollar targets for outside grants do not materialize in a timely fashion.

Response: ESH faculty continue to find funding for graduate students and the Dean and Chair acknowledge the difference between scholarship and grantsmanship and they encourage both.

Commentary: The transition in the Department's focus from undergraduate and graduate teaching to graduate teaching and research is in full progress. Three faculty were hired last year, all at higher ranks and all with funded research programs. Two searches are underway this year and similar hires are anticipated. In the P&T discussions with the Dean and faculty, the Chair has made clear that grantsmanship does not

necessarily equal promotion, especially for the older hires, but that scholarship is important. Student research funding through GRAs is increasing and faculty also arrange for direct funding of students, especially with industry employers.

- 8) Re-evaluate admissions requirements and expectations for students entering with non-science backgrounds.

Response: We do this with every applicant, and have established both provisional requirements and suggested course recommendations based on the student's work experience and academic record.

Commentary: This recommendation was primarily directed at the student's background in chemistry. The standard now is introductory chemistry and organic chemistry and the Department works on a case by case basis to insure deficiencies are corrected, often in summer before admission.

- 9) Move cautiously as the GTA budget is reduced and regularly evaluate the impact.

Response: The GTA budget was never reduced.

Commentary: Rather than reduce the GTA budget to create FTE for new faculty, the College has found other funds for FTE for five new faculty.

- 10) Move forward on a certificate program in EHOSM as a way to address the needs of working professionals and increase total enrollment.

Response: We are not doing this but rather focusing on both MPH and MS programs.

Commentary: This was a resource decision whose implementation would have detracted from the overall goal to increase research effort.

- 11) Conduct exit interviews of all graduates for on-going internal assessment of the effectiveness of the program and extent to which high placement rates are due to graduate quality or market demand.

Response: We are not currently doing this, but once the OMPH program has an established exit interview process we will adopt this and use it for MS degree students as well.

Commentary: They expect a process to be in place next year.

- 12) Mentor entering students on the process of research, including research funding possibilities.

Response: We do this routinely with new and existing graduate students in our Dept.

Commentary: The Department is using two listserves to advertise funding and other research opportunities to graduate students.

- 13) Consider giving graduate students a larger role in Departmental committees.

Response: Graduate students currently serve as representatives for our MPH Coordinating committee and faculty searches. As mentioned earlier,

this year we have also implemented a mentoring program for new graduate students in the Dept.

- 14) Develop a long-term strategy to improve or replace student office, laboratory and computing facilities.

Response: Currently, the Dean is working on finding funding to renovate the 4th floor of Waldo Hall.

- 15) Maintain the positive, mutually supportive relationship between faculty and administration during the term of the two-year interim chair.

Response: We will have a permanent Chair as of June 2006 (Dr. Marie Harvey).

Procedural Recommendation:

In the original review we noted that we reviewed one degree program in a Department offering six graduate degrees and recommended that the Masters in Public Health (MPH) program review, scheduled for 2008, be changed to a review of all graduate programs in the Department of Public Health, including EHOSM. This review and follow-up should be supplied to the 2008 Review team.

GRADUATE COUNCIL MEETING

December 1, 2005

3:00pm, Kidder 128

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McMullen, Pehrsson, Proebsting, Rockey, and Tadepalli

Absent: Gupta, McCandless, McLain, Rettig, Unsworth

Guests: Sam Stern, Colleen Hill (via phone), Tammy Bray, Sheryl Thorburn, Leonard Friedman

1. Minutes from the Meeting on October 20

The minutes from the Graduate Council on October 20, 2005 were approved as distributed.

2. Category I Proposal for Name Changes in the Department of Bioengineering: Announcement of Results of E-mail Vote

The proposal to change the name of the Bioresource Engineering graduate degrees to Biological and Ecological Engineering was originally introduced and discussed in the October 20 meeting of the Graduate Council, but voted upon at a later time electronically. Sally Francis (Graduate School) explained that this CAT I proposal was returned to today's Graduate Council agenda, as a mechanism to get the results of the electronic vote into the minutes. The result of the e-vote was that the proposal was approved as revised.

3. 700-level courses on a PhD Program of Study (follow-up)

As this was her first time attending a Graduate Council meeting this quarter, Dale Pehrsson (School of Education) introduced herself to the new members of the Council. She then provided the Council with background information concerning the Category II subcommittee's work reviewing a number of 700-level Pharmacy courses.

At its meeting on March 3, 2005 the Council approved a motion that 700 level courses that successfully go through the Category II proposal process (the process used to gain approval for a graduate course) would be accepted as graduate level for programs of study. Pehrsson and the members of the Category II subcommittee determined that the 700 level Pharmacy courses they reviewed offered a thorough graduate education experience and the committee will be recommending to the Graduate Council that the courses be allowed on programs of study.

4. Proposal to offer the Master of Arts in Teaching at the OSU-Cascades Campus

Dean Sam Stern (College of Education) and Colleen Hill (phoning in from OSU-Cascades) announced that they were happy to be before the Graduate Council to talk about offering the Master of Arts in Teaching (MAT) in Bend.

Stern explained that the proposed MAT is the same program, from a curricular standpoint, as the program that has been offered on the OSU main campus for over twelve years. Stern informed the Council that he has been working with the faculty and staff in Bend and with a committee of educators from the Central Oregon community to develop this MAT program. Eastern Oregon University (EOU) had offered a similar program on the Cascades campus, but will be withdrawing it after their 2005-06 cohort has completed. This would leave Central Oregon without a teacher education program. Stern added that there is currently a need for 2,500 additional K-12 teachers in Central Oregon. This presents a growing demand for the preparation of teachers at the local level. The Central Oregon community is excited that OSU is interested in providing them with this vitally needed program. Stern also mentioned that although a high school authorization program is also needed in the area, the MAT program proposed today only offers elementary and middle school authorization.

Sally Francis (Graduate School) then distributed the MOU (Memorandum of Understanding) clarifying the OSU-Cascades approval process for establishing existing OSU Degrees and Certificates on the Bend campus. The policy was approved by the Graduate Council on April 15, 2004. Francis mentioned that the policy could be revised if Council members felt it was needed.

The Council asked Stern for clarification on the following issues:

Library Assessment – Council members were concerned over the library holdings documentation attached to the MAT proposal. The document prepared by the head librarian at OSU-Cascades, provided no summary or conclusion as to the current level of holdings at the OSU-Cascades library, and the full library assessment, originally submitted with the School of Education's March 2003 proposal to add an undergraduate degree in education, concluded that holdings at the Valley Library were only adequate to support undergraduate work. The Council questioned the Valley Library's present ability to handle graduate level needs both here and at OSU-Cascades.

Stern informed the Council that over the past two years work had been done to enhance the Library's collection and that he believed that the concerns raised over the March 2003 assessment had already been resolved.

Council members were unconvinced and asked Stern if meeting the shortfalls highlighted on the old assessment now satisfied the resource level needed for the Library to support graduate work in education. Stern could not respond to that, but told the Council that in 2001 the OSU MAT program was reviewed by a major accreditation body who found

that the OSU MAT program library holdings were sufficient. A Council member suggested that a new library analysis still would be in order.

Faculty and Faculty Support – Council members had a number of questions regarding the number and quality of education faculty at OSU-Cascades. Stern informed the council that two tenure-track faculty positions are currently being recruited with hopes of having them in place by Fall 2006. The proposed MAT program would begin Summer 2006 with a minimum cohort of 24 students. Stern anticipates employing both fixed term and tenure track faculty to serve the MAT program. He believes that the advising load for the new faculty will not be heavy. He informed the Council that the proposed MAT program's faculty will need to meet the same quality standards as OSU campus faculty as the new MAT program will fall under the same accreditation as the OSU main campus MAT program.

Tadepalli (Engineering) broached a concern that the faculty in Bend would need additional support due to their isolation and small numbers. Stern assured him that he is aware of the issue and believes that the people at OSU-Cascades are already implementing strategies to foster faculty community and scholarship in Bend. Pehrsson (School of Education) informed the Council that collaborative work is already a strong part of the OSU-Cascade's culture, with a faculty open to crossing department and college boundaries and providing each other a strong network of support.

Stern and Hill then left the meeting.

After additional discussion, including a discussion of the possible need for the Council to revisit the MOU procedures in terms of supplemental document requirements, a motion was made and seconded to approve the MAT proposal contingent upon receiving the Valley Library's head librarian's signature upon the proposal. All voted in favor. Motion passed.

5. Category I Proposal to Rename the Graduate Certificate in Health Management and Policy

Tammy Bray, Dean (College of Health and Human Sciences), Sheryl Thorburn (Public Health), Leonard Friedman (Public Health) entered the meeting.

After introducing himself, Friedman explained the reasoning behind the proposal to rename to Graduate Certificate in Health Care Administration to the Graduate Certificate in Health Management and Policy. Along with the desire to obtain consistency in the naming of their undergraduate and graduate programs, Friedman informed the committee that the new name is a more accurate reflection of the curricular requirements of the program's students. Bray added that the new name would also help to distinguish OSU's health programs from Portland State's program.

6. Category I Proposal for Name Changes for degrees and Minor in Health Promotion and Education

Thorburn described similar reasons for changing the names of the programs and minor in Health Education (including changing the name of the M.S. program in Health Education to the M.S. Program in Health Promotion and Health Behavior). She explained that over time many of the department faculty members have shifted the focus of their research to behavioral issues (e.g. obesity, smoking) and that the degree has also evolved to a more comprehensive community-based health promotion program. Bray added that the name changes will also aid in the recruitment of new faculty members doing similar research. She told the Council that the College of Health and Human Sciences now has a research cluster in behavior and that the proposed name changes would allow the cluster to become more visible to the education community.

After answering the few questions asked, the visitors left the meeting.

No discussion was held concerning the two CAT I proposals, but Pehrsson (School of Education) told the Council that she has noticed that the College of Health and Human Sciences has realigned since Bray became Dean. She said she is aware of awesome changes and finds it very exciting. Koenig (Business) added that he shares Pehrsson's view of the College's forward movement.

Motions were made and seconded to approve both CAT I proposals from the Department of Public Health. All voted in favor. Motions approved.

The meeting was adjourned at 4:33 PM.

Proposal to Offer an Existing OSU Graduate Program at the Cascades Campus

College: Education
Department: Teacher and Counselor Education
Degree: Master of Arts in Teaching (MAT)

Rationale:

The Oregon State University College of Education and Oregon State University-Cascades began exploring the feasibility of offering the Master of Arts in Teaching (MAT), which includes an Initial Teaching License in Bend during Spring quarter 2005. A committee of educators from Central Oregon was formed and met to advise OSU-Cascades about the local needs for the MAT program. It is clear from the reports from the committee that there is a need for a one-year, full-time Initial Teaching License MAT program that will serve the needs of local students. The existing program for licensure, the Education Double Degree is a baccalaureate program that enables students currently seeking a degree at OSU to earn two undergraduate degrees concurrently – one in their chosen field and one in education. The Double Degree program does not meet the needs of the many people in the Bend community who already have a BS or BA degree and who are seeking teacher licensure.

Eastern Oregon University (EOU), one of the partner schools at the Cascades Campus, has announced that they are withdrawing their MAT program from the Bend campus after the 2005-2006 cohort has completed their program.

Data indicate that there is a strong need for a MAT program in Central Oregon. We have also received many inquiries in the past 4 months from students requesting to be put on our mailing list for application materials. The application list is now includes approximately 100 students and we have not yet started a recruitment program. We are confident that we will be able to fill a cohort of 20 - 25 students. Moreover, offering the MAT program will be a public service to Central Oregonians as it is difficult to obtain a degree of this nature via distance learning.

Resources:

The enrollment and fiscal data indicates that this program can be self-supporting and will likely produce significant income for OSU-Cascades campus. If, due to unexpected circumstances, we are unable to enroll a cohort of 20 - 25 students, we will admit 15-18 students and still be able to cover our expenses. Tuition revenue was calculated on the basis of graduate tuition assessed for AY 2004-05.

Library resources are available at the OSU-Cascades campus and the EOU resources will remain. In addition, the OSU Education Double Degree program has teacher educational material that will be available for the MAT program. Many of the teacher education library resources are on-line and available from the OSU-Corvallis campus. The program

coordinator in Bend has discussed the library resources with the education librarians at the Bend and Corvallis campuses.

Admissions, Scheduling and Logistics:

All OSU admissions policies and procedures will be followed. The MAT curriculum will be replicated without any deviation from the National Council for Accreditation of Teacher Education (NCATE) accredited program offered on the Corvallis campus. Admission process for students will include the same procedures as the OSU main campus. The attached schedule of classes demonstrates the replication of the approved MAT program offered in Corvallis.

The Corvallis campus and Bend campus faculty who administer and teach in the MAT program have worked together very carefully to ensure that the programs at both campuses are equitable and both exceed the national and state accreditation standards. The program will follow the Elementary Education graduate curriculum and provide licensure in two authorizations. Along with attaining a masters degree, students will be able to acquire licensure in the elementary authorization (grade 3 through grade 8) and either the early childhood elementary authorization (age 3 through grade 4) or the middle school authorization (grade 5 through grade 9). As there is a state and national need for high school teachers, especially in the areas of mathematics and science, we are hoping to add the high school authorization in the near future.

Programmatic Ability to Comply with Graduate Council and Graduate School Policies and Procedures:

The MAT program at OSU-Cascades will follow all policies and procedures that are in place on the main campus. Curriculum and courses are all identical to the MAT program offered on the main campus. All faculty members who teach in the MAT program will be eligible for and be nominated for membership in the Graduate College. The OSU-Cascades campus will be hiring at least one more Education faculty member to teach in the MAT program.

Dr. Farah Ibrahim
Dept Chair, T & C E

Dr. Marla Hacker
CAO OSU-Cascades Campus

Dr. Sam Stern
Dean, College of Education

Dr. Jay Casbon
CEO OSU-Cascades Campus

Dr. Sally K. Francis
Dean of the Graduate School

Dr. Sabah Randhawa
Provost

OSU Libraries Support of the MAT Degree at Cascades

OSU Cascades Library Services

The OSU Libraries provide services for the Cascades campus in collaboration with the COCC Library. Two OSU Cascades librarians provide reference and instruction services tailored for Cascades students. Circulation is handled by COCC staff, and interlibrary loan is provided by OSU.

Budget and Print & Video Collection

The local library education collection in print and video is combined with the COCC Library collection and it has shown considerable growth in the last 2 years. Cascades spent \$2,890 towards the purchase of education books and videos in 03-04, and increased that to \$5,404 in 04-05. In each of these years Cascades has also contributed \$1,994 to the purchase of the online database *Education Full Text*, a subscription it shares with OSU main campus. Main campus library print and video materials are delivered to Cascades within 2-3 days. In 2003, OSU education subject librarian Paula McMillen wrote an assessment of OSU education holdings for the dual degree program. Please see file *Cat 1 Education Dual Degree.doc* for an in-depth analysis of this collection.

In addition to the branch library and the OSU main collection, the Summit catalog (<http://summit.orbiscascade.org>) provides noteworthy access to education books and videos. Summit includes the collections of over 30 academic libraries in Oregon and Washington. Twenty of these libraries are at other institutions offering masters degrees in education, and eight of these offer doctorates in education. Summit materials are brought to the Cascades campus by courier and are generally available within 2-3 days of being requested. Books and videos that are not available through Summit can usually be borrowed through the *WorldCat* catalog which provides access to hundreds of libraries in the United States and to some foreign libraries.

Journal Collection

Through the OSU Libraries the Cascades campus has immediate access to hundreds of electronic journals in education and related areas. (See <http://mw8xt6bj7r.search.serialssolutions.com/?V=1.0&L=MW8XT6BJ7R&S=SC&C=SO> for journal title lists under education categories.) Journal articles can be requested through the OSU catalog from journals in print format. Requested articles are scanned and posted to the web in 2-3 days, and the user is notified via e-mail. Articles that are not held at OSU are available from other libraries via Interlibrary Loan, and the average turn around time is 6 days. There is also a small number of subscriptions to print journals locally, such as *Educational Leadership*, *Harvard Educational Review*, *Instructor* and *Journal of Developmental Education*.

Reference

OSU subscribes to the online version *the Encyclopedia of Education* by Gale (2003) which provides comprehensive coverage of all aspects of education. The local print collection includes other education encyclopedias and dictionaries, such as *Encyclopedia of Special Education* (2003), *Encyclopedia of World Education* (2002), *Greenwood Dictionary of Education* (2003), and *Learning Theories A-Z* (2002). All volumes of *Mental Measurements Yearbook* and *Tests in Print* are available.

Databases

Cascades students have access to the same research databases available to main campus. *ERIC*, *Education Full Text*, and *Professional Development Collection*, *PsycINFO*, *Psychology & Behavioral Sciences Collection* are key databases for education literature. *Social Science Citation Index* via *Web of Science* is critical for tracking citations.

Maureen Kelly
OSU Cascades Head Librarian
October 11, 2005

Library Assessment: Bachelor of Arts/ Bachelor of Science in Education
March 2003

Paula McMillen, Ph.D., Social Science Reference Librarian, The Valley Library

Background:

OSU's School of Education currently offers an undergraduate degree (B.S.) in Technology Education, and graduate degrees in Adult Education (Ed.M.), Counseling (M.S., Ph.D.), Education (Ed.M., M.S., Ed.D., Ph.D.), and Teaching (Ed.M., M.A.T.). The proposed addition of an undergraduate degree in education would seem, at first glance, to offer no extraordinary demands on library resources that support higher level programs. Several concerns are raised, however, by the anticipated increase of students utilizing education resources in the library and from a distance (an estimated "500 students—Corvallis campus plus OSU-Cascades campus-- participating in the program within five years" according to the proposal, p.10).

The major costs/concerns related to providing library services/ resources include:

- The increased use of interlibrary loan services to provide materials (books and journal articles) not currently held by the Valley Library
- The increased support services for distance education users which include librarian time for on site or online instruction and phone consultation; costs for delivering materials owned by the Valley Library to distance education students; costs of providing greater online access to full-text journals.
- The current lack of a Curriculum Materials Collection in the Valley Library
- The increased instructional load for the librarian supporting the School of Education.
- Cost of purchasing, on a regular basis, more copies of the study guides for teacher exams required for Provisional Admission into the program (CBEST) and for Professional Admission into the program (subject based PRAXIS exams). Cost is estimated at \$400-\$500 annually)

The Valley Library's Current Holdings

Monographs

The most recent comprehensive assessment of the library's education holdings was completed in 1999, so it is somewhat dated. At that time, it was found that the median age of book collections for specific areas within education ranged from the 1950's for areas such as Child Study and General Education to the 1980's and 90's for Computer Assisted Instruction and Intercultural Education. The most positive finding was that 21% of book holdings were published within the last 10 years, meeting national standards of currency for libraries supporting doctoral level education programs.

Specific title comparisons for "core" holdings in education showed that we held 63% of titles in the *Core list of books and journals in education*, published in 1991. This is sufficient to support master's level study according to national benchmarks.

For this assessment, two more recent bibliographies, were used to compare holdings on a title by title basis.

The educator's desk reference (Freed et al, 2002).

This work “seeks to facilitate educational research [by identifying] both traditional and electronic sources of information.” (p.ix) Given the emphasis on research articulated in this new program (Action Research ED 433 required for Professional Education component of both Adult and Youth Development pathways; “contributing to research” as an explicit outcome of the learning experience, and a capstone project which includes a research review), this seems an appropriate benchmark for library holdings. The Valley Library owns approximately 62% of the reference titles in this bibliography (see Table 1 for a more specific breakdown of material types). Because this is a bibliography of basic reference sources, which are not usually available through interlibrary loan, the library should probably own about 75% of these titles.

Table 1

Material Category	# titles owned by Valley Library/ # titles in Freed, et al	Percentage of titles owned by Valley Library
Bibliographies	11/21	52%
Biographical Information	1/1	100%
Research, Statistics, Measurement	5/10	50%
Dictionaries & Thesauri	4/9	44%
Directories	28/35	80%
Encyclopedias & Handbooks	10/20	50%
Indexes & Abstracts	18/26	69%
Miscellaneous	4/11	36%
Statistical Digests & Sources	7/8	88%
Yearbooks	2/4	50%

Education: A guide to reference and information sources (O'Brien, 2001)

“The purpose of this guide is to provide information about the key reference and information resources in the field of education.” (p.xi) Students are included as part of the intended audience. Selected subject areas within education were compared (see Table 2 for detailed figures). Overall, the Valley Library holds approximately 69% of the titles in these areas. Because this is a bibliography of largely reference titles, our holdings should be closer to 75%.

Table 2

	# of titles owned by Valley Library/# titles in O'Brien	Percentage of titles owned by Valley Library
General Education	39/64	61%
Early Childhood, Elem. &	11/16	69%

Secondary Ed.		
Multilingual & Multicultural Ed.	6/6	100%
Adult, Alternative & Continuing Distance Ed.	4/8	50%
Career & Vocational Ed.	2/2	100%
Curriculum, Instruction & Content Areas	15/16	94%
Educational Psychology	4/4	100%
Educational Technology & Media	4/10	40%
Educational History & Philosophy	2/5	40%
Educational Research, Testing & Measurement	11/12	92%

There is a modest Children's Literature collection (ca. 4,000-5,000 thousand books) which is currently budgeted at \$840 per year. The focus for this collection has been on national award winning books, multicultural materials (although few in languages other than English) and books used in support of various courses, such as the Theories and Techniques of Counseling (COUN 552).

Overall, the circulating collection is adequate to meet the needs of education students either through the Valley Library's holdings or limited interlibrary loan services. However, our reference collections need to be supplemented with key titles and with study guides for the two sets of examinations required for the undergraduate education students.

Journals

In 1999, the assessment found the Valley Library owned or provided access to 52% of the journal titles from the "Education and Education Research" and "Education, Special" areas of *SSCI Journal Citation Reports*, the standard source for doing citation analysis and assessing the impact of particular journals in the fields covered. We held 76% of the titles identified in *Core list of books and journals in education* (1991). This benchmarks our journal collection at a level to support lower division and upper division undergraduates, respectively, for the two areas.

Again, a comparison to more current bibliographies was done. The Valley Library provides either a print subscription or electronic access to approximately 68% of the journal titles in *The educator's desk reference* (Freed, et al., 2002) and to approximately 70% of the titles in *Education: A guide to reference and information sources* (O'Brien, 2001. See Table 3 for more detailed analysis).

Table 3

	# of journals at Valley	Percentage journal titles
--	-------------------------	---------------------------

	Library/# of journals in O'Brien	owned/ provided by Valley Library
General Education	29/42	69%
Early Childhood, Elem. & Secondary Ed.	10/12	83%
Multilingual & Multicultural Ed.	8/13	62%
Adult, Alternative & Continuing Ed.	6/7	86%
Career & Vocational Ed.	5/11	45%
Curriculum, Instruction, & Content Areas	28/36	78%
Educational Psychology	9/14	64%
Educational Technology & Media	7/10	70%
Educational History & Philosophy	5/7	71%
Educational Research, Testing & Measurement	14/22	64%

In addition, our journal holdings and/or electronic access to full-text journal literature were compared to the titles currently indexed in *Education Abstracts*, one of the two major electronic indexes to educational research journals. Of the 464 titles currently indexed, approximately 271, or 58%, are available in print or electronically through the Valley Library. **This places our journal collection at only a 3a level on a national conspectus, adequate to support lower division undergraduate study.**

The demand for and potential access to online versions of research journals has increased dramatically over the last few years. In order to ensure access to older materials, the library often has to purchase both print and electronic subscriptions to key journals in the field. Given the double digit annual increases in the average cost of journal subscriptions, and the single digit or even negative changes in the library's budget in the last 5-6 years, it is not surprising that we have had to cut our journal holdings almost every year since 1997.

Our journal access should be brought to at least a 3b conspectus level, adequate to support upper division undergraduate study; that is, we should own or have full-text access to 75% of the titles in *Education Abstracts*. This means purchasing or providing access to an additional 77 titles. This goal could be reached in large part through purchase of the *Education Full-Text* database, which currently costs \$6,248. Any additional acquisitions can only be estimated based on the 2002 American Library survey of journal prices which places education titles at approximately \$147 per year (<http://www.ala.org/online/archive/periodicals02/2002perpricestable1.html>). Further analysis is needed for an exact cost.

Additional Electronic Resources

The library provides two major education indexes in electronic form: *Education Abstracts* and *ERIC*. We have for the last 3 years purchased a separate subscription to full-text of a subset of the *ERIC* database, *ERIC* documents published between 1996 and the present. These subscribed products are available to off-campus students through a proxy server maintained by the library. Through several other database vendors (e.g., EbscoHost's *Professional Development Collection* and *Academic Search Elite*), we also provide online access to recent years of dozens of education related journals (see discussion above). Due to cost and service considerations, we are at present considering dropping our access to *ERIC* documents online (\$1,752 per year) as well as limiting access to some lower-use databases in order to purchase additional access to full-text journal articles through *Education Full-Text*. Although this would increase online access to educational journal content, it comes at the cost of reduced access to curriculum materials (classroom guides, etc. available in *ERIC* documents).

One way to offset some of the reduced online access to curriculum materials would be to purchase *Kraus Curriculum Development Library (KCDL)* in a web-based version; the annual cost for this service is currently \$1,850. Ideally, we would provide access to both of these online curriculum collections, but, if a choice must be made between the two products, service issues would favor the *KCDL* product at this time.

Other Formats

The Valley Library has microfiche holdings of the complete *ERIC* document collection. We also hold the *Kraus Curriculum Development Collection* in microfiche as well as Educational Testing Service's *Tests in Microfiche* collection.

Curriculum Materials

The Valley Library has not had, in recent memory, a budget for, separate location, or collection plan for curriculum materials, other than research based books and a children's literature collection. There is a somewhat dated assortment of student and teacher versions of subject based textbooks covering the last several decades. This is a selective, not a comprehensive collection, accumulated primarily from faculty donations. The proposed undergraduate teaching degree highlights the lack of a formal Curriculum Materials Center (CMC) for several reasons. In the past, students participating in the M.A.T. program were already involved in school settings, often as student teachers, with, presumably, ready access to whatever materials were being used in their district. And, in fact, past accreditation reviews, when noting the lack of a CMC either in the library or school of education, were told that the program relied on the resources of the school districts. This is of concern because undergraduate students will likely have access to such district based materials only during their student teaching. Additionally, school districts themselves have been affected by significant state budget cuts and curriculum materials purchase is likely to be reduced. The other OUS institutions which have undergraduate education programs, University of Oregon, Eastern Oregon University, and Western Oregon University, all have some level of CMC's, either within their library or situated in the education schools. This year, the Association of College and Research Libraries, in conjunction with the American Library Association, issued a new set of guidelines for CMC's in academic institutions supporting teaching programs (<http://www.ala.org/acrl/guides/cmc.html>). The document recommends a collection

framework, levels of service and access, space and equipment requirement, staffing levels and budget parameters, but not specific numbers of items or budget figures.

The costs of establishing a CMC in the Valley Library would include not only the purchase and cataloging of materials, but also providing secure storage (due to the nature of many instructional materials) and personnel to provide access to, and assistance with the materials. To the extent that such materials would be reviewed onsite, costs would also include equipment such as video monitors and computers to run software.

Often connected to CMC's are collections of educational tests. The Valley Library does not have such a print collection, although we do provide several indexes to tests and publishers in our education reference collection. There is a microfiche collection of tests from Educational Testing Service, and students can get selected test materials through their faculty from the Northwest Regional Education Library.

Interlibrary Loan Services

Much of the burden for providing access to materials – books, journal articles, theses, videotapes, etc.—that are not owned by the Valley Library falls to the Library's Interlibrary Loan services. Any increase in classroom curriculum which involves the use of research materials will increase the use of ILL services. At present, the library subsidizes the total cost of borrowing materials which can range from a few dollars, to \$40 or more. At an average cost of \$14 per transaction, the cost of providing ILL services for just those education materials within the "L" call number range for the last 2 calendar years are as follows:

Table 4

Year	Monographs	Journal Articles	Total
2001	151 x \$14 = \$2,114	269 x \$14 = \$3,766	\$5,880
2002	176 x \$14 = \$2,464	212 x \$14 = \$2,968	\$5,432

Some of the decreased journal activity may be due to increased access to full-text of education journals through our database subscriptions. The borrowing of book materials does not include the transaction costs of processing materials obtained through our regional borrowing/ purchasing consortium, Orbis.

Instructional services

Utilization of librarian instructional and consultation services has increased over the last several years, from 14 class sessions taught in 1999 to 22 class sessions taught in 2002. Classes have been taught both on the Corvallis and Bend campuses, as well as at distance sites for adult education and community college program cohorts. More students in classes that have curriculum which rely on library materials inevitably means more instruction, either in group/ class or one on one settings.

Distance education student support

Distance students in particular often require substantially more support due to their unfamiliarity with the library's resources and the necessity of going through additional service points to get materials. Using resources from a distance means additional technological hurdles, as well, and these concerns often are mediated through the reference desk, access services, library technology, or subject specialist personnel. This is particularly true since the position of distance education & outreach librarian which was vacated last August has not been refilled. The Cascades campus librarian has assumed some of the liaison responsibilities but the workload has also increased for the other library service areas as a result. Increasing the number of distance education students as this program proposes will require increased support from the library in terms of staff time for developing and maintaining online instructional materials, increased costs associated with delivering materials, increased use of ILL services, increased phone consultation for technology and research issues, and a portion of the costs from providing more online access to education journal content.

Summary

The Valley Library and the School of Education have enjoyed a collaborative and mutually supportive relationship for many years. The library and its personnel strive to support not only the education students on campus but also the large number of distance education students in education courses in a way that helps them integrate a research-oriented approach into their life's work. The Valley library's circulating monographic (book) collection is adequate to support this new program, based on the 1999 collection assessment. This recent assessment suggests that our reference books should be supplemented. Our journal holdings have been and continue to be inadequate to support education students beyond lower division undergraduate study. We have dealt with this historically by subsidizing interlibrary loan access to materials not owned/provided by this library. As is clear from the ILL statistics, we often have to rely on borrowing materials from other libraries in order to meet the information needs of current education students. We have also endeavored to provide increased levels of electronic access to education related material, e.g., journal articles and classroom teaching guides, in response to student and faculty demand, both on and off-campus. There is a cost for providing information, whether it is electronically or in print. A significant increase in the number of students using education resources means a significant increase in our costs to meet their information needs. Aside from the actual cost of materials, there is the associated cost of personnel to provide services related to accessing and effectively using library resources, such as interlibrary loan, materials delivery, reference and instruction. Because library staffing is already so lean, it is not realistic to expect the same levels of service for increasing numbers of students without accompanying increases in personnel. Actual costs can only be approximated since changes in technology, products, and even the number of students cannot accurately be predicted.

Recommendations

Suggested augmentations to resources:

- Refill the distance education and outreach librarian position, and/or hire a full-time education librarian. Minimum cost for 1 additional librarian: ca \$56,400 (includes benefits at 41% of salary)
- Purchase reference materials to reach 75% level of titles in current bibliographies. More detailed analysis is needed: ca. cost \$1,455.30 (30 titles x \$48.51 per Blackwell's cost study of June 30, 2002)
- Purchase *Education Full-Text* database: cost ca. \$1,600 over and above cost of dropped databases
- Purchase journals not covered by *Education Full-Text* in designated areas as identified by O'Brien (2001) and/or from *Education Abstracts* sufficient to bring us to a 3b (supports upper division undergraduates) level on national standards. Cost estimate requires more detailed analysis, but an outside estimate would be 77 additional titles at \$147 each = \$11,319.
- Purchase access to *Kraus Curriculum Development Library* online: ca \$1,850
- Renew subscription to *ERIC* documents electronic access when service reliability improves: ca \$1,752
- If no additional journal titles are purchased, we must increase funds for interlibrary loan services. An estimate would be to increase current expenditures by the percentage increase in number of education students: 100 new education students per year /406 current students in SOE. (Current estimate of students in the School of Education is based on a personal conversation with Dean's office 3/13/03). Admittedly undergraduates probably do not use ILL services at the same rate as graduate students, but this is a 25% increase in the number of students for the 1st year alone. $\$5,432 \times .25 = \$1,358$.
- Increase funds for Children's Literature collection to \$1,000 per year: ca. \$160
- Develop a CMC within the institution, either at the Valley Library or in the School of Education, with designated secure storage and access space, appropriate equipment and designated personnel to staff the center. Materials should be cataloged so that distance education students can locate and request them. Funding would need to be provided for mailing materials to distance students as well. Funds would be required for annual updates of materials. Cost estimate requires more detailed analysis.

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ABBREVIATED CATEGORY I PROPOSAL

PROPOSAL TITLE: Name changes for degrees and minor in Health Promotion and Education

Oregon State University
College of Health and Human Sciences
Department of Public Health
CIP number: 51.2207

Date of Proposal: April 29, 2005

Proposed Effective Date or Term: Fall 2005

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

The current and proposed names are indicated below, followed by a description of the reasons for the proposed change.

Current Name	Proposed Name
B.S. Health Promotion and Education	B.S. Health Promotion and Health Behavior
Undergraduate Minor in Public Health Promotion and Education	Undergraduate Minor in Health Promotion and Health Behavior
M.S. Health Education	M.S. Health Promotion and Health Behavior

Currently, the health promotion degree names at the bachelor's through doctorate level are different, reflecting the evolution of our program and the profession over time. As new degree programs were added over the years, their names reflected the current national philosophies and practices in our field. Essentially, we have evolved from the early days in which our programs were titled as "health education programs" and had strong school health and educational methods elements, along with a solid emphasis on social and behavioral factors affecting health, to the "health promotion" name that emerged as a national standard in the 1980s and 1990s. Early health promotion programs had a much greater emphasis on community health and social and behavioral strategies designed to promote health and prevent premature death and disability. Our programs have not focused on school health education for the last 10 years. Faculty, curriculum and related research have evolved to focus on more comprehensive community-based health promotion programs and the application of behavioral theory in reducing health risks.

Given this focus and the need to streamline our programs, we recently eliminated (1) the Health Education Teacher Training concentration in the MS in Health Education degree program; and (2) the "Child and Adolescent Health" option of the undergraduate major, which focused on pedagogy and health teacher training. The undergraduate option and MS concentration, in combination, were for students who wanted to teach health in schools. There is a new double degree in Public Health and Education offered, so students who want to be health teachers can complete the double degree. With the double degree, students will receive their initial teaching license and will be able to begin teaching right after graduation. An additional advantage for students is that

they will graduate with two degrees, which should give them an edge in the job market. Memos from the Department Chair notifying students and professionals about these changes are attached.

With the recent discontinuation of the MS in Health Education Teacher Training and the undergraduate option in Child and Adolescent Health, our programs are now exclusively focused on health promotion and health behavior in communities. Thus, the proposed names for the undergraduate major and minor, as well as the M.S., more accurately reflect the curriculum and the skills and knowledge base that our students gain in these degree programs.

Importantly, “Health Promotion and Health Behavior” is consistent with comparable programs in the majority of Schools of Public Health throughout the United States. For example, the name of the department at the University of Michigan’s School of Public Health is *Health Behavior and Health Education*. At the University of North Carolina at Chapel Hill’s School of Public Health, the name is *Health Education and Health Behavior*. At the University of South Carolina’s Arnold School of Public Health, it is *Health Promotion Education and Behavior*. For your information, as suggested above, Health Promotion is the broader term and includes Health Education.

Another example of how the name and focus of our field has changed over time is the names of the journals. In the late 1990s, the Society for Public Health Education (SOPHE) changed the name of its official publication from *Health Education Quarterly* to *Health Education & Behavior*. In addition, SOPHE’s newest journal – published since 2000 – is titled *Health Promotion Practice*.

We have already changed the name of our PhD concentration to “Health Promotion and Health Behavior.” We recently changed the name of our MPH track to “Health Promotion”; it is necessary for our MPH track and our sister MPH track at PSU to share the same name, and “Health Promotion” is the name we jointly adopted. With the proposed names changes, all of our degree programs will have the same name, except the MPH track. Thus, the proposed changes will also increase consistency in the names of our degree programs, which is also a desirable outcome.

B. Location within the institution’s organizational structure. Include “before” and “after” organizational charts (show reporting lines all the way up to the Provost).

Not applicable. These degrees are offered by the Department of Public Health in the College of Health and Human Sciences. There is no proposed change in organization structure or function.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

Not applicable.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

1. Not applicable.
2. The Health Promotion and Health Behavior faculty are requesting these name changes. The Department of Public Health faculty approved the changing of our program’s name, as well as the names of our degrees, to “Health Promotion and Health Behavior” at the January 26, 2004 faculty meeting (the submittal of this proposal was postponed until the re-naming of our MPH track, which was a decision jointly made with the Health Promotion faculty at PSU, was final; see above). The undergraduate academic advisors are also supportive of these changes (see attached e-mail).

E. Funding sources: state sources (institutional funds – state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

1. Not applicable.

2. Not applicable.
3. This proposal requires no additional funds (see attached budget).

F. Relationship of the proposed unit to the institutional mission.

1. Not applicable.
2. We have not identified any potential negative impacts of the proposed name changes. As noted above, the positive impacts are (a) degree names that better reflect the curriculum and the skills and knowledge base that our students gain, (b) degree names that are consistent with comparable programs at other institutions, and (c) greater consistency in the names of degrees offered by the Health Promotion and Health Behavior program in the Department of Public Health.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

Not applicable.

H. Relationship of the proposed unit to programs at other institutions in the state.

Not applicable.

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

The undergraduate program is approved by the SOPHE/AAHE Baccalaureate Program Approval Committee (SABPAC), a voluntary credential for undergraduate professional programs in health education. There will be no effect on accreditation.

J. Disability access.

Disability access has been considered and accommodations can be made for full inclusion both for the built and instructional environment.

APPENDICES

Transmittal Sheet: Original with signatures provided separately.

Budget Table: Provided in separate document.

Library Evaluation: Not applicable

Liaison: Correspondence with the following individuals is attached:

Karen Willard

Advisor, Undergraduate Students in Health Promotion and Education

Stephanie Farquhar, PhD

Track Coordinator for PSU Health Promotion Track of the Oregon Master of Public Health Program (OMPH)

School of Community Health

Portland State University

Liana Winett, DrPH, CHES
Director
Oregon Master of Public Health Program (OMPH)

Dr. Sam Stern
Professor & Dean
College of Education, OSU

Additional Attachments:

Memoranda from *Dr. Marie Harvey, Chair*, Department of Public Health regarding (1) phasing out of Health Education Teacher Training concentration in the Health Education MS degree program and (2) new double degree with School of Education.

-----Original Message-----

From: Willard, Karen
Sent: Friday, April 29, 2005 9:55 AM
To: Thorburn, Sheryl
Subject: RE: Follow up from 4/26

Hello Sheryl,

I spoke with Carey, and she had a similar reaction to the name that I did. Logistically it's longer than what we currently have-that's a doable challenge. Apparently the name change had been mentioned years before, so it wasn't a surprise to Carey.

We both agree that it better reflects the content of the major. We do not see this having adverse impacts on our students, instead we feel that it will allow the students to better express their knowledge base to employers. We are in support of the name change.

Please let me know if there's more specifics that I can provide for you.

Karen

-----Original Message-----

From: Stephanie Ann farquhar [mailto:farquhar@pdx.edu]

Sent: Monday, May 23, 2005 3:39 PM

To: Thorburn, Sheryl

Subject: RE: Liaison regarding Name changes for degrees and minor in Health Promotion and Education

Dear Sheryl,

I have no concerns regarding the change of names in your B.S., minor, or M.S. programs. Thanks for the update and for soliciting input.

Best,

Stephanie

Stephanie Ann Farquhar, PhD

School of Community Health

450F Urban Center

506 SW Mill Street

Portland Oregon 97207.0751

ph 503.725.5167

fax 503.725.5100

-----Original Message-----

-----Original Message-----

From: Thorburn, Sheryl [mailto:Sheryl.Thorburn@oregonstate.edu]

Sent: Monday, May 23, 2005 2:42 PM

To: Stephanie Ann farquhar

Subject: Liaison regarding Name changes for degrees and minor in Health Promotion and Education

Stephanie --

I am writing regarding the Abbreviated Category I Proposal we are submitting to change the names of our B.S. in Health Promotion and Education, our undergraduate minor in Public Health Promotion and Education, and our M.S. in Health Education. We propose to change the names of these majors/minors to "Health Promotion and Health Behavior." Of course, the name of our MPH track will remain Health Promotion. Because you are the Track Coordinator for PSU's Health Promotion track of the OMPH program, I wanted to formally give you the opportunity to provide input and/or comment on these changes, etc. So, please let me know if you have any questions or concerns about the proposed name changes.

Thanks, Sheryl

Sheryl Thorburn, PhD, MPH

Associate Professor

Department of Public Health

Oregon State University

Office: 314 Waldo Hall

Mail: 256 Waldo Hall

Corvallis, OR 97331-6406

phone 541-737-9493; fax: 541-737-4001

e-mail: Sheryl.Thorburn@oregonstate.edu

-----Original Message-----

From: Liana Winett [mailto:lwinett@pdx.edu]

Sent: Tuesday, May 24, 2005 9:46 AM

To: Thorburn, Sheryl

Subject: RE: Liaison regarding Name changes for degrees and minor in Health Promotion and Education

Hi Sheryl,

I do not see any problems with these name changes from an OMPH perspective. Thank you for letting me know.

Liana

=====

Liana Winett, DrPH, CHES

Director

Oregon Master of Public Health Program (OMPH)

TEL 503-725-5106

FAX 503-725-5100

OMPH Program Office Mailing Address:

PO Box 751

Portland, OR 97207-0751

Mail Code: OMPH-SCH

-----Original Message-----

From: Thorburn, Sheryl [mailto:Sheryl.Thorburn@oregonstate.edu]

Sent: Tuesday, May 24, 2005 8:20 AM

To: lwinett@pdx.edu

Subject: Liaison regarding Name changes for degrees and minor in Health Promotion and Education

Hi, Liana --

Thanks again for a great event on Friday - I think the OMPH Student Symposium was a success!

I am writing regarding an Abbreviated Category I Proposal we are submitting here at OSU. The proposal is to change the names of our B.S. in Health Promotion and Education, our undergraduate minor in Public Health Promotion and Education, and our M.S. in Health Education to "Health Promotion and Health Behavior." I think you already know that we have changed the name of our PhD concentration to "Health Promotion and Health Behavior." Of course, the name of our MPH track will remain Health Promotion.

I wanted to let you know about the proposed changes and to give you the opportunity to provide input and/or comment on these changes, etc. As Director of the Oregon Master of Public Health Program (OMPH), do you have any questions or concerns, or see any potential problems for the OMPH resulting from the proposed changes? Please let me know if you have any questions.

Thanks, Sheryl

Sheryl Thorburn, PhD, MPH

Associate Professor

Department of Public Health

Oregon State University

Office: 314 Waldo Hall

Mail: 256 Waldo Hall

Corvallis, OR 97331-6406

phone 541-737-9493; fax: 541-737-4001

e-mail: Sheryl.Thorburn@oregonstate.edu

-----Original Message-----

From: Stern, Sam
Sent: Thursday, June 02, 2005 11:10 AM
To: Thorburn, Sheryl
Cc: Ibrahim, Farah; Higgins, Karen
Subject: RE: Curriculum Liaison

Hi Sheryl,

I have reviewed the Abbreviated Category I proposal for a name changes for degrees in the Department of Public Health. I am supportive of the proposal and appreciate the work of your department to facilitate the transition from the preparation of health education teachers through the former MS in Health Education degree program to the Education Double Degree. I understand that your department will work closely with the College of Education to advise undergraduate Health Promotion and Health Behavior students about the opportunity to pursue the Education Double Degree with a focus in health education.

Best,
Sam

Sam Stern, Professor & Dean
College of Education
Education Hall, OSU
Corvallis, OR 97331-3502
Phone 541.737.6392
Email sam.stern@oregonstate.edu
<http://oregonstate.edu/education>

From: Thorburn, Sheryl
Sent: Tuesday, May 31, 2005 12:53 PM
To: Stern, Sam
Subject: Curriculum Liaison

Sam --

The attached Abbreviated Category I proposal describes a proposed name change to the B.S. in Health Promotion and Education, the undergraduate minor in Public Health Promotion and Education, and the M.S. in Health Education.

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

Please review the attached materials and send your comments, concern, or support to me by June 8th. I apologize for the short amount of time for review. The proposal, however, is not lengthy. Please let me know if you cannot make that deadline.

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

Thank you for your time and input.

Sheryl

<< File: ABBREVIATED CATEGORY I PROPOSAL - Health Promotion Name Changes -v2 - May 26, 2005.doc >>

Sheryl Thorburn, PhD, MPH
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e-mail: Sheryl.Thorburn@oregonstate.edu

May 10, 2004

TO: Professional Colleagues in Health Education and Teacher Training

FROM: S. Marie Harvey, Chair
Department of Public Health

RE: Department of Public Health's Teacher Training Concentration in the Health Education MS Program

I write to inform you that effective Fall 2005 the Health Education Teacher Training concentration in the Health Education MS degree program in Department of Public Health will be phased out. The Department of Public Health will continue to offer graduate programs leading to an MS in Health Promotion and Education, and an MPH and PhD in Public Health with concentrations in Health Promotion and Education. Additionally, our undergraduate program in Health Promotion and Education will continue to prepare students for careers in a diverse range of health-related fields including school health education.

Because of our commitment to the preparation of OSU students for professional teaching careers in health, I am pleased to announce the creation of a new joint degree program between the College of Health and Human Sciences and *the new* School of Education at Oregon State University. Beginning Fall 2004, students will be able to enroll in a double degree program where they will earn two degrees concurrently – a primary degree in Health Promotion and a secondary one in Education – in preparation for teaching health in middle and high schools.

This partnership between the two academic units will not only provide exciting options for students who want to teach health, but because they will receive their initial teaching license, the double degree will enable them to begin teaching right after graduation. As an additional advantage, students will graduate with two degrees, which should give them an edge in the job market. We are proud to be a partner in this double degree program and believe that this approach will better meet the needs of future health teachers and communities across Oregon.

Please feel free to contact me at mharvey@oregonstate.edu or (541) 737-3824, if you would like additional information about these changes.

May 10, 2004

TO: Undergraduate Students in the Department of Public Health

FROM: S. Marie Harvey, Chair
Department of Public Health

RE: Department of Public Health's Teacher Training Concentration in the Health Education MS Program

I write to inform you that effective Fall 2005 the Health Education Teacher Training concentration in the Health Education MS degree program in Department of Public Health will be phased out. The Department of Public Health will continue to offer graduate programs leading to an MS in Health Promotion and Education, and an MPH and PhD in Public Health with concentrations in Health Promotion and Education. Additionally, our undergraduate program in Health Promotion and Education will continue to prepare students for careers in a diverse range of health-related fields including school health education.

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The College of HSS will be hosting an Open House for students interested in the double degree program on Tuesday, May 25th from 5:00 to 6:00 pm in Milam 215. Karen Kvidt, Advisor for the School of Education will be available to answer questions. In addition, please feel free to contact me at mharvey@oregonstate.edu or (541) 737-3824, if you have questions or would like more information about these changes.



OREGON STATE
UNIVERSITY

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/dept/academic/cph1998/>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☒ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Graduate Certificate in Health Management and Policy

Fall 2005


Department/Program:

College:

Public Health

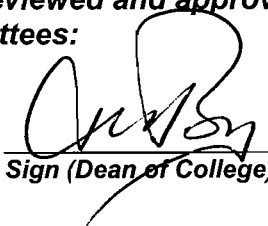
Health and Human Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:



Sign (Dept Chair/Head; Director)

5/4/05
Date



Sign (Dean of College)

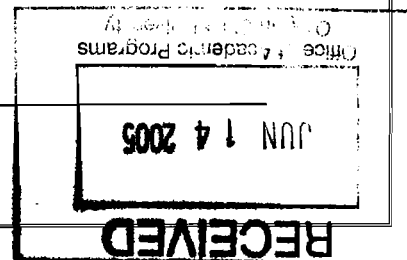
5/14/05
Date

S. Marie Harvey

Print (Department Chair/Head; Director)

Tammy Bray

Print (Dean of College)



**Proposal to Change the Name of the
Graduate Certificate in Health Care Administration to
Graduate Certificate in Health Management and Policy**

Oregon State University
Department of Public Health
College of Health and Human Sciences
CIP 510701
03 May 2005
Proposed Effective Date: Fall 2005

A. Title of propose instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

Current Name: Graduate Certificate in Health Care Administration

Proposed Name: Graduate Certificate in Health Management and Policy

Reasons: The term Health Care Administration does not adequately describe the scope of professional opportunities and preparation our students receive. Health Management and Policy is a much more accurate reflection of the curricular requirements for our students. We seek to change the name of the Graduate Certificate to bring it in line with our MPH (track concentration in Health Management and Policy) and PhD (emphasis in Health Management and Policy). Concurrent with this proposal is one that seeks to change the name of the BS in Health Care Administration to Health Management and Policy.

B. Location with the institution's organizational structure. Include "before" and "after" organizational charts

N/A

C. Objectives, functions, and activities of the proposed unit

There will be absolutely no change in course offerings, admission requirements, program requirements, student learning outcomes and experiences, or advising structure and availability.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment

No additional resources will be needed to support this proposal. The proposed name change has been approved by and is fully supported by the faculty in the Department of Public Health, members of our external advisory committee, and program alumni.

E. Funding sources: state sources, federal funds, and other funds as specified.

Funds for this proposed name change will come from a reallocation of existing Department funds.

F. Relationship of the proposed unit to the institutional mission

N/A

G. Long-range goals and plans for the unit

The Graduate Certificate in Health Care Administration has been operational since 2004. In that time, this certificate program has served over 150 students across Oregon. The name change will not affect our prestige but will more accurately describe to current and future students and employers, that which our graduates can do.

H. Relationship of the proposed unit to other programs at other institutions in the State.

Aside from OSU, only OHSU/OGI offers a graduate certificate in health administration. That program wrote a strong letter of support for our initial program proposal

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

There is no certification or accreditation for graduate certificates in health management and policy.

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

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

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Graduate Certificate in Health Management and Policy

Academic Year: 2005-06

Operating Year:

Completed by: _____

(indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

	Column A		Column B		Column C	Column D	Column E	Column F	Column G
	From Current Budgetary Unit		Institutional Reallocation from Other Budgetary Unit		From Special State Appropriation Request	From Federal Funds & Other Grants/Contracts	From Fees, Sales, & Other Income	Endowment	LINE ITEM TOTAL
	FTE	Dept	College						
Personnel									
Faculty (Include FTE)									\$0
Support Staff (Include FTE)									\$0
Graduate Assistants (Include FTE)									\$0
Fellowships/Scholarships									\$0
*OPE: Faculty									\$0
Staff									\$0
GTA/GRA									\$0
Nonrecurring									\$0
Personnel Subtotal:		0	0	0	0	0	0	0	\$0
Other Resources									
Library/Printed									\$0
Library/Electronic									\$0
Supplies and Services									\$0
Equipment									\$0
Travel									\$0
Other Expenses		250							\$250
Other Resources Subtotal:		250	0	0	0	0	0	0	\$250
Physical Facilities									
Construction									\$0
Major Renovation									\$0
Other Expenses									\$0
Physical Facilities Subtotal:		0	0	0	0	0	0	0	\$0
GRAND TOTALS:									
		250	0	0	0	0	0	0	\$250
Percentage of Total		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

GRADUATE COUNCIL MEETING

October 20, 2005

3:00pm, Memorial Union Council Room

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McLain, McMullen, Proebsting, Rettig, Rockey, Tadepalli, and Unsworth

Absent: Gupta, Pehrsson, Strickroth

Guests: Theo Dreher, Chair - Microbiology Department; Stella Coakley, Associate Dean – College of Agricultural Sciences; Frank Moore, Associate Dean – College of Science; Logen Logendran, Associate Professor - Department of Industrial and Manufacturing Engineering; John Bolte, Department of Bioengineering; and Chris Bell, Associate Dean – College of Engineering.

1. Report of the Microbiology Graduate Program Review

Logen Logendran (Industrial & Manufacturing Engineering) presented the report of the Microbiology Graduate Council Program Review to the Graduate Council in lieu of Dr. John Selker (Review Panel Chair) who was not available. The review, which was held in conjunction with an Undergraduate Academic Program Review, took place June, 2, 2005.

Logendran gave a brief overview of the review panel's findings including a summary of the department's strengths which include, a strong graduate program with satisfied students, excellent gender diversity in the student body, very good to excellent alumni support with generous gift giving, successful graduates with 90% of undergraduates and graduates receiving job placements in industry or in graduate programs and postdoctoral fellowships upon program completion, an established faculty with a highly successful academic research program enjoying a favorable reputation on campus and nationally.

Logendran then presented Council with the Review Panel's recommendations:

- It is **recommended** that the Department invest further effort toward the fleshing out of their strategic plan. Microbiology is a dynamic field with a rapidly evolving ensemble of key research questions, funding opportunities, and equally quickly changing market place for new employment. A strategic plan is essential in crafting the directions for the department and to insure full faculty buy-in for program adjustments that are inevitable given the economic climate and changing technologies and science. Strategic plans must address considerations regarding maintaining the strength in the undergraduate and graduate programs and service courses in the department and how faculty and funding allocations may need to address the current environment.

- It is **recommended** that the Department work to create a more cohesive graduate program through greater investment in communication and inclusion/integration of graduate students in the departmental operations. This could meet the graduate student concerns relative to course offerings, communication of requirements and equitable treatment. It could also lead to improved ability to recruit graduate students, necessary to support research in the Department.
- It is **recommended** that the faculty reexamine the graduate curriculum. A core curriculum of stand alone graduate courses for graduate students that meets diverse interests could be accomplished, with a one-year sequence of common courses including history, genomics, microbial genetics and physiology, bioinformatics, ethics, seminar, research methods, and grant writing, and a synthetic perspective on the interconnections between the diverse branches. Offering courses which appeal to other graduate students in biologically related programs could create a critical mass of students to fill courses and to provide a community of peers that will nurture mutual support and sharing of ideas.
- It is **recommended** that the Department continue its requests to the College of Science to replace the Graduate Teaching Assistant positions that have been lost but are needed for teaching labs in the undergraduate service courses. This is a critical and relatively low cost investment in assuring that the program can achieve the mission of excellence in education as the University continues on a path of increasing undergraduate enrollments. Recognition of the need to support many complex laboratory courses is needed at the college level if this program is to retain its outstanding reputation for undergraduate education.
- It is **recommended** that the Department and College Administration determine a means to provide durable commitment to the Instructor faculty within the Department. These important faculty members deserve to have some reassurance of commitment to continued support by the Department. They are critical to the success of the Department in providing strong advising, teaching and mentoring of undergraduate students.
- It is **recommended** the department begin efforts at directed fund-raising with the help of the OSU foundation. The University is starting a huge fund-raising campaign (to include bioinformatics) and the microbiology department can offer other ideas (new BL-3 lab, renovated labs, research positions). The interaction with the Foundation might also identify some opportunities for department-specific fund-raising efforts (scholarships, undergrad research funds).

Logendran called for questions.

Michael Unsworth (Oceanic & Atmospheric Sciences) asked Logendran to clarify his statements regarding the difficulty of establishing Microbiology core courses.

Logendran and Theo Dreher (Microbiology) contributed that the research areas of the Microbiology faculty and their students are so diverse that it would be difficult to select

“a best set of courses” that would make programmatic or academic sense to all. Logendran suggested that Microbiology work with the Colleges of Science and Agricultural Sciences to design a course or courses that would be useful to a large cross-section of graduate students in those units, thus achieving the needed critical mass (enrollment). Dreher agreed that the problem with Microbiology graduate student cohesion could be alleviated with the establishment of one or more core courses.

Dreher was then given the opportunity to respond to the Review Panel’s findings and recommendations.

Dreher told the Council that the Department of Microbiology participated in a one and one-half day retreat in September to discuss all the issues brought forward by the program review. Work was done to formalize the department’s Strategic Plan to maintain a diverse research program and to continue its strong support of undergraduate instruction. Discussion also focused on a new venture to seize fundraising opportunities by taking advantage of the Provost’s initiatives related to water and soil diseases. The Department generally agreed to the idea of building-up its water-borne infectious disease research program.

In regard to graduate student disenfranchisement, Dreher admitted that the Department was guilty of letting the graduate program slide in the recent past, due in part to frequent changes in leadership. Now, however, the Department is committed to re-building the feeling of community among the graduate students. Dreher described the recently instituted student/faculty “Fireside Chats,” the establishment of a student lounge and wireless network, the assignment of a graduate student representative to the Department’s Graduate Affairs Committee, and the move toward designing a core course or series of core courses. Dreher also mentioned the need to ensure that all instructors of slash 400/500 courses standardize the graduate component of the courses (primary literature presentations).

Dreher also informed the Council of the Department’s two faculty searches (one successful), and described the recent cosmetic renovations made to Nash Hall.

The College Deans were then given the opportunity to comment.

Frank Moore, Associate Dean of the College of Science, agreed with the Review Panel’s assessment that the Microbiology Department’s practice of using almost all of its resources to support its laboratory-intensive teaching program and of using its returned overhead to make up for budget shortages was unsustainable. He admitted that the use of research dollars to support teaching is a College of Science problem, originating from the budget reductions of the past several years.

Stella Coakley, Associate Dean of the College of Agriculture stated that the program review was fair, balanced, and productive. Then, in response to a comment made by Dreher, asked Sally Francis (Graduate School) if graduate students were permitted on graduate admissions committees. Francis replied that they are allowed and that many

programs do include them. Coakley stated that graduate student representation on all committees (including search committees) is often very helpful.

When asked for questions/comments, the Council asked for and received clarification on the following topics:

- The drop in applicant GRE quantitative scores and the panel's suggestion to recruit from non-traditional backgrounds.
- Decrease in Ph.D. enrollment and students leaving their graduate degree programs for lucrative jobs after earning an MS degree.
- Expectations of graduate students (desired learning experiences) and the production of research papers in various laboratories (different rates of production).
- Current relationship between Microbiology and Veterinary Science, and the difficulties with joint faculty appointments.

Francis then thanked Logendran for his work on the review and for presenting the Review Panel's report to the Council. The visitors were excused after thanking them.

A motion to accept the report was made by Tom McLain (Forestry) and was seconded by Teresa Filtz (Pharmacy). All voted in favor. The report will be forwarded to the Provost.

2. Minutes from the Meeting on October 6

The minutes from the Graduate Council on October 6, 2005 were approved as distributed.

3. Category I Proposal to change the name of the Department of Bioengineering and its Graduate Degree

John Bolte (Bioengineering) presented the reasons for the proposed name change. In so doing he alerted the Council of a modification to the previously submitted CAT I proposal.

The Council asked for clarification on the following issues:

- Liaison efforts.
- Comparison to College of Engineering's current undergraduate and graduate degrees in Environmental Engineering.
- Opportunities for professional licensure.
- Effects of the name change (and/or interim name change) on current students.

- Future changes in curriculum.
- Impact on students in other OSU programs.

When asked for comments, Chris Bell (College of Engineering) informed the Council that there exists strong collaboration between the Departments of Bioresource Engineering, Chemical Engineering, which offers the undergraduate degree in bioengineering, and Civil, Construction and Environmental Engineering, which offers degrees in environmental engineering. The College of Engineering and the College of Agricultural Sciences also collaborate well (Bioresource Engineering reports to the College of Engineering for its educational programs and to the College of Agricultural Sciences for its research and extension programs).

After the guests departed, the Council discussed the appropriateness of acting on the proposal given the modification that Bolte presented but which had not been incorporated into the proposal. Bruce Rettig (Graduate School) briefed the Council on the usual interface between the Curriculum Council and the Graduate Council in regard to CAT I proposals.

It was decided that a revised proposal would be requested of the Bioengineering Department before the Council would consider the issues. It was also decided that Departmental representation would not be required at the Council meeting when the proposal will be taken up again.

The meeting was adjourned at 5:33 PM.

Microbiology Department
PROGRAM REVIEW 2005
Graduate Council/Curriculum Council
Oregon State University

Executive Summary and Recommendations

The Microbiology Department is a highly successful academic research program that enjoys a favorable reputation within the Colleges supporting it (Science and Agricultural Sciences), the University as a whole, and its national peers. The Department actively participates in several interdepartmental programs, including the Linus Pauling Institute, the Environmental Health Science Center, the Center for Gene Research and Biotechnology, and the Molecular and Cellular Biology Program. The interdisciplinary collaborations expand the strengths and research breadth of the Department, providing intellectual stimulation for faculty and students alike as well as providing additional recruitment and research funding opportunities. The Department has a history of diversity within the field, including basic science as well as health and agricultural applications. Such diversity should be nurtured in the future for the research collaborations and teaching opportunities it provides.

Several members of its faculty have been recognized at various levels for their research accomplishments. The Department has both a solid undergraduate and graduate program offering B.S., M.S. and Ph.D. degrees. The faculty and staff and the programs make a substantial contribution to research and teaching at OSU; the prospect for future contribution is great.

The Department maintains a significant service to the undergraduate education mission of the University. It demonstrates a commitment to excellence in their offering and instruction of three non-major service courses. They have creatively incorporated the use of department undergraduate majors in assisting in teaching the laboratories for their service courses, serving to enhance the learning among the students majoring in Microbiology. They have clearly identified learning outcomes for all courses, routinely gather learning outcome assessment data, and utilize such to make improvements in courses and teaching.

Alumni satisfaction is generally high, as evident from exit surveys and generous gift giving to the department allowing for annual funding of academic scholarships. Graduating students appear to have a solid academic preparation including laboratory and/or research opportunities either in faculty labs or in field experience placements. Thus, they are finding suitable positions, with upwards of 90% of undergraduates and graduates receiving job placements in industry or in graduate programs and postdoctoral fellowships upon program completion.

The Department has a long history of successful graduate education as well. They currently enroll 25-35 MS and PhD students, with an equal male/female gender distribution but smaller racial ethnic diversity profile. While the outcomes of the graduate program generally mirror those of the undergraduate program, there are areas for improvement including course offerings, communication of program requirements, mentoring, and equitable treatment.

For many years, a strong series of focused leaders chaired the department (Paul Elliker, John Fryer, and Jo-Ann Leong). Since that time, the chair position has changed three times, occurring simultaneously with times of serious university economic downturn. It appears that the timing of these circumstances resulted in loss of effectiveness in crafting and executing a strategic and commonly held mission for the department, and attrition that has affected most departments at OSU. The current professorial and instructor faculty full time equivalents (FTE) are 13.6 compared to 16.5 in Fall 1999. In addition, the loss of Microbiology faculty to the department of Veterinary Medicine, perhaps in part due to opportunities for higher salary, has caused faculty frustration and disenchantment injuring Microbiology-Veterinary Medicine relationships. To fulfill the promise of an expanding Veterinary Medicine department, a strong basic Microbiology department is essential: a clear statement by the university administration defining this interdepartmental relationship is crucial.

Financially the Department has been forced to budget almost all available dollars on supporting its laboratory-intensive teaching program, including using returned overhead to make up the budget shortages. This is not a robust mechanism to depend on: Firstly, the research dollars garnered by the faculty is likely to change from year to year; and further, the long term success of the research effort depends upon reinvestment in high-cost equipment and bridging funds that should in principle come from returned overhead dollars. The entire tuition generated from summer course offerings is returned to the department, which, along with laboratory fees, has also been used to offset budget shortages. The budget reductions in the past several years have slowed the growth of the department, particularly in their ability to hire new faculty that can teach and perform research in emerging new areas in microbiology.

Under the current leadership of Theo Dreher, now less than a year in this position, the Microbiology department appears to be moving forward with remarkable new energy and unity. He is considered to be a good listener and open to shared governance; the faculty is supportive of the new chair and moderately optimistic about the future. The following recommendations are offered from the perspective of ensuring that the Microbiology Department's programs maintain its present high quality level and regain stability and cohesiveness among faculty and graduates.

Recommendations:

It is **recommended** that the Department invest further effort toward the fleshing out of their strategic plan. Several faculty members indicated that strategic plans were not useful without the opportunity to garner new monies, and that the current budget situation

defeats the need for strategic planning. We do not concur with this perspective. Microbiology is a dynamic field with a rapidly evolving ensemble of key research questions, funding opportunities, and equally quickly changing market place for new employment. A strategic plan is essential in crafting the directions for the department and to insure full faculty buy-in for program adjustments that are inevitable given the economic climate and changing technologies and science. Strategic plans must address considerations regarding maintaining the strength in the undergraduate and graduate programs and service courses in the department and how faculty and funding allocations may need to address the current environment.

It is **recommended** that the Department work to create a more cohesive graduate program through greater investment in communication and inclusion/integration of graduate students in the departmental operations. This could meet the graduate student concerns relative to course offerings, communication of requirements and equitable treatment. It could also lead to improved ability to recruit graduate students, necessary to support research in the Department.

It is **recommended** that the faculty reexamine the graduate curriculum. A core curriculum of stand alone courses for graduates that meets the needs of diverse interests could be accomplished, with a one-year sequence of common courses including history, genomics, microbial genetics and physiology, bioinformatics, ethics, seminar, research methods, and grant writing, and a synthetic perspective on the interconnections between the diverse branches. Offering courses which appeal to other biologically related graduate students could create a critical mass of students to fill courses and to provide a community of peers that will nurture mutual support and sharing of ideas.

It is **recommended** that the Department continue its requests to the College of Science to replace the diminishing number of Graduate Teaching Assistants needed for teaching labs in the undergraduate service courses. This is a critical and relatively low cost investment in assuring that the program can achieve the mission of excellence in education as the University continues on a path of increasing undergraduate enrollments. Recognition of the need to support many complex laboratory courses is needed at the college level if this program is to retain its outstanding reputation for undergraduate education.

It is **recommended** that the Department and College Administration determine a means to provide durable commitment to the Instructor faculty within the Department. These important faculty members deserve to have some reassurance of commitment to continued support by the Department. They are critical to the success of the Department in providing strong advising, teaching and mentoring of undergraduate students.

It is **recommended** the department begin efforts at directed fund-raising with the help of the OSU foundation. The University is starting a huge fund-raising campaign (to include bioinformatics) and the microbiology department can offer other ideas (new BL-3 lab, renovated labs, research positions). The interaction with the Foundation might also identify some opportunities for department-specific fund-raising efforts (scholarships, undergrad research funds).

Committee Process

On June 2, 2005, a Graduate Council/Curriculum Council team visited the Department of Microbiology to conduct a full program review of the Undergraduate and Graduate Program in Microbiology. Team members were:

- John Selker, Chair of the Graduate Review Team. OSU Bioengineering, Colleges of Agricultural Science and Engineering
- Lani Roberts, Graduate Team Member, Dept of Philosophy, College of Liberal Arts and Sciences
- Logen Logendran, Graduate Team Member, Dept of Industrial and Manufacturing Engineering, College of Engineering
- Mary Cluskey, Chair of the Undergraduate Review Team, Dept. of Nutrition and Food Management, College of Health and Human Sciences
- Rorie Solberg, Undergraduate Review Team, Dept. of Political Science, College of Liberal Arts and Science
- Eric Barklis, External Reviewer, Oregon Health Sciences University
- Jim Winton, External Reviewer, Western Fisheries Research Center

All members of the review team participated in a pre-review meeting held June 1, 2005, with the Dean of the Graduate School, Sally Francis. The Microbiology self-study report was provided to the review committee prior to that meeting. The site visit provided the review committee an opportunity to meet with Theo Dreher, Department Chair; Rich Holdren, Research Office; Sherm Bloomer, Dean, College of Science; Stella Coakley, Associate Dean, College of Agriculture, faculty; students; Department Graduate and Undergraduate Affairs committees. The team was given a tour of the facilities. All review committee members have participated in the preparation of this report and concur with its contents.

Summary and Findings

Undergraduate Program

The Department of Microbiology at Oregon State University has an undergraduate enrollment of 120-140 majors. The class is made up of approximately 50% female students and about 30% minorities, a higher percentage of minorities than other departments in the College of Science. The students are often transfers coming to the major as sophomores and juniors. The advising is provided by one of two Instructors who both have been involved in the Department for several years. Their advising and mentorship is both academic and professional, including directing students toward experiences in faculty laboratories in the department, on the OSU campus and in outside agencies and industries.

The Department carries a heavy load of service courses at the University, including Microbiology (MB) 230, an introductory lab course for non majors, MB 302/303, a

higher level introductory course taken by a bulk of non-majors as well as majors, and two popular baccalaureate core courses including MB 390, The World According to Microbes and MB 330, Disease and Society. The courses are frequently offered and well received. The World According to Microbes has received awards for the curriculum. The Department generates many student credit hours through undergraduate instruction and is efficient in utilizing their own undergraduate and graduate microbiology majors for teaching labs in the undergraduate science courses.

The Microbiology department has a strong undergraduate program. The curriculum follows guidelines from the American Society for Microbiology, although this is not an accrediting body. The curriculum includes a core, elective, and support courses for majors and then a laboratory skills component which currently are dependent on support from returned overhead and lab fees. The program attracts strong students and has grown modestly over the past few years.

The department is also ahead of its College in terms of learning outcomes and assessment. The Microbiology department has developed learning outcomes for all of its undergraduate courses as well as outcomes for the program itself. Assessment seems to be continual, particularly in the large service-based courses. An active student group participates in the collection of outcome data, providing students a very anonymous process to give input. Assessment takes place while students are in the major, in their classes, and after they leave the program.

Most undergraduates participate in laboratory research outside the classroom. These opportunities seem abundant and reasonably accessible to the interested student. The two main advisors do yeoman's work in notifying students of research opportunities on and off campus. When asked, the undergraduates did not know of any major that did not work in a lab on campus sometime during the completion of the degree. The committee finds this facet of the program commendable. The review committee finds the current funding model for key components of the undergraduate program, which relies heavily on returned overhead to support lab assistants, to be unsustainable and inappropriate. The College of Science should add-back the funding required to provide this educational program immediately.

Graduate Program

The graduate program in the Microbiology Department is also successful, but has some challenges. They enroll about 25 – 35 graduate students a year, with approximately 50% female enrollees and few minority students. The demographics however, show a significant preponderance of European American and Asian students with few or no Latino, African American and Native American graduate students. Though the department has made dedicated efforts, they have been unsuccessful in recruitment of many international students, and do not support as much ethnic diversity in their graduate program as they would like. The Graduate Affairs Committee actively participates in the recruitment of students from ethnic minorities, especially through programs fostered by the Graduate School, including the Western Name Exchange. Microbiology also takes advantage of the Minority Graduate Student Support Pipeline fellowships, which is

designed for Ph.D. students. They also recruit minority students at the annual conference of the Society for Advancement of Chicanos and Native Americans in Science and through the McNair Scholars Program.

The data indicate that the number of graduate student enrollment has decreased in recent years, with particular impact at the Ph.D. level. The faculty members attribute this to the ability to get well paying jobs with Masters degrees (job offers up to \$65,000/year recently) that makes doctoral level education not seem worth the investment. In addition, modest stipends (2004-05, approximately \$20,000) make competition for graduate students challenging. Loss of faculty and curriculum issues likely makes recruitment of graduate students even more difficult.

The incoming students over the last few years have shown a marked drop in their quantitative GRE scores. Although some of these problems may coincide with national trends (for instance, reduced numbers of highly motivated foreign students), some appear localized. One solution might be to make a greater effort to recruit graduate student applicants from traditional and non-traditional (physical sciences) undergraduate backgrounds.

The graduate students sense a new level of responsiveness to their needs, and appreciate the new graduate student lounge, complete with wireless internet access. At the same time they have commonly held and significant concerns regarding graduate advising and curriculum.

Concerns with graduate curriculum were identified by almost all of the graduate students interviewed, with dual effects of impairing close student contacts, and imparting a well-defined body of knowledge to the students. The committee was told that lack of a well-defined curriculum reflected the diversity of graduate interests that prevents a unified instructional content or approach. Despite this impediment, it appears to this committee that definition of a core curriculum required of all departmental grad students is feasible, has the support of the students, and will have a very positive unifying effect. The graduate students enthusiastically supported adoption of a required core course for all grad students that could include a historical review of the field, with an introduction to each faculty member and her/his research. There was also an enthusiastic response to the idea of including an ethics component (research ethics, bioethics) in the curriculum. If this core course could be developed for one or two credits, the graduate students believe they would develop a sense of community, which they do not perceive currently. While the students have their own ideas as to the optimal graduate curriculum, the faculty is in the best position to choose coursework that is most critical to the profession. Presumably this should include aspects of biochemistry, biophysics, and genetics. The department should strongly consider teaching some of this material in a joint program that includes graduate students of other biological sciences.

The Microbiology Graduate Affairs Committee notes that the requirements for the graduate students in slash courses are inconsistent with policy. The department offers a total of 14 slash (400/500-level) courses that can be taken by graduate students. Although a few additional course requirements (objective critique of an article, a presentation, etc.)

can be imposed on graduate students taking these slash courses, the learning graduate students receive may not be as effective as that received from taking strictly graduate courses.

It appears that the department perhaps has not taken full advantage of being housed in two colleges to help alleviate some of the issues concerning the graduate program. In the last three years, only one full-fledged strictly graduate (600-level) course has been taught in the department, with a couple of other 2 credit hour, 600-level courses are taught as special topics. The faculty in the microbiology department should work with faculty in other departments in the College of Science and the College of Agricultural Sciences to identify a set of common graduate-only courses (at the 500 and 600 levels) that will meet the requirements of two or more departments including microbiology. This would enable them to teach classes that are guaranteed to have a good enrollment. The shared faculty responsibility among departments might alleviate the teaching demand on microbiology faculty.

The expectations of graduates with an MS degree or, more fittingly, a PhD degree upon graduation are that: they should be able to write proposals, they should be able to manage a lab, and they should be able to speak in front of an audience. The experience they gain from holding a minimum of one-term, graduate teaching assistantship that consist largely of logistical support in teaching laboratory sections, is not adequate to meet these expectations.

The department assesses the quality of the research produced by PhD students by the number of journal papers either published or accepted for publication, prior to their final defense. Often papers are published with graduate student as the first author, and jointly with the student's major professor and others who have made a contribution to the research. In the past six and one-half years (1999- June 2005), a total 52 papers have been published, averaging 8 journal papers per year. The students and the faculty should be commended for this noteworthy accomplishment. While the number of journal publications produced by a PhD student is a rigorous yet objective measure to assess the quality of research, the consistency in using this measure across the different PhD committees is somewhat debatable. It appears that some committees have required as many as 5 to 6 journal papers, while others one or none. While it is hard to decide on a unique number of journal publications that would meet the rigor and expectations of the diverse areas of research in microbiology, it is strongly recommended that the department develop a consistent policy that can be used by all PhD committees. Inconsistent policies contribute to the student sense of inequitable treatment.

The committee was told by a broad group of students that the individual advising was quite good, but that the overall graduate advising was not meeting their needs or expectations. There was considerable confusion among the students as to the credit and distribution requirements to obtain a degree in microbiology, and a general dissatisfaction with access to timely, accurate, and accessible information related to the requirements and resources available relevant to their graduate programs. These issues require concerted attention to both understand their scope and remedy the causes.

Overall, the graduate program would benefit from more cohesion. The current program is somewhat disorganized, and in need of structural reform. The mechanism for tracking graduate student progress is not well defined. The graduate students speak of uncertainty in departmental and university degree and course requirements. The students perceive that there are funding inequities among graduate students. Although a graduate student is supposed to sit on the Graduate Affairs Committee, after the review and reading of the self-study, it appears that the position was vacant. Filling this position with a graduate student elected by peers may be an effective beginning.

Faculty

The faculty is currently made up of 12.6 tenured and 1.0 fixed term FTE positions, the majority of which are primarily research faculty, with only two dedicated to program instruction. This creates a potential for producing a wealth of opportunities for students who specialize with interest in a host of diverse specialties. In addition, although not a large faculty size, both the undergraduate and graduate programs are productive and successful.

The service teaching, in general, is met by the female faculty (2 instructors and 2 research faculty). Thus, the women in the department are teaching the larger courses and generating the largest student credit hours. The review team understands that in the past the instructors for the service courses included men. The team also understands that the department seeks to continue to improve the ethnic and gender balance of the faculty, which are worthwhile goals.

The decrease in faculty and graduate teaching assistant (GTA) lines combined with increasing university enrollments has burdened the laboratory courses as well as placed greater demands upon the instructional faculty. Without an increase in GTAs, the access to these courses will have to be restricted. The department has done well to adjust to the reduction in GTAs by providing an opportunity to undergraduates to serve as lab instructors. This is an interim solution. Replacement of at least two GTA lines would allow the department to continue its strong commitment to the providing for the educational mission of the university.

A few problems concerning faculty relations were uncovered during the site visit, echoed by students and some of the Administrators participating in the review. Graduate students noted a lack of collegiality between certain department faculty members. In a department as diverse as the Microbiology department is expected to be, a certain level of disharmony is to be anticipated. Nevertheless, things become destructive when faculty disagreements become apparent to students as we found here. Another faculty relation issue is the relative lack of women and minority faculty members: the department should make all practical efforts to recruit and hire women and minorities for diversification purposes. Finally, department relations have suffered as a consequence of having had four different department chairs in about five years. Hopefully the strong support for the current chair by the faculty and the administration will facilitate department rebuilding.

The Deans of the College of Science and Agriculture have already approved two new faculty searches for the Microbiology department. As the searches progress, the faculty should look to fill the open positions with the highest quality candidates—candidates who will have the greatest chance of attracting grant funding. In this way, the new hires will be a double boon to the department as they increase the number of research faculty and the number of graduate students that can be funded. We note that the research office, and the Colleges of Science and Agriculture seem ready to improve start-up packages to attract nationally competitive candidates and the department should push these offices to ensure such candidates join their ranks.

At one point, Dean Coakley suggested it would be desirable for the Deans of Science and Agriculture to reallocate the FTEs allocated for teaching and research to better reflect the current realities. This may be better done after a strategic planning effort, but could give a better (or more equitable) balance. Also, the faculty may wish to revisit the opportunities for additional research FTEs in new areas of agricultural microbiology (e.g. agricultural biotechnology, microbial remediation, agricultural bioterrorism) or other applied aspects relevant to the needs of the Oregon agricultural community that are not covered by existing faculty.

Currently, the Department has fairly established classical virologists on the faculty. While there is a need for the department to grow in areas of research that are perceived to be ‘cutting edge’ in microbiology for the 21st century, the efforts pursued by the Department seem to be directed in expanding the areas of research that are considered to be more traditional and are already in place at OSU. To gain national visibility, the Department should make every attempt to grow in areas of research that are considered new and somewhat revolutionary. Computational biology and bioinformatics are two new emerging research areas that have great potential of producing a wealth of opportunities for students who specialize in them.

Facilities

The Department of Microbiology is housed in Nash Hall on the Oregon State University campus in Corvallis. The building is four floors and contains the department office, lecture rooms, teaching and research laboratories, faculty offices as well as the faculty and graduate student lounges. Research equipment is perceived to be adequate, if not exceptional, with well-supported common facilities.

During the review, neither undergraduate nor graduate students expressed serious concerns about inadequacies of physical resources that interfered with their ability to be successful in their studies and research though opportunities to enhance the facilities were expressed by students and faculty. In several places in the self-study report, the Department has indicated a need for the renovation of Nash hall laboratory space. A tour of Nash hall showed walls with peeling paint, an aging infrastructure, and laboratory space that are decidedly not ergonomic, supporting this perspective. The department is making many investments to remedy these problems to the degree that resources can be devoted to these needs.

While it is understood that university funds are limited, resources should be invested with the specific goal of renovating laboratory space for incoming faculty as soon as possible. The ability to attract better faculty candidates is likely to recompense the university investment many-fold. A second research-related facility issue is the need for at least one readily available bio-safety level 3 (BSL3) facility. In the current national biomedical research funding environment, one of the best bets for achievable grant support is for research on emerging infectious diseases and bioterrorist threats. An optimal solution would be the construction of a BSL3 tissue culture/microbiology lab in Nash hall. A less satisfactory solution would be to ensure unfettered access to the Veterinary Medicine BSL3 facility. It would be best if access arrangements were adjudicated on a university-wide basis, rather than by the Veterinary College. Finally, it is remarkable how little shared equipment is available in the department. This may be due to the diverse nature of research in the department, and the number of chairs the department has had in recent years. Nevertheless, from the perspective of potential faculty candidates, the lack of a plan to procure and maintain departmental shared equipment must suggest a fragmented rather than cohesive unit.

Summary of Program Strengths and Limitations

Overall the Department of Microbiology Review resulted in the following strengths and areas to build and maintain:

1. Strong, productive and accountable academic programs
2. Satisfied students and alumni who support the Department
3. Successful program graduates at both the undergraduate and graduate level
4. Established faculty with solid funding and research track records
5. Campus recognition and collaborations around campus and within agencies and industry
6. Excellence in university service in providing non-major undergraduate teaching
7. Outstanding opportunities for undergraduate research and laboratory experiences
8. Diversity in gender at undergraduate and graduate level
9. Potential to replace two faculty positions

The following areas are of concern and are current limitations which should be addressed:

1. A lack of a strategic plan that looks to the future in terms of department direction given the economic, technological climate and the best fit with the College and University directions and missions.
2. There is need to stabilize the Department that has suffered through leadership changes, faculty loss and economic downturns. This should include strategies to support the new chair and unite faculty who may be factiously aligned undermining the cohesiveness of the Department as a whole. While the faculty was seemingly unaware of their fractious

nature, it has been perceived by graduate students and was communicated to the review team.

3. A need to examine the graduate program curriculum, structure and communication strategies with students
4. Fostering the minority diversification of faculty and graduate students
5. A need to manage growing undergraduate enrollments and decreases support for instructors/graduate teaching assistants and plan for future of the Instructors within the Department
6. A way to increase graduate student recruitment, particularly PhD students, perhaps by attracting cutting edge faculty and increasing stipends for students.
7. Aging facilities and laboratories that interfere with the ability to attract new faculty

Summary

The department of Microbiology has a committed faculty, enthusiastic students at all levels, and leadership that has vision and strong support. An important area of strength for the Department in the past has been the diversity of the areas of microbiology in which research and teaching are conducted. These include health-related areas (e.g. virology, immunology), agricultural topics (food, soil, dairy) and basic features of the microbial world (ecology, physiology, evolution and genetics). This breadth, relatively uncommon (especially for a small department), needs to be nurtured for the future as it provides an exceptional teaching environment and enhances opportunities for integrated and collaborative research. However, the last decade has been one of deep challenges and opportunities for the department. The transition from a culture of long-standing tight control to a period of staccato changes in departmental leadership has been difficult. At precisely the same time the department faced the most severe budget cutbacks in recent memory and significant growth in its student population. Finally, faculty members were lost to retirement and sister programs in the university that strained work-hours and collegial relationships. Despite these inopportune concurrent events, the faculty has maintained an outstanding undergraduate program, and a very strong graduate program. There is a palpable sense of joint commitment to the success of the program from the entire department community, and a belief that they are heading in the right direction. This summer the faculty plan a retreat in which they will lay out the direction to be taken on a number of key issues. The timing of this event fits well with the turn around in faculty numbers, the establishment of a new chair, and with the completion of this review process. The review committee is both pleased with the state of the department, and encouraged greatly by the prospects for the future. While there are clear areas that can benefit from greater attention, we are convinced that the department is engaged and committed to addressing our concerns and those that they perceive in a serious and effective manner. They will need financial and administrative support, most notably from the College of Science, to achieve the success they strive for, but these investments will be well placed given the setting the department provides.

Abbreviated Category I Proposal for Name Changes

Departmental:

BIOENGINEERING Changes to BIOLOGICAL AND ECOLOGICAL ENGINEERING

M.S. and Ph.D. Graduate Degrees:

BIORESOURCE ENGINEERING changes to BIOLOGICAL AND ECOLOGICAL ENGINEERING

Oregon State University

College of Agricultural Sciences

Department of Bioengineering

CIP* Number 14-0501

April 25, 2005

Effective Date: As Soon As Approved

- 1. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

The "Department of Bioengineering" will change to the "Department of Biological and Ecological Engineering", and the M.S. and Ph.D. in Bioresource Engineering will correspondingly change to "Biological and Ecological Engineering". Reasons for the proposed change are outlined below.

Overview:

"Biological and Ecological Engineering" more accurately represents the current and planned future foci of the department, and thus, is a more suitable department name. In 1999 the departmental name was changed from "Bioresource Engineering" (the name of our only current graduate degree program) to "Bioengineering" to match the undergraduate degree name. The undergraduate program was shortly thereafter removed from the department (against the majority opinion of the departmental faculty) by the provost, leaving the department with the name while the undergraduate program of the same name was housed in the current department of Chemical Engineering. This creates considerable and unnecessary confusion. Further, though adopted to represent the breadth of activities within the department, the name Bioengineering has evolved recently to focus increasingly on biomedical issues, which misrepresents the remaining faculty and graduate courses in the department entirely. Finally, working with the department's external advisory board, and following a survey of undergraduates, we have identified a new undergraduate program which should be established under the title of "Ecological Engineering." We have also identified the area of Ecological Engineering as an opportunity to promote the department to national leadership in research, and graduate education. This emphasis is consistent with the College of Agriculture's strategic plan and the OSU Plan for Distinction, and reflects the unique national strengths of OSU in natural sciences and engineering.

- a) Since renaming the department from “Bioresource Engineering” to “Bioengineering” several years ago, much has changed at OSU and on the national landscape. At OSU, an undergraduate program in “Bioengineering” has been developed. While it was initially developed and housed in the Bioengineering department, it is currently (and for the foreseeable future) housed in the Chemical Engineering department. Having a department and a separate academic program with a same name is at the least confusing and at worse damaging to the missions of both units. At a national level, only in the past few years has consensus emerged on the use of the term “Bioengineering” to reflect primarily biomedically-oriented engineering, and “Biological Engineering” to reflect a broader, more natural and human-managed systems perspective. We took a risk, with extensive and insightful advice, when we adopted the name Bioengineering on the hope that it would grow to encompass both realms, but this has not occurred. The current Bioengineering department is minimally engaged in biomedical engineering, and significantly (essentially exclusively) engaged in biological engineering associated with natural and human-managed system. At the national level, there has been a strong trend of former agricultural engineering programs to adopt names that include “Biological Engineering” (see Appendix 1), and our national professional society recently rename itself to the “American Society of Agricultural and Biological Engineering”. This trend has now become the national standard for programs like ours, and the alignment of OSU with national standards in this regard will improve recruiting of students, staff and faculty, reduce confusion associated with the current name, and provide consistency with the common usage of term Biological Engineering nationally and within the Land Grant system.
- b) The label “Bioengineering” has been counterproductive in recruiting students. We have seen a precipitous drop in graduate student applications since adopting the “Bioengineering” name several years ago. Our conversations with those students we have been able to discuss this with frequently points out the connotation of “Bioengineering” to refer to biomedical applications in applicants minds. The response to the terms “Biological and Ecological Engineering” has been very positive from our student’s perspectives.
- c) Based on a recent analysis of opportunity areas in undergraduate program development and corresponding polls of student interest, we anticipate the development of an “Ecological Engineering” undergraduate program in the near future. Incorporating “Ecological Engineering” into our department name and graduate program name will begin “branding” this term and facilitate recruitment into the undergraduate program when it is offered.
- d) Our students have graduate program needs in three areas – water resource engineering, ecological engineering, and biological engineering, with some overlap between these three areas. OSU’s recent Water Resource Engineering degree program serves the first need. Our current Bioresource Engineering degree encompasses both ecological and biological engineering; however, the “Bioresource” label has not served our students well and it’s inconsistency with the proposed department name will add confusion and will reduce our ability to attract students into the program. Thus we propose renaming the graduate

program to explicitly align with the departmental name and provide a clear opportunity to promote both the Biological and Ecological aspects of the program. No curriculum change is anticipated at this time. The College of Engineering is in the initial phases of planning a multidepartmental, college-level graduate program in “Biological Engineering”, of which we are strong supporters. If and when that program becomes available, we will simultaneously rename our graduate program to “Ecological Engineering”, providing the three needed degree pathways for our students: 1) Biological Engineering, through the college-level COE program, 2) Ecological Engineering, through our department, and 3) Water Resource Engineering, through the WRGP offered through the Graduate School. However, until that new program is approved and in place, we need a program label to serve the needs of our biological engineering students, and the use of “Biological and Ecological Engineering” as an intermediary solution is needed. We have discussed this with the College of Engineering and they are supportive of this pathway.

- e) We have had extensive discussions with our advisory board and stakeholders; the name change has been unanimously supported by our board and well-received by students and other stakeholders.
- f) The establishment of the cross-campus Water Resources Graduate Program in October of 2004 has provided a venue for many of the department’s faculty to attract students interested in Water Resources Engineering. An immediate increase in graduate applications has coincided with this change. This both illustrates the problematic nature of the current name, and provides a context for the renaming. Though Water Resource Engineering has long been a major thrust of the department, we committed almost 20 years ago as a department to the notion of providing a nexus for the application of engineering methods to natural systems.
- g) Nationally, departments such as ours that historically fell under the name of “Agricultural Engineering” at land grant universities have almost universally changed names to include “Biological Engineering.” Thus it has evolved that “Bioengineering” has been most closely associated with biomedical issues and the otherwise similar “Biological Engineering” with engineering of non-human natural systems. Thus renaming the department “Biological and Ecological Engineering” would be consistent with the national trend and would both better reflect the scope of departmental activities, and distinguish the two important and parallel academic thrusts that will be growing on campus in the coming decades.

2. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

The department’s location within the current organizational chart will remain unchanged.

3. **Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.**
 - a. **Explain how the program or unit's current objectives, functions, and/or activities will be changed. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and advising structure and availability. How will the reorganized program be stronger than the existing program?**
 - b. **Explain how outcomes in the newly organized program or unit will be assessed.**

The new name reflects the department's current objectives and activities. There is no current reorganization accompanying this change.

4. **Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.**

There are no additional resources associated specifically with this change. All existing faculty and support personnel within the department fully support this change.

5. **Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.**

Funding sources will remain the same.

6. **Relationship of the proposed unit to the institutional mission.**
 - a. **How will the proposed program or unit support OSU's mission and goals?**

OSU has made its goals clear with the February 2004 publication of the campus strategic plan. Of the five strategic themes, two identify that OSU has a central leadership role in the management of Oregon's natural resources, consistent with the central mission of our department. Our current name does not reflect this core departmental mission. We believe that the new name will better reflect the coincidence of our mission with that of the university's.

- b. **Describe potential positive and negative impact of the proposed change on the program(s) or unit(s) involved. Identify other OSU programs or units which may be affected, and describe the potential positive and negative impact on their mission and activities.**

We see two very positive outcomes of this change. First, our department name will be consistent with its mission and recognizable to prospective students and clients of the department's research and extension products. Secondly, the new name will

greatly diminish the confusion that currently exists, both on and off campus, between our past undergraduate program and our current and future programs.

7. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

The goals and plans of the department remain as stated in the strategic plan published for the department over 2 years ago. With greater coincidence between name and mission the department will improve in its ability to fulfill this set of goals. The department will continue to grow the Water Resources Graduate Program with its cross campus colleagues; will advance the engineering mission of the Sun Grant program; will advance biological engineering methods and applications for the enhancement of the Oregon economy.

8. Relationship of the proposed unit to programs at other institutions in the state.

a. What is the current relationship of the proposed program or unit to OUS and other higher education institutions in the state? Describe how this relationship might be altered based on the proposed change.

The proposed name change does not change the goals of the department or its relationship to the state, industry, nation, or world.

b. Describe how the proposed change will affect other constituencies outside of OUS.

This change will enhance the departmental effectiveness and allow clearer identification of our program to external stakeholders. This will enhance the ability of the department to serve the state in all the aspects of the activities carried out.

9. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

Programs falling under the department's domain are accredited by ABET, the Accreditation Board for Engineering and Technology. This board primarily accredits undergraduate programs, and we are currently a graduate-only program. However, we anticipate developing an undergraduate program in the near future. ABET accredits programs under several name identifiers, two of which are relevant here. The first is "Agricultural and Similarly Named Engineering Programs", which specifically list "Biological Engineering" as coming under this review category, and our professional society (American Society of Agricultural and Biological Engineers) is the lead society in this certification category. A second program area in ABET is for "Bioengineering and Biomedical Engineering Programs", for which the lead society is the Biomedical Engineering Society. This second category, although sharing our current departmental name, is clearly inappropriate for reviewing programs such as ours, and the name

change to focus primarily on “Biological Engineering” is consistent with ABET’s standards.

Appendices:

- **1. Summary of Names of Similar Programs**
- **2. History of Name Changes within the Bioengineering Department**
- **3. Transmittal Sheet**
- **Budget Table** N/A
- **Library Evaluation** N/A
- **4. Liaison** (attach all liaison correspondence, both internal to the college/school and with all affected, or potentially affected, academic units and institutions within or outside of OSU)

Appendix 1. Summary of Names of Similar Programs

Below is a summary of the major comparator or better institutions, mostly Land Grants, for similar programs across the US and the names of their programs: Land Grant Institutions are emphasized because OSU serves this role for the state and that historically Biological Engineering programs have been located within the Land Grant system. The first column lists the institution. The second column lists the current program name for those programs derived from and Agricultural Engineering department. The third column list any additional programs, typically derived from a Chemical Engineering focus, which may exist at the institution, and is included to emphasize the clear association of “Biological Engineering” with those programs derived from historically Agricultural Engineering programs within the Land Grant system.

Institution	Ag-derived department name	Non Ag-derived department name
Purdue	Agricultural and Biological Engineering	Biomedical Engineering; Chemical and Biomolecular Engineering
Cornell	Biological and Environmental Engineering	Biomedical Engineering
U. Florida	Agricultural and Biological Engineering	Biomedical Engineering
UC Davis	Biological and Agricultural Engineering	Biomedical Engineering
Michigan State	Biosystems and Agricultural Engineering	Biomedical Engineering
U. Arizona	Agricultural and Biosystems Engineering	n/a
U. Maryland	Biological Resources Engineering	n/a
Texas A&M	Biological and Agricultural Engineering	Biomedical Engineering
Washington State	Biological Systems Engineering	Chemical Engineering and Bioengineering
Utah State	Biological and Irrigation Engineering	n/a
Ohio State	Food, Agricultural and Biological Engineering	Chemical and Biomolecular Engineering
Clemson	Biosystems Engineering	Bioengineering (Biomedical focus)
Penn State	Agricultural and Biological Engineering	Bioengineering (Biomedical focus)
U. Illinois	Agricultural and Biological Engineering	Bioengineering (Biomedical focus)
U. Georgia	Biological and Agricultural Engineering	n/a
North Carolina State U.	Biological and Agricultural Engineering	Biomedical; Chemical and Biomolecular
Kansas State U.	Biological and Agricultural Engineering	n/a
U. Kentucky	Biosystems and Agricultural Engineering	n/a
Louisiana State U.	Biological and Agricultural Engineering	n/a
U. Arkansas	Biological and Agricultural Engineering	n/a
Virginia Tech	Biological Systems Engineering	n/a
U. Idaho	Biological and Agricultural Engineering	n/a
Iowa State U.	Agricultural and Biosystems Engineering	n/a
U. Missouri	Biological Engineering	n/a
Mississippi State U.	Agricultural and Biological Engineering	n/a
U. Nebraska	Biological Systems Engineering	n/a
North Dakota State U.	Agricultural and Biosystems Engineering	
U. Wisconsin	Biological Systems Engineering	Biomedical Engineering; Chemical and Biological Engineering
U. Maryland	Biological Resources Engineering	Bioengineering Program

Appendix 2. History of Name Changes within the Bioengineering Department

To provide some background and context for this request, we are including here a brief summary of the recent trajectory of the Bioengineering Department. The department and our profession have experienced considerable change over the last two decades, both internally and externally driven. The table below lists a chronology of events related to the changes associated with the Bioengineering department.

Action	Date	Reason
Established Agricultural Engineering Department	1910	Provide technical education supporting the agricultural sector
Department name changed to Bioresource Engineering	1991	Reflect broadening of the department mission into natural resources, environmental management, and water resources
Development of undergraduate program Biological Engineering	1996	Demonstrated need for undergraduate program in the broad area of biological engineering – name consistent with national trends
Department name changed to Bioengineering	2001	Reflected a decision by some faculty members that the “Bioresource Engineering” department name was not consistent with the undergraduate program direction; this was not a consensus decision and caused considerable debate within the department
Undergraduate Program name changed to Bioengineering	2001	Consistent with the department name change, the undergraduate program was renamed; reflecting a strong tendency within the students enrolled in the program towards biomedical engineering. This also reflected a naming convention supported by the Whittaker Foundation (a foundation funding programs in biomedical engineering, include OSU's program)
Bioengineering undergraduate program transferred to Chemical Engineering	2002	This change came about largely because of dissention by two faculty members about the commitment of the department to supporting the biomedical focus of many of the undergraduate students, and an assumption that the biomedical aspects of the program would be better served if the program was housed in the Chemical Engineering department
Rename department/program to Biological and Ecological Engineering	2005	Many reasons outlines in this proposal: Remove confusion on campus, align with nation naming conventions, provide consistency, identify emerging opportunity area (Ecological Engineering), others.

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

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

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University - Dept. of Bioengineering

Category I Proposal Name: Proposal for Name Change

Academic Year: 2005 - Permanent Change

Operating Year: 2005

Completed by: Susan Dobbie

(indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

	Column A	Column B	Column C	Column D	Column E	Column F	Column G
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants/Contracts	From Fees, Sales, & Other Income	Endowment	LINE ITEM TOTAL
	FTE	Dept	College				

Personnel							
Faculty (Include FTE)							\$0
Support Staff (Include FTE)							\$0
Graduate Assistants (Include FTE)							\$0
Fellowships/Scholarships							\$0
*OPE: Faculty							\$0
Staff							\$0
GTA/GRA							\$0
Nonrecurring							\$0
Personnel Subtotal:		0	0	0	0	0	\$0
Other Resources							
Library/Printed							\$0
Library/Electronic							\$0
Supplies and Services							\$0
Equipment							\$0
Travel							\$0
Other Expenses		500					\$500
Other Resources Subtotal:		500	0	0	0	0	\$500
Physical Facilities							
Construction							\$0
Major Renovation							\$0
Other Expenses							\$0
Physical Facilities Subtotal:		0	0	0	0	0	\$0
GRAND TOTALS:		500	0	0	0	0	\$500
Percentage of Total		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

From: Tesch, Steve [steve.tesch@oregonstate.edu]
Sent: Monday, March 07, 2005 10:58 AM
To: Bolte, John
Subject: Liaison

John: Thanks for making time to come over and visit with the FE faculty on the BRE321 and BRE Department name change proposals. I think this was a very helpful discussion. I am pleased to say that that FE Department will provide support for both of these proposals. I think we are slowly building some bridges between the two departments. Lets continue to look for opportunities to keep the conversations flowing.

Steve

Steven D. Tesch
Professor and Department Head Forest Engineering Department Oregon State University
Corvallis, OR 97331-5706
Phone: 541-737-4952
Fax: 541-737-4316
E-mail: Steve.Tesch@oregonstate.edu

From: John Bolte [boltej@enr.orst.edu]
Sent: Monday, February 28, 2005 9:40 AM
To: 'Krueger, Bill'
Subject: RE: Department Name Change

Bill, I think the distinction has to do more with the "Engineering" side of things" We don't try to produce rangeland scientists, just as you don't try to produce engineers capable of being professionally licensed as such, if they so desire. We focus on quantitative analysis and design, in the engineering sense. An example would be a constructed wetland for wastewater treatment – we look at not only the biological processes that control this system, but also go through mathematical descriptions of the processes that describe governing equations, process rates, and kinetic parameters that model the rates of various reactions, and the mass, momentum and energy conservation equations that govern hydraulics of the system, all with the goal of being able to design a system that meets specific treatment requirements and could be permitted. Your comments would be equally relevant to the current "Bioengineering" or its many variants (Biological Engineering, Bioresource Engineering, Biosystem Engineering) that are used to designate programs like ours around the country"

I hope that helps. Let me know if you still have concerns.

- John

From: Krueger, Bill [mailto:william.c.krueger@oregonstate.edu]
Sent: Friday, February 25, 2005 2:56 PM
To: Bolte, John P - ONID
Subject: Department Name Change

John

I read the Cat I proposal to change your Department's name. I looked up Ecological Engineering as defined by the International Ecological Engineering Society. It follows:

What is Ecological Engineering?

Definition according to the International Ecological Engineering Society.

Ecological Engineering has been defined as "the design of the human society with its natural environment for the benefit of both" (Mitsch & Jorgensen, 1989). Ecological engineering integrates various existing environmental fields such as classical ecology, agro-ecology, and restoration ecology. The skills of these fields are used to design low-impact systems for waste treatment, food and energy production, habitat restoration and other benefits.

Ideally, ecologically engineered systems should provide useful services for human society while at the same time retaining their function as an ecosystem. Ecological engineering also tries to introduce ideas which have grown out of ecology into engineering, such as "systems thinking", "whole systems design", "recycling strategies" and so on.

Ecologically engineered systems are not a priori sustainable but heading that way.

In many ways it defines Rangeland Resources, Fisheries and Wildlife, Forestry, etc.

Have you dealt with this idea and do you have a definition that is not inclusive of all the ecological disciplines on campus?

William C. Krueger, Head
Department of Rangeland Resources
Oregon State University, Corvallis, Oregon 97331 <http://www.orst.edu/dept/range/>

From: Karow, Russell [russell.s.karow@oregonstate.edu]
Sent: Wednesday, March 09, 2005 8:50 AM
To: Bolte, John
Subject: RE: Bioengr name change

agreed

Original Message----

From: John Bolte [mailto:boltej@engr.orst.edu]
Sent: Wednesday, March 09, 2005 8:40 AM To: Karow, Russell
Subject: RE: Bioengr name change

Russ, thanks for your comment We've talked about the water issue, and concluded that we didn't want to include "Water" in our name since that has become pretty clearly a cross-departmental domain, with the new water-related grad programs, etc. I like the model that seems to be emerging of some cross-cutting themes being managed across multiple departments/institutes - sort of a fabric with departments running one way and themes running the other way. Our faculty associate with departments at one level, and with themes at another. That's how I see the water connection working.

- John

From: Karow, Russell [mailto:russell.s.karow@oregonstate.edu]
Sent: Wednesday, March 09, 2005 6:49 AM
To: Bolte, John
Subject: RE: Bioengr name change

John,

Sorry I missed your deadline. Had just one concern about whether this name reflects the extensive amount of water work that some of your faculty do. This is not readily intuited from the name.

Russ

Original Message----

From: Karow, Russell
Sent: Thursday, February 17, 2005 7:01 AM To: CSS2 Project Leaders
Subject: Bioengr name change Importance: High

FYI - please send any comments to me - Russ

Original Message----

From: Dobbie, Susan
Sent: Wednesday, February 16, 2005 3:23 PM
To: CAS Dept Heads

Subject:
Importance: High

DATE: February 16, 2005
FROM: John Bolte - Dept. Head - Bioengineering
SUBJECT: Curriculum Liaison

The attached Category I proposal describes the renaming of an academic unit.

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

Please review the attached materials and send your comments, concerns, or support to me by March 2, 2005. Your timely response is appreciated.

Please note - the attached budget for \$500.00 in expenses is to cover the name change for the Dept. Identity, Letterhead, and Business Cards.

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

Thank you for your time and input.

John P. Bolte
Department Head
Dept. of Bioengineering
116 Gilmore Hall
Corvallis, OR 97331-3906
T-541-737-6303
F-541-737-2082
John.bolte@oregonstate.edu

Agreement between the College of Agricultural Sciences and the College of Engineering on
Names of Biological-Based Units and Degree Programs

September 2, 2005

The Bioengineering Department in the College of Agricultural Sciences:

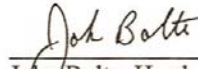
- The Bioengineering Department will be renamed "Biological and Ecological Engineering" with the full support of COE
- An undergraduate degree program in "Ecological Engineering" will be developed with the full support of COE

The Bioengineering program within the Department of Chemical Engineering, College of Engineering:

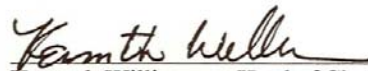
- The Chemical Engineering Department or School will be renamed to include "Chemical, Biological, and Environmental Engineering," with the full support of CAS
- Any specific unit housed in a future School or Department of Chemical, Biological and Environmental Engineering or similarly named school or department will not use the name "Biological Engineering"

COE and CAS agree to cooperate on the development of a joint, multi-departmental graduate program in "Biological Engineering".

Both COE and CAS agree to not use the term "Biological Engineering" as the name of any academic program, other than the multi-departmental graduate program described above.



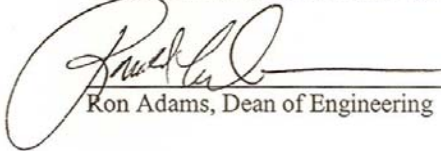
John Bolte, Head of Bioengineering



Kenneth Williamson, Head of Chemical Engineering



Thayne Dutson, Dean of Agricultural Sciences



Ron Adams, Dean of Engineering

GRADUATE COUNCIL MEETING

October 6, 2005

3:00pm, Memorial Union Conference Room

Present: Koenig (chair), Filtz, Francis, Gitelman, Gupta, Harter, McLain, McMullen, Proebsting, Rettig, Rockey, Strickroth, Tadepalli, and Unsworth

Absent: Pehrsson and Quinn

Guests: Chelsea Byrd, recipient of OSU Distinguished Dissertation Award and nominee for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Award in the Biological and Life Sciences; collaborators on Dr. Byrd's nomination and members of her dissertation committee: Dennis Hruby, major professor, Theo Dreher, Peter Bottomley; Robert Duncan, who nominated Leah Bandstra for the Frolander Outstanding Graduate Teaching Assistant Award.

1. Award Reception for Outstanding Graduate Student Teaching and Research

The Graduate Council hosted a reception for Leah Bandstra, recipient of the Herbert F. Frolander Outstanding Teaching Assistant Award and for Chelsea Byrd, recipient of Oregon State University's Distinguished Dissertation Award and nominee for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Award competition.

2. Introduction of new Council Members

Hal Koenig (Business) introduced himself as Chair of the Graduate Council and welcomed the Council members to the meeting. He invited all Council members to introduce themselves as many members are new to the Council this year. New members are Alix Gitelman (Science), Rod Harter (Health & Human Sciences), Tom McLain (Forestry), Starr McMullen (Liberal Arts), and Bill Proebsting (Agricultural Sciences). The graduate student member has not yet been selected.

3. Committee Assignments

The list of committee and subcommittee assignments for 2005-06 was distributed. For the benefit of those who had no prior experience with the workings of the various committees, Koenig briefly described the duties of the various committees.

Sally Francis (Graduate School) reminded the Council that these are "proposed" assignments. Council Members who would like to switch assignments were asked to inform the Graduate School at least a week from today's date. This is especially important in regard to members assigned to Graduate Program Review Panels. Francis informed the Council that she tried her best to distribute the work-load equitably, and she believes that she managed to achieve that.

Koenig announced that he is teaching from 4-6 this term and will need to leave each Fall Graduate Council meeting an hour early. Koenig asked to be informed if any Council member wanted someone else other than Francis to call the question when the graduate program review guidelines are discussed. Koenig admitted that he generally tries to avoid employing Roberts's meeting rules.

Koenig asked Bruce Rettig (Graduate School) about the timing of the Oct 20 meeting. Rettig answered that the agenda had not yet been set but that the Council would be informed of the meeting time soon. Rettig also warned the Council that the meeting on November 3 may be cancelled. The Industrial Engineering Graduate Program Review has been scheduled for November 3rd and that would mean that up to four Council members would not be able to attend a Graduate Council meeting on that day.

Koenig then requested that Dan Rockey (Veterinary Medicine) agree to help lead the second half of the Oct 20 meeting. Rockey agreed and Koenig left the room. Francis took over as chair.

4. Graduate Council Graduate Program Review Guidelines Revision

Francis informed the Council that the Graduate Program Review guidelines were last revised four years ago. Last spring the Graduate Council created a web survey to collect feedback from departments to learn how the Graduate Program Review process is perceived to be working. The Council had not previously discussed these tabulated results. Francis informed the Council that the survey revealed that, in general, everything seemed fine but that she decided to revise the guidelines in order to incorporate a few new procedures and to make the guidelines more user-friendly. For example, the guidelines were reorganized and separated into two sections: Information for Departments/Programs and Information for Reviewers.

One major improvement to the guidelines is the addition of an appendix of model tables. In the past, the Graduate Deans and the Program Review Panel members found that many self-study documents lacked some of the data needed for the review. The new model tables require that the same data be supplied as before, but the hope is that the new table format will prevent departments from forgetting to include information important to the reviewers.

Service Scores

On a side note, Francis informed the Council that Alix Gitelman (Science) reminded her earlier about the importance of including data on service courses in the Program Review self-study. Francis says that this represents a gap in the review process. Francis believes that the Council should soon discuss how best to review programs providing service courses. Francis used the Statistics Department as an example of a unit with service courses. Because that department teaches such a large number of service courses, there is a huge service toll on the faculty that goes beyond the work they perform towards their

graduate degree program. How should the Council review this? Francis would like to tackle this question with the Council's help this year.

Graduate Council Consent Agenda

Francis reported that the one substantive change made to the guidelines was an attempt to respond to the web survey question dealing with the perceived value of the panel chair's presentation of the review panel's report to the Graduate Council in the presence of the program's College Dean. Francis shared with the Council her surprise at learning that many units did not feel that the presentation of the review panel's report was a valuable undertaking. Francis proposed a revised guideline:

Consideration of the Review Panel Report The report will be distributed by the Graduate Dean to members of the Graduate Council for a 2-week review period. After two weeks, the report will be placed on the consent agenda of the Council for approval unless the Chair of the Review Panel, the majority of the Graduate Council, or the department chair/program director provides a rationale calling for full discussion of the report by the Graduate Council prior to its approval. In the absence of a request for Council discussion, the report will be considered to have been approved following the next regularly scheduled meeting of the Graduate Council. When a request for full discussion by the Council has been received, the chair of the Graduate Council will arrange for the report to be presented at a regular meeting of the Graduate Council where it is formally reviewed and accepted. The department chair or program director and academic college dean(s) will be invited to this Graduate Council meeting to comment on the content of the report. After the Graduate Council has accepted the report, either by consent or full consideration, the report is forwarded by the Graduate Dean to the Provost.

Francis described to the Council how she envisioned the consent agenda process to work.

Rettig commented that serving on a Graduate Council Program Review Committee is a rewarding experience. He asked Council members who served last year whether it also is valuable to have the presentation and discussion of the panel review report at a Graduate Council meeting.

Michael Unsworth (Oceanic & Atmospheric Sciences) told the Council that he still favors having departments come in for the panel chair's presentation. He said that although it might be true that department chairs and college deans don't find the experience valuable, he believes that the Council members do. He confessed that he usually hasn't read through the panel report in great detail before a meeting so it has been valuable to him to hear the panel chair summarize it in front of the Council. Michael felt that the discussion between the department and the Council was very useful as well. Placing the report on a Consent Agenda, though it seems like it would reduce workload, actually increases it. This would put the burden on all of the Council members to thoroughly review the panel report prior to the Graduate Council meeting.

Other Council members agreed with Unsworth. Tom McLain (Forestry) and Prasad Tadepalli (Engineering) commented that it is a positive experience for department heads and college deans to come together for the Council meeting. McLain stated that placing the review panel's report on a Consent Agenda sends the message that the review process is really not very important.

Sally called McLain's position to a vote – all agreed. Alternate language was brought forward:

Consideration of the Review Panel Report The chair of the Graduate Council will arrange for the report to be presented at a regular meeting of the Graduate Council where it is formally considered. The department chair or program director and academic college dean(s) will be invited to the Graduate Council meeting to comment on the report. The Council may accept the report as distributed, accept the report with revisions, or send the report back to the Review Panel for further work prior to final action. After the Graduate Council has accepted the report, the report is forwarded by the Graduate Dean to the Provost.

Francis explained that the paragraph above describes the procedure we currently follow.

Unsworth responded that although the old procedure is a lot of work, it sends the right message to the departments and colleges: Graduate Program Reviews are extremely important to the entire University.

Proebsting moved to reject the new (consent-agenda) procedure in favor of the old procedure. The motion was seconded and the vote unanimous.

Other changes to the guidelines were discussed by the Council.

Self-Study Cover Sheet

McLain expressed his concern over the instructions for the signing of the self-study cover sheet. He said that obtaining 35+ faculty signatures is too difficult an undertaking. Francis informed McLain that this idea resulted from the Zoology self-study. The reviewers of that Graduate Program commented that they were very pleased to see signatures indicating that everyone in the department participated/contributed to the preparation of the self-study.

Francis commented that the self-study and the review should be a group event. More than just one or two faculty members should be involved. Everyone should be given the opportunity to participate in or at least read the self-study.

Many members of the Council agreed that involvement is important, and when involvement impossible, that the self-study be made available to the entire unit prior to the review.

The Council debated who should sign the self-study cover sheet. All agreed that if only the department/program head signs, then s/he should include a statement indicating that all or appropriate graduate faculty members had an opportunity to participate in the development of the self-study or had an opportunity to review the final document. This led to discussion on how (and when) the self-study would be disseminated within the unit. Starr McMullen (Liberal Arts) was concerned that releasing the self-study two weeks prior to the site visit was not enough time for interested faculty to review and/or comment on the document.

Review Postponement

McLain directed the Council to page 3 of the new guidelines.

Postponement Programs may request a Postponement of a scheduled Intensive Program Review by presenting supporting evidence. In order to postpone an Intensive Program Review, programs must present data assessing program quality. Normally, Postponement may be granted for only one year and will require new data for each subsequent Postponement; but in rare cases, Postponement may be granted for a maximum of five years at a time if the program quality assessment data are sufficiently strong. Postponement may never exceed five years beyond the standard decennial review period. Postponement must be approved by the Graduate Council with the concurrence of the academic college dean(s) and the Dean of the Graduate School. Outcome assessment data (see Review Criteria, page 3) form the basis of requests for the granting of a five year Postponement of the Intensive Program Review.

McLain asked under what circumstances the Graduate Dean would agree to a five year postponement. Francis explained that to ask for a postponement a department chair/program director would have to collect all the data in the model tables and provide other supporting documents in order to demonstrate that its graduate program is of a sufficiently high quality to alter the review cycle.

Discussion regarding granting of and the length of postponements ensued. Francis admitted that a five-year postponement has never been granted.

After some discussion the Council agreed to modify the statement so that there is no mention of the possibility of a five-year postponement.

McLain made the motion which was seconded and approved unanimously, that the new language would be amended to:

Postponement Programs may request a Postponement of a scheduled Intensive Program Review by presenting supporting evidence. In order to postpone an Intensive Program Review, programs must present data assessing program quality. Normally, Postponement may be granted for only one year. Postponement must be approved by the Graduate Council with the concurrence of

the academic college dean(s) and the Dean of the Graduate School. Outcome assessment data (see Review Criteria, page 3) form the basis of requests for the granting of Postponements of the Intensive Program Review.

Comparative Data

McLain commented on the format of the model tables. He agreed that they present a good example to departments on how to present their data. He notes, however, that the tables only show departmental data, not normative data.

The Council discussed the importance of including national and peer institution data in the self-study for the sake of comparison and interpretation.

Rettig mentioned that OSU does not have a campus wide GRE requirement, so normative data across campus would have limited value.

Tadepalli commented that it makes more sense to compare your data with that of your peer programs.

Theresa Filtz (Pharmacy) told the Council that the advice of external reviewers can be important to gain perspective as well.

Other Guideline Concerns

Filtz asked if a statement regarding the different types of TOEFL scores could be added to the model table. Francis agreed that that would be a good idea.

Rockey asked if imposing a limit on self-study length could be considered. Francis responded that over-long self-studies are not normally an issue.

Filtz asked that strong language be included in the guidelines to remind self-study preparers to include narrative language to describe tabular data. Francis acknowledged the problem and agreed that that would be a good idea.

The Council agreed that they would be willing to work on revising the text of the guidelines electronically and later vote on the amended text electronically.

Francis called for other business.

Rettig informed the Council that Koenig (as Chair) sets the Graduate Council agenda. He urged the Council members, however, to feel that they too have ownership of the agenda. He encouraged the Council members to contact Koenig or himself if they would like additional items/issues to be added to the agenda.

Francis adjourned the meeting at 5:02 PM.

GRADUATE COUNCIL MEETING

June 2, 2005

3:00pm, MU Board Room

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rockey, Tadepalli, Unsworth, Waldschmidt

Absent: Brown, Rettig, Selker, Strickroth

Guests: Thayne Dutson, Dean – College of Agricultural Sciences; Russ Karow, Chair – Crop and Soil Science; Ron Adams, Dean – College of Engineering; Ken Williamson, Chair – Chemical Engineering; Jeff McCubbin– Exercise and Sport Science

I. Minutes of the May 19, 2005 Graduate Council Meeting

Dan Rockey (Veterinary Medicine) stated that he believed that the minutes inaccurately summarized Shing Ho's statements regarding the Biochemistry/Biophysics program review (page 3 of May 19th, 2005 minutes). It was decided that Bruce Rettig would work with Shing Ho to correct this paragraph within the minutes to make sure it reflects Ho's point.

Barbara Bond (Forestry) moved and Elaine Pedersen (Health and Human Sciences) seconded a motion to accept the minutes from the May 19th, 2005 Graduate Council meeting with the suggested change. The motion passed unanimously.

II. Other Business

Dale Pehrsson (Education) noted that Lynda Ciuffetti (Science) had another item of business to discuss with Council members. Ciuffetti noted that she has still not received responses from everyone regarding the end-of-year celebration for Graduate Council members. She said that Tuesday at 5:00 most likely will be the Graduate Council end of the year party; she will confirm this by e-mail.

Brent Steel (Liberal Arts) reminded council members of the rough draft version of the PhD report that he previously sent to council members for comment. He apologized for sending the wrong version of the document. He received additional comments from members which he appreciated. Steel noted that he had updated the document, adding in Bond's comments, and plans to send this to Council members again for comment. He thanked everyone for taking the time to comment and provide him with feedback. He will update the learning outcomes again and then send the document out for an e-mail vote.

Sally Francis (Graduate School) reminded council members that the web survey about Graduate Council Program Reviews has been completed. She noted that about fifty responses were received. She thanked all those who participated. She told Council members that she had prepared a summary which has been sent to Bruce Rettig and Mary Strickroth for comments. She

said that she would send the summary to Council members. She suggested that it could be discussed at the summer Graduate Council special meeting or it could be discussed in the fall when the Council reconvenes. Francis asked Council members their preference and noted that it may be helpful to discuss the results with the current Council members since they are more experienced in program reviews than would be the new council members.

Ciuffetti asked when the meeting is planned during the summer. Francis indicated that the Graduate School will work on identifying a time and date for the special meeting.

III. Community College Leadership Program Follow-up Review Report

Jeff McCubbin, Associate Dean of the College of Health and Human Sciences, presented the follow-up report of the Graduate Council Program Review of the Community College Leadership (CCLP) program. McCubbin gave a brief background of the report and stated that he met with the department to review the status of implementation of the recommendations. He stated that the committee believed that this was done in a superior manner. McCubbin said that the follow-up committee was very pleased with the progress that the department has made. He noted that there was some confusion as to which degree they were endorsing via this specific review process since there is degree authority for both an EdD degree and a PhD degree. McCubbin noted specifically that the EdD degree and not the PhD degree program had been reviewed. He said that the College of Education has made a clear distinction between the two but that sometimes they mistakenly get co-mingled together. McCubbin finished by stating that the review committee had no real concerns with the program. He said that he was available for Council members to ask him any questions they might have or to address any comments. Council had no questions or comments. Pehrsson thanked him for coming and Council thanked him for the hard work on this follow-up review.

Pehrsson called for a motion to accept the follow up report. A motion was made and seconded and the Council unanimously accepted the CCLP follow-up report, which is appended to these minutes as Appendix 1. Appendix 2 consists of material supplied by the CCLP program.

IV. Crop and Soil Science Graduate Program Review Report

Russ Karow, Erik Fritzell, and Thayne Dutson joined the meeting. Bond gave a summary of the Crop and Soil Science (CSS) Graduate Council Program Review report (which is attached to these minutes as Appendix 3), beginning with a summary of the review team's findings. Bond stated that this process has been very interesting to her. The committee found the process to have both highs and lows, which often left them scratching their heads. She began by stating that CSS is a very large program with many faculty members and students. There are about fifty graduate students in the program almost perfectly divided between the Crop Science Program and the Soil Science Program. Bond stated that students who go through the program normally are quite successful and get good jobs. She believes that students are generally happy with the program and are treated well. She also stated that there is fairly good grant support for the program. Bond stated that, although many of the departmental procedures were not clear to the committee, it was clear that they were working well for the department.

Bond stated that, although the review committee believed that this was a good program, the committee did have several suggestions. While the students are happy in this program, the review team felt there was not much of an integrated, department wide *program*. Rather, Crops and Soils operate quite differently, effectively offering two *individual* graduate programs. Principal investigators are currently setting the rules for admissions standards. Bond noted that this is not different from many other departments across campus.

The graduate student recruitment process was another area of concern for the review team. They did not believe that they received enough data from the department to understand how this process worked. However, the team noted that this process has been effective and it continues to work for the department. Bond stated that it would be helpful for the department to compile data about the number of prospective students applying to the program. Who exactly are they? What proportion of the applicants is accepted? These statistics are not currently being collected by the department. The department told the review team that it would be very time consuming to gather these data.

Bond stated that it would be beneficial for the department to create an “ideal student” that they would like to have in their program. Then, they should figure out how they could get this student to attend OSU. Bond stated that many students are “pre-admitted” into the program; as soon as there is an opening a student is informed to formally apply and is subsequently admitted. She stated that this is not a bad thing but that there should be a way to evaluate what is happening, particularly in regard to selectivity.

Bond said that the current graduate student population is very diverse and that CSS is doing an excellent job in this regard; it is a model for the campus. The review team believes that students are well supported. Statistics would have been helpful to analyze this issue, particularly the statistics surrounding scholarships and fellowships. Bond stated that it would be helpful to have scholarships available to students to support grants and fellowships.

The review team had several recommendations about curriculum. One of the strengths of the program was that it is highly interactive across campus. Bond noted that the department is weak in offering its own stand alone graduate courses but that they meet the fifty-percent rule by relying on other departments. The team believed that it would be good for the department to reallocate some of the resources from the undergraduate program and to improve the graduate program. Bond stated that better metrics would be helpful to evaluate how students were doing in the program and how long it is taking them to complete. She believed that graduate research assistants are all evaluated but that this is not the case for all other graduate students. The team felt that a department-level evaluation to track departmental success would be very useful.

Bond stated that the team was able to talk with only three students. She hypothesized that holding the student meeting on the other side of campus from students’ offices/classes may have contributed to the poor turnout. Therefore, Bond felt that the student input was not representative of the whole student population. But, the students the team spoke with did express some concerns. One concern was slash courses. Students felt that they do not get a good graduate level

experience within slash courses. Bond noted that this is not a new concern for students as many graduate students across campus feel this way. Nevertheless, students are graduating from the CSS graduate program and successfully finding jobs. However, offering a course, perhaps a one credit course, on professionalism would be a helpful addition.

The team determined that the department has great faculty. All faculty CV's were available to the review team. Bond noted that it would have been useful if the department would have summarized the CVs in regard to faculty productivity rate, grants and so forth. Bond noted that while this department has excellent faculty members, two good faculty members have been recently lost. This is not a problem specific to this department. Bond stated that the department should be careful so that more faculty members are not lost. Determining what the department can do to keep faculty members here would be good. She thought that thinking about how the department can address the needs of Oregonians could help the department gain a higher profile. Over the short term, it is clear that faculty salaries should be increased but the resources to do this are not currently available.

Another recommendation that Bond addressed was the development of a seminar course. One suggestion was to pair crop and soil students and give them a budget to develop this seminar.

Theresa Filtz (Pharmacy) added that the team had very little external perspective for this review. The department did not locate anyone from industry to participate in the review. The external reviewer with the CSREES team had industry experience, but did not have time to provide the committee with feedback. Filtz believed that this was disadvantageous to the program review since CSS has such an internally focused perspective. She also found it frustrating that only three students attended the meeting with the team. Filtz noted that when the team met with faculty members, it appeared that the faculty did not want to talk to the review committee. It was hard to get information from them. She concluded by stating that this program works extremely well if a student is associated with a good laboratory guided by a good mentor.

Bond believes that students leave this program with a crop and soil degree. The department needs to be more accountable for providing the necessary breadth to reflect this joint perspective.

Pehrsson thanked the committee for their report.

Bond added that she had one additional comment. This is a very large department and the team believes that the department head is doing a great job. She raised the question as to why these two departments, crop science and soil science, are together? Bond believes that they operate so separately that it is not obvious why they were ever combined.

Pehrsson introduced Dean Dutson who said that the merger of the two departments in 1990 was due to a number of factors. Measure 5 (property tax limitation approved by the citizens of Oregon) and the subsequent reductions in state supported budgets contributed to the downsizing of faculty numbers that occurred at that time. Dutson commented that there are many departments nationally that combine crop and soil science so this is not rare. Dutson believes that faculty feel ownership of both programs but that they like the disciplinary loyalty.

Karow commented that the degree that students earn is either a crop science degree or a soil science degree; a combined degree has not been established. The programs are in separate buildings, they are very disciplinary, and they both started from different places and have moved to different places. Karow said that they do have a fall seminar in which graduate students are required to give a seminar, to learn who the other graduate students are, and to learn about the diversity within the department. Karow commented that the seminar is not well attended. Many people do not come because they have stronger ties to another department. With limited time available, they choose to attend seminars in other departments or programs. Karow believes that it would be possible to plan a combined seminar in the future. He believes that these seminars are important to the department. They are also important to students because seminars give students an opportunity to work on presentation skills.

Karow generally agreed with Bond's comments. He believes that this department has excellent faculty members that work within the various concentrations. However, Karow stated that there are many collegial groups in this department and since it is such a large diverse department a student in one concentration may have no idea who you are if you are in different concentration. Karow then agreed with Bond's comment that if you are a student in one field, you may in a very good learning and working environment, but if you are in a different field, especially one with a smaller group of students and faculty, the support system may be less effective.

Karow believed that the concept of an ideal student was a helpful suggestion and was something that the department could do. He said that they have started this process by examining what a crop science student should know when he or she graduates. They then reason backwards to ensure the program gives the student what is needed to succeed in industry. Karow stated that the students' comments on a professionalism class were interesting. He acknowledged that this may be helpful to students; some of his students who graduate and then work in a university setting are unclear about the various processes that take place in that setting. Karow then commented that a one credit course on this topic could bring all of their graduate students together.

Dutson commented on faculty hiring. He believes that having faculty hired by other sources of employment is a problem that they currently face. He went on to describe the causes. First, salaries at OSU are low compared to comparable institutions. Dutson believes that the Provost and the Dean's Council were working on this but that there are many problems to be faced in addressing this issue. If OSU hires people at salaries needed to be competitive, salary disparity can occur relative to senior faculty. Another factor is the current salary freeze, which has limited the opportunity to make salary adjustments. While this is frustrating to many people across campus, Dutson believes that there is nothing that can really be done about this now. He went on to say that, since the beginning of 2001, they have lost eighty faculty members. Most of this was due to retirements but some faculty left for other jobs. Since the early part of 2001, only twenty people have been hired to offset the eighty people lost through retirement and resignations. Therefore, it has been very difficult to maintain diverse expertise. Dutson stated that the department would like to hire more faculty, but given the current situation it is difficult.

Commenting on the review process, Karow admitted that they would do this differently next time. When this graduate program review was being conducted they were also having a CSREES review conducted. He stated that the faculty has much more interest in dealing with the CSREES reviewers and devoted more time and energy into that review. Next time they will have these reviews conducted at different times. Filtz asked whether it would be more effective to have separate program reviews for the crop science program and the soil science program. Filtz thought that the next time these reviews took place, the Council should ask to have more separation between crops and soils. She believed that it is really difficult to bring these two programs together.

Karow believes that there needs to be a large umbrella overseeing the department and the different programs and bringing them together.

Bond made one more comment regarding this graduate program review. She asked the department to not take its graduate programs for granted. From talking with students, she concludes that this is a good program, but she believes some things could be changed. Bond suggested that they provide an opportunity for students talk to people they trust in a safe place where they feel like they can share information about how things are going and make suggestions for improvements. She thinks that this would be very valuable for the department.

Dutson asked Bond if she had any ideas why the faculty was so quiet when they met with them. Bond thought that it may have been the questions they were asking. The quietness of the faculty members made the team curious. Filtz felt like the faculty were annoyed by the review team and that this review was not something they wanted to deal with. Pehrsson wondered if the faculty did not appreciate the purpose of the review. She wondered if the goal of the review was not communicated well enough.

Pehrsson thanked everyone for their hard work with this review and asked if the Council had any questions.

Tadepalli said that most departments have core curriculum classes that graduate students take. He believes there are some disciplinary concepts that students should learn outside of their research focus. Karow said that in soil science there are a few core courses, such as statistics. However, many students come into the program already having taken this “core.” He thought it would be interesting to look at the transcripts of the prospective students to see what classes they have already taken and thus, what competencies they already possess before entering the program. Karow noted that crop science is much more complex. He believes that there are core classes each crop science student should take, such as plant physiology classes. But, few of these classes are offered any longer. He also noted that there are few classes that would provide a common core since crop science students have a fairly narrow research focus. Classes need to be selected with training targeted on a specific set of research topics. This is needed to make efficient use of students’ time.

Pehrsson again thanked the review team, Karow and Dutson for their work on this review. Dutson and Karow thanked the team for their hard work.

During Council deliberation of the report, Bond noted that she would have liked to have had more information at the time of the review. Filtz commented that she is interested in what the follow-up report might entail since she did believe that Karow offered many comments or feedback about the review. Ciuffetti asked the Council if it was not relaying enough of what is wanted and expected from the department in a program review self study. Bond felt that it was clear what the department was supposed to do, but they just did not do it. Steel felt that the department was not responsive. Bond acknowledged that the review team believed that they were not responsive because they have a good program and it is working well for them. Filtz reminded the Council of Karow's comment about the Graduate Program Review not being their highest priority at the time. Bond noted that the necessary material was not included in the self study document. The department told the review committee that it would be too time consuming and troublesome to gather all of the material requested.

Ciuffetti commented that Botany and Plant Pathology had a combined CSREES and Graduate Council Program Review together and took it very seriously. She wondered if the council should do something since Bond and Filtz felt so strongly about the outcome of this review. Bond suggested that the Council place the responsibility on the department to show the Council that they have a good program before the report is formally accepted. Pehrsson noted that the program review report had strong recommendations that need to be addressed. Tadepalli noted that they should be required to show that they have a good graduate program and that it is strong and rigorous. Bond believes that it is up to the department as to how seriously they want to take it a program review; she feels that they have a program where students are graduating but the department has decided not to take the program review seriously.

Steel and Pehrsson thought that the review team's recommendations were very clear. Pehrsson noted that if the graduate council accepts the report the follow-up report would be very important for tracking progress.

Ciuffetti reminded council members that the review committee did not feel they had the materials they needed to evaluate many aspects of the program. She believes that the Council cannot accept the report until they see the necessary materials. Pehrsson said that the Council could delay the process and that if they accept the report now the department will be required to provide this information at the time of the follow up report. Bond felt that the two-year follow up review would be sufficient.

Francis questioned how the Graduate Council would back up a decision to not accept this report. She asked whether the Council whether admission in the program should be suspended.

Rockey reminded the council that what the department is doing now, although unclear to the review team, apparently is working. He suggested that the council should let them continue as they are doing, as long as what they are doing is working. Pehrsson would like evidence of how well it is working. Bond would like the department to take accountability by showing what the product of their program is and how they assure quality.

Pehrsson asked Council members if they would like to accept the final report but to include an expectation for the department laying out exactly what needs to be done. Council members agree to accept this report with the stipulations that Pehrsson laid out; the motion was accepted unanimously.

V. Chemical Engineering Graduate Program Review Report

Ciuffetti introduced the Chemical Engineering Graduate Program Review Report, which is attached as Appendix 4. She said that the review team had good interactions with the external reviewers and that their insights were very helpful. Bob Powell was excellent and heavily relied upon by the committee. Ken Williamson, head of Chemical Engineering, provided a self study that included all the necessary information.

Ciuffetti noted that Chemical Engineering has had a re-birth with a much higher focus on research. They doubled their program in 2000 and added new and diverse faculty. In the late 1990's the department faced administrative problems. Thanks to Williamson the department has changed; faculty members really see Williamson as a very positive person. The department believes that adding bioengineering will make their situation even better. Specific recommendations are outlined in the final report.

The review team found that the faculty members have graduate degrees from the top chemical engineering departments in the country. These faculty members also embrace people from other departments, such as chemistry, which allows for a broader resource base for students. It was noted that there is a potential merger with environmental engineering. The review team did not know how the outside reviewers and faculty members would react to this but they were pleasantly surprised at what they found. However, some problems were also discovered. One problem was the delayed promotions of several associate professors to full professor. Ciuffetti stated that the team believed that the department should look at this. If this is true and if it was caused by poor leadership, it should be corrected.

The number of PhD students in this department is very small although the department intends to increase it. The team would prefer to see a higher enrollment target than what the department has set. In general, graduate students felt that they had very strong social bonds between each other even though they are few in number. They noted a few things that they were not pleased with. One was the organizing and formatting of their preliminary exams. Greg Rorrer provided leadership in restructuring preliminary exams; Ciuffetti believes that Greg has made a difference in this process and that students are now happy with the revised process.

Ciuffetti said that they found that GRA and GTA stipends are very competitive, but the fees that this department requires the students to pay dilute the competitiveness.

The program review team did not feel that the facilities were adequate in this department. They did not feel that there was adequate desk space or lab space and that materials need to be looked at.

Ciuffetti made it clear that the committee felt that exceptional leadership is needed for the continued growth and development of this program. Williamson is providing excellent leadership for this department but it is clear that he will want to retire at some point. The committee believes that a discussion needs to take place with the dean, chair and faculty to determine how they will handle things upon Williamson's retirement.

Not all areas of specialization are located together; the department should look at this, especially with the potential mergers. The proposed mergers will be beneficial, but the different programs will have very different cultures; this needs to be looked at more closely.

Ciuffetti said that the department should stress external funding of faculty and that the team believes this is the key to development for the department. They should develop recognition for international funding.

Ciuffetti asked if Rockey had any comments that he would like to add to her report. Rockey added that this is a good department. He believed that facilities were a large problem. He also noted that the square footage per faculty member is already limited; if you increase the number of faculty in the given space, this will be more of an issue. He reinforced Ciuffetti's statement that continuity and leadership in this program will be difficult when Williamson retires.

Dean Ron Adams noted that this graduate program is in transition as a discipline. Previously it was largely centered on the pulp, paper and oil production industries; those industries have declined a great deal. The department's focus is now more on the electronics and the micro technologies industries. Adams then noted that he took over as dean only three years after the bioengineering department came into the College of Engineering and that it has been hard to hold things together and determine where that department will go from here.

Williamson said that they saw the opportunity to pull these departments together and bring about a positive change. He believes that the aftermath of the bioengineering move has taken some time. In 1995 there were six faculty members in chemical engineering and in 2006 they are planning to have about 17. This department would really like to be a high technology research facility do high level PhD research. Williamson noted that they are not very interested in turning out undergraduates. He suggested that the faculty members question some things periodically but that the department does know where they are headed. They have the vision and have been trying to get there. They will be the only department in the United States to have all three of these areas combined. Williamson suggested that they are also trying to increase research funding. In 2000 it was \$220,000 and this year they are garnering about \$1.5 million. They are estimating this to be about \$2.5 million next year. When they bring in the department of environmental engineering, research will increase to about \$5 million. Williamson noted that the facilities in Gleeson hall were made for chemical engineering students and that it is largely out of date. They department does have plans to remodel but they do not yet have the funding. He believes that the alumni do have the capacity and wealth to put this together and that there are just some logistics standing in the way.

Pehrsson asked how they plan to transition when he decides to retire. Williamson believes that

when these three departments merge, his position will be a dream job for someone especially since it will now have a biological area.

Williamson commented on graduate student support. He said that there were no GTA's when he arrived and that he has raised the GTA stipend 10 percent a year since he has arrived. He said that he needs to do this two more times to be competitive. He noted that he has been cautious about going too fast in fear of creating disparity. He believes that the department competes very well and has a great international reputation.

Adams responded to the council's question on leadership. He said that he would like Williamson to stick around as long as possible and that he believes that Williamson is doing an excellent job. He also has faith that Williamson will build something that will be very attractive before he decides to retire. Adams noted that there have been many leadership transitions over the past 5-10 years so he would like to keep Williamson as long as possible. Adams agrees that this department has had many struggles in the past but, thanks to Williamson, they have made a lot of progress and things have been going better. There are a lot of great faculty members here that work hard for this department. They work with a group of very talented people and Williamson has been able to unleash this talent among faculty members.

Pehrsson asked the Council for questions.

Tadepalli said that he believes that these three areas merging into one is a good idea. He asked if the department is planning on having one graduate program combining all of these areas. Williamson said that the department is planning on maintaining separate degrees for each of these programs but they would like to possibly have an interdisciplinary program as well.

Rockey stated that there would be a follow up review in 2 years. He believes that it would be great to lay out the leadership problems and the transition process in the follow-up. He thinks that it would be beneficial to see the transition plan and a succession plan for when Williamson retires. Faculty may want to have a role in deciding how to carry out this process. However, Ciuffetti noted that if Williamson is planning on sticking around for awhile, this conversation may be premature. She noted that the committee found this such a critical component because of concerns they heard throughout the day about this and also past issues. This process will be very critical for this department to be continually successful.

Ciuffetti noted that students were also concerned with professors teaching out of their expertise. Students thought that some of the courses were not being taught with the expertise that was needed. This was apparent when they had a chemical engineering course being taught by someone not in this field. This concern is included in the committee's recommendations. Williamson said that this is a unique situation and he believes it was blown out of proportion. He also noted that students and faculty are very sensitive to this issue. Ciuffetti acknowledged that this could have been the case.

Williamson stated that having three departments come together like this and work together under the chemical engineering culture is a very difficult task that takes a lot of work. He thinks that

when this is all done that it will be unique and competitive. Williamson commented on Ciuffetti's statement about promotion issue and said that this year his department put two people up for promotion and both were promoted.

With no further questions from the Council, Pehrsson thanked the team for their hard work. Adams and Williamson also thanked the committee. Tadeballi moved to accept the report and Filtz seconded it. The motion was accepted.

VI. Statistics Graduate Program Review Report (continued)

Koenig prepared a handout in response to the prior request for more specificity in the review team's recommendations. Koenig that the recommendations in the section entitled "Summary of Findings and Recommendations" be replaced with the following:

Recommendations:

- The College needs to fund two additional faculty lines (2.0 FTE) in support of delivery of statistics courses and consulting.
- Additional funding from the College of Science must be provided to increase graduate stipends at least 20%.
- Funding for minority scholarships should be found and used for recruiting.
- The Department must decrease the amount of unpaid consulting and the number of graduate committees they serve on.
- Growing the Survey Research Center should be a priority too, especially if it can be accomplished by bringing another faculty member who can share the teaching load while also managing surveys. The presumption is that most of the financial support for this position would come from "soft" money.
- An aggressive program of specialized courses is needed; we recommend offering at least one additional, special topics course per year. This would produce a large benefit for the department as both students and faculty would be exposed to new and emerging topics in statistics.
- Providing adequate computer support for graduate students is imperative.

He stated that the funding would have to come from the College of Science since the department does not have the funds available internally. Ciuffetti stated that it would be hard for the Dean of COS to give this to only one unit and not to others.

With no further comments Pehrsson asked if there was a motion to accept the Statistics report. The Graduate Council voted and the motion to accept the report as revised passed unanimously.

Review team members: Jeff McCubbin, ExSS, HHS; Vince Remcho, Chemistry, CoS
Program representatives: Sam Stern, Dean, School of Ed.; Rich Shintaku, Director, CCLP

The review team and representatives for the CCLP program met on 17 March 2005 for the purpose of discussing the response of the CCLP program leadership to the full review, conducted on 7 June 2002 and reported to the Graduate Council on 28 October 2002. Present were Jeff McCubbin and Vince Remcho (members of the 2002 review team) and Sam Stern and Rich Shintaku. In advance of the meeting, Shintaku prepared a follow-up review summary document (attached) that details the response to the specific recommendations of the 2002 review panel.

The review team sought specific responses to the following questions:

1. How has the program changed and grown since the full review in October 2002?
While the absolute number of students has remained essentially the same at ~14 per cohort, there has been a reported improvement in program quality and preparedness of entering students for graduate study. No data were presented on program quality, but anecdotal information and critical information about % of minority applicants and geographical representation were shared with the reviewers. The CCLP program is one of very few programs of its type nationally, and as it has become more widely publicized the number of applicants has grown. According to Stern and Shintaku, this has resulted in the institution of a more selective admissions process and a concomitant increase in student capability. Acting on recommendations from the review panel, the program has become more academically rigorous, as addressed below.
2. How has the faculty contingent with direct responsibility for the program changed in the past 2 years?
There have been significant changes in the faculty in the School of Education due primarily to retirements. The CCLP program has been affected by these changes, though the impact has largely been positive in part owing to the hire of a faculty member whose efforts are having a direct impact on program quality. Several faculty remain involved in the program following retirement. Faculty participation in the CCLP program is as follows:
Alex Sanchez (~0.7 FTE)
George Copa (~0.5 FTE)
Rich Shintaku, director (~0.25 FTE)
Darlene Russ-Eft, hired since the 2002 review (~0.5 FTE)
Betty Duvall, Director of the CCLP program in 2002, has retired yet is still teaching two classes and supervising students. There are several fixed-term, part time instructors who assist in offering coursework that is key to the program. Roughly 60% of the coursework component of the degree is taught by regular faculty.
3. The program web site lists a Ph.D. program in community college leadership. This degree program was not reviewed in 2002 and did not appear to be offered at that time. Are students pursuing this degree?
Stern has conversed with representatives in the Graduate School regarding degree offerings in the School of Education. The School currently offers two doctoral degrees: an Ed.D. in Education and a Ph.D. in Education. The degrees are not program specific according to Stern, such that students may pursue either degree and focus their studies in a way that allows them to address their particular professional interests. The degree requirements for the Ph.D. are different than those for the Ed.D.

Apparently some of the current cohort of students are in the Ph.D. program, while others are in the Ed.D program. It is too soon to determine if this will be problematic (creating confusion in applications etc.).

4. How have the commendations of review team been met (i.e., how are you building to existing strengths)?
 - a. Preparing needed community college leaders and administrators.
The program remains popular with professionals working in the administrative ranks of community colleges in the region, and is well respected regionally and nationally.
 - b. Format that is conducive to part-time students.
The off-site, weekend format of the program continues to be popular and successful. Efforts have been made to enhance connectivity to the Corvallis campus and to enhance the technology elements of the Silver Falls “classrooms”. School of Education did seek internal computer resource fees to enhance the capability of the connectivity for the program, but it has not yet been funded.
 - c. Faculty involvement and personal commitment to the program.
A new hire whose area of research is directly aligned with one of the major areas of concern in the 2002 review has enhanced the quality of the program. Faculty support for the program remains strong, though time committed directly to the program by the various faculty remains small. A planned hire during Spring 05 will add to the faculty in this program. There remains a recognized need for faculty in the program whose area of research is CCLP related research.
 - d. Capitalizing on the Silver Falls environment.
Students and faculty continue to interact in formal and informal discussions at the Silver Falls site. The relaxed environment is universally appreciated, though access to teaching resources is quite limited and likely cannot be addressed at this site.
 - e. Improving retention and completion statistics.
The format of the program is ideal for those who are pursuing a graduate degree while working full time. This has allowed the program to maintain a high rate of retention and degree completion.
 - f. Positive reputation of the program.
.....
5. How have the recommendations of the review team been addressed?
 - a. Establishment of an external, impartial advisory board.
This has been accomplished. An external advisory board has been assembled for the School of Education, though it is not program specific. The membership of the board is enumerated in the attached documentation. Additionally, a Development Board has been appointed.
 - b. Strengthen assessments of the coursework component of the curriculum.
The portfolio guidelines have been extensively revised and strengthened (and are attached). The goal is to have the portfolio be less a “personal reflection” and more a “synthesis of learning” document.

- c. Expand the program to serve a larger and more widely distributed population.
A new and similar program starting at UC Davis has increased the level of competition for attracting qualified students, though the reputation and history of the OSU program has allowed it to continue to be the most recognized of its kind regionally. Students travel from Utah, Arizona, Washington, California and Hawaii to participate in the program at Silver Falls. 30% of the students are students of color, and most are non-traditional students returning to school after a long absence. According to the program director, all students in the program are working professionals, many of which assume academic and administrative leadership roles in community colleges and other higher education settings.
- d. Enhance and improve the coursework requirements by adding statistics to the curriculum, etc.
The hire of Darlene Russ-Eft has been the major factor allowing the program to respond to this recommendation of the 2002 review team. Russ-Eft's expertise is in academic assessment, and her experience with experimental design and quantitative analysis have factored largely in shaping the new coursework requirements of the program. The specifics of the new courses are outlined in the attached self-study documents.
- e. Change the structure of student committees to foster peer review of the program and its outcomes.
New guidelines for committee composition have been implemented and are detailed in the attached material.

Recommendations of the review team:

1. The reviewers commend Shintaku/Stern for critically evaluating the previous full review and working to address areas of need as identified by the review team. We recommend that efforts to extend and enhance the academic rigor of the program be continued.
2. We further recommend that the director solidify the roles of the various faculty who are involved in the program and make their commitments to the program more public.
3. We recommend a review of the degree offerings of the School of Education, in particular those degree offerings that relate to the CCLP program, with clarification on what degree programs are available and in what areas of specialization. This review should involve the Dean of the Graduate School, the Dean of the School of Education, and the directors of the various programs within the School of Education that offer graduate degrees.

Appendix 2

Appendix 2

Community College Leadership Program Follow-up Review:

Unit Summary of Reaction/Response to Report of Review Team and Specific Actions Taken to Address Recommendations

March 2005

With the constant demand for quality and effective leadership in a variety of educational and workplace settings, the Graduate Council program review of the community college leadership program could not have come at a more opportune time. In 2002-03, the program faculty and staff welcomed the opportunity to conduct a self-study and participate in an open and thorough review of the program. The recommendations set forth from the review team clearly reinforced the desire to be recognized as one of the premier and nationally-recognized graduate programs in higher education leadership with a specific emphasis in community college leadership. Utilizing the report's summary of recommendations, the following provides a brief update of the original response/reaction and implementation plan.

1. Set up an advisory council with members of faculty, community college administrators, and outside evaluators involved in research on community colleges (such as a professor from another university), to evaluate the program content to assure that the rigor and content meet the standards set in the field.

Since our initial graduate program review, both an advisory board and development council have been established in the School of Education (attached) for the purposes of supporting the mission, vision and values of the School along with providing ongoing program feedback, development and support. Among those on the advisory council include Dr. Mary Spilde, President of Lane Community College; Dick Swanson, Professor of Human Resource Development and Adult Education at the University of Minnesota; Dr. Mildred Ollee, President of Seattle Central Community College; and Dr. Hiromitsu Muta, Professor and Director of the Center for Research and Development of Educational Technology at Tokyo Institute of Technology.

In addition, we have also updated our membership in Council for the Study of Community Colleges (CSCC) and are now actively involved in the Council's activities. An affiliate of the American Association for Community Colleges (AACC), the purpose of the Council is to conduct and disseminate research pertaining to community colleges; serve as a forum for dialogue between university professors, graduate students, and community college practitioners who study community colleges; and to contribute to the development of pre-service and in-service education for community college professionals. Council members include university-based researchers and community college practitioners who further scholarship on the community college enterprise.

2. Strengthen the assessment of the coursework portion by providing specific guidelines for the portfolio, the option of a formal written examination, or some combination thereof, or consider alternatives to the reflective portfolio/essay for the prelim exam. This assessment should be directly related to the course content and should be something that addresses doubts regarding the rigor of the program.

As the result of program development, thoughtful consideration and coordination, the doctoral program portfolio guidelines have been strengthened with particular attention given to the evidence of accomplishing program outcomes (attached). In addition, a more rigorous and intentional process has been developed including the option of a formal oral and written examination.

3. As resources become available, expand the program in order to serve more doctoral students throughout the Western States.

Specific to resource development, the department is currently in the process of adding two new tenure track faculty lines, one of which will have primary responsibility for the CCL program. In addition, interest in the doctoral program has increased tremendously in the last three years demonstrated by more diverse student candidates as well as program selectivity. Current demographics include students of color (approximately 30%), sexual orientation diversity, gender balance, as well as geographic diversity. Current students are commuting monthly from Utah, southern and northern California, Hawaii, eastern and western Washington, and Oregon. As a result of an overwhelming increase in prospective students from California, we held our first admissions outreach event in northern California (Sacramento) hosted, in part, by one of our current students and Cosumnes River Community College president, Francisco Rodriguez. Diversity remains a priority for the program as we strongly embrace the relationship between academic excellence and diversity.

4. Ensure that students obtain sufficient education in quantitative analysis of data and in experiment design. Add at least one true statistics course to the program preferably one that also introduces students to a statistical program they can use. This seems to be fairly standard in other such programs and is a notable omission here.

With the addition of program faculty who possess specific knowledge and experience in quantitative analyses and experimental design, we have added both rigor and clarity to our statistical analysis requirement as well as a recently approved checklist for meeting this requirement (attached). Beginning this year, we have added two new course offerings to our research series, Quantitative Analysis in Educational Research I: Introduction and Descriptive Statistics and Quantitative Analysis in Educational Research II: Introduction to Inferential Statistics.

5. Require only one community college (adjunct) member on Ed.D. committees and permit faculty from other departments at OSU (such as statistics, philosophy, political science, etc.) to participate. This will foster critical, regular, periodic peer review of the program and its outcomes.

Since our graduate program review, we have established new guidelines for the selection of adjunct faculty for graduate program committees (attached). Included in the new guidelines is a change in the requirements for committee composition as well as including specific guidelines for selecting adjunct faculty members.

Attachments include:

- Advisory Board membership list (see <http://oregonstate.edu/education/advbrd.html>)
- Development Council membership list (see <http://oregonstate.edu/education/advbrd.html>)
- Doctoral Program Portfolio Guidelines
- Checklist for Meeting Statistics Requirement
- Guidelines for Selection of Adjunct Faculty for Graduate Program Committee

March 2005

*Community College Leadership Program
Oregon State University
School of Education*

Doctoral Program Portfolio Guidelines

Purpose

1. Serve as alternative to preliminary written examination
2. Written documentation of student's understanding of major field (mastery of outcomes for community college leadership program)
3. Written documentation of capability for research

Suggested Assessment Guide

1. Title Page – The student has provided a title page for the portfolio that identifies the candidate.
2. Membership of Preliminary Examination Committee – The student has provided list of names and positions of those serving on her/his preliminary examination committee to include: (1) for the Ed.D: the major professor, School of Education representative, Graduate School representative, and courtesy faculty (2), and (2) for the Ph.D. the major professor, School of Education representative, Graduate School representative, another OSU faculty member, and courtesy faculty (1).
3. Professional Introduction – The student has provided a brief introduction to her/his professional interests and plans. The professional introduction is limited to 1 page.
 - Professional Interests – A brief description is provided.
 - Professional Plans – A brief description is provided.
 - Evidence of Accomplishing Program Outcomes – The student has provided adequate evidence that each program outcome has been accomplished. The evidence for each learning outcome includes: (1) synthesis of the learning in the program that informs the student's educational practice with regard to the learning outcome (to include theoretical underpinnings, promising practices, current issues, and future directions); (2) reflection on the learning in relation to the learning outcome (to include integrating learning with one's professional philosophy and practice and raising significant issues for further thinking, learning, research, and practice); and (3) a specific plan for continued learning in areas of most need regarding the outcome. The presentation of evidence is limited to 30 pages in total. Exhibits of selected evidence are provided in the appendix to the portfolio (give emphasis to accomplishments during doctoral program)
Education includes the following:
 - Courses,
 - Academic work (e.g., papers; presentations; project reports; internship reports),
 - Assessments by instructors, mentors, supervisors, peers
4. Appendices – The student has provided the following background information:
 - References, using APA format
 - Current Resume
 - Program of Master's Study – list of course titles, course descriptions, credits, and grades
 - Program of Doctoral Study – list of course titles, course descriptions, credits, and grades
 - Selected exhibits from the educational program (not to exceed 30 pages)

Process for Review

The portfolio will be reviewed by the members of the student's Graduate Program Committee who are from the major (i.e., Community College Leadership) prior to the Preliminary Oral Examination. The review will be administered by the student's major professor. The portfolio will continue to be revised until it meets the approval of the review group of faculty. Final results of the review will be reported by the student's major professor to the Graduate Program Committee at the Preliminary Oral Examination meeting.

Community College Leadership Program

Checklist for Meeting Statistics Requirement

Area of Competence	Know	Able to Do
Vocabulary of statistical analysis	Measurement scales (i.e., nominal, ordinal, interval, ratio) Hypotheses (i.e., null and alternative) Statistical significance Types of statistical error (i.e., Type I, Type II) Power analysis Population/sample Beta weights Coefficient of determination Correlation (i.e., positive, negative) Correlation matrix Covariates Types of variables (i.e., dependent, independent, predictor, intervening, moderator) Critical region in distribution Frequency distribution Linear and curvilinear distribution Interaction effect Effect size Types of statistical tests (i.e., parametric, non-parametric) Types of statistics (i.e., descriptive, inferential) Reliability tests (i.e., Kuder-Richardson split half, Spearman-Brown, test-retest, Cronbach alpha) Types of effects (i.e., main, secondary) Measurement Probability sampling P-values Randomness Regression Regression line Regression tables Reliability Sample Sample size formulas Sampling error Scatterplot Statistics Unit of analysis	Able to comprehend and critically review reports of research that use statistical analysis

Vocabulary of statistical analysis	Variable Variance Types of sampling distribution (i.e., normal, non-normal) Skewness and kurtosis One and two-tailed tests Chi-square analysis T-tests and other paired comparisons Analysis of variance Factor analysis Regression analysis Structural equation modeling (SEM) Discriminate function analysis Meta-analysis (purpose and procedures)	Able to comprehend and critically review reports of research that use statistical analysis
Descriptive statistics	Frequency distribution Table and graphic presentation Measures of central tendency (i.e., mean, median, mode) Measures of variability (i.e., standard deviation, variance, interquartile range, range) Measures of relative standing (i.e., standard score, z-score, percentile) Measures of relationship (i.e., correlation)	Comprehend and critically review research reports that use descriptive statistics Given a data set, appropriately select and calculate descriptive statistics Interpret and design appropriate reporting formats for descriptive statistics Use Excel spreadsheet and statistical software (i.e., SPSS)
Introduction to probability and inferential statistics <u>Note</u> : “Introduction” means understanding of appropriate use, and interpretation of results.	Introduction to Chi-square analysis procedures Introduction to T-test analysis procedures Introduction to analysis of variance procedures Introduction to multiple regression and structural equation modeling (SEM) analysis procedures Introduction to factor analysis and discriminate function analysis procedures	Judge appropriate use of inferential statistical tests Interpret levels of significance and types of errors Use normal distribution tables Interpret and judge appropriate reporting formats for inferential statistics

Community College Leadership Program

Oregon State University

School of Education

A. Guidelines for Selection of Courtesy Faculty for Graduate Program Committee

II.

CCLP doctoral program committees will be made up of five individuals, at least three faculty members at Oregon State University and up to two courtesy faculty members approved by the CCLP faculty, the School of Education, and the Graduate School. Initial approval of CCLP faculty will be made by the Chair of the Department of Adult Education and Higher Education Leadership in consultation, as needed, with the CCLP faculty.

The courtesy faculty members must present evidence of the following nature to qualify for appointment:

1. An earned doctorate in from an accredited institution.
2. Five years experience in significantly responsible positions in higher education and preferably in a community or technical college.
3. Significant scholarly achievement in community college/ education through published articles or books, presentations at recognized education professional organizations, or research and development that have led to educational changes and improvements (i.e., curriculum development, strategic planning, program assessment and accreditation, professional development).
4. Significant service to the education profession, educational institutions, and/or the community.
5. Understanding of and commitment to the community college mission and philosophy or the substantive nature of the dissertation.

Courtesy committee members will be nominated by the doctoral student and will be reviewed and evaluated by the Major Professor and referred to the Chair of the Department of Adult Education and Higher Education Leadership for review and initial approval. The Department Chair may confer with the CCLP faculty as needed. Following initial approval by the Department Chair, the Chair will recommend the courtesy faculty member to the Dean of the School of Education for review and approval. Finally, the courtesy faculty member will be forwarded along with the appropriate documentation to the Dean of the Graduate School for approval and appointment to the Committee.

Graduate Program Review of the Department of Crop and Soil Science

Summary of Findings and Recommendations

The Department of Crop and Soil Science has dealt with formidable challenges through much of its 15-year history, including a long series of budget reductions. Nevertheless, the Department has managed to maintain a strong and productive program. The Department recruits good graduate students and supports them well. According to exit interviews conducted by the Graduate School and a survey conducted by the Department, most students are pleased with their graduate experience in the CSS Department. After completing their degrees, most students are employed in a field related to their studies. By all of these standards, the graduate program in the Department of Crop and Soil Science is successful.

From other perspectives, however, the graduate program in CSS has serious limitations. In fact, it is hard to identify any real “program” on the Departmental level. To a large degree, faculty conduct their own, largely independent mini-graduate programs within the infrastructure of the Department, especially within the Crops unit. The Department as a whole requires that students give a seminar, but other than this and requirements established by the Graduate School, it has no stated requirements, competencies or expectations either for incoming students or for successful graduates. Students choose to study in the CSS Department based largely on the reputation of faculty advisors. For the most part, the students’ individual graduate committees establish expectations for student performance. There appears to be very little coordination of, or indeed, even interest in, the graduate program on the departmental level. The 11-page Strategic Plan that is presented in the self-study report does not contain a single reference to graduate programs. The review team was told, “We’ve taken our [graduate education] system for granted over the years and don’t keep the type of statistics you [are] interested in on an on-going basis.”

To the degree that graduate education is successful in CSS, it is because the highly dedicated and skilled faculty take their mentorship roles seriously. They deserve credit for this. According to a survey conducted by the Department in preparation for the program review, most students are pleased with the amount of attention they receive from their advisors and graduate committees. Although there does not appear to be much of a sense of community among graduate students at the departmental level, students who responded to a survey included in the self-study report said that one of the great strengths of their graduate school experience is the network of peers and faculty that they interact with. In our meetings with students, we learned that this is particularly true for students who are advised by faculty with large, well-established research programs, and that often this network involves peers and faculty in other departments more than in their own department. These inter-departmental connections are laudable, and a great strength in the Department. On the other hand, students with advisors who are less well connected may flounder.

So by one set of standards the graduate program in CSS is highly successful, and by another it is dysfunctional. This dichotomy raises important philosophical questions about the role and management of graduate programs in the rapidly changing, interdisciplinary arena of

environmental and biological sciences. Where should responsibility reside for the articulation and delivery of, and accountability for, excellent graduate programs? It is generally assumed that departments have this responsibility, but in the CSS Department it is clearly the domain of individual faculty, or at most, sub-groups of faculty or self-organized sub-disciplines within the department. Is it impossible, as CSS faculty maintained in a meeting with the Graduate Program Review Team, to articulate a set of common goals and expectations for graduate students in a highly diverse, interdisciplinary department? If so, is it disingenuous even to offer graduate degrees with departmental “labels”? If students and faculty are happy with a graduate program, does it matter, or should we take an “if it isn’t broken, why fix it?” approach, as endorsed by members of the CSS graduate faculty during a meeting with the Graduate Program Review Team?

The Review Team believes that as long as graduate programs formally reside within departments, departments must be accountable for these programs. Accountability includes, 1) A clear articulation of the “products” of the program; i.e., the skills and knowledge expected of all CSS graduates; 2) A recruitment program for students who are likely to succeed in the program; 3) A curriculum (including courses as well as advising and out-of-class learning opportunities) designed to help students achieve the desired skills and knowledge, 4) A mechanism for evaluating whether students achieve the desired skills and knowledge, and 5) A mechanism for evaluating the overall success of the program in achieving items 1-4. Although the graduate program in CSS does have many of these elements, with the exception of a set of four “core” courses in the Soils unit, they appear to be more accidental than deliberate.

From this perspective, the 2004 review committee offers the following recommendations:

Student Recruitment and Selectivity:

- **Characterize a “great student” as a Department and develop a mechanism for evaluating the quality of applicants according to your own criteria (which may or may not include GPA, GRE scores, statement of interest, undergraduate institution, prior research experience etc.)**
- **Maintain consistent records for the total applicant pool, accepted students, and students who accept offers including numbers and data on quality measures. Analyze this information to self-evaluate success in recruitment and identify any trends in changing quality of the applicant pool and accepted students.**
- **For students who are accepted and decline the offer, determine the reason. Maintain records to identify whether there are consistent reasons why students are declining offers. Are students offered higher stipends elsewhere? Are facilities better? Are course offerings more diverse? Attempt to remedy any underlying problems.**

Diversity in the Student Population:

- **Continue strong support for diverse graduate cohorts**

Financial Support of Students:

- As a Department, nominate and support increased number of CSS students for prestigious scholarships, including university and professional opportunities. Learn what it takes to make a strong/successful nomination.
- Continue support for students and pursue ways to increase departmental awards in both CS and SS.
- Make fellowships and scholarships for CSS students a high priority in CAS capital campaigns.

Curriculum:

- Work together as a faculty to define the skills and knowledge expected of all CSS graduates and for each subdiscipline within the Department. In conjunction with external constituencies, identify core competencies of students graduating from CSS. Develop methods to assess those competencies **ACROSS THE DEPARTMENT**. This can include accumulating data on GPA, passage rate of (any) required courses, success rate on comprehensive exams, success with integrated preliminary questions, quantitative and qualitative assessment of the seminar presentation etc.
- Review and update curriculum in light of the defined competencies or expected skills and knowledge. Ensure that students are offered the necessary learning opportunities through formal coursework, out-of-class experiences, seminars, lab rotations, attendance at professional conferences, or informal experiences both from within your department as well as without).
- Remove courses from the catalog that are no longer taught consistently or develop a plan to offer them regularly.
- Review the entire curriculum to identify ways to streamline offerings for a comprehensive undergraduate program in order to free faculty time to develop a coherent and dependable graduate curriculum in the department.
- Consider “remedial” courses required for students without appropriate background.
- Develop a single graduate handbook for both the Crops and Soils units, with links to the specific details for each program. These details should be presented in a common format demonstrating that the programs really are part of the same department.
- Set standards for “slash courses” and periodically review to ensure graduate level expectations and performance. (Note that the Graduate Council has established guidelines to differentiate undergraduate vs. graduate-level learning: http://oregonstate.edu/dept/grad_school/Graduate_Council/outcomes.htm).
- Get serious about your graduate seminar. What are your objectives? What should students get out of the seminar? Where do students learn the presentation skills they are supposed to demonstrate in the seminar? Can they learn or demonstrate the skills through another venue, for example, by presenting a paper at a professional conference?
- Develop partnerships with other units to create opportunities for writing and speaking skills courses for graduate students.

Student Performance:

- Identify criteria for measuring student performance **ACROSS THE DEPARTMENT** and develop methods to consistently track performance. For example, track publications, presentations at professional conferences, successful competition for funding or scholarships, and length of time to complete degree.

Student Concerns:

- Develop and consistently deliver an orientation for incoming students that includes students from both units, regardless of whether one or ten students is entering or which term they matriculate. Consider making this an overnight activity that emphasizes community development.
- Find ways to facilitate development of cohesive cohorts beyond those created by lab/office mates. Orientation, a professional development seminar, and required courses can contribute, but also consider other strategies as well as more intention/attention to integration across departments.
- Review slash courses to ensure graduate level learning opportunities are available to students in their disciplinary field (not just from courses provided in other units).
- Take student participation in department governance more seriously. Consider it part of “professional development” to learn how to participate in meetings, make decisions, and be responsible to others. Mentor students to help them also understand that this is part of their learning experience. Let students participate on all committees (including P&T – they have to learn how this works), have representatives to faculty meetings, etc.

Professional Viability of Graduates:

- Continue providing professional opportunities for students.
- Engage an external advisory board in interactions with students through internships/mentorships, presentations from alumni or other constituents, etc.
- Consider development of a one-credit course on professionalism. The course could cover guidelines for good grant writing, seminar presentation tips, professional ethics, and exposure to the variety of career options available.

Faculty and Research Programs:

- Conduct an internal review to quantitatively evaluate the productivity and accomplishments of CSS faculty relative to similar departments at peer institutions. Share the results with the Graduate Council at the one-year follow-up report from this review.
- Consider diverting resources toward junior faculty to ensure that they develop vital, externally-funded programs that can attract and support good graduate students.
- Continue to encourage faculty to seek opportunities to increase visibility at the national and international levels, and aggressively promote faculty for awards.
- Review the distribution of the teaching load to make sure it is equitable.
- Consider developing strategies to help the citizens of Oregon better appreciate the contributions of your students and faculty to the welfare of the state.

The Scholarly Community:

- Develop compelling themes for seminar series that draw faculty and students from all components of the Department. Consider tasking a graduate student committee (with equal representation from Crops and Soils) to organize the seminar for one

term per year on themes of mutual interest, and provide the students with a small budget to invite outside speakers.

- **Establish an expectation of attendance at departmental seminars.**
- **Use a fall orientation for graduate students (Crops and Soils combined!) as a vehicle to develop a sense of community among the students.**

Introduction

On April 11, 2005, a Graduate Program Review Team (GPRT) visited the Department of Crop and Soil Science (CSS) to review their graduate program. Team members were:

- Barbara Bond, College of Forestry, OSU (chair)
- Denise Lach, Co-Director, CWEST, OSU
- Theresa Filtz, College of Pharmacy, OSU
- Randy Southard, Associate Dean, Division of Environmental Sciences, University of California, Davis (external reviewer).

Although GPRTs typically include a representative from an industry or other major employer of students who graduate from the program being reviewed, no representative from industry or other employer groups was assigned to our team. Consequently, this report does not include an employer's assessment of program quality.

The Graduate Program Review occurred concurrently with a review by the Cooperative State Research, Education and Extension Service (CSREES), and Dr. Southard served on both teams. There were advantages to this concurrent scheduling. Our team benefited from discussions and insights of the CSREES team, and the CSS Department was spared having to host duplicate site visits. Also, it is possible that some aspects of the self-study materials were more detailed than they might have been otherwise due to the larger scope of the review.

However, the concurrent review also posed many problems for the GPRT. We highlight the problems here in the hope that future reviews may be better planned.

- Much of the information requested by the Graduate School for periodic program reviews was missing from the self-study document. It appeared that the process of preparing documents for the CSREES review was so overwhelming that the Department was not able to pay close attention to the requirements of the Graduate Program Review. [The preoccupation with the CSREES review is evidenced in the initial version of the self-study document that was distributed to the GPRT before the site review. In this document, names of the members of the CSREES Review Team are listed on p. 5; the GPRT was not mentioned. This omission was corrected in a final draft that was posted on a web site].
- Graduate Program Review teams generally visit sites for one full day. Our Team visited with members of the Department for the first day of the four-day CSREES meeting. Although the agenda was organized so that graduate programs were emphasized on the first day, and the CSREES team graciously deferred to the GPRT in some of the

discussions, there was less focus on graduate programs during the first day than in “typical” Graduate Program Reviews.

- The GPRT (with the exception of Dr. Southard) missed several discussions on later days of the CSREES visit that might have been useful, including discussions of faculty hired on less than full time appointments, presentations of ideas for curriculum development, meetings with small groups of faculty and exit interviews with faculty, students and administrators. In no case was the GPRT excluded from important discussions. On the contrary, the Department Head graciously extended invitations to the GPRT to all of the CSREES meetings and social events. Our problem was a matter of scheduling. Members of the GPRT were simply not able to attend these meetings.
- Only three graduate students out of a total of about 45 in the Department (all from the Crops side of the Department) showed up for a scheduled 1 hour meeting with the review team. The poor attendance may have been partly due to the location of the meeting – it was on the opposite end of campus from the buildings where the students normally work. It is also clear that strong encouragement to attend the meeting was not sent to students in advance. The three students who attended were thoughtful and articulate, but clearly they did not represent the whole student body adequately. Another meeting between the CSREES team and graduate students was arranged later in the week and the GPRT was invited, but only one member could attend. Although this meeting was well attended, the conversations were dominated by the CSREES team, the timeframe was short, and it was not possible to discuss most topics important to the GPRT.
- The external reviewer, Dr. Randy Southard, was apparently stretched beyond his capacity to serve as a member of both teams. After the site visit, Dr. Southard shared a few very helpful insights via e-mail with the other members of the GPRT, but he was not able to engage in a detailed review as most other external reviewers do. This combined with the lack of an employer representative limited our ability to provide discipline specific assessment.

Detailed Findings

History of the Program

The roots of the Department of Crop and Soil Science go back more than 125 years, although the disciplines were housed in separate departments for most of that time. The current department was formed in 1990 through a merger between the Crop and Soil Science Departments. In 1995, more than 20 extension faculty joined the Department, forming one of the largest academic departments on the OSU campus.

Except for a brief period of increased funding the late 1990’s, the CSS Department has faced serious financial and programmatic challenges for most of its 15-year existence as a combined unit. The merger of Crops and Soils was basically a “shotgun wedding” between groups of faculty with widely differing roles. As examples, Crops research is well supported by the state, and Soils faculty have much heavier teaching loads. As a result of the merger plus additions of the extension faculty and of two faculty from the terminated Entomology Department, the CSS Department is left with “people all over the board”, making it difficult to establish a departmental identity. In addition, there are “spatial challenges”. The Department is housed in four buildings on campus and at 17 locations statewide – it is difficult if not impossible to bring

all faculty together at one time. To deal with this large, dispersed group, the Department operates in a “unit” approach. Administrative functions and undergraduate programs are dealt with on a Departmental basis while graduate programs and many planning functions are separated into “Crops” and “Soils” units.

Results of the last Graduate Program Review

The Graduate Program of the CSS Department was last reviewed in 1994, and the review team offered 13 recommendations to improve the program. It appears the Department has made good progress with some of the recommendations and not with others. Due to a lack of information or insufficient time, the 2005 GPRT was not able to assess progress in some areas. Here is a summary of the 1994 recommendations in categories of curriculum/training and advising, with our findings in italics.

Curriculum and Training

1. Develop guidelines on degree requirements in each of the research areas. *This has been better accomplished for Soils than for Crops.*
2. Involve all faculty in the training of graduate students. *Most on-campus faculty with research/teaching appointments are involved in graduate training. Few extension and off-campus faculty have direct or on-going involvement.*
3. Reevaluate faculty teaching loads, appropriateness of 400/500 courses, and frequency of offering courses. *Teaching loads appear to be distributed inequitably, although it is not clear whether this is a problem (see details later in the report). Slash courses, the frequency of course offerings, and the diversity of course offerings remain problematic.*

Graduate Students and Advising

1. Provide a structured departmental orientation for new students. *Faculty claim that this is being done but students disagree. The Soils unit is apparently offering orientations more consistently. Sessions have been planned the last three years in the Crops unit but were cancelled in two years due to low student numbers.*
2. Develop a graduate student organization. *There is no graduate student organization on the departmental level.*
3. Provide for a student representative on faculty committees. *The self-study report shows that many faculty committees include students. Students report that they have little involvement in committees. This is discussed in more detail later in the report.*
4. Develop a mechanism to allow graduate students to have teaching opportunities. *This is being done well in Soils as there are numerous opportunities for students to assist as lab instructors in basic soils classes. There are fewer on-going opportunities in Crops.*

Graduate Admissions, Teaching and Advising

Student Recruitment and Selectivity:

The Department relies on faculty to recruit students, and does little in the way of recruitment on the Departmental level or even within the separate Crops and Soils units other than annual, general solicitations at professional meetings. As one faculty member said, “If you are creative,

you are a go-getter, then you will have students.” The primary recruitment method for both Soil and Crop Science units is through contact with a potential major advisor.

The Department has instituted a “pre-application” approval process. The Department assesses whether students will be accepted into the program before they actually submit an official application. Acceptance depends mostly on whether a faculty member has a project and/or funds to support a student. While this process may create extra work for faculty, it provides prospective graduate students an early read on the likelihood of their acceptance into the program and helps avoid unnecessary application fees for students who are denied admission when there is no good faculty match. The pre-application process is laudable, but it is difficult to assess the acceptance rate of students (one measure of selectivity) and the quality of the students who don’t accept offers from the Department.

A measure of success in recruitment is the proportion of “accepted” students who decide to enter the program or to reject the offer. On request, the GPRT was provided data for 1999-2000, 2002-2003 and 2003-2004 showing the number of students accepted, admitted, and admitted but choosing to go elsewhere. According to these data, for the Crops and Soils units, respectively, an average of 36% and 32% of students accepted to the program did not accept the offer during these years. These statistics may indicate that many students are accepted to the program but are not “picked up” by major professors (it is a policy of the Crops unit to accept students and then wait for professors to select them). On the other hand, a faculty member told us that it is “more challenging to recruit graduate students now. We have very attractive offers, but last year 1 of 3 we offered turned us down”. This statement seems in contradiction to a statement by the Department Head that the Department had no trouble attracting as many high quality students as they could support. It appears that the Department needs to pay closer attention to its recruitment process.

It appears from the information provided by the Department that there has been a declining number of students interested in CSS Department over the past five years. In 1999-2000, 330 potential students enquired about the program and were sent an information packet. In 2002-2003 the number dropped to 154, and in the following year to 88. According to the external member of the review team, this may be a general trend in soils and crops programs at both the undergraduate and graduate levels. However it is also possible that moving graduate information to a departmental web page confounds these numbers. With more information about the program available on-line, it is likely that fewer students will make general requests to the Department to be sent materials.

The quality of the incoming students is high, according to faculty. The GPRT has no reason to doubt this assessment, although it appears that the Department does not generate information that would allow us to make an independent assessment.

The faculty appear to believe that the minimal requirements for graduation are an attractive feature of the CSS Department and gives an advantage in recruiting. This may be a dangerous assumption – it is also possible that the low requirements simply attract students who avoid challenges.

Recommendations:

- Characterize a “great student” as a Department and develop a mechanism for evaluating the quality of applicants according to your own criteria (which may or may not include GPA, GRE scores, statement of interest, undergraduate institution, prior research experience etc.)
- Maintain consistent records for the total applicant pool, accepted students, and students who accept offers including numbers and data on quality measures. Analyze this information to self-evaluate success in recruitment and identify any trends in changing quality of the applicant pool and accepted students.
- For students who are accepted and decline the offer, determine the reason. Maintain records to identify whether there are consistent reasons why students are declining offers. Are students offered higher stipends elsewhere? Are facilities better? Are course offerings more diverse? Attempt to remedy any underlying problems.
- Develop recruitment materials for the graduate programs with specific information about the faculty and the research they do. These materials can take the form of brochures for use at conferences and meetings, and web pages for students who are cruising for graduate programs.

Diversity in the Student Population:

The GPRT commends the CSS Department on their diverse student body. There is a significant international cohort of students as well as a large number of students who are minority and/or women.

Recommendations:

- Continue strong support for diverse graduate cohorts

Financial Support of Students:

With the exception of the MS in Environmental Soil Science program, all graduate students receive some level of financial support. During 2003-04, for example, about 72% of students had “full” GRAs (tuition and .49 FTE), which is commendable. During exit surveys, more than 2/3 of graduating students reported that they were satisfied or very satisfied with the level of support they received from the department.

Resources for graduate support are provided through a variety of sources, including two IGERTs (NSF graduate training grants), Microbial Observatory, CSREES, NSF, European Community, foundations and grants from individual faculty members. The Soil Science unit has two merit GRA positions (.49 FTE for one year – faculty member provides funding after year one) and a limited number of TA positions. In discussions, the GPRT learned that there are also two or three scholarships available from the CAS, but it is not clear whether these scholarships are awarded to CSS students. Although the funding status appears to be very good, the level of graduate student support through scholarships and fellowships provided by the Department or

College is low considering the potential support from agricultural interests. Small supplemental scholarships awarded to meritorious students to supplement GRA support might enhance the appeal of the Department to highly qualified students.

The Department provided no information about the success of CSS students in obtaining scholarships outside the Department or College. The GPRT requested information from the Graduate School about the number of their scholarships and fellowships that have gone to CSS students. It appears that CSS students are encouraged to apply for university-wide and professional scholarships. In recent years, CSS grad students have had little success with the highly competitive Bayley and Yerek fellowships. Most CSS students who applied for those fellowships received ratings that place them in the low to middle range of the pool. This changed in 2004-05 when CSS students were more highly ranked, although due to lack of funds, they did not receive awards. CSS students have fared a bit better in the Oregon Sports Lottery Graduate Scholarship, receiving at least one scholarship from this source in the past three years. (Its important to note that 84% of funding available from the university is in the form of tuition remission so if most CSS students receive support from grants they are not eligible for many forms of university support.)

Recommendations:

- **As a department, nominate and support an increased number of CSS students for prestigious scholarships, including university and professional opportunities. Learn what it takes to make a strong/successful nomination.**
- **Continue support for students and pursue ways to increase departmental awards in both CS and SS.**
- **Make fellowships and scholarships for CSS students a high priority in CAS capital campaigns.**

Curriculum:

Separate graduate handbooks have been developed for the Crops and Soils units to describe curricula and requirements. Both are available on-line. The Crops handbook provides information about the credits required, which appear to be the same as requirements of the Graduate School. The GPRT was told that there is a seminar requirement in Crops but this is not in the Handbook. The Soils handbook is organized completely differently. It does not repeat the Graduate School's credit hour requirements, but it does describe requirements for oral communication and teaching.

Currently there are no required courses in CSS except enrollment in a one-term seminar during which each student presents a paper. Students' programs are devised by the student in consultation with his/her advisor, although there is some evidence that among the Master's students that this does not happen on a timely basis. When asked, faculty were not able to describe either generally or specifically what a graduate from their program should know or be able to do (or what particular classes they should take). No common set of competencies has been articulated, although again when asked, faculty agreed that each student should be able to communicate orally and in writing. On the other hand, faculty noted that there were no courses or other training in the Department to help students attain these skills. The GPRT assumes that

students are also expected to be methodologically sophisticated and able to design/critique research projects, and that faculty would readily agree that a primary function of the thesis or dissertation is to develop these skills. However, it is surprising that there have never (apparently) been any discussions among the faculty to articulate exactly what they expect from students or how they will provide students with learning experiences to meet these expectations.

Faculty expressed resistance to developing a core curriculum or core set of competencies for all of CSS, claiming that everyone's work is so different that it doesn't make sense to have requirements. In the Crop Science unit, there are no competencies or course expectations other than the 1 credit departmental seminar. In the Soil Science unit, on the other hand, students are expected to master four "core" areas (soil biology, soil physics, soil chemistry, and soil morphology). Students are not required to take any courses in these areas, but their knowledge of these topics is assessed in preliminary and final exams. It is believed that most students end up taking the courses in order to pass the exams. Students in the Masters in Environmental Soil Science track (MS-ESS - about 1/3 of the students in Soil Science) are not required to take any professional development courses although the stated goal of the program is to have students ready for public or private careers in professional jobs.

Students reported that while they initially liked the flexibility of having no specifically required courses, ultimately they would have liked more direction and structure as they moved through their program. With responsibility for recruiting and funding students, helping set research topics, and serving as the student's employer, the primary advisor (who is also a principal investigator) has a great deal of influence over a student's education. Thus, graduate student experiences are highly variable depending on their advisors, and the GPRT infers that the criteria for completion of graduate degrees are highly variable depending on advisors and committees.

There are few "stand alone" graduate courses in CSS; most courses are taught as "slash courses" (i.e., 400/500 level courses). The quality of graduate education in these courses is variable, and we heard from students that expectations for the amount or type of work required and/or the topics covered in the graduate version of the course are only slightly different from the undergraduate version. They have taken many courses, for example, where the graduate component of the class was to write a longer paper than the one assigned to undergraduates. These students were very concerned about the quality of the classroom experience in slash courses, describing it as "not especially stimulating." The department relies on other departments and colleges to provide graduate courses for their students (e.g., statistics, writing, plant physiology) although some faculty mentioned that these courses were hard to find. The outside reviewer noted that there are relatively few graduate level courses offered on a regular basis (especially 600 level courses). It is clear that faculty are working to fill gaps left by retirement and resignations, but the graduate curriculum may be losing its coherence.

All CSS students are required to attend a one-term seminar series during which they make a presentation, although there was a difference of opinion about this requirement. Most students claimed that they were only required to give their own seminar, not to attend a series of seminars. The student handbooks imply that students must attend a term-long series. According to faculty, the goal of the seminar is professional development and experience in public

speaking; however, students claimed that they receive little formal training in preparing and making scientific presentations, and say that they generally receive no feedback at all after their presentations. Hand-outs about professional development are distributed to students during the seminar and it is expected that major professors will assist with the seminar. We heard from both students and faculty that this is not always the case. Neither faculty nor students could articulate the effectiveness of this seminar in helping to professionalize students.

Some faculty reported that they knew that they should reexamine their curriculum and core competencies but claim a lack of time and resources for doing so. Some faculty from the Soils unit said they had initiated such discussions some time ago, although others seemed not to remember. Indeed, the foundation of the graduate program in Soils is much stronger than in Crops. Apparently there have never been such discussions within the Crops unit, much less for the Department as a whole. Faculty say they would like to see more direction and assistance from administration before they tackle the issue.

Last year as part of a course, a group of graduate students in Crop Science and other programs developed a plan for a graduate program in plant breeding. We commend the course instructors for this creative involvement of graduate students in curriculum planning. The plan is interesting, and if nothing else demonstrates a strong desire on the part of the students for more educational opportunities. The CSREES review team was excited at the prospect of an interdisciplinary plant breeding and genetics program and suggested that such a program might be unique in the nation. Because this plan would require new financial resources from multiple departments, it would require significant administrative support. We encourage administrators in CAS to team with their counterparts in other colleges to seriously consider support for a program like this.

Recommendations:

- **Work together as a faculty to define the skills and knowledge expected of all CSS graduates and for each subdiscipline within the Department. In conjunction with external constituencies, identify core competencies of students graduating from CSS. Develop methods to assess those competencies ACROSS THE DEPARTMENT. This can include accumulating data on GPA, passage rate of (any) required courses, success rate on comprehensive exams, success with integrated preliminary questions, quantitative and qualitative assessment of the seminar presentation etc.**
- **Review and update curriculum in light of the defined competencies or expected skills and knowledge. Ensure that students are offered the necessary learning opportunities through formal coursework, out-of-class experiences, seminars, lab rotations, attendance at professional conferences, or informal experiences both from within your department as well as without).**
- **Remove courses from the catalog that are no longer taught consistently or develop a plan to offer them regularly.**
- **Review the entire curriculum to identify ways to streamline offerings for a comprehensive undergraduate program in order to free faculty time to develop a coherent and dependable graduate curriculum in the department.**

- Consider “remedial” courses required for students without appropriate background.
- Develop a single graduate handbook for both the Crops and Soils units, with links to the specific details for each program. These details should be presented in a common format demonstrating that the programs really are part of the same department.
- Set standards for “slash courses” and periodically review to ensure graduate level expectations and performance. (Note that the Graduate Council has established guidelines to differentiate undergraduate vs. graduate-level learning: http://oregonstate.edu/dept/grad_school/Graduate_Council/outcomes.htm).
- Get serious about your graduate seminar. What are your objectives? What should students get out of the seminar? Where do students learn the presentation skills they are supposed to demonstrate in the seminar? Can they learn or demonstrate the skills through another venue, for example, by presenting a paper at a professional conference?
- Develop partnerships with other units to create opportunities for writing and speaking skills courses for graduate students.

Student Performance:

It is not clear from the materials provided to the GPRT or from the interviews with faculty and students whether graduate student performance is tracked by the Department as a whole. Formation of program committees, research topic selection, and preliminary exams are all decentralized and dependent on the major advisor/project PI. The Department does not appear to collect information about graduate student performance beyond transcripts, so it is difficult for the GPRT to assess performance. According to the 2004 exit survey of graduate students, about $\frac{3}{4}$ of CSS students reported that they took about the length of time they expected to finish their degree.

For the Preliminary Exam in the Soils unit, Ph.D. candidates are asked to prepare a proposal that is completely unrelated to the students’ work. This is a great way to evaluate students’ problem solving skills. Also in the Soils unit, all PhD students have to take an exam that covers the major areas of soils, (biology, morphology, physics, etc). However, there appears to be no consistent, systematic method for evaluating students on their depth of understanding of the subject matter of their dissertation or other general knowledge during this exam. One Soils faculty member noted that this is “a big blank hole”. In Crops there do not appear to be any mechanisms for evaluating performance of current students other than observations by advisors. Annual reviews of students on assistantships are conducted by supervisors, but these reviews are seldom carefully reviewed at the Departmental level; no systematic review process is in place for students on scholarships or with other sources of funding.

Recommendations:

- **Identify criteria for measuring student performance ACROSS THE DEPARTMENT and develop methods to consistently track performance. For example, track publications, presentations at professional conferences, successful competition for funding or scholarships, and length of time to complete degree.**

Student Concerns:

Only three graduate students – two Ph.D. and one M.S. - met with the entire GPRT during the site review, and all three students were from the Crop Science unit. In a short follow-up meeting, 23 students met with the CSREES team and one of the GPRT members. Comments from both meetings are presented here, although there is emphasis on the first meeting because there was more time for a productive conversation.

Students perceive that Crop and Soil Science units are two separate entities; in fact, they often used the terms “Crops Department” or “Soils Department” to describe the units. They claim they have few contacts with students or faculty in the program in which they are not enrolled. The physical separation may lead to separate orientations. Students believe that there are effective ways to collaborate across the departments, although they claim there are no opportunities for this. Students at the first meeting said they would like to see social events, courses and seminars that are shared across the programs. However, a student at the second meeting said, “the administration has tried to make things happen – they send emails about pot lucks, etc. But students are very busy. They do not put out the effort to attend. This may be partly because when they do attend, there are no introductions to bring people together.” When students at the second meeting were asked to rate the level of camaraderie within their units (as separate units, not as a whole department) on a scale of 0 to 10 (with 10 being excellent), responses from Crops students ranged between 2 and 4. Soils students agreed on a rating of “less than 5 out of 10”. However, students also agreed that within individual lab groups the level of camaraderie is often very high.

Another concern raised by students is the unevenness of orientation/direction for graduate students – this is highly dependent on who the major advisor is and what project the student is working on. As one student described it, “each major professor seems to have gotten a different memo about what’s required.” Another Master’s student claimed that she hadn’t had direction regarding setting up a committee (well into her second year) and doesn’t feel that the graduate handbook is particularly clear about how to do this. Students were also concerned that the amount of work required for a GRA varies by major professor – they believe it depends on whether the student is perceived by the PI as a grad student or “employee” on the project. Students treated as “employees” are concerned that their graduate training takes a back seat to the needs of the project. Students also reported that not everyone receives a regular evaluation so they may not be clear about the progress that is expected and/or how well they are doing.

Students also have concerns about the curriculum. They reported that there were few course offerings, but the few available had considerable “overlapping material”. They described this as inefficient use of faculty and a waste of time for students. They would like teachers to coordinate and integrate course work to the extent possible. Another concern is that they see course prerequisites not being enforced, allowing students without the necessary background to take advanced courses. They believe this results in a general “dumbing down” of CSS courses. In combination with the slash courses dominating their programs, graduate students believe that much of their CSS course work does not and cannot meet their needs.

As discussed above, one student told us that she came to OSU because of the flexibility in designing her program but with some reflection she now believes that she should have had a few more required courses to get the breadth of knowledge in the field. Another echoed these concerns, believing that she will be extremely “well trained” in the research field she’s working in but not trained broadly enough to be comfortable teaching outside this specialized area.

Graduate students do serve on departmental governance committees, but report that committees rarely meet and/or they focus on items of little concern to graduate students. The graduate students we spoke with at both meetings did not realize the value of committee service to their professional development. When asked whether they had sufficient input into the decision-making of the Department, a student at the second meeting answered, “Yes, we work through out major profs.” Other students concurred. According to the CSS graduate survey, graduate students do not see a “well-established mechanism for regular graduate student involvement in department decisions affecting them.”

In a summary statement, students report that they have had generally outstanding experiences interacting with their major professors. This is echoed in the exit survey where students report satisfaction with the support provided by their major professor including finding funding, help in finding employments, and assistance on research and writing projects. Students also believe, however, that the CSS Department has lots of unrealized potential that could be met through integration across the programs. They report that the departments “hasn’t quite figured out how to take advantage” of great people and good lab conditions to facilitate work across programs, create a strong graduate curriculum, and increase connections between crop and soil science.

Recommendations:

- **Develop and consistently deliver an orientation for incoming students that includes students from both units, regardless of whether one or ten students is entering or which term they matriculate. Consider making this an overnight activity that emphasizes community development.**
- **Find ways to facilitate development of cohesive cohorts beyond those created by lab/office mates. Orientation, professional development seminar, and required courses can contribute, but also consider other strategies as well as more intention/attention to integration across departments.**
- **Review slash courses to ensure graduate level learning opportunities are available to students in their disciplinary field (not just from courses provided in other units).**
- **Take student participation in department governance more seriously. Consider it part of “professional development” to learn how to participate in meetings, make decisions, and be responsible to others. Mentor students to help them also understand that this is part of their learning experience. Let students participate on all committees (including P&T – they have to learn how this works), have representatives to faculty meetings, etc.**

Professional Viability of Graduates:

Faculty claim that placement of students is “exemplary” although it is difficult for the GPRT to assess this from the materials provided us. Of the 35 students in the MS-ESS track, 13-15 have

found work in natural resource agencies, 13-15 are working in private consulting practices or firms, and the remaining have taken academic positions. About 2/3 of the graduates reporting in the 2004 exit survey said that they were “very prepared” to begin their career or to move on to a higher degree program. However, the students we spoke with indicated that most students receive little mentoring or preparation to help them prepare for future careers.

Recommendations:

- **Continue providing professional opportunities for students.**
- **Engage an external advisory board in interactions with students through internships/mentorships, presentations from alumni or other constituents, etc.**
- **Consider development of a one-credit course on professionalism. The course could cover guidelines for good grant writing, seminar presentation tips, professional ethics, and exposure to the variety of career options available.**

Faculty and Research Programs

There were few discussions about faculty and research programs during the one day of the GPRT site visit, so our findings are mostly limited to information available in the self-study report.

CSS is a large department, including 27 professors, 15 associate professors, 15 assistant professors, 9 instructors and a large and fluctuating number of research associates and assistants. There are also a large number of professional faculty and courtesy/affiliate faculty. It is beyond the capacity of the GPRT to analyze all of the faculty vitae in detail, and no summaries were provided of research quality or productivity.

In the opinion of the external reviewer, the faculty are high quality and fairly competitive in attracting external support. The younger faculty are on good trajectories. Some of the senior faculty are well-known for their disciplinary contributions, and are recognized as fellows in their scientific societies. The Department notes that \$2.1M in state and federal external funding was obtained in 2003-2004. This amounts to close to \$40,000 per faculty member, or \$100,000 per research FTE (AES). This is a respectable number, but a comparison with national averages for similar departments elsewhere would be useful. We do not know how the success in securing grants is distributed across units (Crops, Soils, Entomology, etc.). In the Accomplishments and Impacts statement of the self-study report (p 239), the Department notes the scholarly accomplishments of their faculty include “service on national review panels, invited presentations at national and international meetings, national and regional awards, and leadership of regional and national professional organizations.” All of this is admirable and suggests a healthy program. However, an enumeration by year of the number and nature of awards, peer-reviewed faculty publications, patent applications, number of presentations, review panels attended or chaired, and other quantitative data would allow for a better evaluation of faculty productivity.

Over the past decade, many faculty in CSS have either retired or resigned to take other positions. Many of these positions have not been refilled, leaving disciplinary gaps. In the past year alone, two faculty members left the CSS Department (one from the Crops unit and one from Soils unit)

to take prestigious positions with generous financial support at other institutions. Both of these faculty members maintained very productive research programs that supported a large number of graduate students. In the short term, at least, these losses are bound to have a negative impact the graduate program. On the brighter side, the Department is now hiring ten new faculty positions. With time, these new faculty will likely invigorate the graduate program. At the same time, CSS, like many other OSU departments, will continue to lose top faculty unless salary and research support are brought up to the levels of peer institutions. There is little that CSS can do about this in the short run; the poor funding situation ultimately boils down to budget constraints and priorities in Salem. However, the Department provides huge benefits to the people of Oregon that are largely unrecognized, and should consider ways to get this message out to a broad audience.

Faculty who met with the GPRT during the site review appeared to represent a healthy balance of gender and ethnicity. According to data provided after the site visit, the academic CSS faculty eligible to direct masters or doctoral thesis students (55 total) is 14.5% female and 11% non-white, with the under-represented groups concentrated in the assistant professor category. This demographic distribution may reflect a determined and laudable effort in recent years to increase faculty diversity. According to our analysis, female and non-white faculty are major thesis advisors for a larger percentage of graduate students (30% and 17 % respectively) than expected based on representation. Graduate student distribution may reflect a disproportionate success rate among women and ethnic minority faculty to obtain grant support necessary for graduate student mentorship.

Based on descriptions in the self-study report of faculty duties by FTE category (E&G, EX, AES), it appears that the majority of the teaching burden is shouldered by the relatively small number of female faculty. This may be a misperception by the GPRT based on the way that budgets are allocated to faculty. If this is the case, the teaching load of each faculty member should be more clearly presented in future program reviews. Has the department conducted a parity review in the past ten years?

Recommendations:

- **Conduct an internal review to quantitatively evaluate the productivity and accomplishments of CSS faculty relative to similar departments at peer institutions. Share the results with the Graduate Council at the one-year follow-up report from this review.**
- **Consider diverting resources toward junior faculty to ensure that they develop vital, externally-funded programs that can attract and support good graduate students.**
- **Continue to encourage faculty to seek opportunities to increase visibility at the national and international levels, and aggressively promote faculty for awards.**
- **Review the distribution of the teaching load to make sure it is equitable.**
- **Consider developing strategies to help the citizens of Oregon better appreciate the contributions of your students and faculty to the welfare of the state.**

The Scholarly Community

In an attempt to develop a scholarly community, CSS holds an annual fall one-half to full day meeting in conjunction with University Week and a 3-4 day spring meeting during exam week of winter term. It is seldom possible to bring more than half to two-thirds of the 100+ professorial and professional faculty together. Monthly meetings are typically held within each unit but off-campus faculty are seldom able to participate in these sessions. A multiday, off-campus retreat has typically been held every 5-6 years.

A cornerstone of the scholarly community for most healthy departments is a weekly departmental seminar. The CSS seminar does not seem to be popular among faculty or students. In the fall, the seminar is mostly devoted to faculty presentations as part of the promotion and tenure process (the Department typically has 6-8 faculty up for promotion and/or tenure in a given year) or to required student seminars. The winter term is devoted to plant breeding and genetics. The spring term is devoted to soils. External speakers appear to be rare. There appears to be little effort to develop themes that could attract a broad spectrum of the Department. Competing “community of interest” seminars in plant breeding and genetics, MCB, CGRB, hydrology and other areas vie for time that faculty are willing to commit to seminar participation on a weekly basis.

On the other hand many faculty have excellent collaborations and communications with faculty in other departments and, indeed, at other institutions. CSS faculty co-teach courses, co-author grant proposals and papers, and share laboratory space with faculty in other departments. Graduate students report that they regularly attend seminar series in other departments or programs on campus (such as molecular biology). These are wonderful connections.

Recommendations:

- **Develop compelling themes for seminar series that draw faculty and students from all components of the Department. Consider tasking a graduate student committee (with equal representation from Crops and Soils) to organize the seminar for one term per year on themes of mutual interest, and provide the students with a small budget to invite outside speakers.**
- **Establish an expectation of attendance at departmental seminars.**
- **Use a fall orientation for graduate students (Crops and Soils combined!) as a vehicle to develop a sense of community among the students.**

Facilities

The GPRT was not able to tour facilities due to a lack of time. We were told that plant growth facilities (greenhouses/growth chambers) are very old, limited, and expensive to replace. Office space for both students and faculty, laboratory facilities, and computer support appear to be adequate.

Administration

The Department of Crop and Soil Science is very large. As far as the review team can determine, department administrators, especially Department Head Russ Karow, are doing a fine

job. But their challenges are formidable. The GPRT wonders whether the Department is too large and varied to offer a cohesive, integrated graduate program.

The CSREES review team is offering a number of additional comments and suggestions concerning Administration.

Chemical Engineering Graduate Program Review

Summary of Findings and Recommendations

RECOMMENDATIONS

1. Faculty - The department should consider establishing a goal of doubling the external research support per faculty, as this will translate into increased GRA support for graduate students.
2. Faculty - More emphasis should be placed on nominations of faculty for national and international awards that will provide visibility for the program and the graduate program.
3. Graduate students - To be consistent with nationally recognized programs, the Department would need to increase the size of its Ph.D. program by several fold. While this may be a very long-term goal, an intermediate goal should be to make a concerted effort to increase the size of the Ph.D. program beyond the proposed increase to 50% of the graduate student body. The Department should develop strategies for recruiting graduate students broadly across the country, with a focus on Ph.D. recruitment.
4. Graduate students - The involvement of graduate students on Departmental Committees and a graduate student representative at faculty meetings should be carefully considered. Graduate students can provide a unique perspective to committees and the experience provided to the graduate student makes these efforts worthwhile.
5. Courses - The structure of coursework in the Ph.D. program should be reassessed in view of the possible integration of Environmental Engineering faculty. Whether or not graduate students with interests in Environmental Engineering are served by the Chemical Engineering framework should be evaluated if/when integration is approved.
6. Courses - Although the Review Committee is strongly supportive of the suggested merger of Environmental Engineering faculty with Chemical Engineering, there are likely to be differences in cultures between the two fields. This came to the attention of the Review Committee through comments made by students regarding graduate courses in a Chemical Engineering subject taught by faculty external to the Department. The perception of the students was that such courses were taught at a lower level than they would be if taught by a chemical engineer. The Department must ensure that appropriate faculty teach courses at the graduate level.
7. Courses - The Department needs to expand its offering of 500 and 600 -level graduate courses to provide greater breadth and depth for its students, and reduce dependence on 400/500 courses for graduate education.

8. Courses - The Department should consider starting a seminar series that brings to campus academic, government and industrial speakers. Although this does require resources, in the early years it may be possible to tap scientists, engineers, and practitioners in Oregon for a high proportion of the talks.

9. Courses - One way to build visibility of the Department and increase the course offerings is by offering short courses taught by visiting faculty. It might be possible, for example, to invite well-known faculty from other universities to visit OSU and give lectures over, say, a week. Students would take these courses for credit.

10. Resources - The funding model for GRAs and GTAs needs to be reviewed and reconsidered so that nationally competitive offers can be made. Most other major universities allow the inclusion of student fees into the budgets of grants.

11. Resources - Funding for GTAs needs to be considered from the standpoint of providing stipends that do not penalize students who might move from the GRA title to the GTA title.

12. Resources - Graduate student offices and desk space is very limited and common space is of low quality. These areas should be reviewed carefully and resources invested to bring graduate student offices to reasonable standards.

Introduction

On March 1, 2005 an all day review was conducted of the Chemical Engineering Graduate Program. The Graduate Council Review Committee consisted of:

Lynda Ciuffetti (Chair), Graduate Council, College of Science
Daniel Rockey, Graduate Council, College of Veterinary Medicine
James Carrington, Director, Center of Gene Research and Biotechnology
Robert Powell, External Reviewer, University of California Davis
Gregory Herman, External Reviewer, Hewlett Packard, Corvallis

In addition, Sally Francis (Dean of the Graduate School) and Bruce Rettig (Associate Dean of the Graduate School) attended the review.

The last review of this program was held on April 12, 1985 and presented to the Graduate Council on May 23, 1985.

The committee began the day with a planning meeting at the Harrison House where members introduced themselves and collectively evaluated the strategy for the day. We then met with several groups in succession, including Ken Williamson (Chair, Department of Chemical Engineering), a group of Graduate Students (number varied from 5-9 over the hour), Ron Adams

(Dean of the College of Engineering), a group of Graduate Faculty in the department (11 faculty in attendance), and Rich Holdren (Vice Provost for Research). The committee also had a tour of the facilities and had an opportunity to meet with Dr. Williamson at the end of the day for an exit interview. The committee is confident that their experience, in conjunction with printed material delivered to the graduate school, was adequate to evaluate the program.

Dr. Williamson presented a self-study report to the graduate school two weeks prior to the site visit. This detailed self-study is a valuable document that contains candid assessments of strengths and weaknesses within the group. The graduate program in Chemical Engineering has undergone a rebirth in conjunction with the expansion of research efforts in the 1990's. There has been significant change between then and now, much of which has direct impact on the breadth and depth of the program. First, energies toward interacting with the electronics industry and bioengineering/environmental remediation have been increased, while energies toward the pulp and paper industries have declined. In yr 2000 the Department doubled its enrollment with the addition of the Bioengineering Program from the College of Agricultural Sciences. This has apparently had mixed effects on the graduate program in the department. In the end, the move has added new and diverse faculty to the research group. The Program in Biomedical Engineering did not, however, materialize from this move. This was the apparent result of a lack of funding and a lack of interest in such a program.

The Department was challenged by administrative troubles in the late 1990's. However, the past few years have seen significant evidence of positive development emerging in the Department. This progress is primarily in association with the positive leadership provided by Dr. Williamson. There have been several changes leading to an increased focus on research, which has led to increased opportunities for graduate student research. The self-study report suggests that changes in the Department within the past few years are such that any goals or results set or expected prior to yr 2000 are largely irrelevant.

The Department sees current and future research strengths within the areas of biomaterials, bioprocessing, microelectronics processing, micro/nanotechnology, and chemical processing. Specific needs for each of these areas is listed in the self-study report (pages 5-7). The faculty anticipate that the recent addition of bioengineering, the planned addition of environmental engineering, and the interaction with the ONAMI program will continue to add strength and opportunities for interaction that will have very positive effects on the graduate program.

Detailed Findings

The evaluation of the Graduate Program focused on comparative measures with other programs and its competitive position. These are broken down as: (1) Faculty; (2) Graduate students; (3) Graduate courses and program requirements; (4) Resources; (5) Other issues.

FACULTY

Composition of the faculty include: 4 Professors (including the Chair), 8 Associate Professors, 2 Assistant Professors, and 5 Affiliated Chemical Engineering Faculty. All Chemical Engineering

faculty are graduate faculty. Department funds support 7 FTE with E&G funds, 6 FTE from targeted funds, and 1 faculty position through a funded chair.

There are various quantitative measures that might be used to “measure” the quality of the faculty, e.g., funding per faculty, or refereed publications per faculty. Other quality measures are more directly connected to external recognition and the future potential of the Department. These include faculty awards (both internal and external, although the external awards are more important for external recognition), impact of publications, and key grants.

Faculty have been educated at some of the top chemical engineering departments. In addition, the Department has embraced faculty from other disciplines, such as chemistry. This is a very positive trend and reflects the make-up of the best departments of chemical engineering. An additional very positive development is the potential integration of environmental engineering with chemical engineering. This promises to create a relatively unique Department. It is also a very logical development. Environmental engineers use many of the theoretical and practical tools that were pioneered by chemical engineers such as kinetics, flow in porous media, and suspension mechanics. The cross fertilization that will result from this combination has the opportunity to position the Department as a leader on topics such as sustainability and green engineering, areas of special interest to Oregon.

Faculty within the Department have received recognition at the College and University level through various awards. Some faculty have been recognized through prestigious grants, such as NSF CAREER Awards and Research Initiation Grants. A few have also received national awards not associated with grants. At the same time, it appears that there are many faculty for whom this recognition has not resulted in appointments at an appropriate level. In particular there are many faculty at the Associate Professor level for whom a promotion to Professor would appear warranted. It was suggested in one interview that this might be a result of poor and fractured leadership over the last decade. This should be assessed and if true, corrected. Further, as the Department matures, more emphasis should be placed on awards that will provide national visibility to the faculty. Many Departments have Award Committees that operate to this end.

In terms of other measures of faculty “quality”, the funding for extramural research per faculty is low. Assuming that increases in funding would imply commensurate increases in the number of graduate students and post-doctoral fellows supported, a doubling of the support per faculty appears to be a good long-term goal. The number of publications per faculty per year is about 2.5. This is slightly below average, however, it is always important to judge the quality of the work not necessarily the number of publications. This review did not focus on this issue, and it is sufficient to conclude that half the faculty are publishing at a rate that is consistent with top universities while four more are just slightly underperforming, based solely on the number of publications.

Recommendations

- The department should consider establishing a goal of doubling the external research support per faculty, as this will translate into increased GRA support for graduate students.
- More emphasis should be placed on nominations of faculty for national and international awards that will provide visibility for the program and the graduate program.

GRADUATE STUDENTS

Chemical Engineering is a small department that has historically provided excellent undergraduate education. The department is successfully increasing the visibility of its graduate program, and will continue to improve especially with the addition of biochemical engineering. The reputation of a graduate program is primarily based on its Ph.D. program. The Chemical Engineering Ph.D. program is by any measure quite small, less than one student per faculty. To be consistent with nationally recognized programs the Department would need to increase the size of its Ph.D. program by several fold. While this may be a very long-term goal, an intermediate goal should be to make a concerted effort to increase the size of the Ph.D. program beyond the proposed increase to 50% of the graduate student body. This is critical to the success of sponsored research programs. While the M.Sc. program need not be downplayed, the major effort must be on the Ph.D. There appears to be some opportunity for this as the quality of the graduate students has been increasing.

Although the graduate student community was viewed by students to be small, students felt the group had strong social bonds. The Review Committee was impressed by the general energy and cohesiveness put forth by the students in our discussion, although we only talked to a small subset of the total graduate student population. All things considered, the graduate students present at the meetings appeared to be satisfied with their choice to obtain their graduate degree in this Department at OSU.

While the overall presentation in the self-study was generally very good, at least one reviewer was overwhelmed with the 100+ pages of exit data for the past graduate students. This was an analysis of a total of 10 students. It seems these data perhaps were overworked and overanalyzed. Additionally, there was no real summary of what any of these data purportedly meant.

Dr. Williamson stated in a supplementary document that there would need to be an increase of 5 faculty to begin to approach the “top 25” goal of the College of Engineering. This would be a huge step in the right direction that would greatly assist the graduate program.

Recommendations

- To be consistent with nationally recognized programs, the Department would need to increase the size of its Ph.D. program by several fold.
- The Department should develop strategies for recruiting graduate students broadly across the country, with a focus on Ph.D. recruitment. Does the department focus on specific regions, schools, and/or research groups for recruitment?
- The involvement of graduate students on Departmental Committees and a graduate student representative at faculty meetings should be carefully considered. Graduate students can provide a unique perspective to committees and the experience provided to the graduate student makes these efforts worthwhile.

GRADUATE COURSES AND PROGRAM REQUIREMENTS

The Department has a curriculum that is consistent with national programs. There are some specific suggestions that result from the discussions with the faculty and students.

Although the Review Committee is strongly supportive of the merger of the environmental engineering with chemical engineering, there are likely to be differences in cultures between the two disciplines. This came to the attention of the Review Committee through comments made by students regarding graduate courses in a chemical engineering subject taught by environmental engineers. The perception of the students was that such courses were taught at a lower level than they would be if taught by a chemical engineer.

The Graduate Students discussed the format of preliminary exams and oral exams with the Review Committee. Apparently, students have not been comfortable with the quality and organization of this requirement in the past. However, the structure and quality of the preliminary exam format has been greatly improved by Dr. Gregory Rorrer (Graduate Advisor). The students had high praise for Dr. Rorrer's efforts in the reorganization and quality of the preliminary exam format and students felt positive about the process as it is currently being directed.

Recommendations

- The structure of coursework in Ph.D. program should be reassessed in view of the possible integration of environmental engineering faculty. Whether or not graduate students with interests in environmental engineering are served by the chemical engineering framework should be evaluated if/when integration is approved.
- The Department should consider starting a seminar series that brings to campus academic, government and industrial speakers. Although this does require resources, in the early years it may be possible to tap scientists, engineers, and practitioners in Oregon for a high proportion of the talks.

- One way to build visibility of the Department and increase the course offerings is by offering short courses taught by visiting faculty. It might be possible, for example, to invite well-known faculty from other universities to visit OSU and give lectures over, say, a week. Students would take these courses for credit.
- The Department needs to expand its offering of 500 and 600 -level graduate courses to provide greater breadth and depth for its students, and reduce dependence on 400/500 courses for graduate education.
- The Department must ensure that appropriate faculty teach courses at the graduate level.

RESOURCES

Graduate student support, adequate and appropriate space and modern equipment are essential components of any graduate program. The first two are of considerable concern. Nationally competitive stipends for Ph.D. students generally range over \$20,000 per year (12 months) plus tuition and benefits. Given that the cost of living in Corvallis is less than in many places where top tier universities are located, the GRA stipend offered by the Department, \$17,388, is competitive. There are, however, two critical issues. First, students receiving GTAs do not receive that same stipend. Second, students are expected to pay (at least) part of their education and insurance costs themselves. These costs have increased dramatically in recent years. When these costs are subtracted from the stipend, the real level of support decreases dramatically and the offers are simply not competitive. Students have been told that these costs cannot be paid by federal grants. Whatever the case, the funding model for GRAs needs to be revised so that competitive offers can be made. All major universities build the fees into the budgets of grants and this model should be followed.

The issue of funding for GTAs needs to be considered from the standpoint of providing stipends that do not penalize students who might move from a GRA to a GTA. The explanations as to why this was not possible seemed confusing and somewhat arbitrary. If this is the case, it is within the purview of the Department to develop a consistent policy that is transparent to the students. If there are issues that cannot be resolved within the Department, then it is recommended that this issue be addressed at the appropriate level and policies be developed that are consistent with those of top tier universities.

The second issue is adequate and appropriate space. The current allocation of research space is about 700 – 800 ft² per faculty. This is reasonable; however, the most recent hires are developing dynamic research programs and there needs to be space to expand. If one researcher, for example, were to develop a funded program requiring 2,000 ft² of space – not an unreasonable assumption, this would reduce the available to under 500 ft² per faculty member, which starts to become marginal. Further, over the last 20 years, the nature of chemical engineering has changed and students increasingly are no longer having their desks in their laboratories due to health and safety concerns. This mandates an additional space requirement, which the Department is struggling to meet and will not be able to meet if the program expands modestly. Given that the

department will need to hire at least 5 more faculty to approach the goal of “top 25” status, there will obviously be increased space issues in the future.

In the view of the Review Committee, the issue of modern laboratory equipment should be addressed through start-up packages, proposals, and donations. Typical start-up packages for new assistant professors, including equipment, student support and summer stipends can easily be as high as \$500,000. The university should be able to provide these funds as well as matching funds for grants and to facilitate contacts with corporations that may lead to substantial equipment donations. This was a significant issue to many members of the committee.

Recommendations

- The funding model for GRAs and GTAs needs to be reviewed and reconsidered so that nationally competitive offers can be made. Most other major universities allow the inclusion of student fees into the budgets of grants.
- Funding for GTAs needs to be considered from the standpoint of providing salaries that do not penalize students who might move from the GRA title to the GTA title.
- Graduate student offices and desk space is very limited and common space is of low quality. These areas should be reviewed carefully and resources invested to bring graduate student offices to reasonable standards.

OTHER ISSUES

The Review Committee views very favorably the merger of Chemical and Environmental Engineering. The two disciplines are complementary. Such mergers are, however, not without issues. These generally result from developing a shared vision that extends from the broad issues down to details of recruitment strategies for graduate students. These issues can be worked out, but the Committee does have two concerns. First, it is absolutely clear that the current Chair is providing excellent and visionary leadership. Indeed, his efforts are remarkable: he is also Chair of Civil Engineering and retired. History seems to indicate that this is a Department in which the position of Chair seems to be particularly critical. The self-study document, as well as some discussions with individuals in the Department indicates that there has been some turmoil in this area in the recent past. Dr. Williamson has been a significant stabilizing force in this area, but as he is officially retired it is unclear how long he will remain in this position. As such, this will be a major issue for the Department. The Review Committee is divided on how to approach this. At least one member of the Committee supports the idea that an external search for a qualified individual will be important. However, others suggest that it may be particularly challenging to identify an appropriate individual for this position in an external search. Thus, a careful and open evaluation of qualified individuals from within the Department might be the best option. A long-term succession plan that perhaps includes a well-defined term of an existing faculty member as Chair might provide the continuity that is required. Regardless of the specific approach, at the

appropriate time it will be very important for the faculty within Chemical Engineering and the Dean of the College to have open and frank discussions on establishing continuity of leadership as they continue to the future.

Secondly, the committee was concerned that the two parts of the planned program, Chemical and Environmental Engineering, will not be co-located. This makes it difficult to reap the benefits of an interdisciplinary Department and also to build the common culture that comes from many informal contacts that occur under casual circumstances. This makes the need for the new building absolutely essential to the future success of the merged Department.

Lastly, one issue that was raised in various ways was the cost of the program relative to others in the College of Engineering. It is generally true that Chemical Engineering Programs cost a bit more to operate than other engineering programs. There are many reasons for this such as Chemical Engineering typically has a smaller number of majors and these departments usually have no service courses. In the case of OSU, the differences in funding are not out of line. Further, there are two offsetting factors. While consideration of the undergraduate program was not within the purview of the Review Committee, the facts that this is the only such program in Oregon, and that (we were told) it attracts many of the best students at OSU, are compelling reasons to keep funding at the current levels. Further, growing the graduate program is another way to justify current or expanded funding levels. At other universities, teaching graduate students is counted at a higher level than undergraduates. However, as University dollar support for departments will likely not increase anytime soon, and as the fee situation probably is maxed out in engineering (we hope), it is likely that additional monies for expansion of the graduate program will need to occur through grants, gifts, and perhaps more nontraditional sources. We stress that increasing external funding per faculty member is a key component of the development of the Department, and that all strides to make opportunities for faculty development in this area should be encouraged.

GRADUATE COUNCIL MEETING

May 19, 2005

3:00pm, MU Board Room

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rettig, Rockey, Selker, Strickroth, Tadepalli, Unsworth, Waldschmidt

Absent: Brown

Guests: Sherm Bloomer, Dean – College of Science; P. Shing Ho, Chair – Biochemistry and Biophysics; Robert Smythe, Chair – Statistics; Vicki Ebbeck – Exercise and Sport Science; Ann Schaubert, Coordinator of Interdisciplinary Programs and Director of the MAIS Program

I. Statistics Graduate Program Review Report

Hal Koenig presented an overview of the program review report for the graduate program in Statistics. He shared his concern about the department's faculty work load in advising, teaching, and consulting relative to its budget, and described the department as a proverbial "cash cow." He reported that all but one faculty member had a salary that did not match the 25th percentile of academic statisticians with the same rank and similar years in rank. Koenig described the faculty as collegial and hard-working. He reported a sense of capable leadership and the potential to do much more than the department is doing now, if properly supported by the University.

Robert Smythe, chair of the Statistics Department, thanked the committee for a thoughtful and thorough report. He indicated he was in accord on the large issues identified in the report, but had some reservations with some of the minor points in the document. Regarding the recommendation to add a faculty member with strength in computational statistics, Smythe reported that all of the last four hires have had strong computational skills. He disagreed with the recommendation that new faculty be able to direct doctoral students within two to four years. The phenomenon of post-docs in the field of statistics is non-existent, and he does not want someone right out of their own PhD program to take on doctoral students. Smythe indicated that they will have to think carefully about structuring funding before implementing the recommendation to grow the Survey Research Center. He believes the university should take responsibility for some of the statistical consulting function at OSU and has had discussion with the new Vice President for Research about this approach. In response to the recommendation that an aggressive program of specialized courses is needed, Smythe responded that the department does not have the manpower to do that in the near term. He agrees that improvements to graduate student computer support are needed and highlighted the "growing pains" as the department adjusts to a new computer support group and as the computer support group develops its expertise. A recent purchase of about ½ dozen computers will result in more computing resources available for graduate students. Smythe stated that he would prefer to provide \$20K stipends for graduate teaching assistants, but doing so would limit to 2/3 the amount of teaching assistants required. He noted that the pool of qualified minority students is very small in

quantitative sciences, with almost no progress in the mathematical sciences within the past few years. While they have had some success recruiting Asian-American students, they have difficulty competing with their peers in the recruitment of graduate students of color. Recently, the department has brought consistency between the descriptive text in the Graduate Catalog, their web site and their departmental handbook.

John Selker noted the lack of comprehensive analysis in specialized courses, specifically in the fundamental and critical emerging areas. Hal Koenig indicated that the review team relied on the external reviewers for comments on course work. Selker said that robust and spatial statistics are examples of critical areas that should be developed. Smythe responded that these areas are working their way into the regular curriculum, indicating that STAT 623 and 625 (regression models) have a lot to say about robust statistics. Spatial analysis is an area in which they are considering adding a specialized course, but some content is incorporated in the time series course. In response to Mike Unsworth's question concerning computational statistics expertise, Smythe indicated the department has several needs. While computational statistics are a part of the skills set needed, it is not at the head of their list. Barbara Bond asked if the department had a prioritization list for new hires. Smythe said that three years ago they had a 5-year hiring plan, but the College of Science was not able to deliver. Currently, they have ideas of what they need in the next one or two hires. Sherm Bloomer, Dean of Science, reported that he typically surveys departments in the spring for their faculty hire needs. He reported that Smythe has been masterful at his role as chair and has been successful in recruiting faculty.

Council action on the graduate program review report was deferred until later in the meeting to accommodate guests that were present for other scheduled agenda items. After the second agenda item was concluded, Pehrsson called for discussion about the Statistics report. Bond asked for an analysis of credit for service courses. Koenig indicated that faculty asked themselves how they were going to teach classes more effectively. After conducting a literature search regarding what should be taught, Dan Schafer wrote a statistics book for that purpose. Koenig hopes to get more data this summer.

Steel asked about the Survey Research Center, indicating that he has been going to Washington State University where he gets a better product at a better price. He speculated that the SRC could be a real money maker. Koenig responded by saying that Statistics is in a zero sum game. Steel stated that the SRC needs to be more cost effective and entrepreneurial. Ciuffetti shared that she came away feeling there was no suggestion about how the situation in Statistics may be alleviated. Sally Francis reminded the Graduate Council that a meeting with the Provost will include a plan of action.

After the third agenda item was concluded, the Council returned to a lengthy discussion regarding strategies that should be undertaken to resolve the problem of adequate support for service courses. The Council asked Koenig to strengthen his recommendation in this regarding the increase of faculty FTE in support of delivery of service courses in statistics and statistical consulting. Graduate Council action on this report was deferred pending this revised recommendation.

II. Biochemistry/Biophysics Graduate Program Review Report

Elaine Pedersen provided a brief overview of the program review report for the graduate program in Biochemistry and Biophysics. She characterized the graduate program in Biochemistry and Biophysics as being successful, citing faculty success in scholarship, honors and awards, research grants and contracts and facilities. Pedersen reported that graduate students and alumni are satisfied with the graduate program. She questioned whether biophysics should remain a part of the department/program name. The perception she heard from the external reviewers is that including it may be a recruitment deterrent. She suggested that the department may want to consider surveying students who were admitted but declined and also consider the possibility of hiring a recruitment consultant. She relayed student concern over examinations and suggested that exams may need to be updated.

P. Shing Ho, chair of Biochemistry and Biophysics, responded by thanking the committee for asking the right questions and providing a balanced report. He distributed a written response, which is appended to these minutes. When describing the department's efforts to shift its emphasis to reflect more of the biological sciences rather than physical science, Ho indicated that an institute model may provide a larger umbrella. Dan Rockey asked if Molecular and Cellular Biology could serve this need. Ho indicated that Biochemistry and Biophysics will not sell itself to MCB if the overall program is not going to be as strong as MCB is now. While they are open to using MCB as something they can build from, they will not force themselves into an MCB mode. Ho noted that the current method of centralized recruitment for the life sciences lets students choose the program they want once they visit campus. Barbara Bond asked if they envision a life sciences program spanning across colleges. Ho indicated that OSU's strengths are diluted by the current structure. He contends that combining all life sciences at OSU would result in a program stronger than the University of Washington. John Selker drew an analogy to the Water Resources model, which he indicated has increased the quality of students. Selker questioned the recommendation that the department consider focusing on a few programmatic areas, such as they are already doing with oxidative stress. Pedersen indicated this recommendation was made by one of the external reviewers. Ho said all areas can't be covered. The department must choose the best scientist they can find or point to an area and fill that area. He contends it is difficult to predict what warrants focus, indicating that some areas may be irrelevant within 5 years. When searches are too narrow, the pool is narrow. Sherm Bloomer, Dean of Science, noted that the department's strategy has been successful. He stated that much of the life sciences are dependent on collaboration in larger groups. There is a need to find the right place to group people. There are opportunities to establish other groups in the future, such as with physics. Ho said he has tried to collaborate with the chair of the Physics Department for faculty recruitment, start-up packages and space. But Physics ultimately did not invite Biochemistry and Biophysics to participate.

Dale Pehrsson thanked the guests for all their hard work and preparation in conjunction with the graduate program review. She then asked if there was any discussion on either review report.

Bond reflected that it was hard to see how these two programs (Statistics and Biochemistry/Biophysics) could be in the same college. She noted that Biochemistry and

Biophysics' strategic plan is very thoughtful, but noted a lack of planning in Statistics. Pehrsson indicated it is important to have a plan for recruiting students of color. Ciuffetti stated that their GTA numbers are going down and they are now using undergraduates to assist in courses. Selker reiterated his concerns on the oxidative stress recommendation.

Lynda Ciuffetti made a motion to accept the Biochemistry and Biophysics report as presented. Filtz seconded the motion. The motion passed unanimously.

III. MAIS Follow-up Review Report

Vicki Ebbeck presented an overview of the follow-up review report for the Master of Arts in Interdisciplinary Studies program. She reported that 1/3 of the recommendations have been adopted with the rest in progress. By this time next year, the balance should be completed with one exception. Actions pending include a Category I proposal to establish a Master of Science in Interdisciplinary Studies (MSIS), to create a transition plan relative to the 50% rule, and to establish a few new courses. Ebbeck indicated that the recommendation that was not adopted was to require integration to include three fields of study, each from a different department. The logic was to identify individuals who were truly seeking interdisciplinary degree rather than a surrogate disciplinary program. She believes the reason the current director does not want to implement this recommendation is that a more stringent admission process is being implemented. She cautioned that the Graduate School should provide close oversight to ensure the MAIS is not used as a surrogate program.

Brent Steel stated that the MAIS is implemented differently from department to department and it's hard to think of it as one degree program. Selker stated that the Applied Anthropology review showed half the students chose the MAIS to avoid the foreign language requirement. He asked what metrics will exist to ensure the same thing doesn't occur. Ann Schaubert, Director of the MAIS program, reported that she is conducting pre-advising up front. She advises students to find faculty who are willing to work with them in an interdisciplinary manner. The metrics will be the outcome of what is reflected in their thesis. Steel indicated that the recommendations are good and he agrees that the recommendation for inclusion of 3 departments should be implemented, though he does see some value in using the degree to incubate new programs. Schaubert said that when she looked at the research on interdisciplinary programs, she noted the integration was across three fields of study, not three departments. She said that the process begins with the interest of the student. Francis asked about the safeguards to prevent the MAIS from being used as a surrogate degree. She noted that in her department, students can contact her for advice without going through a graduate program coordinator. She asked if applications will be reviewed only if they go through the program director. Bond asked if there is a program review beyond this review that will compare outcomes to validate on a higher order that the program is doing what we want them to do. She doesn't think our program reviews are examining outcomes. Francis stated that outcomes are included in the Graduate Council Graduate Program Review Guidelines, but most departments are not prepared to address them. Ebbeck suggested that one approach would be to require three departments in the integration and let the program director make exceptions when warranted.

Pehrsson asked for further discussion. Selker said that it is a good report and he is glad to see the emphasis on requiring three departments.

A motion was made and seconded to accept the follow-up review report for the MAIS program. The motion carried unanimously.

IV. Minutes of the May 5, 2005 Graduate Council Meeting

The minutes from the May 5, 2005 meeting were reviewed by Council members. A motion was made and seconded to approve the minutes as submitted. The motion carried unanimously.

V. Other Business

Pehrsson announced that Dan Brown, the graduate student member of the Graduate Council has resigned due to class conflicts.

First Appendix to the Minutes

Graduate Council Program Review of the Department of Statistics Graduate Program College of Science

Summary of Findings and Recommendations

Findings:

When the University administration talks about OSU, the description typically focuses on research output and includes the phrase “land grant, sea grant, space grant, Carnegie Research Intensive Institute.” Obviously, the **Statistics Department plays a vital role** in supporting this output as many grants could not move forward without help from the Statistics Department and most graduate programs would feel the pinch if they had to teach their own statistics classes.

In this context, the review committee found a hard-working department of faculty and graduate students. There was clearly a strong feeling of collegiality, a sense of capable leadership and the potential to do much more than they are doing now, if properly supported by the University. In particular, the committee did find several significant problems that constrain the department:

- The first issue is not novel or unique at OSU, but it bears repeating until the administration acknowledges the problem and begins to work earnestly on crafting a solution – the faculty members in this department are underpaid.
- Based on staffing levels for the past decade, the department is understaffed by at least one, if not two, faculty members in the face of rising SCH, advising and consulting.
- The review panel understood that the Agricultural Experiment Station provides funding for the consulting services provided by the Statistics Department, but faculty from other departments also rely on the Statistics faculty as a consulting resource, generally without compensation.
- The teaching, consulting, graduate supervision and committee workload contribute to a “time crunch” for faculty members which makes it difficult for faculty to
 - have adequate time to write applications for competitive grants
 - spend adequate time on scholarship and publications
 - have time to create specialized courses that introduce graduate students to emerging areas in statistics
- The Survey Research Center seems quite capable, yet appears to be understaffed and thus is unable to take advantage of opportunities for more funded work
- Graduate student stipends are among the lowest when compared to peer institutions.

Recommendations:

- The College needs to fund two additional faculty lines (2.0 FTE) in support of delivery of statistics courses and consulting.
- Additional funding from the College of Science must be provided to increase graduate stipends at least 20%.

- Funding for minority scholarships should be found and used for recruiting.
- The Department must decrease the amount of unpaid consulting and the number of graduate committees they serve on.
- Growing the Survey Research Center should be a priority too, especially if it can be accomplished by bringing another faculty member who can share the teaching load while also managing surveys. The presumption is that most of the financial support for this position would come from “soft” money.
- An aggressive program of specialized courses is needed; we recommend offering at least one additional, special topics course per year. This would produce a large benefit for the department as both students and faculty would be exposed to new and emerging topics in statistics.
- Providing adequate computer support for graduate students is imperative.

PROGRAM REVIEW

Committee and Process

The Statistics Department underwent a Graduate Council Program Review on February 21st, 2005. Members of the Graduate Council Review Committee were:

- Hal Koenig, PhD, Committee Chair (College of Business)
- Tom Adams, PhD, (Department Head, Forest Science)
- Munisamy Gopinath, PhD, (Agricultural & Resource Economics)
- John Boyer, PhD, external reviewer (Department Head, Statistics, Kansas State University)
- Fritz Scheuren, PhD, external reviewer (Vice President for Statistics, National Organization for Research and Computing, and President of the American Statistical Association)

As part of the review process, a self-study report was prepared for the Program Review Committee. The report was delivered to the committee members two weeks prior to the review. The on-campus members of the committee met with Dr. Sally Francis, Dean of the Graduate School to discuss the process and address any questions from the committee. The self-study report, relevant to graduate education, was a compilation of data covering the department mission statement and goals, the profile of graduate applicants, graduate student enrollment and degrees conferred by year, current graduate student funding, department course reaction survey results, sources of funds for department salaries, grants obtained by faculty members, research output by faculty members, coursework required for statistics degrees, comparisons of degree requirements among five comparator universities, course offerings, learning outcomes for the graduate curriculum, information on new initiatives, and Graduate School student surveys. Formal presentations were part of the review, during which the Department chair and various faculty members discussed the work of the department.

During the review, the committee met with the Dean of Science, Sherm Bloomer and faculty and graduate students in the Department of Statistics. A tour of the facilities in Kidder Hall was conducted by Department Chair Robert Smythe.

The Graduate Council Review Committee met with the off-campus committee members following Monday's schedule of presentations and created a short list of points for the three major sections of this report; Graduate Teaching & Advising, Faculty and Research, and Graduate Students. The on-campus members of the review committee each took the lead on writing one of these sections and all members then reviewed and commented on them.

Background of the Department of Statistics

An historic overview of the Department of Statistics is provided in the self-study report. The Statistics Department receives funding from both the College of Science and the College of Agricultural Sciences. The department was established in 1957 with the authorization to grant a Master of Science Degree in statistics. A doctoral program was authorized in 1965 and a Master of Science in operations research was authorized in 1966.

The department does not offer an undergraduate degree in statistics, but cooperates with the Department of Mathematics and the School of Electrical Engineering and Computer Science to offer a Bachelor of Science in Mathematical Sciences. Concentrations in statistics and operations research are available with this B.S. degree. In addition, the Statistics Department offers an undergraduate minor that can be completed with seventeen required hours of statistics classes and ten additional hours in statistics or ten hours from a number of other departments (OSU General Catalog 2004-2005, Catalog 282, April 2004, page 244). A graduate minor in statistics is also offered.

FACILITIES

The Statistics Department has offices in Kidder Hall. Overall the facilities are in reasonable shape, and the department clearly takes pride in its space. One highlight is a small but nicely maintained and apparently up-to-date library, where numerous journals and technical books were found. Additionally, the department has a good quality seminar/conference room. Faculty offices were generally in reasonable condition. Graduate student offices were in similar condition, although they appeared to be a little crowded. It was also pointed out that some graduate students must be housed in other buildings. The graduate student computing laboratory is also very small. Some amount of additional space for the department in Kidder Hall would be desirable.

ADMINISTRATION

Robert Smythe became department chair in 1999. Positive comments were received by the committee about Robert's management style and leadership. As an example, a faculty member

had received an offer from another school and stated that in part, the offer was turned-down because of the environment in the department and support provided by Professor Smythe's leadership.

GRADUATE TEACHING AND ADVISING

Degrees and Student Advising

There are four master's degrees and one doctoral degree offered by the Statistics Department:

- Master of Arts or Master of Science in Operations Research. For these degrees the thesis is optional. Due to a shrinking number of faculty in this area, the intention is to transfer this program to the Department of Industrial and Manufacturing Engineering over the next several years.
- Master of Arts or Master of Science in Statistics. For these two master's degrees the thesis is optional.
- Doctor of Philosophy (PhD) in Statistics. Dissertation is required.

Few students come into the statistics program with an undergraduate degree in statistics. Students with backgrounds in mathematics are common in the graduate student ranks but students with degrees in other areas are not uncommon. Students from areas other than mathematics may spend the summer before their first year or part of their first year taking preparatory courses in mathematics or statistics.

All professorial faculty members serve as Graduate Faculty in the role of major professors or committee members on examining committees. Thirty-nine students are currently assigned a major professor across ten faculty members (see Table 1). Of the faculty listed on page 29 of the self-study, Kollath is not graduate faculty and therefore does not serve as a major professor. For the ten faculty supervising students, the range of graduate students is from 2 to 7, with a median of 4 (see Table 1). At the extremes of the range; three professors advise two graduate students, one professor advises six and another advises seven students.

During the faculty meeting with the Graduate Council Review Committee, a professor with an advising load near the median level made a comment about being "maxed-out on PhD advising." When the review committee spoke with the current graduate students, they mentioned that it was difficult for some students to find a PhD advisor. In addition, faculty members are serving on graduate committees for students from other colleges that have elected to include a minor in statistics in their graduate program. This is consistent with a statement from the self-study (p. 40), "some of our faculty members serve on **20 or more such committees**" (emphasis was added by the review committee).

The review committee is very concerned with the faculty's advising load; at the heart of this issue is the role of minor professor on many graduate committees. At some point, the faculty must limit their service commitment. Ultimately, the department must decide how this is

to happen, but the review committee believes that one possible first step might be to **limit the number of minors** so faculty can have more time for statistics graduate students and also to work on publications and grants.

The review committee would like to see a creative way to service the need for statistics minors without impacting ST faculty so heavily. For example, could faculty from other departments with statistics expertise fill this role or could a course requirement suffice for the minor with no minor professor on the committee, per se?

There is an annual review of students that provides them with written feedback on their performance if they have been employed as a GTA or GRA. There are, however, a small number of students who are not supported and it is not clear how these students are reviewed.

Classes and Teaching

There is a noted lack of specialized courses. During the review committee meeting with the graduate students, they reported that they did not have many options each term and that some classes were only taught every other year. Both the faculty and students would benefit from **having at least one course offered each year on a new or emerging issue, building up to perhaps five new courses over the next four years.**

For the 2004 academic year, thirty-two graduate classes were taught (see Table 2a and 2b). Of these thirty-two, twelve were slash courses. Seven of the twelve slash classes were delivered as part of the Statistics Department's service load to non-majors (e.g., ST411/511, ST412/512, ST421/521). Therefore, of the offerings that statistics students must take for their program of study, only five of twenty-five courses taught in the 2004 academic year were slash courses. For students pursuing an M.S. degree in operations research, the percentage of slash courses is higher – 4 slash course and 9 graduate only courses (these 9 include four 50x classes). It appears that the department is doing a good job of maintaining rigor in its graduate statistics program by offering primarily graduate only classes.

The majority of graduate students come to statistics from elsewhere on campus or from other universities. In the case of an undergraduate student who has a statistics minor, there may be some overlap in the classes, but it appears that enough non-slash classes are offered so the student would not need to take the 5xx version of a 4xx class that was included as part of his/her minor.

The requirements for an MS or PhD in statistics appear reasonable in light of the comparisons presented by the department based on five comparator schools.

Professor Stevens has no assigned teaching FTE. For those assigned FTE in teaching, the lower bound of the range is 0.17 (Pereira) up to 1.0 (Kollath) with a mean and median of 0.44 and 0.38, respectively (see Table 3). In the self-study it was stated that the department's SCH/FTE ratio is among the three highest in the College of Science, but no estimate was provided. Based on the

FTE figures and SCH values from the self-study and the estimate of teaching FTE, the figure for the Statistics department is nearly 3,000 SCH per FTE. For comparison purposes, in a Graduate Council review conducted last year, it was stated that the university average was around 300 SCH per FTE.

Average and median course evaluations for graduate Statistics courses (page 46) are very good. As these averages include responses from students in service courses (e.g., ST511, 512, 521, 522) these numbers can be considered outstanding.

The review committee was impressed with the **commitment to consulting** by the department. This is laudable and the opportunity for consulting experience is viewed as incredibly useful for both statistics masters and PhD students. The College of Agricultural Science provides 0.9 FTE for graduate student funding (p. 13) and over 1 FTE for faculty salaries (p. 29) because of their need for statistical consulting. Unfortunately, faculty members from other colleges on campus call on the faculty for statistics consulting and neither their college nor the faculty member pays for this service. To have more time for classes, research and grant writing, faculty members in the department should simply **say “no” to consultation requests from faculty who are not in the College of Science or Agriculture** unless they are compensated (e.g., written into a grant).

Much of the consulting done by the Statistics Department is with faculty members from departments on campus that primarily use SAS for their research and statistics needs. The review committee found it surprising that SAS was not included in the Learning Outcomes in the self-study report (pages 22-27).

Recognition

Two individuals have been recognized for their teaching/advising/mentoring excellence. One current faculty member and one emeritus faculty are recipients of the Carter Award for Teaching in the College of Science.

One faculty member is the recipient of a Distinguished Achievement Medal from the Environmental Section of the American Statistical Association and several students have received student paper recognition, also from the American Statistical Association.

Student and Alumni Feedback

Responses to the student survey distributed by the Graduate School to those currently enrolled indicated that individuals were generally satisfied. Of those items that focused on graduate teaching and advising, the mean for a few of the items was below 4.0 (1=Strong Disagree, 5=Strongly Agree), but the majority were over 4.0. Lower rated items included initial advising (item #12), receiving research and professional development guidance (#15), gaining teaching experience (#23), and teaching assignments being made equitably (#24). Unfortunately, only 14 students returned a survey – just a third of the graduate student population – making these results hard to interpret by themselves.

The one issue that came up in discussions with the graduate students that reflects the survey results was advising. When students were initially asked about advising, they responded favorably, but when the discussion continued, it appeared that **some information was hard to find** or unavailable. In particular, graduate students mentioned the desirability of having the schedule of classes for at least twelve to fifteen months into the future; this would be especially helpful for classes that are taught every other year. **It would be useful to ask students about the specific information they have had trouble finding and create one central location for this information.** For example, a departmental handbook printed once a year and a website that can be updated on short notice could serve this purpose.

Responses to the exit survey conducted by the Graduate School for students who graduated between AY2002 and AY2004 were quite positive. It was very rare for any of the alumni to respond with a negative response to a question. In fact, if they could start their degree program again, ten of eleven would choose the same major, nine of eleven would choose the same degree and ten of eleven would choose the same major professor.

From a survey done by Statistics of all graduate alumni living in the U.S. for which addresses were available, the responses were also favorable. The few negative responses related to teaching and advising included two of thirty-six alumni who were “somewhat dissatisfied” with teaching, one of thirty-six was “somewhat dissatisfied” with the quality of course content, five of thirty-six were “somewhat dissatisfied” with the availability of classes, six of thirty-six were “somewhat dissatisfied” with the variety of classes, and one of thirty-six were “somewhat dissatisfied” with testing and grading practices. When asked to grade the statistics graduate program, there was one “C+,” one “B-,” two “B”s and all other grades were higher with a mode of an “A” from ten of the thirty-six respondents.

The surveys support comments from the current graduate students who said that they liked the faculty and found them easy to approach and talk to. When we spoke with the faculty members it was very comfortable with each other and supportive of each other’s role. In our experience this outcome is almost certainly not a coincidence. This is a leadership issue as well as a hiring issue – the leadership sets the tone and in hiring decisions you not only find outstanding scholars, but also individuals that fit the culture of the department.

FACULTY AND RESEARCH PROGRAMS

Faculty and Staff Resources

The Statistics Department currently has fourteen faculty, of which ten are in the professorial ranks and four are research associates (2; 1.25 FTE) and assistants (2; 1.30 FTE). The College of Science accounts for much of the professorial FTE (6.16 FTE, 12 month equivalent), while the College of Agriculture and grant funds support the remainder (0.96 and 0.95 FTE, respectively). The Department also has three classified staff (2.25 FTE).

Between 2000 and 2005 the Department lost four professorial faculty (three full professors and one associate professor), mostly to retirements. Additional retirements are expected in the next five years **that may total as many as three of the current faculty**. A search process has been recently completed for two new hires – an assistant professor and an instructor – and the Department hopes to hire another assistant professor to begin in the fall of 2006, subject to approval by the College of Science.

Resource Constraints. The loss of professorial faculty has significantly increased the teaching and advising load among current faculty. **The new professorial hire and instructor will help offset some of the resource problems and the Department Chair is confident about making a strong case for an additional hire to start in the fall of 2006.** However, upcoming sabbaticals and retirements will negatively affect the Department's tradition of offering outstanding academic programs in statistical theory and methods. The load of core and service classes strain current resources leaving little for special topics courses, which limits graduate students' ability to specialize and explore new areas in statistics.

Many students expressed a concern about the limited availability of Ph.D. thesis advisors in the Department and this was noted in the self-study (p. 4). A doctoral student appears to have left the Department last year due to the inability to find an advisor. It appears to the review committee that the Department faces two options to address this problem; **1) they must find ways to cut their advising and/or consulting load, or 2) focus on increasing the number of teaching faculty**. The department may need to pursue **both options** to assure that the quality of graduate education does not suffer.

Related to our concern with the number of faculty is the issue of funding to support consulting services. In our conversation with the Dean, he strongly encouraged the Department to submit proposals to the College for initial funding of positions which can break-even and sustain themselves in 3-5 years (e.g., additional resources for the Survey Research Center). This funding may be a component in crafting a solution to decreasing the consulting load.

Faculty salaries. Unfortunately, this Department is an example of the University-wide problem with salaries. There were several comments made to the review committee regarding both the difficulty in hiring and the failure of the department to keep pace with the normal sort of seniority/cost-of-living increases that are given elsewhere

The review committee was given access to the salaries, without names attached. Faculty salaries were compared with data collected and provided by the American Statistical Association (ASA), the largest organization of statisticians in the United States. In the December 2004 issue of The Amstat News, the official newsletter of the ASA, the association published selected quartiles for salary figures for academic statisticians at research universities across the U.S., with distinctions made by academic rank and years in rank.

With the exception of the department chair, all **salaries were below the first quartile (25th percentile) of academic statisticians** with the same rank and similar years in rank. These values missed the first quartile by amounts ranging from approximately \$1,000 to nearly \$20,000, with the problem worsening as rank increased. In the one case where the salary was not below the first quartile, the department chair's salary was still below the median for faculty with similar experience by almost \$9,000, even if, as we assume, he is being paid an additional stipend for his work as chair.

This situation makes it difficult to hire good new faculty, and even more difficult to compete in the business of retaining the really strong faculty members. Salary compression (i.e., senior people making less or only barely more than their junior colleagues) is a big problem in the department; it has the potential to be divisive and can have an adverse effect on morale.

Faculty Diversity

The current faculty represents a broad range of interests and institutions from which they received their degrees. Many faculty are interested in statistical theory, while others are interested in applications to medical, environmental, agricultural and related sciences. Recent hires are from top-ranked schools that provide good theoretical and applied training in statistics (e.g., Pennsylvania State, Cornell, Carnegie Mellon). There is broad gender diversity – the review committee views it as a “plus” that women represent 40% of the professorial faculty.

Individuals of color represent a relatively small proportion of the professorial faculty. The nature of statistics graduate programs across the country (e.g., increased enrollment of foreign nationals, relatively few graduates from the people of color or Hispanic origin or other groups) presents a significant challenge. The Department Chair has expressed a commitment to ensuring a broad ethnic and gender diversity. However, we would like to see the process to get to this end.

Research Programs

The Statistics Department's research program exhibits a wide array of interests from theory to applications in a wide variety of disciplines; the publication record reflects those interests. Faculty have published in such prestigious journals as *Journal of the American Statistical Association*, *Biometrika* and *Biometrics*. At the same time, excellent applications of statistical methods

by faculty have resulted in publications in top journals of other disciplines like *Journal of Environmental Economics and Management*, *Ecology*, *Plant Physiology*, *Mutation Research* and others. Faculty publications since 2000 total about eighty-five journal articles, which is an average of approximately two publications per faculty member per year. Faculty presentations at meetings and by invitation show a record similar to that of publications (an average of two per faculty member per year).

The Department has received a number of sponsored research grants individually and in cooperation with other departments in the University and other universities. Dr. Stevens, Dr. Lesser and Dr. Pereira, and more recently Dr. Qu and other new faculty, have been very active in sponsored research. The grants average over the past 4 years is about \$800,000 per year not including the contracts received by the Survey Research Center.

Not surprisingly, the high level of productivity has resulted in a number of awards to faculty. Several current members of faculty are Fellows of the American Statistical Association and the Institute for Mathematical Statistics. Other notable accomplishments include a NSF Career award, and teaching and distinguished achievement honors. The placement of MS and Ph.D. graduates in Fortune 500 companies and government agencies reflect the strength of the training provided by the Department's faculty.

Interdisciplinary research's impact on rankings and its consequences. The Department had a top 40 ranking the last time the National Research Council (NRC) carried out rankings. The Department Chair acknowledged that the loss of professorial faculty (who published in theoretical journals) and the increased emphasis on interdisciplinary research will likely place the Department in a lower tier in the next NRC rankings. These factors might have also contributed to fewer placements of graduates in academia. Lack of teaching resources inhibits specialization, but the **Department may want to consider how the ranking change may affect its ability to attract and retain good students and faculty.** Middle ground could be found here if the department decided to specialize in an area like environmental statistics. The department's ability to work with the science faculties involved across campus and the Environmental Health Sciences Center nearby are key ingredients – the department could go make a name here. The drop in NRC rankings in terms of attracting new faculty members and graduate students will hurt, of course, but recognition (if at the highest level), even if only in one specialization can make up for some of that.

Given the high level of teaching, advising and consulting loads of the faculty, **research productivity is quite respectable, on average, but there seems to be an uneven publication presentation record.** A few faculty publish in theory journals which are key to the national visibility of the Department, while a fairly large share of faculty publish in journals of other disciplines. Since 2000, the number of publications has ranged from three to eighteen per faculty. Part of the problem is limited time, but we **encourage all faculty to continue to strive for publications in high-quality journals.**

Grant productivity is very good on average but there seems to be an uneven award record. The grants average over the past four years (\$800,000 per year) is **strong** primarily due to the

EPA STAR grant (\$3 million over five years). However, of late, the younger faculty have increased their grant activity. The college and administration's view is that the Department's grant record is uneven and can be improved with participation from a larger share of faculty. While we recognize that not every faculty member is an entrepreneur, the budgets of state-assisted universities necessitate a change in the traditional roles of a faculty member.

Overall, the review committee is concerned that the number of professorial faculty in the department has shrunk over the last few years (p. 29). Tenure-track positions from 1990 to 2000 appear to have been relatively stable at 11-12. However, in 2005 there are only 8 tenure track positions, with an offer outstanding to an applicant that would start in the fall of 2005. Even if an assistant professor is hired for the fall of 2005 and the chair is successful in lobbying for another hire next year, this still leaves the department approximately two faculty members short of their traditional strength – in the face of rising student credit hours and no apparent cut back in the teaching, advising/graduate committee membership or consulting load (see Figure 1).

GRADUATE STUDENTS

Graduate education in the Department of Statistics is primarily intended to train students for careers as applied statisticians (M.S. level) and for teaching, research and consulting (Ph.D. level). Consistent with the land grant mission of the University, the graduate program in Statistics emphasizes statistical methodology, but with a strong grounding in theory, especially at the Ph.D. level. Through a consulting practicum, all students obtain experience in statistical consulting. This not only provides a significant service to other students across campus, but greatly aids statistics graduate students in developing problem solving, analytical, and communication skills.

In the remainder of this section, we provide observations on several aspects of graduate education in the Department: 1) student recruitment; 2) quality and retention of students; 3) student support; 4) employment of graduates; and 5) current student and alumni satisfaction with the program. These observations are based on the self-study materials supplied by the Department, including the results of three surveys (current students, Graduate School Exit Survey, alumni survey), and interviews conducted in February during our visit to the Department.

Student Recruitment – In the past five years the number of applicants for graduate study in Statistics has ranged from 59-94 (mean 87), the number admitted has ranged from 43-78 (mean 59) and the number enrolled has ranged from 11-16 (mean 14). Typically, the great majority of students enrolled each year are M.S. students (typically 12); only a handful are Ph.D. students (around 2). The Department has no stated admission criteria except good grades in calculus, linear algebra and introduction to mathematical statistics. Admitted applicants, however, come from a variety of academic backgrounds, some strong in math, and others with less math but with more training in various scientific applications. It is felt that the Department benefits from this mix of two kinds of students.

The self-study does not provide a quantitative assessment of trends in academic qualifications of applicants in the past five years (only averages over this entire period). Concern about the quality of applicants, however, led to faculty visitations at four Northwest Colleges and Universities

in 2004 to promote the program, and to subsidizing the visits of promising applicants to campus in order to meet faculty and students in the Department. The intent is to continue these efforts in the future, as well as improve the Department's website to make it more informative and attractive. We certainly applaud and support these efforts to enhance recruitment of the best students.

In terms of diversity, about one-third of the new students enrolled each year are international students, and the gender mix is about equally split between males and females. **While the Department has attempted to recruit underrepresented groups (e.g., Blacks, Native Americans, Hispanics), this goal was recognized as difficult and perhaps unattainable without a major new effort.**

Quality and Retention of Students - The total number of students has varied little over the past five years (thirty-five to forty), with a current student body of forty. The fraction of graduate students who are in the Ph.D. track, as opposed to the M.S track, has risen steadily from 2000, when Ph.D. students accounted for about 15% of the graduate student population, to the present time where they account for about 40%. Since the proportion of newly admitted graduate students who are brought directly in on the Ph.D. track has not varied significantly over the years, the increase in the proportion of students studying in the department who are in the Ph.D. program must be a function of the longer period of time to graduate (median five years (Ph.D.) vs. one and a half years (M.S.)) and some students progressing directly from the M.S. into the Ph.D. program. Currently nine of the fourteen Ph.D. candidates are international students.

Retention of students in the program has been excellent. It appears that only a couple of M.S. students failed to complete the M.S. program in the past five years, and no Ph.D. student that has advanced to candidacy (after passing the comprehensive exams) has withdrawn since 1999 (although 2 Ph.D. students have moved away to take jobs, with the intention of completing their dissertations off-campus). This high rate of retention is no doubt a reflection of the high quality of students enrolled in the program (average undergraduate GPA 3.7). Other evidence of student excellence is the high praise collectively given to students by faculty when we met with them, and the array of highly competitive University and professional society awards received by students in recent years.

Student Support - Twenty-six of the forty current students receive some assistantship. Most are supported at 0.45 FTE with either a nine month Graduate Teaching Assistantship (GTA) or a twelve month Graduate Research Assistantship (GRA). Both have the same monthly stipend of \$1277, with a tuition waiver and insurance coverage. **Although this level of support is roughly on par with graduate students in other colleges at OSU, it is the lowest of nine comparator institutions in the self-study report.** Surely, this comparatively low level of support hinders the Department's ability to recruit the very best students into its program. The Department attempts to compensate by providing additional fellowship awards to the most promising students. The self-study mentioned that the goal is to increase this effort in the future. It is unclear why there is only one rate for both M.S. and Ph.D. students. Other units on campus provide larger stipends to Ph.D. students.

Employment of Graduates - It appears that graduates in Statistics have been quite successful in finding jobs in their chosen field. Forty-nine students graduated with an M.S. in the past 5 years, of which employment information is available for 26. Nearly all of these individuals were placed in statistics-related positions. Employment information is available for 11 of the 12 Ph.D. students who graduated in this same period; all of these alumni are involved in research positions and several have teaching responsibilities as well. **We would have liked the M.S. data to be more complete and are surprised that more is not known, especially since continuing contact by the Department with its former students can be an important source of academic enrichment for both faculty and student currently enrolled in the program.**

Satisfaction with the Program - Interviews with current students, and surveys of current and exiting students, and alumni, were consistent in their praise of many aspects of the graduate program. Students and alumni generally expressed a great deal of satisfaction with the quality of teaching and advising, rigor of the program, access and interactions with professors, opportunity for consulting (through the practicum), opportunity for teaching experience (and fairness of assignments), administration of program examinations, the departmental seminar, and the consulting practicum. It was also evident in the **interviews with faculty and students that there is a great deal of respect between these groups and good rapport. There was a great deal of candor and humor in our sessions and every evidence that that the praise was genuine.**

Nonetheless, dissatisfaction was expressed by students in four areas: 1) GTA/GRA stipends, 2) office facilities, 3) computing facilities, and 4) grading of assignments by other students. The need for improved stipends has already been discussed above. Complaints about office space is universal among graduate students (and faculty for that matter) across campus, but the Department Chair should follow-up with the students on this issue to make sure there is not a significant concern that could be rectified in some way.

The self-study addresses the concern about computing facilities, but suggested the problem was mostly the result of recent consolidation of computing administration in the College, which is working itself out. **Our discussion with students indicated that the problem lies more with antiquated hardware (i.e., PCs and printers), which is compounded by reduced computing support resulting from the consolidation.** It is ironic that a program wishing to further emphasize analysis of large, complex data sets does not have the most advanced computing hardware available. We suggest the Department look into leasing of PCs and peripherals. This is a means to having the latest hardware, at a fairly **economical cost.**

The last issue concerns discomfort among students in both evaluating and being evaluated by close peers. Apparently, GTAs in some graduate courses end up grading assignments of other statistics graduate students. The concern seems mostly to be where one M.S. student is grading another, and not when Ph.D. students grade the work of M.S. students. **This concern seems to be a relatively easy to fix and we recommend action be taken.**

One last point; problems, such as the weaknesses in departmental computing, were openly and constructively discussed. In fact, we found morale very high, with a real spirit of community evident.

APPENDICES

FIGURE 1

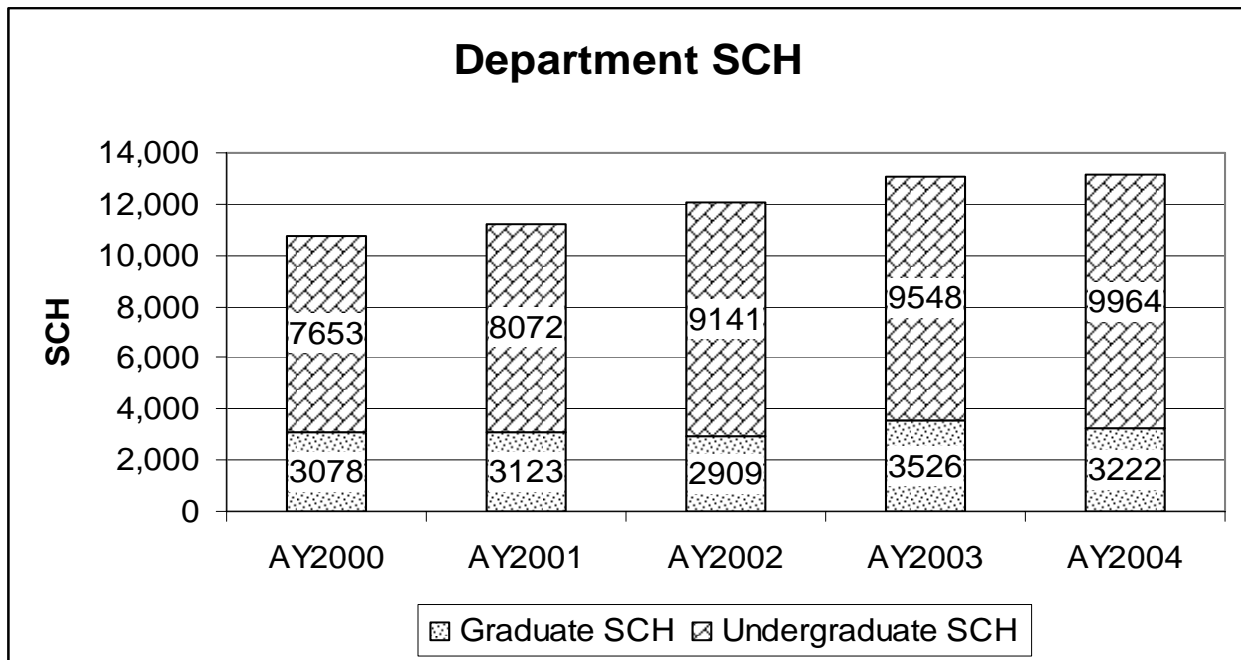


TABLE 1

Table 1 and 2 are from information received 17 February 2005 from Robert Smythe in response to an e-mail request from Hal Koenig.

Graduate Students organized by Major Professor

Arthur	PhD: Aimee Taylor; M.S. (OR): Jessica Merville
Gitelman	PhD: Kathi Georgitis; MS: Charles Gerringer, Susan Hornsby, Hee Bun Lee
Lesser	PhD: Leigh Ann Harrod; MS: Fred Schaefer, Yu Gyung Kang,, Mari Rossman
Madsen	MS: Joy Toyama, Lama Al-Khatib
Murtaugh	PhD: Dongxing Yang, Joe Scherer; MS: Stanley Leung, John Henry, Qiang Pu, Mike Perozzi
Pereira	MS: Waseem Alnosier, Roman Gulati, Michael Polakowski, Lihong Wang
Qu	PhD: Cindy Tsai, Lin Lu, Yuying Jin; MS: Nick Som
Schafer	PhD: Vicente Monleon, Yonghai Li, Jack Giovanini; MS: Brandt Balgooyen, Jingmin Liu, Shane Moser, Xianlong Wang
Smythe	PhD: Uran Chu; MS: Raghavendran Nagarajan, Catherine Miller, Thomas Miller
Stevens	PhD: Cynthia Cooper; MS: William Gaueman

TABLE 2a

Graduate courses taught 2003-4, organized by instructor

Arthur: ST 483/583 (Fall); ST 443/543 and ST 585 (Winter)
Birkes: ST 541 (Fall); ST 651 (Winter); ST 652 (Spring)
Carroll: ST 553 (Spring)
Gitelman: ST 552 (Winter); ST 565 (Spring)
Lesser: ST 431-531 (Fall); ST 412/512 (Winter)
Madsen: ST 421/521 (Fall); ST 412/512 (Spring)
Murtaugh: ST 411/511 (Fall); ST 422/522 and ST 435/535 (Winter); ST 415/515 (Spring)
Pereira: ST 507/509 (Fall, Winter, Spring, Summer); ST 555 (Fall)
Qu: ST 663 (Fall), ST 599 (Longitudinal Models, Winter); ST 563 (Spring)
Ramsey: ST 411/511 (Winter); ST 413/513 (Spring)
Schafer: ST 551 and ST 623 (Fall); ST 625 (Winter)
Smythe: ST 561 (Fall); ST 562 (Winter)
Stevens: ST 571 (Fall)
ST 4xx/5xx – Yellow highlighting denotes class that is taught for non-majors

TABLE 2b**Graduate classes offered 2003-4, organized by term**

Term	Instructor	Course #	Course Title
Fall	Birkes	541	Probability, Computing, And Simulation In Statistics
Fall	Schafer	551	Statistical Methods
Fall	Pereira	555	Advanced Experimental Design
Fall	Smythe	561	Theory Of Statistics
Fall	Stevens	571	Environmental Sampling
Fall	Schafer	623	Generalized Regression Models
Fall	Qu	663	Advanced Theory Of Statistics
Fall	Murtaugh	411/511	Methods Of Data Analysis
Fall	Madsen	421/521	Intro To Mathematical Statistics
Fall	Lesser	431/531	Sampling Methods
Fall	Arthur	483/583	Nonlinear Optimization
Fall	Pereira	507/509	Seminar/Consulting Practicum
Winter	Gitelman	552	Statistical Methods
Winter	Smythe	562	Theory Of Statistics
Winter	Arthur	585	Topics In Operations Research
Winter	Qu	599	Special Topics
Winter	Schafer	625	Generalized Regression Models
Winter	Birkes	651	Linear Model Theory
Winter	Ramsey	411/511	Methods Of Data Analysis
Winter	Lesser	412/512	Methods Of Data Analysis
Winter	Murtaugh	422/522	Intro To Mathematical Statistics
Winter	Murtaugh	435/535	Quantitative Ecology
Winter	Arthur	443/543	Applied Stochastic Models
Winter	Pereira	507/509	Seminar/Consulting Practicum
Spring	Carroll	553	Statistical Methods
Spring	Qu	563	Theory Of Statistics
Spring	Gitelman	565	Time Series And Spatial Statistics
Spring	Birkes	652	Linear Model Theory
Spring	Madsen	412/512	Methods Of Data Analysis
Spring	Ramsey	413/513	Methods Of Data Analysis
Spring	Murtaugh	415/515	Design And Analysis Of Planned Experiments
Spring	Pereira	507/509	Seminar/Consulting Practicum

4xx/5xx – Yellow highlighting denotes a class that is taught for non-majors

TABLE 3
Calculation of SCH/FTE Ratio

	Appointment (months)	FTE	9 month FTE	Percent Teaching	Teaching FTE on 9 month basis	
Arthur	9	1.0	1.0	55.00%	0.550	
Gitelman	12	0.75	0.91665	30.00%	0.275	
Kollath	11	1.0	1.2222*	85.00%	1.039	
Lesser	12	0.95	1.16109	30.00%	0.348	
Madsen	9	1.0	1.0	50.00%	0.500	
Murtaugh	9	1.00	1.0	50.00%	0.500	
Pereira	12	0.95	1.16109	15.00%	0.174	Total SCH
Qu	12	0.75	0.91665	30.00%	0.275	from p. 39
Schafer	9	1.00	1	40.00%	0.400	13186
Smythe	12	1.0	1.2222	30.00%	0.367	SCH/FTE for
Stevens	12	0.95	1.16109	0.00%	0.000	AY2004
Total Teaching FTE:					4.4280105	2977.86

*No adjustment was made for an 11 month appointment – this value should be slightly lower.

TABLE 4a**Comparison of Masters programs with other land-grant institutions**

Masters Degree	Stat Mtds	Stat Thy	Gen Regr Models	Prob/Sim	Consult	Other
OSU	30 weeks	30 weeks	10 weeks	10 weeks	10 weeks	
Iowa St	30 weeks	30 weeks				1 credit (semester) orientation to software
Penn St	30 weeks	30 weeks			15 weeks	15 weeks stochastic processes
NC St	15 weeks plus 15 weeks exp design	30 weeks			15 weeks	15 weeks sampling thy, 15 weeks linear models, 15 weeks categorical data OR survival data
CO St	30 weeks	30 weeks			15 weeks	
Kansas St		30 weeks			15 weeks	15 weeks applied linear models, 15 weeks linear model thy, 15 weeks sampling mtds OR exp design

Based on information from page 18 in self-study

TABLE 4b**Comparison of PhD programs with other land-grant institutions**

PhD Degree	Adv Stat Thy	Lin Model Thy	Survival Analysis	Real Analysis	Meas-Theor Prob	
OSU	30 weeks	20 weeks	10 weeks	10 weeks	10 weeks	10 weeks consulting/year
Iowa St	15 weeks				15 weeks	15 weeks computational statistics
Penn St	30 weeks	15 weeks		15 weeks	15 weeks	15 weeks asymp tools (adv thy) and consulting
NC St	30 weeks	*15 weeks req'd in MS	*option in MS		30 weeks	
CO St	15 weeks				15 weeks	
Kansas St		15 weeks				Beyond masters req.

Second Appendix to the Minutes

BIOCHEMISTRY AND BIOPHYSICS GRADUATE COUNCIL PROGRAM REVIEW 2005

Summary of Findings and Recommendations

The Graduate Program in the Department of Biochemistry and Biophysics is a highly successful academic research unit. Several members of its faculty have been recognized at various levels for their research accomplishments at many levels. The Department has developed a solid graduate program offering both M.S. and Ph.D. degrees. The faculty and staff and the programs make a substantial contribution to research and teaching at OSU; the prospect for future contribution is great.

The Department has actively participated in several interdepartmental programs, including the Linus Pauling Institute, the Environmental Health Science Center, the Center for Gene Research and Biotechnology, and the Molecular and Cellular Biology Program. The interdisciplinary collaborations expand the strengths and research breadth of the Department, providing intellectual stimulation for faculty and students alike as well as providing additional recruitment and research funding opportunities.

Alumni satisfaction is generally high. Graduating students appear to receive good guidance and help in finding suitable post-doctoral positions as well as opportunities in industry.

The following recommendations are offered from the perspective of ensuring that the Department's Graduate Program maintains its present high quality level and at gains in strength.

Recommendations:

Graduate Students and Graduate Curriculum

It is recommended that the Department make use of its current graduate students in recruitment activities and other department activities. For example, they could advise and assist more in recruiting future graduate students by helping with items such as web page design and by undertaking speaking engagements. They could take more of a lead in organizing seminar series and in developing a journal club.

It is recommended that the Department should study the reasons for the drop in the number of women students and take appropriate remedial actions. Also strong actions must be taken to actively encourage and recruit Hispanics and African Americans. The undergraduate population at OSU is an obvious recruitment pool, but the faculty might also network with other undergraduate institutions and encourage their students of all races and genders to apply to OSU.

It is recommended that a formal or informal survey of students who decline admittance offers needs to be carried out. These applicants could be asked about specific reasons for their decision not to come to OSU including assistantship stipends, required coursework, and the match between their research interests and faculty in the department. ***It is also recommended*** that the Department needs to seek further advice through a recruitment consultant to identify best methods for determining what works and what doesn't work well in recruitment.

It is recommended that the Department consider whether recruiting from their undergraduates might be an option that should be more actively pursued.

It is recommended that the faculty develop a variety of opportunities at which students may interact across the Department with fellow students and department faculty.

It is recommended that the Department begin to systematically collect data that would enable the Department to explore whether the use of the word "biophysics" in the Department title promotes or deters the recruitment of graduate students.

It is recommended that students be made aware of the dollar amount of student fees when they are sent information about their admittance into the program and the offer of a GTA position.

Several recommendations relate to the need for the department to consider what outcomes it desires of its graduate programs. After determining what outcomes are desired and needed ***it is recommended*** that the Department consider revamping its core requirements, that the Department review the preliminary doctoral examinations, and that the department consider offering technical writing, bioanalytical methods, and grantsmanship courses.

Graduate Student and Faculty Interaction

It is recommended that methods for improving intra-departmental communications is developed. As a corollary to ***this it is recommended*** that the Department review its policies regarding graduate students' lab experiences and that these policies are clear to both faculty and graduate students.

Faculty and Faculty Performance

If it is the desire of the Department and the College of Science that the Department of Biochemistry and Biophysics retain and improve its national standing related to grant funding and research activities ***it is recommended*** that additional faculty positions (1 or more) be enabled for the Department.

It is recommended that the Biochemistry and Biophysics Department take advantage of *every* possible opportunity for new hires, be it in their own department, the collaborative interdisciplinary programs in which they participate, or in any other department within the College of Science.

It is recommended that in addition to targeted expertise, the Department should also consider focusing on a few programmatic areas, such as they are already doing with oxidative stress.

Quality of Outcomes

It is recommended that the Department find other metrics (funding per faculty, papers per faculty, research impact, quality of undergraduate and graduate students, and so forth) to use as a more frequent measure of the department's national stature. This decision needs to be consistent with the means by which the Department is evaluated by the Dean and the University.

Program Review

Committee Process

On February 23, 2005, a Graduate Council review team visited the Department of Biochemistry and Biophysics to conduct a full program review of the Graduate Program in Biochemistry and Biophysics. Team members were:

- Elaine Pedersen, College of Health and Human Sciences (Design and Human Environment), Chair
- Prasad Tadepalli, School of Electrical Engineering and Computer Science
- Mike Unsworth, College of Oceanic and Atmospheric Sciences (Atmospheric Sciences)
- Fran Jurnak, Department of Physiology and Biophysics, University of California - Irvine
- Gary Schroth, Solexa Inc., Hayward, CA

Several of the internal (OSU) members of the review team participated in a pre-review meeting held February 15, 2005. The Biochemistry and Biophysics Graduate/ Undergraduate self-study report was provided to the review committee. The site visit provided the review committee an opportunity to meet with P. Shing Ho, Department Chair; Jack Higginbotham, Research Office; Sherm Bloomer, Dean, College of Science; Graduate faculty; and with fourteen graduate students. Reports from Fran Jurnak and Gary Schroth were forwarded to the review committee chair following the site visit and then incorporated into the report. The full report was shared with the committee. Individual committee members took responsibility for writing particular sections of the program review. All committee members have read the final version of the review for factual accuracy.

Overview

The Biochemistry and Biophysics Department at Oregon State University is one of the most successful academic research units on campus and its faculty members have been recognized for research accomplishments at many levels. The Department has a solid graduate program. Both M.S. and Ph.D. degrees are offered; most graduate students are pursuing doctoral degrees. Current graduate students were attracted to the Department because of its national research reputation and the reputation of specific faculty, the research facilities, and the availability of biophysics together with biochemistry.

All graduate students take three core Biochemistry courses, three core Biophysics courses, and a Graduate Seminar. Positive responses related to overall satisfaction with the program were received from a survey of alumni.

The relocation of the Linus Pauling Institute (LPI) to OSU in 1997 has positively benefited the Department. Three members of LPI are also affiliated with the Department: Dr. Balz Frei, Director of the Center and Professor of Biochemistry and biophysics, Tory Hagen, LPI Faculty and Associate Professor of Biochemistry and Biophysics, and Joseph Beckman, Ava Helen Pauling Chair in LPI and Professor of Biochemistry and Biophysics (he recently assumed the Directorship of the Environmental Health Sciences Center). All three are integral to the Department and contribute to the classroom teaching and research training missions of the Department.

Description of the Program

Students

The Department mainly focuses on Ph.D. degrees. There is a notable under-representation by women. There are currently 23 graduate students in the graduate program; 21 seeking the Ph.D.; and 2 seeking the M.S. Seventeen of the 21 Ph.D. students are male, 4 female. Both the M.S. students are male. Fifteen of the students are white and 8 are Asian; 16 are domestic and 7 international. The overall number of graduate students in the program has been declining in the past 10 years to half of what it was in 1995. This is particularly true for doctoral students. Some of the decline may be due to difficulties international applicants have faced since 9/11. However, it appears that much of the decline in student population can be attributed to the decline of female students. The current percentage of women graduate students in the Department is significantly lower than that in the University as a whole. This is unfortunate and somewhat unusual in the biological sciences. The relatively small number of female faculty may have been a reason for the low female enrollment in recent years. Two women faculty were hired recently, and it is to be hoped that this will help to reverse the trend.

Some questions by external members of the Review Committee were directed toward recruitment issues, trying to identify features that attract the students to the Department. The majority of the current students appeared to be independent thinkers and self-motivated. When they came to OSU on their recruitment visits they were impressed with the quality of the faculty, the broad opportunities for research including strong research facilities, the availability of biophysics with biochemistry, and the friendly environment. This information may be useful in developing recruitment strategies. The graduate students expressed interest in becoming more involved with the Department. They were enthusiastic, thoughtful, and made several suggestions about how they could contribute more to the Department. ***It is recommended that*** the Department make use of its current graduate students in recruitment and other departmental activities. For example, they could advise and assist more in recruiting future graduate students by helping with items such as web page design and by undertaking speaking engagements. They could take more of a lead in organizing seminar series and in developing a journal club.

It is recommended that the Department should study the reasons for the drop in the number of women students and take appropriate remedial actions. Also strong actions must be taken to actively encourage and recruit Hispanics and African Americans. The undergraduate population at OSU is an obvious recruitment pool, but the faculty might also network with other undergraduate institutions and encourage their students of all races and genders to apply to OSU.

It would be helpful if the Department were to determine why students apply to their program, why students decline admittance offers and from which colleges the students originate. The current graduate students are helpful, in so far as they are able to identify features which convinced them to enter the program. ***It is recommended*** that a formal or informal survey of students who decline admittance offers be carried out. These applicants could be asked about specific reasons for their decision not to come to OSU including assistantship stipends, required coursework, and the match between their research interests and faculty in the department. ***It is***

also recommended that the Department needs to seek further advice through a recruitment consultant to identify the best methods for determining what works and what doesn't work well in recruitment. For example, the Department has set up a program to support faculty presentations on other campuses, but have data been collected to determine if this recruitment technique is cost-effective? One idea, which was mentioned during the Graduate Program Review, was to have the Department participate in an umbrella, multidisciplinary graduate program. This type of approach often saves money and time, in terms of faculty participation, but usually condemns weaker departments to even fewer graduate students. Before the Department embarks on this approach as a means to increase graduate student quantity and quality, the Department should actively seek out the experiences of faculty at other universities that have embraced this approach. An alternative is to enhance the attractiveness of the Master's Program and actively recruit promising Master's students into the Ph.D. program.

In addition to expressing interest in more involvement with Department recruiting and formal department activities, there was interest expressed by the students to be more connected to the other graduate students in the program. They suggested pizza lunches and informal social gatherings. *It is recommended* that the faculty develop a variety of opportunities at which students may interact across the Department with fellow students and department faculty.

Selectivity of Students

The Department's enrolled domestic students' average GPA increased since 2000. The 2000 average of 3.36 is slightly lower than the average GPAs of enrolled domestic students between 1994 and 1999. The Department expressed concern that the GPA of their enrolled domestic students is less than the GPA of the domestic applicants. This has been a relatively recent trend and the difference may not be significant. Since these numbers usually have significant variance being based on small samples, we should not read too much into them. Average verbal and quantitative GRE's for incoming students are higher than the average for all of the life-sciences students taking the exam and are comparable to those of students from the physical sciences. Thus students applying to, accepted to, and enrolled in the BB graduate program are in the top half of target students who have taken the GRE exams.

The Department considers several criteria including the GPAs and GRE scores of students in making admissions decisions. The total number of applicants to the Ph.D. program is around 180. The number of domestic students has dropped from about 30 in the early 1990s to about 15-20 per year currently. The total number of offers made is around 13 per year, while about 6 students enroll per year. About 50% of the domestic applicants were accepted into the program while only 2.5% of the foreign applicants were. Thirty-eight percent of the domestic students and 74% of the foreign students who received offers enrolled in the program.

The Department has changed the strategy of recruiting students from traditional means such as advertising in the Peterson guide to improving the web site. More recently the faculty are being encouraged and supported to go to conferences and other schools to advertise their graduate program. The students who are offered support are called for a campus visit and get a chance to visit with the faculty and students. Many of the students we talked to were impressed with the faculty and their research when they first visited here and were pleasantly surprised by the

Department's strengths. While many students came to OSU due to personal and geographical reasons, some were attracted by the reputation and research of particular faculty members. Many students are attracted by the financial support; the Linus Pauling Institute and other multidisciplinary opportunities; and the Department's laboratories and other facilities. While some are particularly attracted by the biophysics and biochemistry combination, we were told by the students that some students are turned off by the biophysics component and choose not to come here.

It was noted in the self study/by the Department faculty that the Department's undergraduates often have higher cumulative GPA's than the Department's new graduate students. ***It is recommended*** that the Department consider whether recruiting from their undergraduates might be an option that should be more actively pursued.

One potential deterrent from recruiting better graduate students and more women may be the name of the Department. The word "biophysics" connotes extra rigor in the curriculum. Whereas the history of the Department is rich in strong biophysical research and this title may have been an advantage in the past, biophysics only represents about 30% of the current make-up of the Department and is somewhat misleading. Thus, the other 70% of the Department may be at a disadvantage when trying to recruit students for molecular biology or for mammalian research. Whether or not the title of the Department is an advantage or a disadvantage can only be decided by systematic data collection and marketing strategies, which the Department should establish. ***It is recommended*** that the Department begin to systematically collect data that would enable the Department to explore whether the use of the word "biophysics" in the Department title promotes or deters the recruitment of graduate students.

Financial Support of Students

All the first year students are offered GTAs at the rate of \$19,000 for 12 months. During 2004-2005, the students paid fees of several thousand dollars per year. Some students were surprised by this additional fee and health care costs and were not prepared for it. In the future, there should be a clearer communication from the Department and the university about the additional fees, before the students make their decisions. The Department will be raising the GTAs to \$20,500 starting 2005-06, which would alleviate some of the problem. It will be much better if they eliminate the additional fees instead or bring the stipend closer to the same level as the other schools. From the second year on, the funding depends on the availability of research grants with individual faculty members and good academic standing of the student. ***It is recommended*** that students be made aware of the dollar amount of student fees when they are sent information about their admittance into the program and the offer of a GTA position.

Curriculum

The graduate school requires a total 115 credits for a Ph.D. degree. The Department requires a total of 36 real (non-blanket numbered) course credits, including a 3-course core sequence in Biophysics and a 3-course core sequence in Biochemistry. The rest of the courses can be special topics courses of which there are many or other courses in related departments.

A typical graduate student program consists of taking core courses, finding a major professor, and forming the program committee during the first year. All first year students must take the first year graduate seminar series, which gives an opportunity for them to learn to present their work. The Department also sponsors seminars every week, a majority of which are by faculty members from other institutions. There are other seminars offered by various departments and programs that the students are encouraged to attend.

Every first year graduate student is expected to do at 3 lab rotations, one per term. During the first quarter of each year, all of the faculty members of the Department make 30-minute presentations to the students to introduce them to their research, which can be the basis of choosing rotations. The research rotations expose the students to the variety of opportunities available in the Department. Secondly, they help the student “try out” a lab and the professor to “try out” a student. At the end of each rotation, the faculty member is expected to complete an evaluation and allow the student to add his or her own comments. These are used to evaluate the student at the end of the year. In addition, the student will be presenting a summary of his research to all faculty in a 5 minutes presentation at the end of each rotation. From the students we talked to, it appears that most students find a major professor to work in within 3 rotations, although there are occasionally some who cannot. The end-of-the year evaluation gives a chance to determine the reasons and terminate weak students. The students we talked to were generally happy and satisfied with the system.

In third year of their Ph.D. the students are required to present a seminar on their research to all faculty members. This usually occurs before the prelims and may help students progress towards their prelims in a timely manner. The prelim includes a proposal preparation, presenting it to the committee and answering questions on the proposal and course preparation.

Whether the faculty agrees philosophically or not, the trend in science graduate programs is to reduce the core course requirements to a maximum of three, to have some type of requirement for advancement to candidacy by the end of the first year, and to allow the students to focus on research projects from their second year onward. Many programs do continue to require and provide student participation in seminars and/or journal clubs.

It is recommended that the faculty re-evaluate whether they are doing the students a service or disservice by imposing too many extra requirements, including six core courses, on their graduate students. Although, there was no opportunity to query students who declined admission to the Biochemistry and Biophysics Graduate Program, one can only guess that the heavy requirements, in comparison to other comparable graduate programs, may be a deterrent. During the re-evaluation ***it is recommended*** that the Department consider revamping its core requirements.

Scholarly Community

The Biophysics and Biochemistry Department has 15 tenure track faculty including 8 full professors, 4 associate professors, and 3 assistant professors. In addition there are 17 affiliate faculty that reach across biological and chemical departments and institutes at OSU. This department is small in relationship to other departments of biochemistry across the country.

Recent hires of two female faculty have made the demographics similar to those of other biochemistry departments. Salary ranges for full and associate professors are lower than the national averages, but rates for assistant professors are close to the average. Thus the Department can be reasonably competitive in recruiting for junior faculty positions.

The Department is very conscious of its multi-disciplinary role and participates in multi-departmental programs in Biology, Genetics, Toxicology, and Molecular and Cell Biology. Several of the faculty members actively contribute to Linus Pauling Institute (LPI), Environmental Health Sciences Center (EHSC), and Center for Gene Research and Biotechnology (CGRB).

The Department's strengths include X-ray crystallography, kinetic, optical, and NMR spectroscopy to study the structure, folding, and modification of proteins and nucleic acids. Joining hands with LPI, the Department has established strengths in the areas of oxidative stress and aging. In recruitments over the last six years, the Department has maintained its balance in the biochemistry and biophysics research areas but has significantly increased the number of faculty in the mammalian molecular and cell biology by adding three assistant professors. There may be changes in the coming years as the Department is planning to align itself with the provost's initiative to recruit people in bioinformatics and systems biology and join the capital initiative to recruit top faculty.

Collaborating with several other departments on the campus and the EHSC, the Department is developing a fully functional transgenic mouse facility for doing research into mammalian development and human disease. In the past, several faculty have played key roles in establishing multidisciplinary programs and centers on campus, including the Center for Gene Research and Biotechnology (CGRB) and the Molecular and Cellular Biology Program.

The average teaching responsibility for faculty is 2.6 courses for the academic year, with one course on average being a graduate-level special topics class. This is equivalent to 75 students per FTE per term. New faculty in the Department are given reduced teaching loads of in-class teaching, which gradually increases to the normal level in 3 years.

Although this teaching load is relatively low compared to other departments in the college, it is very high compared to other departments of biochemistry, especially those in medical schools. This inevitably impacts on the time available for faculty to pursue research, and supervise graduate students. Although several faculty could probably do so, it is not department policy to allow faculty members to entirely buy-off from their teaching responsibilities.

Facilities

The faculty's success in obtaining grants has translated into the acquisition of a variety of instruments and the development of the facilities to further the faculty's research capabilities. This includes a 600 MHz NMR/Microcoil, an X-ray Facility shared with Chemistry, a Confocal Microscope, Rapid Kinetics, FTIR, Plasmon Resonance Spectroscopy, BioCAD perfusion chromatography, Yeast Knock-out and Antibody Display Library, a student computer lab, and a stereographics classroom. The total funding awarded for equipment and facilities in the past 10 years is \$3,193,000.

The Department of Biochemistry and Biophysics is located in the Agriculture and Life Sciences Building. Much of the space for research laboratories, offices, shared research facilities, and the Department office is on the 2nd floor. There is additional space on the second floor allocated to the EHSC and CGRB for shared instrument facilities (including the biological X-ray diffraction and Confocal Microscopy facilities). The laboratories and offices of Drs. Frei and Hagen are located in the space assigned to the Linus Pauling Institute on the fifth floor of Weniger Hall. There is storage space and plant growth chambers in the basement of ALS and storage space on the 6th floor of Weniger Hall. The utilization of space in the basement is being renegotiated in order to develop a transgenic mouse facility to serve the life sciences unit, colleges, and centers on campus. Additional facilities include preparation and cold-rooms; Department classroom; a reading room holding current journals and periodicals, textbooks, assigned class material, job resources, and selected publications from various members of the faculty; conference room, graduate student/staff lounge.

Current attention to facilities is to improve the animal facilities particularly in the area of developing a transgenic animal facility to study model organisms and their development. This need has been recognized across campus via support from the University, the College of Science, the Linus Pauling Institute, and the Environmental health Sciences Center.

Administration

The Department is located in the College of Science. The Department chose to be located within the college because of the mission of the College emphasizing teaching, training and basic research. Expectations for research and instruction are well defined. Additionally, a department that is located within one college has a lower administrative overhead compared with departments located within two or more colleges.

The Department Chair is currently appointed on a 5 year rotating basis by the Dean of the College with recommendations from the Department faculty. The current Chair, P. Shing Ho, will be reviewed during Spring 2005 and is expected to rotate out of the position at the end of the 2006-2007 academic year. The Chair's responsibilities include budgetary oversight, enforcement of department policies, regular review of Academic Faculty, assignment of teaching and service responsibilities, and oversight of the department staff.

The Department has four standing committees. These are: Executive Committee, Curriculum Committee, Graduate Committee, and Promotion and Tenure Committee. The Graduate Committee is composed of four Faculty members appointed by the Chair for staggered two-year terms. The Chair of the Graduate Committee is appointed by the Chair of the Department. The Graduate Committee evaluates applications and makes recommendations for admission to our graduate programs, oversees graduate student recruitment and administers the Departmental Exams.

There is a Graduate advisor appointed by the Chair for a three year term. The Graduate Advisor assists with orientation and advising of entering graduate students, monitors the academic progress of graduate students and oversees all aspects of the graduate program.

Support Staff

The support staff consists of an Office and Research Coordinator (at 0.5 FTE), one full time Office Specialist, and a full time Accounting Technician.

Performance of the Program

The Department has actively participated in several interdepartmental programs, including the Linus Pauling Institute, the Environmental Health Science Center, the Center for Gene Research and Biotechnology, and the Molecular and Cellular Biology Program. The interdisciplinary collaborations expand the strengths and research breadth of the Department, providing intellectual stimulation for faculty and students alike as well as providing additional recruitment and research funding opportunities.

Graduate Students and Graduate Program

The number of Ph.D. degrees conferred from 1995-2004 has held steady at 3.3 per year, peaking at 4 during the period 1999-2002, a Ph.D taking somewhere from 4 to 8 years, with an average of 5.4 years, where the norm for graduate programs in the country is between 5 to 5.5 years.

The Department currently has 23 graduate students (i.e., just less than two per active faculty member). It would be good to see this number expand in such a successful research department. About three to four graduate degrees are awarded each year, corresponding to the mean time to graduation of between five and six years. The alumni survey indicates that most students thought that this was about the length of time expected. Graduate students seemed satisfied with the quality of teaching that they received, but undergraduates raised some points of concern that should be addressed in relation to all types of teaching undertaken by the faculty. Alumni expressed a good deal of satisfaction at the quality and relevance of the training they had received in the Department.

Eleven students interacted with the graduate program review committee. While some students felt that communications with faculty were very good, the majority thought that there could be improvements – this disparity probably reflected the working relationships with major professors. ***We recommend*** that one or more regular methods for improving intra-departmental communications is developed.

One concern expressed by the graduate students was the design of the doctoral preliminary examinations. They felt the process evaluated a student's ability to take a test more than it evaluated the subject matter content of the exam. Prior to their oral Preliminary Exam, the graduate students are required to pass a series of departmental written exams in their second and third years. This series of exams is composed of a set of two questions given each term. Students must pass six questions out of a maximum of 12 questions. The students stated that the topic of the questions is made available a few days prior to the exam. Students felt that the exams did not help them learn anything new or synthesize currently held knowledge. Although this type of examination system is intended to provide an in-depth education in a broad range of topics germane to biochemistry and biophysics, there is no indication that the process achieves this well-intentioned goal.

It is recommended that the Department review their preliminary doctoral examinations. A first step to take is to discuss what outcomes the Department wishes to achieve with the preliminary examinations. For example, one outcome might be the goal to encourage students to think creatively rather than the memorization of facts. They may wish to contact other programs to learn about the various written preliminary examination designs that are currently being used on the O.S.U. campus. Depending upon what outcomes the Department wishes its doctoral candidates to have, the Department may want to consider changing the format.

The students were divided about whether the balance of coursework between biochemistry and biophysics was reasonable, though a number expressed the view that it was the availability of both that had been an attraction. The scheme by which students rotate through different laboratories was popular and seems to work well without being too formalized. Students liked the opportunity of working one-on-one with faculty. Students reported that they had good opportunities to attend professional meetings, and they regarded this as very important for their career development.

Students did recommend a class on grantsmanship and a technical writing course. These topics might be included as part of the preliminary examination process as is done by several OSU departments. ***One student recommended*** a three term bio-analytical methods course. They also suggested that prospective students be informed of student fees when they were offered their assistantships as these costs were unexpected.

Results from a survey of graduate PhD alumni indicated that they felt 'satisfied' to 'very satisfied' with their overall experience in the Department. There was particular satisfaction with the advising from major professors and general satisfaction with the overall graduate program. Fifteen of the sixteen respondents stated they would select the same major, degree, and O.S.U. again if they were starting their degree program. When asked about how prepared they were as a result of their training at OSU nine of the 16 students surveyed felt very prepared as a result of their training, and five were somewhat prepared. Several of the respondents made additional positive comments about their graduate degree program: "very satisfied with the level of training and mentorship that I received," "The BB program at OSU has turned out to be one of the best times of my life," and "Since leaving it has become clear to me that understanding of Biophysics is critical to Biochemistry."

The lowest levels of satisfaction were awarded for the advising from the Department (as opposed to generally high satisfaction with the major professor), the diversity and availability of graduate classes, level of financial support, and relationship with the graduate committee.

While the Department does not actively recruit nor guarantee financial support for M.S. students they received 5 responses from alumni who had earned their M.S. from the Department from 1993 to 1998. In general the graduates were satisfied with their education experience in the Department. They were particularly satisfied with the overall quality of graduate education, the diversity and availability of graduate courses, and the resources for student research. There was

less satisfaction with advising/guidance and major professor mentoring. Four of the five felt very prepared for a career or move to more advanced degree.

One master's degree alum, however, seems to have had an unfortunate experience. He wrote, "I was restricted in my learning by a professor whose lab did the analytical testing for my lab's compounds. I wanted the lab experience; he wanted to be included in the on papers and refused to teach the techniques to anyone in our lab." This was a comment from only one individual; however, it may suggest a possible area for improvement. ***It is recommended*** that the Department review its policies regarding similar situations to ensure that policy is in place that makes the expectations for the professors and students very clear.

Faculty

In general, the faculty compare favorably with similar departments in other established research universities. The national and international stature of several senior members is outstanding. In terms of objective measures of faculty quality, the faculty in the Department of Biochemistry and Biophysics rank 36 out of 194 departments in the 1995 National Research Council ranking of graduate programs, comparable in rank to the University of Minnesota and the University of Southern California. A more recent survey, reflecting the retirements as well as the research programs of the newer faculty is not available. However, other indications of quality include the amount of external research support and the publication activity. The extramural research support is outstanding for a moderate size department in biological sciences, given the average \$358,000 in support per faculty per year in the most recent five-year period. The publication activity is also good, given the annual average of 2.4 peer-reviewed research publications per faculty in the 2000-2004 period. As faculty retirements and an increased number of service teaching classes have taken their toll, research income per faculty member has fallen. The average annual publications drops to 1.3, if one excludes those retired or LPI faculty without teaching responsibilities, suggesting a significant impact of teaching duties upon research activities.

Overall, the faculty is highly successful in the research enterprise and manages this with a teaching load that is considerably larger than in other biochemistry departments. The Department teaches a large number of service courses at the undergraduate and graduate levels. This imposes a large load on the faculty, and it is not clear that they receive sufficient support in terms of GTAs from the college and from major 'customer' departments. It is difficult to see that the Department's three goals of improving its national standing as a research program, maintaining the quality of undergraduate student programs, and expanding the graduate program can all be achieved with the current resources.

By several criteria, biochemistry and biophysics is one of the most successful academic research units on campus. Currently the Department's success is reflected in the success of the faculty in competing for external funding for its research and instructional activities, as well as in national recognition of individual faculty in research and in instruction. In 2003-2004, 100% of the academic faculty had some form of external funding for their research. Over the past five years, \$28.5 million in direct funds towards faculty research have been achieved by the Department. This translates to an average of \$5.2 million per year to directly support these research efforts.

For comparison, the average from 2001-2004 generated by *all departments* in the College of Science was \$17.1 million. Members of the faculty have been recognized for the research accomplishments at many levels. For example the Department had three of its first eight faculty members named as OSU distinguished Professors. Several faculty members have received national awards including the Eli Lilly Award from the American Chemical Society, the N.I. H. James Shannon Director's Award and the N.I.H. Merit Award. Several members of the faculty hold editorial positions, participate in and chair national meetings and review panels, and have received faculty development awards for teaching.

The faculty has also been very successful in winning funds to improve undergraduate and graduate instruction. For example, major funding from the Howard Hughes Medical Institute permitted the development of new laboratory courses in molecular biology research techniques and has also supported innovations elsewhere on campus in a related biological teaching. Additional funding has been achieved to establish a stereo graphic classroom for the visualization of molecular structures and enhancement of computer laboratory resources.

While there is certainly much to celebrate here, it is worth noting that the faculty members who are most famous and brought a lot of recognition to the Department are quite senior or retired already. The Department has a strategic plan to increase the size and stature of the faculty and become one of the top 10 programs in Biochemistry in the western United States by 2015. The fulfillment of this vision depends a lot on how vigorously it can follow through with its plan of filling its positions with top-notch faculty and continuing its tradition of high quality research. If it is the desire of the Department and the College of Science that the Department of Biochemistry and biophysics retain and improve its national standing related to grant funding and research activities ***it is recommended*** that additional faculty positions (1 or more) be enabled for the Department.

In its strategic plan, the Department clearly recognizes the difficult task of maintaining and possibly enhancing its quality in view of declining state budgets. The plan to increase the number of faculty by 20% by requesting academic salaries on new extramural proposals is excellent and appears to have the support of the College of Science administration. Although the Department is unlikely to obtain new FTE positions using formulas tied to undergraduate teaching loads, the Department must leverage new FTE positions through joint appointments with other departments. The Department is somewhat engaged in such activities via the Computational Biology and Bioinformatics Initiative as well as through the Environmental Health Science Center. However, the Department seems to have missed other opportunities. For example, the Physics Department recently hired a considerable number of new FTEs. Biophysics is an emerging research area in Physics Departments throughout the country. There may have been an opportunity for the Department to strengthen its biophysics research program by possibly interesting the Physics Department in some area of biophysics that would also complement the research interests in their own Department. ***It is recommended*** that the Biochemistry and Biophysics Department take advantage of *every* possible opportunity for new hires, be it in their own department, the collaborative interdisciplinary programs in which they participate, or in any other department within the College of Science.

The Department has reasonable plans to direct scholarly growth in certain targeted areas, such as in mass spectrometry and computational biology, although many universities have already hired in these areas. Since the department is relatively small and major changes in the number of faculty will probably not occur in the next five to 10 years, *it is recommended* that in addition to targeted expertise, the Department should also consider focusing on a few programmatic areas, such as they are already doing with oxidative stress. Other programmatic areas could be related to a specific environmental problem in which x-ray diffraction, NMR, environmental biochemistry, mammalian genetics, or other tools can all be applied to the same topic. Funding institutions are definitely favoring the application of many types of tools to a specific important target area. Funding agencies are passing up the opportunities to support groups of people using one type of tool, wherein the applications are totally unrelated. If wisely chosen to complement the present research interests of departmental faculty, shared programmatic areas offer significant collaborative opportunities for faculty to address research problems with a broad array of techniques, including mammalian genetics, biophysics, molecular biology, and biochemistry. A thematic focus, employing interdisciplinary strategies, appears to be favored among the extramural funding agencies and offers the potential for the Department to develop a stellar national reputation in a few select research areas.

Adequacy of the Infrastructure

Facilities

Students, alumni, and outside reviewers all commented on the strong facilities, modern lab equipment and the number of state-of-the art instruments. The faculty members' success with grant awards is responsible for some of the equipment that has been added in the last 10 years. More than \$3M was generated in the last 10 years to buy sophisticated research equipment including a 600 MHz NMR/Micrococoil, an X-ray Facility shared with Chemistry, a Confocal Microscope, Rapid Kinetics, FTIR, Plasmon Resonance Spectroscopy, BioCAD perfusion chromatography, Yeast Knock-out and Antibody Display Library, a student computer lab, and a stereographics classroom. Almost all of this equipment included a match from OSU.

Administration and Department Governance

The Department appears to have made a successful transition from a long-term chair with a significant international reputation to a younger, energetic chair in mid-career. Presumably, the 10-year strategic plan for the Department reflects the vision of the present chair.

The departmental governance is very democratic and follows well-specified bylaws, procedures, and policies. The chair of the Department is reviewed every 3 years by the entire Department. There is an executive committee that helps the chair in executive matters, a graduate admissions committee that helps in admissions, a curriculum committee that monitors the curriculum changes, a promotion and tenure committee that evaluates junior faculty and makes recommendations on promotion and tenure. Most departmental decisions are made by voting and consensus by the academic faculty. There is a graduate advisor and an undergraduate advisor.

There appears to be a major disconnect between Dean Bloomer's vision and the Department's own perception of itself and their vision for the future. Given the Dean's need to take a big

picture view and the Department's need to stay focused on the Department, this is not entirely surprising. The Department sees itself as a nationally ranked Biochemistry and Biophysics research group and is planning to stay in that elite company. The Dean appears to view that the national rankings are not as important as being known for something. He seems to think that if the department decides on a small number of signature areas of concentration and builds strengths in those areas, he would be willing to support them. There is goodwill on both sides to take the department to the next level, but there also appears to be much listening to do on both sides. We hope that this report will help initiate a discussion on where the department should be heading and how. The Dean and the Chair need to agree on what criteria will be used to judge the Department's success or failures.

The Quality of the Outcomes

Professional Viability of Graduates

The students appear to receive good guidance and help in finding suitable post-doctoral positions as well as industrial opportunities. The survival guide the Department put together gives a lot of useful advice on where and how to find employment as well as other tidbits on how to survive the graduate school.

Initial positions held by graduates of the Department's graduate program include Postdoc, Harvard Medical School, Department of Biological Chemistry and Molecular Pharmacology; Postdoctoral research appointment at the National Institute of Health; Staff scientist at a national cancer center; NIH postdoctoral fellowship studying in the Department of Biochemistry at the University of Leicester; and Postdoctoral position at Beth Israel Deaconess Hospital.

National Program Rankings/Ratings

The 1995 survey of American Ph.D. programs conducted by the National Research Council ranked OSU in the top twenty percent of graduate programs in Biochemistry and Molecular Biology (36 out of 194). While a new survey has not yet been completed, the Department stated in their self study that "Maintenance of our position has occurred despite steady erosion of University resources."

There appears to be an over-emphasis on the national rank of the Department. Not only is it difficult to obtain a reliable rank, but the significance of the rank, save for the very top departments, remains obscure. The 2002 US News and World Report Survey ranked the Biological Science program as 75th of 138, but did not rank the individual disciplines, such as biochemistry or biophysics. The National Doctoral Program Survey did not grade or rank the Department of Biochemistry and Biophysics at OSU from a graduate student's perspective because only one student returned the questionnaire. Except for an external review, the noteworthy rank of the Department does not appear to be used for any purpose, such as faculty or student recruitment, as the rank is not mentioned on the departmental web site. Thus, emphasis on improving the national ranking of the Department in the strategic plan is without merit unless the Department has specific plans to use the rank in some way.

The National Research Council rankings are ten years old. The Department needs to rely less on these rankings as a tool to judge the stature of the Department. ***It is recommended*** that the Department find other metrics (funding per faculty, papers per faculty, research impact, quality of undergraduate and graduate students, and so forth) to use as a more frequent measure of the Department's national stature. This decision needs to be consistent with the means by which the Department is evaluated by the Dean and the University.

In summary, the external review committee met with faculty and students in the Department. The faculty and staff and their programs make a substantial contribution to research and teaching at OSU; the prospect for future contribution is great.

Third Appendix to the Minutes: Material distributed by Shing Ho

The faculty in the Department of Biochemistry and Biophysics would like to thank the Review Committee for its work in evaluating its Graduate Program and for preparing a well-balanced report on the Program. The tone of the report suggests that this is a strong program, with a very high degree of student satisfaction, and we take many of the recommendations made in the report as suggestions towards "fine-tuning" the program, rather than as needs for complete revamping of the program.

Our responses to the recommendations in the report are as follows.

It is recommended that the Department make use of its current graduate students in recruitment activities and other department activities. For example, they could advise and assist more in recruiting future graduate students by helping with items such as web page design and by undertaking speaking engagements. They could take more of a lead in organizing seminar series and in developing a journal club.

Response: The Department currently makes use of its graduate students for the following functions in recruitment:

- 1) Hosting visiting students***
- 2) Recommendations for what students are most concerned with in recruitment***
- 3) (Just started) presenting seminars and information sessions at undergraduate institutions***

In terms of seminars and a Journal Club:

- 1) Graduate students already have the responsibility of inviting and hosting one seminar speaker each year (this year, it was John Fenn, Nobel Laureate in Chemistry)»***
- 2) There was, up until 3 years ago, a BB graduate student run journal club that died due to lack of student interest. The Department will continue to encourage and support such efforts, with a faculty member as lead.***

It is recommended that the Department should study the reasons for the drop in the number of women students and take appropriate remedial actions. Also strong actions must be taken to actively encourage and recruit Hispanics and African Americans. The undergraduate population at OSU is an obvious recruitment pool, but the faculty might also network with other undergraduate institutions and encourage their students of all races and genders to apply to OSU.

Response: The Department has identified the issue of declining enrollment of women in our graduate program as a problem and has attempted to address this issue. We believe that this problem has arisen primarily from under-representation of female mentors on the faculty and the lean of the Department towards Biophysics in the past few years. Our recent hires have included more women (2 out of 4 hires in past 5 years were women, thus tripling the representation in the faculty) and in areas that are more biological (one cellular biologist and 2 developmental biologist), and we believe that these efforts will start to reverse this trend.

That being said, it is interesting that many of the female graduate students have or are pursuing their degrees in areas of Biophysics.

It is recommended that a formal or informal survey of students who decline admittance offers needs to be carried out. These applicants could be asked about specific reasons for their decision not to come to OSU including assistantship stipends, required coursework, and the match between their research interests and faculty in the department.

Response: The Department had initiated several years ago informal interviews with applicants who declined our offers of acceptance, as suggested. One of the primary reasons for applicants accepting offers elsewhere were related to the lack of an adequate healthcare program, and was the impetus for this Department taking a lead in trying to devise a plan for providing healthcare for Graduate Students. The healthcare issue is no longer a significant factor. The results from interviews of applicants from the past two years (since the current policy on healthcare for graduate students was established) have been too sparse to determine any trends.

Some recent responses include the following:

"UGA is expanding its biochemistry program. They recently brought in a number of new faculty, many of which have only a few graduate students (if any), yet have a substantial amount of money to spend on research. Furthermore, these new positions offer exiting frontiers in areas no other researcher is looking into (yet). A few of the faculty guaranteed a paper within the first year or year and a half. They also have just erected a new building called the complex carbohydrate research center, which also has a lot of room for more faculty and expansion. Furthermore, UGA has the largest NMR center in the nation.

Less importantly, Athens, GA is a lot like Madison in regards to the variety of things to do. It is 60 miles from Atlanta, a few hours from the Atlantic, and 45 minutes from the Appalachians. Like OSU, it offers a plethora of outdoor activities and the weather is better than in Wisconsin. It offers a slightly smaller stipend (\$18,500) than OSU, but since many of the faculty are looking for graduate students, this figure is debatable (I think you mentioned something like that when I was there, but that may have been UNC as well). Also, the southeast is cheaper than other parts of the nation.

The faculty was more concerned with me joining their own lab than in going to their school and thinking about rotating with them. So, the approach was a little different than what I was used to.

I hope this helps to rationalize my choice, and aids in your own future recruitment."

"I am writing to let you know that I will not be accepting your offer of admission. I am going to be attending at USC in their Molecular and Computational Biology department. This had been a very difficult decision but one we feel comfortable with. Thank you so much for your time and hospitality!" (from a student who completed a degree from OSU)

"BB program at OSU is great. In fact it was tough for me to decide between the options I had. The only reason where OSU scored a negative point is health insurance. If OSU had provided for my health insurance, I would certainly have opted for BB program at OSU."

"I wanted to let you know that I have decided not to attend OSU for my graduate work. I take no pleasure in writing this letter, but I did want to let you know that this decision was an extremely difficult one and I am glad I only need to make it once. OSU has an excellent program and wonderful scenery to boot and I was very flattered by your offer. Thank you for allowing me to come visit OSU and speak with the professors."

"Unfortunately I cannot attend OSU due to personal reasons, which I think you know of, and so I will have to remain in Southern California. I appreciate all that you did for me during the interview and outside the interview. You have a great campus with great research and the Linus Pauling Center is amazing."

It is also recommended that the Department needs to seek further advice through a recruitment consultant to identify best methods for determining what works and what doesn't work well in recruitment.

Response: We may pursue this, but our ability to do so will depend on the available resources. Such an effort may be best done at the College level, since this is not the only Department in the College of Science to face such issues in graduate recruitment.

It is recommended that the Department consider whether recruiting from their undergraduates might be an option that should be more actively pursued.

Response: We, as most graduate programs in biochemistry across the country feel, do not believe that it is in the best interest of the STUDENT to encourage them to stay at OSU to continue their graduate work (with the exception of MS students). We consider each case individually, and no longer deny students admission to the program based solely on having an undergraduate degree from OSU. However, we continue to believe that it is in the best interest of the student to pursue their advanced degree elsewhere in order to provide a broader perspective and training in the fields of biochemistry and biophysics.

It is recommended that the faculty develop a variety of opportunities at which students may interact across the Department with fellow students and department faculty.

Response: The Department currently holds a picnic in early Fall to introduce incoming students with current students (this is run by the second year Graduate students) and a Department-wide softball game at the end of Spring term. We will continue to encourage the reestablishment of a journal club and a Graduate Association.

It is recommended that the Department begin to systematically collect data that would enable the Department to explore whether the use of the word "biophysics" in the Department title promotes or deters the recruitment of graduate students.

Response: We do not believe that a Department should change its name just for the sake of recruitment. It is the Department's opinion that such a change must come from a fundamental realignment of the Department's mission to NOT have a focus in biophysics before making such a name change. In doing so, however, we believe the Department will lose its unique character.

It is recommended that students be made aware of the dollar amount of student fees when they are sent information about their admittance into the program and the offer of a GT A position.

Response: Up until last year, the per term fees were spelled out in the letter of offer to students. This year, we have raised stipends to \$21,000 and have offered \$500 during the first term to cover the "matriculation fee" imposed by the University. We will include all information concerning fees again in the letter of offer, as suggested. We should note that a much of the students fees are imposed by the students upon themselves and if the graduate students see no benefit to them, they should consider becoming involved in student governance to change them.

Several recommendations relate to the need for the department to consider what outcomes it desires of its graduate programs. After determining what outcomes are desired and needed ***it is recommended*** that the Department consider revamping its core requirements, that the Department review the preliminary doctoral examinations, and that the department consider offering technical writing, bioanalytical methods, and grantsmanship courses.

Response: The 36 credit "real course" requirement is minimum requirement defined for a course of study towards a Ph.D. as defined by the Graduate Council at OSU (we note that there seems to be some flexibility now in this minimum, and will pursue this). Still, we must ask what this Department wants to be in a very fundamental way before we start tinkering with the curriculum. The degree of satisfaction of our graduates (and, anecdotally, from their employers after graduating from OSU) suggests that the current course of study works very well for what it was intended to do.

A course on bioanalytical techniques (Biophysical Methods) is offered in the Department every year by Prof. Sonia Anderson. Many of our graduate courses use grant proposal writing as a means of evaluating student performance.

Graduate Student and Faculty Interaction

It is recommended that methods for improving intra-departmental communications be developed. As a corollary to ***this it is recommended*** that the Department review its policies regarding graduate students' lab experiences and that these policies are clear to both faculty and graduate students.

Response: We will again encourage the Graduate Students in the Department to reestablish a Graduate Association. As the Chair had indicated to the Committee during the exit interview, this Association, in its prior incarnation, allowed formal student-faculty communication on

procedures, grievances, and other matters. The Association had dissolved itself over conflicts concerning the establishment of a Graduate Student Union on campus. The Department will provide the incentives needed for the students to reestablish this group.

Faculty and Faculty Performance

If it is the desire of the Department and the College of Science that the Department of Biochemistry and Biophysics retain and improve its national standing related to grant funding and research activities *it is recommended* that additional faculty positions (1 or more) be enabled for the Department.

Response: We cannot agree more! We are attempting to add new members to the faculty through the Provost Initiative in Computational Biology, and in coordinating efforts with the Environmental Health Sciences Center and the Linus Pauling Institute, among others.

It is recommended that the Biochemistry and Biophysics Department take advantage of every possible opportunity for new hires, be it in their own department, the collaborative interdisciplinary programs in which they participate, or in any other department within the College of Science.

Response: We will continue to participate in all faculty recruitment efforts, including those that are outside the Department, when we are invited to. We had previously participated in recruitments in Chemistry and Zoology. The current Chair had a number of conversations with the Chair of Physics concerning their recent recruitment efforts, with the discussions centering on what areas in biophysics have seen significant contributions from Physics Departments at other Institutions, and how various Centers and units (including ours) across the OSU campus could help in their efforts to develop competitive startup packages and to provide adequate space and facilities. Unfortunately, we were not invited to participate in these recruitments, suggesting that the Physics Department made a decision that biophysics was NOT an area of interest for them.

It is recommended that in addition to targeted expertise, the Department should also consider focusing on a few programmatic areas, such as they are already doing with oxidative stress.

Response: We have done this with oxidative stress (historically, has been a strength), and are doing this in structural biology, including the submission of an NIH Roadmap Grant Proposal to develop a Center to study macromolecular structure and dynamics by mass spectrometry. It should be noted, however, that such areas of programmatic strength are best served across departments. For example, there is a developing strength in the area of nucleic acid structure (in RNA and DNA), but this is through collaboration between Biochemistry and Biophysics and the Department of Botany and Plant Pathology. The strength in oxidative stress is continuing to be fostered through associations with the EHSC and LPI. It would be difficult (and risky) to build a sufficiently large group within a single department in the life sciences at

OSU (because of the nature of the Departmental and College structure) to develop a single area of expertise in any individual department.

Quality of Outcomes

It is recommended that the Department find other metrics (funding per faculty, papers per faculty, research impact, quality of undergraduate and graduate students, and so forth) to use as a more frequent measure of the department's national stature. This decision needs to be consistent with the means by which the Department is evaluated by the Dean and the University.

Response: The use of national ranking of the program in defining its stature, especially in defining the goals of the Strategic Plan, was, in fact, based on the metrics used by the College and University in defining their own goals. We note, for example, that the stated goal of the University is to become one of the top 10 Land Grant Universities in the country. The goal of the College of Engineering is to become one of the top 10 Engineering Programs in the country. These are goals that the community (within and outside of OSU) can understand and, therefore, can support. In the strategic plan, there are specific goals for certain areas, including oxidative stress, structural biology, and molecular and cellular biology, and these are all coordinated to reaching an overall goal. Such metrics as funding and papers per faculty become part of the national ranking. The recommendation from the report that we should use these metrics in graduate recruiting is well taken.

APPENDIX C

From Molecules to Mice: A Strategic Plan for Development and Growth in The Department of Biochemistry and Biophysics at Oregon State University

I. Goals and objective

The goal of the Department of Biochemistry and Biophysics at Oregon State University for the next ten years is to become recognized as one of the top ten programs in Biochemistry and Biophysics in the Western United States according to the National Research Council or NRC rankings. The incremental objectives and incremental steps to achieve this goal are stated below.

A. Objectives:

- 1) (Years 1-5) Recognized as one of the top 10 programs on the West Coast (west of the Rocky Mountains), and
- 2) (Years 5-10) Recognized as one of the top 10 programs in the Western United State (west of the Mississippi River).

B. Steps towards these objectives for the next 10 years (2005-2015):

- 1) Increase faculty size by at least 20% by adding 3 or more new faculty members.
- 2) Increase overall external funding that supports faculty research programs
- 3) Add at least 2 faculty members to the National Academy of Sciences:
 - a) Hiring at least one faculty member of national stature,
 - b) Elevate at least one current member of the faculty to the NAS.
- 4) Increase number, quality, and diversity of applicants and matriculated students in the Graduate Program by:
 - a) Establishing Graduate Fellowships to attract and support strong applicants,
 - b) Outreach by faculty members and current graduate students to Colleges and Universities in the region and nationally,
 - c) Establishing at least one training grant to support graduate students.
- 5) Increase the number and quality of postdoctoral research associates.

All of these steps are interrelated. To attract highly qualified graduate students and postdoctoral associates, the Department must have a national reputation and strong individual faculty research programs. To attract quality faculty, the department must be attractive to high quality graduate students and postdoctoral associates. Thus, these incremental steps towards our objectives will be pursued in parallel. This strategic plan was drafted to define steps that can be taken by the Department to move towards each of these goals, with plans to fund new faculty hirings that take advantage of the Department's abilities to secure extramural funding for research and instruction, of initiatives presented by Centers on campus with strong ties to the department, and that ties the Department goals with those of the Capital Campaign at OSU. Although there is a recognition that improving graduate and postdoctoral associate recruitment and retention is important, the current Strategic Plan focuses primarily on improving the recognition of the Program through strategic growth in the Faculty, which are the primary factors in increasing its regional and national stature and are important for recruitment at all levels.

II. Department Standing

The Department of Biochemistry and Biophysics is currently ranked 39th out of 199 programs nationally according to the 1993 NRC survey, tied with the University of Minnesota and the University of Southern California. Among Biochemistry programs, the Department ranks 11th with USC on the West Coast (west of the Rocky Mountains) and 15th with the University of Minnesota and USC in the Western US (west of the Mississippi River). The programs that are currently ranked at and above OSU in these regions are shown on Table 1 along with their faculty sizes.

Table 1. 1993 NRC Ranking of Biochemistry Programs on the West Coast (west of the Rocky Mountains) and in the Western United States (west of the Mississippi River). The faculty size count includes tenured and tenure-track Assistant, Associate and Full Professors, and do not include Affiliate Appointments or non-tenure-track positions.

Regional Rank	Region: West Coast	Region: Western United States	Faculty size
1	University of California San Francisco		26
2	Stanford University		18
3	University of California Berkeley		32
4	California Institute of Technology		41
5	University of California San Diego		32
6		University of Colorado	28
7		Washington University	19
8	University of California Los Angeles		21
9	University of Washington		27
10		Baylor School Medicine	32
11		University of Texas Southwestern	34
12	University of Oregon		20
13	University of Utah		12
14	University of California Davis		116
15	University of Southern California		24
15		University of Minnesota	43
15	Oregon State University		15

The University of Utah Biochemistry Department is associated with the Medical School, which has no undergraduate teaching mission and lists an additional 12 faculty members with primary research in Biochemistry.

III. Challenges

A. Faculty Size: There are many challenges that we must overcome to achieve our objectives. The first, which is obvious from Table 1, is that we must dramatically increase the size of the Department faculty. With the exception of the University of Utah (which does no undergraduate instruction), the Department of Biochemistry and Biophysics at OSU has the smallest faculty of all the programs in Table 1. Realistically, it would be very difficult to supplant programs with faculty sizes that are two to ten times that of our current faculty. In addition, it is unlikely that any of the top 5 programs will drop significantly from their current standings. It would be realistic, therefore, to potentially move up to or above those programs with 21 or fewer faculty members that are currently ranked below the top 5. These include (in order of current standings) Washington University, UCLA, University of Utah, and the University of Oregon. Such a move would require a substantial investment in resources to increase the current faculty size to at least

the average for these programs (average faculty size = 18 for these four schools), equivalent to adding at least 3 full time faculty members to the Department.

B. Faculty recognition: Increasing the size of the faculty, assuming each new faculty contributes on an equal basis with the current faculty to all factors associated with the rankings, would only get us to the 11th spot in the Western US (or 8th west of the Rocky Mountains). Without nearly doubling the current size of the Department, it would be impossible to catch the next program (at 27 faculty members) just by size alone. Thus, it would be the quality and recognition of the faculty that will need to be improved in order to reach our goals. The challenge here is that since the 1993 NRC rankings, the Department has seen the retirement of three highly recognized faculty members (including the Department's lone member of the National Academy of Sciences) with large and well-funded research programs. At this point, the demographics of the faculty in the Department can best be described as mid-career. Although there are several members of the faculty who are building strong research programs and reputations (and who will be the foundation of a strong program for the future), there is a gap in stature at the top end of the faculty. Thus, as the Department plans for growth to increase the overall size of its faculty, there needs to be an effort to fill at least one of those positions with a scientist that already enjoys a strong national presence.

C. Graduate Program: The current total number of graduate students in the Department is 20. This is the size of entering classes at many of the top ranked programs. One of the primary challenges in this program is. to increase the number and quality of applicants from qualified undergraduate students from US institutions, and improve our ability to attract the best applicants to OSU.

Factors that affect the number of applicants received by the Program include:

- 1) National reputation of the Department and its faculty
- 2) Competitive stipends and benefits
- 3) Successful advertising of the Program nationally
- 4) Success of former students

Factors that attract students to the program include:

- 1) Broad range of research opportunities
- 2) Stability in funding
- 3) Atmosphere of a Graduate culture

D. Attracting Postdoctoral Associates: There are currently very few postdoctoral associates in the department, suggesting that the Department is attractive to highly qualified applicants. The factors that affect the number of Postdoctoral Associates in the Program include:

- 1) National and international reputation of the Department and its faculty
- 2) Levels of Grant funding
- 3) Successful advertising of the Program nationally
- 4) Career training opportunities

IV. How to reach our goals

In order to achieve its goals, the Department will play on its strengths, but recognize the need to maintain a faculty with a broad range of research interests. This latter point is important because of the strong instruction mission of the Department and because the field of Biochemistry and Biophysics is dynamic and unpredictable. The current strengths of the Department lie historically in Biophysics (more now in Structural Biology) and in metabolic and environmental biochemistry (through its ties with the Linus Pauling Institute and the Environmental Health Sciences Center, but also through the focus of several faculty research programs in oxidative stress). A potential area of strength for the Department is in cellular and developmental biology, but this relies on the future success of junior faculty members.

A. Growing the core faculty:

Strategy for New Faculty Staffing: In order to increase the stature of the Department and to provide research opportunities for graduate students and postdoctoral associates, the Department needs to increase its faculty size. The strategy for staffing includes a plan to direct growth in certain targeted areas (focusing on current and emerging strengths in the Department) and mechanisms to fund those positions. At the same time, it is crucial that the Department develop a plan to maintain breadth in the general areas of biochemistry and molecular biology. The plan is to add faculty in the recognized area(s) of strength (structural biology, and metabolic and environmental biochemistry), areas required to maintain broad expertise in biochemistry and molecular biology, and areas of emerging strength.

1. Biophysics/Structural Biology (1-2 new faculty): The Department currently has good representation in the areas of X-ray crystallography and spectroscopy. The areas of continued growth will be in mass spectrometry and computational biology. Growth in mass spectrometry is best accomplished in conjunction with the Environmental Health Sciences Center at OSU and, therefore, is dependent on continuing support for the Center. There are immediate opportunities, however, to grow in the area of computational biology through the recently approved Provost's Initiative in Computational Biology and Bioinformatics. Other potential areas of growth include biological nanotechnology through coordination with ONAMI initiatives. The overall goal is to become recognized as a tier 1 program in Biophysics/Structural biology on the West Coast. The biophysics/structural biology programs on the West Coast (west of the Rocky Mountains) are listed in Table 2, along with the level of recognition (as perceived by a group of faculty) for those programs. Comparing the available data shows that many of the programs that currently rank above OSU as biochemistry programs (Table 1) also rank above OSU in the area of structural biology (Table 2). Although there is likely no direct cause and effect, one strategy to becoming better recognized as a biochemistry program on the West Coast would be to move the Department from a tier 2 to tier 1 structural biology program.

Table 2. Structural Biology Programs¹ West of the Rocky Mountains and perceived rankings (Tier 1 and Tier 2). Those not considered in the top 2 tiers are not ranked

State	Institution	Tier 1 (1) or Tier 2 (2)
Arizona	Arizona State University	2
	University of Arizona	
California	California Institute of Technology	I
	University of California Berkeley	I

	University of California Davis	2
	University of California Irvine	
	University of California Los Angeles	I
	University of California Riverside	2
	University of California San Diego	I
	University of California San Francisco	I
	University of Southern California	2
	Scripps Oceanographic Research Institute	I
	Stanford University	I
Colorado	Colorado Health Science Center (Denver)	
	Colorado State University	2
	University of Colorado	I
	University of Denver	
Idaho	Idaho State University	
	University of Idaho	
Montana	Montana State University	
	University of Montana	
Nevada	University of Nevada Las Vegas	
	University of Nevada Reno	
New Mexico	New Mexico State University	
North Dakota	University of North Dakota	
Oregon	Oregon Health and Science University	
	Oregon State University	2
	Portland State University	
	University of Oregon	1-2
South Dakota	South Dakota State University	
	University of South Dakota	
Utah	Brigham Young University	
	University of Utah	
Washington	University of Washington	I
	Washington State University	

¹Programs with research in at least one of the following areas: X-ray crystallography, NMR and mass spectrometry, molecular modeling and single-molecule methods)

2. Metabolic and environmental biochemistry (dependent on the LPI and EHSC): This area of strength is directly tied to the strength of the Linus Pauling Institute and the Environmental Health Sciences Center, and growth in this area will be left to the Institute. The Department will continue to facilitate the growth of the LPI by providing a tenure home to scientists in that Institute who are qualified in areas of biochemistry and/or biophysics and who fit the mission of the Department.

3. General areas of biochemistry and molecular biology: One of the primary strengths of the Department is that it provides a breadth of expertise in the general areas of biochemistry and molecular biology. Recent and pending retirements, however, have and will continue to erode areas that include protein and nucleic acid chemistry and biochemistry. The challenge for this Department is to provide resources to maintain and grow in these areas, despite fiscal constraints imposed by the greater strategic plans at the College and University levels.

4. Cellular and developmental biology: This is an emerging area of strength for the Department, but is primarily dependent on the future success of three junior faculty members, currently at the Assistant Professor level. The direct relationship of these areas to human and animal health, however, makes them the most appropriate for development through the College of Science and the University's Capital Campaigns.

Mechanisms for funding new faculty positions: The major impediment to growth in the size of the Department faculty is the dependence of Department funding for faculty lines on General Funds through the College of Science. These funds are currently strongly tied to contributions to teaching (measured by quantity and not necessarily quality) rather than research. In order for the Department faculty to grow, there needs to be a new formula to fund faculty salaries and startup packages. The following are the immediate, medium range, and long-range steps that the Department can take towards the goal of increasing the size and stature of the faculty.

1. Provost's Initiative (1-3 years): The first round of funding under the Provost's Initiative includes a program in Computational Biology and Bioinformatics. The approved plan will add 3 new faculty members under the Center for Gene Research and Biotechnology, with eventual assimilation of these scientists into home Departments funded partly or fully by the respective Colleges. Although there is no guarantee that any of the 3 new faculty members will land in a particular department, the Department Biochemistry and Biophysics was a strong supporter of this Initiative and our strength in Structural Biology should make us an attractive tenure home for a scientist with interests in the areas of Computational Biology and Bioinformatics. This initiative, however, is an ideal opportunity to directly fund the planned growth in the targeted area of Structural Biology. To take advantage of this opportunity, there are immediate steps that the Department faculty needs to take:

- a) Faculty members in Structural Biology and Biophysics need to become involved in the Search Committees, interviews, and selection process.
- b) The faculty must insure that we are attractive to a potential candidate, but also must insure that a candidate meets the requirements of the Department (recognizing that all members of the faculty are involved in the instruction mission).
- c) The Department must be willing and able to provide space and possibly contribute toward startup packages.

This is an immediate opportunity to attract into the Department ~ scientist with national stature and in a recognized area of strength. More towards the future, the faculty of the Department should develop a plan to submit a new proposal if and when the next round of Provost Initiatives is announced. One area that we should consider for such an initiative would be **biological nanomaterials** (to take advantage of NSF and ONAMI initiatives).

2. Non-Institution funding (1-5 years): With its strong association to the Linus Pauling Institute and the Environmental Health Sciences Center, the Department has several faculty members that are partly or fully funded by mechanisms other than the University's General Funds. The Department, however, cannot rely entirely on such mechanisms to grow its faculty. The core of the faculty (representing only 12 members) is constantly pressured by growing instructional duties (as the population of undergraduates at OSU grows). The Department will define specific mechanism to self-fund one to two junior faculty lines. In previous years, the size of the Department faculty was larger (by 1-2 positions) than could be supported by the General Funds budget. At that time, the extra FTEs were funded by frequent sabbatical leaves and faculty career development awards. There are currently few sabbatical leaves, and career development award opportunities are now rare. However, there are opportunities to use grant funds to help fund new faculty lines. Members of the faculty will be encouraged to put at least one term of their academic salary on grants to support a larger faculty without relying on College of Science

funding. The advantage to these faculty members is that they reduce their instructional load (being able to focus and thus become more competitive in the research arena). The Department can use this approach to fund general areas that are important to biochemistry and molecular biology as part of its mission to provide broad expertise for instruction and for graduate training (and through a mechanism that is not directly tied to the College of Science). This mechanism can be set up immediately, but will require 1-3 years to buildup (to allow faculty the time to budget salary release into new grant proposals or competitive renewals). The objectives and timeline can be defined as follows:

- a) Year 1-3: Have, on average, 2 BB Faculty members fund 1 term each of their 9 month salary on grants and contracts on a continuing basis beyond year 3.
- b) Year 3: Hire first junior faculty member, using accumulated salary savings for startup package, and salary funded by continued "buy-outs" as outlined in a) above.
- c) Year 3-5: Have an average of 4 BB Faculty members fund 1 term each of their 9 month salaries on grants and contracts on a continuing basis beyond year 5.
- d) Year 5: Hire second junior faculty member, using accumulated salary savings for startup package, and salary funded by continued "buy-outs" as outlined in a) above.

In order for this mechanism to work, the College of Science and the Department must commit to the following:

- a) College of Science: The COS must commit to maintaining at least the current level of support from General Funds and must commit to returning all salary and benefit savings to the Department to be used for recruitment purposes.
- b) Department: The Department will commit to expanding its overall research funding levels. The specific objectives to achieve this include:
 - 1) (Years 1-5) Set as a goal that every faculty member have an externally funded ROt type grant within 2 years of joining the Department
 - 2) (Years 5-10) Set as a target an average of 2 externally funded ROI type grant per faculty member.
 - 3) (Years 3-10) Shift much of the current NSF funded research programs to NIII funded programs.

3. Development (1-10 years): The Department will identify specific areas and problems that would tie in with the OSU Capital Campaign, with the push to fund a senior faculty position in the area of human or animal health. Some potential areas of concentration would be the biochemistry of **aging, cancer, neurodegenerative diseases** (for example, ALS) and **environment related** diseases. This would be the best opportunity to attract a scientist onto campus with a national and international reputation (at or approaching the level of the National Academy of Sciences). This will require engagement of the faculty in the campus-wide Capital Campaign, helping to identify potential donors with the ability to fund (or contribute to funding) a named Professorship or a Chaired Professorship. To align this with the goals of the College of Science and University goals, the emphasis for this initiative will be in the area of human or animal health. This fits into the plan to grow the faculty in an emerging area of strength, and provide a readily "sellable" concept to potential donors. In addition, these areas are aligned with the ongoing efforts to develop a **transgenic animal facility** at OSU.

B. Building stature and research opportunities from current non-BB OSU faculty: This Department has always had a strong Affiliate Faculty program. This program was put on hiatus as we reconsidered the rights and responsibilities of such faculty . We plan to reinvigorate this program starting this year. The goals are:

1. Year 1: Thin the current list of affiliate faculty by removing those Affiliate Faculty that have not contributed to the Graduate Program in the past 5 years,

2. Years 1-5: Invite new additions at the junior and senior levels to develop a list of Affiliate Faculty that is equal in size to the full faculty.

C. Graduate and Postdoctoral Recruitment and Funding:

1. Fellowships: One strategy that can have a major impact on recruiting of high quality graduate students and postdoctoral associates would be to establish at least one Graduate Fellowship that guarantees some level of support for four years to one incoming student each year and one Postdoctoral Research Associate that provides support for three years. These are two high priority goals for Development. Assuming \$30,000 per year to fully support a single graduate student (stipend plus tuition) and an annual payout at 5% from an endowment, the Department will need to raise \$600,000 to establish a fully funded Graduate Fellowship. Each fully funded Postdoctoral Fellowship will require funding of at least \$55,000 at current NIH rates (salaries plus benefits). An endowment for one such fellowship would thus be at least \$1.1 million. At these rates, it would be more reasonable and effective to focus all of our energies on Development efforts for a Named Professorship. However, we would argue that such Fellowships should be used to support students in funded laboratories. Therefore, a reasonable strategy would be to define Graduate and Postdoctoral Fellowships that fund HALF of these anticipated costs, with half from research grants of the respective laboratories. Thus, the endowments that would need to be raised to establish graduate and postdoctoral fellowships would be \$300,000 and \$600,000, respectively. Our Development objectives are:

2. Outreach and direct recruitment: One strategy to increase the pool of qualified applicants to the Department graduate program is to have faculty visit Universities and sell the Department and its research. Traditionally, this has relied solely on invitations from Institutions to individual members of the faculty to present seminars to other research programs and departments. We will take advantage of this mechanism by tying these invited seminars to recruitment for our Graduate program. However, the Department cannot sit and wait for such invitations, and there are many smaller universities and colleges (from which we have had success in recruiting students) that do not fund research seminar programs in biochemistry and biophysics. Thus, the Department will start a program to send faculty out to specific institutions (both regional and national) as a proactive outreach effort. The objectives of this initiative are to:
 - a. Associate recruitment of Graduate students with scientific seminars at those Colleges and universities that have undergraduate programs. To do this, we will provide all faculty who plan to present scientific talks at undergraduate institutions with Department postcards and posters for distribution, and ask that such faculty request at least one hour to meet with junior and senior undergraduates to describe the training opportunities available in the Department Graduate Program.
 - b. Send members of the faculty and current graduate students to Colleges and Universities to present scientific seminars and to advertise the Department Graduate Program. The Department will fund 5-6 members of the faculty to present scientific seminars. We will target smaller institutions that have undergraduate programs in chemistry and in biology, and at least 2 such trips will be to institutions that are traditionally associated with underrepresented groups in the areas of Biochemistry and Biophysics. The travel expenses of the faculty member will be borne by the Department of Biochemistry and Biophysics at OSU. As a requirement, the faculty member or student will request at least one hour of access to junior and senior undergraduates in the host department for the purpose of recruiting applicants to our Graduate Program.

Fourth Appendix to the Minutes

MASTER OF ARTS IN INTERDISCIPLINARY STUDIES

GRADUATE COUNCIL FOLLOW-UP PROGRAM REVIEW 2005

A follow-up review of the Master of Arts in Interdisciplinary Studies (MAIS) degree program was conducted during spring of 2005. Vicki Ebbeck (College of Health and Human Sciences) and Bill Boggess (College of Agricultural Sciences) met with Ann Schaubert who serves as the Director of Interdisciplinary Graduate Programs. The purpose of the meeting was to ascertain the extent to which recommendations outlined in the 2002 Graduate Council Program Review of the MAIS have been adopted. This follow-up report provides a general overview of program compliance with the recommendations, as well as a brief description of any actions that have occurred in relation to each of the specific recommendations.

Overview

It is evident that faculty associated with the MAIS program have considered each of the recommendations outlined in the 2002 Graduate Council Program Review of the MAIS. In general, the MAIS program continues to evolve in response to the various recommendations. Some changes have already been implemented, while other changes are proposed or in the planning stages. Changes that have been implemented include the development of a vision statement, the formation of an advisory committee, the department representing the primary field taking responsibility for and being credited with MAIS students, and the identification of a faculty member from the primary field before an applicant is accepted to the MAIS program in order to facilitate the advising process. The adoption of the other recommendations has yet to occur but will result when a Category I proposal that has been written to create a parallel MSIS degree is submitted and approved, an MAIS Admissions Screening Committee is established and starts operating as expected in fall of 2005, a transition plan for the MAIS program to align with the policy that 50% of credits be graduate-only courses is formulated and submitted, and two new courses that are currently being developed become regular curriculum offerings.

Only a single recommendation of all the primary and secondary recommendations outlined is not slated for adoption. The recommendation was that three fields of study be required in a MAIS program with no two fields of study from the same department. The intention at present with the MAIS program is to have students bring together three fields of study, however, there will be no stipulation as to the minimum number of departments that must be involved. The reasoning for the original recommendation was to ensure that the MAIS program indeed attracted students truly interested in adopting an integrated perspective and did not serve as a surrogate discipline-based degree. It is not unusual for discipline-based degrees to necessitate work from two departments in order to meet major and minor course requirements and so coursework from three departments would have further assured the uniqueness of the MAIS experience. Nevertheless, the counter argument posed for allowing the possibility of coursework from less than three departments is that now a more rigorous admissions process will be implemented. Admission will now involve pre-advising, an application essay, and a screening admissions committee that will bolster the likelihood of admitting only those students genuinely interested in pursuing an integrated approach irrespective of the number of departments involved. We are cautiously

optimistic, but not convinced that these new procedures will ensure that the MAIS does not continue to function as a surrogate discipline-based degree in some cases. We recommend that the Graduate School carefully monitor this aspect and continue to encourage the development of appropriate disciplinary degrees.

Responses to Specific Recommendations

Primary Recommendations

- Establish a clear vision of the educational purpose of the MAIS that should be to provide students with a true interdisciplinary experience.
A vision statement for the MAIS program was written by the MAIS Advisory Committee in September of 2004. The vision statement highlights the educational purpose of integrating or synthesizing information to provide a more holistic insight.
- Require three different fields of study in a MAIS program with no two fields of study from the same department.
A draft of a Category I proposal requires three different fields of study for the MAIS, however, two or three of the fields of study could come from the same department.
- Eliminate the requirement that one of the fields of study be from the College of Liberal Arts.
A draft of a Category I proposal eliminates the requirement that one of the fields of study be from the College of Liberal Arts.
- Each applicant should identify the intended primary field of study and, if the applicant is accepted, the department representing the primary field should take responsibility for and be credited with the MAIS graduate student.
Each applicant does identify a primary field of study and now the department representing the primary field takes responsibility for and is credited with the MAIS graduate student.
- Require each applicant when completing his or her letter of intent to describe an issue that lends itself to an interdisciplinary perspective and offer a plausible suggestion of how two or more specifically identified disciplines could be integrated to address the issue.
The admission process has been modified to now require applicants to write an essay describing their interest in interdisciplinary work. An MAIS Admissions Screening Committee will be established in fall of 2005 to evaluate the essays to determine if each applicant makes a convincing case for interdisciplinary study.
- Require that at least 50% of the credits (excluding blanket-numbered credits) on any MAIS program of study be graduate-only courses.
This policy has now been approved by the Faculty Senate and will go into effect September of 2005 for all graduate programs at OSU. The MAIS program will submit a transition plan.
- Require that every MAIS thesis or research paper integrate at least two of the three fields of study.
A draft of a Category I proposal speaks to the thesis and project curriculum requirements integrating knowledge from two or three fields of study.

Secondary Recommendations

- Offer a Master of Science in Interdisciplinary Studies (no language requirement) as well as a Master of Arts in Interdisciplinary Studies (language requirement consistent with a Master of Arts degree).

A draft of a Category I proposal incorporates the addition of a new interdisciplinary program leading to the Master of Science of Interdisciplinary Studies (MSIS). The MSIS would not have a language requirement, while the MAIS would have a language requirement consistent with other Master of Arts degrees at OSU.

- Form a MAIS Advisory Committee comprised of representatives from the Graduate School and faculty involved with the MAIS degree to be responsible for reviewing and improving degree requirements and implementation.

An MAIS Advisory Committee has been established and operational since spring of 2004. The committee is comprised of representatives from the Graduate School and faculty involved with the MAIS degree.

- Clarify the operational differences between the thesis and research project options.

The MAIS Advisory Committee has created a draft of a document that explains the similarities and differences with theses and projects.

- Require that an MAIS program committee chair from the intended primary field be identified before an applicant is accepted to the MAIS program to facilitate the advising process.

Prospective MAIS students are now encouraged to locate a faculty member from each of the three fields of study who will support their efforts before submitting an application. Meetings held once a term for students admitted to the MAIS program also now facilitate the advising process. The meetings involve guest speakers as well as the opportunity for students to ask questions and learn from each other.

- Require at least one integrative course in every MAIS program of study (e.g., Systems Thinking and Practice that is cross-listed as BA 565, ENGR 565, H 590, and HORT 590). Two new courses, currently in development, are proposed for both MAIS and MSIS students. A 1-credit course (IS 511: Introductions to Interdisciplinary Graduate Studies) will be taken in the first year of study and a 3-credit course (ISI 512: Applying an Interdisciplinary Perspective) will be taken in the second year of study.

GRADUATE COUNCIL MEETING

May 5, 2005

3:00pm, MU Board Room

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rettig, Rockey, Strickroth, Tadepalli, Unsworth, Waldschmidt

Absent: Brown, Selker

Guests: Deborah Healey, Director -- English Language Institute

I. Approval of Minutes

The minutes from the April 21, 2005 meeting were reviewed by Council members. Barbara Bond recommended that page 3 of the minutes be amended to reflect that Nuclear Engineering would be treated no differently than any other department that may be interested in deviating from the standard residency requirement. Prasad Tadepalli asked that the minutes be amended to show that he was not present. A motion was approved to accept the minutes as amended.

II. Update on PhD Learning Outcomes

Dale Pehrsson reported that a subcommittee of several Graduate Council members met last week to examine doctoral residency issues. The subcommittee determined that the issue is very complex and there is an increasing concern that consideration of policy revisions is a matter that should not be rushed. Pehrsson was asked by the subcommittee to synthesize ideas from readings that have been shared with the Graduate Council, with emphasis on ideas that might be considered for endorsement at OSU. Using this information, she will prepare a draft of a document that will describe OSU's desired PhD learning outcomes. That draft was to be distributed to all Council members for review and comment. To inform the Council about trends that exist nationally, members of the PhD learning outcomes subcommittee took on the task of researching the residency requirements of our comparator institutions, including some of our "wish-list" institutions. Several examples of residency requirements at other institutions were shared with the Council, as follows:

Several examples of residency requirements at other institutions were shared with the Council, as follows (some of the following summaries are taken from university web sites and some are paraphrased language based on university web sites):

- Iowa State University – A minimum of 72 graduate credits must be earned for a Ph.D. At least 36 graduate credits, including all dissertation research, must be at ISU. At least 24 of these credits must be earned during two consecutive semesters or during a continuous period including two semesters and a summer session while in residence at the university. (This requirement does not apply to doctoral students who are employed half time or more at ISU or government laboratories in Ames.) There is no specific university requirement regarding the number of credits to be taken inside or outside the major/program.
- University of Illinois – Doctoral degree programs are divided into three stages (master's degree, additional studies following the master's degree and ending with an oral

preliminary examination, and at least one year completing a dissertation) and must include the successful completion of a minimum of 96 semester hours of graduate credit as well as the preliminary and final examinations. At least 64 of the hours, which may include thesis credit, must be earned as residence credit.

- Texas A & M — A major purpose of the residence requirements for graduate degrees is to ensure that the student has an opportunity to benefit from the advantages of a university environment. These advantages include not only the accessibility of library, laboratory and other physical facilities, but also the opportunity to participate in seminars and a variety of cultural activities. Equally important to the graduate student are the advantages of becoming acquainted with the faculty and other students on both a personal and a professional basis. A student "in residence" is expected to devote most of his or her time and energy to graduate studies under the direction of the student's major professor and the advisory committee. Another major purpose of the residence requirements for graduate degrees is to ensure the faculty the opportunity to properly evaluate the student and his or her development in order to guide and direct his or her studies and to determine competency. The minimum time required to qualify for an advanced degree varies with the ability and preparation of the student. Students may find it necessary to extend their studies beyond the minimum requirements. For specific minimum residence requirements, students are directed to check the degree program description for the degree which they are pursuing. Students who enter the doctoral degree programs with baccalaureate degrees must spend two academic years in resident study. Students who hold master's degrees when they enter doctoral degree programs must spend one academic year in resident study. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester.
- University of Wisconsin at Madison – Residency is determined at the department level;
- University of California at Davis – Students working toward a master's degree **must be registered in residence for at least three quarters**. Two regular six-week Summer Sessions may count as the equivalent of one quarter. Usually, all work for the master's degree is done in residence on the Davis campus. With the consent of the graduate adviser and the dean of Graduate Studies, however, some work taken elsewhere may be credited toward your degree. The normal limit for such transfer credit is 6 units from another institution, or 12 concurrent units, or up to one half of the unit requirement if the courses were taken at another campus of the University in graduate status--providing the units were not used to satisfy requirements for another degree.
- University of California at Davis – Students working toward a doctorate **must be registered and in university residence for a minimum of six regular quarters**. Experience indicates that it takes considerably longer than this to complete a degree program. Two consecutive regular Summer Sessions may count as the equivalent of one regular quarter.
- University of California at Davis – Lynda Ciuffetti reported that she could find no reference to distance delivered graduate degrees.
- Cornell – Full-time graduate study at Cornell is measured in terms of registration units. One term of satisfactory, full-time, graduate study normally earns a full registration unit, but the number of courses and the level of performance required are left to the judgment of the members of the student's Special Graduate Committee, consistent with the

requirements, which may be established in the subject areas which they represent. The Graduate School requires six registration units, i.e.: **6 terms of full-time graduate study for the Ph.D. degree.** A Ph.D. student may petition to have study in other graduate schools counted toward the registration unit requirement. Upon recommendation of the special committee and approval of the Dean, a maximum of two registration units may be awarded for a master's degree completed at another university. Requests will not be formally considered until the student is registered in the Graduate School.

- Cornell — The Graduate School requires **four registration units for a M.S. degree.** Master's degree students may not count study in other graduate schools toward the registration unit requirement. They are, however, eligible for registration units for work completed at Cornell in provisional or non-degree status, with the approval of the Special Graduate Committee. **With approval of the Special Graduate Committee students may also earn registration units while registered in-absentia. See the Code of Legislation for further regulations regarding registration units**
- Cornell—Lynda Ciuffetti could not find the “Code of Legislation” on the Cornell web site and did not find anything related to distance delivered education for graduate students.
- Ohio State — A minimum of three out of four consecutive quarters with an enrollment of at least ten graduate credit hours per quarter must be completed while in residence at this University
- Purdue – At least 90 credit hours are required for the PhD, with at least one-third to be earned in continuous residence on the Purdue campus where the degree is to be granted. A master's degree from any accredited university is considered to contribute 30 credit hours toward this 90-hour residency requirement (Lynda Ciuffetti described the process at Purdue known as research in absentia. For more details, please see Section V.F. of the Policies and Procedures for Administering Graduate Programs at <http://www.gradschool.purdue.edu/downloads/facstaff/2004PP.pdf>. Or, see the application form at <http://www.gradschool.purdue.edu/downloads/facstaff/GS-12.rtf>);
- Penn State –There is no required minimum number of credits or semesters of study, but over some twelve-month period during the interval between admission to the Ph.D. program and completion of the Ph.D. program, **the candidate must spend at least two semesters (summer sessions are not included) as a registered full-time student engaged in academic work at the University Park campus, The Milton S. Hershey Medical Center, or Penn State Harrisburg.**
- Colorado State – There is no university residency requirement for PhD programs;
- North Carolina State – NC State offers a range of distance master's degrees with no residency requirement;
- University of Arizona – Arizona offers the master's of engineering degree with no residency requirement; the MS degree in engineering does require residency;
- Michigan State University – MSU offers 9 off-campus master's degree programs with an MS and PhD program in physics offered at a distance with major research laboratories.

Pehrsson explained that the subcommittee looked at a variety of practices at other universities, and she asked the Council to reflect on what it means to earn a PhD at OSU. She noted that this was not the first time such a discussion had come before the Graduate Council. The policy, as it

now reads, has been reviewed many times over the years including a discussion by the Graduate Council in 2001. She indicated that, although we are in a time of change in academia, the matter of PhD learning outcomes is a serious issue. The Council needs to move forward, although with caution.

Steel stated the Graduate Council needs to consult with the university community and may need to seek the support of the Faculty Senate for full approval of any policy changes that the Council may propose.

Pehrsson reminded the Council that it has received a proposal from a department that came forward in an ethical and thoughtful manner. She asked the Council what advice should be given to the department. Pedersen said that the Council made a motion at the last meeting which outlined how we would address the pending request.

Bond stated that articulation of goals is important, but that the real problem is whether an off-site location will enable a student to meet the PhD learning outcomes. She cautioned the Council not to allow the pending Nuclear Engineering proposal to set a precedent. Rather, it should be designed as a very limited test. She stated that the proposal may involve a test for only one or two students; this is too small a sample to validate an alternate process. She reiterated that, with funding, OSU could do the research to determine if PhD learning outcomes could be met at an off-campus location. She would like to see OSU do such a study.

Rockey said that, in his opinion, peer institutions provide artificial comparisons. He is inclined to fully endorse this pilot as an experiment. After a few years, the Council could assess the results and establish revised policy.

Unsworth agreed with Rockey, but cautioned that it might be a long time before results would be known. Pedersen stated that, although quantitative data may not be available for a while, the Council could gather qualitative data along the way. Steel asked if a sunset clause could be imposed on the pilot test. Unsworth maintained that assessment could be undertaken at both the beginning and the end of the students' programs. Pehrsson stated that she would like to see an ongoing report rather than waiting until the end of a trial period. Ciuffetti asked whether the Council should wait to take action on the proposal until the subcommittee has completed its draft concerning doctoral education policy recommendations.

Rettig reminded the Council about pending agenda items for the two Graduate Council meetings that remain this academic year. It may be difficult to schedule time for this issue at the two remaining meetings.

Waldschmidt asked if there is a precedent for approving experimental programs. She said that developing such a policy would allow the Graduate Council to authorize an approved experimental design. Francis stated that there is no such policy, but that the Graduate Council can make exceptions to existing policy.

Bond asked what question the Council should be considering today. Pedersen stated that she believes it is important to get feedback on the research done to date. Unsworth asked when Nuclear Engineering wanted to begin admitting students under their proposed off-campus design. Rettig indicated they have a student who is very interested. The department may see this person as the test case that is motivating their current high interest in a decision from the Council.

Perhsson confirmed that the draft that discusses PhD learning outcomes will be distributed to the Graduate Council in the coming week. She encouraged Council members to provide their feedback via email so that a final draft could be prepared before the May 19 meeting. She stated that the Graduate Council will follow the course of action established by the motion that was approved at its last meeting. Several Council members indicated that they could be available for a summer meeting in the event that a vote was necessary before fall term.

III. Graduate Courses in Plant Physiology

Barbara Bond distributed a draft of a letter expressing concern over the loss of plant physiology courses. She explained that over the past 15 years several plant science faculty have retired or left OSU. In almost all cases, these positions have not been replaced. Consequently, only 2 to 3 of the 15 to 18 courses that were once offered at OSU in the late 1980s are available today. She stated that interdisciplinary programs need fundamental courses in the plant sciences. But there is no incentive for departments to offer these courses. Bond believes it is important for the Graduate Council to go on record acknowledging the problem that exists. She recommended sending the letter to the Provost. She believes a task force could be developed to explore options. Bond suggested that a change in the budget model may be necessary because these are courses that serve multiple programs in multiple departments and no one is taking ownership.

Steel reported that he has been sitting in on a Natural Resources task force, which is comprised of deans. He thought that establishing a similar task force for the plant sciences might be a worthwhile approach. Unsworth questioned whether the Council has gone as far as it can with this issue. He wondered if a meeting with deans and directors of programs that are impacted may be more in order. Francis noted that a formal communication from the Graduate Council to the Provost would get heard. In response to the question of who should be involved, she said that the question is part of a larger issue. It is about how you coordinate courses. You need to get the attention of a broader group of faculty and administrators in order to resolve this issue. She suggested that the Graduate Council send the letter to the Provost and invite him to one of its meetings. She noted that OSU's Strategic Plan states that we want to do these things, but there is nothing in place to make that happen.

Bond indicated that the letter will be drafted as an invitation to the Provost while providing background on the issues.

IV. The New Internet-based TOEFL

Bruce Rettig distributed copies of two power point documents prepared by the Educational Testing Service: one which provides an overview of the iBT/Next Generation TOEFL (Test of English as a Foreign Language); the other about understanding and setting new scores.

Deborah Healey, Director of the English Language Institute, provided a brief background on the TOEFL, indicating that two test versions currently exist:

1. a paper-based test (PBT) which is a multiple choice test. This test is used by ELI as one instrument to evaluate conditionally admitted students.
2. a computer-based test (CBT) which includes a writing section.

Healey explained that the iBT, the newest version of the TOEFL, is similar to the IELTS (International English Language Testing System). Although the IELTS is superior to the current PBT and CBT, is not as widely available as the TOEFL. The iBT includes both writing and speaking sections. The test includes a computer-generated score for writing and a human score for the speaking component. She believes it is a better test because it includes multiple skills and the questions on the test are integrated.

The iBT will be administered beginning in the United States in September 2005, followed by administration in October in a few other countries including Canada, France and Germany. However, Healey anticipates a long delay in getting the iBT to India and Africa. CBT will continue to be the dominant test version for the immediate future. Unlike the CBT which is available on an ongoing basis, the iBT will be offered only on specific testing dates. The ELI has applied to become an iBT testing site.

Healey indicated the speaking section of the iBT will be different from the Test of Spoken English (TSE) or the SPEAK test which is currently administered to international GTAs. She indicated that iBT will measure how well an individual may function in the university lecture environment.

Healey suggested that OSU needs to be prepared to receive scores from European sites as early as October 2005. She recommends the Graduate Council consider establishing minimum scores in each of the skills areas: reading, listening, speaking, and writing. Healey stated that setting interim scores initially would allow OSU to be prepared for the new test method.

Ciuffetti asked if ETS was considering eliminating the SPEAK test. She expressed her concern for GTA spoken language proficiency. Healey said that ETS will not be eliminating the SPEAK test and will be interested in receiving feedback from universities about their testing needs.

Steel questioned how the iBT correlates to the verbal GRE score. Healey explained that the TOEFL was built for non-native speakers and is a better measure of language proficiency for international students. The GRE verbal exam is designed to test students whose native language is English.

Francis noted that the task for the Graduate Council is to set admissions standards for the TOEFL test.

Healey stated that a benefit from the new test will be that more students will be preparing for the speaking portion of the test and subsequently will be building their spoken language skills.

Rettig said it would be optimal if, by early September, the Admissions Office web site gave guidance on the new iBT. He suggested creating a task group this summer to set up initial score thresholds. While some ball-park numbers may be close enough for the overall score, the sub scores will be critical in assessing language proficiency for incoming students.

Bond suggested adding this item to the agenda for the proposed summer meeting. She recalls the Council coming to an agreement when the IELTS was reviewed. She recommends that Healey prepare a recommendation for Graduate Council consideration. Healey indicated that she would like to collaborate with colleges to listen to the tapes and look at writing samples to determine the minimum score thresholds. Francis asked if Healey could bring such samples to the Graduate Council and guide them through the process of developing minimum score requirements.

Unsworth expressed interest in receiving the recommendation from the experts in language testing. Bond asked that any future presentation be brief but effective enough to inform the Council so that they could make informed decisions.

Rettig sought clarification about what quorum would be required during a summer meeting to take action. He suggested that the quorum consist of those who are present.

V. Other Business

- Lynda Ciuffetti proposed that the Graduate Council gather at Bombs Away Café after its June 2 meeting as a way of acknowledging the hard work of the Council and the departure of several members.
- Rettig asked the Council for the manner in which minutes from the June 2 meeting will be approved. It was determined that the minutes would be distributed electronically for a vote.
- Rettig asked the Council how it wishes to handle Category II requests that are received during the summer months. He asked current Category II subcommittee members to let him know if they could manage the process in the manner that was undertaken last summer.

GRADUATE COUNCIL MEETING

April 21, 2005

3:00pm, MU Board Room

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Brown, Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rettig, Rockey, Strickroth, Unsworth, Waldschmidt

Absent: Selker, Tadepalli

Guests: Tammy Bray, Tony Wilcox

I. Approval of Minutes

The minutes from the April 7, 2005 meeting were reviewed by Council members. Elaine Pedersen (Health and Human Sciences) asked that the spelling of her last name be corrected throughout the document. Eileen Waldschmidt (Graduate Admissions Committee) and Mike Unsworth (Oceanic and Atmospheric Sciences) noted that they were present, not absent at the last meeting. The minutes were approved as amended.

II. PhD Learning Outcomes

What are the essential components for the making of a compelling PhD learning experience? A list of discussion questions (Appendix 1) were developed by Dale Pehrsson (Education) and distributed to Council members for their consideration. Pehrsson opened the topic for general discussion.

Theresa Filtz (Pharmacy) asked for clarification: What does the Council wish to achieve by discussing outcomes? Does it plan to establish requirements for university-level learning outcomes for graduate programs? Bruce Rettig (Graduate School) provided background and indicated that the momentum stems largely from last year's Council action to accept 27 rather than 36 OSU didactic course credits for the Chemistry PhD degree. He reminded the Council that at the time of the Chemistry request, Barbara Bond (Forestry) had asked the Chemistry Department to link the request for 27 course credits to outcomes and assessment of outcomes.

To help inform the Council on outcomes, Rettig had recommended several articles about the doctorate (e.g. Carnegie, LaPidus) for the Council. These articles provide an array of outcomes in addition to that of producing a dissertation. Hence, the current discussion can be viewed as a fundamental philosophical discussion underlying the Council's consideration of various policies such as residency, the requirement of 36 regular course credits, the minimum of one year devoted to the dissertation, the oral preliminary examination, and the number of transfer credits permitted; all of these regulations are related to what one considers the doctor of philosophy degree to be all about. He indicated that the Council has options in the approach they wish to take. They could come up with general principles or they could think in terms of specific regulations that currently exist, such as residency, the minimum number of program credits, etc. Rettig stated that the background questions are meant to provide set-up for these discussions; it is

up to the Council to determine how this discussion may impact policy decisions. Pehrsson pointed to the need to be well informed as policies are considered, especially as the world is changing at a rapid pace.

Filtz stated that a list of identifiable core outcomes would be beneficial. Yet she does not feel she lacks a sufficiently broad background to develop core outcomes for the entire university. She sees the need for program requirements to be tied to outcomes and indicated that she thinks that the larger policies that have been considered by the Council have been without a framework; this discussion could provide this needed framework.

Pehrsson referred Council members to a document found on the Pennsylvania State University web site document on residency and related policies for off-campus graduate programs. (This document is found online at <http://www.gradsch.psu.edu/policies/faculty/offcampus.html>) Lynda Ciuffetti (Science) indicated that the Penn State document was helpful relative to the Council's pending deliberations on off-campus programs. Ciuffetti noted that the Penn State document made a distinction between the PhD and professional doctorate programs. The document reflects many of her perspectives on doctoral education. She also said Pehrsson's list of questions reinforces her views and stated that she does not see how an off-campus PhD program would be able to respond adequately to the list of questions articulated by Pehrsson.

Rettig noted that the current version of the Graduate Council Program Review Guidelines also emphasizes outcomes assessment and asks units providing graduate programs to identify the outcomes. The growing emphasis on identification of outcomes and accountability in graduate programming is seen in the emphasis placed in university accreditation processes and is consistent with the increasing requirements for accountability in the K-12 school system. Within graduate education, the issues are: What are the needs of your students? And, are you meeting them?

Brent Steel (Liberal Arts) pointed to pages 28-30 of a policy statement of the Council of Graduate Schools dealing with residency. (This document is found online at <http://www.cgsnet.org/pdf/DistanceGraduateEducation.pdf>). The language in the CGS policy statement bears on the Council's third agenda item (the proposal from Nuclear Engineering for a process related to their distance-delivered PhD program).

Ciuffetti questioned the Graduate Council's independence in making decisions on this issue without seeking adequate liaison. When a previous issue lacked adequate liaison, the Faculty Senate required involvement by the Curriculum Council and a presentation to the full Faculty Senate. The Faculty Senate may want to be involved in decisions about this policy issue as well.

Sally Francis (Graduate School) reported having consulted with Provost Sabah Randhawa and Vice-Provost Rebecca Johnson. The Provost indicated that he would be unsupportive of a case-by-case approach to alternative delivery sites for graduate programs, specifically Nuclear Engineering. Both Randhawa and Johnson agreed that OUS' concern about alternate sites is largely relevant to sites within the boundaries of Oregon. While they indicated the Graduate Council could make decisions about alternate sites, Francis said the Provost would not condone a

case-by-case approach. Even so, Francis indicated that she could envision a pilot case for a given student to be used as a test case.

Hal Koenig (Business) reported that in the recent graduate program review in Statistics, he became aware of a student who could not find a PhD advisor at OSU and had to leave the program. He sees the NE proposal in a similar light. The remote site would provide the facilities and equipment, but if a mentor cannot be identified, then Nuclear Engineering might find itself in the same situation as is often found in Statistics. Bond argued that Nuclear Engineering would be treated no differently than any other department that may be interested in deviating from the standard residency requirement.

Unsworth said that, if the Graduate Council had a policy with clearly stated criteria, individual cases could be judged against the policy and criteria.

Steel suggested reviewing the Penn State policy statement and developing an OSU policy would be most helpful. He reported on a conversation with the Distance Education program at the University of Florida where four distance doctoral programs are offered. The two distance-delivered PhD programs require completion of the standard university residency requirement while attending intensive summer sessions to meet the spirit of residency. The two distance-delivered professional doctorates (Doctor of Audiology and Doctor of Pharmacy) are delivered at regional sites rather than Gainesville, but do create a community of scholars consisting of both faculty and students.

Bond said that Graduate Council lacks the information it needs to make an informed decision. Too much of the conversation is relying on hunches rather than scientifically validated relationships between specific requirements and desired outcomes. In addition to answering Pehrsson's questions, the Council needs research on what strategies would lead to the outcomes. Pehrsson stated that the burden of demonstrating how outcomes are met should be on the unit that proposes to not comply with current residence requirements. Nuclear Engineering should be required to tell the Graduate Council what they will do in the next three years to validate the approach they wish to pursue. This approach (requiring a process to assess how their proposal would provide the learning outcomes normally generated by residency) will prevent setting a precedent. Any other unit offering a proposal to deviate from the standard residency requirement would also be required to show evidence of how outcomes would be met. In addition, Bond asserted that Nuclear Engineering should be financially responsible to fund a study of their "test case," providing external validation rather than relying only on an internal validation process.

Steel proposed establishing a subcommittee to develop a draft policy on outcomes for the Graduate Council to discuss at a future meeting. Steel, Pehrsson, Ciuffetti, Unsworth, and Dan Rocky (Veterinary Medicine) volunteered to serve on this subcommittee.

Elaine Pedersen (Health and Human Sciences) suggested that the Nuclear Engineering proposal be made the test case. Rocky supported this idea. Bond reasserted that the department or the Provost should fund an independent external study to prove the validity of the approach.

III. Nuclear Engineering Request for an Exception for Doctoral Residency Requirements

Barbara Bond made a motion as follows:

- The Graduate Council ad hoc subcommittee will draft outcomes concerning doctoral education and policy recommendations;
- After review of the draft by the full Council, the Graduate Council will send it to Nuclear Engineering;
- Nuclear Engineering must then report back to the Graduate Council with a plan specifying how their proposal will address the policy recommendations and outcomes;
- A plan for an independent study of the relationship between the program requirements and hoped for outcomes will be developed by NE;
- After all the above are met, the Graduate Council will respond to Nuclear Engineering's specific request.

The motion approved unanimously.

IV. Category I Proposal to Create a Department of Nutrition and Exercise Science

Tony Wilcox, chair of both the Department of Exercise and Sport Science and the Department of Food and Nutrition, gave a brief summary of the Category I proposal to create a department of Nutrition and Exercise Science by merging the two departments he is currently chairing. He stated that 2004-05 has been a "trial" year during which the two departments have operated as a merged unit. Both programs are in stages of growth. This presents an opportunity to bridge the two departments in ways that will guide their future faculty hires—in fact, they are already hiring in the direction of supporting a merged unit. Many students who apply to one area will have as a support area the other discipline. They have large undergraduate enrollment and a reasonably large graduate population. They have an initiative in laboratory facilities development to consolidate cellular and molecular research from both programs. While the idea to merge was presented initially at the administrative level, there has been a good level of faculty engagement and support. The merger is an opportunity to address new, important health questions and to develop curriculum together and build courses that will bridge the two former departments' foci and missions.

Ciuffetti asked if any faculty oppose the merger. Wilcox said no minority position has been presented. He reported that the Budgets and Fiscal Planning Committee recently approved the proposal and that the transmittal bears the former NFM Department Chair's (Melinda Manore) signature. Budgets and Fiscal Planning also wanted to see a liaison letter from the College of Agricultural Sciences and the Extension Service. Tammy Bray, Dean of Health and Human Sciences, reported that the leadership in both of those units have given verbal support and that their liaison letters will be forthcoming.

Bray said that on the nutrition and food management side, the faculty numbers have been decreasing. Faculty members who have retired from this department have not been replaced

while waiting for the strategic plans of the University and the recently merged College to become more apparent. The two departments have decided to take a more holistic, lifestyle approach as opposed to the previous emphasis on the study of specific micronutrients. All new hires will be based on this evolving emphasis which includes:

- Fitness and nutrition,
- Athletic training and dietetics, and
- Pre (Allied) health sciences

OSU's dietetics program, which is an undergraduate program, will have a unique emphasis on preventive health and community nutrition. Wilcox indicated that their intent is to expand dietetics to the master's level.

Wilcox said they intend to create a dietetics management internship, which will tap into their extension specialist and be complementary to OHSU.

Unsworth asked what implications the merger may have on the graduate programs. Wilcox indicated that they will continue to offer existing NFM and EXSS masters and doctoral degrees. There is no proposed immediate merger of the current graduate majors, but both will evolve, particularly with new faculty hires. Bray indicated that at the point of the merger, they saw the connections between exercise, bone density, and aging—these are complementary areas of graduate study and research.

Bond spoke of her experiences with graduate program reviews in which departments have merged. She reported that separate physical locations of faculty and students create a barrier to true integration. She asked what plans are in place to physically integrate the faculty. Wilcox stated that the two departments are now spread among three buildings but that there is a plan to move the department office from Langton Hall, where leadership of Exercise and Sport Science has been housed, to Milam Hall, where Nutrition and Food Management has been located. It is important for the purpose of integration that the chair's office be located in Milam. In addition, the location of laboratories will be important—the organizing principle is around research needs. One EXSS faculty member has already moved to Milam Hall. Further, new laboratories will be designed with an open approach (accessible to multiple faculty members) to facilitate integration and cooperation. Generally, the bio-human laboratories will be in Langton and the chemical laboratories will be in Milam. Bray reiterated that Wilcox has been doing a very good job of mixing/moving people already.

Filtz asked about the absence reference to a graduate admissions or program committee within the proposal. Wilcox stated that they have identified a graduate coordinator position. However, in the past, both departments worked without such a committee. They do have separate faculty meetings of the graduate faculty. And they are developing a single, combined graduate handbook for both programs which will create action items for the faculty to discuss. Unsworth asked again about the absence of a formal graduate admission committee for the purpose of overall coordination. He thinks a more formal structure would be appropriate. Wilcox stated that he does not see their current practice in this regard as having any deficiencies.

Bond followed up by noting that the Graduate Council has been asking departments during program reviews to articulate their competencies, expectations, and outcomes. She said that as the new unit is forming, the entire faculty should get together to discuss these issues.

After the guests departed, Rettig informed the Graduate Council that the Budgets and Fiscal Planning Committee report indicating approval of the proposal is available and that he could get that to the Council if they would like to have it before they act. He indicated that Wilcox had highlighted the report's recommendations within his comments to the Council

Bond made a motion to accept the Category I proposal for the creation of a Department of Nutrition and Exercise Science. The motion was seconded by Unsworth and passed unanimously.

Appendix 1
What are the essential components for the making of a compelling PhD learning experience?
Questions to ponder

**Dale E. Pehrsson
Graduate Council
April 7, 2005**

- Are these individuals pursuing a PhD prepared to contribute to and expand the knowledge of their discipline(s)?
- Are these PhD individuals ready to be stewards of their unique profession?
- Are these PhD individuals ready to function as emerging scholars and researchers?
- Do these PhD individuals have the tools and skills necessary to conduct research?
- Can these PhD individuals function independently conducting research and obtain funding?
- Do these PhD individuals have what it takes to teach, advise, mentor and plan curriculum?
- Have these PhD individuals earned the “terminal” preparation essential for their career?
- Do these PhD individuals possess the skills for life long learning?
- Have these PhD individuals formulated their professional identity?
- How does the discipline/department/program provide experiences for fostering the development of professional identity?
- Do these PhD individuals engage inter, intra and independently with other professionals?
- Can these PhD individuals perform collaboratively?
- Does the PhD individual have a sense, working understanding and ability to contribute to global issues?
- Do these PhD individuals have needed skills for interdisciplinary work and contributions?
- Do we know what makes the PhD from OSU unique?
- Are these PhD individuals prepared for professional practice?
- Are these PhD individuals prepared for faculty positions?
- Are these PhD individuals prepared for industry?
- Do we trust our colleagues and disciplinary experts to decide what is needed?
- Do we know the desired outcomes and if so... what is the best course of action or structure needed to insure a quality PhD preparation and experience?
- Do we, individually and as a council, clearly understand and can we articulate what is important and necessary for the OSU PhD experience?

GRADUATE COUNCIL MEETING

April 7, 2005

3:00pm, MU Board Room

Present: Pehrsson (co-chair), Steel (co-chair), Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rettig, Rockey, Strickroth, Tadepalli, Unsworth, Waldschmidt

Absent: Bond, Brown, Selker

Guests: Kathryn Higley, José Reyes

I. Approval of Minutes

The minutes from March 17, 2005, were approved as written.

II. Test of a Distance Delivered Doctoral Program

José Reyes and Kathryn Higley (Department of Nuclear Engineering and Radiation Health Physics) introduced a proposal for a test case for a distance delivered PhD program. The proposal as presented in advance of the meeting was summarized as follows.

The Department of Nuclear Engineering and Radiation Health Physics in the College of Engineering is seeking Graduate Council approval of its off-campus site approval process to conduct a test sampling of its distance delivered doctoral program for up to 3 candidates. The off-campus site approval process, in conjunction with department requirements on student qualifications, graded coursework and research, is designed to provide a residency experience that meets, and in some cases exceeds, that for on-campus students. The NE/RHP distance delivered PhD program is specifically designed for professionals unable to spend at least three terms of full-time graduate academic work on campus.

The residence requirements for students enrolled in a distance delivered NE/RHP PhD program will be met by:

1. Completing a minimum of 36 graduate OSU credits, and
2. Either spending at least 3 terms of full-time graduate work on campus, or the successful implementation of the NE/RHP off-campus site approval process and department requirements for student qualifications, graded coursework and research.

Off-Campus Site Approval

The Department of Nuclear Engineering and Radiation Health Physics will use appropriate means to assure that:

1. The student's agency or firm contains appropriate research facilities at the student's place of employment. (Research and library access facilities).
2. All department requirements for distance delivered PhD programs are met.
3. That a preceptor has been selected based on academic and professional achievement.

This will require an agreement with the student's agency/firm, may include a stipend, and would require status as adjunct faculty within NE/RHP.

4. Intensive on-campus meetings in Corvallis – such as regular graduate committee presentations, candidacy exams, and research presentations - would be scheduled.

(Footnote to item 3: A preceptor is an expert or a specialist in the field of study who both gives practical experience and training to a student and monitors, as an extension of the Department, the progress and activity of the student on-site. Preceptors will be provided with training and support for their roles in the program.)

NE/RHP Requirements for Distance Delivered PhD Programs

A. Student Qualifications

Students considered for acceptance into our NE/RHP distance delivered doctoral program must meet the following criteria:

1. They must meet all screening criteria for on-campus candidates.
2. They must be working professionals in the technical field of health physics, nuclear engineering, or a closely related discipline such as medical physics.
3. They must have a minimum of 5 years in the position related to the degree.
4. Their firm or agency must concur in writing with their request to participate in the program.

B. Graded Coursework

Students in the NE/RHP distance delivered PhD program will take coursework using the following delivery method, where required:

1. Didactic: Via E-Learning with concentrated regional meetings
2. Coursework will be provided/supported both via internet and interactive video.
3. Laboratory course experience: Either on-campus or at their site (using facilities of the agency/firm by agreement).
4. Preceptor: Same

C. Research

Research for the PhD dissertation would:

1. Meet all academic criteria for on-campus students
 - a. Students would have to pass the PhD qualifying exams which are offered on-campus
 - b. Students would have to pass the PhD candidacy exam where they make an oral presentation of their proposed research
 - c. Students would have to pass the final defense.
 - d. All of these exams would be held at OSU on-campus.
2. Be limited to dissertation/research topic which are related to the student's current field of work and have a thematic match to the expertise of their OSU faculty advisor.

3. Require electronic access to research materials be available
4. Require that a OSU library liaison be identified
5. Require a preceptor: Same as above
6. Require a Faculty Advisor:
 - a. Available via comtech – scheduled/unscheduled
 - b. Scheduled face-to-face meetings on Campus
7. Require approval based on their potential contribution to the field.

D. Residency

Satisfied in accordance with the NE/RHP off-campus site approval process as approved by the Graduate Council.

Lynda Ciuffetti (Science) asked whether the students in this program would comply with the continuous registration requirement. Bruce Rettig (Graduate School) noted that the students could apply for leave of absence when they are not using university resources. When the students work with OSU faculty or use technology resources such as distance access to electronic journals or other publications, they would be required to register for a minimum of three credits. Reyes observed that the OSU library distance resources are very good and include journals helpful to students in Nuclear Engineering and Radiation Health Physics.

Sally Francis (Graduate School) asked for more information about the preceptor. Reyes and Higley explained that this was a local technical advisor—someone supports OSU Nuclear Engineering faculty. OSU faculty members would serve as major professors and other members of the student’s advisory committee. The preceptor would be oriented to “OSU culture,” including departmental and university requirements during the site visit.

In response to questions about costs, Reyes noted that costs of the site visit would come from revenue collected from the student. Higley added that OSU would not have to pay a stipend or pay for research expenses since the student’s employer would provide these.

Francis asked whether approval of a site for one student would mean approval for another student. Higley explained that the approval process is both site and student specific. If another student applied from the same site, another site visit would be required. Likewise, if a student changed locations, the student would be considered to have withdrawn from the program. If that student wished to resume study at another location, the entire screening and site visit process would be needed.

Reyes noted that many of the questions posed by Council members appeared to interpret their proposal to be a request for a change in the residency requirement. He said that the request was for a limited test to determine whether the proposed educational experience is consistent with both general OSU expectations and expectations of his department.

Francis asked whether the proposed educational experience should be a professional doctorate rather than a PhD. What is a PhD? Can the experience be provided at a distant location? Reyes said that the prospective students wish to gain the full PhD experience including becoming qualified to be independent researchers.

Ciuffetti asked whether the focus of discussion could shift from its value for faculty to its value for students. In particular, she was concerned about potential conflicts of interest. If the student receives signals that the work should contribute to the needs of the company or agency providing the resources for the site, the research may not meet the standards for scholarly, independent research. Reyes responded that Nuclear Engineering was ranked highly in the recent U.S. News and World Report ranking and that the department would not want to jeopardize the respect that it has earned for itself and the university. Brent Steel (Liberal Arts) noted that being located in Corvallis does not eliminate conflicts of interest. He is aware of current OSU graduate students whose research is monitored closely by agencies and firms sponsoring the research.

Prasad Tadepalli (Engineering) asked whether the student would be free to publish the work openly. Reyes said that this would be a requirement. The student would be required to submit the thesis to the library and to the national repositories just like any other OSU dissertation.

Elaine Pedersen (Health and Human Sciences) asked whether, since this was to be a test, someone was working on an appropriate experimental design to assess whether the test was a success. Steel agreed that experimental design is essential to calling this a true test.

Pedersen noted that distance education is a rapidly expanding enterprise. If there is a need for distance delivered doctoral programs such as the one being proposed by Nuclear Engineering, and if OSU does not address the need, we should anticipate someone else doing so.

Steel explained that he has much experience teaching courses similar to those offered by Nuclear Engineering. His questions are whether the proposal needs to more clearly specify (1) the role of the various involved parties and (2) strategies for avoiding conflicts of interest. Ciuffetti agrees that conflicts of interest, which might arise when a student's employer is paying for the doctoral education, is important. Related issues are those of intellectual property: Are there limits on a student's right to publish and to secure patents? She continues to have concerns about assessment of the process.

Pehrsson believes that the faculty who are engaged are ethical and passionate about their degree program, including this proposed approach. They should be able to succeed. Perhaps a partnership with the Graduate Council would be a way to assess the success of the program and identify questions that need to be resolved as they arise. She does not advocate delaying the test.

Ciuffetti asked whether the approval process for this proposal should include others besides the Graduate Council. Steel suggested that having Council members seek advice from their colleges would be helpful. Francis said that, if the proposal is intended to identify alternative sites, it might need approval from OUS. She is aware of processes for delivering a program to a new site in Oregon, but does not have guidance about delivery outside the state.

Pehrsson asked whether this is a proposal for delivering a degree to a new site or a proposal for allowing dissertation research to be conducted off site. Other council members believed that it was a proposal for conducting research away from Corvallis by a student who completes courses delivered through distance technology.

Hal Koenig (Business) suggested involvement in seminars by using new and emerging audio/video technology. Steel asked whether, given rapid strides in communication capabilities

using interactive audio and video, requiring the use of such technology would alleviate concerns some Council members have. Ciuffetti argued that other issues are involved. One missing factor is the sense of community that is generated when a student interacts with other students and faculty. PhD education is a time of professional growth and adjustment to a life as a scholar.

Koenig asked whether Reyes or Higley should be given a set of questions related to concerns raised by Council members.

Francis noted that the employer may be paying the student's tuition bill. How does this affect the intellectual property right? Is this clarified in the agreement reached between the student, the employer and OSU? Is the student at risk? What is the student's right to publish? Who is allowed to patent technology? Who looks out for OSU? Francis suggested that advice from legal counsel would be helpful on these issues.

III. Category I Proposal to Eliminate Graduate Degrees in Plant Physiology

The Council continued its discussion of the proposal to eliminate the graduate degree programs in plant physiology. Some Council members had talked with Barbara Bond (Forestry) and others had read the following summary of correspondence between Dale Pehrsson (Education) and Bond on this issue.

Summary of discussion and follow up with Barbara Bond

Two years ago Barbara wrote a memorandum to deans of Ag, Forestry and Science and also the grad school (Sally Francis) advising them that the university was seriously "leaking" instructors in plant phys and it was starting to have a serious impact on programs (See earlier memo from Barbara Bond).

Sally asked Barbara to chair a committee to investigate. The committee met over about 6 months and then submitted a report to Sally and other deans (Barbara can send you the full report if you'd like to see it). In brief, the report recommended:

- abolishment of the Plant Physiology interdisciplinary program (reasons are given in the report), and
- development of a faculty of plant biology that would develop a new approach to collaborative teaching plant physiology courses. (The report proposes development of a "modular" approach to teaching courses to maximize contributions of current faculty).

Sally then asked Barbara (about a year ago) to work with Charles Boyer to pursue these two recommendations:

- The Category I proposal that the Grad Council discussed at their last meeting was one outcome
- The other recommendation (establishment of a Plant Biology faculty and a new, collaborative approach to offering courses) is still unresolved. Faculty and admin were busy and unable to devote much time to this, and at the same time a group of

Department Heads from Hort, Botany, Crop Sci, and For Sci organized to develop a new graduate program in Plant Science. (Dan Arp of Botany and Plant Pathology is leading this effort) Their plan is designed to meet many the same needs Barbara identified originally, although there are some differences in approach. For example, Plant Science strategy (as currently formulated) would create an entirely new graduate program; it calls for new graduate degrees in Plant Science that would replace graduate programs involving the plant sciences that currently reside in departments.

Barbara is not involved in this new effort but supports the idea of graduate programs that are completely interdepartmental, although it is a very ambitious strategy that will probably take quite a bit of time to develop and implement.

- A simple bottom line: the Plant Phys grad program has only graduated a handful of students in its 15 or more years of existence (I was one of them), and more than 75% of the courses required by the program are no longer taught. It is no longer honest or realistic for OSU to maintain the program.

Barbara regrets very much that she will miss the next Council meeting. She recommends voting in favor of the Category I proposal to eliminate the Interdisciplinary Program in Plant Physiology. She also recommends that the Council consider issuing a public statement of concern about the status of graduate courses in plant biology at OSU.

Dan Rockey (Veterinary Medicine) noted that discussions are taking place about a redesign of Molecular and Cellular Biology (MCB) with specializations within the degree umbrella. Will efforts to improve course availability through the MCB redesign address some concerns? Ciuffetti said that MCB covers issues other than plant physiology and that important parts of plant physiology fall outside MCB. She concurred with the need to raise concern about plant physiology courses, but recommended that the Council approve the Category I proposal.

The Council unanimously approved the Category I proposal to eliminate plant physiology.

A proposal was made to create a group of Council members consisting of Bond, Ciuffetti, Selker and Unsworth to draft a statement of concern about the loss of critical courses. The statement will be brought to the full Council for discussion. Upon approval, the statement will be distributed to the academic deans with plant science programs and to the Provost. Pehrsson agreed to communicate this request to Bond, Selker and Unsworth.

IV. Other Business

Koenig asked for advice on writing the Statistics Graduate Program Review Report. He said that Statistics faculty members teach many service courses (courses designed primarily to meet the needs of students majoring in degrees other than Statistics). Many students who take these courses ask Statistics faculty to serve as minor professors. The large number of commitments as minor professor is a heavy work commitment with little formal recognition for the faculty member or the department. In addition, faculty members advise several Statistics graduate students. They provide large amounts of statistical consulting services, much of it without compensation or formal recognition. Should the review report include a recommendation that Statistics faculty decline some of the requests for consulting advice and service as minor

professors so that the faculty can spend more time on scholarly inquiry and their own research programs?

Council members agreed that the issue was an appropriate one to discuss. The review committee should feel free to provide any recommendations that may lead to improvement in the graduate education of Statistics students and to enhancement of the faculty members' research programs.

GRADUATE COUNCIL MEETING

March 17, 2005

3:00pm, MU Board Room

Present: Pehrsson (co-chair), Steel (co-chair), Filtz, Francis, Koenig, Pederson, Rettig, Rockey, Selker, Strickroth, Tadeballi, Unsworth, Waldschmidt

Absent: Bond, Brown, Ciuffetti

Guests: Charles Boyer, Sam Stern

I. Approval of Minutes

The minutes from March 3, 2005, were approved as written.

II. Category I Proposal to Reorganize the School of Education

Sam Stern, Dean of the School of Education presented a proposal to reorganize the School of Education into three departments and change the designation of the unit from the School of Education to the College of Education (see Appendix 1).

The proposal to reorganize the School of Education was approved by the Council

III. Category I Proposal to Eliminate Graduate Degrees in Plant Physiology

Charles Boyer, Associate Dean of the College of Agricultural Sciences presented a proposal to eliminate the MS and PhD degrees in Plant Physiology (see Appendix 2). Although courses in plant physiology are of great value to several academic programs at Oregon State University, this particular interdisciplinary graduate program has not been effective for a long time. Since the retirement of Pat Breen, efforts to find a leader for the program have been unsuccessful. Numbers of students wishing to elect this degree have declined over time as well. Faculty members holding graduate faculty status in Plant Physiology and students currently finishing the degree have been contacted. No objections to termination have been raised.

Bruce Rettig (Graduate School) asked whether inactive students would be allowed to readmit and complete their degree programs. Boyer said that this would be allowed if the core courses have been completed. He is aware of only one former student in this position and agreed to work with that student to allow a timely completion.

John Selker (Agricultural Sciences) and Michael Unsworth (Oceanic and Atmospheric Sciences) expressed deep concern about the declining availability of plant physiology courses. They argued that these courses are critical to initiatives in biological sciences at Oregon State University. Both would prefer to delay action on this proposal until a plan for providing the necessary courses has been put forward. Selker argued that it is easier to draft a proposal for a name change or modification to a current degree program than to develop a course proposal for a new degree.

Boyer and Sally Francis (Graduate School) agreed to the value of the courses, but argued that the plant physiology degree program is not contributing to the efforts to address this concern, which are described in Attachments 1 and 2 to Appendix 2 (the Category I proposal).

Theresa Filtz reminded the Council that one of the three study groups identified by the Council was studying service courses. Does this issue fall within the purview of that group?

Dale Pehrsson (Education) and Brent Steel (Liberal Arts) asked whether Council members would prefer to delay action on the proposal until Barbara Bond (Forestry), who is both a Graduate Council member and a member of the group studying alternatives for providing plant science courses is available. If Bond recommends that others, such as additional members of the study group and deans of Science, Forestry, and Agricultural Sciences attend, they will be invited. The Council agreed to this action.

IV. Clarification of the Graduate Council Decision on 700-level Courses

On March 3, the Council approved the following motion: “

The Council approved a motion that 700 level courses that successfully go through the category II proposal process be accepted as graduate level for programs of study.”

Rettig asked for help in interpreting this motion. Specifically, he cited areas of the graduate catalog that might need adjustment, depending on how the Council’s motion is implemented. First, current policy specifies that only graduate credits may be transferred. If a student completes the Pharm D degree and then wishes to use some of those credits toward a graduate degree, how would this be interpreted relative to the 3/3/05 motion? Second, 700-level courses are now defined as not permitted for use as graduate credits. This might need revision; the Graduate School is unclear whether this definition is based at OSU or whether it is OUS derived. Also, it is unclear that the Graduate Council has the authority to redefine 700-level course descriptions. Third, residency requirements relate to graduate courses. Should 700-level credits be allowed to satisfy residency? Fourth, the current degree requirements require that half of the credits on a program of study be “graduate standalone” and the remainder “graduate standalone or the 500-component of slash courses.” How should 700-level courses be counted in interpreting this “50% rule”?

Filtz argued that formal approval of 700-level courses as meeting graduate standing by all levels of approval in the Category II proposal process would justify the treatment of such courses as graduate standalone. Filtz also indicated that the Pharmacy students in question are likely to enter joint D Pharm and PhD studies holding a previous bachelor’s degree. She agreed that, if any students were to take the 700-level courses while enrolled as an undergraduate and use those courses to satisfy bachelor’s degree requirements, they could not be used on a graduate program of study.

Francis said that she may need to seek the advice of the Provost on whether the Graduate Council has sole authority on these issues or whether others should be involved.

Filtz asked for quick action because the College of Pharmacy is recruiting students and the ability to use some credits for both the D Pharm and the PhD may be critical to some students as they decide whether to come to OSU.

The Council agreed to not amend its motion of March 3, 2005. This issue will not come back to the Graduate Council agenda unless necessary after additional information is acquired.

V. PhD Learning Outcomes and PhD Degree Requirements

A group of Graduate Council members has been studying material (including an essay by Jules LaPidus) on expected outcomes of a PhD education. (See <http://www.cgsnet.org/pdf/doctoraledpreparing.pdf>). Among the arguments made by LaPidus that resonated with Council members were the following:

“The ability to successfully carry out an independent research project has long been thought of as the primary, and perhaps the sole criterion for obtaining a Ph.D. With few exceptions, however, employers of Ph.D.s assert that this is not the only thing they are looking for, and that opportunities to function as an independent investigator are increasingly limited.”

“Increasingly, candidates for academic employment are being asked about their teaching experience and about their views on education, and some institutions (particularly liberal arts colleges or community colleges) may ask candidates to present a lecture rather than give a research seminar.”

The Council discussed these and other insights, including the focus on scholarship as opposed to research and the ideal of providing stewardship for disciplines. They agreed to keep these thoughts in mind as they review a proposal before the Council to allow an exception for PhD residency in one program and to review other requests that may come before the Council this year.

Appendix 1

Proposal Title: Education Unit Name Change and Departmental Reorganization

Name of Institution: Oregon State University

Name of Proposing College or School: School of Education

Name of Proposing Department(s) or Program(s): not applicable

CIP Number from the Office of Institutional Research: 13.0101

Date of Proposal: February 4, 2005

Proposed Effective Date or Term: Winter Term; Immediately following Board Approval

1. **Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

In February 2002, the Oregon State Board of Higher Education unanimously approved the reestablishment of the School of Education at Oregon State University as a separate entity after nearly a decade as part of the College of Home Economics and Education. Also in 2002, a new College of Health and Human Sciences (HHS) was created that included departments in the former College of Home Economics and Education other than education and 4-H. The proposal for the creation of HHS (http://oregonstate.edu/ap/curriculum/cat1sweb/HHP_final.htm) specifically indicated that a separate Category I proposal related to the School of Education and Department of 4-H Youth Development would be submitted later.

As part of the College of Home Economics and Education from 1992 to 2002, the School of Education functioned very much like a large department with a number of different program areas (i.e. adult education, community college leadership, counseling education, elementary education, family and consumer science education, and professional technical education).

When the School of Education was reestablished as a separate unit in the spring of 2002, the Department of 4-H Youth Development (formerly in the College of Home Economics and Education) and the College Student Services Administration program (formerly in the Graduate School) were added to the School of Education. During the first year of operation as a new School of Education (2002-2003), it became clear that an organizational structure made up of many small programs was inefficient and served as a barrier to interdisciplinary and collaborative activity. Therefore, through deliberations with faculty, staff, and stakeholders, a new organizational structure with three major departments was developed.

Department of Teacher and Counselor Education (includes program areas in teacher and counselor education)

- Education Double Degree BA/BS
- Master of Arts in Teaching MAT
- Master of Education, EdM
- Doctorate of Education, EdD/PhD
- Doctorate of Counseling, PhD

Department of Adult Education and Higher Education Leadership (includes the

program areas of adult education, college student services administration, and community college leadership)

- Adult Education, EdM
- College Student Services Administration, EdM/MS
- Community College Leadership, EdD/PhD

Department of 4-H Youth Development Education (an existing department, formerly in the College of Home Economics and Education)

- Youth development and educational programs in every Oregon county. During 2003-04, these programs involved more than 6,000 adult volunteers and more than 100,000 youth.

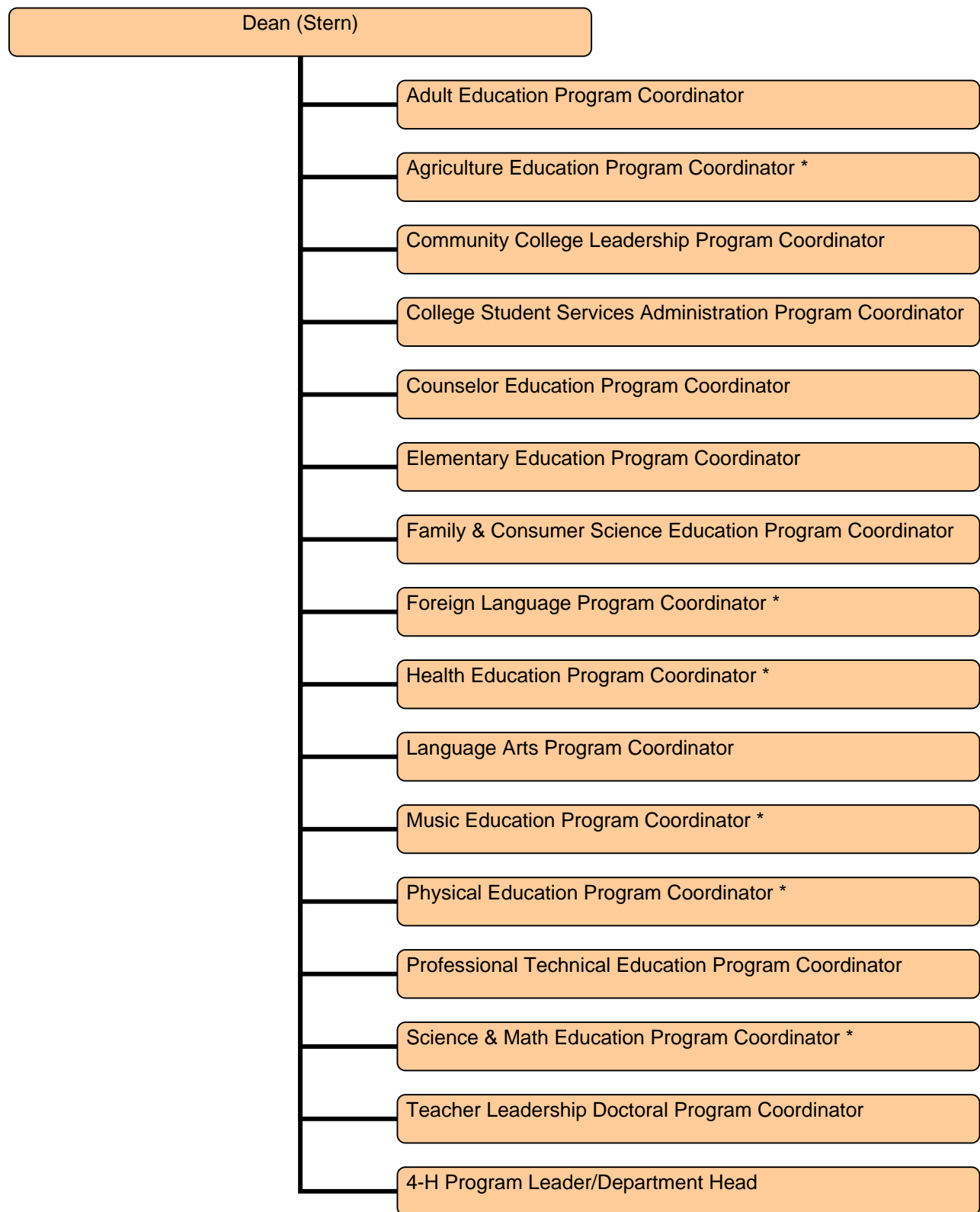
As part of this reorganization it is also appropriate to also consider the name of the education unit at OSU. Prior to being identified as a School in 199 (as part of the merger with Home Economics), the unit was identified as a College. Designation as a College makes more sense now. Most education units at land grant universities are colleges, such as those at the University of Illinois, Ohio State University, and Pennsylvania State University. There are some that are identified as schools, but usually only when they are part of a larger college, such as the School of Education at Colorado State University that is part of the College of Applied Human Sciences.

Designation as a School is not consistent with OSU's current organizational context. There is no other freestanding academic unit headed by a dean that is designated as a school. Designation as a school is becoming more confusing, particularly now that we are naming major units within colleges as schools (e.g. School of Electrical Engineering and Computer Science within the College of Engineering.) Designation as a College will more accurately reflect the growth of Education, the importance of the work in support of OSU's strategic plan, and the need for improvement and innovation in education at all levels in Oregon and the rest of the nation.

2. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

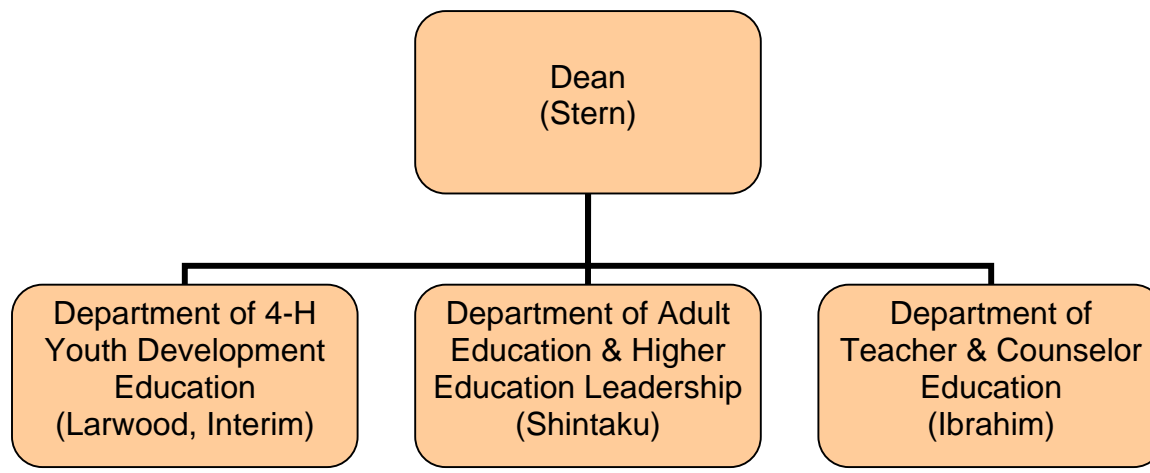
Location within OSU's organizational structure is the same as before with the unit designated as a "college" rather than a "school." The organizational structure within the College will be changed through the formation of three departments rather than a very large number of loosely organized programs representing as few as one or two faculty members.

School of Education Organizational Chart (Before)



* In collaboration with other OSU Colleges

School of Education Organizational Chart (After)



3. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

The proposed unit name change and departmental organization are intended to improve effectiveness and innovation in instruction, research, and public service activities. It is anticipated that the departmental structure will facilitate alignment with OSU strategic goals:

1. Provide outstanding academic programs that further strengthen our performance and pre-eminence in the five thematic areas.
2. Provide and excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.
3. Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources.

Furthermore, the proposed departmental organization will greatly help our ability to provide systematic assessment of unit performance.

4. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

No additional resources will be required for personnel, facilities and equipment. There are existing positions for Dean of Education (Sam Stern) and an Associate Dean for Research and Operations (Allan Brazier). There is an existing Department Head position for 4-H Youth Development Education (currently Lillian Larwood on an interim appointment). Program coordinator FTE will be consolidated into department chair positions for Teacher and Counselor Education and Adult Education and Higher Education Leadership. Farah Ibrahim will serve as Department Chair for Teacher and Counselor Education and Rich Shintaku will serve as Department Chair for Adult Education and Higher Education Leadership.

Below is a summary of personnel in the School of Education (Fall, 2004)

Departments (proposed)	Tenure-Track		Recurring Fixed-Term		Total	
	HC	FTE	HC	FTE	HC	FTE
Adult Education & Higher Education Leadership	4	3.7	4	2.6	8	6.3
Teacher and Counselor Education	11	10.7	10	9.5	21	20.2
4-H Youth Development	44	35.3	20	15.2	64	50.5
Total:	59	49.7	34	27.3	93	77.0

The faculty count does not include part-time fixed term faculty and the large number of clinical faculty who supervise teaching and counseling internships. The School of Education has partnerships for the placement of student teachers and counseling interns with 136 of the 198 Oregon school districts.

The total student head count and SCH numbers for the 2003-2004 academic year as reported in Data Warehouse by course prefix are:

Unduplicated head count	1,831
Student credit hours	17,029

Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

Only minimal new expenditures will be required; e.g. stationary and signage. The funds required for the name change will come from internal reallocation in the dean's office.

See Appendix B

5. Relationship of the proposed unit to the institutional mission.

The proposed unit name change and departmental organization is consistent with the organization of other OSU units and will better facilitate alignment with OSU's mission and goals. The proposed change will also significantly improve the operation and marketing of OSU education programs and better position them for success. It is anticipated that the new departmental organization will facilitate much better communication and collaboration with all OSU offices, including the Graduate School, Registrar's Office, Cascades Campus and Extended Campus. The proposed unit name change will be viewed as a very positive development by the more than 14,000 OSU education alums (more than 10% of all OSU alums) and will be helpful in the university's capital campaign.

6. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

See Appendix A

7. Relationship of the proposed unit to programs at other institutions in the state.

The proposed change is an internal organizational change with no anticipated impact on other institutions.

8. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

Programs in the proposed Department of Teacher and Counselor Education are accredited by the Oregon Teachers Standards and Practices Commission (TSPC) and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Programs (CACREP). The proposed departmental organization is highly consistent with the expectations of these organizations.

In the final report of their last accreditation site visit in 2001, TSPC (the teacher certification authority in Oregon) required us to “... *establish a clear line of authority through the implementation of the plan for the reorganization of the unit.*” More specifically, TSPC has recommended that, “*The unit should continue the work toward the development of a new organizational structure with a focus on the leadership and a line of authority that will foster growth and innovation in recognizing resource development in personnel, finance, and program development that is responsive to the community of diverse learners in the region.*”

This proposed reorganization will respond directly to the concerns raised by both TSPC and NCATE during their last joint accreditation visit.

Appendices:

Appendix A. School of Education Strategic Plan Executive Summary

Appendix B. 4-Year Budget Projection

Appendix 2

Draft

PROPOSAL TO TERMINATE THE PLANT PHYSIOLOGY GRADUATE PROGRAM
OREGON STATE UNIVERSITY
GRADUATE SCHOOL
CIP # 26-0307

December 28, 2004 (Revised February 5, 2005)

EFFECTIVE: Fall Term 2005

- 1. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

The graduate degree program in Plant Physiology has never met the potential anticipated at the time it was created. A principal factor was the rapid rise of molecular approaches to the study of plant biology. As a result, most graduate students have opted to pursue degrees in Molecular and Cellular Biology. Over time many of the faculty who founded the program have retired. The program is currently leaderless and has had no core activities for several years. A committee convened by Dean Sally Francis recommended that the program be terminated in 2004. (See attached letter dated February 2, 2004)

The recommendation for termination was based on a lack of faculty interest and low student numbers. Dean Francis approved program termination based on her discussions with Deans Bloomer, Arnold, and Salwasser (COS, CAS and COF). A copy of her decision is attached (attached e-mail dated April 12, 2004).

- 2. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).**

Not Applicable

- 3. Objectives, functions (e.g. instruction, research, public service), and activities of the proposed unit.**

- a. Explain how the program or unit's current objectives, functions, and/or activities will be changed. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and advising structure and availability. How will the reorganized program be stronger than the existing program?

Course offerings for this graduate program were assembled from existing courses offered by many departments. The program only offered blanket number courses. No non-blanket course offered at this time will be eliminated. Thus the four remaining students in the program will be able to complete their course work without difficulty.

Currently a group of faculty and departmental administrators from several colleges are developing a plan for a Plant Biology Faculty. As part of these efforts, the group is working to

ensure OSU has a wide array of course offerings needed for plant based graduate programs. This organization should provide a flexible way to support the needs of several existing programs and departments. This is indeed aligned with national trends as evidenced by the American Society of Plant Physiology renaming itself the American Society of Plant Biology (ASPB) in the late 1990s in recognition that plant physiology was a cornerstone to the broader discipline of plant biology.

- b. Explain how outcomes in the newly organized program or unit will be assessed.

Not Applicable

4. Resources needed if any: personnel, FTE academic, FTE classified, facilities and equipment.

- a. Identify the staffing and resource needs for the proposed program or unit. Note any impact on the budgets of affected programs or units. Provide an analysis of how the resulting programs or units will be adequately staffed and funded.
- b. Explain the extent to which affected faculty and personnel support this change.

Through out the years the Plant Physiology Graduate Program was provided a small stipend from the Graduate School for secretarial and office support for the program. This support was accomplished by utilizing department based office personnel. The stipend has not been provided for several years, as the program did not have a director. At no time were faculty lines or support personnel part of the program budget. Therefore, the termination of the program will have no effect on faculty of support personnel.

5. Funding sources: state sources (institutional funds – state general fund, tuition and fees, indirect costs recoveries), federal funds, other funds as specified.

- a. Identify the revenue and funding sources for the proposed program or unit (i.e., federal, state, other funding sources).
- b. If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment), explain where these resources will be coming from. Specify whether internal reallocation, college, institution, federal, state, private, or other funding sources. [Note: Deans/chairs/heads/directors of units committed to providing additional resources will be required to sign the proposal.]
- c. Provide an estimated annual budget for the proposed program or unit (see Appendices).

As described above, the program has received a small stipend (for \$5,000 to \$10,000 annually). The graduate school will be able to reallocate these funds to productive programs.

6. Relationship of the proposed unit to the institutional mission.

- a. How will the proposed program or unit support OSU's mission and goals?
- b. Describe potential positive and negative impact of the proposed change on the program(s) or unit(s) involved. Identify other OSU programs or units which may be affected, and describe the potential positive and negative impact on their mission and activities.

The termination of this program will have little effect on OSU's progress toward fulfilling its mission and meeting its goals. During the past 10 years, eleven students have enrolled in the Plant Physiology Graduate program. Most of these students have been international. Future students can obtain similar training in other graduate programs. Instructional needs in plant physiology will continue to be delivered through many departments. The group mentioned in 3. a. will continue to work to ensure a the breadth and depth of plant biology courses (including plant physiology) are delivered at OSU.

7. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

Not Applicable

8. Relationship of the proposed unit to programs at other institutions in the state.

- a. What is the current relationship of the proposed program or unit to OUS and other higher education institutions in the state? Describe how this relationship might be altered based on the proposed change.
- b. Describe how the proposed change will affect other constituencies outside of OUS.

Not Applicable

9. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

Not Applicable

ATTACHMENTS

1. February 02, 2004 Letter from working group recommending program termination
2. April 05, 2004 E-mail from Sally Francis indicating agreement among the respective deans to eliminate the program.

Attachment 1.

Status of Graduate Instruction in Plant Physiology at OSU

February 2, 2004

Working Group: Barbara Bond
Charles Boyer
Stella Coakley
Barbara Gartner
Glenn Howe
Russell Karow

Contributors: Kermit Cromack
Paul Doescher
Les Fuchigami
Mark Harmon
Robin Rose
Richard Waring
Adam Taylor (Ph.D. student)

Overview:

The status of plant physiology as a discipline has changed both at Oregon State University (OSU) and elsewhere over the past couple of decades. In the 1970s and 1980s, a large number of faculty in three colleges (Science, Agriculture and Forestry) taught courses and/or conducted research related to plant physiology. When the Plant Physiology Program was established at OSU in 1987, it filled a need for coordinating the offering of a graduate degree in this area. With the establishment of the Molecular and Cellular Biology Program in 1991, many recently-hired faculty and students found that program a better fit for their interests. In recent years, most of the faculty originally associated with the Plant Physiology Program have retired or changed positions, and most of those positions have either been eliminated or re-defined. Individual departments have adjusted to these changes, but the impacts of the collective loss of faculty and courses on the institution as a whole have not been considered. In a memorandum dated September 10, 2003, Dr. Sally Francis invited a group of interested faculty and department heads to consider these impacts. Dr. Francis posed three questions:

1. What role is there at OSU for a formal plant physiology graduate program?
2. What faculty strength is needed in plant physiology? What research needs does it serve?
3. How can plant physiology expertise (both teaching and research) be coordinated across departments?

A six-member working group (named above) met on Oct. 17, 2003 to share information and formulate responses to Dr. Francis' questions, and this report summarizes the consensus of that group. In addition, several others (also named above) contributed perspectives via email messages or conversations with members of the working group, and where possible the report incorporates their input.

What role is there at OSU for a formal plant physiology graduate program?

The working group recommends eliminating this degree program. The program has not had a budget since about 1995 and has had no active recruitment of students for many years. Since the retirement of

long-term director, Pat Breen, it has had no leadership. Five of the ten "core" courses in the program are no longer offered due to faculty retirements and reassignments.

One criterion of a valuable program is whether it is attracting high-quality graduate students that would not have come to OSU otherwise. Since the Plant Physiology program was initiated more than 15 years ago, three M.S. students and ten Ph.D. students have graduated from the program. Four Ph.D. students are currently enrolled. At least three of the Ph.D. graduates were already committed to graduate work at OSU before they opted to add or change to the program. Although three international students came to OSU specifically because of the program, it appears that the primary incentive for most others to come to OSU was a particular research group, professor, or research opportunity. The Plant Physiology program has been a good option for these students, but not a decisive factor in their coming here.

Research priorities at national and local levels change over time as questions are answered in one arena and urgent questions arise in others. Plant physiology no longer holds the separate research prominence it once held as a stand alone discipline. Indeed, the American Society of Plant Physiology renamed itself the American Society of Plant Biology (ASPB) in the late 1990s in recognition that plant physiology was a cornerstone to the broader discipline of plant biology. There remains a critical need to provide graduate-level education in plant physiology and related areas to support emerging research areas in many aspects of plant biology. Although the working group recommends eliminating the degree program in plant physiology, we think it is critical to the mission of the university to maintain high-quality opportunities in graduate education in plant physiology and related areas. This is described in more detail below. There is value in maintaining the group identity of an interdisciplinary teaching/research program in plant physiology or the broader area of plant biology to support the teaching and research mission at OSU

What faculty strength is needed in plant physiology? What research needs does it serve?

Graduate instruction in some aspect of plant physiology is either required by or desirable for & following programs:

A. Existing graduate programs

- Bioresource Engineering (Water related)
- Botany and Plant Pathology
- Crop Science (Cereal Breeding and Genetics, Crop Physiology, Crop Production, Forage and Pasture Management, Hop Breeding and Genetics, New Crops, Oilseed Crop Breeding and Genetics, Potato Production, Seed Physiology, Seed Production and Technology, and Weed Science)
- Horticulture
- Rangeland Resources (Ecology of Rangelands, Physiological Ecology, Range Improvement, Range Nutrition, Riparian Zone Management, Watershed Management)
- Forest Resources (Silviculture)
- Forest Engineering
- Forest Science (Silviculture, Tree Physiology, Forest Ecology, Forest Genetics)
- Environmental Science
- Civil Engineering

B. Pending interdisciplinary programs. (These programs are all in some stage of development. However, the fact that they are being considered as formal programs suggests these areas are recognized as important, emergent synthesis areas that have strong support at OSU).

Global Change Biology

Restoration/Conservation Ecology
Water Resources
Plant Breeding/Genomics

The Departments of Crop and Soil Science, Horticulture and Botany and Plant Pathology are currently offering courses in plant physiology for their graduate programs, although course offerings have been severely reduced. In other units (for example, the Tree Physiology option in Forest Science), lack of appropriate courses is problematic.

The instructional needs of these programs vary widely. When the working group tried to define the "core" areas of plant physiology that should be covered in graduate instruction to support these varied programs (i.e., to answer directly the question "what faculty strength is needed..?", they concluded that the chapters of good, current plant physiology texts provide a good framework for instruction. There are certain sub-disciplines, such as plant water relations, that are notably lacking in current course offerings yet critically important to many of the programs listed above. However, a "quick fix" of identifying one or two key courses is unlikely to solve underlying problems in the long run. What's needed, we decided, is a new model for graduate instruction: a series of graduate-level "service" courses that are developed and offered as a cohesive unit, supported by administrators and taught by faculty from multiple colleges.

How can plant physiology expertise (both teaching and research) be coordinated across departments?

We currently have the expertise at OSU and associated institutions (EPA, Forest Service, etc.) to teach the courses in plant physiology that are necessary for top quality graduate programs. However, this expertise is spread across colleges and departments - most programs and departments do not have the expertise to offer the courses they need internally, and even if they did, enrollments would be too low to sustain the courses. It is also critical to recognize that OSU faculty are already stretched and stressed to their limits. It is not realistic to consider asking faculty members to teach additional courses. If new courses are added, something else must be taken away.

As one member of the working group said, "We need unique approaches to do more with less and without adding stress". With this in mind, the working group proposes a new model for offering graduate courses that would involve collaboration among the Colleges of Agricultural Sciences, Forestry and Science, including several departments within each College. Here we offer only an outline of this model.

A modular approach for graduate instruction in Plant Physiology at OSU. We propose teaching plant physiology as a set of modules that can each be taught within a three-week period for one credit. The courses would all be offered at a specific time (MWF 9-10, for example). Instructors for the courses would come from many departments. Although the topic of each course would be very specific, each course would be designed to be relevant to graduate students from a variety of backgrounds and disciplines. It would be possible to offer students options among similar alternatives (for example, "plant responses to fertilizer" and "biochemistry of nutrient assimilation"). Although some of the courses could be required as prerequisites for others, they should be designed so that students could select only the courses they need for their programs. At the same time, they should be developed so that there is a level of connectivity among them all. Use of a common text could help in this regard.

One advantage to the 1-credit, modularized format is that it may be possible to take advantage of "non-traditional" teaching resources, such as visiting scientists, advanced graduate students, and adjunct faculty. As one example, Dr. Rick Meinzer, a USFS tree physiologist from the Forestry Sciences Laboratory in Corvallis, has expressed interest and willingness to contribute to such a teaching program. However, careful, ongoing management would be needed to maintain continuity and quality of the teaching. This will require the commitment and support of department administrators and faculty within the plant sciences from across the university.

Examples of possible topics for these modules include the following (no particular order is intended except for the first):

Basic overview of plant physiology
Herbicide physiology
Weed Science
Host/microbe/pathogen interactions
Photosynthesis

Attachment 2.

-----Original Message-----

From: Francis, Sally K.

Sent: Monday, April 12, 2004 1:27 PM

To: Coakley, Stella; Gartner, Barbara; Howe, Glenn Thomas; Karow, Russell

Cc: Bond, Barbara; Boyer, Charles; Bloomer, Sherm; Salwasser, Hal; Arnold, Roy G; Dutson, Thayne

Subject: Plant Physiology graduate instruction at OSU

Colleagues,

I'm writing to convey to you the outcome of the discussion among Deans Salwasser, Arnold, Bloomer and me regarding the future of graduate level instruction in the area of plant physiology at OSU.

We accept your recommendation to eliminate the Plant Physiology graduate degree program while ensuring that currently enrolled students can finish their degree as planned. We also accept your recommendation to charter a planning group that will become the core of a Graduate Faculty of Plant Biology that will be charged with developing the courses on various plant biology topics needed to support other graduate degree programs at OSU. As these degree programs are principally in the Colleges of Agricultural Sciences and Forestry, the two cognizant Deans will share joint responsibility for ensuring that essential courses are developed and offered in a manner that will meet the needs of current and future graduate students. They will coordinate this with other deans as appropriate, especially the Dean of the College of Science, and will maintain communication with the Dean of the Graduate School.

We invite you to serve as members of the planning group. The planning group for the Graduate Faculty of Plant Biology is charged to: a) organize a graduate faculty of plant biology; b) conduct a user needs assessment to determine what courses and topics are needed to support existing graduate degrees; c) assess the degree to which existing courses and faculty have the capacity to deliver the needed topics at the graduate level; and d) develop a delivery strategy to sustain capacity and fill identified gaps. That strategy may include the use of distance education, courtesy faculty, traditional courses, and/or modular courses as proposed in the February 2, 2004, report "Status of Graduate Instruction in Plant Physiology at OSU." The planning group will be co-chaired by Charles Boyer and Barbara Bond with the expectation the Dr. Boyer will guide administrative aspects of the strategy and Dr. Bond will guide course content and curricular aspects of the overall approach.

We expect to see the strategy by the close of Fall term 2004, including Category 1 proposals if needed.

We trust that you will be able to accept this assignment. Thanks very much for your continued excellent work on this very important matter.

Sally

GRADUATE COUNCIL MEETING

March 3, 2005

3:00pm, MU 213

Present: Pehrsson (co-chair), Steel (co-chair), Brown, Ciuffetti, Filtz, Francis, Koenig, Rettig, Rockey, Selker, Strickroth, Tadepalli, Unsworth, Waldschmidt

Absent: Bond, Pedersen

Guests: Gary Delander, Rosemary Garagnani

I. Approval of Minutes

The minutes from January 20, 2005, were approved as written.

II. Proposal from Pharmacy to allow a limited number of 7XX courses on a PhD program of study in specific degree programs

Theresa Filtz (Pharmacy) and Gary Delander, chair of the Department of Pharmaceutical Sciences, presented the following report/request to the Graduate Council:

Proposal: To allow up to 15 credits of 700 level--scientific and technical professional degree--courses in a Masters or PhD program of study.

Rationale: A critical shortage of research-trained health professionals is impeding the ability of health professional schools to attract and retain academic research faculty. Increasing the number of dual PharmD/PhD degree holders is one pathway to increasing the number of research-trained practitioners in academic health sciences. Demand for dual degree holders is high, supply is extremely low. To increase the appeal of the dual degree program, strategies must be developed to decrease the time from completion of the PharmD (4 years post-BS) and the PhD (~5 years post-BS) degrees from a minimum of consecutive nine years. Extant PharmD/PhD programs attempt to compress this timeline by allowing for the inclusion of PharmD courses in PhD programs of study and vice versa, using summer sessions to initiate research while between PharmD training years, and focusing research on clinically relevant topics (see Appendix I, programs of study for dual degree programs at Colleges/Schools of Pharmacy).

Additionally, the NIH is placing increased emphasis on translational research, i.e. research with applicability to solving human health problems, requiring some appreciation of clinical problems by basic science researchers. Biomedical PhD programs, including programs in pharmaceutical sciences, have always included training in medically relevant topics, e.g. human drug metabolism, drug action, drug development. Graduate PhD training in pharmaceutical sciences naturally includes overlap with topics covered in basic pharmacy sciences courses developed for PharmD professional students. For example, a pharmaceutical sciences PhD student concentrating in pharmacology would naturally take a year of Human Pharmacology (Drug Action) as

part of standard coursework. At other Universities, pharmacology PhD students frequently take this course alongside medical, pharmacy, dental or other health professional students in the same classroom.

To better develop a PharmD/PhD dual degree program at OSU, and to simplify overlapping course offerings for PharmD pharmacy professional students and PhD pharmaceutical sciences students, we are proposing to allow PhD students in pharmaceutical sciences to include 15 credits of 700 level pharmacy professional courses on their graduate programs of study. A proposed concurrent PharmD/PhD degree program description is included in Appendix II.

In relation to the outcomes expected of PhD training in pharmaceutical sciences (Appendix III), the 700 level courses will aid in fulfilling outcome #1, requiring that doctoral students acquire and understand a substantial body of knowledge which is at the forefront of studies in pharmacology, natural products chemistry, bio-organic chemistry, pharmaceuticals, drug metabolism, or drug toxicity.

The learning objectives associated with 700 level courses in the college of pharmacy are, we feel, of a sufficient rigor to comprise a graduate level learning experience. The stated characteristics of a 500 level graduate course (from the OSU Graduate catalog) are: 1) They require upper-division prerequisites in the discipline. 2) They require an extensive theoretical base in the discipline. 3) They increase or re-examine the existing knowledge or database of the discipline. 4) They present core components or important peripheral components of the discipline at an advanced level. Courses in the PharmD curriculum meet these requirements in various ways. The PharmD program requires upper-division prerequisites (See Appendix IV, Prerequisites for entry into the PharmD program). For example, either 400 level Physiology or 400 level Biochemistry is a pre-requisite for entry into the professional program and are prerequisites for the Phar 752, 753, 754 series, Pharmacology and Medicinal Chemistry. Pharmacy professional students are expected to integrate prior knowledge from multiple disciplines including physiology, chemistry, biochemistry, cell biology, and statistics. They are required to synthesize information from primary sources and evaluate drug choices based on principles. The courses present drug information at the cutting edge of current knowledge and challenge students to anticipate future advances in the field. One caveat of many 700 level pharmacy courses is that they are often large, with 80 students present. Therefore, we would suggest limiting the number of 700 level courses on a graduate program of study to 15 credits. Additional 500 level coursework and thesis research would address the remaining outcomes revolving around techniques and research project development and completion.

John Selker (Agricultural Sciences) suggested that, if 7XX courses are to be approved for use on graduate programs, they should be subjected to the Category II review process, which is used to gain approval for any other graduate course. Sally Francis (Graduate School) questioned the use of an asterisk if the courses were submitted as 400/500 courses because of the confusion about the role of a 400* course. Lynda Ciuffetti (Science) asked whether it would be appropriate to create 500/700 slash courses to avoid confusion about the role of the course in undergraduate education.

Dan Rockey (Veterinary Medicine) pointed out that his college, which uses 7XX courses for the Doctor of Veterinary Medicine (DVM) degree program, shares the interest of the College of Pharmacy in the use of selected 7XX courses on a graduate program of study.

The main question explored during the discussion was whether the Pharmacy 700 level courses meet the rigor required for graduate level learning. Filtz and Rockey argued that this is not the point. Professional (7XX courses) are more advanced and demanding than undergraduate courses, but they have a fundamentally different character from courses designed to prepare a future researcher.

Some confusion arose about the current policy toward use of 4XX courses on a program of study. Ciuffetti explained that allowing 7XX courses on a graduate program, especially if they are available for credit to students who have not yet completed a bachelor's degree, could confuse the very difficult issue about the use of 4XX courses (not permitted) and the use of the 5XX component of a 4XX/5XX course, which will be limited to 50% of a student's degree program beginning Fall 2005.

Rockey asked whether Veterinary Medicine would be required to submit already approved 7XX courses through the category II process before they could be used on a graduate program of study.

Dale Pehrsson (Education) noted that the description of professional courses as not meeting graduate program requirements was very hard to grasp because the coursework is both advanced and very demanding. "Rigor" does not appear to be the appropriate criterion to judge whether a 7XX course is appropriate for a graduate program of study.

Mary Strickroth (Graduate School) asked whether the fee structure affects the use of 7XX courses. Delander replied that the students who are concurrently pursuing either an undergraduate or graduate degree are considered PharmD students until completion of that degree. They then may become PhD students. He noted that the last two years of the PharmD degree do not take place on the Corvallis campus.

Francis said that some time would be needed to analyze how 700 level courses approved for the graduate level would be designated in university records. Delander expressed a sense of urgency for approval of their request, citing the effect the decision will have on current dual degree students and on the ability of the College to recruit new students.

Ciuffetti asked whether two designations could be given to the same course: 500 level for graduate studies and 700 level for use in a PharmD program. Delander opposes dual numbers because of scholarship ramifications and the blurring of lines between a professional degree program and a graduate degree. He strongly believes that the university is confused about professional degree programs. He believes that the Council does not understand what they are and what their rigor is. A 700-level course would be more demanding than a 500-level course with the same name. The approach to learning is different.

Rockey thought the conversation was constructive and recommended that whatever is approved for Pharmacy also be approved for 7XX courses in Veterinary Medicine.

Filtz noted that many PharmD courses are not appropriate for doctoral programs of study. She indicated that the College of Pharmacy would be willing to designate about 10 courses and provide them for review by the Graduate Council for use on graduate programs of study. She indicated that graduate students in the Pharmacy graduate degree program need to take some 700 level courses as foundation for their ability to function as researchers in their discipline. She also agreed that it is appropriate for Pharmacy graduate students to take courses outside their program of study.

Selker expressed appreciation for the argument that some courses that are mandatory for professional pharmacists are not necessary for pharmacy doctoral students.

Pehrsson asked how the similarities and differences in courses that are professional (but not graduate) and those that serve both purposes relate to the Council's discussion of what constitutes a true graduate education/experience.

Filtz said that she is interested in the Council's assessment of the 7XX courses. They are not similar to undergraduate educational experiences. At the same time, these courses do not provide necessary experiences for doctoral students who do need quite different courses. Those small, research-focused courses should be designated 5XX or 6XX and should play an important role in doctoral programs of study. She added that Pharmacy wants to provide legitimate recognition that some courses can be completed by two different groups of students—Pharm D and PhD students—and that these courses can apply to either or both Pharm D and PhD programs.

Pehrsson described the Category II process, in which a course is submitted by a department, reviewed by an academic college, reviewed by the Graduate Council, reviewed by the Curriculum Council, and finally reviewed by the director of Academic Programs. Bruce Rettig (Graduate School) suggested that, because all the 7XX courses have already been approved, the decision of approving some of them for use on a graduate program of study could be made by the Graduate Council.

Selker proposed that the Graduate Council approve the courses that successfully go through the category II proposal process for graduate level use, with no change in the number of credits. Ciuffetti asked whether the Council was discussing the use of some of these courses for PhD programs in Pharmacy and Veterinary Medicine or whether it intended to allow the courses to be used on any graduate program of study. Filtz supported Selker's proposal that the courses should

be accepted in other programs, if approved by a graduate student's advisory committee. Rockey agreed with this proposal with the understanding that 15 credits should be the maximum allowed. Ciuffetti noted that the proposal to allow any graduate student to use 700 level courses on a program of study is different from the original proposal submitted by the College of Pharmacy. She indicated that she had not thought through the ramifications for graduate degree programs other than the PhD in pharmacy.

The Council approved a motion that 700 level courses that successfully go through the category II proposal process be accepted as graduate level for programs of study.

III. Status report on European three-year degrees

Rettig offered two recommendations to the Council for their consideration:

- (1) Postpone consideration of admissions policy changes for this year year to allow informed discussion to take place by professionals who are more fully informed on the changes and their impact on U.S. graduate schools.
- (2) Ask the Office of Admissions to collaborate with any departments or programs that may receive an application from a student with a three-year European bachelor's degree.

He based these recommendations on the following premises:

- (1) Current European degrees are highly diverse, just as they are in the U.S. This is why our Office of Admissions relies on detailed guidance from the national association of admission professionals to advise us on what is equivalent to a four-year U.S. bachelor's degree.
- (2) This diversity is likely to continue, requiring us to rely on updated information from the professional associations to which Admissions, the Office of International Education, and the Graduate School belong. The Council of Graduate Schools had a useful discussion, which Mary Strickroth summarized for the Council committee. The organizations to which Admissions and OIE belong (AACRAO and NAFSA) have meetings this spring that include multiple sessions on this topic.
- (3) There is a lag from the time that the professional associations conclude the appropriate way to handle new credentials to the date when the professional reference literature is revised.
- (4) The uncertainty about this issue and the fact that many of our peers are not revising their admission requirements from Europe just yet suggests that we should delay any action to change university policy. Recent examples of no change are found at the University of Washington at http://www.grad.washington.edu/admissions/intl/pep_definition.asp and at Stanford University at <http://gradadmissions.stanford.edu/information/international.html>
- (5) The very tight focus on a specific course of study in many European universities means that the students will have mastered a subject thoroughly at the end of three years, but they may not have sufficient breadth to pursue a degree unless it is closely related to their area of study. For example, someone with a three-year degree in Physics from a strong European university should be well prepared for MS and possibly PhD work in physics in the U.S., but may have substantial problems crossing over into a different field of study such as a biological science without additional undergraduate preparation.
- (6) The discussions in Europe suggest that many agencies and employers are not convinced that a

three-year degree is sufficient for employment. It is not unreasonable to believe that initial graduates of three-year degrees are most likely to continue for a European master's degree.

- (7) If any students do apply, our Admissions Office is prepared to partner with academic programs and departments to make exceptions while waiting for sufficient information to make complete policy changes.

Brent Steel (Liberal Arts) added that the amount of learning currently present in European degrees varies significantly from country to country. Pehrsson noted that the emergence of three-year bachelor's degrees in Europe is related to a trend in Europe to improve the accountability of higher education and insure conformity to a minimum standard. Rettig said he understood that the apparently narrow focus of many European higher education programs may require OSU programs to provide for additional background if a European student or OSU wishes to add breadth to their education or change areas of study.

Dan Brown asked how the changes in higher education in Europe would affect OSU degree programs with large international student populations. Rettig noted that several of the international students at OSU now come as participants in exchange programs. Some of them choose to continue for an OSU degree and some of them return later for an OSU degree. Brown agreed that exchange opportunities are useful, but that international students make up an important part of some graduate majors including his own (Electrical and Computer Engineering).

Strickroth understood that some universities in Europe would graduate students with the new three-year European degrees this year, but that parallel tracks/degrees, such as the German diplom, will remain available until the new degrees are fully implemented and widely accepted by employers.

Rosemary Garagnani (Associate Director of the Office of Admissions for Operations) said that her unit expects to have a better sense of direction after the AACRAO and NAFSA meetings this spring.

Rettig shared his perception that the commitment to these new degrees by administrators in Europe has not always been accompanied by additional funding. Therefore, making these new degrees operational may be a challenge at many universities. Selker reported that he heard much excitement and commitment to the new degrees when he was in Switzerland recently. He is convinced that many U.S. universities will be accepting these students eventually.

Strickroth said that there is resistance to the new degrees in Germany because the Germans believe their educational system, including design of degrees, is doing very well in its current form. But, they have also said that they will adopt the new degrees.

The Council decided to proceed as Rettig recommended: to defer changes in policy until additional information is available and to ask Admissions and the Graduate School to work with any department or program that receives an admission application from someone with a three-year European bachelor's degree to determine eligibility for admission.

Appendix I to the Pharmacy Proposal:

1. University of Michigan College of Pharmacy

PhD programs of study include 15 extradepartmental and 12 intradepartmental credits. A typical PhD degree in Pharmaceutical Sciences may include 9 credits of coursework in the PharmD curriculum.

2. University of Florida College of Pharmacy

16 credits from the PharmD curriculum are allowed on the PhD program of study

3. University of Texas at Austin

No specific number of semester hours required for a PhD program. PharmD and PhD course numbering overlaps

4. University of Utah College of Pharmacy

Joint PharmD/PhD program has 20 credit hours counting towards both degree programs

5. Washington State University College of Pharmacy

A PhD degree program may include 9 credits of non-graduate coursework (out of 32 required didactic credits)

6. University of Houston College of Pharmacy

Upper level undergraduate and professional courses (5000 level) may be applied to the PhD program of study upon approval of the Department Chair. No limit stipulated.

7. University of Michigan College of Pharmacy

Several PharmD courses count towards the PhD degree program

Other PharmD/PhD programs with indeterminate cross over policies

University of Maryland School of Pharmacy

UC San Francisco School of Pharmacy

University of Southern California

Appendix II: College of Pharmacy Pharm.D./Ph.D. Program

The College of Pharmacy Pharm.D./ Ph.D. degree is offered to students seeking to utilize an understanding of the pharmaceutical sciences and contemporary pharmacy practice to broaden perspectives brought to investigations in biomedical research. The dual degree program fully explores patient care aspects of a professional degree, while preparing students to address critical questions that will advance scholarship in fundamental research. The ability to design and analyze foundational research that addresses pressing patient care issues is critical as we attempt to advance healthcare quality in the future.

General Requirements for the combined degree program:

- Completion of a B.S. or B.A. degree.
- Admission into the professional Pharm D program.
- Acceptance into the graduate program of one of the disciplines (pharmacology, medicinal/natural products chemistry, pharmaceuticals/biopharmaceuticals) in the College of Pharmacy through the OSU Graduate School.
- A cumulative 3.0 GPA in all graduate level courses and all professional courses attempted.
- Satisfactory review of performance for continued enrollment in the Pharm.D. / Ph.D. program each academic year.

General Curricular guidelines:

The combined degree program is designed to facilitate sequential completion of the Pharm.D. and Ph.D. degrees. As noted below, typically students can anticipate completion of the Pharm.D. degree within 5 years and completion of the Ph.D. degree within an additional 2-4 years. The exact length of time required to complete the Ph.D. is dependent, in part, on the nature and success of research conducted. Application for admission to the Graduate School should be initiated immediately upon being accepted into the professional program.

Professional Program curriculum

P1 and P2 years (1st and 2nd year of program):

Students are enrolled in the traditional professional curriculum. Several professional didactic courses can also be used for partial fulfillment of didactic components of the graduate program of study.

Experiential courses (or waivers) required before entering the P3 year should be completed by the end of summer following the P2 year.

P3 year:

Students enroll in the traditional professional curriculum during the P3 year.

- a. Before enrolling in the P3 years it is expected that the student will have completed 3 research rotations. Two options are provided for completion of the research rotations.
- b. Students may complete research rotations (6 weeks, full-time) in the summers before and after the P1 year, and after the P2 year.
- c. Students may complete research rotations during the academic year (10 weeks, part-time) following their P2 year. This will delay enrollment in the P3 until the following year (year 4 of the student's overall program).

P4 year (Experiential rotations):

The professional curriculum requires five patient care clerkship rotations and two elective rotations. Typically, the Director of Advanced Experiential Education will work with students to schedule patient care rotations in Blocks 1 – 5 allowing completion of these rotations by the end of January. The student will begin research in support of their Ph.D. program following completion of block 5. Research conducted during the first 12 weeks following completion of block 5 will be accepted as meeting requirements for completion of the two required elective rotations. Students should register for two elective clerkship rotations during this period.

The student, graduate advisor and Director of Advanced Experiential Education may collectively agree to extend the time period over which a student enrolls in and completes patient care clerkship rotations. The Pharm. D. degree will be awarded upon successful completion of all patient care and research clerkship rotations.

Graduate Program Curriculum

Students pursuing the Pharm.D. / Ph.D. option must apply to the Graduate School for acceptance into the graduate program upon notification of their acceptance into the professional program. Acceptance into the dual degree Pharm.D./Ph.D. program is contingent upon acceptance into the graduate program of one of the disciplines (pharmacology, medicinal/natural products chemistry, pharmaceuticals/biopharmaceuticals) in the College of Pharmacy.

Research Rotations:

Students are expected to select three laboratories that are engaged in research of interest to the student and complete a research rotation in each laboratory. As noted under the description of the professional curriculum, these rotations can be completed in summers, beginning as early as the summer before beginning the professional curriculum. Alternatively, a student may choose to spend the academic year following the P2 professional year completing research rotations. This will delay enrollment in the P3 until the following year (year 4 of the student's overall program). Regardless of the method used to complete research rotations, students are expected to select a graduate advisor and laboratory by the end of their third year in the College of Pharmacy

Didactic coursework:

Specific courses required for the Ph.D. degree are negotiated between the student, the graduate mentor, the College Graduate Studies committee and, when selected, the student's Graduate Program committee based on the student's research interests. Several courses within the professional curriculum may be accepted as partial fulfillment of didactic course requirements. (For example, the lecture sections of Foundations of Drug Action, PHAR 735, meet concurrently with Phar 590, which is required of all graduate students and would be accepted in lieu of Phar 590.) Pending University approval, a total of 15 credit hours of 700 level courses may be included in the graduate program.

Courses completed in fulfillment of graduate degree requirements may be completed at any time. It is important to note that professional program course requirements are substantial and it will likely not be reasonable to add graduate level courses to a full professional course load*. Most graduate level courses, that are not also professional courses, will be completed following completion of the professional curriculum. Students that choose to complete research rotations during the third academic year are expected to use that year to complete some graduate level courses

*(*If a student has already completed physiology and biochemistry before admission to the professional program, they are strongly encouraged to pursue additional graduate level courses during the first professional year)*

Graduate Committee and Graduate Examinations

Students are expected to identify a graduate advisor and laboratory by the end of their third year in the College of Pharmacy. The graduate committee should be selected in the fourth academic year and a Program committee meeting should be held before the start of the fifth academic year. Preliminary examinations should be completed within one quarter of completing didactic coursework (usually before or early in the sixth academic year).

Thesis Research and Completion of Ph.D. degree

Students are expected to commence thesis-related research immediately upon selecting a graduate advisor and laboratory. It is understood that requirements for successful completion of the professional program may severely limit the time available for a student to work on thesis-related research. While completing professional program requirements, however, the student should meet regularly with their graduate advisor, attend laboratory meetings when possible and conduct preliminary experiments. The student's research goal, while completing the professional curriculum, should be to become current in their chosen area of research and identify a general thesis topic.

Completion of the professional degree should be followed by a full time commitment to thesis-related research on a topic developed while completing the professional degree. Students will conduct research under the direction of their graduate advisor and defend their thesis at an

appropriate time, as determined by their graduate advisor and graduate committee. It is anticipated that most students will be engaged actively in research for approximately two years following completion of their preliminary examination. The Ph.D. degree is awarded upon successful defense of the student's thesis.

Financial Aid

Students are eligible for graduate teaching or research assistantships only during years in which they are primarily engaged in activities related to completion of their Ph.D degree. Alternative funding mechanisms may be available to assist students during the periods in which they are completing research rotations. Students will be eligible for professional student scholarships before receiving the PharmD degree.

Outcomes for a PhD degree in pharmaceutical sciences

1. Acquire a substantial body of knowledge which is at the forefront of studies in pharmacology, natural products chemistry, bio-organic chemistry, pharmaceuticals, drug metabolism, or drug toxicity

Metrics: Successful completion of required and optional didactic coursework
Successful completion of oral preliminary exam

2. Conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of pharmaceutical sciences,

Metrics: Successful completion of research proposal for preliminary exam
Acceptance of research thesis topic by thesis advisory committee
Number of internal and external predoctoral grants applied for and obtained

3. Understand, apply and modify current techniques for discovery research

Metrics: Participation in seminar series, works-in-progress monthly meetings and journal clubs
Successful completion of three semesters of research rotations in pharmaceutical sciences

4. Create and interpret new knowledge, through original research, of a quality to satisfy peer review, that extends the forefront of the discipline.

Metrics: One or more first author manuscript publications or patent applications prior to graduation

5. Effectively communicate research findings in oral form

Metrics: Satisfactory yearly presentations at the annual College of Pharmacy retreat alternating oral and poster presentations every other year, reviewed by peers and faculty

Participation in monthly works-in-progress seminars within the College

5. Gain employment of choice in the field of pharmaceutical sciences

Metrics: Number of graduates employed in pharmaceutical sciences

Pharm.D. Program Prerequisites

(Required Pre-Pharmacy courses for admission into the Pharm.D. Program)

Below is the list of the pre-pharmacy courses that need to be completed prior to the beginning of fall classes in the professional program. A bachelors degree is not required for admission to the Pharm.D. program. However, students must earn a bachelors degree prior to entering their third professional year. A path to earn a B.S. degree in general science from Oregon State University has been developed in cooperation with the College of Science.

Quarter credit hours

Course Name

OSU Course (Credit Hours)

General Chemistry/lab for science majors
CH 221 ,222 ,223 (15)

Biochemistry for science majors**
BB 490 ,491 ,492 (9)**

Organic Chemistry/lab for chemistry majors
CH 334 ,335 ,336 , 337 (12)

General Physics/lab for science majors
PH 201 ,202 ,203 (15)

Principles of Biology/lab for science majors
BI 211 ,212 ,213 (12)

Writing I
WR 121 (3)

Cell and Molecular Biology
BI 314 (4)

Writing II
Choose one: HC 199, PHL 121, WR 201, WR 214, WR 222, WR 224, WR 241, WR 323, WR 324, WR 327, WR 330, WR 341 (3)

Microbiology/lab for science majors
MB 302 ,303 (5)

Speech
COMM 218 (3)

Calculus for health sciences or business*
MTH 241 or 251 (4)*

General Economics (micro or macro)
ECON 201 (4)

Principles of Statistics
ST 201 (3)

General Psychology
PSY 201 (3)

Human Physiology for science majors** or
Z430 ,431 ,432 (12)**

Current CPR & First Aid cards ***

* Total of 12 hours math recommended (may include MTH 111, 112 and/or CS 101 or ST 201) plus calculus.

** Students may either choose to take a year long lecture of upper level human physiology for science majors or a year-long, upper division biochemistry course for science majors. Courses from community (2 year) colleges are not acceptable. You must complete both physiology and biochemistry prior to entering your second professional year.

*** Applicants must be certified in First Aid and CPR. Course can be taken at a community college.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 20, 2005 Minutes

Graduate Council

January 20, 2005 Minutes

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rettig, Rockey, Strickroth, Tadepalli

Absent: Brown, Selker, Unsworth, Waldschmidt

Guests: Barbara Balz, Tom McLain

1. Applied Anthropology Follow-Up Review Report

Tom McLain (Wood Science and Engineering) introduced the following report, which he and Martin Fisk (Oceanic and Atmospheric Sciences) prepared after their visit with John Young, chair of the Anthropology Department.

Oregon State University

Review of the Degree of Master of Arts in Applied Anthropology Follow-up Report

November 2004

Background

In Fall 2002, an OSU Graduate Council Review Team conducted a formal review of the MA in Applied Anthropology (MAAA). The team report that was accepted by the Graduate Council recognized that the MAAA was a strong program, but also included recommendations for change and improvement. On November 4, 2004, Martin Fisk and Thomas McLain met with John Young, Chair of the Department of Anthropology, to discuss actions taken with the recommendations. This report summarizes that discussion.

Actions on Key Recommendations

Since the Review Team visit, the Anthropology department has focused on developing a new degree program leading to a PhD in Applied Anthropology. This has been a significant effort that may have taken precedent over addressing some of the key recommendations of the Review Team related to the MAAA. The PhD program was approved in April 2004, but the commitment of necessary resources from the Dean was not secured until October.

Recommendations in the report that were discussed during the follow up visit are presented here followed by the response of John Young in *italics* and non-italicized commentary by the authors.

1) Fixed term staff - The department must establish the credentials of instructors of graduate courses by providing the Graduate School and the Graduate Council with these credentials, and obtaining approval for them to teach graduate level courses. The department should maintain current resumes of these teaching staff. ***Most courtesy faculty teaching graduate courses have departed. Those remaining have graduate faculty status*** (this was not independently confirmed).

2) Program of Study - Curriculum Multiple level courses 3xx/4xx/5xx should be eliminated immediately regardless of actions taken by the Graduate Council in this matter. ***The 3xx/4xx/5xx courses have been eliminated.*** The online catalog, however, still lists 31x and

51x courses with identical titles. This error needs to be corrected.

3) Reduce the number of required courses, especially in the World Culture (51x) series, to provide faculty more time for research and other scholarly activities. ***The courses are still in the catalog, but they are not required in the major.*** The review team wonders if the goal of reducing teaching load has been accomplished if the courses remain in the curriculum at the undergraduate level. It is not clear that this change will allow more research for faculty which was the original intent of the recommendation.

3) Program of Study - Thesis The magnitude of student debt should be reduced. Two actions are suggested to do this. The faculty should be more proactive with grantsmanship to help provide greater financial support for students. Faculty should actively manage and monitor student progress, in concert with the continuous enrollment policy, to reduce the post coursework lag in degree completion. ***Greater success with grantsmanship by some faculty has been achieved.*** We could not assess if that significantly increased student financial support.

Determine the impact of the new continuous enrollment policy on the time to completion and percent completion of MAAA degrees and identify strategies to mitigate negative effects. ***No apparent action-probably too early to do so.*** There is no central monitoring of student progress, nor has an assessment of the impact of the continuous enrollment policy been made and it may be too early to tell if continuous enrollment is impacting the length of time to degree. The department will appoint a Graduate Program Coordinator next year-this position will be charged with monitoring progress. Anecdotaly, there may have been some cutting of corners by students to quickly finish degrees in order to avoid paying additional tuition and fees

Thesis topics should be selected by the end of the third term, and coursework or seminars should be provided to facilitate this. ***This still remains a goal. Thesis topic selection is potentially addressed in two courses (Theory and Research Design). The department does not monitor this centrally but leaves that to the major professors. This may be a responsibility of the Graduate Program Coordinator position.***

4) Administration Develop a departmental governance system. Students need to be involved in planning of curriculum, hiring, admissions, recruiting and other departmental business, where their voice would add value to faculty decisions. ***We think that this recommendation was intended to address the lack of student involvement in departmental governance. A graduate student representative has been appointed to attend faculty meetings. The student does not participate in other department governance. A group of students was involved in a recent faculty search with some success. The department does not plan to include students in admissions and business decisions.***

Clarify the role of courtesy, adjunct, and extension faculty in the department. ***Most courtesy faculty have departed. New graduate faculty have been added as a result of the PhD proposal. Those are not yet identified on the department web site or in recruiting literature due to the timing of the decision to move the PhD program forward.***

5) Facilities Upgrade student facilities with internet access and telephones. ***Student office spaces have been renovated, limited computer (three computers) access is available during office hours. The department attempted to add wireless access system but that has not been successful so far. No telephones have been added to student offices.*** The review panel sees limited effort to increase the integration of students into the departmental activities since the review team visit.

Find a venue to promote the department with displays of current work and material of anthropologic interest. ***No apparent action. There may be a site developing in downtown Corvallis that may be appropriate for this.***

Additional Recommendations

A) Program of Study - Curriculum Stage more courses over a two year cycle to allow separation of graduate and undergraduate courses. ***No apparent action but this may result from other changes.***

Courses in contemporary poverty, project management, and thesis selection should be

considered for addition to the curriculum once the number of graduate world culture courses is reduced. ***No apparent action. Some of these recommendations have been, and will be, addressed as the PhD program unfolds.***

B. Recommendations for Ph.D.

The faculty should develop a strategic plan for establishing a Ph.D. program to include:

1. A staffing plan to fill the growth needs and replace retiring faculty.
2. A draft curriculum that fulfills the needs of the M.A. and Ph.D. programs.
3. Establish greater national recognition for its graduate-level programs by increasing the level of grant funding and refereed and peer-validated scholarship.
4. A plan for improved facilities.
5. A plan for reducing student debt.
6. A departmental management plan.

Some of these may be addressed through the implementation of the PhD proposal with the first students to be admitted in Fall 2005.

Final Comment

Since the MAAA Review Team visit in 2002, the Department of Anthropology has added a new set of challenges with approval to create a new PhD program. Perhaps as a result, the department's responses to the recommendations of the Review Team were not fully satisfactory. We conclude that concerns about the program remain, and that the issues identified in the 2002 Review will make it difficult for the department to maintain and establish vibrant M.A. and Ph.D. degree programs.

Although John Young submitted a response to the follow-up report (see Appendix 1), Council members decided that their discussion should focus on the report written by McLain and Fisk.

Teresa Filtz (Pharmacy) asked whether a graduate program coordinator was ever appointed. McLain noted that the response from Young indicated that a coordinator was appointed. However, the person in place does not fulfill the vision suggested in the written response. McLain said that he and Fisk did not meet with the person identified by Young.

Lynda Ciuffetti (Science) asked McLain to comment on Young's statement that the Department of Anthropology does have a fully developed governance system and that Young does not understand why this was not apparent to the review team during both the review and the follow-up review. McLain said that the governance system was not well explained. When queried on the role of graduate students in governance, McLain said that Young described students as intensively involved in hiring and, to a lesser extent, in recruiting. Students are consulted on curriculum matters as needed and write articles for the departmental newsletter.

Barbara Bond (Forestry) appreciated the candor of the follow-up report and comments made in introducing the report. The report is good and should be approved. But, how can the Graduate Council get the department's attention? McLain said that he and Fisk did not get Young's attention during the follow-up visit and they do not sure why this was the case. Legitimate questions are left unanswered. Has the review process prompted positive change? The answer is unclear.

Brent Steel (Liberal Arts) said that some of the problems facing Anthropology are shared in Political Science and other departments on campus. Budget cuts have delayed faculty hiring. Plus, the large number of people who retired in recent years because of changes to the public retirement system may have increased faculty turnover. Young has retired and is working on a post-retirement appointment that may be ending in the near future. Perhaps he has a short time horizon that has reduced his interest in or ability to effect changes in the Department.

Dale Pehrsson (Education) asked whether Young should be invited to address the Council. Isn't that the normal process for a review report? Sally Francis (Graduate School) said that such a response is invited for the initial review, but not for follow-up reports. However, the Council could invite him if they so chose. Because the follow-up report is a fine product, the Council could approve it even if other actions are anticipated.

McLain suggested that the Council conduct a "follow-up to the follow-up" after a new chair is in place

for a short period of time. Ciuffetti supported that idea. Bond asked whether McLain and Fisk would be willing to do that additional review. Although McLain declined to answer that question, he did say that the upcoming implementation of the PhD program in Applied Anthropology would mark a good time for the review. The faculty in place are doing a huge amount of teaching with no slack capacity to take on the PhD program. The teaching load is worse now than it has been in some time.

Steel asked when the new PhD program would be reviewed. Francis said that reviews are required five years after a program is approved for delivery. But, with the delay in accepting students into the program, she was not sure when the review would take place.

Pehrsson suggested that the Council give a "heads-up" to the new department chair when the doctoral program begins. Concerns should be shared at the outset instead of waiting until the five-year review and then commenting on what is not going well. Bruce Rettig (Graduate School) reminded the Council of the excellent partnership between Dean Tammy Bray (Health and Human Sciences) and Carolyn Aldwin, the new department head in Human Development and Family Sciences. Dean Bray recruited Aldwin with the specific intent of enhancing graduate education and research in HDFS. The visit from Bray and Aldwin early Fall 2004 showed that this was an effective approach, which appears to be quite helpful in addressing issues in the HDFS review report. For similar reasons, Dean Kay Schaffer needs a thorough understanding of the concerns as she selects a successor to Young as chair. After Council members discussed alternative ways to share their concerns, Francis said that sharing these concerns is her responsibility; she will take the concerns to Schaffer.

Bond suggested that the Council needs a mechanism to put a stamp of approval on reports without showing support for the current operation of the program. Is that the Council's responsibility? Francis said under the new Program Review Guidelines review teams have the opportunity to comment on the strengths of programs including sharing its opinion on whether a program should continue.

Prasad Tadepalli asked McLain whether, after reading the written response from Young, are he and Fisk more satisfied with the progress made by the department than at the time of the follow-up review. McLain said that he continues to have concerns and said that Young did not do a particularly good job of defending his program.

Filtz asked whether the Council has the power to take any specific steps such as placing a program on probation. If not, what is the Council's role at this point? Francis noted that when a new program is being proposed, specific approvals are required. In the case of existing programs, the Council has great influence through faculty senate governance and through its written record-the minutes. She will definitely talk with Dean Schaffer. The minutes of this meeting will put the Council's concerns on record. This is normally the last step in the process until the next 10-year review.

Bond asked when the MAAA program would next come up for a review. If it suffers during the implementation of the PhD program, the Council might not know anything about this for several years. The Council continued to discuss the implications of alternative procedures for sharing concern and following up on steps to address concerns. Alternatives reviewed included a strong recommendation for immediate change, waiting for two or three years to allow new leadership to come in place and have an opportunity to effect change, and conducting a review between one and two years after leadership change,

Dan Rockey (Pharmacy) asked whether Young's response is part of the follow-up review report. Rettig suggested placing the follow-up report itself in the body of the minutes and appending Young's comments as an appendix.

After further discussion, the Council unanimously accepted the follow-up report as written by the review team.

Bond provided a second motion. First, another follow-up review should take place within one year. Second, the Council advises Dean Francis to meet with Dean Schaffer to discuss the Council's concerns and report back to the Council with the results. This motion also passed.

2. Approval of minutes

The minutes from from November 18 were approved as written.

3. Automated Checking of Prerequisites

Barbara Balz, Oregon State University Registrar, explained a new service that is being introduced for

course registration. Software has been installed that will allow an academic unit to block a student's registration if the student has not completed the prerequisites for a course. This process is currently being used on a pilot basis in two units in the College of Liberal Arts (CLA) and will be expanded.

The next steps come in two phases. The first phase will involve CLA courses. CLA will be asked to review all the prerequisites they previously stipulate and determine which ones they wish to enforce using the new system. An announcement will be issued from the Provost's office in February, followed two weeks later by an announcement from the Registrar's office asking that a list of the prerequisites be returned to their office no later than July 1, 2005. CLA units will identify which prerequisites will be enforced through the new system and which will be advisory (students will be allowed to enroll, but the prerequisite will alert them to the background needed to successfully complete the course). The responses will then be entered into Banner and the process tested for accuracy. One year from now (Winter term 2006), implementation will begin.

The second phase will include all other departments. Announcements will be sent to the university community soon. September 1, 2005 will be the deadline for departmental replies. Implementation will begin for units other than CLA, effective with early registration for Fall term 2006.

Departments would still have the option to list prerequisites in the catalog but not enforce them during registration. Departments need to be made aware that checking will occur only over courses completed within the student's study program. Graduate courses with undergraduate prerequisites will pose a significant problem in many cases. The checking process may block registration by students who have completed the prerequisites.

Bond noted that many courses use as prerequisites the wording "by approval of instructor." How will that work? Balz said that, if a unit wishes to require instructor approval, students will need to get the approval. A designated person in that unit then uses their BANNER access to override the system and allow the student to register. This will be a time consuming process for the instructor and office personnel that manage BANNER access. Bond continued by asking how the process will work with the new system. Can an instructor approve admittance, allowing the student to enroll? Balz replied that the system will work on an "all or nothing" basis. If the override is not in place on the system, the student can't register. If you decide you don't want the hassle during registration, the Registrar's office will not put it in as an enforced prerequisite. Each academic unit must review their prerequisites, course by course, and must use this new process judiciously. Exceptions can always be made.

Steel asked whether a course can be listed as an enforced prerequisite for undergraduates and as an advisory prerequisite for graduate students. Balz said that her office would work with departments on their logic. We can do logical operators such as "and" and "or" in various combinations, but such combinations must be coded for each course. The only thing the system can read is a course listed in the catalog. For example, a prerequisite of two years of Latin is not feasible. She also noted that this new effort has been motivated by departmental requests that prerequisites be enforced.

Balz agreed that this process would impact enrollment. Enrollment will go down in courses using the new system. That may be desirable, but we do not know. The decline in enrollment might be temporary for a couple of years at the undergraduate level. After two or three years, students will take more care in meeting the prerequisites. The Registrar's office receives many expressions of concern from students who meet Baccalaureate core requirements. This process will further frustrate these students. Use of the system must reflect good-sense judgments. Also, students have become accustomed to the 7 days a week, 24 hours per day registration process that is now available. Staff to support overrides will not be available on that basis. How should this be handled? Depending upon coding, course prerequisites may not appear in a student's record in spite of the fact that the student has completed the prerequisite. Nobody wants students spending large amounts of time running all over campus getting approvals and then showing up in the Registrars office to complete their registration.

The Registrar's office will send a list of current prerequisites for each course and ask the departments whether they wish those prerequisites enforced. That process is not the appropriate process to change prerequisites. Departments will need to use the Category II curricular change process to alter prerequisites. This will be true both for undergraduate and graduate courses.

The technology is part of the BANNER system. It has been used and it does work, but it creates complexity and increases the need for communication between students and instructors. Does the council have any suggestions they would like to make?

Ciuffetti said that she has no suggestion at this time. There may be suggestions to make after the process is in place and the faculty learn what works and what does not. Balz expects much to be learned during the coding process, both by her office and by departments. She expects that departments are likely to delete some prerequisites once they are required to reflect carefully on what is involved.

Francis asked whether there is any extra caution needed for graduate programs. Balz said that departments need to recognize that undergraduate courses probably should not be set as enforced prerequisites for graduate courses because the students' enrollment in the prerequisite will not commonly appear in the BANNER system.

4. Progress Reports from Committees

1. Service Courses

Hal Koenig (Business) said that a 1.5 page document had been drafted by John Selker (Agricultural Sciences). The Council had planned to implement this new addition to graduate program reviews in the upcoming program review in Statistics. The document was sent to the chair of Statistics, who declined to participate on the grounds that insufficient time and resources were available, given that the review is coming up soon and that the self-study is well under way. Koenig indicated that he would be willing to identify the largest users of courses taught in Statistics so that some sort of review could be launched.

Elaine Pedersen (Health and Human Sciences) asked whether anybody has considered emailing the departments on campus to explain what the review team hopes to accomplish. Francis explained that the review of Statistics is designed to review the graduate programs conducted by Statistics, not their service role on campus. However, a different review issue, review of service offerings, could be folded into the program review or it could take place as a separate review process.

Pehrsson recommended that the two reviews be done at the same time. Bond noted that all levels of the review process take a huge amount of time and expense. Separate reviews are not a good idea. Upon being asked how the Council could help Koenig, he suggested that, if other units typically use a sequence of courses in another unit, this would be helpful to know. He will write an email to departments and ask the Council to review it.

2. Three-year European Bachelor's Degrees

Significant efforts have been taking place in Europe over the past decade. By 2010, most European nations plan to provide a new set of degrees with common patterns for bachelor's degrees, master's degrees, and doctoral degrees. This reform process will require fewer changes in some countries than others. The first three-year bachelor's degrees are expected to be awarded in 2005. The Graduate Council needs to decide whether and when we will admit students with these three-year degrees. That is, will OSU agree that the new degrees are equivalent to a four-year U.S. bachelor's degree? Or, will OSU wish to change its admission requirements. Although Europeans are only a small fraction of the international graduate student population at OSU, many programs find these students to play a valuable role in contributing to the diversity of the student population and many of these students produce research results of great value to the university while they are students.

The European degree reform is also intended to make Europe more competitive in recruiting international students from other parts of the world, including areas such as Asia, where so many OSU students come from.

Mary Strickroth (Graduate School) agreed that OSU departments will need advice in determining how the three-year degrees match up against four-year degrees from the U.S. and other countries. She explained that the Europeans will begin to provide diploma supplements in 2005. The purpose of the diploma supplement is to clearly document the educational outcomes and to make it easier for European graduate programs and employers to understand what a student has accomplished. Until diploma supplements begin, OSU will need to assess credentials on a case-by-case basis. She also noted that higher education in Europe will be taught in English to provide easier movement from country to country. This should make the graduates more interesting to the U.S., but it is also likely to attract more Chinese students to Europe. A spokesperson at a conference sponsored by the Council of Graduate Schools assured U.S. graduate deans that the quality of European education will be maintained but that variability of quality can be expected from country to country and within each country.

Steel indicated that he had learned a great deal in a workshop session earlier in January. He singled out remarks made by Strickroth as especially helpful. However, more discussion is needed. OSU should be careful in making generalizations about European students. In particular, OSU should not want to risk losing highly qualified students.

3. Doctoral degree regulations

Rettig noted that the Department of Nuclear Engineering will visit the Council about their distance-delivered doctoral degree and to ask for modification of the requirement that three terms take place in Corvallis on a full-time basis. He recommended that the Council reflect on what a PhD experience should provide as background before turning to considerations of changes in this or other doctoral degree requirements. Is the PhD intended only to train somebody to research a particular topic. Or, are there other expectations such as preparation for multiple occupations, for service as a steward of the discipline, for abilities to work across disciplinary boundaries or for other learning outcomes? Pehrsson will notify the committee exploring this larger issue of a time and place to continue these discussions.

Appendix 1:

Responses to Recommendations from MA Review
Department of Anthropology
January 12, 2005

Key Recommendations

1. The policy of the Department is and always has been to gain approval from the Graduate School for all fixed-term instructors teaching graduate students, i.e. nominate them to the graduate faculty. We have followed this procedure numerous times, as we have been hiring five or six each year, and often not the same people, to teach anywhere from one to six courses. Since the review in the fall of 2002, we made one inadvertent error and corrected it before the end of the term. It will not happen again! We keep current resumes of fixed term teaching staff, updated once per year.
2. We have eliminated all 3xx/4xx/5xx courses in the schedule of classes for the last two years. We no longer offer these courses either as 4xx or 5xx, only as 3xx. The 4xx and 5xx courses have now been eliminated from the catalogue as well.
3. We no longer offer World Culture courses. One or two Peoples of the World 3xx courses can be used as options to fill major requirements, but they do not constitute a separate requirement. We have reduced the number of 3xx courses offered each year from six to four. Overall we have simplified the requirements for majors so that there are fewer separately required courses that need to be taught.
4. Grants have increased in the last two years. We have supported several graduate students as "student workers" on grants during this time. We also have increased teaching assistantships from an average of 7 per term to 11 per term. This has allowed us to approve 95% of TA applications during the last two years. The continuous enrollment policy has resulted in several inactive students coming back to finish before being forced to pay tuition again in the fall of 2004. Several also have begun paying tuition for one or two terms before they finish. Several others have chosen not to come back to finish. For these reasons our completion time is becoming shorter.
5. Students must select a thesis topic by the end of their second term. Coursework starting in their first term and through the year helps them to select a topic and prepares them for thesis research. In a required course in research design during spring term, they write a research proposal on their selected topic. The vast majority of students do not need an additional course in topic selection.
6. I am not sure how the review committee missed this point. The Department has always had a governance system, including faculty meetings three times per term, and various committees, such as curriculum, personnel, budget, P & T, and ad hoc committees such as search committees and the committee that developed our Ph.D. proposal. Committees do some routine work and also develop initiatives to bring to faculty meetings for consideration and a vote. Sometimes issues raised at faculty meetings are referred to committees to gather more information and make recommendations. We keep minutes of all faculty meetings including a record of all formal actions put to a vote and a summary of

discussion. Also we have a number of special assignments carried out by individual faculty, such as allocating office space to graduate students, acting as liaison to the Anthropology Club, serving as Graduate Program Coordinator, library liaison, internship coordinator, etc. A graduate student liaison attends faculty meetings, and helps to enlist other students for committee work or other special tasks, such as helping to evaluate candidates in searches this year and last year to hire a new faculty member. The chair conducts annual reviews for all faculty, P & T reviews, and five-year post tenure reviews.

The office manager and clerical staff all have clear and well-defined duties. The buck stops on the chair's desk.

I inquired with the review committee, external reviewers and the Graduate School about what the committee had in mind in saying, "Develop a departmental governance {management} system." Nobody seemed to know.

7. Students are intensively involved in hiring, and to a lesser extent in recruiting. We consult them on curriculum matters as needed, but not on admissions because of the need to maintain confidentiality of student records. We pay a graduate student every year to edit and write articles for our departmental newsletter.

8. Our extension faculty member who is based in Corvallis participates fully in the department. When we hire him to teach, we buy his time from extension. The extension faculty member based in SW Oregon has the same privileges, but geography prevents her attendance at meetings except when she visits Corvallis once or twice per year. We have appointed five faculty members outside of anthropology to our graduate faculty. They also teach courses in their departments for our graduate students to use in their area of concentration. We have one courtesy faculty member who is also on our graduate faculty and performs teaching and other duties. We have terminated all other courtesy faculty members.

9. We have installed three new computers in the biocultural lab. Graduate students have access to and frequently use these computers for data crunching and Internet access. Most also have laptops and wireless access to the Internet. We now have wireless capability throughout the entire department except for a few dead spots that CMC has promised to fix by spring term. We have renovated graduate student offices, installing three telephones, new chairs, new paint, and window blinds. We have completely renovated our historic archaeology lab where graduate students work with new cabinets, carpets, paint, desk space and chairs. We have also just completed the final stage of renovating our biocultural lab in the same way, also including sink space. Our prehistoric archaeology lab has partial renovations in place with others continuing. We have new tables, chairs and carpet in our smaller (30+ seats) classroom, new chairs and carpet in our conference room. We have a new mobile media cart in our larger (50+ seats) larger classroom. The cart includes a keyboard, flat monitor, and remote control, along with a VCR and DVD projector that will project onto a big screen. We will have a similar cart in place in our smaller classroom before the end of this month. Faculty are actively seeking additional funding to further develop and improve lab resources.

10. Students are in charge of a display case in our student lounge situated between the main hallway and a classroom to showcase their research activities; communicate upcoming events, student and faculty publications. At present, the display contains copies of the Pacific NW Series monographs published by the department.

Additional Recommendations

11. We are moving some courses to a two-year cycle and eliminating 4xx/5xx slash courses with the goal of separating all graduate and undergraduate courses. We expect to have these changes completed within the next 18 months.

12. The faculty member who taught Wealth and Poverty has now retired. We anticipate that a new faculty member starting in the fall of 2005 will add a substantial component on contemporary poverty to this course, and/or develop an additional course on this topic. There is no consensus among students that they need a course in project management, and if so, they can find a course in COB. With new faculty arriving in the near future, we expect to see some curriculum change to fit their expertise.

13. Our graduate students are supposed to have a thesis topic ready to discuss in their program meeting by the end of their second term. Then they develop a research proposal in the Research Design course in the spring. I have mentioned the continuous enrollment policy and its effects in #4

above. We have tried to mitigate its effects by informing all students, active and inactive, of the specifics of this policy and its possible consequences. We have discussed the situation of particular students in meetings and suggested actions to be taken, etc.

Recommendations for Ph.D.

14. We have a staffing plan in our Ph.D. proposal that was widely circulated and approved. We also have an inclusive staffing plan worked out with the CLA Dean to replace retiring faculty. I should emphasize that up to this point, we have not lost any positions, as the Dean has given us fixed term positions as placeholders until permanent faculty members are hired. It is also true that we have not added any faculty members as designated in the Ph.D. proposal. The start of the Ph.D. program has been delayed to the fall of 2006, presumably to get more permanent hires in place.

15. We have a draft curriculum that fulfills the needs of the MA and Ph.D. programs in the Ph.D. proposal. Our schedule of classes next year includes six stand-alone 5xx courses, up from two at the time of the MA review. It shows that we have the capability to launch the Ph.D. program the following year. We are also convinced that this new curriculum will better serve MA students as well.

16. Grant funding this year is at \$277,663 dollars, up from \$180,363 dollars in 2002. Our two newest faculty members are among the most active in this respect (One has a grant for half a million dollars over four years, while the other has several small grants and a permanent endowment from which he can draw for research, student support, etc). We have three candidates coming in this week to interview for our position in environmental anthropology. All three have jobs at other universities and have good records getting grants. They say that they are attracted to our department because of the new Ph.D. program. We are turning away numerous students who hoped to apply to enter this program in the fall of 2005. Part of this keen interest comes from advertising faculty grants and scholarships on our web page. The Department encourages sabbaticals, grant buy-outs and release time for producing refereed and peer-evaluated scholarship. Since 2002 we have increased this output and had three faculty members promoted because of it. Another is well positioned for promotion next year.

17. Facility upgrades have gone well beyond the planning stage, as described in #9 above.

18. Changes made to reduce graduate student debt are mentioned in #4 above. In addition we have added seven online courses and have three more in development for distance education to bring revenue into the department. We plan to turn most of these courses over to Ph.D. students to manage and gain financial support. The OSU administration recently approved an interdisciplinary rural studies proposal that provides tuition and \$15,000 for a half-time graduate research fellow for one of our Ph.D. students in each of five years. (Faculty also may get release time for grant writing through this rural studies initiative.) Also the Dean of COB has agreed to give a similar .5 FTE fellowship in marketing ethnography each year indefinitely into the future to one of our Ph.D. students as part of its Austin Entrepreneurial Program. The Ph.D. program clearly is generating and will continue to generate funding from sources not previously available to us, including government agencies and foundations.

19. The Department management plan/governance system is described in #6 above.

I hope I have been able to clarify and resolve any lingering issues related to our graduate program. We have had some miscommunications/misunderstandings related to the MA review, but overall I think we have substantial accomplishments to show in meeting the reviewers' recommendations. Please let me know if you need further clarifications or explanations.

John A. Young, Chair

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 18, 2004 Minutes

Graduate Council

November 18, 2004 Minutes

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Brown, Ciuffetti, Francis, Koenig, Rettig, Pedersen, Rockey, Selker, Strickroth, Tadepalli

Absent: Filtz, Unsworth, Waldschmidt

Guests: Bill McCaughan, Mark Merickel

1. Extended Campus and Graduate Education

Pehrsson and Steel announced that the Council decided to work on three issues this year. Brent Steel, Prasad Tadepalli and Michael Unsworth will study the new 3-year European bachelor's degrees and their impact on OSU. Dan Brown, Lynda Ciuffetti, Theresa Filtz, Elaine Pedersen, and Dale Pehrsson will consider changes in PhD requirements including possible changes in the residence requirement. Hal Koenig and John Selker will work on the question of global support courses. To launch consideration of global support courses, Koenig and Selker will develop questions to be included in the Graduate Program Review of Statistics. Not only does the Statistics Department offer majors and minors, but their courses are key to many other graduate programs on campus. Experience with reviewing their courses that provide support for other units on campus will lead to similar considerations in future program reviews.

John Selker (Agricultural Sciences) asked whether it was true that courses could meet the master's residency requirement even if the student taking the course was at a location away from Corvallis. McCaughan said that this was correct. Noting that the master's residence requirement included 30 credits, Selker said that the policy does not stipulate which courses must be delivered on campus. He wondered whether this needed to be specified because the policy evolved before the expanded use of distance delivery through Extended Campus came into being. McCaughan said that requirements for location of delivery is program specific. Faculty in the department or program offering a degree must take responsibility for making distant students get together on a specified schedule to legitimize the graduate student experience. This needs to be carefully spelled out so there are no surprises for the student.

Dale Pehrsson (Education) asked about the basic outcome or intent of resident requirements? Bruce Rettig (Graduate School) said that some universities provide information about their intent, but that he had not brought any of those statements. He said that he had been a member of the Graduate Council when the most recent changes to residence requirements were made. Many faculty see the residence requirement promoting key goals of graduate students learning from each other by attending each others' seminars and studying together. The opportunity to meet many faculty members face to face, both in classes and outside the classroom environment is seen by many faculty as a key part of the graduate learning experience.

John Selker (Agricultural Sciences) observed that the graduate student body was primarily doctoral and asked how they are incorporated into teaching. Are they used as graduate teaching assistants? Aldwin said that graduate students do much independent teaching. She does not think it is a good idea for graduate students with little experience to teach independently, but agreed that this was appropriate for more experienced graduate students. Graduate students with less experience should assist in courses and focus on their research. Currently there is one graduate teaching assistant for every 100 students enrolled in a course.

Brent Steel (Liberal Arts) argued that doctoral and master's degrees often provide a qualitatively different experience. Many master's degrees are terminal degrees, often providing a credential useful for entry to specific professions. Doctoral education is quite different.

Pehrsson said that a quality connection between students and faculty can be provided in ways other than a residence requirement. The intent of the residence requirement can be met in several ways, both on and off campus.

Sally Francis (Graduate School) suggested that the Council begin their thinking by focusing on the learning outcomes that are expected from a degree program. Then ask how the learning outcomes can be achieved. The residence requirement and other policies should be derived from the learning outcomes and the strategies for achieving them. Unfortunately, at many institutions, learning outcomes for graduate degrees are not being addressed. There is little information from other programs or from OSU history to use to develop a residency policy based on outcomes.

Barbara Bond (Forestry) asked Francis to share her perspective as the Dean of the Graduate School on what desirable outcomes would be. Francis said that the Graduate School focuses on general, sometimes global qualities: the ability to formulate questions, answer them, think critically. She currently does not have a document that lays this out. Bond said that in her department (Forest Science), the students should be able to conduct independent research in their area, develop networking and communication skills, and write proposals; their graduate education is not simply some body of knowledge.

Merickel said that he has had a lot of experience teaching graduate students. In the School of Education, evaluation and synthesis are considered the key cognitive skills; these are developed through the creation of scholarship, collaboration with others, independent research, and communication skills.

McCaughan noted that many Extended Campus degree programs are cohort based. In a cohort-based cyber-environment program, there is often more interaction among participants than in a regular classroom. When Oregon State University places programs in such an environment, Extended Campus wants to assure the quality of the experience.

McCaughan said that he took ten pages of notes as he reviewed residence requirements at other institutions (see the summary in Appendix 1). One institution addressed residency by hours enrolled in any course offered through the institution. That language, taken at face value, does not necessarily meet the spirit of the regulation.

Selker said that the limitation on transfer credits is related to his concerns about the residence requirement. What is so special about OSU credits compared to those earned at other institutions? What are we trying to achieve by requiring a certain number of the credits being earned at OSU? Revenue generation?

Rettig suggested that there might not be any need for transfer of courses to a doctoral program of study if the focus is on outcomes. Assuming that degree programs have approved learning outcomes, strategies for achieving the outcomes and processes for assessing the completion of the outcomes, why worry about transfer credits? Rely on departments to determine whether and when students have developed the knowledge base and skills necessary for a program and have documented their application. Oversight might then be on better and more frequent program review and less on student-by-student review, which would be more frequently left to the academic program.

After McCaughan and Merickel left the meeting, Rettig explained why he left the room to visit with Terri Fiez, Director of the School of Electrical Engineering and Computer Science. Fiez is interested in developing joint doctoral programs with high technology firms and is also interested in exploring a joint program with universities in China. Andy Klein, Head of the Department of Nuclear Engineering, is interested in the possibility of a doctoral program that would be a combination of courses delivered by Extended Campus, direction of studies by a faculty member in his department, and studies at a leading nuclear research facilities. Some time ago, Rettig had suggested that Fiez and Klein attend this meeting. When the Council decided to discuss issues only with McCaughan and Merickel, Rettig left word with Fiez and Klein, but Fiez did not receive the message. During his conversation with Fiez outside the meeting room, Rettig reported Fiez's concern about delays or denials of visas for Chinese students. Students admitted to a program from China might have difficulty in meeting the residence requirement.

Bond commented on a telephone call she received from Fiez on this issue. She said that Fiez is an innovative scholar and leader. Bond would like to review the proposal about the collaborative program in China based on rules and regulations that might be modified to permit such a program. Not only will there be delays in granting visas, but also the Chinese government may be reluctant to let students come even with a visa.

Steel noted that some programs might want to collaborate with the Peace Corp. A student could enroll for course work through Extended Campus and then meet their Peace Corp obligation, which might include an internship experience. This could be another example of a possibility of a regulation squashing something good.

Selker said that Chileans think a US degree certifies that the recipient came to the United States, acclimated, and developed fluency in the English language. Because this enhances their ability to work in a global context, they are willing to make many sacrifices to earn such a degree. The MENG, by failing to incorporate a research experience, will water down the meaning of an OSU Engineering degree to these students. Greater reliance on e-campus will have the same effect, but this is a tide that cannot be stemmed.

Lynda Ciuffetti (Science) said that the Graduate Council should consider the evolution of graduate policies. She does not see residency as a hoop to jump over; and she strongly believes in it, especially for the PhD program. Students need to be immersed in the university experience to grow as scholars to the level expected by the OSU faculty. She sees her students grow through the interaction with faculty, peers, and students outside their discipline across campus. Residency is extremely important. Although the Council can consider changing residency, this needs careful consideration before doing so; it may choose not to make a change.

Bond agreed that there is no substitute for graduate students interacting with each other in person. She strongly believes that the Council should focus on outcome-based regulation. At least half of the courses she took as a graduate student are no longer offered on the Corvallis campus. Students must be sent elsewhere to get the required courses at a huge expense. What other option is there than to team up with peer institutions to share courses? The resources on the Corvallis campus do not come close to meeting the needs of the students. Oregon State University does not offer the complete graduate experience in many degrees.

Ciuffetti agreed with Bond. Students are not getting all the advanced courses they need. Isn't this something the university should be facing? Shouldn't OSU be seeking the necessary resources? Pehrsson said that this conversation fits in with the second interest area the Council decided to work on (PHD course requirements). Perhaps an ad hoc Council committee can research this issue.

Selker asked for an explanation for difference between doctoral residence, which includes a requirement for three terms on campus, and master's residence, which does not require time on campus. Rettig noted that a committee of the Council reviewed this issue at depth and that the Council had also discussed the issue at length. After several years of experimenting with satellite and other forms of transmission of courses and with new technology to assist in undergraduate and graduate education, the Graduate Council in 1996 decided that courses that were delivered by OSU graduate faculty should be considered relevant for meeting residence requirements whether the student was located in Corvallis or not. This applies to the course component of residence requirement for both doctoral and master's students. The Council did, however, let stand the requirement for doctoral students to be present on campus for three terms.

Ciuffetti returned to the question of availability of important courses from a distance. Her department (Botany and Plant Pathology) is an example. Their students participate in an Internet II course through collaboration between Kansas State, Nebraska and OSU. Those institutions should take credit for this initiative. OSU should have paid closer attention to the need to share faculty resources between campus to provide coursework in low-enrollment, but valuable subjects. Bond agreed that OSU should make it easier for students to go elsewhere to pick up courses they need, not harder.

Ciuffetti said that another aspect of residency is not being considered. Doctoral education includes training in many skills needed for work in a university, research organization or government agency. Graduate students need to learn how to teach, how to prepare research proposals, to budget resources, to deal with others (faculty, students and people outside the university). Being immersed in the university enterprise through physical residence is valuable to achieve this broad set of degree outcomes.

As the Council continued to explore outcomes achieved through residency, Ciuffetti asked how someone who does not participate in activities in Corvallis achieves loyalty to OSU. Bond argued that loyalty is not an important degree outcome. Pehrsson said that the EdD in Education with an area of concentration in community college leadership is a cohort program that meets off campus (in a retreat facility in Silver Falls) and integrates students through other contacts. The cohort program builds loyalty and experience because of faculty commitment and interaction between students and faculty and between students and other students.

Dan Rockey (Veterinary Medicine) concluded that all the points made by Council members have been department specific. He suggested that the residency requirement decision should also be department specific and left to departments and programs.

Bond, noting that other universities must have wrestled with this same issue, asked whether budget was available to bring speakers to campus to explore these issues. Should a seminar be planned to explore ideas about the meaning of the PhD?

Following additional discussion on ways to approach this topic, the Council decided to continue the dialogue with a committee on the topic (see below).

2. Approval of Minutes

The minutes from October 21 and November 4 were approved as written. The program review reports for CSSA and Adult Education will appear as appendices to the October 21 minutes.

3. Policy Issues to be Studied in 2004-2005

The minutes from October 21 and November 4 were approved as written. The program review reports for CSSA and Adult Education will appear as appendices to the October 21 minutes.

Appendix 1: Materials distributed by Dean Bill McCaughan, Dean of Extended Campus

GRADUATE COUNCIL MEETING
November 18, 2004
3:00pm, Kerr Admin. Bldg. 650

Residency Requirements for Graduate Programs

Discussion Item:

Insuring policy compliance for residence requirements for online, hybrid, or off-campus site-based graduate programs offered through OSU Extended Campus.

Observation:

Current OSU Residence policies are flexible enough to accommodate the needs of both the academic program providers and students admitted and enrolled in graduate programs included in the Ecampus program inventory and offered by academic units in partnership with OSU Extended Campus.

Proposal:

To insure compliance with these policies, the following process is recommended for Graduate Council consideration for graduate programs included in the Extended Campus program inventory:

Extended Campus will be responsible for:

1. Coordinating with the Graduate School and the academic program provider to report graduate programs proposed for addition to the Ecampus inventory, including anticipated program start timelines.
2. Collaborating with the Department to insure that terms of residency are delineated, including:
 1. Purpose and goals of residency

2. If residency requirements are proposed to be met at an off-campus location, as provided by policy, justification for the off-campus location will be delineated and provisions for fulfilling the purpose and goals of residency for the program identified.
3. If a change to the existing residency practice for that degree is proposed, the reasons for the change will be delineated, provisions for meeting the purpose and goals of residency for the degree will be described, and the proposed changes submitted to the Graduate School and Graduate Council for review and approval.

Extended Campus will not include a degree in the Ecampus inventory for enrollment and/or delivery until the above requirements are completed and approved.

OSU Extended Campus November 18, 2004

Background Information for the Discussion on Residency Requirements

In preparation for this discussion, the following Residence/Residency Policies were reviewed to establish an overview of the current practices among similar institutions of higher education or agencies regulating higher education:

Reviewed the residency requirements and practices of:

- PAC 10 institutions

- Big 12 institutions

- Selected institutions

- Penn State

- Ohio State

- Columbia

- Selected State Higher Education Coordinating Bodies

- Oregon

- Washington

- Texas

- Idaho

- California

- Arizona

- Selected Regional Accrediting Bodies

- Northwest Association of Colleges and Schools, Commission on Colleges

- North Central Association of Colleges and Schools, Higher Learning Commission

- Southern Association of Schools and Colleges, Commission on Colleges

Observed the following trends/practices:

- PAC 10/Big 12/Selected institutions

- Flexible residency requirements

- Specified number of terms - location, sequence flexible - 8

- Specified number of terms - on campus, not consecutive - 2

- Degree specific requirements

- Flexibility, specificity, consecutive terms - varies - 8

- Specified consecutive terms - in residence on campus - 5

- No residency requirements - 1

State Higher Education Coordinating Agencies

- None Specified - Institutional Option - 5

- Minimum Standards

- Flexible - 1

- Specified - contiguous, on-campus - 0

Regional Accrediting Bodies

Minimum Standards - 0
No requirements - Institutional Option - 3

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Graduate Council

November 4, 2004 Minutes

Present: Pehrsson (co-chair), Steel (co-chair), Brown, Ciuffetti, Filtz, Francis, Koenig, Rettig, Rockey, Selker, Strickroth, Tadepalli, Unsworth

Absent: Bond, Francis, Pedersen, Waldschmidt

Guests: Carolyn Aldwin, Tammy Bray, Karen Hooker

1. Human Development and Family Studies Graduate Program Review

Prasad Tadepalli (Engineering), who chaired the Human Development and Family Studies (HDFS) graduate program review, introduced the review report. That report is attached to these minutes as Appendix 1.

Carolyn Aldwin, chair of the Department of Human Development and Family Sciences thanked the Graduate Council for its review and discussed the department's response. The written comments, which were prepared by Aldwin, Karen Hooker (past interim chair), and Anissa Zvonkovic (chair, HDFS Graduate Committee), are attached as Appendix 2.

Tammy Bray, dean of the College of Health and Human Sciences, said that she did not feel a need to add comments because of the excellent presentation by Aldwin.

Theresa Filtz (Pharmacy) asked whether the gender composition of the faculty (3 male faculty members and 11 female faculty members) is a point of concern. To fully address the need for a diverse faculty, each program should be diverse. Aldwin acknowledged the value of having male faculty and students, noting that, as a field becomes more heavily female, salaries tend to be lower. Brent Steel (Liberal Arts) noted that female faculty are good role models for students. HDFS faculty are heavily involved in collaboration in research and education across the campus and make an important contribution to many other programs, including his own.

John Selker (Agricultural Sciences) observed that the graduate student body was primarily doctoral and asked how they are incorporated into teaching. Are they used as graduate teaching assistants? Aldwin said that graduate students do much independent teaching. She does not think it is a good idea for graduate students with little experience to teach independently, but agreed that this was appropriate for more experienced graduate students. Graduate students with less experience should assist in courses and focus on their research. Currently there is one graduate teaching assistant for every 100 students enrolled in a course.

Aldwin asked how much fellowship support is available from the Graduate School? Mary Strickroth (Graduate School) said that the Graduate School does have some programs that provide tuition remission. There are also a limited number of fellowships available. These funds supplement funds that are provided by departments and programs. There are also minority scholarships for diversity recruitment.

Selker said that courses taught in the Statistics Department do not appear to have met the needs of departments, leading departments to create their own quantitative methods courses. He asked Aldwin to comment on the fact that her faculty are teaching quantitative method courses within her department. Aldwin said that undergraduate students need much work in statistics and mathematics. We need to get undergraduates up to speed in critical thinking, methods and observation. Statistics

taught by the Statistics Department does not meet the needs of our graduate students. We need more applied statistics, more computational support for both undergraduate and graduate students. It would be good to have more one-on-one statistical advising with students trained in statistics providing support. Karen Hooker (HDFS) observed that statistical programs are very complex. Students need support to learn how to use the programs. Aldwin added that statisticians speak a different language. Often this creates problems for our students. We are pleased to collaborate on research, but need our own teaching. Bray agreed, but said that all five departments in her college say the same thing. This raises a question about whether there should be an assessment center in her college.

Steel expressed concern with the wording in the draft report that said that social science research is not strong; he does not think this is an accurate statement.

Lynda Ciuffetti (Science) said that Filtz's recommendation on faculty diversity should be added to the report and that Steel's comments about social science research should lead to a revision. Selker moved that the report be approved with the two changes being made to the satisfaction of the Council. The report was approved with those two provisions. Steel and Filtz will give Tadeballi their comments. He will provide a revised draft to co-chairs Pehrsson and Steel, who will then approve the final draft on behalf of the Council. [Note: Appendix 1 is the draft after revision and final approval.]

2. 2004-05 Graduate Council Agenda

Bruce Rettig (Graduate School) asked the Council how it wished to proceed. Although Category I proposals, program review reports, follow-up reports and other items will appear later in the year, the only remaining agenda item for Fall term is the visit with Bill McCaughan, Dean of the Extended Campus. The Council reviewed a list of possible policy issues that it might review this year, including:

1. Reclassification of Post-Baccalaureate and Non-Degree Graduate Students
 2. Emerging 3-year bachelor's degrees in Europe
 3. Learning objectives for courses and programs
 4. Masters along the way
 5. 400-level courses on programs of study
 6. Course requirements for the PhD
 7. Program planning meeting for the PhD
 8. Remote participation by a student at meetings
 9. Time-to-degree guidelines
 10. Support courses across the university
- Council members discussed these issues and identified items 2, 6, and 10 as top priorities. All Council members should indicate their interests in doing additional research on these topics and should discuss other items that should be added to the list. Additional discussion will take place at the Council's next meeting (November 18, 2004).

In addition to these policy issues, Filtz notified the Council that Pharmacy has been working on a proposal for a joint DPHARM/PhD program and plans to bring it to the Council this year as an agenda item.

Appendix 1 GRADUATE COUNCIL PROGRAM REVIEW OF HUMAN DEVELOPMENT AND FAMILY STUDIES

1. Introduction

The graduate council conducted a review of the Human Development and Family Studies program on May 21, 2004. The review team included the following members, who are also the authors of this report.

Prasad Tadeballi, EECS, College of Engineering, Chair
Tony Collins, College of Pharmacy

Belinda King, ME, College of Engineering
Teresa Cooney, University of Missouri-Columbia; external academic peer reviewer
Stephan Wilson, University of Nevada; external academic reviewer

The self-study report of the HDFS Program was provided to the review committee well in advance before the site visit. The self-study was very thorough, analytical, and fairly complete. It included a lot of pertinent material presented in a readily digestible form. The review team appreciated the effort that went into producing it. It helped us understand the state of the department, the strengths of the faculty, their future plans, the workings of the graduate program, the research facilities, and some of the concerns of the students in the previous years.

The site visit on May 21 began with a breakfast meeting with Sally Francis, the dean of the graduate school, who introduced the committee members to each other and briefed us on the agenda of the day. We spent most of the rest of the day in Bates Hall. We first met with the interim department head, Karen Hooker, who detailed us on the history and the overall thrust of the department, followed by the Dean of the college, Tammy Bray, who briefed us on the budgetary issues and her vision for the department. We were then given a tour of the offices and facilities in Milam Hall and Bates Hall by Leslie Richards and Joanne Sorte. We then met with the graduate committee of the department, which consisted of Alan Acock, Megan McClelland, Leslie Richards, Sharon Rosenkoetter, Joanne Sorte, and Anisa Zvonkovic.

In the afternoon, we met with the graduate students to learn about the issues that concern them, followed by a meeting with the graduate faculty. We then had a brief meeting with Jack Higginbotham, the faculty liaison for research office, and Jeff McCubbin, the associate dean of the college. We finished the day with a meeting with Anisa Zvonkovic, the program administrator, and Kathryn Moore, the program secretary.

This review includes an Overview, followed by sections on Graduate Curriculum and Requirements, Faculty and Research Programs, Graduate Students, Facilities, and Administration.

2. Overview

The Human Development and Family Studies program is offered by the Human Development and Family Sciences Department. This interdisciplinary graduate program produces graduates that go on to assume university faculty positions as well as applied jobs. A key emphasis of the program is the study of human development and families in context; unlike traditional psychology with its emphasis on the individual, and sociology with its focus on social groups and the environment, this program's main concern is the interaction of individuals and their environments, and the bi-directional influences between them.

The roots of the department go back to 1888 as part of the Oregon State College. The department was part of the College of Home Economics for a long time. Since 1989, there have been a series of administrative changes both at the department and the college levels, culminating in the creation of the College of Health and Human Sciences in which the department is now housed (Figure 2). Since the last graduate school review in 1992, the department chair had changed twice. The current chair, Karen Hooker, is an interim chair. At the time of the review, a search is underway for a permanent head

Since 1992, the undergraduate population increased from about 250 students to 650 students. The graduate program currently enrolls about 30 to 35 students annually, of which about 2/3 are Ph.D. students. With only about 15 residential faculty, the ratio of students to faculty is 61:1 and is one of the highest in the country and in the university. In addition to the growth in the student body, the shifts in the administration have also been accompanied by growing emphasis on external funding and research. The department's external funding has increased to about 2M in the last 5 years. The emphasis on research has in turn led to a heightened emphasis on the Ph.D. students and a de-emphasis of the terminal Masters degree.

To serve the students more efficiently with a relatively small sized faculty, the department adopts several strategies. They have recently reorganized the graduate curriculum so that they do not need to offer many special topics courses at the graduate level, relying instead on an apprenticeship model to initiate students into specializations and research. They also actively seek Ph.D. students who have a good fit with the faculty in the department and discourage terminal Masters students. Finally, they are planning to focus their scholarly efforts on a small number of signature research areas - early childhood development and gerontology and attract high caliber faculty and students in these areas.

Most of the faculty members are active in research, publishing, and getting grants. Some of them are fellows in their respective professional societies and have won numerous awards. They serve on editorial boards of several journals and review for journals and conferences. The students are quite satisfied with the research

training and education they are receiving and are full of praise for their professors. They especially appreciate the warmth and concern the faculty members appear to show in their interactions with the students.

The dean is very supportive of the faculty and is keen on getting the department to the next level in research and prestige. She encourages and facilitates inter-departmental and inter-college collaborations among the faculty members, which are being pursued by several of them.

Overall, the HDFS program is well-run, has a highly dedicated team of faculty members, and students who are generally happy and satisfied with their graduate experience. While we make several recommendations that we think will improve the program even further, the department is generally headed in the right direction and has leaders and procedures in place that would provide the necessary guidance as and when it is needed.

3. Graduate Curriculum

3.1. The Core Curriculum

The graduate program curriculum in HDFS is designed to provide a strong foundation in the core areas of human development and family studies. The department offers formal classes covering theories of human development, the lifespan developmental framework, family theories and issues, research design, data management and manipulation, statistical analysis, qualitative methods, program and policy development, and evaluation models and methods.

All HDFS graduate students are required to complete a designated set of general courses covering theories, research, and methods relevant to the field of human development and family studies. Effort has been directed to developing classes and an overall curriculum that balances students' knowledge acquisition and understanding of individual development as well as family development and processes. This approach is consistent with the underlying philosophy of the interdisciplinary field of human development and family studies, wherein individual development is studied in context, with family considered one of the central contexts in individuals' lives, and families are studied with sensitivity to the individual development of their members. As a result of program requirements, the HDFS program produces graduate students whose training and knowledge base reflect the interdisciplinary nature of the field. (This is different from programs that immediately track students into fairly narrow individual development or family studies curricula.) This grounding should make the program's graduates highly competitive for faculty positions in human development and family studies programs around the country.

The breadth that is offered in the required substantive courses ensures that graduates have a solid and consistent knowledge base to scaffold the more advanced work they will do in years 3+ of their graduate study. The fact that the department does not offer more specialized content courses (e.g., focused specifically on families and aging, multicultural families, divorce and remarriage, cognitive development, social development) does not appear to be a problem although graduate students pine their relative absence. Discussions with faculty and graduate students indicated that more focused reading and specialized study occurs in conjunction with students developing their "emphasis areas" via research practicum experiences, assistantships, and independent directed readings with faculty. This approach has its benefits. For a relatively small graduate faculty like that in HDFS, this approach preserves teaching resources. The department can be sure that listed courses are offered on a regular basis given faculty teaching loads. Another benefit is that students are assured a strong foundation of both current and classic work in the field, with evolving "specialty" areas being covered more informally through individualized study between students and faculty with expertise in those areas. (We were told of a specialty course that was offered recently that didn't attain adequate enrollment. Therefore the 3 students opted to do a concentrated weekend seminar where they came together to study and discuss the topic. This is a good example of why offering very specialized courses in smaller departments usually is not a good use of resources.) Finally, having students acquire the more specialized content as they work closely with data on specific research projects may enhance their learning experience because they see first-hand how theory, a body of past empirical findings, and appropriate methodologies are integrated to develop new research questions and studies.

Another important decision has been to eliminate undergraduate-graduate mixed (4xx/5xx) courses, which may not provide a strong graduate experience. This is a commendable decision on a difficult problem, which other departments in the campus are grappling with and are unable to resolve.

3.2. Course Content

Review of a selection of course syllabi suggested that courses are demanding, thorough, and up-to-date. Required reading lists include key pieces from the recent literature, as well as classic pieces of work that have

shaped thinking in the discipline over the decades. Students are sure to develop a firm grasp of the "roots" of their discipline and a sense of disciplinary history, while also being up-to-date with current developments and central principles in the field. Aside from the readings list for the theory courses, which appropriately emphasize theoretical writings and conceptual pieces, the other courses include a good mix of theoretical and empirical work.

3.3. Writing Intensive Work

An impressive feature of the HDFS curriculum is inclusion of "writing intensive" work in at least one of the required courses. For example, in HDFS 548: Advanced Family Development, students learn the style and standards of published work in the discipline, and complete extensive writing to which they are given feedback on drafts and opportunities for revision. Surely, teaching such a course is labor intensive, but the payoff for HDFS faculty is that all students experience critical examination of their writing, and detailed, expert feedback early in their graduate training. Promoting strong writing skills in their graduate students from the start should save faculty endless hours spent editing students' writing (on thesis, dissertations) later on, and it should increase the chances that graduate research assistants will be able to contribute meaningfully to the development of research presentations and publications later in their training. Ultimately, as a result of this emphasis on writing, the program is more likely to produce graduates who can be successful writing and publishing their work, and attaining tenure in respected human development and family studies programs, or working in non-academic settings where skills in report and grant-writing are essential.

3.4. Research Methodology

The required research methodology sequence in HDFS is also a strength of its graduate program. The required three-course sequence that covers research design, data gathering methods, measurement, statistical approaches, and data management and manipulation is impressive. A benefit of integrating these topics and teaching them in lock-step fashion of increasing knowledge and statistical sophistication is that students are likely to develop solid understanding of the critical connections between research design, measurement, and statistical approaches. When research design and methods courses are offered separate from statistics courses (which many programs do), students are less able to grasp these connections. Additionally, the fact that students in the HDFS program not only hear and learn about various approaches but practice them with "real data" via the assignments in these courses reinforces their learning experience. Having students complete this requirement in their first year in the graduate program is also ideal. For many students it means that they can confront anxiety they have about math and statistics (which many social and behavioral science graduate students have) immediately, so they can move on to develop confidence with research. Early mastery of these skills also assures that the faculty will be able to hire fairly new graduate students as research assistants who can quickly contribute to their research activities without extensive additional training. More advanced research classes are available after students' first year. These classes, which have recently included qualitative methods, analysis of secondary data, and longitudinal data analysis, are becoming essential courses for graduates from HDFS doctoral programs who aspire to be successful family and development scholars.

The only methodological weakness spotted in the program materials was the absence of a course or extensive content and training in quantitative observational methods. Increasingly, the field is using multi-method approaches that include systematic observations in either natural or lab settings. Some training in this method would benefit the students.

3.5. Comprehensive Examination

The department has recently conducted a study on the practice of comprehensive examinations in the country, and moved from a closed-book comprehensive exam to an open book one. The questions for the exam are individualized to each student. This appears to be a good change in that the students may get a chance to think creatively rather than memorizing and regurgitating answers from the text book. The faculty might also consider other possibilities such as requiring a research paper. Given that there is a proscribed and strong core of requirements for all students, it may serve little good to "test" them on all of this material again once they've passed classes.

3.6. Thesis Requirement

Unlike many human development and family studies programs across the country, the department requires that all master's degree students in the HDFS graduate program complete a thesis. This requirement is another example of the rigorous research training that the HDFS graduate faculty has committed themselves

to providing for students. Given the faculty's decision to focus on doctoral training, the decision to require a master's thesis for all students is sound. The thesis writing process is a useful exercise for students to complete before advancing to doctoral work. It also is another way to ensure relatively early in the students' training that they have requisite analytic, methodological, and writing skills to make useful contributions to faculty research as graduate research assistants.

3.7. Internships

Internships are highly encouraged by HDFS. A sample listing of recent internship experiences completed by graduate students offered a wide array of options: designing curriculum for, working with, and assessing school readiness for special needs children; conducting a parenting education program; training in non-violent communication methods; working in state human services, such as foster care; working in an institutional setting with persons with Alzheimer's Disease; and working in a variety of child care settings. These types of applied assignments provide an opportunity for students to gain new competencies and put their acquired knowledge and skills to work. They also familiarize graduate students with settings outside of academia where they may eventually be able to secure jobs. For students with limited work histories, this exposure to the world of work is especially useful. Finally, insights gained in such applied experiences can expand the range of questions students pose as they embark on their own research programs.

3.8. Preparing HDFS Professionals

The HDFS Graduate Program provides an unmistakable message that students are to be engaged in the work of scholars and not merely studying the work of others. The adoption of a research apprenticeship and the push for students to participate not only in the formative work of research but also in planning, co-publishing, and co-presenting offer excellent examples that the program is designed to go beyond simple delivery of course content. In addition, the variety of research experiences (i.e., both from the required multiple research encounters in the apprenticeship and the types of assistantships in which students are placed) compliments the formal coursework. All of these elements should produce strong future HDFS faculty. It is less obvious, however, how the experiences may contribute to HDFS professionals in non-academic settings.

3.9. Recommendations

3.9.1. Establish at least one course on observational methods.

The absence of a course on observational methods represents a gap in the coverage of methodology. The department has state of the art facilities and equipment to offer such training in Bates Hall. This is an area that is growing in family and developmental research.

3.9.2. Encourage faculty to increase the research conducted in the Child Development Center (CDC).

The CDC is a remarkable facility that OSU can be proud of, but sadly is underutilized at this time. The faculty should be encouraged to take advantage of this facility for their research. Also, class assignments could require students to get experiences in the CDC which may, in turn, prompt them to pursue thesis or dissertation work there.

3.9.3. Consider Special Topics courses in the Signature Areas of scholarship.

While eliminating the Special Topics courses does address the faculty resource issue, it may, however, confound the development of a stream of students who focus on the signature areas for which the department wishes to become known. A small well-chosen set of these courses that highlight future directions in these signature areas could be a cost-efficient way of producing students who are well-prepared for research. Offering these courses in a well-paced and planned manner might allow students to plan for them in advance, and make the courses large enough to be viable.

3.9.4. Consider making comprehensive exams a more productive process for students.

For example, requiring students to produce a paper to be submitted for publication would help them to "jump start" their publishing record. Going through the submission and revision process is also an excellent professional development experience.

4. Graduate Students

4.1. Input Assessment

There are currently 34 students in the HDFS graduate program; 23 seeking the Ph.D.; 11 seeking the M.S. Most of the students are from west of the Rockies, but some are east coast and international students. According to the Self Study (pages 21 and 22), 9 of the 34 current students are international, 22 are caucasian, and 32 are female. The review team met with 14 current students (4 Ph.D. and 10 M.S., two males and the rest female.) The gender disparity is not perceived as an issue in the department, nor apparently in the HDFS field in general, in that there are no initiatives within the national HDFS community to promote male interest in HDFS. Some faculty felt that it is difficult to attract males to this profession because of the lower salaries. The flip-side of this argument is that the salaries may not rise unless males also join this profession.

The average GPA and GRE scores of admitted and rejected students over the last 3 years are reported on page 23 of the Self-Study. These data reflect the fact that GPA and GRE scores are considered a minor criteria in the admissions process. Taking 2003 as an example, the average GPA and GRE verbal scores are higher for rejected than admitted students. The admissions committee carefully considers the interests of the applicants in terms of how well they fit with the purpose of the graduate program and the interests of individual faculty. Faculty put tremendous pressure on themselves and their time to understand the possible match between students and the program. In some cases it is clear that the applicant has interests that do not fit, and the student would not be served by admission into the program. It is clear that the Graduate Committee continues to be highly involved in all aspects of graduate student decisions even after admission.

The program seems to have to continually deal with a misconception on the part of prospective students as to the nature of the graduate program. Many applicants were seeking an applied or clinical degree, neither of which is the emphasis of the HDFS graduate program. Being aware of this, the graduate faculty makes an effort to communicate to the prospective students that this is a research-oriented program. Despite this, one or two of the students whom we interviewed expressed disappointment in the scarcity of 'applied' classes offered.

The style of personal interaction and individual attention by faculty and staff in the admissions and recruiting process seems to be paying off. The students were generally impressed with their experiences during the applications process. The Program Secretary is familiar with faculty research areas, so can direct enquiries appropriately. Enquiries were forwarded to the appropriate person and dealt with in a timely fashion. This was in contrast to the students' experiences with programs at other institutions. At least one student considered this positive experience to be a major factor in deciding to accept the offer from OSU.

Although most students in the program are successful, the graduate faculty feel quite strongly that they are not able to attract the best students into the program. In the past 4 years, 2 to 6 students per year declined offers from the HDFS program (Self Study, page 23). Offers of higher stipends was cited as the main reason for students choosing to go elsewhere. Therefore it seems that an increase in GTA and GRA stipends would be required if the quality of incoming students is to be raised.

In the focus group discussions conducted in February 2001, and documented in the Self Study, the students expressed concern about working long hours and not having sufficient number of assistantships. However, the students with whom we had a conversation generally agreed that the level of financial support was adequate (although they are the ones that selected to attend OSU, despite the stipend levels.) For many, the availability of fellowships was considered to be a very important part of the financial package. Some students felt that they would not be able to make ends meet without a fellowship. Historically HDFS graduate students have been very successful in securing fellowship funds (Self Study, page 27). Unfortunately there has been a recent downward trend in the amount of scholarship money received by HDFS graduate students. Reasons for this that are cited in the Self Study (page 27) are the decline in the stock market and the merger of the College of Home Economics with the College of Health and Human Performance. Students and faculty identified health insurance for graduate assistants as an important issue that needs to be addressed.

4.2. Program Performance

The Graduate Program defines timely progress as moving toward completion of the degree within 2 years for the M.S., or 3 years for the Ph.D. In recent years the average time to completion has been about 3 years for the M.S. and about 4.5 years for the Ph.D. (Self Study, page 30). The recently approved curricular changes are designed to expedite completion of the degree by getting students involved in research projects earlier (Self Study, page 31).

The policy of using 'fit' as a major criterion for admission may well be a main reason for the high level of

student retention. Nearly all admitted students complete their degree (Self Study, page 30).

From the data the department has provided regarding the publications by graduate students, it appears that many students are actively involved in publishing in journals and making presentations in professional meetings. The students with whom we met were largely in agreement that the attendance at professional meetings is an essential part of their education and professional development. Unfortunately there have been several instances of students being unable to attend a meeting because of lack of funds. This is considered a serious problem among the students. Accordingly, we urge the department or the college to establish a stable source of travel funds.

On the subject of professional development, some students expressed a concern about opportunities for publishing their work. They suggested that the program develop a more formal system for guiding them through the writing and submission of manuscripts for peer-reviewed publication. As part of the recent curricular reform, the Graduate Faculty approved a mechanism that is designed to increase student involvement in research. An intensive research experience is expected to result in a paper submitted for publication (Self Study, page 31).

The program's focus on a solid theoretical and methods foundation is regarded by the students as a very positive aspect of the program. The students are very appreciative of the faculty for making themselves available and being responsive to requests for help. Also, the students were in general agreement that the special topics courses they had taken were very valuable to their graduate learning experience. They expressed disappointment that these courses are due to be discontinued because of the upcoming reorganization of the curriculum. The Graduate Program Administrator felt that this would not be a problem for future students because a similar learning experience will be provided by the 'apprenticeship' that will be in the new curriculum. There seems to be some miscommunication on this issue between the students and faculty. The students said they would like to have a meeting with the faculty to have the curricular changes explained to them.

The students identified a need for more computers with specialty software (Stata, MPlus) so that they can do their research more efficiently. As part of her drive to strengthen research throughout the college, the Dean is committed to establishing a computer lab for Health and Human Sciences graduate students (Self Study, page 16).

4.3. Outcome Assessment

Recent graduates from the HDFS program are almost all employed in professional positions in the field. The Self Study presents data for each year since 1997 (pages 46-48). Nineteen of the recent graduates are employed in academic institutions, six are employed in government agencies, nine are in private or non-profit organizations, eight are masters graduates who are now pursuing Ph.D. degrees, and two 2003 graduates are listed as seeking employment. The Graduate Faculty is considering the idea of organizing colloquia for alumni to discuss non-academic employment opportunities with current students.

4.4. Recommendations

4.4.1. Improve the quality, quantity, and the diversity of graduate student applicants.

The faculty is already trying to recruit at conferences by distributing publicity materials. Another idea is to send more graduate students to professional meetings at the regional and national level. Students can be good recruiters and can effectively "advertise" the program. Other ideas are to involve undergraduates in research and encourage them to go to graduate school, and networking with other strong undergraduate institutions to develop a feeder network. The issue of diversity is an important one and should not be ignored. The faculty can do more to encourage more male students rather than passively waiting for them to apply. While recruitment of males is likely hindered by the department's historical association with home economics, this should not be a permanent hindrance.

4.4.2. Set aside some funds to support graduate student travel to attend conferences.

Because this appears to be one of the major concerns for students, monies need to be set aside (at the department or college level) for students to travel to and participate in conferences. It may be possible to use some of the fellowship money to travel or seek additional support from the university. The students could "apply" for these on case by case basis. If the goal is to produce primarily Ph.D.s, these students must become involved from the start in professional organizations and meetings at the national level. They also need to be presenting at conferences. Professional networking is critical to identifying post-doc and job

opportunities and contacts. This effort will also pay dividends for program recruitment---graduate students (especially happy and satisfied ones, such as those in HDFS at OSU!) can be excellent recruiters.

4.4.3. Reconsider the exclusive emphasis on Ph.D.-bound students.

Given the high demand for terminal Masters students and their potential contributions to the state, it may be a little risky to focus exclusively on Ph.D. students. For example, is there a way to offer another option to an M.S. degree that is less "faculty time intensive" but serves the demand that appears to exist. One advantage of having a larger M.S. student population is that the department might then have enough students to offer some special topics courses and not rely entirely on one-on-one internships to educate their Ph.D. students in specialty areas. In the long run, a special topics course may be more efficient to deliver the content if there is a large enough class size.

If they stick with this decision of focus on Ph.D. preparation, then they need to ensure more RA positions and travel support, plus will have to recruit more broadly to get the strongest and best-prepared students. Printed materials (handbook, brochures) and the website should more clearly state the preference for doctoral training and discouragement of terminal master's degrees.

4.4.4. Improve the communication with the current and new graduate students.

Many of the changes and the rationale for the changes in the department are not well-understood by the graduate students. The department should involve student representatives in these discussions and have a student representative attend the faculty meetings. The faculty can also call for a general meeting of all students when big changes are ahead, and prepare them for the changes. Communication should also include clearly advertising on the department website and in program materials the preference for doctoral training and the strengths and focal areas of the department. The mechanism for changing advisors needs to be clarified in the handbook materials.

5. Graduate Faculty

5.1. Faculty Composition

At the time of the review, the HDFS department has 12 tenure track research faculty, 21 non-tenure faculty (with a total FTE of 15.82), and 8 extension service faculty. The tenure -track faculty come from some of the top schools in the nation including Pennsylvania State, University of Illinois at Urbana-Champaign, and Cornell University. 10 of the tenure-track faculty are women and 2 are men. The non-tenure faculty are predominantly from the western states including some OSU graduates. Given the heavy undergraduate enrollment of 700 students, the tenure-track faculty size is rather small. Table 12 of the Self Study report gives a tenure track faculty - student ratio of 1:61, substantially lower than other peer institutions (1:45 at University of Arizona and 1:18 at University of Missouri). Tenure-track faculty to graduate student ratio is on par with other schools at 1:3. However, the number of non-tenure faculty and their total FTE seems relatively large compared to the number of tenure-track faculty. The department is interviewing for a head of the department position and possibly another position this year. As the new budget model is implemented, the dean plans to increase the number of tenure track faculty positions, some of which will go to HDFS. Jack Higginbotham of the Research office explained that they will be ready to help with start-up money and research equipment for the new faculty.

5.2. Faculty Research

The graduate faculty is well-respected by their peers and do high quality research. The department houses the editorial office of the Journal of Marriage and Family, the leading journal in the family field. Many graduate faculty have achieved numerous awards and are fellows in their respective professional societies. About half of the graduate faculty consistently publish in the top developmental and family journals. Another third do so occasionally, mixed in with lower level journals. The rest do not publish a great deal in traditional academic journals.

Funding wise, about half of the HDFS are engaged in external funding. The funding sources include National Institutes of Health, US and Oregon Departments of Education and Health and Human Services. Many of these are state-type grants and, in the experience of the review team, may not result in the kind of information that is publishable in top academic journals. More often this kind of work is more specific to the state and presented in the form of official reports, policy recommendations, etc. As illustrated by some of the large federal grants, there are faculty members who are capable of getting them, and are well-motivated to do so. The amount and the number of external grants increased substantially in the last 3 years, and we

expect them to increase even more as the faculty grows larger and more experienced.

Rather than spreading themselves too thin in a number of areas to cover all stages of human development, the faculty is moving towards focusing on a small number of signature research areas - early childhood development and gerontology -- and build collaborations within these areas inside the department. The review team felt that this is an excellent strategy for a small department to use to gain a national reputation quickly. These areas are well-chosen and reflect the needs of the society. The faculty has made a difficult but strategic choice and should pursue their strategy vigorously.

The faculty members are also developing collaborations with members of other departments and colleges, especially in social sciences, which is encouraged by the dean. The faculty might also consider being on the lookout for faculty members in other colleges who might have some common interests with them. For example, faculty members from statistics and computer science might be interested in collaborating in projects that have a heavy data analysis component. Organizing and attending interdepartmental colloquiums and encouraging students to take courses in other departments might facilitate these collaborations. The students are generally satisfied with the advising and instruction they are getting from their graduate faculty. They all appreciate the warmth and friendliness of the faculty members.

5.3. Teaching and Mentoring

HDFS program has gained a reputation for excellence in teaching and their courses in research methodology have become very popular throughout the college and the university. The faculty appears to be actively engaged in making changes that improve the quality of education and research by the graduate students. They have recently reorganized the curriculum to encourage students to quickly get oriented towards doing research. They now require the first year students to take 1 credit of internship in each of the three quarters to learn about 3 different research areas. In the second year, they are expected to take 3 credits of internship in each of the quarters for doing research, all in the same area. This is an excellent way to get the students introduced to different research areas in their first year, and then encourage them to pursue one of the areas in depth in their second year. The faculty appears to be clearly motivated by their students' development and learning and continually trying to improve their graduate experience. It also appears that there is a great amount of collegiality both among the faculty and between the faculty and the students that makes the operation of the department quite enjoyable.

5.4. Recommendations

5.4.1. Develop ways of obtaining more federal grants that enable the faculty to do research publishable in top quality journals.

Pursue federal research dollars to bring even more visibility to the strong research being conducted in the department. This will provide more RA positions and possibly travel support for graduate students. Encouraging younger faculty to attend the grant-writing workshops is a good way to initiate them into the techniques of proposal writing. They might also benefit from active mentoring by the more experienced faculty.

5.4.2. Continue the efforts to develop signature research centers and seek collaborators outside the department and college.

The idea of focusing the research efforts in a small set of "signature areas" is an excellent one, given the limited resources available at OSU. The faculty might do well to use this as an opportunity to build campus-wide collaborations with other research-active departments, not only within the College of HHS but also throughout the university. One way to encourage this is by inviting people from other departments to give talks and have the faculty and students attend talks in other departments. Active collaborations with other departments and colleges that have common interests with HDFS would also increase the visibility of the department and raise their chances of success in getting grants. Finally, the faculty should also consider collaborating with their colleagues in other universities, which may be especially easy to do for young new faculty.

5.4.3. Try and get at least 2 more faculty slots not counting this year's hiring, while striving to improve the diversity.

The size of the research faculty is too small to serve the large undergraduate population and also meet the increased demands on research productivity. The department should try to move towards a better balance between the tenure-track and non-tenure track faculty. Also, reducing the teaching loads of graduate faculty

from 5-6 to 4-5 should be a priority to enable faculty to do more active research. The new budget model of the university should give this department a stronger hand in bargaining for more faculty positions. The department should try its best to recruit men and minorities.

6. Facilities

6.1. Space and Equipment

The Department is physically located in Milam and Bates Halls. The faculty feels that they need more space, although the review team was impressed with the amount and type of space that the department does have. The space in Milam is older, and used for faculty and graduate student offices and classrooms. The configuration of some of the office space is quite nice, providing office "groupings" with mini-conference areas that are co-located. Some of the space is certainly older, and the group does not inhabit consecutive floors of Milam. However, they have made good use of the space that they have. The space in Bates for the Child Development Center is no less than remarkable. Bates was constructed in 1991 with private donations. There are lab spaces where Head-Start type classes can be held, and observers can unobtrusively watch the interactions between pupils and teachers via a one-way mirror. There are areas where interviews can be held, small conference rooms, mixed with office space. Several externally funded projects have space allocated in Bates Hall. The Family Policy Program occupies much of the second floor of Bates.

One area in which the department is sorely lacking is in that of computer infrastructure. There are not enough computers, much less modern ones, software is outdated---MS Windows 98 was observed on one of the grad student computers---and the network likely needs to be upgraded. Given the strength in the department on methods and measurement, this hole is a bit incongruous. It appears that computer support is minimal.

6.2. Library Collections

The library collections are at level 3a-3c, which is adequate for advanced study or instructional support level (page 18, Self Study). With both M.S. and Ph.D. programs and many faculty doing cutting edge research, the collection is supposed to be at level 4, which is "research level."

6.3. Recommendations

6.3.1. Improve the computational infrastructure

Investment in computational resources---computers, software, network upgrade---is of paramount importance. It was one of the few areas in which the department appeared to fall short, and the students and faculty seem to feel the pinch. It would also be difficult to attract good students and faculty without state-of-the-art facilities and computer support for research. The department and the Dean should give a very high priority to this urgent need, and get help from the provost's office to establish a dedicated computer lab, and also upgrade the equipment in the offices of the faculty and graduate students.

6.3.2. Upgrade the library collection to research level

It is also important to improve the library collection to bring it to the "research level" (level 4). The faculty should investigate ways of subscribing to on-line journals and magazines which can achieve this without a huge price tag.

7. Administration

Karen Hooker has served for the last year as interim Department Head while they are searching for a new Head. At the time of the review, the department was optimistic that they had found a candidate, and the Dean seemed to be enthusiastic about recruiting this person. In the case that this position is not successfully filled this year, Karen said that she would be willing to serve for another year, although she was clearly not eager to do so. The Department appears to be quite tight and collegial, functioning synergistically, and we expect that they will be fine until a new head is found. They appear to be a healthy department, and the job of Department Head would likely be a nice one with such a group. We encourage the Dean to do what she can to recruit a dynamic head for this exciting department.

8. Summary of Findings and Recommendations

8.1. Summary

OSU's Human Development and Family Studies is a program with strong emphasis on Ph.D. level research. It has many faculty members who received numerous awards and are fellows in their respective disciplines. The curriculum is well-designed, thorough, and up-to-date. The program includes several innovative features such as mandatory internships, thesis requirement for all M.S. students, a required sequence in research methodology, and a newly introduced idea of rotating research internships for the incoming students. Over half of the grad faculty is involved with external funding. Approximately half of the grad faculty consistently publishes in top journals in their fields; another quarter occasionally does, although there is some variation in the quality (prestige) of their publication outlets.

The students are highly appreciative of their professors, the education and research experience they are getting, and the friendly, supportive, and warm atmosphere of the department. Most of the students receive either a teaching or research assistantship. They are actively engaged in research and publish in journals and conferences. The faculty and graduate student space is reasonable, and some of the facilities in Child Development Center and in Bates Hall are remarkable.

Most notable, however, is the conscientiousness of the faculty and their eagerness to improve things, which is apparent in the clarity, thoroughness, and transparency of their Self Study document, which should serve as a model for other programs. The efforts of the faculty are even more remarkable considering the fact that they do not have a permanent department head.

8.2. Recommendations

The recommendations are summarized below for convenience along with section references where they are further discussed.

1. Establish at least one course on observational methods [3.9.1].
2. Conduct more research in the Child Development Center (CDC) [3.9.2].
3. Consider Special Topics courses in the Signature Areas of scholarship [3.9.3].
4. Consider making comprehensive exams a more productive process for students [3.9.4].
5. Improve the quality, quantity, and the diversity of graduate student applicants [4.4.1].
6. Set aside some funds to support graduate student travel to attend conferences [4.4.2].
7. Reconsider the exclusive emphasis on Ph.D.-bound students [4.4.3].
8. Improve the communication with the current and new graduate students [4.4.4].
9. Develop ways of obtaining more federal grants that enable the faculty to do research publishable in top quality journals [5.4.1].
10. Continue the efforts to develop signature research centers and seek collaborators outside the department and college [5.4.2].
11. Try and get at least 2 more faculty slots not counting this year's hiring, while striving to improve the diversity [5.4.3].
12. Improve the computational infrastructure [6.3.1].
13. Upgrade the library collection to research level [6.3.2].

In closing, the review team is positively impressed with the HDFS program, and is unanimous in thinking that the department is headed towards greater glory. We wish them well as they seek a new leader and endeavor to improve their program and strengthen their reputation. We thank them for hosting us and answering our questions, often with copious documentation and always with a lot of patience.

Appendix 2

RESPONSE TO THE GRADUATE COUNCIL REVIEW

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCES

The HDFS graduate faculty met several times to discuss the Graduate Council's review of our program. We feel that it was a very favorable review, and agree with most, but not all, of the suggestions. The following is a distillation of our comments and responses.

1. Establish at least one course on observational methods.

There are two observational methods courses on campus at the graduate level, one in anthropology on ethnographic methods, and the other in sociology on qualitative sociology. Thus, our students do have access to these types of observational methods. However, we do feel that field observation of the type that could be done in the Child Development Center in HDFS would take a different slant, and we are considering the possibility of developing such a class. This would require the use of specific types of computer software such as NOLDIS, which are fairly expensive.

2. Conduct more research in the Child Development Center.

We agree with this suggestion, and have started two research projects this year there. The CDC (Joanne Sorte & Inge Daeschle) just received a major grant for Health in Action, which utilizes the setting to study physical activity and obesity in children. Further, Megan McClelland has received internal funding to do a study on social competence and achievement skills. Both projects have graduate and undergraduate student involvement.

3. Consider Special Topics courses in the signature areas of scholarship.

We agree that focusing special topics courses in our signature areas of research is a good idea. This endeavor has been aided by the hire of two new faculty, who will each be offering one specialty course. However, the Dean feels that rather than developing new courses, we could make more judicious use of existing special topics seminar courses. We are in the process of examining the graduate curriculum to determine the possibility of systematizing our offerings so that graduate students can plan their programs more efficiently.

4. Consider making comprehensive examinations a more productive process for students.

We have extensively studied this issue (see materials in appendix). Comprehensive exams as they are currently administered require students to integrate the material they have learned in coursework and through other experiences in the graduate program. We value the integrative nature of this exercise and feel that it is essential for an interdisciplinary program to provide an opportunity for students to integrate materials across disciplines. Indeed, we have been very impressed by our students' recent performances in this process.

5. Improve the quality, quantity, and diversity of graduate student applicants.

We have developed a strategic plan to improve recruitment, and have taken or plan to undertake several actions, including:

- Continue to do a coordinated recruitment with other HDFS type programs, in which top undergraduate students in all the programs are identified and are sent material about the program.
- In 2003, we developed new recruitment material and updated the web site.
- In 2003, we also recruited at the Western Psychological Association and the National Council on Family Relations annual meetings.
- We plan to recruit the social science McNair scholars from the spreadsheet sent to grad advisors this fall, via email and followed up with a brochure.
- We will also explore the possibility of identifying good diversity students through URISC.
- The new Department Chair has initiated a fund to help recruitment efforts.
- The new Department chair is actively working to raise assistantship levels and/or stipends and suggests

making multiple year assistantship offers to newly admitted students (e.g., 3 year for Ph.D. applicants), as a way to attract the best applicants in the pool.

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6. Set aside some funds to support graduate student travel to attend conferences. The department has in the past supported graduate student travel using funds from their two endowed chairs. In the past two years, the Knudsen endowed chair has supported six graduate students' travel, and the Petersen chair has also supported six trips by students. However, these funds of necessity were targeted at specific topics (family policy and gerontology). The chair has set up a new Research and Travel Committee which will coordinate funds from the two endowed chairs, as well as the department, which will support graduate student travel and thesis research in all areas, as well as faculty travel and research.

7. Reconsider the exclusive emphasis on Ph.D. bound students.

The Graduate faculty members feel strongly that we have considered this issue at length. Given limited resources and the very large number of undergraduates we serve, we do not feel that it is in our best interests to emphasize the terminal M.S. degree, which would require us to provide graduate level training in research to individuals who will not be practicing researchers. Instead, we seek to follow recommendation 5 in order to improve our recruitment of top Ph.D. students.

8. Improve the communication with the current and new graduate students.

We have moved to systematize the mentorship of incoming graduate students in two ways. First, graduate student applicants to the program are contacted by a current graduate student in the program. We plan to extend this recruitment relationship into a mentorship once the student comes to campus. Second, we have instituted a research apprenticeship for first and second year students, which will systematically rotate students through the various research labs in the department. This will also provide a greater opportunity for mentorship of incoming students by senior students. Further, the students have undertaken on their own initiative to institute a weekly social hour.

9. Develop ways of obtaining more federal grants that enable the faculty to do research publishable in top quality journals.

HDFS faculty have generated between \$1.6 and \$1.8 million dollars in research funds during each of the past three years, from a wide variety of sources, including federal, state, and local agencies, as well as private foundations and donors. This provides substantial support for graduate students. Many of our faculty publish in top quality journals, and often graduate students are co-authors on these publications. Several faculty members have taken the grant writing workshop sponsored by Dean Tammy Bray. Of these, one written by Kate MacTavish was funded by NIH this year; Anisa Zvonkovic's was resubmitted this month. Several more faculty members participated in the workshop this summer and are preparing proposals. Further, it is anticipated that the ability to obtain federal grant funding is an important criterion for new hires.

10. Continue the efforts to develop signature research centers and seek collaborators outside the department and the College.

We have refined the HDFS signature areas to focus on healthy children, healthy families, and healthy aging. In line with this, we have submitted one university-wide initiative, the Center for Healthy Aging (Karen Hooker, director), and several of our faculty members are major collaborators in the Sustainable Rural Communities Initiative, both of which have made the final round. If funded, these Centers will provide significant infrastructure to enhance our collaboration within and across departments and colleges.

11. Try and get at least 2 more faculty slots, not counting this year's hiring.

We are working on this. We are in the process of searching for a new endowed chair in family policy, which we hope will strengthen the department on a national level, both in terms of grant funding and visibility. We are also negotiating with the Dean for a new senior position in healthy children to help spearhead the proposed Healthy Children Initiative, and hopefully we will be able to search on that in the next year. We will also develop plans to search for additional strategic positions, preferably in methods.

12. Improve the computational infrastructure.

We agree that this is sorely needed, and the department chair has appointed a committee to examine alternatives (Alan Acock, chair). We are investigating the possibility of installing a wireless network in the

graduate student office, which will allow them to use their own laptops (most of the students already have them). We are also looking into acquiring a server to maintain high level statistical software which will be linked to this wireless network, as well as the lan connections, so that both students and faculty will have access to these. We are exploring departmental, college, university, and external support for these initiatives.

13. Upgrade the library collection to research level.

We support this idea; however, current information from the library liaison indicates no books can be purchased. We are making better use of the resources the library offers, by enhancing our communication with the library liaison, and by systemizing the training our students get in using the library for searches, government documents.

Respectfully submitted,

Carolyn Aldwin	Karen Hooker	Anisa Zvonkovic
Chair	Past Interim Chair	Chair, Graduate Committee

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 21, 2004 Minutes

Graduate Council

October 21, 2004 Minutes

Present: Pehrsson (co-chair), Steel (co-chair), Bond, Brown, Ciuffetti, Filtz, Francis, Koenig, Pedersen, Rockey, Selker, Strickroth, Tadepalli, Waldschmidt

Absent: Rettig

Guests: Rich Shintaku, Sam Stern

1. College Student Services Administration (CSSA) Graduate Program Review

John Selker (Agricultural Sciences), chair of the review team, presented the report to the Council. Sam Stern, Dean of the School of Education, and Rich Shintaku, who has administrative responsibility for the CSSA program, were present. [The full report appears as Appendix 1 to these minutes.]

Selker praised the review team members for working so well together. The report was jointly written by the internal and external team members. The internal team was composed of John Selker (Bioengineering), Russell Karow (Crop and Soil Science), and Stephen Giovannoni (Molecular and Cellular Biology). The external team members were Susan R. Jones, from The Ohio State University, and Mike Segawa, from the University of Puget Sound.

Selker commented that both students and faculty were engaged in the review process. He reported that the review was generally positive. He described the program as dynamic, well known both regionally and nationally. He indicated that the program appears to be recovering from difficulties that existed five years ago. He stated that recruitment is strong and that there are 2.5 applicants for every one student slot filled. Students in the program are funded 100% via graduate assistantships. Female students of European ancestry currently dominate the student population. Faculty performance received high praise from several students who met with the review team.

Space is an ongoing concern and students are housed all over campus due to the nature of their graduate assistantships. This creates a loss in centrality within the program because there is no sense of convergence. It was recommended that a student lounge be created, preferably near the main CSSA office. The review team also noted that there was the lack of computers for student use.

In the review team's discussion with part time students, the issue of limited opportunities was raised. Selker stated that additional thought should be given to consider the best strategies for addressing the needs of this group before a concerted effort is made to increase their numbers.

Selker reported that faculty FTE must be increased. The program currently operates with only 1 faculty FTE (1 FTE 9-month; 0.25 FTE 12-month), and the program is delivered by adjunct faculty. Selker suggested that a minimum of two FTE is necessary to strengthen the program's viability and to reduce the program's dependence on any one individual. Selker reported that the addition of a GTA position would alleviate the administrative burden that currently exists by assuming many of the routine organizational activities involved in recruiting and assistantship management.

Selker stated that greater budget transparency is needed. It is not clear how dollar flow occurs within the School of Education. Faculty expressed the desire to know how dollars are being spent and to understand the justification for those decisions. There is a general sense that the CSSA program is a moneymaker and to some extent Selker suggests that the program is not adequately supported relative to its contributions. Students also felt the program was not getting its fair share of regular faculty FTE

and resources.

Faculty who participate in the CSSA program would like to resurrect the suspended Ph.D. program, but the team does not support this notion at this time, stressing that additional FTE will be required to take on that endeavor. Selker further reported that current Master's students are not prepared for the rigors of a Ph.D. program. Many of the adjunct faculty members do not have PhD degrees. However, 75% of the students polled expressed a desire to earn a doctoral degree, demonstrating some demand for the program.

Issues of curriculum were raised in the review report. The current offering of courses is based on adjunct faculty availability rather than need. Credit assignment is random and not related to a curricular core. The program is exploring the portfolio as an option for the culminating experience. Although the CSSA Program Competencies model does a good job of capturing the skills and knowledge needed for students to be successful in the workplace, further attention to the curriculum is warranted, such as:

- Outcomes assessment
- Impact of technology
- Public policy
- Increased visibility of program competencies

Sam Stern, Dean of the School of Education, shared his reaction to the review team document. He indicated that the CSSA program was housed in the Graduate School for nearly a decade. Approximately two years ago it was moved to the School of Education to reestablish its academic framework and to implement recommended strategic changes. The program is poised to make its first tenure track appointment in ten years.

Rich Shintaku, CSSA program director, responded to the review team report by stating that the program has national significance. He appreciates the excellent work done by the review team and welcomes the feedback. The self-study process enabled the program to identify many of the challenges mentioned by the review team.

Shintaku further stated that demand for the program will only increase. To address this demand, a tenure-track position is very important to the program's success. This past summer, he was involved in an extensive curriculum review. He concurs with the recommendations outlined in the review report and stated that the program is moving forward. The part-time student numbers help them access diversity. Currently, they have 10 part-time students in the program. Regarding diversity, they feel the profession should mirror the diversity of students and the diversity of the students should be reflected in curriculum and scholarships offered. Regarding the space issue, he agrees with the issues itemized in the report. He states that many of the classes have been pulled back to Education Hall 107. He asserts that the demand for a PhD program exists, and states that currently there is no doctoral program in CSSA available on the entire West Coast. He reports that they have increased the advising pool from 5 to 8.

Barbara Bond (Forestry) asked the program representatives why they are not considering a professional credential rather than a PhD degree program. Lynda Ciuffetti (Science) asked what resources would be forthcoming to support offering a doctoral degree. In response, Dean Stern indicated that there is an informal tension between an EdD vs. PhD. The perception is that the PhD is the preferred credential for which the students want access. He further stated that community colleges are the largest employer of CSSA grads and the PhD is recognized as carrying more prestige than the EdD.

The next agenda item was the report of the Graduate Council program review for Adult Education. Sam Stern and Rich Shintaku also represented the School of Education for this agenda item. The Graduate Council deferred action on the CSSA report until after the Adult Education review report was presented.

2. Adult Education Graduate Program Review

Elaine Pedersen (Health and Human Sciences), chair of the review team, presented the review team's report to the Graduate Council. Sam Stern, Dean of the School of Education, and Rich Shintaku, who has administrative responsibility for the program, were present. [The full report appears as Appendix 2 to these minutes.]

The internal review team was composed of Elaine Pedersen (Design and Human Environment) and

Brent Steel (Political Science). Susan Fish (Development Education Department, Chemeketa Community College) and Allison Rossett (Department of Educational Technology, San Diego State University) were the external reviewers.

Pedersen reported that students in the Adult Education program are exposed to a new approach to education that prepares them to apply their learning to real world situations. Students reported that they like the cohort program model, which consists of a 3-year part time master's program. Pedersen reported that there are two areas of professional preparation: 1) organizational development and training of specialists, and 2) master teaching in basic skills. The review team indicated that re-evaluation of the goals of each area is warranted. Although the master's program is professionally oriented and not designed as a research-based degree, statistics should be included as a required part of the curriculum.

AAACE standards give historical foundation and perspective to students. However, program supplementations by areas of specialization are called for. Twelve of the 45 credit hours are devoted to special topics. Consideration should be given to moving more credits to core courses.

Pedersen reported that three of the faculty are nearing retirement, including the program coordinator who is the only faculty member (nontenure track) with full program responsibility. It is imperative that at least one tenure/tenure track faculty member have full responsibility for the program.

The review team indicated that research productivity needs to be a priority in new faculty hires so that instructional quality can be enhanced.

Currently, the program requires that graduate applicants must be professionally employed to be considered for admission to the program. Pedersen stated that while this approach may be acceptable in the best of times, it is recommended that students be admitted even if not employed.

Pedersen reported that the program was delivered under an off-campus model. When the review team met with the students, the students reported that they wanted more contact with a librarian.

Sam Stern, Dean of the School of Education, reported that the Adult Education is a remarkable program with three distinct focuses: training and development, community colleges, and agencies dealing with adult students. Other major institutions are having trouble sustaining similar programs.

Rich Shintaku reported that he was very informed by the review team report, but that there were no real surprises. The curriculum has been under extensive review. The beauty of the cohort engagement is a tremendous common experience. They are moving towards hiring one more tenure track faculty member. The program is much more regional than national. Currently, the student population is a very "white" program and there is a great need for diversification. They are very excited to have enrolled their first full time students. Shintaku reported that it is no longer a requirement to be employed full time to be accepted into the program. He further reported that the Chemeketa facilities are better than those available at Oregon State University. Chemeketa is happy to have the program delivered at their location.

Barbara Bond inquired about the student demand for the two tracks currently being offered. Dean Stern reported that an industry standard is that 4% of employee payroll be spent on Education and Training programs. So, the marketplace is great.

Rich Shintaku indicated that the program's name is not reflective of its real emphasis and that they are considering a proposal to rename the Adult Education program.

Brent Steel (Liberal Arts) shared his perception that students in the program are very positive.

Selker reported that it was a delight to work with the School of Education. However, he expressed concerns regarding the absence of quantitative skills. How encouraged the program to consider how to produce lifetime learners.

Stern indicated that the School of Education is strategically working towards improving its qualitative methods curriculum, but there is no evident quick fix available.

Selker reported that in the years between 1995 and 2003, only 4% were students of color. He

recommended that the program representatives consider how diversity can be increased. Shintaku responded by saying that he is responsible for diversifying the student body in the program and is more intentional about attracting a greater diversity of students.

Stern reported that 44% of the African American students at OSU are in the School of Education and that 36% of the Latino population is in the School of Education.

Shintaku stated that due to its success, the School of Education's diversity plan is a model that is being examined by the administration at Oregon State University.

Dale Pehrsson (Education) expressed the Council's gratitude for Sam Stern and Rich Shintaku's participation in the discussion. After the guests departed, the Graduate Council engaged in ongoing discussion about both of the program review reports.

Brent Steel began the discussion by expressing concern about the number of adjunct faculty being used in both programs. Barbara Bond agreed, and stated that this should not be looked at as a weakness, since it is an enormously creative way to deliver a program. Bond also stated that the School of Education needs to be more transparent financially. Sally Francis (Graduate School) agreed that it may be viewed as a strength for CSSA, But she added that if the entire CSSA program is on the backs of volunteers, when do you work together as a faculty on core issues? She agreed that at least 2 tenure track positions are needed. Selker stated that the CSSA program may look like unstable from the outside, but the adjuncts have tremendous buy in. They want the PhD program. Ciuffetti stated that the adjuncts are devoted, committed, but any change equals a loss of program control. Pehrsson added that the coordinator is a non-tenured faculty member and the adjunct faculty are good. But a research position is lacking.

A motion made and accepted unanimously to approve the CSSA report as written.

The Council then engaged in conversation about the Adult Education program. Dan Brown (Council Student Member) asked why accessing technology off-hours presented a difficulty for the students. Pedersen responded that the problem is being off campus and getting faculty help when needed. Brown suggested that an academic help-desk could resolve the problem. Pehrsson stated that students don't know about the assistance that is currently available. Bond stated that student orientation should address these issues.

Selker stated that the Graduate Council should pull together key people to address the issue of quantitative methods across the campus. He added that the Council has heard this often enough and needs to be proactive. Bond agreed saying that the Council should set policies, not just react.

After the discussion ended, a motion was made and accepted unanimously to approve the report as written.

3. Minutes

Pehrsson stated that she was listed as both present and absent at the last meeting. She was absent. The motion was made and accepted unanimously to approve the minutes with the correction of Pehrsson's absence.

4. Other Business

Selker asked the Graduate Council members how to best prioritize the efforts of the Graduate Council. Bond indicated that she would like to see a list of topics put before the Council to discuss priorities. Ciuffetti cautioned that extensive footwork often is needed before topics can be put on the agenda. She suggested that a preliminary task force be established before the topic is brought to Council for discussion. Bond stated that she would like to see the Council set the agendas. Steel agreed that the Council should be more proactive. Bond added that she would like to see a Council-wide discussion on possible agenda items. Ciuffetti recommended that each member vote on their top three issues of importance. Tally them up and decide from there. Selker asked that the topic of discussion be put in print before the meetings so everyone can come prepared. He would like to see the Council being more strategic in their use of time.

Appendix 1 Graduate Council Program Review Oregon State University

School of Education Department of Adult Education & Higher Education Leadership College Student Services Administration (CSSA) Program Review Committee

External Reviewers:
Susan R. Jones
The Ohio State University

Mike Segawa
University of Puget Sound

Internal Reviewers:
Chair: John Selker, Bioengineering
Russell Karow, Crop and Soil Science
Stephen Giovannoni, Molecular and Cellular Biology

Site Visit: April 19, 2004

1. Overview

This program review report was developed following the Oregon State University Policies and Procedures for Review of Graduate Programs. The review team was supplied an excellent self-study developed by the CSSA program, and held an entire day of interviews with faculty, students and staff of the program, as well as OSU administrators. The following report is divided into key programmatic areas, each of which contains numerous important observations and recommendations. The report ends with a summary of the central recommendations. This list is put at the end to emphasize that many of the key considerations for this program are matters of subtlety, so the recommendations should not be taken as a summary of the findings of the review panel.

In overview, the review panel found that the program was highly effective and fit well with the mission of OSU. OSU, the state, and region are very well served by this program.

2. Admissions and Recruiting

Overview

The CSSA program is well known regionally and visible nationally. The program typically has 50-70 applicants for the 25 annual openings. The program has sufficient applicants to allow for selection such that the incoming students are well prepared, motivated, and capable of success both in the program and upon completion. Increased recruitment, particularly from the Eastern US, would be very beneficial to improve the diversity of students in the program, which is currently dominated by female students of European ancestry. Essentially all of the graduate student slots are fully funded with assistantships, though they carry a significant workload. The demand for graduates is primarily from regional colleges and universities, with a limited number of graduates pursuing positions in community colleges.

Specific Observations

1. The CSSA is successfully filling its incoming student classes with motivated students who do well in the program and upon completion leave to find entry-level positions in student services at institutions of higher education.
2. The program typically reviews 50-70 applications for 25 positions, a favorable ratio.
3. The program's recruitment strategy is largely based on word-of-mouth and web site contact. The program is favorably represented at the American College Personnel Association (ACPA) web site, a factor that influences many students to apply. Students also reported favorably on the program's web site, indicating that information was easy to find. The absence of a GRE requirement was cited as a reason for applying by some students, suggesting that the program has avenues by which it could increase the quality of its incoming students if it decides to move in that direction.

4. The program is now on firm footing, after several years of considerable uncertainty seen by the out-of-state community, and thus stands to reap the benefits of its growing reputation in the years ahead by recruiting students on a national basis; presently, a high proportion of the students in the program are from West coast institutions.
5. Access to assistantships was cited by students as an important factor in their decision to enter the program. In general, students appeared to be satisfied with the assistantships, but they also expressed a desire for more options and better matching of the rigor of the assistantship with the abilities of the students.
6. The CSSA Student Orientation Handbook is a thorough and well-organized document that serves the program well, its only limitation being the need for revision with respect to the portfolio option.
7. Discussion among faculty and with current part time students raised concerns about the place for such students in the program. See "Operations - Part Time Students" for additional details.

In summary, recruitment is on the right track and the program should do well if it is able to consolidate its recent successes and continue to build its reputation. This is a vulnerable time for the program, because so much of recruiting success depends on word of mouth or the ACPA web site. We suggest that the best way to assure continued recruiting success is to address issues of long-term program stability.

3. Operations

The program has, in the past two year, been energized by a number of new elements of support, including more formalized secretarial support, a more focused department structure with a chair dedicated to the success of the program, and a strong message of support from the Dean.

Building and Space Issues

1. The new office location for the program and presence of an administrative assistant, though only with partial responsibility for the CSSA program, is seen as a benefit by all. Having a centralized and consistently available contact person is helpful for both student recruitment and retention. Students viewed this structure as very helpful.
2. Students would like a study lounge of their own for group projects and general gathering. The creation of such a space will be more important if a concerted effort is made to increase the number of part time students and students who are self-funded and don't have an assistantship home.
3. If a student lounge is created, we would recommend that it be near the main office or near the office of one of the regular departmental faculty to allow for casual contact with students. Such contact may seem like a small thing but experience in other situations suggests that it will help build the sense of belonging among students and hence increase student satisfaction.
4. Students would like to have a mailbox though many anticipate visiting it less than daily since they receive their mail in general at their assistantship locations. Dr. Shintaku indicated that mailboxes were already planned now that interior painting and building repair are nearly complete.
5. Current faculty mentioned that an effort was being made to increase the number of off-campus adjunct faculty. If this effort is successful, it will be essential to have some sort of shared office space that these people can use when on campus. Having this space near the main office so that limited secretarial support is available would be beneficial. Dean Stern stated that he recognized this need for the School as a whole as all units attempt to increase off-campus faculty involvement in programs.
6. Faculty and students had questions about the space occupied by the ELI program. It was not obvious to faculty or students that having this program in the building was beneficial. The relationship of ELI to the School of Education was not obvious. At a minimum, the faculty need to be made aware of the rationale for this program to be housed in what is viewed as School space.

The Building itself is problematic. While significant progress has been made in updating the facility, students felt both embarrassed by the building when showing it to others and short-changed as they see the facilities available to students in other programs. Less expensive actions such as making sure that all internal walls in rooms regularly occupied by program students are in good repair and that rooms have state-of-the art electronics would be helpful. Students commented that if all other factors are equal in a potential students' consideration of graduate study at OSU, the facility would be a negative point.

Part Time Students

1. Part time students were concerned about their place in the program. Historically the program has operated with a homogeneous cohort of full time students. Setting expectations and meeting the needs of such a cohort is much easier than meeting the needs of a diverse student group. Before a concerted effort is made to increase part time student numbers, additional thought must be given to working with

these students. Will part time students with or without an assistantship have the same experience as other students?

2. Students who are working part or full time jobs while taking coursework may not have the flexibility to take some classes if they are consistently offered in the same quarter and time each year. It would be a scheduling challenge, but could some classes alternate between terms in different years? Are distance education or on-line classes where students can complete 90% of the coursework independently an option?

Budgets

1. Greater budget transparency is needed. Dr. Shintaku is new in his position and thus is not clear on how dollar flow occurs within the School. This issue is of concern to regular and adjunct faculty as well. All faculty understand the need for the Dean to have dollar control at this point in time, but having some idea of how dollars are being spent and the justification for these expenditures would be helpful.
2. There is the general sense that the CSSA program, because of its low paid-faculty FTE and relatively high number of students, is a moneymaker and to some extent being taken advantage of by the School. Students also felt that the program was not getting its fair share of regular faculty FTE and resources in relation to student credit hours generated.
3. While current output (student credit hours and head count) in the program is very high due to the limited regular faculty FTE, the true cost to the University is much higher. We suggest that the Dean and Unit head take the time to do a rough calculation of the true operational cost of the program from a University perspective. How does the program look from an investment versus outputs point of view when true costs are considered? All indications are that returns would far outweigh inputs but doing the calculation would be informative as decision-making and program promotion tools.

Regular Faculty FTE

The program currently operates on 1 FTE (1 FTE 9-month; 0.25 FTE 12-month) of non-tenured faculty. This is insufficient for the current program.

1. Having tenure-track faculty as the base of this program will be essential for on-going program stability. All accounts suggest that Drs. White and Scheuermann are doing an excellent job in their positions. If Dean Stern concurs, seek waiver of searches for converting the White and Scheuermann positions to tenure-track, assistant professor positions.
2. Additional regular faculty FTE is needed in the program. The program is not sustainable at current FTE levels. As one adjunct faculty member commented, "superwoman" should not be part of anyone's job description. Drs. White and Scheuermann are doing an excellent job of trying to hold the program together but this will only happen as long as there is hope that conditions will improve. If this hope is lost, both have too many skills to not easily find jobs elsewhere. In our opinion, if either were to leave, the program would be "dead in the water" as those remaining could not possibly provide needed backup in class load.
3. Reviewing the needs and through discussion with participants, it is apparent that two FTE for the program would be a minimum for sustainable operation. Responsibilities of current faculty could then be more equally divided. This addition of faculty would allow only modest potential for program increase as current faculty seem to be working beyond a sustainable limit.
4. Sharing of part of a position with another unit in the School is an option suggested by Dean Stern and several others. While this option may be workable, having two full time faculty in CSSA would be preferable to give the needed support to adjunct faculty and students.
5. Adjunct faculty feel comfortable with the program because they see that there is some level of backup for them. If they absolutely cannot teach a class in a given term for some unforeseen reason, they know that others are there to cover for them. If there is any erosion in program support, this level of comfort will likely quickly disappear.
6. An immediate solution for additional program support is to provide state funding for a GTA position. A GTA could assume responsibility for many of the routine organizational activities involved in recruiting and assistantship management. This would free some time for current faculty for creative activity and scholarship. When additional regular faculty FTE is added to the unit, the maintenance of a GTA position would be useful both as a learning opportunity for students in this position as well as the opportunity to allow faculty to use their time most efficiently and effectively in program development and management versus doing repetitive tasks.
7. When asked to identify the single, highest priority resource need for CSSA, both faculty and students alike identified additional regular full time faculty FTE as this need.

Other Resource Issues

1. Additional resources are the key to the future of this program. Urgently needed is at least 1 FTE to shore up the existing program. There was considerable interest expressed to resurrect the now dormant a PhD program, as well as enthusiasm in adding additional undergraduate course offerings. The PhD program would require a minimum of 3 FTE devoted to the program. Additional FTE would be required to add further undergraduate-accessible courses. Having one of the best MS programs in the nation for student services preparation seems an appropriate objective at this time. Program expansion should be contingent on procurement of additional resources.
2. Access to computers with necessary software to create web sites or CDs are required since the popular portfolios option documents are expected to result in an electronic output. Part time students or those students who do not have an assistantship may not have access to needed computing capability. Even those students in assistantships may not be able to use or feel comfortable using resources in their place of work to do program projects.
3. Students indicated that having the choice to do the portfolio, exam, or thesis was very beneficial. Students arrive in the program from very different places in life and with different skill levels and having these options is useful. At the same time, having more options, some of which are very mentor-intensive, places an additional strain on faculty time.
4. Distance education classes take considerable time to develop and often take more faculty time per student to maintain than a regular class. Unless classes are designed such that they can be managed by a GTA, and a GTA is available to the program, while distance classes may create scheduling options for students, they could be a greater drain on existing faculty resources than current programming.
5. General support dollars are needed for:
 1. Professional development for adjunct faculty - one of the few needs/desires this valuable group of faculty identified.
 2. Thesis or portfolio development support for those students choosing these options. Assistance available to offset research costs, copy costs, etc. is would be appropriate, particularly since many of these efforts are directed toward practical issues of interest to the University. Perhaps this would be a viable opportunity for the focus of a development project with alumni.
 3. Professional meeting travel support for both students and faculty.
 4. GTA support for the program as mentioned above.
6. Training on grant writing is needed for faculty.

4. Advising

There were concerns about advising raised by students in the written materials provided to the review team but none raised in conversations with students. The five-person advising team that was created in the last year seems to be meeting student needs and is providing a level of quality control that may have been previously been lacking. Students also commented that much of the mentoring and advising for the program was done by their assistantship supervisors, peers, or others whom they knew who had been in the program. Several students commented that "you get out of the program what you put into it" in terms of creating the learning experience that they wanted. Advising did not seem to be an issue but an assessment of the new plan should be made after it has been in place for several years.

5. Curriculum

The curriculum of the College Student Services Administration (CSSA) program clearly reflects its current and stated focus on the development of practitioners. As currently structured, the curriculum is firmly rooted in the practice of student affairs, with an emphasis on functional areas of expertise in the profession and is largely delivered by practitioners in the student affairs division at Oregon State University. The specific comments and recommendations that follow are written with the program goal to become among "the best in the nation" in mind.

Content and Delivery of the curriculum

The content of the curriculum is appropriate for a practitioner-focused graduate program in higher education and student affairs. However, this emphasis on practice/functional areas in student affairs relegates some particularly important content areas (e.g., multicultural and diversity issues) to one credit electives. Several of the required core courses appear to be somewhat duplicative (e.g., 550, 551, 556, 557), all focusing on organization, administration, and practice of student affairs. Last, the logic behind what constitutes 3 credits vs. 1 credit courses is unclear to us. For example, a number of the courses on very specific functional areas (e.g., student activities) are 3 credit courses, while courses integral to an understanding of the context of higher education (e.g., multicultural and diversity issues, budgets and finance, international education) are only 1 credit courses. Further, an analysis of course syllabi (and corroborated by student comments) suggests

an uneven relationship between credit hours and course expectations/rigor. In light of our assessment, we suggest:

1. Re-examining the content of core and elective course requirements with consideration given to potential duplications, larger contextual issues in higher education and student affairs, and the relationship between content for one credit and three credit courses.
2. The number of one-credit course offerings seems labor intensive and an inefficient way to deliver the curriculum. We suggest streamlining the curriculum with fewer one credit course offerings (particularly in the core courses).
3. Given that the majority of the CSSA students are full-time with assistantships, the requirement of 3 practicum experiences may be excessive. The CAS standards only require "two distinct experiences," one of which may be the assistantship. Offering a seminar to go along with the practicum experience (a 5-6 credit offering?) may enable program faculty to deliver the practicum with a more theory-to-practice orientation and tie in with (or subsume) the 3-credit course currently entitled "Programs and Functions in College Student Services" (CSSA 551).
4. The curriculum is currently delivered nearly exclusively by adjunct instructors from the division of student affairs at Oregon State. While this is a strength of the program, it appears to also be a liability. All the students spoke very positively about the role these adjuncts played in their graduate preparation and about their dedication to their learning and success. However, we heard several adjuncts state that they were "taking time away" from teaching given the demands of their own full-time jobs. This puts the delivery of the curriculum in a somewhat precarious and unstable position. Further, many of the adjuncts do not have their PhD's which will have a greater impact on the program if re-establishing the doctoral program becomes a reality. This situation further reinforces the recommendation that at least one full-time tenure track faculty member be added to the CSSA program.

Portfolio/Research Issues

As "culminating" projects for the Master's degree in CSSA, we were impressed by the enthusiasm of the faculty for the introduction of the portfolio option and with the tenacity and initiative of the students who pursued the thesis option. However, student comments about both of these options and our own assessment produced the following observations/recommendations:

1. While very consistent with trends in professional practice, students appeared to be unclear, and in some cases quite anxious, about the portfolio process. Specific questions focused on the scope of the portfolio, what it should "look" like, the content and substance of the portfolio, and the presentation of the final product. We are confident that as more students select this option, greater clarity will come. However, we recommend that faculty provide guidance and a structure for this option. Particular attention should be given to the content of the portfolio to assure high quality and an integrative, comprehensive, culminating project rather than a summative description of course work completed.
2. Students working on the portfolio uniformly commented on the great amount of time required to complete the portfolio, without the corresponding credit hours typically associated with work on a thesis. We recommend that credit be associated with the portfolio development process.
3. A number of students are interested in, or are currently pursuing, the thesis option. As a hallmark of a strong master's program, this is commendable. However, it was also very clear that the students did not have the research skills to complete a thesis. The absence of research courses is also a limitation for those not pursuing the thesis as they do not learn how to be good consumers of the educational research they will read in scholarly journals. While we did not actually see a completed thesis, there appears to be an absence of research methodology courses (in addition to the one course on assessment) in the CSSA program which would provide students with the competencies to complete rigorous thesis research. We suggest that coursework must supplement the thesis experience and recommend that the thesis option be suspended until such courses are in place (or research courses in other departments in the school of education or university are identified as viable options for CSSA students).

Assistantships

The presence of assistantship opportunities is a critical part of the students' preparation. The emphasis on preparing practitioners dictates the necessity of having access to ample assistantship and internship offerings. Presently there appears to be a sufficient number of assistantships available but there is a concern that fewer assistantships are being offered rather than more. The increasing cost of assistantships is making them less attractive for employers, especially in comparison to the cost of professional staff.

We also heard in our meetings of instances where there was a lack of connection between the assistantship

experience/supervisor and the CSSA program/faculty. The result is, at times, a lack of complete integration of inside and outside classroom learning. When this occurs, students then express concerns about work load and the educational relevance of what they are doing.

In light of these observations, we make the following recommendations:

1. Increase the opportunities for assistantship supervisors and CSSA faculty to communicate about the educational experience of their shared students. Examples include assistantship site visits by faculty, supervisors sitting in on classroom presentations, course syllabi being shared with supervisors for their information and potentially feedback, regularly scheduled meetings between faculty and supervisors (on individual basis and/or collectively).
2. Further explore assistantship and internship opportunities beyond the Oregon State campus. These options may be more affordable at other institutions and increases the diversity of practical experiences available to the students.
3. Investigate whether or not assistantships may be used to satisfy the practicum requirement.

Competency Based Model

The CSSA Program Competencies model does a good job of capturing the skills and knowledge expected of successful Student Affairs practitioners. Students who are able to meet these competencies will be very well prepared to enter the field as entry level professionals and perform at a high level. There are a few additional topics that are worth considering for inclusion in the competency model. There are also questions as to how well the stated competencies are understood by the students and referred to by faculty in the development of their curriculum. The following recommendations speak to these issues:

1. Assessment and evaluation is an increasingly critical competency area in Student Affairs work. Students expressed some hesitancy in their awareness of student learning outcomes assessment. We would encourage the development of opportunities for students to further understand outcomes assessment (for example, National Survey of Student Engagement and accompanying Developing Effective Educational Practices work) in addition to techniques such as satisfaction surveys.
2. The impact of technology on service delivery and student development is a growing concern but not often addressed in preparation programs. The impact of technology on how students learn and develop community has yet to be fully explored in the field. The delivery of services has received more attention by practitioners but not fully embraced as a necessary body of knowledge by preparation programs. Coursework and/or practicum experience could be designed to address these issues.
3. Public policy is becoming more influential in the day-to-day lives of practitioners. Campus decision makers are asking practitioners at all levels for more feedback on potential public policy issues. Students who have an appreciation for the role public policy plays in higher education and Student Affairs work will increase their job satisfaction effectiveness.
4. Increasing the visibility of CSSA program competencies on a regular basis will increase students and faculty appreciation for them. Syllabi could easily reflect the specific program competencies to be addressed in the course. In reviewing course syllabi, it was not clear or obvious in all cases which of the program competencies the respective course would be address.
5. Once course syllabi list program competencies, it would be easy to track which competencies were being adequately addressed and those that might be in need of more attention.

Alternative Education Delivery Models

A number of ideas concerning new delivery models and partnerships were shared with the team. Most prominent in these discussions were distance learning, collaborations with our departments of the School of Education, and an undergraduate minor. While we are not recommending a specific course of action, we do have recommendations for how to think about these possibilities:

1. Distance education/e-campus could better meet the needs of part time students. However, it is not clear that an increased emphasis on part time students is the most strategic direction for the CSSA program. That is a decision that needs to be made before significant commitments to distance education would be wise.
2. Distance education is seen by some as a revenue generating source. This may be true but much investigation should be done before that conclusion could be verified. The human and hardware/software resources needed to implement e-campus in CSSA are unclear.
3. Collaborations between the CSSA program and the Community College Leadership Program (CCLP) should be possible if the CCLP program broadened their focus from executive management

development to include general graduate student preparation. As the CCLP is currently structured, it probably is not a viable partner on a consistent basis. However, we noted that student affairs staff at Oregon State enrolled in this program simply because it was the only way to obtain a doctoral degree in a related area at OSU. It is recommended that conversations be initiated with the CCLP and School of Education to determine if increased collaboration with CSSA and other Education departments is desirable and, if so, what adjustments are needed to make the collaboration an integral component of the CSSA program.

4. Another way of looking at this collaboration is to see if the CCLP would work as a model for CSSA to emulate. In other words, developing an executive leadership program targeted for the preparation of senior student affairs officers. Multi-year summer institutes are one way of formatting this experience and possibly generating revenue at less-than-peak times for faculty time commitments. This also could eventually become a starting point for a doctoral program in the future.
5. An undergraduate minor is a creative idea but as with the distance learning concept, and its commitment to part time students, there is a need for much more thorough discussion about who the CSSA program is to serve; and whether there exists an infrastructure to support such an initiative. A program that attempts to serve a multitude of student types requires a great amount of resources and at present those resources do not exist within CSSA. It may, however, be more realistic to think about undergraduate leadership development as an assistantship and/or practicum opportunity embedded within existing offices.

6. Faculty Performance and Professional activities

In general the evaluations of courses, advising, and faculty involvement was very good, with students uniformly pleased with the quality of the faculty (if not the quantity of CSSA faculty). While the faculty of CSSA officially lists 17 faculty, only one of these faculty has CSSA as her primary responsibility, so we restrict our discussion to Dr. White.

The students, faculty, and review team were uniformly impressed by the quality of leadership and energy provided by Dr. White. As discussed in numerous points above, Dr. White's list of responsibilities far exceeds what should be reasonably expected of a faculty member, leaving essentially no time for her professional development or scholarly effort. It seemed that this has caused some discontent, and we believe is not sustainable professionally. The dean's commitment to adding an additional FTE to CSSA should be used in significant measure to address this imbalance rather than to add to the program offerings per se.

7. Dormant PhD. Program

The PhD program of CSSA was described by the chair as "on the top of their minds," and by faculty as "needed and a big opportunity." Notably 75% of the current students we polled planned on seeking a PhD. Thus, although this review is of the current MS program, it is necessary to discuss the PhD program as it is a central component of the aspirations of the program, and thus will affect the MS program as this dream is attained.

The fundamental impediment to the delivery of the PhD program is lack of faculty FTE. We see that one additional FTE will be essential to bring the MS program to sustainability, and that at least one more FTE would be needed for the PhD program to be feasible.

The benefits of a PhD program could be numerous, some of which include: boost scholarly productivity; increase prominence of the program; satisfy what appears to be a large student demand; provide high-level students capable of presenting introductory level classes and assist in remote delivery. At the same time, the challenges presented by presenting a high-quality research-based PhD program are equally numerous. The cultural changes are most noteworthy: the current program is focused on practitioner skills with weakness in even supporting MS level thesis research. To turn the program into a research-driven model would require fundamental reshaping of the curriculum and each of the courses, including several research methods courses. If the program decided to focus on advance practitioners, modeling the program on the CCLP might be more manageable, though many of the benefits associated with a research based program would be lost.

In summary, the assumed goal of re-starting the PhD program has attraction, but must be framed within the context of the strategic mission of the program and how the achievement of that mission would be enhanced most effectively. It is not clear to us that the PhD program should be a central component of near term planning until the Dean has committed the resources, and the Program has clearly defined a path that will add strength rather than the possibility that such a change could substantially take away from the highly sought after program now in place.

8. Summary of Recommendations

Critical Issue:

- **◆ Increase faculty FTE from the current level of one non-tenured FTE to two tenure track to sustain the current program. No fewer than three tenure track FTE will be needed if the PhD program is to be reconstituted.**

Additional Issues:

- Enhance recruitment of minority and under represented students, as well as broadening overall recruiting strategy.
- With decreasing cost-effectiveness of stipends for on-campus positions, CSSA will need to pay more attention to finding new student funding opportunities and work to maintain those currently in the program.
- The portfolio option needs to be more rigorously/completely described so students are clear on expectations.
- As the number of part time students increases, the need for a student space for individual and group study increases. This space should include access to computer/software required to successfully complete a portfolio.
- The interior spaces used for teaching need significant improvement to cosmetic and furnishing aspects.
- As adjunct faculty are added, a dedicated space for them to meet with students and carry out program related business would be appropriate.
- The budget process for the program must be made transparent. What is the income, what is the cost to the School of Education, and what is the cost to the university?
- Given the desperately unsustainable current allocation of faculty FTE to the program, the hiring of a single graduate GTA is recommended immediately to carry out repetitive and routine tasks.
- Make course credit concomitant with the work required and the importance of the subject matter. Many 1 credit classes seem to be more appropriate as 3 credit, and visa versa.
- The many 1 credit classes seem inefficient use of teaching resources. As possible with the current heavy reliance on adjunct faculty, trim the overall number of classes. Make those remaining more comprehensive and/or provide greater depth.
- Include core coursework that addresses issue of the impact of technology; competency assessment; and the process of public policy development to better prepare the students for the contemporary issues they will face.
- Reduce practicum's from 3 to 2, with one possibly being the assistantship.
- Additional courses are needed to support competence in research methods for thesis students, and in the future, PhD students.
- Additional courses or course content is needed to support competency in assessment, impact of technology, and public policy.
- Employ Competency Based measures to define class objectives and evaluate performance.
- Consider remote delivery very carefully: it is not clear that this modality is most strategic for this program.
- A strategic plan matching resources to expectations is needed in the context of the ambitions for undergraduate and PhD offerings. Expectations should be clearly established by the Dean and program Chair to give clarity to the program staff on these significant long-term possibilities.

ADULT EDUCATION GRADUATE COUNCIL PROGRAM REVIEW 2004

Summary of Findings and Recommendations

The new School of Education has made a commendable commitment to Adult Education. For most academics adult learning and education usually means instruction in rooms with students and teachers. For the OSU Adult Education faculty, in keeping with their philosophy, their classrooms are not dominated by an expert behind a podium. They walk their talk and both urge and model a shared, collaborative and inductive approach to teaching and learning. The Adult Education program is highly valued by its faculty and students. The program is an essential part of the School and is a program for which the School is well known and

appreciated. The Dean has described the impact of this program as nothing short of remarkable.

The main goal of the program is to "train educators to be facilitators" and to more specifically train "expert facilitators for adult groups." Faculty and administrators concurred that the program is meeting this goal. Faculty are clearly models for excellence in teaching and learning. The faculty have worked hard to make the coursework "fit" the students' lives and career goals. Because this is a professional graduate degree program for currently employed students, the program offers courses on a "cohort" basis over a three year period. Courses are typically held once a month on a weekend to accommodate working students. The program is designed so that there is a careful sequence of the courses allowing the courses to build on one another. All students interviewed spoke of the exemplary nature of the teaching/learning process, advising, and mentoring in the program.

Graduates of the program are employed at community colleges, correctional facilities, universities, and as consultants. Their subject matter/positions include GED training, ESL-Workforce Development, and Continuing Education and Extended Learning.

Of the five O.S.U. faculty members involved in the program, only one, the program leader, has 100% responsibility within the program. This individual, along with several others, is nearing retirement. Though several faculty members have admirable research productivity, current research productivity relating to Adult Education is low.

The following suggestions and queries are offered from the perspective of both ensuring the program maintains its present quality level at the very least and at best it can enhance its quality level.

Suggestions and Queries:

Graduate Teaching, Curriculum, and Advising

- One area of frustration expressed by the students was the current technology class. This need for change was echoed in conversations with the faculty. Students had differing levels of expertise and their desires for change echoed those differences. Students suggested (and this has been echoed by the Adult Education outside reviewers) that the technology course could be offered as a six-week summer term course. Having a daily experience for a number of weeks may be a more logical learning mode for a skills-based course as compared to the current once a month delivery mode. In examining this part of the curriculum program faculty will want to consider the wide variety of student skills and learning needs and desires.
- According to the self study report there are two areas of professional preparation: organization development and training of specialists and instructional specialists and master teaching/trainers in basic skills. However, the current curriculum is cohort based, all students take the same courses in the same sequence. Program faculty need to consider the lack of consistency between the stated areas of emphasis and the singular emphasis of the curriculum and the employment needs of both the students and the workplace. This could include providing content concentrations in TESOL, math, reading, writing, organizational development, and so forth.
- The standards established by the Commission of Professors of Adult Education, American Association of Adult and Continuing Education (AAACE standards) do suggest that core areas of adult education need supplementation by areas of specialization. Currently, there is a strong emphasis on facilitation. Faculty are encouraged to think more broadly about the world to include topics of culture (in its broadest sense), globalism, and technology as specialization areas.
- Students learn about workplace culture in their first term with the program. However, a broader discussion of culture including issues of diversity, power, and privilege appears to be missing. There are a variety of methods by which these important elements could be infused into the curriculum. In reviewing the curriculum and planning for the future faculty are encouraged to consider this important curriculum area.
- Program faculty acknowledged that the AAACE curriculum standard regarding historical, philosophical, and sociological foundations was not met. Since the emphasis of the program is on workforce training, it is critical for students to see the movement of adult education from a social development perspective to one that emphasizes human capital.
- While the EdM is a professional degree and not a research degree for a thorough understanding of educational research (an AAACE curriculum standard) not only do students need to learn research methods, but they need to learn, at minimum, elementary statistical analysis. The current research component could be strengthened through the use of SAS or SPSS or another statistical program and hands-on experiences with statistical analysis.
- Twelve of the current 45 hours are ED 599 Special Topics classes. The special topics designator is

available for units to use when experimenting with their curriculum. It appears as if these courses have been taught and required for a number of years. Program faculty need to consider if requiring special topics courses hurts the credibility of the degree program.

Faculty and Research Programs

- Three of the faculty are nearing retirement. The program coordinator who is the only faculty member with full responsibility within the program is not tenured, nor tenure-track and is one of the individuals approaching retirement. The Department will need plans for recruiting for several positions. It is imperative that there be at least one tenure/tenure-track faculty member with full responsibilities for the program, preferably more than one. One of the reasons for the success of this program is the continuity, focus, and heart the current program leader has provided. It will be imperative that an equally strong leader be found.
- Oregon State University is a research extensive institution. Faculty need to be encouraged to develop Adult Education research projects. As faculty retire and new hires are made research productivity needs to be a priority. Even though the Adult Education program is a professional master's program (M.Ed.) the instructional quality of the program will be enhanced by having faculty who are actively engaged in research in the various program areas.
- Create a research agenda for adult education. Given current federal emphasis on adult education, this is an opportune time. Connection to NCSALL, the National Center for Adult Literacy (NCAL), or the Center for the Advancement of Adult Learning (CAAL) might facilitate this.
- Encourage students to present at conferences such as the O.S.U. Graduate Conference held each spring or to create conferences. This would re-enforce their research learning experiences.

Graduate Students

- The program would greatly benefit by a more diverse group of students (i.e., people of color). Perhaps partnering with other graduate programs and departments on campus to develop specializations attractive to people of color (e.g., Latinos) would help. Possible collaborators could be the new Contemporary Hispanics Studies degree, Ethnic Studies, Speech Communications, Sociology, or Anthropology. In addition, perhaps partnering with Chemeketa and other community colleges could help identify future diverse students (using the McNair Program as an example-grow your own).
- Should the requirement of current employment be used in bad economic times when a highly qualified student would like to enroll in the program? Could this requirement preclude students of color, who are more likely to be unemployed/underemployed in bad economic times? How about the question of pre-service students in general, should the program recruit highly motivated and qualified students with little professional experience?

Facilities

- It appears, from a discussion with the library liaison faculty member, that students are not taking advantage of the library resources available to them. Selected student projects could be designed to utilize specific library resources if the faculty consider this an important part of the students' graduate education. Additionally, both the librarian and the students suggested that she could work more frequently with them. Currently, the library orientation session is held early in the cohort program. Delaying the orientation and including strategies for doing research at a distance might contribute to more library usage.

Administration

- The Adult Education Program faculty may wish to consider ways in which the graduate students can become involved with program governance. This is important in any graduate program but appears particularly important in a program in which a number of its students will in their professional life be involved with educational administration at some level.

ADULT EDUCATION GRADUATE COUNCIL PROGRAM REVIEW 2004

Committee Process

On May 3, 2004, a Graduate Council review team visited the School of Education to conduct a full graduate program review of the M.Ed. in Adult Education. Team members were:

- Elaine Pedersen, College of Health and Human Sciences (Design and Human Environment), Chair

- Brent Steel, College of Liberal Arts (Political Science)
- Susan Fish, Director, Developmental Education Department, Chemeketa Community College
- Allison Rossett, Professor, Department of Educational Technology, San Diego State University

The Adult Education self-study report was provided to the review committee. This document was discussed by the internal (OSU) members of the review team at a pre-review meeting held April 26, 2004, at which time a request for additional supporting information was made of the Department chair, Rich Shintaku. These items were made available to the team members. The site visit provided the review committee an opportunity to meet with Sam Stern, Dean, School of Education; Rich Shintaku, Chair, Department of Adult Education and Higher Education Leadership; Don Prickel, lead faculty member for the program; and George Copa, Darlene Russ-Eft, Alex Sanchez, and Jessica White, Adult Education Program faculty. Meetings were arranged for the review committee to meet with graduate students representing several different cohort groups; a total of 7 graduate students were present. Several of the students were from outside of Corvallis but the majority were Corvallis based students. Reports from Susan Fish and Allison Rossett were forwarded to the review committee chair following the site visit and then shared with the on-site committee (See the Appendix). Individual O. S. U. committee members took responsibility for writing particular sections of the program review. All committee members have read the final version of the review for factual accuracy.

Overview

For most academics adult learning and education usually means instruction in rooms with students and teachers. For the OSU Adult Education faculty, in keeping with their philosophy, their classrooms are not dominated by an expert behind a podium. They walk their talk and both urge and model a shared, collaborative and inductive approach to teaching and learning.

The new School of Education has made a commendable commitment to Adult Education. Dean Sam Stern acknowledged the success of this program. He views it as an essential part of the School and praised the impact of this small program; current graduate students echoed his praise. As stated in the self study document, "The primary mission of the Adult Education program is to prepare work force education specialists to lead education and training programs in the work place, the community, and community colleges. There are two areas of emphasis in this program, depending on one's current and/or aspiring professional role and interest."

The self study document stated that the program prepares individuals as:

- Organization development and training specialists in business, industry, government, community agencies, and community college programs that provide training services to their own or other organizations, or
- Instructional specialists and master teacher/trainers in basic skills including English as a second language, work-related and/or content-based instruction for a diverse group of adult learners in business, community, and community college settings."

Graduate Teaching, Curriculum, and Advising

Teaching

According to the faculty and administrators of the Adult Education Program, the main goal of the program is to "train educators to be facilitators" and to more specifically train "expert facilitators for adult groups." Faculty and administrators all concurred that the program is doing an excellent job of attaining this goal. Similarly, the seven graduate students who participated in the Corvallis review all believed they received excellent ("life changing") training in the program. Faculty are clearly models for excellence in teaching and learning. Syllabi were generally complete and informative. When examining the results from the most recent Graduate Survey for Program Review for Adult Education, mean scores indicate "agreement" to "strong agreement" with the following statements:

- The department offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.
- The graduate courses in the department are taught at an appropriate graduate level and are of sufficient rigor.
- The graduate teaching by faculty of the department is of appropriate quality.
- I am satisfied with the professional interaction with my major professor.

Because this is a professional graduate degree program for currently employed students, the program offers

courses on a "cohort" basis over a three year period. Courses are typically held once a month on a weekend to accommodate working students. The cohort is a critical element of the transformational learning that characterizes this program. In summary, graduate teaching in the Adult Education program is evaluated very highly by participating faculty, administrators, and students in the program.

Curriculum

A collaborative and inductive approach to teaching and learning is the learning model used in this program. The capstone experience of developing a portfolio is a valuable opportunity for students' reflection and synthesis of their learning experiences.

The faculty have worked very hard to make the coursework "fit" the students' lives and career goals. The program is designed so that there is a careful sequencing of the courses (the sequence is controlled by the cohort model). This allows the courses to build on one another. As the curriculum is currently designed all students take the same courses and, as discussed, in the same sequence. This intentionally designed curriculum extends the program into the community. The curriculum is process oriented and provides a personal model of education. Since the students come with work experience, and most are currently employed, to meet the internship requirement the students are required to find an internship outside of their current place of employment. This does not appear to be a problem; students expressed appreciation for this requirement.

There are seven curriculum standards established by the Commission of Professors of Adult Education, American Association of Adult and Continuing Education (AAACE standards). According to the self study document, the program meets or exceeds six of the seven standards. This includes curriculum on planning, delivery, and evaluation and formal courses on adult learning and development. Other standards include providing historical, philosophical, and sociological foundations which, according to the self study document, have not been met and an overview of educational research - writers of the self study discussed how this standard was met via an examination of "their practices and [the conducting of] an action research study that informs their own practice." Additionally, they take one research methods course. Students do not take a statistics course.

Advising

All students interviewed in Corvallis spoke of the exemplary nature of advising and mentoring in the program. It is readily apparent that the students and faculty in the program forge close and lasting relationships that contribute to a culture of trust and responsibility. There is an extensive orientation conducted for each new cohort, and there is a formal program evaluation conducted by students in the concluding year of each cohort. A suggestion made by the students that is somewhat related to this topic is the chance to serve on program committees (if appropriate). This suggestion was supported by responses to the Graduate Survey Program Review survey item "There is a well-established mechanism for regular graduate student participation in departmental decisions affecting students, when ever this is appropriate." Of course, this could be logistically very difficult given that many faculty live in Corvallis and the program is offered in Salem.

Suggestions and Queries Regarding Graduate Teaching, Curriculum, and Advising

- One area of frustration expressed by the students was the current technology class. This need for change was echoed in conversations with the faculty. Students had differing levels of expertise and their desires for change echoed those differences. Students suggested (and this has been echoed by the Adult Education outside reviewers) that the technology course could be offered as a six-week summer term course. Having a daily experience for a number of weeks may be a more logical learning mode for a skills-based course as compared to the current once a month delivery mode. In examining this part of the curriculum program faculty will want to consider the wide variety of student skills and learning needs and desires.
- According to the self study report there are two areas of professional preparation: organization development and training of specialists and instructional specialists and master teaching/trainers in basic skills. However, the current curriculum is cohort based, all students take the same courses in the same sequence. Program faculty need to consider the lack of consistency between the stated areas of emphasis and the singular emphasis of the curriculum and the employment needs of both the students and the workplace. This could include providing content concentrations in TESOL, math, reading, writing, organizational development, and so forth.
- The standards established by the Commission of Professors of Adult Education, American Association of Adult and Continuing Education (AAACE standards) do suggest that core areas of adult education need supplementation by areas of specialization. Currently, there is a strong emphasis on facilitation. Faculty are encouraged to think more broadly about the world to include topics of culture (in its broadest sense), globalism, and technology as specialization areas.

- Students learn about workplace culture in their first term with the program. However, a broader discussion of culture including issues of diversity, power, and privilege appears to be missing. There are a variety of methods by which these important elements could be infused into the curriculum. In reviewing the curriculum and planning for the future faculty are encouraged to consider this important curriculum area.
- Program faculty acknowledged that the AAACE curriculum standard regarding historical, philosophical, and sociological foundations was not met. Since the emphasis of the program is on workforce training, it is critical for students to see the movement of adult education from a social development perspective to one that emphasizes human capital.
- While the EdM is a professional degree and not a research degree for a thorough understanding of educational research (an AAACE curriculum standard) not only do students need to learn research methods, but they need to learn, at minimum, elementary statistical analysis. The current research component could be strengthened through the use of SAS or SPSS or another statistical program and hands-on experiences with statistical analysis.
- Twelve of the current 45 hours are ED 599 Special Topics classes. The special topics designator is available for units to use when experimenting with their curriculum. It appears as if these courses have been taught and required for a number of years. Program faculty need to consider if requiring special topics courses hurts the credibility of the degree program.

Faculty and Research Programs

Faculty

The faculty are very supportive of the graduate students. The faculty have worked together to create a very cohesive curriculum.

In the program's self study report it is stated: "The Adult Education faculty includes an intentional "blend" of full-time, tenure and non-tenure track faculty, as well as part-time faculty who are professionals in content-related fields." There are five full time School of Education faculty involved in the program. However it is difficult to determine the number of faculty per students given less than full-time participation in the program by four of the five O.S.U. faculty members. The AAACE standards state a ratio of 25 to 1; it is unclear whether this standard is being met. With three cohorts there should be three FTE; it appears as it there is only 2.45 FTE. See Table 1 for a breakdown of faculty responsibilities.

Table 1. Faculty Responsibilities in the Adult Education Program

Faculty	O.S.U.	Non O.S.U.	Appointment	% with program	Responsibilities	Courses
K. Chatfield		X	Instructional assistant		Teaching	ED 599 InformTech I, II
G. Copa	X		Tenured, Professor	50%	Teaching/advising	ED 533, ED 567
D. Prickel	X		Not tenure-track, Assistant Professor	100%	Program Coordinator, teaching/advising	ED 501, ED 510, ED 530, ED 531ED 539, ED 599 Issues in AdEd, ED 599 Facil. Learn, ED 599 Self-Org Learn.
D. Russ-Eft	X		Tenure-track, Assistant Professor	50%	Teaching/advising	ED 532, ED 553
A. Sanchez	X		Tenured, Associate Professor	35%	Teaching/advising	ED 533
J. Webster		X			Teaching	ED 530, ED 599 Self-Organized Learning
J. White	X		Instructor	Co-teaching 1 course	Teaching	ED 578
M. Willard		X			Teaching	ED 547

One faculty member has 100 percent responsibility with the program but is not a tenured or tenure track

faculty. This individual is the lead faculty member, the program director, and has full responsibility for 6 courses and team-teaches 2 courses. The remaining O.S.U. faculty, who are tenured or tenure-track, have varying responsibilities. There are three part time non-OSU adjunct faculty who have teaching responsibilities with Adult Education.

Affiliations with adjunct faculty allows the Department to increase its teaching capabilities. The participation of these individuals who hold professional positions in adult education in the community college system and as adult training professionals broadens the expertise available to students in the program.

Suggestions and Queries Regarding Faculty

- Three of the faculty are nearing retirement. The program coordinator who is the only faculty member with full responsibility within the program is not tenured, nor tenure-track and is one of the individuals approaching retirement. The Department will need plans for recruiting for several positions. It is imperative that there be at least one tenure/tenure-track faculty member with full responsibilities for the program, preferably more than one. One of the reasons for the success of this program is the continuity, focus, and heart the current program leader has provided. It will be imperative that an equally strong leader be found.

Faculty Research Productivity and Research Programs

According to the AAACE standards there should be "A record of contributions to scholarship relating to courses to be taught or to particular areas of theory, research and practice" (e.g. adult basic education, community development, human resource development). In the program's self study report the faculty felt that they marginally meet this standard.

While two faculty with partial responsibility in the Adult Education program have laudable research vitas, the majority of their work has been in areas outside of Adult Education. The remaining faculty who have responsibilities in the program have low, minimal, or no research activities.

There are no defined research programs or program areas in the department. Research is not part of the program's mission statement.

Suggestions and Queries Regarding Faculty Research Productivity and Research Programs

- Oregon State University is a research extensive institution. Faculty need to be encouraged to develop Adult Education research projects. As faculty retire and new hires are made research productivity needs to be a priority. Even though the Adult Education program is a professional master's program (Ed.M.) the instructional quality of the program will be enhanced by having faculty who are actively engaged in research in the various program areas.
- Create a research agenda for adult education. Given current federal emphasis on adult education, this is an opportune time. Connection to NCSALL, the National Center for Adult Literacy (NCAL), or the Center for the Advancement of Adult Learning (CAAL) might facilitate this.
- Encourage students to present at conferences such as the O.S.U. Graduate Conference held each spring or to create conferences. This would re-enforce their research learning experiences.

Graduate Students

Admissions requirements for the Adult Education program follow O. S. U. 's minimum standards of a 3.0 GPA in the last 90 quarter hours of undergraduate work and a bachelor's degree. The criteria used for admission include written and oral communication skills, demonstrated professional experience and employment, professional objectives, and committed career objectives related to the program. According to the program's self study, between 95 percent and 100 percent of applicants are admitted to the program. Demand for the program appears to be quite high and enrollments, when limited, are based on available classroom sizes available at Chemeketa Community College.

Between 1995 and 2003 the program had 228 students enrolled, which is an average of 28 students a year. Out of these students approximately 79 percent have been women (typical of such programs) and 4 percent have been people of color. We should note that almost all non-white students were admitted in 2002 and 2003, indicating an effort of the program to diversify their student population. However, perhaps a more aggressive and targeted effort could be made in the Salem area. The program estimates that the average age of students is between 35 and 40, also typical of professional degree programs in education and social science.

During the Graduate Council Program Review, we met with 7 graduate students in the program. All of the students were extremely positive about the program. More specifically, they praised the cohort system, the diversity of job experiences among fellow students, the strong social support in the program ("an incredible learning experience"), the excellent quality of the professors, the design of the curriculum (including the sequence and format of courses), the applied nature of the program, and the flexibility of the program, which allows students to design course projects for use in their own workplace. All of the students concurred with one student who commented the program had a "profound impact" on his life.

In terms of suggestions for improvement, the students identified the information technology course as needing a major overhaul. This is consistent with information provided to us by the department chair and program director before meeting with the students. Some of the problems identified with this course were: (1) it meets only once a month, which makes it difficult to develop the skills and expertise needed to fully learn the material-several students suggested an intensive format in the summer to alleviate this concern; (2) there were too many tutorials in the class-more "hands on" experience would be helpful; (3) the course needs more "cutting edge" web training; and (4), the skill levels of students are quite varied, with some students already skilled users of the software while other students had minimal experience-it was suggested that requiring some pre-requisites might help to bring all students to the same level before enrolling in the course.

All of the students believed that the current 45 credits of required courses should be maintained. However, after some probing a couple of students suggested that having some substantive options (e.g., information technology, ESL, distance education) might be appropriate-possibly as a minor area of study. Two courses of interest identified were in how to teach technology and how to teach electronic communication.

Other issues raised included: (1) more instruction from the library on how to research papers and conduct searches in the second year of the program ("it would be more useful in the second year when we are writing research papers than in the beginning of coursework"); (2) would like to be made aware of GTA/GRA possibilities on campus including a website where they could post their resumes for GTA consideration; (3) would like the opportunity to serve on program/department committees "if realistic;" (4) some would like the option of not putting their portfolios on line-it should be optional and not required; and (5), would like a program seminar series where students (and faculty?) could present their work.

When examining the most recent data from the Graduate Survey for Program Review, the overall results indicate student satisfaction with the program. The only items that received lower scores are expected given the off-campus nature of the program (i.e., "support equipment needed for my research is available to me in the department," "the quality and availability of departmental graduate student office space is adequate for my needs," and the various questions concerning GTAs, which are uncommon in professional graduate programs).

Graduates from the program are employed by county and state institutions as well as private firms. Positions include: Director of the Oregon Forestry Education Program; Instructor at Portland Community College in the Coffee Creek Correctional Facility; Coordinator of the ESL-Workforce Development, Mt. Hood Community College; Director of Continuing Education and Extended Learning at Lane Community College; Non-Credit Program Coordinator, Western Oregon State University; Department Chair, ABE/GED, Linn Benton Community College; Director of Workforce Development at Northwest College, Powell, Wyoming; and Consultant/Contract Work for Scappoose and Clackamas County Fire District 1.

Suggestions and Queries Regarding Graduate Students:

- The program would greatly benefit by a more diverse group of students (i.e., people of color). Perhaps partnering with other graduate programs and departments on campus to develop specializations attractive to people of color (e.g., Latinos) would help. Possible collaborators could be the new Contemporary Hispanics Studies degree, Ethnic Studies, Speech Communications, Sociology, or Anthropology. In addition, perhaps partnering with Chemeketa and other community colleges could help identify future diverse students (using the McNair Program as an example-grow your own).
- Should the requirement of current employment be used in bad economic times when a highly qualified student would like to enroll in the program? Could this requirement preclude students of color, who are more likely to be unemployed/underemployed in bad economic times? How about the question of pre-service students in general, should the program recruit highly motivated and qualified students with little professional experience?
- Students expressed interest in graduate assistants. Faculty could investigate what opportunities are currently available across campus for Adult Education students. In the future as new Adult Education faculty build their research programs, graduate research assistantships can be developed.

Facilities

Delivering instruction at a convenient location on weekends makes the program possible for students who are fully employed professionals and for students from across the state.

Students expressed support for the library facilities and particularly for the library liaison faculty member who travels to Salem to discuss library facilities.

Suggestions and Queries Regarding Facilities

- It appears from a discussion with the library liaison faculty member that students are not taking advantage of the library resources available to them. Selected student projects could be designed to utilize specific library resources. Additionally, both the librarian and the students suggested that she could work more frequently with them. Currently, the library orientation session is held early in the cohort program. Delaying the orientation and including strategies for doing research at a distance might contribute to more library usage.

Administration

Ultimate responsibility for leadership and administration in the Adult Education Master's Program rests with the Department Chair. The current Chair has held the position since 2003. There are three programs within the Department: Adult Education, College Student Services Administration, and Community College Leadership.

Currently, the Department faculty member who has 100% responsibility with the Adult Education program is the Program Leader. The entire Adult Education faculty is involved with the student admission process.

Department and Program meetings take place regularly. The School of Education Academic Affairs Committee supports the Department's curriculum development and academic administration efforts.

Given the current small size of the Adult Education faculty the current administrative structure appears to work relatively well for faculty and graduate students. The graduate students who visited with the review committee expressed their comfort with the current administrative structure, though they are not directly involved. However, they also expressed a desire and willingness to be involved in department governance.

Suggestions and Queries Regarding Administration

- The Adult Education Program faculty may wish to consider ways in which the graduate students can become involved with program governance. This is important in any graduate program but appears particularly important in a program in which a number of its students will in their professional life be involved with educational administration at some level.

Summary

The Dean of the new School of Education, the Department chair, the Adult Education Program leader and faculty along with the students all were unanimous in their praise for the program. In developing the self study the program faculty chose to use the AAACE standards. According to the Adult Education outside reviewers there are other standards that could have been used. Of the thirty AAACE standards, the self-study identified nine that were not met. Does this indicate a choice of the wrong standards or weaknesses in the program? In their continuing evaluation of the program, Adult Education faculty may wish to consider this question.

Appendix: Reports from Outside Reviewers

Report from Susan Fish, Ph.D., Director,

**Developmental Education Department
Chemeketa Community College
Salem, Oregon**

General

Commendations

The new School of Education has made an admirable commitment to Adult Education.

Students experience this as a very high quality program which transforms their learning and careers. Students speak often and with wonder at the increase in their own self efficacy.

The program has been responsive to changing needs in the field.

Concerns

The self-study (p.9) pointed out a concern about the availability of good professional opportunities for program graduates. One student summarized that concern when he declared that the only jobs available to him with this degree were ". . . with government."

When asked for their concerns about this graduate program, one student said, "It (the program) may or may not qualify me to teach?! Not sure anymore what this masters will do for me. . . ." Another said, "I'm not sure what I can do with degree."

One student in the survey commented that Adult Education is misleading as the program's title. It might also be a barrier to employment.

There was not much follow up information about graduates. We only had employment outcomes for 30 of the approximately 225 graduates in the ten years of the program. These were all very recent graduates, so any inference about whether or not the program is meeting its goals must be tentative. However, of the roughly half who reported, the largest number have become administrators rather than teachers. If this pattern holds for the full history of the program, there might be a mismatch between the curriculum and the students' career options and it 's to find out why.

The outcomes students describe seem to be primarily in affective: increased self-efficacy, strong collegial networks, etc. These outcomes certainly fit with the content and structure of the program, but are they the primary outcomes the for which the program is designed?

Of the thirty AAACE standards, the self-study identified nine that were not met. Does this indicate a choice of the wrong standards or weaknesses in the program?

Recommendations

One student recommended better advising: "An initial review that clearly defines the program and the career options available as a result of completing the program."

Complete the employer survey to find out not just how graduates have performed, but also what will get students the jobs they want. If teaching is a priority for students, likely employers need to be asked very specifically about what they need to see on a transcript. This is especially important for faculty positions at community colleges.

Create an advisory committee of potential employers and successful practitioners.

Recruit more diverse students by working with employers who have "grow your own" efforts and by making some kind of scholarship funding available through GTA or internship options.

Curriculum

Commendations

The faculty have worked very hard to make the coursework "fit" students' lives, and career goals and fit one another.

The careful sequence of the program (which is controlled by the cohort model) so that the courses build on one another.

The effort to attract students with more diverse discipline backgrounds seems to have been successful. These students have enriched the experience for the other students.

Students appreciated the requirement that they find internship outside their current place of employment.

Concerns

Is it possible that by making the curriculum generic enough (training and development and teaching and learning) to meet the needs of students whose goals are in workforce training and in adult basic skills, the program might be serving no one optimally?

Is the AAACE standard concerning research adequately met? This is an especially important outcome now because the federal Department of Education emphasizes in its funding applications evidence-based practice by which they mean experimental or quasi-experimental research.

The program needs to address cultural competence as an outcome. This is an element in the vision of the new School of Education, yet it is missing from this program. Whether this is addressed through infusion or specialization, it is absolutely necessary for successful teaching and training. While the "Workplace Culture" course has been well-accepted by students, it is too superficial for examining fundamental issues of diversity and it certainly does not address the issues of power and privilege that are so critical to adult education. Moreover, an ESL certificate option without a serious cultures class would further lack credibility.

One curriculum standard from AAACE which the program acknowledges not meeting is for historical, philosophical and sociological foundations. Given the emphasis on workforce training, it is critical for students to see the movement of adult education from a social development perspective to one that emphasizes human capital.

Many students expressed dissatisfaction with the technology classes.

Twelve of 45 hours are 599 classes. Does this hurt credibility of degree when employers or other graduate programs look at a transcript?

Recommendations

Provide opportunities for content concentrations in TESOL, math, reading, writing; organizational development, etc. This is especially crucial as OSU attempts to create a TESOL certificate. When Chemeketa has a precious opportunity to hire full-time ELL faculty, we want a master's in TESOL with courses that directly address methods, assessment, language structure, etc. Full time positions are too precious to waste on generalists who can teach, but not guide or develop curriculum. Our requirements are similar for ABE/GED-should we ever get to hire someone full-time again-we'll be looking for a reading, writing, or numeracy specialist.

AAACE standards actually suggest that the core areas of adult education should be supplemented by study in areas of specialty which may or may be taught in education.

Explore more specific standards for graduate programs from other professional organizations, e.g., Teachers of English to Speakers of Other Languages (TESOL), Commission on Adult Basic Education (COABE), American Society for Training and Development (ASTD).

The National Center for the Study of Adult Literacy and Learning (NCSALL) is currently looking at teacher certification requirements nationally, so there might be new information available on this topic.

Are the classes on self-organized learning and facilitating learning luxuries? Could concepts be incorporated into learning theories, instructional strategies, adult development, and workplace culture.

Expand and strengthen the research component to make sure students are good consumers of research. Using SAS or SPSS (or something more current) would give a hands-on technology experience as well as good experience with quantitative research.

Adult learning theory and adult development could be great opportunities to look at experience and perception from diverse perspectives. However, the current text for ED 578 is ethno-centric.

Establish prerequisite technology skills for students. This was a frequent recommendation from the student panel and student comments.

Reconsider the technology outcomes. Is web design really important or a function that is likely to be contracted out or accomplished by a single person in the organization. Focus on instructional technology-on-line course development and management, instructional and presentation software, distance delivery technologies, and classroom technology, e.g., ELMO.

Since so many students become administrators, provide an opportunity for coursework or internship around some key administrative functions like budget, personnel management, meetings, etc.

Update required textbooks. Only a few listed in the syllabi were published in this century.

Instruction

Commendations

Students were thrilled with the quality of the instruction they receive in the program. It is clear that faculty do an outstanding job of modeling student-centered and outcome-based teaching.

The syllabi were almost all very complete and informative. The addition of the COG charts was very useful in getting an overview courses.

Concerns

The technology class was the only one about which students complained and it seemed that the dissatisfaction was shared by all many students. Some students were disappointed that the content had not been "cutting edge" while others felt they had been able to learn enough because of the course schedule. Some students found the wide variety of student skills a barrier to the instruction.

Do the outcomes and student-centered emphases of this program cheat students of the things learned best through direct instruction (technology, methods) and the ability to use direct instruction in their own practice?

The only opportunity to design curriculum beyond the lesson level requires an outcome-based approach. It is also hard to visualize the quality of the students' assignments when there is not explicit tie to content.

Recommendations

See coursework and delivery for recommendations concerning the technology course.

Provide students with good models of direct instruction and require that they use them at least once in their projects.

Introduce students to other forms of curriculum organization and require that they use at least one in their projects.

Instructional delivery

Commendations

The cohort is a critical element of the transformational learning that characterizes this program. It contributes to students' ability to work in a team-centered environment by helping them feel a responsibility to both self and cohort. The diverse work backgrounds of cohort members provide alternate ways of seeing. to see how things are applicable.

Delivering instruction at a convenient location on weekends makes the program possible for students who are employed and for students from across the state.

The extensive use of Blackboard is a great way to help students become comfortable with technology they might need to use in their own teaching and training.

Concerns

Tight cohort programs like this one are always at risk of "cohort-think."

If the program allows or requires students to take courses in a specialty area, scheduling might become an issue.

Recommendations

Concentrate technology instruction in six-week summer term-as one student advised, "No one learned to ride a bike by doing it once a month."

Offer some classes on-line or through teleconferencing.

Outcome Measures

Commendations

The portfolio is a great opportunity for students to reflect and put things together.

Some of the courses (especially ED 553 and 533) use excellent performance tasks and assessment rubrics.

Concerns

Is the portfolio rigorous enough as a capstone project? It speaks to the program strengths, but not the weaknesses in real teaching and public communication.

Students are likely to assess their students' and trainees' performance in much smaller chunks than those modeled in the program. These kinds of performance tasks are often harder to create and assess.

The outcomes based design of the curriculum is one of its strengths, but it is weakened by the absence of performance (rather than writing) opportunities for students in settings where they can get feedback.

Recommendations

Provide more models and practice with the kind of assessment students are likely to use in their own practices.

Build teaching or training demonstrations into the internships and make sure that students get feedback from employers and OSU faculty.

Staff-faculty

Commendations

The faculty are very supportive of students. That was apparent in their own discussion of the program and in students' comments.

Faculty clearly have worked together to create a cohesive curriculum.

Concerns

Don's departure causes grave concern. Is he the only one who knows how the "system" works-both internally to the cohort and externally in community colleges, basic skills programs, and workplaces? While the continuing faculty have the expertise, do they or are they willing to take on the coordination that a cohort program like this requires? Someone needs to provide the continuity, focus and heart that Don has lavished

on this program.

While it is tempting to call for additional tenure track faculty, is it possible for faculty to coordinate a program like this and meet tenure requirements.

Except for Dr. Copa and Dr. Russ-Eft, there seems to be no evidence of recent scholarly research or publication.

The number of faculty per student is difficult to figure given the less than full-time contracts, e.g. Dr. Copa is 50% adult education , but 50% of what? Even assuming that these are all percentages of full-time faculty, it doesn't seem to meet the 25:1 ratio suggested by the standards, i.e., given three active cohorts of 25 students each, there should be three FTE faculty, but adding up all the percentages, we only find 2.45 FTE and that might be overstated.

There is no research agenda relating to adult education.

One student expressed concern about instruction from cohort members to following cohorts. Does that mean some instructors do not have doctoral degree?

Recommendations

Create more staff capacity by adding assistant professors. This would definitely open the possibility of specialization. Implementing recommendations from this review will take more capacity than the program currently has.

Create a research agenda for adult education. This might be an opportune time for this given the federal emphasis. Connection to NCSALL, the National Center for Adult Literacy (NCAL), or Center for the Advancement of Adult Learning (CAAL) might facilitate this.

Encourage students to present at conferences or create the conferences. This might help their attitudes about research.

Support (admin, library, etc.)

Commendations

The university library seems to be exceptionally helpful. Assigning a single librarian as liaison seems to work well.

Students are not experiencing difficulties with admission, business office, etc that distance learning students often do.

Concerns

Students are not taking advantage of the library resources available to them.

Recommendations

The librarian and some of the students suggested that she work more frequently and directly with them. Delay the orientation to the library and include strategies for doing research at a distance.

Create an information literacy outcome for the program.

**Report from Allison Rossett, Ph.D., Professor,
Department of Educational Technology
San Diego State University
San Diego, CA**

There is much to say that is positive about the program:

- In the view of the Dean, the program is a core offering that is an essential part of the School. It is a program for which the School is famous and appreciated. He described the impact of this small program as nothing short of remarkable. We heard that view seconded by students who also recognize that they are one of many who have enjoyed their education and gone forth to make a difference for adult learners.
- In the view of the students, the program is an extraordinary success. They recognize that it has a particular flavor and buy into an experience that is cohort based, flexible, supportive, emotional, personal and participative. The students we interviewed were passionately positive.
- Students complimented the program for the way that faculty "walk their talk." They were also keen on the systems approach taught and manifested in the program.
- They love the cohort. They cited many benefits and could name not a single detriment.
- Faculty are proud of their integrated curriculum and the way that the cohort extends them into the community.
- They mount an intentional curriculum, one that focuses on a process oriented and personal model of education.
- When faculty speak of adult learning and education, for now, for the most part, they mean instruction in rooms with students and teachers. Of course, in keeping with their philosophy, these rooms are not dominated by an expert behind a podium. A key part of their intentionality is to urge and model a shared, collaborative and inductive approach to teaching and learning.
- Faculty are keen on teaching and advising. They nurture strong and long relationships with students.
- Faculty were thoughtful about topics that concerned them: resources; demand that they cannot meet; weakness in the treatment and integration of technology; need to capitalize on other campus resources; need to update names of courses; and to include more research and empirical efforts in their and students academic lives.

There is also much to say about possibilities for improvement:

- Now, all students take the very same courses. This is convenient for the department and faculty, but does little to further the individuality that is also a cornerstone for the program. Students want and need more opportunity to follow specialized paths in English as a Second Language or Technical Training or Adult Basic Ed or Technology, for that matter.
- It is time for the program to select a limited number of core courses and then to meet students' needs for deeper skills that will enable them to be competitive in specialized roles in community colleges and beyond. Faculty appeared to be willing to move in this direction. I encourage them to think about certificates that integrate into their program in areas such as training and development, English as a Second Language, School Improvement, Basic Education, etc.
- As the program grows to meet demands, more students will be aspirants, not always practitioners. And isn't that as it should be? Why would a state supported program limit itself to people who are already employed? Seems to me to be the wrong criterion to set on admissions. I'm in favor of requiring some kind of experiences teaching or coaching adults, sure, but hope that they will consider opening up their view of potential candidates.
- The program proclaims that it is committed to developing people who will facilitate adult groups. Those are the words they use in print and in meetings. While that is a worthy goal, in my view, it is limited. What about direct instruction, which the literature reports is most potent for people with literacy and numeracy needs? What about independent and asynchronous learning? What about informal learning that isn't the least bit groupie?
- Adults, although social, of course, are also learning more independently via technology today. Think of all the individuals pursuing certifications online. Faculty admit that technology is an area of need in their program. This is true as a topic, say in facilitating independent learning or even communities of practice (yes, groups online), and as a way of delivering to their distant students. They use Blackboard now, and well. There is so much more that can be done.
- Perhaps this is an area that should be outsourced. With current resources, even resources that are improved as I would urge, I'm not sure that hiring a tenure track technology faculty member should be their first priority.

I am impressed with the faculty's willingness to move in the directions listed above. They were responsive to these issues, and had already been contemplating movement in these directions. Let's goose them. I worry that they are not sufficiently resourced to do what needs to be done.

There are many opportunities for them on campus and off. Currently, they are doing well as teachers and

program people with limited often non-tenure track resources. Imagine what they could do if the university decided to make a real commitment?

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 7, 2004 Minutes

Graduate Council

October 7, 2004 Minutes

Present: Steel (Chair), Bond, Ciuffetti, Filtz, Fisk, Francis, Koenig, Pedersen, Rettig, Selker, Strickroth, Tadeballi, Waldschmidt

Absent: Pehrsson, Rockey

Guests: Shane Brown, Christian Matheis, Tom McClain, Hal Salwasser

1. Award Reception for Outstanding Graduate Student Teaching and Research

The Graduate Council hosted a reception for Shane Brown, this year's recipient of the Herbert F. Frolander Outstanding Teaching Assistant Award, and for Christian Matheis, Oregon State University's selection for competition in the WAGS/UMI Distinguished Master's Thesis competition. Oregon State University is allowed to submit only one thesis for this competition sponsored by the Western Association of Graduate Schools.

2. Introduction of new Council Members

Brent Steel welcomed the Council members to a new year of activities. He and Dale Pehrsson will co-chair the Council this year. New members include Theresa Filtz from the College of Pharmacy and Dan Rockey from the College of Veterinary Medicine. Dan Rockey was unable to attend this meeting. The representative from the College of Oceanic and Atmospheric Sciences has not been selected yet. Neither has the graduate student member been selected.

3. Committee Assignments

Assignments for each Council member were distributed. Council members were asked to report conflicts and needs to change assignments within two weeks.

Sally Francis (Graduate School) discussed program reviews briefly. She reminded Council members that each program is reviewed approximately once every ten years. A member of the Council chairs each review. Additional review team members may be other members of the Graduate Council or other members of the graduate faculty. In addition to faculty members, two external reviewers are included—one representing a peer institution and one representing a potential employer. Follow-up reviews typically take place two to three years after the initial review. The follow-up review team typically consists of two of the initial review team members.

Because the Category II committee included the person yet to be named from the College of Oceanic and Atmospheric Sciences and this is such a critical assignment, Barbara Bond (Forestry) agreed to serve on the Category II Subcommittee until the COAS council representative is identified for a maximum of two months.

Bond suggested that the Council should focus on graduate policy issues in addition to the work on program reviews, follow-up reviews, and Category I proposals. Bruce Rettig (Graduate School) said that Bill McCaughan and Andy Klein have agreed to visit with the Council about the nature of distance delivered graduate education and graduate policies, such as the doctoral residency requirement. Another topic that was identified last year was the question of learning outcomes: how to improve campus understanding of learning outcomes in courses and how to assure learning outcomes for degrees.

4. IV. Wood Science and Engineering Graduate Program Review

Hal Koenig (Business) presented the findings and recommendations of the review team. These follow. The remainder of the report is attached as Appendix 1.

Findings:

Overall, the Graduate Council Review Team is pleased with the Department of Wood Science & Engineering's (WS&E) graduate program. The department has a solid research focus and culture that is appropriate to the number of graduate students in the program. As Department Head, Tom McLain has shown an excellent sense for where the industry is heading and he has found the resources to make strategic hires to effectively position his department for the future.

Recommendations:

- An effort was underway to hire a faculty member in composites - we do not need to tell the Department about the importance of this area in WS&E, but we encourage them to make this appointment a reality.
- Even out graduate student committee workload for faculty; some faculty are advising as many as 4-5 graduate students and others as few as one graduate student. The underlying issue is the time that the major professor can spend with each student.
- While having "real" faculty member in front of a class is great, doctoral students should be given teaching opportunities - determine how this can best happen.
- In an exit survey of students who graduated between 2000 and 2003, only six of thirteen stated that they would start over with the "same major," and only seven of thirteen said they would start over at the "same university." This needs to be investigated.
- It is hard for graduate students with a WS&E undergraduate degree to find "new" course work (i.e. courses that were not required as part of their undergraduate program of study). How can the department maintain rigor at both the undergraduate and graduate level?
- If a plan is not in the works for wireless access to computer networks in Richardson Hall, work with the College to make this happen.
- Students expressed concerns about student fees and the cost of insurance - how can the Department help with these issues?

Tom McLain, chair of the Department of Wood Science and Engineering, said that the review report included no surprises. The department is aware of, concerned with, and currently working on all the issues identified in the report. He agreed with the statement about the need for more staffing in the area of wood composites. They hired a new faculty member, who began work in this area on September 1, 2004. Applicants for the endowed chair position are currently being interviewed.

The issue of graduate students wishing to teach is a continuing challenge. The College of Forestry receives very little money through the general education budget. None of that money is available to support graduate teaching assistants. The department is soft-money driven. Although students routinely teach lab sessions, teaching in classroom settings beyond some guest lectures is rare. Faculty are not willing to give up their teaching assignments.

The number of graduate students recruited from the department's undergraduate classes is small because the job market is so good for students with a BS in wood science and technology. If more students who either majored or minored in this area as undergraduates continued for a graduate degree, the Department's challenge to provide new subject matter content for graduate students would be even greater. The department is working on developing stand alone 5xx courses.

McLain was puzzled by the results of the 2000 - 2003 graduate exit survey. During that time period, the department graduated 33 MS and Ph.D. students. He personally interviews each completing graduate student; and the feedback he has received is at odds with the results of the graduate school exit survey. In response to questions about whether he was asking the right questions, he indicated that the students are routinely frank in their answers and all conversations are confidential. He will work to develop more probing questions.

Hal Salwasser, Dean of the College of Forestry, said that he also was surprised by the 2000 - 2003 Graduate School exit survey. The departmental perception is that the students, on the whole, are quite satisfied. The diversity of the faculty is important to him and he continually works to promote it. He is disappointed in the low numbers of faculty research publications, but hopes that the faculty who were recently hired will improve the numbers.

Wood Science is a relatively small program university-wise, but has global importance. Worldwide demand for wood fiber is increasing at the same time that forest harvests are decreasing. Dean Salwasser would be more comfortable if the department was larger and the faculty published more scholarly work.

Lynda Ciuffetti (Science) said that the Department is fortunate to already be replacing some of its faculty. She asked for clarification of the fact that some faculty members direct more graduate students than other faculty. In response to her question about whether this is partly because some areas of study are more popular than others, McLain said that was true. She also asked for clarification of the statement that there was an inadequate amount of new courses available to graduate students coming from the OSU undergraduate programs. Koenig said that this was a slash course issue. Many of the courses are offered as 4XX/5XX. Continuing graduate students do not want to repeat a 4XX course with little or no additional learning involved. Francis said that the concern about slash courses is often voiced by graduate students and is not specific to this department. Ciuffetti asked why, if the department is able to employ students to teach laboratory sections, they cannot fund graduate teaching assistants. Could opportunities be offered to teach as part of the professional development curriculum for doctoral students?

John Selker (Agricultural Sciences) expressed concern about the exit survey responses. The remarks indicate some dissatisfaction, but no specific issues are identified. He asked what opportunities graduate students have to contribute toward departmental governance. McLain said that graduate students serve on the Graduate Affairs Committee and they are involved in both recruitment and curriculum. The small size of the department (only 35 graduate students) makes this a close-knit group; the opinions of the students are generally well known. This is why the dissatisfaction expressed on the exit survey came as such a surprise. Many of the students are enrolled as dual majors with Wood Science and another discipline. The comments from the feeder programs have been positive. In response to the suggestion that McLain include questions probing for negative comments and suggestions for change, he responded that he does this now.

Bond asked whether the department typically conducts anonymous surveys after students complete the program. McLain said that his exit interviews are not anonymous, but that the Graduate School Exit Survey is anonymous. Francis said that departments should encourage graduate students to fill out the exit survey to increase the response rates.

Selker explained that the Department of Bioresource Engineering requires its students to develop a teaching model as part of their curriculum. This is an important responsibility for a unit that places many graduates in teaching positions at other universities. He recommended a greater effort on the part of Wood Science and Engineering to provide teaching opportunities for graduate students. McLain said that the Council's review report will provide an opening for more conversation among faculty on this point. He agreed that there is a need to deal more directly with the issue.

After McLain and Salwasser left the meeting, Ciuffetti asked why the department does not have funding for graduate teaching assistants. Bond said that the College of Forestry has a very small amount of teaching FTE. Forestry is almost a self-supporting entity. Francis said that it is the choice of the college to put their state general education money funds into faculty appointments rather than teaching assistants and Forestry is constrained by limited General and Education funds.

Selker concluded that the program review report was done very well and congratulated the review team on a job well done. The review report was accepted as written.

Appendix 1
Graduate Council's Program Review of the Graduate Program
Department of Wood Science & Engineering
College of Forestry

Program Review

Committee Process

The Wood Science & Engineering Department underwent a Graduate Council Program Review on March 8th, 2004. Members of the Graduate Council Review Committee were:

- Hal Koenig, PhD, Committee Chair (College of Business)
- Peter Bottomley, PhD, (Department Chair, Microbiology)
- David Sillars, PhD, (Construction and Engineering Management)
- Donald Bender, PhD, external reviewer from the CSREES team (Director and Weyerhaeuser Professor, Wood Materials and Engineering Laboratory, Washington State University)

As part of the review process, a self-study report was prepared for the Program Review Committee. The report was delivered to the committee members two weeks prior to the review. The internal members of the committee met with Dr. Sally Francis, Dean of the Graduate School to discuss the process and address any questions from the committee. The self-study report, relevant to graduate education, was a compilation of data covering faculty participation in college and departmental committees, graduate student enrollment and degrees conferred by year, faculty FTE allocations including teaching assignments, committee assignments, awards and offices, grants, contracts, cooperative agreements and other sources of external funds, current graduate student funding, department course reaction survey results, sources of funds for the department, research output by faculty members, theses and professional papers by recent graduate students, degree requirements, course offerings, strategic goals and objectives (dated November 2003), information on new initiatives, inventory of classrooms, offices, and laboratories, Graduate School student surveys, Wood Science & Engineering graduate placement, and the graduate handbook (Graduate Studies in Wood Science). Formal presentations were part of the review, during which the Department Head and various faculty members discussed the working of the department.

This review was concurrent with a departmental review by the Cooperative States Research, Education, and Extension Service (CSREES). Members of the CSREES team were:

- Catalino Blanche, PhD, Team Leader (National Program Leader - Forest Biology USDA/CSREES/NRE)
- Donald Bender, PhD (Director and Weyerhaeuser Distinguished Professor, Wood Materials and Engineering Laboratory, Washington State University)
- Michael Kocurek, PhD (Department Head, Wood and Paper Science, North Carolina State University)
- Marie-Pierre Laborie, PhD (Department of Civil and Environmental Engineering, Washington State University)
- Tor Schultz, PhD (Department of Forest Products, Mississippi State University)

During the review, both teams met with the College Executive Team (Scott Reed, Executive Associate Dean; Becky Johnson, Associate Dean; Steve Hobbs, Associate Dean), departmental faculty, staff and graduate students of the Department of Wood Science & Engineering. A tour of the facilities in Richardson Hall was conducted by Department Head Tom McLain.

The Graduate Council Review Committee met with Dr. Bender following Monday's schedule of presentations and received his comments on the program. Dr. Bender also agreed to review our report and add comments to provide a wood science perspective. On March 10th, the CSREES team presented their exit report to the College of Forestry Executive Team, University Administrators, and Wood Science & Engineering faculty and staff.

Background of the Department of Wood Science & Technology

An historic overview of the Department of Wood Science & Engineering is provided in the self-study report. The department was initially known as Forest Products, and research and teaching (both undergraduate and graduate) in this area has been part of Oregon State and the College of Forestry since lumber manufacture became a major curriculum again in 1927. A research program in wood preservation began in 1927. A PhD program was initiated in 1964. An active Extension program was begun in the mid 1970's to complement the continuing education offerings that are still an integral part of the department. The Pulp and Paper Technology program was a victim of Ballot Measure 5 in the early 1990s and was terminated in 1992. The fully endowed Richardson Chair in Wood Science and Forest Products was added in 2000. The department changed its name in 2002 to the Department of Wood Science & Engineering. In January of this year, the JELD-WEN Corporation announced a major gift to OSU that will fund a new endowed chair in WS&E in the area of composite materials

FACILITIES

The Wood Science & Engineering department is housed in Richardson Hall which was completed in 1999. This newer building is a great resource and includes space for labs as well as offices and meeting rooms. The one

challenge that should be examined is wireless computer access for both faculty and graduate students. At this point, wireless networks are becoming less expensive to set up and notebook computers with wireless capabilities are available for around \$1,000.

ADMINISTRATION

Tom McLain became department head in 1993. Positive comments were received by the team about Tom's management style and vision on issues like hiring faculty in areas of forest products marketing and wood anatomy and quality (to bridge with other groups in the college) a number of years before others fully perceived the need.

GRADUATE TEACHING AND ADVISING

There are two master's degrees and one doctoral degree offered by the WS&E Department:

- Master of Forestry (MF) in Forest Products. This is a non-thesis terminal degree for professionals who seek advanced education in a specialized area. A paper, written in thesis format is required. The examining committee is composed of the major professor, the department representative and at least one more member from the WS&E department or another department involved in the student's program.
- Master of Science (MS) in Wood Science. Thesis degree, examining committee is composed of the major professor, minor professor, college representative and a Graduate Council representative.
- Doctor of Philosophy (PhD) in Wood Science. Dissertation required, if a dual major degree, then the dissertation must be acceptable to both departments. Examining committee is composed of the major professor, minor professor, college representative and a Graduate Council representative.

The "Graduate Studies in Wood Science" publication states that the required background for graduate studies in wood science is a Bachelor of Science degree from an accredited four year program that includes a strong background in science and mathematics. Students must include course work from other University departments as a "minor." Common minors selected include statistics, engineering, chemistry and business.

One suggestion is to provide some examples in the "Graduate Studies in Wood Science" publication of sets of courses in the minor areas that are commonly selected. Examples would allow prospective students to get a sense of the coursework that might be included from other areas.

Content areas included within WS&E department are very diverse. These areas include composites, structural aspects of wood, marketing of forest products, deterioration of wood products, and additional related topics. Students did not seem confused by the differences in the areas that they study and they appear to accept, that by its nature, WS&E is comprised of disparate components.

All professorial faculty members serve as Graduate Faculty in the role of major professors or committee members on examining committees. For the 36 students with funding support listed in Table D1, there are fourteen faculty members listed as major professors or co-major professors. Based on the information from this table, only Brown and McLain (Department Head) are not serving as a major professor or co-major professor. Counting the role of co-major professor as a "half" share, the range of graduate students supervised is from 1 to 5, with an average of 2.6 and a median of 3. Ganio has a half share, Funck, Karchesy and Milota each serve as major professor for one graduate student, Brunner and Reeb both serve as major professors for two students, Hansen serves as the solo major professor for three graduate students, while Leichti and Morrell serve as the major professor for three graduate students, one solo and four shared and two solo and two shared, respectively, Gartner, Gupta and Rosowsky serve as the major professor for three and a half students, two solo and three shared, three solo and one shared, and two solo three shared, respectively, Simonsen serves as the solo major professor for four graduate students, and Li serves as the solo major professor for five graduate students.

There is an annual review of students that provides them with written feedback on their performance and progress toward their degree. When students leave the department, an exit interview is conducted by the Department Head. The exit interview form used in this process was included in the self-study materials. This interview is used to provide feedback to the department on how they might improve the graduate program and graduate experience. While this is a good opportunity to establish a connection with a senior graduate student/soon-to-be alumnus, it should be recognized that the answers may be tainted by social desirability - the student may provide answers that he/she believes match what the Department Head wants to hear.

Success has been noted with the dual major option at both the MS and PhD level, and many WS&E graduate

students use this option. A student will complete the requirements for both degrees, and although only degree is granted by the University, both majors are noted on the student's transcript. Students have paired a wood science degree with degrees in civil engineering, statistics, mechanical engineering, forest science, economics, as well as others.

Based on the degree descriptions provided, there are few required core classes which gives students the flexibility to create a program of study that fits their needs. The department performed a significant review of the graduate curriculum two years ago and students are beginning to transition to the new core sequence. Two new courses, Wood Science I (WSE521) and Wood Science II (WSE522), came out of the redesign effort. WSE521 is being offered for the first time in the winter term of 2004, and WSE522 will be offered in the spring term of 2004 for the first time. All graduate students in WS&E are required to take these courses. An existing advanced timber engineering class (WSE560) will be expanded, a new course in wood quality (WSE5xx) and advanced wood mechanics and physics (WSE5xx) are slated to be taught in AY2005, with an advanced wood chemistry course (WSE5xx) to follow in AY2006.

At the student meeting with the Graduate Council review team, students said that they were able to get the courses they needed, and one student said when there was a time conflict between classes, the meeting time of one of the classes was changed. When students were asked about slash courses, few specific comments were made and students seemed to be "OK" with the classes. One student did suggest that it might be helpful if a separate additional meeting for the graduate students could be held once a week to reinforce or add graduate content.

In the meeting with graduate students, two students indicated that they should finish their degrees this summer. One stated that employment prospects were "bleak," and the other said that he had talked with one firm and they were interested in his research, but the prospects of a job were unclear. The surprising finding from these two students was the lack of a job search strategy and action. The review team does not know what caused this situation (e.g., student inaction, faculty-student miscommunication), but it is unsettling. As a point of comparison, at the PhD level in the business disciplines, letters of introduction and the student's resume would be mailed from members of the student's committee to professors at institutions where the student was interested in interviewing for a job. The review team understood that the job market for graduates was good, but with only a few months remaining before they were to leave the university, these student's experiences indicate the opposite.

Given that most students are funded as research assistants (RAs) and not teaching assistants (TAs), it is not surprising that students do not often teach. Faculty members also stated that it was important to the department that students saw "real" faculty members in the classroom rather than graduate students. The faculty indicated that students were well prepared to give talks, but a very small number had done much teaching beyond an entire lecture. As PhD students may move to jobs at other universities (7 of 33 graduates listed in Table D2.b were at universities), and begin their own research programs, begin to work with their own graduate students, and take on college and university service obligations - they must also begin to teach. It would be helpful for students to gain teaching experience in the environment where they already have the support from their major professor and committee. In regard to the comment that suggested an additional meeting a week for graduate students in slash courses - this is one possibility where doctoral students might gain some experience teaching.

Two professors have no assigned teaching FTE; Reeb and Rosowsky, although Rosowsky was part of the team that taught the 560 class in winter 2004. Professor Rosowsky holds the Richardson Chair in Wood Engineering and this is the reason for no teaching FTE. For those assigned FTE in teaching, the range is from a low of 0.08 (Brown) up to 0.28 (Morrell) with a mean and median of 0.15 (see Table 3). During AY2004 there were 30 courses scheduled to be taught by WS&E faculty; fifteen undergraduate classes, six "slash" courses (i.e., WSE4xx/5xx), and nine graduate classes (see Table 4). Of the nine stand-alone (i.e., not "slash") graduate classes, five are one credit seminars (WSE507/607), two are required core courses (WSE521 and WSE522), and one is a topics class (WSE611).

During the site visit, an estimate of student credit hours (SCH) per FTE was requested. The estimate provided was that approximately 700 SCH per FTE of teaching was delivered by the WS&E department, and it was stated that the university average was around 300 SCH per FTE. An approximation can be obtained by using SCH values from AY03 and FTE from AY04 listed in Table C3; the SCH/FTE based on these figures was 829 (1,617/1.95).

The majority of graduate students come from other departments on campus or other universities. In the situation where a WS&E undergraduate student wishes to pursue a graduate degree in the department, it will be difficult for them to find "new" information for their graduate program. A WS&E undergrad is required to

take WSE312 (anatomy), WSE314 (physics), WSE316 (chemistry) and WSE318 (mechanics); these are the content areas are addressed in more depth in the required graduate classes WSE521 and 522 (Wood Science I and II). At the four hundred level, students are required to take WSE440*, 441*, 442*, 445* and 460; in this set, only 460 is not offered as a slash course. This leaves only two slash courses (WSE452/552, Process Control in the Forest Products Industry, WSE455/555, Forest Products Marketing) that a graduate student can take without "retaking" a class that was required in their undergraduate program.

When faculty were asked about the "graduate experience" for graduate students in slash courses, there were a number of examples offered of the additional requirements for graduate students in slash courses. Clearly, the graduate program is important to the WS&E faculty - from their answers, it appears that are serious about making slash courses different from the undergraduate courses.

Average course evaluations for graduate WS&E courses (Figure 4) are consistently high, and for six of the last seven years they were above the mean for other College of Forestry graduate classes. Three individuals have been recognized for their teaching/advising/mentoring excellence. Barbara Gartner received the 1998 Aufderheide Award for Teaching Excellence from the COF. Jim Wilson received the 1998 Kliever Award for Excellence in Mentoring awarded by the COF honor society. And most recently, Jeff Morrell received Distinguished Professor recognition from OSU for 2003 - this is the highest recognition that OSU awards faculty. The OSU press release about this award (<http://oregonstate.edu/dept/ncs/newsarch/2003/Oct03/distprofs.htm>) primarily cited his research, but his research activities have obvious benefits to the graduate program as Jeff was one of the faculty supervising a larger than average number of graduate students (Table D1).

Because of the prominence of faculty members in their field of research, most graduate students already have a preference for a major professor when they apply to the program. In the case that a student does not have a preference, the default is to assign the chair of the Graduate Admissions Committee as the major professor. This process assures that all students have a major professor assignment when they arrive on campus. Effecting a change in major professor does not appear to be difficult, but if it occurs later in the student's tenure at OSU, it may increase the length of the student's graduate program as the student needs to become involved with different research projects (and lose "credit" for projects that they were previously involved in). The variable in this process is the formation of the student's graduate advisory committee. Forming this committee late in the student's program will not necessarily slow the student's program, but that is a possibility (e.g., the minor professor may not agree that the minor classes are the best fit for the student's thesis project and the student must take additional coursework).

Responses to the survey distributed by the Graduate School to current students indicated that students were generally satisfied (see Table D4). Twenty-seven Likert-type items covered topics that ranged from research facilities and equipment to advising and graduate program examinations. All statements to which students responded were phrased in the affirmative and responses were collected on a five point scale where 1 = Strongly Disagree and 5 = Strongly Agree. Responses that fell below a mean of 4.00 are listed in the following table.

Lower rating on an advising question and a negative comment about "introduction to procedures" are found in the survey of current graduate students (see Table D4). Because of faculty concerns with new student orientation, this was addressed by the department in the Fall of 2003. The first meeting of one of the graduate seminars was devoted to "orientation" topics. Students that were new to the program felt that this was very helpful to knowing where to find necessary resources.

Table 1 - Selected results from Table D4

Mean	Item #	Topic
3.86	4	office space is adequate to needs
3.91	5	library resources are adequate
3.87	6	adequate selection of graduate courses
3.78	12	initial advising was an adequate orientation
3.92	19	the mechanism for changing major professors is suitable
3.86	22	stipends are adequate

3.67	23	the department offers adequate opportunity to gain teaching experience
3.63	27	there is a well-established mechanism for graduate student participation in departmental decisions affecting students

Responses to the exit survey conducted by the Graduate School for students who graduated between 2000 and 2003 were generally positive (see Table D5). Graduates were asked to rate their satisfaction on a five point scale where 1 = Very Dissatisfied and 5 = Very Satisfied. The mean scores for departmental advising, graduate instruction and graduate committees were between 3.55 and 3.91, while the means for major professor, financial support and research resources were between 4.09 and 4.64. In assessing the major professor, there were a high number of responses in the "Agree" category for the different tasks (Agree was the most positive ranking available). To get average scores for these items, a score of one was assigned to Disagree and five to Agree. There were two items that fell below a mean of 4.00 (see Table 2 below). Because of the skewed nature of the responses, it was helpful to identify items where the median was 4.0 or less. Items with a median below 4 included item 5.d., 5.h., 5.j., and 5.k. Rating the time spent by the major professor (assigning a 5 for Very Satisfied, and 1 for Not at all Satisfied), the means ranged from 3.85 to 4.31. The mean for two of these items fell below 4.0; item 6.a. (dissertation selection), and item 6.c. (proposal writing).

Table 2 - Selected results from Table D5

Major Professor Ratings			+ 5 = Agree, 1 = Disagree
Med = 4.0	Mean+	Item	Topic
Yes	3.9	5.d.	was knowledgeable about formal degree requirements
Yes	4.3	5.h.	helped in my search for professional employment
Yes	3.4	5.j.	explained graduate school survival strategies to me
Yes	4.2	5.k.	maintained good relations with other committee members
Major Professor Time Rating			* 5 = Very satisfied, 1 = Not at all satisfied
	Mean*	Item	Topic
	3.9	6.a.	dissertation selection
	3.8	6.c.	proposal writing

The questions that provided some surprising results were the graduates' responses when asked if they would start over with the same major, degree, etc. Only six of thirteen stated that they would start over with the "same major," and only seven of thirteen said they would start over at the "same university."

From a survey done by WS&E of all graduate alumni for which addresses were available (see Table D6), there are a few notable findings. The primary reason for pursuing a graduate degree was to gain expertise in the content area (mean 1.375; 1 = most important, 2 = next in importance, etc.), followed by getting research skills (mean 1.83), gaining the prestige of an advanced degree, to change my field, and having flexibility in job options were tied with a mean of 2.0. In rating aspects of the graduate school experience (five point scale, 1 = Unsatisfied, 5 = Satisfied), the diversity and availability of graduate courses and professional relationship with the graduate committee fell below a mean of 4.0, while the average overall satisfaction was 4.33. Based on the responses to outcomes of the graduate degree, graduates responded that appropriate skills were achieved in most areas. Respondents rated oral presentation/competency, knowledge of computer applications, professional writing skills and readiness for professional leadership as the outcomes that were most important for their job or career. Rating whether these outcomes were accomplished, only readiness for professional leadership was rated above 2.0 (low numbers are desirable on this scale) while the others had a mean of 2.0 or below (1 = A great deal, 5 = Not at all).

Issues of concern to the review team that are also identified in these surveys include; an adequate selection of graduate classes (especially for WS&E undergraduates that enter the program), the opportunity to gain teaching experience, and the potential for some faculty to work with a large number of graduate students and possibly have trouble giving adequate time to each graduate student.

The response rate for the current graduate student survey (see Table D4) and the survey of recent graduates (see Table D5) were acceptable at nearly 70 percent and less than 45 percent, respectively. Unfortunately, the response rate for the survey of alumni is under ten percent (see Table D6). More troubling than the low response rate on this one survey, it appears that no checks for representativeness appear to have been performed on any of the surveys. For example, in the alumni survey, the ratio of MS students to PhD students is 2:1 which appears to be similar to the current ratio of MS and PhD students in the program, but we do not know what the ratio is in the population. This deficiency severely limits the extent to which the responses can be generalized to these populations. That is, we know how the respondents feel, but we have no confidence in stating that the rest of the population feels the same way.

FACULTY AND RESEARCH PROGRAMS

Faculty and Staff Resources

The Wood Science and Engineering Department currently has about 37 professional staff. There are 15 on-campus professorial faculty, with FTE distributions of 2.4 FTE teaching, 8.4 FTE research, and 3.7 other. Rounding out the faculty are two extension agents, two adjunct and four courtesy faculty, and a total of nine research associates or assistants. Additionally, four administrative support staff are employed.

The Department has recently experienced a loss of 2.75 faculty FTE - which may increase by another 1.0 FTE this academic year - due to retirements and other causes. This has created two issues - a need for redistribution of the teaching load, and a loss in some research expertise. The teaching load was reallocated among faculty and by hiring a research associate to teach an undergraduate class. The impact on the department's research portfolio is significant in that the focus of expertise is in an area (composites) of expected research growth, and the Department recognizes that it must remain competitive through development of forward-looking research. Currently, to fill the needs, a search is underway for a new junior faculty member in composite materials science, with an expected start date of fall 2004. Two other positions are also under consideration. The Department has proposed to the College of Forestry that a marketing and business management faculty member be added; that proposal is under consideration. Further, the recent receipt of a gift from the JELD-WEN Corporation will fully endow an additional chaired position, which is expected to be filled with another wood-based composites faculty member.

Faculty Diversity

The current faculty represent broad range of academic interests and institutions from which they received their degrees. During the visit, it was noted that Wood Science and Engineering is a broad field that must encompass many disciplines to be responsive to industry and societal need. Industry demands that the Department maintain both a science and a business perspective. The current makeup of the faculty and the direction of new searches are in line with this well-rounded approach.

In terms of gender and ethnicity, it appears that there is broad ethnic diversity; however, there is only a 7% representation of women in the professorial faculty (the percentage is even lower if one considers the other professional positions). This low percentage is not reflective of overall University goals, nor of the percentage of female graduate students, which - in AY2003 - was 37%. It appears that there may be an opportunity to create a more representative gender balance through encouraging female participation in the process of filling the proposed faculty positions.

Research Programs

The Wood Science and Engineering research programs are reportedly undergoing a change in focus. The regional lumber industry is becoming less competitive, and therefore there can be less reliance on regional sources of industry research funding; consequently, there must be more reliance on national and international Industry funding and government funding. The Department has invested strategically in very modern and well-equipped research facilities, with the exception of wood composites. These facilities are well-used by faculty and graduate students, the majority of whom are supported through research grants. A review of the research grant award history of the individual faculty members indicates, across virtually the entire faculty, a steady history of research grant awards in the last five years. This appears to be an indication of the value of the faculty's broad research foci and the excellent research facilities. Continued diversity across grant donors and of awards across faculty will help ensure a steady flow of funds and an increase in the reputation of the Department's research capability.

Funds received by faculty for grants, contracts and fees are increasing, and are approximately \$1.4 million for calendar year 2003. Faculty output averages approximately two peer-reviewed papers per year, although the

output varies widely by faculty member. Significantly, the average number of research presentations per faculty member has increased from something over three in 1999 per person to more than eight in 2003. This indicates an increasing interaction with industry and other academics.

The Department asked the review panel for recommendations of areas for future research. This question will best be answered by the industry directly, and increased interaction with key constituents - through presentations or publications - to facilitate such answers. It is recommended that a continued focus be placed on encouraging faculty publication and providing resources to allow for exposure of Wood Science and Engineering's expertise through presentation-especially to audiences that will provide connection to future research funding.

GRADUATE STUDENTS

The graduate mission of the department of Wood Science and Engineering is to offer a challenging curriculum that serves as the foundation for an active research program. The department offers MF, MS and Ph.D. degrees.

In the self-study report there was ample evidence of effort being expended by a dynamic faculty to revise the curriculum, and to provide a core program that meets the needs of a diverse graduate student body being recruited from extremely diverse academic and cultural backgrounds. There is evidence in the document of new classes in the process of development that will build upon the strengths of the department's faculty. In addition, there was evidence of the faculty having given thought to their role in the OSU 2007 strategic plan with a proposal for a new innovative program to exploit the connections between new wood products and the business world, and for a second program that will address durability of wood products with special emphasis on linking wood product structural research and biodeterioration - two of WS&E's strongest research programs.

In the context of evaluating the graduate student body, the self-study report provided a wealth of information that provided a clear picture of the department's efforts in the graduate area. The faculty and department head are to be commended for their efforts.

The WS&E department has maintained a remarkably stable graduate student population that has ranged between 20 and 34 students over the past 10 years. Currently, there are 34-35 students enrolled in the various graduate degree programs. Approximately 70% are men, 30% are women, and 49% are international students. Over the past 10 years WS&E has graduated on average about 8-9 students a year, which is a remarkable achievement for the number of faculty in the department. The graduate degrees were split about 2:1 Master's to Ph.D. Interestingly, during the past 5 years an increasing number of students have graduated with joint degrees (21 between 1998 and 2003 vs. 6 between 1993 and 1997). About one half of joint degrees favored the combination of Civil Engineering and WS&E. Given the latter fact, it was somewhat surprising not to see more clear documentation of the structured relationship between the graduate programs that obviously exists between the College of Engineering and WS&E, nor any evidence of future developments between COE and COF.

The department's records on postgraduate employment are exemplary. We were definitely impressed with the high percentage of graduates that have been successfully tracked over a 10 year period. A high percentage of WS&E graduates gain employment in their field. Careers seem to range widely from academic positions such as professor, post-doctorates, and research assistants, to the wood products industry where graduates are employed as engineers, technologists, and consultants. Over a 10 years period 21 students prematurely left the WS&E program while about 100 students graduated. The review committee suggests that resources (and rewards) be committed to graduate student recruiting.

The graduate council committee met with members of the current graduate students over lunch. There was a good mix of students present including minorities, females, and males. The students seemed to be generally pleased with their program in WS&E. They were a talkative group, and seemed to appreciate each other's perspective. We did not sense an "unraveling" of the group that can occur when individuals vent. We got the impression that the students were happy with their program. The students seemed to be content with their advisors. Students were happy with the opportunities to publish their research findings, and to attend meetings in their discipline. There were some concerns that the core program might be a bit redundant for those graduates who enter the department with a strong background in wood science. Despite this general good feeling about WS&E, the team saw a few trends in the exit survey conducted by the graduate school that the department ought to keep an eye on. In Table D5, the answers to question 11 of the graduate school exit summary indicates that a high percentage of the graduates of 2000-2003 had second thoughts about WS&E as a major, their choice of major professor, and OSU as their university of choice. The department

should keep an eye on the outcome of this survey over the next few years to see if their recent efforts in curriculum modification result in a sway in the voting on this particular question.

One of the challenges facing departments with a broad agenda like WS&E is that of maintaining sufficient active and productive faculty in the different areas to keep a well-balanced graduate program. Table D1 indicates that virtually all faculty members are involved in mentoring between 2-5 graduate students. There is evidence of two professors serving as co-advisors of many students which we believe is a good way for graduate students to get a broader inter-disciplinary perspective of a broad subject such as WS&E.

Recruitment: The department is maintaining a consistent record of attracting and graduating its students. Even though a rather large percentage of the student body is composed of international students, the faculty seems to be happy with their ability to attract high quality students both domestic and international. In fact, there is evidence that WS&E has developed a good system of recruiting graduate students from the Peoples Republic of China and has had good success with them. Perhaps other colleges and departments might obtain useful tips from WS&E. The students who were in attendance at the luncheon did not voice any serious discontent with the department's advising/mentoring system. A high percentage of the students are involved in joint degrees and were pleased with their progress. It was not clear from the self-study report, however, at what stage in the development of their graduate programs that students decide on a dual major, and if there is a cross-college advising mechanism in place to assist them with making that decision. This feature might make a good recruiting tool if its visibility was enhanced.

Given the great diversity of research topics being dealt with in this department, combined with the large percentage of students pursuing joint degrees, it was somewhat surprising that there was no mention of the Ph.D. preliminary examination process in the self study report. In the handbook on graduate studies there is a complete description of preliminary examination requirements. We expected there to be more details of the mechanisms and requirements of advancing students to candidacy when they are co-majoring in WS&E and another subject.

Given that many students of WS&E have entered academics, it seems that there is need for some formal training in teaching. The team noted that the number of undergraduates has increased over the past two years, and this might provide opportunities for graduate students to obtain formal teaching experience in the RI program in the future especially if elevated undergraduate enrollment can be maintained.

In summary, the WS&E graduate students are moving in the right direction. There seems to be a good psyche among the students, and the faculty is not complacent about their student body and is modifying the program to meet new challenges and demands of the 21st century.

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Graduate Council

June 3, 2004 Minutes

Present: Ciuffetti (Chair), Bond, Collins, Fisk, Francis, Koenig, Pedersen, Pehrsson, Rettig, Schaubert, Selker, Steel, Strickroth, Tadepalli, Waldschmidt

Absent: Bermudez

Guests: Ron Adams, Terri Fiez, Douglas Keszler, Ken Williamson

1. Approval of Council Minutes

The minutes from the Graduate Council meetings on May 20, 2004 were approved as corrected.

2. Minimum Credits for a PhD in Chemistry

Before 1992, the Graduate Catalog stated that ♦there was no rigid credit requirement; however, the equivalent of at least three years of full-time graduate work beyond the bachelor's degree is required. ♦ In 1992, a requirement was added that ♦The equivalent of one full-time academic year should of regular non-blanket course work must be included on a doctoral program. ♦ In 1994, that requirement was modified to ♦The equivalent of one full-time academic year (at least 36 credits) Douglas Keszler (Chemistry) explained that prior to 1994, 27 credits of course work were required for a doctoral degree. With the increase in credits required, enrollment in the Chemistry PhD program declined. Oregon State has the highest number of required course credits among a set of peer institutions (see Appendix 1). The University of Washington requires only one-half the number of credits for the same degree. Good students do not want to take the additional course work, preferring to focus instead on research. Before the change to the 36-hour minimum, the Chemistry Department had no trouble attracting good students. The timeline to matriculation has increased from 4 years to a minimum of 5, and 6 years is becoming common. The increase in required credits, coupled with the lowest stipends and highest demands on teaching assistants, creates many problems. To keep in line with its peers, a return to the 27-credit minimum for doctoral programs in Chemistry is formally requested.

In response to a question from Lynda Ciuffetti (Science), Keszler confirmed that most graduate courses in Chemistry are offered for 3 credits.

Barbara Bond (Forestry) noted that there is a growing trend to document competency in subject matter for degrees. What does the Chemistry Department have in place to insure that students meet a minimum standard of competency across the range of courses? Keszler said that they use a comprehensive written examination. However, the focus of graduate education in chemistry is on research. Much weight in determining whether a student is competent to carry out independent research is placed on good performance in the preliminary oral examination. Doctoral studies in chemistry emphasize research; this contrasts with undergraduate education where the breadth of knowledge is emphasized.

John Selker (Agricultural Sciences) asked whether the mastery of knowledge at the undergraduate level was sufficient to teach a course at a future date. Why do graduate programs provide a higher level of education in all subjects to enable future faculty members to teach the full range of topics? Keszler noted that the Chemistry Department at Oregon State University, and our peers, provided a broad curriculum of study. Now, the pattern is to specialize in a particular sub-discipline. Part of the pressure to specialize at OSU is that the current faculty is only 40% of its size in the recent past and the range of courses has decreased by 50%.

Bond asked for a justification for the change, arguing that the fact that other universities require 27 credits (plus or minus a few credits) is not a sufficient reason. Keszler agreed. He said that the undergraduate educational experience, which is a prerequisite for graduate work in chemistry, provides a broad base of exposure to chemistry. The PhD provides the necessary research experience for a doctorate in chemistry.

Elaine Pedersen (Health and Human Sciences) noted that the change from 27 to 36 credits was imposed on the department and was not a voluntary decision.

Selker asked what the logical basis was for any specific number of credits. He argued that the key should be whether the student had achieved the recommended training to provide basic competency. If the competency is fulfilled in the undergraduate educational experience, he would be comfortable with a minimal amount of graduate courses. Bond agreed, but argued that the graduates must be qualified to teach a variety of courses; their education should not consist solely of writing a dissertation.

Ciuffetti asked about the content of the written examination. Keszler explained that the graduate program in chemistry is divided into several sub-disciplines (e.g., analytical chemistry and physical chemistry). Each sub-discipline identifies which courses are required, provides mentoring guidance throughout the educational program, creates and grades written examinations in the respective sub-discipline.

Martin Fisk (Oceanic and Atmospheric Sciences) asked for more information on about full-time student status for one academic year. Bruce Rettig (Graduate School) explained that graduate assistants register for 12 to 16 credits, but that full-time status is defined as 9 to 16 credits. In response to Fisk's question whether the current 36 credit requirement refers to non-blanket credits, Rettig said that it does.

Brent Steel (Liberal Arts) said that, during the most recent program review of Chemistry, graduate students said that they needed more time for laboratory research.

Bond said that she is not concerned about the reduction in in-class minimum hours, per se, but believed that a clearer explanation about the requirements was needed. Sally Francis (Graduate School) agreed that the Council needs time to explore the broader philosophical issues associated with university minimum standards for doctoral programs. Dale Pehrsson (Education) said that any other departments of programs that wish to seek similar exceptions need to present their requests more effectively than Chemistry did. The Council agreed to discuss this issue next year.

The request that the minimum number of regular non-blanket course work for a PhD in Chemistry at OSU be 27 credits rather than 36 was approved.

3. Computer Science Graduate Program Review

On March 1, 2004, the Graduate Council conducted a review of graduate programs in computer science. Barbara Bond, chair of the review committee presented the review report to the Council. She began with the summary and findings, which follow.

The Graduate Council last reviewed the graduate program in Computer Science in 1992. The recommendations that came from that review can be summarized as follows:

1. Review comprehensive exam procedures.
2. Develop channels of communication with graduate students.
3. Reduce the graduate student to faculty ratio.
4. Create sections of 500-level core courses that are separate from 400-level instruction.
5. Assess graduate student recruiting and admission, and monitor parameters for ongoing evaluation of quality of graduate students.
6. Centralize and improve facilities.

Progress has been made over the past 12 years in meeting some of these recommendations. In other areas further attention is still needed.

1. The comprehensive exam for M.S. students has been eliminated. Although the current procedures appear adequate, some of the students do not understand the rationale for eliminating the comprehensive exam.
2. Graduate students are satisfied with the quality of instruction and advising but they report

feeling disconnected with departmental operations. There is still a need to improve communication and involvement.

3. The graduate student-faculty ratio in 1992 was 107/13 compared with 112/15 today; however, this includes professors Cull, Sethia, and D'Ambrosio, who have retired or will depart soon.
4. Four core courses are taught as 400/500 ~~slash~~ courses. Students do not perceive that these courses offer ~~true~~ graduate-level learning.
5. The recruitment process is largely passive and could be improved. The admission process appears to be working, although there are issues with timely notification. Improvements are needed to monitor or improve quality of graduate students accepted to the program.
6. The new Kelly Engineering building, under construction, should meet the facilities needs. The 2004 review committee offers the following recommendations:
 1. Be proactive in recruitment to increase interest and applications of students from top undergraduate institutions and of women and minorities. Develop and implement a strategy to recruit these students.
 1. Advertise OSU ~~s~~ CS program at key undergraduate institutions.
 2. Develop a ~~feeder network~~ between key undergraduate institutions and CS ~~either~~ among individual faculty (perhaps based on their network of colleagues) or administratively.
 3. Advertise specific graduate assistantships available through grants ~~this~~ can be done both formally (professional web sites, journals, postings at national meetings) and informally (sending an advertisement as an email attachment to a list of colleagues).
 4. Faculty members in the CS department have a large number of NSF grants. Use NSF Research Experience for undergraduates (REUs) as a means to bring promising undergraduate students from outside OSU onto campus during the summers to do research directly in the labs. This could help broaden the applicant base.
 2. Improve policies for funding of graduate students.
 1. Develop a consistent policy concerning continuation of TA appointments for continuing students (i.e., contingent on teaching and academic performance, term limitations, etc). Make sure that students understand this policy before they start their graduate programs.
 2. Limit the size of the incoming graduate student population to only those that the department can fund, or only offer secure funding to one group of select students, while telling others that their chances for being funded are small or nil.
 3. Give timely notice to students concerning funding so that they can plan their own finances. It is also essential to give students an honest assessment of the likelihood for continued TA support.
 3. Enhance the amount of scholarship and GRA funding for graduate students.
 1. Develop a strategy to create scholarships and fellowships for graduate students. Many departments use relatively small scholarships (e.g. \$1000-3000/year) as a recruitment tool. Given the significant corporate support for CS, it is reasonable to try to develop endowments and gifts that provide fellowships and scholarships.
 2. Encourage the inclusion of graduate students on budgets for grant proposals.
 3. Work with the very best Ph.D. candidates to submit applications for NSF Graduate Research Fellowships. (Program officers from NSF report that proposals for dissertation improvement proposals are currently being funded at a high rate).
 4. Increase the subject areas and frequency of course offerings for graduate students.
 1. To meet the curricula needs of the graduate students, the faculty strength should be increased to a minimum of 20 FTE.
 2. If the faculty cannot be increased to this size, look into alternative ways of offering courses, such as tapping into televised courses from the National Technological University or other universities (Chico, Stanford, Oregon Graduate Institute, for example). Other possibilities might include seeing if the University of Oregon or Portland State might be willing to allow a few students from OSU to attend classes in selected areas.
 3. Look seriously at the expectations and learning opportunities for graduate students in all ~~slash~~ courses and revise, as necessary, to make sure they offer true graduate-level learning.
 5. Improve communications between administration/faculty and graduate students and increase graduate student participation in research and business activities in the

department.

1. Increase opportunities for students to present their work and to interact with faculty during the ♦Research Fest♦ (perhaps more focused sessions, get faculty to commit to presenting their posters, have faculty or students give short presentations with time for questions).
2. Increase student input on departmental decisions such as hiring new faculty and departmental governance.
3. The orientation for new students should be critically evaluated, improved and possibly extended.
4. Establish a committee of three to five students to serve one-year terms as Graduate Student Representatives (♦Grad Reps♦; voluntary, appointed or elected). Invite these students to attend faculty meetings. Involve Grad Reps to serve on departmental committees (e.g., planning committees for seminars and the fall orientation, selection committees for new faculty, departmental governance) with the expectation that they are to be a conduit of information between the faculty/administration and the graduate student body.
5. Ask a committee of CS and ECE graduate students (perhaps ♦Grad Reps♦) to develop their own plan for improving ties between these student groups.
6. Increase the number of Ph.D.s in the program. Aim for eight Ph.D.s per year to finish the program.
7. Develop and maintain a mechanism to track graduate student performance after graduation.
8. To be competitive, OSU needs to find a way to create a more competitive salary structure for CS faculty.

Bond said that the review team was impressed by the quality of faculty in such a small department. The primary weakness, as seen by the team, was the composition of the graduate student body and the lack of faculty. At this point, 75% to 80% of the graduate students are international, mostly from China and India. Very few domestic graduate students are enrolled; most of them come from the local area. The review teams concluded that a more aggressive recruitment strategy was needed for domestic students. Although the percentage of women students is relatively low, this is also true for our peer institutions. Currently, there are no American Indians or black American students. This is not dissimilar from our peers, but does provide a recruitment opportunity.

Terri Fiez (Director of the School of Electrical Engineering and Computer Science♦EECS) said that most of the points made by Bond are true. EECS set ambitious goals but believes that they are attainable. The student to faculty ratio, although high, is similar to that found across Oregon State University. The external reviewer did point out EECS has an exceptional faculty. Loss of these faculty members to other universities is a constant fear. EECS has developed research-cluster hiring; three new faculty members are being hired this season. The cluster research and education model is creating a unique teaching environment.

Fiez acknowledged that some students believe they are not fully informed about department developments, but noted that students are represented in key departmental decisions including faculty hiring. EECS is working to broaden student involvement.

The Research Fest not only attracted new students but also actively engaged current graduate students. This was a good experience that allowed students to learn what other students were doing and what opportunities are available for future work.

Recruitment strategies have changed to match the evolution of research clusters. The number of PhD students doubled by turning over the responsibility to the individual clusters, which are responsible for providing funding and for recruiting their graduate students.

Although EECS offered a new graduate student orientation Fall 2003, it will seek to improve this process. Teaching assistants received a one-day workshop on how to teach.

The composition of the graduate student body is a concern to EECS. Nationally, 75% of the graduate students in computer science come from China and the Indian subcontinent. This year, there has been a large reduction in Chinese students because of problems with visas. EECS will be more proactive in diversifying its graduate student body.

Fiez did not have a specific percentage for the numbers of students who change from PhD to master♦s

degree programs. Although EECS has not kept track of where students go, they are working on it now. The difficulty in tracking students has been the manpower needed to do this. With the advent of on-line systems, Fiez hopes to improve on this issue.

Fisk offered two observations. First, the goal of the College of Engineering, including computer science, to be one of the top 25 programs in the country would require huge advances. Second, the external reviewer noted that computer science faculty graduate only one PhD student per person every other year. To achieve the stated goals in PhD student completion will require major changes.

Dean Adams (College of Engineering) expressed his appreciation for all the work the review team did. From his perspective, comparing the current computer science research and graduate education program now relative to what it was 5 years ago equates to an explosion. The EECS will continue to experience major growing pains and will continue to operate with a high student/faculty ratio for some time.

Bond observed that, while OSU is trying very hard to have a top-25 engineering program, so is everyone else. Current work will just keep us in the running, stated an external reviewer. To achieve more, more resources and effort will be required.

Selker, noting the national decline in foreign applicants, said he was concerned that the top ten schools will attract the good students, leaving the less qualified for OSU. In one year, there has been a 40% decline in foreign applicants. Fiez said that the decline is closer to 60%, but that this needed to change at OSU because of the overly large number of applications. She believed that EECS lost the bottom candidates. What is happening is an increase in the recruitment of domestic students, which is not a bad thing. EECS may increase the quality of its student body.

The Council approved the report of the Computer Science graduate program review.

4. Civil Engineering Graduate Program Review

On February 10, 2004, the Graduate Council conducted a review of graduate programs in Civil, Construction, and Environmental Engineering. Dale Pehrsson, chair of the review committee presented the review report to the Council. The summary from the report follows:

Summary of Graduate Review Recommendations:

The CCEE Department is well placed to move forward in its program improvement mission and vision. CCEE has a clear understanding of its strengths and weaknesses.

The CCEE Department, administrators and faculty members will need to evaluate the staff and resource power needed to meet the demands of attaining the status of a Top 25 College of Engineering. The Department members articulate a desire to attract the best and the brightest in terms of graduate studies. The Department Chair and Dean wish to improve the quantity/and quality of women and underrepresented groups of students. Grant and funding processes have been very successful but will need more focus to become a top 25 Department/program.

CCEE needs a well-defined recruitment and retention plan to market programs and attract students and needs realistic financial and administrative processes in place to support the students through the process of graduation and employment. The Department needs to implement a well-developed recruitment and retention plan for underrepresented students, students of color and women. The Department has some good systems in place and clear website information. However communications systems for students need further enhancement and organization to optimize student performance.

The CCEE Department needs to decide on its clear mission and find its professional niche. The offering of many programs with specialties can diffuse faculty energies and students resources. It is recommended that CCEE administrators and other faculty members decide on a clear vision that will catapult them to the Top 25 Program status they desire.

Research priorities and faculty load formulas need to be reviewed with graduate teaching and research commitments being considered more closely. Curriculum needs refinement; programs and classes no longer being offered need to be removed from catalog information.

During the Department review, it was apparent that faculty members understood their strengths

and needs. They were forthcoming in the review, were clear about concerns and displayed a strong desire to move forward and improve. They portray a strong collegial work group with a definite esprit d \heartsuit cor that should be preserved.

Growth necessary to achieve Top 25 Status will require retention and professional development of existing faculty members, and the successful recruitment for additional key positions. The current size of the department relative to Top 25 Programs demands that existing faculty fill a wide range of academic and administrative roles. The development of a comprehensive financial plan to provide for faculty development and growth, department expansion, and reduce the wide range of competing demands on faculty will benefit the people and programs.

We recommend that the CCEE department and faculty members revisit their strategic plan and consider innovative ways for generating additional earnings (e.g., distance learning, fundraising, professional development and short course offerings and workshops) thus, realigning it with the University's newly adopted strategic plan.

Further, we encourage the faculty members and administrative personnel to strategically plan and prioritize for the resource demands that will develop as they strive towards program improvement and top 25 status. The department is in the process of restructuring, we recommend communicating the reorganization plan and discussing the impact on faculty and programs.

The findings of the Civil, Construction and Environmental Engineering (CCEE) Graduate Review Panel suggest that this program does have major strengths and that administrators and faculty members also recognize their needs. It is apparent that they are working cooperatively to meet the challenges they have set for themselves. Based on our findings our overall recommendation is that this program merits continuing support in meeting its goals, challenges and aspirations.

Ken Williamson (Head of the Department of Civil, Construction, and Environmental Engineering) said that the key issue is the department's plan to move to a different level. CCEE will expand the number of graduate students and increase the quality of the graduate experience. It needs to develop a centralized approach to accomplish this. CCEE needs centralized graduate advisors. In the past, faculty members have been responsible for performing this role. The department is currently working towards this change.

Faculty numbers in CCEE are in transition, due mainly to retirements associated with changes in the Public Employees Retirement System. The department is successfully hiring new, quality faculty. The new hires are increasing the diversity of the faculty. Of the five new hires, two are women. One of the women is Asian and one of the male hires is also Asian.

In response to a comment from Pehrsson about department reorganization, Williamson said that there is a plan to transfer the Environmental Engineering program to the Department of Chemical Engineering. He recognizes that changes of this magnitude make faculty nervous and appreciates their concern about the change.

Pehrsson shared the comments of the external review members who noted that, from a national perspective, this program is well suited to Oregon's needs. Williamson added that the department is quite large \heartsuit larger than four of the academic colleges at Oregon State University. Next year, the department expects to enroll over 700 undergrad students and 100 graduate students.

Dean Adams observed that the changes in this department have been huge. It is the most productive unit on campus. The research program, which has nearly doubled over the past five years, is prestigious. The faculty is a great group of people and is showing great spirit despite huge workloads. Faculty candidates always comment on the camaraderie of faculty.

Selker noted that most clusters of research described in the self-study indicate a need to hire one or more faculty members. He asked what plans exist for structural changes to the research clusters or other plans for resource allocation to deal with this resource issue. Is the department sustainable as currently constituted? Williamson said that, as part of the initiative to achieve top- 25 status, the Department did get its share of the faculty position increases that were available. Faculty are being replaced as they retire. The department would like to grow to a level of 30 \heartsuit 35 faculty members. Top-level institutions in the nation have no fewer than 35 faculty. CCEE enrollment numbers would support this increase.

Pehrsson noted that Selker, Fisk and Francis have suggested edits for the report. She will include these edits and send the revised report to Ciuffetti for final approval, if the Council is agreeable to that process. The report of the program review in Civil, Construction, and Environmental Engineering was approved, subject to the additional editing.

Appendix 1
Memorandum from Douglas Keszler

25 May 2004

To: Graduate Council

From: Department of Chemistry, Douglas A. Keszler, Professor and Chair

Subject: Special Exemption from 36-credit rule

The Department of Chemistry is formally requesting an exemption from the rule that requires a minimum of one full-time academic year (at least 36 graduate credits) on a doctoral program. Prior to the adoption of this 36-credit rule in the 1990s, the Chemistry Department had an agreement with the Graduate School for 27 graduate credits on a doctoral program. The Chemistry Department agrees with the principle of one full-time academic year of course credit for a doctoral program, but this translates into three courses per term and 27 credits rather than 36 credits. The 27-credit guideline is more consistent with peer chemistry graduate programs. Adoption would allow us to be more competitive in attracting the best graduate students, and it will allow greater cooperation between the chemistry departments at OSU and UO.

Comparison to Peer Institutions

Minimum Number of Courses Required for Ph.D.

Semester Calendar	
Pennsylvania State University	5
University of Illinois	6
Purdue University	6

Quarter Calendar	
University of Oregon	6
University of Washington	6
University of California Davis	7
Ohio State University	11
Oregon State University	12

As noted from the tables above, among peer chemistry graduate programs OSU has the highest course demands on students. The OSU requirement is inconsistent with the very strong emphasis on research that is common for chemistry graduate programs. It is generally considered that an undergraduate chemistry degree adequately prepares students for an advanced degree, so that an extensive series of courses is not required. The imposition of this 36-credit rule has had rather profound effects on the Department's graduate program. While most chemistry programs around the country have flourished and grown during the past decade, the enrollment in our Ph.D. program has decreased considerably. Prior to the imposition of the 36-hour rule, we had more than 75 Ph.D. students; we are now below 55 students. Certainly, the 36-hour rule is not the only contributor to the enrollment decline (past fiscal problems in the College of Science also contributed), but it is true that good chemistry students having interests in graduate school want to maximize involvement in research; they do not want to spend too much time in formal course work. Since the imposition of the 36-credit rule, we have also observed a general shift in student-body composition, drifting away from students with intense interests and productivity in research to consumers of formal classroom instruction. One effect of this shift has been an increase in the time to degree. Prior to imposition of the 36-hour rule, several faculty in the Department were regularly able to graduate students within four years of matriculation. This timeline

has now been completely replaced with a minimum time to degree of 5 years, and 6 years is becoming more common. The 36-hour rule may be perceived as a way for some departments on campus to strengthen their programs, but it has not worked so well for the Chemistry Department.

We regularly compete with schools in the UC system and the University of Washington for top graduate students. All of these institutions have course requirements that are considerably lower than our own. They are viewed much more favorably by top prospective students as research-intensive universities. We cannot expect to be consistently competitive in attracting these top students - we have the highest course requirements, the lowest stipends, and the highest time demands on teaching assistants. In selected subfields of research, e.g., those programs involved in ONAMI, we are beginning to collaborate much more effectively with the University of Oregon in recruiting graduate students, sharing resources, and generating new programs. Closing the gap in our course requirements (see table on previous page) would assist considerably in these efforts. We need to wake up and renormalize our graduate program; a relaxation of the 36-hour rule is a good place to start.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 20, 2004 Minutes

Graduate Council

May 20, 2004 Minutes

Present: Ciuffetti (Chair), Bond, Collins, Francis, Koenig, Pedersen, Pehrsson, Rettig, Schaubert, Selker, Steel, Strickroth, Tadepalli, Waldschmidt

Absent: Bermudez, Fisk

Guests: Vicki Ebbeck

1. Approval of Council Minutes

The minutes from the Graduate Council meetings on May 6, 2004, and April 15, 2004 were approved.

2. Summer Decisions

The Category II Committee will continue its work over the summer. If grievances arise during the summer, Sally Francis (Graduate School) will contact Council members. The minutes for June 3 will be distributed and approved by email, but they will not be posted to the web site until enough time has elapsed to allow Council members an opportunity to examine the minutes.

3. Approval process for non-credit certificate programs

The Curriculum Council asked the Graduate Council to review their proposal for the review of non-credit certificates and note any concerns. Although these certificates are not transcript visible, Graduate Council members have some concerns that the public might confuse non-credit certificates with graduate certificates. After learning that non-credit certificates have a history that precedes the creation of graduate certificate programs, the Council concluded that it would not pursue this issue at this time. But, it is prepared to consider the issue if problems are brought to its attention in the future. The process was approved as submitted.

4. Graduate Level Learning

On May 13, 2004, the Faculty Senate discussed recent actions by the Graduate Council and the Curriculum Council. Background materials for that session are available at <http://oregonstate.edu/dept/senate/agen/2004/200405a2.htm>. The Faculty Senate plans to vote on a motion to approve the requirement that at least 50% of all credits on a graduate program of study consist of graduate standalone courses at its June 10, 2004, meeting. The Graduate Council reviewed some of the points raised at the Faculty Senate and discussed what type of written material should be given to the Faculty Senate Executive Committee for use at that June meeting.

Faculty from the College of Liberal Arts (CLA) raised several concerns at the Faculty Senate meeting. Although the CLA leadership is sympathetic with the 50% rule, they are concerned. With limited budgets and heavy undergraduate class enrollment, some departments will find it quite difficult to offer many structured graduate standalone courses. Consequently, some programs might find it necessary to offer as many as 9 credits of blanket-numbered courses. Blanket numbered courses, such as individually guided research and reading and conference, if done well, take much time. Some CLA department chairs worry that too many blanket numbered courses might be provided with insufficient guidance to provide the necessary quality needed. An argument has been offered that this could result in a decline in the quality of graduate education rather than an improvement.

Budget cuts and a surge in recent retirements have reduced the size of the faculty in many departments on campus. CLA is experiencing loss of faculty at the same time that undergraduate enrollments have risen sharply. One argument offered is that the 50% rule is an unfunded mandate♦♦♦

requirement that more work is expected without providing additional funds. One suggestion made at the Faculty Senate meeting was for an opportunity for some departments to make an orderly transition to the 50% rule rather than make the change Fall 2005. Some departments will need a few years to make the transition; others will not. If some programs are granted an exception, those programs worry that they will carry a stigma. To avoid the stigma, faculty are already teaching on an overload basis. This is likely to increase during the next few years until budgets more closely align with workload. As long as units have plans in place to gain the necessary resources, the transition that is approved should not be classified as an exception to the policy. Rather, this should be considered a different time schedule for implementation.

Dale Pehrsson (Education) asked what an acceptable timeline would be for units that need a transition period. Francis said that this depends on the availability of resources, which vary from department to department. Brent Steel (Liberal Arts) observed that the recently approved Master of Public Policy (MPP) took three years to gain approval by all reviewing committees and additional time to implement. Departments and programs that hope to reduce reliance on the Master of Interdisciplinary Studies and implement their own graduate degrees may face similar challenges. He also described the discussions of curriculum for the MPP and said that faculty associated with that program hope to work toward minimum reliance on blanket numbered courses and to offer an increasing number of graduate standalone regular courses over time. The MPP faculty believe that this will allow a higher quality degree than one that places heavy reliance on blanket numbered courses.

Lynda Ciuffetti (Science) noted that the Council agreed to an increased number of blanket numbered credits in response to requests that were made at the open forums a year ago. To now have the policy criticized for allowing the opportunity for a larger number of credits and to have the argument described as a move to lower the quality of graduate education is frustrating. She also said that some critics of the 50% rule argue that the Council is more concerned about responding to the external accreditation report than in making progress toward improving the actual quality of graduate education. The Council needs to respond to this criticism that the change in policy will reduce the quality of education.

Francis asked how one defines quality of graduate education. She also argued that, although some programs may see the use of seminars and independent research as a reduction in the quality of education, others will see this as an opportunity to provide the essence of graduate education. The limit on blanket numbered courses is a university maximum standard. Individual departments and programs are able to include a smaller number if they believe that to be more appropriate.

Ciuffetti asked the Council members for their conclusions on the policy. Is it an improvement in quality and why? Pehrsson said that she saw it as a minimum standard for students. Barbara Bond (Forestry) argued that this policy change is an incremental step in the right direction. The Council cannot realistically require all courses to be taught at a graduate level at this time, but the policy moves OSU in the right direction. The Council has proof that slash courses do have real problems. Evidence includes the comments presented by students and some of the syllabi provided by departments as they seek new or changed courses in the Category II proposal system.

The Council agreed that the focus should be on the transition toward full implementation of the 50% rule rather than granting exceptions. Francis asked whether the Graduate School should enforce adherence to all the programs of study submitted Fall 2005 and afterwards. Ciuffetti asked whether the Graduate School should document that some fraction (perhaps 80%) of the programs of study are in compliance. Francis suggested that each department or program could set its date to achieve full compliance. After several Council members supported the idea of department or program transition plans, Prasad Tadepalli (Engineering) recommended the use of a new deadline in place of the current Fall 2005 deadline. This would reduce the complexity of approving many different plans and would remove the stigma of seeking special treatment. Selker disagreed, arguing that the wide variation in departmental resources is an argument for allowing each to set its own deadline, subject to approval.

As noted by Ciuffetti, Robert Frank (Associate Dean of CLA) suggested at the Faculty Senate meeting that the policy be reviewed two years after it is implemented. Bond said that student satisfaction is measurable and that surveys could be commissioned in the period before the policy change and again after it has been in place for some period of time.

The Council approved the use of Incremental Transition Plans (STPs), with the date of Fall 2005 for implementation of the 50% rule unless departments or programs have an approved STP.

The Council then discussed a motion to drop the previous modification of the maximum number of blanket-numbered courses on a 45-credit program of study. One Council member voted in favor of the motion to require the minimum to stay at 6 credits Fall 2005. One abstained. The others voted to continue to support the increase of blanket numbered courses from 6 to 9 if the Faculty Senate approves the 50% rule.

5. Economics Graduate Program Review Follow-Up Report

Vicki Ebbeck (Exercise and Sport Science) presented a follow-up report on graduate programs in Economics. Ebbeck and Steve Radosevich (Forest Science) visited with Starr McMullen, chair of the Department of Economics on February 26, 2004, to discuss the progress of that department in meeting the recommendations that came out of a Graduate Council review on January 17, 2000. The complete follow-up report is attached as Appendix 1.

Ebbeck emphasized the conclusions that she and Radosevich reached related to the funding needed to implement the recommendations. The fifth recommendation that the Dean of the College of Liberal Arts articulate the relative priorities of graduate education, both the majors in Economics and the role in the Master of Public Policy, and undergraduate education is the most important issue. Where are these programs headed? The Department of Economics is central to the operation of the university. Although the department has done very well working with the resources they have, they would need additional resources to achieve everything expected of them. If they must operate with current resources, which program should be given priority?

In response to a question about the severity of the problem and the need for the Graduate Council to highlight the problems, Ebbeck said that this is an appropriate time to intervene. She hoped that the follow-up report would be a stimulus for a conversation; she believes that McMullen would agree. Following additional discussion about the most appropriate way to proceed, the Council accepted the follow-up report, but asked that a cover letter be written. The cover letter should emphasize the issue raised in recommendation 5. The letter should also request that the Council be informed on planned actions to address this recommendation.

Appendix 1
Graduate Council Program Follow-up Review
Department of Economics

The follow-up review of the graduate program in the Department of Economics was held on February 26, 2004. Drs. Vicki Ebbeck and Steven Radosevich, members of the initial review committee, conducted this follow-up review. The initial graduate program review was conducted on January 17, 2000. Each of the recommendations made by the Graduate Program Review Committee were discussed with Dr. B. Starr McMullen, Chair of the Department of Economics, during the follow-up review.

In general, the faculty of the Department of Economics agreed with the findings of Graduate Program Review Committee and has worked to address the issues raised in the review report. Departmental responses to each of the recommendations made in the report are summarized below.

Personnel: faculty and graduate students

(1) Further develop joint appointments across participating UGFE departments. There have been no joint appointments since the initial review. The faculty agreed that such appointments could be beneficial to all economic units at OSU. However, appointments of this kind are difficult to accomplish because of the different academic expectations prevalent among the three departments that participate in the UGFE.

(2a) Develop a workload balance policy that permits faculty to initiate and sustain programs of research and scholarship leading to tenure or advancement in rank. A workload imbalance still exists in that faculty are overburdened with committee assignments. The teaching expectation is 16 credits per year for an Assistant Professor. The faculty, however, can schedule their courses during two terms to allow one term with no teaching responsibilities. The faculty views this practice favorably as it allows them to more fully concentrate on scholarship activities.

(2b) Consider the use of an intensive third-year review to provide new members with feedback of their progress. The Department's P&T committee conducts an intensive review of all untenured faculty by the fall term of the person's third year at OSU. The purpose of the review is constructive, providing the candidate with advice and guidance regarding strengths and deficiencies in teaching, research and

service.

(3) Develop a mechanism to solicit student feedback on curriculum, seminars and other departmental matters that involve them. At the beginning of each academic year, graduate students select a graduate student representative to represent them in departmental matters and to communicate issues to the Department Chair. Feedback from the graduate representative is invited on matters such as the curriculum and office allocation for graduate students. Graduate students recently provided recommendations for recruiting.

Future personnel needs (also relates to financial support)

(4) At least two additional evaluations seem warranted: (1) evaluation of the UGFE, perhaps as part of AREc and (2) evaluation of the undergraduate program in relation to needs, demands expectations in the Department. Graduate program reviews of AREc, Forest Resources, and UGFE have been completed. There now is a need to synthesize the information obtained from these three reviews into a consistent set of recommendations concerning the overall graduate program in economics at OSU. No review of the undergraduate program has been implemented.

(5) A prioritization by the Dean of Liberal Arts about whether graduate or undergraduate education will have greater or decreased priority in the future would be helpful to the Department. At the very least, an evaluation of the UGFE core as used by AREC and FR should be done. Although some new faculty hires have been made, no additional FTE have been allocated to the Department. It is important to the Department that priorities be established between undergraduate and graduate programs as well as between masters and doctoral programs so the unit can focus its resources and know where to direct its efforts. This issue also relates to response 4 above concerning formation of a consistent set of recommendations about the overall status of the graduate program in economics relative to the undergraduate program and other programs such as the MPP. There is still a need for greater clarity on this issue.

(6) Is it appropriate to maintain a separate M.S. and Ph.D. core just because AREc students enrolled for M.S. degrees are unable to succeed in the core offered for Economic graduate students? Perhaps AREc should provide/staff their own M.S. core or more formally swap teaching of lower division economic courses in return for graduate level core offerings. Given the diverse backgrounds of the graduate students who enter the three departments that make up the UGFE, the department supports the current core economics program. Further, the M.S. program in economics at OSU is highly competitive and students are in high demand. However, the departmental support of the existing programs was based on the expectation that additional funding would be from the College of Liberal Arts for academic hires to support Economics Department programs.

There is still a question of whether the Ph.D. program can remain competitive. The department has recently placed two Ph.D. students who specialized in econometrics in academic positions. Accordingly, the department has decided to formally offer a field in econometrics as it is obviously a strength and does not require additional resources (see 8) below.

Physical Facilities:

(7) Upgrade and/or repair computing facilities. This has been accomplished in cooperation with the Department of Agricultural and Resource Economics.

(8) Change Econ 627 from required in the Economics Department's core to an elective that can be offered in alternate years. The Economics faculty plans to continue teaching this course every year as part of their core curriculum. The problem with under-enrollment is attempting to be dealt with by changes in scheduling and some subject matter that may be of greater interest to students in other departments. The content of Econ 627 will alternate from year to year to better accommodate the diverse interests of students and attract students from other UGFE departments. This format will make the new econometrics field symmetric with the existing field offerings without requiring additional resources. It is expected that this will increase enrollment in the 600 level econometrics courses.

(9) Organize a two-course swap with University of Oregon. Logistics and cost make this an unfeasible recommendation. However, the UGFE will utilize U of O teaching faculty to teach Econ 613 during Spring 2004 via telecast supplemented by OSU student visits to U of O and U of O faculty visits to the OSU campus.

(10) Add seminars and brown bag workshops to enliven the scholarly atmosphere among economists in Corvallis. Get economists in AREc and FR to join in. Some funding is now available for this activity and

more seminars are now offered. UGFE also offers a seminar, and graduate students are required to attend a percentage of all seminars. In addition, junior faculty meet informally and socially on nearly a weekly basis.

(11) *Do not use independent study courses for fields of specialization. Continue with three field offerings: International Economics, Industrial Organization, and Natural Resources and Environment.* The faculty agrees with this recommendation and the Chair believes this is not an issue. The Department does not offer independent study courses for fields of specialization. The Ph.D. fields of specialization include two 600-level courses offered in alternate years.

(12) *Eliminate the perspectives requirement for the Doctoral Program.* This course is now dropped from the curriculum. Econ 550 (Growth and Change) is also no longer required in graduate programs because of higher teaching priorities by the faculty.

(13) *Maintaining adequate FTE in the field of International Economics.* There have been two new faculty hires in this area of specialization since the review in 2000. In addition AREc also has this as a field of specialization so students in both departments take courses in this field, alleviating enrollment problems.

Graduate instructional programs: operations and effectiveness

(14) *Tradeoffs between offering only M.S. versus only PhD degrees.* See responses 4,5, and 6 above.

(15) *Short of eliminating entirely either or both M.S. and PhD programs, there are a number of alternatives that could be considered.*

--*Terminal M.S. degree.* See response 6.

--*Common Ph.D. core for both M.S. and Ph.D. students.* The 500-level course in econometrics is required as part of the UGFE core. The faculty believes that 600-level econometrics is necessary for a rigorous, viable Ph.D. program in economics. The Economics faculty has decided to formalize a field on econometrics using the existing course offerings.

--*Joint arrangements with economics programs at University of Oregon.* See response 9.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 6, 2004 Minutes

Graduate Council

May 6, 2004 Minutes

Present: Ciuffetti (Chair), Bond, Collins, Fisk, Koenig, Pedersen, Pehrsson, Rettig, Selker, Steel, Tadepalli, Waldschmidt

Absent: Bermudez, Francis, Schaubert, Strickroth

Guests: Bell, Charles Boyer, Ken Funk, Doug Markle

1. Approval of Council Minutes

The minutes from the Graduate Council meetings on April 1, 2004, and April 15, 2004 were approved.

2. Category I Proposal to terminate the Master of Engineering in Manufacturing Engineering

Ken Funk (Industrial and Manufacturing Engineering) introduced a proposal to terminate the Master of Engineering in Manufacturing Engineering. This degree was approved as a joint degree between Oregon State University and Portland State University (PSU) in 1995. The program was designed to meet the needs of working professionals, primarily in the Portland, Oregon metropolitan area, who would take courses as part-time students. Most courses were taught at either Oregon State University or Portland State University and were provided to the other location through remote connections, often satellite transmission. Some courses were provided using other distance delivery mechanisms. The program graduated 27 students; no active graduate students remain. Demand for the program was lower than anticipated. Some of the courses offered at PSU did not meet the expectations of the OSU faculty for rigor of requirements. The number of students attending distance-delivered courses was too low for the revenues generated to cover the costs of education. Although the students were well served, the enrollment was too low to continue the program. Distance education is resource-extensive, especially during start-up. When Oregon State decided that it wished to terminate its participation in the joint program, PSU agreed with this decision.

Elaine Pedersen (Health and Human Sciences) asked whether the Department of Industrial and Manufacturing Engineering continues to receive inquiries from interested students. Funk said that any student with that interest is welcome to apply for the Master of Science degree. The MENG degree in industrial engineering, when it is approved, will be a good replacement, requiring fewer credit hours for students and less resources for the department to administer.

John Selker (Agricultural Sciences) inquired about objections or concerns that the faculty might have. Funk answered that no objections have been expressed. All faculty support the termination of this degree. Chris Bell (Associate Dean of the College of Engineering) added that newly hired faculty in the department were asking why the degree was still being offered.

Barbara Bond (Forestry), noting that OSU, PSU, and leadership in the Distance Education program had supported the creation of this degree, asked whether the new MENG will have similar collaborative approaches. Bell said that the School of Electrical Engineering and Computer Science and the Department of Chemical Engineering do offer some courses offered by distance delivery methods. Portland State University continues to offer a master's degree program in engineering management in the Portland area.

Bruce Rettig (Graduate School) said that, whenever a degree is terminated, any student who was in good standing at that time is provided an opportunity to complete, even with the program no longer advertised and with no new admissions being allowed. Marla Hacker, who coordinated the program in

the Portland area and who now works at the Cascades Campus, has done an exceptional job in helping all students interested in completing their degrees do so. She has commuted from Bend to Portland several times to facilitate final examinations for these students. Funk added that two students completed their degree in February of this year. Faculty at PSU, who worked closely with Hacker were most helpful in the degree completion.

Martin Fisk (Oceanic and Atmospheric Sciences) asked for more information about the role that the difficulty of providing distance education played in the decision to terminate the degree. Is this a signal that distance-education is not going to work? Funk said that the problem was related to the small level of demand for the program. They were unable to regularly enroll 8 or more students in courses, which are costly to administer. Better recruiting might have made a difference, but this program just was not able to generate sufficient funding. Fisk asked for comments on distance education in general based on the experience with this program. Bell repeated that the problem lies with a critical minimum threshold of enrollment. Funk, drawing on his experience, noted that the students were of a high caliber. He found the teaching experience to be very good although it took a very large amount of energy. Fisk asked whether more work is needed for distance education than for on-site instruction. Funk said that it is. The most difficult problem is in delivering the course initially. Teaching this way becomes easier, the more courses you teach by this method.

The Graduate Council approved the proposal to terminate the Master of Engineering in Manufacturing Engineering.

3. Electrical and Computer Engineering Graduate Program Review Follow-Up Report

On April 15, 2002, the Graduate Council conducted a review of graduate programs in electrical and computer engineering. The report of the review committee was presented to the Graduate Council on May 23, 2002. On November 12, 2003, Doug Markle (Fisheries and Wildlife) and Mark Christensen (College of Pharmacy), members of the original review committee, conducted a follow-up review (attached to these minutes as Appendix 1). Markle summarized the follow-up report for the Council with updated information on some items. He noted that the follow-up review took place shortly after the Department of Electrical and Computer Engineering had merged with the Department of Computer Science to create the School of Electrical Engineering and Computer Science (EECS). Most of the recommendations from the April 15, 2002 review were in place prior to a subsequent meeting with the Provost in 2002 to discuss the outcome of the review and were in place by the time of this follow-up review.

The report included a recommendation to develop a plan to attract the best and brightest students. In the follow-up review, Terri Fiez, director of EECS said that a plan was being developed as part of the merger. Markle said that the plan had not been developed yet. He also observed that the increase in stipends was offset by an increase in program related fees for study in the College of Engineering.

The original report included a recommendation to bring the web page up to date. In the follow-up report, a statement was made that this is now being done in the context of a web page for the merged program. Markle the names of faculty who had left the program were not quickly eliminated from the web page out of concern about obligations to those faculty members until a reasonable amount of time had passed after the faculty departed.

Selker asked whether the stipend increase came close to offsetting the increase in fees paid by graduate assistants in EECS. Prasad Tadepalli (Engineering) said that the increase in fees covers about half of the program related fee. Students shared their concerns about the fee level with Tadepalli. Bond said that ♦recruiting the best and the brightest♦ is a very passive statement unless it is backed up with a plan.

Markle said that the self-study document was generated by department leaders (Teri Fiez) with little input from other faculty. However, faculty appeared to be happy with that arrangement.

Selker said that applications from potential students from other countries, especially the countries that provide many of ECE students, have dramatically declined. Oregon State University should be much more aggressive in efforts to attract these students. He asked Markle whether he would be willing to modify the language referring to attracting the best and brightest students by reinforcing the problem associated with the total level of fees reducing the net amount of funds actually received by graduate assistants. Markle agreed to this revision.

The Council also agreed that the recruitment plan is needed now, and should not just be ♦in the

works. ♦

The Council accepted the follow-up review conditionally. After Markle makes the requested changes (increased stipend levels offset by fee increases and a need for a recruitment plan), it will be sent to Lynda Ciuffetti (chair of the Graduate Council). When she approves the changes, the revised follow-up report will be accepted by the Council.

4. Graduate Level Learning

Charles Boyer, Associate Dean of Agricultural Sciences and co-chair of the Curriculum Council, summarized the discussions of the Curriculum Council on graduate level learning issues. The Curriculum Council voted to endorse the learning outcome criteria for 500-level courses that had been adopted by the Graduate Council. The Curriculum Council also supported the establishment of the requirement that at least 50% of the credits on a graduate student's program of study be graduate standalone credits. He underlined the importance of adequate lead-time before implementation so that academic units can prepare for this policy change. The Curriculum Council also found the increased flexibility in the number of credits of blanket-numbered courses to be responsive to the challenges as departments modify their courses.

Rettig said that there is additional flexibility within the proposed policy. When blanket-numbered courses are taught as structured courses they do not count as part of the limit on number of blanket-numbered courses.

Selker said that the first reaction to these policies is that they will trigger a broad range of changes. Fisk agreed that many faculty have an initial reaction that their ability to offer courses will be sharply reduced. But, once the impact of the policies is carefully examined, that is not true.

Ciuffetti explained that the policy changes are being presented at the May Faculty Senate meeting as an informational item. The discussion at the Faculty Senate will be reviewed at the May 20, 2004 meeting of the Graduate Council. The graduate level learning policies will appear on the Faculty Senate's June agenda as an action item.

Boyer said that the Curriculum Council will support the efforts of the Graduate Council on this issue.

Dale Pehrsson (Education) recommended that Graduate Council members show support by accompanying Ciuffetti to the Faculty Senate meetings. Selker recommended that Ciuffetti provide background information and then discuss implementation issues.

In February, the Graduate Council tentatively adopted a policy on the inclusion of 400-level courses on graduate programs of study and held two open forums. Council members were asked how they wished to proceed in light of comments at those forums. The forums were lightly attended, but those present showed substantial concern about the proposed policy change. The primary concern was a perception that this additional change would lower the quality of graduate education at Oregon State University. To determine how the Council should proceed, a straw vote was held on the use of 400-level courses on graduate program of studies. Five faculty members supported the change and five opposed it. Although the Council will not proceed with this change this year, several Council members requested that additional conversations at the departmental level occur next year and that the Graduate Council continue work on this policy next year.

Appendix 1
Follow ♦ up Review
of the Graduate Council Program Review
of the
Department of Electrical and Computer Engineering

The Graduate Council Review of the Department of Electrical and Computer Engineering took place on April 15, 2002, and was presented to the Graduate Council on May 23, 2002, and later to the Provost. A follow-up review was conducted by Doug Markle, College of Agricultural Science (Fisheries & Wildlife) and Mark Christensen, College of Pharmacy (Pharmacy) on November 12, 2003.

Most of the recommendations in the April 15, 2002 review were initiated prior to the meeting with the Provost in 2002 and were in place by the time of this follow-up review. At about the time of the initial review, the Department was completing a merger with the Department of Computer Science. That

merger has been completed and the following review reflects the situation in the new Department of Electrical Engineering and Computer Science. The following summarizes the recommendations of the April 2002 review and the actions taken to date.

- Admission of unsupported students may drain resources. Faculty have agreed to reduce overall acceptance rates. Primarily, this has been reflected in a lower acceptance rate for foreign students, for example by only taking students from top universities in their country (ITI in India, for example). The Department has also initiated a new Masters of Engineering degree to replace the non-thesis, project degree. The new degree is coursework-only and should satisfy students who previously completed project-degrees. The new degree should also reduce demands on faculty mentoring time since many faculty had demanded thesis-level quality in projects.
- Assign an advisor to un-supported students. The large influx of students in the year of the review (2001-2002) had created an advising problem. The Department is now using Instructors and increasing the advising load of faculty without research funding for un-supported students.
- The Department's desire to attract the best and brightest students needs a plan. Stipends have been increased to \$1525-\$1800/month, but fees in Engineering increased to \$430/term so that total fees with health insurance are \$1313/term for Engineering graduate students. A plan is being developed as part of the merger, but details were not available. Such a plan should include a definition of best and brightest and a proactive, realistic method to attract them. Across-the-board increases in stipends are a good first step, but are probably not sufficient to attract those with high GRE and GPA scores (or other criteria used in a definition of best and brightest). Additional incentives to attract the best and brightest should be explored.
- The PhD qualifying exam needed to be more than a review of coursework. A new qualifying exam was developed as part of the merger and directly tests research capability. Students review 3-4 technical papers, review relevant literature, then prepare a white paper that presents results and research questions in the field represented by the papers.
- The content and expectations of 400/500 courses need to meet Department and Graduate Council expectations. The Department's Graduate Committee review of this subject is on-going and they expect to be able to meet any Graduate Council policy changes.
- Faculty need to work with Library to acquire relevant books in a timely manner. Librarian, Margaret Millenger, is meeting with faculty to determine the best way to serve the merged department's needs.
- A departmental seminar should be considered to foster interactions between students and external professionals and to broaden the student experience. The merged department has begun a seminar series and given it a budget to invite 5-6 top speakers each year.
- The Department needs a plan to retain faculty. Because the Department competes with an industry that pays handsomely as well as with other universities, a plan is needed to retain faculty. The Department is focusing on core areas where they can be among the best in the country and is hiring in clusters to create a critical mass of synergistic faculty in core research areas.
- The Department web page needs to be up to date. Some student criticism of the web page during the original review related to absent faculty and a perception of false advertising. The web page has been completely updated with the merger and people have been assigned to keep it up to date.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 15, 2004 Minutes

Graduate Council

April 15, 2004 Minutes

Present: Selker (Acting Chair), Collins, Fisk, Francis, Koenig, Pedersen, Rettig, Schaubert, Steel, Strickroth, Tadepalli, Waldschmidt

Absent: Bermudez, Bond, Ciuffetti, Collins, Pehrsson

Guests: Chris Bell, Tammy Bray, Leonard Friedman, David Hamby, Marie Harvey, Andrew Klein

1. Category I Proposal for a Master of Health Physics in Radiation Health Physics

Andrew Klein and David Hamby from the Department of Nuclear Engineering introduced a Proposal for the Initiation of a New Instructional Program leading to the Master of Health Physics (MHP) in Radiation Health Physics. The program will be unique. The most similar program is one offered by the Illinois Institute of Technology.

Prasad Tadepalli (Engineering) asked for a confirmation that this will be a coursework only program without a research or thesis component. Hamby said that students in the MHP will take more courses than would be selected by a student in the Master of Science program in Radiation Health Physics. However, a final, project-type course is included.

In response to an observation from Martin Fisk (Oceanic and Atmospheric Sciences) that other programs also provide the degree of Master of Health Physics, Klein agreed that this is an emerging field, but that very few alternatives currently exist. Fisk asked why the program was needed. Hamby noted that a BS degree opens opportunities to work as a technician, while a master's degree is needed to serve as a supervisor. Dale Pehrsson (Education) observed that management is a specialization that is often not included in technical undergraduate programs. John Selker (Agricultural Sciences) noted that master's degrees provide opportunities for people to change professions without earning a full undergraduate degree in the related field. In response to a question from Pehrsson about employment opportunities, Hamby suggested that hospitals would be one likely employment source.

Tadepalli asked whether employers might confuse the MHP with an MS in Radiation Health Physics. Hamby replied that this degree will be understood to be a professional degree. By providing a pathway for students wishing only courses for additional training, the Department of Nuclear Engineering will be able to provide greater focus and more strength in its MS degree programs. Selker asked whether the 7-10 students per year mentioned in the proposal would be an increase over present enrollment levels. Klein said that students are being turned away not for lack of space in courses, but for lack of funding to support research. Hamby said that his department was learning of high interest among Hewlett Packard employees who would pursue graduate study if it were not for the thesis or research requirements. The proposed program would require one and one-half years to complete and would include classes that are taught annually.

Brent Steel (Liberal Arts) asked whether a professional could take a few courses to pick up managerial aspects; Hamby said this was feasible. Selker asked how advisors are assigned and what responsibilities an advisor would have for this program. Hamby said that the advisor would discuss only academic issues. This responsibility would fall on the department's Graduate Committee. New student advising responsibilities would be divided among four faculty members. Klein said that each student will have an academic advisor for their entire career; the pattern would be similar to the advising currently provided to the department's undergraduate students. Hamby observed that the small size of the department allows it to provide close oversight for its students.

Selker said that an exit survey or some other sort of demonstration is needed that shows students' needs are being met and that they are achieving the desired learning outcomes for the degree. Language should be added that parallels language recently added to the Master of Engineering proposal.

Eileen Waldschmidt (Education) asked whether policies for professional degrees include a capstone requirement. Sally Francis (Graduate School) said the Graduate Council sets the minimum standard for all degrees. No university guidelines define the differences between a professional degree and a research degree. If the Council wants to discuss the need for such a policy statement, it should do so. Francis said that a national trend is toward new types of professional master's and doctoral degrees. How these should be differentiated from their research counterparts is not clear.

The Council approved the proposal conditionally, subject to the inclusion of requirements for program guidance and final outcomes assessment similar to the statements in the revised Master of Engineering proposal. After Selker, in his capacity as acting Graduate Council chair, agrees that a revised draft meets the Graduate Council requirements, it will be considered fully approved and ready for Curriculum Council action.

2. Category I Proposal for a Graduate Certificate in Health Care Administration

A proposal for the Initiation of a New Instructional Program Leading to the Graduate Certificate in Health Care Administration was presented to the Graduate Council by Leonard Friedman (Public Health), Marie Harvey (Chair of Public Health), and Tammy Bray (Dean of the College of Health and Human Sciences). Health care is one of the most important issues facing our nation, rural and urban populations alike. Management of health care often is provided by persons who were trained for clinical positions and who lack specialized training in management issues. They can't give up the time necessary for a MS degree. The proposed graduate certificate program will provide critically important training for these people.

For convenience and cost effectiveness, courses will be delivered either as weekend-intensive or on-line delivered courses. These methods will effectively utilize OSU faculty and experience, provide the core competencies and framework needed to enhance students' careers and allow for program completion in a timely manner. The courses are the same as those approved for Master of Public Health degree programs. Nothing brand new is being created.

Steel strongly supported the graduate certificate program, but was surprised that liaison feedback had not been received from Portland State University. Friedman said that the proposal was sent to Portland State, but no response had been returned.

Bray said that the proposed program is a creative and innovative approach designed to serve the student, not the faculty. Great support has been received for this proposal, reflecting the highly respected MPH program.

Selker asked about students currently enrolled in OSU Public Health courses. Will the fact that these courses will be delivered through E-campus with a different pricing structure pose problems for them? Friedman said that current students are working professionals; they will welcome this new opportunity. Regarding supplemental fees charged for E-campus courses, the majority of the MPH students are working full time for businesses that usually offer tuition remission as part of the benefits package. Selker asked whether employers will recognize this credential. Friedman restated the question as "Why would someone take a six-course certificate instead of a full graduate degree program?" Employers have said that the core management skills are imperative. If the students choose to continue toward a complete graduate degree, that would be great. However, the certificate will cost much less. The employers and the professionals will not need to pay for something they do not want at this stage of their careers.

Steel said that this program is a great idea especially for central and eastern Oregon. Health care professional are crying out for it. This might also recruit students into programs at the Cascades Campus. Our public health program is known as top-notch! Selker said that the program would provide substantial revenues for the department because approximately 80% of E-campus tuition goes directly to the department. Pehrsson said that the program meets the needs of professionals who want or need a graduate credential but do not need an additional degree.

Francis pointed out that the significant quality check for graduate degree programs is the Graduate Council program review, which along with the Advanced Degree Recipient exit survey, provides quality

assessment. How will Oregon State University provide on-going quality assessment for certificate programs? Hal Koenig (Business) said that the MPH advisory council meets regularly and can provide the necessary oversight.

Pehrsson asked whether a student who is following a program of study for a certificate would be required to meet program guidelines. Selker suggested that a ♦post completion evaluation♦ should be included in the proposal. Fisk said that language in the proposal suggests that the length of time to completion is totally open and asked whether this is an issue. Mary Strickroth (Graduate School) explained that this graduate certificate must follow the requirement that all courses must be completed within seven years. Continuous enrollment is also required unless the student is on approved leave. Selker asked whether the proposal should be modified to incorporate exceptions to either or both of these policies. Francis explained that Public Health could develop a planned leave policy.

The proposal to create a graduate certificate in Health Care Administration was approved. The Department of Public Health will be reminded that continuous enrollment applies to graduate certificate programs.

3. Process for Approving Delivery of OSU Programs to the Cascades Campus

Bruce Rettig (Graduate School) introduced a proposal from the Curriculum Council for a process for approving the delivery of OSU degree programs to the Cascades Campus. Francis said that the purpose for their proposal is to have one generic process for both undergraduate and graduate degree programs that are approved for delivery at the Cascades Campus. But, this would not preclude the Graduate Council requiring review procedures above and beyond the generic University process.

Elaine Pedersen (Health and Human Sciences) asked why the Graduate Council was reviewing the Curriculum Council♦s proposal. Rettig said that the Curriculum Council would like the Graduate Council to either approve their document or offer a counter-proposal. Steel read the Curriculum Council♦s document to imply that the Graduate Council was not required to approve the location of graduate programs to the Cascades Campus. Francis noted that the final step of approval is the responsibility of the Provost. The Graduate Council♦s approval is one step in the process before the Provost makes a decision.

Following discussion of issues covered in the process previously approved by the Graduate Council for graduate programs proposed to be delivered to the Cascades Campus, Council members made several motions to amend the document that explains the approval process to move or extend existing OSU degree programs to the Cascades Campus. The document as revised and approved by the Graduate Council now reads:

OSU Cascades Campus Approval Process For Existing OSU Degrees and Certificates

The extension of existing programs (degrees and certificates) to OSU Cascades is necessary for its growth. At the same time, there are issues of resources, faculty and assessment that are part of the mission of faculty governance. Each OSU department is responsible for the quality and health of its programs that are offered in Bend.

In order to make an existing degree or certificate program available at OSU Cascades, a Memorandum of Understanding (MOU) is required.

1. An MOU entitled ♦Proposal to Offer an Existing OSU Program at OSU Cascades♦ will be developed and approved by the department♦s/program♦s Corvallis-based faculty and signed by designated program administrator(s) and college deans(s)¹, along with the CEO and CAO of OSU Cascades. A library resource review must be attached to the MOU. Liaison will be conducted to departments that participate in courses typically in the programs of students in this degree.
2. Graduate program MOU♦s will be reviewed for approval by the Graduate Council and the Dean of the Graduate School.
3. All MOU♦s will be reviewed by the Curriculum Council and Office of Academic Programs.
4. The MOU will be approved by the Provost.

The review is to ensure:

1. Strength, viability, consistency of assessment, and quality;
2. Adequacy of resources;

3. Consistency with OSU policies and procedures.

The approval process will be managed through the online curriculum approval system (currently used for Category II proposals), which affords the opportunity for full Council review.

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1. Some interdisciplinary graduate programs (e.g. Environmental Science, Interdisciplinary Studies) are located in the Graduate School. In the case of programs located in the Graduate School, the Dean of the Graduate School is the relevant officer.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 1, 2004 Minutes

Graduate Council

April 1, 2004 Minutes

Present: Ciuffetti (Chair), Bond, Collins, Fisk, Francis, Koenig, Pedersen, Rettig, Schaubert, Selker, Steel, Strickroth, Tadepalli, Waldschmidt

Absent: Bermudez, Collins, Pehrsson

Guests: Chris Bell, Jon Kimerling, Roger Nielsen, Michael Wing, Dawn Wright

1. Approval of Council Minutes

The minutes from the Graduate Council meeting on February 26, 2004 were approved.

2. Category I Proposal for a Graduate Certificate in Geographic Information Science

Dawn Wright (Geosciences) introduced a Category I **Proposal for the Initiation of a New Instructional Program Leading to a Graduate Certificate in Geographical Information Science**. This is one of three proposals being submitted by the Department of Geosciences. The other proposals are for an undergraduate certificate program and for a non-degree or professional certificate program.

John Selker (Agricultural Sciences) asked whether the certificate program would prepare students for quantitative tasks, such as applied modeling. Wright explained that this was a proposal to transform the current minor in Earth Information Science and Technology (EIST), currently offered by Geosciences, into a graduate certificate program. Because of the limited resources to expand the courses provided, the certificate will make use of currently available capabilities. Core courses will be supplemented by elective courses totaling at least 12 credits. The elective courses may be in one of four tracks: Cartography, GIS, Remote Sensing, or Geomatics. Wright explained that the demand for the minor has been growing over the past three years. The decision to move forward with this proposal followed the November 2003 Willamette Valley GIS user support meeting.

Responding to a question about the sustainability of the program, Wright said that more students are requesting the courses in the certificate program than can be served in the available class space. Selker then asked why more resources were not being requested. If more students are attracted by the program, will additional faculty be requested? Wright said that one new faculty member will be hired to begin Fall 2004. She also noted that the purpose of the certificate is not to attract new students, but rather to take an existing minor and turn it into a certificate program to provide more appropriate professional recognition for the students.

In response to a question from Barbara Bond (Forestry) about plans to expand the program, Wright said that the participating faculty members are happy with the existing minor. There is no need to completely restructure the program because the current foundation is sound. The only growth that is expected is what may result from the courses that are offered by distance technologies. This is a rapidly evolving field and courses must be revamped frequently.

Sally Francis (Graduate School) said that a question was raised about the appropriate location of the certificate program. Because it is an interdisciplinary certificate, should it be located in a specific academic department? Wright reported that the faculty currently involved with the EIST minor want the program to be administered by the Geosciences Department. As the current coordinator of the EIST minor, she will be the person responsible for directing this graduate certificate program.

Martin Fisk (Oceanic and Atmospheric Sciences) asked for the rationale for changing a minor into a graduate certificate. Wright explained that this change reflects a national trend toward the use of graduate certificates as an appropriate credential for GIS knowledge. It provides a transcript visible credential that is becoming widely accepted in the workplace. Few universities offer a major in Geographic Information Science. Selker asked whether professional accreditation is available for these sorts of certificates. Wright said that none is currently available, but this may reflect the fact that this is a fairly new certificate. The OSU certificate program will offer points toward professional certification. Only 1/3 of such points can be achieved through coursework. Bond asked whether, if the certificate is approved and changes in national accreditation standards require a course not currently taught at OSU, it could be added later. Bruce Rettig (Graduate School) said that a Category II proposal could be used if extensive changes are required. Less substantial changes can be made by Geosciences after consultation with the Graduate School.

Bond, noting that the proposed certificate appears to be very good, asked what the difference was between a certificate and a minor. How does each fit into the University structure? Francis explained that a certificate is an official credential; a minor is not. Bond noted that a combination of a certificate and a degree seems to be the same thing as a degree with a minor. Francis responded that a certificate is a separate credential, possessing both increased visibility and marketability. It can be offered as a stand-alone credential. Bond asked how the Graduate Council should evaluate a certificate differently than it might evaluate a minor. One factor noted by Francis is the importance of a cohesive structure of courses in a certificate.

Lynda Ciuffetti (Science) said that the Council should expect to see an increasing use of certificates in a variety of disciplines. Francis said that Oregon State is responding to work force needs, which often puts pressure on the time to complete a program. OSU is lagging behind its peers in adopting certificates.

Selker expressed a reservation, arguing that although the proposal looks great, current GIS offerings do not meet the needs of research programs. A GIS class is expensive to administer and will need more resources in the future. Bond asked whether resources in Computer Science or Civil Engineering could fill some of the needs for instruction and research.

The proposal was approved with one abstention.

3. Category I Proposal for a Master of Engineering

Chris Bell, Associate Dean of the College of Engineering, presented a **Category I Proposal for the Initiation of a New Instructional Program Leading to the Master of Engineering (MEng) Degree**. The Master of Engineering degree provides an option for students to pursue advanced-level study in engineering without the requirement of either a research thesis or a project. The only requirements are courses that culminate in a final oral exam. The emphasis is on learning specific job-related knowledge and skills as currently presented in the graduate level courses currently provided in the College of Engineering. Master of Science (MS) research is resource-intensive; departments will be strapped to keep up with the demand as MS enrollments continue to increase while graduate faculty numbers decrease. Five departments are represented in the proposal. Ken Funk (Industrial and Manufacturing Engineering) did a substantial amount of work on the proposal. The proposal was distributed to the departments in the College of Engineering along with a request for comments. Few comments were received from the departments. The majority of the liaison comments came from professional societies, which argued in favor of master's degree programs with minimal requirements. Some students may enroll as early as Fall 2004. Students will be able to complete degree requirements in one year (three academic terms). The degree meets two of the university's strategic goals: providing a compelling learning experience and achieving recognition for OSU as a top-tier university. No additional library resources are needed.

Ciuffetti asked whether each department will implement the degree differently. Bell said that each department would determine whether it wishes to offer the MEng, would determine admission requirements and would make other implementation decisions. Each MEng program could vary, just as each MS program can vary. Prasad Tadepalli (Engineering) said that the individual departments need additional discussion about whether they will use the degree and how it will be implemented after the degree is made available.

Bond asked for a confirmation that the degree would have no capstone experience and that it would include only courses. Bell said that was correct. The assumption behind this degree is that many students already have work experience and want to add to education they already have completed.

Many graduate students currently take jobs without completing their degrees.

Selker asked whether this degree would be offered by the College of Engineering. Mary Strickroth (Graduate School) explained that the degree would be linked to each specific major and would be administered by the unit that offers that particular major. Referring to the section of the proposal that listed courses linked to the several majors, Brent Steel (Liberal Arts) asked whether a student could select from courses in the various units. Bell said that the allowable courses would be determined by each unit offering a major tied to the degree. Strickroth suggested that, if the College of Engineering wishes to have the flexibility of adding additional programs to the ones listed in a proposal without submitting a new proposal, language to that effect should be added. Bell agreed to add such language. Francis suggested that implementation does require time. If the Graduate Council is to move this forward quickly, the additional language is needed very soon.

Bond expressed concern about a degree that includes neither a thesis nor a research project. Tadeballi said that he hoped that few students would elect such a degree, but he noted that this option does provide flexibility to fill a need for both industry and some students. Both Elaine Pedersen (Health and Human Sciences) and Selker observed that top tier programs such as Stanford and Cornell use this degree. Francis said that she has attended many meetings where the conversation centers around the need for education to serve societal needs rather than continuing to operate in the way education has done in the past just because that is how things have been done. Rettig asked whether departments will take their responsibility to provide quality graduate education to MEng students seriously. For example, will they require that the courses include the same core courses included in MS degree programs? Tadeballi argued that a core sequence needs to be completed in such degree programs.

Steel asked who determines degree requirements. Ciuffetti concluded that many Council members would like to see a more tangible explanation of the core requirements for specific MEng programs. Bond added that units offering the degree should develop and communicate learning objectives to the students. They should also provide some way to measure the completion of the learning objectives at the end of the program.

The Council approved the proposal conditionally. Bell will receive a statement of the need to (1) provide language that provides flexibility for adding additional majors to the degree, (2) incorporate concerns submitted to Bell by Tadeballi on behalf of several Engineering faculty members, and (3) incorporate language concerning learning outcomes. Pedersen and Bond will draft the necessary language on learning objectives. Bell will submit the changes to Ciuffetti. If Ciuffetti concludes that the changes meet all three requirements set by the Council, the proposal will be considered approved as amended.

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Graduate Council

February 26, 2004 Minutes

Present: Ciuffetti (Chair), Collins, Fisk, Francis, Koenig, Pedersen, Pehrsson, Rettig, Selker, Steel, Strickroth, Tadepalli, Waldschmidt

Absent: Bermudez, Bond, Schaubert

Guests: Alex Sanchez, Barbara Watrous

1. Approval of Council Minutes

The minutes from the Graduate Council meeting on January 22, 2004 were approved as amended. The minutes from the Graduate Council meeting on February 12, 2004 were approved without change.

2. Forest Resources Follow-Up Review

The Graduate Council conducted a joint review with the Cooperative State Research, Education and Extension Service (CSREES) in reviewing graduate programs in the Department of Forest Resources on March 5, 2002 (the CSREES review spanned the full time period from March 4-7). On July 24, 2003, John Walstad, head of the Forest Resources Department submitted a progress report to CSREES. That report provided the key information needed for the Graduate Council follow-up review of the Forest Resources graduate program. Barbara Watrous (Veterinary Medicine), who chaired the 2002 Graduate Council review, met with the Graduate Council to discuss the follow-up report.

The CSREES report listed 22 recommendations. Watrous commented on some of those recommendations that were of particular concern to the Graduate Council Review Team.

Review Team Recommendation 1: ♦ Resolve commitments for fixed-term faculty appointments; phase out over-reliance on such appointments; set priorities for vacant positions; and conduct full, open searches when hiring tenure-track faculty. ♦ Walstad's response was: ♦ Of the four fixed-term faculty positions in the Department, one was terminated, one was successfully converted to tenure-track status, and the faculty holding the other two positions have secured employment elsewhere. No further fixed-term faculty positions are anticipated at this time. Vacant positions are now filled according to the departmental Strategic Plan (8/2001) and Staffing Plan (3/2000) in accordance with College and University priorities. Open and competitive national/international searches are conducted for all tenured and tenure-track openings. ♦ Watrous added that the department is continuing to rely on emeritus faculty.

Review Team Recommendation 2: ♦ Faculty diversity needs to be increased. ♦ Walstad reported that one tenured female faculty member recently transferred into the department. A Black African from Ethiopia was recently hired into a tenured-track position.

Review Team Recommendation 3: ♦ Setting priorities and possibly reducing the number of courses that are taught, especially with respect to 4XX/5XX courses. ♦ Walstad noted that this was a continuing difficulty because of their small graduate student population. However, three new courses, exclusively graduate level (5XX), have been added.

Review Team Recommendation 4: ♦ Making better use of faculty in Forest Science to teach courses in Forest Resources. ♦ Walstad noted that they do enlist Forest Science faculty through guest lectures, joint courses and seminar presentations, but that the dominant research mission in Forest Science precludes much participation in teaching.

Review Team Recommendation 11: ♦Faculty believe there are critical issues on which they should be more fully involved, realizing that such matters may impact their freedom to conduct teaching and research activities. Continued effort should be devoted to the task of balancing faculty governance and administrative tasks with ongoing responsibilities in teaching and research. ♦Walstad acknowledged the challenges in this balancing effort and indicated that efforts are underway to foster greater faculty involvement.

Review Team Recommendation 12: ♦Graduate students need to have more opportunity for Internet connection beyond just access through the Harris Lab. ♦Walstad described an expansion in computing facilities for graduate students, but argued that ♦providing additional access points would be cost-prohibitive and would jeopardize the security of our network and reduce the efficiency of our computer support. ♦

Watrous also reported that Forest Resources had reviewed their graduate assistant stipends and concluded that they are adequate. However, to remain competitive with peers, this issue will be reconsidered.

Brent Steel (Liberal Arts) asked how seriously Forest Resources was taking recommendation 6, which read ♦There are no ♦social science♦ backups in the Forest [Science; sic] Resources Department as there are in some of the biophysical sciences, so perhaps these should be the first new hires. More effective use of faculty and courses from the Sociology department may improve matters. ♦Watrous agreed with Steel that this is a serious issue and needs more consideration. In Walstad's response, reference was made to the use of Sociology courses, but the Sociology Department has been caught between a loss in numbers of faculty and increasing demand for undergraduate courses.

John Selker (Agricultural Sciences) asked how the Graduate Council can confirm that the issues raised in the CSREES review were adequately addressed. Should the Graduate Council Review Team write its own follow-up report to supplement the material supplied by Walstad? Only recommendation 14, which relates to undergraduate advising, does not pertain to graduate students.

Steel was concerned about staffing problems associated with budget cuts. At the Council's request he agreed to draft an addendum to the follow-up report and to circulate it to all Council members.

The oral report from Watrous was accepted as the Council's follow-up report with the addendum from Steel. That addendum, which was subsequently approved by the Council by email reads as follows:

In regard to the CSREES Review Team Report's recommendations #5 and #6, we encourage the department and college to consider the adverse effects of budget cuts in the College of the Liberal Arts when planning future hires. There are now fewer CLA faculty to serve on graduate committees and fewer courses available for Forest Resources graduate students. This situation, in combination with increasing numbers of students and new graduate programs in CLA, will seriously affect the ability of Forest Resources to rely on social science resources (especially Sociology) outside of the College of Forestry.

3. Agricultural and Resource Economics Follow-Up Review

Alex Sanchez (Education) submitted the following report to the Graduate Council:

At the request of the Dean of the Graduate School of Oregon State University, Alex Sanchez (Team Chair) and Karen Hooker (Team Member) met with Bill Boggess (Department Head) and Rich Adams (Graduate Director) on 12/11/03 from 1:00 to-2:30. The purpose of the meeting was to review the progress made towards achieving the recommendations contained in the initial review done in October 2001, as pertains to the graduate program in said department.

The findings are as follows:

Curriculum:

- They have abandoned the Economic Development specialization and removed all references to it in the written materials.
- The number of students in courses was never really an issue♦low enrollments were for blanket or special topics courses only. They regularly have 12-15 students in core courses and 5-7 in field courses.

Master's Degree Program

- 5th year certificate program is on the back burner. They have lost faculty FTE since the review and need to be certain they can offer strong doctoral and master's programs before branching out to a certificate. To some extent this need can be met within the Master of Public Policy in CLA.
- There are several faculty members on campus with a degree in Law that could be helpful to the program, and in fact, courses are offered through the Department of Forest Resources.
- They have abandoned the development of a field of study in demand analysis or agribusiness.

Doctoral Program

- Program capacity is sustainable at 35-40 graduate students. Ideally one-third to one-half would be master's students and one-half to two-thirds would be doctoral students. Placement of students at both levels has remained strong. The master's program has declined in numbers recently partly because of the three-course sequence in econometrics, which is taught very rigorously and theoretically and which is appropriate for doctoral students but less so for master's students. Ideally they would have two tracks for these sets of courses one for each program, with the master's courses being taught with a more applied focus that depended less heavily on demonstrating proofs. At this point in time this resolution to the problem is not possible due to faculty resources. However, the faculty have revamped the courses so that they now meet three times a week instead of two with one of the meetings being a statistics lab with an instructor to help the students. This seems to be helping the situation, but there is still some dissatisfaction about these sets of courses.
- Ties with UGFE are the strongest they have been in recent history. The new department chair in Economics, Starr McMullen, has been working closely with Bill Boggess to be certain the departments are meeting the needs of the students.
- The International Trade and Industrial Organization Program is developing at an acceptable pace. Liaison with the Department of Economics is strong and students are taking courses in both departments.

Departmental Resources and Facilities

- The main problem among graduate students at the 2001 review was with the computers. Since then, Bill Boggess successfully applied for an internal grant to get funds to refurbish the computing facilities. They now have a statistics lab, new computers, and new software. There are currently no student complaints about the computers.

Administration

- Ties with UGFE have been maintained and strengthened.
- Joint opportunities for graduate programs in International Trade and Industrial Organization with the Department of Economics have developed to the point where students can take courses from both departments in this area.
- The External Advisory Group represents a diverse group of interests. They have met as a group once. Because of the difficulty in planning an agenda, which addresses the special talents of busy and highly productive people, the department head has been reluctant to call them to campus as a group. Instead they are consulted on a one-on-one basis as needed. For this same reason, the group has not been expanded to include urban-based interest groups. However, the department chair is cognizant of the need to communicate in a larger arena. Currently the plan is to have smaller External Advisory Groups in focused areas representing particular interest, which would meet on a regular basis. The groups could be brought together as needed.
- Defining a mechanism for stable instructional support is being pursued through the Budget Allocation Model. Bill Boggess is Chair of the university budget committee, so he is in a strategic position to advocate for funds for this unit.

In summary, Sanchez concluded that he and Karen Hooker were satisfied with the progress that had been made.

The report was approved.

4. Physics Follow-Up Review

Martin Fisk (Oceanic and Atmospheric Sciences) presented a Graduate Council Physics Department Follow-Up Review:

Summary of the Graduate Council Physics Department Comprehensive Review 2001

A combined undergraduate/graduate review of the Oregon State University, Department of Physics was undertaken in Fall 2001 by Paul Cull, College of Engineering and Irma Delson, College of Oceanic and Atmospheric Sciences (co-chairs), Martin Fisk, College of Oceanic and Atmospheric Sciences, Tim Kennedy, College of Engineering, Tom Scheuermann, College Student Services Administration, Carol McConica, College of Engineering, and Douglas Finnemore, Distinguished Professor, Liberal Arts and Sciences, Iowa State University. The Comprehensive Review Report was accepted by the Graduate Council in 2002.

As background for new Graduate Council members the Physics Department has experienced a decline in faculty for the past sixteen years that has weakened the graduate program. The tone of the 2001 review is indicated by quotations from the *Introduction* and the *Recommendations* sections of the review.

The *Introduction* states: ♦The Physics Department is struggling and, as a consequence, the university has a serious problem.♦ The Recommendation contains the following: ♦Oregon State University, the College of Science, and the Physics Department should give serious thought to the long term implications of permitting the erosion of a physics department at any university, but particularly at a land grant/sea grant/space grant comprehensive public research university with an aggressive agenda to push its agriculture, basic science and engineering programs to a higher profile and a higher quality location on the national landscape.♦

The 2001 Report made eleven recommendations but only the eight quoted below were relevant to the graduate program. (The others referred to the undergraduate program.) Recommendation 1 was considered of utmost importance.

♦1. Convene a panel of experts within one year to evaluate the needs of this university relative to a physics program and to make recommendations to the Provost and President on how to fulfill those needs adequately and appropriately.♦ (Note: A similar recommendation of a full evaluation of the program was made in the 1987 Graduate Council Review. That evaluation was not carried out.)

♦2. Update and implement a strategic plan.

♦3. Commit to hiring tenure track, research faculty to replace each retiree and make additional hires to increase the faculty and Department size to be commensurate with physics departments at peer institutions.

♦5. Develop protocols for assessing effectiveness and implementing continuous improvement of the service course and graduate curricula offered by the Department.

♦6. Upgrade the facilities in Weniger Hall to provide modern classrooms and laboratories for teaching and for research.

♦8. Develop a plan to survey alumni annually to evaluate the effectiveness and relevance of their degree program.

♦9. Develop, and implement, a sound affirmative action plan for faculty and students. Increase recruiting efforts; improve website; recruit underrepresented students; take advantage of potential well-prepared applicants resulting from a national economic downturn.

♦11. Convene the Department (faculty, staff, students) on a regular basis♦at least annually♦to brainstorm possible solutions to problems within its ability to remedy. It is recommended that the Physics Department administration and faculty continue to listen and respond to the needs, questions, and suggestions of their graduate students. These students♦ ideas for improvements and enhancements to OSU Physics are both perceptive and pragmatic.♦

In keeping with Graduate Council procedures a follow-up review of the Physics Department was conducted to determine what actions were taken by the department in response to the Comprehensive Review Report.

Physics Department Follow-up Review 2003

Martin Fisk and Tom Scheuermann conducted the follow-up review on December 2, 2003. They met with department Chair Dr. Henri Jansen for ninety minutes to discuss the actions undertaken in response to the each of these eight recommendations and additional issues that were in the body of the report. The responses of Dr. Jansen are summarized for each recommendation.

1. This recommendation was not implemented.
2. A draft of a strategic plan was created during Spring Term 2003 through weekly meetings of the faculty and a retreat. We were told that the draft plan includes a mission statement, strategies, and new fields for education and research.
3. Between 1987 and 2002 the Physics Department hired one new faculty member and demographics indicated that the university would have to start an aggressive hiring campaign or consider ending the Ph.D. program. *The department lost six faculty between the review in 2001 and our interview on December 3, 2003. It is now the second smallest Ph.D. granting Physics Department in the country.* Some of the retired faculty continue to teach part time, but this will end in one or two years. The Physics Department Chair stressed the urgency of hiring additional faculty before additional retirements are taken.

On the positive side the Dean of the College of Science wants to hire six faculty over the next three years and three positions are being advertised. Two offers were made to new faculty in 2002 but both were declined. On average \$350,000 is needed for startup funds for a new faculty member and even with this level of startup funds, the Chair indicated that the applicants received better offers at other institutions.

5. The Chair indicated that the faculty shortage prevents the Department from conducting the assessment of the graduate curriculum and engaging in continuous improvement of courses.
6. There are not enough resources to upgrade rooms for teaching and research. The estimated cost of upgrading a single room with water, drains, air flow, power and internet connections is \$50,000. Priorities for infrastructure repairs and improvements in Weniger Hall are: (1) internet capacity; (2) reliable electric power; (3) airflow/air conditioning. The College of Science will take over the operation of the department's web site as there is no computer technician in the department.
8. A database on graduate student alumni has not been created. Resources instead went into the Paradigms course, which is part of the undergraduate program.
9. There are more women graduate students in the department than there were in 2001 (6 women out of 38 students total). Applications from international students have declined in recent years.
11. The department did convene weekly meetings and a retreat for the purpose of determining the direction of the department. This was certainly a positive development for the department. The Graduate Council 2001 Review Report recommended increasing the level of graduate student involvement in the department. The weekly meetings and retreat would have been an opportunity for inviting this involvement, but students were not included in the discussions.

Questions drawn from other sections of the Review were related to the comprehensive exam and the balance of GRA and GTA funding. In the past year the success rate of graduate students taking the comp exam seems to be higher than in the years just prior to the 2001 Review. This may be related to better students rather than a change in the examination. During the 2001 Review students were concerned that they spent more years as a GTA than they thought they should. This is partly related to the low number of faculty so more students are needed to teach undergraduate courses and the low number of research grants which can provide research support. This will not change without the addition of new faculty.

Summary

The College of Science has made a commitment to hiring new faculty, and the department has worked to maintain a quality program while faculty numbers have decreased. Even though the College of Science has a goal of adding faculty to the department, the Physics Department is suffering from and will continue to suffer from the downward spiral in faculty numbers and program quality that has continued for the past fifteen years. This is a crisis that requires immediate and bold action by the university if it intends to have a credible graduate program in physics. It should be noted here that the existence of the graduate program currently makes it possible for the department to fulfill its role of providing service courses that are taken by over 5000 students per year. In the absence of substantial new financial resources the department can not maintain this program. The department has not, as far as we can tell, convened a panel of experts to discuss the viability of the department and its role within the university. This meeting was recommended in 1987 and was the number one recommendation in the 2001 Report, and we still think this discussion should take place. We view this meeting as an opportunity to create a plan to revitalize a department that is essential to a Carnegie Research I university.

Hal Koenig (Business Administration) and Selker asked why the panel was not convened as described in the first recommendation. Fisk said that he did not know why and reiterated that he found this to be a reasonable recommendation.

Lynda Ciuffetti (Science) asked what the next step should be. Bruce Rettig (Graduate School) explained that one problematic follow-up review recently led to Sally Francis (Graduate School) convening the department head, academic dean, the provost, the head of the program review committee, and herself to discuss needed actions.

Selker wondered why faculty have not been hired. He knows unemployed candidates who were not considered. Was there a back-up plan after the preferred candidates did not accept the position? Fisk said that the department is continuing to work on hiring new faculty.

Koenig suggested that more initiative is needed from Physics rather than relying on outsiders to identify ways to resolve their problems. Ciuffetti said that a strong comment from the Graduate Council is needed. Selker said that the department should explain why and how its graduate program is still viable.

Fisk said that Physics has identified four focus areas. He agrees that the department needs to assess these areas and determine viability of each.

Ciuffetti observed that any change in the graduate program has an impact on undergraduates as well because of the role the graduate students play as teaching assistants. Selker said that, if the graduate program is not viable, the department could hire more fixed term instructors, but this may not be the direction Oregon State wishes to take. Francis agreed that OSU does not want to see the graduate program closed.

Fisk said that Physics had conducted a retreat to help frame their contribution to the OSU strategic plan. We need to obtain a copy of material generated by the retreat including any strategic plan and hiring plan. Such a report, if one is available, along with a confirmation of hiring six faculty, could be just what is needed to make the graduate program viable. Fisk agreed to contact Jansen and ask for their plan and any hiring schedule.

Final action on the follow-up report was tabled until Fisk is able to obtain more information.

5. Graduate Level Learning

Ciuffetti asked the Council to make a decision about the upcoming forum on the possible inclusion of 400-level courses on a graduate program of study. Should there be one session or two? Should a policy be adopted before the forum or adopted afterwards to allow for more feedback? The Council decided to share the status of discussions, get feedback and discuss this issue again in April.

Prasad Tadepalli (Engineering) continues to be concerned over the decision to allow 400-level courses only after students are admitted to their graduate degree programs. If students take high-level undergraduate courses and document that they are acceptable to their department or program, why not allow such courses to be counted? Selker said that the purpose of allowing some undergraduate courses was for students who had been admitted to a graduate degree to take missing skill courses and allow them to appear on a program of study. Ciuffetti was concerned that more liberal allowance of 400-level courses would begin to dilute graduate programs. The Graduate Council should be

safeguarding high standards for graduate education.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 12, 2004 Minutes

Graduate Council

February 12, 2004 Minutes

Present: Ciuffetti (chair), Bond, Fisk, Francis, Koenig, Pedersen, Rettig, Schaubert, Selker, Steel, Strickroth, Tadeipalli, Waldschmidt

Absent: Bermudez, Collins

Guests: Donna Champeau, Ray Tricker

1. Approval of Council Minutes

The minutes from the Graduate Council meeting on January 15, 2004 were approved.

2. Final Examination Procedures for the Master of Public Health

Donna Champeau, graduate coordinator in the Department of Public Health, and Ray Tricker, also from Public Health visited the Graduate Council to discuss a request that Champeau had submitted to the Graduate School Fall 2003. The request is as follows:

"Currently, all students in the MPH program are required to complete an internship, thesis or project as their culminating experience, and all must take an oral examination that is separate from their internship, thesis, or project. We are requesting that for those students who select the internship, that they take a written examination as the final examination instead of the oral. I have attached the new department policy for the written examination. Our rationale for this change is as follows:

- Other MPH programs across the country vary with respect to a final exam. Many have written exams, some employ oral exams, and others have no final exam.
- The Council on Education for Public Health (CEPH) accreditation policy does not mandate a final exam in the MPH program. They do however mandate a culminating event for the program of study which we have declared as the internship, thesis, or project option.
- We believe that a final examination is important but believe that a written examination will better serve the department and provide consistency to the current structure. Given the nature of the program, more standardized questions can be formulated to cover the core and required areas of the program. We also believe that it will elevate the rigor of the process and serve as a better assessment of final competency for all of our students. Importantly, this will also address consistency issues with respect to evaluating all students with uniform precision.

In summary, we are requesting that MPH students who elect an internship be allow to take a written examination instead of the current oral examination. The vast majority of our students would opt for this process. Those students (fewer than 10%) who opt to do a theses or project will not engage in the written exam but will have an oral examination at the time of their thesis or project defense. Most of our students choose the internship option and therefore we anticipate that the majority of the students in our programs will be taking a written final. "

The policy itself reads as follows:

New MPH Exam Policy
Department of Public Health
Effective Fall Term 2003

Students who choose an internship in any of the OSU MPH tracks shall take a written comprehensive examination covering the five (5) core course areas and the required classes in each of their respective tracks.

- During the 2003 - 2004 year, previously enrolled students will be able to take either the written examination or the oral examination.
- Incoming students starting in the Fall of 2003 will be required to take the written examination.
- Typically the exam will be given the second Friday in October during Fall term and the second Friday in April during Spring term. Winter term exams will be scheduled on an as-needed basis. The specific date for each term will be announced in September.
- Exams will be evaluated on a Pass/No Pass basis.
- A minimum of two (2) hours and a maximum of four (4) hours will be given to complete the examination.
- All students must schedule the specific exam date (which is set by the department) with the graduate school.
- If a student should fail the exam, a reexamination will be scheduled for the next term during the normal examination time.
- Students choosing a thesis or project will not be required to take the written exam. Examination of coursework will take place during the oral defense of the project or thesis defense.

Members of the Graduate Council asked for clarification of the proposed policy. John Selker (Agricultural Sciences) asked whether students could repeat the examination if they fail it. Champeau said that a student can retake the exam the following term. Sometimes a student's advisory committee will require additional course work before the examination is repeated, but that decision is left to the individual's advisory committee. Only one retake is allowed. If the student fails the examination a second time, the student will be dismissed from the program.

Barbara Bond asked how the department arrives at measurable outcomes from a two-hour written examination. Champeau explained that MPH programs nationally are moving toward competency-based learning with measurable results. At Oregon State University, the key will be basic understanding of material taught in the core (required) courses. Dale Pehrsson (Education) asked about the process when a student fails part of a test and passes the remainder. Champeau said that students who are retaking the examination will take the entire examination.

Selker supported the use of written examinations only for the students pursuing internships. The oral examination is the better way to examine students when the central part of the examination is a capstone thesis or research project. Prasad Tadepalli (Engineering) expressed concern based on difficulties that his department (Computer Science) has had with written examinations. He supported the practice of allowing more than two attempts at an examination. He also preferred the use of an oral examination as the capstone requirement. Elaine Pedersen (Health and Human Sciences) said that a group written examination is an effective way to address the concerns about consistency of evaluation from student to student. The students may still have concerns, but the process will be more equitable. Bond agreed that anonymous grading of written examinations often is preferable to an oral examination by the student's advisory committee. Tadepalli agreed that consistency is the motive behind written group final examinations, but such examinations continue to present problems.

The request for a new examination policy for students choosing the internship option for the Master of Public Health was approved with one abstention.

3. Final Examination Procedures for the Master of Business Administration

Hal Koenig (Business) provided written background information for a request for a change in the final examination procedures used for the MBA:

Under the guidelines approved by the Graduate School, Masters of Business Administration (MBA) students take an individual oral examination during the last quarter of their program. This oral examination follows by two weeks a presentation of the integrated business plan wherein each team member is responsible for presenting a significant part of the plan, and each team member answers individual questions from the examining committee. The committee uses this presentation as well as the individual oral examination to evaluate successful completion of the MBA degree. With the increase in the number of students in the program, the logistics of scheduling students and faculty examination committees necessitated a modification to this current examination process.

As a result of a meeting in November 2002 between Sally Francis and Bruce Rettig of the Graduate School, and Sabah Randhawa, Dave Gobeli and Ray Brooks of the College of Business, a condensed schedule for the oral exam process for MBA students was proposed.

In the spring of 2003, the College of Business used the condensed format for evaluating students. Instead of a separate oral examination two weeks after the integrated business plan presentation and examination session, the length of time for the integrated business plan presentation was extended and more rigorous individual oral examinations were given at the conclusion of the presentation. The examination committee performed the same tasks, but now accomplished both the review of the team's integrated business plan and the student's oral examination on the same day. The integrated business plan presentation was extended in time (two hours beyond presentation time) to allow for appropriate examination of each member of the presentation team. The assessment process was judged superior to methods used in past years.

The College of Business requests that the final examination schedule for MBA students which was used during the spring of 2003, be approved as the examination method for MBA students.

The College of Business found that the new process was as effective as the original process, and had two benefits. First, the scheduling of examination committees and students was only done once, rather than twice. Second, with the presentation of the integrated business plan fresh in the minds of both the committee and the student, it was easy to ask theoretical questions and then move into the application of the principles as they applied to the proposed business.

In response to a question from Selker about how often students needed to be tested in a follow-up examination, Koenig indicated that this happened in approximately 10% of the cases. Selker asked what happens when a student is performing well individually, but is associated with a weak team. Koenig indicated that, in general, teams are fairly solid. Students must maintain their grades in courses. The oversight of courses in the degree program filters out non-producing students. Teams are grouped by common interest in an individual business project. Often, a business asks for a project to be set up to address a problem it is facing. Students who are interested in the problem share their interest. Teams are assembled so that each student shows an interest in a particular component of the project such as marketing, accounting, or finance. Sometimes an individual student will identify a project and other students are attracted to this person's idea. Students do have some choices. In response to a question from Selker about whether adequate time is allowed, Koenig said that experience has shown that the time is adequate.

The proposal for a change in the final examination process for the Master of Business Administration was approved, with Koenig abstaining from the vote.

4. Graduate Level Learning

During its meeting on January 22, 2004, the Graduate Council decided that additional liaison was needed on the question of using a few credits of 4XX courses on a graduate program of study. A common query was developed by Selker and Lynda Ciuffetti (Science). An example of the email survey is:

"Dear Chairs and Graduate Coordinators,

There has been interest in allowing graduate students to put a limited number of 400 level undergraduate credits onto a graduate program for the following reasons: 1. to aid students involved in interdisciplinary programs; 2) to aid entry level graduate students with specific deficiencies; and 3) to provide Departments an option to manage 400/500 level courses (e.g., "un-slash" courses that would have a limited number of graduate students enrolled). The Graduate Council suggests that the number of credits allowed as 400 level courses be 8 (sufficient for two 4 credit classes). Also considered was the option of allowing some limited 300 level courses, but the council decided that this was not consistent with a graduate learning experience, though often needed to bring a student up to speed in a new discipline.

We seek your liaison input and ask that you share this issue with the appropriate faculty in your unit. We welcome your input (see questions below) and would appreciate a response to this matter by February 10, 2004. For your information, we have attached a table that shows what our peer institutions allow. The information provided in the table was collected by the Task Force on Graduate Level Learning and updated with more recent information.

Thank you for your consideration of this important decision,

The Graduate Council

Yes, I support this concept. _____

If Yes, how many credits do you think would be appropriate?

M.S. _____ Ph.D. _____

No, I do not support this concept. _____

Additional comments: "

The comments received by the Council members follow.

Pedersen explained that her college has five departments with graduate degree programs. The opinions were evenly split between the four that responded to her. Two did not believe that 400-level courses should not appear on graduate programs of study. The two that did not want 400-level courses appearing on graduate programs of study felt that interdisciplinary programs should have the same standards as other graduate programs. They felt that prerequisites should be required of entering graduate students. Also there was a concern about student credit hour generation; there is a different formula for graduate/undergraduate course credit calculations; this proposal could result in less income. They also did not feel that graduate students should be required only to do what the undergraduates do in such courses (e.g., multiple choice tests), so it would seem that the instructors would have to provide unrecompensed labor to construct and evaluate different assignments. The last concern was that individuals with only M.S. degrees are the instructors of 300 and 400 level courses frequently; and so there is a potential conflict with having individuals pursuing the same degree in the same program instructing each other. The other two agreed that eight credits of 400-level courses would be the correct number.

Pehrsson received three responses to her inquiries in the School of Education. Two respondents, who teach in doctoral degree programs are concerned; some 400-level courses could be allowed, but they should be evaluated and controlled by the committee. Related questions that were raised included whether undergraduate courses should be allowed from another institution and applied toward a graduate degree.

Koenig said that the College of Business is organized into two "aggregate" departments: (1) Management, Marketing, and International Business and (2) Accounting, Finance, and Information Systems. One department chair did not respond and the other chair strongly supported allowing some 400-level courses.

Brent Steel (Liberal Arts) received nine responses. All departments that offer graduate programs responded. Six of them were adamantly opposed. Two said that the policy change would not affect them, but they did not want to prohibit others from using 400-level courses. Those units suggested nine credits (three 3-credit course).

Selker received one response (from Environmental and Molecular Toxicology) that was opposed to the policy change. Responses in support of the change were received from Animal Science, Soils, Bioengineering, and Rangeland Resources. The Horticulture Department had a divided opinion (most opposed, but one in favor). He emphasized that the policy change had been supported earlier by the College of Agricultural Sciences.

Bond heard responses from department heads in Forestry that surprised her. She visited with some department heads to clarify their responses and found that some of them changed their positions after the conversations. Evidently, the email message was not well understood.

Tadepalli reported that he learned little new from this round of questioning in the College of Engineering. As was the case with Selker, combining the more recent responses with earlier feedback leads to the conclusion that Engineering is generally supportive of the use of some 400-level courses. Some departments may eliminate some of the slash courses if enough 400-level credits are allowed on a program of study.

Ciuffetti reported that the College of Science leadership team has drafted a statement indicating that they support the 50% rule and recommend adoption of the following: "A limited number of 4XX-level undergraduate coursework will be allowed in graduate programs at the discretion of the student's

graduate committee if the unit responsible for the graduate program has approved that step. Because such courses vary in credit, the maximum amount of such coursework is defined as 3 courses, not to exceed 12 quarter-credits. Those undergraduate courses must be OSU-delivered. "

Ciuffetti also polled faculty and received mixed feedback. Of nine responses, two were completely against the use of 400-level credits and two supported a limited number of 400-level courses, but no 300-level courses. The concern from those who opposed the use of undergraduate courses was one of quality.

Martin Fisk (Oceanic and Atmospheric Science) said that he consulted the leadership in the Dean's Office because COAS does not have departments. Their conclusion is that they have no objections to the change, but that it would not have a major impact on them because COAS is a graduate college with no undergraduate program.

Ciuffetti asked for the sense of the Council about the need for additional liaison. The majority of the Council members favored additional consultations and began to discuss both the nature of the draft policy that would be reviewed by faculty and the process for review.

Fisk suggested that the decision about whether to allow 400-level courses within the course credits that are not graduate standalone be left to the student's advisory committee. Steel recommended that whether any 400-level courses should be on a program of study should be decided by each department or program offering degrees. He also recommended against a reference to including any 300-level credits.

Bond said that there will be some faculty who were not included in the two previous surveys. These people should be given the opportunity to be heard. Pedersen asked about the level of concern from departments that had indicated their support for the Graduate Council's draft proposal if it is not adopted following further consultation and discussion. Ciuffetti expressed concern about taking action without making an additional liaison effort. Selker noted that, given the two previous efforts at liaison, there will be "liaison fatigue" and probable minimal turnout for a forum. However, to insure that those with concerns have an opportunity to express them, he said that he strongly supported a forum. Fisk suggested that the forum include an explanation of the motivation for the policy change. He believes that the motivation is the expanding emphasis on interdisciplinary studies. Students in interdisciplinary degree programs arrive with strong backgrounds in at least one discipline, but they need lower-level courses in some other disciplines.

Additional discussion of future action led to a conclusion that the Graduate Council meeting scheduled for March 4, 2004, would be replaced with a public forum. At the next Graduate Council meeting (on February 26), the Graduate Council will adopt a draft policy or a statement of elements of a policy related to the use of 400-level courses on a program of study. Ciuffetti agreed to integrate the feedback that has been forwarded to her and present that on February 26, 2004, and asked the Council to identify the key elements of a proposal. The Council approved a motion to proceed in that manner.

Suggestions for the draft proposal included the stipulation that allowing colleges, departments, and programs to place greater restrictions on the use of 400-level courses as long as the number of credits is less than or equal to the maximum credits. Also suggested was a limit of eight credits maximum of 400-level credits. Francis suggested that the maximum be modified to refer to courses rather than credits. A suggested variant would be a limit of two courses, not to exceed eight credits. Another suggested restriction was to count only courses taken at OSU after being admitted into a graduate degree program. Some Council members disagreed, arguing that student's advisory committee members should have more discretion on whether the courses were completed at OSU and whether the courses were taken before or after admission. Discussion about these elements focused on the rationale for allowing 400-level courses. Is the purpose to allow students in interdisciplinary degree programs to take courses that are prerequisite to courses in a secondary degree? If so, should any 400-level courses be ones identified by advisory committees after a student enters a degree program? What other motives are appropriate for consideration of 400-level courses? Ciuffetti thanked Council members for their comments and indicated that she will draft a proposal prior to the next meeting for further discussion.

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Graduate Council

January 22, 2004 Minutes

Present: Ciuffetti (chair), Bond, Collins, Francis, Koenig, Pedersen, Pehrsson, Rettig, Selker, Steel, Strickroth, Tadepalli, Waldschmidt

Absent: Bermudez, Fisk

Guests: Jay Casbon, Cass Dykeman, Susan Hopp, Sam Stern

1. Proposal to Offer the Master of Science in Counseling at the OSU Cascades Campus

The School of Education wishes to offer their Master of Science in Counseling at the OSU Cascades Campus (see the appendix to these minutes, which provides a rationale for this activity, describes the resources involved and provides a commitment to administer the degree program following all policies and procedures that govern the Master of Science in Counseling at the Corvallis Campus). Faculty and administrators from both the School of Education and the Cascades Campus attended the meeting to introduce the memorandum of understanding and to answer questions from the Graduate Council.

Offering a Master of Science in Counseling was one of the three most highly sought academic programs in central Oregon identified by officials at the OSU Cascades Campus. Cass Dykeman (Counseling program in the School of Education) assured Council members that all courses would be of the same quality and nature as those offered in Corvallis. A current database lists 250 interested students, which should generate at least the 30 students required for the first-year cohort. Although Eastern Oregon University has been serving central Oregon, it does not provide the same accredited degree that is available in Corvallis and will be available at the Cascades Campus.

In addition to serving the expressed needs of citizens in Central Oregon with this particular degree, this new activity will increase the presence of Oregon State University in the area. This should help expand the enrollment in other areas at the Cascades Campus. Returning to an explanation of the demand for the Counseling degree, the point was made that there are few school counselor programs in the nation and few of them are accredited at the level held by OSU. Portland State University and Oregon State University are the only accredited programs in Oregon among the 153 accredited school counseling programs in the United States. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is very strict about compliance with standards. If this proposal is accepted, the School of Education agrees that the program must be exactly like the program currently offered at the Corvallis campus. For students, the only difference in the program is that the student will be sitting in Bend instead of Corvallis.

When asked why, with limited resources, the program is not delivered electronically, Dykeman said that the accreditation standards are strictly enforced. Although some courses can be delivered asynchronously, professional programs demand on-site faculty for close interaction between student and faculty. When asked whether the new program would reduce the numbers of students enrolled in Corvallis, Dykeman said that they could eliminate the entire current cohorts, take a new group and still continue at the same level of enrollment. There is no shortage of counselor education students; rather there is a shortage of programs for student to attend. The demand for qualified personnel exceeds the number of available graduates.

Although no faculty have yet been hired in Bend, Oregon, they will not be difficult to locate. Many Ph.D. therapists and practioners currently located in central Oregon wish to be considered. On a related issue, Oregon State University has not been able to meet the needs of Oregon, which has a shrinking pool of

teachers and educators. Central Oregon, in particular, has been underserved in the availability of graduate education in education and other skills.

When the Graduate Council reviews the Counseling MS and PhD degree programs, it will review the Corvallis and Bend programs at the same time. This is already anticipated for accreditation purposes. There is only one set of degrees; the M.S. will be delivered at two locations by one total faculty. All related policies, including admission, will be handled exactly the same way in the two locations.

The most significant concern from prospective students in central Oregon is that they will be bumped from the openings in Bend. As long as capacity exists, the students can be involved in either location.

In addition to the other benefits of this degree program, the Cascades Campus should benefit from the fact that high quality graduate programs are magnets for undergraduate programs.

John Selker (Agricultural Sciences) asked whether an undergraduate program would be launched to complement the graduate program. Dale Pehrsson (Education) explained that there is no pre-counseling undergraduate degree; students enter graduate education following a variety of disciplinary backgrounds. Responding to a question from Selker about the mix of part-time and full-time faculty, Pehrsson indicated that any faculty who are hired to participate in any aspect of the program must have full graduate faculty qualifications. In addition to some faculty hired just to teach one or more courses, one tenure-track faculty member must be in place in Bend. If the number of the students doubles, there will be a need to expand the number of core full-time faculty. In response to a question from Barbara Bond (Forestry) whether one full-time position will be adequate, considering the low salary and demands of the position, Pehrsson indicated that they will be able to hire an appropriate person. Bond suggested that the faculty member would be isolated, but Pehrsson responded that the Counseling faculty in Corvallis will hold to high standards.

When asked by Sally Francis (Graduate School) whether the applicants for the graduate program will come to Corvallis for their interviews, Pehrsson responded that Corvallis faculty will travel to Bend for the two-day admissions process. Also, the applicants are screened based on written materials; not all will be invited to interview.

Brent Steel (Liberal Arts) reported on a program at the Washington State University branch campus at Vancouver, Washington. Early in the development of that branch, there were many problems. Few of the faculty became tenured. Pehrsson responded that the core faculty of researchers in Corvallis are tenure-track and that they would help the new faculty member develop professionally. Hal Koenig (Business) asked whether this program would be cancelled if the pool of applicants for faculty positions is not strong enough. Pehrsson said that the faculty are committed to this program. Current core faculty members in Corvallis are interested in teaching in Bend.

The proposal to offer the Master of Science in Counseling at the OSU Cascades Campus was approved.

2. Graduate Level Learning

During its meeting on December 11, 2003, the Graduate Council deferred discussion of the possibility of allowing a few credits of 400-level courses on a graduate program of study. Between that meeting and the current meeting, several Council members consulted faculty members in their colleges to determine the interest in this possible change in program requirements. Lynda Ciuffetti (Science) asked Council members to share what they had learned.

Prasad Tadepalli (Engineering) indicated that most faculty found this to be a useful change. The total number of credits recommended varied by department, but the consensus seems to be that 15 to 18 credits should be allowed. Those responding did not identify any significant concerns.

Elaine Pedersen (Health and Human Sciences) found support for allowing a few credits, but indicated that this support was based on the number not being very large. Six credits was mentioned as a reasonable number.

Bond did not poll the College of Forestry, but she has discussed the issue with several faculty members. She reported that many graduate students need some undergraduate credits and that she has heard strong support for allowing some (two or three courses) on programs of study for students in interdisciplinary programs.

Pehrsson indicated that few undergraduate credits are involved in most graduate programs in the

School of Education. The responses she has received indicate that the limit be kept to a small percentage because of concerns about negatively affecting the quality of the degree programs.

Selker found support for including six to nine credits of 400-level courses on a graduate program of study. The College of Agricultural Sciences leadership group (department heads) has gone on record indicating that a maximum of twelve credits should be included. They have reported concern if the number were as high as eighteen. One department head added that he supported the inclusion of a few 300-level credits and suggested that faculty advisory committee members should determine when that is needed for special circumstances.

Koenig reported that the College of Business decided as a college to create stand-alone 500-level courses when the MBA was redesigned a few years ago. A change to allow 400-level course work would have little impact on the college.

Steel indicated that the College of Liberal Arts does not want to include any 400-level courses. Instead, they wish to place heavy reliance on slash courses while building the size of their graduate degree programs. They need that flexibility while building class sizes.

Tony Collins (Pharmacy) found no strong objections to the possibility of including some 400-level credits on a program of study.

Ciuffetti did not send a request for feedback to department chairs, but she has spoken to many people in many departments. Her sense is that several students enter graduate degree programs needing pre-requisites to the graduate courses; those courses may only be offered as an upper division course. She has found people who ask whether this change would water down their graduate programs. They were confused about the question and asked how this use of 400-level credits related to the 50% rule.

Ciuffetti asked whether every Council member should e-mail every one of their department chairs, heads, or directors in order to show adequate liaison. Selker suggested that one draft message be sent to all so that the answers could be compared appropriately. Expressing concern about the total number of credits, she asked what number of credits should be mentioned in the message. Bond observed that all Council members and many of the faculty consulted agree that eighteen credits is too high. Steel reported that Washington State University sets a limit of two 400-level courses. He also noted that WSU does not use slash courses. Francis suggested that the email include a table showing the number of credits allowed at peer institutions for reference. She also suggested using the number of credits rather than the number of courses. Bond felt that two courses (eight or nine credits) would be reasonable.

Selker asked whether allowing some 400-level courses would lead some departments to "unslash" their courses and offer some courses as 400-level only. Bond believed that it would. She argued that many botany courses are slash courses and that many students hate that arrangement. By allowing 400-level courses, the door is opened to changing the course offerings. Selker suggested that unslashing all courses would be dangerous. Students who could comply with the 50% rule without this change might find a two-course limit to be a difficult restriction to overcome.

Francis suggested that a major benefit of changing some slash courses to 400-level courses is that student expectations would be more realistic. If they expect a course to be at an undergraduate level, they are less likely to be frustrated when the course content is at an undergraduate level. Selker added that this change would allow the Category II committee to hold all slash courses closer to the requirements that are currently in place, but often not handled appropriately.

Ciuffetti asked Selker to write a first draft of the message that is to be distributed to departments, including a possible allowance of six to eight credits of 400-level courses and asking for comments. Tadepalli asked whether the request should include reference to the 50% rule. Because that requirement is creating problems in some departments, is it negotiable? Ciuffetti said that it was not.

The Council explored the possibility of identifying changes in the rule over time. Although the 50% rule and the allowance for 400-level courses might go into effect for Fall 2005, should an announcement be made that departments would be encouraged to set more rigorous standards? And should a plan be announced to set university standards that are more rigorous at a future date? The conclusion was that this would confuse an already incompletely understood policy change.

After additional discussion of strategies for seeking opinion from graduate program coordinators and

department administrators, Ciuffetti and Selker agreed to provide Council members with a message for distribution in about one week. Council members were asked to be prepared to report on the results at the next Council meeting. If possible, Council members should write a one-page summary of their findings and share it with Ciuffetti prior to that meeting.

3. Other Business

The Graduate Council discussed concerns about several recent agenda items. In several cases, materials are added or modified. Large documents are difficult to retrieve. After exploring alternatives, the Council agreed that any unit wishing to have their Category I proposal or any other document reviewed would need to provide it sufficiently in advance so that Graduate Council members could assemble their materials in one package and be able to study materials at one point in time prior to a meeting. Bruce Rettig (Graduate School) promised to address this issue. If Council members continue to be troubled with that issue, another approach will be developed.

Appendix A: Proposal to Offer an Existing OSU Graduate Program at the Cascades Campus

College: Education

Department: Teacher and Counselor Education

Degree: Masters of Science in Counseling

Rationale:

The new School of Education and Oregon State University-Cascades Campus began exploring the feasibility of offering the MS in Counseling in Bend during Spring quarter, 2003. Planning for implementation has taken place Summer and Fall 03. A database compiled from program inquiries at OSU-Cascades gathered over the last 2.5 years indicate that an MS in counseling is one of three most requested graduate programs in Central Oregon. We have over 220 names in a prospective student file and are confident we will be able to fill at least one cohort of 30 students. Moreover, offering this graduate program will be a public service to Central Oregonians as it is difficult to obtain a degree of this nature via distance learning.

Resources:

The attached spreadsheet indicates that this program will be self-supporting and may, if a new cohort is offered every additional year, produce significant income for OSU-Cascades. If, due to unexpected circumstances, we are unable to accept a cohort of 30 students, we will admit 24 students and still be able to cover our expenses. Tuition revenue was calculated on the basis of graduation tuition assessed for AY 03-04.

Admissions, Scheduling and Logistics:

All OSU admissions policies and procedures will be followed. The curriculum will be duplicated without any deviation from the nationally accredited (i.e., CACREP) program offered on the Corvallis campus. The attached schedule of classes demonstrates the successful conversion of the approved program offered in Corvallis to a three-year cohort model at OSU-Cascades for working professionals.

OSU-Cascades Campus MS in Counseling Budget for AY 04-05						
Personnel		Expenses w/ OPE	Summer 04	Fall 04	Winter 05	Spring 05
1 FTE Tenure Track		\$63,700	2 course; prog plan	2 course; prog plan	2 course; prog plan	2 course; prog plan
1 FTE Instructor		\$50,000	3 courses; advising	3 courses; advising; clinical plan	3 courses; advising; clinical plan	3 courses; advising; clinical plan
3 Adjunct Instructors (if needed to plan for clinical placements)		\$11,400				
Start-Up- computers		\$4,000				

Travel		\$3,000				
Prof.Dev.		\$2,400				
Supplies/Ex		\$2,500				
Library		\$3,500				
	TOTAL	\$140,500				
	Revenue	\$142,500	(30 graduate students- 4 terms at .50 FTE (6 crdit hours) including holding back 25% of revenue to cover costs associated with OSU-Cascades revenue-sharing model.			

Counselor Education Program Area
Department of Teacher and Counselor Education
OSU New School of Education

OSU Cascades Campus Schedule

Year/Quarter	Summer	Fall	Winter	Spring
Year 1	Counseling Theory (3) Prin. of School Coun <i>OR</i> Prin. of Comm. Coun (3)	Professional Coun (3) School/Cult Persp (3)	Developmental Persp (3) Study of Schools (3)	Group Coun (3) Classroom Instruction (3)
Year 2	Child/Adol Coun (3) Special Ed Issues <i>OR</i> DSM IV (3)	Pre Practicum (3) Cross-cultural Coun (3)	Practicum (3) Appraisal (3)	Practicum (3) Career Dev (3)
Year 3	Research Methods (3)	Internship (5) Family Coun (3)	Internship (5) Addiction Coun (3)	Internship (5) Consultation (3)
Class Times: One class is held on Mondays from 4 pm until 7 pm and hte other class is held on Wednesdays from 4 pm until 7 pm.				

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 15, 2004 Minutes

Graduate Council

January 15, 2004 Minutes

Present: Ciuffetti (chair), Bond, Collins, Francis, Koenig, Pedersen, Rettig, Selker, Steel, Strickroth, Tadeballi, Waldschmidt

Absent: Bermudez, Fisk

Guests: Bella Bose, Denise Lach, Don Prickel, Rich Shintaku, Sam Stern, Aaron Wolf

1. Approval of Council Minutes

The minutes from the Graduate Council meetings on December 11, 2003 were approved.

2. Category I Proposal to Terminate the Degree of Master of Software Engineering

Bella Bose, Associate Director of the School of Electrical Engineering and Computer Science (EECS), explained changes in the Oregon Master of Software Engineering program. In recent years, this program, a collaboration between Oregon State University, the University of Oregon, Portland State University and the Oregon Graduate Institute (now part of the Oregon Health and Science University) has had increasing financial difficulties. A task force established by the Engineering and Technology Industry Council (ETIC) advised Chancellor Jarvis and Vice Chancellor Shirley Clark that the program be administered by only one of the four institutions. Proposals were received from Portland State University and the OHSU. The Portland State University proposal was selected, with implementation scheduled for fall 2003. Although OSU may offer courses, only Portland State University will offer the degree once students who had been formally admitted to OSU and the other institutions complete their programs.

At present, six OMSE students are enrolled through OSU. EECS will help these students complete their degree programs, but it recommends that Oregon State University terminate its program authorization for the Oregon Master's in Software Engineering (the Master of Software Engineering, as it is recorded at OSU).

In response to a question from John Selker (Agriculture) whether there are any changes in courses offered by EECS, Bose said that there would be none. After assurances to questions from Barbara Bond (Forestry) that the program elimination would not negatively affect any OSU graduate students or other programs, Bond made a motion to terminate the MSE degree at OSU.

The proposal to terminate the degree of Master of Software Engineering was approved.

3. Category I Proposal for the Initiation of a New Graduate Instructional Program in Water Resources

Selker introduced a proposal for the initiation of a new instructional program in water resources leading to M.S. and Ph. D. degrees in Water Resources Engineering and Water Resources Science and an M.S. degree in Water Resources Policy and Management. Although water resources are important parts of research and graduate education across campus, there is currently no major with water in the title. With the degree programs included in this proposal, students will have the option of focusing on groundwater, surface water, or watershed engineering. More than 90% of the curriculum is currently in place. The program will be coordinated by a program director, who will report to the Dean of the Graduate School. The Center for Water and Environmental Stability (CWEST) will provide space for those involved in administering the program. Of the students surveyed, 47% were more interested in pursuing this degree than their current degree. Based upon advising capacity and observation of similar programs at other universities, the number of graduate students is expected to increase within three

years from its present 75 students to 150 students. Following additional remarks in Selker's review of the proposal, Denise Lach, co-director of CWEST, and Aaron Wolf, Geosciences, added more information about the strength of the proposed program and their enthusiasm for it. Bruce Rettig (Graduate School) noted that Lach is responsible for the current graduate minor in water resources and is currently responsible for identifying graduate faculty in water resources.

Bond agreed that graduate education and research is already very strong at Oregon State University. She asked what investing in a coordinator would add to the quality of graduate education in water resources. Lach argued that many well qualified students choose not to go to OSU because it lacks degrees with visible links to their interests. Because students must choose between many programs, outstanding students are not aware of opportunities that would be particularly compelling. They need centralized advising to help them find the most appropriate academic home at OSU and they need a degree name that provides them the visibility they seek. Selker pointed out that required courses in several degree programs do not allow students the flexibility to design a curriculum specifically focused on water resources; he suggested that Geosciences, which has strong programs in geography and geology and which has highly qualified water resource scientists is an example of a unit where a student might prefer to take a broader set of water-related courses in place of current program requirements.

Lynda Ciuffetti (Science) asked what the impact would be on other undergraduate and graduate programs if this degree program becomes as successful as it is described in the proposal. Selker replied that the impact would be positive because many courses are marginally offered. This expanded program will offer many courses to be offered on a more regular basis. Graduate students will still be associated with the same academic units where they are now affiliated, but their majors will no longer be the ones in which they have no interest.

Sally Francis (Graduate School) asked Selker to clarify the admission procedure. Selker explained that the admission decision must be approved both by the water resources faculty and by the academic department that is the home department of the initially assigned major professor. That department may set additional entrance requirements. Once admitted, the water resource student will become a member of that department and have access to departmental and advisor resources such as computing and office space in the same way that other graduate students in that department do. All departments that will participate agreed to this procedure; some indicated that the double admission (to a degree program and to a department home) was a necessary feature before they would approve this proposal.

Bond said that several funding issues remain. For example, at this time, graduate students in Forest Science have access to some scholarships that will not be open for students in this degree program. Selker said that colleges and departments must make decisions about whether to maintain those restrictions. And, students will need to take this into consideration as they apply for particular degree programs.

Hal Koenig (Business) said that he was concerned about the policy and management degree because so many of the listed courses are slash (4XX/5XX) courses and students must meet the requirement to include more than 50% of their credits as graduate standalone. He suggested that students will have a difficult time finding courses. Selker agreed that this was a valid issue, but argued that the curriculum in many departments has been evolving to respond to the 50% rule and that he expected a greater availability of graduate standalone courses. Koenig said that he was supportive of the water resources science and water resources engineering degrees, but reluctant to approve the policy and management degree because so many courses in that area are slash courses. Wolf argued that many departments including his own (Geosciences) are grappling with this issue and are working to separate slash courses into separate undergraduate and graduate courses. Lach pointed out that the courses Koenig is reviewing are suggested courses. Alternatives are available, but many of them are challenging for students because of prerequisites or limited offering.

After Lach and Wolf left, the Council discussed approval of the proposal. Francis asked whether the Council wished to postpone further discussion and a vote until the next meeting. The Council decided to continue the discussion. Ciuffetti asked about the way funds are allocated and the problems that could arise with this. Francis explained alternatives and described the problems facing this particular set of degrees as symptomatic of problems in offering interdisciplinary degree programs.

Brent Steel (Liberal Arts) explained how departments participating in the new Master of Public Policy (MPP) degree program (Political Science, Sociology, and Economics) have responded to the need for more graduate standalone credits. Standalone sections of the core courses are offered as standalone.

Elective courses will rotate between 400 and 500 level from year to year. He indicates that graduate education in this and other Liberal Arts departments is still relatively new. The graduate courses have room for more students; to remain viable more students are needed. Introduction of the new degree programs with their additional students will be more feasible because of actions taken to support the MPP and the additional students in the policy and management degree program will help support the MPP. Bond noted that OSU is really a top water resources graduate educational institution. Degree programs that leverage current strengths is a great idea.

The proposal to initiate a new graduate instructional program in water resources was approved.

4. Graduate Certificate in Teaching English to Speakers of Other Languages

Don Prickel, School of Education, introduced the proposal for a graduate certificate in Teaching English to Speakers of Other Languages (TESOL). As noted in the proposal, ♦ In many parts of the United States, the demand for well-trained adult English as a second language (ESL) instructors outstrips the supply (Fitzgerald, 1995). The Oregon State University TESOL (Teaching English to Speakers of Other Languages) Certificate is a graduate-level, 24-credit hour program that aims to produce practitioners equipped with a sound theoretical foundation and sufficient practical experience to be successful in the wide range of settings that offer ESL/EFL courses and programs. Candidates for enrollment in the program include recent college graduates seeking to prepare themselves to teach English while traveling abroad; current teachers from other disciplines who wish to add to their teaching repertoire; those who may have worked or currently work in the field but do not have the depth of educational background and training necessary for optimal performance in their jobs; and English teachers from abroad. ♦

Prickel emphasized the need for TESOL instructors at the community college level and the good fit between that need and programs currently offered as part of the master's degree in Adult Education. Also supporting the program is the presence of the English Language Institute, which has much expertise in teaching English as a second language to new international students who are enrolled at OSU or who wish to gain training to attend OSU or a similar university. Sam Stern, Dean of the School of Education, explained how well this involvement in aiding community colleges fits with the Community College Leadership Program, a doctoral program that trains many community college leaders throughout Oregon and adjacent states. TESOL will prosper because of those ties and it will continue to cement the ties.

Koenig asked whether the TESOL graduate certificate will be delivered on the OSU campus. Prickel indicated that the primary delivery point will be at the Chemeketa Community College in Salem, Oregon. This facility is centrally located within Oregon and has excellent facilities for the program being delivered.

When asked about available faculty, Prickel indicated that there will be no difficulty in identifying adjunct faculty for the program. Rigorous criteria will be used for identifying such faculty: The must have certification in TESOL and several years of teaching experience.

Prickel said that Education disagrees with the level of funding identified in the program assessment by the OSU Library staff. The dollars identified in the Library assessment emphasize the cost of electronic delivery, but little of the content for this certificate will be delivered electronically. The Library did identify periodicals that should be added, but this cost is not large. In response to an observation from Francis that a portion of the funds paid by students will go to support the library, Prickel said that these funds are included in the cost assessment.

Observing that the Graduate Council spent much time last year debating reducing the minimum number of credits required of graduate certificates from 24 to 18, Selker asked whether Education would like to reduce the proposal from 24 to 18 credits? Prickel said that Education and the people they consulted about this program had considered the content for this certificate at great length. An early draft included much more than is in this proposal. Education faculty believe that 24 credits, as identified in this proposal, is the minimum needed to ensure the adequacy of the training that is being provided. However, the School of Education is pleased to learn of the 18 credit minimum. Other proposals will come forward with fewer hours.

In response to a question from Steel, Prickel assured the Council that Chemeketa has excellent resources. The School of Education is grateful that this program is seen as a good joint enterprise. Chemeketa Community College is very popular and currently has a one-year waiting list for admission.

Waldschmidt explained to the Council that the current endorsement for K12 teachers is not the same thing as the proposed TESOL certificate. Although some adult educators have enrolled in some of the courses designed for K12 teachers, this program will meet an important felt need. It may also complement the current offerings for the teacher education programs.

The proposal to offer a graduate certificate in Teaching English to Speakers of Other Languages was approved.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » December 11, 2003 Minutes

Graduate Council

December 11, 2003 Minutes

Present: Ciuffetti (chair), Collins, Francis, Koenig, Pedersen, Rettig, Selker, Steel, Strickroth, Waldschmidt

Absent: Bermudez, Bond, Fisk, Tadepalli

Guests: David Brauner, Larry Curtis, Erik Fritzell, Jay Cason (telephone), Jim Foster (telephone)

1. Approval of Council Minutes

The minutes from the Graduate Council meetings on November 13, 2003 and October 23, 2003 were approved.

2. Environmental and Molecular Toxicology Review Report

The Graduate Council conducted a review of graduate programs in Environmental and Molecular Toxicology on September 23, 2002, as part of a more comprehensive review conducted by the Cooperative States Research, Education and Extension Service. David Brauner, who chaired the Graduate Council review, apologized for the delay in presenting the program review to the council, commenting that the review process was enjoyable and reflected a strong, viable graduate program. The graduate program reviewed is a strong, vibrant program, with dynamic and enthusiastic graduate students. Overall, the students expressed support for the faculty and courses offered. The administrative structure is efficient and the communication links are in good working order. The review document, which appears as Appendix A to these minutes, includes the following minor recommendations:

1. During our discussion with the graduate students, they noted that some minor improvements in advising could be done. Currently, the department head advises all students who don't have a major professor. Even though the department head is available most of the time to answer their questions the students felt that some sort of orientation program for the incoming students is very useful. Some students were not sure about the policy and procedures regarding qualifying exam. One student, who is currently on her third year in the program, mentioned that only very recently she found out the amount of lab resources available in the department.
2. Some students felt that it would be nice to have some teaching experience before they graduate. Even though they get this experience through their research seminars they felt it was inadequate. The department is currently in the process of creating an undergraduate degree program in toxicology. Once this happens, the graduate students should get some opportunities to TA in some of the undergraduate classes.
3. At present the position descriptions of faculty members do not include teaching. Yet they do teach graduate classes. This was not perceived as a problem currently, but potentially this could have an impact on budgeting and funding. An update of the faculty job descriptions to reflect graduate teaching responsibilities is recommended.
4. Office space for graduate students, research assistants, and post-docs, both in ALS and in Weniger Hall, is limited. The need for more office space was mentioned during the review as important. From an occupational safety point of view, offices should not be located in research laboratories.

Larry Curtis, head of the Department of Environmental and Molecular Toxicology, thanked the Council

for the positive review. Responding to recommendations, he said that a formal one-day orientation is now provided for new students. In the orientation, students are given the opportunity to meet the office staff, administration, and representatives from all four of the areas of concentration offered by the department. The department picnic was held the following day and most of the graduate students attended. A professional meeting the same week kept the students involved. The program was very successful and will be repeated next year. Because of the department's limited role in undergraduate education, they have not been able to offer opportunities for graduate students wishing to teach. The variation in teaching responsibilities reflects the history of the department, which has changed substantially since it was named the Department of Agricultural Chemistry. Office space is limited in the Agricultural and Life Sciences building and Weniger Hall.

Lynda Ciuffetti (Science) observed that the practice of establishing office space in the laboratories reflected past practice in some academic departments. Curtis agreed that the configuration of laboratories does present an occupational safety/hazard issue, with some laboratories posing more problems than others. The space in Weniger Hall is less of a problem because there are more and larger offices. Five faculty members will have future appointments in the planned Pauling Hall. If and when that building is available, more space will become available in the Academic and Life Sciences building. Erik Fritzell, Associate Dean of the College of Agricultural Sciences said that Curtis has been very diplomatic in his comments about dealing with space constraints. Both the quantity and the quality of space has improved under Curtis's leadership. John Selker (Agricultural Sciences) expressed concern about the rewards to faculty for mentoring students enrolled in interdisciplinary degree programs and in degree programs outside the faculty member's home department. Fritzell said that Agricultural Sciences believes in the value of interdisciplinary study. If you believe in it, you have to accept your responsibility to contribute even when the reward system has not been able to capture the value of your work

The review report was unanimously approved as written.

3. Graduate Level Learning

A Task Force on Graduate Level Learning, which was charged with investigating concerns of graduate students regarding courses that are offered as 4xx/5xx submitted its final report on June 12, 2001. The Task Force recommended that the slash course system be eliminated, but that 6 to 12 credits of 4XX-level courses be permitted on a graduate program of study. On January 24, 2002, the Graduate Council decided to adopt the recommendation of the Task Force, but delayed a decision on the total number of 4XX-level credits to be allowed on the graduate program of study. On February 14, 2002, the Council set the maximum number of 4XX-level credits on a program of study at 18. Because the proposal to eliminate the slash course system was not subsequently approved by the Curriculum Council and because the Graduate Council considered the two policies to be coupled, the action to allow 4XX-level credits on programs of study was rescinded by the Council.

During the 2002-2003 academic year, the Graduate Council continued to work on the problem of graduate level learning. On November 14, 2002, the Council adopted a policy requiring that 50% of all credits in any graduate program of study be graduate standalone credits. The matter of permitting undergraduate credits on graduate programs, which had been set aside after the Task Force's recommendation had been abandoned, continued to be a matter of interest to some of the Council members. Barbara Bond (Forestry) asked the Council to take up the issue of 4XX-level credits again. She argued that the 50% rule would be more acceptable to the campus community if some 4XX-level credits could be used on a graduate program of study. The current policy, slated for implementation in 2005, is that 50% of the credits on a program of study must be stand-alone courses with the remainder of the credits consisting of either the 5XX component of a slash course offered separately or graduate standalone credits. The question before the Council is whether any undergraduate credits should be allowed as part of the remaining 50% of credits that are not graduate standalone; if so, how many credits?

Bruce Rettig (Graduate School) said that it would be helpful to know, assuming some 4XX credits are allowed on a program of study, whether 4XX courses could be accepted in transfer. He indicated that the policy on this varies widely among our peers, with some institutions allowing only 4XX credits from their institution and none in transfer and others that accept 4XX credits in transfer if the credits are allowed for graduate study at the institution where the credits were earned.

Brent Steel (Liberal Arts) said that the 50% rule has major implications for both graduate and undergraduate programs. Consequently, he argued that a survey is needed. Sally Francis (Graduate School) reminded the Council that the Task Force that she appointed did conduct a campus-wide survey of the both faculty and students. In response to a recommendation from a public forum held toward the

end of the 2002-2003 academic year, the Graduate School also conducted a survey of departments.

John Selker (Agricultural Sciences) said that graduate students in interdisciplinary programs, such as those associated with the IGERT (Integrative Graduate Education and Research Traineeship) grants funded by the National Science Foundation, need to take some undergraduate courses to broaden their knowledge in areas supporting their previous education.

Francis commented on the argument that allowing 4XX courses would dilute the quality of graduate education. This issue was raised two years ago. The counter-argument then was that major professors and other members of advisory committees will continue to have authority to decide what courses they will approve on a program of study.

Ciuffetti said that she had talked with Bond, who had to miss this meeting, about this issue. Bond is in favor of allowing some 4XX level courses because the 50% rule ensures that students will have a basic amount of standalone courses. Not all courses need to be of that nature. Bond believes in "truth in advertising." If the course is 4XX level, most students will be undergraduates, but graduate students will understand this when they register. Students are more frustrated when the 5XX component of a slash course promises a graduate experience but find themselves in courses made up mostly of undergraduate students.

Ciuffetti said that she was willing to be convinced that her concerns over diluting the quality of a graduate experience were overstated, but that she continues to be concerned about the number of 4XX courses that a student would take. Elaine Pedersen (Health and Human Sciences) said that a properly taught the 5XX component of a slash course is often taught in a classroom at the 4XX/5XX level, but that additional material is provided for the graduate students.

Francis reminded the Council that the Task Force was appointed in part because of inconsistencies in the amount of additional work required for slash course graduate credit, according to student comments made during program reviews.

Ciuffetti suggested that many slash courses would remain slash courses because of the numbers needed to continue the course. In some specialties, there may not be too few undergraduates and too few graduate students to support separate courses, but the courses can be viable when both groups of students are included in the same class. She asked how many courses would remain if slash courses were offered solely as 4XX courses. Steel said that in his program, a course is offered as a 4XX standalone course one term and a 5XX standalone course the next term.

Selker said that he would like more research on faculty views on these issues. An online survey can be set up easily. Faculty could be asked to consider different options, such as the number of 4XX classes to be allowed and the number of credits to be allowed. Surveys have been used in the past with good success. He added that the survey should involve only members of the OSU graduate faculty.

Francis noted that the Graduate Council represents all the academic colleges on campus. Council members could poll their constituents before a future meeting so that they could reflect the views of their academic units when they cast their votes. They could also choose to survey faculty in their academic college.

Hal Koenig (Business) argued that there are two places our graduate students go after graduation; some OSU graduate programs feed other degree programs (students graduating with masters degrees going to other schools for other graduate degrees), and other graduates take jobs in the public or private sectors. In either situation, there will be expectations of what an MS in mechanical engineering or an MBA is capable of, and what experiences they had as part of their degree program. Koenig believes that Oregon State University does itself a disservice if faculty allow the graduate experience to be watered down and that this lack of rigor will ultimately haunt OSU; students may not be able to get into top tier graduate programs at other schools or they may not be hired by organizations and businesses. When OSU's reputation for a particular graduate program suffers, some percent of the time halo-effects will show up. That is, when a company has a bad experience with an OSU graduate from a weak graduate program, they may assume that all OSU graduate programs are weak and, in future hiring decisions, graduates from solid OSU graduate programs are not hired by that company.

Tony Collins (Pharmacy) asked whether the Graduate School should be lenient and allow the colleges to utilize 4XX courses if they so choose? Koenig argued against variable standards from college to college. As a minor professor, he does not want to be required to carry out a battle when he is reluctant to

approve courses on a program of study from departments that choose to allow 4XX courses.

Steel suggested that flexibility in the use of slash courses is valuable when developing a new program and when numbers initially are small. The bar can be raised, with requirements for only 5XX standalone and 6XX level courses when the number of graduate students in the program increases.

Koenig said the current policy includes a 50% rule. Under this circumstance, he would not be opposed to allowing some 4XX-level courses because this allows students to know what type of experience they will get from their courses. Although he could see a small fraction of the program of study including 4XX courses, he does want to preserve quality.

Ciuffetti asked the group how they felt about gathering more information. What information is needed and how should it be collected? Should each Council member consult with their individual colleges? If so, a consensus is needed. How can the same questions be posed to all faculty? Should a survey be conducted? Ciuffetti prefers the approach of each Council member consulting their individual college.

Dale Pehrsson (Education) expressed concern that the word on campus is that faculty voices are not being heard. Ciuffetti recalled attendance at the forums conducted last spring, which were very poorly attended. Her preference would be to send an email statement to the people in her college. The statement would invite comments and set a certain amount of time for the response to be submitted. Selker suggested that the disgruntled may be hesitant to speak up in a group and supported the creation of a structured set of questions to be used in an open survey.

Ciuffetti said that she needs to send a letter as part of the response to the follow-up visit from the Accreditation agency. This letter will note that slash courses are still being discussed. Further discussion of this issue was postponed until a future meeting.

4. OSU Cascades Campus Graduate Education

Jay Casbon, Campus Executive Officer, and James Foster, Chief Academic Officer for the OSU Cascades Campus joined the meeting by telephone to discuss the following process for offering OSU graduate programs at the Cascades Campus.

OSU Cascades Campus Approval Process Graduate Degrees and Certificates

It is the intent of OSU to offer graduate level work at the Cascades Campus (see Branch Campus Proposal, December 1, 2000). This document specifies the process to be followed in order to make an existing OSU graduate degree or certificate program available at the OSU Cascades Campus.

- Conversations between the interdisciplinary program director/department chair(s) of the OSU graduate program, academic dean(s)¹, the Cascades Campus Executive Officer (CEO), and Cascades Campus Academic Officer (CAO) about the rationale, resources required, logistics, demand, and scheduling entailed in launching an existing OSU graduate program at OSU-Cascades will form the basis for a proposal to offer an existing OSU graduate degree or certificate program at the OSU Cascades Campus. These conversations may be initiated by either the OSU main or branch campus.
- Agreements reached during these conversations will be formalized in a Memorandum of Understanding (MOU) titled, "Proposal to Offer an Existing OSU Graduate Program at the Cascades Campus." The MOU will be developed among the interdisciplinary program director/department chair(s) of the OSU graduate program, academic dean(s), and the Cascades CEO and CAO.
- The MOU will include signature lines to indicate approvals of the interdisciplinary program director/department chair(s), academic dean(s), the CEO, CAO, Dean of the Graduate School, the Provost.
- The MOU containing signatures of the interdisciplinary program director/department chair(s), academic dean(s), the CEO, and the CAO will be forwarded to the Assistant Provost for Academic Programs and to the Dean of the Graduate School who will transmit it to the Graduate Council for review.
- The Graduate Council will consider the following criteria in reviewing the MOU:
 - Strength and viability of the program based on the most recent Graduate Council Program Review (if available);

- Adequacy of resources available to mount the program; and
 - Ability of the program to comply with Graduate Council and Graduate School policies and procedures.
 - Upon approval of Graduate Council, the MOU will be signed by the Dean of the Graduate School and forwarded to the Provost for approval and signature.
 - With the approval of the Provost, the CAO will take actions necessary to implement the program at the Cascades Campus.

¹ Some interdisciplinary graduate programs (e.g. Environmental Science, Interdisciplinary Studies) are located in the Graduate School. In the case of programs located in the Graduate School, the Dean of the Graduate School is the relevant officer.

Francis said that Oregon State University is now at the point of being ready and interested in launching some existing graduate programs at the Cascades Campus location. The proposed procedure outlines the approval process for doing so. Feedback from the Council was requested.

Casbon said that the Cascades Campus agrees to follow the protocol exactly. They consider themselves to be part of Oregon State University, simply operating in a different location. Central Oregon needs the ability to deliver graduate programs. The OSU Cascades Campus strategic plan will include this protocol.

Selker asked about the strategy for implementation of graduate programs. Are the logistical problems being considered? Casbon replied, saying that they will conduct a needs assessment. Focus group meetings are taking place now. The number of inquiries about graduate programs received in Bend reflects a felt need, motivating the Cascades Campus officials to initiate discussions with the departments whose graduate programs are involved.

Foster observed that, in the case of the Master of Science in Counseling, which is the first program being planned for delivery in Bend, Oregon, requirements of the accreditation process will drive the faculty decisions. The ideal arrangement for that program will be to offer an on-site program with a minimum of distance courses needed.

Francis indicated that the document under discussion is a protocol. Each degree program delivered will be individualized by special circumstances and will be reviewed by the Graduate Council. Casbon agreed; the central concern is that all the appropriate players, including the Graduate Council, be kept in the loop to make informed decisions. Ciuffetti asked whether Casbon and Foster will come to Council meetings when programs are reviewed or whether they will be connected by telephone. Casbon indicated that he and Foster would attend Council meetings unless weather conditions prohibit this.

Selker, noting that existing programs will be available in Corvallis, year in, year out, asked whether the programs in Corvallis and Bend will be linked. And, will the graduate program reviews be closely linked? Casbon said that this will vary by program. He and others welcome the opportunity for sharing teaching responsibilities between campuses. The programs would be available on site in Bend to generate a critical mass of faculty, but they would be linked to the Corvallis campus. Francis said that graduate program reviews will include both locations that are associated with the program into one review. Casbon said that accreditation is extended to Oregon State University as a whole, but it recognizes two locations. Francis added that video conferencing or a visit to the Cascades Campus location could be incorporated into the reviews.

Casbon asked about the next steps. How do they get on the Graduate Council calendar? Rettig said that he will contact people involved with the Counseling degree program and Cascades Campus officials to determine the earliest possible date. Selker said that, to be successful, synergy and cooperation will be needed between Cascades and Corvallis. Koenig added that the demand on available resources will be a critical question. Francis agreed that a review is needed to determine whether the resources will be adequate.

The protocol was approved as presented. Dean Francis will share it with Provost White.

5. Other Business

Rettig, observing that the Council has sometimes needed a full hour for presentation and discussion of agenda items, asked how to handle a backlog of issues needing attention. How comfortable is the Council with working on more than two major items in one meeting? Francis said that two follow-up review reports are currently available for Council attention. Could the Council delegate responsibility to

specific Council members to research and present to the other members? Pedersen thought this would be possible for follow-up reviews, but not for consideration of Category I proposals. Ciuffetti observed that she sometimes senses that she sometimes cuts discussions short, but if others disagree, discussions can be speeded up. Selker said that the Council does not want to be a bottleneck when several groups must wait to take their role in proposals. It is only one of several steps; delays slow down the whole process.

Ciuffetti said that the Council could limit the amount of time for guests to make presentation. Francis supported Ciuffetti's recommendation and added that, if there are specific questions for visitors, someone could collect the questions and present them to the guests. Pederson noted that sometimes she and others are not able to review materials until shortly before a meeting; this limits the ability to plan questions in advance. Ciuffetti accepted that observation and agreed to the process of setting time limits and sticking to them.

Pehrsson said that she reviewed reports in advance and does not think it necessary for the reports to be read verbatim during the meeting.

Appendix 1
Graduate Council Program Review
Department of Environmental and Molecular Toxicology
College of Agricultural Sciences
Oregon State University
Fall 2002

Introduction

The graduate program review of the Department of Environmental and Molecular Toxicology took place September 23, 2002. The Graduate Council review team conducted the day-long review in concert with a CSREES review team, which met with the department from September 23rd to September 25th. The Graduate Council review team members were:

Internal Reviewers:

- David Brauner, College of Liberal Arts (Anthropology)
- Bella Bose, College of Engineering (Computer Science)
- Carol Caughey, College of Home Economics and Education (Apparels, Interiors, and Merchandising)
- Donald Prickel, College of Home Economics and Education (School of Education)

External Reviewer:

Marion Miller, Department of Environmental Toxicology, UC/Davis

Sally Francis, Dean of the Graduate School and Bruce Rettig, Associate Dean of the Graduate School also participated in the review. During our site visit the Graduate Council team met with Thayne Dutson, Dean, College of Agricultural Sciences, Larry Curtis, Department Head, most of the Environmental and Molecular Toxicology faculty, and about 10 graduate students. A very thorough self-study report was supplied to the review team prior to our site visit by Dr. Curtis. The following report was generated from data supplied in the self-study document and information gleaned during the site visit.

Although we were unable to get feedback from our external reviewer, comments from members of the CSREES team were extremely favorable concerning the quality of the graduate program from a national perspective. The Graduate Council review team also found the graduate program in the Environmental and Molecular Toxicology Department to be strong and vibrant. The quality of the graduate students, faculty, and administrators is exemplary. The level of funded research and graduate student involvement in the department's research program is excellent. The department's facilities are good and getting better. The few areas where improvements are recommended by the review team are enumerated at the conclusion of this document.

Graduate Curriculum

Curriculum and Course Offerings

Graduate students in the Environmental and Molecular Toxicology Department receive intensive coursework

in one of four concentrations. These concentrations are: Cellular and Molecular Toxicology, Environmental Chemistry and Ecotoxicology, Mechanistic Toxicology, or Neurotoxicology. Sample programs illustrated a minimum of 45 hour MS and 108 hour PhD. course work commitments within each concentration. Each concentration includes a sequence on Ethical Issues in Research. Each concentration draws graduate course work from other departments surrounding a toxicology core tailoring the individual students needs and the program's objectives. The self-study document (and 02-03 catalog) lists nineteen graduate courses offered by the Environmental and Molecular Toxicology Department. Five of the 500 level courses are split 400/500 courses. Seven courses are stand-alone 500 level courses. Seven 600 level course offerings are also offered. Based on the sample programs provided to us and the number of stand-alone graduate courses offered by the department (and closely allied departments), the new 50% rules adopted by the Graduate Council will not be a problem for this department.

Students and Advising:

Overall, the quality of the students currently enrolled in the program seems to be very good. There are thirty-three students currently enrolled. Most of them are in the Ph.D. program. Recruitment of new students is mainly done through the description of the program on the department web site. The admission to the program is very competitive. During the academic year 01-02, forty-nine students applied to the program and initially only six were given admission, of which only one declined the offer; then one more student was admitted. All these students are currently in the program. Thus, the acceptance rate of the applicants to the program is very high. All admitted students in the program are financially supported by the training grant or the research grant of individual faculty.

During the review, the graduate students expressed their views very frankly and exhibited a fine level of professionalism. Overall, the graduate students are very happy about their studies and the strong support and guidance they receive from the faculty. However, they felt some minor improvements in advising could be done. Currently, the department head advises all students who don't have a major professor. Even though the department head is available most of the time to answer their questions, the students felt that some sort of orientation program for the incoming students is very useful. Some students were not sure about the policy and procedures regarding qualifying exam. One student, who is currently on her third year in the program, mentioned that only very recently she found out the amount of lab resources available in the department.

Some students felt that it would be nice to have some teaching experience before they graduate. Even though they get this experience through their research seminars they felt it was inadequate. The department is currently in the process of creating an undergraduate degree program in toxicology and once it is formed the students may get some opportunities to TA in some of the undergraduate classes.

Faculty

Staffing

There are seventeen professorial faculty representing the Environmental and Molecular Toxicology Department within the College of Agricultural Sciences at Oregon State University. Four faculty members hold the rank of Assistant Professor. There is only one Associate Professor. Eleven faculty members hold the rank of Professor and one member of the faculty is a Distinguished Professor.

A review of faculty vitas demonstrates a department of nationally recognized scholars, with an above average number of research grants. The Department of Toxicology is to be commended for its contemporary research and scientific study in toxicology and its continued publication record in peer reviewed journals as well as presentations before national conventions and conferences.

Collaborative Efforts

In addition to the eleven faculty affiliates, staff from a variety of university programs (such as Chemistry, Biophysics, etc.) provide additional research support, instruction, and consultation to the professorial staff. They bring a unique set of expertise from outside the university community, representation being from such reputable organizations as the OSU Extension Program, Oregon Health and Sciences University, the Linus Pauling Institute, The Center for Gene Research and Biotechnology, Marine/Freshwater Biomedical Sciences Center! and the Environmental Health Sciences Center.

Administration:

Leadership

The Department of Environmental and Molecular Toxicology is located within the College of Agricultural Sciences, under the direction of Dr. Thayne Dutson, Dean and Dr. Roy Arnold, Executive Associate Dean, and

Dr. Lawrence Curtis, Department Head. It is evident that the clearly articulated mission of this department, and the working relationships between these managers have resulted in a quality program.

Funding Operations

While there is a seriously small number of funds generated by the approximate 1.3 FTE dedicated to instruction, operations for research and scientific study are largely supported from research grants.

Collaborative Programs

The research and scientific investigation of faculty and staff are enhanced by their affiliation and collaborative efforts with three major research centers: The Linus Pauling Institute, Marine/Freshwater Biomedical Sciences Center, and the Environmental Health Sciences Center.

Management

Each faculty member appears to have great autonomy at managing his or her own areas of research. They are hired on the basis of the expertise needed by the Department, and for this reason, contribute to the needs and mission of the department across the college and university. There is evidenced and high sense of morale and camaraderie among staff. Most possess their own individual laboratories for conducting their respective research. They are able to hire and manage their own research assistants, most of whom are graduates in study (masters and doctoral level). The Department Head appears to supervise from a collaborative distance, fully relying on the expertise of the faculty to create a quality program.

Support Staff

Three staff members are employed to coordinate and manage the daily office activities. All three expressed their praise for the supportive management style of their department head, Dr. Curtis. There also appeared a very relaxed and supportive working relationship among all three. Students also voiced their praise of these three staff members, in terms of their ability to meet the needs of the students.

Instructional Curriculum Design

Because of the designed focus on research, some staff may have fewer demands on teaching and instruction of graduate students. Other faculty may have a greater demand on their time in instructing and teaching of classes as compared to time spent in conducting research. It is suggested that a review of teaching load be conducted to provide feedback as to any levels of inequity of faculty time.

Facilities, Budget, and Library

Facilities

Most of the laboratory and office space for the Department, including the main office, is housed in the Agriculture and Life Sciences (ALS) Building. In addition, laboratories and offices for several faculty members are located in Weniger Hall. The National Pesticide Information Center occupies about 2,600 square feet in Weniger Hall and was recently remodeled to include 24 workstations to facilitate efficient Internet and telephone communication.

Faculty members housed in ALS are provided with laboratory and office space; but office space for graduate students, research assistants, and post-doctorals, both in ALS and in Weniger Hall, is limited. The need for more office space was mentioned during the review as important. From an occupational safety point of view, offices should not be located in research laboratories. Dr. Anderson's lab, however, is certified as a Good Laboratory Practices (GLP) lab, so no offices are included within it.

Members of the faculty mentioned that more of Weniger Hall would be renovated for their use, so the review teams were not told of extreme deficiencies in space for research within the portions of the buildings used by the Department.

In the future the University plans to build Pauling Hall, which will house the Linus Pauling Institute, as well as several of the Centers such as the EHSC.

In addition, Dr. Curtis has the funds to build a "barrier facility" for research with mice, which will be viral-free and bacteria-free. This facility would be ALAC accredited, and would be the only one on the OSU campus. For now, the Department has a Thorne apparatus, a metal box which functions similarly to an isolation facility.

Budget

During the past six years, the Department's recurring budget shows the following: the Agricultural Experiment Station budget has increased by approximately \$928,000, from \$1,069,269 in the 1996-97 academic year, to \$1,997,368 during 2001-02. The Department's Academic Programs budget has increased

during the same period by almost 8 times, from \$72,848 to \$556,283. The Extension budget has increased from \$207,376 to \$383,598. Total recurring expenditures for the Department have increased in the same six-year time period from \$1,352,762 to \$2,673,279. Extramural funding in the Department during this time has increased from \$3,099,831 to \$3,899,321.

At present the position descriptions of faculty members do not include teaching. Yet they do teach graduate classes. This was not perceived as a problem currently, but potentially this could have an impact on budgeting and funding.

Library

Dr. Curtis has assessed the holdings of the Valley Library in the field of toxicology and the supporting basic sciences as good. His concern for the future is that the number of online subscriptions should be increased. He feels that the staff of the Library makes a very good effort to stay in touch with the changing needs of the Department. This assessment represents a considerable improvement from the report of the Toxicology faculty members to the review team in 1993.

Concerns and Recommendations

1. During our discussion with the graduate students, they noted that some minor improvements in advising could be done. Currently, the department head advises all students who don't have a major professor. Even though the department head is available most of the time to answer their questions the students felt that some sort of orientation program for the incoming students is very useful. Some students were not sure about the policy and procedures regarding qualifying exam. One student, who is currently on her third year in the program, mentioned that only very recently she found out the amount of lab resources available in the department.
2. Some students felt that it would be nice to have some teaching experience before they graduate. Even though they get this experience through their research seminars they felt it was inadequate. The department is currently in the process of creating an undergraduate degree program in toxicology. Once this happens, the graduate students should get some opportunities to TA in some of the undergraduate classes.
3. Because of the designed focus on research in the department, some faculty may have fewer demands on teaching and instruction of graduate students. Other faculty may have a greater demand on their time in instructing and teaching of classes as compared to time spent in conducting research. It is suggested that a review of teaching loads be conducted to provide feedback as to any levels of inequity of faculty time.
4. At present the position descriptions of faculty members do not include teaching. Yet they do teach graduate classes. This was not perceived as a problem currently, but potentially this could have an impact on budgeting and funding. An update of the faculty job descriptions to reflect graduate teaching responsibilities is recommended.
5. Office space for graduate students, research assistants, and post-docs, both in ALS and in Weniger Hall, is limited. The need for more office space was mentioned during the review as important. From an occupational safety point of view, offices should not be located in research laboratories.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 13, 2003 Minutes

Graduate Council

November 13, 2003 Minutes

Present: Ciuffetti (chair), Bond, Collins, Fisk, Francis, Koenig, Pedersen, Pehrsson, Selker, Steel, Tadepalli, Waldschmidt

Absent: Bermudez, Rettig

Guests: Tammy Bray, Cheryl Jordan, Hal Salwasser, Steve Tesch, Barbara Watrous

1. Approval of Council Minutes

The minutes from the Graduate Council meetings on October 9, 2003 and October 23, 2003 were approved as distributed.

2. Forest Engineering Review Report

Barbara Watrous (Veterinary Medicine), who chaired the Graduate Council review of the graduate degree programs in the Department of Forest Engineering on April 14, 2003, introduced the review report. The summary of the findings and recommendations follow. The remainder of the report is attached to these minutes as Appendix 1.

Summary of Findings and Recommendations

Findings:

The College of Forestry at OSU is recognized as the top forestry institution in the world. The Department of Forest Engineering is also premier in its discipline. Despite the presence of approximately 47 SAF (Society of American Foresters) accredited programs currently in the United States, with a decline in the number of FE programs at other universities in the past 12 years, this department is among a limited number of existent programs in the US. The faculty and research program are internationally recognized as leaders and the forestry extension service is one of the best in the country.

There are three degree programs: Master of Forestry, Master of Science and Ph.D. degrees in either Forest Operations, Forest Engineering, Forest Hydrology or Forest Soil Science. In practice, the MF and MS degrees take a similar time to completion and there may be little differentiation between professional paper and thesis requirements. While identification of a major professor occurs prior to admission of a graduate student, the make-up of the student's Graduate Advisory Committee may take more than two terms, resulting in a delayed plan of studies and potentially needless course work. If a mismatch of student and major professor occurs, some students have difficulty changing the major professor, despite the paperwork that indicates the ease of the process, assuming another professor is willing to undertake the student's program.

Graduate level learning may be less than optimal in some of the fields of study. There may be a large number of 4xx/5xx courses used to meet the core requirements in an advanced FE degree that may have also met the undergraduate curriculum needs.

Students express disagreement on their satisfaction of orientation and advising. Some MF graduate students also feel there exists little difference between the expectations by major professors of MF and MS degree courses of study and rigor of the paper requirements.

Four new graduate faculty have been hired in the past three years. Three replaced positions were vacated by retirement. The Richardson Chair is a new position. There is a proposal to add forest soil science to the graduate degree options. However, the graduate degree program has shrunk slightly in the last decade. The numbers of hydrology majors are increasing with a commensurate decline in majors in forest operations. Faculty demographics lack diversity. They are predominantly trained at this university, are all white and male. Among the graduate students there is an increasing female population concurrent with worldwide interest among the applicant pool; however, there is no racial, despite the increasing diversity in the youth of Oregon and the Pacific Northwest. In addition, the lack of female faculty to mentor the female graduate students results from the gender discrepancy in faculty ranks.

Funding for graduate students is exceptional and, in addition to the departmental prestige and high quality of the faculty, is one of the primary reasons that attract graduate students to the FE program,. Stipends are limited to Graduate Research Assistant positions. There are no Graduate Teaching Assistantships even though several students express an interest in teaching, whereas other graduate students have little to no interest in teaching. If the lack of Education and General Funds prevents establishment of Graduate Teaching Assistantships, the use of graduate students on an individual basis by expressed desire might be pursued.

Data on retention and dropout rates are not clearly maintained. While employment opportunities are exceptional and students may drop out to pursue job offers, tracking those students with intentions of completing their degrees is not thorough.

Recommendations:

- Continue to maintain Departmental and College strengths, including premier faculty and research activities, facilities, great working relationships between the COF departments and with other OSU colleges and departments.
- Work toward a more timely process of Graduate Advisory Committee member identification to expedite development of course of study. In addition, graduate advisors should help monitor course offerings so as to minimize delay in curricular completion.
- If a mismatch exists between the graduate student and major professor, work toward resolving the differences or facilitate identification of an alternative director of the graduate student.
- Address the student concerns of lack of rigor in course work by reviewing the offering of 4xx/5xx courses and assure a graduate level of learning.
- Requirements and expectations for the MF degree as described in the Graduate Student Handbook need to be followed or if changed, they need to be better communicated to the applicants and incoming students. Alternatively, convert the MF option to a course work-only program to allow completion by self-funded students within as little as one year.
- Provide a college-level orientation for incoming students to gain understanding of forestry and activities within the College.
- The Department needs to focus on increasing its diversity. The "grow your own" philosophy to expand faculty diversity is not perceived as the best approach. The department should develop a strategy to determine how to attract outside faculty hires and inquire of other Forestry departments to determine how they were able to achieve "new blood." Commitment to diversity may require hiring of an individual who doesn't match the current departmental mold and could lead to the bonus of expansion of research interests.
- Maximize the utility of the Department web site for recruitment to build diversity in the

student population. Enhance visibility of the programs by participating in outreach programs and professional organizations to encourage women and minorities in science.

- Establish a mentoring program for the female graduate students.
- Continue to maintain levels of funding for graduate students including nominating students for competitive college and university-wide fellowships. Pursue options for GTA positions for those students interested in teaching.
- Expedite the admissions process.
- Be more proactive in identifying long-term research needs that integrate a wider range of resource issues and values and expand the hydrology and watershed research to involve all land-use regions, embracing the "ridges-to-reef" perspective identified in the OSU 2007 discussions.
- Recognizing that the research activities conducted by graduate students serve as the foundation of the Department's research program, it needs to attract additional M.S. and Ph.D. students to maintain and strengthen its program. Comments proffered by members of the CSREES team suggested that current resource levels in the FE Department could support an additional five to six graduate students per year.
- Greater emphasis on multi-collaborator competitive grant funding is needed in the future. Development programs and rewards are suggested to encourage faculty to compete for larger research projects that integrate many natural resource issues and require long-term, major funding. Collaborations with investigators either at OSU or elsewhere that have had past grant success might improve competitive grant acquisition.

Steve Tesch, head of the Department of Forest Engineering, thanked the review team for their efforts. He was pleased to receive praise and to have the department's successes recognized. He noted that funding has been received that will allow another endowed professorship. The department is currently working on a strategic plan. Many of the issues raised in the review report are focused on in the strategic plan. The department recognizes the challenges it faces in attracting MS students wishing to emphasize the areas of harvesting and operations. Doctoral students are in high demand. There are challenges in enrollment due to limited funding for research assistantships, but the department is working to secure additional funding including support for externally supported fellowships. The department has delayed acting on the large number of slash courses while waiting for clarity on the university policy on the slash course issue. To add more graduate-only courses, the department needs to increase the number of graduate students. The department believes that both the Master of Forestry and the Master of Science should reflect similar times for degree completion. A coursework-only master's degree program in Forestry is being considered.

Tesch reviewed the problems of limited diversity, which present a major challenge to Forest Engineering. The faculty is currently all white males and the student population is only slightly more diverse. The minority pool consists primarily of international students. With seven or eight fellowships available, the department can focus on targeted recruiting. Seven faculty hires have taken place since Tesch has been department head, but the department has been unsuccessful in increasing diversity, largely because the applicant pool has not been very diverse. Tesch posed the question of how the department can develop a more diverse pool. Perhaps the answer is by growing our own (i.e., recruiting graduate students from the OSU undergraduate student body and recruiting OSU faculty from OSU graduate student populations). The Department has been successful in recruiting faculty with research and teaching skills by attracting OSU graduates who return to teach at OSU after gaining valuable work experience elsewhere. Several new faculty members have been hired in the last few years; they are in the process of learning about the University and which classes across campus are available for their students. This is a challenging learning curve for them. All faculty are challenged in selecting courses from outside the department because many courses are cancelled quite late. How can one faculty member stay abreast of these changes as they assist students in choosing courses? Departmental graduates with master's degrees have been targeted for staff positions in government.

The department has been in the midst of curriculum review and accreditation for the past five years. There was a strong focus on undergraduate programs and the need to bring them up to date. Faculty energy is now being focused on the graduate level. In response to questions about teaching opportunities for graduate students, Tesch indicated that department resources do not provide for teaching assistantships, only for research appointments.

Hal Salwasser, Dean of the College of Forestry, said that he and others were aware of the diversity issue and were continuing to explore ways to address it. Among the options being considered were to allow searches that would be open to more local applicants instead of focusing so strongly on external applicants and to redefine job descriptions with an intent of making the positions more attractive to female and minority faculty applicants. The Department does have an exceptional track record for productive research by hydrologists and other engineers. The recently hired faculty members are impressive; they will bring much excitement and energy to the department.

Half of the graduate students in the department are on fellowships. Research throughout the College of Forestry, particularly in the Department of Forest Science, is funded by formula funds. This has both good and bad aspects. The greatest problem is that the Department is not focused enough on other funding sources. Salwasser described positive developments across the University in research and education related to water, including forthcoming degree proposals in water resource science and water resource engineering. Forest Engineering, as a separate discipline, is in the decline across the United States. Nobody on the Pacific Coast matches our caliber in forest management. Hydrologists and engineers will be increasingly needed as the available forest resources continue to diminish. Oregon State University has and will continue to have the best of the programs in the United States. The program in Forest Engineering is heading in the right direction as faculty and student quality continue to rise.

In response to Graduate Council questions about initiatives for recruiting for greater diversity, mention was made of a new partnership with Weyerhaeuser and Chemeketa Community College designed to recruit Hispanic students into the forestry program. Related efforts include the tracking of people who have attended OSU but have not completed their degrees. They hope to bring these students back into their programs. The Department has been frustrated with attempts to keep track of such students in the past and hope that continuous enrollment may make student intentions clearer.

Responding to more questions about slash courses, Tesch noted that most of the hydrology classes (all but two) are at the graduate level. Forestry operations is the area where addressing limits on slash courses will post the greatest challenges.

Tesch was asked about distance education activities. He indicated that this is a huge opportunity for Forest Engineering, but sees problems with assigning scarce resources to developing those new initiatives. Many students would be likely to participate in courses offered by E-campus, but investments would be needed before this effort would become self-supporting. Nonetheless, this is a great opportunity to provide leadership in education across the country. Currently, the new faculty are establishing their own campus classes. At some future time, they will be better able to spend time planning for E-campus courses. Although there is a global demand for knowledge, much basic support is needed. The change in the international climate requires more E-campus participation to keep programs viable.

In response to concerns about the ♦home grown♦ faculty, Tesch argued that OSU has the best-qualified applicants in an area in which applicants are scarce. However, outside experience is invaluable.

The review report was unanimously approved as written.

3. Category I Proposal to Rename the Department of Apparel, Interiors, Housing and Merchandising (AIHM) the Department of Design and Human Environment (DHE)

Cheryl Jordan, chair of the Department of Apparel, Interiors, Housing and Merchandising (AIHM), presented a proposed to change the department's name and to rename its MA, MS, and PhD degrees. The new department name and the name of the degrees will become ♦Design and Human Environment.♦ As background, she noted that all the degree programs in the department are focused on enhancing the human environment. The new name will relate better to the mission of College of Health and Human Sciences and better describe the department's mission within the college, which was recently renamed. The college has decided that all programs should reflect the increased emphasis on integrating work across departmental lines. The department's new name reflects what it does, with

all work integrated around the human environment. These are interdisciplinary programs at work, with emphasis on seeking ways to address issues such as the needs of an aging population within the content of its programs.

In response to questions about the impact on graduate students, especially how this affects the students' job placement, Jordan explained that graduate programs are built around specific areas of interest. The title of the department is not as significant as the emphasis that is placed on the combination of courses taken. Three professional associations are most closely related to the department's primary interests: International Textile and Apparel Association, Interior Design Education Council, and Housing Education. None of these will have concerns about the name change. Michigan State University has a similar name (i.e., Human Ecology College, Department of Human Environment and Design). Students were not consulted regarding name change decision. Current graduate students, who were not consulted about the name change, can graduate with DHE degrees or they can continue to study and graduate with AIHM degrees.

Due to an oversight, the proposal had bypassed the Graduate Council and had gone to the Faculty Senate without gaining Graduate Council approval. After this mistake was discovered, the proposal was sent to the Graduate Council because the graduate degree name would also be changed. The new name is a better reflection of the integrated programs of study.

The proposal to change the name of the department and the name of the graduate degrees was approved unanimously.

4. AIHM Follow-up Report

Paul Cull (Engineering) shared a follow-up review of the graduate programs in the Department of Apparel, Interiors, Housing, and Merchandising. That report appears here. A draft of department accomplishments that had been submitted to Cull and Ciuffetti prior to their conversations appears as Appendix 2 to these minutes.

AIHM GRADUATE REVIEW FOLLOW-UP

Following Graduate Council procedures, we held a meeting to see what progress had been made in following the recommendations of and addressing the areas of concern in the review of the graduate programs in the Department of Apparel, Interiors, Housing, and Merchandising.

Paul Cull and Lynda Ciuffetti represented the Council and Cheryl Jordan and Elaine Pedersen represented the Department.

The discussion was structured around the review report's recommendations and the department's responses. A copy of the responses is attached.

Overall, the department has made positive responses to the recommendations in spite of budgetary constraints and administrative uncertainties, and the faculty should be praised for their efforts.

Here we will briefly review some of the issues and actions:

1. Slash Courses (4xx/5xx)

This is still a university issue and we hope for a resolution through the appropriate committees and councils. The AIHM department has a sufficient number of stand-alone graduate courses to support its graduate degree programs. The slash courses will be changed to 400-level if 400-level courses are permitted on graduate programs.

2. Fellowships

The department is working with the OSU Foundation offices for the new College of Health and Human Services to establish funding for graduate fellowships. Given the university's priorities, it is unlikely that much progress will be made toward funding fellowships.

3. Diversity

The department has been successful in recruiting some minority students and in increasing international contacts. No male students have completed a graduate program. More effort is needed to address this gender imbalance.

4. Grant Participation

In many departments, graduate students are expected to be participants in grant supported

research. With their large and increasing demand for undergraduate work, AIHM has little time for producing grant proposals. Students are now writing proposals in 600 level courses. The department is also participating in the college's Gerontology program. Grants and grant participation is likely to continue at a fairly low level.

5. Web Site

The department and college web sites have been improved. The department graduate student handbook should now be on-line.

6. Travel Funds

Some college funds have been available for student travel to meetings. The present budget does not permit department funds for student travel.

7. Faculty Retreat

Retreats both for the new college and for the department were held. These retreats resulted in the Department becoming more focused. They have also been given permission to search for two candidates for faculty positions left open by retirements.

8. Professional Master's

A professional project is now being offered as an option for the master's degree. An internship or professional experience is also required.

9. Student Space

Additional space for graduate students has been found. In addition, the building has been rewired and computers with web access are available in all offices.

10. Laboratories

The specific air conditioning problem has been fixed. A Behavioral Science Lab has been set up. By using donations and student fees, the hardware and software have been updated.

11. Teaching Loads

There have been no real reductions in teaching loads. Every graduate faculty member has a chance to teach a graduate course. There are a large number of fixed-term faculty to deal with the increase in the size of the undergraduate program.

12. Advisory Committee

The department has one advisory committee for both graduate and undergraduate programs. The college is also developing an Advisory Board.

13. Increased FTE

A minor increase in fixed term FTE was given to the department to help with the increase in undergraduates. No FTE was given for graduate work or for the significant amount of committee work done by the faculty.

14. Interdisciplinary Work

The new college is supporting cross-department research work and will be offering college-wide graduate courses, which can be used by several departments.

Conclusions:

The AIHM graduate program is a small program. For many reasons, including the department's commitments to its undergraduate programs, this is unlikely to change. The faculty is devoted and hard-working. They prepared an exemplary review document and they have responded to all of the issues raised in the review team's report. The faculty should be applauded for their efforts. No further recommendations are needed at this time.

Council members asked whether the graduate program is truly viable with only 16 graduate students. The program was approved as a small program. With only eight faculty members, it is expected to remain a small program. The department does hope to hire a new faculty member with a PhD to increase the department's ability to offer more graduate classes. The money received from industry will help to offset the small number of grants. However, lack of funding to support the program does contribute to the small number of graduate applicants.

The follow-up report was accepted unanimously.

5. TOEFL Alternatives (continued)

In response to a question from Council members, Deborah Healey, the director of the English Language Institute provided additional written information on alternatives to the Test of English as a Foreign Language (TOEFL) of all foreign applicants (Appendix 3). Because several alternatives are available for foreign undergraduate applicants, the Council was interested in reviewing these alternatives. At a previous meeting, the Graduate Council had approved adding the International English Language Testing System (IELTS) as an alternative to the TOEFL. That decision was confirmed, but based on the new information prepared by Healey, the Council chose not to add any new alternatives. Although high

scores on the verbal of the GRE probably suggest a good grasp of some language skills, the Council has no idea what minimum score would be appropriate. Also the GRE does not currently include testing of important oral communication skills at this time. The Council decided not to take any further action at this time.

6. Other Business/Announcements

The Council discussed the issue of slash courses and whether any additional actions should be taken at this time, specifically permitting the use of upper division undergraduate credits on programs of study. This issue will be addressed at the next meeting of the Graduate Council (December 11, 2003). Tony Collins (Pharmacy) asked about the relationships between 700-level courses required in the Pharm D program and the PhD programs in Pharmacy. This issue was referred to a later meeting.

John Selker (Agricultural Sciences) raised the matter of the manner in which information is communicated to Council members. He said that the Curriculum Council uses the Blackboard software instead of sending information via e-mail and asked whether the Graduate Council should do the same. Selker was asked to explore the use of the software further and make a recommendation to the Council after working with it more. Lynda Ciuffetti agreed to share this suggestion with Bruce Rettig, Associate Dean of the Graduate School. Further discussion will be needed.

Appendix 1 Graduate Council's Program Review of the Graduate Program Department of Forest Engineering College of Forestry

Program Review

Committee Process

The Department of Forest Engineering underwent a Graduate Council Program Review April 14, 2003. Members of the Graduate Council Review Committee were:

Barbara Watrous, Committee Chair (Professor, Dept. of Large Animal Clinical Sciences)
Janet Lee, PhD (Professor, Women's Studies Program)
Robert J. McGorin, PhD (Dept. Head and Jacobs-Root Professor, Department of Food Science and Technology)
Kenneth J. Williamson, PhD (Dept. Head, Civil, Construction and Environmental Engineering, Department Head, Chemical Engineering)
Bruce Hartsough, PhD, external reviewer from the CSREES team (Professor and Chair, Dept. of Biological and Agricultural Engineering, UC-Davis)

As part of the review process, a self-study report was prepared for the Program Review Committee. The report was delivered to the committee members two weeks prior to the review. The internal members of the committee met with Dr. Sally Francis, Dean and Dr. Bruce Rettig, Associate Dean of the Graduate School. The self-study report, relevant to graduate education, was a compilation of data covering faculty participation in college and departmental committees, graduate student enrollment and degrees conferred by year, faculty FTE allocations including teaching assignments, current graduate student entrance credentials and funding, department course reaction survey results, funding sources, theses and professional papers by recent graduate students, inventory of classrooms, offices and laboratories, Graduate School student surveys, Forest Engineering graduate placement, Graduate GPA and GRE data, and the recently revised Graduate Student Handbook. Formal presentations were part of the review format, during which the Graduate Advisory chair discussed their committee duties and presented data regarding recruitment, applications, selection process, accessions, funding, advising, course work, annual student performance reviews and graduate participation in teaching.

This review was concurrent with a departmental review by the Cooperative States Research, Education, and Extension Service (CSREES). Members of the CSREES team were:

Daniel L. Schmoldt, PhD, Team Leader (National Program Leader, USDA/CSREES/PAS)
Richard W. Brinker, PhD (Professor and Dean, School of Forestry and Wildlife Sciences, Auburn University)
David R. DeWalle, PhD (Professor, Forest Hydrology, Assistant Director for Graduate Studies and Research, The Pennsylvania State University)
Bruce Hartsough, PhD, external reviewer (Professor and Chair, Dept. of Biological and Agricultural

Engineering, UC-Davis)

Kenneth J. Williamson, PhD, joint committee appointee (Dept. Head, Civil, Construction and Environmental Engineering, Intrim Department Head, Chemical Engineering)

The Graduate Council committee, the CSREES team members, and the Department Head met the night before the start of the review and got organized. During the review, our team met with the Dean of the College of Forestry, the graduate and extension faculties, staff and graduate students of the Department of Forest Engineering. A tour of the facilities in Peavy and Richardson Halls was conducted by Dean Emeritus George Brown and Department Head Steve Tesch.

Both review teams had a joint executive session following the review. On April 16, the CSREES team presented their exit report to the Dean Hal Salwasser and the College of Forestry administrators, the departmental faculty, staff and graduate students and to the University administrators. Dr. Bruce Hartsough then provided his analysis and recommendations which are incorporated in this review report.

Background of the Department of Forest Engineering

An historic overview of the College of Forestry and the Department of Forest Engineering is provided in the self-study report. A focus on graduate education evolved when a research program was added in 1968. Hydrology was added to the department in 1971 when the Forest Practices Act was passed in Oregon. Extension specialists were included in the faculty in 1972. The last graduate review was conducted in 1989.

GRADUATE TEACHING AND ADVISING

There are three graduate majors in forest engineering: a Master of Forestry (MF), Master of Science (MS), and Doctor of Philosophy (PhD) degrees. The Master of Forestry Degree program has emphasis in Forest Operations, Forest Engineering, Forest Hydrology and a proposed option in Forest Soil Science. It is designed for students who want a year or more of formal graduate work. Post graduate vocations include management, administration or staff positions with private or public forestry organizations. A professional paper rather than thesis is required. The Program Committee is comprised of the major professor and at least two other faculty members.

The Master of Science Degree program has emphasis in the same four areas of concentration, but is designed for students who wish to develop a research specialization with the intent of pursuing a research and/or teaching career. A major or a major and minor fields of study may be pursued. There is a requirement of an independent research project to be reported in a formal thesis and at least 2/3 of the credits must be in a major field of study. The Program Committee is comprised of the major professor, at least two other Graduate Faculty members, one of which is from outside of COF, and the Graduate School representative.

The Doctor of Philosophy Degree program is designed for persons wanting careers in teaching, research or technical leadership with land management enterprises. Doctoral concentrations are Harvesting, Harvesting and Silviculture, Forest Hydrology, and Forest Soil Science (proposed).

The faculty and students clearly differentiate between the Forest Operations (harvesting) and Forest Hydrology areas. Although there are also areas of concentration in forest engineering and forest soils (proposed), the former two are the primary areas of pursuit. Few graduate students view themselves strictly as forest engineers; in fact, many hydrology students are unfamiliar with forest engineering when they enter the program. **To continue to attract a broad scope of applicants, at some time in the near future, expansion of the departmental title to include hydrology, watershed and/or natural resources engineering might be appropriate.**

All professorial and instructor level faculty serve on the Graduate Faculty as major professors and/or committee members for graduate students both within and outside the Department of FE. Currently, seven of the sixteen departmental faculty serve as major professors, and fifteen of the twenty graduate students are assigned to only four major professors. One (Glen Murphy) has one MS student, one (Stephen Schoenholtz) has two MS students, one (John Sessions) has two PhD students, one (Jeffrey McDonnell) has three PhD students, one (John Garland) has two MF and two MS students, and one (Loren Kellogg) has one MF and two PhD students. Graduate students are accepted into the program only if a major professor is identified to ensure the student arrives to campus with commitment of a major professor to guide their program. Flexibility reportedly exists for students to switch to a different major professor, but another major professor must agree to serve. The process of changing major professors, according to a few students, may not be an easy task. In addition, more than two terms may pass before the Graduate Advisory Committee members are identified. By this time, sufficient course work may have been completed which might not be considered

appropriate by the Graduate Advisory Committee for the final course of study, resulting in lost time and energies and increased financial commitment by the student. **It is recommended that a more timely process of Graduate Advisory Committee member identification be made to expedite the development of a course of curriculum.** And because a match between a major professor and graduate student may not prove to be workable, **policies and procedures for addressing change of a major professor should be made known and facilitated.**

An annual performance review is conducted each spring by the major professor, appraising work performance if the student is a GRA and to discuss future plans. Completion of the review is required before financial aid or payroll is processed for the next fiscal year. Also according to the self-study document, the Department Head conducts an exit interview with the student in order to obtain feedback on her/his experience and help identify ways to further improve the graduate programs.

Allocation of FTE to teaching varies considerably among the faculty from 0.025 to 0.73 (Brian Kramer, retiring this year with a 1.00 teaching FTE, is being replaced by Dr. Kevin Boston with an assigned 0.20 FTE in teaching). FTE allocation also varies with regard to credit hours (i.e., extreme examples are one individual with eleven credit hours plus one two-member team taught two-credit course is 0.50 FTE teaching and one individual with eight credit hours is 0.15 FTE teaching. Roughly 30 total graduate and undergraduate courses are taught per year. Two faculty teach four and one teaches seven or eight courses per year. Given the low graduate enrollments in most courses, the graduate teaching loads appear to be low. With regard to students who completed their undergraduate degrees in FE at OSU, the 4xx/5xx courses are problematic; essentially, these students repeat the same courses with some additional material. **It would be advisable to have graduate students include some upper division, stand-alone courses in their programs of study. The alternative would be to eliminate some of the 4xx/5xx options.**

All areas of concentration offer a high degree of flexibility on paper, although students indicate that the actual interpretation of the requirements versus recommendations varies among major professors. Hydrology students have good information on the courses available across campus, while operations students noted that some department faculty are less familiar with offerings in other departments. In many cases, the courses listed in the catalogue are cancelled or not offered a given term, forcing the students to revise their programs of study, multiple times in some cases. **It is recommended that some effort be made by the department to monitor course offerings to assist graduate students in course planning so that a minimum of program revision is required.**

In general, graduate course evaluations are favorable. Many of the faculty have been recognized in the past for their excellence in teaching and advising (Dr. John Sessions with the OSU Distinguished Professor and the OSU Top Prof awards and the College Aufderheide Award for Excellence in Teaching; Dr. Kevin Boston with the Lecturer of the Year award from University of Canterbury, School of Forestry; Dr. John Garland with the E.R. Jackman Excellence in Extension Education award; Dr. James Kiser with the Aufderheide Award for Excellence in Teaching and the Xi Sigma Pi Excellence in Mentoring Award; Dr. Steve Tesch with the Aufderheide Award for Excellence in Teaching; Dr. Brian Kramer (retiring) with the Julie Cleaver Student Mentor Award; and Dr. Marvin Pyles received the College of Forestry Dean Award for Outstanding Service in Advising..)

Responses from 14 current Forest Engineering Graduate Students to an OSU Graduate School survey in preparation for this review revealed strong agreement in departmental support on respect to equipment, access to other OSU facilities, notification of upcoming examinations, appropriate transfer of information whether by individual mailbox or other means of communication, involvement in thesis-based research, providing for specific and potentially unique needs of international students, and assignment of graduate research assistantships. However, dissatisfaction in several areas were identified. Two graduate students disagreed that the department offers adequate diversity of graduate courses sufficient for timely completion of a full graduate program. Two students felt that departmental seminars are not adequate to keep them informed of developments in their field. Two responded they did not have adequate access to their major professor. Three students disagreed that they were receiving the research and professional development guidance they need. Three were unhappy with the interpersonal interaction with their major professor. Four students disagreed that the graduate courses in the department are taught at an appropriate graduate level and are of sufficient rigor. And, seven did not feel the initial advising they received when they entered the graduate program was an adequate orientation.

Given the other opportunities to take related courses in other departments at OSU, the range of graduate-level course offerings in forest hydrology (five regular courses plus special topics) is satisfactory. Determining the number of stand-alone graduate-level course offerings in forest operations is more difficult because listings differ between the self-study report and the Departmental web site listing but appears to about three. Over the last three years, enrollments in the hydrology courses have ranged from 5 - 12 students, so most

courses are offered as graduate-only. In contrast, there are at least twelve 4xx/5xx slash courses offered in the department of FE and most of these are for forest operations. With only seven of the 20 graduate students following this emphasis, frequently one, two or three graduate students are enrolled in a slash course dominated by undergraduate students. The problem with sufficient rigor in their programs may stem from the number of slash courses their programs contain.

A formal Graduate Committee was invigorated last year with the appointment of Stephen Schoenholtz. The process of admissions, assignment to major professors and orientation appears excellent. An issue that needs addressing either by this committee or by the major professor and the student's committee is **improved initial advising early in the program to assist students in preparing their programs of study. This would include a standard for course requirements for each area of pursuit.** There was expressed concern by some of the MF students that the written description of the Master of Forestry program in the Graduate Student Handbook is not being followed by the faculty. Several graduate students showed dissatisfaction with communication concerning degree requirements, although most appreciated the flexibility of being able to create their own programs. In practice, the level of rigor required for the MF degree is similar to that for the MS program. Some students are apparently urged to pursue MF degrees as the most appropriate for their work, but held to MS standards. On paper, the MF is less rigorous program than the MS, but the average time to degree is longer for the MF (more than three years) than for the MS (slightly less than three years). The MF students would like the MF criteria as written to be followed. **It is recommended that requirements and expectations as described in the Graduate Student Handbook be followed or if requirements have changed that they be formalized and better communicated to applicants and incoming students. Alternatively, eliminate the MF option or convert it to a course work-only option, allowing self-funded students to complete their programs in as little as one year.**

Initial advising and orientation need to be formalized and extended. Many students come into the program with little or no background in forestry or forest engineering. There was a general interest expressed in **a college-level orientation that would allow all incoming students to gain some understanding of forestry and the various activities within the college.**

FACULTY AND RESEARCH PROGRAMS

The Forest Engineering Department currently has about 30 professional staff. There are 16 salaried faculty members; 14 are located on the Corvallis campus, and two are stationed at county Extension offices. FTE allocations are 2.6 (teaching), 6.75 (research) and 3.8 (extension). Additional FTEs involve advising, continuing education, department support and administration, and the logging program management. Other affiliate faculty include three adjunct and three courtesy faculty and one part-time instructor.

Despite the long term difficult state financial situation and educational budget cuts in the 1990's and early 21st century, the number of faculty positions has remained static since 1989 with the exception of the addition of the Richardson endowed chair. The Stewart Endowed Professor was created for an existing position. There are presently no unfilled tenure-track vacancies. This suggests that the Department successfully obtains support from the College in filling open faculty positions as retirements and openings occur.

Faculty diversity encompasses numerous factors. The review teams specifically considered intellectual and academic breadth and gender and ethnic makeup. Expansion of the Forest Engineering programs beyond forest operations into water resources and hydrology and the proposed forest soil science disciplines significantly expand the breadth. Although the College of Forestry has several female faculty, the faculty composition of Forest Engineering is presently entirely Caucasian and male. Faculty diversity in broad forestry programs is problematic, as the number of minority doctoral graduates from all natural resource programs is small. Minority graduate students from international locations usually return to their country of origin. If female and minority faculty members were currently on the faculty, they could enhance recruitment and mentoring. The department has proposed to educate minority graduates to expand gender/ethnic diversity. This unfortunately would in turn limit intellectual and academic breadth.

Eleven of 16 Forest Engineering faculty have earned their degree from Oregon State University. Faculty who have received a PhD at OSU have had educational exposure at other institutions, as well as work experience in industry, agencies or other academic institutions. The broad exposure would enhance ability to lead graduate study, however, there is the possibility of a narrow intellectual scope when the formative training is similar among the majority of the faculty.

Success and Vigor of Research Programs

The Forest Operations and Forest Hydrology research programs are widely recognized for their quality in their research and curricular output. There are a number of indicators that the Department is achieving well, despite the serious budget challenges of the past decade.

- The Department has been able to attract research grants totaling nearly \$4.1 million over the past six years. Annual funds from extramural grants and contracts (including returned overhead) have ranged from \$500,000 to more than \$1 million, and have averaged about \$700,000 per year over the last five years.
- Several faculty have been presented awards which recognize their outstanding research contributions. One has received numerous international honors in hydrology, another received a national leadership award, and one is a university distinguished professor. Several others were recognized at the state and regional levels.
- Interviews with graduate students during the review confirmed that the Department has an excellent reputation, is externally perceived highly, and is recommended by faculty from other universities.
- The frequent faculty involvement in both domestic and international forest issues adds enrichment to student learning.

At the same time, several areas and opportunities were recognized to increase research funding:

- A goal of OSU 2007 is to increase research funding by 50%. This may be accomplished by competing for large-scale research grants from federal agencies. Expanding hydrology and agricultural research endeavors beyond the forests and into agricultural and urban land use arenas would enhance the research program.
- Based on assessment by the CSREES team, the predominantly industry support research may limit the breadth of research projects and does not teach graduate students the rigors sometimes required to be successful in competition grant acquisition. A much greater emphasis on competitive grant funding is needed. Collaborations should be encouraged within and outside of OSU.
- Some faculty with high research FTE should strive to increase acquisition of research dollars.

The Department has graduated an average of 1 Ph.D. student per year over the past five years, . The numbers of Ph.D. students entering the program have increased steadily from three per year to the present nine per year over the same 5-year period. This figure includes students not enrolled at review time. The job market has been excellent for PhDs in FE, FO and FH. Demand particularly in academia has exceeded the availability of new PhDs. The bulk of the Department's graduate students obtain M.S. or M.F. degrees, averaging four per year combined. Recognizing that the research activities conducted by graduate students serve as the foundation of the Department's research program, it needs to attract additional M.S. and Ph.D. students to maintain and strengthen its program. Current resource levels in the Forest Engineering Department could support an additional five to six graduate students per year. The Department does not appear to be limited by the number of suitable domestic and international graduate students that it can attract. The FE program in water resources and hydrology is highly successful in attracting a larger pool of graduate students.

Productivity

Over the period from 1997 to present, the scholarly output has increased from 1.1 annual refereed publications per research faculty to 1.8 in 2002. If viewed solely on a research FTE basis, the currently number is 3.7 per FTE. The numbers of peer-reviewed publications per faculty member are very unevenly distributed among faculty. The recent influx of junior faculty should contribute to an increase in scholarly output in coming years.

GRADUATE STUDENTS

The graduate mission of the Department of Forest Engineering is to offer a challenging, contemporary education program that serves as a foundation for a dynamic research agenda. The department offers Masters of Forestry (MF) and Masters of Science (MS) degrees with concentrations in forest engineering, forest hydrology, forest operations, and forest soil science (latter proposed) and a Ph.D. with concentration in harvesting, forest hydrology and forest soils, in addition to a Ph.D. in harvesting and silviculture offered jointly with the Forest Science Department. There is concurrently a proposal for a new interdisciplinary degree program in Water Resources Engineering. The Category I proposal is in progress with leadership from the Center of Water and Environmental Sustainability.

The data provided for review were spotty, inconsistent and generally did not provide a clear picture. Information on applicants for only one year was provided with no information on numbers of admissions. The

data suggested the numbers of students receiving degrees over 14 years exceeded the number of new enrollees over the same period. Residence times based on annual enrollments and numbers of degrees granted did not match reported times to degrees. The lack of data and discrepancies may in part be related to problems with the Banner information system, changes in office staff, and lack of record keeping that may well be due to limited resources. The new Continuous Enrollment Policy may also improve record keeping.

Students are recruited for the graduate programs in Forest Engineering through professional networking and the role of students as "ambassadors" for the program. Faculty research publications, conferences and other professional meetings are important sites for recruitment, as also is the print and electronic publicity generated by the department. With low numbers of Forest Operations applicants (seven to eight compared with twenty-four to twenty-five Forest Hydrology applicants for a similar number of positions) to fill about four enrollments, selectivity is low. Some faculty members actively recruit specific individuals which is an excellent approach with a small pool of candidates. **It is suggested that the department web site be a strong focus for attention concerning future recruitment with attention to maintaining current departmental information.** The forest operations group needs to increase their visibility to increase numbers of applicants and the quality of enrollees. The decline in other forest engineering programs throughout the US should offer a bigger geographic region for recruiting. But, decline in available programs likely has occurred because demand for forest engineers in the US has dropped and forestry relative to resource extraction has gained a negative perception in the mind of the general public, especially the urban sector.

Currently, 20 students are enrolled for the various graduate degrees with differing levels of completion of their programs. Approximately one third (six students) are female and there are not students of color representative of domestic U.S. racial and ethnic groups. The department has been able to attract a small number of male overseas students of color. **Given the department's diversity mission as discussed in the self-study report, it is suggested that attention and resources be given to increasing the diversity of the student body through the hiring of more diverse faculty, personal recruiting of diverse graduate students, and participation in specific organizations and professional bodies to encourage women and minorities in science (for example, AWIS). Recommendations also include suggestions that the department participates in electronic conferences on minorities in science and engineering [Princeton's web site list these], carefully reviews the NSF recommendations in their recent report, *Women, Minorities and Persons with Disabilities*, communicate with the University of Maryland's A. James Clark School of Engineering's Center for Minorities in Science and Engineering, and subscribe to the *Journal of Women and Minorities in Science and Engineering*.** Diverse students will only attend an institution that welcomes and supports them personally and socially. Although women students said that they are for the most part happy with their program, several explained the difficulties associated with being a woman in a male-dominated department and the associated problems of climate and lack of female mentors. This information was revealed to one reviewer in a non-public setting in response to the following question: "What's it like being a woman in this all-male department? **It is suggested that greater attention be paid to gender issues (faculty might look to the Affirmative Action office or other resources on campus for help with this) and that formal mentoring for women students with women faculty in other associated departments be explored. Given that these faculty are often overburdened with their own students and university service, perhaps opportunities for remuneration for such a mentoring program can be explored. Finally, the department might encourage electronic mentoring networks for women students. One e-mentoring network for women in science and engineering is www.MentorNet.net.**

While enrollment in the Department of Forest Engineering is relatively stable, it has declined by about 25% since the last departmental review in 1989. For the most part, graduate students' interest is split between forest operations and hydrology, with the latter becoming an increasingly more popular choice. This year the department received 32 applications with about one third selecting forest operations and approximately 20 in hydrology. Generally, women are more likely to choose hydrology over the traditional logging and harvesting focus of forest operations. This trend has important implications for the future of the department. Equally important is the issue of sustainability in the face of declining enrollment. The new interdisciplinary degree in Water Resources Engineering might attract new and more diverse students, although it might also siphon off interest from existing programs. **Some suggestions for addressing the issue of graduate program sustainability include improving recruiting techniques for faculty and students (especially focusing on personal recruiting through proactive identification of prospective students and perhaps targeting overseas students) and developing increased and more varied research and funding opportunities. Since departmental faculty are all male and all-white, conscious effort must be made to initiate contacts with diverse faculty in other programs. While relying on existing faculty networks might increase enrollment, it will most likely only replicate the department and not diversify it. It is also suggested that the department keep statistics on the number of women and students of color who apply and are not accepted or funded and the reasons for these decisions.**

Students reported that they were attracted to the department for several reasons: its prestige and the high quality of faculty as well as the generous levels of funding students received. **Clearly funding is important for the recruitment and retention of students and these levels of funding must be maintained.** While there is mixed opinion among faculty concerning whether students would be accepted without funding, all currently active students are funded through scholarships or grants. **The department is commended and encouraged to continue forwarding students for the competitive college fellowships.** Since all students need a faculty member willing to work with them, **the Graduate Council committee encourages departmental faculty to be willing to work with students with perhaps more diverse interests in order to increase enrollment and diversify the department.** There are currently no funding sources for students who are interested in teaching. While it is expected that Ph.D. students receive some teaching experience and many Masters level students do occasional teaching as part of their GRA responsibilities, there is no formal (and thus no representation from the Graduate Student Union) opportunity for teaching. A considerable number of students said they would like this experience. **It is suggested that the department consider formalizing their doctoral requirements concerning teaching and provide opportunities through GTA positions.** While it is understood that part of the problem here is the lack of **appropriate undergraduate courses appropriate for graduate student teachers, perhaps the department could encourage graduate student facilitation of discussion groups and labs and consider creating graduate student-taught lower division courses that would attract students from other colleges and fulfill baccalaureate core categories in the area of physical sciences.**

The quality of students is good with average GPA scores of 3.45 and very good GRE scores in qualitative and analytical, although lower scores on verbal items. Students come from diverse education backgrounds and regions. Graduation statistics are stable although somewhat low, exacerbated by the fact that Masters level students in particular receive attractive offers from business before finishing their degrees. **Continued attractive funding discourages students seeking employment as might the new graduate school policy of continual enrollment. In addition, the department should be encouraged to formalize time limitations associated with student funding support to encourage student completion of the program in a timely manner.** Students are readily employable and seem to have good success in the job market or in advanced degree programs. The department does not seem to have clear data on retention and dropout rates. **It is suggested that these data be kept and that statistics on time to completion of program, retention and dropout by gender and race also be kept to help meet the department's diversity goals.**

Dialogue with graduate students similar items that received lower scores on the Graduate Student Survey indicate that students do not seem to be aware of departmental grievance procedures and the Survey reported a "neutral" response to the item concerning graduate program policies, petition and appeals, as well as the item about changing major professor. There was some discussion about lack of formal mechanisms for advising and support of students who were having conflicts with a major professor. **Recommendations include clarifying these policies and better communicating them to students.** Graduate students explained that the quality of the program really depended upon their relationship with their major professor. The Graduate Council committee notes the inevitability of such a situation in research-oriented graduate departments yet **encourages the department to pursue ways to provide support and opportunities for students outside this relationship.**

Data for graduates over the past ten years clearly indicate that most students gain employment in relevant areas. Two-thirds of the doctoral graduates have gone into academia and a fifth into government agencies. Despite apparent differences in Masters tracts, there is little differentiation in employment between MF and MS students. Only 10 percent (4 MS and 1 MF) have gone directly into industry firms. No doctoral graduates have gone to industry. The audience for OSU graduate students is not in the forest industry.

FACILITIES

The facilities available to the Department of Forest Engineering are, in general, excellent and fully support the program. The classrooms, laboratories, and offices are relatively new, fully maintained, and conducive to teaching and scholarship. The IT support was identified as excellent for faculty, staff, and students. The computers were of high quality and adequate quantity to provide the IT services for the high use by the Department's graduate program. Various equipment needs in the Department appear to be within the possibility of funding by the College or alumni donations.

One area of need is a water quality laboratory to support the hydrology program. This appeared to be more related to instrumentation than space. The hydrology program is rapidly growing and the investment for the facility could come from directed COF investments, an NSF equipment grant, or a targeted alumni donation, all highly probable sources.

The 14,500 acres in the McDonald-Dunn forests provide an invaluable resource to aid the educational and research needs of the Department's graduate program. These lands provide both hands-on experiences for both the forest operations and hydrology programs, and give ready access to research plots for a variety of experiments. The Department seems to be using these facilities fully in support of their graduate programs.

The support staff that maintains the facilities are numerous and highly professional. The graduate students noted the excellent services that they receive from the staff for both their educational and research needs.

ADMINISTRATION

The administration of Forest Engineering appears to be excellent, and includes active participation by Departmental and College administrators, departmental staff, and faculty. The FE Department administration is lead by the department head, an office manager and one support staff person. The college administrative support is extensive relative to other college at OSU and includes Student Services, Business Office, Forestry Media Center, Outreach Education Office, Computing Support Group, Forestry Communications Group, and editing staff. Faculty are involved through a committee structure that includes Undergraduate Curriculum and Advising, Graduate, and the Promotion and Tenure Committees.

The faculty and graduate students feel supported by the administration and have high regard for Steve Tesch's leadership as Department Head.

Appendix 2

4/17/03

FOLLOW-UP REVIEW OF GRADUATE PROGRAM IN APPAREL, INTERIORS, HOUSING & MERCHANDISING

REVIEW RECOMMENDATIONS and *DEPARTMENT RESPONSES*

SPRING 2003

- The Committee endorses the Department=s interest in working closely with representatives from the OSU Foundation to leverage industry to contribute to AIHM graduate fellowships, perhaps even in the form of endowed fellowships.

Development effort for funding of graduate fellowships is a top priority within the new College of Health and Human Sciences. The Department will continue to work with the new Foundation officer for the College to seek further opportunities for graduate fellowship funding.

- The Committee recommends that the Department continue their efforts to recruit minority students into the program and expand its currently informal international exchange program, as that is likely to contribute cultural richness to the program beneficial to both students and faculty.

The Department was successful in attracting one Hispanic student and one McNair Scholar both of whom will begin their graduate programs Fall 2003. Although the Department has continued efforts to recruit U.S. minority students, it has not yet launched additional efforts to do so. Currently, 20% of the Department=s graduate students are international. The total number of applications for program entry during the 2003-04 academic increased over 108% compared to last year, 68% of these applicants were international students and 8% were U.S. minority students. The Department has continued but has not expanded the number of visiting scholars due to the soaring undergraduate enrollment and increased demands upon the Department faculty. For the 2002-03 academic year, the Department hosted one international visiting scholar and one international courtesy faculty member, both from Korea. One AIHM faculty member has accepted the invitation to conduct a program review and research seminar in Seoul, Korea in June 2003.

- The faculty may want to consider the request that graduate students had regarding meeting separately with the professor to review research articles, discuss current issues related to the topic, or to have the opportunity to assist the professors in grant writing, as a way of meeting the graduate requirement in slash courses.

The AIHM Graduate Committee has very recently begun meeting to discuss this issue to prepare a

proposal for the full faculty. Because of the uncertainty of decisions that were to be taken by the Graduate Council concerning the issue of the 400/500 level courses this discussion was postponed until very recently.

- The Committee recommends that the College provide the resources and staffing necessary to update AIHM=s web siteBperhaps even offering a GA position to a graduate student who has these skills. The program=s website needs to be updated in order to sustain outreach to prospective graduate students.

The new College has allocated resources for a part-time webmistress and a Director of Marketing and External Relations. A new web site for the College and each Department unit was launched Spring 2002. The graduate portion of the AIHM website was updated and expanded Summer 2002 with plans to make the entire Department Graduate Handbook available online by Summer 2003. Additional updating of the College and Department web site is set for September 2003.

- The Committee also recommends that, if at all possible, the Department set aside a travel budget for students whose work has been accepted for presentation at national conferences. This is a valuable part of their professional development, and student=s attendance at national meetings will increase the visibility of the program.

College development funds were used to support two AIHM graduate students' attendance and research presentations in 2001-02. Although the Department concurs with the recommendation, the current budget situation has not made it possible to support graduate student travel this academic year.

- The faculty should be encouraged to conduct a retreat away from the campus environment to think about future developments and programmatic connections, internally and externally. Some resources could be offered from the administration to make this possible, and the pay-off is sure to be extensive, given the people involved. Representative members of other departments who are likely to become part of the new college could participate in some or all of the retreat, to facilitate the exploration of new possibilities. A department retreat was held Fall 2002 to discuss the new Dean=s vision for the College and the Department=s potential contributions to that vision. The Department Chair is in conversation with the Dean concerning plans for a department retreat to be scheduled for either Spring or early Fall 2003. Objectives for this future retreat are to develop future programmatic focus or foci for scholarship and external funding, the graduate program and criteria for new faculty hires.
- AIHM should explore the idea of a professional Master=s degree. The faculty has this interest and initiative, and with some administrative support and encouragement, there are outstanding possibilities to build on the already excellent relationship with the various professional worlds AIHM addresses. A professional Master=s programBincorporating coursework and a capstone experienceBwould also allow the critical mass of graduate students in existing courses to grow, would enhance development and outreach opportunities and world address critical professional needs of Oregon residents, as well as, potentially, distance learners.

The professional project option will take the place of the current creative accomplishment. Students will still share a core of course work. However, unlike the current creative accomplishment, in the professional project option there will be specific delineated curriculum for each area: apparel design, interior design, housing studies, and merchandising management. Unless the professional program student comes with an extensive professional background, the curriculum requirements will include an internship as a capstone experience.

- The graduate students need more physical and cultural spaces to interact with one another. Having one larger location (i.e. an office or a study lounge) for GTAs and non-GTAs alike to become an integrated cohort group would be a helpful start. Since the number of students is small, we would suggest that all graduate students share the same space. Access to the Web and email are essential for graduate students. Programmatic orientations and practices could also be design to foster more interaction. An updating of the building=s wiring for electronic access would also enhance cohort collegiality.

Rewiring of Milam Hall was completed Summer 2002. This included complete rewiring of the building and the addition of internet access drops in all offices and classroom spaces. The graduate student office for non-GAs now has internet assess, a computer and a printer. One additional office space (MLM 23) was obtained for GRAs. Discussion of space usage within the College resulted in a compromise solution. Beginning Winter 2003, AIHM now shares a multi-use space (MLM 27A) with Family and Community Development Extension. This space is now used as a Behavioral Science Lab and seminar room for small graduate courses. Graduate students can schedule meetings and/or discussion groups in this space.

- Research labs are necessary for a viable graduate program. The textile lab needs to be a constant temperature and humidity room, but on inspection and in discussion it came out that this equipment was not working. One professor is using this lab for externally funded research. For this research to continue, the temperature-humidity equipment must be repaired or replaced.

Repairs were made Fall 2001.

- The teaching loads of the faculty should be addressed. The large size of the undergraduate program reveals the success of the faculty=s educational mission, but the quality may be better sustained by reducing the quantity of the course loads somewhat. For example, consolidating the faculty commitments into five, rather than six, courses per year would allow more time for working directly with graduate students (and would still be a greater teaching load than what exists at comparative institutions). Other possibilities are to restructure and combine some of the lower division classes, deliver some of the courses over the Web, develop some of the lower division courses at the local community college, consolidate teaching loads to two terms for some faculty (three classes per term) to free up one term for research and development.

The Department has made some effort in addressing this problem. Since Fall 2000, the undergraduate program has grown 44% and the graduate program size has remained stable (10-12 students). However, the tremendous increase in graduate applicants for program entry 2003-04, may increase the number of graduate students by 60% (16-18) next year. Total AIHM enrollment Fall 2002 was 462 students (452 undergraduate and 10 graduate students); tenured and tenure-track faculty 7.92 FTE; fixed-term faculty 1.59 FTE. Additional, part-time fixed term faculty (0.89 FTE) were hired for the 2002-03 academic year to help with the increased teaching responsibilities. GTA FTE also has been increased for the past two years. Other efforts to reduce teaching loads include: curriculum revisions to reduce the number of required studio courses in Housing Studies and implementing higher standards for professional program entry in Apparel Design, Housing Studies and Interior Design. However, handling the demand for pre-professional courses remains a problem. The Department requested removal of the Apparel Design major from the Western Undergraduate Exchange (WUE) program Fall 2001 this was granted in Fall 2002. We are currently exploring with the University ways to limit the number of undergraduates admitted to the pre-professional programs.

To reduce teaching loads, the Department also needs to engage in difficult decision-making regarding the number, types (studio vs. lecture) of courses and/or areas of concentration in the curriculum. A College committee of representatives from each department is currently evaluating department graduate research methods and statistics courses to determine potential instructional efficiencies that might be developed to support graduate education across programs within the College.

- Recruitment efforts could become more active and could be enhanced through interactions with the existing advisory committee. This committee might be re-vamped somewhat, in order to address graduate, research and development needs, as well as undergraduate education. Alternatively, a sub-committee could be created to focus on these themes, which are so critical to a professional Master=s program.

With the assistance of the new Communications and Marketing Director hired by the College, the Department developed a new graduate brochure for recruiting purposes. The Department web site has been updated, particularly the graduate education section, with further revisions slated for summer 2003. The Department has not engaged its Advisory Board in discussion of research and graduate education needs. Plans are underway to more actively involve the Board in development efforts.

- It is apparent that AIHM faculty has played, and continues to play, an important role at the campus level in various academic senate and administrative positions. AIHM should be compensated with permanent FTE as well as temporary resources in order to sustain and enhance the program=s excellence. Clearly, the student credit hours merit additional FTE.

Limited additional resources have enabled the Department to hire fixed term faculty for the 2002-03 academic year, however the searches for filling permanent positions (there are two vacant positions, one due to a retirement and one due to a move to a central administration position) have been placed on hold due to budget constraints.

- The program can benefit by leveraging its interdisciplinary nature. For example, the program may encourage faculty collaborations in research and developmental activities with other schools in the campus, such as the business school, the exercise and sport science department and the public health

department, among others.

The Department has begun to engage in conversations with Public Health (PH), particularly the faculty in the Health Care Administration program about potential collaboration in regard to health care design. Conversations are also underway with other units within the new College regarding a new research focus on Healthy Children. AIHM faculty and students are involved in sustainable design initiatives with counterparts in PH and Engineering; others are working with University Housing and Dining services on post-occupancy satisfaction with university housing.

Additionally, the AIHM faculty is in conversation with the Graphic Arts faculty to explore potential collaboration in strengthening design education and research programs on campus. Beginning Spring 2003, the Dean initiated a faculty grantsmanship workshop to provide opportunities for faculty to enhance their skills in obtaining external grants and to develop research ideas that have funding potential. An AIHM faculty member is participating in the workshop this year and others plan to participate in 2003-04. A College-wide research seminar was initiated Fall 2003 to share collaborative research and spawn additional collaborative efforts.

Appendix 3

English Language Testing Information

compiled by Deborah Healey; updated October, 2003

Currently Accepted for Undergraduate Admission at OSU

TOEFL	550 (213 on computer-based test)
Advanced Placement-International English Language	Minimum score of 3
Cambridge GCE "O" levels	Grade of C (pass); no more than 2 years old upon enrollment
Cambridge CAE	Minimum score of C (pass)
English Language Institute, OSU	Completion of level 6 with ELI recommendation
IELTS	Minimum score of 7.0
SAT verbal	500 or above
SAT-II ELP	Minimum score of 965

Skills assessed by each test

	Listening	Speaking	Writing	Reading	Grammar	Vocabulary
TOEFL	x		CBT	x	x	x (in writing)
AP-International English Language	x	x	x	x	x (in writing)	x
Cambridge GCE "O" levels or "A" levels			x	x		
Cambridge CAE	x	x	x	x	x	x
Cambridge CPE	x	x	x	x	x	x
English Language Institute, OSU	x	x	x	x	x	x
GRE verbal			x	x	x	x
IELTS	x	x	x	x	x (in writing)	x (in writing)
MELAB	x	some sites	x	x	x	x
SAT verbal			x	x	x	x

SAT-II ELP	x			x		x (reading/ listening)
Test of Spoken English (TSE) and SPEAK		x				

Explanation of Tests

The **Test of English as a Foreign Language (TOEFL)** is currently offered in two modes: a computer-based test with scores that can be used at any institution, and a paper-based institutional form of the test for use at the institution associated with the testing site only. The ELI administers an institutional TOEFL for its students and others admitted to OSU. The computer-based TOEFL (CBT) includes listening, grammar, and reading components like those on the institutional test, but adds a writing test. The writing assessment is used as part of the grammar subscore on the CBT and is also reported separately. Plans are underway by ETS for a new version of the TOEFL that will include a speaking component. This may be available in 2005.

College Board Advanced Placement International English Language (APIEL) exam. This is a relatively new test and used primarily in Europe, in American schools and international high schools. OSU accepts a 3 on this test. It is a rigorous test, with reading, writing (2 40-minute essays on challenging topics), listening, and speaking components. Speaking is not a component of the current TOEFL. A 4 on this test would show very good mastery of English, and would be more appropriate than a 3 for graduate work. OSU accepts a 3; UO accepts a 3; WOU, a 4. There has been no substantial research at this point comparing TOEFL and APIEL scores, probably because of the very limited use of APIEL. The web page is www.collegeboard.org/ap/students/apiel/.

Cambridge tests: Cambridge University offers the **Certificate in Advanced English (CAE)** as Level 4 of a five-level placement system. A passing score on the CAE fulfills the English language proficiency entrance requirement for most British universities, so could be considered the equivalent of a 550 TOEFL. It is offered through the British Council and in some Canadian schools, but not as widely or as often as the TOEFL. Students who achieve a passing score on the CAE should be able to use that in lieu of a TOEFL to demonstrate English proficiency. Components include reading, writing, English in use (grammar/cloze/vocabulary/reading), listening, and speaking. The website is at http://www.cambridge-efl.org/exam/general/bg_cae.htm

Cambridge University also offers the **Certificate of Proficiency in English (CPE)** as Level 5 of its five-level system. The CPE is used as a criterion for prospective English language teachers, and a passing score on the CPE should be taken as evidence of excellent proficiency in English. Components include reading, writing, English in use (grammar/cloze/vocabulary/reading), listening, and speaking. The website is at http://www.cambridge-efl.org/exam/general/bg_cpe.cfm

The **General Certificate of Education (GCE)** is offered in British school systems around the world as an achievement test and a university placement exam. Achievement of a passing score on **O** or **A** levels means that the person is eligible for university admission in the United Kingdom, much the same way that SAT scores are used in the US. This is a test designed for native speakers and is thus more difficult for international students than the other tests. It is a written exam and may not be appropriate for the full range of skills required in graduate study.

The **GRE verbal** section is designed for native speakers. As such, it is much more difficult for international students than for Americans. The GRE tests the receptive skills of reading, vocabulary, and grammar. Current versions of the test also require writing. It does not test speaking or listening comprehension. This will make it problematic for graduate admissions in departments where there is an emphasis on instruction through lectures.

The **International English Language Testing System (IELTS)** was developed by the University of Cambridge in conjunction with the British Council and IDP Education Australia. It has two tracks: one for academic English and another for **general training**. Both tracks include a composition, reading test, listening test, and oral interview. Inclusion of both the composition and oral interview make it a more powerful tool than the current versions of the TOEFL. For university admission purposes, the academic English test battery would be appropriate. A score of 7 would indicate very good proficiency and readiness for graduate study. More information is at www.ielts.org.

The **Michigan English Language Assessment Battery (MELAB)** is the new version of the Michigan Test of English Language Proficiency (MTELP). It is administered in various sites around the US and Canada only.

Chemeketa in Salem is the only Oregon test site. It includes writing, listening, and a grammar/cloze/vocabulary/reading component in all administrations, with a speaking component at some test sites. An 80 on the MELAB is equivalent to a 560 on the TOEFL, according to University of Michigan research. The MELAB should offer a good assessment of readiness for graduate work, especially with the speaking component. More information is at www.lsa.umich.edu/eli/melab.htm.

The **SAT** is designed for native speakers, and thus more difficult for international students. A score of 500 or better on the verbal portion of the SAT should indicate acceptable English language skills in reading and writing. It does not include listening or speaking, so will be problematic as a measure of readiness for graduate study.

The SAT II ♦s **English Language Placement Test (ELPT)** is now offered by the College Board in conjunction with other SAT II tests. The correlation with TOEFL is quite high, according to research done by the College Board. A score of 950 on the ELPT corresponds to 503 on the TOEFL; 963, to 547; 968, to 558. A score of 965 on the ELPT should correspond to a score of 550 on the TOEFL.

The ELPT is only offered twice per year with the SAT II and only at test centers that are able to offer the listening portion of the test. It measures reading and listening proficiency, both of which are passive skills. Some measure of writing, such as the SAT-II Writing exam, should also be required to balance out this test for students at the graduate level. More information about the ELPT is at www.collegeboard.com.

The **Test of Spoken English (TSE)** and its institutional equivalent, the **SPEAK**, are used to measure oral communication skill. They are designed primarily for prospective graduate teaching assistants. OSU requires all prospective international GTAs to have an oral communication assessment. The ELI administers the SPEAK at the beginning of each term.

Unacceptable Standardized Tests

A few other standardized tests are available, and students may wish to submit their results on these tests in lieu of TOEFL. We feel the following are unacceptable in lieu of an international TOEFL:

The American Language Institute of Georgetown University (ALIGU) test was designed as a placement test for students entering the intensive English program at Georgetown. It has not been substantially updated in over 20 years, so test security is a large issue.

The Michigan Test of English Language Proficiency (MTELP): this test is approximately 30 years old and has not been substantially updated. It should not be a substitute for an international TOEFL due to security concerns.

The First Cambridge Exam (FCE) places students in the third level of the five-level Cambridge exam system. As such, it demonstrates the person's ability to function in a training setting. A passing score would not be adequate to demonstrate adequate English proficiency for university study.

The Test of English for International Communication (TOEIC): this test is designed for business people and others going to English-speaking countries for training sessions. It is not designed to test proficiency in academic English, and thus would not be appropriate for use in lieu of the TOEFL.

The General Training version of the IELTS is, like the TOEIC and FCE, designed for those who do not need an academic level of English. This version of the IELTS would not be appropriate.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 23, 2003 Minutes

Graduate Council

October 23, 2003 Minutes

Present: Ciuffetti (chair), Bond, Collins, Fisk, Francis, Pedersen, Rettig, Selker, Steel, Waldschmidt

Absent: Bermudez

Guests: Brad Cardinal, Deborah Healey

1. Approval of Council Minutes

Because of staffing changes in the Graduate School, the minutes from October 9, 2003 were not available. They will be presented for approval at the November 13, 2003 meeting.

2. Additional Actions on the Mathematics Review Report

At its meeting on May 22, 2003, the Graduate Council accepted the report of a Graduate Council review of the graduate degree programs in Mathematics. During its May discussion, ♦Council members concluded that the language expressing concern about departmental leadership was too subtle. Two issues were singled out as particularly problematic. First, the computer service support person is standing in the way of departmental progress in upgrading computer systems and software; he should be replaced. Second, the department chair needs to present a more positive image about the accomplishments and abilities of the current faculty. Alex Sanchez (Education) and John Selker (Engineering) will draft a letter summarizing the concerns of the Council. This letter will accompany the report as it is transmitted to the Provost. ♦ (Graduate Council minutes, May 22, 2003)

A letter drafted by Selker and Sanchez was distributed to the Graduate Council for review. The Council decided to ask Sally Francis (Graduate School) to share its views with participants at the meeting with the Provost rather than sending the letter. Observations by Francis will supplement the review report and discussions by parties involved in the review during the Provost meeting.

3. Category II Proposal for a Minor in Sport and Exercise Psychology

Brad Cardinal (Exercise and Sport Science) introduced a proposal for a new graduate minor in sport and exercise psychology. The purpose of the proposal is ♦to develop a recognized (i.e., transcript visible) graduate minor in Sport and Exercise Psychology. Students selecting this minor will develop a deeper understanding of the motivational, psychosocial, and lifespan factors affecting human behavior within the context of sport and physical activity settings. A theory-to-research-to-practice approach will be followed in the core coursework, with supplemental coursework focusing on the individual needs and interests of the students. ♦ (Category II Proposal)

Currently, students may select a minor in Exercise and Sport Science with an area of concentration in sport and exercise psychology. The students' ♦ transcripts make no reference to the area of concentration, which causes two problems. First, their work is not recognized for the skills acquired in sport and exercise psychology. Second, it overstates their skills in other areas such as biomechanics and exercise physiology.

Selker observed that very few courses (the three core courses for the minor) were available to support the minor directly. Cardinal explained that several elective courses outside the department were identified to complete the 15 credits required for a master's ♦ degree or the 18 credits required for a doctoral minor.

Barbara Bond (Forestry) asked how the minor would benefit or make a difference to students going into the workplace. Cardinal replied that the proposal was motivated by student requests to create a more

visible label for their graduate work. The visibility of the minor makes the courses easier to identify on their transcripts.

Francis asked why the Department of Exercise and Sport Science chose to request a minor rather than a graduate certificate, which would be just as visible on the transcript and could attract students who are not completing a graduate degree. Cardinal said that this would create ethical concerns because there is a nationally recognized certificate for practicing sport and exercise psychologists. Awarding a graduate certificate might imply that the graduate is licensed to do something that she or he is not prepared to do.

Dale Pehrsson (Education) agreed with Cardinal that many students from Counseling have chosen to take the sport and exercise psychology courses in the past in order to expand their career options. These students are looking for marketability, anything that gives them an edge. She asked how many students are most likely to select this minor. Cardinal said that there are currently about 10 students who he believes are likely to change their current minor to this minor. The availability of the minor may lead to a larger number of students selecting this option.

Selker asked whether students with this minor would qualify for the national certification with the proposed curriculum. Cardinal indicated that this would not be the case. Oregon State University lacks a clinical psychologist who could provide that necessary skill to round out the students' training. Also, students cannot even sit for certification without a PhD. Selker asked whether students might misrepresent their credentials. Although Cardinal thought this unlikely without the ability to document a clinical experience, he agreed that there was no guarantee that any student might not misrepresent his or her graduate education.

The proposal to create a graduate minor in sport and exercise psychology was approved unanimously.

4. Admission Task Force Recommendations on Alternatives to TOEFL

Two years ago Dean Francis established a task force on graduate admission standards. In its report dated May 22, 2002, several recommendations were made including:

The Graduate School, with the help of the English Language Institute, should monitor developments in English language testing with the ultimate goal of identifying and adopting a standard more useful than the TOEFL scores currently required. In the meantime, recognizing that it may be some time before a more useful language test than the TOEFL is uniformly available at international locations, international applicants should be encouraged, wherever possible, to submit alternative test scores that include evaluations of written and verbal communication skills.

The Graduate Council accepted that report on November 14, 2002 and agreed to review this and other recommendations at a later time. Bruce Rettig (Graduate School), who had served as liaison to the Task Force, explained that he had asked Deborah Healey, the Director of the English Language Institute to describe some of the limitations of the TOEFL and to provide an overview of some of the alternatives to the TOEFL that are accepted for admission of undergraduate international students.

Healey explained that the Test of English as a Foreign Language (TOEFL) is the most widely used tool to assess the ability of foreign applicants to pursue studies in the United States, but the examination has major limitations. It gives a snapshot of quick responses to questions and may not reflect the ability of the prospective student to use English effectively in the graduate student environment. It may be of greater value for undergraduate students who must study many subjects and therefore require a wider understanding of the English language. Pinpointing an acceptable score that would indicate an adequate understanding for graduate students is more difficult. TOEFL is only an indicator, and may not be of fundamental importance to judge the ability of graduate students to study at OSU. If graduate students are academically gifted and well trained in the subject matter they will study, they should be able to adjust to the Oregon State University environment. Although satisfactory performance at OSU requires an ability to speak and listen effectively, the TOEFL does not include a speaking component.

Alternative tests all have their good points, but in every case, an absolute minimum score may not be an effective screening method. The Michigan English Language Assessment Battery (MELAB) is not a good choice. It has had a reputation that some students could memorize and recite answers by rote; security of this examination has been a problem. As pointed out in a handout provided by Healey, the SAT is designed for native speakers, and thus more difficult for international students. A score of 500 or better on the verbal portion of the SAT should indicate acceptable English language skills in reading and

writing. It does not include listening or speaking, so will be problematic as a measure of readiness for graduate study. ♦ This contrasts with the TOEFL, which does not depend on being raised in American culture to answer the questions correctly. Nonetheless, high verbal scores on tests not designed for foreign students, such as the SAT or the GRE, probably reflect someone who is very well trained in English.

Selker expressed dissatisfaction with the TOEFL because it does not provide information about conversational skills, which is needed if the major professor is to be an effective mentor. Healey noted that the IELTS (International English Language Testing System) has an oral component that would provide a better predictor of the student's ability to understand verbal statements.

In response to a question about the correlation between understanding verbal communications and scores on TOEFL, Healey said that this is variable. Some students have no access to an instructor who speaks in English in the form that will be used in the United States, although they may have sound training in reading skills. Students with very high reading skills can understand information in their area fairly quickly. Does this make a promising student? Healey recommends that such students either be granted enough time to come up to speed with their English language skills or that they be denied admission. Admitting them and letting them fail is not a good option. She argued that OSU should bring in students who can contribute after bridging the language barrier. The diversity associated with many international cultures, which is gained by attracting these students, is well worth the effort if the student can be taught sufficient language skills in a reasonable amount of time.

Rettig observed that some of our peer institutions admit every international graduate student conditionally. If they do not develop sufficient language skills within some time period, usually one calendar year, they are dismissed. Healey added that these institutions sometimes require those students to move to a full time load of studying English at that time and do not allow them to resume their other studies until their language skill level meets the university standard. She suggested that this creates a high stress level, especially toward the end of the mandated trial period. She argued against this approach.

Brent Steel (Liberal Arts) observed that some nations do not have access to TOEFL. He also asked whether studies have been conducted to test how various scores relate to success in graduate studies in different disciplines. In response to the first question, Rettig observed that the IELTS is available in Iran, where some of our departments recruit graduate students. Healey indicated that the IELTS is offered in British embassies, which may address some of Steel's concerns about availability.

Healey repeated her earlier point that OSU does not want to set up artificial barriers to good students, but that we do not want to attract students who cannot succeed. The next version of TOEFL, which is due in two years, will have a verbal component and may show results similar to the IELTS.

The Council was very interested in expanding the alternatives to the TOEFL, especially if any of those options provide an indication of oral language skills. This is particularly true for graduate teaching assistants. Healey noted that students sometimes submit scores on the Test of Spoken English (TSE). When they do not, a variation on the TSE, called the SPEAK test, must be taken before a student begins work as a teaching assistant. The Council members requested recommendations for alternatives and specific scores for each. They requested a table similar to the one Healey shared for undergraduate TOEFL alternatives. She agreed to give the Council the information they requested.

The Council approved a motion to add the IELTS, with a minimum score of 7.0 as an approved alternative to the TOEFL.

5. Comments on the OSU Strategic Plan

On October 21, 2003, President Ray reminded the university community that a draft strategic plan was available for comment and set Friday, October 24, 2003, as a deadline to submit comments. That same day, Dean Francis sent comments to President Ray and asked Graduate Council chair Ciuffetti whether the Council might wish to comment, either on her response or on the strategic plan in general. One of the issues Francis identified was that it may be difficult to use GRE scores of entering students as a metric for measuring the quality of entering students because there is no university-wide requirement for GRE as an admission item, although many departments do require it for their individual programs. Selker argued that GRE scores should not be required campus-wide for admission, although this information is valuable in his department and in many other programs.

Council members supported Francis in her recommendation that the Dean of the Graduate School

should report directly to the Provost. Bond argued that the Dean of the Graduate School should report at the same level and have the same involvement in university governance as the Vice-Provost for Research. The Council unanimously approved a motion to this effect. Ciufetti agreed to send an email to President Ray, supporting the earlier message from Francis and emphasizing the concerns of the Council on this issue.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 9, 2003 Minutes

Graduate Council

October 9, 2003 Minutes

Present: Ciuffetti (chair), Bermudez, Bond, Collins, Fisk, Francis, Pedersen, Pehrsson, Rettig, Selker, Steel, Strickroth, Waldschmidt

Guests: Tammy Bray, Anna Harding, Douglas Markle

1. Introduction of New Council Members

Council members were introduced. It was noted that three positions on the Council have not yet been filled.

2. Committee Assignments

Council committee assignments for the year were distributed. Lynda Ciuffetti (Science) indicated that members should inform Bruce Rettig (Graduate School) of concerns or time conflicts by October 23, 2003. Ciuffetti distributed the Graduate Council standing rules and gave a brief overview of Council activities. Council members were reminded that the Graduate Council has enormous impact on all policies and procedures related to graduate education. Although other groups are engaged in specific issues and provide recommendations for improving graduate education, this is the group with responsibility for formulation and approval of policies. Martin Fisk (Oceanic and Atmospheric Sciences) asked about the status of the slash course policy. Rettig summarized steps taken on this issue last year and indicated that the 50% policy is now in effect for Fall 2005. The revised standards for graduate level learning requirements for new course proposals are also effective now.

3. Environmental Health and Occupational Safety Management Review Report

The Graduate Council conducted a review of the Environmental Health and Occupational Safety Management (EHOSM) program on January 30, 2003. Douglas Markle (Agricultural Sciences), chair of the review team, highlighted the review report's summary and recommendations, which follow. The detailed findings are included as an appendix to these minutes.

Commendation:

The Masters of Science in Environmental Health and Occupational Safety Management (EHOSM) is an effective and successful program with an estimated 100% placement of graduates in the field. The Department of Public Health and the EHOSM program are currently undergoing major changes including elimination of the undergraduate degree in Environmental Health and Safety, planned increases in EHOSM graduate students, and planned increases in faculty scholarship and grantsmanship. The Review Committee applauds the courage of the faculty, Department Chair and Dean for the very difficult decision to focus on graduate education quality rather than dissipate limited resources.

Procedural Recommendations:

We reviewed one degree program in a Department offering six graduate degrees. The Review Committee does not believe that piece-meal reviews of individual graduate degrees is best for departments, nor are they a realistic request of the Graduate Council. For example, some recommendations in this review, such as one on Graduate Teaching Assistants, are, of necessity, directed at the Department as a whole and not just this program. When the two-year follow-up for this review should happen, the Department will have an interim chair and will be in the midst of major changes. We recommend a follow-up review as scheduled. We also recommend that the Masters in Public Health (MPH) program review, scheduled for 2008, be changed to a review of all graduate programs in the Department of Public Health, including EHOSM. This review and follow-

up should be supplied to the 2008 Review team.

Recommendations:

1. Consider moving EHOSM to the MPH degree. Currently the M.S. in EHOSM is a non-accredited degree program with minimal enrollment, approximately 10 students. In contrast, the MPH program is accredited, ranked second nationally, and enrolls approximately 82 students in three distinct tracks (Public Health Promotion and Education, Health Policy and Management, and International Health). Five other tracks, including Occupational Health and Safety, are approved under the MPH program, but are dormant. The review committee feels the M.S. in EHOSM would be better located under the MPH program in an EHOSM track. This recommendation would offer several important advantages detailed in our report.
2. Consider eliminating the M.S. in Public Health. While this recommendation is admittedly beyond the charge of this committee, we feel the Department's new direction makes this an opportune time to re-evaluate a traditionally low-enrollment (currently only two majors) program.
3. Re-evaluate some core courses. We encourage expanding the required core to include an environmental health course, such as H 540 (Environmental Health). The purpose of H 542 (Environmental and Occupational Health), required only for the Occupational Safety (OS) concentration, is not clear. This course would seem to duplicate the core required for H 545 (Occupational Health).
4. Evaluate effectiveness of internships as a substitute for courses requiring instrumentation (H543 and H546).
5. Consider ways to promote more cohesion among all departmental graduate students especially during this time of change. This should include continuation of program strengths (orientation for new students, list serve & student handbook) but might include modifications such as a single graduate student handbook with recommended course sequences, a student-organized seminar series, a larger role on Departmental committees, or creation of a student lounge area.
6. Make Promotion and Tenure expectations clear to junior faculty and any new hires and mentor all faculty through the transition.
7. Continue the excellent external support of students and pursue more outside research funding, but recognize the difference between scholarship and grantsmanship, the fundamental priority of the former, and the importance of maintaining faculty morale, especially if dollar targets for outside grants do not materialize in a timely fashion.
8. Re-evaluate admissions requirements and expectations for students entering with non-science backgrounds.
9. Move cautiously as the GTA budget is reduced and regularly evaluate the impact.
10. Move forward on a certificate program in EHOSM as a way to address the needs of working professionals and increase total enrollment.
11. Conduct exit interviews of all graduates for on-going internal assessment of the effectiveness of the program and extent to which high placement rates are due to graduate quality or market demand.
12. Mentor entering students on the process of research, including research funding possibilities.
13. Consider giving graduate students a larger role in Departmental committees.
14. Develop a long-term strategy to improve or replace student office, laboratory and computing facilities.
15. Maintain the positive, mutually supportive relationship between faculty and administration during the term of the two-year interim chair.

Anna Harding (Chair of Public Health at the time of the review) agreed with the first recommendation-to switch the degree in environmental health and occupational safety management from an MS to an MPH. The faculty had discussed that option in the past and the review reenergized their conversations on this topic; they now wish to make that change. Before implementing it, they will need to carefully examine their faculty FTE to insure that they will meet accreditation standards. The change should be in place by next year. The MS in public health needs to remain unchanged until the faculty is better able to assess the future for that degree. They will discuss that recommendation, but cannot make promises at this time. They will provide a core class in environmental health as described in the third recommendation. Before acting on the fourth recommendation, the department must decide whether to continue to offer the instrumentation courses in question. Discussions are under way to seek a corporate sponsorship or perhaps a laboratory shared with other departments in the College of Health and Human Sciences. The

department agrees to the conclusion in the fifth recommendation describing how some master's degree students feel left out. They plan to work on this. Harding suggested that all graduate students work together to create a departmental seminar series; this was enthusiastically received. She may be the advisor for that series. The department would be pleased to be able to provide a student lounge, but space allocated to the department is not currently available to do this.

Tammy Bray (Dean, College of Health and Human Sciences) discussed recommendations 6 and 7. She thanked the Graduate Council for inviting her to join the discussion of the review report. Any change is difficult. She has listened to the questions faculty members have expressed about the expectations she has for them to secure grants. The changes reflect an evolution in expectations shared by the entire university. Land Grant universities can no longer consider research funding to be entitlements. As faculty members identify research ideas, they must make sure a great research idea is fundable. Bray recognizes that it will take much effort by the department chairs and by her to mentor the younger faculty. She described initiatives conducted by the College of Health and Human Sciences to support grant development. She believes that the Department of Public Health and other departments in the College would benefit greatly from hiring more new faculty and regrets the lack of money to do so.

Some faculty have asked whether it is appropriate to conduct scholarly work and publish research without securing external funding. Bray believes that the Public Health faculty have the greatest potential in her college for securing external funding because the faculty are young and energetic and conduct research in areas of wide public concern. External funding is available for addressing problems of bioterrorism, many health issues, community problems with chronic diseases, homeland security, and so forth. Funding in several of these areas is almost begging for applications. The directive to faculty is not to do this or else, but requests for proposals are available. If the problem is that no one has shown faculty how to apply for research funding, Bray is ready to assist.

Bray believes that holding a position as a graduate assistant involves more than simply providing financial support. A teaching experience is a valuable component of graduate education. If Public Health is going to become a research focused department, then graduate research assistantships should be emphasized. Teaching should become a central part of the educational experience. She is not planning to reduce support for graduate students, but she does want the faculty to think of teaching as an educational experience just as is the case for the research component. She definitely will move cautiously in taking budget support away from graduate teaching assistantships, but hopes that faculty will use grants to support graduate students and to provide students a research focus at the time the student is admitted.

Harding said that the concern about admission of students with limited science backgrounds requires careful evaluation of applicants. The Department recognizes the need to improve the communication of prerequisites in its marketing information. Students usually have a scientific background; the admission of students with limited scientific training has been a recent development. Admission information must be carefully assessed, with GRE scores as only one piece of information. For example, one student with low scores did very well in the MS program and has been admitted into another university's strong PhD program. The department continues to evaluate all pieces of information submitted by applicants. As the degree shifts from the MS to the MPH, the applicants are likely to be more highly qualified.

The Department is moving forward with developing a graduate certificate program and hopes to finalize the proposal by the end of this term. Harding described it as very innovative. It is directed toward working professionals, people in the state.

Harding disagrees with the priority on exit interviews. Public Health conducts surveys of students after graduation because alumni are less vulnerable at that point and are not as likely to tell faculty what they want to hear. She is concerned that students might be less forthcoming because they do not wish to jeopardize receiving favorable letters of reference.

Responding to recommendation 12, Harding explained that they have started a research group for graduate students. This involves having continuing students meeting with new students to provide peer support for the early stages of research.

Responding to the recommendation to involve students more in departmental committees, Harding explained that they are trying to streamline many departmental committees due to the heavy faculty workload. They do include graduate students on hiring committees. She doubts that the department will expand the involvement of students in the other, remaining committees.

The difficulty in expanding computing facilities is mostly a financial issue. The problem is not just in purchasing equipment but also in maintaining equipment used in a common environment. The current concerns are in meeting faculty computing needs. The department had a computer laboratory but, because of the problems just identified, it was eliminated several years ago. They will continue to consider this recommendation.

Bray added that she does have high expectations, but that this department has great potential for moving to the next higher level of quality and recognition. To do this, the department needs to emphasize graduate education and research. She is pushing hard but does not expect every faculty member to do the same thing. For example, some are excellent in teaching. Recognizing that the faculty is working very hard, she tries to be sensitive regarding how hard to push. She closed her remarks by thanking the review committee for its work. The review made the Department of Public Health and the College of Health and Human Sciences focus their thinking and it stimulated action in a positive direction.

John Selker (Agricultural Sciences) asked whether decreasing the role of graduate teaching assistants would increase the demands on the faculty to teach PH 312 (their large undergraduate course). Bray said that there should be a teaching practicum for new students instead of asking students to take over course entirely. As the number of graduate research assistantships increases, first-year graduate students will work with faculty while incorporating teaching as part of the teaching experience. With the teaching duties spread among a larger number of graduate assistants, each one should spend less time teaching. Selker questioned the need for increased faculty time in mentoring. Bray said this will be offset by the use of more fixed term faculty. Fixed term faculty can, and love to, teach large classes; this is their passion. She has mapped her plans out on a spreadsheet that reflects a principal involvement of graduate assistants in teaching during the first year. Such students would not be paid on grants until they are prepared to focus on research duties.

Selker asked again why students are not involved on existing committees. Harding replied that they no longer have a curriculum committee. Curricular proposals are now presented to the whole faculty. Markle asked whether a graduate student representative is invited to departmental faculty meetings. Harding responded negatively although this has happened in the past. Marie Harvey, the recently appointed interim department chair, is considering having an open portion of department meetings so that students can participate.

Markle was commended for the excellent work throughout the review process including a fine report. The report was approved as presented.

Appendix: Detailed Findings from the Graduate Council Program Review of Environmental Health and Occupational Safety Management

Introduction

On May 7, 2003, the Graduate Council review team visited the Department of Public Health to review the Masters of Science program in Environmental Health and Occupational Safety Management (EHOSM). Team members were:

Douglas Markle, College of Agricultural Science, Chair
Barbara Bond, College of Forestry
Michael Kassner, College of Engineering
Lynda Ciuffetti, College of Science
Stephen Arnold, New Mexico State University, External Reviewer

The Department's self-study report of the EHOSM Program was provided to the review committee. The detailed self-study was appreciated by the committee and allowed us to become thoroughly acquainted with the EHOSM program. A pre-review meeting was held on April 28, 2003, at which time a request was made for additional supporting information on faculty (curriculum vitae and appointment FTE breakdown). This information as well as the 2002-2003 Graduate Student Handbook and recruitment literature were made available during the site visit. The site visit provided the review committee an opportunity to meet with Tammy Bray, Dean, College of Health and Human Sciences; Anna Harding, Chair, Department of Public Health; the EHOSM and Department Graduate Faculty, Pamela Hanson, Administrative Assistant for Graduate Student Applications, and graduate students. The review committee was also taken on a tour of Waldo Hall facilities. A report from the external reviewer, Stephen Arnold, served as a first draft for this report. All committee members have contributed to and read the final version of the report.

The review includes an initial overview, followed by sections on Graduate Teaching and Advising, Faculty and Research Programs, Graduate Students, Facilities, and Administration. Table or page references in this review refer to the Department's self study.

Overview

The Masters of Science in Environmental Health and Occupational Safety Management is an effective and successful program with an estimated 100% placement of graduates in the field. EHOSM is one of six graduate programs in the Department of Public Health. There are two other MS programs (Public Health and Health Education), three Masters of Public Health programs (Public Health Promotion and Education, Health Policy and Management, and International Health), and two PhD concentrations (Health Education and Community Health). Of approximately 150 full or part time graduate students in the Department, ten (6.7%) are in EHOSM (listed as current in Table 5; if restricted to the approximately 105 active students, EHOSM students represent 9%).

The EHOSM degree was authorized in 1983 and the current review is the first Graduate Council review in the program's history. In 1993 the Faculty Senate approved Phase 1 of the Department's Category 1 Proposal to begin the inter-institutional Masters of Public Health (MPH) program. According to phase 1 of the proposal, the Department intended to put Occupational Safety in MPH and, during Phase 2, Oregon Health Sciences University intended to bring occupational/ environmental health into MPH. The Graduate Council Review of the MPH program is scheduled for winter, 2008, and could be concurrent with a scheduled CEPH review.

Although this review was to be of one degree program, the Review Committee does not believe that piece-meal reviews of individual graduate degrees serve departments, nor are they a realistic request of the Graduate Council. During the review, it was clear that the Department of Public Health and the EHOSM program are undergoing major changes: 1) elimination of the undergraduate degree in Environmental Health and Safety, 2) planned increases in EHOSM graduate students, 3) planned increases in faculty scholarship and grantsmanship, and 4) a new, two-year interim Department Chair from University of Oregon. These changes are occurring in a department that: 1) is described as invisible by some of its faculty, yet 2) has an MPH program ranked in a four-way-tie as the second best in the US among programs outside Schools of Public Health, according to US News and World Report, and 3) has a new dean who is asking for focus, interdisciplinary work and high quality.

The Review Committee applauds the direction the faculty has chosen and understands the substantial dislocation that those changes will cause. However, we also think that this review provides an opportunity to reevaluate EHOSM as well as other graduate programs. We therefore recommend serious consideration be given to two broad recommendations:

Move EHOSM to the MPH degree

Currently the M.S. in EHOSM is a stand-alone degree program with minimal enrollment, approximately 10 active students. In contrast, the MPH program enrolls approximately 82 students in three distinct tracks (Public Health Promotion and Education, Health Policy and Management, and International Health). Five other tracks, including Occupational Health and Safety, are approved under the MPH program, but are dormant. The review committee feels the M.S. in EHOSM would be better located under the MPH program in an EHOSM track and this is the number one recommendation of the external reviewer. This recommendation was reached as a result of our review but was, unfortunately, not a major part of our discussion with faculty. We understand that this is not a new subject for faculty, but think this is an opportune time for the faculty to reconsider the subject. This recommendation would offer several important advantages and is based on the following:

1. The MPH program is nationally recognized by the Council for Education on Public Health (CEPH), the premier accrediting body for public health programs.
2. The M.S. in EHOSM is not accredited.
3. By relocating the EHOSM track to MPH, the program would be fully eligible for CEPH accreditation, along with the existing tracks, which are already CEPH accredited. If the suggestion to relocate the EHOSM program is not pursued, the program is strongly encouraged to pursue ABET (American Board of Engineering Technology) or EHAC (National Environmental Health Science and Protection Council) accreditation for all of the benefits that accreditation provides.
4. Accreditation of the EHOSM program by CEPH would offer national recognition, increased enrollment, a larger and more diverse applicant pool, and on-going external review of the program. Most CEPH accredited programs have significant enrollment increases after being approved.
5. Location of the EHOSM program under MPH would better reflect the program's focus on human health, and distinguish it from other environmental programs that focus more on the ecological aspects of

environmental science.

6. Environmental Health (EH) and OS tracks are commonly located within MPH programs in Schools of Public Health nationwide. A complete list of CEPH accredited public health Schools and Programs is available on-line at www.ceph.org.
7. If the EHOSM program faculty so chooses, a thesis could be required for the EHOSM track under the MPH degree.
8. It is Dr. Arnold's belief that employers nationwide recognize the MPH degree as being at least equivalent to if not more appropriate than an M.S. for those professionals working in EH and OS.
9. The MPH degree is not viewed as a less scientific or watered down degree compared to an M.S., particularly if the MPH graduate completed a thesis.
10. Relocating the EHOSM program to a track under the MPH degree would, in the opinion of the Review Committee, be viewed favorably by current students, alumni, prospective students, and employers.
11. The Review Committee detected a sense of neglect of the EHOSM program in comparison with the existing MPH degree programs. This is not uncommon for a program that is not accredited, and which is not subject to the rigorous accreditation requirements and standards that CEPH demands.

Eliminate the M.S. in Public Health

The second broad recommendation of the Review Committee is to eliminate the M.S. in Public Health. While this is admittedly beyond the charge of this committee, we feel that:

1. Enrollment in the M.S. in Public Health is extremely low (currently only two majors) and enrollments historically have been low.
2. There is no indication that enrollments will increase in the foreseeable future.
3. Offering this degree only confuses prospective students; too many choices.
4. Faculty advising loads are already too heavy; the M.S. in Public Health only adds on unnecessary advising load.
5. Eliminating the M.S. in Public Health will assist the department in the dean's charge of narrowing the department's focus, presumably to do less but to do it better.

Overview Recommendations

- (for Department and Graduate Council) The College and Department are beginning major re-structuring of educational and research programs. At the scheduled time of the two-year follow-up for this review, the Department will have an interim, 0.5 FTE chair. We recommend that the scheduled MPH program review in 2008 be changed to a review of all graduate programs in the Department of Public Health, including EHOSM.
- Consider moving EHOSM to the MPH degree.
- Consider eliminating the M.S. in Public Health.

Graduate Teaching and Advising

The EHOSM curriculum is solid and faculty are experienced. Students receive exposure to all core subject areas commonly offered by graduate degree programs at other universities offering combined EHOSM programs. In general, the concept of a combined EHOSM degree program is sound, and reflects employment trends with greater emphasis on a well-rounded individual with knowledge in both EH and OS. For a combined degree program, such as the EHOSM, Dr Arnold recommends that the common core be as large as possible, and that each concentration be as small as possible. This allows for and promotes the maximum cohesiveness among majors, and ensures that each graduate is adequately exposed to both disciplines. The required (15) credit hour minor is a particular strength of the program, allowing students to focus their studies in a narrow area of their choice and based upon their professional interests. This is a unique feature of the OSU EHOSM program, which places our graduates at a distinct advantage in comparison to other universities.

Students in the EHOSM receive an appropriate balance of OS and EH course work, with one exception. The EHOSM (25) credit hour core is lacking a course in general environmental health. This places OS students at a distinct disadvantage. Despite the name of the degree, EHOSM, students pursuing the OS option may not complete a single course in environmental health unless they take H 542. The EHOSM program is strongly encouraged to expand the required core to include an environmental health course, such as H 540 (Environmental Health). The purpose of H 542 (Environmental and Occupational Health), required only for the OS concentration, is not clear. This course would seem to duplicate the core required for H 545 Occupational Health). If H 540 were moved to the core as suggested above, this would further support the suggestion to reconsider the purpose and function of H 542.

Courses requiring instrumentation (H543 and H546) are in serious trouble because of insufficient funding for modern equipment. The Department hopes that internships can provide students with some of the experience and skills that otherwise might have been provided by these courses.

The Department is involved in cross-disciplinary programs and in the development of additional interdisciplinary curricula. Cross-discipline sharing of courses within the department is admirable, and should be encouraged to continue. Having multiple faculty teaching various required and elective courses for students majoring in different areas only serves to strengthen and enhance the educational experience of EHOSM students. Enrollment of other majors in EHOSM courses demonstrates the importance and applicability of this area, and enhances the educational quality for all enrolled.

Required core courses are offered on a regular basis, once/year. Teaching loads are heavy, up to six classes per year. This can compromise scholarly productivity and professional service. The Dean has worked with department faculty to develop a plan to reduce teaching loads to four classes/year. Advising loads are disproportionately heavy for some faculty, so the relative weighting of advising, teaching and research needs to be clear to all faculty.

The departmental orientation for new students is an admirable strength. The Department has a Graduate Student Handbook for MS students that provides important information. With limited course offerings (once/year) the sequencing of courses is critical. Most students need a recommended sequence for their program of study and this might be more clearly described in the handbook. In addition, for prospective students considering which degree program to pursue, the handbook would be more effective if it included all graduate degree programs (MPH and PhD). This might also help promote more cohesion among all graduate degree programs. Because the program is going through changes, it is important to remember the various sources that students will examine and keep them current. We note that the Graduate Student Handbook has been revised and was submitted to the college webmaster in mid-June 2003. The graduate program e-mail list serve is a wonderful avenue for dissemination of job opportunities and other important news. This list serve should certainly be continued.

The thesis proposal and development timeline is a useful tool for students, and illustrates the program's commitment and student-oriented philosophy. The program currently requires a thesis or a project and expectations for both are clear. Although many graduate programs have replaced the project requirement with a prepare and submit a publication to the scientific literature requirement, we are not certain that a project-based MS should have a publication requirement since it could be a yet more time-consuming requirement than a simple thesis option. Perhaps the need for a project-oriented MS would disappear if a certificate program was initiated (see below).

Graduate Teaching and Advising Recommendations

- Expand the required core to include an environmental health course and reconsider the purpose and function of H 542.
- Evaluate effectiveness of internships as a substitute for courses requiring instrumentation (H543 and H546).
- Continue cross-discipline sharing of courses.
- Consider ways to promote more cohesion among all departmental graduate students.

Faculty and Research Programs

Faculty

Program faculty are dedicated teachers, active in the profession, and fairly active in scholarly activities despite heavy teaching loads. There was a deep sense of faculty loyalty and commitment to the students. Faculty are clearly student-oriented, and quality teaching appears to be the highest priority. Faculty scholarship appears appropriately balanced with their heavy teaching activities and students are engaged in these scholarly activities whenever possible.

The dean's five-year goal of at least half of the faculty securing at least half of their salaries plus GRA support for graduate students could be a difficult transition from the status quo. The Review Committee's view of this difficulty is not reflected by the current Department Head or faculty who are supportive of the dean, excited about the direction of the program and Department, and up-beat. The department's new goals and objectives, that emerged from the recent department retreat, reflect their enthusiasm, organization, and leadership.

We support the faculty's positive attitude and the dean's impressive support of increasing faculty scholarship, but also think the dean must understand the difficulty of the cultural change she is asking. This

will be most important for Promotion and Tenure expectations of junior faculty and for any new hires. The new expectations may be clear, but particularly in the changing environment that the dean is creating, it will be important to frequently review and mentor all faculty, but especially new ones.

During the on-site review, one faculty member seemed to misunderstand OSU's mission, stating for example, that OSU was no longer a land-grant institution. Faculty need to be clear on OSU's mission and land-grant status.

Faculty Recommendations

- Make Promotion and Tenure expectations clear to junior faculty and any new hires and mentor all faculty through the transition.

Faculty Research Productivity

The faculty actively publish research but are mostly doing this in collaboration with other researchers and students, and without large research grants. The list of external agencies and companies that have assisted in student research is truly impressive and the list of external program supporters is positive testimony to the collegiality and productivity of the faculty. The Dean's request for more outside research funding does not mesh with the recent research funding track record of the Program's faculty. A relatively modest estimate of the dean's target for faculty salary and GRA support (\$75,000 per year per faculty member) would seem a monumental change from the present situation. The dean's expressed confidence in the faculty and the faculty's enthusiasm for this change notwithstanding, we are concerned about faculty morale should the ambitious targets not materialize or not materialize in a timely fashion.

Research Program Recommendation

- Continue the excellent external support of students and pursue more outside research funding.

Graduate Students

Recruitment

Based on GRE scores and undergraduate GPA's, most students appeared to be adequately prepared for graduate level education in EHOSM. Faculty consider their students excellent, but there is no mold that entering students must fit. Rather, faculty say they are seeking and producing good problem solvers. However, the acceptance rate suggests most applicants are accepted to the program. From 1998 - 2003, only 5 applications were rejected out of 31, an 84% acceptance rate. One student told us she came into the program because she couldn't get into other programs and faculty reported a growing trend of entering students coming with non-science backgrounds. Such students are reportedly told they need to take additional science coursework, but actual requirements or pre-requisites are vague. Students are confused about requirements for chemistry courses, for example, including whether they need to take courses for credit or audit. There are no math or physics requirements. Also there seems to be no consistent expectation of basic science competencies for graduation. Clear and concise admissions criteria are needed. Much of the student advising is based on individual background and interests. Although this approach has merits, at least some students, if not the Program, would be better served with a more uniform set of admission requirements and expectations.

The number of students in the program is low, but total faculty advising loads are large. If the EHOSM program is to increase to the proposed goal of 25 students, the Review Committee sees problems. One approach would be to increase the number of GRA and/or GTA assistantships and possibly increase stipends to attract the best students. The Occupational Safety and Health training program, funded in 2002 and advertised on the Department web page, is an example of right direction and the type of support that is needed. However, the Dean plans to cut the graduate teaching assistant budget in half. In the Department of Public Health, GTAs generate 40% of the courses and about 95% are effectively course instructors rather than teaching assistants for a faculty instructor. Presumably, GTA-taught courses would be dropped or picked up by current faculty, who are expecting lower, not higher, teaching loads, and who are also expected to have higher scholarship and grantmanship output. If the GTA savings are invested in new tenure track faculty with the expectation that they will secure (on average) 25% of their salaries plus graduate student support (modestly, \$75,000/yr), the risks to the teaching program could be large. The dean appears to be aggressively pursuing improved quality by asking that faculty bring in research support for graduate students and free up other money to help grow the tenure track faculty. The Review Committee is not trying to second guess the Dean or the Department, but we do not clearly see how these changes will mesh together to produce the desired results. Communication in the Department and College seems good and we think it will be necessary to keep administrative feed-back loops open during this process and move cautiously.

A second strategy to increase the number of EHOSM students and to address the needs of working professionals is the certificate program being considered by the Department. The graduate certificate program could be an ideal opportunity to increase the number of students in the EHOSM program. Administrative and mentoring costs per student should be much lower than typical graduate students and the Department is considering the possibility of rolling the certificate courses into the masters program. The creative ways the Department schedules classes to accommodate current working professionals is also being further explored. The Department might be able to work with the Graduate School to design a summer term certificate or produce some courses in a distance education format to take advantage of the teaching strengths in the Department. Although we encourage the Department to pursue these possibilities, we do so with the caveat that a certificate program should not compromise or impact the quality of the EHOSM Masters program.

Financial support

When students enter the program, few receive support. In part, this is the nature of the students, some are working professionals with full time jobs and are part time graduate students. Of the 10 current EHOSM students, only 3 are on a graduate assistantship of any type and only one of the 10 is on a GTA. Faculty report that if graduate students are supported, the GTA is usually at the 0.25 to 0.30 level. GTAs receive a one day orientation/mentoring session. Compared to comparable programs, though, graduate assistant stipends and tuition waiver are better than comparable institutions and are potentially a good recruiting tool.

Post-graduate placement

It appears that the placement of graduates within the field is 100% with graduates obtaining salaries that surpass program faculty salaries. For the period 1998 to 2002, the program graduated 18 students. The high placement rate of graduates might be market-driven or might indicate that the application process described above is working to produce the right type of student. In support, one student whose three GRE scores were all below 460, has been accepted into a PhD program at the University of Massachusetts.

The Department maintains an excellent list of student statistics, however formal exit interviews are not conducted. For some programs, such as MPH and the undergraduate program, surveys are associated with accreditation. We believe the Department should have some mechanism at or near graduation to evaluate student satisfaction and obtain feedback for program improvement.

General Graduate Student Recommendations

- Re-evaluate admissions requirements and expectations for students entering with non-science backgrounds.
- Move forward on the Graduate Certificate program in EHOSM
- Move cautiously as the GTA budget is reduced and regularly evaluate the impact.
- Conduct exit interviews of all graduates.

Student concerns

Class scheduling is an important concern for EHOSM students. Classes offered only in afternoon or more than once a week are difficult to schedule for some students. Evenings are better for those working full time or even those with full time at-home responsibilities. One class/week for a larger time block is a much preferred format while weekend classes had a mixed review from the students who spoke with us. Students are also interested in the possibilities of distance education, teleconferencing, and WebCT.

In general students seem very satisfied with their education and expressed the opinion that the faculty want to see them succeed. Faculty do a good job helping students make professional connections. Outside resources/guest speakers are all very much appreciated. However, some students were totally unclear on requirements in background science courses. Faculty also shared concerns about incoming science requirements. As is true across campus, students feel that the quality of instruction would be improved if there were fewer slash courses and more stand-alone graduate courses. Some expressed interest in a second biostatistics course and the Department indicated they would be developing a statistics sequence in the college to serve the needs of all of the graduate students. Students appreciate the flexibility and availability of the Minor.

The primary shortcoming is exposure to, and use of, modern equipment and instrumentation used in the profession. ♦Labs are completely under-funded♦, to quote one student. As is true of many good graduate programs, students said that a lot of learning takes place outside of class. Ideally, this would happen in a lab group or some other cohesive group including a faculty mentor. Students would love to assist faculty on research projects as GRA♦s and for mentorship. Although faculty report that students are involved

whenever possible in faculty research projects, students perceive limited opportunities for such involvement. Students indicate that they must be proactive and look for laboratory opportunities in Toxicology or Chemistry, but that inter-departmental communication is not good and they are not always welcomed in other labs. Some students do make successful contacts in labs in other departments, so disgruntled students may not be completely representative of this situation. However, incoming students seldom understand the research process and the number of ways that research can be accomplished. Some wished that they had known early in the process to look for small grants to fund their project. As the number of students grows, the Department should keep in mind that membership in a research group is often an important part of graduate education. The number of those research slots, rather than an arbitrary target, might be the best indicator of future enrollment goals.

Faculty report excellent faculty-student interaction, saying ♦this is a real strength in what we do.♦ Some students, on the other hand, report feeling isolated. The level of extra-curricular interaction among students and between students and faculty appears to be much lower in EHOSM than in MPH. Students are not routinely part of department committees and do not have a computer lab/reading room/community space. EHOSM does not have a seminar series and there are no departmental-level social events, though some programs (MPH) do have social events. For some students, these ♦student community♦ issues, both at the Departmental and Program level, create a feeling of being adrift. They expressed the opinion that regular meetings of students and faculty would help alleviate the feeling of isolation and working in a vacuum. The Review Committee♦s perception may have been accentuated by students who lack a lab group. As noted previously, students appreciate outside speakers and contacts. One way to have a seminar series is to let students organize it. A student committee with experienced and new students could be responsible for bringing in one speaker per term or weekly speakers during one term per year. A small budget to help with travel and entertainment of speakers also gives students good professional experience.

Student Concerns Recommendations

- Mentor students on research funding.
- Consider giving students a larger role on Departmental Committees.
- Consider a student-organized seminar series.

Facilities

The facilities available to the EHOSM are humble, at best, but faculty office space and computing resources appeared to be adequate. It is unfortunate that the department office is located apart from faculty offices and that there is no conveniently located conference room. Space for graduate students is inadequate. The program would be significantly enhanced with the addition of a student study area and a student computer lab. Student computing facilities are inadequate.

Laboratory resources for students and faculty are admittedly insufficient. Contaminant sampling and analysis of chemical, physical and biological hazards is a critical component of EHOSM. In particular, industrial hygiene and water sampling equipment and instrumentation is a key component of the EH and OS fields. While the lack of facilities is not fatal, it does force the program to pursue an educational and research focus that is very different from programs with better laboratory instrumentation and space. An immediate solution is not obvious, though the Department♦s plans to be active participants in the OSU community and to increase research funding should begin to help. Prospective students, current students, alumni, potential donors and employers should continue to be reminded that the program does not have a laboratory/instrumentation focus. The Dean♦s on-going efforts to gather information from stakeholders might include this reminder. In the interim, program efforts to expose students to laboratory/instrumentation through other means are admirable and should be continued (internships, class field trips, guest speakers who bring portable instrumentation, research assistantships).

Perhaps the biggest problem with facilities is the potential negative image of older facilities coupled to a modern technical discipline. The review committee felt that there might be circumstances when EHOSM facilities would not contribute to an otherwise favorable image with prospective students, new faculty recruits or prospective donors.

Facilities Recommendations

- Develop a long-term strategy to improve or replace student office, laboratory and computing facilities and laboratory equipment.

Administration

Overall responsibility for leadership and administration in the Department of Public Health rests with the

Department Chair. The current Chair has held the position since 1998 and will resign in September 2003 to pursue more scholarly activities in the Department. An interim chair (0.5 FTE) will be shared with the University of Oregon and will serve two years. Support staff, internal governance and committee structure appeared to be adequate, but students were not involved in departmental and program governance. Greater involvement of students in programmatic governance would likely have many benefits. Faculty and administrators, including the dean, appear to have a positive, mutually supportive relationship.

Administration Recommendation

- Maintain the positive, mutually supportive relationship between faculty and administration during the term of the two-year interim chair.

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GRADUATE COUNCIL MEETING

June 12, 2003

3:00pm, Kidder Hall 128

Present: Brauner (chair), Bird, Ciuffetti, Collins, Feller, Francis, Gobeli, Markle, Rettig, Sanchez, Selker, Strickroth, Watrous

Absent: Bond, Fisk, Pedersen

Guests: Joseph Krause, Kay Schaffer, Juan Trujillo

I. Approval of Council Minutes

Lynda Ciuffetti (Science) commented on the usefulness of having names associated with comments within the minutes and asked why they had been suppressed in the most recent minutes. Bruce Rettig (Graduate School) said that one Council member had asked whether the minutes needed to be so lengthy and that he had reduced the most recent minutes while keeping all names that were required to understand the points being made. David Brauner (Liberal Arts) noted that minutes have been more closely scrutinized this year, but that the Council had decided at one point earlier in the year to continue having very detailed minutes. The minutes of the meeting of May 22, 2004, were approved as distributed.

The Council also agreed that the minutes from this meeting (June 12, 2003) would be approved by Council members by email during the summer.

II. Category I Proposal for a Master of Arts in Contemporary Hispanic Studies

Following its meeting on April 10, 2003, at which a proposal to establish a Master of Arts in Contemporary Hispanic Studies had been presented, the Graduate Council forwarded the following requests to Joseph Krause, chair of the Department of Foreign Languages and Literatures (FLL).

- Revise the budget to address the question of adequate FTE and clarify the budget line item concerning GTAs.
- Examine the list of courses in the integrated minor and consider adding courses that provide a large-scale perspective such as might come from courses in economics or additional courses in political science.
- Clarify the language defining the capstone experience. Specifically, is the capstone a thesis option, which would require 6-12 credits, or a non-thesis option, which would include 3-6 credits of research-in-lieu-of-thesis (commonly research or project credits)?

Krause, accompanied by Kay Schaffer, Dean of the College of Liberal Arts, and Juan Trujillo, from FLL, returned to the Council to present a revised proposal that addresses those questions.

Krause circulated a listing of core courses for the proposed Master of Arts in Contemporary Hispanic Studies. The degree would require a total of 48 credits including 27 credits in core Spanish and Linguistics courses, 6 credits for field work and a non-thesis project, and a 15-credit intercultural communication minor drawn from courses in other departments. Krause explained that he expects to generate savings from hiring more graduate teaching assistants and fewer instructors; he believes the department will follow that staffing strategy. The revised document distributed to the council indicates that 2 graduate teaching assistants would be hired with funding from the College of Liberal Arts. This personnel strategy should allow a regular faculty member to teach one additional graduate course in the first year of the program. In response to a question from John Selker (Engineering) whether that is a savings of one course per term or per year, Krause said that the savings is one course per term. In the year that the program begins, a national search for a new tenure track faculty member would be undertaken, with that new hire to teach two new graduate level courses in the second year of the program, resulting in a total of three new courses by the end of the second year. A key feature of the program is the use of learning communities. Each would last for approximately three terms and involve two or three faculty members from FLL, one or two faculty members from other departments, and the cohort of students.

Krause said that, after examining the courses in the Department of Economics, he and others in FLL did not find any courses that directly related to the minor theme (intercultural communication). He also doubted that the students enrolling in the program would have the necessary prerequisites to take graduate courses in economics. He added that the proposal had been edited to remove reference to a thesis and to provide clarity about the project requirement. These changes were made specifically to answer the concerns of the Graduate Council members; he expressed hope that those changes enabled passage of the proposal.

Selker asked whether any of the listed courses were slash courses. Krause said that the new courses would be standalone graduate courses and that some of the other courses, now listed as slash courses, would be converted to standalone by Fall 2005. However, several courses would remain as slash courses.

David Gobeli (Business) questioned the value of the program, given that it is intended to graduate only six students per year, which seemed small for the major efforts at shifting work and funding. Brauner noted that graduate students with other majors, including Anthropology, serve as graduate teaching assistants and suggested that the undergraduates are served well by foreign language instructors whose first language is the subject of the course. Selker asked whether the excitement in CLA is related to the fact that FLL has no other master's degrees. Brauner and others pointed out that FLL participates in the MAIS and provides the specialty courses for a teaching credential as part of the Master of Arts in Teaching. Brauner argued that the other incentive for creation of the program is a growing number of Hispanic students at OSU, who are very interested in this program. The need for the program is also related to the growing Hispanic population in Oregon.

Selker observed that, during the discussions of new degree proposals in the Faculty Senate, the question is often raised where the money is coming from. With limited OSU funding, any new

programs must imply a reallocation from somewhere else within a college. On the other hand, Selker asked whether the role of the Graduate Council is to question the source of funding or whether the sole focus should be on the academic rigor of the graduate program proposed. Rettig said that the focus should be on the quality of the graduate experience from proposed graduate programs, but he added that finances become an issue if the lack of funding affects the ability of the unit to offer an appropriate graduate learning experience. Sally Francis (Graduate School) pointed out that the issue regarding finances at the first meeting considering this proposal was an issue of adequacy of funds, rather than the source of the funds.

The proposal to create a Master of Arts in Contemporary Hispanic Studies was approved unanimously.

Following the approval, the Council discussed whether the budgeted graduate assistant appointment (0.25 FTE to offer one class session) met university standards. Rettig noted that there is a wide variability of expectations across campus, but that there is precedent for using that level of appointment.

III. Zoology Follow-Up Report

Susan Tornquist (Veterinary Medicine) reported on a conversation with John Ruben, chair of the Department of Zoology, and Bob Mason, chair of the Biology program and a faculty member in Zoology (see Appendix A for the full follow-up review report). A combined graduate and undergraduate program review had been conducted two years earlier including a site visit on May 14, 2001.

Since the program review, important changes have occurred in both faculty and administration. Departmental leadership shifted from Stevan Arnold to John Ruben; four faculty members retired; and the department is currently interviewing to fill two faculty positions. Tornquist said that the Zoology graduate programs are doing very well in spite of inadequate faculty and funding. Their strategic plan for new hiring is designed to build on their strengths. Ruben said that the Dean of the College of Science has been very supportive, especially in providing funding that permitted the hiring new faculty members. Responding to a recommendation to recruit Research Associates rather than fixed-term instructors, three new post-docs were hired to fill in for retired professors. The department increased stipends for graduate assistants, making the department more competitive in attracting graduate students. A newly appointed Graduate Program Director, Barbara Taylor, now advises students regarding policy and procedures. Four or five faculty members from the Entomology Department, which ceases to exist at the end of June, 2003, will join the Zoology Department. Following the follow-up review, Tornquist felt that the department has done well with the primary recommendations.

Secondary recommendations have also been addressed and progress is being made on them. In response to concerns of the graduate students about summer registration, the new program coordinator has made clear that the department does not require summer term registration if the students are not using university resources to pursue their degrees. Work by the department webmaster has improved the department's website. Ruben expressed dismay that the admissions

procedure is slowing down response of the department to good students and is causing the department to lose some of the strongest prospective students. Course offerings are experiencing less flux because of the oversight and planning by the graduate program coordinator. The department chose to not change 500 level courses to 600 level courses as recommended. Some teaching laboratories are slated for renovation. Staff problems have been resolved by turnover of personnel. The department continues to maintain a good reputation nationally and internationally. The department carries out an annual review of each graduate student, and most of the students go directly into tenure track positions rather than into postdoctoral positions after graduation. The rotation of the department chair position works well in this department.

Barbara Watrous (Veterinary Medicine) asked whether Tornquist was concerned about the department's choice to not change 500-level courses to the 600 level. Tornquist said that this recommendation had originated with the external reviewer, but that she was satisfied with the department's decision on this matter. Their rationale was that if they changed from 500 to 600, master's students in other departments would overestimate the difficulty of the courses and would not choose to take them. Responding to Ciuffetti's question about the difference between hiring fixed-term instructors and post docs, Tornquist said that the origin of the strategy for hiring fixed-term instructors was the period of a large debt burden in the College of Science. The department has concluded that postdocs would benefit from gaining the teaching experience that could improve their abilities to be hired into tenure-track positions after working with the department. Francis recalled that department was responding to requests from postdocs in the department for teaching experience. Wende Feller (Graduate Student) asked who opposed the change, students or teachers. Tornquist said that the majority of faculty members were happy with the change, as are the postdocs. Francis asked that the report be corrected by changing "Graduate School" to "Office of Admissions" on page 3, paragraph 4. Alex Sanchez (Education) asked why they use the title "Coordinator/Director". Tornquist said that both terms were used interchangeably. Sanchez asked that the official title be used in the document.

The follow-up report was accepted with the minor corrections identified by Francis and Sanchez.

IV. Graduate Certificates (Minimum Number of Credits)

During the previous Graduate Council meeting, Council members discussed a possible reduction in the minimum number of credits required for a graduate certificate.

Selker asked whether the Faculty Senate would also be voting on this proposal, as was done with the original proposal in 2000. Francis said that the earlier proposal created a brand new credential not previously awarded at Oregon State University. Creation of a new type of credential required full consultation and approval from Oregon State University and acceptance by the Oregon University System. In contrast, because this is a change in an approved graduate policy, she does not believe that the full approval process is needed. Because Portland State University's guidelines allow as few as 15 credits for a graduate certificate, 18 credits at OSU should not create concerns at the OUS level. Rettig noted that the Sustainable Natural Resources (SNR) Certificate proposal, if approved in its 18-credit version, would allow all bodies to consider this change. If the SNR 18-credit proposal passes the Graduate Council, the Curriculum

Council, and the Faculty Senate and is approved by OUS, all these bodies would implicitly be endorsing the new 18 credit allowance. At any step, they could explicitly debate the change. If they disagreed with the new guidelines, they could return the SNR proposal to the Graduate Council with a request to consider the 24-credit version offered as an alternative.

Selker observed that 24 credits exceeds the maximum credits permitted for graduate students (16) for a single academic term. Normally, an 18 credit graduate certificate would have to be associated with two or more quarters. Rettig said that the decision to change to 18 credits, if approved by the Graduate Council, would be communicated to the Curriculum Council and Faculty Senate so that they could decide if they want to decide the questions (approval of the SNR certificate and approval of the new 18 credit minimum requirement) as two separate issues. Although he was concerned about the lack of justification for the change, Selker indicated that he would favor an 18-credit certificate. Francis said that the original number (24) was decided by a sub-committee of the Council. She believed that this group chose this number because it was toward the high end of the number of credits in graduate certificate programs across the country. That number was also chosen by the committee as an indication of the rigor of the program. Feller noted that 18 is an appropriate number of credits because it is more than what is required for a minor, but less than what is required for a full major. Francis noted that this is a credential that can be earned, can be hung on a wall and can serve as a proof of achievement at the graduate level, even if one never earns a graduate degree. Gobeli suggested that market demand would be even greater if the number were 15. The Graduate Council may face pressure to lower it to 15 in the future and may wish to consider that lower number at this time. Selker suggested that students who are earning the certificate would be allowed to register for 18 credits per term without having to fill out the Course Overload forms. Rettig said that course overload forms for 18 credits are currently approved whenever students are informed that additional costs will be levied on the student (the current registration plateau allows one bill for anywhere from 9 to 16 credits) as long as the student has a strong academic record and is not likely to face academic difficulties by carrying this higher load.

The Council approved a motion to reduce the minimum number of credits from 24 to 18. The revised policy on graduate certificates now reads:

The Graduate Certificate Program at Oregon State University is a structured progression of graduate level courses that constitute a coherent body of study with a defined focus within a single discipline or a logical combination of disciplines. It is designed for a student who has completed a baccalaureate degree and is in pursuit of advanced-level learning. Graduate certificates reflect the educational mission of the University. All certificate programs require a minimum of eighteen (18) graduate credits with a cumulative grade point average of 3.00 or greater. Students desiring a graduate certificate must be admitted to the University as a credential-seeking graduate student, but are not required to be on track for a specific degree. There is no formal committee requirement for graduate certificates. Certificate students are subject to all general policies governing the courses for the Master's Degree.

In addition to approving a change in minimum credits for a graduate certificate, the Council also adopted a proportionally lower number of credits that would be allowed as transfer credits.

Instead of the previous allowance of 8 transfer credits (one-third of 24), the number of allowable transfer credits toward a graduate certificate is now 6 (one-third of 18). The section of the guidelines for implementing the graduate certificate policy that refers to these numbers now reads:

The certificate curriculum is a structured progression or collection of courses approved and offered for graduate degree credit at OSU. The curriculum consists of a minimum of eighteen (18) quarter credit hours, and may include a final project, portfolio, or report for integration of the sequence of course materials. Up to 6 quarter credit hours may be transferred toward an 18 credit hour graduate certificate.

V. Category I Proposal for a Graduate Certificate in Sustainable Natural Resources

A proposed new graduate certificate in sustainable natural resources was presented to the Graduate Council at its meeting on May 22, 2003 by Steve Radosevich and Denise Lach. At that meeting, members of the Council expressed concern about the intensive nature of a 24-credit, 14-week summer institute and recommended that Radosevich and Lach revise the proposal to one that would require 18 credits. The revised proposal addressed those concerns by reducing the credits required in three of the courses, but with the major adjustment in the capstone project course. Gobeli asked if this was not a 24-credit hour program disguised as an 18-credit hour program. Rettig said he believed there had been a substantive change in Projects to make this a true 18 credit hour program. Selker remarked on the high regard fellow faculty members have for Steve Radosevich. The program is to be taught by faculty with strong research and teaching credentials. Those faculty members are showing such a high level of excitement and creativity that Council members thought the certificate program should be attempted. The 18-credit version of the Category I proposal for the certificate in Sustainable Natural Resources was approved.

VI. Other Business/Announcements

Rettig said that he had never before seen a workload for a Graduate Council like that shouldered by this Council. Problems with lack of quorum, encountered often with past Councils, have not happened at all this year. He thanked the Council for all their hard work and commitment during the year. Francis seconded that thank you and expressed the appreciation of the entire campus for the work and preparation of the Council. Sanchez expressed his appreciation to the staff of the Graduate School and especially to Renee Windsor as secretary of the group.

Feller noted that she might not be able to serve on the Graduate Council next year due to changes in her assistantship and the fact that she will not be serving as president of the Graduate and Professional Students Association (GPSA) next year. Rettig encouraged Feller to work with the Associated Students of OSU and apply to serve as the designated graduate student member, even if she is no longer in the GPSA position.

Appendix A:
Follow-up Review of Zoology Graduate Program Review
March 5, 2003
Susan Tornquist and John Selker

The follow-up review of the Zoology Department's graduate program review was conducted March 5, 2003. The original report and recommendations were written following a site visit on May 14, 2001 and included a review of both the undergraduate and graduate programs. The follow-up addressed only the graduate program and consisted of a review of the 2001 report and a meeting with John Ruben, current Department of Zoology chair and Bob Mason, Chair of the Biology Program and Zoology Department faculty member. At this meeting, each of the primary and secondary recommendations made in the original report were discussed as they pertain to graduate education.

Since the 2001 report, there have been some significant changes in the Zoology Department. John Ruben, the new department chair, assumed his duties in June, 2002. There have been 4 faculty retirements since 2001, and at the time of the follow-up review, there were candidates interviewing for an open faculty position. The department appears to have retained its excellence in research, teaching and reputation in the face of continued budget reductions at the University. Several specific improvements have been made in the graduate program and these will be addressed under discussion of the specific recommendations that follows.

Primary Recommendations

1. Prioritize new faculty hires across the department. Work with the Dean to implement a strategic plan that will increase the number of tenure-track positions in the department and replace retiring faculty in a timely fashion.

The department, in its strategic plan, focused on retaining and building on its existing strengths. Plans for new faculty hires are based on filling deficits in certain areas left by retirements. The current greatest need is in conservation biology or ecology. Thus the candidates currently interviewing were in the general area of Ecology/Evolution/Behavior. The next hire is projected to be in the area of Cell Biology/Physiology, an area that has a very high teaching component within the department. Dr. Ruben expressed the opinion that the Dean has shown his intentions to maintain Zoology as a strong unit and has been supportive of the department.

2. Develop a teaching internship program for research associates that would allow them to gain experience and develop expertise in teaching. These research associates would teach part of the year and conduct research part of the year. This might help alleviate the faculty shortage for undergraduate teaching and avoid many of the problems associated with adjunct faculty who only teach.

This recommendation has been adopted by the department and appears to be successful. There are currently 3 post-doctoral research associates who have been hired to help teach undergraduate courses in conjunction with their research appointments. Each of these research associates is in charge of a major undergraduate course with a large enrollment. All are pleased to be gaining teaching experience along with further research experience. The teaching load of other faculty members has not decreased by having the research associates assigned to lead

courses, but the impact of retirements on the teaching assignments of remaining faculty members has been lessened.

3. Increase stipends for graduate assistants in the department.

Much effort was put into increasing graduate student stipends and this has been accomplished as a two-step process. The first stipend increase came entirely out of department funds with the second being funded 50% by the department and 50% from funds provided by the Dean. The current stipend is \$16,500, which is just below Biochemistry/Biophysics at Oregon State University, and still about \$1000/year less than what the department would like to offer. The feeling is that these increases have made the department much more competitive for attracting top graduate students.

4. Conduct regular curriculum committee meetings with a liaison from each research cluster and a graduate student representative. Include the identification of relevant graduate courses offered by other campus units and inform Zoology students.

A major change was made in administration of the graduate program that has impacted this recommendation. A Graduate Program Coordinator was appointed to replace the Graduate Program Committee and Graduate Admissions Committee in the department. The Coordinator is a member of the graduate faculty, has been appointed for a 3 year term, and has part of her salary paid specifically to serve in this capacity. She advises students about policies and courses, including relevant graduate courses in other units, acts as an advocate for students and maintains confidentiality of her interactions with them. The presence of a Coordinator for the graduate program has facilitated enforcing the letter and the spirit of the rules for graduate programs and exams.

The graduate curriculum committee has not been meeting regularly since the appointment of the Coordinator. There will be 5-6 new faculty coming into the department from Entomology in the fall of 2003, and it is anticipated that more regular meetings will be held following this addition. There are graduate students on the committee and it currently meets as needed.

5. Continue to press for adequate funding, both internally and externally in support of facilities as well as staffing and faculty hiring.

The Department has had the support of the Dean in securing resources to maintain its quality and reputation. Drs. Ruben and Mason felt that the department was successfully recruiting candidates of excellent quality. This is in spite of continued budget restrictions and cutbacks.

Secondary Recommendations

1. Offer a departmental welcoming orientation for research assistants and associates and prepare and distribute a handbook with useful information to newcomers. Encourage research assistants and associates to initiate and organize informal gatherings to enhance socialization and the exchange of ideas among themselves.

The department chair has encouraged the research assistants/associates to form an association to promote interactions and exchange of ideas. While this has not occurred, there have been several steps taken to make research assistants/associates feel more a part of the

department including giving teaching assignments to RAs, and having the RAs meet as a group with individuals interviewing for faculty and other positions. The RAs appear to be more involved with the department and to appreciate this increased involvement.

2. Investigate the need for all graduate students to register for credits over summer, making sure to communicate to students the rationale for any policy implemented.

Graduate students must continue to register for the summer as this is a University, not a departmental policy. The reason for this policy (e.g. use of library and other University facilities even though students may be doing field work), has been communicated to the students.

3. Ensure that students and faculty are aware of existing departmental policies and that the policies are consistently enforced.

The Graduate Program Coordinator has taken on the responsibility of making sure that policies, such as those that determine conduct of oral preliminary exams, are followed uniformly.

4. Continue to invest in the development of the department web site, including features that target graduate student recruitment.

Maintenance and development of the departmental web site has been assigned to Traci-Durrel-Khalife. A review of the web site at the current time shows it to be well-designed, informative, and easy to use, with multiple links to information that prospective students would need.

A change in the Office of Admissions policy for admissions has created some problems for the department. Instead of potential graduate students contacting the Zoology Department directly, they apply for admissions through the Office of Admissions first. The Department has experienced problems in that applications from potential graduate students have not been forwarded to the department in a timely manner and some materials have gotten lost. There is a concern that some good applicants may be missed because of this.

5. Seek external funding to supplement student stipends and engage the Zoology Board of Advisors (ZboA) in the process.

Faculty in the department are continuing to achieve success in gaining external funding for research, but there have been no significant new sources of external funding for graduate student stipends. The U.S. Department of Education Graduate Assistance in Areas of National Need (GAANN) five-year training grant will continue to provide some funding for two more years.

The ZboA has not been highly active in the last few years, even though it continues to exist. Many of the members are from the Portland area, and it can be difficult to bring together the members for meetings.

6. Improve coordination of course offerings.

The course offerings still experience flux as there has been turnover in departmental faculty. The appointment of the Graduate Program Coordinator has addressed the problem to certain extent in that students are better informed of courses that are being offered.

7. Review department 4xx/5xx offerings and bring them into alignment with university criteria for distinguishing the two levels.

For the most part, the 4xx/5xx courses are in compliance with the University policy and students taking 5xx courses are required to complete extra work, have a different grading scale, etc.

8. Consider altering some course numbers from 5xx to 6xx to better reflect the departmental focus on its doctoral program.

The department decided not to make this change in order to maintain the most flexibility and to allow more universal access to courses.

9. Train faculty and staff to deliver better information to all students regarding departmental course offerings and relevant offerings in other campus units.

Once again, the presence of a Graduate Program Coordinator has directly addressed this issue in that she is able to advise students on courses both within and outside of the department.

10. Upgrade department facilities, addressing the worst first.

Renovations of three research labs and the Anatomy/Physiology teaching laboratory are underway. These facilities were chosen for renovation because they represented the most urgent needs in well-funded research labs and a heavily-used teaching laboratory. Funds for renovations came from departmental funds, returned overhead, and some from the Dean.

11. Clarify and strengthen both the internal and external potential of the ZboA and integrate its members more fully into the academic and social aspects of the department.

As mentioned earlier, the advisory board is still in existence, but has not been very active for a variety of reasons, including the numerous staffing changes that have been taking place in the department and the busy schedules of advisory board members. The department, along with the ZboA, has a goal of raising 4 million dollars for an endowed chair, and has accumulated approximately half that amount. The ZboA will continue to be utilized in this fund-raising effort.

12. Address concerns of departmental administrative staff relative to the working relationship with the PISCO administration.

The communication issues and problems with the working relationship between PISCO and Zoology department personnel have improved, in the words of the department chair, 1000%, due primarily to turnover in personnel. There are currently no apparent problems between the two entities and relations are cordial.

13. Remain informed regarding standards of other high quality programs and advocate on behalf of the department's needs on campus and with the ZboA, in recognition of the absence of external review agencies in the field.

The faculty of the Zoology department have continued to be very visible in the field with faculty members frequently speaking at other institutions and meetings and an active departmental seminar program that invites speakers from other institutions. These interactions have kept faculty members well informed and connected with those from other programs. The

fact that 14 of 16 faculty members are funded by NSF or NIH indicates the quality of the research and the competitiveness of the faculty with those from other institutions.

14. Develop effective assessment protocol with follow-through capability.

The department conducts an annual review of each of its graduate students. This includes a careful review of graduate student teaching. Departmental graduate students have achieved great success in obtaining post-doctoral positions and faculty positions on completion of their programs. In addition, they have been quite successful at getting pre-doctoral fellowships from NSF and the EPA.

Summary

The graduate program in the department of Zoology continues to be a very strong and thriving program in difficult financial times. The faculty and administration should be commended on their obvious efforts to maintain their high quality and excellent reputation and to make improvements in important areas suggested by the program review of 2001. In particular, the appointment of a Graduate Program Coordinator and the increase in graduate student stipends have addressed some of the most pressing concerns of the 2001 report. The Department has a policy of voting a new departmental chair every 3 years. Based on the 2001 graduate program review and this follow-up review, that appears to be a good model to follow to create a vigorous department that continues to change and improve.

GRADUATE COUNCIL MEETING

May 22, 2003

3:00pm, Kidder Hall 128

Present: Selker (acting chair), Bond, Ciuffetti, Fisk, Markle, Pedersen, Rettig, Sanchez, Strickroth, Watrous

Absent: Bird, Brauner, Collins, Feller, Francis, Gobeli

Guests: Sherman Bloomer, Denise Lach, Harold Parks, Michael Quinn, Steven Radosevich, John Westall

I. Approval of Council Minutes

The minutes of the May 8, 2003, meeting of the Graduate Council were approved as distributed.

II. Chemistry Graduate Program Review Report

The Graduate Council conducted a graduate program review of Chemistry on January 30, 2003. Elaine Pedersen (Health and Human Sciences), chair of the review team, highlighted the summary and recommendations in the review, giving high marks to John Westall and the Chemistry department for the valuable contributions this department makes to the university in spite of the difficult budget climate at Oregon State University. Recommendations for departmental consideration and action are listed below:

Graduate Teaching and Advising

A re-examination of required graduate coursework is suggested. Given size of the faculty related to the various traditional divisions of chemistry, the Department should consider reducing the total number of graduate courses that are offered. Although the courses needed for graduate students will vary according to sub-discipline, an effort should be made to have a common set of degree requirements, for example, the number of courses, research proposals, seminar presentations, cumulative examinations, and so forth.

Continue involvement in multidisciplinary and interdisciplinary programs. This offers graduate students the opportunity for additional coursework and an enhanced graduate and research experience.

As faculty members retire, discipline-specific graduate coursework should be re-examined to insure compatibility with research areas identified as important to the Department and the research specialties of the faculty.

To insure adequate graduate faculty for various divisions and research interest group areas it is critical that new hires be tenure track faculty to insure no further loss of graduate faculty and research capabilities.

Faculty and Research Programs

While two of the three hires made in the last five years are women, one is an individual of color; the total number of faculty that are women and individuals of color is low. The Department is encouraged to continue to search for qualified women faculty and people of color as new hires by identifying capable women and individuals of color as recruiting targets as part of their hiring process for the replacement of retiring faculty.

It is critical that start-up funding be available for recruiting new tenure track faculty as senior level faculty retire. Substantially higher start-up funding will probably be necessary to attract women and people of color.

Although current faculty are productive and successful in acquiring grant funds, the changing needs of industry, the failure to refill faculty positions, and the need to replace faculty who are soon to retire, place the research programs in potential jeopardy. If research programs are in jeopardy, so is the graduate program. It is critical the Department be allowed to continue to hire faculty and be provided adequate start-up funds to recruit strong faculty.

Graduate Students

To rectify the situation described above, the Department is considering a variety of initiatives. Some of the initiatives can be pursued with few new resources (Chemistry Self Study Report, 2002). The review committee supports these initiatives and recommends their implementation:

- Re-examination of required graduate coursework and restructuring of TA workloads.
- Continue to recruit international students.

Other initiatives would require additional resources, but it is clear if the Chemistry Graduate Program is to remain strong and keep its current status these actions will be necessary. The following are recommended:

- Hire more graduate faculty.
- Rehabilitate existing facilities and pursue construction of a new facility.
- Increase graduate stipends to stay competitive.
- Increase access to advising and faculty interaction during the graduate student's first year.
- Identify potential needs of incoming students and match applicant interests with faculty research.
- Provide opportunities for first-year students to learn more about each professor's research activities.

Facilities

While a thorough cleaning would help and an immediate major renovation will provide some relief, the Department badly needs a new facility. Postponement could result in

compromising a program of otherwise excellent quality. Therefore, the problems with the laboratory facilities must receive high priority.

As indicated in the 1989 report, the Department must address the safety/health issues of graduate student desk space located in laboratories.

Resolving the issue of funding for the three major shared instrument facilities (currently supported via internal and external funding sources) would be beneficial to the Department.

Administration

Given that most graduate students hold GTA and GRA appointments in the Department and the importance of these positions to the research and teaching missions, the Department might consider ways to increase graduate student involvement. For example, the Department might consider graduate student participation on the Long-range Planning Committee or other committees as appropriate. Graduate students offer perspectives and insights that can represent valuable contributions to the Department.

Other—Electrical and Machine Shops

The Department needs to locate sustainable funding to support shop needs particularly in the machine shop area.

John Westall, Chemistry Department chair, said that hoods meet exhaust standards but might not pass a federal inspection. Sherman Bloomer (Dean, College of Science) said that the building would probably not pass an inspection by the Occupational Safety and Health Administration (OSHA). Barbara Bond (Forestry) said that OSHA inspected Cordley Hall in the 1980's and required many changes. Barbara Watrous (Veterinary Medicine) reported that OSHA had inspected Vet Med recently. Westall reported that Chemistry departments across the country are reporting surprise spot-checks of their facilities by OSHA. Doug Markle (Agricultural Sciences), noting that the external reviewer detected odors in the Chemistry building that he had not smelled in many years, asked whether students or faculty were complaining of sickness or headaches. Westall responded in the affirmative. He reported that the third floor must be shut down on hot days because ether can boil in the laboratories. Bloomer said that Gilbert Hall is unfixable as a laboratory structure. The College of Science is looking into the possibility of moving the Chemistry Department into Linus Pauling Hall when it is built.

Bloomer told the Council that he is encouraging departments to rotate department chairs because he is "burning out some of my best people." Burnout is such a major problem that it overrides the cost of lost continuity when leadership changes within a department.

The situation with declining faculty numbers has become worse since the program review took place due to additional retirements declared in the last two months. Because money is not available to rebuild faculty numbers from state funds, funds must be found from other sources. Bloomer did not believe that the Departments of Chemistry and Physics could support faculty salaries with grant monies. According to Westall, faculty who obtain grants from the National Institute of Health have a greater ability to generate salary funds than those whose work is

supported by National Science Foundation funds. The major challenge in hiring new faculty is finding money to remodel and equip a laboratory (startup funds) for those faculty members. Westall reported that they lost two candidates to other institutions earlier this year; startup costs may have been part of the problem.

Chemistry has been very successful at modifying workloads as the composition of faculty FTE changed. Many of the 100-level course instructors are getting higher evaluations from their students than tenure-track professors. Although tenure-track faculty recognize the fixed-term faculty as valuable, fixed term faculty do not serve on the graduate faculty, with the exception of one or two who serve on specific graduate student advisory committees. Given that one-quarter of the faculty has retired since Thanksgiving, the department is being forced to make difficult staffing choices. The research level can be sustained, but traditional teaching areas might suffer from declining breadth. Five of the six people who have retired this year will continue to work in the department in some way. Asked whether collaboration with another department could fill some of the gaps in faculty resources, Westall said that several graduate students are working in collaboration with other departments and in other labs now. Asked whether the OSU 2007 planning would affect Chemistry, Bloomer said that the planning efforts such as those undertaken in Chemistry have been the source of the best thinking in OSU 2007. Chemistry serves as the foundation for a number of departments in the university.

The report was approved as presented.

III. Mathematics Graduate Program Review Report

On February 28, 2003, the Graduate Council and the Curriculum Council conducted a joint undergraduate and graduate program review. Michael Quinn (Computer Science), the Curriculum Council representative on the review team and co-chair of the review presented the report to the Graduate Council. The executive summary of the report is included in these minutes as follows:

Mathematics is central to any college or university, especially to one with strong science and engineering programs. Oregon State University must protect its interest in the Department of Mathematics. While the quality of the undergraduate program is good, the graduate program is clearly in decline. Further reductions in the number of graduate faculty members would accelerate that decline, with a significant ripple effect on the rest of the campus. Thousands of OSU students take service courses from the Department of Mathematics each year. These courses rely upon an adequate supply of high quality graduate students. With this concern in mind, we make the following recommendations to the Dean of Science and the Provost:

1. Establish 25 as the minimum number of graduate faculty in the Department of Mathematics. (This number would include Professor Robert Burton, who holds a full-time administrative position outside the Department.) Provide the Department with a budget enabling it to hire new graduate faculty members to reach this size.

2. Modernize the networking infrastructure within Kidder Hall.
3. Ensure the Department has a budget large enough to hire an adequate number of graduate teaching assistants to support its service-teaching mission.

Since 1990, the Department of Mathematics has suffered from flat or shrinking budgets. The general feeling among tenured faculty members is that the Department has absorbed more than its share of the pain as the College of Science has struggled to put its financial house in order. About one-third of the faculty members currently employed by the Department hold fixed-term appointments, but some faculty still have not accepted this new reality. Instead there is evidence the tenured faculty members are waiting for the situation to improve. While many of the Department's woes can be traced to inadequate budgets, other problems stem from inadequate internal processes. We encourage all of the faculty members in the Department to look for opportunities to solve problems under their control. We make the following recommendations to the Department of Mathematics:

1. Continue to simplify academic programs while maintaining core competencies.
2. Pursue innovative pedagogical strategies to maintain student opportunities while reducing the cost of providing them.
3. Eliminate from the catalog courses that have not been taught in the past three years.
4. Improve the computing infrastructure of the Department, probably by moving to commodity, Windows-based computers and providing remote access to a high-performance Unix system. Ensure instructors have PCs in their offices.
5. Improve the faculty governance process to ensure progress can be made solving problems under the control of the Department.
6. Create a handbook for instructors and provide regular opportunities for instructors to meet with the leadership of the Department.
7. Find new sources of funding. In particular, if there is to be a large capital campaign associated with OSU 2007, ensure that the centrality of the Department to the mission of the University and the Department's particular financial needs are well articulated.

Asked whether last-minute cancellation of classes is preventing students from completing their degrees in a timely manner, Harold Parks, chair of the Mathematics Department, said that core courses have not been cancelled. However, delay in scheduling electives has required some students to amend their graduate programs of study. According to Bloomer, the requirement that a minimum of eight students be enrolled in graduate courses was a university rule made years ago by Roy Arnold (Provost at that time). Mathematics has many problems meeting this threshold, but Bloomer said that, if the department can justify a small enrollment course, he would permit it.

The Council discussed concerns in the review report about the declining number of tenure-track faculty. Suggesting that Mathematics will never again have 30 tenure-track faculty members, Bloomer said that 25 faculty members is a reasonable number to use as a target.

Bloomer reported that he has secured funding for rewiring Kidder Hall, where the Mathematics is located. Negotiations are now taking place to reduce the variety of independent computer

systems in departments within the College of Science and to rely instead on a central server. Earlier efforts to improve computer systems by voluntary efforts at the department level have been replaced by a mandate for change. In response to an observation that graduate student access to computing could be enhanced through the purchase of inexpensive personal computers, Parks reported that their computer support person dislikes PCs and especially dislikes Microsoft products. Some faculty members consider the alternatives to their UNIX system unacceptable. Bloomer stated that the move to a central server will require shifting computer support decisions from departments to a central point.

Quinn reported that the number of required courses in the PhD curriculum was higher than at other schools. Lowering that number might address some problems associated with low course enrollment. Other suggestions from the review team include innovative teaching, using Web technology in courses, eliminating courses from the catalog that have not been taught in the last three years because “false advertising” was frustrating students, and more use of task forces to work on departmental issues.

The departmental faculty should have information ready that could support a capital campaign. Bloomer reported that he charged the department chairs this week to get their faculty on board to work on this.

A recent hiring search is bringing in a dual career couple with strong academic credentials and expectations for work in exciting new directions for Oregon State University. The department is very hopeful that this couple will be a strong draw for talented graduate students. The Council explored the difficulties in attracting top graduate students, noting that several faculty members have internationally distinguished reputations and welcoming personalities that should generate student loyalty and excitement. Parks said that several prominent professors left a few years ago and that national awareness of this had an impact on student perception of their program. Parks said that top students attracted to the West Coast would tend to choose the University of Washington (UW) over OSU. In response to questions from council members about why he thought that, he responded that UW is perceived to be a better school and Seattle to be a more interesting community than Corvallis.

Asked about the minimal discussion of diversity issues in the report, Quinn responded that diversity has not been an issue because of the difficulties of attracting any students and faculty. However, the most recent hire in the Mathematics Department was a woman.

In response to a suggestion that funding might be available if the department were to emphasize scholarly issues of mathematics pedagogy, a popular topic within the National Science Foundation, Parks said that this would take faculty away from their real research and emphasize areas that would not help a faculty member be promoted. Bloomer said mathematics education could lead to promotion if the research work was consistent with the faculty member’s position description. Bloomer has given up on expecting the state to fix these problems, but he has not given up on fixing the problems with other sources of funding.

Although the Graduate Council accepted the review report as presented, Council members concluded that the language expressing concern about departmental leadership was too subtle. Two issues were singled out as particularly problematic. First, the computer service support person is standing in the way of departmental progress in upgrading computer systems and software; he should be replaced. Second, the department chair needs to present a more positive image about the accomplishments and abilities of the current faculty. Alex Sanchez (Education) and John Selker (Engineering) will draft a letter summarizing the concerns of the Council. This letter will accompany the report as it is transmitted to the Provost.

IV. Category I Proposal for a Graduate Certificate in Sustainable Natural Resources

Denise Lach (Sociology) and Steven Radosevich (Forest Science) presented a Category I proposal. As stated in the proposal summary, “The proposed intensive twelve-week, 24-credit Graduate Certificate Program in Sustainable Natural Resources is designed to engage university instructors and scientists, and resource professionals in a process that integrates diverse approaches and perspectives to find workable solutions for complex natural resource issues of local, state, regional, national, or international importance. The Certificate Program is designed for mid-career agency, company, industry, or agency employees and others with at least two years professional experience beyond a Bachelor’s Degree in Arts, Humanities, or Science who want more training and experience to solve such problems. Courses in the Certificate Program will provide in-depth disciplinary knowledge in several natural resource disciplines, as well as cross-disciplinary thinking and problem solving.”

The certificate program will involve all new classes, which will be offered only through this certificate program. The courses will be tightly integrated rather than being taught independently. The program will span 14 weeks in total with 2 one-week breaks. Lach said that the program easily could be reduced to one that generates 18 credits.

Because the program schedule and budget came up consistently in liaison letters, Radosevich spoke to those points. Concern was voiced that students might not be able to survive such an intense program. Two 8-day breaks were added to the program so that students had some time to recover and have some leisure time. Asked whether a true graduate experience could be generated in the intensive time schedule proposed, Radosevich said that, although all the instructors are experienced graduate educators, the program would be more effective if a smaller number of credit hours were required. The time to complete a project is substantial toward the end of the term. Because some people could not complete it under these circumstances, the project could be completed in the following term or in absentia.

The program will be financed entirely by students’ tuition. During summer terms, 86% of tuition paid is returned to the departments offering the courses. The administrative cost is small, although more help may be needed with the admissions process. The admission materials include a statement of purpose, a description of the project, and transcripts. Radosevich was asked whether the efforts of the large number of faculty members involved would have a negative

effect on their research and on their service to other graduate students. He said that no one faculty member will teach for more than three weeks.

Plans are to offer the program for the first time in the summer of 2004, then repeat it for the second time during the summer of 2006. Even without any advertising, many inquiries have been received, suggesting that recruiting the number of students needed to cover the costs of the program should not be a problem. Radosevich and Lach have written a grant for scholarship aid, which should be helpful if the initial offering of the program does not attract a sufficient number of students. The program will be evaluated after two years to determine whether the enrollment goals have been reached.

Lach said that they had considered alternative schedules such as offering the program over successive summers. Their research identified the intensive summer model as the one most appropriate for mid-level professionals. Web-based courses were not considered because of the interactive nature of the classes.

The Graduate Council has been considering a change in the minimum number of credits required for a graduate certificate. Radosevich said that he had been a member of the Graduate Council when the graduate certificate guidelines had been approved. He did not recall any rationale for the 24-credit minimum except the use of that number by the University of Oregon. He and Lach would welcome a change in the required number of credits and said that his program, based on 18 credits of courses, would serve the needs of the students better than the currently proposed program. Council discussion of the challenges of offering the program for a full three months on a very time-intensive basis led some Council members to oppose the program as currently designed. These same Council members indicated that a less intensive program for 18 credits was more feasible and encouraged Radosevich and Lach to consider resubmitting a proposal that would address these concerns.

Council action on the proposal was postponed, but with the following comments to be sent to Radosevich: First, the Council members plan to review their background material on graduate certificates and will entertain a motion on June 12, 2003, to reduce the minimum number of credits required for a graduate certificate from 24 to 18. Second, Radosevich and Lach are requested to provide a revised proposal that is based on 18 credits of courses and that presumes that students will devote, on average, 540 hours to complete the program. This number follows the guidelines in the Curricular Procedures Handbook, which says that "One credit represents a total time commitment; in and out of class; of three hours each week in a 10-week term." If the Council approves the reduction from 24 to 18 in the number of credits required for a graduate certificate, it will entertain a motion to approve the revised certificate proposal from Radosevich and Lach. If it fails to approve that change, the Council will vote on the original proposal.

GRADUATE COUNCIL MEETING

May 8, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (chair), Feller, Fisk, Francis, Gobeli, Markle, Pedersen, Rettig, Selker, Strickroth

Absent: Bird, Bond, Ciuffetti, Collins, Sanchez, Watrous

I. Approval of Council Minutes

The minutes of the April 24, 2003, meeting of the Graduate Council were approved as distributed.

II. Science and Mathematics Education Follow-up Report

Steve Esbensen (Oceanic and Atmospheric Sciences) reported on a discussion that he and Claire Montgomery (Forest Resources) conducted with Larry Enochs, chair of the Department of Science and Mathematics Education (SMED) as a follow-up to the 2001 review of the SMED program. The full text of the report resulting from that visit follows:

Graduate Council Follow-Up Review Report Science and Mathematics Education Graduate Program 11 March 2003

On 4 March 2003, Professors Steve Esbensen (Oceanic and Atmospheric Sciences) and Claire Montgomery (Forest Resources) met with Professor Larry Enochs, Chair of the Science and Mathematics Education (SMED) department, to follow up on the Graduate Council's 2001 graduate program review. Professor Enochs and a senior SMED faculty member reviewed a draft of this follow-up report and provided additional comments and corrections of fact.

A major issue at the time of the 2001 review was the relationship of the SMED graduate program to the emerging education unit on campus. Other issues raised by the review were faculty communication with graduate students and the advising of new students; collegiality, communication and committee structures among faculty members; and new faculty hires and facilities. The reviewers find that significant progress has been made on the recommendations, but that the challenges and opportunities are much greater than those found at the time of the review.

Since the time of the Graduate Council review, one faculty member has resigned and two faculty members have turned in their retirement papers. This presents major personnel issues and opportunities that are discussed in more detail below. We note here, however,

that unless new hires occur, the SMED faculty will be reduced by half—from 6 at the time of the Graduate Council review to 3 when the retirements take effect in 2004.

Our report is organized by the responses to five questions that were posed to Professor Enochs at the follow-up review meeting. These are presented and discussed below. The committee's summary and recommendations can be found at the end of the report.

1. How is the School of Education initiative progressing from SMED's perspective?

The new education unit is in very early phases of development and its future is uncertain. SMED is actively involved in defining that future. Three issues were addressed in our discussion:

(a) Foundation classes: SMED views the new education unit as an exciting opportunity to strengthen graduate education research on campus. The Graduate Council review noted that essential courses in foundations of education, educational psychology and educational research are currently taught by the SMED faculty, at the expense of more topical courses that link science and math content to science and mathematics pedagogy. This problem could be solved by building a general education faculty in the School of Education having expertise befitting a Category I research university.

(b) Licensure: The very successful and high quality 5th year teacher licensure program in science and mathematics education, currently administered by SMED, is at risk due to the pending retirements of Profs. Niess and Erickson. Prof. Enochs and Dean Bloomer agree that the licensure program must change for the success and survival of the SMED graduate program. The new education unit presents an opportunity to transfer support for coordinating and administering the teacher licensure program to the School of Education, while the SMED faculty continues to play the major role in the science and mathematics education component of the licensure program.

(c) SMED's home: SMED continues to believe that its primary mission of research and graduate instruction in science and mathematics education is most likely to be successful within the College of Science for the reasons cited in the Graduate Committee Review Report at the time of the initial review. However, SMED intends to actively advise and, when appropriate, participate in School of Education initiatives at both the undergraduate and graduate level. In general, SMED is supportive of the concept of an undergraduate teaching "pathway" with international flavor that is being discussed as part of the School of Education proposal.

2. What is the current state of the faculty?

This is the most immediate of the new challenges faced by SMED. Since the Graduate Council review, one of the active faculty members has resigned (Lederman), and the two mathematics education experts on the faculty have turned in their retirement papers

(Erickson and Niess). The two pending retirees carry the bulk of the responsibility for administering the licensure program.

SMED views the personnel crisis as an exciting opportunity to hire the next generation of energetic and high quality educators in mathematics education. The reviewers applaud the faculty's resolve and optimism. The stakes are high, however. If SMED is unable to follow through with new hires or cannot obtain relief from the responsibilities of administering the teacher licensure program, it may be unable to sustain its prominent position as a nationally recognized leader in content-based math and science education. The College has, in the past, invested in this highly productive unit and, hopefully, will continue to do so. The University's development of a high quality general education program in the School of Education is also a key to SMED's future success.

Prof. Enochs reports that collegiality and communication among the faculty have improved significantly in the past two years. Morale is high. The five current faculty members have increased their efforts in seeking new grants to compensate for the loss of research income (\$538K in FY01 vs \$376K in FY02) that resulted primarily from the departure of Prof. Lederman. Seven proposals are currently under review and several others are being written. Another positive development is a more even distribution of high quality graduate students among the current faculty members.

Discussions are underway with a group of 5-6 researchers seeking courtesy faculty appointments to begin a graduate "free choice" education research program. This program would focus on education provided through museums or other institutions with an education component. An example would be research on optimizing educational opportunities at the Hatfield Marine Science Center.

3. What is SMED's current hiring strategy?

Hiring priorities have changed since the Graduate Council Review. At that time, the review committee suggested adding a faculty member in the area of college and university education. Now, with the pending retirements in the department, the area of mathematics education research has become the top priority and is crucial to the continued success of the department. Prof. Enochs identified two strategies: (a) using College of Science instructional funds from the two impending retirements to fund at least one mid-career mathematics education expert, or (b) using a combination of CoS instructional funds and SMED research buyouts to hire two new faculty members. The reviewers support the idea of recruiting a mid-career mathematics education research expert who could bring major grant support to OSU and "hit the ground running." SMED is a nationally recognized leader in science and mathematics education, and may be able to draw a top-quality mid-career candidate. In any case, the Dean and the Prof. Enochs are in agreement regarding the need to hire a mathematics educator. The reviewers feel that such a position should be opened at the first possible opportunity.

4. Are the SMED faculty and the College of Science dean in agreement with respect to the teacher licensure program?

Prof. Enochs reports that the Dean Bloomer and he now agree that the 5th year teacher licensure program must change to insure the success and survival of the SMED graduate program. The commitment to this high quality and popular program is unquestioned. The Dean supports the continuation of the Teachers in Residence program for the supervision of the preservice teachers participating in the licensure program. However, expansion of the licensure program within SMED appears to be no longer under consideration. The primary issue is the allocation of the cost and time involved in coordinating and administering the existing program. This must be addressed if the department is to achieve its primary objectives as a high quality research and graduate education program. There are many options for the teacher licensure program involving SMED and the School of Education. These options must be prioritized and developed as soon as possible, in conjunction with the OSU 2007 planning efforts.

5. What steps have been taken by the chair and faculty to improve communications and advising for incoming and continuing graduate students?

Prof. Enochs is very pleased with the progress that has been made in this area since the review. Despite the loss of an active graduate faculty member, the number of SMED graduate students is holding steady (74 registered students as of Summer 2000; 80 registered students as of Summer 2002). The faculty has recently reviewed and revised all course syllabi and has produced an advising document that clarifies graduate examination and research expectations. There are plans to put this information on the departmental web page, but it has not yet occurred. Given the large "off-campus" component of the graduate student population, we encourage the development of web-based communication as soon as possible.

As a result of the new advising materials and greater collegiality among faculty members, Prof. Enochs believes that the orientation of new graduate students has improved. The structure of graduate student orientation remains the same. The chair continues to meet with each doctoral student on arrival, and there is a general orientation meeting for all graduate students. Prof. Enochs believes that the effectiveness of the advising is much improved. One example of improvements offered by Prof. Enochs is related to international students. In the past, international students were at a considerable disadvantage in developing projects for a required graduate seminar. The expectations were not clear, and the opportunities for participating in externally funded research projects in fulfillment of these requirements were limited. Part of the problem was a long-standing assumption that international students could not be in Oregon classrooms to carry out their research projects. Occasionally students would feel obligated to make special trips to their home countries to carry out research for the seminar. These issues have now been addressed. The faculty is actively seeking to provide research opportunities on externally funded projects

and it is now explicitly recognized that international students can perform research in Oregon classrooms.

Other areas receiving attention since the review are continued efforts to expand the number of GTA opportunities outside SMED and a recent successful upgrade the hardware in the SMED graduate student computer laboratory. Teaching and advising off-campus students are a continuing challenge. The main effort in this area is a pilot program organized by Profs. Gummer and Flick to develop SMED capability for distance delivery of existing SMED courses and seminars.

Summary and recommendations

SMED remains a high quality graduate program, but the college and the university must move quickly to rebuild and strengthen the graduate mathematics education faculty that is disappearing next year due to retirements. We recommend at least one new hire in the area of mathematics education, effective no later than Fall 2004. The integrity of the department and its graduate program are at stake. Unless this hire occurs, SMED will have 3 faculty members by the end of the 2003-04 academic year, none of whom are experts in mathematics education. We also recommend either hiring a coordinator for the licensure program or developing a cooperative administrative arrangement with School of Education. If the latter course is pursued, SMED should retain curricular control of the science and mathematics component of the program. We continue to support the major recommendation of the 2001 Graduate Council review that SMED remain in the College of Science.

Significant progress has been made in terms of departmental collegiality, communication, and clarity of program objectives since the 2001 Graduate Council review. Prof. Enochs reports that course syllabi and graduate research and examination structures have been completely reviewed and revised. Related documentation and advising materials have not yet been completed. Prof. Enochs also reports a more even distribution of Ph.D. research and advising responsibilities across the faculty. We urge the chair and faculty to complete the implementation of the plans to improve graduate program documentation and advising as soon as possible for the benefit of all SMED graduate students.

<end of the report>

In response to a question about undergraduate education and changing pathways to licensure, Esbensen said that the SMED department planned to advise and participate as much as possible in the undergraduate licensure program. John Selker (Engineering) asked whether the Dean of the College of Science is committed to replacing the faculty needed by the program. Esbensen believed that the Dean had expressed support, but was not sure that he had directly stated that a faculty member would be hired. Options have been explored between the department and Dean Bloomer regarding this new hire.

The Graduate Council accepted the report as presented.

III. Graduate Level Learning

Open forums on graduate level learning were held on Thursday, April 17, 2003, and on Monday, April 21, 2003. In response to recommendations at these forums, the Graduate Council modified its policy on graduate level learning in three ways: 1) graduate-only credits will be calculated against the gross total credits on the program of study; 2) the number of blanket-numbered credits allowed on a master's degree program was increased from six to nine; and 3) the policy will be effective Fall 2005. In response to one other comment made at one of the two forums and at the request of the Graduate Council, the Graduate School conducted a survey of departments/programs to determine the impact of the policy. The results of the survey were discussed by the Council.

Handouts to the Council included 1) raw data consisting of narrative responses to the survey, 2) a one-page summary of points represented within the comments, and 3) a table summarizing the responses. Approximately 44% of the units with graduate programs (N = 35) responded. However, some of the responding departments did not answer the questions in the survey instrument, but did comment on the issues involved. Some departments appeared to not understand how to make the requested calculations. For example, the MS/MA examples given on the questionnaire suggested that 23 out of 45 graduate credits must be standalone graduate credits and noted that up to 12 credits of thesis or 6 credits of research, plus an additional 9 credits of blanket-numbered courses and an additional 6 credits of internship could count toward this 23. The question was how many new courses would be needed to complete the rest of the 23 required standalone credits. One unit indicated that 36 credits would have to be created to sustain the graduate program with this new policy and another indicated that 45 credits would have to be generated. These two responses suggest master's programs of much greater than 45 credits even though current program requirements do not suggest such high numbers.

One response that appeared more than once was, "What needs to be fixed?" On the other hand, other survey respondents argued that the policy did not go far enough and that it would lower the standards of graduate education at Oregon State. The most common concern, which previously had been expressed at the forums, related to the adequacy of faculty resources to comply with the policy. In addition to the concern about inability to offer graduate standalone courses, there were concerns that meeting that requirement would lead to a reduction in the number and variety of classes available to undergraduates. Interdisciplinary programs were identified as an area where compliance would be especially difficult.

Sally Francis (Graduate School) told the Council that she had shared plans to carry out the survey with the Provost's Council. She also shared a comment from the Dean of the College of Liberal Arts regarding a meeting of CLA department chairs. Dean Schaffer indicated that CLA is committed to graduate education and, at the same time, wants to maintain the high quality of undergraduate education at OSU; CLA chairs are struggling with how to maintain quality in both arenas, but not at the expense of one over the other. CLA Chairs and Directors are also

concerned about low enrollments when graduate courses are offered as standalone courses as compared to slash courses. Dean Schaffer indicated that CLA Chairs and Directors are appreciative of the Graduate Council's changes to the graduate level learning policies, including moving the starting date forward to Fall, 2005, increasing the limit on blanket-numbered courses from 6 to 9, and including thesis hours and capstone courses, etc., in the total credits against which the 50% would be calculated. She will appoint a CLA task force that will work on a plan to try to phase in these proposed changes by Fall, 2005.

Bruce Rettig (Graduate School) reported on the history of slash courses at OSU. In the late 1980s, the State Board of Higher Education decided that all public universities in Oregon should convert from the quarter system to the early semester system, which is the predominate calendar in higher education in the United States. After an extended planning period and with new catalogs ready to print and distribute, this decision was rescinded. Academic units, which had spent many hours examining their curricula, were encouraged to keep as much of the new ideas as possible rather than simply moving back to their old curricula. At the same time, the state system adopted a new course numbering system, which included the option for each university to use a new slash numbering system. However, in most cases, the slash courses that appeared in the new catalogs appeared to be simple replacements for 4XXG (undergraduate courses that could be accepted for a graduate major) and 4XXg (undergraduate courses that could be accepted for a graduate minor but not a graduate major) courses. Many of the units that currently have only slash courses and no standalone courses (other than blanket numbers) had no 5XX courses prior to that curriculum change.

David Brauner (Liberal Arts), noting that the original version of the 50% policy adopted in November triggered much anger, especially in Liberal Arts, suggested that many responses to the survey showed more confusion than anger. Brauner said that the message from Schaffer is quite positive, reflecting the gratitude of CLA administrators for the additional time to comply with the policy and additional leeway to find ways to make changes in curricula.

The next step appears to be a joint meeting between the Graduate Council and the Faculty Senate Executive Committee.

Selker noted that one serious issue identified at the forums was the difficulty of compliance for some specialized graduate programs (for example, a one year master's program in Forest Engineering). He suggested the need for a process to deal with special cases. Brauner said that the idea of exceptions was discussed at the last Graduate Council meeting. Selker would like to see, as a part of the communication of the policy to the campus, that the Graduate School could grant exceptions in certain cases. Selker also would like to see some group identify opportunities for service courses (e.g., statistics) that would become standalone graduate courses. Because one logical group to do this would be the Graduate Council, he suggested that it should take an active role. Brauner said that the task force to be created in Liberal Arts will also be looking at the same issue. He also observed that the Graduate Council would have almost two years to work with groups that come up with creative new ideas to comply with the policy. Doug Markle (Agricultural Sciences) and Elaine Pedersen (Health and Human Sciences) discussed planning

efforts in Health and Human Sciences to develop courses that would meet the needs of the entire college for statistics courses geared to their shared research needs.

Francis supported the development of a procedure for granting exceptions. Selker explained that he is interested in an appeal process for an entire department and argued that criteria for exceptions should be publicized at the same time that the policy is explained. Francis noted that all policies at Oregon State University are open to appeal. Although an explicit statement is not necessary, it could be added. When an accreditation team asks how exceptions are made to policies, they are looking for a defensible rationale and general, although not absolutely universal, compliance.

Selker suggested that Associate Dean Rettig could craft a procedure for exceptions based on the information from past Council deliberations including today's meeting. He also suggested creation of a subcommittee of the Graduate Council. That group would address the issues of communication to departments and improvement of service level courses. Francis said that undertaking the coordination of courses such as the variety of statistics courses on campus would be a challenging task and might be beyond the available time of this group. Markle suggested adding a sentence stating: "Appeals within the spirit of the policy should be directed to the Graduate School."

Because the bottom line is what students tell accreditation teams and other reviewers, Fisk argued that changes that meet the expectations of the students should meet the spirit of the policy. Brauner said that setting up criteria assumes that we might know in advance what the departments might need in the way of exceptions. Rettig said that students need to be a part of the exception process, so that student opinions of the graduate level learning are heard. Fisk suggested that graduate student evaluations of slash courses be an important way to assess whether exceptions to the policy should be granted. Brauner said that those who are passionate about their programs would fight to make sure that they will "survive" this policy requirement.

Explaining the full policy to departments and how it can be implemented could be the responsibility of either the Graduate School or the Graduate Council. Selker asked whether the Council was going to take this opportunity to argue for changes in courses offered by the Statistics Department. Rettig reported enrollment statistics for Spring 2003 registration in ST 412/512 and ST 413/513. In both of those courses, many more graduate students are enrolled than undergraduates. Fisk asked whether this might imply that the courses are viewed by graduate students as graduate level learning and whether this would be a basis for an exception. Or should these courses be converted to standalone graduate courses?

Renee Windsor (Graduate School) was asked to contact Vickie Nunnemaker, who provides staff support for the Faculty Senate Executive Committee, to tell her that the Council has conducted and discussed feedback from departments. Whether and when a joint meeting between the Graduate Council and the Faculty Senate Executive Committee will be left to the Faculty Senate Executive Committee to determine.

IV. Graduate Certificates

Rettig reported that three Category I proposals to establish graduate certificates have been submitted to Academic Affairs for preliminary review. All preparers would like to have their proposals reviewed by the Graduate Council this term. The three proposal preparers are hoping to discuss both approval of the proposal and the number of credits needed for the certificate. Those Category I certificate programs are (1) Sustainable Natural Resources, submitted by Steven Radosevich in the College of Forestry, (2) Advanced Instructional Practices, submitted by Juanita Lamley in the School of Education, and (3) Teaching English to Speakers of Other Languages (TESOL), submitted by Don Prickel, School of Education.

Several faculty members considering preparing graduate certificate proposals are interested in learning whether the Graduate Council would consider reducing the number of credits required for a graduate certificate from the current 24 credits to some lower number, such as the 15 minimum credits required at Portland State University and the University of Washington. Radosevich is particularly interested in that question as are the deans.

Selker asked about the allowance for transfer credits. Rettig answered that the fraction of allowed transfer credits is the same ($1/3$) as it is for a 45-credit master's degree ($1/3$) of the credits. If the number of credits were reduced from 24 to 18, the number of transfer credits needs to fall from 8 to 6. If the number of credits were reduced to 15, the number of transfer credits should be limited to 5. Markle asked whether 18 credits is an appropriate number for a certificate to be fully earned in one term (Radosevich wishes his certificate program to be completed during Summer term). Rettig noted that registration over 12 in summer may be feasible given the intensive nature of the Sustainable Natural Resources program, which includes field trips and work done on weekends. Selker asked whether any accreditation issues were involved. Rettig said there were not. Mary Strickroth (Graduate School) noted that the lack of questions about the number of credits in earlier discussions may reflect the lack of experience with certificate programs at Oregon State University. Brauner asked whether, if the Council holds to the 24-credit minimum, proposals would include requests for an exception to the number of credits required. Rettig argued that this would not be an issue. The minimum credits would be analogous to the minimum of 45 credits for a master's degree, for which no exceptions are ever allowed. Selker, believing that the point of a certificate is to show mastery, asked what minimum number of credits would demonstrate that mastery. Selker said he would be comfortable with 18 credits if they are in the area of the student's background, but 24 credits would be needed if it were in an area outside of the student's background.

Because the Council lacked a quorum at this stage of the meeting, no action was taken. However, Council members encouraged Radosevich to present his proposal and to explain how it would be modified if he could reduce the number of credits from 24 to 18.

V. End of Year Issues and Summer Category II Reviews

Rettig briefly explained that the Council needs to address two end-of-the-year issues. First, how will Category II proposals be reviewed during the summer? A committee could work on the proposals over the summer if all or some of the current members are available or if replacements can be identified. One summer, the Council delegated the responsibility to the Associate Dean for the period during which the Council would not be meeting. These and other options need to be discussed. Second, how will the minutes from June 12 be approved? Last year, that was handled by emailing the minutes to committee members, asking for changes and, once a reasonable time for changes passed, they were declared to be approved.

GRADUATE COUNCIL MEETING

April 24, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Bird, Brauner (chair), Ciuffetti, Collins, Feller, Francis, Gobeli, Markle, Pedersen, Rettig, Sanchez, Strickroth

Absent: Bond, Fisk, Selker, Watrous

I. Approval of Council Minutes

The minutes of the April 10, 2003, meeting of the Graduate Council were approved as distributed.

II. Graduate Level Learning

The Graduate Council held open faculty forums to discuss graduate level learning proposals on April 17, 2003, and again on Monday, April 21, 2003. The purpose of the open forums was to solicit input from Graduate Faculty to inform the Graduate Council as it affirmed or revised (1) the “50% rule” (minimum of 50% of all graduate credits [excluding capstone activities such as thesis, research in lieu of thesis, and internship] on graduate programs of study must be stand-alone graduate courses, (2) criteria for differentiating the 500 component of slash courses, and (3) possible inclusion of a few 400 level credits on graduate programs of study.

People invited to the forum were provided a three-point rationale. First, concerns had been identified during Graduate Council program reviews. Of 15 Graduate Council Program Reviews conducted between fall, 1999, and spring, 2002, 11 mentioned the issue of slash courses. Generally, graduate students report disappointment with the graduate quality and rigor of slash courses particularly when enrollment in such courses consists of a large majority of undergraduate students. Second, in its final report (6/12/01), the Task Force on Graduate Level Learning recommended that the numbering system be redefined to eliminate the “slash” model and that 6-12 credits of non-blanket 400 level credits be permitted on a graduate program of study. Third, the report of the evaluation committee of the Northwest Association of Schools, Colleges and Universities (April, 2001) included the following as its recommendation #7: “Even though a Graduate School policy exists that articulates intended quantitative and qualitative distinctions in expectations for undergraduate and graduate students enrolled in combined 400/500 level courses, students and faculty from a variety of programs indicate that these courses frequently fail to adhere to those distinctions. In such cases, these bi-level courses appear not to constitute genuine graduate level educational experiences. Therefore, the Committee recommends that the University conduct a thorough analysis and evaluation of all bi-level courses and syllabi and then take appropriate steps to guarantee compliance with the requirement that a minimum of 50% of all courses in a student’s graduate program be genuine graduate-level experiences, as articulated in Standard 2.F.4.” Accreditation Standard 2.F.4 states, in part: “Graduation requirements for advanced degrees offered by the institution are determined by the faculty teaching in the applicable graduate

programs. At minimum, the policies governing these graduation requirements include: ...the minimum number of graduate-level credits, normally at least 50% of those required for the degree....”

Those attending the forum were told that the 50% rule would apply to students entering Fall 2004 or thereafter, that the Council had adopted a slash course differentiation policy, and that the possibility of 400 level courses was still under consideration.

The recently adopted slash differentiation policy reads as follows:

Expectations for Graduate-Level Teaching and Differentiation between Undergraduate and Graduate Components of “Slash” Courses

It is expected that all courses at OSU, both at the graduate and undergraduate level, will be designed around well-defined objectives or student learning outcomes. Instructional opportunities should be designed to help students achieve these outcomes. Student learning outcomes encompass the range of student attributes and abilities that students should be able to demonstrate after successful completion of the course.

The primary distinction between undergraduate and graduate courses should be in the *quality* of learning outcomes as opposed to the quantity of work. Given the range of subject matter taught at Oregon State University, it is impossible to establish a single standard for graduate-level teaching. However, for many courses, Bloom’s taxonomy (Bloom, 1956; also see appendix 1) provides a useful basis for determining the quality of cognitive learning outcomes. These are (from lowest to highest-order), 1. knowledge, 2. comprehension, 3. application, 4. analysis, 5. synthesis, 6. evaluation.

Learning outcomes in undergraduate courses are likely to focus primarily (although not exclusively!) on *knowledge*, *comprehension* and *application*; learning outcomes in most graduate courses, including the graduate component of 400/500 dual listed courses should primarily emphasize *analysis*, *synthesis* and *evaluation*. Where these learning outcomes categories are not appropriate, instructors should develop comparable categories.

Expectations for learning outcomes in the graduate component of dual listed (400/500 level) courses are the same as for stand-alone 500-level courses. In syllabi and course proposals, a distinction should be made between learning outcomes for students taking the course for undergraduate credit (400 level) and those taking the course for graduate credit (500 level). In most cases this distinction should include emphasis on developing skills in analysis, synthesis, and/or evaluation for the 500-level credit, as opposed to, or in addition to, acquisition of knowledge, comprehension and application of information, which are more characteristic of undergraduate curricula. The different student learning outcomes should be accompanied by appropriate differences in instructional opportunities and evaluation procedures.

David Brauner (Liberal Arts) distributed email and letter responses to the issue of graduate level learning and slash courses. Lynda Ciuffetti (Science) said that she sent an email to all the chairs and associate chairs in the College of Science asking them to send email responses to Brauner. The email messages that were distributed came from Steve Esbensen, John Ringle, Roger Nielsen, and Don Armstrong. Brauner noted that the messages reflect the lines of discussion that the Graduate Council has pursued itself over the past several months both in terms of concerns about the policy and reasons for implementing change.

Elaine Pedersen (Health and Human Sciences) asked about the feasibility of one suggestion made at the forum—to offer the 500 component of a course with one more credit than the 400 component to reflect the additional class meetings and work undertaken by an instructor in a slash course. Sally Francis (Graduate School) reported on a conversation with Leslie Burns. Francis understood from that discussion that the two components are considered two separate courses. Consequently, if one was to be worth three credits and the other four credits, this change could be made using a Category II proposal.

Bruce Rettig (Graduate School) said that, in response to a Graduate Council recommendation a year ago to eliminate the slash model, the Curriculum Council had asked whether 400 and 500 courses could meet in the same room at the same time. If so, what would be the value gained from eliminating slash courses? Robert Burton had suggested at the Thursday forum that this and other questions indicated that the Curriculum Council had assumed that the two bodies would continue to explore that policy change (elimination of slash courses). Brauner said that if the conversation returns to the option of splitting slash courses, which had been recommended by two people who had submitted email comments, resolution of this issue would take another year. He assumed that another Graduate Council would have to start over again from square one.

Brauner noted that several people at one forum suggested that the 50% rule would cause the elimination of some graduate programs on campus. Those raising this concern argued that, if any programs are to be eliminated, this should come through a university-wide planning process and not through actions such as the one taken by the Graduate Council. Brauner said that the Council had never intended by its action to weed out weak graduate programs. He added that there seemed to be many misconceptions including what the 50% rule was. Brauner noted that slash courses are not being eliminated. The few stand-alone courses that would need to be created would not be a drain on departments. David Gobeli (Business) and Brauner both noted that they had presented the Graduate Council policies to their departments and those departments had no problems with the idea.

Alex Sanchez (Education) reported that one person at one of the forums said that the English Department has not been able to recruit some top prospective graduate students because those students note the the lack of stand-alone courses, both by observing the OSU web site and by talking to current graduate students.

Pedersen asked whether it would be possible to adopt the Graduate Council policies, but allow those departments that lack stand-alone courses to phase into the policy later. Brauner pointed out that there are already some measures under consideration to make it easier to make a

transition, including increasing the number of blanket hours on programs and increasing the number of slash courses permitted.

Doug Markle (Agricultural Sciences) said he understood one suggestion to be that a minimum number of stand-alone courses be required rather than setting a specific percentage of all credits for the degree. Percentages in some departments would call for four to five courses as stand-alone, while in other departments/programs, the 50% rule could be satisfied with only two credits of regular non-blanket stand-alone coursework. Francis pointed to the accreditation standard (2F4) “including the minimum number of graduate level classes, which is normally 50% of the total.” Francis suggested that if a minimum number of stand-alone credits were established, it could then be reported to the accreditation team that two stand-alone courses are now required, the criteria for graduate level learning experience has been revised and that the Graduate Council would continuously monitor syllabi of slash courses. Markle suggested student evaluation forms to be used for all 500 level courses, not just the slash courses.

Ciuffetti recalled that this discussion was motivated by two goals: 1) to respond to the concerns stated by the accreditation team and 2) to satisfy students who are unhappy with the slash courses as they now stand. She supported the suggestion to increase thesis or blanket hours. She also supported the concept of allowing extra credit for the graduate students in a slash course when the professor meets alone with graduate students to make sure they have a true graduate level experience. The example given was for four hours of credit for a course with three contact hours with undergraduates and graduate students plus an additional class meeting involving the professor meeting with only the graduate students. Francis suggested that for the sake of ease and clarity, graduate students could register for one credit of 507 instead of making slash courses three credits for the undergraduates and four credits for the graduate students.

Wendé Feller (Student) said that an instructor in a slash course told her that undergraduate students who cannot gain entrance to some 400-level courses with capped enrollment are attempting to get into the class by registering for the 500 level of the course. Rettig reported being contacted by an instructor facing this problem. He advised the instructor to work with the Registrar to block enrollment in the 500-level course and allow students to enroll in that component only with the permission of the instructor.

Sanchez concluded that the costs for instructors, undergraduates and graduate students of the 400/500 system has become so large and complicated that they exceed the benefits reaped by the program. Brauner said that the door to revisit the elimination of slash courses was opened by Bob Burton at the forum reporting that the Curriculum Council would be open to discussion of this issue. Last year the Graduate Council proposed that the slash course system be eliminated, but that 18 credits of 400 level course work be allowed on a graduate program. The units that are upset now with the 50% rule would be even more upset with the elimination of the slash system because they would have to come up with even more stand-alone graduate courses. Francis noted that a majority of the expressions of concern have come from the College of Liberal Arts. For example, a majority of those attending the Thursday forum and all except one person at the Monday forum were faculty in the College of Liberal Arts.

Sanchez suggested that the long-range goal should be to eliminate slash courses, but that colleges need time to proceed to develop stand-alone graduate courses. Pedersen noted that several people stated that eliminating slash courses would negatively impact Baccalaureate Core courses. For example, a faculty member from Women Studies suggested that, if they had to choose either graduate or undergraduate offerings, they might elect graduate level courses. Women Studies, which makes a significant contribution toward undergraduate Baccalaureate Core needs, would be placed in a very difficult position.

Sanchez reiterated that the Council should listen to the graduate students' concerns about slash courses. Ciuffetti asked whether the studies carried out by the Graduate Level Learning Task Force distinguished between master's students who were unsatisfied with slash courses and doctoral students. Francis reported that roughly 5% more masters' students were dissatisfied with slash courses.

Markle, said that, although the Graduate Council would like to eliminate slash courses, the 50% rule serves as a reasonable transition because of increasing the number of allowable blanket hours and including capstone completely as part of the calculation of stand-alone credits; the Council needs to adopt those measures today. Brauner read the current "50% rule", which subtracts the credits used as a capstone before estimating the number of allowable slash credits.

Sanchez suggested a joint meeting with the Curriculum Council to discuss the long-term future of slash courses. He said that individual departments must be involved in making these changes and the Graduate Council cannot legislate departmental planning.

Markle asked how graduate advisory committees would know which courses are slash and which are not. Rettig suggested that instructors of stand-alone courses provide documentation for students to use to prove which courses are stand-alone. Work load will be increased in Graduate School for program of study evaluations because all courses would need to be checked to see whether they are slash or stand-alone. Ciuffetti asked whether "extra credit" (the one credit of 505 or 507 added to slash courses as discussed earlier in the meeting) would count as stand-alone hours. Pedersen reported that the Department of Apparel, Interiors, Housing and Merchandising is already providing opportunities for students in slash courses to enroll in those one-credit courses, although doing this is currently an elective option for students. By registering for the additional credit, the instructor's academic department would receive credit for the work their faculty member is doing and for the enhanced learning experiences that students receive. Under the university's budget model, all work carried out deserves appropriate recognition. Markle said that many faculty members and students might be shocked to discover that an extra hour is tied into slash courses. Gobeli said that these changes are not helpful in eliminating slash courses in the future.

Pedersen wondered if it would be advantageous to make formal adjustments to the policy before meeting with the Faculty Senate Executive Committee. Gobeli suggested that another task that could be useful preparation for meeting with that committee would be to conduct more research on how other universities treat this problem.

The following motion was approved unanimously.

- Change the 50% rule from “Minimum 50% of all graduate credits (excluding capstone activities such as thesis, research in lieu of thesis, and internship) on graduate programs of study must be stand-alone graduate courses. The remaining credits may be the 500 component of 400/500 slash courses.” to “Minimum 50% of all graduate credits on graduate programs of study must be stand-alone graduate courses. The remaining credits may be the 500 component of 400/500 slash courses.”

Markle suggested changing the percentage to credit hour numbers, so that departments would be encouraged to offer more stand-alone courses. He suggested that 50% should be considered a goal rather than an absolute requirement and that the way to achieve this goal is to require two stand-alone graduate level courses. Rettig noted that some programs do not want to have more than six thesis hours on programs of study. Yet some of these departments also do not want to or cannot offer more stand-alone graduate courses.

Francis wondered whether it would be easier for programs to comply with the policy if the target date of implementation were moved out to three years from now. This would provide ample transition time and reduce the need to monitor how departments meet the new requirement. Francis understands that Dean Schaffer’s single concern regarding this policy is timing. Department chairs have reported to Schaffer that they can do this, but that more time is needed. Pedersen asked whether Schaffer indicated how much time would be needed. Francis seemed to think that two to three years of additional time to implement the policy would be acceptable. Francis also urged that everyone should comply on the time schedule and the policy should go into effect fully for all students at a specific time, as opposed to “grandfathering” some students, which has proven to be a very difficult problem for the two-year transition for continuous enrollment. Brauner reported that the Geosciences Department told him that two years would be an appropriate time period to use for phasing in this policy.

The following two motions were approved unanimously.

- Implement the 50% policy, as approved today, to any program of study submitted Fall 2005 or thereafter.
- Raise the maximum number of blanket credits from 6 to 9 on a 45-credit masters’ degree program effective Fall 2005.

Brauner said that policies adopted today will be reported to the Faculty Senate Executive Committee and discussed with that group at a meeting in May.

Francis said that the College of Liberal Arts appears to be the source of the largest number of departments that may have a problem meeting this policy currently. Although some departments have several stand-alone graduate courses, it still would be difficult to determine the impact, because not all those stand-alone courses might be elected by every student in the department. Don Armstrong, during the Thursday forum and again in his email to the Graduate Council,

suggested that research be done to determine how the policy change would impact each department. Rettig suggested that this be done through an internal audit by each department to study the impact of this policy on their curriculum. He asked council members whether they wanted the impact analysis to be carried out through a survey conducted by the Graduate School before the meeting with the Executive Council. Ciuffetti asked whether the survey would be based on the modified 50% rule. She suggested a question such as “Based on the curriculum you have, what additional classes would you need to create to comply with this policy?” The consensus of the Graduate Council was that this survey should be done. Mary Strickroth (Graduate School) pointed out that the increase in blanket hour numbers made today will not affect the Master of Arts in Interdisciplinary Studies students because the maximum blanket hours for that degree is already nine. The survey to study the impact of this policy may discover a substantial difference between departments regarding this policy, because departments have used the combination of lecture courses, seminars, research, and other learning activities quite differently.

Appendix 1. Explanation of the 6 levels of cognitive competency in Bloom’s Taxonomy*

Competence	Skills Demonstrated
<p>Knowledge of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures):</p> <p>Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.</p>	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
<p>Comprehension; grasping (understanding) the meaning of informational materials.</p>	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

<p>Application; the use of previously learned information in new and concrete situations to solve problems that have single or best answers.</p>	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • <i>Question Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
<p>Analysis; the breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.</p>	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
<p>Synthesis; creatively or divergently applying prior knowledge and skills to produce a new or original whole.</p>	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
<p>Evaluation; judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.</p>	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

GRADUATE COUNCIL MEETING

April 10, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Ciuffetti, Collins, Feller, Fisk, Francis, Gobeli, Markle, Rettig, Sanchez, Selker, Strickroth, Watrous

Absent: Bird, Brauner, Bond, Pedersen

Guests: Joseph Krause, Juan Trujillo, Kay Schaffer

I. Approval of Council Minutes

The minutes of the March 13, 2003, meeting of the Graduate Council were approved as distributed.

II. Proposal for the MA Degree in Contemporary Hispanic Studies

A proposal to create the degree of Master of Arts in Contemporary Hispanic Studies was introduced by Joseph Krause, chair of the Department of Foreign Languages and Literature. The proposal document, the result of a long and careful process, has been revised many times since it was first drafted two years ago. The proposed program is based on programs in other universities, including the University of Maryland, Baltimore County. A conference organized in 1999 on undocumented workers served as a catalyst for initiatives to create this proposal, as did the department's appreciation of the importance of demographic shifts toward a larger Hispanic community in Oregon. The program is unique within the United States, and perhaps internationally. The proposed degree, which was described as interdisciplinary in nature, was based on cultural studies in the larger sense of that term. It includes several nontraditional learning strategies including a learning community, new assessment methods, a presentation of a portfolio, and participation in a specific field experience designed to link students to the Hispanic community. The department anticipates that the proposal will increase the number of graduate teaching assistants in the department, freeing up faculty members to teach more graduate and undergraduate courses. The department intends to offer more slash courses and two to three additional stand-alone graduate-level courses. Students pursuing this degree could work in social work areas, labor organizing, law enforcement, and other occupations. The anticipated start date is either Fall 2004 or Fall 2005.

In response to a question from Barbara Watrous (Veterinary Medicine), Juan Trujillo (Foreign Languages and Literature) said that the maximum number of students at the beginning of the program would be eight, although six students are anticipated to matriculate the first term that the program begins. This number should be large enough to support the stand-alone graduate courses because those courses would also appeal to MAIS and MAT students who are currently involved in the department. Watrous also noted that one source of funding was of limited duration and would not provide continuing funds for a continuing faculty position. Kay Schaffer,

Dean of the College of Liberal Arts, said that the College was ready to fill in the financial gaps that would be created by the limits of that funding.

Responding to a question from Sally Francis (Graduate School), Krauss said that the six teaching assistantships described in the proposal are in addition to the number of current teaching assistants. Their plan to replace some of the instructors in first and second year Spanish classes with teaching assistants is expected to generate revenue savings. Noting that those six assistants are not listed in the budget, Francis asked how that is accounted for in the budget. John Selker (Engineering) said that he knows an instructor in the department who is teaching five courses a year and receiving a base salary of \$24,000. He argued that the strategy of replacing instructors with teaching assistants would be more costly in the long run. He also said that undergraduates are currently having a difficult time getting into sections of courses. Although he finds the proposal to be laudable, he is concerned about the current status of the undergraduate program. Krauss said that in addition to the faculty salaries, which range from \$24,000 to \$48,000, faculty salaries require additional funds for OPE.

Graduate teaching assistants in Foreign Languages and Literature are only allowed to teach two courses a term. Even carrying a full graduate course load, assistants will be able to teach six courses per year. Lynda Ciuffetti (Science) asked for clarification of the difference between courses and sections. Trujillo explained that the first and second year courses in Spanish are divided into multiple sections, with each assigned a separate instructor. Graduate assistants would either teach two sections of a particular course such as Spanish 113 or one section of, for example, Spanish 113 and one section of Spanish 213. Because graduate assistants can teach these courses, more graduate courses could be added without hiring additional faculty members.

Doug Markle (Agricultural Sciences) asked how the projected four new stand-alone graduate courses could be started with the resources now available to the department. Krauss replied that the department expects the resources to expand because of this new program. Selker asked Schaffer what, given the financial challenge facing the undergraduate program, the College of Liberal Arts can do to appropriately fund this program. Does the college expect the increased FTE to be available from current funding? Schaffer said that the College wants to keep moving forward even while funding is scarce. The department has an agreement with the college to be as flexible as possible in providing resources out of funds available to the college. In response to continuing questions on this issue, Schaffer said that a new faculty member could be expected in the program in its second year at the earliest, although it is possible that the additional hire would not take place until the fourth year. Krauss believed that two new courses per term would be adequate to maintain the undergraduate program and start the new graduate program. These new courses can be added without jeopardizing the quality of the undergraduate program. Those new courses would represent .50 FTE. The department can meet that obligation with current faculty resources. If a part-time instructor could be hired to cover some areas, a tenure-track faculty member could be freed to teach graduate courses.

David Gobeli (Business) asked whether the interdisciplinary nature of the program is really a focus of the program, as stated in the proposal. He suggested that statements about economics as

a part of the degree are stated but left hanging in the proposal, especially where the junction of this program and the College of Business are concerned. Francis asked whether the creation of a minor in Intercultural Studies is a part of the proposal or whether this is a description of courses intended to complete an integrated minor. In response to Selker's request for clarification of the faculty FTE, Krauss explained what courses and sections are currently taught by faculty. Francis asked whether one person would be directing internships or whether major professors would be expected to supervise internships as well. Selker reiterated his concern about the heavy workload of the current faculty and his concern about whether the department has the resources to initiate this program.

Martin Fisk (Oceanic and Atmospheric Sciences) asked how this program differs from the MAIS, which is also interdisciplinary and allows a non-thesis option. Francis said that the two degree credentials are quite different.

Selker again expressed his view that the degree program is an excellent idea, but that he was concerned about the workload. Francis suggested that the concerns about faculty resources fall into two categories: Would addition of a graduate program without additional resources damage the undergraduate program? Would lack of resources impair the quality of the graduate level learning experience in the new program? Selker said that he would not be comfortable with approving this proposal without clarifying these issues and suggested that the proposal be sent back with a request for a stronger statement of support from the dean of Liberal Arts. The additional faculty member should be hired at the beginning of the program, not in the fourth year when there is no additional workload. Gobeli asked whether there are any groups that might support this program by providing additional financial support. Where is the university currently moving (with OSU 2007) with the topic of outside funding?

Council members raised additional questions: Should the integrated minor focus on intercultural communication or intercultural studies? Can other cultures be added to this degree or is the focus simply Spanish? Selker mentioned that he would support a minor in intercultural studies. Mary Strickroth (Graduate School) asked for clarification of whether the capstone was a thesis or a non-thesis option because the proposal refers to 3 credits of thesis (the MA requires either a thesis with a minimum of six credits or a project with a minimum of three credits).

The Council requested that Associate Dean Rettig draft a letter to the department requesting a revision of the Category I proposal that addresses the following areas of concern identified by the Graduate Council:

- § Revise the budget to address the question of adequate FTE and clarify the budget line item concerning GTAs.
- § Examine the list of courses in the integrated minor and consider adding courses that provide a large-scale perspective such as might come from courses in economics or additional courses in political science.

- § Clarify the language defining the capstone experience. Specifically, is the capstone a thesis option, which would require 6-12 credits, or a non-thesis option, which would include 3-6 credits of research-in-lieu-of-thesis (commonly research or project credits)?

III. Graduate Certificates (numbers of credits)

Two years ago the Graduate Council approved policy guidelines for new graduate certificate programs, which require a minimum of 24 credits. No certificate programs have been created, although a few proposals are in preparation. Some units interested in graduate certificates have asked that the minimum number of credits be lowered, perhaps to 15 (the minimum at Portland State University) or 18. Francis asked Council members to visit with faculty in their colleges to discover the views in their units on this issue. Because many council members were unaware of the graduate certificate credential, background information will be distributed prior to this issue being fully discussed.

IV. Graduate Level Learning

The Graduate Council discussed comments made by Bruce Sorte, President of the Faculty Senate, at the April meeting of that body regarding further discussion of the 50% rule and slash courses. Ciuffetti interpreted Sorte's comments to imply that Graduate Council members were expected to meet with faculty in their colleges to gather information before providing the Faculty Senate with recommendations. In parallel, the Executive Committee will entertain questions and comments regarding the continuation of masters' degrees in departments where that degree is based primarily on slash courses. Ciuffetti quoted Sorte as saying, "We will jointly be working with the Council to try to get a proposal that you would accept." Francis understood that Sorte was telling senators that Graduate Council members would be meeting with Faculty Senate members (constituents in represented colleges) to discuss graduate level learning and the continuation of slash courses.

Francis reported on a phone conversation with Stella Coakley, president elect of the Faculty Senate. She said that she understood Coakley to say that she thought that the bottom line was that the Graduate Council's action on slash courses was probably right, but that prior to taking that action, each Graduate Council member did not consult with their college. Coakley said that follow-through would now be entirely in the hands of the Graduate Council, and it is the Council's responsibility to find out the impact of this Council decision on University units. Also, a meeting involving members of the Graduate Council and the Faculty Senate Executive Committee is expected.

Fisk suggested that to frame communication between members of the Graduate Council and faculty within their colleges, Council members should say *what* the Council decided. They should also say *why* it was decided (slash courses are not graduate level) and explain that there are still two other parts to the subject which have not been decided: graduate level outcomes and undergraduate level learning. Then ask for input on the remaining two issues. Fisk recommended development of a one-page description of what was decided, why, and what is left to decide.

The Council then had an extensive discussion of alternative ways to engage graduate faculty members on campus. After listening to constituents, Council members might discover that the policy needs to be modified. Fisk suggested that the Graduate Council should invite the Faculty Senate Executive Committee and other interested parties to a Graduate Council meeting and spend one hour on 50% rule. Gobeli suggested that the information page be emailed to constituents. As a result of this discussion, the following plan was approved:

- \$ Schedule two open forums in a large room in the Memorial Union for two dates in April
- \$ Write a one page description of the decision and how it was made including issues that are not yet resolved
- \$ Insure that as many Council members as possible attend the meetings
- \$ Compile email responses
- \$ Hold a joint meeting between the Faculty Senate Executive Committee and the Graduate Council following the open forums.

GRADUATE COUNCIL MEETING

March 13, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bird, Bond, Ciuffetti, Feller, Fisk, Francis, Markle, Pedersen, Prucha, Rettig, Sanchez, Selker, Watrous

Absent: Collins, Gobeli

Guests: Sunil Khanna, Kay Schaffer, Nancy Rosenberger

I. Approval of Council Minutes

The minutes of the February 27, 2003, meeting of the Graduate Council were approved as corrected.

II. Proposal for the PhD Degree in Community Impact Anthropology

Nancy Rosenberger (Anthropology) introduced a proposal to initiate a new instructional program leading to the PhD in Community Impact Anthropology. As stated in the proposal, this is a response “to the increased demand for applied anthropologists capable of conducting on-the-ground ethnographic studies relevant to local communities and key societal institutions domestically and internationally. From corporations to hospitals, watershed councils, tribes, development agencies or state and local governments, people in institutions increasingly realize that to serve their various constituencies effectively, they must have a deep understanding of the perspectives, institutions, communities with whom they interact.”

All three areas of concentration—local values, indigenous knowledge, and environment; ethnicity, culture, and health; and business, organization, and work—are interdisciplinary. Professor Deanna Kingston, herself a King Island Inupiak Eskimo, provides unique insights and leadership in the first area. Professor Chunhwei Chi in Public Health will provide important contributions to students working in the second area. Professor Gregg Walker in Speech Communication will provide much help in understanding aspects of negotiation. Professor James McAlexander in the College of Business and Professor Sam Stern in the School of Education will also provide important contributions to the program.

Anthropology core courses are being shifted to the 500 level from their current slash (400/500) offerings. This enrichment of graduate courses will improve the educational opportunities for Master of Arts students. Doctoral students will be required to take methods courses, both qualitative and quantitative, as well as a core course in gender and ethnicity. To insure that students’ perspectives are not limited to domestic issues, students will include study of a geographic region as well as a competency in foreign language comparable to the OSU requirement for a BA degree. “As part of the comprehensive review, students will first develop annotated bibliographies and comprehensive papers in three areas: anthropological theories

relevant to community impact anthropology, interdisciplinary concentration, and PhD proposal.” Students must also “participate in term-long full-time residency program by selecting and collaboratively working with an external research supervisor in the area of their specific interests.” This residency experience could become the basis for the dissertation, although students could also select another area of research for the dissertation. Budget constraints and constraints on faculty time require that the department ease into the PhD program slowly. Four students would be admitted in the first year (expected to be 2005) with the number rising to eight new students in 2008. Faculty FTE also would grow slowly.

Sunil Khanna (Anthropology) explained that the proposal was heavily influenced by information received in his department about trends in the anthropology profession. It reflects both what is expected in the skills of graduates by peers and prospective employers and the expertise of the current faculty. Kay Schaffer, Dean of the College of Liberal Arts pointed out that liaison with the anthropology faculty at University of Oregon has uncovered support for the OSU proposal. She also expressed her support for increasing faculty FTE in Anthropology as laid out in the proposal. John Selker (Engineering) said that he learned during the review of the MA in applied anthropology that one person left the program last year and that several retirements are expected soon. Given this loss of faculty, will CLA replace them? Schaffer said that she supported replacing the upcoming retirements with new faculty in addition to the expanded FTE.

Bruce Rettig (Graduate School), observing that the proposal included a 500/600 slash course, said that this type of course is not needed because doctoral students are able to take 500 level courses and use them on their programs of study. Rosenberger asked if the Curriculum Council would have a problem with 500/600 slash courses. Rettig said that those kinds of courses have not been approved in the past because they were deemed unnecessary.

Barbara Bond (Forestry) asked about the expectations for research and teaching in faculty assignments. In particular, where does the department anticipate funding coming from, since most of the faculty effort (FTE) will be assigned to instruction rather than research? Rosenberger said that, because PhD students would be eligible for some grants that master’s students cannot receive, funding is expected to increase. David Brauner (Liberal Arts) said that the department has been successful in the past at securing grants. He foresees even more opportunity for grant funding in the future with a PhD program.

Doug Markle (Agricultural Sciences) asked about the FTE of the graduate coordinator for the program, suggesting that 0.50 FTE assigned to this task seemed high. Rosenberger said that a current faculty member would have this position in addition to regular responsibilities. Also, that coordinator would work with a newly formed board of advisors and would work with that board to establish internships for students.

Markle also asked how the undergraduate teaching load would change with the new departmental educational focus. Rosenberger said that graduate teaching assistants are expected to play an expanded role, including teaching several of the undergraduate courses. For example, the graduate teaching assistants for Anthropology 110 and Anthropology 210 would be the sole

instructors. PhD students could also direct discussion groups in other larger anthropology undergraduate courses.

Alex Sanchez (Education) asked about the impact of the PhD program on the master's programs. Specifically, would this affect the employment prospects for master's students? Has there been consideration of phasing out the MA program? Rosenberger said that students with master's degrees receive lower level positions in agencies than students with PhD degrees. Allowing the master's degree students to complete the new PhD would help graduates obtain higher-paying jobs with greater opportunities for career advancement. The MA in applied anthropology would not be phased out, but participation in the Master of Arts in Interdisciplinary Studies with students selecting two fields in anthropology would be phased out. Brauner said that an increasing amount of faculty time would need to be devoted to doctoral students; these new commitments would require at least some of the faculty to change the nature of their interaction with master's degree students. Selker asked about registration numbers for courses in Anthropology as the doctoral program is phased in. How viable do you expect the new 500 level courses to be with a smaller number of master's students? Rosenberger said that the numbers of students would be sufficient to support stand-alone graduate courses. One course in each area of focus will be a stand-alone graduate course. Rosenberger acknowledged that this change will create a new demand for faculty time but believed that the department could handle it.

Markle asked whether opportunities existed to share faculty resources and talents between OSU faculty and the faculty at the University of Oregon. Khanna said that faculty might be invited to participate in the OSU program, but that students are not likely to make extensive use of courses at the University of Oregon. Brauner did say that the historic preservation program at the University of Oregon has attracted some students from OSU; this is a precedent for the two schools working together.

Barbara Watrous (Veterinary Medicine) asked about the letter from Sociology, which expressed some concerns with the program. Khanna said that the Anthropology Department chair has spoken with the chair of Sociology. Rosenberger said that some sociology professors are considering participating in this program. She added that one issue emerging from the OSU 2007 planning effort is to facilitate work across departmental lines.

Selker asked for a table that would describe the undergraduate, masters and PhD programs and show how the department faculty members are going to supply the teaching FTE that is needed, especially given an expanded emphasis on research. Rosenberger said that the faculty is well aware of the need for increased FTE. Classes should be adequately staffed, but some of the other supervisory issues as well as adequate mentoring, which is needed with doctoral students, could present major challenges. Selker, explaining that his concern is that the FTE appears to be insufficient, argued that the college should make it a priority to fund this program.

Responding to Sanchez's observation that the library assessment concluded that resources are inadequate for the program, Schaffer observed that the proposal earmarked \$6,000 per year for new acquisitions. After Khanna suggested that the Internet is a rich source of information for

anthropologists, Selker said that, during the review of the MA program, few student offices were equipped with Internet connections. Rosenberger reported that grants for upgrading computers are being vigorously pursued. Martin Fisk (Oceanic and Atmospheric Sciences) asked whether any other space or facility requirements might present problems. Brauner said that remodeling is beginning on facilities used by the Anthropology Department. Space for offices does not seem to be a problem, but the facilities do need to be upgraded. Selker suggested that money be identified for development of graduate office facilities.

Bond supported the proposal, arguing that the appropriate way to add doctoral programs to the College of Liberal Arts is to begin with the strongest departments. Fisk was concerned that the amount of faculty resources (FTE) may not be sufficient to support the addition of a doctoral program. Lynda Ciuffetti (Science) agreed that funding must be provided at an appropriate level. Selker asked whether the Council wished to request a letter from Dean Schaffer that would provide a written record of her statement to the Council that the College of Liberal Arts is prepared to redirect funds to the new program. Sally Francis (Graduate School) and Ciuffetti also asked about the graduate teaching and research assistants; they were concerned that funding shown in the budget would not be sufficient to support those positions. Fisk asked how the funding level in the proposal would allow for the launch of the PhD program if no new faculty area added until 2005. In response to Bond's observation about the impact on undergraduate courses of redirecting faculty resources, Sanchez suggested that undergraduate courses might improve in quality if PhD students teach courses, rather than relying as heavily on videotapes as is done now. Recalling concerns raised in liaison letters from units such as Public Health, Markle asked whether the new program duplicated effort now under way in other programs. Elaine Pedersen (Health and Human Sciences) suggested that Public Health was focusing on domestic issues while Anthropology would emphasize international health issues.

Selker would like to see a chart showing more information about FTE. Bond asked what the purpose of that chart might be. Selker said that it could provide an opportunity for the department to seek more funding for faculty FTE from Dean Schaffer. Bond said she would prefer to send a letter to the dean with a strong recommendation that she seek resources that would increase the FTE in the proposal. Francis restated that argument as a concern on the part of the Graduate Council that the resources may not be adequate to fund the program. Selker said that the department should press for more resources at this stage of the planning process, rather than seeking more resources after the program is approved. He suggested that the departmental FTE is possibly adequate but minimal and he would strongly encourage the department and the college to find more funding for faculty FTE. Selker said that his position was based on the concern of the Council's team that reviewed the MA program; that group was concerned about the viability of an expanded graduate program given the amount of FTE in the department.

A motion was offered to send a letter to the Anthropology Department with a copy to Dean Kay Schaffer voicing a concern about the number of faculty FTE needed to support this program. That letter should include a recommendation to create a strategic plan for allocation of FTE, with the expectation that this analysis would reveal the need to hire faculty at an earlier point in the program. The motion passed with an amendment to include approval of the Category I proposal

and a commendation to the department for its thorough research and vision in building on its strengths.

The Council then adopted a motion to request that the Graduate School send the letter on their behalf to the chair of the Anthropology Department and to ask the Curriculum Council to delay their action on the proposal until the department receives the letter and provides a response, which could be attached to the proposal as it moves forward.

III. Conditional Admission

Among the recommendations submitted to Dean Francis from the Task Force on Graduate Admissions Standard on May 26, 2002, were the following:

4. The restrictions currently imposed on the ability of conditionally admitted students to hold graduate assistantships, to meet formally with their program committees, and to file graduate programs, should be eliminated.

The Task Force recognizes the value of conditional and provisional categories of admission, but the restrictions placed on graduate students admitted conditionally appear to complicate the lives and programs of such students to little useful purpose. The current policy/practice of the Graduate Admissions Committee, using provisional admission (with standard provisions) as an alternative to conditional admission, accomplishes the same end and has eased many of the problems previously encountered. However, this approach seems unnecessarily complicated and may change with the composition of the Admissions Committee. With the proposed modification, maintaining a distinction between conditional admissions (with conditions imposed by the Graduate Admission Committee) and provisional admissions (with provisions imposed by the graduate program) would continue to have merit.

5. With the recommended change in the restrictions on conditionally admitted students, the primary function of conditional admission would be to ensure that these students are tracked and receive appropriate attention. Therefore, graduate programs should be required to carefully monitor and report on the progress of these students after completion of their first term (12 credits) of work and quarterly thereafter until conditional status is removed.

Students admitted to graduate study with conditional status are likely to be at higher risk than students admitted with regular status. Requiring written reports from the programs that have appealed to admit these students might serve to facilitate better tracking of the success of these students as well as encouraging greater attention to mentoring. To be effective, an assessment of progress should occur as early in the student's program as is meaningful, presumably immediately after grades are available for the equivalent of one-term of work.

The Council approved a motion to adopt the two changes (first, to remove restrictions on offering assistantships and filing programs of study for conditionally admitted students and,

second, to require quarterly reporting on progress) with an amendment that *conditionally admitted* be changed to *academically conditionally admitted*. Karyn Bird (Chair, Graduate Admissions Committee) voiced her gratitude to the Council for their action on these recommendations.

IV. Graduate Level Learning

Near the end of the Faculty Senate meeting on March 6, 2003, that body approved the following motion, which had been offered by Bill Lunch, Senator, Liberal Arts: "I move to... refer the proposed change in graduate education to require that fifty percent of all credits be taken in graduate-only seminars or courses to the appropriate committees and councils of the Faculty Senate for review and consideration, leading to a recommendation to the Executive Committee and ultimately, to a decision by the full Senate." Graduate Council members who attended that meeting raised concerns about the authority of the Council to approve the changes in conditional admission or any other policy without those actions requiring referral to the Faculty Senate.

Francis said that the Graduate Council historically has been the final authority on issues of graduate education policy. Although the Council has the authority to make these decisions, it is a committee of the Faculty Senate. A major reason that the issue came before the Senate was that communication of the Council's policy change had been delayed by the desire to consider issues related to the 50% rule (criteria for the 500 component of slash courses and whether any 400 level courses would be allowed on a program of study) before explaining the entire set of changes to the campus community.

Francis summarized some of the conversations that have taken place since the Faculty Senate meeting. Bill Lunch has confirmed that his motion was intended to refer future action on this issue to the Executive Committee of the Faculty Senate. She talked with Bruce Sorte, President of the Faculty Senate, who outlined two parallel tracks for future action: First, let the Faculty Senate Executive Committee know where the Council is going regarding remaining actions affecting slash courses and related policy issues. Second, ask the Graduate Council members to check with constituents regarding this policy.

Several Graduate Council members expressed concern with these requests. Selker agreed that the Graduate Council does have homework to do. Namely, they should communicate the decision and the history of the decision to the university, preferably in a workshop setting. Brauner said that the fact that adoption of the 50% rule and delay of communication while working on related issues has caused misunderstanding about the timing and nature of actions needed to comply with the policy. In some cases, this appears to have led to a sense of panic. Chairs of three CLA departments sent a letter to Brauner expressing deep concern and requesting either a change in the policy or, at least, a delay in its implementation. Ciuffetti asked whether, if this policy is not changed and that is communicated to the Executive Committee and if the Faculty Senate subsequently votes against the policy, will the policy be changed?

Francis distributed part of the accreditation standards, drawing attention to Standard 2.F. Graduate Records and Academic Credit, which includes the requirement that “Graduate program faculty are involved in specifying admission criteria, transfer of graduate credit, and graduation requirements.” She emphasized one section in particular, which reads:

2.F.4 Graduation requirements for advanced degrees offered by the institution are determined by the faculty teaching in the applicable graduate programs. At minimum, the policies governing these graduation requirements include: the specified time period in which the degree must be completed; the number of credit hours that must be completed at the degree-granting institution, normally at least two-thirds of those required for the degree; the minimum number of graduate-level credits, normally at least 50% of those required for the degree; for the master’s degree, a minimum of one academic year of full-time study or its equivalent, with a minimum of 24 semester or 36 quarter hours; the number of graded credit hours that must be earned for the degree; the minimum standard of performance or acceptable grade point average, normally a B or its equivalent; the types of qualifying and exit examinations which the candidate must pass; the proficiency requirements the candidate must satisfy; and the thesis, dissertation, writing, or research requirement which the candidate must satisfy.

Francis noted that the Graduate Council is the only Faculty Senate body composed of graduate faculty members and the only Senate body representative of every academic college. She added that its representative nature adds a responsibility for the Council members to communicate with and get feedback from constituencies. Markle asked whether the referral under discussion was the second time policies involving slash courses had been referred back from the Faculty Senate. Francis said that the previous Graduate Council policy decision had been retracted when the Curriculum Council chose not to support the elimination of the 400/500 level slash course system because of its impact on undergraduate education.

GRADUATE COUNCIL MEETING

February 27, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bird, Bond, Ciuffetti, Collins, Feller, Fisk, Francis, Gobeli, Pedersen, Prucha, Rettig, Selker, Watrous

Absent: Markle, Sanchez

Guests: Sunil Khanna, Kay Schaffer, Courtland Smith, and John Young

I. Approval of Council Minutes

The minutes of the February 13, 2003, meeting of the Graduate Council were approved as submitted.

II. Geosciences Review Follow-Up Report

On April 23, 2001, the Graduate Council conducted a program review of the Geology and Geography graduate degree programs. On January 29, 2003, Courtland Smith, the chair of the 2001 review, and David Gobeli (Business), a current member of the Graduate Council conducted a follow-up review. Smith presented their report, which (as amended by the Council) follows.

Summary of Findings:

The Department of Geosciences took the review very seriously and made progress on all the recommendations in the April 23, 2001 graduate and undergraduate program review. The actions taken by the Department were positive and have already begun to enhance capabilities.

Review of Primary Recommendations:

1. Additional tenure-track faculty is needed to maintain the Department's mission.

Using College FTE, diversity hires, and creative appointments for research faculty, the Department has increased tenure-track FTE. The Department's experience in the area of added FTE is instructive. When the review was done, the Department was contemplating hiring an instructor to handle part of the undergraduate teaching load. Applicants for the instructor position were well below department standards, and the instructor search was abandoned. The Department decided to search for a tenure-track faculty who would have a reduced research load and a higher teaching load. The applicants were outstanding and the Department hired an innovative teacher, who also has 0.20 research in the job description. With the tenure-track position, the Department achieved better quality teaching, better class coverage, and some research at only a slightly higher salary than the salary for an instructor.

Along with concern about the number of tenure-track faculty, the Department was also having trouble with the quality of part-time fill-in positions. Students were complaining about the quality of teaching. The Department solved this problem by developing a pool of research faculty interested in occasional part-time teaching assignments.

2. Computing facilities need better supervision.

The College of Science improved the situation by creating a college network and support staff. Internally, the Department changed its arrangement with COAS on use of the computer workstation classroom (Wilkinson 210). The room has had a hardware and software upgrade. Further, rather than being used once or twice a term, the room gets over 36 hours per week of use. The use is projected to increase above the 36-hour level, and the department has created a viable staffing plan for the improved facility.

3. Seek additional opportunities for joint Geography/Geology curricular programming.

Three integrative activities have been undertaken. First, the Department is submitting a Category I proposal for a BS in Earth Sciences. The degree has four options—Earth System Science, Earth Science Education, Public Interpretation, and Applied Earth Science. Second, the Department created an integrated seminar. This seminar has been very popular across campus. It takes a special topic each year—volcanology (2001), paleoclimate (2002), disturbance and cataclysms (2003). Third, several of the basic courses have opportunities for “cross-teaching.” These are courses that can be taught by either a geographer or geologist. Ten courses have this feature. One of the findings from the “cross-teaching” is that student interaction with faculty helps students select their major. The department has continued to have geographers and geologists on many graduate committees. Geographers and geologists cooperate on research.

Review of Secondary Recommendations:

1. Improve advertising of employment and internship opportunities to undergraduates.

The solution here is quite innovative. The Department did two things. First, it created a Board of Advisors who discuss career opportunities and provide networking for graduating students. Second, the Department has encouraged students to do a better job marketing themselves with improved resume writing skills that are learned in a seminar, GEO 407: From Student to Professional. The seminar addresses the job-opportunities question, plus many other professional issues.

2. Explore graduate course offering opportunities.

The problem solved itself with larger sections. Since the low enrolling courses were more often in geology, an increase in geology majors solved the problem. Reasons for the increase in majors are many. This increase is the opposite of what is happening in the

discipline. One reason appears to be new faculty and the cross-teaching of core courses, which brings geologists in more contact with potential majors.

The course offering issue is related to a faculty load problem, in which geographers were carrying a heavier teaching load. With a faculty load policy that each member of the faculty can expect to teach a large university service course, a course for majors, a course in their specialty, and a course for graduate students, the teaching load has evened out. The department has increased its teaching productivity at an average rate of 5% per year from 1989 to 2002

3. Examine accounting of geosciences majors.

Recent change in the Environmental Science Program has eliminated the geosciences option in favor of a geosciences undergraduate minor. With the minor, the Department gets credit for its teaching effort in this area.

Barbara Bond (Forestry) asked if the department had previously appointed tenure-track faculty with small research FTE and high teaching FTE. Smith said that the standard practice in Geosciences has been appointments with 50% research and 50% teaching appointments, although the newest appointment is 80% research and 20% teaching including commitments to work with graduate students. Bond was concerned about the difficulty of the new faculty member to move through the tenure process with a much lower research percentage. Smith acknowledged that the follow-up review team was more concerned with the quality of the program than with the situation of one faculty member. This concern for program quality affected their evaluation of this new hiring practice. Smith also reported that current Interim Chair Matzke will be going on sabbatical and doing fund-raising for the department as part of his sabbatical. The positive results identified in the follow-up review were, in Smith's judgment, proof of the success that can come from review procedures. Bruce Rettig (Graduate School) noted the excellent quality of the work that Courtland Smith did as the chair of the review team. The report of the Geosciences follow-up reviewers was approved with one change to clarify that the change in Environmental Science and the departmental minor referred to undergraduate degree programs.

III. Criteria for Approving New Graduate Courses

The Graduate Council continued its discussion from February 13, 2003, of guidance for graduate level courses. (See <http://oregonstate.edu/dept/senate/committees/gradcncl/min/20030213.pdf>). In response to a question from Barbara Watrous (Veterinary Medicine) about who determines or defines the assessment of learning, Bond answered that individual instructors are responsible for determining the learning outcomes for courses. She added that graduate students have been complaining of a lack of graduate level courses, saying that slash courses do not provide a graduate level learning experience. What graduate students are missing in slash courses is the academic rigor and the experiential component of meeting and networking with other graduate students. She suggested that Graduate School could post the guidelines established by this proposal on its web site so that instructors of slash and graduate level courses could learn what the Council's

expectations are for identifiable course outcomes.

According to Lynda Ciuffetti (Science), a mentoring committee in Botany and Plant Pathology meets regularly to guide instructors in best practices. Although supportive of the ideal that all courses be accountable to the same standards, she argued that university faculty would spend too much time trying to meet the criteria of the proposal under consideration by the Council. David Brauner (Liberal Arts) said that the examination of learning outcomes is already taking place for courses in Anthropology.

John Selker (Engineering) asked whether the committee submitting the proposed change had looked at ways to measure the differences between undergraduate and graduate courses, especially ways to compare outcomes with expectations. Bond said that they had not proposed quantitative measures. Because teaching is also an art, which cannot easily be quantified, outcomes are very difficult to measure. Selker would like to see some measure that would quantify the outcomes for student and instructor. He added that, at Oregon State, graduate students are not encouraged to sit in on courses before registering. Rather, they are expected to complete a course once they begin it.

Sally Francis (Graduate School) said that this proposal would create a tool to help faculty remember that they have two levels of students in a slash course and that they must provide a genuine graduate learning experience for those registered for the 500 level courses. Bond reiterated the importance of relating learning experiences in the syllabus to course objectives and learning outcomes. Francis recommended that instructors provide two syllabi, one for undergraduates and one for graduate students.

Ciuffetti summarized the background for this conversation: Graduate students had expressed concerns about their learning experiences during program reviews and the University accreditation process. When the Graduate Council selected the elimination of the slash courses as the best way to address their concerns, this action was not supported at the Curriculum Council. Given that decision, the Council's committee that evaluates new graduate courses was frustrated with the lack of clear criteria to make decisions. Is the proposal from that committee the appropriate way of dealing with the issue? Should the committee begin with this proposal and revisit these guidelines several months later to determine whether it resolves the problem? She added that care must be taken in imposing too much work for graduate students for the same amount of credit. Selker said that the faculty must bear the responsibility of insuring that graduate level learning is achieved.

Selker argued that quantitative language, which could be inserted into the proposed guidelines easily, would be very helpful to the faculty. Ciuffetti noted the difficulty of quantifying an experience as a "graduate level learning experience". The criterion for a 500 level slash course should not be different from that of a stand-alone graduate level course. Bond volunteered to reword the guidelines to refer to criteria for all graduate level courses. Selker proposed adding the word *significant* to the proposal to read, "All graduate level courses should include significant emphasis on developing skills in analysis, synthesis and/or evaluation...." This would also apply

to the 500-level component of 400/500 level courses. Bond argued that expectations for a 500 level course should be the same whether it is a component of a slash course or a stand-alone graduate course. Brauner asked whether students are complaining about difference between 500 and 600 level courses. Gobeli suggested starting with slash courses and then, at a later date, develop policy guidance for all graduate level courses. Selker wondered whether some courses at the graduate level are more fact-based than others.

Ciuffetti reported a conversation with Gordon Matzke, the interim chair of the Geosciences Department. Matzke was concerned about the Council's policy limiting the use of slash courses because many teaching assignments for 2003-2004 have been made and copy for the 2003-2004 catalog, including the schedule of classes, has already been submitted. He was concerned about implementing a policy change without sufficient advance notice to departments.

IV. Applied Anthropology Review Report

Martin Fisk (Oceanic and Atmospheric Sciences), who chaired the Graduate Council review of the Master of Arts in Applied Anthropology, presented the report of the review team. Their conclusions and recommendations follow:

Conclusions and Recommendations

The Master of Arts in Applied Anthropology degree program appears strong. It attracts and graduates many top students who find employment in their fields. The faculty attracts a moderate number of research grants and produce scholarly work.

Weaknesses to be addressed are identified in our Key Recommendations below. Attention to the Additional Recommendations could bring the MAAA program to a top ranked program. The committee feels that a Ph.D. program is feasible, but certain steps need to be taken first. Some of these are in our list of Key Recommendations and some are in the section Recommendations for Ph.D. program.

Key Recommendations

Fixed term staff

The department must establish the credentials of instructors of graduate courses by providing the Graduate School and the Graduate Council with these credentials, and obtaining approval for them to teach graduate level courses. The department should maintain current resumes of these teaching staff.

Program of Study - Curriculum

Multiple level courses 3xx/4xx/5xx should be eliminated immediately regardless of actions taken by the Graduate Council in this matter.

Reduce the number of required courses, especially in the World Culture series, to provide faculty more time for research and other scholarly activities.

Program of Study - Thesis

The magnitude of student debt should be reduced. Two actions are suggested to do this. The faculty should be more proactive with grantsmanship to help provide greater financial support for students. Faculty should actively manage and monitor student progress, in concert with the continuous enrollment policy, to reduce the post coursework lag in degree completion.

Thesis topics should be selected by the end of the third term, and coursework or seminars should be provided to facilitate this.

Administration

Develop a departmental governance system.

Students need to be involved in planning of curriculum, hiring, admissions, recruiting and other departmental business, where their voice would add value to faculty decisions.

Clarify the role of courtesy, adjunct, and extension faculty in the department.

Facilities

Upgrade student facilities with Internet access and telephones.

Find a venue to promote the department with displays of current work and material of anthropologic interest.

Additional Recommendations

Program of Study - Curriculum

Stage more courses over a two-year cycle to allow separation of graduate and undergraduate courses.

Courses in contemporary poverty, project management, and thesis selection should be considered for addition to the curriculum once the number of graduate world culture courses is reduced.

Program of Study - Thesis

Determine the impact of the new continuous enrollment policy on the time to completion and percent completion of MAAA degrees and identify stratagems to mitigate negative effects.

Recommendations for Ph.D.

The faculty should develop a strategic plan for establishing a Ph.D. program to include:

- A staffing plan to fill the growth needs and replace retiring faculty.
- A draft curriculum that fulfills the needs of the M.A. and Ph.D. programs.
- Establish greater national recognition for its graduate-level programs by increasing the level of grant funding and refereed and peer-validated scholarship.
- A plan for improved facilities.

- A plan for reducing student debt.
- A departmental management plan

John Young, chair of the Anthropology Department, said that the review was fair and that the recommendations from the team will be useful as the department proceeds with its proposal to establish a PhD degree. He was pleased with the external reviewers' enthusiasm for the quality of the department and the reviewers' respect for its national reputation. Relative to other OSU CLA departments, research funding is very high. Seven fixed-term faculty teach courses when regular faculty are not available. One fixed-term faculty member is playing a continuing role in the department until funding becomes available to hire a tenure-track faculty member with that person's expertise. The courses offered at the 300/400/500 level, mostly World Culture classes, are being eliminated. Concerns about the lengthy completion time by some students are being addressed. Because some students took the maximum seven years allowed to complete a master's degree, Young believes a more accurate estimate of average time to completion will require additional research of student records. The lack of graduate student participation on departmental committees reflects the active engagement of students in social settings. The department had problems with graduate student participation on committees, because they did not fulfill their responsibilities when they were on those committees. Graduate students are asked to informally comment on departmental decisions. Office staff members are often the ones who receive and communicate students' complaints and complements. More money is being provided to the department for remodeling of classrooms and telephone/computer connections. Because the department is located near Kerr Library, which has good computer facilities, adding departmental computers for students has not been a focus of attention in the department.

Responding to Ciuffetti's question about whether the department compiles data that could be used to measure time to degree, Young said that no question on the Graduate School's student survey generated that data. Ciuffetti suggested that the Anthropology Department could draw on experience in other departments, which provide a variety of models for student organizations.

Selker, observing that he had been a member of the review team, asked Young to comment on the major obstacles that the review team foresaw in the proposal to establish a PhD degree program. Noting that several of the recommendations impact both the graduate and undergraduate anthropology degree programs, Young said that the department is working to intelligently reallocate funding from undergraduate courses to graduate courses to support the creation of a PhD degree program. According to Selker, graduate students commented several times that undergraduates were holding slash courses back. Following up on Young's statement that the Anthropology Department's research funding exceeds that of other OSU CLA units, Fisk asked about the funding level of anthropology PhD-granting departments. Young replied that research funding would expand in the presence of PhD students. Sunil Khanna (Anthropology) noted that much funding for anthropological research comes from a specific source in NSF, which funds PhD students but not students pursuing master's degrees. The department has been successful in securing funding for many master's students through scholarships and private funding, but having PhD degree authority will open up more funding opportunities. In response to Selker's observation that master's degree students are submitting few articles to peer-reviewed

publications, Young said that the PhD degree would radically change the nature of publications by students and faculty.

After Selker asked whether Young disagreed with points made in the report, Young shared a listing of committees and explained how decisions are made in the department. He also took exception to a statement about a lack of reviews, saying that annual reviews take place each year. This appeared to be a case of incomplete communication because the concern in the review report was for the apparent lack of informal peer reviews of teaching. Post-tenure reviews have taken place for two faculty members, and the department is gearing up to conduct full five-year reviews for others.

Ciuffetti asked why the department did not have a graduate studies committee. According to Young, the committee that has been drafting the PhD degree proposal will evolve into this committee. Presently, the entire faculty decides on admission of graduate students. The process begins with a series of informal meetings. When a consensus emerges on a student's admission, it is formally recorded.

After Young, Khanna, and Schaffer left the meeting, Brauner asked that a reference in the report to *older* faculty be changed to *senior* faculty. He then provided an explanation for the departmental use of temporary instructors. Adjunct faculty members are usually associated with research projects, rather than classroom teaching. Confusion over appointments should be less in the future as the department reviews and revises faculty rosters. Ciuffetti asked about the confusion between review comments about post-tenure review and Young's response concerning annual reviews. She also asked about the differences between faculty proposals versus graduate student proposals. In the first case, Selker speculated that Young might not have understood the statement in the report. In the second case, he thought that the department had not fully addressed the cultural change that will take place when PhD students are present. Because this review focused on the MA in applied anthropology, greater attention to the PhD proposal is not appropriate for this particular review. Selker added that how faculty in the department conduct research and publish would undergo a major change when and if a PhD degree is initiated. Brauner agreed with Selker that the department would need to adapt to change in response to the new culture associated with the addition of the PhD. He said that the absence of a formal research committee reflects the diversity of faculty specialties. Commenting on the review process, Rettig reminded the Council that the department had an opportunity to correct error of fact and chose not to do so. They could submit a response to accompany the report as it is submitted to the Provost if they wish to do so. In response to Bond's question whether there is a periodic chair review in Anthropology, Selker and Fisk said that question did not come up as part of the review. Brauner explained that the Dean of the College of Liberal Arts asks faculty for comments as she conducts periodic reviews of department chairs.

The report, with the one word change (*older* changed to *senior*) was approved with one abstention.

V. Other Business/Announcements

Brauner asked the Council about his role when it reviews the proposal for a PhD in Community Impact Anthropology on March 13, 2003. The Council asked Brauner to chair the meeting as the department presents the proposal, but to excuse himself when the Council decides how to act on the proposal.

GRADUATE COUNCIL MEETING

February 13, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bird, Bond, Ciuffetti, Collins, Feller, Francis, Gobeli, Markle, Pedersen, Prucha, Sanchez, Selker

Absent: Fisk, Rettig, Watrous

Guests: Don Armstrong, Ursula Bechert, Vicki Ebbeck

I. Approval of Council Minutes

The minutes of the January 23, 2003, meeting of the Graduate Council were approved as submitted.

II. Professional Master's Degree Program Issues

On January 9, 2003, the Graduate Council approved a request from academic departments that are preparing to offer professional science master's degrees. At that meeting, they asked Don Armstrong (Botany & Plant Pathology) to return on February 13, 2003 to provide more detail about the mentoring of students in these new programs. Armstrong distributed copies of a document that responded to the Council's request for information.

Graduate students enrolled in Professional M.S. Degree Programs will be provided mentoring and advising support at least equivalent to that provided other non-thesis M.S. students. The graduate programs of these students will conform to the Graduate School requirements common to all non-thesis M.S. degree programs with the exception (that has now been granted) that 6-12 credits of internship will substitute for the customary 3-6 credits of research required on a 45-credit non-thesis M.S. program. Within that framework, we envision the supervision of students in these programs will occur as follows:

1. Each Professional M.S. Program will have a Program Director and a Program Advisory Board that will include representatives from industry. Faculty members of this Board will constitute an Academic Advisory Committee for the Program.
2. Initial orientation and advising for incoming students will be performed by the Program Director or a member or members of the Program's Academic Advisory Committee to whom this responsibility has been assigned. Graduate programs will be developed and filed for each student according to the usual Graduate School procedures.
3. During each term of the academic year, Professional M.S. students will be required to enroll in a 1-credit Seminar or Reading and Conference course. At least one of these courses will be designed specifically for professional M.S. students and will be under the supervision of the Program Director or a member of the Academic Advisory Committee for

the Program. This course may be used as a common forum for additional organized mentoring and advising activities.

4. Successful completion of an internship experience is a requirement of the Professional M.S. Degree Programs. Planning and securing an appropriate internship will require the active participation of the student enrolled in a Professional M.S. Program. However, assistance in these arrangements will be provided by a part-time staff person specifically assigned to arrange and coordinate internships for the Program or, alternatively, with the assistance of the Program Director or a member of the Academic Advisory Committee for the Program. [The manner in which this assistance will be provided depends upon the resources available to the Program. Ideally, a professional staff person (or persons) would coordinate and arrange internships (estimated 0.2 FTE per program).]

5. For internship experiences, liaison will be established with participating private sector companies and other employers as appropriate. An on-site supervisor will be identified for each internship experience. An informal report (email or phone conversation) will be requested from both the intern and the on-site supervisor midway through the internship experience. At the completion of the internship, the on-site supervisor for the internship will be expected to provide the Program Director with a written evaluation of the intern's performance. A written report evaluating the internship experience will also be required of the intern.

6. Upon completion of the internship experience, each candidate for a Professional M.S. Degree must pass the oral examination required of all non-thesis M.S. students. This examination is conducted by a faculty committee of at least 3 members. In the case of Professional M.S. students, it is anticipated that at least two members of the examining committee will be from the Academic Advisory Committee and represent the disciplinary area of the Program. The examination will cover course work, the internship experience, and any other areas of the student's program and training that are deemed appropriate.

Doug Markle (Agricultural Sciences) asked for clarification of the term "private sector" in item #5. Armstrong said that, although other employers allow for the inclusion of public sector internships, the private sector is the usual location for internships. John Selker (Engineering) asked how the program would guarantee a graduate level learning experience in a private sector internship. Armstrong answered that there will be continuing discussion with industry on this point, but most of the program's current industry contacts seem to understand that internships are to provide professional training opportunities, not just free labor. A related concern for the program is that industry wants students to work longer for an internship than is deemed appropriate by the program faculty. Students who develop internship proposals will be involved in identifying internship learning objectives. Selker argued that, unless internships can be guaranteed to provide true graduate level learning, they should be non-credit courses. Armstrong said that, if the program expands as expected, it will not be possible to give as many students access to the program if research/project is expected of every student who goes through the program or if the internship experience is not for credit. David Brauner (Liberal Arts) said that, based on his experience with internships in Anthropology, he had no problem with internships

for credit because of the mentoring that takes place before, during and after the internship. David Gobeli (Business) stated that the College of Business recently adopted the practice of awarding credit for internships so that they could manage the quality of the internships. Lynda Ciufetti (Science) noted that laboratory rotations, with assigned credits, are used in both the Molecular and Cellular Biology program and graduate programs in Botany and Plant Pathology. Barbara Bond (Forestry) thanked Armstrong for his further work and documentation in response to Council's earlier questions. The internship expectations are now much clearer. The Council approved the document submitted by Armstrong.

III. Master of Arts in Interdisciplinary Studies Review Report

Vicki Ebbeck (Health and Human Sciences), who chaired the review of the Master of Arts in Interdisciplinary Studies (MAIS) program, presented the final report of the review team. The summary and recommendations are included below:

The Master of Arts in Interdisciplinary Studies (MAIS) degree makes a unique and important contribution to the educational opportunities offered at Oregon State University. It stands to reason that in a complex world with many issues and problems that extend beyond traditional discipline boundaries, an interdisciplinary degree program is a particularly valuable asset to the university and society. Talented students have been attracted to Oregon State University specifically because the MAIS degree has allowed them to examine an area of study from an integrated perspective. The admission requirements are not overly restrictive, which permits promising candidates from diverse backgrounds to apply to the program. Moreover, the program itself is sufficiently flexible that there is plenty of opportunity for truly interdisciplinary exploration and, of course, the faculty representing the different disciplines benefit along with the student when a committee meets to collectively explore a thesis or research project. Clearly there have been some excellent examples of students who have been well advised by supportive faculty and who have thrived on the challenges that the MAIS degree has the potential to provide.

There are, however, several factors associated with the MAIS program that are at odds with the notion that what uniquely defines the MAIS degree is a true interdisciplinary experience. These factors pertain to both the existing degree requirements as well as how the degree is currently being implemented by certain units on campus. For example, at present applicants are not screened for interdisciplinary skills or potential. The MAIS can and certainly has been used as a refuge for weaker students or students who have exhausted all other possibilities at Oregon State University. In addition, there is no mechanism to assure an integrative element in each program of study. Certainly a student must complete credits in three fields of study, but there is no guarantee that the knowledge from the three fields will be integrated. This is especially true when the current requirements for the research paper speak to investigating in depth a subject from possibly *one* of the three fields of study. In reality, the MAIS often serves as a surrogate discipline-based degree for departments not authorized to offer graduate degrees.

The following recommendations, then, are designed to ensure that the MAIS is a degree program held in high esteem by the university community, interested applicants, and future employers. Some recommendations specifically target issues of quality control. At this time a MAIS student might never take even one graduate-only course. In addition, some students never feel as if they really belong to any one department and the quality of advising they receive can vary dramatically. This finding no doubt is influenced by how central the MAIS program is to any one department in terms of graduate degree offerings and is probably also influenced by the fact that currently departments do not receive any credit for working with MAIS graduates. Other recommendations speak more to a re-constituting of how the MAIS is viewed. It is imagined that only a relatively small number of graduate students across campus would pursue the MAIS degree having determined that they are interested in interdisciplinary work. Technically interdisciplinary work can be accomplished with the integration of only two disciplines or departments and, indeed, most discipline-based degrees require coursework from a second department. What will distinguish the MAIS, however, is that it will require the acquisition of knowledge from three departments and evidence that the information gained can be integrated.

Primary Recommendations

- Establish a clear vision of the educational purpose of the MAIS that should be to provide students with a true interdisciplinary experience.
- Require three different fields of study in a MAIS program with no two fields of study from the same department.
- Eliminate the requirement that one of the fields of study be from the College of Liberal Arts.
- Each applicant should identify the intended primary field of study and, if the applicant is accepted, the department representing the primary field should take responsibility for and be credited with the MAIS graduate student.
- Require each applicant when completing his or her letter of intent to describe an issue that lends itself to an interdisciplinary perspective and offer a plausible suggestion of how two or more specifically identified disciplines could be integrated to address the issue.
- Require that at least 50% of the credits (excluding blanket-numbered credits) on any MAIS program of study be graduate-only courses.
- Require that every MAIS thesis or research paper integrate at least two of the three fields of study.

Secondary Recommendations

- Offer a Master of Science in Interdisciplinary Studies (no language requirement) as well as a Master of Arts in Interdisciplinary Studies (language requirement consistent with a Master of Arts degree).
- Form a MAIS Advisory Committee comprised of representatives from the Graduate School and faculty involved with the MAIS degree to be responsible for reviewing and improving degree requirements and implementation.
- Clarify the operational differences between the thesis and research project options.
- Require that an MAIS program committee chair from the intended primary field be identified before an applicant is accepted to the MAIS program to facilitate the advising process.
- Require at least one integrative course in every MAIS program of study (e.g., Systems Thinking and Practice that is cross-listed as BA 565, ENGR 565, H 590, and HORT 590).

Sally Francis (Graduate School) thanked the review team and said that the Graduate School has begun considering the review. Robert Frank (Associate Dean of the College of Liberal Arts [CLA] and chair of the committee that created the self-study) thanked the review team and asked about the recommendation that no two fields of study be from the same department. He explained that CLA has many departments that are umbrella departments. An example would be the Department of Foreign Languages, which includes areas in three different languages plus a more general area allowing study of linguistics; at other universities each area (i.e., language) could be a separate department. Current MAIS rules allow a student to include two languages on an MAIS program of study; the proposed change would limit such studies. He noted that future merging of departments or programs to create units with multiple disciplines may pose a barrier for students who might be able to put together a particular interdisciplinary degree elsewhere but could not do so at OSU. Brauner said that the current use of the MAIS to allow inclusion of both archeology and anthropology in his department would also suffer from this change. Except for that concern, Frank supported the report. Brauner agreed that the recommendations are excellent, but he was concerned about the recommendation that MAIS programs require a foreign language. It was explained that the committee suggests adding a new Master of Science in Interdisciplinary Studies that would not include a language requirement.

Selker asked how many departments in the College of Liberal Arts do not have master's degrees and how well the MAIS serves the students from the departments for which it is the only graduate degree. Frank said that English, Anthropology, History, and Economics are the only departments in CLA that have disciplinary work at the graduate level. Other departments in CLA have access only to interdisciplinary degrees including the MAIS. Three-fourths of the departments in CLA have access only to interdisciplinary graduate degrees. In response to a question from Gobeli concerning the lack of master's degrees within CLA departments, Frank repeated his concern about limiting the MAIS by requiring three different departments.

In response to concern about the recommendation to “Require three different fields of study in a MAIS program with no two fields of study from the same department,” Gobeli asked for clarification of the terms *discipline*, *field of study*, and *department*. Selker suggested that using *degree program* might be clearer. Based on experience in Anthropology, Brauner agreed with Gobeli’s suggestion that discipline be substituted for department in the recommendation. Gobeli pointed out the use of the term department at the top of page two in the report. As written it would have some real meat but changing the intent by again saying that only two departments need to be represented in the degree takes it away. Ebbeck said that the review team intended to use the term department to stop inappropriate use of MAIS degrees as disciplinary degrees that had not been approved through established procedures. Bond pointed out that many departments include work in more than one discipline. She concluded that departments and disciplines are only loosely related. For example, the College of Forestry has a Wood Science and Engineering Department that hires all chemists, but that department is completely separate from the Chemistry Department.

The topic shifted to requiring integration regardless of the number of departments. Ebbeck said that requiring some true integration between at least two fields in the thesis or research-in-lieu-of-thesis was a step toward real interdisciplinarity. The review team hoped that this first step would lead to a true integration of all three fields because of the added rigor needed to integrate those fields. Ebbeck pointed out that, because there are many degrees that are typical discipline-based degrees, creating a truly unique interdisciplinary integration within a MAIS degree would require at least two, and preferably three different areas. Brauner reported that Anthropology has found it extremely difficult to integrate three different areas within a thesis. Brauner and Selker argued that blending three areas tends to create a multidisciplinary rather than an interdisciplinary program.

Bond asked whether MAIS students have problems being placed in careers after receiving their degrees and Gobeli asked how MAIS students market their degrees. Brauner said that those who emphasize the fact that they have multiple skills are more successful than those with a disciplinary master’s degree who are perceived as being one-dimensional.

Elaine Pedersen (Health and Human Sciences) expressed her enthusiasm for the recommendation to eliminate the requirement that one field must be from CLA and said that this will provide potential for new and creative programs of study. Selker, noting the lack of a recommendation for a director of the MAIS program, said that the Council supports the identification of a person or persons to direct the program. Francis said that the Graduate School is directed to oversee many of the interdisciplinary programs. In some instances, this generates resources for the program from the different departments represented in the interdisciplinary program. It was suggested that the Provost’s Fund for Excellence could be used to sustain the coordination of the MAIS degree program. Selker said that the lack of “someone” to send the report to points out the true lack of direction of the program. Ciufetti supported the creation of a continuing advisory committee.

Although the lack of a language requirement could be useful to engineers, Selker wondered whether a true “art” person should receive a Master of Science degree. Ebbeck responded that

the review team was trying to build consistency into the nature of the program; because a language requirement is not a part of the MAIS the name should be changed to the Master of Science in Interdisciplinary Studies. Bond asked whether computer languages fulfill the language requirement for a Master of Arts degree and was told that they do not. Tony Collins (Pharmacy) suggested that the name be Master of Interdisciplinary Studies, but Francis pointed out that this would require the creation of a different degree and would not be just a renaming of an existing degree. In response to Ciuffetti's observation that every Master of Arts degree requires a foreign language, Selker said that he was comfortable with allowing an exception to the rule that foreign language requirements are necessary for all Master of Arts degrees.

The Council accepted the report as presented. The Council also strongly recommended the hiring of a director for the MAIS degree program and endorsed the recommendation to create an advisory committee for the program.

IV. Criteria for Graduate Level Coursework

Bond introduced a document prepared by the Council's subcommittee that reviews new graduate course proposals (see **Expectations for Graduate-Level Teaching, and Differentiation between Undergraduate and Graduate Components of "Slash" Courses** below). She also noted that, even in high school, some of the higher levels of learning are expected. The appendix to the document includes some verbs that could be used in course syllabi for graduate students; these would clarify course expectations and might improve the likelihood that the 500 component of slash courses would provide truly graduate level learning. Brauner said that these guidelines have already been useful for his own writing of a proposal for a new course. Markle said that he shared the report with several colleagues who did not respond well to it. However, he expressed support for using these as new guidelines. Collins asked what steps would be taken if the new guidelines were adopted and students continued to complain about the absence of graduate level learning in slash courses. Francis challenged the Council to look at the question, "If I was looking for genuine graduate level learning, what would it look like that is separate and distinct from undergraduate level learning?" Does the language of the report guide us in making the distinction? Bond pointed out that the word "differentiation" comes from the language used in the Graduate Council policy of 1992 that created "slash" courses and that the policy perhaps needs to be changed.

Expectations for Graduate-Level Teaching, and Differentiation between Undergraduate and Graduate Components of “Slash” Courses

Background: The OSU Graduate Council policy (1992) on differentiation of graduate and undergraduate components of dual-listed courses (400/500 combination) states:

In dual listed 400/500 level courses, a distinction should be made between those students taking the course for undergraduate credit (400 level) and those taking the course for graduate credit (500 level). This distinction could be in the form of additional work required and/or a higher grading standard for the 500-level credit, or some other appropriate means identified by the instructor.

The policy is not clear about the nature of the “additional work” and “higher grading standards” that should be required for graduate students. This had led to a great deal of confusion about how to differentiate between the graduate and undergraduate components of dual listed courses. The Task Force on Graduate-Level Learning reported in 2001 that nearly half of the instructors of dual-listed courses who responded to a survey reported that they were “not at all” or “only minimally” familiar with requirements for additional expectations of the graduate component for dual listed courses. In classes where there is a clear differentiation, by far the most common approach is to require “an additional, or longer, term paper or lab report.” However, half of the graduate students enrolled in courses with such policies felt the courses did not provide a high-quality graduate-level experience. The Task Force concluded that there is a need for Graduate Faculty to be trained concerning University expectations for Graduate teaching.

The problem: In light of the 1992 policy for differentiation in “slash” courses, the Graduate Council committee that is responsible for reviewing Category II proposals (the “cat II review committee” – Fisk, Sanchez, Bond) must determine whether proposals for new “slash courses” include appropriate differentiation between the graduate and undergraduate components. As far as we know, there is no standard or policy at OSU concerning expectations for Graduate teaching, so committee members must use their own best judgments. All three current members of the committee feel that this distinction is inadequate in many, and probably most, course proposals. Not surprisingly, the faculty members who submit the proposals are often frustrated when they are asked to enhance the differentiation between the 400 and 500 components of their proposed courses. The cat II review committee concludes that there is a need to define University expectations for Graduate teaching.

A proposal: To this end, a change is proposed in the wording of the Graduate Council policy on differentiation of graduate and undergraduate components of dual-listed courses. This new policy, with the three additional paragraphs of explanation and accompanying appendix, should be distributed to all members of the Graduate Faculty and to all units that offer graduate-level courses.

Proposed 2003 Graduate Council policy on differentiation of graduate and undergraduate components of dual-listed courses (400/500 combination) “In dual listed 400/500 level courses, a distinction should be made between learning outcomes for students taking the course for

undergraduate credit (400 level) and those taking the course for graduate credit (500 level). ***This distinction should include emphasis on developing skills in analysis, synthesis, and/or evaluation for the 500-level credit, as opposed to, or in addition to, acquisition of knowledge, comprehension and application of information, which are more characteristic of undergraduate curricula. The different student learning outcomes should be accompanied by appropriate differences in instructional opportunities and evaluation procedures.***

It is expected that all courses at OSU, both at the graduate and undergraduate level, will be designed around well-defined student learning outcomes. Student learning outcomes encompass the range of student attributes and abilities, both cognitive and affective, that students should acquire after successful completion of the course. Cognitive outcomes include demonstrable acquisition of specific knowledge and skills: what do students know that they didn't know before, and what can they do that they couldn't do before? Affective outcomes include change in students' values, goals, attitudes, self-concepts, world views, and behaviors.

The primary distinction between undergraduate and graduate courses should be in the quality of learning outcomes as opposed to the quantity of work. Bloom's taxonomy (Bloom, 1956; also see appendix 1) provides a possible basis for ranking the quality of cognitive learning outcomes. These are (from lowest to highest-order), 1. knowledge, 2. comprehension, 3. application, 4. analysis, 5. synthesis, 6. evaluation.

Whereas learning outcomes in undergraduate courses are likely to focus primarily (although not exclusively!) on *knowledge, comprehension* and *application*, learning outcomes in most graduate courses, including the graduate component of 400/500 dual listed courses should include, *analysis, synthesis* and *evaluation*.

Appendix 1. Explanation of the 6 levels of cognitive competency in Bloom's Taxonomy

Competence	Skills Demonstrated
<p>Knowledge of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures): Knowledge is (here) defined as the remembering (recalling) of appropriate, previously learned information.</p>	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
<p>Comprehension; grasping (understanding) the meaning of informational materials.</p>	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
<p>Application; the use of previously learned information in new and concrete situations to *solve problems that have single or best answers.</p>	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
<p>Analysis; the breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure</p>	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden

of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.

Synthesis; creatively or divergently applying prior knowledge and skills to produce a new or original whole.

Evaluation; judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers.

meanings

- identification of components
- *Question Cues:*

analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

- use old ideas to create new ones

- generalize from given facts
- relate knowledge from several areas

- predict, draw conclusions

- *Question Cues:*
combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

- compare and discriminate between ideas

- assess value of theories, presentations

- make choices based on reasoned argument

- verify value of evidence

- recognize subjectivity

- *Question Cues*

assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

* Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

GRADUATE COUNCIL MEETING

January 23, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Bond, Ciufetti, Collins, Feller, Fisk (Acting Chair), Francis, Pedersen, Prucha, Rettig, Sanchez, Selker, Watrous

Absent: Bird, Brauner, Markle

Guests: Stephen Giovannoni, Sherman Bloomer, Wayne Kradjan

I. Approval of Council Minutes

The motion to accept the minutes from January 9, 2003 passed.

II. Category I Proposal for a Master of Science in Molecular and Cellular Biology

Stephen Giovannoni, (Director, Molecular and Cellular Biology Program [MCB]) introduced a proposal for a Master of Science degree in Molecular and Cellular Biology with a brief history of the MCB graduate program. Because MCB is an interdisciplinary program, which draws on faculty in many academic departments at OSU, and because master of science disciplinary degrees also are available in the departments that participate in the MCB program, the faculty members who developed the proposal for a PhD degree in MCB did not anticipate the need for the MS degree. MCB faculty have since concluded that it was a mistake to start a doctoral degree program without a master's degree option. Students whose career plans changed after entry into the PhD program were not able to cut their studies short by switching to the MS degree as is done in other programs.

The proposal before the Council provides for future participation in the professional science master's degree project, which was discussed by the Graduate Council on January 9, 2003. Giovannoni chose to include a discussion of the professional master's degree project in the current proposal with the understanding that the MS in MCB will comply with Graduate Council requirements that affect all professional science master's degree programs. Sherman Bloomer (Dean of the College of Science) said that 10 years ago MCB master's degree holders may not have been able to find work, but this is no longer the case. The professional science master's degree programs at Oregon State University are being funded in part by a grant from the Sloan Foundation and are often referred to as "Sloan masters." The College of Science would be exploring this type of initiative even if the Sloan program did not exist. Lynda Ciufetti (Science) explained that the idea of adding the MS to the current PhD in MCB has been under discussion for a long time and that the need for a master's degree has become increasingly apparent in recent years. John Selker (Engineering) asked whether any conflicts with graduate programs in other departments existed, whether liaison had been established with other departments and, if so, what the response was. Giovannoni replied that no negative responses were received after he

sent a letter to all departments involved. He also reported that, in private conversations, the other departments in the College of Science supported this proposal. Letters of support are attached to the proposal.

Barbara Bond (Forestry) asked whether the requirements for the professional master's degree outlined in this Category I proposal are equivalent to the professional master's degree described by Don Armstrong at the January 9, 2003, Council meeting. Martin Fisk (Oceanic and Atmospheric Sciences) summarized the motion concerning professional master's degrees adopted at the January 9 meeting. (Fisk had moved to approve the use of internships as capstone experiences for specified areas of concentration in existing degree programs, with a minimum of 6 credits of internship and a maximum of 12 credits of internship allowed on a 45 credit non-thesis MS degree, conditional upon submission to the Council of: 1) a description of the internship outlining a) who will be supervising the students, b) how the internship will be evaluated and c) the nature of the final defense/exam and 2) a Category 1 proposal for a new professional masters degree submitted to the Graduate Council prior to the end of the Sloan Foundation grant.)

Giovannoni pointed out that MCB was submitting a proposal with both thesis and non-thesis options. David Gobeli (Business) asked how many students will participate in the program and how they will be supervised. Giovannoni said there are approximately 30 PhD students in the program now; adding 4 to 10 MS students would not crowd the current classes, with the exception of MCB 525. Selker asked what kind of experiences would be required if non-thesis students participate in internships. Giovannoni said that a research component, which would fulfill the capstone requirement for all master's degrees, would still be required. Selker asked whether non-thesis students must fulfill a writing requirement. Giovannoni said that non-thesis students would still be required to present the results of their research to their advisory committees and would still be required to write a research paper as a part of the final examination.

Fisk asked whether the proposal contained one degree or two. Giovannoni said that this Category I proposal asked for one degree, but allowed either a thesis or non-thesis option for the master's degree. Giovannoni added that this proposal would enable the students to meet degree requirements until a separate professional master's degree is approved. Bond did not see any differentiation in learning outcomes between the thesis and non-thesis options. Sally Francis (Graduate School) pointed out that many programs throughout the university offer both thesis and non-thesis options for the Master of Science. She added that the Council should treat the part of this proposal that will be the vehicle for the professional degree the same way it had treated other professional master's degrees on January 9, 2003. Bloomer argued that it is not appropriate for someone in a master's degree to be expected to submit a mini-PhD dissertation. Rather, faculty should recognize that there are important differences between the two degrees. Bruce Rettig (Graduate School) pointed out that some departments choose not to have a non-thesis option in their MS degree, relying instead on other non-thesis master's degrees such as the Master of Agriculture. The creation of a master of applied science degree would provide an alternative for those departments that did not wish to offer non-thesis MS degrees. Bloomer

shared his views on what he saw as a debate on applied science. He argued that “applied science” implies a distinction between applied science and so-called “hard science” that does not exist.

Wayne Kradjan (Dean of the College of Pharmacy) said that the relationships and collaborative efforts that occur in internship situations could be of great benefit to graduate students. After noting that he has been working very closely with industry recently, Giovannoni argued that a new breed of biotechnology industrialist is at work today. Although universities have not been doing a good job of training people to fill the jobs in industry, this proposal would allow OSU to contribute to this vital and expanding sector and to train students for biotechnology jobs.

In response to a question from Barbara Watrous (Veterinary Medicine) about statistical requirements for MCB MS students, Giovannoni identified a current class in bioinformatics that would fulfill that need. Bloomer said that bioinformatics might constitute a specialization area within MCB.

Selker, noting that many universities differentiate between thesis and non-thesis requirements, argued that the Council should examine these distinctions, not only in regard to this proposal, but also with respect to other degree programs at OSU. Fisk, recalling the passage just two weeks ago of a motion concerning the professional master's degree and the use of internship to fulfill capstone requirements, suggested that the Council was being asked to act on the same issue, but in a slightly different fashion. David Gobeli (Business) and Bond added their concern about the need for advising by OSU faculty, not just by researchers in industry.

Giovannoni said that he was willing to revise his proposal in light of new information from the planning group working on the Sloan project and from the Graduate Council. He also described his agreement with a draft of material that Don Armstrong was circulating among the professional master's degree program planners in anticipation of his return visit to the Graduate Council. Martin Fisk (Oceanic and Atmospheric Sciences) said the Council's concerns are with the description of the internships, especially who will supervise them.

Ciufetti pointed out that two issues are being considered at one time. What Giovannoni is presenting is a Master of Science in MCB and what was presented two weeks ago was a professional degree with internship used to fulfill capstone requirements. Francis delineated the differences between the earlier motion and this proposal. Internships would not be used to fulfill capstone requirements as this proposal is worded, but this master's degree would be used to fulfill Sloan requirements. She also pointed out that the degree program would be subject to all subsequent decisions by the Council.

Bloomer said that, if the Sloan program did not exist, Giovannoni would be coming forward with both a thesis and a non-thesis option; if the non-thesis option used internship to fulfill capstone requirements, the Council would be right to have legitimate concerns about internships. Fisk argued that spending 6 to 12 weeks in a research lab is not equivalent to writing a research paper. Bond added that non-thesis requirements should be consistent across the campus. Bloomer

pointed out again the snobbism inherent in the “thesis equals better” versus “non-thesis equals worse” distinction.

Wende Feller (student) asked for clarification about the projected number of students. Giovannoni answered that if the Sloan grant was successful, 10 additional students would be added to the program; he added that the program has generated a great deal of interest already.

The issue of appropriate mentoring was discussed and a suggestion that every student should have a faculty advisor resulted. Giovannoni said that he believes a mid-term report by the internship advisor should be required for each student in order to prevent any problems at the site of the internship. Selker pointed out that every master’s degree requires a major professor. Discussion revolved around the use of a major professor versus an internship supervisor. While every master’s degree student at OSU must have a major professor, the presentation at the January 9, 2003 meeting suggested that only an internship supervisor would be advising students. Differing interpretations were offered about Armstrong’s concern about the difficulty in gaining wide involvement in Botany and Plant Pathology if faculty working with the professional master’s degree program were also required to supervise a directed research project.

A motion was passed to approve the Category I proposal to establish a Master of Science in MCB conditional upon the addition of a paragraph describing the oversight of the non-thesis option prior to forwarding the proposal to the Curriculum Council .

III. Graduate Level Learning

On November 14, 2002, the Graduate Council approved a new policy requiring that 50% of all credit hours on a graduate program of study (not including capstone activities such as thesis, research-in-lieu-of-thesis or internship) be stand-alone graduate credits. Some Council members interpreted this motion as allowing the remaining credits to include upper division undergraduate courses, but other Council members argued that permitting the use of undergraduate credit on a graduate program of study was not part of the November 14 action. It was agreed that if the Council wished to permit the use of 400 or 300 level courses on a graduate program of study, a new action to that effect would be needed.

Fisk said that he was in favor of allowing 300 and 400 level courses on programs of study, subject to the approval of the student’s advisory committee. Ciuffetti said that she would have voted against the policy change approved on November 14, 2002, if it had included an allowance of 300 or 400 level coursework. Selker, observing that the whole conversation on slash courses came forward as a result of concerns raised during the accreditation review, asked whether the request to allow undergraduate courses on a program of study would resolve a problem that does not exist. Fisk said that students pursuing interdisciplinary programs are at a disadvantage because, although they have a strong background in one discipline, they need to take undergraduate courses in a different discipline before they are able to work across disciplinary lines.

Alex Sanchez (Education) pointed out that allowing some undergraduate courses would provide flexibility, but that the student's advisory committee is the final arbiter on the program content. Rettig pointed out that, in the case of master's degree programs, there often is no complete committee prior to the final examination. Unless a student declares a minor, the only signatures required on a program of study for a master's degree are those of a major professor and the head of the department or program.

Bond reminded the Council that this discussion grew out of need to limit the number of slash courses on graduate programs. Believing that most graduate students have some deficiencies in their background, she argued for allowing a small number of 400 level courses on programs of study to help students overcome those deficiencies. Ciuffetti, who was uncomfortable in solving problems that do not exist, asked whether proper 400/500 level courses would meet the need identified by Bond. Fisk noted that the National Science Foundation, which is funding an IGERT (Integrative Graduate Education and Research Traineeship) program at OSU, has asked whether any institutional changes have come about due to the interdisciplinary nature of graduate education. NSF, having observed many barriers to interdisciplinary education, is encouraging changes that would allow new types of education to evolve. Ciuffetti said that a PhD student, even on an NSF grant, should have at least 50% graduate-only credits on his/her program. Gobeli suggested that flexibility in coursework could be achieved several ways. Bond reminded the Council that offering more courses would not be an option for most departments. Feller observed that allowing 300 and 400 level courses diminishes the rigor of graduate programs. Selker said that another solution to the problem would be to require fewer graduate level credits in total. Fisk said that students who must take an undergraduate course as a prerequisite and who cannot place those courses on a graduate program of study, face substantial challenges. The cost of education in those circumstances could hinder the ability of students to finish their degrees. Selker pointed out that, because 12 credit hours per term is an average course load at OSU, 45 credit hours is not that difficult to achieve during the two years common to most master's studies.

Francis reminded the Council of the creation three years ago of a task force on graduate level learning to investigate the concerns about 500 level courses at OSU. In the past two years, exit surveys conducted by the Graduate School have identified concerns about the quality of graduate instruction, although there is no way for us to identify the source of this concern. Regardless of criteria put in place by Graduate Council, no one is present in classrooms to enforce requirements that 500 level courses meet requirements set for graduate level learning. Francis also observed that, in a survey of our peers, we are the only institution that does not allow undergraduate course work on graduate programs; some allow as many as 22 credit hours. Rettig pointed out that those institutions do not have slash courses. Fisk suggested that a number of slash courses might be eliminated as a result of the requirement that graduate programs require 50% of stand-alone graduate course work. Bond observed that slash courses often are used to increase the number of students enrolled in the course. The problem arises when the instructor does not offer an adequate graduate level learning experience.

Bond stated her frustration that a Council action to eliminate slash courses last year was cancelled by lack of support from the Curriculum Council. Selker suggested that another way to

eliminate the problem with slash courses is to adequately police the requirements for a 500 level component.

Ciuffetti argued that use of 300 and 400 level course work on PhD programs of study would water down that degree. Elaine Pedersen (Health and Human Sciences) observed that, because master's level work can be used on a PhD program of study, allowing 300 or 400 level course work for master's degrees would imply that they could be permitted on PhD programs.

A motion was offered that a committee craft a resolution for consideration, that the Council consult with all academic departments in the university regarding this issue and that the Assistant to the Dean work to provide the feedback from the departments to the Council. This motion and any further action were delayed to a future Council meeting. Bond suggested that slash courses and the number of credits of 400-level courses should be considered together at that time.

Ciuffetti asked Bond whether the Task Force on Graduate Level Learning had polled departments to determine the economic impact of eliminating slash courses. She added that problems could be created for graduate education at OSU if 500 level courses are eliminated because of lack of resources.

IV. Category I Proposals from Public Health

Anna Harding (Chair, Department of Public Health) presented two Category I proposals. That department has been looking for ways to streamline their efforts; the prospect of a graduate program review helped to focus and accelerate their thinking. The MS degree in Health and Safety Administration degree was created several years ago—before the creation of the Master of Public Health in Health Care Administration. The Occupational Safety option can better be served by use of the Environmental Health Management degree.

A motion was offered to approve the elimination of the Health and Safety Administration degree. In response to Feller's question about students in the program, Harding said that students will be allowed to graduate with the degree in which they are currently enrolled, but she added that new students would not be admitted. The proposal to eliminate the Health and Safety Administration degree is related to a separate proposal to change the name of the Environmental Health Management degree to Environmental Health and Occupational Safety Management. Harding reported that, in her conversations with students, she learned that they believe the new degree name will better serve their needs.

The motion to approve the elimination of the Health and Safety Administration degree was unanimously approved. A second motion—to rename MS in Environmental Health Management to Environmental Health and Occupational Safety Management—was unanimously approved.

GRADUATE COUNCIL MEETING

January 9, 2003

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bond, Collins, Feller, Fisk, Francis, Markle, Pedersen, Prucha, Rettig, Watrous

Absent: Bird, Ciufetti, Sanchez, Selker

Guests: Don Armstrong, Ursula Bechert, Betty Duvall, Sam Stern, Vince Remcho

I. Approval of Council Minutes

The motion to accept the minutes from December 12, 2002 was passed.

II. Capstone credits, internships, and professional master's degrees

Don Armstrong (Botany & Plant Pathology) presented a request to the Graduate Council for the use of internships as capstone experiences for professional master's degree programs. The Sloan Foundation contacted Oregon State regarding a professional master's degree; such a degree would provide an alternative to the more conventional thesis path. A grant was obtained to help support these degrees. The new master's programs will require 1) use of internships as capstone experience, 2) an advisory committee of industry and government affiliates, and 3) a set of common courses including work in computer skills, ethics, and communication. Four initial programs are under development at OSU: *applied biotechnology*, which will be initially offered by the Genetics Program but added to the Molecular and Cellular Biology Program after their MS degree program is approved; *applied systematics*, which will be offered by the Department of Botany and Plant Pathology; all areas of concentration within the applied physics degree offered by the Physics Department; and all areas of concentration offered by Environmental Sciences. A program in the Chemistry Department is still in development. Armstrong reported that the professional master's programs are continuing to evolve. The participating academic units anticipate that the first group of students to be admitted will enroll Fall 2003. Armstrong said that, for professional master's degree programs to work most effectively, the Graduate Council must approve the use of internship hours for capstone requirements. His suggestion would be for a minimum of 6 and maximum of 12 internship credits on a 45-credit degree program.

When asked how many other universities are offering professional master's degree programs, Armstrong replied that there are about 30. David Brauner (Liberal Arts) asked whether most of the potential students would be people currently working in industry. Armstrong said that some will be OSU undergraduates and others will come from industry. Many inquiries about the programs have been received.

Barbara Bond (Forestry) asked whether it was appropriate to allow these degrees to carry the title of Master of Science, or whether another type of degree would be more appropriate.

Armstrong suggested that, later on, it would be appropriate to create another degree (perhaps Master of Applied Science); but, such a new degree cannot be approved quickly enough to allow participation in the program by Fall 2003. Doug Markle (Agricultural Sciences) observed that the existence of eight different master's degree programs currently offered by OSU sets precedence for this kind of program, although he also supported the use of a degree name other than the Master of Science. Armstrong noted that the effort to establish this program under currently authorized degree requirements has already caused some problems for some departments. However, each department is trying to handle the difficulties differently. In response to Markle's question about whether there is a move to create a Master of Applied Science, Armstrong answered that it would take at least two years for that to happen, given curriculum approval procedures. Brauner suggested that an end date to the use of the MS degree for these professional master's degrees should be part of any motion passed by the Graduate Council concerning the use of internship as capstone.

Elaine Pedersen (Health and Human Sciences) asked whether an internship report will be one of the degree requirements. Armstrong said that a final report to the university at the end of the internship experience would be required.

Sally Francis (Graduate School) wondered how many of the other universities with approved professional master's degrees are using the MS and how many are creating professional master's degrees with other titles. She mentioned national efforts to re-envision the PhD and wondered whether the same type of evolution is happening as a result of professional master's initiatives. Bond was concerned about the precedent set by this program. Brauner noted that the MS is traditionally viewed as a degree in which the student does research, creates a publishable article, and is academic. The MS and MA programs should be differentiated by name from a degree that is based on work experience. Francis asked what the professional master's programs require for learning outcomes and how these differ from the learning outcomes for the other master's degrees. Brauner recalled the Council's action on the Master of Business and Engineering degree program at an earlier Council meeting, which led to endorsement of the creation of that professional degree. Wende Feller (student member), noting that other departments make a distinction between a professional and an academic degree, said that the units with professional master's degrees should provide explicit information about the final exam.

Barbara Watrous (Veterinary Medicine) asked whether the number of required credits of internship is consistent among the four professional master's degree programs. In response, Armstrong asked the Council how many credit hours of internship they were willing to allow for a 45-credit program of study. He said that the faculty developing these programs have thought of the size of the internship in terms of number of terms rather than number of credits. Because most internship experiences are likely to take a minimum of six months, he suggested that the number of credits should reflect that amount of time.

Bruce Rettig (Graduate School) pointed out that the professional master's degree programs could meet current MS program requirements by adding a minimum of three credits of research-in-lieu-of-thesis to a program of study. He also said that the MS degrees in Science Education and Mathematics Education currently use internships to fulfill capstone requirements. Armstrong argued for a motion that would not require students to add research or project hours to their

programs of study and be assigned major professors in the usual sense. He fears that this would eliminate interest by the faculty. It would also overtax heavily committed faculty, especially those coming to the university from industry.

When pressed for details on internship, Armstrong said that this has not been determined. Discussions are continuing about how the internships are going to be administered and how faculty will mentor students in internship positions. Brauner asked whether there would be a committee to oversee the students. Armstrong said that there would be, although the process may vary between the four participating departments. He added that the Dean of Science is supportive of these programs (although a specific commitment to date has only been asked for and made for the applied biotechnology program). Program overseers estimate that one full-time and one half-time person would be needed to direct this program. Markle asked whether liaison had been established with programs that currently use internships as the foundation of a degree. Armstrong reported that the Sloan Foundation wants faculty to go out to internship sites.

Rettig noted that the Council is being asked to approve the concept of using internships as capstone activity in a Master of Science in these programs. The graduate catalog defines capstone requirements thus: "All master's degree programs require a minimum of 45 graduate credits including a thesis (6 to 12 credits) or research-in-lieu-of-thesis (3 to 6 credits)." Bond asked whether these specific programs can use internships as capstone or whether all units offering MS degrees can use internships as capstone; she sees these as quite different questions.

Martin Fisk (Oceanic and Atmospheric Sciences) noted that, on the web page for the Environmental Sciences professional master's degree program, up to 30 credits of internship would be allowed on a 45-credit program. Armstrong said that the request he is submitting on behalf of the groups with professional master's degrees is for 6 to 12 internship credits on a 45 credit program. The reason for coming to the Council is to standardize these programs. The intention is to keep the four departments within the same guidelines and to keep the guidelines congruent with university policy. Armstrong said that his request is narrow. Can internships be allowed as capstones for these programs? And, can 6 to 12 credit hours of internship be permitted as the capstone on a 45-credit hour program?

David Gobeli (Business) asked again how the internships would be managed. Armstrong noted the rigor of the degree programs in the departments in question at OSU. The professional master's program departments are working with industry people who would be heavily involved in the supervision of interns. Armstrong noted again that the current university requirement for 3-6 research credits on non-thesis degree programs would hamper this program as it tries to move forward. He also observed that Physics will use both a thesis and a professional track in their Master of Science in Applied Physics.

Brauner asked whether the Council would see the proposal again if it is passed at this meeting. Francis said that a Category I proposal is needed only if a new degree is established. Armstrong wanted to make sure that the Council had some kind of oversight to the changes that are needed, especially since keeping the research component in the program of study would hamper the Sloan program. Gobeli asked how fast the Master of Business and Engineering degree would be

approved. Rettig said that the faculty in Engineering hope to be able to accept new students Fall 2003, but that degree approval processes could delay the process.

In response to Bond's question about the length of the Sloan Foundation grant, Armstrong answered that the current grant runs until the summer of 2004, but that the OSU recipients have asked for an extension of six months.

Fisk asked that more time be given to the discussion to this proposal. Bond asked whether conditions or limitations could be placed on the approval. Armstrong said that it would be reasonable to require a Category I proposal for a new degree at a later date, and he added that the person directing the program would be willing to work on that. Armstrong noted that the College of Science has given its support to continuing this program after the funding from Sloan ends. But, Armstrong added, the idea of making this a "temporary" change to capstone requirements might not meet the expectations of the Sloan Foundation. Gobeli asked whether an interim approval is appropriate. Armstrong repeated that the programs are currently operating under the university guidelines and, if forced to do so, could continue to do that, although this would greatly hamper the programs.

Fisk reminded the group of the problem on the Environmental Science web page, saying that 30 credit hours of internship could be used on an MS program of study (which is presumably the 45 credit hour minimum). Armstrong said that the point of asking for Graduate Council for approval to this proposal is to make sure that no department allows more than 6 to 12 credit hours of internship on a 45-credit hour program. Armstrong said that the Sloan Foundation funding is already into its second year and any delay could kill the program. To keep pace with the Sloan funding, this request needs to be expedited by the Graduate Council. Francis commended Armstrong and his group for being proactive. Even if they were premature in asking for this change in graduate degree requirements, their action contrasts with many programs that wait too long.

Fisk moved to approve the use of internships as capstone experiences for specified areas of concentration in existing degree programs, with a minimum of 6 credits of internship and a maximum of 12 credits of internship allowed on a 45-credit non-thesis MS degree, conditional upon submission to the Council of

- 1) a description of the internship outlining a) who will be supervising the students, b) how the internship will be evaluated and c) the nature of the final defense/exam and
- 2) a Category I proposal for a new professional masters degree submitted to the Graduate Council prior to the end of the Sloan Foundation grant.

The Graduate Council also asked that Don Armstrong report on progress of the programs at the the February 13, 2003 Graduate Council meeting.

III.OSU 2007

Because the comment period for OSU 2007 will end shortly (January 15, 2003), any comments on the proposals are needed soon. One issue is especially important. The approval of the Graduate Council for graduate curricula is noticeably absent in all of the OSU 2007 proposals.

Brauner asked whether Francis could provide information about the proposals by email. Francis suggested that Council members email their comments as soon as possible to the appropriate OSU 2007 groups.

IV. Community College Leadership Program Review Report

Vince Remcho (Chemistry), who chaired the Graduate Council review of the Community College Leadership Program introduced the committee's report. He reviewed the following commendations and recommendations:

Commendations

1. The OSU Ed.D. Community College Leadership Program provides preparation for greatly needed community college leaders and administrators.
2. The Community College Leadership Program provides these services in a format that is friendly to working professionals, and which is being recommended and requested nationwide. This includes the use of cohorts, the intensive long weekend per month, and web-based communication.
3. The faculty of the Community College Leadership Program give "over and above" of themselves and create positive interpersonal relationships that result in a quality learning environment.
4. Students and faculty expend extra effort in order to avail themselves of the unique and positive environment created by Silver Falls State Park.
5. The retention and completion rate for candidates is improving steadily.
6. The Community College Leadership Program's reputation is attracting people from other states despite logistical barriers they must overcome.

Recommendations

1. Set up an advisory council with members of faculty, community college administrators, and outside evaluators involved in research on community colleges (such as a professor from another university), to evaluate the program content to assure that the rigor and content meet the standards set in the field.
2. Strengthen the assessment of the coursework portion by providing specific guidelines for the portfolio, the option of a formal written examination, or some combination thereof, or consider alternatives to the reflective portfolio/essay for the prelim exam. This assessment should be directly related to the course content and should be something that addresses doubts regarding the rigor of the program.
3. As resources become available, expand the program in order to serve more doctoral students throughout the Western States.

4. Ensure that students obtain sufficient education in quantitative analysis of data and in experiment design. Add at least one true statistics course to the program –preferably one that also introduces students to a statistical program they can use. This seems to be fairly standard in other such programs and is a notable omission here.
5. Require only one community college (adjunct) member on Ed.D. committees and permit faculty from other departments at OSU (such as statistics, philosophy, political science, etc.) to participate. This will foster critical, regular, periodic peer evaluation of the program and its outcomes.

Remcho also reviewed the following comments from a response from Betty Duvall (director of the Community College Leadership Program):

- A course in statistics has been approved by SOE faculty for inclusion in all doctoral programs
- Portfolio guidelines were developed and approved by the CCLP faculty three years ago and have been widely distributed to students and used by them. (Guidelines are included in the Orientation Manual each student receives and is reviewed during the Orientation as well as in later discussions.)
- The faculty cited as "not part of the core faculty" have served as major professors, taught courses in the program and participated in program meetings
- There are core course requirements in the CCLP for all students (75 hours). Additional courses are accepted in transfer from Master's Degree work. Content for those degrees is almost always an academic area other than education. In community colleges, it is common for staff to hold a content Master's Degree as a faculty member. If they choose to continue as a faculty member they may pursue a doctorate in that content area; however, if they choose to pursue a leadership (administrative) position, they are likely to pursue a doctorate in education. The CCLP acceptance of transfer work in a subject area other than education is a reflection of community college requirements.
- It is true that Silver Falls, the site used for class meetings, has "no facilities for a computer lab". However, this is not germane. Students come from institutions with rich computer resources and all have individual access to computers, necessary for the supplemental course work done between classes. Students regularly use computer software in data analysis for their dissertations.

Sam Stern (Dean of the School of Education) spoke as one of the faculty who helped develop this program and one who teaches in it each year. Stern noted that three community college presidents in the western U.S. are graduates of the program, that 26% of the students are persons of color, and that students fly to the program study site each month from out of state. He also said that personal recommendations from alumni and others knowledgeable of the program are helpful to the admissions process. Duvall agreed with Stern that the review conducted by the

Council has been helpful, both to validate what the program is already doing and to suggest what the program needs to do differently. Recommendations will be treated with all due concern.

Fisk asked about the need for new faculty. Stern announced that Duvall has officially retired. One new person has been hired, new faculty will be brought on board if at all possible, and Duvall has agreed to stay on half time for a short time. He added that he thanked Council members for their service as Graduate Council Representatives on EdD committees.

Gobeli noted that the recommendations within the report were apparent in the committee meeting at which he was a Graduate Council Representative. Watrous asked whether there was rigor in acceptance into the program. Francis answered that word of mouth is a big part of the recruitment for the program, so many of those seeking admission are hand-picked. Watrous also asked about the future of the program because of the lack of faculty and the retirement of Duvall. Fisk expressed concern over the use of transfer work that was 20 years old and over the use of course work from other academic majors on the program of study; he, wondered why the review team failed to provide a recommendation on this issue.

During the discussion of the recommendation about committee composition, the question was whether one Community College member is *required* or whether only one is *permitted*. What does it mean that they would be required to have only one rather than two? Rettig explained the concept of courtesy faculty and how those from outside the university become involved in service on advisory committees within the School of Education.

The motion to accept the report, but to ask for a follow-up review in one year, was approved. The purpose of the follow-up review will be to review all the recommendations, but especially the concern in the report about the level of rigor of the program.

VI. Scholarship and Fellowship Award Decisions

Mary Prucha reported that soon she will be soliciting nominations for centralized graduate scholarship and fellowship programs administered by the Graduate School. The award selection process, in which the Graduate Council participates in part, will begin toward the end of February and continue through Spring term. Typically, Council members serve on some, but not all, award selection committees. This is dependent mostly upon the restrictive nature of the funding program, the current ability of the given funding program to provide awards to all nominees, and/or the competitiveness and prestige of the funding program.

Prucha sought advice from the Council regarding the extent to which members were satisfied with the current configuration of selection committees and their involvement with selection process. She offered three alternatives for Council consideration: 1) expand existing assignments of Council members who are currently assigned to participate in the upcoming selection process; 2) establish additional selection committees comprised of Council members who are not yet assigned to participate in this year's process; or 3) leave the Council's current level of involvement in place as is. Any changes the Council wishes to recommend would need to be implemented quickly because the funding cycle is approaching.

In response to a question about the University Club Foundation Fellowship selection process, Prucha indicated that nominations are pre-screened by Francis, Rettig, and Prucha, and the three top nominees are forwarded to the University Club Foundation for final award selection. Watrous asked whether information regarding candidates is shared with the fellowship and scholarship selection committees. When awards are known, Prucha shares this information with subsequent selection committees.

The consensus of the Council is that the current procedures are working well and they do not need to be changed at this time.

GRADUATE COUNCIL MEETING
December 12, 2002
3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bond, Ciuffetti, Collins, Feller, Fisk, Francis, Pedersen, Prucha, Rettig, Sanchez, Selker, Watrous

Absent: Bird, Markle

Guests: David Sillars, Gordon Reistad, Ken Williamson

I. Approval of Council Minutes

After agreeing that the minutes of the November 14, 2002, Graduate Council meeting did not clearly reflect the decision taken, the Council added a new paragraph at the end of the section on that topic in the 11/14/02 minutes that reads as follows: "To comply with the recommendation, students would be required to include stand-alone graduate credits as a minimum of 50% of all graduate work in their programs of study (exclusive of capstone credits, i.e., thesis, research-in-lieu-of-thesis, or internship.)" The motion to accept the minutes from November 14, 2002, as amended, was passed.

II. Category I Proposal for a Master of Business and Engineering in Construction Engineering Management

David Sillars (Civil, Construction, and Environmental Engineering [CCEE]) introduced the new Category I proposal with a letter of support from Harold Koenig, Chair of the Graduate Program in College of Business. The Department of Civil, Construction, and Environmental Engineering proposes to create the Master of Business and Engineering in Construction Engineering Management. The new degree program is funded primarily through an endowed fund known as the Robert C. Wilson Program in Construction Engineering Management.

The curriculum will consist of approximately 50% graduate level course work in the College of Engineering and 50% graduate courses in the College of Business. Students will be able to choose between capstone activities of an internship or a project, or a degree program of all course work. Working professionals will be the target students; the goal is to improve both business and technical skills. Course work may be completed through both of and off-campus studies. Because selected MBA courses are offered once per week in the evening, the CCEE department plans to offer classes in the afternoon of the same day to minimize students' travel time to and from Corvallis. Another feature of the proposed program is that it will allow the entry of students who do not have a background in engineering so that they can participate in the program and enter into the construction business field. Because those in business and architecture are already employed and active in construction engineering management, this feature will allow them to pursue graduate study without interrupting their careers.

John Selker (Engineering) noted that this program would draw students from very diverse backgrounds. Because engineering and business are both in the title, minimum levels of expertise in these areas should be expected of students. However, little discussion is provided in the proposal about ways that students with limited formal academic backgrounds will be able to meet prerequisites associated with advanced level course work. Sillars responded that students taking business courses will be required to meet all prerequisites for those courses, either before enrolling in the program or as part of the program, and before they take the graduate business courses. The proposal includes the necessary prerequisites for both the business and engineering courses required in the curriculum. To participate in the engineering courses, the program requires three years of experience or work in the field of civil engineering. To Selker's question whether prerequisites for engineering courses were required, Sillars said yes. Ken Williamson (Head of the Civil, Construction and Environmental Engineering Department) noted that this program would focus on a very narrow group of students; most potential students who are interested in this program usually have some background in the area. Williamson also noted that the Civil Engineering department also has stringent requirements for the membership on the advisory committee of each student.

The proposed program would allow the transfer of Portland State University (PSU) courses, but because the program is not a joint-campus activity, only 15 credits of PSU courses could be transferred to the OSU graduate program of study. Martin Fisk (Oceanic and Atmospheric Sciences) asked whether the cost of PSU courses that might be transferred has been investigated. Sillars said that prerequisite courses are available at PSU and that he is setting up a meeting with the appropriate people at PSU to learn more about their MBA program.

Alex Sanchez (Education) noted that the committee that oversees the program does not have any members from the College of Business. He argued that, since the program is closely linked to the MBA program, someone from the College of Business should be on the oversight committee. Williamson said that these are Construction Engineering Management students, but that Business faculty will be on the students' committees. Sanchez said that this does not truly connect the two programs/departments the way the proposal states it would. Because Master's degree students are not required to have a program planning committee meeting, there is no real communication between CEM and Business faculty on the student's committee prior to the final examination. In response to a question about the way that the committee described in the proposal would operate, Williamson answered that the students' programs of study in CCEE are approved by a departmental standing committee by routing the programs through departmental mail; then Williamson signs off on the routed programs.

Bruce Rettig (Graduate School) pointed out that, because this proposal creates both a new degree and a new major in that degree, it is the precursor for a number of new programs coming from the College of Engineering. Rettig also noted that the College of Business is expecting this to be the precursor of several new degrees and the connection with the College of Business should be strong from the start. Sillars stated that this liaison is being established. Fisk emphasized the importance of the Business courses in the program, which suggests Business must be consulted and must be in on the ground floor of the establishment of the degree. Selker asked about the future of the program. Is there a committee that will adjust the program as it matures and evolves? Sillars responded that the Construction Engineering Management program will be

growing and will have the primary responsibility for reviewing course work. Potential changes will also be considered by the Graduate Committee within Civil, Construction, and Environmental Engineering and by industry consultants. Selker suggested that the process of evolution and maturation be outlined more clearly in the proposal. David Brauner (Liberal Arts) asked about expectations of students, since most of them will be non-traditional. It was also noted that the outcome of the Internship is unclear in the proposal, and that it is not clear whether there is a final exam. Sillars stated that, because he expected many students would be sponsored by the company for which they work, internships could result in the student solving a problem for his/her own company. A two-hour final oral exam is required. This examination, along with a final document, which will be presented to the student's committee, would be the capstone requirements for the degree. Tony Collins (Pharmacy) noted that, on page 19 of the proposal, the words minimum and maximum seemed to be interchanged. In response to a question about whether funding has been assured by the College of Engineering, Williamson said that the endowment is being established through the sale of property, but that the College of Engineering is contributing other funds as well.

Lynda Ciuffetti (Science) asked whether Council members were concerned about the potential for conflicts of interest when students do internships at the place of their employment. Brauner also wondered whether an internship in one's own company could really give students the broad and varied experience promised by the proposal. Selker argued that there is a difference between a conflict of interest and an ideal educational experience. As long as a professor can grade a project without any hindrance, there is no conflict of interest. But he felt that the learning experience is less than ideal because there is the potential for a lack of diverse learning possibilities. David Gobeli (Business) suggested that the key is the faculty person overseeing the internship. Faculty must make sure that a meaningful learning experience takes place. Collins asked Gobeli, who has had a great deal of experience with internships, how common conflicts between the faculty and the company are. In particular, who would have the final say as to what the project would be if faculty suggest one topic and the company says that regular work must be done. Gobeli explained that the College of Business has learning contracts, which must be signed before the internship can be started. Wendé Feller (student member of the Council) noted that the internship could increase the student's workload substantially if separate job requirements and internship activities were required. Mary Prucha (Graduate School) pointed out that paragraph b on page 6 speaks to the internship question. Language on that page indicates that four hours of internship are required on student's programs if they choose the internship option.

Feller (GPSA) moved to approve the "Proposal for the Initiation of a New Instructional Program Leading to the Master of Business and Engineering in Construction Engineering Management," provided that the proposal incorporates the changes reflected in the minutes of the December 12th meeting of the Graduate Council." Those changes are:

- 1) In Section 3 "Course of Study," paragraph a, the following sentence must be added, "The topic of the internship will be approved for its academic content by the student's major professor prior to beginning the activity."
- 2) Liaison with College of Business must be established, specifically by way of the committee that approves student programs and program changes.

- 3) Required course work must be clearly outlined in the proposal.
- 4) In addition to recommended changes, the Council also suggests that a liaison be established with Portland State University and the University of Oregon.

The motion as amended passed.

Selker (Engineering) asked that the minutes reflect the Graduate Council's pleasure at the work of this group and the Council's encouragement to continue the good work.

III. Category I Proposal to Move the College Student Services Administration Program from the Graduate School to the School of Education

During the October 24, 2002, Graduate Council meeting, consideration of the proposal to move the College Student Services Administration Program from the Graduate School to the School of Education was delayed due to the inability to understand budget issues in the proposal. The Council passed a motion "that feedback be given to the presenters of the proposal that 1) the Graduate Council is very favorably disposed to this proposal, but, to move it forward with approval, there should be assurance of adequate funding for the program and 2) a liaison document from at least one key client, namely Student Affairs, as well as one other department, should be included in the proposal." Subsequent to that meeting, a letter was sent from Larry Roper, Vice Provost for Student Affairs, to Sam Stern, Dean of the School of Education. In that letter, Roper indicated the support of Student Services for the funding of CSSA and described funding available during the current academic year. The motion to support the transfer of the CSSA program from the Graduate School to the School of Education passed with one abstention.

IV. Graduate Level Learning Actions

a. Catalog Language Update

Prucha was asked at the last Graduate Council meeting to identify what changes in Graduate Catalog language would be required to reflect changes in the graduate level learning requirements. She shared a handout that showed changes in policy for master's and doctoral degrees and changes in program of study requirements. Barbara Bond (Forestry) proposed that the Council consider whether the 400 level courses could be included on graduate programs of study. Rettig pointed out the complexities that could arise from including undergraduate courses on graduate programs of study and suggested that the Council consider this issue as a separate agenda item at a future meeting. Discussion ensued as to whether the Catalog changes include the language that was struck from the minutes of 11/14/02. Consensus that all sentences referring to "the remaining course credits may include the 500-level component of dual listed (400/500) courses" should now be deleted from the Catalog language. Prucha remarked that the Catalog is on-line and the new language might not appear there until Fall 2003. Ciuffetti suggested that the second sentence in the changed Catalog language could stay since it says, "may include." Council consensus was to retain the second sentence at this time.

b. Category II Subcommittee Discussion

Rettig noted that Graduate Council changes concerning slash courses and graduate level learning are having an impact on how the Category II subcommittee of the Graduate Council is doing its work. He asked the Council for feedback for the Category II subcommittee regarding 500 level courses. Selker remarked that a single page description of what satisfies the difference between the 400 level and 500 level courses would be a very useful tool to send to the departments if there is any question whether a Category II proposal meets the graduate level learning guidelines. Fisk noted that the Council had not yet passed the "50% rule" when the Category II proposals were coming in, and because of that, the Category II committee felt the need to enforce the difference between the 400 level and 500 level courses. He believes that Category II proposals now should be much less of a concern. Bond remarked that if a 500 level course shows up on a student's transcript, then the Category II subcommittee should be responsible for making sure that this 500 level course is truly a graduate level learning experience. Selker suggested that, in addition to explaining Graduate Council expectations for slash courses, the policy change regarding "50% graduate level learning" should be communicated very thoroughly to the entire university.

Collins observed that the importance of 500 level courses on the program of study depends on the allowance of 400 level courses on the program of study and the real issue is: "Are we satisfied with the grad students having just 50% graduate level learning or do we want 100%?" Sanchez noted that the confusion arises from three levels of expectation for courses that might be on programs of study: 1) strictly 500 level (i.e., graduate standalone), 2) 400 level course work that might be acceptable for programs of study, and 3) the 500 component of slash courses. Sally Francis (Dean, Graduate School) asked whether, while these issues are being sorted out, practice-as-usual should be pursued or whether new courses should be held to a higher level of expectation. Brauner added that some slash course proposals coming to the Council would not have passed under the OLD policy.

Francis urged all Council members to look at the OSU 2007 work, particularly that work done by the Curriculum Issues Group, since work done by that group may impact work done on this issue by the Graduate Council. She urged Council members to make comments on the Curricular Issues Planning Team report prior to January 15, 2003. Ciuffetti asked whether a comment from the Council as a whole was appropriate. Francis noted that any changes to the curriculum by the OSU 2007 effort would not be affected by the Council unless the Council makes the effort to communicate their own views.

Sanchez reminded the Council that a major source of the concern about slash courses was that student complaints were expressed to the Accreditation Committee. He felt that the slash course issue is being addressed by the Council but only by "the back door." He argued that the Council should continue to be strict in enforcing its expectations for Category II proposals regarding the graduate level learning experience. Rettig described recent actions by Academic Affairs in bypassing the Graduate Council in processing X course approvals, the dropping of old courses, slight changes in titles and prerequisites, and minor changes in course descriptions. The question was whether these actions should be taken solely by the Curriculum Council and bypass Rettig, who has been reviewing them under responsibility delegated by the Council. Rettig asked for

feedback from the Council regarding his role in this decision-making. Sanchez remarked that the Council is losing some control over graduate level learning if it does not have a say in these decisions. Rettig reported that because of the new system on the Web for approving Category II changes to courses, it usually takes only about a few minutes to process them. The consensus of Graduate Council is to have Rettig continue to approve these proposals on behalf of the Graduate Council.

GRADUATE COUNCIL MEETING

November 14, 2002

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bird, Bond, Ciuffetti, Feller, Fisk, Francis, Markle, Pedersen, Prucha, Rettig, Sanchez, Watrous

Absent: Collins, Selker

Guest: Don Armstrong, Botany and Plant Pathology

I. Approval of Council Minutes

The minutes of October 24, 2002 Council meeting were approved as corrected. Brauner (Anthropology) announced that David Gobeli has been appointed to represent the College of Business on the Graduate Council.

II. Graduate Admissions Standards Task Force Report

The Task Force on Graduate Admissions Standards, co-chaired by Don Armstrong (Botany and Plant Pathology) and Henri Jansen (Physics) was chartered last year by Dean Francis in response to a recommendation from an earlier Graduate Admissions Task Force, which studied admission procedures, and a request from members of the Graduate Council. As noted in the report:

1. The Task Force conducted a survey of the opinions and concerns of OSU graduate study coordinators relative to current OSU graduate admission standards. (The survey elicited a total of 51 responses, representing a majority of the individual graduate programs on campus.)
2. The Task Force surveyed the graduate admission requirements of 20 universities, including peer institutions, other PAC-10 schools, other Oregon institutions of higher education, and several other land-grant universities.
3. The Task Force met with several individuals representing various areas of expertise concerning the application of graduate admission standards at Oregon State University. Individuals interviewed included Michele Sandlin (Director of Admissions), Margaret Niess (Chair, Graduate Admissions Committee), Roy Rathja (Chair, Undergraduate Admissions Standards Task Force), and Deborah Healey (Director, English Language Institute) and
4. Statistics concerning the operation of the appeal process in graduate admissions were obtained from the Admissions Office and reviewed by the Task Force.

Armstrong summarized the findings and the recommendations of the report (see below), which is available upon request from the Graduate School. Substantial information about each finding and recommendation can be found in the report.

Findings

1. Strong arguments exist for maintaining some form of university-wide minimal graduate admission standards, but care must be exercised that such standards do not inadvertently discourage applications from individuals with qualifications and achievements that transcend the narrow definitions of these standards.
2. The graduate admission standards currently employed by OSU are very similar, and in many cases identical, to those employed by most of our peer institutions and by other PAC-10 schools.
3. A majority of graduate program coordinators on campus view the existing graduate admission standards as satisfactory and appropriate, as long as an efficient and reasonable appeal process is available. Nevertheless, some issues of concern have been identified.
4. The current appeal process for graduate admissions appears to be administered in a manner that is generally sensitive and responsive to the needs and judgments of individual programs, but improvements in the process may be possible.
5. The TOEFL exam may be a useful standard in evaluating some aspects of the language skills of international students, but it is an inadequate guide to the speaking and writing ability of these applicants.
6. The requirement for international students to demonstrate adequate financial resources prior to admission occasionally has unintended negative consequences.
7. The so-called "24-credit rule" occasionally causes student hardships that appear to serve no useful purpose.
8. The Undergraduate Admissions Standards Task Force is exploring the possibility of utilizing a set of behavioral essays to obtain additional information pertinent to undergraduate admission and recruitment goals. Some graduate programs already have imposed somewhat similar structure on the Statement of Purpose that is required of all graduate applicants.

Recommendations

1. University-wide, minimal graduate admissions standards should continue to be employed at OSU, and the current standards should be retained as the basis of the graduate admission process; however, some improvements in the interpretation and administration of these standards can probably be achieved.
2. The Graduate School web-site should be revised to give more detailed, specific, and complete information concerning the interpretation of graduate admissions standards as they apply to international students.
3. The language accompanying the statement of graduate standards in the Graduate Catalog and on the Graduate School web-site should be revised to be more welcoming of applications from ethnic minorities and individuals with nontraditional backgrounds.

4A. The restrictions currently imposed on the ability of conditionally admitted students to hold graduate assistantships, to meet formally with their program committees, and to file graduate programs, should be eliminated.

4B. With the recommended change in the restrictions on conditionally admitted students, the primary function of conditional admission would be to ensure that these students are tracked and receive appropriate attention. Therefore, graduate programs should be required to carefully monitor and report on the progress of these students after completion of their first term (12 credits) of work and quarterly thereafter until conditional status is removed.

5. The Graduate School, with the help of the English Language Institute, should monitor developments in English language testing with the ultimate goal of identifying and adopting a standard more useful than the TOEFL scores currently required. In the meantime, recognizing that it may be some time before a more useful language test than the TOEFL is uniformly available at international locations, international applicants should be encouraged, wherever possible, to submit alternative test scores that include evaluations of written and verbal communication skills.

6. The Graduate School and the Office of Admissions should explore ways in which international students who need evidence of admissibility to secure funding could be identified and (with the support of an interested graduate program) provided with appropriate documentation to accomplish this end.

7. To make administration of the “24 credit rule” less punitive, the Graduate School should consider revising aspects of the rule that are under University control.

8. The Graduate School may wish to explore the utility of imposing structure on the Statement of Purpose required of all graduate applicants or to encourage programs to develop such structure if they have particular concerns that are not addressed by the traditional admission standards.

David Brauner (Liberal Arts, chair of the Council) asked the Council whether they wish to adopt the report, critique it or implement the recommendations. Sally Francis (Dean, Graduate School) answered that the Task Force was appointed by her, but the Council should consider adopting or accepting the report, especially with an eye to implementing the recommendations of the Task Force on basic admission standards for the university. Conditional/provisional admission and the 24-hour rule may be particular areas for further analysis by the Graduate Council before a policy change is considered.

Mary Prucha (Graduate School) reported that she already has made changes to the on-line graduate catalog to make the language more welcoming to minority and international students. Rettig will convene members of the Graduate Admissions Committee, the Office of Admissions, the Office of International Education (OIE), the English Language Institute (ELI), and the Graduate School to discuss this and other recommendations that can be addressed without action from the Graduate Council. Items requiring Graduate Council action will be brought to the Council later in this academic year. A motion to receive the report, with deep appreciation to the Task Force, was made, seconded and approved unanimously.

In response to a question about the recommendation needing the most attention, Dr. Armstrong identified concerns about conditional and provisional admission.

Alex Sanchez (Education) asked what kind of quality assurance would be used to measure the intended consequence of more welcoming language to international and minority students on the OSU web site. Rettig responded that he understood the School of Education has been the most interested in finding ways to recruit more minority students, including students who may have cumulative grade point averages below 3.0, but who may have other information that indicates that they would be successful in their graduate degree programs. He suggested that groups who voiced concern about language would be asked to review the web pages and make suggestions about further improvements. Prucha provided an example of changes in language in the current admissions wrapper, but she noted that the language has not been tested and she asked Sanchez for his suggestion of an appropriate group. Sanchez, noting that the concern about minority applicants was not unique to Education but was shared widely across the university, suggested the OSU Association of Faculty for the Advancement of People of Color. Brauner mentioned older than average students as another group of people whose GPA may understate their achievements and likelihood of strong performance at the graduate level.

Brauner noted that the issues of conditional and provisional admission and of the 24 credit rule are related and both should be reviewed by the Graduate Council. Rettig confirmed that the key restrictions placed on conditionally admitted students relate to assistantships and programs of study. Bird explained that the Graduate Admissions Committee often encourages departments to set provisions requiring that students maintain B or better grades on all their courses (that is, provisions equivalent to the standard conditions) when the department expresses an interest in offering a graduate assistantship to students who otherwise would have been admitted conditionally. This procedure has been used to provide a way to avoid restrictions associated with conditional admission. Rettig commented that the intent of provisional admission is to admit students with grade point averages at or above the minimum required for full admission, but who have deficiencies such as lacking prerequisite courses. Bird agreed that some departments are confused about what the Graduate Admissions Committee is asking for in terms of provisions.

After Francis and other committee members suggested that these issues come before the Graduate Council at a later time as specific agenda items, Bird suggested that the Council consider changes to the appeal process as well. Elaine Pedersen (Health and Human Sciences) suggested more attention to the concerns about alternative means of testing for English language skills. Rettig agreed to include this issue in the discussion with staff from OIE and ELI.

III. Graduate Level Learning Actions

Brauner reported on a Council working session, which was held on November 6, 2002. At that work session, Council members discussed possible policies that the Council might adopt to insure that a minimum part of a graduate student's courses be "genuine graduate-level learning experiences." Those who attended that meeting concluded that a policy should reflect the ideas embodied in Recommendation 7 from the recent Accreditation Review Report: "Therefore, the Committee recommends that the University conduct a thorough analysis and evaluation of all bi-

level courses and syllabi and then take appropriate steps to guarantee compliance with the requirement that a minimum of 50% of all courses in a student's program be genuine graduate-level experiences, as articulated in Standard 2.F.4." The draft motion from that group—that OSU comply with this recommendation—was approved.

To comply with the recommendation, students would be required to include stand-alone graduate courses as a minimum of 50% of all graduate work on their programs of study. A motion to this effect was made and seconded. The motion passed.

Last year, action had been taken by the Graduate Council to eliminate the slash course model, but to allow as many as 18 credits of 400 level courses on a program of study. At the November 14, 2002, meeting, the Council discussed whether 400 level courses would be allowed on graduate programs of study under the new policy adopted by the Council or whether this policy would not be needed with the continuation of the slash course model. Martin Fisk (Oceanic and Atmospheric Sciences) reported that the National Science Foundation is encouraging interdisciplinary PhD degrees. Students entering interdisciplinary degree programs will have strong backgrounds in at least one discipline, but may have limited training in others. For example, a student with a strong background in microbiology may need to complete 300 or 400 level prerequisites in an Engineering department. Therefore, Fisk argued in support of permitting undergraduate courses on graduate programs of study. Lynda Ciuffetti (Science) said that she would not feel comfortable with allowing a 300 level course on a PhD program. Fisk reiterated his support for the flexibility of using 300 and 400 level course work on graduate programs. In response to additional concerns from Ciuffetti, Fisk stated that his research indicated that a number of peer institutions allowed 300 and 400 level courses on graduate programs.

The question was raised whether the newly adopted 50% requirement was intended to include only regular courses or to include all courses, including thesis and dissertation. Rettig asked about non-thesis programs which use research, project, or internship courses as capstone activities. Markle (Agricultural Sciences) argued that 50% of regular courses is a very different policy from 50% of all credits. Barbara Bond (Forestry) moved to revise the wording of the new policy to require 50% of credit hours on graduate programs of study be stand-alone graduate courses ("courses" were defined to exclude capstone activities such as thesis, research or project in lieu of thesis, and internship credits). In response to a question about whether the accreditation committee excluded thesis, research or project and internship in their recommendation, Francis indicated that the standard referred to by the accreditation committee does not exclude thesis and research. If theses are not excluded, a master's student in a thesis program could fulfill the requirement for graduate-only courses with few or no regular stand-alone courses.

Fisk observed that the ultimate decision makers in terms of deciding what can be used on the program are the members of the student's advisory committee. Bond argued that this new policy offers incentive for departments to offer separate stand-alone graduate level courses. Francis mentioned that the Department of Exercise and Sport Science offers slash courses in alternate years; the 400 level is offered one year and 500 the next year. She suggested that the 500 component of a slash course is a stand-alone course if it is offered independently of the 400 component, as is done in Exercise and Sport Science. In response to the reminder that advisory committees agree on programs of study, Rettig pointed out that the University does not require

that master's students (except for MAIS students) meet with their advisory committee to plan a program of study. Master's degree programs are approved solely by a major professor with oversight of the department or program chair. Markle and Ciuffetti reported that Fisheries and Wildlife and Botany and Plant Pathology do require committee meetings.

Because slash courses are not going to be eliminated, Brauner asked what the next steps should be for the Council. Sanchez observed that the issue of slash courses came to the Accreditation Committee because of complaints by students. If OSU is to overcome the objections of these students, fewer slash courses and more stand-alone courses are needed; the way to do that is to stop allowing, or at least limit, slash courses on the program. He noted that the Accreditation Committee recommended review of all slash courses. Although the actions being taken by the Council do not imply that all courses will be reviewed, they provide incentives for departments to develop stand-alone graduate level courses.

The Council was concerned about the possible financial impact of this policy change, given the limited resources and competing needs to teach more undergraduate courses. However, the high visibility given to this issue by the Accreditation Report and the other information available to the Council suggests that resolving this problem must be a priority for the University and that finances should follow the priorities. As an example of the challenge, Ciuffetti cited the difficult decision about offering a 600 level course with six students or an additional section of a 200 level course with 700 students; current budget decisions imply that resources follow the larger course enrollment. Prucha asked for clarification about implementing the policy. Brauner asked when changes to the catalog would be made. The consensus was that the policy should apply only to students who enter Fall 2003 or later, and that changes to the catalog be delayed until the time of year that catalogs for 2003-2004 are issued. Markle voiced concern that Fisheries and Wildlife will not be able to meet the new requirements. He used the example that a 45-credit hour Master's (with 12 thesis hours) and 6 blanket hours would require 11 credit hours of stand-alone graduate level credit. The motion to revise the policy by changing courses to credits passed.

The final motion, as amended, reads as follows:

To comply with the recommendations, students would be required to include stand-alone graduate credits as a minimum of 50% of all graduate work in their programs of study (exclusive of capstone credits: thesis, research-in-lieu-of-thesis, or internship).

IV. Other Business/Announcements

Brauner reported that he, as the representative of the Graduate Council, would have an opportunity to meet with the Chancellor and others seeking input on selection of the interim president for OSU. Brauner asked Council members for their thoughts on that selection. Sanchez mentioned that, because it is important to follow up on current initiatives, the person selected should be cautioned against starting new initiatives. Barbara Watrous (Veterinary Medicine) asked whether it was likely that the Provost is most likely to be selected. Brauner reported that some faculty are reluctant to divert Provost White from his current level of involvement with OSU 2007 for other important work that the interim president must do. Francis stated that there

are many off-campus responsibilities that would take the Interim away from campus, including working with the state legislature and financial donors. Legislative support is needed for graduate studies because the current resource allocation model at the state level has been funded at reduced levels for graduate students, implying that a stronger case needs to be made to the legislature about the value of graduate education. Watrous mentioned that a very important skill is working with the legislature.

GRADUATE COUNCIL MEETING

October 24, 2002

3:00pm, Kerr Admin. Bldg. 650

Present: Brauner (Chair), Bird, Bond, Ciuffetti, Collins, Feller, Fisk, Francis, Markle, Pedersen, Prucha, Rettig, Roth, Sanchez, Selker, Watrous

Guests: Tom Scheuermann, Interim Director, CSSA, and Sam Stern, Dean, School of Education

David Brauner (Liberal Arts) introduced Wendé Feller, who was a non-voting student representative for this meeting. Brauner reported that after the Faculty Senate Office processes her nomination, she will be the graduate student representative on the Graduate Council with full voting privileges.

1. Approval of Council Minutes

Sally Francis (Dean, Graduate School) suggested several editorial changes in the minutes of the October 10, 2002, meeting. Elaine Pedersen (Health and Human Sciences) moved that the minutes be approved as corrected. The motion passed.

2. Category I Proposal to move the College Student Services Administration (CSSA) program from the Graduate School to the School of Education

- a. Background information Francis provided a short history of the location of the College Student Services Administration program, stating that most of the background could be found in the proposal. The proposal is to move the program, currently located in the Graduate School, to the School of Education. Francis supported this change, citing the expanded opportunities for the CSSA faculty to interact with Education, as well as the increased opportunities for CSSA and Education students to interact as reasons for the program move.

After Barbara Watrous (Veterinary Medicine) suggested that parts of the proposal included more than just moving the program to the School of Education, she asked if the move would also address these proposals. Francis explained that her endorsement of the proposal related only to the move and that she did not take a position on any of the other issues in the proposal. Watrous asked what would happen to the rest of the proposal if the move was approved. Francis said that Tom Scheuermann (Interim Director of CSSA) and Sam Stern (Dean of Education) have not given an indication of what would happen to the rest of the proposal if only the move was approved. Brauner asked whether the council should consider issues of funding. Francis said that the Budgets and Fiscal Planning Committee would look at this proposal, but typically that happens when the proposal goes to the Curriculum Council. Alex Sanchez (Education) said that budget considerations were not usually a part of the deliberations by the Council when Category I proposals have been voted upon. Rettig pointed out that when the Master of Public

Policy Category I Proposal went forward, the question of new resources was brought up and that question did become an issue in the creation of the degree. The question then is whether the quality of the CSSA program will suffer if the resource needs identified in the proposal are not addressed as part of the move. Linda Ciuffetti (Science) pointed out that there are many parts to the proposal, and asked whether the Graduate Council would be endorsing the budget needed to fulfill the proposal by approving the proposal to move it.

- b. Visit with CSSA/Education Sam Stern (Dean, Education) began the discussion by focusing on the current situation of the School of Education as a new school by describing the current programs: early childhood/elementary education; secondary teacher education; adult education; community college leadership; counseling; and 4-H youth development education. Stern feels that these programs provide a focus that is highly complementary to the CSSA program. He pointed out that CSSA began in Education in 1966 and that several CSSA faculty hold current appointments in the School of Education. CSSA has reported to the Graduate School for only approximately 12 years. The majority of students in CSSA also take Education courses. Their programs of study frequently require them to study under the direction of Education graduate faculty members. Students will benefit by attending classes beyond those that they currently select. Stern is excited about having CSSA join Education, as are faculty and students in Education. Adult Education and the Community College Leadership programs are especially excited about having CSSA as part of Education and have been visiting about common work.

Tom Scheuermann (Interim Director, CSSA) distributed a CSSA program highlight sheet for Council members, showing what CSSA is currently doing. Scheuermann reported that he and Stern have been working on ways that CSSA could work within Education and he reported that the physical presence of CSSA in the School of Education is working well. Scheuermann said that parts of the proposal solidify a master's program that is already in place and that the proposal seeks to accomplish currently articulated goals. There will be a part-time curriculum for those who are looking for that opportunity, and it is possible that the CSSA program could develop new graduate certificate programs. Another goal of the program is to re-establish the PhD degree. The primary rationale for the proposed change is to enhance the academic standing of the program. Whether the PhD program is re-established or not, Scheuermann would like the master's degree program to be top-tier, and he wants OSU's program to be at the top of the list for those considering CSSA as their major. The move to the School of Education would help CSSA attain that goal. The program currently includes one full-time faculty member, and about 10 volunteer faculty members who bring their administrative experience to the program. Most CSSA students have teaching assistantships; most graduate in two years; and most go on to be hired directly out of the program.

John Selker (Engineering) asked how the move would change the resource base and the faculty work load. He also asked about the current demand, the rejection

rate among applicants, and the quality of students seeking admission to the program. And, he asked Scheuermann whether he would be willing to separate the resource questions from the question about the location of the program. Scheuermann replied that the principal issue is moving the program into the School of Education academically. The plan is to solidify the program before seeking further growth. Available data on demand for the program shows that it can grow when this is desired. In recent years, the entering class size has been higher than normal (20 to 25) and the caliber of students is particularly strong. In no case was someone admitted who was not very well qualified. Selker asked whether the budget figures were for solidification of the program, rather than the move. Scheuermann replied that budget figures were just for solidification, it would take no budget adjustment to actually move the program, but the program needs at least two full-time faculty members even if it stays as only a master's degree program. Selker asked if that would be true even if CSSA stayed in the Graduate School. Scheuermann said yes. Faculty would be expanded before student numbers would be increased. Stern said there were two questions, one regarding funding and one regarding the move. Currently most of the funding for the CSSA program comes from two sources: Student Affairs and the Graduate School. Student Affairs funding is projected to continue and would normally pay for one faculty member. Irrespective of issues of growth, a sustainable program would require the funding provided by Student Affairs.

Brauner asked whether the Graduate School funding goes with CSSA if it moves. Francis said that funding from the Graduate School would move with the program, but the Budget Allocation Model may change how this funding would be allocated to CSSA. Because most CSSA students have assistantships, it is easy to see how CSSA students have enriched the campus. Francis pointed out that Roper and Francis are committed to funding CSSA, but the new Budget Allocation Model does not give the Graduate School any funding for the programs housed within the Graduate School. Selker suggested that the proposal be clarified to include language showing that the funding is to sustain the program, rather than for growth. Stern replied that he charged the task force working on this proposal to consider how the program could expand, how funding could be stabilized, and what amount of resources would be required for the CSSA to both remain viable and to grow.

Martin Fisk (Oceanic and Atmospheric Sciences) asked whether there was one FTE faculty member in CSSA. Scheuermann replied that Jessica White is 1.0 FTE and her salary is paid by Student Affairs funds. Scheuermann has a .15 CSSA FTE and a .85 University Housing and Dining Services FTE. CSSA had also been supporting a clerical person but currently that work is being done by new volunteer faculty who are also teaching one course per year. What would be different is that within the School of Education, there are faculty members who will have interaction with these CSSA students. Scheuermann stated that the equivalent of 2.0 FTE needs to be committed to the program in addition to the volunteer faculty CSSA now has. Most volunteer faculty members see the course they teach as an enhancement of their time on campus.

Scheuermann asked whether there was anything else the CSSA needed to provide to the Graduate Council for their consideration of this proposal. In response, Selker asked whether the department had prepared any liaison documents showing conversation with other campus units or other programs within the Oregon University System (OUS). Scheuermann reported that informal conversations have taken place, but nothing official, such as liaison documents, were prepared as a result of those conversations. Selker suggested that CSSA send out the Category I liaison email to be found on-line. Francis reported that since there are no other CSSA programs in OUS, it was thought that a liaison document was unnecessary. Selker suggested that if both Student Affairs and the Graduate School furnished letters of support, it would strengthen the proposal, especially if budget was involved. Francis is a signatory to the proposal.

- c. Council discussion and action Brauner noted that there seemed to be a big jump in the budget requested after the move, but it is easier to support the requested budget if that figure is for both the maintenance and the growth of the program. Selker noted the increase in FTE of faculty and stated that it would help if that were made clearer in the proposal. Selker said he was impressed by the program's productivity. Brauner asked whether it was appropriate for the Graduate Council to ask for a re-write of the proposal to separate the requested new resources for growth in the program from the actual move to Education. Francis answered that a revision would certainly be appropriate, whether the money is new, old or a mix. She also noted that the Graduate Council is also able to vote on re-organization and opt out of taking action on the rest of the proposal. Doug Markle (Agricultural Sciences) asked whether it was appropriate to just act on the move, and not on the requested budget. He said that the move has positive aspects for graduate education, but if financial resources are not available, he questioned whether the program would benefit from the move. Brauner noted that the proposal should state that CSSA does not want to lose money by moving.

Watrous pointed out that the program is supported by non-tenure track faculty, and wondered if that made the program too unstable. Brauner answered that CSSA is more of an applied administrative program and that two full-time faculty seems to be the norm, even though that seems very small for most programs. Sanchez pointed out that the CSSA program has been stable since its inception, in spite of the way it is structured. Ciuffetti thought that all the funding mentioned was new money, but that, because the document is not clear on that point, it is reasonable to ask for clarification. Selker noted that the Graduate Council was using anecdotal evidence to paint a portrait of a successful CSSA program. Barbara Bond (Forestry) suggested that rather than new money or old money, perhaps the terms that should be used were soft money and hard money. Perhaps this can be seen as a move from soft money, where faculty members and program administrators must find new money each year, to hard money, where the hunt for funding is no longer needed. Feller reported that in her experience CSSA is a very strong program, and there are students from all over the country in the OSU program. CSSA students feel that Education should be their academic home.

Francis indicated that, in the new Budget Allocation Model, hard money would be based on credit hours generated just as for any other academic program. Francis stated that none of the Graduate School 2002-2003 budget is based on credit hours taken by students in interdisciplinary programs housed in the Graduate School. If CSSA moves to an academic unit, then money should follow the program. In response to Markle's question about where the money goes now, Francis responded "nowhere." Brauner said that the Graduate Council would like clarification about money and where it is coming from. Selker thought that the CSSA faculty were arguing that they needed a fixed amount of money. Markle said that asking them to show a budget for this year and next year would not be helpful. Fisk wondered if it is still fair to ask where their money is coming from and whether there would be any new money for next year. Selker remarked that that question is beyond the scope of the Graduate Council. Fisk replied that the question of money speaks to the stability of the program. Selker again asked for liaison letters and Brauner asked for letters of financial support. Consensus of the group was to defer action, asking for a liaison letter.

Sanchez moved that the Graduate Council "approve the move of the CSSA program from the Graduate School to the School of Education with the understanding that we make no recommendation as to the funding of the program." The motion died for lack of a second. Feller asked whether this wording would cause budget problems for the program. Selker asked for a deferral of the vote pending receipt of more information regarding funding. Brauner pointed out that more information sent now to the Graduate Council could speed the proposal at a later point. Bond asked whether the Graduate Council usually discussed the merits of the growth of a program. Francis said that typically that would happen at a program review, not as part of a Category I proposal. Rettig pointed out that if the quality of graduate program is affected by funding then it is within the purview of the Graduate Council. Selker moved that feedback be given to the presenters of the proposal that 1) the Graduate Council is very favorably disposed to this proposal, but, to move it forward with approval, there should be assurance of adequate funding for the program and 2) a liaison document from at least one key client, namely Student Affairs, as well as one other department, should be included in the proposal. The motion passed.

3. Program review guidelines (Francis) Francis highlighted the changes in the program review guidelines that are being proposed. She reported on the past history of program reviews and observed that, in the past, there was little attention to the outcomes of the programs. She is suggesting that an external reviewer be added from those hiring graduates of the reviewed program. Another change is for the department head or program leader to bring a plan of action to the meeting with the Provost. Francis pointed out that deferring intensive review procedures is also a possibility in the new guidelines. Brauner asked whether the statement on ethics had been included. Francis pointed out that it was included on page 9 under curriculum, "academic and research integrity."

Council members asked for clarification on several specific points and made suggestions for improvement of the program review guidelines. All proposed changes were accepted by Francis. A motion was made to accept the document with minor changes noted, with appreciation to Sally for the hard work done. The motion passed. The new guidelines will be effective for the 2003-2004 graduate program reviews, and will be shared later this year during workshops for future year graduate program reviews.

4. Graduate Level Learning Actions Last year's (2001-2002) Graduate Council asked that action to address concerns about slash courses (courses offered for 5XX credit and 4XX credit at the same time and location) be carried forward to this year's (2002-2003) Graduate Council. Francis researched the 2001-2002 Graduate Council and Curriculum Council minutes to document past consideration of this issue. The recent accreditation report included a recommendation concerning slash courses. Prior to that, a task force on Graduate Level Learning also worked on this issue. During program reviews, graduate students report that slash courses do not work for them. The Graduate Council took one action during 2001-2002, but it no longer stands because the Curriculum Council did not accept it.

The accreditation standard is that 50% of work on graduate programs must be graduate level work. Genuine graduate level is most conveniently delineated by course numbering, but the accreditation team heard a report from students that slash courses are not "genuine graduate level learning." In response to the question whether there are any units on campus that do not have 8 "stand-alone" credit hours of genuine graduate level learning, Francis replied that there were (the number 8 was discussed because departments can offer up to 12 credits of thesis and another 6 credits of blanket courses in a thesis MS/MA degree; thus requiring only 8 additional credits of stand-alone courses to meet the standard that more than 50% of the program of study credits be stand-alone graduate). But, she asked whether there is any reason why the department cannot find a way to offer the necessary graduate-only credits. Also there may be ways to draw on courses from other departments. Curriculum Council discussion on the proposal to use 18 undergraduate-level credits on graduate programs of study focused on quality of graduate programs.

Brauner asked, "Do we still like what we did last year?" Selker asked whether there needed to be a liaison between Curriculum Council and Graduate Council. Francis said that the Graduate Council could adopt the policy requiring 50% of credits on a program of study to be stand-alone graduate credits; this would not affect the University numbering policy. The previous problem was with the interpretation of what the Graduate Council had proposed. The Curriculum Council understood that the same course would be taught at the same time and in the same room, and wondered what would be different from the current slash course model. The prior proposal was to eliminate slash courses, and departments were not understanding that they could use 18 credit hours of undergraduate courses on graduate programs of study. Sanchez suggested that Curriculum Council would probably have no comment on this proposal, primarily because it simply answers the accreditation report.

Markle observed that one of the points made last year, but missing from this document, is that the content of a program of study is decided by the graduate student's committee. He suggested that 18 credit hours of 4XX can also be 4XX/5XX, which would limit slash courses to 18 credit hours as well. There was no consensus on this point. Markle would like to see that "stand alone graduate level work" is spelled out. He suggested the change that no more than 18 credit hours can be 4XX or 4XX/5XX credit hours.

Bond said that the policy up for discussion would put students in a bind. Current students told Bond that they were signing up for slash courses because there were not enough 500 stand-alone graduate courses. She argued that the Graduate Council should look beyond requirements for programs of study and find some way to insure that graduate-only courses are available for students to take. The original policy would have forced departments to create 500 level courses for students to take; this policy would not. Tony Collins (Pharmacy) wondered whether students did not look closely enough at programs to see that courses are not being offered. Bond voiced her concern that recruiters are not being honest about what the University has to offer in the way courses are provided. Selker said that the policy proposal in front of the Council does not address the problem with OSU and its ability to offer enough courses at both undergraduate and graduate levels. The new policy proposal is to allow 18 credits of undergraduate courses, not 18 credit hours of slash courses. This constraint will only make providing courses more difficult, and it will not improve the quality of the graduate experience.

Ciuffetti wondered whether the accreditation team would really accept 4XX level course work on a PhD program of study. She stated that she would support the idea that the student's advisory committee is the final arbiter of the content of student programs of study. Brauner suggested that this agenda item be placed on the next meeting agenda. Francis said that the accreditation team suggested that campus should do a study of the slash course situation and that a review of the syllabus of every slash course be conducted to verify genuine graduate learning. Sanchez pointed out that those on Category II proposal committees know how difficult it would be to review each slash course.

The meeting adjourned at 5:05.

5. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, Nov 14 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Dec 12 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Jan 9 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Jan 23 rd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Feb 13 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Feb 27 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Mar 13 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Apr 10 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Apr 24 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 8 th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 22 nd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, Jun 12 th	3:00-5:00pm	650 Kerr Admin. Bldg.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » June 11, 2002 Minutes

Graduate Council

June 11, 2002 Minutes

Present: Remcho (chair), Brauner, Collins, Cull, Ebbeck, Fisk (by phone for second item), Francis, Markle, McNair, Prucha, Rettig, Watrous

Absent: Caughey, Mishra, Radosevich, Sanchez

Guests: Sherm Bloomer, Dean, College of Science; Irma Delson, Co-chair, Physics review team; Steve Esbensen, co-chair, Animal Science Follow-up review; Henri Jansen, Chair, Department of Physics; Steve Tesch, co-chair, Animal Science Follow-up review; Sue Tornquist, co-chair, Counseling follow-up review.

1. Approval of Council Minutes

The May 23 Graduate Council minutes were approved as written without dissent.

2. Physics Review Report

Paul Cull (Engineering) introduced Sherm Bloomer (Dean, College of Science), Henri Jansen (Chair, Physics Department), and Irma Delson (co-chair, Physics Review Team). Cull noted two difficulties with the program review process: (1.) Jansen stated that he was unaware that the review included both undergraduate and graduate programs and (2.) many faculty members of the Physics Department were apparently unable to contribute to the self-study.

Cull noted that the graduate program had serious problems and that the PhD program is in real jeopardy. First, currently there are 31 or 32 graduate students in department, but only 15 faculty. Many of the faculty are at or nearing retirement age, and there has been only 1 new faculty hire in 10 years. Second, the funding level budgeted per student credit hour is 49% of the average per student credit hour of peer institutions. The last review of the Physics graduate program (1987) recommended a full external review of the department, but such a review never happened. The current report repeats that recommendation. Cull outlined the rest of the recommendations included in the report.

Martin Fisk (COAS) was also on the review team, and he noted the difficulty the team had in reviewing the self-study because it was delivered less than one week prior to the review. Additional material given to the team at the review was also difficult to review in a timely manner.

Jansen then responded to the review report. He noted that a recent external review rated the department as one of top 25 promising physics undergraduate programs in the nation. The number of physics graduate programs nationally is going down, as is demand for them. In the short term, the OSU Physics department is expecting growth with fourteen new graduate students coming in the fall. Typically, the national and OSU trend is for 1/3 of new graduate students to pursue a PhD, 1/3 to pursue an MS, and 1/3 to be lost through attrition.

Jansen addressed the recommendations in the report. Following are his responses, with numbers that correspond to the numbered recommendations in the report (pp. 4-5).

2. A departmental strategic plan is in the works.
3. The department plans to hire more faculty when possible.
4. The report focused only on one large service course, Physics 211. Other service courses (e.g. 201) have

been greatly improved. Jansen admitted that the department did not adequately supply the team with information about the successes of some service courses. The department is working on improving Physics 211 through an alliance with Science and Mathematics Education.

6. Jansen acknowledged the outdated facilities in Weniger Hall.
7. The department has applied for an NSF grant to do a workshop to share the success of Paradigms with other institutions.
8. An alumni survey is a good idea, and he will contact Engineering to get pointers because that college has had experience with such surveys.
9. Demographically, the department is above average in its numbers of women and minorities, but the national average is very low. There are very few African American students in Physics nationally.
10. Undergraduate access to the departmental library is important, and security issues needed to be worked out. Jansen did not anticipate problems with finding solutions to International Degree obstacles.
11. Jansen agreed that convening the department and graduate students on a more regular basis was a good idea.

Jansen urged the Graduate Council to consider the department's problems in a national context. He noted that the department is working on a professional master's program. The department has been trying to increase the number of graduate students to 40-45, and would like to sustain such a number. Both the number of applicants and the percentage of applicants choosing to matriculate have been restricted by the number of faculty nearing retirement and the quality of the research facilities. Jansen also pointed out the interdisciplinary nature of much of physics research, while he noted little overlap with other departments' courses.

Sherm Bloomer commented about the report and the department. He commended the department for its accomplishments despite limited resources, but he acknowledged its problems. Bloomer did not expect to be able to hire more faculty in Physics; doing so would mean taking those positions from other departments in the College of Science. The College cannot sustain PhD programs in all its departments with the resources currently available. All of its programs are essential to a land-grant university, so Bloomer is in a very difficult situation. He predicted more similar problems as the current budget situation continues, and he encouraged the Council to take the problems of the Physics department as a broad message.

Sally Francis (Dean, Graduate School) said the Graduate Council has not established any hard guidelines or numbers for critical mass of faculty FTE for a department or program. David Brauner (Liberal Arts) wondered if a degree program might be ended because it is unable to carry out what it committed to in its original Category I Proposal. Remcho (chair, Science) noted that the Graduate Council has the authority to make recommendations but not to fold a program. He warned of the possible faculty attrition if Council recommended suspending or ending a program.

Jansen noted that the department has been exploring restructuring in the past few years. He noted that the graduate program is essential to the quality of the department and all its programs.

Bloomer, Delson, and Jansen left. The Graduate Council discussed their dismay at the information in the report and mused about the future of the program, but Remcho recommended focusing on the report itself and leaving recommendations about critical faculty to student ratios for next year's Graduate Council. Delores McNair (student) asked about external funding, and Cull answered that it did not seem to be a concern. Research funding has decreased, but the department is getting more funds from teaching initiatives.

A motion was made and seconded to accept the report; all approved.

3. Animal Science (ANS) Follow-up Report

Steve Esbensen and Steve Tesch conducted this follow-up review and were present to present the report. Esbensen said that the department had come up with a very specific strategic plan since the review, which was attached to the follow-up report. The department acquired 3 new faculty members, all of whom were doing very well. They are having difficulty finding students to work with extension

faculty, but are making progress. ANS intends to eliminate slash courses over the next few years. They have begun interdisciplinary instruction in nutrition and basic physiology. ANS has decided not to expand its companion animal program and to improve its equine program instead. Avian studies will continue to be a major focus. ANS wants to increase its graduate enrollment to 40-50 students, and it plans to convert one faculty position to fund GTA appointments. It is working to develop 12-13 hard-dollar funded .5 GRA's (one per faculty member). ANS has been advertising and recruiting more aggressively and will contact top graduating seniors to come to OSU. Tesch added that ANS has been thoughtful about allocation of resources and strategic planning. Esbensen noted that ANS does not have any huge budget problems looming, but may have to postpone some projects in the face of budgetary problems.

After Esbensen and Tesch left, a motion was made and seconded to accept the report as submitted and all approved.

4. Counseling Follow-up Report

Sue Tornquist joined the meeting to present the report of the follow-up review, which was held on May 15. The reviewers met with Sam Stern, Gene Eakin, and Cass Dykeman. She noted the new administrative structure of the School of Education, and said that a new vision statement has been written since the organizational changes took place. The program has had significant turnover in faculty (lost 3, gained 2), but the current faculty seem close-knit and work well together. Faculty members never received copies of the original Graduate Council review report. Tornquist summarized the findings of the follow-up review in detail. She said that the program appeared stronger than it was two years ago and it is increasing its role within the university.

The Graduate Council asked about teaching loads, and Tornquist noted that, due to reliance on adjunct faculty, it has not increased with the decline in faculty numbers. Currently there are five faculty members. At the time of the original report, there were 60 master's students and about 12 PhD students. There was some discussion about the statistics course the program developed and the general need for applied statistics courses across campus.

Tornquist left. A motion was made and seconded to accept the report as submitted; all approved.

5. Category I Proposal to rename Human Performance graduate degrees

Vicki Ebbeck (Health and Human Performance) presented the proposal. Before the creation of the College of Health and Human Science, the department of Exercise and Sport Science was housed in the College of Health and Human Performance. "Human Performance" is no longer a part of the college name, so EXSS wants to change the degree name so that it matches the department. The two degree names do not have any significant difference in meaning. A motion was made and seconded to accept the proposal; all approved.

6. Category I Proposal to create a School of Electrical Engineering and Computer Science

Brauner suggested the Graduate Council not take an official stand or make formal recommendations at this point. There was general agreement on the following official response: It is the Graduate Council's understanding that a new draft proposal will be submitted in the Fall of 2002, and until that proposal is received, the Council will limit its comments to the May 23 minutes. A general recommendation is that the parties involved in the proposal be very clear about process that resulted in the written proposal.

7. Program review guidelines

Discussion about program review guidelines focused on next steps to take. Changing to new guidelines will require some advance notice for programs with upcoming reviews. Two suggestions for changes to the program review guidelines included possibly asking the departments to submit a budget, and asking that departments formulate their own recommendations in the self-study report. Council did not take action on the guidelines, but there was general agreement to put the item on the agenda early next fall. Revisions will be available for programs to use after that time.

8. Update on Future Activities: Summer Procedures and Overview of 2002-2003

Summer Council activities

- One program review (toxicology) will take place in September
- Fisk will work with Bruce Rettig (Associate Dean, Graduate School) on Category II proposals
- If there are student grievances, Francis will contact Graduate Council members to serve on grievance committees
- Approval of June 11 minutes will take place via email

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Graduate Council

May 23, 2002 Minutes

Present: Remcho (chair), Brauner, Caughey, Collins, Cull, Ebbeck, Fisk, Francis, Markle, McNair, Prucha, Radosevich, Rettig, Sanchez, Watrous

Absent: Niess

Guests: Mike Quinn (Department Head, Computer Science); Terri Fiez (Department Head, Electrical and Computer Engineering); Gordon Reistad (Department Head, Mechanical Engineering, representing College of Engineering); Jack Walstad (Department Head, Forest Resources); Scott Reed (Associate Dean, College of Forestry); John Bliss (Forest Resources)

1. Approval of Council Minutes

The May 9, 2002 Graduate Council minutes were approved as written.

2. Electrical and Computer Engineering (ECE) Program Review Report

Doug Markle (Agricultural Science) presented the report from the April 15 review. Terri Fiez (Department Head, ECE) was present to answer questions. The last review was in 1987. In 1995-6, there was a large exodus of faculty, so there was no review in 1997. Markle read major points of commendation and recommendations from the report.

Council members had the following comments and questions:

- David Brauner (Liberal Arts) wanted to see more specific numbers of FTE and graduate students by degree.
- Paul Cull (Engineering) noted that some percentages were not accurate in the report, and Fiez indicated she would fix them.
- Steve Radosevich (Forestry) noted that one recommendation was to tie admission to financial support. Fiez noted that usually a small percentage of those who are admitted actually matriculate, but an unusually large percentage matriculated last year, including many students without financial support.
- Vince Remcho (Chair, Science) asked why the website included faculty members no longer in the department. Fiez said none of them had officially resigned and, thus, could not be removed.
- Radosevich asked if the department utilized adjunct professors. Fiez indicated that only departmental faculty teach courses and direct students; the reason for this policy was concern about both teaching quality and budget constraints. Adjunct and courtesy faculty do serve as members of students' advisory committees.
- Cull asked about outcome measures. ECE does not currently track alumni right now, but Fiez believes that many of them go to industry.
- Cull also asked about evaluation of teaching programs, which were not discussed in the report. Markle said the review team asked the students if they felt the classes were preparing them well. The Graduate School sends a survey to all currently enrolled students, and also collects Exit Survey data. Cull would like to see quantified data in the report.

Since the Category I proposal to merge the Computer Science and ECE departments also involved Terri Fiez, the Council moved on to that item before further discussion. Radosevich moved to accept the report with the following additions:

- Graduate Student Survey results

- Faculty member numbers (historical numbers, hires, intents to hire)
- Number of students in each degree track
- Changing "Kerr Library" to "Valley Library"

Cull noted that he was not happy with the report, which he considered to be incomplete. He could not see evidence of faculty involvement in the self-study, and feared a lack of trust in the department. Markle replied that the review team had observed that faculty and students were happy.

The motion to accept the amended report was seconded, and none were opposed. The amended report was accepted.

3. Category I Proposal to create a School of Electrical Engineering and Computer Science

Fiez presented the proposal, which is to combine two "very strong" and quite large departments [Electrical and Computer Engineering (ECE) and Computer Science (CS)] to create "one really powerful unit." Currently, OSU has the 23rd largest College of Engineering in the nation. Fiez's research found 15 schools across the nation (including UC Berkeley, Harvard, Michigan, MIT, and Vanderbilt) that have a similar structure.

The motivating factors for the proposal include:

- The College of Engineering's quest for top 25 ranking.
- Overlapping areas between ECE and CS. Merging would promote collaboration between faculty. (Some research-oriented faculty in CS initiated the proposal with such collaboration in mind).
- Ability to recruit top faculty. In the past, some faculty did not fit cleanly into either department but would fit very well into a merged school.
- Timing issues, including Mike Quinn's decision to step down as head of CS and the plans for a new building in 2 years for the College of Engineering, which will house both units.

Fiez outlined the changes in the organizational chart and personnel and the impact on other units, the budget, course offerings, advising, and the educational experience. All of these are outlined in the proposal. Plans are to collect faculty into groups that can create clusters of related classes that will be good for graduate students and good for research collaboration. The proposal also contains a list of "pros" and "cons" to the merger.

Fiez noted that, in general, the ECE faculty is in favor of the merger, while there are some CS faculty members who are opposed. There were conflicting opinions reported about the level of support for the proposal in CS. Gordon Reistad (Associate Dean, College of Engineering) recalled from college leadership meetings that the majority of CS faculty supported the proposal, but Cull believed that a minority of CS faculty supported the merger, according to polls taken. Mike Quinn (Department head, Computer Science) said there never was a vote, but the most complete polls say there are more faculty, staff, and instructors opposed than in favor, with some neutral faculty members. Were a complete poll taken, Quinn speculated that a simple majority (not a strong majority) might support the merger, but he was unsure. Quinn further explained that numerous CS faculty members strongly favor the merger, and numerous faculty members strongly oppose it. Many fall between. CS faculty members were offered an opportunity to give input, but did not have a real vote. Fiez reiterated that those who initiated the proposal were in CS, and were three of CS's most productive researchers and great instructors. They were not happy with where things were in their department. Fiez acknowledged that there would be an acclimation period for some faculty members, but she believed that they would come together in time.

Reistad offered a view from the College of Engineering. The college leadership group discussed the proposal, and the College sees it as an opportunity to move forward and try something new. A large faculty group is in favor of it. Some other prestigious programs work with the same model. Very high upside, relatively little downside.

Quinn noted that he believes it can work and the resulting school would be very powerful and successful. He noted that merging does not guarantee success or Top 25 ranking, and it could be an impediment. Quinn also pointed out that there are some differences in culture and environment in the two departments. CS has a culture of collective decision-making, and he would personally be sad if that culture would be lost. Brauner wondered why the culture would be lost, and Quinn replied that since ECE's department head would be the director of the new school, it is very likely that the culture in ECE (which is unlike that in CS) would prevail in the new school.

Delores McNair (student member of Graduate Council) asked how the merger would help ECE respond to the

recommendations in the ECE program review. Fiez replied that the two faculty groups would work together to form strategies concerning faculty, recruiting, and areas of research. The new school may attract Ph.D. students that they cannot currently attract. Remcho wondered about the appropriateness of the goal of attracting more Ph.D. students given the current market trend in which PhD's in CS and ECE are typically only useful for those pursuing an academic career, while many more MS and MA students are recruited by industry. Fiez acknowledged that there is a larger market for master's students, but that there also is a good market for doctoral graduates. She said that the goal would not be for a drastic increase in Ph.D. students. Both departments currently have relatively low numbers of Ph.D. students.

Brauner asked about the teaching/advising loads in both departments. Fiez initially responded that they were similar, but Quinn corrected her, saying that teaching loads in ECE are higher than in CS. Advising loads are similar. There are no plans at this time to shuffle teaching assignments.

Brauner asked how many CS students come in without financial support. Quinn answered that at least half come in unsupported.

Sally Francis (Dean, Graduate School) stated that her concern was about the impact on the educational experience. The proposal states that the primary impact would be on the educational experience at the graduate level. Francis believes that a great proportion of the challenges of mergers affect faculty and graduate students instead of undergraduates. When contentious issues arise between faculty, graduate students can be pulled into debates because they work so closely with their mentors. Francis noted some tension and disparity in the points of views of the two departments. She wondered what the college was prepared to do to facilitate a real transition for faculty and graduate students. People involved actually grieve for what they have lost, and it is possible that they may need counseling. Moving to a new culture would be very difficult. One concern was about the proposed school's promotion and tenure committee. Francis asked Reistad what help or support there would be to make the merger successful. Reistad said that the college will be supportive, and realizes that they must respect different culture in both areas, but they cannot have different cultures in years down the road. The College would make a concerted effort help to make it a success. Their help would come in the form of open dialogue and willingness to listen to concerns, but they would not simply increase funding to the new school as a form of support.

Radosevich found the proposal difficult to evaluate because it lacks specificity. It might have an impact on course offerings and programs, both of which are addressed very vaguely in the proposal. Courses are not specifically mentioned, nor number of courses being affected. Fiez explained that such changes would depend on who is on the faculty at the time. Radosevich would at least like to see a list of the courses that overlap between the current departments. He felt that the Category I proposal is premature and it does not give enough guidance for the formation of the school. Fiez explained that they were advised to do a short proposal. Fisk noted that the paragraph in the proposal addressing the impact on educational experience is very short, and that is what the Graduate Council is concerned with. Perhaps if there were greater unanimity between faculty, it would not be as important.

McNair would like to see more information about leadership that will bring units together and reduce tension. While that may not normally be part of this sort of proposal, it would be important to see how that would happen.

Alex Sanchez (Education) wondered if the two departments being in the same building might cause many of the synergies that those creating this proposal desired to happen regardless of the merger? Fisk agreed that some of these things could happen regardless of whether they are merged. Fiez noted that part of the advantage of the merger was external and related to how the school was viewed by industry and potential faculty and students.

Fiez believes that the culture in ECE has changed a lot in recent past, and CS has recently hired 5 new faculty, which will change that culture. She noted that when she first arrived, there was a difficult process of acclimation. She believes there is an environment of trust in ECE, and that the environment is collegial. She acknowledged that there would be challenges, but believes that the whole will be greater than the sum of the parts.

Reistad addressed the issue of course offerings and primary impact of merger on student experience. Course offering changes will be evolutionary changes that will happen gradually. Initially, there will be relatively little impact on course offerings. A big write-up on course changes would be artificial, and could change greatly depending on what faculty will be brought in.

Quinn noted that it is difficult for him to be objective. He believes that intellectually it could work, but he is

concerned about people feeling like they have not been involved. He has sensed that some faculty would be inclined to leave. He said he was speaking for himself and he knows there are other people who feel the same sense of loss.

The Council provided reaction to the proposal but did not indicate specifically what they wished to see included in a revised Category I. The Council did not indicate if and/or when they would revisit the existing proposal for further discussion and/or action.

4. Forest Resources Program Review Report

Barbara Watrous (Veterinary Medicine) summarized the report, which had been distributed to Council members. Jack Walstad (department head, Forest Resources) responded to the report and the recommendations as follows:

- Recommendation: Replace fixed-term faculty with tenure-track positions.
Response: The demographics of the faculty are a result of annual declines in budget support. Fixed-term faculty members were hired to maintain programs. There are four tenure track vacancies in the department, and the budget is still difficult to meet.
- Recommendation: Increase faculty diversity.
Response: Walstad has hired 6 males, 7 females, and 2 minorities in his 12 years. The department will continue to make a concerted effort toward diversification. Out of the core faculty, 5 hold OSU PhD's, 2 hold OSU Master's, 2 hold OSU Bachelors, so Walstad believes the faculty is adequately diverse in terms of educational background.
- Recommendation: Increase graduate course offerings (reducing slash courses)
Response: The department is in the process of trying to reduce the number of slash courses, and has just decided to eliminate 4 500-level components.
- Recommendation: establishing graduate student recruitment program
Response: Recruitment of graduate students is an area of keen interest. Currently, there are 35 graduate students (2+ per faculty member).
- Recommendation: increasing graduate student stipends
Response: Departmental stipends provide a base salary for graduate students, and exceptional students' stipends are enhanced with fellowships.
- Recommendation: increasing computer access for graduate students
Response: It costs \$1200/year to support a computer in the college, and there are security issues with allowing students to hook up their own computers. The department offers a common laboratory with state of the art computers and software.

Radosevich was surprised to see a recommendation about lowering barriers between Forest Science and Forest Resources. Walstad noted that those recommendations should apply to undergraduate level. The report should be amended because it says "graduate level."

Martin Fisk (Oceanic and Atmospheric Sciences) noted that in the third paragraph, the fourth word of the first sentence should be "has" instead of "as."

A motion was made to accept the report as amended. All were favor and the motion passed.

5. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, June 13th 3:00-5:00pm 650 Kerr Admin. Bldg.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 9, 2002 Minutes

Graduate Council

May 9, 2002 Minutes

Present: Remcho (chair), Brauner, Caughey, Collins, Cull, Ebbeck, Fisk, Francis, Markle, McNair, Niess, Prucha, Rettig, Sanchez, Watrous

Absent: Mishra, Radosevich

1. Approval of Council Minutes

The Graduate Council approved the April 25, 2002 minutes as written.

2. Graduate Level Learning

Council revisited this issue from previous meetings. New discussion on the topic included the following.

According to Sally Francis (Dean, Graduate School), the accreditation team that visited in 2001 emphasized a standard in which 50% of courses on a graduate program of study must be genuine graduate-level learning. The team's recommendation called for all bi-level courses to be thoroughly analyzed, all slash-course syllabi to be evaluated, and appropriate steps be taken to comply with that standard. When the accrediting body sends another team in 2002-03, they will require a response regarding how OSU is addressing their recommendation. Demonstrating that 50% of courses on a program of study are genuine graduate-level learning will not be easy. Measuring outcomes is difficult, but Council members generally agree that outcomes are the best way to determine if a course is a graduate-level experience.

Francis felt that establishing a 50% standard was important in satisfying the accrediting body. The previously discussed guideline of allowing 18 credits of 400-level work on a program of study could also be part of the solution. Implementation of the policy to permit inclusion of upper division credits should be up to individual colleges or departments, which would give them flexibility to work through their own solutions.

Collins suggested giving units the choice of either eliminating or reviewing their slash courses, acknowledging that "one size does not fit all." Fisk suggested an interim policy where a maximum of 18 credits of 400- or 400/500 credits be allowed on a graduate program of study, and 18 credits be pure 500-level courses. Slash courses would still need to be evaluated under this policy. A further step would be to offer colleges the opportunity to evaluate their courses. The question remained: To whom will departments justify these courses? Who will be responsible for monitoring courses long-term? Another concern was that some programs don't have enough 500-level classes to comprise 18 credits of 500-level course work. In some graduate programs, 85% - 100% of graduate courses are slash courses. Yet another concern was for non-thesis master's programs in which even more coursework would have to be purely 500 (since the maximum number of research in lieu of thesis credits is less than the maximum number of allowable thesis credits on a 45 credit master's program.)

Alex Sanchez (Education) suggested that departments might look at multidisciplinary approaches and other more creative solutions to offering graduate programs without adequate resources. Units could combine with other disciplines to create viable programs.

Remcho summarized the options for addressing the issue: a model to measure outcomes, a policy to allow certain number of slash courses on graduate programs, or a requirement for justification of slash courses in order to keep them. He asked Council to weigh in on how they feel about possibilities. Allowing either elimination or justification of slash courses had strong support. Such a policy would be an amendment to the previously suggested guidelines. Francis noted that justification needed to include not simply differentiation between graduate and undergraduate coursework, but a requirement that the graduate-level portion be true

graduate-level learning. Otherwise, the 400- and 500- levels could be different without ensuring that the 500-level portion is a graduate experience.

Fisk suggested de-coupling the policy of allowing undergraduate coursework on a graduate program from any policy designed to ensure that graduate students were getting adequate graduate-level experiences in their 500-level courses. He believed that allowing 400-level coursework was important for interdisciplinary background work, for example.

It was noted that undergraduates might think that 400/500 level courses are more rigorous than 400-level courses, but OSU cannot require undergraduates to take 500-level credits to satisfy undergraduate degree requirements. It would be possible for a department to require graduate students to take 400-level courses to graduate because graduate programs have a less-structured curriculum than undergraduate programs.

3. Program review guidelines

Council members received copies of the original program review guidelines and of guidelines revised by Francis. Francis noted that her objectives in revising the guidelines were to focus on program improvement, to provide flexibility of scheduling reviews, to include more external reviewers, and to identify outcomes. Program reviews would culminate with an action plan to address recommendations of the review team.

Council members were invited to comment. Paul Cull (Engineering) noted that a one-day review is very constraining, and sometimes the self-study document prepared by the unit to be reviewed is not always well done or complete. He suggested requiring all faculty members to sign off on the cover page to ensure adequate faculty contribution.

Francis offered another revision of Appendix I. Changes to the appendix are the result of work by a task force on outcomes assessment. Sanchez noted that external reviewers would also help assess whether outcomes are relevant or not.

Changes to scheduling included possibly postponing a review for a department that is in good shape, with appropriate evidence that such postponement is justified. Maggie Niess (Graduate Admissions Committee) suggested that departments might need more than 2 years notice of an upcoming review to be able to collect outcome data. It should be recommended that departments begin to develop baseline data of outcomes.

The program review guidelines will be revisited at a later Graduate Council meeting.

4. Summer Council Activities

The method of handling of Category II requests over the summer will be need to be determined before the last Graduate Council meeting. The current Category II subcommittee will not be available during the summer.

5. Other Business/Announcements

Rettig discussed upcoming agenda items including Category I to create a School of Electrical Engineering and Computer Science, program review reports of Forest Resources, ECE, and Physics, follow-up review reports of Animal Science and Counseling.

Council may need to decide on electronic approval of the June 11 minutes.

Future meetings of the Graduate Council are scheduled for:

Thursday, May 23rd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, June 13th	3:00-5:00pm	650 Kerr Admin. Bldg.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 25, 2002 Minutes

Graduate Council

April 25, 2002 Minutes

Present: Remcho (Chair), Brauner, Caughey, Collins, Cull, Ebbeck, Fisk, Francis, Markle, McNair, Niess, Prucha, Radosevich, Rettig, Sanchez, Watrous

Absent: Mishra

Guests: Mike Quinn, Chair of Curriculum Council; Anthony Wilcox, Institutional Review Board

1. Approval of Council Minutes

The March 14 Graduate Council minutes were amended to reflect that Martin Fisk (COAS) was absent and Tony Collins (Pharmacy) was present. The Council approved the minutes as amended.

2. Institutional Review Board Requirement

Anthony Wilcox (Institutional Review Board) attended the Council meeting for this discussion. At its March 14, 2002 meeting, the Council indicated support for requiring that theses and dissertations involving human subjects research have IRB approval. The Council revisited the issue because it was asked to formally adopt its own policy. For the Graduate School to enforce a policy, the policy must be included in the rules and regulations section of the Graduate Catalog. Three alternate policy statements presented to the Council were:

1. The OSU Institutional Review Board must review and approve any research involving human subjects that will be used to satisfy master's thesis or doctoral dissertation requirements.
2. In order to satisfy master's thesis or doctoral dissertation requirements, all research that involves human subjects must be reviewed and approved by the OSU Institutional Review Board.
3. The results from studies conducted using human subjects without obtaining Institutional Review Board review and approval may not be used to satisfy master's thesis or doctoral dissertation requirements.

Questions and discussion points included:

- Does the policy include surveys? Yes. The information provided to the Graduate Council at their March 14 meeting clearly defines the types of activities covered by the policy.
- How is this policy going to be enforced? Bruce Rettig (Associate Dean, Graduate School) noted that the Graduate School will determine the best way to implement the policy, should it be adopted.
- Steve Radosevich (Forestry) voiced concern over the possible ambiguity of stating that the IRB reviews and approves research. The language should not confuse the IRB's role with the role of the student's graduate committee. The nature of the research questions is not part of the IRB review in the same way that a graduate committee is concerned with the nature of the research, but any ethics and risk inherent in the research are under the purview of the IRB. To clarify this issue, Sally Francis, (Dean, Graduate School) suggested the following:
 - Statement a: change "any research" to "any proposed research"
 - Statement b: change statement to past tense
 - Statement c: change "review and approval" to "approval"
- Will students have to go through IRB training? Anyone who seeks approval after April 1 will have to get training.

Statement "c" received support from David Brauner (Liberal Arts) and Vincent Remcho (chair, Science) because it is very clear and concise, and it includes consequences of failing to abide by the policy.

The Graduate Council moved to accept the policy as an amended form of the statement "c" (stated below), and the motion was seconded. The following policy was approved unanimously:

The results from studies conducted using human subjects without obtaining Institutional Review Board approval shall not be used to satisfy master's thesis or doctoral dissertation requirements.

Language will be placed in the Graduate Catalog under Masters Thesis and Doctoral Thesis headings. This policy does not cover non-thesis option since projects or papers generated in those degrees do not go through the Graduate School. In those cases, it would be up to the major professor and principle investigator to abide by IRB policy.

3. Human Performance and Movement Studies Follow-up Report

The written follow-up report was distributed to the Council before the meeting, and is appended at the end of these minutes. Paul Cull (Engineering) read the report.

A motion to accept the report as submitted was made and seconded. All approved and the report was accepted. Both documents will be sent to the Provost for informational purposes.

4. Graduate Level Learning Actions

In March, The Graduate Council put forth to the Curriculum Council the following policy changes for consideration:

Redefine the course numbering system as-

400

Primarily for senior level undergraduate students. Graduate students may enroll and use the credit on a graduate program of study subject to approval by the student's program committee.

500

Primarily for students in master's degree programs. Qualified junior or senior undergraduate students may enroll and use the credit to satisfy requirements for a bachelor's degree.

A maximum of 18 non-blanket 400-level credits are allowed on a graduate program of study.

The Curriculum Council considered the graduate level learning policy proposed by the Graduate Council at its meeting on April 18, 2002. Remcho attended the meeting. Francis asked if the Graduate Council saw the two components of its March action as coupled or as independent components. The Council indicated that they were coupled, and if one component failed at the Curriculum Council, both failed.

Prior to the Curriculum Council meeting at which this item was considered, Mike Quinn invited comment about the proposed policy from department chairs, deans, and faculty at large. Opinions received were taken forward to Curriculum Council. The following arguments received by Quinn against the policy were shared with the Graduate Council. Remcho also indicated how he responded to each when he met with the Curriculum Council:

- Budgets are not adequate to offer separate 400- and 500-level courses. With fewer offerings, students have difficulty finding electives.
 - Response: Allowing 18 credits of 400-level work on a graduate program allowed leeway, as did the option of offering different courses in alternate years.
- Too few graduate students to justify offering separate 500-level courses.
- Allowing 18 credit hours of 400-level courses does not equate to giving graduate student graduate-level education.
 - Response: Courses should be accurately numbered. Peer institutions allow 400-level credits on a graduate program. Allowing courses on programs of study is still up to graduate committees. (Fisk commented that it is important for interdisciplinary programs needing undergraduate level prerequisites in other majors.)
- Should not force undergraduates to take 500-level courses to get their degrees (in the case where a 4XY/5XY course becomes 5XY only).
 - (Cull responded that it could encourage undergraduates to take graduate level courses, which is beneficial to them.)
- If they are split, lectures would be the same for each course. The only difference would be in

assignments.

- Response: Outcomes should be the focus, not the assignments.
- Allowing departments to offer 400 and 500 level courses at the same time and place would end up being the same thing.

Mike Quinn distributed an updated version of the summary of these responses and indicated that the Curriculum Council voted against the proposal that had been approved by the Graduate Council. He presented the major points of the Curriculum Council:

- The "slash course" problem is due to a lack of resources.
- It appears to be a college-by-college problem. It seems most acute with respect to the MAIS degree.
- Slash courses can be workable.
- One size fits all solution does not seem appropriate.

On April 17, 2002, Sally Francis sent a memo to Mike Quinn and Vince Remcho regarding the proposal to eliminate slash courses. That memo suggested focusing on outcome-based assessment, and directly influenced the following resolution, which the Curriculum Council passed on April 18, 2002:

In order to help Oregon State University ensure that students in 5XY sections of 4XY/5XY "slash" courses are getting genuine graduate-level learning experience, all future Category II proposals to create or change slash courses must clearly articulate the graduate-level learning objectives/outcomes expected of students registered for the 5XY version of the course. This requirement is in addition to the criteria already listed in the Curriculum Handbook.

The Curriculum Council's resolution reflects its opinion that a review of all slash courses is not necessary at this time.

There was some debate about how big of a problem the slash courses actually present, and how important it was to do something about it.

- Mike Quinn noted that different administrators seem to have different perceptions about how the accreditation team viewed the problem, which was one of the seven recommendations of the accreditation report. Francis will be invited to a future meeting of the Curriculum Council to help members understand the scope of the problem. Rettig stated that Dr. Gerald Fetz, a member of the accreditation team, indicated he had heard complaints about slash courses across campus.
- Francis added that during graduate program reviews over the past 2 years, students have been very vocal about the problem campus-wide. The Graduate Level Learning Task Force had reported 17% level of dissatisfaction, but Francis noted that since satisfaction is not normally distributed (it is almost always skewed toward the positive), 17% indicates a big problem. Francis believes that dissatisfaction arises because of unmet expectations. When graduate students enter a 500-level class and perceive that they get an undergraduate-like experience, they are dissatisfied. Allowing them to use 400-level courses on their programs would at least adjust their expectations and perhaps alleviate some dissatisfaction. It would not, however, necessarily increase the amount of graduate-level experiences they have.
- Francis expressed concern over the accreditation team's visit next year, when they will follow-up on their recommendation to "fix" the slash course problem. They may not expect the problem to be completely fixed, but they do expect progress. During the visit last April, she had argued unsuccessfully with Dr. Fetz that the 500-level component of 4XX/5XX courses are, by definition, graduate courses. But since the accreditation team had heard negative comments around campus, that technical argument did not prevail.

Council discussed if there was a way to prove that students were learning at the appropriate level, i.e. that the slash courses are, in fact, working.

- What would a review of all slash courses look like? It would represent massive amounts of work. Would it satisfy the accreditation team? They'd most likely ask what was going to be done with the results of the review. Would a review be done every year? A one-time audit would most likely not be a long-term fix.
- Brauner believed that an audit of syllabi would not be sufficient, and graduate students would need to do course evaluations.

What are the sources of the problem?

- There was great agreement that the problem stems from a lack of resources. Quinn indicated that the Curriculum Council had proposed the elimination of programs, but that proposal was rejected. If more resources do not become available and nothing is eliminated, it is unclear how to fix the problem. Brauner agreed, saying that departments, especially in Liberal Arts, "live or die" by credit hours, and 500-level courses are in great danger of not meeting the minimum critical mass of enrollees.
- Many faculty are unaware of current Graduate Council policy regarding how 4XY and 5XY levels should be differentiated, and the policy is not taken seriously across campus.
- The slash course policy was instituted a long time ago, but no mechanism was instituted to help the faculty. Niess offered the WIC course approval procedures as a model. Brauner liked the idea of providing better guidelines, especially for faculty who are not tuned in to graduate-level thinking. He suggested optional training on how to put graduate level work into a course.

Remcho challenged the Council to give the issue further consideration and to generate ideas and suggestions of how to address this problem in a substantive way. He then invited Francis to share the points of the memo she sent to him and Quinn. Quinn asked if all existing graduate programs could meet these suggestions, or if any would any be in danger of folding. It was noted that MAIS-only programs may have some difficulty. Brauner spoke for his department, noting that Anthropology was not going to give up their graduate program and they'd adapt however they could to make sure they did not lose their program.

Radosevich pointed out that using an outcome-based approach and offering slash courses should not be mutually exclusive. Slash courses can have specific learning outcomes for 400- and 500- level. Maybe the outcome-based approach is the best solution. Francis agreed that outcomes are most important, and that slash courses could be workable in an outcomes-based model. But it would have to be done for all existing courses to be satisfactory to the accreditation team. Francis also noted that the Graduate Council should ultimately care about ensuring genuine graduate-level education regardless of the accreditation issue.

Vicki Ebbeck (Health and Human Performance) asked Quinn for a point of clarification: Is it possible to have two different levels of a course with the same title and same catalog description? Quinn said that it was discouraged, but may not be prohibited. Rettig said titles would most likely be slightly different and descriptions do vary.

5. Program review guidelines

Francis has begun work on principles that should be addressed in updating of the current guidelines. Council members received a bulleted list prior to the March 14 meeting. The current guidelines were last revised in 1990.

Francis noted that the guidelines should be revised to the following principles:

- Program reviews are about program improvement. The review process must close the loop and use the analysis to directly improve programs.
- Flexibility should be provided, if possible, to alter scheduling of reviews (e.g. use a longer time cycle for higher performing programs, or shorter for those with problems)
- The external community should be engaged more. More external reviewers, including prospective employers, should be involved.
- Assessment of outcomes should be the focus. It seems that current guidelines are focused on inputs (students, faculty, courses) and does not address outputs.
- Departments should develop action plans for addressing the recommendations of reviews to form the basis of the meeting with the Provost. The plan would be signed by the Provost as a record of that meeting. This document would replace the Provost letter.

Draft revised guidelines will be distributed to Council for discussion at the next Council meeting.

6. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, May 9th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 23rd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, June 13th	3:00-5:00pm	650 Kerr Admin. Bldg.

March 2002

March 2002

On March 4, 2002, Paul Cull and Cheryl Jordan from the Graduate Council met with Tony Wilcox, department chair, and Vicki Ebbeck, graduate coordinator, to follow-up on the recommendations of the Graduate Council's 2000 review of the Human Performance and Movement Studies graduate program.

As a basis for the discussion the departmental representation had prepared a report including the Graduate Council recommendation and department actions taken in response to the recommendations. A copy of this report is attached. Overall, the department has been able to implement almost all of the recommendations. We will now briefly summarize the recommendations, these actions that have been taken, and the few areas where more effort may be needed.

> Reduce teaching loads.

The department has reduced graduate faculty teaching loads to an average of 1.2 courses per term or 4 courses per academic year. While we recommend a reduction in course load to 1 per term for research active faculty who are supervising graduate students, the department seems to have too many undergraduate teaching responsibilities and too few resources to accomplish a further reduction.

> Incentives for scholarly productivity.

New post-tenure review and incentives should respond to this point.

> Decrease the number of PhD students and areas of concentration

From Winter 2000 to Winter 2002, the number of PhD students has decreased from 29 to 24. After comprehensive review by a department sub-committee the graduate program areas of concentration were reduced from seven to six, eliminating the Motor Learning and Control concentration.

> Reduction in the number of slash courses offerings

While some slash courses are still being used this will change when the new Graduate School rules eliminating slash course offerings and allowing up to 18 credits of 4xx level courses in a graduate program are in place. It is probable that, at least, two current slash courses will be changed by the department to 5xx only.

> Research collaboration with other units.

There is, currently, some collaboration with the Linus Pauling Institute and the Department of Nutrition and Food Management. The realignment in the new college provides potential for more cross department collaboration.

> Courses for PhD students.

No new courses were introduced but one meeting per week doctoral seminars (EXSS 607) that address specific topics are now operating.

> Reduction in required course work and earlier research involvement for PhD students.

The department has reduced the number of required credits in the doctoral minor from 24 to 18, however the department still needs to work on early involvement of doctoral students in the research process. While there are individual lab meetings and journal reading groups, students are not required to participate. One possibility would be to assign each incoming student to a research group. Another possibility would have each student rotate through the research groups spending one term as part of each lab.

> Strategic plan.

Some progress has been made in deciding to eliminate one area of concentration. With the reorganization into a new college, the department needs to look at and plan for the development of their programs in line with the goals and plans of the college.

> Seminars.

Two specific topic seminars are now operating.

Annual review of progress.

A process for annual review of doctoral students has been developed and implementation began Fall 2001.

>Feedback for internships and practical experiences.

There is, annually, at least one graduate student (MAT) at a remote site and a number of students work on campus for other departments. The department needs a mechanism for communicating with these students and evaluating their progress in these assignments.

>Upgrade computer access.

There has been some improvement in providing computer access in common areas within the department and in labs, but no improvement in the graduate student offices. At present, all graduate students need and should expect to have access to e-mail and the net.

>Mentoring in teaching.

Seminars addressing teaching have been held, however more work is needed in this area. Such techniques as faculty visits to class, video taping teaching, and providing feedback for GTAs need to be considered.

>Increase number of faculty at rank of professor.

One promotion occurred last year, and another is going forward this year.

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Graduate Council

March 14, 2002 Minutes

Present: Caughey, Collins, Cull, Ebbeck, Fisk, Francis, Markle, McNair, Mishra, Prucha, Remcho, Rettig, Sanchez, Watrous

Absent: Brauner, Fisk, Niess, Radosevich

Guests: Anthony Wilcox, Chair, IRB committee.

1. Approval of Council Minutes

Barbara Watrous (Veterinary Medicine) wished to amend the February 14 minutes to indicate her presence. The minutes were approved as amended.

2. Institutional Review Board Requirement

The Research Council recently approved a revised policy from the OSU Institutional Review Board (IRB), which states that faculty whose research involves human subjects must have IRB approval for their research, or they may not publish the results. Anthony Wilcox, representing the IRB, met with the Graduate Council to discuss how the revised policy will similarly affect graduate student research involving human subjects. Wilcox distributed a copy of the policy to the Council, which is appended at the end of these minutes. The policy makes explicit the ramifications for student research involving human subjects if the researcher fails to seek IRB approval: any project that has not been reviewed and approved may not satisfy a Masters or PhD requirement. Included in the policy is a definition of research to which the policy applies. The criterion for student research lies in the extent of its dissemination. Theses, dissertations, and honors theses are all considered research, but class projects are not included. However, if a class project is to be published, it must be reviewed and approved by the IRB prior to data collection.

Questions from Council members included:

- What fraction of research involving human subjects does not currently pass before the IRB? Wilcox did not have an estimate of current noncompliance. He suspected that the new policy will create more work for the IRB, but that is their charge.
- How often are requests denied? IRB review very rarely results in denial, but often in revision.
- If a student is going out to landowners to request access for research, would that fall under the IRB? No - the landowners are not involved as subjects.
- Will this affect master's projects (as opposed to theses)? Only if the project were to be published or otherwise disseminated must it pass IRB approval.
- Is retroactive review available? No. If someone decides to publish research involving human subjects after gathering data, they would have to get IRB approval and start over. Many journals require IRB approval before publishing.
- How will the new policy be publicized? If approved, it will be distributed by the IRB, linked to the Graduate School web site, and presented to the Faculty Senate and Faculty Senate Executive Committee.
- How will the policy be enforced and what will the Graduate School role be? A thesis involving research on human subjects should include a statement that the research has been approved by the IRB. Non-compliance would result in the rejection of the thesis. Mary Prucha (Coordinator of Graduate Services, Graduate School) suggested sending an informational sheet at the time of program filing to alert students of the policy well ahead of time.

Vince Remcho (chair, Science), noting that he did not detect any lack of support from the Graduate Council for the policy, asked Bruce Rettig (Associate Dean, Graduate School) and Prucha to work with Wilcox through any communication issues.

3. Graduate Level Learning Actions

Remcho met with the Curriculum Council on February 21 regarding the Graduate Council endorsement of the report of the Task Force on Graduate Level Learning. The Curriculum Council requested answers to several questions before they are comfortable with accepting the report and approving related policy. Each question is listed below, followed by the response the Council decided upon, and then followed by a summary of the discussion leading to that response.

Question:

How long will a department have to eliminate its existing 4xx/5xx courses?

Response:

By December 2003 a department must eliminate slash courses so that they are not listed in the Fall 2004 General Catalog as such. In the meantime, the Graduate Council recommends that the Curriculum Council go ahead and de-couple the 400- and 500-level courses.

Discussion Points:

- Vicki Ebbeck (Health and Human Science) did not recall the Task Force addressing this issue.
- Paul Cull (Engineering) recalled that the Council hoped to avoid setting a deadline, making it possible to have slash courses but encouraging departments to align. But, if the Task Force report and related policies are approved, all policy referring to slash courses will be eliminated, so slash courses could no longer exist.
- Setting a deadline may create a large number of Category II curriculum proposals coming in at once. Ebbeck wondered if a procedure could be developed that may not require extensive paperwork. Alex Sanchez (Education) believed that the paperwork would be necessary to satisfy the accreditation team. Rettig noted that the recently adopted electronic system for circulating Category II course changes does make this process easier and quicker than the circulation of hard copy materials. It would be helpful if the Curriculum Council could automatically de-couple current slash courses to avoid extensive paperwork. If there is a general agreement that these curriculum changes do not need much analysis, the procedure could move quickly. Each department might even simply prepare a list of all courses they want to change under the blanket rationale of the Task Force findings.
- The current slash courses may simply become 400- and 500- level courses offered at the same time and place. In practice things may look very similar. In this case, would approval of the Task Force Report and changes in policy solve the graduate level learning problem, or has the only change been one of semantics? What will the opinion of the university accreditation team be about this?
- Chandra Mishra (Business) suggested a 2-year deadline (Fall 2004) for departments to eliminate slash courses. The procedure would be for departments to elect to offer either the 400- or the 500-level course. To meet this deadline for catalog visibility, departments would have to make their decisions by December 2003.
- Departments may want to retain both 400- and 500-level courses so that they can be flexible in their scheduling (offering a course as undergraduate one term/year and graduate another term/year). A procedure needs to be in place to make the 400- and 500-levels of the course stand-alone courses. They are currently designated in the General Catalog as slash courses.
- The Curriculum Council could split them into separate courses now and keep them split for the next 2 years. By Fall 2004, they should no longer be offered at the same time.
- Should new Category II proposals for 4XX/5XX courses be accepted? Yes, but if the report and related policies are approved, Rettig could contact submitters to alert them to the pending change.

Question:

How will transfer courses be treated?

Response:

Transfer of credits must be senior- or graduate-level and approved by the student's graduate committee. Whether to include the language designating the level of coursework that could be transferred was not resolved. It may be unnecessary since policy regarding what courses are allowed on a graduate program of study would override any attempt to transfer lower level courses.

Discussion Points:

- Reserved credits from a baccalaureate degree, non-degree credits, post-baccalaureate credits, and courses taken at other universities are considered transfer courses.
- The Curriculum Council wanted to know if it would be possible for a student to transfer up to 18 credits of undergraduate level credits from another university. Ebbeck suggested that would be acceptable if the courses were taken as part of a graduate program. However, whether or not the courses were on a graduate program is not transcript-visible, so enforcing that requirement would require substantial time and effort by Graduate School staff as they communicate with the institutions that granted prior graduate degrees.
- Currently, graduate students can transfer any course in which they received a B or better from another institution, but if the course is not numbered as a graduate level course, the Registrar from that institution must verify that is was, in fact, graduate level.
- One idea was to focus on having the student meet residency requirements, and making sure the courses are appropriate to the student's program of study.
- Whether an undergraduate can reserve 400-level credit to apply toward a graduate program at OSU should be up to the student's advisory committee. Currently, policy says that reserved credit must be graduate level, so this would require modification of existing policy.
- Could residency be satisfied with 400-level coursework? Yes, if it was part of the graduate program. Residency starts when they are admitted to the graduate degree program.

Question:

Can a department schedule class 4XY and 5XY at the same time and place?

Response:

As this body does not make scheduling policy, there is no Graduate Council policy, implicit or explicit, that addresses this.

Question:

What are the implications of this change with respect to the RAM funding model?

Response:

No implications, according to Bob Burton, indicated by Rettig.

Rettig supplied a list of additional questions with reference to the Graduate Catalog, should the Curriculum Council accept the Task Force Report and related policy. Many of these were dealt with at the present and previous Graduate Council meetings. For instance, how 400-level courses could be distributed across a student's major/minor would be up to the student's committee. One related issue involves a hypothetical case where all minor work is at the 400-level: is this an undergraduate minor or graduate minor? A minor that is completely transferred in is still considered an OSU minor, so a minor that involves only 400-level courses is a graduate minor if approved by the student's committee, including his/her minor professor. Regarding the timing of filing a program of study, under the proposed policy a Master's student would file a program after they have taken 18 credits of 400- and 500-level courses as a degree-seeking student.

4. Second Master's Degree

Rettig distributed, via email, the following draft core proposal for discussion: A candidate for a second master's degree from Oregon State University may request the application of up to 15 credits, appropriate to both programs, from the first master's degree program to another. In the email, Rettig also identified three other issues, including residency, a capstone requirement, and a GPA requirement. At the heart of the proposal is that there are two degrees and a student must meet all requirements of each degree. A student would have two committees and would be admitted separately into two degree programs. A motion was made to adopt the following policy:

A candidate for a second master's degree from Oregon State University may request the application of up to 15 credits, appropriate to both programs, from the first master's degree program to another, subject to the following three requirements:

- *First, credits used to satisfy the residency requirements of one master's degree may not be used to satisfy the residency requirements of another master's degree.*
- *Second, students who earn two master's degrees at Oregon State University must complete all degree requirements for each degree. This requires filing separate programs of study forms for each degree, filing separate commencement applications for each degree, completing separate projects or theses for each degree, filing separate Request for Final Oral Examination forms for each degree, and passing final oral examinations for each degree.*

- *Third, such credit will be granted only for graded course work earned at Oregon State University and completed with a grade of "B" or higher.*

The motion was seconded and all approved. The policy was adopted.

5. Dissertation Printers

Departments were polled about not allowing library drafts of theses and dissertations to be produced on inkjet printers, dot matrix printers, or printers that printed at a resolution lower than 300 dpi. Many departments agree with that recommendation. The concern is that such printings have a shelf life of 20 years or less before the printing deteriorates. Laser printers and photocopiers do not pose such a problem. The point was made that if everything went electronic in the future, reliance on hard copies would be reduced, but there are no current plans to require digital versions of Masters♦ theses. Cull indicated that he would like to research the problem before making a recommendation. One issue is the financial impact on students. Currently, the only requirement is that students use cotton bond paper for their final copies; the library would prefer acid-free paper because it does not brown over time.

6. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, March 28th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 11th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 25th	3:00-5:00pm	650 Kerr Admin. Bldg.
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Graduate Council

February 14, 2002 Minutes

Present: Remcho (chair), Brauner, Caughey, Collins, Ebbeck, Fisk, Francis, Markle, McNair, Mishra, Prucha, Rettig, Watrous

Absent: Niess, Sanchez

1. Approval of Council Minutes

The January 24 Graduate Council Minutes were approved as written.

2. Bioengineering Follow-up Report

Vince Remcho (Science) presented the report from the Bioengineering follow-up review that took place on January 18, 2002. Remcho and Mark Christensen, a participant in the 1998 full review, conducted the follow-up review. Remcho and Christensen found that all four recommendations made in 1998 review had been addressed in the program.

- Graduate students are now serving on appropriate departmental committees as recommended.
- The department has implemented a series of three required seminar courses.
- The department has implemented a tracking system to monitor the progress of students through the graduate program.
- The department is in the process of refining two vision statements, one for each of the research focus areas (water resource engineering and bioprocess engineering). The different foundations of these focus areas support the decision of the faculty to develop independent but related vision statements.

Remcho commented that the recent change in name of the department from Bioresources Engineering to Bioengineering reflects the changing environment of the discipline. The department has recruited faculty and graduate students that also reflect its changing focus. The program is ranked within the top 25 in the country according to the Gourman report.

During discussion of the report, Sally Francis (Dean, Graduate School) shared long-term enrollment data which reflected that enrollment is declining in the department, and thus recommended striking the statement in the report that a recent decrease is within normal enrollment fluctuation. Mary Prucha (Coordinator of Graduate Services) suggested adding language to specify that the review focused on the Bioresources Engineering graduate program within the Department of Bioengineering.

As an aside, Francis commented that, in 1998, the Bioresources Engineering department chair had brought an action plan to the program review meeting with the Provost. This action plan was easily included in the letter from the Provost to the department concerning the review. Francis suggested asking all unit chairs to bring an action plan to provost meetings as a type of informal contract for how the department will address the recommendations of the review. She suggested including instructions to bring such an action plan in the revised Program Review Guidelines that are being developed.

A motion was made and seconded to accept the follow-up report as amended. None opposed and the motion passed. The approved report is appended at the end of these minutes.

3. Graduate Level Learning Actions

At its January 24 meeting, the Council tentatively agreed to adopt the principal recommendation of the Graduate Level Learning Report, although a final decision was not made on the number of 400-level credits to

be allowed on a graduate program of study. Since that meeting, the Task Force report has been posted on the Graduate School website to provide campus-wide visibility to the findings of the Task Force and its subsequent recommendations. Among others, the Faculty Senate President, the Executive Committee, and the Curriculum Council chair reviewed it. They all wanted clarification about whether 400-level credits would be allowed only on Master's programs or on Doctoral programs as well.

Remcho noted that, if the Graduate Council were able to finalize the policy at this meeting, it would be taken to the Curriculum Council on Feb 21. If approved there, the policy would be circulated to the Executive Committee in advance of the March Faculty Senate meeting where it would be put forward. Thus, it could go into effect by the beginning of the 2002-03 academic year.

The Council first discussed allowing 400-level credits on a Ph.D. program. One question was whether 400-level credits would be allowed on doctoral programs. Chandra Mishra (Business) observed that, because a Ph.D. is typically 108 hours, nine to eighteen hours of 400-level credits would only be a maximum of about 10% of the PhD credits, which would not be inappropriate. Vicki Ebbeck (Health and Human Sciences) thought that a student's advisory committee and program requirements should decide which courses are appropriate for a given program, and that such a restriction should not be included in the policy. There was general agreement on that point.

After some discussion, the Council generally agreed that permitting up to 18-credits of 400-level coursework on graduate programs of study provided programs added flexibility. With the maximum number of 400-level credits being established by the Graduate Council, programs may make their own determination regarding the appropriate number of 400-level credits utilized by their students within this maximum. The Council voted unanimously to modify the Task Force Recommendation by increasing the number of 400-level non-blanket credits to 18, and to adopt graduate policy to permit "a maximum of 18 non-blanket 400-level credits to be used on a graduate program of study."

Some questions about logistics and implementation followed:

- Should the allowable 400-level credits be restricted to inside/outside the major?
- How would the policy affect residency credits?
- How would the policy affect the timing of filing a graduate program?
- How is the possible transfer of 400-level courses from another institution onto an OSU graduate program currently handled? Bruce Rettig (Associate Dean, Graduate School) explained that, currently, instructors of the course must explain in what way this was graduate level work.
- Some concern that students may try to use course work from their undergraduate degree on graduate programs of study was expressed, but current policy regarding reservation of credit would prevent such an occurrence.

Francis suggested circulating drafts of the new Graduate Council policy by email to meet the preferred timeframe for carrying forward the Graduate Level Learning Task Force recommendation. She thought that some issues about implementation could be included in the policy, but Remcho was concerned that the policy would become too cumbersome if too much detail was included.

The revised Graduate Level Learning Task Force recommendation to redefine the course numbering system for 400 and 500 level courses will be forwarded to the Curriculum Council for its deliberation. Also, the following motion was made and seconded: "A maximum of 18 non-blanket 400 level credits are allowed on a graduate program of study." The motion passed. The Curriculum Council will be informed of the Graduate Council's proposed policy regarding the use of 400-level course work on graduate programs.

4. Required Minors on Masters

Not all units on campus support the requirement that all MS and MA degrees include minors. At a Graduate Education Round Table meeting Dean Mark Abbott (Oceanic and Atmospheric Sciences) suggested revisiting the policy. Should this policy be discontinued, making the identification of minors optional for MS and MA programs, as it is for doctoral programs?

Rettig opened discussion by mentioning that he could not find a minor requirement on any peer institution's website. The intent of the policy is to ensure proper breadth on a graduate program, but in some departments, students find a way to minor and major in the same department. Many Council members thought that breadth is best left to individual program design through advisory committees, and it should not be forced through policy. Maximum flexibility should be the goal.

A motion was made and seconded to drop the minor requirement on MS and MA programs. The motion passed unanimously.

5. Second Master's Degree

Oregon State University does not allow courses used for one master's degree to be used to fulfill degree requirements for a second master's degree. Some universities (e.g., University of California at Davis) allow a few credits to count toward more than one degree, either by approval or by design of two complementary master's degree programs. Others (e.g., University of Oregon) require fewer credits on a second master's from their university than on the first. Chandra Mishra (Business) requested exploration of the rationale for these different approaches and consideration of a recommendation to modify current OSU policy.

Mishra noted that many students in disciplines such as engineering and forestry take some business courses and then want an MS and an MBA. If they could just take 30 additional business credits to get the MBA this would allow this to happen. According to a handout of peer institution policies provided by Rettig, a system that would allow this is in place at other universities. Mishra thinks changing OSU's policy would be a good way to respond to market demands.

Rettig suggested allowing an overlap of 15 credits if the Graduate Council wanted to take action, because that level is consistent with the University of Oregon, and because the remaining 30 credits covers core requirements of most programs. Mishra agreed that allowing students to earn two degrees with 75 credits would be ideal. Delores McNair (student) saw tremendous advantage for students, who could be encouraged to pursue a second degree through the new policy, whereas right now it might seem too formidable.

Rettig suggested Council members review the peer institution information and discuss with colleagues before taking action. David Brauner (Liberal Arts) appreciated the opportunity to reflect further, and mentioned that it might not work well in every program. Mishra agreed that implementation of a new policy should be within the design of a program or at the discretion of student's committee, and thinks it could spur on more innovative programs by combining, for example, Business and Engineering. It could also reduce interest in dual majors and one degree. Rettig emphasized that students must fully earn both degrees. Paul Cull (Engineering) wondered about requiring two theses. Perhaps one would be sufficient if both committees agree?

Mishra and Rettig will work to draft a paragraph for discussion.

6. Other Business/Announcements

Francis updated the Council on the continuous enrollment policy. The last version of the policy was forwarded to Provost Tim White for his approval on February 13, along with implementation suggestions. The recommendation is to begin implementation with fall term 2002 for new students and for currently inactive students who have to reapply upon their return. Current students who remain active will be permitted to complete their degree programs under the prior registration policy. This old policy will sunset in two years, at which time all degree-seeking graduate students will be subject to the new policy. A transition team has been appointed to work on implementation. Francis expects White to approve the policy and announce it to the campus soon.

McNair stated that students are opposed to this policy. She had assumed that the Graduate Council's role involved more than discussion and was unclear how the Deans' Council had finalized the policy. She was also unclear about student involvement and feedback and where that was integrated into policy and thought the process was not a shared development of policy. Remcho felt that some confusion may have resulted from an initial perception that such policy was academic, rather than administrative in nature, and as such was under the purview of the Graduate Council. Francis indicated that the Council could go on record with an opinion even if it is not under their purview, and that the final draft of the policy was modified considerably as a result of input provided by both the Graduate Council and the Graduate Student Senate.

Future meetings of the Graduate Council are scheduled for:

Thursday, February 28th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, March 14th	3:00-5:00pm	650 Kerr Admin. Bldg.
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Appendix: Follow-up Review of the Bioengineering Graduate Program College of Agricultural Sciences & College of Engineering

Introduction:

On Friday 18 January 2002, a follow-up to the 1998 Graduate Council Review of the Bioengineering (formerly Bioresources Engineering) Graduate Program in the colleges of Agricultural Sciences and Engineering was conducted. Graduate Council representatives were Vincent T. Remcho (Chair; Chemistry) and Mark Christensen (Pharmacy). Mark Christensen served as chair for the full review in 1998. Representing Bioengineering were Jim Moore (Head) and John Selker (Graduate Program Coordinator). The follow-up review considered aspects of and factors affecting graduate education in the unit, primarily focusing on attributes of the program directly commented on in the 1998 review.

Administration:

As this review is being prepared, the department is adjusting to a name change and related programmatic adjustments. The Bioengineering designation more clearly represents the growing focus in the unit toward bioprocess engineering, though a strong contingent of water resource engineering researchers remains. With the retirement of the current chair, the appointment of a new department head for Bioengineering is anticipated in the near future. Two new faculty hires are also anticipated. A growing undergraduate program in bioengineering has consumed faculty time and energy with no additional hires to offset this demand. Nonetheless, the graduate program in the department is essentially the same in scale as was the case in 1998. An increasing trend toward graduate recruitment in the bioprocess engineering focus area and a decreasing trend in the water resources focus area was noted.

Faculty:

The composition of the faculty remains unchanged since the formal Graduate Council review in 1998. One retirement and one departure will necessitate two hires, with a third hire being a distinct possibility. Indications are that these positions will likely go to young engineers whose research emphasis falls into the bioprocess focus area. There are a total of 11 faculty in the unit at this time including 5 Professors, 4 Associate Professors, and 2 Assistant Professors. These faculty include one female (Associate Professor) and one minority (Assistant Professor).

Students:

The Bioengineering Department offers graduate programs leading to the MS and the Ph.D., with a fairly even distribution of students between the two degree programs. Graduate enrollment has decreased slightly (35 students in 1998, 27 since fall term of 2000), though this is within the limits of fluctuation in graduate enrollment that are typical. Increased hiring of postdoctoral associates is a reflection of increased research funding in the unit. All indications are that the students and faculty interact comfortably. The graduate stipend in Bioengineering is at a competitive level relative to peer programs. The issue of inadequate space has been cited as adversely affecting the ability of the unit to attract larger numbers of applicants and gain commitments from them. While there were no formal teaching assistant (TA) positions at the time of the 1998 review, an average of two TA positions per term are now available. The vast majority of students are paid on research assistantships (RA), with TA slots going to those students with an expressed interest in gaining teaching experience. The TA slots also ensure that new graduate students who have not yet committed to a research group will have a source of financial support.

Curriculum:

The 1998 review indicated that the graduate curriculum was loosely structured, with only two core courses. While the faculty have considered a more structured program with a larger number of "core" courses, the consensus was to maintain the flexibility offered by the two broad research focus areas (bioprocess engineering and water resource engineering) with their separate contingents of appropriate courses. The highly interdisciplinary nature of research in this unit supports the assertion of the faculty that a core curriculum is inappropriate.

Facilities:

Most of Bioengineering is housed in Gilmore Hall, with additional space in Gilmore Annex. Both buildings are showing their age, though they are well maintained. Excellent shop support has ensured that the department's facilities are put to optimal use. Computing facilities have improved since the 1998 review with the addition of some new computers. Grant support is expected to provide for additional computing resources

in the coming months.

Action on Recommendations from the 1998 Review:

Four recommendations were made by the review committee in 1998, and the department has acted on all four as described below.

1. Graduate students are now serving on appropriate departmental committees as recommended. The Department Head and Graduate Program Coordinator both indicated that this has proven valuable from the perspective of both the graduate students and the faculty. Improved communication between faculty and students was noted as one desired outcome of this change.
2. The 1998 review suggested the development of a formal seminar series to provide students with an opportunity to share their research and develop public speaking skills. The department acted on this by implementing a series of three required seminar courses. The first of these provides the student with an introduction to the department and research overviews from the faculty. The second seminar focuses on presentation of research findings and development of public speaking abilities. This seminar is taught by a faculty member whose past experience uniquely suits him for this role. The final seminar provides the student with an opportunity to develop and present a research proposal. It is clear that the Department took the recommendation of the review panel to heart and developed a program that truly benefits students.
3. As recommended in the full review, the Department has implemented a tracking system to monitor the progress of students through the graduate program. The system ensures that students are kept informed of the extent of their progress toward a graduate degree and the level to which they are performing.
4. The department is in the process of refining two vision statements, one for each of the research focus areas (water resource engineering and bioprocess engineering). The different foundations of these focus areas support the decision of the faculty to develop independent but related vision statements.

Summary:

This follow-up review revealed that the department has responded to the recommendations brought forth following the 1998 graduate program review after careful consideration of each. Appropriate changes in emphasis on the research focus areas, as reflected in the change in the name of the department and in graduate recruiting, indicate that the faculty are in touch with trends in research and the public interest and are working to stay at the forefront. It was noted in the full review that this unit was ranked in the top 25 in the nation; it is apparent that the faculty, students, and staff of Bioengineering are working to ensure that their unit remains in this elite position.

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Graduate Council

January 24, 2012 Minutes

Present: Remcho (Chair), Caughey, Collins, Cull, Ebbeck, Francis, Mishra, Niess, Prucha, Rettig, Watrous, Radosevich

Absent: Brauner, Fisk, Markle, McNair, Sanchez

Guests: Bill Boggess, Head, Agricultural and Resource Economics; Erik Fritzell, Associate Dean, College of Agriculture; Nan Scott, Chair, Undergraduate AREc Program Review

1. Approval of Council Minutes

Vince Remcho (Chair, College of Science) asked the Council for any changes to be made to the November 29, 2001 or December 6, 2001 Graduate Council minutes. The Council approved the November 29 minutes with the change that Tony Collins (College of Pharmacy) be listed as present. The Council approved the December 6 minutes as written.

2. Agricultural and Resource Economics (AREc) Graduate Program Review Report

Steve Radosevich (College of Forestry) presented the report of the combined graduate/undergraduate AREc review to the Council. Bill Boggess, the AREc head, and Erik Fritzell, the Associate Dean of the College of Agricultural Sciences (CAS), were present to hear the report. The review, which was held in conjunction with a CSREES review, took place October 22-25, 2001.

AREc continues to operate in its strong tradition and reputation for graduate and undergraduate education. It is one of the stronger departments in CAS as well as at OSU.

Since 1991, the number of faculty in AREc has dropped from 31 to 25. Additionally, a quarter of the current faculty is not based on the Corvallis campus, but are found in the OSU Agriculture Program located at Eastern Oregon University and at branches of the Agricultural Experiment Station in Newport, Portland, Hood River, Union Station, and Aurora. Thus, maintaining the critical mass of faculty required on the Corvallis campus to run a successful graduate program may become more difficult. Despite this challenge, the masters and undergraduate programs are strong. The faculty group has undergone a lot of turnover, resulting in a healthy mix of professors through the ranks.

The University Graduate Faculty in Economics (UGFE) was formed 12 years ago. It coordinates course offerings in economics across campus, including the AREc, Economics, and Forest Resources departments. The UGFE is crucial for the discipline of economics to maintain a viable Ph.D. program because it allows OSU to have more faculty members in economics than any one department can afford to maintain. The UGFE must be maintained and strengthened.

The review team recommended dropping one area of emphasis that has difficulty maintaining students: economics of development. The other two areas (resource and environmental economics and food market and trade) are strong, and AREc and Economics are working together to develop at least one additional area of emphasis as a joint program. The review team also recommends looking at the suggestion to offer a fifth year certificate program very critically, as faculty resources may not be adequate.

The review team recommended better guidelines for the minimum number of students in courses, and suggested that the departmental goal of a 50/50 domestic/foreign student ratio may need review so that more foreign students are accepted. The final recommendation of the review team is for the AREc administration to work with other departments and OSU administration to better define a mechanism for

attaining stable instructional support.

Nan Scott, the chair of the undergraduate portion of the review, briefly indicated that the undergraduate program was strong. AREc is attracting new students from the metro area with its new Environmental Law focus. Its major dilemma is trying to maintain parallel programs in Corvallis and La Grande.

Radosevich recommended accepting the report. Boggess commented that he believed the report to be "good and fair." He indicated that it is a complex department, particularly in terms of faculty FTE. He agreed with the final recommendation of the team, and indicated that the strategy they should take to maintain a quality level of instruction is unclear. Fritzell reiterated the challenges of coordinating a program with students in La Grande.

The guests departed, hearing no additional questions from the Council. A motion was made and seconded to accept the report as submitted. None opposed, and the motion passed.

3. Graduate Level Learning Actions

Nancy Rosenberger, Faculty Senate President, has asked the Graduate Council to forward a recommendation about slash courses to the Faculty Senate. In its last discussion, the Graduate Council left with the general idea that the slash course program can work if faculty are better informed about what they need to do to differentiate 400- from 500-level courses. Ideas included:

- Being more rigorous in asking if a slash course was really appropriate in all cases and providing stronger rationale for slash courses.
- Requiring written justification in terms of enrollment of graduates and undergraduates enrolled and in terms of how the 400 (undergraduate) and 500 (graduate) levels are different in order to retain a slash course. Some departments need to offer slash courses because they could not offer a graduate program without them. If no justification can be given, require the unit to decide between offering the course at the 400- or 500-level.
- Examining each course and syllabus to determine if and how levels are differentiated.
- Allowing a certain number of 400-level courses on a graduate program and eliminate slash courses. The Graduate Council would set the upper limit of 400-level credits permitted on a program of study, and the graduate committees would indicate which 400-level classes should be allowed on a program.

Sally Francis (Dean, Graduate School) reminded the Graduate Council of the history of the slash course issue and why it was being addressed. She created the task force after hearing strong complaints from graduate students during graduate program reviews. The task force survey did not reflect what she had heard, but Graduate School exit survey respondents have indicated that degree recipients were not satisfied with the quality of OSU's graduate instruction. The accreditation team last year recommended that OSU fix the slash course problem, and OSU must respond to that recommendation.

Concerns about eliminating slash courses included the real possibility that having too few 500-level courses could eliminate some graduate programs, or that undergraduates could be required to take graduate-level courses to get a bachelor's degree. It could also reduce the number of electives across campus for undergraduates.

Some concern was expressed that asking departments for written justification would be too work-intensive, and that it was not clear who would evaluate statements that were submitted.

Concern about allowing 400-level courses on a graduate program included limiting a student's ability to get a bachelor's and a master's degree from OSU in the same discipline because they have exhausted available coursework. Francis suggested that departments would take that into consideration when deciding whether a course should be 400- or 500-level.

The decision was made to inform the Faculty Senate President that the Graduate Council is seriously considering policy to allow a to-be-determined number of 400-level undergraduate courses on a graduate program of study, and eliminating slash courses. The task force report and the proposed policy will be posted on the Graduate School website. It will be noted that current discussion proposes between 9 and 18 credits of 400-level course work be allowed. Input from faculty will be welcome.

4. Continuous Enrollment

Steve Radosevich chairs a subcommittee that includes Vince Remcho, Martin Fisk, Andy Young, and Delores McNair. Deans Sally Francis, Ron Adams, Thayne Dutson, and Kay Schaffer are working with the

subcommittee representing the Dean's Council. The purpose of the subcommittee is to work through a new policy of requiring continuous enrollment of graduate students. The purpose of the policy is to encourage degree completion, minimize time to completion, require payment when resources used, provide intent when students break registration, and provide accurate count of students. The minimum registration required will be 3 credits, excluding summer quarters.

Under the current draft of the proposed policy, two types of Leaves of Absence will be allowed: regular (for sickness, family matters, financial situations, etc.) and planned (proposed by program and approved by the Graduate School). Breaking registration without a leave of absence will require paying tuition for time that student was not registered.

Radosevich updated the Council on the current status of discussion. Dean Francis reported that the Graduate Senate brought up two questions: Why couldn't a student apply for leave if she wasn't in good standing? Why should a doctoral student have to re-take prelims if s/he had a break in registration? Other issues include how leaves of absences and breaks in enrollment may affect residency status and adding a grace period of 2 weeks into the subsequent term after a final examination for a student to submit his or her library thesis copies.

Radosevich reported that many people want this policy to be implemented, and there is much interest/concern surrounding it. It could be a positive development if the policy is carefully and properly implemented to protect graduate student interests while ensuring that University goals are met. Informing graduate students in a timely manner will be critical.

5. Reminders: Follow-up Reports, Scholarships, and Graduate Re-design

Mary Prucha (Coordinator of Graduate Services) reminded Council members of assignments for the coming year, including follow-up reviews. Copies of review reports for follow-up reviews are available. Follow-up review teams are responsible for reading the original report and the Provost letter (if available), scheduling a 1-1.5 hour meeting with the department head and graduate advisor for the program, and preparing a 1-2 page summary of findings with respect to recommendations made. Prucha informed the scholarship committees that the evaluation and selection process will start soon scholarships and fellowships administered centrally by the Graduate School.

6. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, February 14th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, February 28th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, March 14th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, March 28th	3:00-5:00pm	650 Kerr Admin. Bldg.
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| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » December 6, 2001 Minutes

Graduate Council

December 6, 2001 Minutes

Present: Brauner, Caughey, Collins, McNair, Mishra, Prucha, Radosevich, Remcho, Rettig, Sanchez, Watrous

Absent: Cull, Ebbeck, Fisk, Francis, Markle, Niess

Guests: Leon Liegel, Forest Science; Peter List, Philosophy; Robert Frank, CLA

1. Category 1: Proposal for Creation of MA in Applied Ethics

Peter List, chair of the Department of Philosophy, presented a Category I proposal to create a Master of Arts degree in applied ethics. Council members, noting that liaison letters demonstrated substantial interest by faculty and outside OSU in providing educational programs for people with scientific background, asked whether an option for the MS degree had been considered. List replied that the department had not considered any other option and that expanding the scope of the proposal did not seem wise given the resource constraints facing the university at this time.

In response to questions about the interdisciplinary nature of the degree, List noted that ethics faculty in Philosophy have been recognized for their work on several issues of importance to OSU such as those raised by the handling of animals used in both research and education and, more recently, controversies about genetically modified organisms. Students in the current MAIS program have tended to study issues such as these, and the faculty expects students in the applied ethics program to continue to do so. With the flexibility provided by a minor, which can be either in another unit or can be integrated across several disciplines, students are likely to select classes that would provide greater depth in the particular issues the student wished to pursue. Council members observed that, since any major is an acceptable minor, there could be requests by many graduate programs for a minor in applied ethics.

In response to questions about the availability of resources, List observed that the courses are already available and that much of the program has been delivered using the Master of Arts in Interdisciplinary Studies. Associate Dean Frank (College of Liberal Arts) reaffirmed the commitment of Dean Schaffer to contribute \$4,700 for library costs for the first three years of the program. CLA is very supportive of this degree and the College commends the Philosophy Dept. for an outstanding job of analyzing the potential of this degree program.

Questioned about what appeared to be a ceiling on the number of students, List indicated that they had set a goal of 12 students in the first 5 years. Council members suggested that, if anything, the department may be underestimating the interest in this program.

In response to a question about the required internship, during which the students will "observe and participate," List says it will be changed to "participate" since that is always preferable. The word "observe" was intended to reflect the role of the student as an impartial analyst, and may have been misunderstood. The thesis will, in most if not all cases, be tied to the internship.

Questioned about money for assistantships, List said that Philosophy now employs 3 graduate teaching assistants and one graduate research assistant; all funding comes from private fund sources. Instead of the current practice of making term-by-term commitments, assistantships will be offered on academic year appointments. The department also expects to have greater success in raising outside funding to support student work on an MA in applied ethics than it has had for students in MAIS degree programs.

A motion was made and seconded to enthusiastically approve the creation of Master of Arts in Applied Ethics.

The motion passed unanimously.

2. Graduate Level Learning Report

The Council briefly discussed the graduate level learning report and its recommendations. Rettig (Graduate School) indicated that allowing 400-level courses to substitute for some of the courses taken at 500 and 600 level may have a fiscal impact. After discussion of this issue, the Council decided to focus solely on whether allowing 400 level courses on a program of study would enhance or harm the quality of graduate education at Oregon State University. When a recommendation is reached on these terms, the Council will seek input on fiscal ramifications prior to forwarding a final recommendation to the Faculty Senate.

Rettig also identified several issues that would need to be addressed, if the Council decided to allow some 400 level courses on student programs. These included whether 400 level courses should be (1) allowed on both majors and minors, (2) allowed to meet residency requirements, (3) monitored to determine when a program of study must be completed, (4) permitted to count toward the requirement of a minimum 36 credits of graduate courses on a PhD program of study, (5) transferable from undergraduate, post-baccalaureate, or non-degree-seeking enrollment status, and (6) transferable from other universities. The Council elected to carry this agenda item forward to its next meeting.

3. Continuous Enrollment

Following the last meeting of the Council on November 29, 2001, Vince Remcho (Chair, Science) acted to appoint an ad hoc committee to study continuous enrollment and report back to the Council. The committee consists of Delores McNair (Student member), Steve Radosevich (Forestry), Martin Fisk (Oceanic and Atmospheric Sciences), Sally Francis (Graduate School) as an ex-officio member, and Vince Remcho as an ex-officio member. Remcho will call the first meeting at which the committee will elect its own chair from the voting membership.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 29, 2001 Minutes

Graduate Council

November 29, 2001 Minutes

Present: Collins, Cull, Ebbeck, Fisk, Francis, Markle, McNair, Niess, Prucha, Remcho, Rettig, Sanchez, Watrous

Absent: Brauner, Mishra, Radosevich

Guests: Stevan Arnold, Chair - Zoology Department; Sherm Bloomer, Dean - College of Science; Jeff McCubbin, Interim Dean - College of Health and Human Performance; Clara Pratt, Interim Dean - College of Home Economics and Education.

1. Approval of Council Minutes

A motion was made and seconded to approve the minutes from the meeting on October 25, 2001. All voted in favor; the minutes were approved.

Vicki Ebbeck (Health and Human Performance) reported that she had Steve Radosevich's (Forestry) proxy vote for this meeting. Vince Remcho (Chair, Science) had Chandra Mishra's (Business) proxy vote.

2. Report of the Zoology Graduate Program Review

Vicki Ebbeck noted that the self-study prepared by the Zoology Department is a model for future program reviews. Of special interest is the way that the department distributed the responsibility to review and report on each aspect of the department among members of the department. Following this observation, she paraphrased the introduction to the report, which reads as follows:

"Consistent with the articulated goals of the leadership of Oregon State University, the Department of Zoology has already achieved the aspiration to be perceived as a top-tier university. It is the nationally highest-ranking program offered by the university and includes some of the most high profile research conducted on campus. These attributes are, of course, the result of the building, over time, of an exceptional group of faculty who attract the attention of funding agencies, the media, and the public-at-large. At present, it is the sense of the faculty that they have been steadily losing ground and are now at a crossroads in regard to their future prospects as a leading program. This echoes the situation heard around the campus, particularly programs within the College of Science. However, two key elements must be pointed out: this department, as so many in the College of Science, provides a basic foundation for a vast array of programs across colleges on campus; and, this department has already achieved a level of excellence to which the university, as a whole, aspires. To permit it to slip would not only impoverish the Zoology department, but it would also weaken the preparation students receive for many other majors at OSU and remove from the university an existing building block in the quest for top tier status nationally."

She then reviewed the primary recommendations of the review committee related to the graduate program:

- Prioritize new faculty hires across the department. Work with the Dean to implement a strategic plan that will increase the number of tenure-track positions in the department and replace retiring faculty in a timely fashion.
- Develop a teaching internship program for research associates that would allow them to gain experience and develop expertise in undergraduate teaching, something that many will need for their future professional careers. These research associates would teach part of the year and conduct research part of the year (the program should be linked with some actual training in college education). This might help alleviate the faculty shortage for undergraduate teaching, and avoid many of the problems associated with adjunct faculty who only teach. By identifying this as a competitive, teaching internship program, the department can demonstrate its commitment to teaching and enhance the

- possibility that the program will be funded through grants or private donors.
- Increase stipends for graduate assistants in the department.
- Conduct regular curriculum committee meetings with a liaison from each research cluster and a graduate student representative. Include the identification of relevant graduate courses offered by other campus units and inform Zoology students.
- Continue to press for adequate funding, both internally and externally in support of facilities as well as staffing and faculty hiring.

Stevan Arnold, chair of Zoology, thanked the committee and the Graduate School for help in conducting the program review. The report, which has been widely shared in the department, was described as both careful and thoughtful. Responding to the most urgent recommendation, the department has already raised stipends, bringing them into parity with peer programs across the country.

Sherm Bloomer, dean of the College of Science, agreed both with the committee's observation that the Zoology Department is excellent, and that the issues raised in the review report are appropriate and well stated. In response to a question about the use of faculty with 100% teaching responsibilities versus faculty with combined research and teaching appointments, he indicated that the current circumstances of the university make it hard to fund enough faculty with traditional appointments to meet all teaching demands. He encouraged the faculty to search for ways to be creative in types of appointments and to help all those working in the department succeed.

A motion was made and seconded to accept the report. All voted in favor. The report will be forwarded to the Provost.

3. Category I Proposal to Create a College of Health and Human Sciences

Clara Pratt, interim dean of Home Economics, and Jeff McCubbin, interim dean of Health and Human Performance presented a proposal to create a college of Health and Human Sciences. The proposal is available on the Internet at http://osu.orst.edu/dept/academic/aa/curric/cat1s/HHP_final.doc (MS Word version) or http://osu.orst.edu/dept/academic/aa/curric/cat1s/HHP_final.htm (html version). They summarized the separation of the School of Education from the College of Home Economics and Education and the extensive discussions between the remaining departments in that college and departments in the College of Health and Human Performance for a new, combined college.

In response to questions about the response by alumni of the College of Home Economics, Clara Pratt indicated that most are excited and that she has been able to address the concerns of others. Students and faculty, on the other hand, are highly enthusiastic, both about the name change, and the opportunity for even greater collaboration between member departments.

In response to questions about the enhanced faculty interaction, Pratt and McCubbin provided an example of new research proposals and shared equipment between the Department of Exercise and Sport Science and the Department of Nutrition and Food Management. Clara Pratt also responded to questions about Extension faculty by explaining how Extension faculty have been required to join the most appropriate academic department on campus for purposes of tenure and promotion. She anticipates many of them electing departments in the new college, and this allowing enhanced participation of Extension faculty in serving on student committees and helping identify internships.

A motion was made and seconded to approve the Category I proposal to create a College of Health and Human Sciences. With all voting in favor, the proposal was approved.

4. Continuous Enrollment Policy Update

Sally Francis (Interim Dean, Graduate School) provided the Council with a revised draft of the continuous enrollment policy and reviewed changes from the previous draft. Following extended discussion, the Council agreed to bring this agenda item back for further discussion at a future meeting. Concerns were raised regarding the additional administrative workload, minimum registration requirements and the penalty associated with a break in registration.

5. Graduate Level Learning Report

At its June 14, 2001 meeting, the Graduate Council reviewed a report from a Task Force on Graduate Level Learning, which had been appointed by Dean Francis the previous year. (See minutes at). Because the Council did not have time to act on the recommendation from the Task Force prior to the end of the 00-01 academic year, the report was carried forward to the 2001-2002 agenda. The meeting on November 29, 2001, began with an introduction of the report by Vicki Ebbeck, who had served on the Task Force. Because Council members had studied the report in advance, she moved quickly to the Task Force recommendations:

"The Task Force recommended modification of policy to redefine the course numbering system as:

400

Primarily for senior level undergraduate students. Graduate students may enroll and use the credit on a graduate program of study subject to approval by the student's graduate program committee.

500

Primarily for students in master's degree programs. Qualified junior or senior undergraduate students may enroll and use the credit to satisfy requirements for a bachelor's degree.

The total number of non-blanket 400 level credits allowed on a 45-hour graduate program of study should be limited and the Task Force recommends that it be somewhere in the range of 6 to 12 credit hours.

If the Graduate Council chooses to maintain dual-listed courses, the issue of faculty work load regarding the additional burden of teaching split course be addressed by adding a credit hour for the graduate 5xx course when an additional weekly meeting separate from undergraduate activities is conducted. Instructor surveys revealed that course instructors are unaware (5%) of or minimally (49%) familiar with the requirements for additional expectations identified in the Graduate Council differentiation policy. A minimum outcome from this work is the need for Graduate Faculty to be trained concerning the University expectations for graduate teaching."

Following Ebbeck's opening remarks, the Council discussed the recommendation, including several issues that had been identified in the report. Also discussed was a recommendation from the team that reviewed Oregon State University as part of the accreditation process including a recommendation that there be "compliance with the requirement that a minimum of 50% of a graduate student's program be genuine graduate-level experience."

The Council agreed to continue this agenda item at a future meeting, perhaps at the meeting scheduled on December 6, 2001, to consider a Category I proposal for a new graduate degree in applied ethics.

6. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, December 6th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, January 24th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, February 14th	3:00-5:00pm	650 Kerr Admin. Bldg.
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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 25, 2001 Minutes

Graduate Council

October 25, 2001 Minutes

Remcho (chair); Brauner, Caughey, Collins, Cull, Ebbeck, Fisk, Francis, Markle, McNair, Mishra, Niess, Prucha, Rettig, Sanchez, Watrous

Absent: Radosevich

Guests: Deborah Healey, English Language Institute; Marybeth Trevino, Office of International Education; Rachel Powell, English Language Institute

1. Discussion of Committee Charge and Procedures

Vince Remcho (Graduate Council Chair, College of Science) called for any comments or concerns about the 2001-02 Graduate Council charge distributed prior to the Sept 27 meeting. None were heard.

Prior to the Oct 25 meeting, Remcho distributed suggestions concerning voting by proxy, voting by email, and what would constitute a quorum. Council first discussed the following proxy voting procedure: "Proxy votes must be in written or e-mail form with copies to the individual to whom proxy is being granted and to the chair of the Council. The copy submitted to the chair may be edited to remove opinion or specific vote if desired by the proxy grantor; the intent is that the chair be informed in advance that a proxy has been granted and to whom it was granted."

There was no discussion; a motion was made and seconded to adopt the procedure and it passed without opposition. After the motion had passed, it was clarified that the proxy must be a voting member of the council, and it was moved that that language be amended to state this explicitly. The motion was seconded; none opposed and the motion passed. The final procedural policy thus reads,

Proxy votes must be in written or e-mail form with copies to the individual, a voting member of the Graduate Council, to whom proxy is being granted and to the chair of the Council. The copy submitted to the chair may be edited to remove opinion or specific vote if desired by the proxy grantor; the intent is that the chair be informed in advance that a proxy has been granted and to whom it was granted.

The next item discussed was a possible email voting procedure, but the Council agreed not to adopt a formal procedure, and decided that email voting should be allowed only on an item by item basis, determined by whether discussion was finished before the vote was submitted. The Council felt that, since discussion may change an opinion, allowing an individual to vote without participating in all discussion would be unfair to the presenters of proposal.

Last, the Council discussed the following possible rule for determining a quorum. "An attendance of 50% of the voting members of the council will constitute a quorum; alternatively, a quorum may consist of 5 voting members of the Council in attendance with at least one proxy vote or e-mail vote in-hand to be cast at the meeting in question."

Because of the previous decision on email voting, "or e-mail vote" was removed from the language. Because there are currently 13 voting members, the number of votes required was changed to "seven" instead of "50%." It was also decided that a maximum of two proxy votes should be allowed. A motion was made and seconded to accept the following procedure, and it passed without opposition:

A quorum will consist of a total of at least seven votes, including a maximum of two proxy votes, at the meeting in question.

2a. Category I Proposal for Forest Products to rename of MS and PhD degrees in Forest Products to "Wood Science"

Bruce Rettig (Associate Dean, Graduate School) indicated that this proposal is assumed by the Curriculum office to be uncontroversial. A motion to approve the change was made, seconded, and none opposed.

2b. Category II Proposal to change one required course in the OMSE program to an elective course

According to a letter from Mike Quinn, Computer Science Department Head, the department "proposes to change the requirements for the Oregon Master of Software Engineering degree by changing OMSE 512, Understanding the Software Business, from a required course to an elective course." This would increase the number of elective courses from two to three, and the elective credits from six to nine.

Concerns about the proposal included the following:

- Delores McNair (Graduate Student) asked how students already in the program would be affected. Rettig said he anticipated it would allow more flexibility to students, and would not adversely impact any student. Sally Francis (Interim Dean, Graduate School) agreed, and said that students are entitled to the policies of the graduate catalog under which they enter graduate school. If a student desired, s/he could choose to use the new policy instead. Paul Cull (College of Engineering) pointed out that the OMSE program is only one year old, and no student is far enough along to be adversely affected by the change.
- Mary Prucha (Coordinator of Graduate Services) asked how the language in the graduate catalog would be affected. It was unclear where OMSE 512 falls in the breakdown of currently required courses. Cull indicated that OMSE 512 is a ♦program integration♦ course. Currently, students are required to take nine credits in that area, and this proposal would drop that requirement to six credits. David Brauner (College of Liberal Arts) suggested that parties making proposals submit sample catalog re-writes in the future to avoid such confusion.
- Marty Fisk (College of Oceanic and Atmospheric Sciences) felt unprepared to vote on this due to lack of knowledge about the degree. He would like a chance to ask questions and do background research before making a decision.

A motion was made and seconded to change the requirements for the OMSE degree. One abstained from the vote and none opposed. Thus the motion passed and the change was approved.

3. Conditional (English) Admission : Reclassification

Deborah Healey and Rachel Powell from the English Language Institute (ELI) and Marybeth Trevino from the Office of International Education (OIE) were invited to explain their proposal to officially recommend students admitted as English conditional out of conditional status. International students who meet OSU academic requirements but do not score at least 550 on the TOEFL are admitted conditionally. Officially, graduate students must score a 550 on the TOEFL to be released from conditional status. Unofficially, by recommendation of ELI and by exception granted by the Graduate School Associate Dean, students who successfully complete the ELI Level 6 program are released from conditional status without achieving a 550 on the TOEFL. These courses are believed to be a more authentic form of assessment of English skills needed to succeed in graduate school than is the TOEFL. The TOEFL tests passive proficiency of listening, English grammar, etc., but by the time a student finishes level 6 of ELI classes, s/he is able to write a research paper in English. Being able to make selective recommendations to remove conditional status in this manner better serves the students and the university. Moreover, no significant difference in GPA♦s exists between those students who tested out of conditional status and those who were recommended out, indicating that recommendation is at least as good as testing as a measure of English fluency. A handout that compared scores of students, as well as guidelines for recommending them out of ELI, was provided.

The following points were made to clarify how recommendations are made:

- Neither recommendations nor the TOEFL replaces the need for the SPEAK test for international GTAs.
- ELI works closely with the major advisor and with the student. Only the most exceptional are recommended out. In the last school year (2000-01), eight received such recommendations.
- Recommending out would be the equivalent of scoring a 550 on the TOEFL. Those students whose departments require higher than a 550 on the TOEFL will still have to test out. It is possible that in the future the recommendation program may be extended to include these students.

Questions/points of discussion from the Graduate Council included:

- Doug Markle (College of Agricultural Sciences): What ELI coursework is required of conditionally

admitted students? The student's current TOEFL score determines the number of ELI hours they are required to take. The lowest scores require 9 ELI credits and 3 OSU credits; the higher scores require 3 ELI credits and 9 OSU credits

- Fisk: What level coursework are ELI classes? All ELI classes are at one level, and they are non-credit-bearing courses.
- Watrous: Have there been any failures by students who have been recommended out of conditional English status? No.
- Markle: What kind of publicity would this change be given? The Graduate School would like to change the letter sent to students admitted as English conditional, but does not anticipate changing the catalog (the current official policy of requiring a 550 score does not appear in the catalog). ELI and the Graduate School could present an amended letter to the Council for approval, if the Council so desires. The question is whether the Council endorses the intent of the recommendation procedure, and the Council is not being asked to formally make new policy or lock in how the new procedures are implemented. Remcho indicated that the Council could charge the Associate Dean of the Graduate School with keeping the new procedure under review.

Alex Sanchez (School of Education) moved that the Council accept the new guidelines provided by ELI for recommending students out of English conditional status, and that the Associate Dean of the Graduate School work with OIE and ELI on appropriate procedures to implement the new guidelines. The motion was seconded, and all approved.

4. Continuous Enrollment/Re-admission

Interim Dean Francis introduced a proposal for continuous enrollment. The Graduate School is working on a continuous enrollment policy similar to one that has been in place at the U of O for almost 40 years. The proposed policy was taken to the last Deans' Council meeting, and will be re-visited at the next Deans' Council meeting.

A policy draft was given to the Council. Currently, if student does not register for more than 2 consecutive terms, s/he must apply to be readmitted to his/her program. The proposed policy would require students to enroll continuously from matriculation to the finish of a degree, beginning in Fall 2003. The delay in implementation would allow currently enrolled students to prepare for the change. However, Dean Francis noted that some of the deans suggested implementing it right away.

The policy would require a graduate student to register for 3 credits every fall, winter, and spring term until s/he has completed the degree. It would provide for regular and planned leave of absence. Planned leave is for students in programs not designed to be sequential, and would enable students in such programs to be tracked. A masters student would be allowed up to three terms of leave (not including summers), and a doctoral student would be allowed 3 terms of leave prior to advancing to candidacy and three terms of leave after advancing to candidacy (not including summers). Breaks in registration would require a student to apply for readmission and pay what s/he would have been charged for tuition had s/he stayed enrolled. Students could appeal the amount of back tuition they owe.

The policy would encourage timely degree completion and would also allow for tracking/counting of graduate students, which is currently impossible due to numerous inactive students. Additionally, it would allow for an accurate estimate of OSU's time to degree.

Included in the proposal was a financial work-up of the policy, which was based on an estimate of 200 students. This is a rough estimate, and and was meant to be illustrative. At any given time, there are approximately 1200 inactive students.

The Graduate Council was concerned about the policy (or aspects thereof) because

- it appeared at first glance as a way to help make up OSU's current deficit.
- it represented a significant increase in financial burden on students.
- it may have limited effectiveness because of common practices of students on 12-month GRA's who often pay no tuition in the summer but use substantial amounts of faculty time and other resources during the summer. Should these students be required to register for summer as well?
- it might reduce the completion rate by students, especially for computer science students who often take employment in firms and thus do not register for a long period of time. If this is advantageous to their degree, it could be considered planned leave. However, this kind of situation is never planned for computer science students. It happens suddenly and unpredictably. OMSE staff have expressed concerns about the U of O continuous registration policy for this very reason.

it should include recognition of need for leave based on sudden serious illness.

The Graduate Council supported the proposed policy based on

- frustration with students who disappear for years and then panic to meet the 7-year deadline.
- the belief that professors would feel less obligated to spend a lot of time with un-enrolled students. Students do take up faculty time, and thus should be registered.
- the idea that waiting two years to implement the degree would give adequate advance warning.
- the fact that it accommodates summers only students, such as those in Education.
- the fact that it would back up what the School of Education already requires of its Adult Ed and Community College Education students.

The Graduate Council had the following questions about the policy proposal:

- Would a student who is only making corrections to library copies need to register? Francis indicated that the policy would not require it, but a professor might, based on how much time is spent with the student.
- How are some students registered for one or two credits (listed on the financial summary of the policy) when current OSU policy requires any registered student to register for three credits? International students are allowed a one-time exception to the threecredit rule for the term in which they are defending to keep their student visas. Students registered for two credits are likely in their last term and are not dissuaded by the penalty of future registration blocks for not registering for three credits.
- Would an "Intent to Continue" form be a more positive way to frame the "Leave of Absence" idea? Several council members supported this idea.
- Who would approve the "Leave of Absence"/"Intent to Continue"? How would the program/department be involved? Francis indicated that, like other petitions, the student's committee and department head would have to sign off, with final approval coming from the Graduate School.
- How would the duties surrounding this policy be carried out? Rettig indicated that at the U of O, it required staffing of a 0.3 FTE position to administer.
- If the primary intent is for tracking purposes, what is the rationale for requiring three instead of one credit? Francis stated that three was the standard at peer institutions, and that the current required enrollment for graduate student status is three credits. One dean did suggest reducing the requirement to one credit after a doctoral student completes his/her oral prelims.

The Council will continue discussion on this policy, and members can contact Interim Dean Francis with any further questions or concerns.

5. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, November 8th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, November 29th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, January 24th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, February 14th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, February 28th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, March 14th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, March 28th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 11th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 25th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 9th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 23rd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, June 13th	3:00-5:00pm	650 Kerr Admin. Bldg.

6. Category II Proposals approved by Associate Dean Bruce Rettig during Summer 2001, on behalf of the Graduate Council:

- Art 595: Change the number of credits and course description is approved
- Art 529: Course drop is approved
- Health 530, Health Policy Analysis: Change in prerequisite is approved
- FW 527 and FW 528: change in course numbers, which corrects errors in selecting new course numbers and otherwise does not affect courses that were previously approved by the Graduate Council, is approved.

- 01-C310: FS 533X (3) Silviculture: New course approved
- 01-C221: CE519: Course drop is approved.
- 01-C278: H 588, Occupational Safety: New course approved
- 01-C293: CSS 585: Change the title from Environmental Applications of Soil Science to M/Environmental Applications of Soil Science, to change the number of credits from 4 to variable (1-3), and to change the course description (including its availability as a course that can be repeated for credit) is approved.
- 01-C303: BA 594: The request to change the title from Marketing and Technology to Marketing Channels, to change the prerequisite, and change the course description is approved.
- 01-C295: CSS 513X, Properties, Processes, and Functions of Soils: This experimental course is approved.
- 01-C-289: PHL 530X, History of Buddhist Philosophy: This experimental course is approved.
- 01-C-294: AREC 532, Environmental Law: change of prerequisite from Graduate standing to Graduate standing and AREC 260 is approved.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » June 14, 2001 Minutes

Graduate Council

June 14, 2001 Minutes

Present: Tornquist (Chair), Ayres, Cull, Ebbeck, Esbensen, Francis, Markle, Niess, Radosevich, Remcho, Rettig, Smith

Absent: Brandt, Mishra, Prucha, and Young

Guests: Jack Higginbotham, Sherman Bloomer, and Gordon Matzke

1. Approval of Minutes

Steve Esbensen (Oceanic and Atmospheric Sciences) chaired the committee for the first two agenda items, after which point Sue Tornquist (Chair, Veterinary Medicine) arrived at the meeting.

A motion to approve the Graduate Council minutes from May 24, 2001 was made and seconded. All voting members present approved.

2. Graduate Level Learning

Last year, Sally Francis (Interim Dean, Graduate School) formed a Task Force, chaired by Jack Higginbotham (Professor of Nuclear Engineering and past Associate Dean of the Graduate School) to investigate the effects of 400/500 "slash" courses on the graduate level learning experience at Oregon State University and to make recommendations about ways to lessen any negative effects such course offerings may cause. Jack Higginbotham joined the meeting to present the report of the Task Force.

The Task Force's recommendation would address the issue of graduate student expectation. Senior-level courses for undergraduate majors could be acknowledged as necessary for a graduate student, and a graduate student would not expect a graduate-level class.

Other items that Higginbotham pointed out included:

- A fairly extensive survey of graduate students gave no evidence of substantial dissatisfaction with slash courses, except for students in the MAIS program where some students have strong negative OR positive feelings about them.
- Surveys of instructors who teach courses in MAIS programs provide conclusions similar to the survey of students.
- Out of the 49% of the faculty at large that responded to surveys, just five percent were unaware that graduate students in slash courses should be doing more than undergraduates, while 49% were minimally familiar with this policy. If faculty are unaware, then graduate students are being disserved in slash courses. The group most aware of the requirement for differential treatment of 400 and 500 courses were the administrators responsible for curricular review.

Questions and items for clarification raised by Council members included:

- What were faculty responses by college? With a 49% response rate, it would be interesting to know if any major colleges were not well represented in the responses. Higginbotham responded that every college was represented, and the Task Force re-surveyed those who were not represented after the first survey. Higginbotham agreed to provide a table of faculty by college as part of an addendum to the report.
- Is the solution to create another policy (i.e., allowing 400-level courses on a graduate program)?

Another solution would be to educate faculty about the appropriate requirements for graduate students in slash courses. Such education would have to be repeated annually due to turnover of faculty.

- What is the rationale behind the recommended number of credits? The majority of the Task Force recommended 6-12, while peer institutions allow 9-27. One rationale was that the majority of courses were 4 credits, so the number should be divisible by 4. The amended recommendation is for 6-22, as explained above. Higginbotham did not think it was feasible, nor would it be informative, to include all of the discussion that led to the recommendation because the Task Force had very strong, disparate opinions.
- Could 400- and 500-level courses be offered simultaneously? Higginbotham said the committee thought that was a viable option. In such a case, graduate and undergraduate students would attend the same lecture, but the instructor would offer a separate seminar, for example for graduate students. The 500-level course would have more credits so that faculty would have additional credit for their teaching load.
- The report indicates that undergraduates do have concerns about slash courses. The report could have an impact on undergraduate education, and should be provided to the Curriculum Council.

The Council thanked Jack Higginbotham and the Task Force for their hard work in generating the report.

3. Geology/Geography Graduate Program Review

Sherman Bloomer (Dean, College of Science) and Gordon Matzke (Head, Geosciences) were present for the program review committee's presentation to the Council. Court Smith (Liberal Arts) began by giving the background of the review structure. It was a joint undergraduate and graduate review with two external reviewers.

The report included both commendations and recommendations by the review committee.

- Commendation 1: The 1989 marriage of geology and geography into Geosciences has been successful. The faculty has made the marriage work in a challenging environment amidst budgetary difficulties in the College of Science.
- Commendation 2: The department boasts a high quality of teaching, research, and grants.
- Commendation 3: Geosciences has an integrating presence across campus, being critical to the success of other programs and entities including the colleges of Oceanic and Atmospheric Sciences, Forestry, and Agriculture, the Earth Information and Technology minor, the Natural Resources program, the Environmental Sciences program, the EPA, and USGS.

The committee's recommendations are all tied to maintaining quality.

- The department needs more faculty FTE. Tenure-track FTE declined during 1990s, so the department may not be able to maintain the quality it has shown in the past. The department has roughly 7-8 FTE each in geology and geography (15 total) while their peer departments with similar national standings have about 25 FTE. The department has been hiring instructors whose position descriptions do not include a research focus, but these people do not have the time, and may not have the qualifications to support instruction and supervision of graduate students. Graduate students direct their frustration with class size and teaching load at the University, feeling that it is slighting their department.
- The departmental computer facility is not adequately staffed. An employee needs to be hired to coordinate the computer system, which is important for graduate and research activities. The position cannot be combined with an instructor position because of disparate pay scales between the two positions.
- The committee recommends the department continue to solidify the marriage of the two fields of geology and geography.
- Another minor recommendation is to increase graduate-level class opportunities for graduate students. The department suggested allowing more blanket courses, but the Graduate Council rejected that proposal at the May 7, 2001 meeting. One solution they have found to student concerns over lack of graduate level material in slash courses is to offer courses as 400-level one year and 500-level the next.

The review process raised questions about University priorities and the interaction between graduate programs. In the past decade, the Department of Science and Mathematics Education has increased its FTE while Geosciences FTE has declined. Another question concerned how to include distance education in program reviews.

Matzke responded to the report, saying it was an accurate representation of the department and program,

and Dean Bloomer is intimately familiar with the department, having chaired it in the past. The review team did a good job of understanding where the department is. Last fall, the department recruited 11 of its top 13 graduate student applicants, but lack of FTE will make continued successes more challenging. The age structure of the current tenure track faculty means the department needs to start hiring now to continue with excellence.

Dean Bloomer indicated that the report contained no surprises, and included issues that most departments in the College of Science could raise. Some unexpected retirements have had a hard impact on Geosciences. Discussions about priority are beginning, but hiring decisions have not been made with departmental priorities in mind. Administrators are currently trying to fix structural problems in the College.

The Council asked that Matzke clarify his request from earlier in the spring that the Council investigate dropping the blanket-level credit limit on graduate programs. He said that seminars and other activities often offered as blanket-level are the best forms of graduate education, but their extensive inclusion in graduate programs is forbidden by the rules. He feels that eliminating the limit on blanket courses would improve the quality of graduate education.

Paul Cull (Engineering) requested elaboration about the departmental computer facilities. The facility in question is a classroom for working with GIS spatial data. It was built as teaching lab and cannot be open for student use without an appropriate supervisor, and funds to support that person are not readily available. No one is employed to manage disk space, user accounts, or do all the things necessary to make it available at other hours. No one is there to fix it if it crashes, which is not unusual with such a delicate system and so much data. From students' points of view, it is frustrating to have such an excellent facility that cannot be used. COAS, Physics, and Mathematics have been identified as units that could make good use of the facility if it were available.

After Bloomer and Matzke were thanked for their contribution, they departed. Esbensen said he would like to see a formal proposal about blanket courses that makes Matzke's opinions more clear. He did not feel he was clear about what was being proposed when he voted on it at an earlier meeting. Ayres noted that such a proposal would essentially propose asking faculty to use their best judgement about the best way to educate graduate students instead of having rules to govern them.

A motion to accept the Geosciences review was made and seconded. All voting members present voted to approve the report.

4. Entomology Follow-up Review Report

Steve Radosevich (Forestry) presented the report, which was a follow-up from a review 3-5 years ago. Chandra Mishra (Business) and Radosevich met with Mike Burke to discuss the follow-up. Entomology is under considerable reorganization within Science and Agriculture. None of the recommendations from the review committee have been met because of the tenuous state of the department, which has much more serious problems to deal with first. Deans in Science and Agriculture are working to fix the problems. After the structural problems in the department are solved, the graduate program will have a chance to fall into place. Radosevich pointed out that the graduate program is functioning surprisingly well given shape of department.

The follow-up report generated further discussion about what was happening in the department. Bruce Rettig (Associate Dean, Graduate School) asked if a department head search was underway. The department is being divided into a new department, Insect Science, and into other existing departments. Radosevich noted that there was resistance to eliminating the department in agriculture. The current plan is to distribute certain faculty to other departments that will accept them. Agriculture does want an entomology department, but with major changes and restructuring. Currently, the deans of Science and Agriculture are administering the program.

The follow-up report offered to the Council raised several questions:

- What should be the recommendation for future action?

Tornquist noted that the report recommended another, more extensive follow-up be done at least after the department's probationary period of 3 years ends. This would commit the Graduate Council to conducting another review. By that time, it will be nearly time for another full review. How many years does a newly formed program need to be in operation before it can be reviewed?

- What are the responsibilities and duties of the Graduate Council?

Sally Francis (Interim Dean, Graduate School) noted that while communicating the finding would not be particularly informative since the department and college were well aware of their problems, it would make the Council appear sensitive to its own duties in conducting follow-up reviews. Smith felt that the College and Provost needed to be informed that the department was not in compliance. Jim Ayres (Pharmacy) agreed that the Council needed to bring the report to closure, but wondered what significance it would have that the department did not comply with the recommendations of the review committee. Francis suggested recommending that the recommendations from the last review be met by the next review, if those recommendations would still be relevant. Radosevich thought that a whole new review would need to be done. The Council came to the decision to add the following sentence to the follow-up report:

We recommend that in Fall 2002, the Graduate Council will conduct a follow-up review to determine the timing for a full review.

This sentence would replace the last paragraph of the submitted report.

A motion to approve the report with the amendment above was made and seconded. All voting members present approved the motion.

5. Program review committee membership

Rettig gave brief background information about past Council discussions on this topic. Council members received a proposed revised policy, which read:

The Graduate Review Committee. The Review Committee normally is to be comprised of two members of the Graduate Council, two additional members of the Graduate Faculty, and at least one disciplinary peer external to OSU. Additional participants may be desirable, especially external members. The Dean and Associate Dean of the Graduate School accompany the Review Committee during the site visit, but are not officially member of the Committee. Assignment of Graduate Council members to a Review Committee is the responsibility of the chair of the Graduate Council. (One of the Graduate Council members should have prior experience on a Review Committee, and is designated to chair the Committee). The Graduate Dean, having received recommendations from the department chair and the college dean regarding the external members, appoints the other members of the committee. On-campus members of the Committee should be from a college other than that of the program under review. The external reviewer should be a highly knowledgeable and reputable leader in the field under review (see Appendix 1). Whereas Committee members may vary in their familiarity with the subject matter of the program, all should be well versed in the practice of graduate education.

A move to accept the proposal was made and seconded. Six voting Council members approved, none opposed.

6. Approval of June 14 Minutes

The June 14 minutes will be distributed by email to Council members, who should direct comments to Tornquist. Tornquist will approve the minutes.

7. Enrollment Break Policy

Maggie Niess (Graduate Admissions Committee) requested review of the regulation that students must reapply if they want to re-enroll after an absence of more than two terms. Re-applying means that their acceptance is not guaranteed. This policy is particularly problematic for teachers who often attend graduate school in summers only. Some exceptions have been made if teachers are identified as summers only students, but this does not always solve the problem. The 7-year window for completing a degree at the master's level, coupled with this policy, causes further confusion. Niess suggested changing the policy, which is stated on page 9 of the Graduate Catalog, to allow up to 12 months of leave before having to re-enroll. This is the policy for undergraduates.

Cull pointed out that other institutions require students to apply for leave.

Any thoughts or comments about this issue should be forwarded to Rettig, Francis, or Tornquist.

8. Thesis Formatting Requirements

Court Smith brought up this issue, which was raised partly by a student. The main issues were:

1. The advertisement of the manuscript option.
2. The requirement that a student using the manuscript format had to place a paper for which they were not the first author in the appendix of the thesis instead of in the body.
3. Requirement that a paper must be published, accepted, or submitted versus requirement that there be

plans to submit the paper. There is ambiguity in the language.

Esbensen thought it reasonable to require that a paper be submitted by the time the library copy is due. The feedback given at the exam could result in a higher quality paper. Radosevich wondered if the manuscript option was simply a structural element of the thesis and that publishing was a separate act. The issue of publishing should be separate from thesis formatting issues.

9. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, October 11th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, October 25th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, November 8th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, November 29th	3:00-5:00pm	650 Kerr Admin. Bldg.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 24, 2001 Minutes

Graduate Council

May 24, 2001 Minutes

Present: Remcho (Acting Chair), Ayres, Cull, Ebbeck, Esbensen, Francis, Niess, Prucha, Radosevich, Rettig, Smith

Absent: Brandt, Mishra, Tornquist, Young

Guests: Clara Pratt (College of Home Economics), Cheryl Jordan (AIHM), Larry Enochs (Science and Mathematics Education)

1. Approval of Minutes

A motion to accept the May 10, 2001 minutes was made and seconded; all voted to approve

2. 2001-2002 Graduate Program Reviews

Mary Prucha (Coordinator of Graduate Services) distributed a two-year forecast and timeline for upcoming graduate reviews, some of which are combined with undergraduate reviews, and some of which are joint reviews with accrediting teams such as CSREES. Seven graduate program reviews and 5-8 follow-up program reviews are scheduled for next year. To adhere to 10-year review schedule, the Graduate Council may need to reconsider review committee structure and how program reviews are conducted.

Bruce Rettig (Associate Dean, Graduate School) suggested reducing the number of Graduate Council members on review teams from two to one, with the Graduate Council member always serving as chair. Next year there will be 10-12 Graduate Council members, including four or five new members. Continuing to use two Graduate Council members per review would mean that some members must participate in more than one review next year. If review team membership was reduced to one Graduate Council member, the remainder of the team could be composed of graduate faculty members at large. In addition, one Graduate Council member and one graduate faculty member (perhaps a member of the original review team) could conduct follow-up reviews.

The Graduate Council agreed that the chair of the review committee should always be a Graduate Council member. The Council also agreed with utilizing only one Graduate Council member on each follow-up review, but indicated that including a member of the graduate faculty who had previously served on a given review was not necessary. It was argued that a fresh look at a program may be more useful. The Graduate Council did not agree that systematically reducing the number of Graduate Council members on review teams would be a good way to reduce Graduate Council workload. The main concern, voiced by Steve Radosevich (College of Forestry), was that a veteran Council member should serve as chair of every review team, and that new 2001-02 Council members would need to participate in reviews to learn the process.

Associate Dean Rettig will research the issue of graduate program review committee composition to see if changing the make-up would be new policy. If so, then a proposal to change the composition of the follow-up team will be drafted for approval at the June 14 meeting.

Another suggestion to reduce the workload on Graduate Council members for reviews concerned combined reviews with CSREES and/or accrediting bodies. Radosevich suggested that one day be set aside during the reviews (which can last as many as 5 days) for graduate programs. While others stated that this model was the one currently in use, Radosevich maintained that strong connection between research programs and graduate education meant that reviews could be incomplete if they missed much of the research information.

3. Graduate Program Review Reports

AIHM

Paul Cull (College of Engineering) presented the findings of the Apparel, Interiors, Housing, and Merchandising (AIHM) graduate program review committee. He read the recommendations from the committee's report. Clara Pratt, Interim Dean of the College of Home Economics, commented on each recommendation to provide the perspective of the college. Dean Pratt pointed out that many of the concerns raised in the report are issues that require resolution at the University level, not the college or department level. Resource allocation, an overriding issue in the report, is not up to the dean of a college, nor is it up to a department. Slash courses have also been recognized as a University-wide issue, also tied up in resource and faculty availability. She spoke of the level of commitment of the AIHM faculty to each other and to the students, and reflected on the remarkable way in which the department has been able to accomplish much and establish a strong reputation in its field despite its limited resources. She questioned the practicality, but not the value, of exploring a professional master's degree with the current resource base, and she agreed that space for graduate students needed to be improved.

Overall, Dean Pratt felt that the program review produced a good report with strong recommendations. She thanked the review committee and assured the Council that AIHM will work toward meeting the recommendations as much as possible.

A final concern raised by Cheryl Jordan (Interim Head, AIHM department) was the issue of web-based courses. AIHM is encouraged to offer web-based courses that students from other universities can take, but OSU students are disadvantaged by OSU web-based courses because the credits involved in them cannot count toward the required 12 credit hours of state-supported instruction for tuition remission. This results in different pricing for the same course, dependent upon whether it is taken via the web or in a traditional format.

After Dean Pratt Cheryl Jordan left the meeting, the Graduate Council discussed the report. The prominence of resource allocation in Dean Pratt's comments and in the review led to Sally Francis (Interim Dean, Graduate School) informing the Graduate Council that a content analysis had been done on resource-related issues in the past 2 years of Graduate Council reviews. She intends to address this analysis to Provost Tim White. Dean Francis will send the analysis to the Graduate Council for their input, which will help communicate the issues to Provost White.

A motion to accept AIHM Review Committee Report was made and seconded. The eight voting members present voted to accept the report.

Science and Mathematics Education

Steve Esbensen (College of Oceanic and Atmospheric Sciences) presented the findings of the Science and Mathematics Education (SMED) graduate program review committee. He focused on the summary of the report, which included major findings and recommendations. Esbensen reported that the department was functioning at a high level and was delivering a strong program. National associations recognize the program for its outstanding scholars, and it ranks in the top ten such programs in Ph.D. production nationwide. The graduate students express happiness and optimism about their future job prospects.

A major issue facing SMED is the new education redesign initiative on campus. The review committee, the SMED faculty, and the dean of the College of Science strongly feel that SMED should remain in the College of Science. Compelling reasons for this opinion include College of Science investment in the program, budget expansion by SMED through externally funded research that has been made possible by their location in the College of Science, faculty focus on science content, and the student opinion that it makes the program more attractive. SMED could stay in the College of Science and still benefit from the education redesign initiative. The external reviewer pointed out courses in the education unit that could enhance the SMED program from other programs in the School of Education.

Improvements in the SMED program can be made in the areas of communication with graduate students, prioritization of objectives, and possible reorganization of decision-making. Ways that the College of Science and the University could help the program include hiring new faculty with expertise in college education, acquiring new state-of-the-art educational computing and audio-visual recording equipment, and new library resource materials.

Larry Enochs (head, SMED department) responded to the report, thanking the review committee for its effort. All SMED faculty members have seen the report and all agree with it. Enochs found no problems with any of

the recommendations, and agreed that communication has been a challenge. He fully endorsed the recommendation for new faculty to fill specific needs , and indicated that, since the report was developed, one faculty member has decided to leave the University. Some discussion arose about how the reduction of faculty from six to five would impact the program. Expansion of the teacher licensure program will be extremely difficult. Relying too heavily on clinical instructors (mentor teachers) could compromise program quality, but external funding is available for clinical instructors. The course load for faculty will likely be increased next year.

After Enochs departed, Esbensen noted some minor editorial revisions that should be incorporated into the final report. A portion of the report about teacher licensure also needed revision, and the revised text was presented to the Council. A motion was made and seconded to accept the report in amended form, and all voting members approved the motion.

4. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, June 14th 3:00-5:00pm 650 Kerr Admin. Bldg.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 10, 2001 Minutes

Graduate Council

May 10, 2001 Minutes

Present: Tornquist (Chair), Cull, Ebbeck, Esbensen, Francis, Markle, Niess, Prucha, Remcho, Rettig

Absent: Brandt, Mishra, Radosevich, Smith, Young

1. Approval of Minutes

A motion to approve the minutes from the April 26, 2001 Graduate Council meeting was made and seconded. All present voted to approve the minutes.

2. Program Review Issues

Associate Dean Bruce Rettig (Graduate School) introduced the topic of program reviews. During the summer, he, Interim Dean Sally Francis (Graduate School), Mary Prucha (Coordinator of Graduate Services), and Bob Burton (Assistant Vice Provost for Academic Affairs) will meet to discuss upcoming reviews. The discussions may include ways to restructure or fine-tune the process, although some Council members expressed concern that changing or complicating the procedure might hinder an efficient start early in 2001-02. Instead of discussing changes to the guidelines, which could increase the burden on fall reviewers, the discussions will include ways to simplify the process and reduce the burden on Graduate Council members and external reviewers. Associate Dean Rettig extended an invitation to Council members to join the meetings and provide input. Those interested would be alerted about meetings taking place during the summer.

As many as three program reviews could take place in Fall 2001, which is an unusually high number for the fall quarter. Thus, organization will be crucial early in the year. Ideally, reviews need to be scheduled before the spring to avoid a time crunch for getting the reports finished before the end of the academic year. Seven need to be done per year to keep up with a ten-year cycle, and seven are planned for 2001-02, with as many as three in the fall and four in the winter. Tentative preliminary assignments for the Fall 2001 review teams will be made by June 14.

3. Summer processing of Category II requests

Associate Dean Rettig reviewed the discussion from the last Graduate Council meeting about Category II proposals during the summer. Before 2000, a Category II subcommittee continued to function throughout the summer. Last summer, the responsibility was delegated to Associate Dean Jack Higginbotham. When he left his position, Interim Dean Francis reviewed Category II ♦s until Associate Dean Rettig was appointed. Only about ten or twelve proposals came through during the summer.

Associate Dean Rettig asked how the Council would like to handle Category II proposals this summer. Vince Remcho (College of Science) suggested using the same model as last year, with Associate Dean Rettig delegated to review and act on Category II proposals. He should have a designated Council member to consult in case of questions or additional needs for discussion. Current subcommittee members include Jeanette Brandt (Home Economics), who is retiring, Paul Cull (Engineering), who is unavailable during the summer, and Chandra Mishra (Business). If Dr. Mishra is unavailable during the summer, other volunteers for consultation will be identified at the June 14 meeting.

4. Graduate Program Review Follow-up Reports

The follow-up report from Entomology was provided to Council members, but Steve Radosevich (Forestry) and Dr. Mishra, who did the follow-up review, were not present. The Council will discuss the report at a later meeting. In short, it has been recommended by the dean of the College of Science that the Entomology department be changed significantly, so it is unlikely that the follow-up report will have more than a minimal impact. In two to three years, the Council should conduct another review to see if the changes have remedied

problems in the program. Council members should read over the report in preparation for a future meeting.

At the next meeting, a report on the AIHM review will take place. The review report draft for Science and Mathematics Education is ready, and the presentation of the report is expected on May 24 or June 14.

5. Graduate Certificate Implementation Issues

A revision of a previously approved policy statement about graduate certificate programs was provided to Graduate Council members. The earlier version had been passed by the Graduate Council, the Curriculum Council, and the Faculty Senate, and is waiting for action at the state level. However, upon reviewing the policy, admissions and registrar personnel saw need for change in the language to indicate that certificate students were credential-seeking graduate students instead of non-degree students. The reason for the change is that a non-degree student cannot, by definition, be certified with a credential after completing a program. The revised policy reads:

The Graduate Certificate Program at Oregon State University is a structured progression of graduate level courses that constitute a coherent body of study with a defined focus within a single discipline or a logical combination of disciplines. It is designed for a student who has completed a baccalaureate degree and is in pursuit of advanced-level learning. Graduate certificates reflect the educational mission of the University. All certificate programs require a minimum of twenty-four (24) graduate credits with a cumulative grade point average of 3.00 or greater. Students desiring a graduate certificate must be admitted to the University as a credential-seeking graduate student, but are not required to be on track for a specific degree. There is no formal committee requirement for graduate certificates. Certificate students are subject to all general policies governing the courses for the Master's Degree.

Under the revised policy, if a student enters the University as a non-degree student and then changes his or her status to certificate-seeking, he or she can transfer only eight credits of those taken as a non-degree student. He or she is required to earn 2/3, or 16, of the 24 required credits after declaring certificate-seeking status.

For admissions purposes, someone wishing to pursue a graduate certificate would apply for graduate status, but need not meet institutional requirements for graduate admission. There could be a quick-admit process without intensive evaluation. If certificate students later want to become degree-seeking graduate students, they would then require a more extensive evaluation process.

It was unclear how to amend the policy since it had already progressed to the Oregon University System. Dean Francis suggested simply channeling it through the normal process of Graduate Council, Curriculum Council, and Faculty Senate, and then sending it on to OUS. Approving the change will provide clear guidance to those who plan to propose certificate programs (Category I proposals).

A motion to approve changes to the policy for graduate certificates was made and seconded.

Douglas Markle (College of Agriculture) asked what impact the certificate program might have for K-12 teacher certification. It would not have any impact on licensure, which requires a master's degree, but may be considered continuing education or professional development.

All present voted to approve the changes.

6. Conditional Admission Requirements

The discussion from the last meeting about changing the requirements placed on conditionally admitted students was reviewed. The new, proposed language would state that a graduate student must maintain both a 3.00 cumulative grade point average on all work taken as a graduate student and a grade of B (3.0) or better in the first 18 hours of graded graduate credits. The old requirements stated that a conditionally-admitted student achieve a cumulative 3.25 or better on the first 18 credits of grade course work for which they registered. If approved, letters sent to conditionally admitted students would be modified to reflect the new guidelines.

One Council member asked about possible exceptions, for example, in a case where an otherwise successful graduate student achieved an F in an undergraduate activity course. Associate Dean Rettig explained that when students do not meet conditions, the Graduate School consults with the graduate program coordinator or department head/chair in the student's department. In such a case, the coordinator may request an exception. Another possible cause for consultation with the department would be if a student achieved a B- instead of a B in a course during his or her first 18 graduate credits.

Paul Cull asked if this issue was one of policy or procedure. Currently, nothing is written about this anywhere, and it has been considered operating procedure that the Graduate Admissions Committee (GAC) uses. The GAC has asked the Graduate Council to take formal action because they would prefer the policy to be codified.

A motion was made and seconded to adopt the proposed changes to conditional requirements.

Steve Esbensen (Science) suggested an amendment to the wording, making it read: "...and a grade of B (3.0) or better in each course of the first 18 hours of graduate credit."

The amendment was approved, and the six Council members present voted to pass the proposal; none opposed it. This policy will be implemented as soon as possible, and will also be retroactive. That is, as the Graduate School audits students conditionally admitted with the old requirement, they will be changed to regularly admitted (or provisionally admitted if relevant) when they meet either the old or the new criterion.

7. Posthumous degree criteria

A new proposed draft of the posthumous degree policy was offered:

Graduate degrees and certificates may be awarded posthumously in cases when the student would likely have completed the degree or certificate had it not been for the intervention of death. Generally, this means that all requirements would have been completed during the term when death occurred. Completion of degree requirements during the current term must be verified by the signature of the student's graduate advisory committee on the Report of Final Exam form.

Dean Francis provided a letter that she considered a model of how this policy might take effect. The letter was from a major professor of a graduate student who recently passed away. The new policy and the letter include key components, such as stating that the student would likely have completed the degree and that all requirements would have been met. The word "generally" reflects judgement and flexibility. Everyone on the student's committee supported the case in the model letter. In this case, the student's major professor compiled evidence, samples of work, and abstracts. The graduate committee met and agreed that the student had completed a sufficient amount of work to receive the degree. The letter reflects the intent of the Graduate School to first place the issue in a graduate committee's hands.

It was suggested that the last phrase indicating that committee members would sign the Report of Final Exam form be removed. A signed letter from committee members would be attached to the unsigned form.

A motion was made and seconded to accept the proposed language and policy, with the removal of the statement about the Report of Final Exam form. All six Council members present approved the motion; none opposed. The approved policy reads:

Graduate degrees and certificates may be awarded posthumously in cases when the student would likely have completed the degree or certificate had it not been for the intervention of death. Generally, this means that all requirements would have been completed during the term when death occurred. Completion of degree requirements during the current term must be verified by the signature of the student's graduate advisory committee.

8. Blanket-numbered course limits

Current policy, taken from the Graduate Catalog, states that,

No more than 6 credits of blanket-numbered courses, other than thesis (or research-in-lieu-of-thesis for non-thesis programs), may be applied toward the minimum 45-credit master's degree; and no more than 15 may be applied toward the minimum 108-credit doctoral program. No more than 3 credits of blanket-numbered courses in each field of study may be used in the MAIS program; thesis credits or research paper credits are exempt from this limitation. Blanket-numbered transfer courses will count toward these maxima.

At the recent Geosciences Program Review, the chair of Geosciences, Gordon Matzke, expressed dissatisfaction with the policy and requested that the Graduate Council consider increasing the limit. Blanket-numbered courses include projects, research, seminar, and reading and conference. In Geosciences there are often course opportunities that involve only a few numbers of students, not enough to make a course. Associate Dean Rettig interpreted Professor Matzke's request as a need for more flexibility for offering courses.

[Professor Matzke subsequently clarified his comment, indicating that his concern was for the lack of

opportunities for students to use the seminar format in place of structured courses, given the blanket number credit restriction.]

Dr. Cull suggested a solution to Geoscience's problem: Use a Selected Topics course number, which can have varying topics. Another option when courses don't have enough students registered is for the professor to attest that the blanket-numbered course had a syllabus, was structured, and had assigned coursework. In such a case, individual exemptions could be made to the limit on number of blanket-numbered credits.

Dean Francis wondered how effective the policy was if there were so many ways around it. Another concern was that no curriculum review exists for Special Topics courses. Are students really getting a significant number of real courses?

The Council did not feel that the issue needed to be debated further, and all members were generally in favor of current policy.

9. Other Business/Announcements

Dean Francis invited volunteers from the Council to help with double-checking the doctoral student line-up at the June 17 Commencement ceremony.

Future meetings of the Graduate Council are scheduled for:

Thursday, May 24th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, June 14th	3:00-5:00pm	650 Kerr Admin. Bldg.

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Graduate Council

April 26, 2001 Minutes

Present: Tornquist (chair), Ayres, Cull, Ebbeck, Francis, Niess, Markle, Prucha, Radosevich, Rettig

Absent: Brandt, Esbensen, Mishra, Remcho, Smith, Young

1. Approval of Minutes

A motion to approve the minutes from March 8, 2001 and March 22, 2001 was made and seconded; all present approved.

2. Graduate Program Review Follow-up Reports

Sue Tornquist (Graduate Council Chair, Veterinary Medicine) presented the follow-up report for the Marine Resource Management (MRM) program review in the absence of review committee chair Jeanette Brandt (Home Economics and Education). The follow-up took place December 11, 2000. Jim Good (MRM), Laurie Jodice (MRM), Irma Delson (COAS), Dr. Brandt, and Dr. Tornquist were present at the follow-up. Dr. Good had prepared a document addressing the recommendations found in the program review. Dr. Tornquist went over the major points of the report, which is attached to these minutes in its approved form. She summarized the follow-up report by saying that the program has made an honest attempt to respond to the recommendations made at the program review. There are some recommendations that they are unable to meet (due to lack of resources for faculty research and the need to rely on courses in other departments, for example), but the program seems to be doing well; student numbers are up and financial support for graduate students is good.

The Graduate Council asked for a few points of clarification in the report. The statement that there were five new fisheries students reflects an increasing interest in policies to address public concerns about declining marine fisheries, especially interest in the development of marine reserves. Although the marine resource management program has a long history of work with fisheries, most students in recent years have been most interested in environmental management in the coastal zone, and have shown a special interest in developing skills with geographical information systems. Listing of two new courses designated MRM 525 was questioned until it was determined that they were both Special Topics. The numbers of current faculty members did not seem to add up-the total increase in number was 11, but the report claimed they hired 12 new faculty. It was explained that one faculty member had left during that time. Last, several typographical errors were detected.

A motion to approve the follow-up report, with corrections and clarification, was made and seconded. Six voted to approve, and none opposed.

3. Discussion of recent and upcoming agenda items and program reviews

Bruce Rettig (Associate Dean, Graduate School) provided a handout listing challenges to the Council concerning program reviews and other issues. The main concern is how to effectively wrap up major issues by the end of the current academic year. One category of upcoming agenda items is program reviews: three program reviews (AIHM, Geosciences, and Science and Math Education) have taken place, but the reports are in draft form. The reports may be available 24 May 2001 or 14 June 2001, or they may need to be moved to next year. Moving them to next year would not be desirable.

With the prospect of much business to finish this quarter, Associate Dean Rettig elicited thoughts on how to bring these issues to a close. He suggested polling Council members about their schedules in the last weeks of the term to be sure that there will be attendance at important meetings.

Jim Ayres (Pharmacy), who participated in the Science and Math Education program review, noted that no serious or controversial issues arose during that review. He suggested that presenting that report could be a lower priority, and thought that if other reviews also did not require immediate changes, then they, too, could be reported next year. However, Maggie Niess (Graduate Admissions Committee) noted that the education program is currently under review and revisioning, and that could seriously impact the Department of Science and Math Education. She emphasized that it would be important to have the Science and Math Education report to Provost Tim White in a timely manner. It was agreed that the Science and Math Education Program Review would need to be completed before the end of the Spring Quarter, but the other program reviews would not have highest priority among upcoming agenda items.

Discussion of upcoming reviews continued. The Agricultural and Resource Economics review has been rescheduled for Fall 2001. Two other reviews are also scheduled for Fall term. Thus, the first fall Council meeting may include planning for those program reviews. Any ideas for revising the review process and the guidance document should be considered before the first fall meeting. Some possible changes might include increasing membership on the review team of non-Graduate Council graduate faculty and giving clearer guidance to external reviewers. Dr. Tornquist stated that the current system was not working well, either because of the make-up of the review committee or because of the number of members. The fact that the Council is behind on reviews indicates that there is need for reform.

Mary Prucha indicated that implementing combined reviews (either including graduate and undergraduate programs or combining reviews with CSREES reviews and accreditation visits) makes reviews more complicated and also affects scheduling. The combined review approach sometimes results in confusion over who should be leading the review process. Steve Radosevich (Forestry) asserted that such reviews, e.g. those that are combined with accreditation, may take longer and be more complicated, but they often mean that more information is gathered.

Questions arose about the timing of reviews. Mary Prucha (Coordinator of Graduate Services) explained that there is a 10-year cycle, but the Council has fallen behind in keeping up with it. A two-year forecast is given to departments, many of which prefer to have their reviews in winter and spring. Delaying program review site visits to winter or spring often means waiting 6-9 months to get the results of the review to the Provost since Council action is not taken during the summer months. It was questioned whether fall reviews should be imposed upon departments.

Associate Dean Rettig will research how other schools do their reviews, and he suggested a subcommittee of the Council use time during the summer to look into the matter further.

The last program review issue concerned the Master of Arts in Interdisciplinary Studies review, which is scheduled for 2001/02. This review process is complicated by the fact that there is no MAIS department or director. The Graduate School administers the program. Associate Dean Rettig gave a brief history of the MAIS program and how it originated from a Master of Arts in General Studies. It currently requires three fields of study in at least two departments; one field must be in the College of Liberal Arts (CLA). The Graduate School began looking for leadership in this review in the College of Liberal Arts since that is the only college in which MAIS students are required to have one of their fields, but has been unsuccessful. CLA is the heaviest user of the program since many departments in CLA do not have their own graduate degrees. The last time MAIS was reviewed, the abbreviated self-study document was prepared by the Graduate School. It included mostly statistical and historical data, but did not include an in-depth analysis of the program. One suggestion was a partnership between Graduate School and CLA for the self-study document. Additionally, any department that participates could be asked to offer data on their students. It was concluded that the Graduate School will be heavily involved in the preparation of the self-study and will need to elicit a great deal of input from CLA, as well as some input from other departments who use the program.

Besides program reviews, another issue for the summer issues is whether a functioning subcommittee is needed to deal with Category II proposals. Summer 2000 was the first summer that approval of Category II proposals was delegated solely to the Dean of the Graduate School. It was suggested that Associate Dean Rettig assume that responsibility again, with the option of an ad hoc subcommittee in the event of a controversial proposal. The discussion was tabled until a meeting where more members are present.

4. Graduate Admissions *Narrative transcripts*

Dr. Niess introduced this topic, which was revisited from the 25 January 2001 meeting. The Graduate Admissions Committee (GAC) is still reviewing narrative transcripts and students who have narrative transcripts are still issued Advanced Notices of Rejection (ANRs) automatically. The GAC feels

inadequate to assess the quality of narrative transcripts. The GAC hopes the department supporting the student will provide evaluation. The GAC requests that departments provide formal review of narrative transcripts and be responsible for making an admit decision based on them. The GAC would make a qualitative rather than a quantitative evaluation of the transcript to assure standards for admission have been met.

If the supporting department is responsible for assessing the acceptability of the work on the non-graded transcript, then this, in effect, shifts responsibility for evaluating transcripts to the departments. One option is an addendum to the Departmental Action Form (DAF) that has space for indicating if the narrative transcript is acceptable or unacceptable, and space for comments.

The issuance of an ANR often sends a signal to applicants that is undesirable. It was suggested that the GAC could instead communicate that an admit decision was pending review of the transcript.

Mary Prucha sought to clarify catalog text she had drafted based on the 25 Jan 2001 minutes. Proposed catalog text reads, ♦Students whose baccalaureate degree is awarded by an accredited institution that issues non-graded transcripts will be considered for admission with the support of the department♦s written evaluation of the quality of the student transcript record.♦ The proposed text implies removal of the automatic ANR process. However, this has not been communicated to the Office of Admissions.

It was concluded that three forms need to be available to supporting departments: a DAF, ANR/DAF, and a Narrative Transcript DAF. Departments also will need to be instructed about new procedures. The matter was a procedural one at this point, given that the proposed catalog text accurately reflected the intent of the Council♦s 25 January 2001 action. Therefore, the GAC will no longer review narrative transcripts as a routine. The Office of Admissions will need formal evaluation from departments in case they are challenged on an admit decision. The issue is thus resolved as far as the Graduate Council is concerned.

Conditional admission requirement

The current requirement for conditionally admitted graduate students to become regular graduate students is that the student must receive a 3.25 in the first 18 graded graduate hours as an admitted graduate degree-seeking student. Some argue this practice is unfair in that it expects more of conditionally admitted students than of regularly admitted graduate students. Dr. Niess suggested a different requirement for consideration: a B grade (3.0) in each course they attempt until they have achieved 18 credits. According to Niess, the GAC♦s discussion did not distinguish between graduate and undergraduate credits; they were mostly concerned with changing the 3.25 requirement. A question arose concerning students possibly achieving less than a B (3.00) on undergraduate pre-requisites, if the conditions applied only to graduate credits. In this case, the student's cumulative GPA may be less than a 3.0. Requiring a 3.0 cumulative GPA might be more rigorous. Dr. Radosevich suggested changing the practice to require a 3.0 cumulative GPA on all work taken as a graduate student and a B (3.0) or better in the first 18 hours of graded graduate credits. This suggestion will be revisited at the next meeting in which there is a quorum present to make it policy, if approved.

5. Graduate Admissions Task Force Update

Associate Dean Rettig provided part of a draft report of recommendations from the Graduate Admissions Task Force. The draft was dated early March 2001. The Task Force identified three possible options for revising the admission process: A. Keep the current procedure; B. Move to a procedure in which admissions materials are "forwarded directly to departments who have the responsibility to follow up on incomplete applications and make the first decision;" or C. Offer option B to departments "who require more central support" and also offer a more "department-centric procedure that turns all of the time-critical steps completely over to the department and is appropriate for departments needing the greatest possible competitive advantage." The Task Force, along with Sally Francis (Dean, Graduate School) and Bob Bontrager (, Assistant Provost for Enrollment Services, will meet with each college in May or June to explain the three options and identify the preferred method for each academic unit. Bontrager and Francis will use information gathered from these meetings for decisions about changing the process. A revised draft of the entire report will be available before the meetings begin. Dean Francis noted that the email inviting departments to meet incorrectly indicated that option B was favored by the Task Force. In reality, the Task Force remains impartial on the matter.

6. OSU Accreditation Recommendation

Associate Dean Rettig distributed an article from OSU This Week on the report from the April 18-20 accreditation visit of the Northwest Association of Schools and Colleges. The article lists major commendations and touches on recommendations. One recommendation was reducing reliance on 400/500

"slash" courses. The evaluation team reported that graduate students do NOT think they are getting graduate level learning in these slash courses. But some Council members have gotten a more favorable impression from graduate students. The Graduate Learning Group has been initiated to address the issue, and Jack Higginbotham (Engineering) will share the report of this group on May 24. Another issue raised by the report concerns assessment. In the future, every graduate program may need to identify intended outcomes of graduate programs, and then perform a check to see if those outcomes were met. The Council should expect these issues to come up at future meetings.

7. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, May 10th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 24th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, June 14th	3:00-5:00pm	650 Kerr Admin. Bldg.

The following Category II proposals have been approved by the Council:

01-C138

CSS 598

This new course is approved.

PS 500

This course, formerly taught as PS 300, is approved as a graduate course.

01-C120

PS 511

This course, formerly taught as PS 311, is approved as a graduate course.

01-C122

PS 546

This course, formerly taught as PS 346, is approved as a graduate course.

01-C125

PS 556

This course, formerly taught as PS 351, is approved as a graduate course.

01-C126

PS 513

This course, formerly taught as PS 313, is approved as a graduate course.

01-C127

PS 574

The change in title and course description for PS 574 is approved.

01-C171

PS 589

The proposal to drop PS 589 is approved.

01-C170

PS 524

The proposal to change the prerequisites for PS 524 is approved.

01-C129

FW 515X

This proposal to offer FW 515X as an experimental course is approved.

01-C156

AREC 612

The proposal to change the number of credits for AREC 612 from 3 to 4 is approved.

01-C157

AREC 613

The proposal to change the number of credits for AREC 613 from 3 to 4 is approved.

01-C140

AREC 541

The proposal to drop AREC 541 is approved.

01-C142

AREC 553

The proposal to change the prerequisite for AREC 553 is approved.

**Appendix:
GRADUATE COUNCIL FOLLOWUP REVIEW OF
MARINE RESOURCE MANAGEMENT
GRADUATE PROGRAM OF THE
COLLEGE OF OCEANIC AND ATMOSPHERIC SCIENCES (COAS)
December 11, 2000**

On December 11, 2000 a follow-up review of the Marine Resource Management Graduate Program was held. Jim Good, Director, Laurie Jodice, Assistant Director of MRM and Irma Delson, Director of Student Services represented COAS. Jeanette Brandt and Susan Tornquist represented the Graduate Council. Jim had prepared a document, ♦ Marine Resource Management Graduate Council Review, December 11, 2000 Followup, ♦ that listed each of the recommendations made in 1997 under which work thus far was discussed. From Jim♦s document and our discussion we found MRM is making formidable progress in meeting the recommendations. Specific points are as follows:

1. Need for additional faculty with an MRM focus and resources to provide relevant research opportunities for students and too much dependence on the director, Jim Good.
 - There is a continued lack of resources for faculty FTE in COAS
 - There has been discussion about hiring a Fisheries Oceanographer and a Coastal GIS specialist, indicating other disciplines are becoming more aware of the need for faculty FTE in MRM
 - There has been discussion about moving to co-directors
 - There were five new fisheries students this fall, all of whom should have some funding through fisheries management faculty
2. COAS central administration should explore collaborative research opportunities with faculty from other colleges who are members of the MRM faculty.
 - No activity
3. Program should find funding for top students
 - For 2000-2001, there are 13 new graduates students. Five have Oregon Laurels scholarships, 4 are receiving tuition assistance through a GRA, one students is on a Fullbright Scholarship, 4 of 7 second year students have a GRA or GTA.
4. MRM program should develop a seminar series using speakers from outside the University
 - The program has added a non-credit lunch speaker series. It includes speakers from OSU and outside. First year students are required to attend.
 - There have been more outside speakers in the MRM orientation seminar
 - In the summer of 2000, COAS administration supported lodging for 10 students to attend The Coastal Society Conference in Portland, OR. MRM had a strong presence at this meeting and organized an Alumni/Student gathering to enhance interaction between students and potential employers.
5. Many courses attractive to MRM students are offered during Spring Term.
 - This is difficult to solve because COAS has no control over what other departments offer and when the classes are scheduled.
 - MRM offered and Estuarine Science and Management course in winter, 2000 and will offer Marine Reserves for Winter, 2001.
6. New faculty advisors are needed for MRM students
 - The number of MRM faculty has increased from 20 in 1997 to 31 in 2000. Of the 12 added faculty, 5 are courtesy, 5 are adjunct and 2 are COAS faculty. A few other faculty have been added for one time appointments to work with individual students. Another faculty member will be added soon.
7. New research faculty are needed for the MRM program
 - Answered in #1

8. MRM curriculum should be assessed on a regular basis to serve the professional needs of students.
 - MRM 525 Estuarine Science and Management and MRM 525 Marine Reserves have been added.
9. The core curriculum should include graduate level management-type courses.
 - Jim Good teaches Coastal Resources Management. Although this is not a required course, about 80% of students take the course.
 - All students learn management concepts within courses that they take.

Additional comments:

Increased recognition of MRM faculty within COAS has been achieved by adding them to the COAS faculty directory

The MRM's 25th anniversary in 1999 was marked by recognition of alumni and donations to the program have increased since then.

Jim Good, program director, feels that all faculty in the MRM program contribute to the program and that there is an atmosphere of congeniality.

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Graduate Council

March 22, 2001 Minutes

Present: Cull, Francis, Markle, Mishra, Niess, Prucha, Radosevich, Remcho, Rettig, Smith, Tornquist

Absent: Ayres, Brandt, Ebbeck, Esbensen, Young

Guests: Charles Neyhart and Fran Saveriano from College of Business

1. MBA Program Design:

Charles Neyhart (College of Business) presented the Category I proposal for restructuring the Master of Business Administration (MBA) program. The restructuring responds both to a recent graduate program review conducted by the Graduate Council and an accreditation site visit, which presented similar comments about missing program direction.

A general purpose MBA has been offered since 1965. Although the new design continues to permit a general purpose degree, it adds a strategic thrust of technology. New aspects of the program include a curriculum guaranteed to be more advanced than the undergraduate level through the elimination of "slash" courses (class sections with both undergraduates and graduate students enrolled). The new program provides expanded graduate education partnership with other colleges on campus, including engineering, science, and agriculture, which may find the program a good 5th year of study. Targeting such groups may help increase enrollment in the program. Dr. Neyhart pointed out a diagram on page 3 of the proposal that illustrates the basic pyramid structure of the program: Foundation courses form its base, and integrative projects are at the apex. He also pointed out considerations used in course design, including technology, contemporary business issues, student interactions with business, innovation, soft assets, deadline experiences, interface with other courses, international aspects, and contribution to the integrative project. The curriculum is designed for a 1-year, 15-hr/term curriculum. Efforts have been made to accommodate part time students as well. Oral examinations are tied to the integrative project.

The Graduate Council asked for clarification on some points, and Dr. Neyhart added the following information:

- With the integrative project, all the credits are applied in the spring term when it is finished, but students work on it throughout the year. All courses provide input for the plan. Faculty members will monitor progress on each student's project throughout the year.
- Part time students may work independently, or arrangements may be made for them to form teams with other part time students. They will get the same material through their courses as full time students.
- Students in certificate programs would be eligible to take 500-level courses.
- For students who want a business degree in addition to another degree they are pursuing, a minor would be the best option. It would not be practical in most cases to do both this MBA program and another due to time constraints and workload. However, this program will not be any more difficult to combine with another than the former MBA program.

After Dr. Neyhart and F. Saveriano departed, the Graduate Council had time for discussion; there was none. A motion to approve the new MBA program design was made and seconded. All present voted to approve; none opposed. The motion passed.

2. Posthumous Awards of Graduate Degrees

Interim Dean Sally Francis (Graduate School) opened discussion by stressing the importance of having a

policy in place, and making sure that it is clear about what constitutes ♦sufficient progress♦ for a deceased student to be awarded a posthumous degree. ♦Substantially completed♦ is too vague. More specific criteria would be that current coursework would have completed the degree or that the student could have completed and defended the thesis in the current term. Operational language would minimize judgement needed when cases arise, while recognizing that there would be exceptions.

Two drafts submitted for discussion read as follows:

- 1. Graduate degrees may be awarded posthumously in cases when the student would likely have completed the degree had it not been for the intervention of death or debilitating illness. Generally, all course work, comprehensive examination, and thesis draft (where applicable) should have been completed.*
- 2. Upon learning that a graduate student has died, the Dean of the Graduate School will consult with the major department or program to determine whether the student is eligible for a posthumous degree. The Dean of the Graduate School shall inquire of the major department whether the student, upon satisfactory completion of current course enrollment(s), would have satisfied requirements for the degree, and whether a thesis or dissertation would have been required for graduation. If a thesis or dissertation would have been required, the Dean of the Graduate School shall consult with the chair and members of the thesis or dissertation committee to determine whether the student could have completed and defended the thesis or dissertation during the current term. If the student possessed appropriate academic credential sat the time of death, the Dean of the Graduate School shall recommend that the University President authorize the posthumous issuance of the appropriate degree.*

During discussion, the following issues were raised:

- The University President does not need to authorize the degree. At the June meeting of the Faculty Senate, a posthumous degree would be authorized in the same manner as all other degrees.
 - A combination of the two discussion drafts would be ideal. The first part would confirm that OSU does grant posthumous degrees; the second part would specify requirements for issuance.
 - Some concern was expressed about the "current term" stipulation since a graduate degree is more product-oriented than time-oriented. Steve Radosevich (Forestry) suggested changing it to "current year," saying the "current term" was too restrictive. Associate Dean Bruce Rettig (Graduate School) asked how that would work with 1-year degrees. Dr. Radosevich suggested an alternative in which the requirement would indicate which steps of the graduate program (such as program meeting, preliminary exam, etc.) had been completed.
 - Court Smith (Liberal Arts) stated that a student♦s graduate committee should decide whether the degree should be granted, not the graduate school dean. The committee or advisor should be asked if they would have signed the form if the person had not died. Using such language as "possessed enough academic credentials at the time of death" or "academic progress" could be used. No reference to time for completion need be made, and committee members could consult with the Dean of the Graduate School if they have questions about how to determine what is considered "substantial." Moving the responsibility to the committee would solve the problem of differences in disciplines, and would give committees freedom to be compassionate. Dean Francis stated that the line in the discussion draft about consulting with major department or program could be changed to advisor or committee. Dean Francis requested further guidelines for committee members that are not sure how to answer the question
- /ul>

Dean Francis will revise the discussion draft for a Graduate Council meeting in the near future.

3. Graduate Program Review Follow-up Reports

Jeanette Brandt (Home Economics and Education) and Susan Tornquist (Veterinary Medicine) will present the Marine Resources Management follow-up report for the next meeting. Dr. Radosevich will work on the follow-up study of the Entomology program on the 30th, but because Entomology does not have a department head, he will meet with Mike Burke, Associate Dean of the College of Agricultural Sciences.

4. Other Business/Assignments

Dr. Tornquist is on a committee whose mission is to streamline Category I proposals. The committee was formed in anticipation of a large number of Category I proposals expected to be submitted in the next two years, including several related to the new branch campus in Bend. The Graduate Council has not been given a charge yet, but may eventually be asked to move Category I proposals through more

quickly.

Accreditation site visit by the Northwest Association of Schools and Colleges takes place on April 18-20. An evaluator needs to meet with Graduate Council, so members were asked to keep these dates open on their schedules.

Future meetings of the Graduate Council are scheduled for:

Thursday, April 12th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 26th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 10th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, May 24th	3:00-5:00pm	650 Kerr Admin. Bldg.

The following Category II proposals have been acted upon:

BA 528: This course proposal is approved.
BA 540: This course is approved.
BA 543: This course is approved.
BA 560: This course is approved.
BA 561: This course is approved.
BA 562: This course is approved.
BA 568: This course is approved.
BA 572: This course is approved.
BA 591: This course is approved.
01-C072
BA 511: The proposal to drop BA 511 is approved.
01-C073
BA 513: The proposal to drop BA 513 is approved.
01-C074
BA 521: The proposal to drop BA 521 is approved.
01-C075
BA 522: The proposal to drop BA 522 is approved.
01-C076
BA 530: The proposal to drop BA 530 is approved.
01-C077
BA 531: The proposal to drop BA 531 is approved.
BA 540: The proposal to change the current course BA 440/540 to BA 440 is approved. The new BA 540 is discussed in a separate message.
01-C078
BA 547: The proposal to drop BA 547 is approved.
BA 550: The proposal to change the title, credits, description and prerequisites for BA 550 is approved.
01-C079
BA554: The proposal to drop BA 554 is approved.
BA 555: The proposal to change the title, credits, description and prerequisites for BA 555 is approved.
01-C080
BA 556: The proposal to drop BA 556 is approved.
BA 560: The proposal to change the current course BA 460/560 to BA 460 is approved. The new BA 560 is discussed in a separate message.B
BA 562: The proposal to change the current course BA 462/562 to BA 462 is approved. The new BA 562 is discussed in a separate message.
BA 569: The proposal to change the title, credits, description and prerequisites for BA 569 is approved.
BA 571: The proposal to change the credits and description for BA 571 is approved.
BA 590: The proposal to change the title, credits, description and prerequisites for BA 590 is approved.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » March 8, 2001 Minutes

Graduate Council

March 8, 2001 Minutes

Present: Esbensen (Acting Chair), Ayres, Brandt, Cull, Ebbeck, Francis, Markle, Mishra, Prucha, Radosevich, Remcho, Rettig, Smith, Young

Absent: Tornquist (Chair), Niess, Remcho

1. MBA Program Design:

Because Graduate Council members did not receive materials for this discussion in time for review before the meeting, this agenda item was postponed until the March 22, 2001 meeting. Chandra Mishra (College of Business) suggested that in reading the material, Council members note that the revised program is more flexible and adaptive than the old one, having a design that connects different schools across campus.

2. Graduate Program Review Follow-up Reports:

The only two outstanding reports are those for Marine Resource Management and Entomology. Jeanette Brandt (Home Economics and Education) reported that the MRM report will be submitted shortly, and Steve Radosevich (Forestry) indicated the same for the Entomology report.

3. Approval to Proceed with Thesis Examination:

While discussion at previous Council meetings focused on the ♦Approval to Proceed♦ form, Dean Sally Francis (Graduate School) suggested that the Council take action on the issue as a policy instead of just approving a new form. If approved, this policy would be implemented by changing the language on the form. The proposed policy stated:

All members of the student♦s graduate committee must approve the scheduling of the final exam. In doing so, each committee member also must indicate in writing that he/she has received an examination copy of the thesis.

The only item of discussion was whether ♦in writing♦ included email; it was determined that email was not excluded by this language.

Paul Cull (Engineering) moved to accept the policy, with a second by Doug Markle (Agriculture). The Council voted unanimously in favor of the motion.

4. Posthumous award of graduate degrees:

Dean Francis opened discussion about forming guidelines for the awarding of posthumous degrees. No currently stated policy exists for undergraduates or graduate students. The Oregon State University Registrar has awarded ♦Certificates of Accomplishment♦ if an undergraduate student was too far away from completion of a degree at the time of death to be awarded the degree posthumously. The Curriculum Council is planning to take up the issue of undergraduate posthumous degrees in the near future. A graduate level ♦Certificate of Accomplishment♦ may be one award option for deceased graduate students.

Dean Francis stressed that the issue at hand was the awarding of academic degrees, as opposed to honorary degrees. As such, considerations of academic integrity are appropriate. She also emphasized the moral, ethical, and emotional aspects of this issue.

Other universities have policies that state that students must have ♦substantially met degree

requirements, but the definition of substantial was vague. Examples from University of Oregon and University of Virginia were provided to Council members. The University of Virginia's policy states,

Upon the recommendation of the faculty of the appropriate school, the general faculty of the University may make a posthumous award of the degree or degrees the student was pursuing if all requirements were likely to have been completed during the final year for which the student was registered had it not been for the intervention of death or debilitating illness. It shall be the responsibility of the Vice President for Student Affairs to assure that appropriate procedures to implement this policy are established in the various schools of the University. The policy shall be retroactive.

The University of Oregon's policy states,

Upon learning that a student has died, the Dean of Students will consult with the Registrar, the major department, and, where appropriate, the Dean of the Graduate School to determine if the student is eligible for a posthumous degree. If the student possessed appropriate academic credentials at the time of death, and the family wishes, the Dean of Students shall recommend that the University President authorize the posthumous issuance of the appropriate degree.

The procedural section of the University of Oregon's treatment of the issue states that the student would need to have satisfied requirements for the degree upon satisfactory completion of current course enrollment(s), and, if a thesis or dissertation was required, the student would need to have completed it during the current term or semester to be awarded the degree.

During the discussion the major points raised were the following:

- The definition of "substantially completed."
Some favored a statement that required the student to be able to finish in a term rather than a year, while others thought that was too restrictive. The timeframe needed to predict a student's completion of a program varies with department and program. Simply using the language "substantially completed" could get around this problem, and leave it up to the student's committee to decide, but should a percentage of required credit hours be specified to quantify "substantial?"
- The distinction between policy and procedure
- The appropriate person or group to testify to the criteria.
To what extent would the student's graduate advisory committee be involved in this decision? Steve Esbensen (Acting Chair, Science) strongly believed they should be involved in making the decision to award the degree. Court Smith (Liberal Arts) agreed that the faculty should lobby for the degree since they know the student's academic situation best. The major professor would be the most appropriate person.
- The frequency of the occurrence.
Mary Prucha (Coordinator of Graduate Services) noted that one posthumous graduate degree has been awarded in the past 10 years.
- The mechanism for informing interested parties that posthumous degrees are a possibility in the event of death.
Should the process be automatically triggered when a student dies? How? Who is the person or group most likely to be informed of a student's death? Concerns were raised about whether faculty members or the student's family would be adequately aware of the possibility of a posthumous degree, and whether the nature of the relationship between the student and his or her major professor could influence the possibility of the professor pursuing the possibility.
- The issue of academic integrity.
Some concern was raised that there would be no distinction between a posthumous degree and a regular degree. The Council generally agreed that, given the rarity of the situation, the possibility of diluting the integrity of Oregon State University's graduate degrees was remote.
- The possibility of announcing posthumous degrees separately at Commencement to increase awareness.

Dr. Esbensen suggested starting with the University of Oregon statement and modifying it, deleting the timeframe. Wording such as requirements substantially completed and student would likely have completed degree if it had not been for intervention of death would be appropriate. Also appropriate would be including language indicating that the major professor or committee (or department for programs without a thesis requirement) would be involved in the decision. Associate Dean Bruce Rettig will craft new language for consideration.

5. Relationship between Graduate Credits and Student Work Commitments

Associate Dean Rettig introduced this issue, which concerns the expectations that go along with thesis hours. In essence, how much work is expected of a graduate student for each credit of graduate thesis they take? The need from this discussion arose from various cases, including some in which professors and graduate students disagreed about how much work was expected of them and how that work would be measured (i.e. by hours in the lab or by accomplishments), and also from cases in which graduate students register for thesis hours for the quarter that they complete their thesis but have little work left to do on it.

It was suggested that the former case indicated a broken relationship between a student and his or her major professor. Another point was that the idea of physical presence in a lab is not reflective of what is involved in completing a thesis, so hours would not be an appropriate measure of work.

It was suggested that the latter case arises when students are required to sign up for many more hours than are required for their degree. In this instance, the real cause is over-enrollment of thesis hours, leading to the credits being misused. This problem would be difficult to remedy in a superficial way such as assigning a number of hours required per credit.

In response to the question of what would be an appropriate measure of work, Associate Dean Rettig gave his impression. The question should be: Is the student making progress? The measure should be outcome-based, not hours-based. For a rare number of incidents, a policy would be helpful; on the other hand it might be detrimental to form a policy in most cases. He agreed that problems originate at the faculty-student level. Communicating with faculty may be the best remedy.

An issue was raised concerning the requirement for graduate assistants to maintain enrollment at a minimum of 12 credits. Of particular concern involves students in non-thesis master's programs in which enrollment in non-graded thesis hours is inappropriate. Mary Prucha suggested one recommendation: to create a pass/no pass section for project hours (XX506) to be used in situations where additional enrollment is required, but for which A-F grading is inappropriate. These project hours could then be utilized much like thesis hours to fill out a student's registration. Another idea would be to use non-graded reading/conference hours or a non-graded colloquium. These recommendations were viewed as less than ideal because many faculty feel uncomfortable assigning even a pass/no pass grade when a student has not done any work that can be evaluated.

Dr. Ayres suggested that Associate Dean Rettig continue to mediate problem circumstances, but that the Graduate Council should not make a policy on this matter.

6. Other Business/Assignments

Future meetings of the Graduate Council are scheduled for:

Thursday, March 22nd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 12th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 26th	3:00-5:00pm	650 Kerr Admin. Bldg.

The following Category II proposals have been reviewed by Associate Dean Rettig on behalf of the Graduate Council:

01-C112

ST 565

This request to change the course title is approved.

01-C113

GEO 522

This request to change the course description is approved

01-C114

ST 553

This request to change the course description is approved.

ANS 515

This new course is approved.

The addition of an alternative prerequisite for ANTH 551, ANTH 552, and ANTH 587 has been approved.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 22, 2001 Minutes

Graduate Council

February 22, 2001 Minutes

Present: Remcho (Acting Chair), Brandt, Cull, Ebbeck, Esbensen, Francis, Markle, Prucha, Remcho, Rettig, and Young

Absent: Ayres, Mishra, Niess, Radosevich, Smith, and Tornquist

Guests: Jack Higginbotham from Nuclear Engineering and Joan Gross from Anthropology

1. Introductions. Upcoming Agenda Items. Operational Issues

The Council had no comments on or amendments to the minutes from the last meeting (February 8, 2001).

2. PhD Residency Requirement

Bruce Rettig shared information on PhD residency requirements at selected peer institutions and Paul Cull (College of Engineering) added information about additional universities in the PAC-10 Conference. Several Council members concluded that OSU requirements were reasonable and consistent with peer programs.

Doug Markle (College of Agricultural Sciences) suggested that the language in the current requirement that "The student must spend at least three terms of full-time graduate academic work (at least 9 credits/term) on site at the Corvallis campus or at an off-campus site approved by the Graduate School" did not clearly identify work at the Hatfield Marine Science Center as an approved site. It was moved and seconded to change the wording in the Graduate Catalog from "on site at the Corvallis campus" to "on campus." The motion passed unanimously.

3. Fisheries and Wildlife Follow-up Report

Dr. Paul Cull and Dr. Vicki Ebbeck presented the follow-up report on the Graduate Council Program Review of the program in the Department of Fisheries and Wildlife (see attached report). They visited with Interim Department Head Dan Edge regarding topics identified as points of concern in the 1996 graduate program review. The areas of concern were (1) space, (2) teaching FTE, (3) computing resources, and a revision of the graduate (and undergraduate instructional programs). Professors Cull and Ebbeck concluded that, "There has been progress in the Fisheries and Wildlife department since the 1996 review. The undergraduate program has been revised and there has been a large increase in research funding. Unfortunately, the graduate program is still a cause for concern. The graduate instructional program needs revision. More space for graduate students is necessary. Funding mechanisms which allow graduate students to complete their degrees in a timely manner need to be put in place."

A motion to approve the review and forward it to Provost White was made and seconded. All were in favor.

4. Graduate Faculty Status

At the Graduate Council meeting on February 8, 2001, the Graduate Council agreed to add a provision requiring that a department chair or head who proposed a reduction in graduate faculty responsibilities first communicate this to that faculty member before contacting the Graduate School. At this Council meeting, a motion was made to so amend the language and to further edit the language in the Faculty Handbook. The motion was seconded and approved. The revised statement on graduate faculty status is attached to the end of these minutes.

5. Conditional Admission Requirements

Following general discussion of the use of conditional admission status, the Council agreed to table this issue until after the release of the report of a special Task Force examining graduate admission procedures at

Oregon State. Dean Rettig indicated that a report should be submitted to Dean Francis and Admissions and Orientation Director Bontrager by March 1, 2001.

6. Task Force on Graduate Level Learning

Jack Higginbotham (Nuclear Engineering and former Associate Dean of the Graduate School), reported on the work of the Task Force on Graduate Level Learning, which he has been chairing. This group, created by Dean Francis in April 2000, was asked to 1) analyze the extent to which the 4XX/5XX format comprises graduate curricula at OSU, 2) determine the effectiveness of graduate courses that are offered in the 4XX/5XX format in providing a compelling and meaningful graduate level experience, 3) identify any variable that might influence the effectiveness of 4XX/5XX courses in regard to graduate level learning, 4) compile approaches used at OSU to respond to current Graduate Council policy regarding the teaching of 4XX/5XX courses, and 5) develop specific recommendations to ensure a graduate level learning experience in every graduate course, including graduate courses that are offered in the 4XX/5XX format, suggest the process for implementing each recommendation and estimate the resources required for implementing each recommendation.

Although the Task Force has been very active and has compiled much information, Dr. Higginbotham indicated that the report will not be completed until an analysis of data collected from students enrolled in 4XX/5XX courses Fall 2000 has been completed. Dr. Higginbotham was reluctant to draw many conclusions at this time. He did indicate that the Task Force hopes to finish its work in the next few weeks.

7. Thesis Issues

Carl Schreck (Department of Fisheries and Wildlife) forwarded questions from students in his department about the Graduate School thesis requirement which states, "The bibliography (references) should be in the same form for the entire thesis and presented as a single comprehensive reference section." Although many Council members strongly supported the current requirements for master's and doctoral theses, they were willing to entertain a request for an alternate format, such as one that would include references at the end of each chapter. Dean Rettig agreed to contact Fisheries and Wildlife to encourage that department to submit a proposal for an alternate format that fully meets requirements for doctoral dissertations while reflecting representing publication styles in the discipline.

8. Other Business/Assignments

Future meetings of the Graduate Council are scheduled for:

Thursday, March 8th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, March 22nd	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, April 12th	3:00-5:00pm	650 Kerr Admin. Bldg.

Attachment A. Fisheries and Wildlife Follow-up Review

On February 1, Paul Cull and Vicki Ebbeck, from the Graduate Council, met with Dan Edge, interim chairman of the Fisheries and Wildlife Department to discuss the outcomes of the Graduate Council's 1996 review of the graduate programs of the department. The review actually dealt with both the graduate and undergraduate programs, but we tried to focus our discussion on the graduate programs. We discussed the areas of concern given in the review and we will deal with each in turn.

The areas of concern were:

- Space
- Teaching FTE
- Computing Resources
- Revision of the Graduate (and Undergraduate) Instructional Programs
- Collaboration with Other Departments

SPACE:

As with many departments on campus, sufficient space for instruction and research was (and is) a cause for concern in the Fisheries and Wildlife Department. According to the interim chair, in the five years since the review, the department has not been given any additional space, and a space audit shows that the department has less than half the space it needs. The department has been able to reallocate some space internally. For example, they converted a constant temperature lab into 8 graduate student offices. They have sufficient space for a teaching laboratory. They will need more research lab space for new faculty. Most of the present space is in Nash Hall, but there is more space several blocks away at Weniger Hall. Because of

the distance from the rest of the department, the Weniger space is considered to be less desirable. Although not an area of concern to the department chair, faculty would probably prefer to have more classrooms in Nash or nearby, because at the moment most classes are taught at rooms distributed across campus. In conclusion, space continues to be a major area for concern. In particular, lack of space impacts graduate education because few of the approximately 80 enrolled graduate students have work or office space.

TEACHING FTE:

Teaching FTE was listed as a cause for concern in the review. Since the review, one FTE for teaching has been added. According to the interim chair, the FTE is spread over a number of people who each do a small amount of teaching. The department makes heavy use of and the graduate program depends upon using part-time faculty and faculty whose major responsibility is not teaching. The department is recruiting for 3 faculty positions, but 2 of these are retirement replacements. Surprisingly, there is no college funded FTE assigned for teaching assistants.

In conclusion, it seems that teaching FTE is still a cause for concern.

COMPUTING RESOURCES:

According to the interim chair, this is no longer a matter of concern. All faculty members have one or two machines and research grants provide machines for graduate research projects. Some high end printing and imaging devices would be nice, but access to this equipment can be obtained with a little effort at other locations on campus. Further, in the present most (many) students have their own computers, so this issue is not a cause for concern.

REVISION OF GRADUATE INSTRUCTION PROGRAM: Since the review, the department has revised its undergraduate programs and as far as we can tell, the revision has been successful. It seems that no action has been taken with regard to the graduate program. Most of the graduate offerings by regular faculty are 400/500 courses. Most of the 500 and above courses are taught by courtesy faculty. It seems that a large part of each graduate student's program consists of courses offered by other departments. For example, all, or almost all graduate students take at least three graduate courses in statistics. Most graduate students are accepted with a research assistantship. These generally run for two years and there does not seem to be a mechanism to fund students after the end of these assistantships. As a result, the interim chair estimated that there are currently about 40 students who have not completed their degrees and who are not currently enrolled. In conclusion, we think that the graduate program is a cause for concern. The three issues that needed to be addressed are:

- over reliance on 400/500 courses
- few regular 500 course offerings
- students being left unsupported and not finishing their degrees in a timely fashion.

COLLABORATION WITH OTHER DEPARTMENTS:

The Fisheries and Wildlife Department has been very successful in attracting research grants. According to the interim chair, they had \$6 million in grants last year and are planning on 8 to 9 million for next year. Many of these grants have been inter-disciplinary and inter-institutional collaborating, for example, with the College of Forestry at OSU and the Landscape Department at U of O.

As we mentioned above, graduate students take many of their courses outside the F & W department. In a sense, this is a collaboration with other departments. We noticed one anomaly. There seems to be little or no collaboration either in research or teaching with other departments in the College of Agricultural Science. Perhaps, Fisheries and Wildlife should be relocated to a unit which includes departments with which it does collaborate.

CONCLUSION:

There has been progress in the Fisheries and Wildlife department since the 1996 review. The undergraduate program has been revised and there has been a large increase in research funding. Unfortunately, the graduate program is still a cause for concern. The graduate instructional program needs revision. More space for graduate students is necessary. Funding mechanisms which allow graduate students to complete their degrees in a timely manner need to be put in place.

Paul Cull
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Vicki Ebbeck
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Attachment B. Graduate Faculty Status

Membership on the Graduate Faculty

(as approved by Graduate Council on February 22, 2001)

The graduate faculty is selected from the University faculty on the basis of academic training, experience, demonstrated potential for creative work and scholarly research, and evidence of the ability and competency essential to directing and supervising graduate students in their pursuit of advanced knowledge.

Faculty members are nominated to graduate faculty status by the head or chair of the academic unit and the academic dean of that college or school. The Graduate Council gives final review and approval. Each graduate faculty member is authorized for specific graduate activities within a particular academic unit. These activities may include: (a) teaching graduate courses, (b) directing non-thesis students, (c) serving on thesis committees, (d) directing master's theses and, (e) directing doctoral theses. In some cases, a faculty member's activities are limited to a specific student's committee.

The same process for nomination to Graduate Faculty will be used for the removal or reduction in responsibility of Graduate Faculty Status when the Graduate Faculty member's status initially provided for continuing research or teaching duties. Before a regular faculty member's graduate faculty activities are reduced, the head or chair of the academic unit will write a letter to that faculty member, notifying him or her of the intent to change responsibilities. Cases in which the faculty member was hired for a fixed term/assignment, retired, died, moved or became inactive will be exempt from the removal process.

Graduate faculty members with the appropriate authorized activities will be called upon, on occasion, to act as a Graduate Council Representative (GCR). A GCR is required on the committees of master's degree students who are writing a thesis, on Master of Arts in Interdisciplinary Studies committees, and on all doctoral committees. As the title suggests, a GCR is the representative of the Graduate Council on a graduate student's committee and interprets institutional policy concerning graduate degree requirements.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 8, 2001 Minutes

Graduate Council

February 8, 2001 Minutes

Present: Tornquist (Chair), Ayres, Cull, Ebbeck, Francis, Markle, Mishra, Niess, Prucha, Remcho, Rettig, Smith, and Young

Absent: Brandt, Esbensen, and Radosevich

Guests: Eric Fritzell, Joseph McGuire, and Jim Moore from Bioresource Engineering

1. Introductions. Upcoming Agenda Items. Operational Issues

The Council had no comments on or amendments to the minutes from the last meeting (January 25, 2001).

2. Bioengineering Category I proposal

Joseph McGuire (Bioresource Engineering) presented the Category I proposal for the initiation of new instructional programs leading to MS and PhD programs in Bioengineering. The undergraduate program already in place was approved in 1996, and discussions about MS and PhD programs began two years ago. Such programs would be unique to Oregon. The only other such program in the Pacific Northwest is offered at the University of Washington, and that program has served as a model for the current proposal. The UW philosophy of approach is similar to OSU's: encourage students from different fields (chemical engineering, etc) but require that all students have some level of competency in bioengineering. The UW bioengineering program receives about 300 applications each year for approximately 25 openings, which indicates a real market for the program.

The Department has identified approximately 30 faculty members in various departments with interests in bioengineering research. It has also decided to hire three additional faculty members and conduct the program through the Department of Bioresource Engineering instead of conducting it interdepartmentally.

The Department has received support from the Whitaker Foundation, whose main interest is in biomedical enhancements. While such applications of bioengineering make the program more attractive for some, the Department hopes to also emphasize other applications that require integrating biology at multiple levels and for varied problems.

Dr. McGuire admitted that OSU lacks a program in medical sciences, which often complements a bioengineering program. The Department has sought to overcome this deficiency by creating strong ties with the College of Veterinary Medicine and with Good Samaritan Hospital of Corvallis. The College of Veterinary Medicine offers facilities for studying such things as post-operative care and is willing to help with using animals for research that is to benefit humans. There is representation from the hospital on the advisory board for the new program, and other medical professionals in Portland are willing to provide lectures. The hospital also has lab space and other resources available. The Department is committed to purchasing whatever books are needed to enhance the Valley Library's collection of bioengineering resources, but it has not yet pinned down where those funds will come from.

Dr. McGuire added that the Department plans to approach the College of Business to elicit help making sure the program, through coursework and experiential learning, meets the needs of business. The Department's advisory board includes several members from the business/industry community, and the Department has made a commitment to meet their needs and address their concerns.

Following Dr. McGuire's summary of the proposal, Sue Tornquist (chair, College of Veterinary Medicine) dismissed the guests. The Council's initial discussion was minimal, with comments that it was an excellent

program and the timing was good for it. A motion for approval was made and seconded.

Following the second of the motion, Paul Cull (College of Engineering) raised a concern about whether the Department of Computer Engineering was represented in those signing off on the project. Some faculty members in that department have worked with biological models for years, and he wanted assurance that their interests were not undercut. After discussion, most Council members agreed that Computer Engineering was represented in the signature of Chris Bell (Dean of College of Engineering) and thus had opportunity for input.

The Council voted on the proposal: Seven were in favor, 1 opposed, and one member abstained. The proposal passed.

The proposal will now move to the Curriculum Council, and the suggestion was made to ask the Curriculum Council to verify the liaison for Computer Engineering before the taking.

3. MBA Program Review Follow-up Report

Court Smith (College of Liberal Arts) presented the follow-up report on the MBA program. Currently, the College of Business is revising the MBA program, and will submit a proposal soon. The proposal will address all the issues brought up in the review (e.g. recruiting issues, resource issues, graduate faculty issues). Since the Graduate Council will address these issues again when the proposal is submitted, it did not engage in lengthy discussion.

A motion to approve the review and forward it to Provost White was made and seconded. All were in favor.

4. Approval to Proceed with Thesis Examination

Doug Markle (College of Agriculture) led the discussion on the Approval to Proceed form that is required before graduate students submitting a thesis can schedule their exams. Council members received a copy of the form, which states that, by signing, committee members ♦ have had sufficient opportunity to review the examination copy of this student ♦'s thesis ♦. The Graduate Catalog states that at least two weeks before the final exam, an exam copy of the thesis must be presented to the Graduate School and the oral exam must be scheduled.

Instead of providing committee members with copies of the thesis well in advance, students typically hand the Approval to Proceed form and the thesis to committee members at the same time, two weeks before they plan to take the exam. This means they need to schedule the exam immediately, and thus need the form signed before committee members can review the thesis. Some Council members reported receiving the form even before receiving the thesis. Dr. Markle suggested removing the wording that implies any evaluation prior to exam, replacing it with something akin to the following statement:

I have received the thesis as listed above and I agree that the final oral exam should be scheduled.

Discussion included whether changing the wording would change the philosophy behind it, which is based on a committee reading a thesis and working with the student after having read the thesis. The intent of the form is to ensure this practice happens routinely. If the form is unsuccessful in its purpose it may be doing more harm than good by putting faculty in the uncomfortable position of feeling pressured to sign a form to avoid delaying a student ♦'s exam, or signing something that is not true.

Dr. Smith suggested that the key to compliance with the philosophy was improving guidance from major professors, and felt that changing the language may dilute the educational value of the exam process. Other concerns included the possibility of increasing the likelihood of exams proceeding with unacceptable theses, but most Council members agreed that this occurrence was too rare to influence the decision about changing the language.

Other discussion included complaints about forms in general, and the possibility of making all forms available for electronic submission. Sally Francis (Interim Dean, Graduate School) pointed out that the Graduate School does not currently have that capability, and getting it would require more funds and more labor by Graduate School staff. Bruce Rettig (Associate Dean, Graduate School) indicated that such changes involve administrative implementation and do not require changes in policy, but the Council ♦'s input is valuable.

Suggestions from Council members concerning the Approval to Proceed form included creating a form that circulates among committee members before the two-week deadline with the stipulation that the thesis must be given to committee members two weeks before the exam. This form would simply give the committee

members an advance warning of the upcoming exam, prompting them to address concerns ahead of time.

The discussion ended with Associate Dean Rettig calling for suggestions and comments about how to improve the process, and agreeing to work with the Graduate School staff to develop new options.

5. PhD Residency Requirements

Maggie Niess (Graduate Admissions Committee) led a discussion about PhD Residency Requirements. Some view the requirement as conflicting with the OSU philosophy that ♦Oregon is our campus♦ as well as with distance education initiatives. The issue also becomes problematic if students are taking courses offered on campus as well as at a distance, or if students are using their dissertation hours for their residency requirement. No one is able to track them and verify that they are, in fact, on the Corvallis campus.

Dean Francis suggested it is appropriate to reconsider how we define residency in 2001, now that technology has enabled remote access to many resources. The residency requirement appears to be a barrier that could (and does) prevent prospective students from considering graduate work at OSU. The issue raises questions about the definition of mentoring, the principles of graduate education, and the value of daily contact and conversations with advisors and peers. Current technology and graduate student demographics (more married, older, working students) challenge many previous notions about how graduate education works. This university may soon be outdated unless the definition of residency is reconsidered. Associate Dean Rettig noted that the philosophy behind the requirement is that at least three terms of interaction with faculty and other students and access to the library is necessary, and he wondered if this philosophy was outdated.

While some Council members felt strongly that a student should be on campus, others wondered if the requirement could be changed so that the credits must be OSU credits, with no stipulation of location. Another suggestion was that departments could define residency for their individual programs. Further discussion led to questions about requiring full-time status.

Dr. Cull suggested tabling the issue until a later date. Dr. Tornquist suggested that Associate Dean Rettig create a document that clearly outlines the basic PhD requirements with the residency requirements for the Council to review. It would also be helpful to see how peers institutions are handling residency issues. The topic will be revisited at some time in the future.

6. Graduate Faculty Status

Mary Prucha (Coordinator of Graduate Services), a member of the Faculty Senate Executive Committee described continuing concerns of that group with the procedures to revoke graduate faculty status. The Committee is concerned that the recently adopted policy of the Graduate Council that requires that removal of graduate faculty status must be endorsed by academic deans did not fully address their earlier concerns. They suggested that signatures provided by deans were done with little attention to the action they were approving. The Committee felt that if a real breakdown in communication occurred, it was between the department chair and the faculty member being removed, and they requested consideration of additional language requiring that the department head contact the faculty member prior to his/her removal from graduate faculty. Prucha understood that the Committee would want a letter sent in advance of the removal, which would provide opportunity for dialogue. The letter would be part of a consultative process since the department chair does not have authority to remove graduate faculty without the dean's approval.

The Council will need to decide if this would be required only for regular faculty who are being removed or for adjunct or courtesy faculty as well. Associate Dean Rettig will draft supplemental language for the Council to approve. A straw vote was taken, and all members present thought that there should be communication between the faculty member and the dean prior to removal.

7. Conditional Admission Requirements

Dr. Niess opened a discussion about conditionally admitted students. These students cannot serve as graduate assistants and must achieve an average GPA of 3.25 on the first 18 credits they take as graduate students. Both of these items draw debate and criticism. Some believe that requiring a 3.25 is unfair because it expects higher achievement from conditionally admitted students than from regular students. Others believe that it simply requires students who were not otherwise acceptable to demonstrate that they can score grades higher than a ♦B,♦ thus proving they can be successful in graduate school. Additionally, there have been situations in which students who would otherwise have been admitted as conditional were admitted provisionally so that they could hold an assistantship.

Dean Francis addressed the assistantship issue by saying that the Graduate Dean can grant exceptions to that rule. In such a situation, the student should not have been admitted provisionally because, by definition, they did not meet the requirements for provisional admission (3.0 GPA).

Dr. Tornquist sought to clarify the issues, asking if Dr. Niess was proposing that the 3.25 requirement be changed. She was not making such a proposal, but rather raising the issue because it keeps coming up. Associate Dean Rettig mentioned that he, too, had received requests for the Graduate Council to review conditional admission. One question that arose was whether conditional admission was part of a true policy, or whether it was simply Graduate Admissions Committee practice. The crux of the issue was the fairness of the practices and whether the categories of admission need to be redefined or the associated rules need to be changed.

The discussion was tabled, with Associate Dean Rettig suggesting that Council members get opinions and views from their respective colleges. Dr. Tornquist announced that the issue would be revisited.

8. Other Business/Assignments

Future meetings of the Graduate Council are scheduled for:
Thursday, February 22nd 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, March 8th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, March 22nd 3:00-5:00pm 650 Kerr Admin. Bldg.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 25, 2001 Minutes

Graduate Council

January 25, 2001 Minutes

Present: Tornquist (Chair), Cull, Ebbeck, Esbensen, Francis, Markle, Mishra, Niess, Prucha, Remcho, Rettig, Smith, and Young

Absent: Ayres, Brandt, Radosevich

1. Introductions, Operating Principles and Upcoming Agenda Items

2. Graduate Program Review Follow-up Reports

Steve Esbensen (Oceanic and Atmospheric Sciences) told the Council that a Follow-up Review of the Master of Business Administration program had taken place, but a written report had not yet been prepared. He did, however, raise a point of concern about one change in the MBA program. Dr. Esbensen understood the department was implementing a new team final oral examination, as opposed to the traditional individual examination. Chandra Mishra (College of Business) clarified the issue, explaining that the oral exam will still be an individual examination, but before their exams, a team of four graduate students will present a portfolio project. Each member will present a different aspect of the project. Dr. Mishra indicated that the College of Business had never discussed planning team examinations, and will confirm that fact in a meeting within his college on January 26, 2001. Bruce Rettig (Associate Dean of the Graduate School) noted that if there is a substantial change in the MBA program, it will require a Category II proposal.

This discussion led Sue Tornquist (Graduate Council Chair; Veterinary Medicine) to ask if follow-up reports should include projected changes. Although she did attempt to resolve that issue for the Graduate Council, Mary Prucha (Coordinator of Graduate Services) pointed out that follow-up reports went to Provost Tim White after approval by the Graduate Council.

A motion was made and seconded to accept the Atmospheric Sciences Program Review Follow-up Report presented to the Graduate Council on January 11, 2000 (and included in the January 11, 2001 Graduate Council minutes). Dr. Tornquist called for a vote, and all agreed to accept it.

3. MS in Home Economics: Category I to eliminate the degree

Dr. Tornquist introduced the Category I proposal by the Department of Human Development and Family Sciences to drop the Master of Science degree in Home Economics. Vincent Remcho (College of Science) moved that the Category I proposal be approved. Paul Cull (College of Engineering) seconded the motion, and Dr. Tornquist asked if there were further comments; hearing none, she asked for a vote. All were in favor of approving the Category I proposal.

4. Physical Presence at Committee Meetings

Sally Francis (Interim Dean, Graduate School) reviewed the updated version of the physical presence policy presented at the January 11, 2001 meeting. The first change made was an added stipulation that only one member of a graduate student's committee may participate at a distance.

The second issue concerned the cost of remote participation. Dean Francis stated that the potentially high cost of remote participation needed to be acknowledged. Dr. Esbensen suggested adding a requirement that cost arrangements should be made in advance, and Dean Francis added that she wanted it to be clear that the Graduate School would not pay for the remote participation. Doug Markle (College of Agricultural Sciences) suggested making the remote participant responsible for the cost, but allowing the department to help pay for it if they so desired. Dr. Tornquist suggested simply indicating that the Graduate School is not responsible for the costs, while Vicki Ebbeck (Health and Human Performance) advocated including a

resolution about deciding who would pay ahead of time.

Dr. Cull pointed out that, in item "a", commas should be inserted, making it read, "Advance written agreement of the student first, and then all committee members, has been obtained."

Mary Prucha asked whether if the policy is to be printed in the catalog or in the survival guide provided to graduate students. Currently, the catalog says that all members should be present. Dean Francis suggested including only the first paragraph. She also said she envisioned a form to ensure advanced written agreement (item a). She expressed some concern about the student being protected from costs and logistics, suggesting that the GCR could oversee that. Dean Francis did not think that the form needed to be included in the policy.

A motion was made to approve the revised policy, with the following changes:

- "any costs associated with remote participation are not the responsibility of the Graduate School and must be arranged in advance" replace item e;
- Commas be added to item a

Dr. Ebbeck seconded the motion, and all members of the Graduate Council approved the motion to accept the recommended policy for Remote Access for Graduate Council Meetings pending the changes mentioned in the motion. The approved policy reads as follows:

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings (i.e. program meetings, preliminary examinations, and final examinations). However, it is permissible for one member to participate from a remote location when the conditions listed below will be met as documented by the GCR. Appeals for exceptions to this policy may be addressed to the Dean of the Graduate School.

1. Advance written agreement of the student first, and then all committee members, has been obtained;
2. Any visual aids or other materials have been distributed in advance to the remote member;
3. The remote member participates in the entire and complete conduct of the meeting;
4. The major professor has accepted responsibility for the oversight of any logistical arrangements necessary; and
5. Any costs associated with remote participation are not the responsibility of the Graduate School, and must be arranged in advance.

5. Graduate Admission Changes: Prior Masters and Narrative Transcripts

The proposed changes to the minimum entrance requirements were provided to the Graduate Council prior to the January 11, 2001 meeting. The Council had previously discussed eliminating review by the Graduate Admission Committee of applications from students who have earned a Master's degree from an accredited institution. A second issue was how to handle students coming from institutions with non-graded (narrative) transcripts. Should such applications be automatically rejected, go to the Graduate Admissions Committee (GAC), or result in an Advanced Notice of Rejection (ANR)? Associate Dean Rettig thought narrative transcripts should flow to departments for review.

Maggie Niess (GAC representative) said the GAC did not feel qualified to review narrative transcripts (of which they receive 5-7 per year), but expressed concern that departments may admit students without thoroughly assessing their transcripts. The GAC wanted the departments held accountable for maintaining appropriate admissions standards.

Court Smith (College of Liberal Arts) asked who received letters of justification from departments who wanted to admit students with a GPA of less than 3.0. Dr. Niess indicated that the GAC would receive those letters.

According to Dr. Niess, the only concern the GAC had was with the ANR. ANR's due to narrative transcripts can be bad in the case where the students are of high caliber, and often schools that use narrative transcripts are good schools. Associate Dean Rettig provided an example of this happening in the College of Atmospheric and Oceanic Sciences (COAS) which has received applications from UC Santa Cruz, a quality institution that uses narrative transcripts. The ANR presents an obstacle to giving early notification of admission and may cause qualified students to choose another graduate school.

Dr. Tornquist asked whether the Council could adopt policy that the GAC does not send an ANR for applicants with narrative transcripts to the departments. Dr. Niess explained that there would still be a delay factor, but

often the GAC accepts these students when the department is willing to accept the student.

Dr. Smith responded to Dr. Niess' concerns that some departments do not adhere to acceptable admissions standards, suggesting that the GAC report such practices to the dean. He wondered if this could be included as part of a graduate program review. Dr. Niess assured the Council that the GAC has kept the dean informed. Associate Dean Rettig said that oversight of admission decisions may be something to include in program review procedures.

Dean Francis suggested changing the official language. She said that she understood that the Council did not want the GAC to be involved with narrative transcripts. She also understood that the Council did not want an ANR to be issued, thus deleting the GAC from the process. Dean Francis also suggested that the application file would be incomplete until a written evaluation of the transcript is included.

Dr. Cull brought up a new issue, related to the minimum entrance requirement of a four-year degree. He noted that numerous applicants from outside the US have three-year degrees. Dr. Mishra affirmed that OSU loses those students to other schools because of the four year requirement. Dr. Smith suggested changing the minimum requirement to simply say "baccalaureate degree" without a specification for years. Dean Francis, Associate Dean Rettig, and Dr. Mishra thought that issue might require a separate discussion.

Dr. Ebbeck moved that the Council approve the proposal regarding minimum entrance requirements, deleting the routing of the narrative transcripts to the GAC and removing the 45-hour requirement for Masters degrees, with the stipulation that the Graduate Council return to the issue of admissions at the next meeting. Dr. Markle seconded the motion, and Dr. Tornquist called for a vote. All Council members were in favor.

Further discussion:

Dr. Tornquist suggested that the issue of the four-year baccalaureate degree should be discussed in the future. Dean Francis indicated that a task force should look at admission standards after the current task force completes its appraisal of the admissions process.

Associate Dean Rettig said that the Graduate Admission Task Force has heard requests that alternatives to the 3.0 minimum be developed. Those suggesting alternatives argue that GPA and standardized test scores may understate the probability of success in some, and perhaps all, programs. A task force could document criteria--different from what is in the catalog--that departments could use in appealing rejections, thus speeding up the appeal process. Another issue is unaccredited international institutions.

Dr. Tornquist suggested that the Council form a task force to analyze graduate admissions standards with Dr. Mishra as its representative, and Dean Francis appoint other members from areas including minority affairs and international education among others.

6. Change in Status of Graduate Faculty

Associate Dean Rettig presented alternative wording for the Council's statement on the Membership on Graduate Faculty from the proposal considered at the January 11, 2001 meeting. The new draft incorporates Council language from its November 30, 2000 Graduate Council meeting. He asked whether the policy should refer to what faculty members whose graduate faculty responsibilities are reduced should do if they disagree. The Graduate Council previously agreed that if there is specific reference to grievance procedure in the faculty handbook, then the policy should not mention it. The faculty handbook indeed does adequately explain how a faculty member would file a grievance. The policy should then be sent back to the President of the Faculty Senate as information.

Dr. Cull moved to approve the changes, including needing department head and dean to sign approval for removing any faculty member from graduate status for reasons aside from general housekeeping. The motion was seconded, and Dr. Tornquist called for a vote. All approved.

7. Graduate Student Grievance Guidelines

Associate Dean Rettig presented the Graduate Student Grievance Guidelines, which were not significantly changed. The discussion was set aside at the January 11, 2001 meeting due to confusion about whether the Council had received the entire document; they had. One issue that had been discussed at the January 11, 2001 meeting was whether the Provost had to respond in writing. The Guidelines were modeled after the CGE bargaining unit guidelines. Section 1.3 states that any decision shall be in writing. Associate Dean Rettig asked the Council if stating that again was necessary or redundant. After little discussion, the Council decided that it should be included in both places.

Dr. Smith moved that the guidelines be accepted; Dr. Cull seconded; there was no further discussion, and all Graduate Council members voted to approve the guidelines. Associate Dean Rettig will give the guidelines to Caroline Kerl (Legal Advisor).

8. Other Business/Assignments

Dr. Tornquist announced that at the next meeting the Council is anticipating a visit from the Bioresource Engineering Department, which will present its Category I proposal for graduate degrees in Bioengineering. Another item will be the form that faculty members must sign before students may proceed to schedule their final theses defenses. The PhD residency requirement will also be an item at the next meeting.

Future meetings of the Graduate Council are scheduled for:

Thursday, January 25th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, February 8th	3:00-5:00pm	650 Kerr Admin. Bldg.
Thursday, February 22nd	3:00-5:00pm	650 Kerr Admin. Bldg.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 11, 2001 Minutes

Graduate Council

January 11, 2001 Minutes

Present: Tornquist (Chair), Ayres, Brandt, Cull, Ebbeck, Esbensen, Markle, Mishra, Radosevich, Remcho, Rettig, Smith, and Young

Absent: Francis, Niess, and Prucha

1. Introductions, Operating Principles and Upcoming Agenda Items

Bruce Rettig, Associate Dean for the Graduate School introduced Jill Anderson, new Assistant to the Dean of the Graduate School, and the present 2000-2001 members introduced themselves.

2. Physical Presence at Committee Meetings

Associate Dean Rettig introduced the topic of physical presence at thesis committee meetings in Dean Sally Francis's absence. Associate Dean Rettig, referring to a handout, reviewed standing policy which states that all committee members must be present at students' program reviews. Recently the number of requests from people who have special circumstances that prevent their attendance has grown. Dean Francis has considered seven such circumstances a "group of experiments" to see how successful remote access to meetings (via tele- or video-conferencing) could be. All involved in these "experiments" concluded that remote participation was successful, but had recommendations for guideline for remote access.

The Council discussed several areas of concerns:

- The requirement that remote participation should not be used for meetings where visual aids will be used unless two-way high-quality video is used. Dr. Jim Ayres (College of Pharmacy) suggested that visual aids could be transmitted to the absent party in advance.
- Whether there was a problem with a member of a student's committee not participating in all aspects of the oral defense (e.g. did not witness the student's public presentation of his/her research, nor the questions from the audience). The Council agreed that all members needed to be included in any formal presentation if it is considered part of the exam.
- Whether the major professor should be required to be physically present. Dr. Steve Radosevich (College of Forestry) felt that all members were equally important, and that the major professor's presence was no more important than that of the other committee members.
- The recommendation to disallow remote participation if the student's success is uncertain, which the Council cited as too ambiguous.
- Whether there should be different criteria or restrictions for different kinds of committee meetings, and whether these rules applied only to final defenses.
- Who will cover cost of remote participation.

Associate Dean Rettig suggested tabling the discussion until Dean Francis was present. Dr. Sue Tornquist (College of Veterinary Medicine, Council chair) asked for a count of how many committee members, in principle, think there should be a way to have remote access to committee meetings. The council voted affirmatively, with one dissenter. Dr. Tornquist concluded that the Council will develop a policy for remote participation, and some of the recommendations that Dean Francis had submitted needed revision. The Council should give its list of concerns to Dean Francis. The Council hopes for a revised list from Dean Francis at the January 25, 2001 meeting.

3. Graduate Review Follow-up Reports

Dr. Tornquist asked Dr. Vincent Remcho (College of Science) and Dr. Jeannette Brandt (College of Education) to report on their December 8, 2000 follow up review with Dr. Steve Esbensen (College of Oceanic and

Atmospheric Sciences) and Irma Delson of the graduate program in Atmospheric Sciences. Atmospheric Sciences is now part of Oceanic and Atmospheric Sciences, and Dr. Remcho reports that the transition has been smooth. See attached follow-up report.

Dr. Remcho reported that the College of Oceanic and Atmospheric Sciences is currently searching for a new dean. There is hope that this person will try to foster greater interaction between faculty and students.

Results of the review process include:

- Weekly seminars, a recommendation of the review committee, are affording better interaction and information exchange. One seminar series is being held more frequently than recommended.
- Burt Hall expansions may overcome some physical limitations to faculty/student interaction. Some faculty and students are housed at a distance and feel removed from the college.
- Students and faculty see a need for a Synoptics course (weather analysis/forecasting). The faculty does not include an individual who would be appropriate to teach such a course. A search is underway for a new faculty member, and the new hire may have that area of expertise.
- Journal discussions have helped with faculty/student interactions.
- Integrated seminars have begun, but are not as popular as was hoped.
- The number of faculty is increasing, which bodes well for the program.

Dr. Tornquist asked if the report had been forwarded and concluded that no further action was needed. Dr. Tornquist then asked for an update on other follow-up reviews. No follow-up action had yet been taken for the other reviews; Dr. Tornquist agreed to have reports re-sent to the appropriate Council members and to ask Mary Prucha to clarify which Council members were responsible for which programs.

4. Graduate Student Grievance Guidelines

Since the last meeting, Associate Dean Rettig had asked David Shaw (Human Resources) and Caroline Kerl (Legal Office) to review the Graduate Student Grievance Guidelines. Editorial comments included the need to articulate that it was the duty of administrators to issue responses in writing, but it is not unusual to include a provision describing what to do when this does not happen within required time limits. This addressed concerns of some Council members about contradictory language concerning whether written responses were required.

A major new section of the guidelines concerned the use of designee, (now section 2.6). At any step an administrator may appoint a designee to act on his/her behalf. Most other changes were simple editing, smoothing of previous drafts. There was uncertainty about whether the guidelines were a Graduate Council document. Associate Dean Rettig said it was important to make sure the Council circulated it, but other bodies may need to look at it.

Associate Dean Rettig was asked to clarify whether the Council had a committee that handles grievances. When a grievance rises to Dean Francis, she may call on 2 members of the Graduate Council to serve on a grievance committee but she is not obligated to do so.

Handouts of the guidelines provided to Council members were found to have discrepancy in their numbering, raising the question of whether they had a chance to fully review the guidelines. Associate Dean Rettig will check the copies and will contact Council members, sending out a new document if needed. The discussion was tabled until the January 25 2001 meeting. Dr. Court Smith (College of Liberal Arts) suggested using "track changes" feature in word processing to help Council members review changes to the document.

5. Change in Status of Graduate Faculty

Associate Dean Rettig reviewed current formal procedures, which do not require a letter being sent to a faculty member if he or she is removed from graduate faculty status. A proposed change would mean that a letter is sent even if the status change is for removal from graduate faculty.

Dr. Esbensen began a discussion about grievance procedures, asking whether the actions are clear that a faculty member can take if they object to the change in status, and thought it might be helpful to add a line clarifying how a faculty member would file a grievance. Dr. Ayres thought that unless a specific channel of grievance was specified, no such line was needed; it is not standard to state grievance specifics when describing processes. Associate Dean Rettig indicated that sending a letter notifying a faculty member of their removal would be a compromise that would give the faculty member recourse to grievance procedures. He also stated that faculty grievance procedures from Oregon University System (OUS) are being revised, but they do exist. Dr. Court Smith asked if this was an action subject to grievance under those rules. Dr. Brandt thought that putting the removal through the dean's office might avoid some grievances.

The Council discussed whether it was appropriate to require only the department head's signature when a faculty member is removed from graduate faculty, particularly when the dean's signature is required for giving faculty member graduate faculty status. Dr. Tornquist raised the point that faculty are often removed as general "housekeeping," when a faculty member no longer works for the university due, for example, to relocation or death. Associate Dean Rettig suggested a limited involvement of the dean in the appointment to graduate faculty status, explaining the presumption that the department head knows the particulars for the faculty and has reason for nominating the faculty, while the dean simply endorses the recommendation. He also indicated that, even without deans' oversight, faculty would still have access to an appeals process. Very heavy deference is given to department heads' recommendations. Dr. Vicki Ebbeck (College of Health & Human Performance) noted that dean oversight could protect faculty from arbitrary action by the department head.

Dr. Tornquist referred to previous minutes in which the Council decided that most cases, which are "housekeeping" should be exempt from the dean's signature. Several suggestions were made to address the discrepancy between the nomination and removal process. Dr. Paul Cull (College of Engineering) suggested having all appointments done solely by the head of the department as well. Dr. Radosevich suggested that during the annual process in which the Graduate School requests updated lists of faculty status from the departments, the Graduate School also request to be notified of the reason for removal from graduate faculty status. Dr. Esbensen suggested that only routine, non-controversial modifications to faculty status be included in such annual updates, and that all others must go through the dean's office.

Dr. Remcho expressed concern that such procedures would be too bureaucratic and might be unnecessary due to the infrequency of grievances.

Council expressed general agreement that a faculty member should be notified if they are removed from graduate faculty status. Dr. Tornquist asked for a hand count of whether this was an issue that the Council should pursue. Six agreed that it was; two abstained from the vote. Dr. Tornquist asked for the Council to consider Dr. Esbensen's alternative and to plan to discuss the issue further at the January 25 meeting.

Dr. Brandt raised the question of whether graduate faculty status in an interdisciplinary program was different from that for a particular graduate department. She suggested making clear that the director of the interdisciplinary program has the power to determine the status for that program. Associate Dean Rettig commented that no problems had arisen due to this, but that it could be addressed.

Associate Dean Rettig will revise the guidelines and review the November 3, 2000 Council minutes. He will clarify that the Graduate School will draft the letter that the faculty member will receive informing him/her of change in status.

6. Graduate Admission Changes: Prior Masters and Narrative Transcripts

Associate Dean Rettig spoke briefly about this topic. He indicated that he had thought he knew what changes in admissions policy that the Council wanted, but that difference of opinion still exists on narrative transcripts. Discussion was postponed to a council meeting when Dr. Maggie Niess, chair of the Graduate Admissions Committee, can be present.

7. Relationship Between Graduate Credits and Student Work Commitments

Associate Dean Rettig mentioned that a question has arisen concerning what obligation a student incurs for signing up for thesis credits. He cited major differences between advisors' and students' understanding of this issue.

8. Category II Proposals

Associate Dean Rettig, on behalf of the Graduate Council, approved the following course requests:

NEW COURSE

BIO 520 (00-C321)
BIO 521 (00-C322)
BIO 530 (00-C323)
BIO 550 (00-C324)
BIO 551 (00-C325)
BIO 552 (00-C326)
BIO 650 (00-C334)
BIO 651 (00-C335)

BIO 652 (00-C336)

ANTH 537 (00-C353)

This proposal is approved under the assumption that it is a 3-credit course. If this is not correct, additional review may be needed.

FE 534 (00-C370)

Because the course appears to be aimed at graduate students and fifth-year undergraduates, the Graduate Council suggests that the Department consider offering the course only as FE 534 and encouraging undergraduates to take the course with that course number.

FE 549 (00-C373)

The Graduate Council suggests that the Department consider offering the course only as FE 549 and encouraging undergraduates to take the course with that course number.

FE 560 (00-C376)

FST 540 (00-C337)

PH 517 (00-C289)

The Graduate Council approves this course under the condition that adjustments recommended by Gary Beach be implemented (especially a syllabus that meets Curriculum Council requirements).

FOR 385 (00-C385)

The Graduate Council approves adding a cross-listing for this team-taught course

COURSE DROP

BIO 556 (00-C327)

CHANGE IN EXISTING COURSE

BIOE 557 (00-C328)

BIOE 558 (00-C329)

BIOE 560 (00-C330)

BIOE 562 (00-C331)

X-COURSE

FW 560X (00-C381)

9. Other Business/Announcements

Associate Dean Rettig alerted the Council to the upcoming Category I proposal from bioengineering for the creation of graduate programs. Invitations are out to see if the Council can get representation there. New material will follow at the next meeting.

Task force handouts are available at two open forums on Tuesday, January 16, 2001 and Wednesday, January 17 from 11/11:30-12:30/1:00. The forum on Tuesday will be in the MU Council Room, and Wednesday's meeting will be in MU104. The handouts set out guiding principles that need to be taken into consideration before making changes in admissions process and a group of sample questions to seed discussions and get things going. Each forum will be open-ended for comments and suggestions on the process. Anyone who can attend either or both forums is invited; comments should be sent to John Westall, chair of the task force.

Future meetings of the Graduate Council are scheduled for:
Thursday, January 25th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, February 8th 3:00-5:00pm 650 Kerr Admin. Bldg.
Thursday, February 22nd 3:00-5:00pm 650 Kerr Admin. Bldg.

Appendix: OSU Graduate Council Follow-Up Review

Atmospheric Sciences Graduate Program
College of Oceanic and Atmospheric Sciences

Introduction:

On Friday 8 December 2000, a follow-up to the 1997 Graduate Council Review of the Atmospheric Sciences (ATS) Graduate Program in the College of Oceanic and Atmospheric Sciences (COAS) was conducted. Graduate Council representatives were Vincent T. Remcho (Chair; Chemistry) and Jeanette Brandt (Member;

Housing, Apparel & Interiors). Representing the Atmospheric Sciences Program were Steven Esbensen (ATS) and Irma Delson (COAS). The follow-up review considered aspects of and factors affecting graduate education in the unit, primarily focusing on attributes of the program directly commented on in the 1997 review.

Administration:

As this review is being prepared, a search is underway for a new Dean for the College of Oceanic and Atmospheric Sciences. The appointment of this new Dean will bring some measure of change for the College as a whole and for the ATS program in particular. The 1997 review indicated that a greater synergy between ATS faculty and students and their counterparts in other disciplines within COAS was desirable. While this goal has been achieved to some extent, it is hoped that the new Dean will encourage and foster to an even greater extent the continued integration of ATS into COAS.

Faculty:

The composition of the faculty remains unchanged since the formal Graduate Council review in 1997. COAS intends to open a search for a faculty member in the near future. As per the outcome of a meeting held earlier in the day among selected COAS faculty, the position description would overlap heavily with the field of Atmospheric Sciences. This may lead to the hire of a much needed junior faculty member in ATS.

Students:

ATS has graduate programs leading to the MS and the Ph.D. All indications are that the students and faculty interact comfortably. The graduate stipend in ATS is in common with all other units in COAS (0.49 FTE, \$1551/month) and is at a competitive level. Although the program continues to attract talented graduate students, the number of applicants is smaller than would be ideal. The facilities issue has been cited as adversely affecting the ability of the unit to attract the desired number of applicants and gain commitments from them.

Curriculum:

The 1997 review revealed a need for coursework on synoptics (weather analysis and forecasting). This need has not yet been addressed. It is hoped that the new COAS hire will be able to address this need for a new course in synoptics, which would open up the possibilities for OSU to participate in future research opportunities that incorporate aspects of synoptics with physical oceanography.

Facilities:

Both administration and faculty indicated that the continued physical separation of the majority of ATS faculty, staff, and students from the bulk of other COAS personnel is a problem. Most of ATS is housed in Strand Hall, while the majority of Physical Oceanography personnel (with whom favorable research overlap exists) are in Burt Hall. It would be advantageous to ATS and COAS as a whole to house ATS with the other programs in the college. There is some indication that the planned expansion of Burt Hall may allow for this to be accomplished in part, though concerns exist as regards the plan to move only faculty from Strand Hall into Burt, leaving the graduate students in a separate facility. Indications that the ATS faculty might not be given contiguous space in the expanded facility are also a concern.

Action on Recommendations from the 1997 Review:

1. Seminars are being held on a regular basis, as recommended by the 1997 review team. These provide opportunities for information exchange between new/existing students and faculty.
2. The seminar series listed in item (1) extends beyond the recommendations of the 1997 review by meeting weekly. Informal research presentations and journal discussions at these weekly meetings have enhanced the graduate academic experience for students and been a benefit to faculty as well.
3. An integrated COAS seminar series was instituted in the time frame of the 1997 review, in keeping with the recommendation of the review team. The integrated seminars are not as popular or well attended as had been hoped, perhaps owing to the diversity of research in the college. The seminar series will continue for the foreseeable future with attendance by those interested in the topic at hand.
4. The needed synoptics course has not yet been added. ATS faculty and students still see the need for this course and remain hopeful that the new COAS hire will be able to fill this need. More importantly, ATS faculty forecast increasing research possibilities on the horizon with a new hire relevant to synoptics and the physical oceanography faculty.
5. The 1997 review team recommended housing ATS faculty and students in the same facility as the Ocean faculty and students. While this has not been achieved, some possibility remains that this may occur when the Burt Hall expansion is completed.
6. The number of collaborations between ATS faculty and Physical Oceanography faculty is slowly increasing. This bodes well for COAS as a whole and ATS in particular. The new Dean should strive to foster these collaborations.

Submitted to the Graduate Council on 11 January 2001:

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 30, 2000 Minutes

Graduate Council

November 30, 2000 Minutes

Present: Tornquist (Chair), Ayres, Brandt, Cull, Ebbeck, Esbensen, Francis, Markle, Niess, Prucha, Radosevich, Remcho, Rettig, Smith and Young

Absent: Mishra

Guest: Leslie Burns, Director - Undergraduate Academic Programs

1. Finalization of November 9th Minutes

The November 9, 2000 Graduate Council minutes were finalized. No additional corrections or comments were made.

2. Professional Teacher Licensure Area Approval Process

Leslie Burns, Director of Undergraduate Academic Programs outlined the process for identifying and changing Professional Teacher Licensure Areas in the Graduate Catalog. The licensure areas "are listed in a footnote to the Teaching Area Concentration for the Teaching degree in the Graduate Catalog. Licensure Areas are described this way, rather than as areas of concentration, because they are recognized as individual graduate programs by the Office of the Chancellor."

Currently, Oregon State University provides a process for adding or deleting Areas of Concentration. To add or delete an area of concentration for a graduate degree, a memorandum must be forwarded to the Graduate Dean for review and approval. The memorandum should outline a justification for the new or deleted Area of Concentration. However, OSU does not have a formal process for adding or deleting Licensure Areas within the Masters of Teaching.

To formalize the licensure area process, Provost White assigned a Task Force to provide recommendations for the Professional Teacher Licensure Areas approval process. The Task Force proposed the following recommendations;

1. Professional Teacher Licensure Areas will be listed in the General and Graduate Catalogs under this heading rather than as Areas of Concentration for the M.A.T. degree.

2. The following wording will be added to the Curricular Procedures Handbook:

Professional Teacher Licensure Areas

The School of Education collaborates with other colleges to offer the Professional Teacher Education Program. The Professional Teacher Education Program offers teacher licensure preparation for students wishing to enter the teaching profession as well as for Continuing License.

Because students are recruited and admitted to graduate programs approximately one year prior to enrollment, proposals must be submitted at least 18 months prior to effective dates.

Proposal for New or Changes in Professional Teacher Licensure Area

1. A memorandum is prepared that includes the following:
 - an outline of the curriculum in the Professional Teacher Licensure Area,
 - justification for the licensure areas or changes in licensure area, and
 - effective date for implementation
2. The Licensure Faculty Curriculum Committee reviews the proposal.
3. Upon Licensure Faculty approval, the proposal is forwarded to the Council of Education Deans for their review and approval (signature required).
4. Upon the Council of Education Deans approval, the proposal is forwarded to Academic Affairs for review concurrently by the Faculty Senate Graduate Council and Curriculum Council.
5. Upon approval by the Graduate Council and Curriculum Council, notification will be made to appropriate OSU offices, the Chancellor's office and TSPC.

Proposal to Drop a Professional Teacher Licensure Area

1. A memorandum is prepared that includes the following:
 - a justification for dropping the licensure area and
 - effective date for implementation.
2. The Licensure Faculty Curriculum Committee reviews the proposal.
3. Upon Licensure Faculty approval, the proposal is forwarded to the Council of Education Deans for their review and approval (signature required).
4. Upon the Council of Education Deans approval, the proposal is forwarded to Academic Affairs for review concurrently by the Faculty Senate Graduate Council and Curriculum Council.
5. Upon approval by the Graduate Council and Curriculum Council, notification will be made to appropriate OSU offices, the Chancellor's office and TSPC.

The recommendations have been approved by the Deans of Education Council and the Curriculum Council.

The Graduate Council inquired as to how often Licensure Areas change. Dr. Burns stated that they could change as often as every year. The Council supported the recommendations, but emphasized that the Licensure Areas for the M.A.T. program should be clearly visible and defined in the Graduate Catalog.

On November 30, 2000 the Graduate Council voted to approve the recommendations of the Task Force. The recommendations will be included in the Curricular Procedures Handbook and communication of this new process will be provided to appropriate OSU offices and faculty in the near future.

3. Graduate Student Grievance Guidelines

Bruce Rettig, Associate Dean of the Graduate School, stated that the collective bargaining agreement between OSU and the Coalition of Graduate Employees provides, in Article 18, a grievance process that differs from the process for employment grievances in the current guidelines provided by the Graduate School. As a result, the current Graduate policy *Grievance Procedures for Graduate Students at Oregon State University* is being reviewed and revised by the Graduate School. The Graduate School would like the endorsement of the Graduate Council on the revised policy prior to its implementation.

The Graduate Council urged that the mechanisms for action be clearly stated within the document. In

addition, members suggested that section 1.3,

A reasonable effort should be made to resolve any grievance at the lowest level possible. Any decision rendered at or above the level of the departmental administrator shall be in writing.

be expanded to require written notification when no decision is rendered.

Associate Dean Rettig will incorporate these suggestions into a draft to be forwarded to the Legal Advisor's Office for approval. Once the Legal Advisor's Office responds, Associate Dean Rettig will bring the revised policy back to the Council for final endorsement.

4. Change in Status of Graduate Faculty

Associate Dean Rettig stated that, at OSU and its peer institutions, faculty who are affiliated with graduate education as either teachers or researchers must have Graduate Faculty status. Graduate Faculty status is granted in a variety of ways nationwide, ranging from processes conducted by councils to Graduate School approval.

At OSU, faculty members are nominated to graduate faculty status by the head or chair of the academic unit and the academic dean of that college or school. The nomination consists of filling out a nomination form and providing either a resume or curriculum vitae to show appropriate credentials for Graduate Faculty status. Final review and approval is given by the Graduate Council. Currently, Associate Dean Rettig acts on the behalf of the Graduate Council in granting Graduate Faculty status. Once the approval has been completed then the faculty member is put into the Graduate Faculty database and a letter of notification of status is mailed to the faculty member.

The Faculty Senate Executive Committee is considering a recommendation arising from the Faculty Grievance Committee and requested Graduate Council input. The recommendation focused on the different procedures for appointment of graduate faculty status versus removal of graduate faculty status. Currently, the Department Chair and academic Dean must sign the nomination form for appointment, but the Department Chair's signature is the only one required to remove Graduate Faculty status. The Executive Committee provided two major points for consideration by the Graduate Council on this issue:

- most removals from graduate status are "housekeeping" to remove the names of people who have moved, died or become inactive; and
- under current arrangement, faculty is not formally notified when their graduate faculty status is altered.

The Graduate Council suggested that the same process for nomination to Graduate Faculty be used for the removal or reduction in responsibility of Graduate Faculty Status when the Graduate Faculty member's status was initially provided for continuing research or teaching duties. Cases in which the faculty member was hired for a fixed term/assignment, retired, died, moved or became inactive will be exempt from the removal process.

In addition, the Graduate School should communicate the process for nomination and removal to Graduate Faculty with the OSU campus.

Associate Dean Rettig agreed to draft procedural language for removal or reduction in responsibility of Graduate Faculty. This will be reviewed by the Graduate Council at a future meeting. The approved process will then be forwarded to the Executive Committee in response to their October 13th request.

5. Graduate Admission Changes: Prior Masters and Narrative Transcripts

Last year, Dr. Doug Barofsky, Chair of the Graduate Admissions Committee provided the Council with a brief summary of the graduate admissions policy recommendations at the April 27, 2000 meeting. The first recommendation re-examined the review of 24-Hour Rule applicants. The second recommendation revised the current policy on minimum admission requirements into a graduate program. The recommendations for new language were approved and appear on pages 6-7 of the Graduate Catalog 2000-2001 as follows:

The minimum entrance requirements are as follows:

- *A four-year baccalaureate degree from an accredited college or university, and*
- *A combined GPA of 3.00 on the last 90-quarter credit hours of graded undergraduate work on the first baccalaureate degree plus all work completed thereafter.*

Or

- *A four-year baccalaureate degree from an accredited college or university, a 45 quarter credit hour graduate degree from an accredited university, and*
- *A GPA of 3.00 on the last 45 quarter credit hours of graded graduate work on the first graduate degree.*

The Office of Admission & Orientation and the Graduate Admissions Committee (GAC) have asked the Graduate Council to provide further clarification on the final bullet point. Specifically, how should GAC and Admissions handle students with more than one graduate degree? and how should students whose last 45-quarter credit hours are narrative vs. graded graduate work be evaluated?

After some discussion, Associate Dean Rettig and Maggie Niess, Chair of the Graduate Admissions Committee 2000-2001 agreed to draft new language for discussion and approval by the Graduate Council at a future meeting.

6. Physical Presence at Committee Meetings

To be discussed at a future meeting

7. Category II Proposals

Bruce Rettig, on behalf of the Graduate Council, approved the following course requests:

CHANGE IN EXISTING COURSE

HDFS 530 (00-C350)

HDFS 531 (00-C351)

HDFS 532 (00-C352)

FE 515 (00-C368)

FE 516 (00-C369)

FE 540 (00-C371)

FE 541 (00-C372)

FE 550 (00-C374)

FE 551 (00-C375)

FE 570 (00-C377)

FE 571 (00-C378)

8. Other Business/Announcements

Future meetings of the Graduate Council are scheduled for:

Thursday, January 11th 3:00-5:00pm 650 Kerr Admin. Bldg.

Thursday, January 25th 3:00-5:00pm 650 Kerr Admin. Bldg.

Thursday, February 8th 3:00-5:00pm 650 Kerr Admin. Bldg.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 9, 2000 Minutes

Graduate Council

November 9, 2000 Minutes

Absent: Francis, Mishra, Niess and Radosevich

Guests: Andrew Young, Chair - Graduate Student Senate

1. Finalization of October 26th Minutes

The October 26, 2000 Graduate Council minutes were finalized. No additional corrections or comments were made.

2. Category I Curriculum Proposal: Master of Public Policy

Dr. Susan Tornquist, Chair of the Graduate Council, summarized the October 12th and October 26th discussions the Council had with key participants in the Master of Public Policy (MPP) degree program. Dr. Tornquist stated that as a result of these prior discussions the following concerns were addressed:

- Table 2 of the proposal, "Proposed MPP Prerequisites and Core Courses" was revised to correctly reflect the number of total credits required;
- The final essay requirement was changed from 10 credits to 6 credits and would be a non-thesis requirement; and
- Funding was assured through the strong support of Dean Schaffer of the College of Liberal Arts.

Dr. Tornquist asked the Council if there was any further discussion on the MPP proposal. The Council was still concerned about the lack of clear language defining the final essay as a non-thesis requirement in the proposal. The understanding of the Graduate Council members present at the previous meeting was that the paper would not be a thesis. Council members noted that the reference to thesis occurs only in the cover memo and not in the body of the proposal. It was agreed that the language in the cover letter of the MPP proposal referring to essay/thesis requirement be replaced with non-thesis requirement.

On November 9, 2000 the Graduate Council voted to accept the proposal with the requirement that the cover letter to the proposal replace language referring to thesis/essay requirement with non-thesis requirement.

3. Rangeland Resources Graduate Program Review Report

Dr. Tornquist briefly summarized the October 26th discussion of the Rangeland Resources report. She stated that Dr. Krueger felt that some errors were made in the review report concerning graduate student involvement in the hiring process of new faculty and in the description of problems with department to department relations. Dr. Jeanette Brandt, chair of the review committee, reiterated that review team members were reporting student perceptions and that these should stay in the report as a discussion point for the program. Dr. Krueger will be invited to submit a commentary on the review report.

On November 9, 2000 the Graduate Council voted to accept the report with the option for Dr. Krueger to attach a statement to the report prior to its transmittal to Provost White.

4. Category II Curriculum Proposal Review Issues

Dr. Jeanette Brandt of the College of Home Economics & Education volunteered to serve as the third member

of the Category II subcommittee.

Associate Dean Bruce Rettig of the Graduate School briefed the Council on the Category II process. On May 23, 1991, the Graduate Council approved the following policy regarding Category II requests:

"The Graduate Dean, on behalf of the Graduate Council, may approve the following types of Category II graduate course requests:

A. Changes in course:

- 1. Descriptions***
- 2. Titles***
- 3. Numbers***
- 4. Prefix***
- 5. Prerequisites or co-requisites***
- 6. In the amount of credit***

A. Decrease in course level from graduate to undergraduate credit

B. X-course requests

C. Dropping of existing course

"The Graduate Council (through the Category II subcommittee) should review and approve the following types of Category II graduate course requests

A. New graduate courses

B. Increase in course level from undergraduate to graduate credit

Process for Reviewing Category II Proposals

1. The Graduate School receives a copy of the Category II proposal for a graduate course from Academic Affairs.

2. Bruce Rettig, on behalf of the Graduate Council, approves those proposals described in A-D above. This is done via email messages to Academic Affairs, Chair of the Curriculum Committee, Catalog, Chair of the Graduate Council, and Chair of the Graduate Council Category II subcommittee.

3. Bruce Rettig meets with the Category II subcommittee to discuss those proposals described in E-F.

4. For proposals in which subcommittee members had questions or concerns, the subcommittee chair or Bruce Rettig emails the chair/head of the proposing department asking for additional information. In order to keep all parties informed and to prevent duplicate inquiries, this email is copied to the subcommittee members, Chair of the Curriculum Committee and Academic Affairs. Academic Affairs will forward it to the proper liaison of the Curriculum Council.

5. When information is received, it is forwarded to the subcommittee and Academic Affairs. Academic Affairs will forward the information to the Chair and Liaison of the Curriculum Council. The subcommittee reviews the additional information and makes a recommendation regarding approval.

When a proposal is approved (or disapproved), Bruce Rettig reports their action to the Chair of the Graduate Council and Academic Affairs.

On November 7th the Category II subcommittee met and discussed a proposal for a 500/600 course in the Department of Entomology. The current Graduate Council policy does not permit 500/600 courses. As a result, the subcommittee agreed to approve the 500 level course and the 600 level course as two separate courses. In addition, Associate Dean Rettig emailed the Department of Entomology inviting them to a future Graduate Council meeting to discuss their reasoning for a 500/600 course if they wish to continue to pursue the initial proposal.

The Graduate Council raised concerns regarding the approval of the 500 level course and the 600 level course as independent courses. It was strongly argued that separating the 500/600 level course into two

independent courses allowed for the same course to exist with two different course numbers. It was suggested that only the 500 or the 600 level course should be approved, but not both.

A motion was made to retract the approval of the subcommittee for a 500 level and 600 level course and instead approve only the 600 level course. The motion failed.

A second motion was made to instruct the Category II subcommittee in the future to approve only one course when a proposal for a slash course with the same syllabus or two courses with the same syllabus is received. The motion was passed.

5. Introduction of Graduate Student Grievance Guidelines

Associate Dean Rettig stated that the collective bargaining agreement between OSU and the Coalition of Graduate Employees provides, in Article 18, a grievance process that differs from the process for employment grievances in the current guidelines provided by the Graduate School. As a result, the current Graduate policy Grievance Procedures for Graduate Students at Oregon State University is being reviewed and revised.

Associate Dean Rettig has been working to revise the current *Grievance Procedures for Graduate Students at Oregon State* policy to make employment grievance procedures more consistent with the processes specified in Article 18 of the bargaining agreement.

Associate Dean Rettig shared with the Council that the Graduate School expects to make the grievance policy more accessible to students and faculty by placing it on the Graduate School website and providing links to additional information and forms concerning grievance procedures and processes.

The Council was concerned about some of the differences between the academic grievance process and the employment grievance process, such as time limits and written decision requirements.

Associate Dean Rettig will take these concerns under consideration. He encouraged the Council to review the revised *Grievance Procedures for Graduate Students at Oregon State* policy and Article 18 – Grievance Procedures prior to the next Graduate Council meeting. In addition, he stated that any comments or suggestions regarding the policy and disbursement of the policy to students and faculty could be emailed to him prior to the November 30th meeting.

6. Graduate Admissions Task Force Update

Associate Dean Rettig provided the Council with an update on the Graduate Admissions Task Force. The Task Force includes:

- John Westall (Chair) – Chemistry
- Chris Bell – College of Engineering
- Irma Delson – College of Oceanic & Atmospheric Sciences
- Maggie Niess – Graduate Admissions Committee
- Bruce Rettig – Graduate School
- Valerie Rosenberg – International Education
- Michelle Sandlin – Admissions & Orientation
- Andrew Young – Graduate Student Senate

The Task Force was charged to:

- Analyze our current graduate admission practices with respect to efficiency and effectiveness in enabling academic units to meet their recruitment goals;
- Identify campus concerns about graduate admissions; and
- Provide specific recommendations regarding reengineering the graduate admissions process at OSU with the goals of (i) increasing the efficiency of the admissions process for applicants, academic units, and the University Administration, and (ii) increasing the effectiveness of academic units in meeting their recruitment goals.

The first meeting of the Graduate Admissions Task Force took place on November 3rd. The first meeting primarily focused on shaping the charge around specific concerns raised by members of the Task Force and assigning members of the group to research certain areas, such as other institutional graduate admissions processes and concerns about graduate admissions procedures within departments campus-wide.

Associate Dean Rettig encouraged the Council to provide continual input to the Task Force as it moves forward on this issue and to offer concerns and topics to further assist the group with developing the objectives to be achieved by the Task Force.

The Council suggested that the Task Force take under consideration the following:

- The time it takes between the receipt of a student's application and the final action on a student's application;
- The notification process to students of acceptance or denial; and
- The inclusion of a web-based application process.

Associate Dean Rettig will take these suggestions to the Task Force and again encouraged any additional suggestions be shared with the Task Force.

The targeted date for recommendations by the Task Force is March 1, 2001.

7. Future Agenda Items

Dr. Tornquist announced that the following items would be discussed at future Graduate Council meetings:

- Ph.D. residency requirements
- Change in Status of Graduate Faculty
- Requirement for a Minimum Registration of 3 Credits
- Seven-Year Limit to Complete a Masters

Information regarding these topics will be provided to Council members prior to the meeting in which they will be discussed.

In addition, Dr. Tornquist encouraged Follow-Up Review committees to begin their review of graduate programs soon. Dr. Tornquist also asked the Council if they wished to further discuss the voting quorum issue. No discussion occurred. Dr. Tornquist encouraged any further comments regarding the voting quorum to be sent to the Graduate Council via email.

8. Category II Proposals

Bruce Rettig, on behalf of the Graduate Council, approved the following course requests:

CHANGE IN EXISTING COURSE

COMM 526 (00-C284)

NEW COURSE

ANTH 489/589 (00-C280)

Approved. Although liaison completion may be required by the Curriculum Council, the proposal addresses concerns of the Graduate Council. The syllabus draws on course material that draws on topics treated in the College of Business, but may references are quite different form those that would be required in a College of Business course and thus should not duplicate material already taught on campus.

BB 656 (00-C266)

ENT 554 and ENT 654 (00-C249) & (00-C250)

Approved as two separate courses. I will repeat an earlier message sent to the department indicating that these courses are approved, but not for slash listing. At the request of the subcommittee, I will also invite the Department of Entomology to visit with the Graduate Council and share their reasons for preferring the slash arrangement. The Graduate Council will then have the opportunity to revisit the standing policy against 5XX/6XX courses.

FOR 564 (00-C275)

FS 629 (00-C271)

PHAR 537 (00-C262)

TOX 656 (00-C267)

9. Other Business/Announcements

Future meetings will be held:

- Thursday, November 30th 3:00-5:00pm 650 Kerr Admin. Bldg.
- Thursday, January 11th 3:00-5:00pm 650 Kerr Admin. Bldg.
- Thursday, January 25th 3:00-5:00pm 650 Kerr Admin. Bldg.
- Thursday, February 8th 3:00-5:00pm 650 Kerr Admin. Bldg.
- Thursday, February 22nd 3:00-5:00pm 650 Kerr Admin. Bldg.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 26, 2000 Minutes

Graduate Council

October 26, 2000 Minutes

Present: Tornquist (Chair), Ebbeck, Francis, Markle, Niess, Prucha, Radosevich, Rettig and Smith.

Absent: Ayres, Brandt, Cull, Esbensen, Mishra and Remcho.

Guests: Leslie Burns, Director – Undergraduate Academic Program; Neil Davison, Assistant Professor – Department of English; Thayne Dutson, Dean –College of Agricultural Sciences; Leonard Friedman, Chair – Curriculum Council; Erik Fritzell, Associate Dean – College of Agricultural Sciences; William Krueger, Department Head – Department of Rangeland Resources; Kay Schaffer, Dean – College of Liberal Arts; and Brent Steel, Associate Professor – Department of Political Science.

1. Introduction, Operating Principles and Upcoming Agenda Items

The October 12, 2000 meeting notes were approved. A correction was made to the Graduate Council roster. A new roster will be forwarded to Graduate Council members in the near future. No additional comments or suggestions were provided.

Susan Tornquist, Chair of the Graduate Council, stated that, due to the nature of her work, emergencies in the lab do occur on rare occasion. As a result, if an emergency were to happen simultaneously with a Council meeting, Dr. Tornquist would be unable to attend the meeting. If this scenario were to occur, Dr. Tornquist asked the Council members if they should elect a vice-chair to intervene in her absence or if she should appoint a member prior to the meeting to represent her at the meeting. The Council agreed that Dr. Tornquist should appoint a member of the Council to serve in her absence.

2. Changes in Curricular Procedures

Leslie Burns, Director of Undergraduate Academic Programs outlined current, Category I and Category II procedures for graduate programs and coursework. Category II proposals focus on changes in coursework ranging from new permanent courses to minors. Category I proposals center on major curricular changes which require approval at the State Board level, such as new degree programs.

Curriculum proposals are first reviewed at the college level. Once the college has approved either the Category I or II proposals, the proposal is forwarded to the Office of Undergraduate Academic Programs, Academic Affairs. The Office of Undergraduate Academic Programs then routes the proposal for approval to the Academic Program Coordinator, Catalog Coordinator, Graduate Council and/or the Curriculum Council.

Dr. Burns and Leonard Friedman, Chair of the Curriculum Council, encouraged Council members to be aware of deadlines for class schedules, catalogs and printing schedules. Often the deadline for a particular term is one or two terms prior. In addition, they asked that Council members be aware of other departments that are offering like courses and that changes in one course create a much wider university effect than is often realized.

In addition, both Dr. Burns and Dr. Friedman informed the Council of several changes that have been implemented in the curricular process at OSU. First, Gary Beach, Coordinator of Assessment and Academic Programs, will be limiting his edits on future proposals due to time constraints and workload. In addition, the Curriculum Council and the Office of Undergraduate Academic Programs will continue to offer training sessions each term that will focus on how to complete a Category II proposal. The training sessions usually

take place either the second or third week of the term. The winter term training session has yet to be scheduled. Another change requires all Category I proposals to have a peer review by three highly qualified individuals in the specific field of the proposed program. For more details see, <http://www.ous.edu/aca/ext-review.html>.

Finally, the Curriculum Council and the Office of Undergraduate Academic Programs has placed the Category II proposal forms on the web. They hope this will facilitate the process and exchanges between academic units and the Curriculum Council.

3. Master of Public Policy

Dr. Tornquist stated that this was the second review of the Master of Public Policy (MPP) proposal and indicated that Brent Steel, Associate Professor of Political Science, and Dean Schaffer of Liberal Arts would provide additional clarification regarding questions that were raised at the previous Graduate Council meeting.

Dr. Steel stated that he has been involved in a variety of masters level Public Policy degree programs. He strongly thinks that the MPP is a natural fit for Oregon State University based on the strengths of the College of Liberal Arts (CLA). One of those strengths is the high level of familiarity amongst CLA faculty with Public Policy programs nationwide. Another strength has been the attractiveness of the MPP program at OSU in recruiting new faculty in the department of Political Science.

The three main departments involved in the implementation of the MPP degree program - Sociology, Economics and Political Science - have all provided high levels of input into the proposal and are extremely excited at the opportunity to have this program at OSU. In addition, the proposal has also received input and edits from a wide variety of external reviewers and committees. The overall goal of this degree program is to develop a Masters of Public Policy that is both strong in its integrity and respected professionally through accreditation.

Dr. Steel then addressed a number of the questions and/or concerns raised at the October 12th meeting of the Graduate Council. The value of a Master of Public Policy degree versus an MS in Public Policy is in its name recognition nationwide and the professional training that it suggests. A MPP is to the public sector what an MBA is considered to the private sector. In addition, enrollment in this type of degree program is booming nationwide, so there appears to be a growing demand for public sector oriented graduate programs.

In response to the concern regarding whether the MPP degree program is a thesis, non-thesis or thesis/non-thesis degree program, Dr. Tornquist clarified that the Council was concerned at the ambiguity in the proposal. The Council does not want to dictate whether the program should be a thesis or non-thesis program, but instead wants to make sure that whatever the option is that students are clear from the beginning.

Dr. Steel began addressing this concern by providing Council members with a copy of final project/paper requirements for Public Affairs/Policy degrees in the Pacific Northwest. The handout listed five different degree programs from California to Washington and their master essay requirements. The two that resemble the MPP program at OSU the most were the Master of Public Affairs at the University of Washington and the Master of Public Policy at the University of California, Los Angeles (UCLA). The University of Washington requires a final degree project (6 credits). Every student who graduates with an MPP degree is expected to complete a substantial piece of independent research. While not a thesis, the degree project enables students to work closely with University of Washington faculty members on a topic of serious interest. UCLA requires an internship and a "major research paper addressing a real-life policy question".

In addition, to these existing degree programs, Dr. Steel also provided the Council with the proposed requirements for the final thesis/essay in the MPP degree program. The guidelines for the master's thesis/essay state that the master's thesis/essay is required of all MPP students. The student will be judged on how well his/her paper addresses the four goals listed below:

- Illustrate an in depth, detailed and nuanced understanding of a specific issue, topic or question in the field;
- Illustrate an awareness of the theoretical issues and arguments raised and discussed in the literature on the subject;
- Express the ideas, concepts and arguments advanced in the paper with precision and rigor;
- Enlarge the reader's understanding of the issue and topic.

In sum, as an analogy, the Master's Thesis/Essay should strive to be equivalent in content, sophistication and technical expertise to a publishable paper in a respected scholarly journal. The Master's Thesis/Essay can be on any subject, as agreed upon by your committee, in political science or criminal justice and there are no limitations or preferences for a particular theoretical or methodological approach. The Master's Thesis/Essay should be 40-60 pages in length.

The Council asked whether a 6 credit Master's Thesis/Essay would still allow the program to be accredited. Dr. Steel stated that yes, the MPP degree program would still be able to be accredited by the National Association of Schools of Public Affairs and Administration. After some discussion and clarification of Oregon State University's processes, Dr. Steel concluded that the Master's Thesis/Essay described above would be a non-thesis requirement and would not interfere with the ability of the program to be accredited nor negatively affect student's employment opportunities.

Finally, with concern to the area of funding for the MPP degree program, Dr. Steel stated that CLA already possesses the strong and informed faculty needed to carry out this program. Dean Schaffer stated that she thinks that the MPP degree program is an excellent program and that it is a solid opportunity for the Departments of Sociology, Political Science, Economics and Agricultural & Resource Economics and the College of Liberal Arts. In addition, she confirmed that in the first two years there will not be any initial budget allocation for the MPP degree program because the College of Liberal Arts currently has the resources and faculty needed to implement this program. After two years, CLA will require additional funds to hire three new faculty members. The College of Liberal Arts also expects additional revenue as enrollment grows which would be targeted towards additional resources, such as GTA positions. Overall, Dean Schaffer strongly endorsed the MPP degree program.

Dean Schaffer asked the Graduate Council, in term of future proposals, whether or not it would be helpful for her to include a statement specifically focused on the funding for a program and how the CLA budget will accommodate the new program? The Council strongly encouraged Dean Schaffer to provide this statement with future proposals.

Dr. Tornquist stated that due to a lack of quorum, that the MPP degree program proposal would be tabled until the next Graduate Council meeting.

4. Review of Rangeland Resources Graduate Program Review Report

Dean, College of Agricultural Sciences, Thayne Dutson, Associate Dean, College of Agricultural Sciences, Erik Fritzell and Department Head, Rangeland Resources, William Krueger were present as representatives of the Rangeland Resources program. Dr. Neil Davison, College of Liberal Arts represented the Program Review committee.

Dr. Davison presented the following summary:

The review of the Rangeland Resources department took place during the week of May 22nd. The internal Graduate Council review team and the external review teams, the Society for Range Management and the Cooperative State Research Education and Extension Service (CSREES), reviewed the graduate and research programs of the Department. The Graduate Council review team, including the external reviewer, consisted of:

- Dr. Jeanette Brandt, Apparel, Interiors, Housing and Merchandising
- Dr. Neil Davison, English
- Dr. Terri Fiez, Electrical & Computer Engineering
- Dr. John Walstad, Forest Resources
- Dr. Jeff Mosley, Department of Animal and Range Sciences, Montana State University.

The Rangeland Resources Department has wide recognition among its constituents in the State of Oregon. Following the Land Grant mission, department faculty are encouraged to bring the University research findings to the people of the State and to serve them through teaching and pertinent research both on campus and at various field sites. The Department not only offers a bachelor's degree program on the OSU campus but also on the Eastern Oregon University (EOU) campus in La Grande with graduates receiving an OSU degree. Two department faculty members are housed on the EOU campus. Thus, connections that are just now being formed within some disciplines across the State have historic connection within this program. Additionally, a position in distance education for the Natural Resources undergraduate degree program has been established with this faculty member housed on the Central Oregon Community College campus. Field sites are at Burns and Union.

Dr. Davison presented the following recommendations provided by the Review Team:

During the course of our examination, we identified several items that may assist in future growth and development of the department. For the sake of brevity, these are highlighted below, accompanied by a brief explanation of each. We believe these suggestions are reasonably straightforward, but if further elaboration is warranted, members of the Graduate Council Review Team are readily available for comment.

1. Prepare a **strategic plan** that focuses on staffing needs and changes in the department over the next 5-10 years. This plan should address factors such as impending retirements, gender and ethnic diversity, disciplinary needs, emerging issues, and other items surrounding faculty infrastructure.
2. Evaluate the current **balance among teaching, research, and extension activities** in the department. Is it optimal for long-term sustainability of the department? Our analysis suggests that teaching and extension activities take precedence over research and other scholarly pursuits. This trend could render the department obsolete or ineffectual if more emphasis isn't given to innovative, creative, and scientific aspects.
3. Foster more **interdepartmental collaboration and collegiality**. Significant opportunities exist to further leverage departmental expertise and resources through cooperative enterprises with other College and University departments. Sharing courses, conducting joint research projects, and fostering integrated approaches to natural resource management are but a few examples. In addition, attention needs to be given to the rift (real or perceived) between the Rangeland Resources Department and the Fisheries and Wildlife Department. While no one expects (or wants) a monolithic view from these two sectors, there should be more cooperation and collegiality involved in working toward scientifically sound and politically acceptable solutions to natural resource problems.
4. Develop **formal policies and procedures concerning departmental governance**. Some areas where this might prove helpful as the department grows in size and complexity are: specifying the graduate admissions, orientation, and committee selection process; developing methods for handling graduate student concerns and complaints (short of formal grievance procedures) that protect the anonymity of the student; and establishing departmental staffing priorities and protocols for recruitment.
5. The affiliation of **Extension agents** and **Experiment Station specialists** with the Department of Rangeland Resources as their academic home provides both challenges and opportunities. Considerable diligence and finesse are needed to ensure that these faculty are effectively integrated into the department. As personnel and financial arrangements continue to grow in number and complexity, this aspect of departmental administration will need increased attention.
6. A couple of important housekeeping items deserve attention. The first involves ensuring that **faculty position descriptions** are accurate and up-to-date. This will facilitate a variety of reviews (annual, mid-term, P&T, post-tenure) as well as help focus faculty efforts in appropriate areas. The second item is related and involves **partitioning of faculty FTE** in an accurate manner. For example, the current allocation of teaching FTE appears skewed in some cases and may not reflect the actual effort involved.

Overall, Dr. Davison stated that both students and faculty within the Department were very satisfied with their success in research and post-graduate opportunities. Though the Department of Rangeland Resources is suffering from changes within the discipline and there is some dissatisfaction with department to department relations, the faculty and students were satisfied with the quality of the education in the Department.

Dean Dutson and Associate Dean Fritzell supported both the Department of Rangeland Resources and the review report.

Dr. Krueger stated that some errors were made in the review report concerning graduate student involvement in the hiring process of new faculty and department to department relations. However, Dr. Krueger stated, that overall, he supported the report and was taking the recommendations into account within the Department.

Due to a lack of quorum the Graduate Council was unable to take action on the report. It was stated that the Chair of the Program Review Team, Dr. Jeanette Brandt would not change the report to reflect the issues pointed out by Dr. Krueger. Instead, Dr. Krueger will be able to provide a statement in addition to the report prior to its transmittal to Provost White.

5. Committee Assignments

The following committee assignments were made:

Oregon Sports Lottery Graduate Scholarship

(Selection conducted in early April)

- Court Smith
- Vincent Remcho
- Jim Ayres

Bayley and Yerex Graduate Fellowships

(Selection conducted in early March)

- Vicki Ebbeck
- Doug Markle
- Steve Radosevich

Frolander Outstanding GTA Award

(Selection conducted mid-May)

- Paul Cull

If there are any requests for reassignment please contact Mary Prucha in the Graduate School as soon as possible.

The Graduate Council will fill the final opening on the Category II Course Review committee at the next Council meeting.

6. Informational Items

Graduate Education Round Table (GERT)

Sally Francis, Interim Dean of the Graduate School, updated the Council on the work of the Graduate Education Round Table. At the October 20th GERT meeting a single agenda item was the focus of the meeting. The Round Table reviewed the Graduate School Review report and narrowed down the recommendations to the three most important items that the Graduate School should work to implement this year. The Round Table's recommendations were:

- Recommendation 1: A comprehensive institutional vision statement for graduate education should be developed through a collaborative effort of the faculty, the Graduate Dean, and other institutional stakeholders.
- The combined recommendations of: Recommendation 5: The Graduate School should assume a more aggressive role to encourage improvements and expansion of services for graduate students across the University. Particular attention should be paid to areas of counseling, health care, childcare and financial aid;

Recommendation 12: The Graduate School should take the lead in lobbying the Development Office to place a high priority on soliciting funds directed to graduate education. An effort comparable to that underway for development of undergraduate scholarships should be initiated for graduate scholarships;

Recommendation 10: The Graduate School should be a strong voice in the distribution of internal funds and should help to ensure that adequate state and tuition funds are directed towards graduate education. Given the role of graduate education and graduate students in reaching the goals of the University, it is imperative that the Graduate Dean continues to champion the role of graduate education at OSU; and

- Recommendation 13: The Graduate School should seek ways to shift more authority for defining what graduate education is to departments, programs and colleges. The Graduate School should concentrate instead on facilitating new initiatives, such as distance delivery of graduate education, *with an emphasis on interdisciplinary programs as stated in recommendation 14.*

Central Oregon State University (COSU)

Dean Francis provided the Council with an update on COSU. Over the last month, Dean Francis has been working, through conversations and meetings, to gather ideas for graduate program offerings in Central Oregon. There will not be any new graduate programs coming to Central Oregon until the second or third year of COSU. However, current graduate programs that are offered by OSU will be available when COSU begins.

Dean Francis provided the Council with the final criteria for brokering graduate programs. The criteria are as follows:

In general, graduate programs offered at COSU will be developed and offered by COSU and OSU Graduate Faculty. However, in certain instances when it is neither feasible nor efficient for COSU or OSU to be the program provider, graduate programs may be brokered from other institutions. The following are the criteria by which COSU will determine whether a given graduate program may be outsourced.

1. Institutional quality

- a. The institution providing the graduate program must be fully accredited.***
- b. The faculty members who are involved in offering the program must be qualified to hold Graduate Faculty status at OSU.***
- c. The provider must have appropriate facilities and library collections to support the program.***

2. Evidence of need

- a. There must be sufficient market demand for students to generate a cost-effective enrollment.***
- b. Employment potential for graduates must exist.***

3. Relationship to strategic direction

- a. The program must further the mission of COSU and OSU.***
- b. The program must be in alignment with the strategic direction of COSU and OSU.***
- c. The program must not have a negative impact on the ability of OSU to sustain its current program offerings.***
- d. For cases in which a similar degree currently exists at OSU, the offering unit at OSU must be consulted prior to brokering with another provider.***

4. Program quality

- a. The program must be accredited by any accrediting body or professional society that has established standards in the area in which the proposed program lies.***
- b. If the program is in an area in which the institution offers an undergraduate program, the undergraduate program must be accredited.***
- c. The program must meet the following standards outlined in the Graduate Catalog:***
 - i. Credits required***
 - ii. Transfer credits allowed***
 - iii. Grade requirement***

- iv. Blanket-numbered course limits*
- v. Residency*
- vi. Time limits*

5. Program evaluation

- a. The provider must have a means of assessing the degree to which program objectives are met.*
- b. The provider must have a means by which program improvements and enhancements are made.*
- c. The provider must have a means by which program quality is assessed that is comparable in depth and scope to OSU Graduate.*

The final proposal for COSU from Oregon State University is due in the Chancellor's office December 1st.

Graduate Student Orientation

The Graduate School will be holding two student focus groups in November to gain additional insight for planning the 2001 Orientation. Any suggestions or input that Council members may have with regard to Graduate Student Orientation is welcomed.

Graduate Admissions Task Force

Invitations to serve on the Graduate Admissions Task Force have been sent this week by Dean Francis and Bob Bontrager, Director of Admissions and Orientation. John Westall, Department Chair of Chemistry will chair the Task Force.

Status of Graduate Program Review Follow-Ups

Dean Francis asked the Council for an update on the progress of Follow-Up Reviews this term. Mary Prucha, Coordinator for Graduate Services in the Graduate School, stated that no reassignments have been made. The committees will stand as stated in the October 12th minutes. A review of the Follow-Up reports will be placed on the agenda of a future Graduate Council meeting.

7. Category II Course Requests

Bruce Rettig, on behalf of the Graduate Council, approved the following course requests:

CHANGE IN EXISTING COURSE

ANTH 471/571 (00-C268)

BA 436/536 (00-C272)

CSS 460/560 (00-C270)

ANTH 441/551

COURSE DROP

TOX 450/550 (00-C276)

TOX 460/560 (00-C277)

8. Other Business/Announcements

The meetings for the rest of fall term:

Thursday, November 9 3:00-5:00pm 650 Kerr Admin. Bldg.

Thursday, November 30th 3:00-5:00pm 650 Kerr Admin. Bldg.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 12, 2000 Minutes

Graduate Council

October 12, 2000 Minutes

Present: Tornquist (Chair), Ayres, Brandt, Cull, Ebbeck, Francis, Markle, Mishra, Niess, Prucha, Remcho and Rettig.

Absent: Esbensen, Radosevich and Smith

Guests: Chris Bell, Associate Dean – College of Engineering; Mark Edwards, Assistant Professor – Department of Sociology; James Foster, Department Chair – Department of Political Science; Bob Frank, Associate Dean – College of Liberal Arts; Michael Kassner, Coordinator – Material Science Program; Gordon Reistad, Department Head – Department of Mechanical Engineering; and Vic Tremblay, Department Chair – Department of Economics.

1. Introduction, Operating Principles and Upcoming Agenda Items

Susan Tornquist, Chair of the Graduate Council, introduced herself and the new 2000-2001 members to the Council, Jim Ayres – College of Pharmacy and Doug Markle – College of Agricultural Sciences.

Dr. Tornquist summarized the Standing Rules of the Graduate Council and led a discussion concerning the operating principles for the Graduate Council in the upcoming academic year. At the end of the 1999-2000 Council session, absences among members increased. In addition, the lack of participation in Council meetings made it difficult for the Council to act on issues at hand. As the year came to a conclusion, email was used on occasion to complete discussions and collect votes from faculty members who were not present at a Council meeting.

In an effort to prevent this from recurring, Dr. Tornquist emphasized the value of attendance at Graduate Council meetings. In addition, she asked the Council to define what a quorum would be. The Council was uncomfortable using email as a means to vote on Council issues. Instead it was decided that email would be limited to the discussion of issues and that votes would take place only at Council meetings. It was also concluded that a quorum will consist of seven of the total twelve members of the Graduate Council and that a majority of those in attendance would decide a vote.

2. Follow-up Program Reviews and Program Reviews for 2000-2001

Dr. Tornquist announced that both the academic program review and academic program follow-up review committees have been tentatively formed (located below). Any concerns regarding the review assignments should be addressed to Mary Prucha, Coordinator of Graduate Services, in the Graduate School as soon as possible. Currently, the Graduate School is working to develop schedules and target dates, including dates for submission of the self-study, dates for the program reviews to take place and the submission of final reports. In addition, Associate Dean Bruce Rettig of the Graduate School is working to set up an informational meeting on graduate program review policies and procedures for Council members and representatives of departments being reviewed.

Current Year Master Schedule Graduate Council Follow-up Program Reviews 2000-2001

Date of Site Visit	Fisheries Science & Wildlife Science	Entomology	Marine Resource Management	Atmospheric Sciences	Master of Business Administration
	Fall 2000	Fall 2000	Fall 2000	Fall 2000	Fall 2000

Chair	Paul Cull	Steve Radosevich	Jeanette Brandt	Vince Remcho	Steve Esbensen
GC 2 nd Member	Vicki Ebbeck	Chandra Mishra	Sue Tornquist	Jeanette Brandt	Court Smith
Other Member					
Combined with Other Reviews?	Original Program Review was conducted in conjunction with Undergraduate Review (?)	No	No	No	No
Undergraduate Review Chair					
Undergraduate Review – 2 nd Member					
Pre-review Meeting Date					
Grad Program Contact	Dan Edge	Paul Jepson	Irma Delson	Irma Delson	Charles Neyhart
Self-study Sent to Review Team					
Provost Letter Sent to Review Team					
Follow-up Team Report Due					
Scheduled on Grad Council Agenda					
Report Transmitted to Provost					

Current Year Master Schedule
Graduate Council Program Reviews
2000-2001

Date of Site Visit	Electrical & Computer Engineering	Science & Mathematics Education	Apparel, Interiors, Housing & Merchandising	Geography & Geology	Zoology	Agricultural & Resource Economics
	Winter 2001	Winter 2001	Spring 2001	Spring 2001	Spring 2001	Spring 2001

Chair	Vince Remcho	Steve Esbensen	Mishra Chandra	Court Smith	Vicki Ebbeck	Steve Radosevich
GC 2 nd Member	Jim Ayres	Jim Ayres	Paul Cull	Doug Markle	Doug Markle	Jeanette Brandt
At Large Member						
At Large Member						
External Reviewer 1						
External Reviewer 2						
External Reviewer 3						
Combined with Other Reviews?	No	No	No	Undergraduate Review	Undergraduate Review	Undergraduate Review & CSREES Review
Undergraduate Review Chair						
Undergraduate Review – 2 nd Member						
Pre-review Meeting Date						
Grad Program Contact	Terri Fiez	Larry Enochs	Cheryl Jordan	Gordon Matzke	Stevan Arnold	Bill Boggess
Self-study Due						
Team Report Due						
Scheduled on Grad Council Agenda						
Report Transmitted to Provost						
Meeting with Provost						
Provost Letter						
Follow-up Review Year						
Transmit Follow-up to Provost						

3. Appoint Committees

The Council was briefed on the status and number of individuals needed to serve on various committees. Assignments were made to the following committee:

Category II Course review: Cull and Mishra. The Category II Course review committee is still searching for a third member.

Additional assignments will be made to the following Scholarship and Fellowship review committees at the next Graduate Council meeting:

Oregon Sports Lottery (need 3 – beginning of Spring Term)
Bayley & Yerex Fellowships (need 3 – end of Winter Term)
Herbert P. Frolander Fellowship (need 1- during May)

4. Category I Curriculum Proposal: Ph.D. in Material Science

Dr. Tornquist introduced the Category I Curriculum proposal for a PhD in Material Science. Currently, Oregon State University offers only an MS in Material Science. Dr. Kassner, Coordinator of the Material Science Program was available by speaker phone to discuss the proposal and answer questions.

Dr. Kassner stated that the proposal had been widely circulated throughout the College of Engineering and the College of Science and viewed by external reviewers prior to its presentation at the Graduate Council. The MS in Material Science has been in existence for the last ten years. The Material Science Program has been waiting until now to move forward with this proposal for a PhD in Material Science to ensure that existing enrollment, faculty recruitment and course offerings supported this program.

The Material Science Program has been weakened in the past as graduate students who have received their MS in Material Science at OSU have gone elsewhere to get their PhD due to the absence of this degree program. Over the past five years graduate students wishing to pursue a PhD in Material Science at OSU have earned their PhD in another discipline, such as Mechanical Engineering, although their degree program reflected the Material Science discipline. Overall, the ability of OSU to offer a PhD in Material Science would allow the program to retain students and offer a degree in Material Science for those students whose degree programs reflect this discipline.

Chris Bell, Associate Dean of Engineering, and Gordon Reistad, Head of Mechanical Engineering, were also in attendance to show their support and the support of the College of Engineering for this proposal. Associate Dean Bell stated that the College of Engineering feels this Program fits well into the future growth plans of the College and meets the demands of Oregon's economy.

Dr. Tornquist opened the topic for discussion to the Council. The Council expressed strong concern regarding the zero dollar amounts on the proposal's budget. Dr. Kassner and Dr. Reistad stated that the resources for the PhD program would be allocated out of the current funds provided to the MS in Material Science. Overall, Dr. Kassner expects that there will be no additional costs for the Program due to the use of current resources to support the Program. However, if enrollment grows at a faster rate than expected there may be some financial stress in the short-run. Dr. Kassner stated that it is also difficult to project the budget of the PhD in Material Science because it will be funded out of different departments as they contribute to the teaching and resources for the program. In addition, Dr. Reistad stated that he expected additional budget allocations to be made in the future as enrollment in the College of Engineering grows.

The Council strongly suggested that Dr. Kassner and the College of Engineering establish a budget for the proposal that reflects something other than zero prior to its consideration by the Curriculum Council.

On October 12, 2000 the Graduate Council voted to accept the proposal.

5. Category I Curriculum Proposal: Master of Public Policy

James Foster, Chair of Political Science, opened the discussion by stating that the Master of Public Policy (MPP) proposal is unique because of its clientele focus. The MPP is directed towards graduate students interested in the discipline, undergraduate students interested in graduate work in public policy, and individuals currently working in the field outside of academia. Foster indicated that the proposal is fiscally conservative. The first years of the degree program will be supported by internal reallocation of funds by the College of Liberal Arts and any expansion in the degree program will be supported by enrollment dollars. If enrollment does not increase then the degree program will be capped to minimize costs. The MPP degree is in line with the goals of the College of Liberal Arts to expand its current graduate degree offerings and Oregon State University's goal to become a Tier 1 university.

Associate Dean, Bob Frank of Liberal Arts, backed Dr. Foster's comments. He stated that the proposal has been widely circulated in the College of Liberal Arts. He also stated that both he and Dean Schaffer strongly support and are committed to the implementation of this proposal. Vic Tremblay, Chair of Economics, and Mark Edwards, Department of Sociology, were also present to answer questions and show their support for this proposal.

The Council stated that Table 2 of the proposal, "Proposed MPP Prerequisites and Core Courses", was confusing. The 42-credit minimum required of core courses did not add up to 42-credits with the courses listed in the table. Dr. Foster stated that the 42 credit minimum was a combination of the listed core course credits, the 10 credits issued for the internship for pre-service students, and additional course work for students with prior relevant work experience. The Council suggested that the table be clarified regarding the minimum core requirements. When asked why the MPP degree requires 62 credits instead of the standard 45 credits of master degree programs, Dr. Foster stated that 62 credits is required for this to be a professionally accredited degree.

The Council asked if language ability in Spanish would make sense as an option or requirement for this program. Dr. Foster confirmed that Spanish makes sense as an option. To respond further to this question Dr. Foster pointed out that the MPP degree under each area of concentration includes the statement, "Other pertinent courses at OSU may be selected subject to approval of the MPP committee" in order to allow for flexibility within the program. Upon review of the concentrations, the Council noted only courses listed for AREC, ECON, PS and SOC. Since other social science areas have experience in policy areas; the Council questioned whether courses would be limited to AREC, ECON, PS and SOC. Dr. Foster stated no, the coursework is not limited to these areas and cited the same statement listed above.

When asked by the Council for justification as to why 10 credits were being provided for a MPP capstone research paper, Dr. Foster was unclear as to the answer and stated that he would discuss it with his colleagues and provide a response to the Graduate Council after the meeting. He did, however, state that the MPP program would give the capstone research paper the weight and rigor of a thesis. This raised the question whether the research paper was actually a thesis or not. The Council strongly agreed that the proposal must be very clear in its language regarding the research paper and whether there is an option for thesis or non-thesis work.

The Council also questioned why a MPP degree was being proposed instead of a Masters of Science in Public Policy. Dr. Foster and Dr. Tremblay both stated that the MPP has more value to the clientele that will be targeted for this degree. In addition, though the MPP degree program will have the rigors of an MS degree program, the MPP degree is a recognized degree within the field of public policy and the degree's focus on public policy analysis is very clear in the title of the degree.

Concerns were also raised regarding prevalence of slash courses within the proposal. Dr. Edwards stated that the faculty are very supportive of this proposal and are excited at the prospect of teaching graduate students in a public policy degree program. As the proposal states, core courses, including two that he teaches (SOC 515 and SOC 516) will be taught completely independently of courses offered for 4XX credit. The slash courses will be used as an initial step for electives in the program and will be replaced by 500 level courses as the program grows.

Finally, the Council expressed concern regarding the proposed budget and funding of the MPP degree program. Associate Dean Frank assured the Council that the College of Liberal Arts and the departments involved in the degree program are strongly committed to and supportive of this proposal. In addition, Dean Schaffer is very committed to the funding of this degree program.

The Graduate Council expressed several areas of concern:

- whether the MPP degree program is a thesis, non-thesis or thesis/non-thesis degree program;
- how the MPP degree program fits into the goals of the College of Liberal Arts and Oregon State University;
- funding;
- the predominance of 400/500 level courses; and
- the value of an MPP degree versus an MS in Public Policy.

As a result, the Graduate Council agreed that further clarification and information on these areas is needed. The Graduate Council will ask Dr. Brent Steel, author of the proposal, Department of Political Science, and Dean Schaffer, College of Liberal Arts to discuss the MPP proposal at a future Graduate Council meeting.

6. Branch Campus Proposal

Sally Francis, Interim Dean of the Graduate School briefly updated the Council on the status of the Branch Campus proposal in Central Oregon. Dean Francis has been working on the graduate component of the proposal for incorporation into the overall proposal due on October 15th. As a result of this work, she has drafted a proposal for criteria for brokering graduate programs at the Branch Campus. A copy of the draft criteria was provided to those in attendance at the time of the discussion.

Dean Francis stated that currently the Branch Campus is considering brokering a Nursing program from OHSU and a Masters of Teaching Education degree from Eastern Oregon University. The Council questioned the strength of point (a.) under 2. Evidence of need, which states that "the program must address a community need.

" It was stated that this line seemed limiting in its focus on community need with disregard to forward thinking needs by the state and nation. It was suggested that this line be omitted. In addition, the question was raised as to what should be done when a brokered program competes with a program offered by OSU, such as the MTE and the MAT. It was suggested that language be included in the criteria to address this possible conflict.

The Council also raised concern whether faculty under a brokered program would be considered Graduate Faculty at OSU. Dean Francis stated that when a degree is brokered from another institution that it is the name of the providing institution that will be on the transcript for that degree. In brokering that degree, those faculty associated with the program would not go through the same process as faculty being considered for Graduate Faculty status at OSU. However, the assumption is that OSU would not broker a graduate or professional program with faculty that did not meet the high standards that Graduate Faculty must meet at OSU.

Finally it was suggested that those programs brokered by OSU should go through a Graduate Council program review and that language reflecting this request be incorporated into the criteria.

Dean Francis asked for any additional comments to be forwarded to her via email no later than October 15th.

Finally it was suggested that those programs brokered by OSU should go through a Graduate Council program review and that language reflecting this request be incorporated into the criteria.

Dean Francis asked for any additional comments to be forwarded to her via email no later than October 15th.

7. Category II Course Requests

Sally Francis, on behalf of the Graduate Council, approved the following course requests:

X-COURSE

CSS 531X (00-C239) and (00-C240)

CHANGE IN EXISTING COURSE

CSS 630 (00-C236)

CSS 590 (00-C243)

NEW COURSES

GEO 536 (00-C208)

Approved on the condition that each of the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval.

GEO 537 (00-C209)

Approved on the conditions that each of the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval and that additional detail regarding the grading system to be used is requested.

BA 465/565, ENGR 465/565, HORT 490/590 and H 490/590 (00-C198)

Approved on the conditions that each of the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval and that the confusion of course numbers for HORT and H is cleared up.

CSS 530 (00-C237)

TOX 514 (00-C217)

Approved on the condition that the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval.

TOX 555 (00-C218)

Approved on the condition that the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval.

TOX 611 (00-C216)

Approved on the condition that the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval.

MCB 668 (00-C234)

Approved on the condition that the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval.

MB 668 (00-C235)
Approved on the condition that the suggestions/issues raised by Gary Beach in his review are specifically addressed prior to final approval.

8. Other Business/Announcements

The meetings for the rest of fall term:

Thursday, October 26th 3:00-5:00pm 650 Kerr Admin. Bldg.

Thursday, November 9th 3:00-5:00pm 650 Kerr Admin. Bldg.

Thursday, November 30th 3:00-5:00pm 650 Kerr Admin. Bldg.

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » June 8, 2000 Minutes

Graduate Council

June 8, 2000 Minutes

Present: Christensen (Chair), Cull, Francis, Higginbotham, Prucha, Remcho

Rettig

Absent: Barofsky, Brandt, Davison, Ebbeck, Esbensen, Mishra, Radosevich,
Tornquist

I. Approval of Category I Curriculum Proposal: OSU Elementary Teacher Licensure Program in Central Oregon

Dr. Mark Christensen, Chair, College of Pharmacy, reintroduced the proposal for the OSU Elementary Teacher Licensure Program in Central Oregon. The Council was generally accepting of the proposal, however some concern was expressed regarding current community and budgetary support for the program.

On June 14, 2000 the Council voted by email to accept the proposal.

II. Introduction of Category I Curriculum Proposal: Master of Fine Arts in Creative Writing

Associate Dean Jack Higginbotham, Graduate School, informed the Council that the Department of English requested that the Graduate Council move forward with the proposal for an M.F.A. in Creative Writing. The Department accepted all edits suggested to the proposal except for the inclusion of external liaison with other Oregon universities at this stage. Associate Dean Higginbotham expressed the strong support of the Provost as well as Dean Schaffer, College of Liberal Arts, for this program. In addition, he stated that the Department asked for swift action on the proposal so that it could reach the Curriculum Council early in the 2000-2001 academic year.

The Council viewed the proposal as clean and well supported by the University. In addition, the Council thought that the proposal was well established structurally. Concern was expressed regarding the absence of external liaison with other Oregon universities.

On June 14, 2000 the Council voted by email to accept the proposal.

III. Update on the Category I Curriculum Proposal: Master of Arts in Public Policy

Dr. Christensen stated that the Category I proposal for a Master of Arts in Public Policy will be postponed for approval until after the September 6th meeting with the Provost to discuss the Graduate Council review of the Economics program. The Department of Economics has a strong role in the proposed Public Policy program and the outcome of the September 6th meeting may affect this role and structure of the Public Policy program. In addition, this extra time will provide new 2000-2001 Council members with the opportunity to review the proposal and bring their views on the issue in the fall.

IV. Update on Graduate Issues

Dr. Christensen and Interim Dean Sally Francis, Graduate School updated the Council on the status of several graduate issues. The updates were as follows:

- Clinical Faculty

Dr. Christensen updated the Council on the status of the proposed guidelines for clinical faculty appointments and promotion sponsored by the College of Pharmacy. According to Andy Hashimoto, Vice Provost for Academic Affairs, the clinical faculty category will be included in the Faculty Handbook this summer.

- Category II subcommittee

Dr. Christensen stated that new appointments needed to be made to fill recent vacancies on the Category II subcommittee. The Council discussed whether to appoint Council members to the committee to serve over the summer or to wait until the fall term. Concern was expressed that if the Council waited until fall term to appoint the full committee, Category II proposals submitted in the summer would not be acted on in an efficient manner nevertheless. It was agreed that the Council would wait until fall to fill the vacancies on the Category II subcommittee with the realization that very few Category II proposals are submitted over the summer and those that are would be better served by the full committee in the fall.

- Collective Bargaining Contract

Dean Francis updated the Council on the status of the bargaining negotiations. On June 6th OSU and the Union reached a tentative contract agreement. The contract covers the next four years and includes:

- \$110 credit to be provided to all graduate students, both Union and non-union, to be used for such items, as health insurance and fees;
- Graduate Teaching Assistants will be paid in wages vs. a stipend. Stipends will be reserved for academic appointments; and
- No incremental increase in salary for GTAs and GRAs was incorporated in the contract.

The next step is to ratify the contract by the graduate student Union and the University. This is expected to occur in the near future. Dean Francis thanked the members of the Bargaining Team for their work and time.

- Associate Dean of the Graduate School Position

Dean Francis stated that the Graduate School is underway in its search for a new Associate Dean. Associate Dean Jack Higginbotham's last effective day as Associate Dean was June 9, 2000. The Graduate School expects to begin advertising for the position in the next week.

- Graduate Certificate Programs Policy

The Graduate Certificate Program policy has been submitted to the Faculty Senate for approval. The policy was submitted too late to make it on the 1999-2000 agenda, however, it is hoped that it will be on the agenda of the first Faculty Senate meeting in 2000-2001.

V. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

ECON 562 (00-C076)
ED 613 (00-C168)
ED 614 (00-C169)

The following three courses were approved pending confirmation that effective liaison was conducted. That is, at least a couple of the effected units needed to respond with either a note of support or objection. For example, it was stated that John Westall was contacted but there is no evidence that he responded.

ME 578 (00-C190)
ME 579 (00-C191)
ME 682 (00-C192)

CHANGE IN EXISTING COURSES

TOX 512 (00-C204)

TOX 511 (00-C203)

X-COURSES

FW 570 (00-C201)

HSTS 570 (00-C202)

DROP COURSE

FP 561 (00-C206)

VI. Other Business/Announcements

Dean Francis thanked the members of the Council for their time and service during the 1999-2000 academic year. She also expressed her appreciation for the Graduate Council member's participation on the Graduate Council program review teams and grievance advisory committees.

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Graduate Council

May 25, 2000 Minutes

Present: Christensen (Chair), Cull, Ebbeck, Esbensen, Francis, Mishra, Prucha Radosevich, Rettig

Absent: Barofsky, Brandt, Davison, Higginbotham, Remcho, Tornquist

Guests: Mike Burke, Associate Dean – College of Agricultural Sciences; Thayne Dutson, Dean - College of Agricultural Sciences; Wayne Haverson, Director – School of Education; Jim Males, Department Head - Animal Sciences; Barbara Moon, Director – Distance & Continuing Education; Arthur O'Sullivan, Professor –Economics; Kay Schaffer, Dean – College of Liberal Arts; Victor Tremblay, Department Chair – Economics; and Ken Winograd, Associate Professor – School of Education.

I. Introduction of Category I Curriculum Proposal: Master of Public Policy and Category I Curriculum Proposal: Master of Fine Arts in Creative Writing

Dr. Mark Christensen, College of Pharmacy introduced the Category I Curriculum proposals for an M.A. in Public Policy and a M.F.A in Creative Writing to the Council. At this time, OSU does not offer either of these programs, but will be considering their approval and implementation in the future. Dr. Christensen asked the Council to review these proposals, paying specific attention to the following areas:

- The Administration of the Program – How is the program going to be administered? Who will be the lead in administering the program?
- The Funding Sources proposed for the Program – Is the funding proposed reasonable for the long-term success of this program?
- The Admissions Process into the Program – Who will handle admissions into the program at the departmental level? Who and how will students be monitored in the program?
- The Need for the Program – Is the program based on short-term or long-term demand? Is the program sustainable?
- The Library Resources for the Program – Does the Library have the support and background to carry out this program?

Dr. Christensen asked the Council to review these proposals and expect action on them by the Council in the future. In addition, Dr. Christensen asked that any suggestions or concerns be emailed to him regarding either proposal by May 31st. Dr. Christensen will work with Associate Dean Jack Higginbotham, Graduate School, to communicate this input to the submitters of the proposals so that they can prepare a final copy of the proposal for Graduate Council consideration and action.

II. Approval of Category I Curriculum Proposal: OSU Elementary Teacher Licensure Program in Central Oregon

Dr. Ken Winograd, School of Education, stated that the OSU Elementary Teacher Licensure Program currently exists on-campus. The School of Education has continued to see a high demand for the program statewide and would like to extend the program to Central Oregon, specifically Bend, Oregon.

The program is similar to the on-campus program in that it is intended to prepare individuals for their initial licensure into elementary education. However, the Central Oregon program would differ from the on-campus program in three significant ways:

1. The Central Oregon program is a part-time program. Unlike the full-time program offered on-campus, the Central Oregon program would allow students to take between 6-7 credit hours per term and primarily target homemakers and professionals.
2. The faculty will not be solely campus-based. Though on-campus faculty will administer the program, the program will be taught by non-campus based faculty. This would include individuals with local expertise and professionals.
3. The program will be based on self-supported funding. Though the administrative portion of the program will come from state funds, the instructional portion will be funded on a tuition-basis.

In addition, Dr. Winograd stated that the faculty in the Central Oregon program will meet with the on-campus administrators for evaluation of syllabi and class structures to ensure that a high level of rigor is maintained within the program. The School of Education is optimistic about the potential for the program in Central Oregon. They project an initial enrollment of 35 students with many more applications for the program.

Dr. Christensen opened up the discussion to the Council and invited questions for Dr. Winograd, Dr. Wayne Haverson, School of Education and Ms. Barbara Moon, Distance & Continuing Education. The Council asked how students would be funded? Dr. Winograd stated that students would be self-funded. The option for financial aid and student loans would be available, however students would not be eligible for scholarships through the program. In addition, the Council asked how the faculty of the Central Oregon program would be classified? Dr. Winograd and Dr. Haverson responded by stating that they would be fixed-term instructors or assistant professors. The classification of assistant professors would allow the faculty to be eligible for graduate faculty status.

Dr. Winograd, when asked, also stated that he anticipates the program will need at least 2-5 terms prior to actual admission in order to allow students to prepare for the program and the School of Education to work through any details. The School of Education is currently waiting for the approval of the proposal prior to hiring faculty and advertising admissions.

The Graduate Council also suggested that Dr. Winograd clarify the following in his final proposal:

- How students will be admitted to the Central Oregon program.
- How the School of Education will differentiate between students enrolled on-campus vs. those enrolled in the Central Oregon program. Specifically, in terms of differentiating between the two student programs in Banner.

Dr. Christensen asked the Council to review this proposal and expect action on the proposal by the June 8th meeting. In addition, Dr. Christensen asked that any further suggestions or concerns be emailed to him regarding the proposal by May 31st. Dr. Christensen will work with Associate Dean Jack Higginbotham, Graduate School, to communicate this input to Dr. Winograd so that he can prepare a final copy of the proposal for Graduate Council by no later than June 5th.

III. Economics Program Review

Dean, College of Liberal Arts, Kay Schaffer, Chair, Department of Economics, Victor Tremblay, and Chair, University of Graduate Faculty of Economics, Arthur O'Sullivan was present as representatives of the Economics program. Dr. Steven Radosevich, Forest Science and Dr. Vicki Ebbeck, Exercise & Sport Science represented the program review committee.

Dr. Radosevich presented the following summary:

The Economics graduate program was reviewed on April 17, 2000. The review included a self-study report, site visit and additional information as requested by the review committee. The Graduate Council review committee consisted of:

- Dr. Steven Radosevich, Forest Science
- Dr. Vicki Ebbeck, Exercise & Sport Science

- Dr. Sam Stern, School of Education
- Dr. Stella Coakley, Botany & Plant Pathology

and two external reviewers:

- Dr. John Siegfried, Department of Economics, Vanderbilt University
- Dr. Ronald Oaxaca, Department of Economics, University of Arizona

The Economics graduate program is a relatively new venture at OSU, having begun in 1988. The graduate program in Economics focuses primarily on International Economics and Industrial Organization and is supported and staffed by a competent and dedicated faculty. However, the Department of Economics is small by standards of most U.S. institutions granting a Ph.D. in Economics. The department consists of 10.5 full-time tenured or tenure-track faculty. Although OSU is one of the smallest Economics faculties in the country that offers a Ph.D. program, this may be misleading in that the Economics department is greatly influenced by the programs in Agricultural & Resource Economics (AREC) and Forest Resources (FR) through the University of Graduate Faculty in Economics.

Dr. Radosevich presented the recommendations of the graduate program review committee:

- Further develop joint appointments across participating UGFE departments.
- Develop a work load/balance policy that permits faculty to initiate and sustain programs of research and scholarship that will lead to tenure or advancement in rank. Consider the use of an intensive third-year review to provide new faculty members with feedback on their progress (Note: a mentoring system is being developed for the new faculty appointment beginning Fall 2000).
- Develop a mechanism to solicit graduate student feedback on curriculum, seminars and other department matters that involve them.
- At least two additional evaluations seem warranted: (1) Evaluation of the UGFE, perhaps as part of a review of AREC and (2) evaluation of the undergraduate program in relation to needs, demands, expectations in the Department.
- A prioritization by the Dean of Liberal Arts about whether graduate or undergraduate education will have greater or decreased priority in the future would be helpful to the Department. At the very least, an evaluation of the UGFE core as used by AREC and FR should be done.
- Is it appropriate to maintain a separate M.S. and Ph.D. core just because AREC students enrolled for M.S. degrees are unable to succeed in the core offered for Economics Graduate students? Perhaps AREC should provide/staff their own M.S. core or more formally swap teaching of lower division economics courses in return for graduate level core offerings.
- Upgrade and/or repair computing facilities.
- Change ECON 627 from required in the Economics Department's core to an elective that can be offered in alternate years.
- Organize a two-course swap with the University of Oregon, wherein a group of OSU students travel to Eugene for two days per week and take two courses. A following term, a group of UO students would travel to Corvallis two days per week and take two courses at OSU. Cater to the comparative advantage of each Program. Dr. Rolf Fare should clearly be an attraction for UO students. Because the institutions are both on a quarter system, the implications of such a swap imply only about 20 round trips for each group for only one term of their graduate career. In addition to the exploitation of comparative advantage for the two Programs, such an exchange would help to broaden the contacts of students and faculty of two relatively small programs.
- Add seminars and brown bag workshops to enliven the scholarly atmosphere among economists in Corvallis. Get economics in AREC and FR to join in.
- Do not use independent study courses for fields of specialization. This does not save faculty time and can spread the students even more thinly. Stick with the three field offerings--International Economics, Industrial Organization, and Natural Resources and Environment.
- The Perspectives requirement for the Doctoral program is antiquated and should be eliminated. This requirement requires students to select from courses in the history of economic thought, comparative economic systems, and research methods. History of economic thought and comparative economic systems are not of sufficient importance to merit inclusion in the core of a modern graduate program in economics. Documentation of the research methods course (Econ 617) in the self-study report is vague. It does not appear to serve any function that cannot already be served by other courses in the core.
- Although International Economics is listed as one of the two areas of emphasis in the program, there is presently no one on the resident faculty with international economics as a field of specialization. There is the expressed hope that the faculty member on leave with expertise in international economics will

return to the Department. (However, we have since learned that this will not occur.) Solution to this problem is not anticipated until September 2001 at the earliest. Previous staffing shortages have necessitated the commuting by students to take a graduate course in macroeconomics at the University of Oregon. The faculty should now reevaluate its expertise and commitment to the field of specialization. (Note: After the review, the Department met and decided to continue with the field of International Economics.)

The committee also stated in the report that the faculty made the right decision to not admit graduate students in 1998 because such admissions would have been under false pretenses given the department's inability to provide the graduate education promised in its literature. Such a step is extraordinary but is viewed as a sensible response to a temporary and aberrant situation. One has to be concerned that the situation is giving the appearance of becoming the norm.

- We did not get the sense that there has been sufficient attention paid to the tradeoffs between offering only master's degrees versus offering only Ph.D. degrees. Such consideration should be necessitated by the resources available for graduate programs in economics at Oregon State University. The faculty should prepare and follow an "exit" plan for withdrawing from its present graduate programs in the event that the institution cannot commit additional support at the present time. The Economics Department has taken an enormous stride in the recruitment of Professors Färe and Grosskopf. It would be extremely unfortunate if the institution cannot afford to take advantage of the contribution of these internationally visible scholars to a viable niche Ph.D. economics program.
- Short of eliminating entirely either or both the Masters and Ph.D. graduate program, there are a number of alternatives that could be considered.

1. In many institutions, a terminal master's degree is considered a professional degree so that financial support is not offered to those who apply for a terminal master's degree. The terminal master's program could be revamped into a five year BA/MA program.

2. A common Ph.D. core could be required of both master's and Ph.D. students. The 500 level courses in econometrics correspond to what Ph.D. students would encounter at most other institutions. Therefore, at least one of the 600 level econometrics courses could be eliminated from the core.

3. Given the necessity of sending students to take a core course at the University of Oregon, it might be worthwhile to explore joint arrangements with the graduate economics program at the University of Oregon. There could be opportunities for sharing teaching responsibilities between the two programs (see recommendations; Curriculum).

Dr. Tremblay was supportive of the review process. He asked the Council to make a stronger statement regarding the programmatic problems within the department, such as budgetary constraints, faculty workloads, and lack of adequate resources that need to be remedied in order for the program to be sustainable and grow.

The Council asked if the development of a more collaborative relationship with the University of Oregon's Department of Economics is probable. Dr. Tremblay stated that currently the two universities do have a good working relationship, however the concern with field courses through the UO is follow-up. In the areas of dissertation and research it makes it difficult for students when the faculty member is not in residency. The Council also asked why not discontinue the program. Dr. Tremblay stated that in 1998 the faculty did vote to suspend admission into the program because there was a lack of resources to support additional graduate students. However, currently the faculty would like to see the program continue forward and build on its strengths, which is possible as long as the department receives the budgetary and resource support that it needs.

Dean Schaffer stated that she views this program as one with excellent faculty but one that is facing hard times. She stated that in her view it would be disadvantageous to OSU, especially as it moves towards establishing Top Tier status, to lose this strong program in Liberal Arts.

The Graduate Council voted to accept the program review report without any changes. Dr. Tremblay was encouraged to provide the Budget Proposal for the Department of Economics as an addendum to the report to the Provost.

IV. Animal Sciences Program Review

Dean, College of Agricultural Sciences, Thayne Dutson, Associate Dean, College of Agricultural Sciences, Mike

Burke, and Department Head, Animal Sciences, Jim Males were present as representatives of the Animal Sciences program. Dr. Steve Esbensen, College of Oceanic & Atmospheric Sciences represented the Program Review committee.

Dr. Esbensen presented the following summary:

The review of the Animal Sciences department took place from April 3rd-6th, 2000. The internal Graduate Council and Undergraduate Program review teams and the external CSREES (Cooperative State Research Education and Extension Service) review team reviewed the graduate, undergraduate and research programs of the Department. The material in the Graduate Council review committee report was based primarily on the Animal Sciences self-study report and the site visit. The Graduate Council review team, including the external reviewer, consisted of:

- Dr. Steven Esbensen, College of Oceanic & Atmospheric Sciences
- Dr. Vincent Remcho, Chemistry
- Dr. Steven Tesch, Forest Engineering
- Dr. Janine Trempey, Microbiology
- Dr. Richard Reynnells, USDA-CSREES

The Department of Animal Sciences offers M.S. and Ph.D. degrees in Animal Science or Poultry Science and a Master of Agriculture. The Department has 36 faculty members, of which 14 are full professors, 8 associate professors, 9 assistant professors, 4 instructors and 1 emeritus professor, and 20 graduate students. Overall the graduate programs in Animal Science are very good with strong faculty and solid graduate students. However, the graduate program in the Department of Animal Sciences (ANS) are facing challenges and major transitions that are a prototype for those faced by departments across the OSU campus. ANS is experiencing surging undergraduate enrollments, declining graduate enrollments and a deteriorating physical plant in the face of severely constrained budgets.

Dr. Esbensen presented the following findings identified during the review process:

- The research and education environment for Animal Sciences has changed dramatically. The CSREES report states that the 1990s brought significant and permanent shifts in the livestock and poultry industries. The Department of Animal Sciences has faced these changes during a time of severe OSU budgetary constraints, while experiencing rapidly growing enrollment at the undergraduate level and decreasing enrollment at the graduate level. Further, many of the undergraduate students are now interested in domestic animals that are not a part of the animal products industry, presenting a challenge to a graduate curriculum and faculty that is oriented toward production animals and research.
- Despite the challenges of the 1990s, ANS has managed to continue to provide successful educational and research opportunities for its graduate students. The quality of the graduate faculty is very high and the department has a rich history of nationally and internationally recognized research, coupled with the quality educational opportunities.
- It is our assessment, however, that this is a critical time for the ANS graduate program. The department must replace some of its most productive senior faculty as they retire and establish a clear identity and direction for graduate research and education over the next 2-5 years. At the same time, a major infusion of resources is needed to meet the demands of the rapidly growing undergraduate population. Unless a means to cope with the rapidly growing undergraduate program is found, it is difficult to see how the unit will be able to maintain a high quality graduate program. Graduate teaching and research resources will be siphoned away to meet the needs of the undergraduate program. Achieving a proper balance between undergraduate and graduate education is clearly a crucial task for the ANS faculty.

As a result of these findings, the graduate program review committee provided the following recommendations:

- The ANS graduate faculty should develop a clear vision and plan for graduate research and education within the context of a departmental Strategic Plan addressing facilities, equipment, undergraduate and graduate education, research efforts and extension activities. The plan should be consistent with the mission statements for the department, the College of Agricultural Sciences and the University. The plan must establish an equitable balance between the undergraduate and graduate educational responsibilities and expectations.
- ANS should hire top quality new faculty members with strong research potential to replace retirees, and provide them with the opportunity to establish their research programs. The importance of ANS graduate faculty development in creating new opportunities for graduate student research and

instruction cannot be overemphasized. The surge in undergraduate enrollment may justify the addition of new faculty at the college level, but the ANS faculty must mentor the new faculty and provide them with the opportunity to obtain grants, graduate students and build their research programs.

- The ANS graduate faculty should take steps to improve the quality of the graduate curriculum. Efforts should be made to reduce reliance on 4XX/5XX courses, or improve the experience of graduate students in those classes. Efforts should also be made to create or take advantage of opportunities to cross list graduate level basic animal science courses with complementary departments across campus.
- ANS should develop a more aggressive graduate student recruitment program to increase the size, quality and academic diversity of the applicant pool.
- Improve graduate level course offerings. As graduate student numbers have declined and undergraduate numbers have sharply increased, along with some faculty retirements, there has been a tendency to reduce the number of "graduate level only" classes in favor of 4xx/5xx slash classes. While the reasons for this trend are understandable, it is important to have sufficient 5xx or higher graduate classes to challenge graduate students. ANS should critically review its current graduate coursework offerings and rejuvenate the graduate curriculum. Consideration should be given to providing resources for faculty to development of 500- and 600-level courses. 4xx/5xx level coursework should be eliminated wherever possible. Current 4xx/5xx level courses could be reclassified as 400, 500 or 600 level as appropriate, and their content adjusted appropriately. This process would involve elimination of outdated courses and the introduction of new, more relevant coursework. Alternatively, if budget and faculty realities prevent significant increases in graduate level classes, we recommend efforts be made to clearly develop a more challenging graduate education element within the slash classes. This might come in the form of a "graduate student only" lecture or discussion sections that would allow the graduate students to interact at a higher level with the professor, and yet not require a significant increase student contact hours.
- Evaluate opportunities to cross list graduate level basic animal science courses with complementary departments across campus. The department should consider encouraging students to take some graduate classes covering fundamental animal science topics in companion departments across campus. While there are some tradeoffs, the students are likely to benefit from additional perspectives and ideas, and budget dollars might be utilized more effectively. Collaborative teaching ventures may allow teaching some courses every year that are offered currently on an alternate year basis, increasing the opportunities for timely completion of graduate degrees.
- Restructure undergraduate advising responsibilities to accommodate the increasing undergraduate enrollment without impacting the graduate program. Faculty with less demanding research programs could undertake the bulk of undergraduate advising. This approach would provide consistency in advising and opportunities for new faculty members to develop fundable and nationally recognized research programs that provide graduate student research opportunities.
- ANS should consider more aggressive recruiting of graduate students to increase the size of the applicant pool. The decline in the numbers of graduate students is a serious concern for the department's research programs. There is no obvious mechanism in place for the active recruitment of quality graduate students, and the annual rotation of the Graduate Committee chair has not provided sufficient continuity. A larger applicant pool could broaden the demographic base of the pool, altering the current situation in which students holding an OSU ANS degree predominate in the graduate ranks. An increase in the number of students could potentially increase the quality of the pool, though the current small pool seemed reasonably strong. More students could provide enough critical mass to legitimize offering more graduate level classes and to offer existing classes more frequently than alternating years. Some specific suggestions are
- Generate an updated, more informative web site specifically directed to graduate recruitment. The current ANS web pages are well designed – only the graduate program pages are in need of work.
- Produce a new graduate recruiting brochure. This could highlight research opportunities in all fields and focus on the future of the department.
- Target Animal Science undergraduates in the western US by advertising assistantship opportunities at regional and national meetings and to programs and faculty in targeted universities. Use of the National Department Heads Listserv for advertising graduate student positions is encouraged. (CSREES recommendation)
- Have Graduate Committee members make direct, personal contact with qualified applicants on their first indication of interest.
- Place emphasis on selecting a Chair of the Graduate Committee who will be able to serve for the full 3-year term. Continuity allows for enhancements in graduate recruiting to be realized more effectively.

Faculty members who are in the early stages of their careers should be considered as candidates for this role; they have the greatest interest in recruiting outcomes – their success and longevity are dependent on their research productivity.

- The department and college should revisit the issue of graduate teaching assistantships. At present, there are no dedicated funds in the department's budget because the college does not support graduate-teaching assistantships. Thus, teaching opportunities for ANS graduate students have only been realized in an informal manner and as a function of grant funding. In light of the rapidly increasing undergraduate enrollment, it may be time to revisit this issue. Most graduate students expressed an interest in teaching. Greater involvement of graduate students in teaching undergraduate courses could free up some faculty time for the development of quality graduate courses.
- Make a concerted effort to improve the number and quality of opportunities for graduate student research. Some specific suggestions are:
 - The department should continue its good effort to foster strong participation of students in presentation and publication of research findings.
 - Every effort should be made to encourage the development of the research programs of the 3 new faculty members in order to provide more opportunities and options to incoming students. (see also Section 3 below).
 - The department should generate a long-range plan for critical hiring in areas where graduate student involvement in research is languishing – e.g., Poultry Science.
 - Necessary facilities and equipment updates should be made wherever possible, to ensure an appropriate environment for top-tier researches.
- Hire top quality new faculty, with strong research potential, to replace retirees.

The composition and reputation of the faculty is undergoing a change as numerous senior faculty prepare for retirement. In many cases those retiring are the department's most experienced and successful in obtaining competitive grants. These folks are also the most well known and widely sought after to mentor graduate students. A broad suite of faculty backgrounds and interests must be maintained as new hiring decisions are made. A strategic plan will be helpful in avoiding incremental decisions. The department may selectively choose to fill some positions at advanced levels in order to maintain some core of experienced faculty who have stronger reputations, are more experienced grant writers, and who can help mentor the cohort of junior faculty. The hiring decisions that are made in the next decade will set the stage for the composition and quality of the ANS Dept for several decades. At this time it does not appear that the declining budgets for higher education in Oregon and reduced ANS allocations have negatively affected the department's ability to recruit new top quality entry-level faculty to replace retirees. The department has a strong national reputation that remains attractive to new faculty despite the challenging budget climate and salary structure. We were warned however, that as more widely recognized senior faculty retire, it could become more difficult to attract faculty to OSU on the strength of the department's reputation. Attracting top quality new faculty is a key element of strengthening the graduate program. Salary compression is the key issue that may influence retention of the experienced faculty, but we were not provided with specific examples of faculty leaving for higher salaries elsewhere.

- Provide junior faculty with development opportunities and mentoring on competitive grantsmanship. When entry-level faculty members are hired, it is critical to provide them with an opportunity to establish an active and functional research program. While difficult with inadequate teaching budgets, it is important to carefully manage teaching loads in the first few years, so that grant proposals can be written and research networking can be established. The chances for research success can also be increased through the strategic use of start up funds for equipment, by upgrading facilities or providing graduate student support. New faculty members should be carefully mentored by the department head and senior faculty to ensure that expectations for long term success at OSU are clearly understood. Assisting junior faculty to be successful in competing for long-term competitive grants will pay large long-term dividends to the department. Longer-term grants will be very helpful in providing stability to a faculty member's research program, enabling more focused research and less need for opportunistic chasing of what tend to be smaller and shorter term grants. The longer-term grants will provide a predictable flow of resources to fund GRAs, which in turn will help support a productive research program and allow for better planning in recruiting high quality graduate students.
- Develop proposals for facilities/equipment improvements for submission to various funding outlets. The Graduate Review Committee did not visit the animal production facilities, laboratory facilities on campus, or the computer equipment/labs available to graduate students. Our impression from discussions with faculty and students is that some upgrading of farm facilities might facilitate research by graduate students and faculty alike, that wet lab facilities were sorely lacking in Withycombe Hall,

and that computing resources were adequate, but variable, across the department. There is always an insatiable demand for the latest generation of computers and software. The department might explore opportunities to raise funds for needed facilities and equipment by targeting them as priorities for development efforts. Alternatively, well thought out proposals for equipment and facilities may receive funding through various University sources such as the Vice-Provost for Research.

- Develop a plan for the future. The department does not appear to have a current strategic plan in hand that contains a vision for the role of graduate education within the department's priorities. The development of a focused strategic plan will be helpful in providing direction and in avoiding incremental decisions in the coming years. This will be especially important as faculty retires and new positions are negotiated with the Agricultural Sciences administration and then filled.
- Seek ways to better incorporate Extension faculty, especially those from off-campus locations, into the graduate program. The Extension specialists and the Extension agents represent a large proportion of ANS faculty. These folks represent a huge potential resource for graduate students that may underutilized. It will be difficult to engage the off campus agents in teaching on a regular basis, but they could provide significant intellectual capital for graduate student committees and to assist in identifying/developing field sites for research/demonstration projects, etc. Incorporation of off-campus Extension faculty into the academic units is still a work in progress, but represents an opportunity for leveraging on-campus resources if off-campus folks can be motivated to interact with the graduate students.
- Carefully evaluate funding for the required teaching assistantship experience, especially in view of the new Graduate Student Union. ANS should be congratulated for requiring that graduate students participate in a classroom teaching assistance/ teaching experience. This is particularly beneficial for Ph.D. students who intend to pursue a career in academia. The challenge is that the department currently had no source of funds for Graduate Teaching Assistants and instead assigns GRAs to work in the classroom. This is reasonable for a few hours, but we are concerned that it could have the unintended effect of distracting students from progress on research efforts or thesis projects, especially if students are asked to provide teaching assistance for numerous hours a week over several terms. The subsidization may become increasingly difficult as the Graduate Student Union is installed.
- Encourage the creation of resources to support graduate student training. Graduate faculty should be encouraged to solicit extramural funds to support graduate students and be rewarded for these efforts. Graduate student support includes salaries and stipends, research support and graduate student travel. Graduate students should be encouraged to apply for graduate fellowships.
- Broaden activities at the international level. Little international program focus was apparent during the review. Graduate students and faculty alike can benefit from international collaboration and travel. The benefits can include broadening the global view of the department by bringing in visiting faculty and students to the department.

In conclusion the committee remarked that there is every reason to be optimistic about the future of the ANS graduate program. The graduate faculty cares about the students and the students respect the faculty for their efforts and expertise. The Department, College and University administrators all seem to be pushing in the same direction. Three new faculty members have been added recently and the surge in undergraduate enrollment is an opportunity to add and develop young graduate faculty members who will be the future ANS leaders. Furthermore, there is an environment on campus that may foster research and instructional cooperation between units for the benefit of graduate students and faculty. The Graduate Council Review Committee wishes the ANS graduate faculty and students every success as they face the current challenges.

Dean Dutson, College of Agricultural Sciences, thanked the program review committee for their work and considered the report to be excellent. With regard to the strategic plan for the Department of Animal Sciences, Dean Dutson remarked that the Department considered the review process, including the self-study report and the external reviewer's input, as the starting point for the development of a strategic plan. In addition, Dean Dutson stated that the Department and the College will examine the issue of 4xx/5xx courses and is optimistic about the potential to work with complimentary departments on campus in collaborative efforts. Finally, in terms of balancing the undergraduate with the graduate population in the Department, the issue of resources is a large barrier that the College and the Department need to overcome in order to address this issue.

Dr. Males, Animal Sciences, was very supportive of the work conducted by the graduate program review team. The Department is currently working to arrange a faculty retreat in August 2000 to concentrate on the development of a strategic plan. In addition, Dr. Males is equally concerned about the large use of 4xx/5xx courses within the Department and looks forward to seeing the recommendations by the 4xx/5xx Task Force

of which he is a member.

The Graduate Council voted to accept the program review report without any changes.

V. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

CHANGE IN EXISTING COURSES

SED 572 (00-C155)
SED 573 (00-C156)
SED 574 (00-C157)
SED 576 (00-C159)
SED 577 (00-C160)
PH 527 (00-C086)
ED 612 (00-C167)
SED 571 (00-C154)

DROP COURSE

SED 575 (00-C158)

VI. Other Business/Announcements

The final meeting for 1999-2000 of the Graduate Council is:

Thursday, June 8th 3:00-5:00pm 300 Kerr Admin. Bldg.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 11, 2000 Minutes

Graduate Council

May 11, 2000 Minutes

Present: Christensen (Chair), Brandt, Cull, Ebbeck, Esbensen, Francis, Prucha, Remcho, Rettig, Tornquist

Absent: Barofsky, Davison, Higginbotham, Mishra, Radosevich

I. Movement Studies Review Report

Interim Dean, College of Health & Human Performance, Jeff McCubbin and Chair, Department of Exercise & Sport Science, Anthony Wilcox were present as representatives of the Human Performance & Movement Studies in Disability programs. Dr. Bruce Rettig, Agricultural & Resource Economics and Dr. Paul Cull, Computer Science, represented the program review committee.

Dr. Rettig presented the following summary:

The Graduate Council review of the Human Performance & Movement Studies in Disability programs was conducted on March 10, 2000. A strong self-study report was prepared by the department of Exercise & Sport Science and provided to the review committee. In addition, the program review committee included two external reviewers:

- ☐ Karen DePauw, Graduate School Dean, Washington State University
- ☐ Russell Pate, Exercise Science Department, University of South Carolina

The review included meetings with the Interim Dean, the Department Chair, the Department's graduate faculty and graduate students. Overall, the review team found the programs to be strong and couched many of their findings and recommendations as ideas that would enable the programs to become even stronger.

Dr. Rettig presented the following findings and concerns identified during the review process:

Findings

- ☐ The Department of Exercise & Sport Science and its graduate program have made enormous progress since it began awarding graduate degrees (MS in movement studies in disability in 1988 and both MS and Ph.D. in human performance in 1989).
- ☐ In this, the first review of this program ever conducted by the Graduate Council, we found that it currently enjoys an excellent reputation within the field. It is the most highly regarded program in the Northwest and certainly one of the best in the western states.
- ☐ The Department has a graduate faculty that is very well trained and several of the younger faculty (i.e. ten years or less at OSU) have established and are maintaining highly productive research programs. Several of the most recent hires would be considered excellent additions to any comparable program in the U.S.
- ☐ The Department faculty manifests an exceptionally high level of collegiality, and it appears that most, if not all, of the graduate faculty are fully invested in the Department

and its graduate program. This high level of collegiality and satisfaction appears to extend to the graduate students, most of whom express great satisfaction with the faculty and their overall experience in the graduate program.

☐ The Department consistently receives a large number of applications for its graduate program and the academic qualifications of the accepted/enrolled applicants are good and comparable to that of other strong programs in this field.

☐ Physical resources, though not outstanding, appear adequate to support the program. Laboratory facilities are well equipped, and the amount of space is adequate at the present time.

☐ Administrative support for this graduate program appears to be very high. Members of the faculty currently serve as Interim Provost, Vice-President for Research, and Interim Dean of the College of Health & Human Performance. Also, the Department Chair appears highly supportive of strengthening the graduate program. Graduate students participate in the departmental governance structure and are pleased with their role.

☐ The Department has attempted to address concerns of slash courses (400/500).

☐ Graduate students are expected to, and do, present and publish research. A variety of support (FTE) including tuition waivers is available for many students.

Concerns

☐ Although many students are well mentored and receive good feedback, improvements could be made. Students housed in the Athletic Department and in remote locations, primarily involved in internships or practical experiences, report that they do not feel as integral to the department as those located closer to the department's offices.

☐ There appears to be a very limited amount of collaboration with the Department of Public Health, and attempts should be made to overcome whatever factors explain this.

☐ A key student concern which has been addressed by the department is the existence of 4xx/5xx courses. The department has attempted to address this problem by developing, where possible, separate graduate courses and offering these on an alternate year basis. However, this attempt to solve one problem may have led to the creation of another. Some students were concerned that their degree progress was, or may be, delayed because courses needed in their programs were offered on an alternate year basis. Ph.D. students in some sub-disciplines are apparently not gaining much research experience until after completing their course work.

☐ The required interdisciplinary seminars (two credits for masters' students and four credits for doctoral students) were also cited as problematic. Students questioned the number of seminar credits required, the meaningfulness of such seminars, the rotation of seminar offerings, and the topics addressed.

☐ Many students stated that they desired constructive evaluation regarding their performance of assistantship assignments.

☐ Students also desired greater preparation for their roles as teachers.

☐ Some master's students expressed concern regarding guidance and/or support for those who were involved in completing a graduate project in lieu of a thesis.

☐ The Department tries to cover many of the specialties in the field and as a result the research interests of the faculty are very fragmented. As a result, there are very few faculty members in each specialty and the critical mass needed for a successful program might not be present in all fields.

☐ The research funding base in the Department is extremely narrow.

☐ Although graduate students working in well-funded facilities also have good computer access students in some sub-disciplines report a need for newer equipment.

According to Dr. Rettig, despite these findings and concerns, the department is very strong. Based on this the committee provided the following recommendations with the note that some of these recommendations, especially the first one, may require additional resources. In addition, although the committee is aware of this and that additional resources may be limited in the near future, the recommendations were designed to suggest ways to further enhance graduate education in the Department of Exercise & Sport Science.

☐ Reduce the teaching load of graduate faculty, especially those supervising Ph.D. students. Possible ways to do this could include reducing the size of the very large undergraduate program, reducing the number of courses delivered by the Department and required in both the undergraduate and graduate curricula, making more extensive use of graduate students as instructors in undergraduate courses, and employing instructors who function primarily as teachers. Whether any of these are reasonable will require a careful assessment of the consequences of such actions on the quality of undergraduate teaching and research at Oregon State University.

☐ Review administrative practices, including hiring, tenure/promotion, and salary adjustment decisions, and peer review guidelines to insure that proper incentives (and disincentives) are in place to encourage the scholarly productivity of its faculty.

☐ Examine the composition of the graduate student body and consider reducing the fraction of the student body pursuing Ph.D. degrees, especially in specialties in which job opportunities are limited and extramural research support is most limited. Also consider reducing the number of sub-disciplines participating in the Ph.D. program. The M.S. program appears to be able to fully support all seven of the sub-disciplines in the Department.

☐ Eliminate the use of slash courses (4xx/5xx) in Ph.D. programs and continue the Department's efforts to limit the number of those courses in M.S. programs.

☐ Increase research collaboration between graduate students and faculty in the Department and their counterparts in the Department of Public Health.

☐ Develop a few courses intended to serve the specific needs of Ph.D. students. In doing so, carefully consider whether this jeopardizes the need to reduce the teaching load of graduate faculty.

☐ Involve graduate students, especially Ph.D. students, in research earlier. Although early involvement in some sub-disciplines is now common, this practice should be expanded. Also, review the number of courses required in the Ph.D. program and consider making the Ph.D. more research-intensive and less coursework intensive.

☐ Develop a strategic plan for graduate programs in the Department. Pay special attention to the number of faculty needed in each sub-discipline to provide a critical mass for research and graduate education.

☐ Review the seminar series to insure that it provides value to graduate students. Emphasize topics, such as proposal preparation, that receive strong support from students.

☐ Review progress of all graduate students on at least an annual basis.

☐ Provide feedback for students involved in internships and practical experiences.

☐ Examine the adequacy of technical support and computer access across the various specializations.

☐ Provide increased training for teaching assistants including mentoring all students teaching their own courses.

☐ Increase the number of faculty at the rank of professor.

Dr. Wilcox stated that he felt well served by the graduate program review process and the committee. He agreed with many of the recommendations and viewed them as steps that will allow the programs to continue to move forward. In addition, Dr. Wilcox asked the Council to modify the statement in the second to last paragraph in the Faculty section. The statement reads:

Three quarters of the funding in the fiscal years 1996 through 1998 was due to McCubbin. In the 1999 fiscal year 95% was due to Hayes, McCubbin, and Snow while in the current fiscal year almost everything was due to McCubbin.

Dr. Wilcox asked that the Council lay less emphasis on the research conducted by Jeff McCubbin, Interim Dean, due to an incomplete grant report that was provided to the Committee at the time of the review. The report at the time of the review, according to Dr. Wilcox, excluded continuing grants and presented miscalculated grant amounts for the Movement Studies in Disability program.

The Council agreed to consider this request in their discussion.

Dean Sally Francis, Graduate School, stated that the Department's self-study document was well prepared and served as a useful and strong document for the review. She also thanked the Committee for its work on the program review report.

The Council agreed, given the opportunity to provide a more accurate report at this time, to reword the statement in the original report as requested by Dr. Wilcox. The Graduate Council voted to accept the program review report with the rewording of this statement.

II. Graduate Certificate Policy

Dr. Vincent Remcho, Department of Chemistry presented the Council with the revised version of the Graduate Certificate Program policy. Dr. Remcho stated that at the request of the Council the following changes had been made to the policy:

- ☐ The requirement of a cumulative GPA of 3.00 was reflected throughout the policy.
- ☐ A section that explicitly stated the role of the Program Coordinator was added.
- ☐ The statement that the Graduate School will be responsible for certification of program completion was added.
- ☐ The use of transfer credits was made more explicit throughout the policy.
- ☐ Referring to the general transfer policy of master's degrees, a maximum of eight credits can be transferred into the graduate certificate program. This will allow 1/3 of the total credits required to be transferred.

In addition, to these changes the Council asked that the following changes also be made:

- ☐ Include both the MBA and MF in footnote *.
- ☐ Move the seven year limit rule from footnote ** to the Proposed Policy Statement.
- ☐ Under the section Admissions revise the statement to read, "This requires that the student hold a four-year baccalaureate degree from an accredited college or university."
- ☐ Under the section Curriculum delete the word "degree" from the first sentence.
- ☐ Under the section Curriculum delete the words "for application" from the last sentence.

The Council voted to approve these changes to the Graduate Certificate Program policy.

The Council also expressed concern regarding the possible inconsistency that may occur if admissions requirements were left to the discretion of the Program Coordinator. In addition, questions were raised concerning the certification process at the end of the program. The possibility of students finding out at the end that they did not meet initial admission requirements and therefore will not receive a graduate certificate would have negative impacts on the programs and OSU. Overall, the tension between providing a dynamic program, access and strong eligibility requirements seemed difficult to resolve.

The Council shared possible ways to address these concerns, including:

- ☐ Creating a new admissions category.
- ☐ Redefining the non-degree application process.
- ☐ Providing stricter admission guidelines for graduate certificate programs.
- ☐ Allow for an earlier audit in the program to catch any deficiencies prior to the completion of the program.

Dr. Remcho stated that the subcommittee drew the line at implementation and simply developed policy language. In comparison to other graduate certificate program proposals this policy appears to be a well thought out proposal and in the middle in terms of eligibility requirements. It was suggested by the Council that this proposal be viewed as a living document to change as situations rise. In addition, it was also proposed that allowing for a dynamic policy would permit review of graduate certificate programs on a case by case basis as they developed. The Council agreed that the subcommittee had completed their charge to develop policy language and that proposal could be forwarded to the Graduate Education Round Table for further discussion in the area of implementation.

The Council voted to accept this proposal as amended (4 in favor and 2 against). The proposal will move to the Curriculum Council for further action.

III. Update from Graduate Education Round Table

Mark Christensen, College of Pharmacy, informed the Council that the Graduate Student Association and the Graduate Student Senate recently merged into one organization, the Graduate and Professional Student Association (GPSA). The GPSA would like to appoint the President of the organization as the ex-officio student member of the Graduate Council. Dr. Christensen would like to discuss the role of the student representative on the Graduate Council as well as the proposal to adopt the President of the GPSA as the student representative at the next meeting.

IV. Introduce Category I Curriculum Proposal: OSU Elementary Teacher Licensure program in Central Oregon

Dr. Christensen asked the Council to review the Category I Curriculum Proposal for discussion at the May 25th Graduate Council meeting.

V. Scheduling for Fall Academic Program Reviews

To be discussed at the May 25th Graduate Council Meeting.

VI. Other Business/Announcements

The meetings for the rest of 1999-2000 are as follows:

Thursday, May 25th 3:00-5:00pm Kerr Admin.Bldg. 650

Thursday, June 8th 3:00-5:00pm Kerr Admin. Bldg. 650
(Last Meeting)

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 27, 2000 Minutes

Graduate Council

April 27, 2000 Minutes

Present: Christensen (Chair), Barofsky, Brandt, Ebbeck, Esbensen, Francis, Prucha, Remcho, Rettig

Absent: Cull, Davison, Higginbotham, Mishra, Radosevich, Tornquist

I. Discussion of Graduate Faculty Status for Clinical Faculty

Dr. Mark Christensen, College of Pharmacy and Chair, opened up the discussion with a brief summary of the April 20th presentation on Clinical Faculty Status by Dean Wayne Kradjan, College of Pharmacy and Dr. John Block, College of Pharmacy. The purpose of the proposal to develop a clinical faculty appointment category is to recognize faculty who spend the majority of their time teaching (i.e. classroom and clinical service areas) and providing "patient" care. The goal would be to define and differentiate clinical track faculty appointments from the traditional academic appointments (tenure track).

The appointment category, "clinical track faculty", would apply to teacher/clinicians in pharmacy, veterinary medicine and clinical psychology. In addition, like the tenure track titles, assistant professor, associate professor, and professor, the clinical track would establish similar titles, such as clinical assistant professor, clinical associate professor, and clinical professor. Positions would be advertised with a clear statement of the nature and expectations of the position and would be fixed term and based on annual reappointment.

Faculty hired in these categories would be required to meet established performance expectations. For instance, a tenure track faculty member is required to demonstrate teaching ability, research and scholarship (20-80%) and college/university service. A clinical track faculty member would also be required to demonstrate teaching ability, and college/university service as well as clinical service and research and scholarship (5-15%). The reasoning behind the reduced research and scholarship expectation for clinical faculty is that often between teaching and clinical service demands "clinical faculty" do not have the opportunity to devote 20-80% of their time to research. Instead, under this model they would be required to demonstrate only 5-15% research and scholarship, such as case studies, clinical trials, literature reviews, book chapters, abstracts, poster and podium presentations, and innovative practice and teaching techniques, which is achievable in light of the limitations on their time.

The issue pertinent to the Graduate Council is how to interpret professional degrees and the new clinical classification when granting graduate faculty status. According to the 1983 Graduate Faculty Guidelines, the eligibility requirements for graduate faculty status include that individuals hold a graduate degree. Dean Francis asked the Council to consider, assuming that the clinical faculty classification is implemented, what the implications of this new classification on graduate education will be, specifically related to graduate faculty status.

The Council suggested that although professional degrees do not meet the eligibility criteria for graduate faculty status, the Graduate Dean may evaluate professional degrees and clinical faculty on a case by case basis.

Dr. Christensen will incorporate this suggestion into the Graduate Council's response to Vice Provost Hashimoto regarding the proposal for clinical faculty status. He encourages the Council to provide him, via email, any other suggestions. He will draft this response and provide it to the Council for review with the intention of sending it to Vice Provost Hashimoto who is overseeing the clinical faculty proposal.

II. Graduate Certificate Policy

Dr. Vincent Remcho, Department of Chemistry, presented the following summary of the graduate certificate policy subcommittee and its charge. The graduate certificate policy subcommittee consisted of Dr. Remcho, Dr. Christensen, Associate Dean Jack Higginbotham, Graduate School, and Dr. Joanne Engel, School of Education. The charge of the subcommittee was to:

- (1) gather information on existing graduate certificate policy programs and
- (2) develop a proposal and guidelines, utilizing this information, for the implementation of graduate certificate programs at Oregon State University.

The subcommittee developed the following policy statement:

The Graduate Certificate Program at Oregon State University is a linked series of graduate level courses that constitute a coherent body of study with a defined focus within a single discipline or logical combination of disciplines. It is designed for a post-baccalaureate or post-master's level participant and reflects the educational mission of the University. All certificate programs require a minimum of twenty-four (24) graduate credits with grades of "B" or better or a Pass (P). Students desiring a graduate certificate must be admitted to the University but are not required to be on track for a specific degree. There is no residency or formal committee requirement for graduate certificates. Certificate students are subject to all general policies governing the courses for the master's degree.

In addition, the subcommittee supported the policy statement with the following guidelines:

Admissions

Student must be admitted to the University as "non-degree graduate students" as defined in the Graduate Catalog. This requires that the student hold a baccalaureate degree. Individual certificate programs may specify additional requirements, including minimally acceptable grade point averages. Students may be reclassified as "advanced degree students" by following the procedure listed in the Graduate Catalog. Up to 9 hours of coursework completed at OSU prior to formal admission to the certificate program may be applied to the total certificate requirement; these courses must be regular components of the curriculum of the certificate program.

Curriculum

The certificate curriculum is a structured progression or collection of courses approved and offered for graduate degree credit at OSU. The curriculum consists of a minimum of twenty-four (24) quarter credit hours, and may include a final project, portfolio, or report for integration of the sequence of course materials.

Transcript

Courses and certificates completed will be transcribed by the University Registrar as a part of the student's Permanent University record. The certificate is awarded when all course material is satisfactorily completed and a cumulative grade point average of 3.00 has been attained in all courses to be used toward the certificate. Award of a separate document suitable for framing will be at the discretion of (and will be the responsibility of) the unit administering the certificate program.

Integration with Current Degree Programs

Credits earned in fulfillment of a certificate program may be applied to a graduate degree program at OSU, so long as they meet the appropriate standards for use in the degree* (grade, completion date, etc.). Courses completed for a degree program may likewise be applied toward a certificate program. **

Approval

Before offering certificate programs, the program must be proposed by a department, program, or by combinations of departments or programs, be reviewed and approved by the appropriate School or College committee(s), and must receive approval from the Graduate Council and the Graduate School.

* Includes all current graduate degree programs at OSU (Ph.D., EdD, MS, MA, Ed.M., MBA, MF, MAIS, MAT,

MEng, MAgr, MOcE, MPH, MSE).

** Courses completed no more than 7 years prior to the certificate award date may be used to satisfy certificate requirements

Overall the subcommittee's goal was to develop a policy of graduate certificate programs that remained flexible and evolutionary as better practices are developed. In addition, the guidelines are intended to be open enough to allow for graduate certificate programs to emerge quickly and yet be rigorous. Finally, it was determined that graduate certificate programs need to be designed to be dynamic in order to be competitive with other graduate certificate programs.

After his presentation, Dr. Remcho opened the topic to discussion by the Council. The Council supported the rigor of the proposed graduate certificate program policy, however several questions regarding implementation and process were proposed.

The Council asked who would be responsible for tracking graduate certificate program students. Under the current system of tracking graduate students, there is no established responsibility for tracking non-degree graduate students. Dr. Remcho responded that it would be the responsibility of the graduate certificate program coordinator to track the admission and progress of the students within the program as well as final certification. The Council suggested that the subcommittee explicitly state in the guidelines that a graduate certificate policy coordinator be designated. In addition, the coordinator should also be required to file a formal statistical and informational report to the Graduate School to keep the Graduate School abreast of the existing graduate certificate programs and the number of students enrolled in these programs. No action would be required on the part of the Graduate School with regard to this report.

The Council also inquired how currently enrolled graduate students would apply to a graduate certificate program in another department. Under the current wording in the proposed guidelines, it is unclear whether advanced degree students would be eligible for the certificate programs. According to Dr. Remcho advanced degree seeking students are eligible for the graduate certificate programs. It was agreed, for greater clarity, that under the guideline marked Admissions, the first line would be re-worded to say, "Students must minimally be admitted to the University as "non-degree graduate students", as defined in the Graduate Catalog.

The Council recommended that the proposed guidelines state more explicitly the handling of transfer coursework including the number of transfer credit that could be applied toward a graduate certificate program. It was further suggested that the last sentence under the Integration with Current Degree Programs guideline would be amended to state, "credits earned in fulfillment of a certificate program may be applied to a graduate degree program at OSU so long as they meet the appropriate standards for use on the degree and the criteria for transfer credit as defined in the Graduate Catalog."

Secondly, a contradiction between the policy statement and the guidelines was cited. As it read, the policy statement required "all certificate programs require a minimum of twenty-four (24) graduate credits with grades of "B" or better or a Pass (P)". While the guidelines titled "transcript" stated "the certificate is awarded when all course material is satisfactorily completed with a cumulative grade point average of 3.00...". It was agreed that the policy statement would be changed to reflect a cumulative grade point average of 3.00.

Dr. Remcho will incorporate these recommendations into a final draft of the graduate certificate program policy proposal and provide the revised copy to Dr. Christensen, Chair of the Graduate Council, for further action.

III. Graduate Admission Policy, Recommendations from the Graduate Admissions Committee (GAC)

Dr. Doug Barofsky, Department of Chemistry provided the Council with a brief summary of the graduate admissions policy recommendations. Last year, the Council was presented three recommendations from the Graduate Admissions Committee (GAC) regarding internal policy changes. However, at that time the Council did not have a quorum present to vote on the recommendations.

Since then, on the recommendation of Associate Dean Jack Higginbotham, Graduate School, Dr. Barofsky withdrew the third recommendation on narrative transcripts due to the infrequency with which they are

brought to the GAC. However, the two remaining recommendations still needed further action.

The first recommendation re-examined the review of 24-Hour Rule applicants. The current reclassification policy of postbaccalaureate and non-degree students states that under the second provision a student must "complete 24 credits of courses each with a grade of B (3.00) or better, or (b) complete sufficient credits to bring the cumulative grade point average (that for the last 90 credits of undergraduate work plus that for courses taken as part of the 24-hour rule) to 3.00 or better before being eligible to apply for graduate admission". Once a student meets the requirements in provision 2, the policy states that:

The completion of 24 credits with a grad of B (3.00) or better does not guarantee graduate admission. Reclassification decisions employ the same procedures and requirements as those for admission. Postbaccalaureate and non-degree graduate students who seek reclassification must be acceptable both to the University Graduate Admissions Committee and the department in which they plan to major.

The GAC recommends that this statement be revised to read:

Completion of either 2(a) or 2(b) does not guarantee graduate admission. Reclassification decisions employ the same procedures and requirements as those for admission. Postbaccalaureate and non-degree graduate students who seek reclassification must be acceptable to the department in which they plan to major.

This change eliminates the need for the file to be re-routed through the GAC for approval once the department has made an admit decision. Students who successfully meet the 24-Hour Rule need only to be accepted by their academic major. The Council voted and approved this change for the 2000-2001 Graduate Catalog.

The second recommendation revises the current policy on minimum admission requirements into a graduate program. Currently the policy states:

The minimum entrance requirements are as follows:

A four-year baccalaureate degree from an accredited college or university, and A combined GPA of 3.00 on the last 90-quarter credit hours of graded undergraduate work on the first baccalaureate degree plus all work completed thereafter.

For International Students:

The equivalent of an American baccalaureate degree of at least four years duration with a B average (equivalent 3.00 on an American 4.00 grading scale) in the last two years, plus all subsequent graded course work, and...

The GAC recommended that the current language be replaced with the following:

The minimum entrance requirements are as follows:

A four-year baccalaureate degree from an accredited college or university, and

A combined GPA of 3.00 on the last 90-quarter credit hours of graded undergraduate work on the first baccalaureate degree plus all work completed thereafter.

Or

A four-year baccalaureate degree from an accredited college or university, a 45 quarter credit hour graduate degree from an accredited university, and A GPA of 3.000 on the last 45 quarter credit hours of graded graduate work on the first graduate degree.

For International Students:

The equivalent of an American baccalaureate degree of at least four years duration with a B average (equivalent 3.00 on an American 4.00 grading scale) in the last two years, plus all subsequent graded course work; or a four-year equivalent baccalaureate degree with a two year equivalent graduate degree and a equivalent B average for the graded graduate course work and...

This change permits students with a sub-standard GPA on the first baccalaureate degree to have only their master's degree GPA count in the GPA calculation. The master's degree must be from an accredited institution, be 45 term credits or greater, and contain a GPA of 3.00 or greater on the last 45 quarter hours of the master's degree. The Council voted to approve the new language for the 2000-2001 graduate catalog.

IV. Attendance Policy for Graduate Committee Members during Exams

Dr. Mark Christensen stated that in recent years the dawn of new technology as well as the increased mobility of faculty has led to the recommendation by faculty to revisit the current policy stated in the survival guide that "all committee members or approved substitutes must be physically present for all formal meetings with the student.

To help with a re-examination of this issue, Dean Francis has organized the presence of a Graduate Council member to observe the use of various technologies during three scheduled meetings. The first two meetings will examine the use of a speakerphone, while the third meeting will observe the use of real-time audio and video technology. Currently, these trial observations will take place on May 25th from 1:00-4:00pm and May 31st from 2:25-5:00pm. The remaining one has yet to be scheduled.

Dean Francis asked for two volunteers to sit on the May 25th and the remaining meeting. Dr. Bruce Rettig, Department of Agricultural & Resource Economics will serve as the observer for the May 31st meeting. The observers will report back their observations to the Council upon completion of the meeting. The hope is to incorporate these observations into the discussion by the Council on the current policy. The Council agreed that the regularly appointed GCR could also fulfill this special role.

V. Items for Future Meetings

Dr. Mark Christensen previewed upcoming agenda items for the 1999-2000 Graduate Council. He asked the Council to review OSU's current policies on residency and 400/500 courses and to come to the meetings prepared to discuss the topics below.

- ☐ Residency
- ☐ Academic Progress for PhD candidates
- ☐ Graduate Council Policy on 400/500 courses
- ☐ Academic Program Reviews: EXSS (5/11),
- ☐ Animal Sciences (5/25/), Economics (6/8)

VI. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

NE 581 (00-C022)

Provided that the syllabus is revised to address the differentiation requirement and that a statement of what liaison was conducted.

RHP 581 (00-C023)

Provided that the syllabus is revised to address the differentiation requirement and that a statement of what liaison was conducted.

ME 577 (00-C115)

OC 648 (00-C068)

BOT 566 (00-C106)

CHANGE IN EXISTING COURSE

BOT 565 (00-C105)

ST 521, 522 (00-C150)

ST 543 (00-C151)

ST 583 (00-C152)

ST 625 (00-C153)

NE 515 (00-C015)

Providing that a 400/500-differentiation statement is added.

RHP 515 (00-C016)

Providing that a 400/500-differentiation statement is added.

NE 551, 552, 553 (00-C019)

Providing that a 400/500-differentiation statement is added.

NE 574, 575 (00-C021)

Providing that a 400/500-differentiation statement is added.

NE 585 (00-C024)

RHP 585 (00-C025)

NE 589 (00-C026)

RHP 589 (00-C027)

RHP 583 (00-C028)

PH 521 (00-C080)

Providing that a 400/500-differentiation statement is added.

PH 522 (00-C081)

Providing that a 400/500-differentiation statement is added.

PH 523 (00-C082)

Providing that a 400/500-differentiation statement is added.

PH 524 (00-C083)

Providing that a 400/500-differentiation statement is added.

PH 525 (00-C084)

Providing that a 400/500-differentiation statement is added.

PH 526 (00-C085)

Providing that a 400/500-differentiation statement is added.

PH 528 (00-C087)

Providing that a 400/500-differentiation statement is added.

PH 529 (00-C088)

Providing that a 400/500-differentiation statement is added.

PH 535 (00-C089)

Providing that a 400/500-differentiation statement is added.

PH 541 (00-C090)

Providing that a 400/500-differentiation statement is added.

PH 565 (00-C091)

Providing that a course syllabus is submitted which has a 400/500-differentiation statement.

PH 566 (00-C092)

Providing that a course syllabus is submitted which has a 400/500-differentiation statement.

PH 575 (00-C107)

Providing that a course syllabus is submitted which has a 400/500-differentiation statement.

PH 621 (00C108)

PH 641 (00-C109)

PH 642 (00-C110)

Question for CC liaison: should these be listed as I, II?

H 589 (00-C135)

Providing that a course syllabus is submitted which has a 400/500-differentiation statement.

H 568 (00-C134)
H 567 (00-C133)
H 558 (00-C132)
H 536 (00-C131)
H 531 (00-C130)
BA 520 (00-C121)

X-COURSE APPROVAL

FE 536X (00-C111)

COURSE DROP

NE 557 (00-C020)
NE 544 (00-C017)
RHP 544 (00-C018)

VII. Other Business/Announcements

The meetings for the rest of 1999-2000 are as follows:

Thursday, May 11th	3:00-5:00pm	Kerr Admin. Bldg. 650
Thursday, May 25th	3:00-5:00pm	Kerr Admin. Bldg. 650
Thursday, June 8th (Last Meeting)	3:00-5:00pm	Kerr Admin. Bldg. 650

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 20, 2000 Minutes

Graduate Council

April 20, 2000 Minutes

Present: Christensen (Chair), Brandt, Cull, Davison, Ebbeck, Esbensen, Francis, Prucha, Remcho, Tornquist

Absent: Barofsky, Higginbotham, Mishra, Radosevich, Rettig

I. Botany & Plant Pathology- Academic Review Report

Dean, College of Science, Sherman Bloomer, Associate Dean, College of Agricultural Sciences, Mike Burke, and Dr. Stella Coakley were present as representatives of the Botany & Plant Pathology program. Associate Dean Chris Bell, College of Engineering, and Dr. Kermit Cromack, Forest Science represented the Program Review committee.

Associate Dean Bell presented the following summary:

The Graduate Council review of the Botany & Plant Pathology graduate program was conducted on May 24, 2000. An extensive self-study report was prepared by the department of Botany & Plant Pathology and provided to the Review Committee.

The report gave an in-depth history of the program since its inception.

The Department of Botany & Plant Pathology is large and complex with over 40 professional faculty tenured (tenure-track and courtesy), 35 Faculty Research Assistants/Associates, 10 administrative staff, 33 Graduate Research Assistants and 15 Graduate Teaching Assistants. The total annual budget is over \$7 million split almost equally between state funds and research funding.

Associate Dean Bell presented the following major issues and problems identified during the review process:

- ☐ The tracking of graduate students enrolled in interdepartmental programs;
- ☐ The faculty's lack of understanding of University policies and procedures;
- ☐ The need to upgrade and/or replace computing facilities for the staff and graduate students;
- ☐ A lack of adequate space, funding and time; and
- ☐ Lack of stable funding for graduate students.

It was stated that of these problems and issues some, if left uncorrected, would diminish the research capacity of faculty in Botany & Plant Pathology. The problems are:

- ☐ The inability to recruit top graduate students due to low stipends and lack of guaranteed funding;
- ☐ The inadequate university support of research facilities; and
- ☐ The lack of institutional support of administration of interdisciplinary programs.

According to Associate Dean Bell, despite these issues and problems the department maintains a positive morale and continues to be successful given these limitations. As a result, Associate Dean Bell provided the Council with the Committee's recommendations and concerns:

- ☐ An improved system for tracking graduate students enrolled in interdepartmental programs should be developed;

- ☐ Some faculty lack understanding of University policies and procedures regarding graduate programs (particularly courtesy faculty) even though the department has published guidelines. Graduate students indicate that there are some advising problems, particularly at the "front-end" of their programs;
- ☐ The administrative staff are badly in need of upgraded and/or replacement computing facilities. Graduate students computing facilities also need improvements;
- ☐ The faculty indicated that the biggest issue for them is the lack of stable funding for graduate students (an issue also identified by the chair and the graduate studies committee). There was a clear consensus that recurring funding for 15 students is essential if the department is to be competitive in the future. This is a problem requiring immediate attention;
- ☐ Recruiting of high quality graduate students is vital to achieving top tier status and OSU is not competitive with top tier institutions, indeed, our enrollments are dropping in most programs;
- ☐ There are severe space limitations. It was also clear that deferred maintenance of the building as a whole is a barrier for the department, and, therefore for many of the faculty. ☐ As with nearly every unit on campus, the department needs funding restored to address these problems;
- ☐ Financial problems in the College of Science have created a morale problem among faculty. The differences in salary (9 vs. 12 month) between faculty in the College of Science and College of Agricultural Sciences creates another kind of morale issue. If possible, steps should be taken to mitigate the cause of the financial problems and develop a more equitable approach to salaries;
- ☐ At the time of the review, health insurance was a major issue for graduate students. Although a union has now been established, problems will likely persist, and, OSU needs to be proactive in providing appropriate benefits; and
- ☐ Several Botany & Plant Pathology faculty spend significant time directing interdepartmental programs that benefit research at OSU (for example, the Molecular & Cellular Biology Program and the Environmental Sciences Program), yet they are not rewarded for this effort, which must detract from their own research and/or availability to teach classes. An appropriate portion (25% is regarded as equitable for this kind of appointment) of their salaries should be covered by the institution, and the salary savings to the department used to enhance the individual's research or to replace teaching.

Dr. Cromack remarked that despite the problems cited in the report, the department demonstrates a high level of morale and use of shared resources. However, if the department is to grow and expand its current success these problems need to be addressed.

In addition, Dr. Coakley reported to the Council that since the review, approximately one year ago, several recommendations identified from this process have been incorporated into the department. She also stated that the department found that self-study component was the most valuable aspect of the review as well as the external review team.

The Council asked how many graduate students are currently in the program? The response was approximately 35 graduate students in Botany & Plant Pathology with an additional 15 in interdisciplinary programs, such as Molecular & Cellular Biology and Environmental Sciences. Therefore, the total was estimated to be about 50 graduate students. In addition, the Council asked how many courtesy faculty are in the department? Approximately, 26 courtesy faculty are currently in the department.

The Graduate Council voted to accept the program review report with an additional clarification and/or rationale for the statement that "recurring funding for 15 students is essential if the department is to be competitive in the future."

II. Clinical Faculty

Dr. Mark Christensen, Chair of the Graduate Council, opened the discussion of proposed guidelines for clinical faculty appointments and promotion. This proposal is an informational item for the Council at this time. The proposal proposes the establishment of guidelines, criteria and procedures for evaluation and promotion of clinical track faculty at Oregon State University.

Dean, College of Pharmacy, Wayne Kradjan and Dr. John Block, College of Pharmacy presented an overview of this information to the Council.

According to Dean Kradjan the purpose of this proposal is to develop an appointment category that recognizes faculty who spend the majority of their time teaching (i.e. classroom and clinical service areas) and providing "patient" care. The goal is to

define and differentiate clinical track faculty appointments from the traditional academic appointments (tenure track).

The appointment category, "clinical track faculty", would apply to teacher/clinicians in pharmacy, veterinary medicine and clinical psychology. In addition, like the tenure track titles, assistant professor, associate professor, and professor, the clinical track would establish similar titles, such as clinical assistant professor, clinical associate professor, and clinical professor. Positions would be advertised with a clear statement of the nature and expectations of the position and would be fixed term and based on annual reappointment.

Faculty hired in these categories would be required to meet established performance expectations. For instance, a tenure track faculty member is required to demonstrate teaching ability, research and scholarship (20-80%) and college/university service. A clinical track faculty member would also be required to demonstrate teaching ability, and college/university service as well as clinical service and research and scholarship (5-15%). The reasoning behind the reduced research and scholarship expectation for clinical faculty is that often between teaching and clinical service demands "clinical faculty" do not have the opportunity to devote 20-80% of their time to research. Instead, under this model they would be required to demonstrate only 5-15% research and scholarship, such as case studies, clinical trials, literature reviews, book chapters, abstracts, poster and podium presentations, and innovative practice and teaching techniques, which is achievable in light of the limitations on their time.

Utilizing established performance expectations, evaluations and promotion of clinical faculty would be conducted as follows:

- ☐ An annual review by the department chair, with the faculty member and department chair determining timing of request for promotion;
- ☐ and Assessment of teaching, clinical service, scholarship and college service.

Dean Kradjan, concluded his remarks, by stating that the value of establishing criteria and guidelines for the category of clinical faculty is high when you take into account some considerations. First, this category is consistent with schools of medicine and pharmacy in academic health science centers nationwide. Secondly, these titles allow faculty members to compete for pharmaceutical industry and some NIH/AHCPR grants. In addition, this category raises a variety of questions, such as can clinical faculty do more research? Can an individual move from clinical track to tenure track and vice versa? and Aren't the current tenure guidelines flexible enough to allow clinician/teachers to be promoted and tenured?

In response, Dean Kradjan stated the following in support of the establishment of this faculty category:

Under this category clinical faculty are not required but are encouraged to seek out additional scholarship and research; Clinical track and tenure tracks are not exchangeable positions. To change from one track to the other faculty would need to apply for an open and advertised position; and Past experience has illustrated that under the current tenure guidelines faculty that would be considered clinical faculty are less likely to be promoted without demonstrating 20-80% scholarship and research.

Overall, the establishment of this new track would provide two separate and different tracks in the College of Pharmacy and any other unit that would find such categories useful. Finally, it would decrease the anxiety of promotion and evaluation under the tenure track that many faculty experience and instead increase the focus on their work.

The Council then opened the discussion to questions. It was asked what units on campus would utilize this faculty track? Dean Kradjan and Dr. Block responded by stating that in their discussions with Deans they found that most units on campus would not use this classification. Instead it would remain largely a medical model to be used by the College of Pharmacy and potentially the College of Veterinary Medicine. The proposal and classification, however, would be available campus wide to be used by any unit that saw purpose for it in their college or department.

More pertinent to Graduate Council policy, was the issue of how to interpret professional degrees and the new clinical classification when granting graduate faculty status to faculty in these units under this track. It was determined that the Graduate Council needed to further absorb the materials provided to them on this topic and revisit the issue at the next Graduate Council meeting. The goal would be to discuss this issue in depth,

particular
to the question of graduate faculty status and provide comments to Vice Provost, Andy Hashimoto.

III. Counseling Education Program - Academic Review Report

Dean, College of Home Economics & Education, Kinsey Green and Director, School of Education, Wayne Haverson were present as representatives of the Counseling program. Dr. Susan Tornquist, College of Veterinary Medicine and Dr. Mark Christensen, College of Pharmacy represented the Program Review Committee.

Dr. Tornquist presented the following summary:

The Graduate Council review of the Counseling graduate program was conducted on January 24th-26th, 2000. Despite a short preparation period, the Counseling program provided a solid self-study report and access to the Council of Accreditation of Counseling and Related Programs (CACREP) self-study report.

Overall, the program is a relatively small graduate professional program functioning as a unit in the School of Education within the College of Home Economics and Education. The Counseling Education Program (CEP) trains school counselors and community counselors with direct links to schools. The CEP program at OSU is the primary program in the state of Oregon training school counselors at this time. The program offers both a Master of Science and a Doctor of Philosophy in Counseling.

Dr. Tornquist provided the recommendations of the committee. Overall, the Graduate Council Review team found the CEP to be a valuable program serving the needs of the State of Oregon and preparing graduate students for jobs in an area with high demand for well-trained graduates. However, the Council Review members did identify the following areas that should be addressed to strengthen this program:

- ☐ Improve communication between site supervisors, adjunct faculty and CEP faculty. This should include regularly-scheduled visits to site supervisors, meetings of the faculty, adjunct faculty and site supervisors to promote communication and collegiality and to provide continuing education for site supervisors, a better-defined procedure for communicating information about the program to site supervisors, and a more formalized evaluation process for each practicum;
- ☐ Develop clear guidelines for distribution of funds for travel to national meetings or other professional development;
- ☐ Re-consider the effectiveness of scheduling of the M.S. practicum experience after only one quarter. It appears that additional clinical training and course work before starting the practicum would increase the value of this experience for all involved;
- ☐ and Clarify the future direction for the program based on the comprehensive self-study and outside review just completed, an assessment of the needs of the state, the resources available, and the strengths and interests of the current faculty.

Specifically, the Committee recommended the following:

- ☐ Improve internship assignments and communication with site supervisors;
- ☐ Provide an orientation for preceptors;
- ☐ Clarify the differences between the master's level practicum experience and the doctoral level experience;
- ☐ Strengthen relationships with other departments for cognate areas and mentoring for research outside thesis work;
- ☐ Examine the course offerings within the CEP to address possible overlaps in course offerings with other departments;
- ☐ Seek additional opportunities for PhD students to increase their GTA above 0.15 FTE; increase financial support available to students where possible;
- ☐ Review statistics requirements and increase opportunities for students to take the HDFS statistics series;
- ☐ Provide a clear policy on disbursement of funds for faculty travel to national meetings;
- ☐ Clarify the policy for use of money obtained through faculty-initiated workshops;
- ☐ Continue to make a concerted effort to attract students and faculty from a diverse racial and ethnic pool

of applicants;

- ☐ Provide encouragement and support for faculty to move up in ranks;
- ☐ Consider re-scheduling the program so it doesn't end in December;
- ☐ Consider having students on CEP or School of Education committees where appropriate; and
- ☐ Within financial constraints, consider minor improvements to facilities (such as painting) and to computer equipment for faculty.

Dr. Christensen remarked that the program was articulate and perceived as a valuable program in the State of Oregon and at OSU by the students and site supervisors. In addition, despite its limited resources and areas of concern, the program is succeeding as well as can be expected.

Dr. Wayne Haverson thanked the review team for their time and courtesy. He offered clarification regarding the Committee's recommendation for future direction in the program. As a program for training School Counselors, the program is required to provide recommendations for counselors and teachers in the community in addition to maintaining quality control standards according to CACREP, and attaining the standards held by the Graduate School for graduate programs. In addition to these external demands there is a constant internal demand of how to best utilize the program and available resources, whether it is to train individuals with agency backgrounds or educational backgrounds to be counselors in schools and the community. The combination of such demands can be perceived as lacking direction in a program and cause confusion as the situation is resolved. This is the situation in which the Counseling program at OSU finds itself.

In addition, Dean Green also updated the Council on the status of the final CACREP report, which has yet to be concluded. She also asked the Council to provide a more specific recommendation in terms of how to provide greater direction for the future of the Counseling program.

The Graduate Council voted to accept the program review report with an additional recommendation by the Council Review Team identifying processes to achieve greater direction in the Counseling program.

IV. Graduate Certificate Policy

To be discussed at the next Graduate Council meeting

V. Other Business/Announcements

The next Graduate Council meetings will be:

April 27, 2000	3:00-5:00pm	650 Kerr
May 11, 2000	3:00-5:00pm	650 Kerr
May 25, 2000	3:00-5:00pm	650 Kerr
June 8, 2000 (Last Meeting)	3:00-5:00pm	650 Kerr

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » March 9, 2000 Minutes

Graduate Council

March 9, 2000 Minutes

Present: Christensen (Chair), Barofsky, Brandt, Cull, Ebbeck, Francis, Prucha, Radosevich, Remcho, Rettig

Absent: Davison, Esbensen, Higginbotham, McAlexander, Tornquist

I. Counseling Education Program - Academic Review Report

Postponed until a future Graduate Council Meeting.

II. Scholarship Review Teams

Mary Prucha, Coordinator of Graduate Services, briefed the Council on the status and number of individuals needed to serve on the Oregon Sports Lottery scholarship committee. The following assignments were made to the Oregon Sports Lottery scholarship committee: (1) Cull and (2) Radosevich.

III. Review of Standing Rules

The Council reviewed the standing rules for the Graduate Council. Some discussion occurred regarding the "one graduate student" listed in the Graduate Council member profile and how this position is designated. In addition, questions as to where the general policies and program reviews are located were raised.

The Council agreed to retain the current standing rules for the Graduate Council. Mark Christensen, Chair, will relay this to the Faculty Senate.

IV. GERT Update

Dean Francis updated the Council on the Graduate Education Round Table (GERT). Over the last few months, the Round Table has focused on graduate enrollment targets. As a university, OSU is focusing a great deal on undergraduate enrollment, but has not made any formal proposals or recommendations regarding graduate enrollment. As a result, GERT has proposed to establish a Graduate Enrollment Working Group to further examine this issue, including capacity and growth potential issues, and provide specific recommendations regarding graduate enrollment.

The Graduate Enrollment Working Group, as suggested by the Round Table, will take place during the spring term and likely include the following individuals:

- ☐ a member of the University Growth Committee
- ☐ a dean of a college that represents a high number of graduate students
- ☐ a representative from admissions (i.e. Bob Bontrager)
- ☐ the Dean of the Graduate School
- ☐ a representative from the College of Liberal Arts
- ☐ a representative from the Research Office
- ☐ a representative from GERT
- ☐ a representative from Distancing Education

Dean Francis also relayed the Round Table's proposed items for the spring term. They include: (1) the merger of the two graduate student organizations, (2) 400/500 split level classes, (3) teacher training for graduate teaching assistants, and (4) domestic student recruitment.

V. Informational Items

Mark Christensen asked the Graduate Council for any items to be discussed on future agendas this spring.

The Council proposed the following items:

- ☐ formally approve the admissions policy from last year,
- ☐ graduate certificate programs,
- ☐ 400/500 level classes,
- ☐ issues of residency and off-campus research,
- ☐ final oral examination via teleconference,
- ☐ review of the current policy of not allowing second Ph.Ds, and
- ☐ an intermediate degree for Ph.D. students that complete all their requirements except the dissertation.

VI. Tuition Remission

Dean Francis has been working with the Task Force on Tuition Remission to develop and present a proposal on graduate tuition remission at OSU. She shared this proposal with the Academic Deans Council and the Graduate Education Round Table on March 8th.

Dean Francis opened this discussion with a presentation on the draft proposal, "Graduate Assistant Tuition Remission at OSU," developed by the Task Force.

The Task Force on Tuition Remission consisted of the following individuals:

- ☐ Sally Francis, Interim Dean, Graduate School (Chair)
- ☐ Sherman Bloomer, Interim Dean, College of Science
- ☐ Thayne Dutson, Dean, College of Agricultural Sciences
- ☐ Roy Arnold, Executive Associate Dean, College of Agricultural Sciences
- ☐ Toby Hayes, Vice Provost, Research Office
- ☐ Wayne Kradjan, Dean, College of Pharmacy
- ☐ Mary Prucha, Coordinator of Graduate Services, Graduate School
- ☐ Kay Schaffer, Dean, College of Liberal Arts
- ☐ Robert Specter, Vice President, Finance & Administration

The Task Force used three principles to guide their discussions and proposal: (1) to maximize graduate student enrollment, (2) to maximize the quality of graduate students, and (3) to maximize revenue.

In the past previous investment, in terms of income in graduate tuition remission has come from the General Fund income for enrollment (\$15M) and Tuition Income from all sources (\$8M). In terms of costs, tuition remission went to: (a) non-residential waiver (\$4.4 M), general fund tuition remission (\$3.2 M), assistantship stipends (\$4.7M), cost share (\$1 M), and laurels scholarships (tuition scholarships) (\$.5 M).

Utilizing these guiding principles and past investment data the Task Force developed the following model of graduate tuition remission at OSU.

Student eligibility

To be eligible for tuition remission students must be admitted to a degree program, full-time (12 credits), and be making satisfactory progress in their degree program.

Appointments

Tuition remission will be offered to graduate teaching assistant, graduate research assistant, and graduate fellow/trainee appointments.

Tuition Remission & Assistantship Stipend Eligible Units

Only academic colleges and interdisciplinary degree programs reporting to the Graduate School are eligible

units for tuition remission and assistantship stipends. Research centers and administration units may only award remissions/waivers indirectly through eligible units (i.e. academic colleges and interdisciplinary degree programs reporting to the Graduate School).

In addition, the model also proposes that assistants at 0.20 FTE (increasing to 0.25 in 2001-02) will receive remission at resident rate, Fellows on Foundation funds at 0.49 FTE equivalent may receive tuition remission, and Fellows/trainees at 0.49 FTE may receive tuition offset. Finally, cost share of tuition for assistants on grants/contracts at 0.20 FTE (0.25 2001-02) can occur with prior approval and the Graduate School will set up a 5% total pool of remission/waiver funds to address institutional interests.

In conclusion, graduate tuition remission will be the responsibility of the Graduate School. All initial commitments will be based on the current commitments in each unit, estimates of future cost share commitments in each unit, and estimates of general fund growth. Tuition remission will also be assessed at resident rates, provided in full, and allocated in dollars and non-resident tuition differential waivers for grants/contracts will not be capped. Finally, the Graduate School will provide an annual estimate and an annual report on graduate tuition remission.

After her presentation, Dean Francis opened the topic to discussion. The Graduate Council expressed concern regarding the increase in FTE from 0.15 to 0.20 (0.25 2001-02). It was argued that this increase could have a negative impact on research in terms of the time available to fulfill a student's research component of their program as well as the ability to utilize the 0.15 FTE as a means to grant tuition remission when other grant proposals do not permit tuition remission.

Dean Francis encouraged the Graduate Council to continue to absorb the proposal and to provide any feedback or suggestions to her by Friday, March 10th at 5pm. On Monday, March 13th Dean Francis will take the final proposal to the President's Cabinet, after which the Provost will make a decision on the final policy for fall 2000.

VII. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

CHANGE IN EXISTING COURSE:

FP 553 (00-C036)

Providing that a 400/500 differentiation statement is added to the syllabus.

PHL 541 (00-C093)

PSY 570 (00-C075)

GEN 530 (00-C037)

Dr. Blouin provided an update syllabus, which addressed appropriate differentiation.

CSS 535 (00-C038)

Provided Gary Beach's three questions are addressed.

NEW COURSES:

HSTS 540 (00-C074)

And the following pending resolution of Gary Beach's comments.

OC 648 (00-C068)

AT 683 (00-C067)

OC 683 (00-C066)

OC 682 (00-C065)

X-COURSE

CHE 546X (99-C422)

VIII. Other Business/Announcements

The meetings for spring term:

April 13, 2000	3:00-5:00pm	650 Kerr
April 27, 2000	3:00-5:00pm	650 Kerr
May 11, 2000	3:00-5:00pm	650 Kerr
May 25, 2000	3:00-5:00pm	650 Kerr
June 8, 2000	3:00-5:00pm	650 Kerr

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 27, 2000 Minutes

Graduate Council

January 27, 2000 Minutes

Present: Christensen, Barofsky, Cull, Ebbeck, Esbensen, Remcho, Rettig, and Tornquist

Absent: Brandt, Davison, Francis, Higginbotham, McAlexander, and Radosevich

I. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

MB 532 (99-C302)

Provided there is sufficient difference between the proposed MB 532 and the existing MB 530 and that proper liaison has been with departments such as BB, Pharm, Bot, FW.

CHANGE IN CREDIT

PHAR 729 (99-C423)

II. Other Business/Announcements

Upcoming Graduate Council meetings in February will be:

Thursday, February 10th 3:00-5:00pm 650 Kerr

Thursday, February 24th 3:00-5:00pm 650 Kerr

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 13, 2000 Minutes

Graduate Council

January 13, 2000 Minutes

Present: Christensen, Barofsky, Brandt, Cull, Ebbeck, Francis, Higginbotham, Prucha, Radosevich, Remcho, Rettig, and Tornquist

Absent: Davison, Esbensen, McAlexander

I. Status of Graduate Certificate Policy

Dean Francis reported that an abundance of information about graduate certificate policies has been emerging nationally. Associate Dean Jack Higginbotham and Dr. Vincent Remcho will be attending a conference on the topic in February to learn about the latest trends.

The graduate certificate sub-committee is drafting guidelines for graduate certificate programs. The sub-committee hopes to incorporate information from the conference into its final recommendations. The Council was asked whether waiting for additional information from the conference would disadvantage units from proceeding with plans to develop graduate certificate programs. Council members were unaware of any programs that would be delayed. It was concluded that researching this information fully would lead to a stronger policy statement while informing departments about the opportunities that exist in the area of graduate certificates.

Dean Francis reported she would be meeting with the Graduate Deans from Portland State University and the University of Oregon, as well as the OUS Vice Chancellor for Academic Affairs to discuss graduate certificates January 28th.

II. GERT Update

The Graduate Education Round Table (GERT) met on January 12th. GERT continued its discussion of enrollment targets and strategies. The Round Table is focusing on an enrollment target of 25% and working on a draft capacity survey to be distributed to all departments. Once GERT receives input from the survey, the Round Table will examine where and if there is capacity to increase enrollment to 25%. GERT then will examine stipend and revenue data to assess the costs associated with an enrollment target of 25%.

The next meeting of the Graduate Education Round Table is Wednesday, February 9th from 3:30-5:00pm in 650 Kerr.

III. Academic Program Review - Schedule Update

Dean Francis announced that the academic program review committees have been formed (located below). Currently, Dean Francis and Mary Prucha, Coordinator of Graduate Services, are working to develop schedules and target dates, including dates for submission of the self-study, the submission of final reports, and the presentation of this information to the Graduate Council, with the programs that are to be reviewed.

Position	Counseling	Human Perf. Movement St	Economics	Animal Science	Rangeland Resources
	Wtr '00 Jan. 24	Wtr '00 March 10	Spr '00 April 11	Spr '00 April 2-6	Spr '00 Late May
Chair	Tornquist Vet Med 7-6943	Rettig Agricultural Sci 7-1408	Radosevich Forest Sci 7-6081	Esbensen COAS 7-5687	Brandt AIHM 7-0994
GC Member	Christensen Pharm 7-5788	Cull Computer Sci 7-5558	Ebbeck EXSS 7-6800	Davison English 7-1651	Remcho Chemistry 7-8181
OSU	Donatelle Public Health 7-3839	Jordan AIHM 7-0987	Coakley Botany 7-5264	Trempey Microbiology 7-4441	Walstad Forest Res 7-3607
OSU	Sayre Art 7-5018	Jansen Physics 7-1690	Stern Education 7-6392	Tesch Forest Engin 7-4952	Snow EXSS 7-6788
External 1	Bernard	Pate	Oaxaca	Reynells	McCalley
External 2	Cobia	dePauw	Siegfried		
External 3	Keller				
Pre- review mtg.	1/19/00	2/29/00			
Contact Person	Liz Gray	Tony Wilcox	Vic Tremblay	Jim Males	Bill Krueger
Self- study Due		Feb. 18	Mar. 13	Mar. 10	
Team Report due	Feb. 14	Mar. 31	May 1	April 26	
Grad Council	Mar. 9	Apr. 27	May 25	May 25	June 8

IV. Graduate School Review Team Update

The Graduate School Review Team finished their work and submitted their report into the Office of the Provost on January 6th. Currently the report is being circulated widely and the Provost is inviting comment on the report from the OSU community. The report is available on the web at <http://arec.orst.edu/gsr/>.

Dr. Bruce Rettig offered some insight into the report. He reported that several items in the report would require Graduate Council consideration. He encouraged the Graduate Council to review and discuss the Graduate School Review Report and provide comments.

V. Proposed Graduate Minor in Ethnic Studies

Associate Dean Higginbotham presented a request for a proposed graduate minor in Ethnic Studies for Graduate Council consideration. A memorandum outlining details of the minor was provided to the Curriculum Council and the Graduate Council for approval. Associate Dean Higginbotham asked if Council members viewed the memorandum process as an acceptable means of requesting graduate minors or if a more detailed process was desirable. The answer from the Council was yes provided that resources (i.e. faculty, facility, etc.) and liaison issues are addressed.

The Council expressed caution in accepting a minor in an area that is not fully developed as a major. There was discussion concerning whether the proposal for a graduate minor in Ethnic Studies fit into the Category I or Category II process. Associate Dean Higginbotham explained that Category II proposals focus on course approvals while Category I proposals focus on degree proposals. A request for a graduate minor does not fall squarely in either category. Questions were raised regarding graduate faculty status of participating faculty and whether the minor would be used on doctoral programs.

The Council approved the minor in Ethnic Studies provided that Associate Dean Higginbotham would find out if the faculty teaching in the minor have appropriate graduate faculty status and if all the courses in the minor have been approved through the Category II process.

VI. Ethics Education at OSU

Dr. Mark Christensen, Chair, received an email from Dr. Erik Fritzell, member of the Curriculum Council, regarding a discussion of the issue of ethics education at the graduate level at OSU and a proposal to conduct a survey of ethics education in OSU curricula. Dr. Fritzell suggested that the survey would be developed in Winter 2000 and distributed Spring 2000.

Dr. Christensen raised this issue with the Council for suggestions and input. It was agreed that the ethics of professional behavior at the graduate level should be examined. The Council may also review the resources that exist at OSU regarding ethical academic behavior, such as policies and/or codes of ethics. Departments may be asked how they satisfy the interest and the issue of ethics in their fields. The discussion by the Graduate Council did not ask to mandate a code of ethics but to examine this issue and develop a means to disburse information regarding current resources available on ethics education at OSU.

Dr. Christensen volunteered to follow-up with Dr. Kathleen Moore, Chair, Department of Philosophy and Erik Fritzell to determine how the Graduate Council will participate in the development of the survey. The Council agreed that they would like to see a draft of the survey prior to its release in order to make sure it responds to the appropriate areas of concern to ethics education at the graduate level, such as the treatment of animals, patent issues, and ownership of data. Finally, the Graduate Council would like to see the results of the survey and any recommendations that may come forth.

VII. Category II Course Requirements

Associate Dean Higginbotham, on behalf of the Graduate Council, approved the following course requests:

X-COURSE

CHE 546X (99-C422)

VI. Other Business/Announcements

Next Meeting:

January 27, 2000 3:00-5:00pm Kerr Admin. Bldg. 650

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » December 9, 1999 Minutes

Graduate Council

December 9, 1999 Minutes

Present: Christensen, Cull, Davison, Ebbeck, Esbensen, Francis, Higginbotham, McAlexander,
Pierson-Charlton, Prucha, Rettig, and Tornquist

Absent: Barofsky, Brandt, Radosevich, and Remcho

I. Status of Graduate Certificate Policy

Postponed until the next Graduate Council meeting.

II. GERT Update

Dean S. Francis provided the Graduate Council with an update of the status and focus of the Graduate Education Round Table (GERT). GERT has met three times over the fall term and plans to continue to meet regularly over the rest of the year. The current focus of the Round Table has been and will continue to be the development of graduate enrollment targets. The next meeting of GERT will be Wednesday, January 12th, 3:30-5:00pm, in the President's Conference Room.

III. Academic Program Review - Identify review teams for winter and spring 2000

Mark Christensen, Chair, assigned the winter and spring 2000 academic program review teams. Each will consist of two representatives from the Graduate Council and two members from faculty at-large. The assignments are as follows:

Counseling (1/24)

Chair: Tornquist

Graduate Council Member: Christensen

Human Performance, Movement Studies in Disability (winter)

Chair: Rettig

Graduate Council Member: Cull

Economics (spring)

Chair: Radosevich

Graduate Council Member: Ebbeck

Animal Science (spring)

Chair: Brandt

Graduate Council Member: Davidson

Rangeland Resources (spring)

Chair: Esbensen

Graduate Council Member: Remcho

It was also announced that beginning January 1st Dean S. Francis will manage the program review process for the Graduate School because of the reassignment of Associate Dean Higginbotham to the union bargaining team. Finally, a reminder that the Graduate School will hold a seminar on Friday, December 17th from 3:00-4:30pm in the Radiation Center, Rm. C104 to explain the review process.

IV. Graduate Catalog

Associate Dean J. Higginbotham and Mary Prucha, Coordinator of Graduate Services, informed the Graduate Council that the OSU bulletin series was under review. The Graduate Catalog is currently used by the Graduate School to inform students of policies and regulations as well as to provide department descriptions, faculty, and course listings. The catalog is available to current graduate students on an annual basis from the Graduate School. In addition, the catalog is used as a recruitment tool and is mailed to domestic applicants upon request.

Associate Dean Higginbotham and Ms. Prucha opened the discussion to suggestions for future changes in the Catalog. Changes suggested by the Council included increasing the capacity of the Catalog on the web; combining the Graduate Catalog with the General Catalog; designing a new "Graduate View Book" with course descriptions, faculty interests, and department research, and publishing a graduate student handbook for policy and regulations.

These suggestions will be brought into the discussion as the review process of the Graduate Catalog moves forward.

V. Change in Category II Review Process

Associate Dean Higginbotham announced that there will be a change in the review of Category II submissions. In the past, Gary Beach, Coordinator, Assessment & Academic Programs edited and reviewed the submissions prior to their examination by the Category II Review Committee. This consisted of verifying that the course met the various standards required by the Graduate School and the University. Due to time conflicts, Mr. Beach will not be able to continue this task so the Category II Review Committee will be taking on this initial editing process.

VI. Scientific and Technical Communications Program Review - Final Report

Associate Dean, College of Liberal Arts, Robert Frank and Dr. Bill Keith were present as representatives of the Scientific and Technical Communications (STC) program. Scott Reed and Jim Good represented the Program Review committee.

Dr. Good presented the following findings:

- STC, founded in 1990, has never really functioned as designed because it centered on Journalism, which was eliminated the same year in the wake of Measure 5.
- To the extent that STC prospered, it did so because of the dedication of its first director, the now-retired Dr. Simon Johnson.
- There are many good reasons for a STC program to exist at OSU:
 1. the mission of the University,
 2. the demand for such training (evidenced by successful programs elsewhere),
 3. the enthusiasm of present students (despite the program's problems), and
 4. the support it could provide to other disciplines at OSU.

Today, the program is moribund, lacks uniform support among the four departments that contribute to it (owing mainly to continued budget cuts in the last decade and resulting prioritization of limited resources), and lacks strategic direction.

The program today exists mostly on paper and needs to be reinvigorated or eliminated.

Associate Dean Reed provided the recommendations of the committee. Overall the College of Liberal Arts and the three principal participating departments along with others from the University who would like to see the program continue should:

1. Convene a strategic planning session to examine the state of the program,
2. Decided whether or not it should be continued,

3. Develop a consensus vision for the program (including appropriate tracks),
4. Identify the specific steps and resources that are needed to implement that vision. In addition

Specifically, the Committee recommended the following:

- for stability and commitment, the program needs a funded directorship,
- listed courses need to be offered to attract students and provide needed integration and program identity,
- to help in strengthening the program through faculty involvement, advising should be decentralized to a multi-departmental committee,
- CLA should reach out to the rest of the University to determine potential service functions of the STC program,
- if the decision and resources are made available to reconstitute STC, a strong marketing effort to attract students should be mounted,
- and provide office space and common area for graduate students.

The Graduate Council voted to accept the program review report with an additional summary of findings and recommendations appended.

VII. Status of WICHE Proposals

Mary Prucha updated the Graduate Council on the current status of the WICHE, Western Regional Graduate Program (WRGP) proposals. The WICHE WRGP program provides students from 15 Western states the opportunity to enroll at resident rates of tuition in specific programs. This year, OSU has one vacancy in the WICHE WRGP program. The WICHE Proposal Review sub-committee has begun their review process, and will forward their recommendation to the Graduate Dean in a few weeks.

VIII. Category II Course Requirements

Associate Dean Higginbotham, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

ANTH 577 (99-C310)
AREC 532 (99-C253)
FS 565 (99-C242)

For the CSS 620, 621, 622 series, the subcommittee had the same comments for each. They endorse Gary Beach's comments that these can be approved if an appropriate syllabus is prepared and if a meaningful liaison is made with MCB and GEN to ensure that cross listing is appropriate.

CSS 622 (99-C269)
GEN 622 (99-C276)
MCB 622 (99-C277)
CSS 621 (99-C268)
GEN 621 (99-C274)
MCB 621 (99-C275)
CSS 620 (99-C267)
GEN 620 (99 C272)
MCB 620 (99-C273)
BI 560 (99-C406)
GEO 548 (99-C409)
ED 548 (99-C354)
ED 527 (99-C353)
MUED 562 (99-C303)
GEO 518 (99-C408)

ES 551 (99-C319)
ES 553 (99-C320)
ES 514 (99-C318)
ES 544 (99-C321)
MUS 547 (99-C309)
MUS 546 (99-C306)
AREC 554 (99-C401)
FP 555 (99-C357)
GEO 522 (99-C407)
NFM 539 (99-C350)
NFM 545 (99-C352)

CHANGE OF CREDIT

CE 556 (99-C262)
CE 517 (99-C261)
OC 655 (99-C235)

CHANGE TO EXISTING

ME 667 (99-C344)
FOR 525 (99-C360)
FOR 524 (99-C359)
GEO 582 (99-C410)
AREC 541 (99-C368)
AREC 533 (99-C370)
ED 596 (99-C356)
ED 557 (99-C355)
FCS 533 (99-C342)
FCS 534 (99-C343)
ME 581 (99-C366)
ME 582 (99-C367)
NFM 556 (99-C349)

DROP

NFM 542 (99-C351)

X-COURSE

RNG 650X (99-C417)

VIII. Other Business/Announcements

Candace Pierson-Charlton resigned her position as student representative on the Graduate Council due to conflicting commitments.

The meetings for January:

January 13, 2000, 3:00-5:00pm, 650 Kerr Admin. Bldg.

January 27, 2000, 3:00-5:00pm, 650 Kerr Admin. Bldg.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 28, 1999 Minutes

Graduate Council

October 28, 1999 Minutes

Present: Christensen (Chair), Brandt, Cull, Davison, Ebbeck, Esbensen, Francis, Higginbotham,
McAlexander, Pierson-Charlton, Prucha, Radosevich,
Remcho, Rettig, Tornquist

Absent: Barofsky

I. Proposed Modification to Admission Policies

Postponed due to absence of Doug Barofsky

II. Presentation of Current Program Review Procedure

Jack Higginbotham, Associate Dean of the Graduate School, provided an overview of the current program review procedures

III. Discussion of Revising Program Review Procedures

Sally Francis, Interim Dean of the Graduate School, presented the status of the program review process. The Graduate Council conducts program reviews on a 10-year cycle but has fallen behind schedule and a backlog currently exists. Dean Francis suggested it is time to look at the process and review it to determine if the Graduate School and the Graduate Council can make a new commitment to resolve the current situation and how the process could be modified to make it more manageable.

Dean Francis presented two goals that focus on the current situation. The first goal is to continue to have the Graduate Council be responsible for graduate reviews. The second goal is to work toward eliminating the backlog of program reviews and to prevent future backlogs.

In addition, she presented suggested "next steps" towards achieving these goals. They were as follows: changing the number and structure of the review committee, such as the number of Graduate Council members; establishing a paper-only review process; and developing a process that combines a paper-only review with an on-site component.

The discussion was then opened to the Graduate Council for feedback. Mark Christensen and Jack Higginbotham outlined how Graduate Council recommendations, which result from the program review process, are implemented and enforced. Though it is ultimately up to the Provost to decide what recommendations are implemented, the weight of the recommendations from the program review committee is great. There are also budgetary concerns that need to be realized but it is clear that the recommendations and the work of the program review committee is taken seriously and discussed thoroughly.

In terms of committee structure it was suggested that if there was a change from two Graduate Council members to one that it be considered that every first year Graduate Council member should be seated in a second chair capacity.

The issue of process was also raised. A couple of suggestions were communicated, such as abbreviating the process for those programs with strong self-studies; and conducting a preliminary consultation to determine the placement of a program for review, especially for those programs existing in the backlog.

The issue of process also presented the option for a paper-only review. It was suggested that a process be created for a program to be self-reviewed. This process would analyze the self-study conducted by the program and make colleges responsible for their programs. This process would also allow for a paper-only review with the incorporation of other resources, such as student surveys, to provide for a balanced review.

Several concerns were raised regarding a paper-only review. The inability of a paper-only review process to mirror all sides of a program was raised. In addition, the difficulty to successfully detect a solid program versus a program that is lacking from paper only was also an area of concern. As a result, a variety of solutions were proposed, such as developing a paper-only review on a case by case basis, providing guidelines for the review process early on to ensure that multiple sides are heard, creating a faculty sign-off on the paper review to allow for comprehensive input into the process, and establishing a process that combines an on-site review with a paper review.

Finally, the issue of product from the review process was expressed. It was suggested that the review process enforce a consistent format for the self-studies in order to create greater consistency among self-studies, decrease repetition in the review of programs, and to minimize the time spent by the review committee in reviewing programs.

After this discussion it was determined that the following actions would take place.

Workshops on how to write the self-study would be set-up.

A schedule of what programs are to be reviewed and when as well as suggested deadlines for the self-study would be developed. Both of which Dean Francis will address in an upcoming memo to Deans.

Provide a precise description of the report format and follow-up that the program review committee should conduct. Jeanette Brandt volunteered to work with Jack Higginbotham to develop the format.

The Graduate Council will commit to keeping up with the review process from this point forward.

Copies of the program recommendations will be sent to all program faculty and the full program report will be made available to the faculty via the Department Head.

Deans Francis and Higginbotham will investigate further into what paper-only reviews exist and how they are conducted.

Jack Higginbotham committed to reporting the status of reviews and follow-up reviews to the Graduate Council.

IV. Discussion of 400/500 Differentiation

Sally Francis introduced for discussion 400/500 level differentiation after the issue was raised in recent meetings with graduate students across campus. The concern surrounding this issue is that graduate level standards and quality are not being provided in 400/500 classes. Dean Francis asked the Council to consider how graduate level standards and quality can be maintained in the 400/500 classes. The discussion by the Graduate

Council raised a variety of ideas: ensuring graduate level work in the class curriculum, coupling the class with a Reading in Conference class, providing the logic behind the numbering system, establishing 400/500 classes as the exception and not the rule, and discontinuing 400/500 classes.

In addition, the discussion generated the following "next steps": provide workshops to develop guidelines for 400/500 classes, create a panel of students to provide their input into the discussion of the current system and what changes may need to be made, and revise the language defining expectations of 400/500 classes.

V. Graduate School Strategic Plan

Sally Francis briefly summarized the Graduate School Strategic Plan to the Council. The Graduate School is open to discussion and feedback from the Council.

Bruce Rettig also announced that the Graduate School Strategic Plan will be one item on the agenda for the

upcoming Open Forums that the Graduate School Review Team will be conducting. He encouraged members of the Graduate Council to attend one of the following Open Forums:

Tuesday, November 16th 2:00-3:30pm
American Indian Conference Room, MU 211

Wednesday, November 17th 12:30-2:00pm
American Indian Conference Room, MU 211

VI. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

CHANGE TO EXISTING

CH 548 (99-C290)

CH 545 (99-C289)

On the condition that the curriculum council is in agreement that the change is not substantive enough to require a new course syllabus for each class.

VII. Other Business/Announcements

The Category II Course Review committee is still searching for a third member. In addition, Steve Radosevich has volunteered to serve as a Graduate Council subcommittee member for the selection of the Oregon Sports Lottery Graduate Scholarship recipients this year.

The meetings for the rest of Fall term:

November 11, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

December 9, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 14, 1999 Minutes

Graduate Council

October 14, 1999 Minutes

Present: Christensen (Chair), Barofsky, Brandt, Davison, Ebbeck, Esbensen, Francis, Higginbotham, Prucha, Remcho, Rettig

Absent: Cull, McAlexander, Pierson-Charlton, Radosevich, Tornquist

I. Introduction of New Member and Continuing Members

II. Standing Rules of the Graduate Council

III. Appointments and Committee Updates

The Council was briefed on the status and number of individuals needed to serve on various committees. Assignments were made to the following committees:

Category II Course review: Brandt and Remcho. The Category II Course review is still searching for a third member.

Scholarship/Fellowship Review:

- Bayley/Yerex: Davison, Rettig, and Tornquist
- Sports Lottery: Ebbeck, still searching for two additional members
- Frolander Outstanding GTA Award Review: Esbensen

WICHE review: Christensen, Barofsky, and Rettig

The committee created to develop guidelines for graduate certificate programs is continuing to move forward. They have received information from Portland State University and are awaiting information from the University of Oregon.

IV. Graduate Education Round Table

Sally Francis provided an update of the Round Table. At this time membership to the Round Table has been established with the exception of one faculty position. Since the last Graduate Council meeting a few changes in the membership of the Round Table occurred. These changes were an increase in the number of faculty members by one and the designation that the graduate student slots be filled by the presidents of the Graduate Student Senate and the Graduate Student Association.

The Round Table will conduct its first meeting on Tuesday, October 19th from 4:00-5:00pm. The meeting will include introductions, the goals/purpose of the group, and the development of a work plan for Fall 1999. In addition, a brief presentation by Sally on the status of the Graduate School including the Graduate School Review Committee and the campus wide discussions with graduate students will also be included.

The Graduate Education Round Table meetings for the rest of Fall term are:

Thursday, November 18th 1:30-3:00pm
(President's Conference Room)

Wednesday, December 8th 2:00-3:30pm
(President's Conference Room)

V. Status of Graduate Student Communications

Graduate student surveys will be mailed to both new and returning students in the next week. A third survey of the admitted/non-matriculated students will be conducted.

Communications with graduate students by the Graduate School along with the offices of the Vice Provost for Research and the Vice Provost for Academic Affairs are underway. On Wednesday, October 13th the first session of informal discussions with graduate students took place with the College of Science. The purpose of this meeting and those to follow is to listen to the needs and concerns of graduate students at OSU. The topics raised with students of the College of Science varied from the lack of assistantships offered to issues of mentoring and advising.

The Informal Discussions with Graduate Students will continue as follows:

College of Forestry & the College of Health & Human Performance
Wednesday, October 20th - 4:00-5:00pm
Richardson Hall 313

College of Engineering
Thursday, October 21st - 10:00-11:00am
Apperson 212

College of Liberal Arts & the College of Business
Wednesday, October 27th - 10:00-11:00am
MU 105

College of Home Economics & Education
Thursday, October 28th - 10:00-11:00am
Education 301

College of Agricultural Sciences
Thursday, November 18th - 3:00-4:00pm
Withycombe 217

College of Oceanic & Atmospheric Sciences, the College of Pharmacy, & the College of Veterinary Medicine
Thursday, November 18th - 4:00-5:00pm
Burt Hall 176

In addition, on Friday, October 15th Sally Francis met with graduate student organization leaders to discuss their concerns and ideas.

VI.. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

ECE 578 (99-C208)
ECE 663 (99-C207)
BA 576 (99-C182)
BA 575 (99-C181)
BA 543 (99-C180)
BA 579 (99-C184)
BA 578 (99-C183)
BA 529 (99-C178)
BA 539 (99-C179)
BA 527 (99-C177)
BA 525 (99-C176)
BA 526 (99-C175)

BA 524 (99-C174)
BA 523 (99-C173)
AREC 532 (99-C253)
FS 565 (99-C242)

CHANGE IN CREDIT

GEO 580 (99-C189)
CE 556 (99-C262)
CE 517 (99-C261)
OC 655 (99-C235)

CHANGES TO EXISTING COURSES

CH 697 (99-C251)
AREC 554 (99-C252)
BA 532 (99-C254)
BA 558 (99-C247)
H 612 (99-C245)
H 545 (99C213)
EXSS 534 (99-C232)
EXSS 574 (99-C231)

CHANGES TO DESCRIPTION

COMM 532 (99-C169)

DROP

CE 513 (99-C260)
Professional Technical Education licensure are of concentration (99-C266)

VII. Other Business/Announcements

The meetings for the rest of Fall term:

- October 28, 1999 3:00-5:00pm Kerr Admin. Bldg. 650
- November 11, 1999 3:00-5:00pm Kerr Admin. Bldg. 650
- December 9, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » September 23, 1999 Minutes

Graduate Council

September 23, 1999 Minutes

I. Introduction of New Member and Continuing Members

II. Standing Rules of the Graduate Council

Mark Christensen, Chair of the Graduate Council committee summarized the Standing Rules of the Graduate Council. A handout was provided with the Standing Rule of the Graduate Council to those in attendance.

III. Potential Agenda Item for 1999-00

Mark Christensen provided an overview of potential agenda items for the 1999-2000 academic year. They are as follows:

1. Programs to be Reviewed in 99-00

The overall goal of the Graduate Council is to review each graduate program every 10 years. To date the following four programs have been identified for review:

- (1) Human Performance and Movement Studies in Disability-Winter
- (2) Economics-Spring
- (3) Animal Sciences- Spring
- (4) Rangeland Resources-Spring

In addition, the following four programs have been identified for follow-up review:

- (1) Fisheries and Wildlife
- (2) Entomology
- (3) Marine Resource Management
- (4) Atmospheric Sciences

2. Category I Proposals

The council members were briefed on the new graduate program proposals to be reviewed this year. They are as follows:

- MPIA -- Master of Public and International Affairs
- MFA for the Creative Writing Program in English
- Master of Ethics -- Philosophy
- MA in History

The council will set-up committees to review the new graduate program proposals as they come forward.

3. Certificate Programs

The council members were briefed on the emergence of interest in graduate certificate programs at OSU. A committee to develop guidelines for graduate certificate programs

has been identified. The following individuals are on this committee: Jodi Engle, Steve Radosevich, Bruce Rettig, and Mark Christensen.

4. Electronic Dissertations

OSU will conduct a pilot project this year, whereby selected students will be asked to submit to the Graduate School both electronic and paper versions of their dissertation library copies.

5. Graduate Admission Policies

Mark Christensen informed the Graduate Council that there has been no conclusion to the adoption of changes in graduate admission policies as proposed by the Graduate Admissions Committee last Spring. The Council will review the graduate admission policies this year for final approval.

IV. Appoint Committees

The Council was briefed on the status and number of individuals needed to serve on the following committees:

Category II Course review (need 3 – year long)

Scholarship/Fellowship Review
Bayley/Yerex (need 3-Winter term)
Sports Lottery (need 3-Winter term)

Frolander Outstanding GTA Award Review (need 1 member – Spring)

V. Graduate Education Round Table

Sally Francis, Dean of the Graduate School was present to provide an explanation and status of the Graduate Education Round Table proposal. The Graduate Education Round Table is modeled after the Undergraduate Education Council (see OSU website for further detail). The Round Table would act as an advisory committee and consist of a mix membership including administrators, faculty, and students.

After Dean Francis gave a brief explanation of the proposal she prompted the Council for input. The Council raised a variety of concerns, including the role of the Round Table as a "standing" committee versus an "ad-hoc" committee, the specific role and reach of the Round Table, establishing credibility of the Round Table, and the overall make-up of the Round Table's membership

The Council in conversation appeared to be in general support of the idea.

VI. Graduate Student Communications

Sally Francis informed the Council that two events will occur to enhance graduate student communications. The first event is a meeting of the graduate student organization leaders with Dean Francis, Vice Provost for Student Affairs, Larry Roper, and Vice Provost for Research Toby Hayes to take place on October 15th from 3:00pm- 4:00pm in the President's Conference Room. The second event will be a series of campus wide meetings by Dean Francis, Vice Provost Larry Roper, and Vice Provost Toby Hayes with the graduate students to hear their ideas and concerns about the graduate educational experience at OSU.

Sally Francis also briefed the Council on the status of graduate surveys. In order to maximize the Graduate School's market strategy the Graduate School along with the Survey Research Center will focus on collecting data from three groups of students: (1) new students, (2) returning, and (3) "no-shows" students that were fully admitted but did not attend OSU. The surveys will be mailed in October.

VII. Status of GTA/GRA Unionization Activities

Sally Francis and Jack Higginbotham briefed the Council on the current status of GTA/GRA unionization activities. According to Dean Francis and Dean Higginbotham the following information was disbursed on September 23, 1999 to Department Chairs and Faculty Advisors/Supervisors concerning unionization: a timeline, a sheet of Frequently Asked Questions and a management document. In addition, the Office of

Human Resources has placed a hot link on their website which has been active since September 23, 1999. Finally, a copy of the Frequently Asked Questions sheet and a cover letter will be sent to all graduate students.

VIII. Other Business/Announcements

The meetings for the rest of Fall term:

October 14, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

October 28, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

November 11, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

December 9, 1999 3:00-5:00pm Kerr Admin. Bldg. 650

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 13, 1999 Minutes

Graduate Council

May 13, 1999 Minutes

Present: Rettig (Chair), Bell, Brandt, Christensen, Cromack, Davison, Higginbotham, McCune, Prows for Donatelle, Robson, Tornquist

Absent: Esbensen, Maresh, McAlexander, Pierson-Charlton

I. Approval of the April 8, 1999 Minutes

The Council approved the minutes from the April 8, 1999, Graduate Council Meeting.

II. Graduate Council Standing Rules

Bruce Rettig informed the Council that the Faculty Senate incorporated the Graduate Council's suggestions into the current standing rules.

III. MS and PhD Diploma

Jack Higginbotham explained to the Council why graduate diplomas solely list the degree level and not the disciplinary specialization. He referred the Council to the following information:

The State Board of Higher Education grants to the graduate schools of the universities the authority for all graduate degree programs and for the awarding of all graduate degrees. The determination of what is specified on the diploma is the responsibility of the Graduate School.

The Graduate School's policy is that the diploma recognizes the level of degree (e.g., MS, MA, PhD), whereas the transcript specifies the discipline and area of concentration. This is the recognized practice throughout the majority of graduate schools in this country.

This information may be put on the diploma application or in the survival guide.

IV. Other Business/Announcements

Rettig informed the Council that they would revisit the recommendations brought up by the Graduate Admissions Committee at the next Graduate Council Meeting.

Jack Higginbotham briefed the Council on the current activity surrounding the formation of a Graduate Student Union.

V. Category II Course Requests

The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

CHANGES IN CREDIT:

CE 571 (99-C079)
CE 592 (99-C110)
NFM 520 (99-C109)

NEW COURSES:

AREC 553 (99-C078)
ES 557 (99-C120)
H 590/HORT 590 (99-C034)

CHANGE TO EXISTING COURSE:

BA 565 (99-C033)

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

CHANGES TO EXISTING COURSES:

ECON 524 (99-C118)
ES 556 (99-C119)
HORT 611 (99-C121)
OC 540 (99-C025)

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 8, 1999 Minutes

Graduate Council

April 8, 1999 Minutes

Present: Rettig (Chair), Doug Barofsky for Robson, Bell, Brandt, Christensen, Cromack, Davison, Esbensen, Higginbotham, McCune, Pierson-Charlton, Tornquist

Absent: Donatelle, McAlexander, Maresh

I. 1998-1999 Faculty Senate Committee/Council Charges

The Council reviewed the charges brought forth by the Faculty Senate's Committee on Committees. They motioned to retain the current standing rules for the Graduate Council except for a change in wording which would allow the Graduate Student Senate to be included in the selection process of a graduate student representative.

Bruce Rettig will provide this information to the Faculty Senate.

II. Appointment to Frolander Committee

Susan Tornquist was appointed to serve on the Outstanding GTA (Frolander) Award selection committee.

III. Administrative Change for Permitting Final Oral with I Grades Present on Transcript

Jack Higginbotham informed the Council that students possessing incomplete grades on their program coursework will not be allowed to proceed with their final defense until the incompletes have been removed.

IV. Graduate Admissions Committee Suggestions

The Council reviewed the Graduate Admissions Committee's (GAC's) recommendations concerning policy changes. The GAC's recommendations are as follows:

The GAC recommended that the 24 hour rule cases be reviewed only by the student's department (or departments) and checked for fulfillment as is currently done by A&O and the Graduate School. If a department supports a student's application and it is determined that the student has fulfilled the rule, either by completing 24 hours with at least a 3.00 or raising the GPA to 3.00 or above, the student should be admitted without need for further review by the GAC.

Only cases of students who have not successfully completed the 24 hour rule and who are nonetheless supported by their department should go to the GAC. This should be done with the understanding that the GAC will not normally admit students who are currently enrolled under (but have not completed) the 24 hour rule unless there are clearly extenuating circumstances or a compelling justification.

The GAC recommended that students with postgraduate degrees that represent at least 45 hours of work and that were granted by an accredited institution be admitted on the basis of their postgraduate record and without regard to their undergraduate record. Cases of students with strong postgraduate records would not need to go before the GAC.

The GAC recommended that students who apply with narrative transcripts be evaluated

by their department(s). No review by the GAC should be necessary.

The Graduate Council suggested that the Graduate School review the language of these recommendations and bring them before the Council for their consideration.

V. Other Business/Announcements

Bruce Rettig asked the Council to submit their recommendations for the 1999/2000 Graduate Council Chair. In addition, he asked departing members to provide recommendations of potential replacements. Council members will send their recommendations to Rettig by email.

VI. Category II Course Requests

The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

CHANGES IN CREDIT:

CE 585 (99-C058)
CE 589 (99-C059)
CE 534 (99-C060)
CE 511 (99-C057)

NEW COURSE:

HSTS 523(99-C061)

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

X COURSES:

AREC 567X (99-C066)
AREC 565X (99-C064)
AREC 566X (99-C065)
AREC 571X (99-C070)
AREC 572X (99-C071)
AREC 573X (99-C072)
AREC 574X (99-C073)

DROP COURSE:

HORT 533 (99-C062)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 25, 1999 Minutes

Graduate Council

February 25, 1999 Minutes

Present: Rettig (Chair), Brandt, Champeau for Donatelle, Christensen, Cromack, Davison, Esbensen, Higginbotham, McAlexander, McCune, Pierson-Charlton, Robson, Tornquist

Absent: Bell, Maresh

Guests: Sandra Helmick, Ann Messersmith, Kinsey Green

I. 1998-1999 Faculty Senate Committee/Council Charges

This agenda item was postponed. It will be addressed at the same time the council addresses the Faculty Senate's Committee on Committee's charge.

II. Category II Requests - Reports on Clarity of Instructions

The Council reported on what they discovered during their review of the Category II approval process. Their findings showed that instructions for this process were adequate and the efficiency of this process was mainly determined by experience. To aid someone through this process more effectively, they suggested the web address which provides tracking information about the status of the proposal be added to the instructions. Jack Higginbotham will communicate this information to the Curriculum Council.

III. NFM Program Review Report

Steve Esbensen, Chair of the Graduate Council committee for the February 12, 1999 Nutrition & Food Management graduate program review, summarized the committee's findings, recommendations and essential elements for revitalization. Those elements are:

- a revised graduate program mission that combines the areas of Foods, Food Management and Dietetics into a single focussed graduate program initiative,
- new graduate faculty hires that support the revised departmental mission,
- new externally funded research and departmental initiatives to generate resources for graduate students,
- a graduate student recruitment initiative that includes an increase in graduate stipend levels and improved facilities for graduate students, and a college and departmental leadership initiative that produces the necessary graduate faculty teamwork to carry out the new NFM mission.

Kinsey Green, Dean of the College of Home Economics & Education, and Ann Messersmith, Head of Nutrition & Food Management, were present to answer the Council's questions and provide additional information on the progress of the recommendations. They reported that they have been making progress on the elements stated above, and mentioned that student computers have been replaced with newer ones. They also informed the Council that they are in the process of interviewing new graduate faculty.

The Council approved the graduate program report subject to editorial revisions. Esbensen will work with Messersmith to implement these corrections, and once they have been made, the report will be forwarded to the Provost.

IV. Other Business/Announcements

Bruce Rettig distributed the memo from the Faculty Senate's Committee on Committees, which asks the Council to review and consider their standing rules and functions and report on the appropriateness of them given OSU's strategic goals and new budget model. This issue will be addressed at the next council meeting. The report is due by April 10, 1999.

Jack Higginbotham asked for the Council's suggestions and input on boosting graduate enrollment. He will provide this information to the new Graduate Enrollment "Issues and Action" team.

V. Category II Course Requests

The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

APPROVED PENDING RESOLUTION OF NOTED ISSUE:

ECE 566 (98-C449) *Syllabus needs clear statement of graduate differentiation.
HORT 514 (99-C010) *Syllabus needs clear statement of graduate differentiation.

CHANGES TO EXISTING COURSES:

BB 653 (98-C541)
IE 546 (99-C016)
IE 547 (99-C017)
OC 668 (99-C045) *Approved provided that action is taken on Gary Beach's recommendation that the description be shortened.

CHANGE IN CREDIT:

HST 521 (99-C030)

NEW COURSES:

BOT 653 (98-C542)
ECE 665 (98-C450)
ECE 666 (98-C451)
ECON 519 (99-C026)
FOR 562 (98-C525)
FOR 563 (98-C526)
HDFS 546 (98-C485)
HORT 517 (99-C011)
NFM 540 (98-C578)
OMSE 500 (98-C558)
OMSE 511 (98-C559)
OMSE 512 (98-C560)
OMSE 513 (98-C561)
OMSE 519 (98-C562)
OMSE 521 (98-C563)
OMSE 522 (98-C564)
OMSE 525 (98-C565)
OMSE 531 (98-C566)
OMSE 532 (98-C567)
OMSE 533 (98-C568)
OMSE 535 (98-C569)
OMSE 551 (98-C570)
OMSE 555 (98-C571)
OMSE 556 (98-C572)
SOC 519 (98-C524)

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

CHANGES TO EXISTING COURSES

HDFS 547 (99-C044)
OC 668 (99-C045)

X COURSE:

NFM 549X (99-C041)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » January 28, 1999 Minutes

Graduate Council

January 28, 1999 Minutes

Present: Rettig (Chair), Bell, Christensen, Cromack, Davison, Esbensen, Higginbotham, Maresh,
McCune, Pierson-Charlton, Tornquist

Absent: Brandt, Donatelle, McAlexander, Robson

Guests: Mike Burke, Jim Moore

I. BRE Program Review Report

Mark Christensen, Chair of the Graduate Council committee for the October 19, 1998 Bioresource Engineering graduate program review summarized the committee's findings and recommendations:

1. Formally assign a graduate student to be a member on appropriate departmental committees, Graduate, Curriculum, etc.
2. Develop a more formal setting for students to present their research to the department, one or two open seminars, or a day-long retreat, etc., where the student must make an oral presentation.
3. Develop a tracking system, computerized would be best, to monitor the progress of students through the program.
4. Prepare a vision statement for the future direction of the BRE graduate program.

Mike Burke, Associate Dean of the College of Agricultural Sciences, and Jim Moore, Head of Bioresource Engineering, were present to answer the Council's questions and provide additional information on the progress of the recommendations. They reported that students have been placed on departmental committees and stated that faculty within the Bioresource Engineering program are preparing a vision statement. At this time, they are not certain the type of process they will use to monitor students' progress, and they are working on providing more opportunities for graduate students to present their research.

The Council approved the graduate program report and will forward it to the Provost.

II. Discussion of Graduate Student Enrollment/Relation Issues

Jack Higginbotham informed the Council that a Graduate Enrollment "Issues and Action" Team has been established to address graduate issues and form an action plan to increase the number of students pursuing graduate education at Oregon State University. He will continue to keep the Council informed of this team's progress.

III. 1998-1999 Faculty Senate Committee/Council Charges

A draft memo addressing the 1998/99 Faculty Senate Council Charges was distributed to the Council for their review and comments. Because of time constraints, the review of this memo was deferred until the next Council meeting.

IV. Category II Subcommittee - Report on Meeting with Chair, Curriculum Council

The council members were briefed on the meeting that took place between the Category II Subcommittee and the Chair of the Curriculum Council concerning the Category II approval process.

The Council decided that the three person Category II subcommittee should remain in place for the continuation of the academic year. They also discussed ways to make the current proposal process more efficient and noted that one way to expedite this process is to ensure that adequate instructions are given to the people preparing these documents. It was recommended that each council member communicate with people who prepare proposals in their departments to determine if the current instructions are providing them with sufficient guidance.

Council members will express their findings at the next council meeting.

V. Scholarship Committees: Oregon Sports Lottery, Bayley/Yerex and Frolander Outstanding GTA

The following committees were appointed:

Oregon Sports Lottery Bell, Christensen, McCune

Bayley/Yerex: Bell, Christensen, Tornquist

VI. Category II Course Requests

Jack Higginbotham, on behalf of the Graduate Council, approved the following course requests:

CHANGES TO EXISTING COURSES

CH 614 (98-C377)
CH 615 (98-C378)
CH 616 (98-C379)
CH 630 (98-C380)
CH 631 (98-C381)
CH 632 (98-C382)
CH 636 (98-C383) * approve when prerequisite course CH633 is approved
CH 637 (98-C384) * approve when course description correction is made to satisfaction of the CC chair
CH 638 (98-C385) * note reference to prerequisite is removed
CH 651 (98-C386)
CH 652 (98-C387)
CH 660 (98-C388)
CH 661 (98-C389)
CH 662 (98-C390)
CH 663 (98-C391)
CH 664 (98-C392)
CH 665 (98-C393)
CH 676 (98-C394)
CH 680 (98-C395)
CH 681 (98-C396)
CH 682 (98-C397)
CH 683 (98-C398)
CH 684 (98-C399)
CH 685 (98-C400)
CH 686 (98-C401)
CH 687 (98-C418)
CH 688 (98-C402)
CH 691 (98-C403)
CH 695 (98-C404)
CH 696 (98-C405)
MUP 591 (98-C422)
ECE 565 (98-C448)
HDFS 544(98-C483)
HDFS 565(98-C488)
HDFS 583(98-C491)

CS 572 (98-C500)
FOR 535 (98-C527)
BB 653 (98-C541)
BOT 668 (98-C545)
MB 666 (98-C546)
BOT 651 (98-C547)
MCB 651 (98-C548)
BOT 664 (98-C549)
GEN 664 (98-C550)
MCB 664 (98-C551)
ENG 588 (98-C552)
WR 511 (98-C553)
WR 595 (98-C554) * prerequisite requirement okay if CC liaison concurs

DROP COURSES

HDFS 521(98-C477)
HDFS 522(98-C478)
HDFS 542(98-C481)
HDFS 543(98-C482)
HDFS 545(98-C484)
BRE 583 (98-C555)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » December 3, 1998 Minutes

Graduate Council

December 3, 1998 Minutes

Present: Rettig (Chair), Bell, Christensen, Cromack, Davison, Donatelle, Esbensen, Higginbotham, Maresh, McAlexander, Tornquist, Wolford

Absent: Brandt, McCune, Robson

Guests: Candice Pierson-Charlton

I. Introduction of New Member

Candace Pierson-Charlton will be replacing Nancy Wolford as a representative for the Graduate Student Senate.

II. 1998-1999 Faculty Senate Committee/Council Charges

The Council reviewed and discussed the 1998/99 Faculty Senate Council charges. Bruce Rettig will draft a memo to Maggie Niess, Faculty Senate President, addressing these charges and will submit it to the Council for their review and comments.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 12, 1998 Minutes

Graduate Council

November 12, 1998 Minutes

Present: Rettig (Chair), Bell, Brandt, Christensen, Cromack, Donatelle, Esbensen, Higginbotham, McAlexander, McCune, Tornquist, Wolford

Absent: Davison, Maresh, Robson

Guests: Mike Quinn, Bruce Schafer

I. Introduction of New and Continuing Members

Jim McAlexander has been selected to represent the College of Business.

II. Category II Course Approval

Jack Higginbotham reviewed the Graduate Council's current Category II approval process and asked the Council to specify areas they address when reviewing Category II proposals.

Higginbotham said that he will arrange a time for the Graduate Council subcommittee to meet with the Chair of the Curriculum Council to discuss the current approval process and define criteria that will aide the subcommittee in their review of Category II proposals.

III. Status of Graduate Program Reviews

Jack Higginbotham stated that reports from the Bioresource Engineering and Nutrition & Food Management reviews were not yet available and encouraged timely completion of the review documents by subcommittee members.

IV. Software Engineering Category I Proposal

Mike Quinn, Head of the Computer Science department, and Bruce Schafer, of Oregon College of Engineering and Computer Science (OCECS) joined the council to present the revised Oregon Master of Software Engineering proposal. They informed the Council that comments and concerns previously raised by the Council were addressed and incorporated in the revised proposal.

The Council reviewed and approved this proposal contingent upon a sentence change on page 14 to specify that a student's final presentation will be evaluated by the student's graduate committee.

V. Other Business/Announcements

The following subcommittee was appointed to review the University Graduate Fellowships:

Chris Bell
Becky Donatelle
Jim McAlexander

Jack Higginbotham asked for the Council's comments and concerns on the unionization of graduate students. He will update the Council on this issue at the next Council meeting.

Council members were reminded that the next Graduate Council Meeting will take place on

December 3, 1998 instead of December 10, 1998.

VI. Category II Course Requests

Higginbotham, on behalf of the Graduate Council approved the following course requests:

CHANGES IN EXISTING COURSES:

AIHM 432/532 98-C299
AIHM 429/529 98-C302
AIHM 443/543 98-C305
AIHM 470/570 98-C311
AIHM 472/572 98-C312
AIHM 433/533 98-C316
AIHM 434/534 98-C318
AIHM 435/535 98-C320
MB 668 98-C371

DROP COURSES:

AIHM 418/518 98-C298
AIHM 425/525 98-C300
AIHM 444/544 98-C304
AIHM 450/550 98-C306
AIHM 455/555 98-C308
AIHM 478/578 98-C315
AIHM 479/579 98-C317
AIHM 480/580 98-C319

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 22, 1998 Minutes

Graduate Council

October 22, 1998 Minutes

VI. Computerized TOEFL - Change in Reported Results

Jack Higginbotham discussed the new computer-based TOEFL scores and how they compare to the paper-based scores and to the TOEFL score requirements published by institutions.

He pointed out that departments need to make sure they have consistent admission standards for the paper-based scores and the computer-based scores, and indicated that he will address this in a memo which will be sent to departments on campus and will include the new TOEFL concordance table.

He also requested that the Council members inform their departments that TOEFL testing has not been disregarded for graduate admissions.

VII. OUS/OSU Budget Model

Maresh reviewed the implications for graduate education resulting from the new OUS budget model.

This topic will be discussed at a subsequent meeting when there is more definite information to give the Council members.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 8, 1998 Minutes

Graduate Council

October 8, 1998 Minutes

Present: Rettig (Chair), Bell, Christensen, Higginbotham, Maresh, McCune, Robson

Absent: Cromack, Davison, Donatelle, Esbensen, Tornquist

I. Introduction of New and Continuing Members

The following new members joined the Graduate Council this year:

Kermit Cromack
Steve Esbensen
Susan Tornquist

As of this time, representatives from the College of Business and the College of Home Economics & Education have not been identified. A graduate student, representing the Graduate Student Association, also must be selected.

II. Standing Rules of the Graduate Council

The standing rules of Graduate Council were distributed to the Council members.

III. Potential Agenda Items for 1998-99

A. Graduate Programs to be reviewed this year are:

Bioresource Engineering
October 20th (Joint CSREES)

Nutrition and Food Management
November 10th (Joint CSREES)

Scientific and Technical Communication

B. Category I proposals:

Master of Engineering

Physical Therapy

C. Appoint Scholarship/Fellowship Review Committees:

Bayley/Yerex (3 members – Winter term)

Sports Lottery (3 members – Winter term)

Frolander Outstanding GTA Award Review (1 member – Spring term)

D. New OUS/OSU funding model (discuss during October 22nd meeting)

E. Certificate programs

F. Review policy prohibiting a student from obtaining a second Ph.D.

G. Computerized TOEFL (informational topic)

IV. Appoint Committees

Category II Committee (3 members needed): Because many Council members were absent, members for this committee will be appointed at the next Graduate Council meeting (10/22/98).

Research Review Committee: Chris Bell and Mark Christensen will continue to serve on the research review committee. Additional members will be needed to replace Jerry Heidel and Nancy Wolford. The selection of these members will take place at the next Graduate Council meeting (10/22/98).

VI. Category II Course Requests

a. The Graduate Council's summer subcommittee approved the following course requests:

NEW COURSES

AREC 434/534 (98-C127)
BRE 460/560 (98-C215)
CSS 468/568 (98-C239)*
FW 586 (98-C195)
H 495/595 (98-C184)
H 418/518 (98-C183)
H 612 (98-C186)
IE 563 (98-C353)
ME 567 (98-C248)
MTH 574, 575 (98-C209)
STC 521 (98-C237)
STC 520 (98-C236)
TOX 513 (98-C336)
TOX 511, 512 (98-C335)
Z582 (98-C222)

*Note: Approved with the statement from Herb Huddleston (8/17/98) clarifying the slash differentiation.

CHANGES TO EXISTING COURSES

MTH 669 (98-C199)

b. Drexler, on behalf of the Graduate Council, approved the following course requests:

CHANGES TO EXISTING COURSES

AIHM 665 (98-C245)
AIHM 690 (98-C246)
AIHM 582 (98-C244)
CSS 440/540 (98-C340)
ED 588 (98-C113)
ED 599 (98-C094)
ED 578 (98-C100)
FW 661 (98-C238)
HORT 452/552 (98-C242)
BIOE 459/559 (98-C250)

DROP COURSE

AIHM 425/525 (98-C300)

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » June 11, 1998 Minutes

Graduate Council

June 11, 1998 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Drexler, Gupta, Maresh, McCune,
Rettig, Ringle, Robson, Wolford

Guests: Ilene Kleinsorge, Roger Graham

Absent: Donatelle

I. Category I Proposal: Masters in Business Information Systems (M.B.I.S.)

Ilene Kleinsorge and Roger Graham of the College of Business presented the Category I proposal for the Master in Business Information Systems which is designed to be offered through the Department of Accounting, Finance, and Information Systems. The Council reviewed the proposal and approved it with the following two recommendations:

Clarify the comprehensive examination/exit requirements. Briefly describe what an information systems specialist does.

II. Follow-up Report: Graduate Program Review of Oceanography

Jeannette Brandt presented the follow-up review report for the Oceanography graduate program which focused on the eight follow-up actions outlined in the memorandum from Provost Arnold dated January 2, 1997. The Graduate Council approved the follow-up review report as submitted and will forward it to the Provost.

III. Follow-up Report: Graduate Program Review of Veterinary Medicine

Mark Christensen presented the follow-up review report for the Veterinary Medicine graduate program. The follow-up report concentrated on the January 2, 1997, letter from the Provost's office and the "Update" document from the College of Veterinary Medicine. The Graduate Council approved the follow-up review report contingent upon the correction in item #1 that the Mechanism of Disease course will be offered fall term. After the correction has been made, it will be forwarded to the Provost.

IV. Category II Course Requests: Summer 98

Drexler, Barnes and Davison were appointed to serve as the summer Category II subcommittee, and Drexler will serve as Chair. They will act on all Category II requests received during the summer months on behalf of the Council.

V. Other Business/Announcements

John Ringle distributed to the Council a notebook of compiled Graduate Council Policies that were approved during the period of October 15, 1971 through June 12, 1997.

VI. Category II Course Requests

John Ringle, on behalf of the Graduate Council, approved the following course requests:

DROPS:

MTH 661, 662, 663 (98-C200)

MTH 665, 666, 667 (98-C208)

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 28, 1998 Minutes

Graduate Council

May 28, 1998 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Donatelle, Drexler, Gupta, Maresh,
McCune, Rettig, Ringle, Wolford

Absent: Robson

I. Follow-up Report: Graduate Program Review of Horticulture

Nancy Wolford presented the follow-up review report for the Horticulture graduate program. She noted that the follow-up review focused primarily on the recommendations of the original review committee and the summary of the review from the Provost. The Graduate Council approved the follow-up review report as submitted and will forward it to the Provost.

II. Follow-up Report: Graduate Program Review of FRM

Jack Drexler presented the Family Resource Management (FRM) follow-up review report which centered around the recommendations contained in the original Graduate Council program review report and the FRM response to that report. The Graduate Council approved the follow-up review report as submitted and will forward it to the Provost.

III. Modified Preliminary Oral Exam

The Graduate Council continued their discussion of the essential components of the oral exam that need to be retained if a decision is made to modify the exam. They agreed on the following six essential components:

The oral exam creates an opportunity for faculty-student interaction that allows assessment of the breadth and depth of the student's knowledge and understanding of a discipline.

The oral exam allows for immediate probes into the meaning of what students have said or written. The oral exam allows for questions that immediately build on a student's response to an earlier question. The oral exam assesses a student's ability to be a credible participant in a conversation on matters of theoretical or empirical significance to a discipline. The oral exam allows a student, through the interaction and probes, to demonstrate synthesis of his/her knowledge and understanding of a discipline beyond mere rote recitation of theories, research facts and figures. The oral exam allows a student to show that she/he has acquired sufficient mastery of material to pass from apprentice to professional status in a discipline.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » May 14, 1998 Minutes

Graduate Council

May 14, 1998 Minutes

Present: Heidel, Barnes, Bell, Brandt, Davison, Donatelle, Drexler, Gupta, Maresh, McCune, Rettig, Ringle, Robson, Wolford

Guests: Tracy Bentley, Angelo Gomez, Donald Parker, Ilene Kleinsorge

Absent: Christensen

I. Approval of March 12, 1998 Minutes

The Council approved the minutes from the March 12, 1998, Graduate Council Meeting.

II. Modified Preliminary Oral Exam

The Council discussed the possibility of modifying the preliminary oral exam for a student with a documented disability. Material from other graduate deans relevant to this topic was distributed to the Council. Questions that the Council considered and discussed were:

- What features distinguish an oral exam from a written exam?
- What characteristics make the oral exam unique?
- What information do you gain about the student from an oral exam that is not gained from a written exam?
- Are the goals of an oral exam different from a written exam? If so, how?
- What features of the exam and methods of assessment are essential to accomplish the purpose of the exam?
- Can alternative methods of assessment accomplish the purpose?
- What effect, if any, does the specific discipline have on the answers to these questions? Is the oral exam more important in some disciplines than in others?

Tracy Bentley, Director of Services for Students with Disabilities, and Angelo Gomez, Equal Opportunity Investigator with Affirmative Action were there to provide the Council with information and answer questions about the Americans with Disabilities Act.

Gomez informed the Council of the need to accommodate students with documented disabilities, as long as the accommodation does not lower academic standards or remove an essential element. He suggested the Council first establish the purpose and the essential components of the oral exam and then decide if there has to be a specific format to accomplish that purpose or if an alternative means of assessment may be chosen. Secondly, he proposed that if the Council felt that the oral exam could not be changed, they would need to articulate how and what essential elements would be lost.

Bentley said that more ADA students may be seeking accommodation of the established standards, and a statement clarifying the essential elements of the oral exam is needed. Although each student is reviewed on a case-by-case basis, this statement will help us accommodate students with disabilities.

Discussion on this issue will continue at the next Graduate Council. The Council will need to discuss the components of the oral exam that need to be retained if a decision is made to modify the exam. Another question to consider is: Would an oral exam with an open book be acceptable?

III. Graduate Program Review: Master of Business Administration

Jeanette Brandt, Chair of the Graduate Council committee for the April 13, 1998, Master of Business Administration Graduate program review, summarized the committee's findings and made the following recommendations:

1. The Graduate Program Committee (GPC) explore the future market for students for the MBA Program at OSU. The most recent Program revision was targeted at full-time, domestic (65%) students either with business degrees and three years work experience or with non-business degrees and with or without three year's work experience. As enrollment declined, however, the target population was widened to include admission of a larger fraction of international students, more part-time students, and more students without business experience than was preferred. The COB's graduate faculty need to decide whether or not to live with current problems or to adapt their Program to accommodate shifting markets for their program. In the self-study report, a vision statement for the program seems to be missing.
2. The College of Business attempts to staff all core courses and, preferably, all elective courses taken by MBA students with tenure-track faculty to reduce reliance on acting or visiting appointees. We recognize, however, that given the tight academic job market for business faculty, this is equivalent to recommending that substantial additional recurring budget be found for the COB.
3. The two-person operation managing the MBA Program was a strong feature. The Coordinator of Business Graduate Programs position should be retained, as this person was viewed as a key element in the day-to-day operation and success of the Program.
4. The three-term project should be continued and that an increase in the nominal fee now charged for participation should be considered.
5. The portfolio as an exit hurdle should be continued and that the GPC should prepare clear guidelines for both the faculty and the students.
6. The students should be made aware of the much improved services of the Career and Placement Center. The Review Committee supports the initiative in the Coordinator's office to provide more outreach to alumni, including a job placement component.

Donald Parker, Dean of the College of Business and Ilene Kleinsorge, Associate Professor and Chair of Accounting, Finance & Information Management, were present to answer questions and provide additional information on the progress of the recommendations. They stated that the recommendations have already caused them to change things that they were doing and the way they are starting to work on projects. They reported that they have added a new module in the Career Services to help students select careers, and the Graduate Program Committee will be meeting to discuss the first recommendation. They had no objections to the report and said that it will be useful to their program.

The Council approved the graduate program review report and will forward it to the Provost.

IV. Progress Report: Research Review Committee

Bell said that he is still in the process of drafting guidelines and will present these to the Council when they are complete.

V. Other Business/Announcements

Jerry Heidel said that the Physics department had addressed the Council's concerns expressed at the April 23rd meeting in their revised proposal for the Master of Science in Applied Physics.

Heidel also informed the Council that their recommendations on the 2nd Draft Report on the Faculty Senate Task Force on Assessment of Teaching were summed up and sent to the Faculty Senate on May 7th.

Chris Bell passed out the latest proposal for the Master of Software Engineering and indicated that they are making progress in drafting a document that will satisfy all four involved campuses.

VI. Category II Course Requests

- a. The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

NEW COURSES

BRE 512 (98-C115)
CE 419/519 (98-C139)
ENVE 425/525 (98-C141)
ED 584 (98-C114)
ED 590 (98-C148)
ED 591 (98-C149)
ED 592 (98-C150)
ED 594 (98-C151)
FS 552 (98-C187)
HST 494/594 (98-C121)*

*With the following additional requirements for students enrolled in 594:

1. One more question for the final take-home exam.
2. A term paper for which students need to work on an important topic of Japanese history (for instance, militarism). They are required to get themselves familiar with different interpretations of the issue, and then write a paper to explain what they find by reading existing literature.
3. While undergrads only write one book report, they will be required to write two.

CHANGES TO EXISTING COURSES

BRE 542 (98-C126)
CE 420/520 (98-C140)
FST 460/560 (98-C145)
FST 465/565 (98-C146)

b. John Ringle, on behalf of the Graduate Council, approved the following course requests:

CHANGES TO EXISTING COURSES

ED 530 (98-C095)
ED 531 (98-C096)
ED 532 (98-C097)
ED 533 (98-C098)
ED 534 (98-C099)
ED 536 (98-C101)
ED 538 (98-C102)
ED 539 (98-C103)
ED 540 (98-C104)
ED 541 (98-C105)
ED 547 (98-C106)
ED 553 (98-C107)
ED 565 (98-C108)
ED 567 (98-C109)
ED 573 (98-C111)
ED 586 (98-C112)
ENVE 534 (98-C142)
ENVE 535 (98-C143)
SOC 437/537 (98-C163)
ST 507 (98-C131)
ST 555 (98-C132)

DROP COURSE

ED 568 (98-C110)

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » April 23, 1998 Minutes

Graduate Council

April 23, 1998 Minutes

Present: Heidel, Barnes, Donatelle, Drexler, Gupta, Maresh, McCune, Rettig, Ringle, Wolford

Absent: Bell, Brandt, Christensen, Davison, Robson

I. Category I Proposal: MS in Applied Physics

The Council reviewed the revised April 17, 1998 Category I proposal for the MS program in Applied Physics and approved it contingent upon the following two changes:

1. The first full paragraph on page 2 should be deleted ("This program takes advantage of the strength..."). The proposal cannot provide an open-ended listing of possible subspecialties, but must provide specific requirements for subspecialties that will be offered. Optics, Materials Science, Computational Physics, and Environmental Physics, as described on pages 4 and 5, are the subspecialties being approved with this proposal. As additional subspecialties are developed, approval from the Graduate School will be required prior to being offered to students.
2. The division of credits between the major (Applied Physics) area of concentration and minor is confusing as the reader tries to develop a program and follow Graduate School credit allocations. The credit summary listed on page 3, under Course of Study should be modified to reflect the following:

Major: Applied Physics Area of Concentration: 15 credits
General Practical Training: 9 credits
Research: 3-12 credits (as needed to total 30 credits)
Total: 30 credits

Minor: Physics Graduate Core Courses: 12 credits
Elective Courses: 0-6 credits (as needed to total 15 credits)
Total: 15 credits

This would provide a major in Applied Physics with a subspecialty emphasis, and for most students, a minor in physics (as stated in the proposal).

The Council continued to be troubled by the lack of budgetary acknowledgment, which could cause possible consequences in the future, and encouraged the Physics department to include a projected budget in their proposal. They advised the Physics department that other review committees (Curriculum Committee, Budgets & Fiscal Planning Committee) would likely require information on the delivery costs of this program prior to their approval.

II. Appointment of Follow-up Review Committees for Graduate Program Reviews

Council members were selected to conduct follow-up reviews of graduate programs which were reviewed in the past two years. The following committee assignments were made:

Horticulture

Bruce McCune, Chair
Nancy Wolford

Veterinary Medicine

Mark Christensen, Chair
Becky Donatelle

Oceanography

Jeanette Brandt, Chair
Bruce Rettig

Family Resource Management

Jack Drexler, Chair
Jeff Barnes

III. Appointment to Frolander Committee

Jeanette Brandt was selected to serve on the Outstanding GTA (Frolander) Award selection committee.

IV. Listing of Full Committee in Thesis

A suggestion was made to the Graduate School to list all members of a student's committee on the thesis title page. The Council discussed this proposed revision and voted to list all committee members in the thesis effective Fall 1998. The Graduate School thesis editor will assist the Dean in determining the most appropriate location in the thesis to list the names of the committee members.

V. Admission Acceptance Criteria of Unqualified Applicants

John Ringle asked the Council to consider the admission acceptance criteria of unqualified applicants. The current requirements say that all applicants initially unqualified for graduate admission (GPA < 3.00) must be reviewed by the Graduate Admissions Committee. Also, if the applicant begins taking classes here as a non-degree graduate student or a postbac student, then the applicant must complete up to 24 credits of appropriate courses before applying for reclassification. If the student's undergraduate GPA is close to 3.00, then the student only has to complete the necessary number of credits to bring the cumulative GPA to 3.00, and in some cases this is less than 24. Most applicants, however, need to take the full 24 credits and their cumulative GPA is still below 3.00.

Ringle raised the following questions to the Council: The maximum number of credits (24) that unqualified applicants must take is the same regardless of the student's undergraduate GPA. Is this reasonable, or should students with a lower undergraduate GPA have to take more credits to "prove themselves"? If everyone takes the same number of credits (e.g. 24), then is the undergraduate work basically ignored and the admission decision based primarily on the grades received on the 24 credits?

The Council discussed this; no changes to the present policy were made. Ringle asked the Council members to send their thoughts or recommendations on this subject to the Graduate School.

VI. Other Business/Announcements

The second Draft Report of the Faculty Senate Task Force on Assessment of Teaching was given to the Council for their review and recommendations.

Category II Course Requests

The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

NEW COURSES

BA 465/565
(98-C093)

Note: The correct "slash differentiation" for this course is 'In addition to the course requirements for undergraduates, graduate students will be required to write an academic paper, 12-15 pages in length, based on the completed project.'

ENT 455/555 (5 cr.) (98-C072)

FCSE 512 (98-C054)

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » March 12, 1998 Minutes

Graduate Council

March 12, 1998 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Donatelle, Drexler, Gupta, Maresh,
McCune, Rettig, Ringle, Robson, Wolford

I. Category I Proposal: MS in Applied Physics

The Council continued its review of the Category I Proposal for the MS in Applied Physics. They discussed the Physics Department's responses to the Council's previous questions and concerns. After a careful review, the Council voted to send the proposal back to the Department of Physics along with a list of suggested revisions (see attached). The Physics Department should then revise the proposal by incorporating the Council's suggested revisions and resubmit it to the Graduate Council for a final review.

II. TOEFL Discussion

The Council continued its discussion of the TOEFL exam being used as the only English proficiency criteria in determining admission. Significant points raised in this discussion include:

Letters of recommendation should specifically address the applicant's abilities in English; this request for detailed information should be placed on the application form.
Students would not be denied admission based upon our ELI proficiency test; this would be used to alert the student of deficiencies in their abilities, identify the problem early in their career, and correct deficiencies to assure their success in graduate school. How do we handle a US citizen with poor English skills? Who will pay fees and costs of ELI? The state legislature would probably not approve using state funds to cover this cost generated by international students. Should the student pay, making this just another cost of getting the desired education? Should we build the cost into the application fee, or make it a separate fee, payable only if the testing is needed? Improved screening criteria in English language assessment is needed. With the new computerized TOEFL system, how do we insure that the applicant is taking the test? Are the current required TOEFL scores appropriate?
Are the TOEFL system and its administrators becoming a monopoly? Should we develop our own alternative? We will encourage anyone to come to OSU who is academically qualified. Any subsequent English language training required to bring an applicant to a specified level of performance will be at the applicant's expense.

After a thorough discussion, the Council concluded that this issue was broader than they could address at this time. Further discussion will be scheduled in the future.

III. Progress Report: Research Review Committee

Chris Bell reported on the current progress of the Research Review Committee. He informed the Council that the committee had met with Bill Hostetler of the Research Office and had reviewed copies of patent and copyright information from other universities. He stated that he was in the process of drafting guidelines for the committee's consideration.

These proposed guidelines will be presented to the Council during Spring Term.

IV. Category II Course Requests

John Ringle, on behalf of the Graduate Council, approved the following course requests:

CHANGES IN EXISTING COURSES

GEN 573 (98-C063)
HORT 573 (98-C062)
MCB 573 (98-C064)

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 26, 1998 Minutes

Graduate Council

February 26, 1998 Minutes

Present: Heidel, Bell, Brandt, Christensen, Davison, Donatelle, Drexler, Gupta, Maresh, McCune, Rettig, Ringle, Wolford

Absent: Barnes, Robson

Guests: Dave McIntire, Bill Smart, Deborah Healey, Steve Massott

I. Category I Proposal: Master of Science in Applied Physics

Dave McIntire, of the Physics department was available to represent the Category I Proposal for the Master of Science in Applied Physics and to answer the Council's questions. The proposal was reviewed, and the following questions and comments were raised:

Is the budget truly \$0, or can some realistic figures for the program (printing, advertising, etc.) be offered? Consider a different name (Master of Applied Physics) to make it more distinct from a Master of Science in Physics. Specifically identify and list the areas of concentration that the department will offer students. Consider adding a practicum/internship to the student's training, to further enhance marketability of students with the applied background. How will students be tracked with respect to progress towards the degree; will a Program Director be appointed? Clarify the role of a minor in this degree program. Verify the "mechanics" of credit accumulation toward the Master's degree for courses taken as an undergraduate; i.e., only credits in excess of those required for Bachelors degree are applicable.

Because of time restraints, the Council moved to table the proposal review until the next scheduled Graduate Council meeting. In the interim, the above questions were sent to the Physics Department for their review and consideration.

II. TOEFL Discussion

Bill Smart, Assistant Director of Admissions and Foreign Student Advisor at OIE, Deborah Healey, TOEFL Coordinator at ELI, and Steve Massott, Assistant Director of Admissions & Orientation, joined the Council to provide them insight into the TOEFL exam and to answer the Council's questions.

They explained to the Council that the TOEFL exam is not always accurate in determining the English proficiency of incoming students and stated that the exam should not be the only criteria used in determining admission. They suggested that the ideal situation might be to conduct additional testing upon arrival.

The Council discussed the idea of using the TOEFL exam as a screening test instead of a final measure of a student's English proficiency. They further discussed the possibility of requiring an evaluation of spoken English to enable early intervention where potential problems with English are indicated, and to maximize the chances of success for students in their graduate programs. It was moved that the present criteria for the TOEFL exam should remain as is, however the following should be added in the application materials:

"All new international students (for whom English is not their first language) should undergo a placement test on their arrival at OSU, and they will be advised on any deficiency and appropriate corrective measures. The student's department will be informed of the result of the evaluation. Furthermore, prospective students should be clearly advised

on expectations for English proficiency."

"Other new students, for whom English is not the first language, should also undergo a similar evaluation."

The Council decided that before such a motion could be voted on, the following ramifications would have to be looked into:

Does ELI have sufficient resources to administer the placement tests, and do they have the capability to provide the needed programs that these tests would create? What are the current legal requirements and ETS standards used to determine if an institution is qualified to provide testing? What effect would this test have on students who have approved funding for a limited number of years?

The Council decided to table the motion until the next Graduate Council to determine if the motion should be voted on or if a subcommittee should be formed to look into the matter more thoroughly. In the meantime, the Council members were directed to check within their Colleges to see if departments felt they were having problems with the way students are currently admitted.

III. Progress Report--Research Review Committee

This agenda item was moved to the next Graduate Council meeting.

IV. Category II Course Requests

a. The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II request:

NEW COURSE

VM 630 (98-C005)

b. John Ringle, on behalf of the Graduate Council, approved the following course requests:

X COURSES

FW 430X (3 credits) (98-C052)

FW 530X (4 credits) (98-C053)

NFM 548X (98-C065)

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » February 12, 1998 Minutes

Graduate Council

February 12, 1998 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Drexler, Gupta, Maresh, McCune,
Rettig, Ringle, Wolford

Absent: Donatelle, Robson

I. Approval of October 23rd and November 13th Minutes

The Council approved the minutes from the October 23 and November 13, 1997, Graduate Council Meetings.

II. Discussion of Draft Assessment of Teaching Report

The Council thoroughly reviewed the draft Assessment of Teaching report. They noted the report failed to address the important role of graduate education in relation to the teaching and mentoring of graduate students. Jerry Heidel, Chair of the Graduate Council, will send a memo to the task force summarizing the Council's concerns and recommendations (see attached).

III. Appointment of Scholarship Review Committees

The following scholarship subcommittee members were appointed:

Bayley/Yerex Graduate Scholarship

Jeanette Brandt
Mark Christensen
Jack Drexler

Oregon Sports Lottery Scholarship

Rakesh Gupta
Becky Donatelle
Bruce Rettig

IV. Discussion of Criteria for TOEFL

John Ringle led this discussion by explaining the role and purpose of the TOEFL. He defined the current criteria used to distinguish if a student should or should not take the exam and gave the following situations where these criteria may not always result in an accurate determination.

Students exempt from the TOEFL who possibly shouldn't be:

1. U.S. citizens who have lived outside the U.S. in a non-English speaking country and who have received all of their education in this particular country.
2. Permanent residents and immigrants from non-English speaking countries.
3. Non-U.S. citizens with a master's degree from a U.S. university.

Students who possibly should be exempt from the TOEFL but are not:

1. Non-U.S. citizens from countries where English is a second language and the education system (K-12,

college) uses English as the primary language.

2. Non-U.S. citizens who attended K-12 in the U.S., but received a baccalaureate or master's degree in a non-English speaking country.

Additionally, there are concerns about changes in the administration of the TOEFL that are resulting in wide spread discussions among institutions.

John Ringle suggested the Council form a subcommittee to review and compare the current criteria with other universities' throughout the United States to decide if changes should be made.

The Council proposed that someone from the English Language Institute attend the next Council meeting to provide them more information on the TOEFL and to answer questions they might have before a such a subcommittee is formed.

V. Status of Graduate Program Reviews for 1997-98

Two Program reviews have been scheduled for Spring term:

Master of Business Administration - April 13, 1998

Scientific & Technical Communication Program - Date TBA

VI. Other Business/Announcements

Fall Term Graduate Enrollment and Assistantship Data Tom Maresh informed the Council that 1997 Fall term graduate application and admittance had increased about 5% from 1996, however, he handed out 1997 Fall Term Graduate Enrollment & Assistantship data which showed that graduate enrollment and assistantships had declined. He attributed this to the current budget constraints which have caused financial strain on departments giving them less funding flexibility to support graduate assistantships. He further stated that the institution is in the process of developing and implementing a university scholarship campaign through the OSU Foundation. It is hoped that this will provide additional resources for graduate student funding.

Summary of Graduate Admissions Committee Petitions Tom Maresh notified the Council that he had received complaints from various departments regarding the GAC's (Graduate Admissions Committee) review of petitions. There have been requests that the Graduate School overrule the GAC's decisions. He distributed summarized data to the Council, showing the amount of graduate petitions that have been submitted to the GAC from January 1996 through January 1998. He stated that after examining the data, he found that the GAC had approved approximately 70-80% of the petitions submitted and had been equitable in their assessments and decisions.

Other Announcements The Research Review Committee said that they would give a progress report on their findings at the next Graduate Council meeting.

VII. Category II Requests

a. The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

NEW COURSES

AIHM 461/561 (97-C563)

AIHM 462/562 (97-C564)

ANTH 474/574 (97-C569)

AREC 514 (97-C611)

ART 415/515, (97-C595)

416/516

ECE 575 (97-C668)

ECON 514 (97-C612)

FS 491/591 (97-C409)

HDFS 530 (97-C660)

HDFS 630 (97-C663)

ME 424/524 (97-C552)

ME 597 (97-C583)

ME 510 (97-C586)
MUED 521 (97-C601)
MUED 580 (97-C602)
MUED 581 (97-C603)
PHL 491/591 (97-C410)
RHP 450/550 (97-C567)
SED 412/512 (97-C420)
SED 413/513 (97-C422)
SED 414/514 (97-C423)
SED 416/516 (97-C424)
SED 518 (97-C430)
SED 521 (97-C431)
SED 553 (97-C433)
SED 554 (97-C434)
SED 555 (97-C435)
SED 556 (97-C436)
SED 557 (97-C437)
SED 571 (97-C440)
SED 572 (97-C441)
SED 573 (97-C442)
SED 574 (97-C443)
SED 575 (97-C444)
SED 576 (97-C445)
SED 577 (97-C446)
SOC 491/591 (97-C411)
Z 474/574 (97-C067)

CHANGES TO EXISTING COURSES

AREC 525 (97-C494)
AREC 526 (97-C496)
CE 481/581 (97-C677)
ECON 525 (97-C495)
ECON 526 (97-C497)
ENT 442/542 (97-C493)*With the caveat that the following statement regarding grad/undergrad differentiation be included in the syllabus: "Graduates will be assigned and expected to design more complex pest management systems. More specifically, undergraduates will have to design an IPM system that involves only one commodity while graduate students will have to design a number that involves multiple commodities.
IE 411/511 (97-C634)
IE 415/515 (97-C636)
IE 436/536 (97-C641)
IE 437/537 (97-C644)
IE 445/545 (97-C647)
IE 470/570 (97-C649)
MRM 415/515 (97-C474)
Z 473/573 (97-C066)

b. John Ringle, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

FW 485/585 (97-C672)

CHANGES TO EXISTING COURSES

AIHM 466/566 (97-C556)
ANS 485/585 (97-C673)
ENT 443/543 (97-C571)
ENVE 534, 535 (97-C678)
FW 475/575 (97-C665)
HDFS 531 (97-C661)
HDFS 532 (97-C662)
HORT 485/585 (97-C674)

ME 596 (97-C581)
MUED 473/573 (97-C598)
MUED 474/574 (97-C599)
MUED 510 (97-C600)
MUED 591 (97-C604)
MUED 592 (97-C605)
PS 419/519 (97-C540)
PS 429/529 (97-C541)
PS 459/559 (97-C542)
PS 472/572, (97-C543)
473/573
PS 479/579 (97-C544)
PS 485/585 (97-C675)
PSY 487/587 (98-C014)
SED 581 (98-C003)
SED 592 (98-C004)
SOC 485/585 (97-C676)
ST 509 (97-C516)
ST 551 (98-C012)
VM 622 (97-C656)

DROP COURSES

AIHM 440/540 (97-C559)
AIHM 441/541 (97-C560)
AIHM 460/560 (97-C561)
AIHM 465/565 (97-C562)
ENT 486/586 (97-C570)
IE 414/514 (97-C633)
IE 413/513 (97-C635)
IE 434/534 (97-C640)
IE 431/531 (97-C642)
IE 432/532 (97-C643)
IE 441/541 (97-C646)
IE 474/574 (97-C648)
ME 599 (97-C582)

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[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » November 13, 1997 Minutes

Graduate Council

November 13, 1997 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Friedman for Donatelle, Gupta, Maresh, McCune, Rettig, Ringle, Robson, Wolford

Absent: Drexler

Guests: Mina McDaniel, David Lundahl, David Birkes

I. Approval of October 13, 1997 Minutes

The Council approved the minutes from the October 13, 1997, Graduate Council Meeting.

II. Category I Pre-proposal: MS, PhD in Sensometrics

Mina McDaniel and Dave Lundahl, representatives from Food Science and Technology, and David Birkes, from Statistics, were available to present the pre-proposal in Sensometrics and to answer questions. The proposal was reviewed and the following questions were raised:

Would it be an interdisciplinary degree or offered through Food Science & Technology and/or Statistics?

Where's the additional FTE funding going to come from?

How different would Sensometrics be from the current degree in Food Science & Technology with an area of concentration in sensory evaluation and why is a separate department needed?

Should the current title of Food Science & Technology as a department or major name be reviewed to include Sensometrics?

If Sensometrics will be a separate interdisciplinary program, how will it be funded on a sustaining basis?

Is Sensometrics the best name for this program?

Does anticipated enrollment justify a new degree?

After discussion and review, the council approved the pre-proposal for the Sensometrics program. Jerry Heidel, Chair of the Graduate Council, will send a memo to the Provost indicating the Council's approval along with some recommendations and suggestions.

III. Follow-up Review: Master of Agriculture program

Jeanette Brandt presented the follow-up review report which focused on the recommendations of the initial Master of Agriculture program review that took place in May of 1995. Brandt stated that all the recommendations made at the time had been satisfied. The Council approved the report as submitted and will forward it to the Provost.

IV. PharmD Program

Mark Christensen provided background on the changes to the PharmD program. This program was approved

as a post-baccalaureate program in 1987, but was not implemented until 1994. With the new changes, the program would become the first professional degree program in Pharmacy and would replace the BS program. This discussion was for information purposes only and no action was required by the Council.

V. Other Business/Announcements

John Ringle asked the Council for their comments and suggestions regarding questions that have been raised frequently in the Graduate School. The questions that were raised and the Council's recommendations are as follows:

- How strict should the Graduate School be on accepting transfer courses that have been delivered electronically?

It was suggested that if the student wishes to transfer an electronic course to his/her degree, it should be the student's responsibility to provide enough information on the course so that the student's committee and the Graduate School can verify that it meets OSU's policies and guidelines.

It was also recommended that we should accept courses only if the granting institution has considered them as resident credit.

Should the Master of Science final exam instructions in the Graduate Catalog be modified to make them more explicit regarding who may attend the thesis presentation portion?

After discussing this question, the Council decided that it would be best to keep the instructions as they are currently. Different departments have different ways in which they conduct their students' exams. Some departments allow anyone to attend, others restrict attendance to faculty members only, and some allow only the student's committee members. The Council concluded that the current system seemed to be working well and they saw no reason to try to enforce uniformity in this area. This discussion pertained only to the presentation portion, and not to committee examination and discussion.

VI. Category II Requests

The Category II subcommittee, on behalf of the Graduate Council, approved the following Category II requests:

NEW COURSES:

FS 440/540 (97-C355) Option #1
FS 441/541 (97-C357) Option A
CSS 441/541 (97-C356) Option A
CSS 548 (97-C358)
Approved for 2 credits only; to be crosslisted with FS 548.
ST 473/573 (97-C415)
ME 423/523 (97-C462)
H 525 (97-C404)
PS 516 (96-C568)

CHANGES IN EXISTING COURSES:

CSS 440/540 (97-C354) Option #1
OC 644 (97-C466)
PS 418/518 (97-C541)
PS 454/554 (96-C545)
PS 449/549 (96-C623)

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 23, 1997 Minutes

Graduate Council

October 23, 1997 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Donatelle, Drexler, Gupta, Maresh,
McCune, Rettig, Ringle, Robson, Wolford

I. Role of Graduate Students in Grading Other Graduate Students

The Graduate Council discussed the role that one graduate student should have in assessing the performance of another graduate student. The current policy states that "students working toward advanced degrees are not permitted to teach graduate courses."

Council members acknowledged that this policy has been interpreted historically as meaning that graduate students may not be the instructor of record for graduate courses. Extensive discussion reflected on the range of graduate teaching assistant activities which varies widely across campus units. Graduate assistants often assist graduate faculty in the instructional effort by setting up laboratories and grading lab reports, grading homework assignments, giving lectures, and handling recitation sections.

The Council agreed that developing applicable policy language to fully encompass the variety of assignments and roles of graduate teaching assistants would be difficult and overly prescriptive. However, there was consensus by Council members that caution should be taken by departments and each faculty member within them to assure that graduate faculty be fully responsible for the oversight and appropriate delegation of graduate assistant activities, and that final evaluation of student performance and grade assignment for courses remain with the graduate faculty.

Having specified these points above, the Graduate Council voted to leave the policy unchanged.

II. Review of "No exam between terms" Policy

The current "No exam between terms" policy as stated in the Graduate Catalog (p.18) is:

"Program meetings, preliminary examinations, and final examinations may be held during any period when school is in session. This excludes the periods between the regularly scheduled quarters and during official vacation periods. Students must be registered for a minimum of three credits during terms in which they undertake MAIS or doctoral program meetings, departmental written examinations, or oral preliminary examinations."

This policy has been in effect for at least 30 years, however, the Graduate School often gets requests from students to hold exams between terms, particularly during the 3-4 week periods between Summer and Fall terms, and between Fall and Winter terms. In the past, the Graduate School has granted exceptions as long as all the members of student's committee agree to meet voluntarily and the student has been appropriately registered either the term before or preregistered for the following term.

These requests for exceptions have sometimes caused controversies, such as, when faculty members who are not on appointment during the vacation period feel pressured to work without pay, knowing that if they refuse, they run the chance of the student replacing them with another committee member rather than delaying the meeting until the next term.

Because of these controversies, the Graduate Council reviewed this policy to determine if it should be should

be modified. After carefully examining this rule, considering both the needs of the students and the faculty, the council voted to leave the policy unchanged and recommended that the Graduate School develop guidelines that could be used to evaluate requests for exceptions to the policy.

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » October 9, 1997 Minutes

Graduate Council

October 9, 1997 Minutes

Present: Heidel, Barnes, Bell, Brandt, Christensen, Davison, Donatelle, Drexler, Gupta, Maresh,
McCune, Rettig, Ringle, Robson, Wolford

Guests: Brent Dalrymple, Dean of the College of Oceanic & Atmospheric Sciences; Larry Mahrt,
Professor - Oceanic & Atmospheric Sciences

I. Introduction of New and Continuing Members

The following new members joined the Graduate Council this year: Chris Bell, College of Engineering, Neil Davison, College of Liberal Arts, Bruce Rettig, College of Agricultural Sciences

II. Standing Rules of the Graduate Council

Heidel reviewed the standing rules for the Graduate Council. It was noted that the Graduate Student Senate Representative, Nancy Wolford, should be listed as a voting member.

III. Potential Agenda Items for 1997-98

A. Several graduate programs will be reviewed this academic year. A final selection of these programs has not yet been made.

B. Follow-up reviews tentatively scheduled for this academic year are as follows: Master of Agriculture, Horticulture, Veterinary Medicine, Oceanography, Family Resource Management

C. Category I Pre-proposal: MS, PhD in Sensometrics

D. Scholarship/Fellowship Review Committees (3 to be appointed Winter term)

E. Review of graduate admission criteria and the "24-hr" rule.

F. Review and establish a policy on the role of graduate students grading other graduate students.

G. Review of criteria for TOEFL and SPEAK testing.

H. Review of "no exam between terms" policy.

I. Discuss whether or not the Graduate Council will continue to review new off-campus graduate programs.

J. Review of the Graduate Council policies for the past 25 years.

IV. Appoint Committees

The following committees were appointed:

Category II Review Committee:

Jack Drexler, Chair

Jeff Barnes

Neil Davison

Research Review Committee:

Chris Bell, Chair
Mark Christensen
Jerry Heidel
Nancy Wolford

V. Final Report - Graduate Program Review of Atmospheric Sciences

Mark Christensen, Chair of the Graduate Council committee for the May 6, 1997, Atmospheric Sciences Graduate Program review, summarized the committee's findings and made the following recommendations:

1. At the beginning of each academic year, a seminar should be held for the ATS faculty and graduate students to introduce new students to faculty and to explain or refresh the requirements of the ATS graduate program.
2. Develop a weekly journal club meeting or course for graduate students to present, participate and listen to atmospheric science subjects.
3. Integrate college seminars so that a healthy mix of Oceanography and ATS subject material is presented so that better attendance by faculty and graduate students from both areas is assured.
4. Add a synoptics course (weather analysis and forecasting) to the graduate program's core of courses.
5. Locate the ATS faculty and graduate students in the same building as the Ocean faculty and graduate students.
6. Facilitate the ability of ATS faculty to have greater collaboration not only with Oceanography faculty but also with Forestry and Agriculture.

Brent Dalrymple, Dean of the College of Oceanic & Atmospheric Sciences, and Larry Mahrt, Professor in Oceanic & Atmospheric Sciences, answered questions and provided additional information on the progress of the recommendations.

Mahrt stated that some of the recommendations have already been implemented. He mentioned that they have not decided how to accomplish the 4th recommendation, and it was suggested that they may look into a web class. Dean Dalrymple stated that here are some difficulties pertaining to recommendation #5, to locate the ATS faculty and students in the same facility as the Ocean faculty and students. He explained that they are having a difficult time finding an available location that would be large enough to house the combined students and faculty and indicated the building the Ocean students and faculty are currently using is very limited in space.

The Graduate Council approved the graduate program review report and will forward it to the Provost.

VI. Category II Course Requests

The Graduate Council's summer subcommittee approved the following requests:

NEW COURSES

BA 522 (97-C252)
CHE 572 (97-C324)
ECE 530 (97-C230)
ECE 537 (97-C235)
ECE 431/531 (97-C227)
ECE 512 (97-C321)
ENG 457/557 (97-C243)
ENG 458/558 (97-C243)
ENVE 535 (96-C673)
FW 520 (97-C368)
HST 480/580 (97-C366)

CHANGES TO EXISTING COURSES

ECE 536 (97-C233)
ECE 539 (97-C237)
ENVE 421/521 (96-C667)
ENVE 422/522 (96-C668)
ENVE 431/531 (96-C669)
ENVE 534 (96-C674)
ENVE 541 (96-C676)
ENVE 542 (96-C677)
ENVE 554 (96-C678)

X COURSE

NFM 540X (97-C185)

Ringle, on behalf of the Graduate Council, approved the following course requests:

NEW COURSES

CSS 499/599 (97-C316)
FS 599 (97-C379)

CHANGES TO EXISTING COURSES

ATS 411/511 (97-C460)
BA 555 (97-C245)
BA 521 (97-C253)
CHE 571 (97-C323)*
CHE 573 (97-C325)*
ECE 432/532 (97-C228)
ECE 433/533 (97-C229)
ECE 474/574 (97-C256)
ECE 511 (97-C320)*
ECE 513 (97-C322)*
ECE 451/551 (97-C239)
ECE 452/552 (97-C240)
ECE 471/571 (97-C254)
ECE 473/573 (97-C255)
ECE 428/528 (97-C464)
ENG 455/555 (97-C242)
ENG 456/556 (97-C242)
FS 542 (97-C362)
GEO 430/530 (97-C304)
GEO 470/570 (97-C310)
GEO 495/595 (97-C311)
GEO 462/562 (97-C306)
Note: with the prerequisites: "GEO 201, 202 and 301 or equivalent"
GEO 463/563 (97-C307)
GEO 415 (97-C302)
GEO 412/512 (97-C303)**
GEO 436/536 (97-C305)**
GEO 413/513 (97-C317)**
GPH 463/563 (97-C308)
H 477/577 (94-C400)
SED 562 (97-C438)
SED 510 (97-C427)
SED 511 (97-C428)
SED 515 (97-C429)
SED 552 (97-C432)
SED 563 (97-C439)
SED 588 (97-C450)
SED 598 (97-C451)
ST 585 (97-C416)

* The Curriculum Council needs to resolve the course numbers for these cross-listed courses.

** With a prerequisite of GEO 415 rather than 402

DROP COURSES

- ECE 429/529 (97-C465)
- H 452/552 (97-C399)
- H 478/578 (97-C401)
- H 480/580 (97-C402)
- H 497/597 (97-C403)
- H 559 (97-C405)
- H 579 (97-C406)
- H 481/581 (97-C407)
- H 595 (97-C408)
- SED 582 (97-C447)
- SED 583 (97-C448)
- SED 585 (97-C449)

X COURSE

- MB 460X/560X (97-C365)

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Graduate Council

Annual Reports

- [2011-2012](#)
- [2010-2011](#)
- [2009-2010](#)
- [2008-2009](#)
- [2007-2008](#)
- [2006-2007](#)
- [2005-2006](#)
- [2004-2005](#)
- [2003-2004](#)
- [2001-2002](#)
- [2000-2001](#)
- [1999-2000](#)
- [1998-1999](#)
- [1997-1998](#)

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Committees](#) | [Elections](#) | [Faculty Forum Papers](#) | [Handbook](#) | [Meetings](#) | [Membership/Attendance](#) | [Minutes](#) |

Proposal for Graduate Options

Proposal.

To create a Graduate Option that would appear on the official academic record and transcript for a student. The definition of an option at the graduate level is as follows:

A graduate option consists of a minimum of 12 designated quarter credits of related coursework, comprised of coursework offered by the sponsoring unit as well as by other academic units. The option may be comprised of specific courses, completion of a designated number of credits from a longer list of alternative courses, or a combination of specific and alternative course lists. Approved options may be added to a graduate Program of Study, and approved by the faculty advisor(s) and the director of the sponsoring unit. When the unit submits the final examination card to validate awarding of the major to the Graduate School, the unit will also validate that the requirements of the option have been completed.

To create, change, or drop an option, departments submit a Category II proposal. The proposal must contain a list of courses as they will appear in the OSU Catalog and documented liaison with all departments involved. The proposal must also list the graduate faculty and appropriate facilities associated with delivery of the option (necessary facilities and faculty expertise to support the option must be available). Upon approval by the Graduate Council and the Curriculum Council, the option will appear in the OSU catalog and an option code will be created for use within the Banner system.

Concept.

The graduate-level option would be similar to the options that are currently available at the undergraduate level. The options will facilitate tracking and degree accountability of graduate students pursuing specialized areas of study within a graduate degree program. The options differ from an Area of Concentration (see background below) in that the designated students will be assigned a specific option code within the Banner system and the option will appear on the academic transcript. The use of Banner option codes necessitates a restriction of graduate options to recurring areas of study.

Implementation Considerations.

Oversight over the faculty who participate in a particular option (teaching courses or serving on committees) will be left to the director of the degree program. The Graduate School will verify that all faculty listed on the program plan are associated with the degree program. The director of the degree program is responsible for validating that coursework on the program plan are adequate to satisfy option requirements and that the faculty committee is comprised of appropriate faculty academically qualified to represent the option.

Declaration of an option is not required. The decision to declare an option should be made by the individual student and their faculty committee.

Conversion from an “area of concentration” to an option is not required. Degree programs may contain both areas of concentration and options.

Options

Options are for students of a specific major. An option is one of several distinct variants of course aggregations within a major that focus on an area of study designed to provide a student with specialized knowledge, competence, and skills while sharing a minimum core of courses.

Options consist of a minimum of 21 designated quarter credits of related course work, 15 of which must be at the upper-division level.

For an undergraduate option to appear on a student's official academic record and transcript, the student must make application to the Registrar's Office at the same time formal application is made for a degree. The Graduation Audit from the Registrar's Office will list the option as well as the major and degree. This audit is sent to the student's dean for certification of the option at the same time the student is cleared for graduation.

To create, change, or drop an option, departments submit a [Category II proposal](#). Proposals must contain a list of courses as they will appear in the OSU Catalog and documented liaison with all departments involved.

- Courses required for an option may not count towards a minor in the same field of study. Students may not take an option and a minor from the same field of study.
- Options must be approved by all academic units involved.
- Courses may be selected from those offered by the sponsoring unit as well as by other academic units.
- Course substitutions must be approved by the dean of the sponsoring college, who must certify that all requirements are fulfilled.

Proposed change:

Options are for students of a specific major. An option is one of several distinct variants of course aggregations within a major that focus on an area of study designed to provide a student with specialized knowledge, competence, and skills while sharing a minimum core of courses.

An undergraduate option consist of a minimum of 21 designated quarter credits of related course work, 15 of which must be at the upper-division level. For an undergraduate option to appear on a student's official academic record and transcript, the student must make application to the Registrar's Office at the same time formal application is made for a degree. The Graduation Audit from the Registrar's Office will list the option as well as the major and degree. This audit is sent to the student's dean for certification of the option at the same time the student is cleared for graduation.

A graduate option consists of a minimum of 12 designated quarter credits of related coursework, comprised of coursework offered by the sponsoring unit as well as by other academic units. The option may be comprised of specific courses, completion of a designated number of credits from a longer list of alternative courses, or a combination of specific and alternative course lists. Approved options may be added to a graduate Program of Study, and approved by the faculty advisor(s) and the director of the sponsoring unit. When the unit submits the final examination card to validate awarding of the major to the Graduate School, the unit will also validate that the requirements of the option have been completed.

To create, change, or drop an option, departments submit a [Category II proposal](#). Proposals must contain a list of courses as they will appear in the OSU Catalog and documented liaison with all departments involved.

- Courses required for an option may not count towards a minor in the same field of study. Students may not take an option and a minor from the same field of study.
- Options must be approved by all academic units involved.
- Courses may be selected from those offered by the sponsoring unit as well as by other academic units.
- Course substitutions must be approved by the dean of the sponsoring college, who must certify that all requirements are fulfilled.
- For graduate options, the category II proposal must also list the graduate faculty and appropriate facilities associated with delivery of the option (necessary facilities and faculty expertise to support the option must be available).

Background.

Table 1 below shows the minimum credit hours for various degree programs at OSU.

Table 1. Minimum Credit Hours for OSU Degree Programs

	Major	Minor	Option
Undergraduate	36	27	21
Masters	45	15	12*
Doctorate	108 beyond UG	18	12*

* - Proposed

Graduate Area of Concentration:

An area of concentration is a subdivision of a major or minor in which a strong graduate program is available. They may be shown on the student's program of study, but they are not listed on the student's transcript. Areas of concentration are listed in the OSU Catalog.

The Graduate School provides departments instructions for adding/dropping areas of concentration for their graduate major and minor offerings in conjunction with the annual production of the Graduate Catalog. In addition to this annual process, departments may change their areas of concentration at any time without having to do a full curriculum proposal (unless the proposed change would constitute a major shift in the thrust of the program, in which case a more comprehensive curriculum proposal may be required). Any new courses would need to be submitted for approval as [Category II proposals](#).

To change an area of concentration, the graduate department or program should submit a memo to the Associate Dean of the Graduate School specifying:

- the curriculum and faculty associated with the new area,
- how the new area differs from other areas that exist, and
- evidence of appropriate liaison with other programs that may be affected.

If approved by the Graduate School, the changes will appear in the OSU Catalog, and students may use the new area on their programs of study.

Ref: <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#90>

Graduate Minor:

A graduate minor is an academic area that clearly supports the major. It consists of a group of related courses totaling at least 15 credits in a specific topical area. On a master's or doctoral program, a minor may be:

- an academic area available only as a minor,
- a different major,
- the same major with a different area of concentration,
- an approved major at another institution in the Oregon University System, or
- an integrated minor. An integrated minor consists of a series of cognate courses from two or more areas. These courses must be outside the major area of concentration, with most of the courses being outside the major department. The graduate faculty member representing the integrated minor must be from outside the major department.

Although the courses in a graduate minor may be from more than one academic department, one academic unit/program must be responsible for directing the minor. Necessary facilities and faculty expertise to support the minor must be available. For a graduate minor to appear on a student's official academic record and transcript, the minor must be listed on the student's approved degree program.

To create, change, or drop a graduate minor, departments submit a [Category II proposal](#).

To propose a graduate minor, units without an approved graduate major must include in their proposal:

- Identification of the academic unit/program responsible for the minor.
- Listing of a sufficient number of approved and related graduate course offerings to support the minor, at least 15 credits. Please list courses as they will appear in the OSU Catalog.
- Identification of sufficient faculty expertise and facilities to support the minor.
- Liaison with other academic units must be addressed.

Ref: <http://oregonstate.edu/ap/curriculum/policies.html#38>

Graduate Major.

A graduate major is the area of academic specialization, approved by the State Board of Higher Education, in which the student chooses to qualify for a graduate degree. Upon completion of a graduate degree, the degree awarded and the graduate major are listed on the student's transcript. To create, or change an undergraduate or graduate major or certificate, units must submit a [Category I Proposal](#). An [Abbreviated Category I](#) is necessary to do any of the following:

- Rename a major
- Move responsibility for an academic program
- Merge or split an academic unit
- Terminate a degree, certificate, or academic unit
- Suspend or reactivate a degree, certificate, or academic unit

Ref: <http://oregonstate.edu/ap/curriculum/policies.html#36>

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » Resource Materials

Graduate Council

Resource Materials

- [Category II Review Process](#)
- [Graduate Admissions](#)
- [Graduate Catalog](#)
- [Graduate Program Reviews](#)
- [Graduate School](#)
 - [Graduate School Staff](#)
- [Interdisciplinary Programs](#)
- [Majors, Minors, Certificates](#)
- [Navigating the Online Curricular Proposal System](#)

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From the January 12, 2012 Graduate Council Minutes:

Theresa moved to postpone the Botany & Plant Pathology graduate program review to fall 2012 with a provision that, by the first day of fall term, the documentation and review team would be in place and scheduled for fall term. Failure to do this WILL result in a suspension of admission to the graduate program; Denise seconded the motion. Cass and Andrew opposed and Vinod abstained; the motion passed.

Review Panel report of Oregon State University's Graduate Programs in Geology and Geography

1. Overall Recommendation:

Expand the Geography Graduate Program

Maintain the Geology Graduate Program

2. Summary of Findings and Recommendations

Both graduate programs are small in size, but of very high quality and populated by excellent faculty and graduate students. Overall performance indicators, in terms of external funding productivity, research publication, and graduate placement, all compare favorably to competing programs in the Geosciences. Graduate education thrives within both programs despite resource constraints, especially within Geography. Program personnel in Geosciences, moreover, play a critical role in graduate training across campus, with teaching and advising efforts that benefit allied programs in natural resources and environmental sciences. We have identified five key areas in which these programs are in need of increased resources.

1. The Geography program requires an **infusion of new faculty FTE** in order to maintain its viability, but we also believe that faculty in other OSU graduate programs (e.g., Forestry, Marine Resource Management) could be recruited to teach dedicated graduate (as opposed to so-called “slash”) courses in support of graduate education and training.
2. The **high proportion of slash courses** in the Geology graduate program is also a problem, although this issue (as well as some others delineated throughout this report) may be resolved when the Geosciences graduate programs are integrated within COAS in the coming year.
3. Recruitment of the best students in both Geosciences graduate programs is compromised by the **inequity of TA and RA stipends** relative to those in other Colleges at OSU. This issue is also impacting the morale of the Geosciences student body and needs to be resolved prior to the merger into COAS.
4. The Geosciences graduate programs also have some key infrastructure needs that must be addressed soon: (i) increased **suitable space for research laboratories and graduate student offices**, and (ii) **enhanced computer technology capabilities and support**, specifically acquisition of both hardware and software, as well as better computer lab accessibility for students.
5. Finally, we believe Geosciences graduate students would benefit from further **professional development in the areas of teacher training and grant proposal preparation**.

Detailed findings

Introduction

This review of the Geography and Geology graduate programs in the Department of Geosciences at OSU was undertaken by a committee consisting of: Peter Schiffman (Geology, U.C. Davis), Paul Robbins (Geography, U. Arizona), Anne MacDonald (GeoEngineers, Portland), James Strittholt (Conservation Biology Institute, Corvallis), and Walt Loveland (Chemistry, OSU). The review is based upon an extensive self-study document prepared by Geosciences, as well as on meetings conducted with OSU administrators, faculty and students on February 27th and 28th, 2011. This report uses the organizational template suggested by the OSU Graduate Council

Inputs

1. The fit of the mission etc.

Geography

The fit of the Geography program to both college and university mission is strong. Specifically, Geography faculty research and graduate training focuses closely on topics including: maintenance of sustainable marine ecosystems, measurement and provisioning of water resources, and the linkages between resource availability, natural hazards, and political conflicts. These match directly with OSU strategic initiatives in the area of a “healthy planet” and College of Science efforts to match basic research with practical policy to advance human and ecosystem health.

Geology

The fit of the Geology program to both college and university mission is similarly strong: Geology faculty research and graduate training focuses on topics including volcanic and tectonic hazards, economic geology, hydrogeology, Earth surface processes, and climate and biogeochemical cycles. The Geology faculty also has strong research and teaching ties with a wide range of groups on the OSU campus.

2. Quality of students

Data on student quality/admissions selectivity were provided for three graduate programs: Geography, Geology, and the interdisciplinary Water Resources program housed in the Graduate Council, but strongly supported by Geosciences faculty advisors. Objective measures of student quality (i.e., GPAs and GRE scores) were highest for matriculated students in Water Resources, lowest for Geography, and intermediate in Geology. This is explained by the dominant “audience” for each of these programs: the Water Resources program is relatively unique in the western United States, and completely unique within the Oregon higher education system.

The Geography program dominantly attracts students who intend to carry their graduate education only through a Master's level before embarking upon their professional careers. The Geology program attracts a more typical blend of Master's and Doctorate graduate students, with commensurately higher entering qualifications.

Selectivity on the part of the admitted students is also an important consideration. Relative student quality is measured as the average of GPA and GRE scores (exclusive of analytical writing, which is not uniformly available). The "quality" ratio of matriculated students to those who refused their OSU admissions offer was 99% in Geology, 96% in Water Resources, and 92% in Geography. This indicates that OSU is not losing their "best" applicants in Geology, but may be in Geography. Nonetheless, the overall quality of geography graduate students is consistent and strong. Students in this program have shown a notable ability to secure fellowships and scholarships, as well as external support from agencies including the National Science Foundation. There is some reported modest difficulty retaining the very best students in the area of human dimensions and social/environmental issues, owing to competition from parallel institutions, including University of Oregon. The overall success rate for students in finding external funding and their excellent post-graduation placement speaks to the strength of the program in maintaining a strong student pool this regard, however.

3. Admissions selectivity

Admissions selectivity can be measured in a number of ways. Geology has the highest applicant: matriculated ratio (nearly 11:1), while Geography and Water Resources are comparable (6:1 and 4:1, respectively). With respect to qualifications, as measured by the average of GPA and GRE category scores (exclusive of analytical writing), matriculated students are slightly (2-3%) better qualified than the entire applicant pool across all three programs. Using this same "quality" measure and comparing admitted to rejected students, the OSU programs are only slightly more selective: admitted students score 3% higher than rejected applicants in Geology, and 8 and-9% higher, respectively, in Geography and Water Resources.

Geography

The percentage of applicants admitted between 2005 and 2009 averaged 39% in Geography, and 51% in Water Resources. Compared to peer institutions, the Quantitative GRE scores of OSU Geography students is 30 points lower (see Table 3 of the self study report). No similar data are available for Water Resources students. Average quantitative GRE scores for admitted Geography students fall only marginally below those of peer institutions.

Geology

The GPA and quantitative GRE scores of admitted and matriculated students are very high, but the GRE scores are lower than those at peer institutions by nearly 80 points (see data from Table 3 of the self-study report). Between 2005-2009, 399 students applied to the Geology graduate program and 133 of these (or 33%) were granted admission.

4. Level of financial support of students

In the current and near-future economic climate, financial support for students is imperative. Geosciences graduate students are at the bottom of the pay scale on the OSU campus. This issue is affecting student morale and potentially will affect the ability to be competitive in recruiting the highest quality graduate students into these programs. Once student stipends are made comparable to those of other COAS students, we suggest that the OSU Geosciences program compare stipends to those of their peer institutions on an “affordability” basis as a means of evaluating the competitiveness of student support.

Geography

This program periodically admits some students without financial support but some of these students have been given teaching assistantships, so only a small proportion of students are self-funded.

Geology

This program does not admit students without a promise of financial support. Since 2005, 93 % of graduate students have had either a TA or RA stipend, and 96% have had a tuition fee waiver. Students expressed concern regarding the security of their grants over their degree programs.

5. Curriculum strength

All students take a course in Geosciences Communication, which provides an introduction to research methods and provides the opportunity to develop a thesis proposal. This course also begins the development of a graduate student cohort. Cohort development is strengthened by an orientation field trip (Geology graduate students) or GE0534 (Field Research in Physical Geography). The Geology graduate students expressed interest in further tailoring of these courses to match the skill levels of incoming students.

The Geology graduate program has elected to maintain strengths in three main areas: (1) Volcanology and Igneous Petrology (VIPR) (i.e., volcanology, igneous petrology, economic geologic) (2) Structural Geology/Geophysics/Tectonics (including neotectonics and earthquake geology), and (3) Surface Earth processes

and history (i.e., Earth system history, hydrology and hydrogeology, geomorphology, and climate and biogeochemical cycles). The number and range of course offerings are good to strong in each of these categories: 10 courses listed for VIPR, 6 courses listed for structural geology/tectonics/ geophysics, and 12 courses listed in surficial processes and history. The course offerings are strengthened when geography courses are included: geography course are useful to increasing degrees from areas 1 to 3. There are a significant proportion of offerings as joint upper division/graduate “slash” courses (an average of 46%, ranging from 33-52% per school year from 2005-2010), which proves somewhat problematic for Masters students interested in attaining a degree within 2 years. Students are sent to other departments as needed (e.g., mathematics, chemistry, civil engineering) for specialized advanced analytical training.

Geography graduate curriculum focuses largely in the area of physical geography, techniques, and resource management. In the area of Geographic Information Science, the curriculum is thoroughly rigorous and includes fully updated techniques and methods.

A crucial area of program success has been the creation and flourishing of the graduate program in Water Resources. That degree area has consistently attracted, retained, and graduated students with higher GREs and GPAs than the other units within Geosciences, and represents a signature program area for Oregon State University that is unavailable elsewhere. That program’s success has been predicated on utilizing already existing resources (especially faculty advising time and GTA lines), moreover, with little additional institutional support. Further modest investment in this area, therefore, will likely pay dividends in terms of matriculation, graduation, placement and increasing program and university profile.

6. Quality of personnel and adequacy to achieve mission and goals

Geography

The Geography program is extremely small in comparison to peer institutions, with 7 current FTE. These numbers are further constrained in their ability to deliver graduate teaching and advising, owing to faculty commitments to key programs, especially E-campus courses and the GIS certificate. Nevertheless, the program has maintained a relatively short time to graduation, successful pursuit of external funding sources support students, and excellent graduate placement.

Geology

There are currently only 10 faculty FTE in the Geology program, which is small relative to comparably ranked programs (most of which are in the 20+ range). The small size of the Geology faculty restricts its ability to comprehensively offer graduate courses in some programs areas (particularly structural geology/ tectonics and stratigraphy/sedimentary petrology) and eliminates the option to provide

coverage in other Geoscience topics (e.g., paleontology, which is comprehensively provided at the University of Oregon).

7. Quality of organizational support

The impending merger with COAS should have a positive effect on the Geology graduate program as students will have more access to COAS courses, facilities, and faculty. The campus has created 32 new positions across campus of which one position will come to Geosciences, in Geography. The College of Sciences is trying to assist Geosciences with their space needs by providing storage space off-campus for collections, thus freeing up space in Wilkinson Hall.

Productivity

1. Level and quality of student performance

Geography and Geology

Completion and retention rates in the program meet and exceed those of comparable programs, with very good time-to-degree for both Masters and PhD students. These students, moreover, demonstrate high levels of productivity when involved in faculty research, with research presentation at international meetings (including venues like the Association of American Geographers and the Ecological Society of America, the Geological Society of America, and the American Geophysical Union) as well as co-authored publications (in outlets including *Land Use Policy*, *Bulletin of the Geological Society of America*, *Journal of Geophysical Research*, *Geophysical Research Letters*, *Earth and Planetary Sciences Letters*). Graduate students in Geology have also received prestigious national fellowships (i.e., NSF IGERT and Research Fellowships, NASA Space Grant Fellowships).

2. Level and quality of faculty performance

The Geography faculty maintains rates of publication and citations per publication (2.22 – double that of those programs compared) far higher than peer institutions, indicating an extremely high level of productivity as well as a very high individual and institutional profile. Publications are consistently in major and high profile outlets. Approximately 80% of faculty members hold grants, a high rate relative to peer institutions.

In terms of research productivity (e.g., % with extramural grants and publications/year), the Geology faculty ranks well with peer institutions (see compilation of data from recent NRC report on graduate programs, as summarized in Table 47 of the self-study document).

3. Viability of scholarly community within which students can interact

The scholarly community within the Geosciences graduate programs remains at a good size to represent a breadth of investigations. This provides a benefit to graduate students directly or indirectly; after OSU, these students are not likely to work in a professional world composed solely of those similarly trained. Continued efforts to build a cohort across the department are encouraged to provide a strong level of investment in their colleagues' research. Furthermore, the OSU scholarly community has been robust and attractive to graduate students regionally for over 30 years thanks to the faculty, students, and programs in the Colleges of Oceanography and Atmospheric Sciences, Forestry, Agriculture, Engineering and Arts and Sciences, along with the contribution of the USDA Forest Services' Forest Science Lab (FSL) and related facilities such as the HJ Andrews Experimental Forest. [n.b., Although it is not within the control of OSU, disinvestment in FSL by the federal government and key retirements by USFS personnel within the next decade could reduce the quality of this interaction in the area of surface processes.]

Geography

The high ratio of students to faculty, coupled with high levels of research and instructional commitments on the part of Geography faculty, make student interaction with faculty more difficult, though there is little evidence of an impaired intellectual atmosphere. Graduate students report very high satisfaction both with the quality of their interactions with their major professor as well as overall intellectual interactions with their peers. Then program also facilitates student access to linked research groups across campus.

Geology

Although there are only 10 faculty members in Geology, the close proximity between Geology and COAS greatly increases the number of potential scholars available to Geology graduate students. Also, the University of Oregon's Geology Department is relatively close, and some OSU students have taken graduate courses in Eugene.

Outcomes

1. Professional viability of graduates

Geography and Geology

A central measure of program productivity and success is the excellent record of graduate placement. The direction and emphases of graduate employment reflects program strengths, moreover, specifically in crucial, applied, problem-solving areas in natural resource management. Graduates are consistently employed in key sectors, including state land management agencies (e.g. National Parks Service),

non-governmental and multi-lateral institutions (e.g. World Bank), and private sector areas (e.g. environmental consulting). The range and prestige of these institutions speaks directly to the overall success of the graduate training mission of the program, along with the list of peer institutions to which many students go on for further study or employment. Multiple specific elements contribute to this effective professionalization, including a well-established, cohort-centered approach (reflected in things like the annual field camp and student-student mentoring activities) as well as an effective effort to network students with potential employers. This has unquestionably produced a viable scholarly community.

2. Satisfaction of students and graduates

The Department of Geosciences can't guarantee office space to new graduate students, but has been able to do so to date. Most students don't like their assigned spaces because most offices have no windows. Some have expressed frustration with privacy issues, particularly as it pertains to accomplishing their research – some students reported conducting telephone interviews on their cell phones in the hallways or empty classrooms rather than in their crowded offices. There is also no communal space for graduate students to meet and, e.g., eat their lunch.

Geology

When interviewed, the Geology graduate students expressed their happiness with choosing the OSU graduate program, primarily because of the reputation of their research advisors. It was also pretty evident that they didn't choose this program because of the quality of the facilities or the financial support that was offered them. The TA stipend inequity issue is having an adverse affect on graduate student morale. The students also expressed concern about the seismic safety hazard in Wilkinson Hall. Students felt that laboratory safety issues are not well addressed, and that some are expected to establish these for their own labs. Students who work with rocks noted the lack of suitable space for rock crushing/sample preparation. Students expressed unhappiness with the limited number of graduate course offerings: many are so-called "slash" courses (offered to both grads and undergrads) but campus only allows 50% of grad courses for degree requirements. Curriculum in slash classes is generally less advanced. Courses offered through COAS help because none are slash. Students would welcome a dedicated proposal writing class in fall quarter. They felt that Geosciences 518, offered in winter quarter, is not filling their needs (e.g., many felt that many of the topics covered were too elementary). Students felt that they need more teacher-training to be better TA's: they feel that the single day course they currently receive is not adequate. Students felt they have very little input into suggesting seminar speakers.

Geography

Geography students uniformly reported satisfaction in their choice to come to OSU, specifically citing the high caliber of the faculty. Some Geography students stated a concern about the uneven and low levels of assistantship stipends. Students also explicitly expressed concern about the work levels and work/life balance of their professors: “burning the candle at both ends”.

3. Rankings/ratings

Geography

NRC rankings of the Geography program released in 2010 show a reputational rank range of 15-38, among 49 doctoral programs overall. Most notable in terms of comparative achievement, OSU’s program performed in the top-ten of smaller programs for Placement Rate of students, confirming internal assessment of the very high rate of success in training students for professional activities.

Geology

In the recent NRC survey of graduate programs, the OSU Geology program ranked well relative to peer institutions. Overall, it ranked 38th amongst 140 programs in the “reputational” category and 56th in the “statistical” category.

Conclusion and recommendations:

Both of these graduate programs are of excellent quality, but the Geography program is in dire need of FTE infusion to maintain its viability. We offer the following recommendations on issues we feel need to be addressed:

1. Need for Geography FTE

Across the university, but especially in any new CEOAS formation, there will be increasing demands for human dimensions expertise, spatial and spatiometric analysis, as well as synthesis experience and theory. Larger interdisciplinary solicitations from NSF (coupled natural human system research, LTER, ULTRA, etc.) and other agencies - which require human dimensions participation - will create further demand in these areas. Given the development of such solicitations and an overall increase in demand for science-society collaboration, as well as human dimensions and global change adaptation research and training, the need for ongoing development of faculty strengths in geographic science is not only desirable, but likely inevitable. In this sense, if there is not a strong Geography program when this area of critical work begins, the university and CEOAS will likely have to *create one*. The committee concludes, therefore, given the demonstrated current efficiencies and strengths of the graduate program in Geography, which will be the only PhD-granting unit performing human dimensions research in the new

unit, it would be advisable to “double-down” on the existing program and support its expansion precisely into these area of human-environment research, environmental management, and spatially-explicit resource planning (the program’s historic strengths).

This would represent a reversal of the current trajectory. Despite dramatically increasing productivity of individual geography faculty, increasing advising by individual faculty, and a relatively short time to degree, the diminution of faculty FTE over time (from 11 to 7), has led to a decreasing GRA opportunities and funding, with a concomitant decrease in graduate admissions in the program. In terms of the overall resources and time available to meet multiple goals, the Geography unit has reached an apparent breaking point and requires reinvestment. Given the likelihood of an additional retirement within the next five-years, moreover, the window for retaining the program’s viability is time-limited.

To that end, there is a demonstrable need to expand the core Geography faculty if the program is to remain viable and crucial graduate training is to continue. There are several key areas where hires in geography might foster effective cross-campus collaborations and external funding flows, including biogeography, science / policy analysis, coastal marine spatial planning and the geography of food security. Most urgent, however, especially for leveraging synergies in allied units (e.g. the new climate center), *three* key hires would maintain the viability of the unit and its critical role across campus:

- 1) Human dimensions of global change adaptation and sustainability science
- 2) Environmental risks and hazards
- 3) Geographic information science, modeling, in the area of adaptation and risk

2. Need to increase number of dedicated graduate courses in Geosciences.

Geosciences can’t continue to rely on other units on campus to provide dedicated (i.e., non-slash) courses for Geology and Geography graduate students. This issue is less significant for Geology graduate students as they have access to courses offered through COAS. An infusion of faculty FTE for Geography would improve this situation for their graduate students.

3. Need for resolving stipend inequity for graduate students

This issue is undermining student morale and must be resolved prior to the merger with COAS. We recommend that stipends for Geosciences graduate students should be identical to those in COAS.

4. Need for increased laboratory and graduate space for teaching and research missions.

One of the principal challenges for the future health of the Geology and Geography graduate programs is the lack of adequate research and teaching space. The self-study reports that as of 2006, the Geosciences Department had 9563 ft² of research space and 10285 ft² of office space. The relevant University metrics for this department would indicate the research space should be 19194 ft² and the office space should be 11879 ft², deficits of 9631 and 1594 ft². In 2007, the department requested 1700 ft² of office space, 4200 ft² of lab space and 2900 ft² of storage space. In the intervening time, the situation has worsened, as the research funding of the department increased. Without new or renovated facilities, growth of the graduate and research programs will be limited. Additional space is needed for graduate student offices and laboratories, graduate instruction, graduate student communal space, and faculty research. Apart from computer facilities, the majority of space in Wilkinson Hall has not been renovated in four decades.

The space deficit is significant (11,225 ft²) but not overwhelming. The ultimate solution would be a new Geosciences building built in cooperation with other groups in the Earth Sciences Division. However, given this building is not on the current OSU building priority list, that solution is decades away.

The Department needs to develop a realistic plan to address space issues in the short and medium term. The forthcoming merger of Geosciences with COAS may offer opportunities to increase the space available for Geosciences. The review panel urges the Department to make a series of realistic shorter-term estimates for various plans to address space issues. One of these plans should deal with various options for the renovation/remodeling of Wilkinson Hall. (We understand Wilkinson Hall was built to accommodate the addition of another floor for the building although the need for seismic retrofitting may impact that option). The review panel encourages the Department to develop a set of smaller short-term projects that will improve the quality of the present space and increase it in modest increments. The Department needs to seek external funding for these improvements in cooperation with the College of Science, the Earth Sciences Division and the OSU Foundation.

5. Need for enhanced computing facilities

Geography and related disciplines are growing increasingly dependant on high-end computer mapping technologies including remote sensing and geographic information systems (GIS). Modeling and statistical software is becoming increasingly demanding as it keeps pace with rapid advances in computer hardware. In order to attract and keep high-quality students, it is imperative for any modern Geography department to remain at the forefront of these technologies.

Currently, students of the Department of Geosciences have various computer facilities for their use. There is 30-seat Digital Earth Classroom (Wilkinson 210), which is largely used for teaching, the small Terra Cognita Lab (Wilkinson 208), and even smaller Graduate Student Research Facility (Wilkinson 106). Graduate students working under some faculty also have access to additional computing facilities for their research. The Digital Earth facility is primarily for teaching but allows some use by students for research.

Based on the site visit, review of facility specifications, discussions with faculty, and interviews with graduate students, the current computing facility is not fully meeting the current demand by students and will deteriorate without clear planning for the future. There is an overwhelming sense of frustration by the students in terms of not having the computing tools available to do their best work. Students frequently reported that they had to resort to purchasing their own hardware and software in order to carry-out their classroom work and research, because these resources were not being provided or were not easily accessible by the department. In order to remain a strong Geosciences department, close and continued attention to the computing facility is fundamentally important.

The following recommendations are -

1. Consider developing a lab similar to Digital Earth (~15-20 stations) to be used exclusively for research. This would relieve pressure on the Digital Earth Classroom and dramatically improve the current demand for dedicated computer facilities for graduate students.
2. A hardware upgrade policy should be formalized that maximizes graduate student access to the most current technology.
3. Current hardware performance is generally good, but some number of machines should be dedicated as state-of-the-art machines and reserved for projects that are computationally demanding. Most computers are using fast processors but are beginning to lag on RAM and video card speed. Hard drive space is also limiting in some instances and relatively inexpensive to address. Computers built for spatial analysis and visualization need to keep pace with the technology.
4. Student access to current resources should be improved and the changes clearly communicated to students. Some facilities should be available to graduate students 24/7.
5. For those students with heavy computer needs, a dedicated workstation should be assigned for their research.

6. Software review should be regularly conducted with student involvement and the most useful packages maintained, including the high-end functions that are often not included in base packages.

6. Need for improved professional development for graduate students in the areas of teacher training and proposal writing.

We recommend that Geosciences establish a 1 unit, fall quarter-length TA training course that brings up real, on-going issues that TA's are facing as well as topics such as syllabus development. Revise Geosciences 518 into 2 separate courses. Create a writing class for all new students, and a separate (NSF-style) proposal writing class for PhD students who have already completed a MS thesis.

Oregon State University Graduate Program Review Nutrition Graduate Program, May 2011

PREFACE

Professor Martin Fisk, Associate Dean of the Graduate School, Oregon State University (OSU), appointed a team to review the Nutrition Graduate Program (NGP) on May 4, 2011. The Review Team included the following: Denise Lach (Professor, OSU Department of Sociology, and Transitional Director of School of Public Policy); Thomas Wolpert (Professor, OSU Department of Botany and Plant Pathology); Patrick Stover (Professor and Director, Division of Nutritional Sciences, Cornell University); and Mark Failla (Professor, Department of Human Nutrition, and EHE Associate Dean for Research, Ohio State University). Review Team members received a copy of the Self-Study prepared by the Nutrition Graduate Faculty several weeks before the on-site meeting. Dean Fisk hosted the Review Team for dinner on the evening of May 3rd to provide an opportunity to meet one another, learn the background associated with review, and share expectations for the evaluation process. The following morning the team first met Professors Anthony Wilcox, Chair of the Department of Nutrition and Exercise Sciences, and Donald Jump, Nutrition Graduate Program Director, for an overview of the NGP and the faculty. Professor Tammy Bray, Dean of the College of Health and Human Sciences, shared insights about the rebuilding of the NGP and her vision for its continued maturation. This was followed by a meeting with graduate students (8 of 14 in attendance), a tour of the laboratory facilities in Milam and Weniger buildings that house NGP faculty and graduate students, and a meeting with NGP Faculty. The Review Team and Dean Fisk met once again with Professors Wilcox and Jump for final questions prior to initiating an Executive Session to share perspective on programmatic activities during the past five to six years and the stated perspective of the faculty, students and Dean Bray. The Review Team agreed to individually prepare a draft for assigned sections of the final report. The completed draft was shared, revised and accepted by all Review Team members prior to submission to Dean Fisk.

INPUTS

1. Fit of the mission of the program and its relationship to the mission to the academic colleges and university mission.

1.1 Background. The Nutrition Graduate Program (NGP) is affiliated with the Department of Nutrition and Exercise Sciences, chaired by Professor Anthony Wilcox. In this capacity, Professor Wilcox has oversight responsibility for the very large undergraduate programs, as well as two graduate programs: 1) Exercise Sports Science and 2) Nutrition. Professor Donald Jump was recruited in 2007 from Michigan State University to strengthen molecular nutrition at Oregon State University (OSU) and was appointed as NGP Director in 2008. The Department of Nutrition and Exercise Sciences is affiliated with the College of Health and Human Sciences. Professor Tammy Bray serves as Dean of this College and is a member of the Department of Nutrition and Exercise Sciences. All eight core NGP faculty members, including Professors Jump and Bray, are affiliated with the Department of Nutrition and Exercise Sciences. This core group was recently enriched by the recruitment of an additional seven adjunct NGP faculty who have primary affiliations with Animal Science (1), Biochemistry/Biophysics (3) Pharmacology (1), Public Health (1), and Environmental/Molecular Toxicology (1). The stated mission of the Nutrition Graduate Program is to: 1) provide state-of-the-art graduate level training in nutrition for the next generation of scientific leaders entering careers in academia, government and industry; 2) carry out cutting edge research in areas relevant to human health, including bone metabolism, cancer biology, diabetes, exercise, metabolism, obesity, and aging; and 3) communicate research outcomes to the public to improve health and well-being. The NGP self study identified five short-term goals and three long-term goals, which centered on growing the number of doctoral students, post-doctoral fellows and faculty, and increasing the quality and visibility of the program.

The Dean of the College of Health and Human Sciences expressed to the committee an ambitious vision for nutrition and NGP during the planned transition to a College of Public Health and Health Sciences. In keeping with the Land-Grant mission of the University, nutrition was viewed comprehensively in the context of linking healthy individuals to healthy families to healthy communities. In this context, nutrition was described as key to bridging the basic sciences, through its molecular nutrition emphasis, to community outreach with a strong emphasis on health disparities.

1.2 Challenges facing the NGP. The NGP is a relatively small program that has recently been reorganized and revitalized with the appointment of Professor Donald Jump as program director beginning in the 2008-2009 academic year. Professor Jump has taken the lead to revise and modernize the curriculum and the NGP Handbook, and importantly has established a critical mass for the NGP by recruiting outstanding adjunct faculty from across the campus who appear to be committed to the

success of NGP. Prior to Professor Jump's initiative, the NGP did not fare well in the NRC graduate program rankings, and the committee became aware during the review that the current number of NGP doctoral students is below the minimum size required by the OSU Graduate School. The committee noted the recent excellent progress and improvements in the NGP over the past two years, spearheaded by Professor Jump. An excellent framework has been established for the NGP, and the program is now well positioned to scale up the number of doctoral students to meet size expectations set by the OSU Graduate School, and to meet research and training goals put forward in the self study. Specific recommendations follow.

Recommendation 1. *Decrease or phase out recruitment of MS students. The number of doctoral students needs to be increased to meet OSU Graduate School standards and to enhance the research and training missions of the NGP. MS student recruitment seems to be justified based on the following: 1) the ability of OSU to recruit students interested in completing Didactic Program in Dietetics (DPD) requirements through post-baccalaureate education in preparation for a dietetic internship (DI); and 2) filling teaching assistantships (TAs) with students qualified to support the undergraduate teaching program. While there are exceptions, research does not appear to be the primary motivation for MS student recruitment. Because the NGP has limited resources available to support doctoral training, the wisdom of using these resources to recruit and support MS students and the possibility of transitioning as many of these positions as possible to the PhD program should be considered by the faculty. The Review Team also encourages the NGP faculty to discuss the possibility of establishing a larger post-baccalaureate DPD program that generates full-tuition that could be directed towards support of the Director's salary.*

Recommendation 2. *Doctoral student recruitment should be made a priority. The quality of the NGP has been enhanced significantly the past five years by faculty recruitments to the Department of Nutrition and Exercise Sciences and recruitment of adjunct NGP faculty across the OSU campus. These changes should improve the ability of the NGP to recruit a strong pool of high quality graduate students. Currently, the quality and quantity of PhD applicants are inadequate to meet the stated missions and goals of the NGP. An aggressive doctoral student recruitment plan should be developed and financially supported by the program, department and college. Doctoral student recruitment should be the highest priority for the program and all NGP faculty should actively engage in the recruitment of strong students to the NGP doctoral program.*

Recommendation 3. *Develop a diversified funding plan for doctoral student training.* The funding plan for scaling up the doctoral program is centered on increasing faculty extramural research support (and hence GRAs), and obtaining a NIH- and/or USDA doctoral training grant(s). Dr. Manore is complemented for her success with obtaining a USDA training grant. However, the committee has some doubts that this approach will be sufficient to achieve the increase in PhD students that is required to meet enrollment minimums set by the Graduate School. The USDA National Needs Fellowship Program is not well funded and characteristically funds only two to three students. Currently, the NGP would not likely be competitive for a NIH training grant because of the small size of the current program, low matriculation of students from Underrepresented Minority (URM) groups, and the lack of graduates hired as postdoctoral fellows and appointed to tenure track faculty positions at Research 1 institutions. A training program that is “theme” centered and extends beyond the NGP may be feasible. While the desire to increase extramural funding is applauded, the current funding environment is challenging. The committee recommends that funding for the NGP doctoral training become a priority or the program may continue to not meet OSU program standards. We recommend that the NGP, departmental, and college officials work together to develop a diversified funding portfolio to fully fund (0.49 FTE) all first year doctoral students with opportunities for competitive funding of some candidates with dissertation year fellowships. The plan might include income and funding from e-campus, the Dean’s initiative, return of a portion of faculty salary recovery, and return of a portion of cost recovery from grants generating full indirect costs. The review team suggested that full funding for first year NGP students from program resources is essential to allow students to enter the doctoral program without an appointed faculty mentor, thus providing opportunities to rotate among faculty research groups before selecting a doctoral mentor.

Recommendation 4. *Maintain and build on current NGP strengths.* The primary strength of the revitalized NGP, both in its core and adjunct faculty, is in the area of molecular nutrition. The size of the faculty is modest, yet the aspirations for the program appear to be much broader, and the pressure to become a comprehensive nutrition program (molecules to populations and policy) will increase with the new focus on Public Health. The NGP self-study also calls for the recruitment of a new professor at the assistant or associate level to enhance graduate training. The committee supports this recommendation and views such recruitment as essential to establish a critical mass for the NGP. The Moore Family Center for Whole Grain Foods, Nutrition

and Preventive Health offers additional and immediate opportunities for the NGP, including the hire of one or two faculty. Dean Bray shared that the donors have stated their preference that the hire(s) have expertise in translational and not simply mechanism driven research. The review team recommends the need to develop a strategic plan for new faculty recruitments that is built around core strengths of the revitalized NGP. The review team concluded that achieving a broader vision that meets long-term aspirations of the college will require significant new investments and greater integration of the NGP with other related OSU programs.

2. Quality of Students and Admissions Selectivity. Total number of graduate students in the program from 2007 to 2010-2011 has ranged from 11-14 students. The number of applicants has increased during the 2006-2011 period by approximately 50%. Admission has been highly selective during this period with only 10-15% of the applicants accepted during the past three years. The majority of admitted students have matriculated in the MS program with a range of only zero to two PhD annual admits from 2006-2011. Mean test scores for admitted students (V=525, Q=627, A=4.5) are well above rejected applicants, but somewhat below the test scores desired to achieve stated aspirations. Also, there has only been one international student admitted to the program during the past five years.

The profile of applicants and admitted students does not compare favorably with many other graduate nutrition programs. This is explained in part by the marked changes in the program characterized by turnover of the faculty, the need to renovate laboratories, and development of a modern curriculum. Also, there have been no systematic efforts to recruit strong students. The current model for recruiting and funding first year students will not attract the best students for graduate study in nutrition at OSU. Rapid turnaround will be challenging without additional resources as the college is only providing 0.33 FTE towards each first year student. Faculty are understandably hesitant to provide additional support to beginning students, especially as the students are expected to assist with the teaching mission, take a full load of courses during the first year, and are largely admitted to the MS program.

The committee had the opportunity to meet with graduate students. Eight (five PhD and three MS students) of the 14 currently in the program attended the session. The entire group actively engaged in the discussion and exhibited impressive awareness of one another's projects. Students acknowledged the greater flexibility of the revised curriculum, the open door policy of the faculty that facilitates the use of equipment in the various laboratories and the culture that encourages collaboration. Unanimous concern was expressed about the poor quality of the soon to be renovated graduate student "bullpen". Other issues mentioned included the following: general lack of intellectual challenge in *slash* courses; the absence of meaningful interactions with faculty in the Exercise Science program that has largely

resulted from the departure of a highly productive kinesiologist; apparent inequity in faculty support for presentation of research at professional meetings; and, lack of formal feedback by some faculty for graduate student teaching activities.

Recommendation 5. It is imperative that the faculty immediately develop and implement an aggressive program of recruitment to begin in autumn 2011. *Recruitment needs to be as a collective responsibility and not merely an additional activity for Dr. Jump in his role as director of the NGP. As OSU is the only institution in Oregon that awards the PhD in Nutrition, recruitment of strong students in undergraduate nutrition program and the biological sciences on campus, as well as other institutions in the state seems to provide an opportunity for this effort. The NGP faculty are also encouraged to take advantage of ongoing recruitment efforts by life science programs on campus. These include the Molecular and Cellular Biology program and the departments of Biochemistry and Biophysics, Botany and Plant Pathology, and Microbiology. The review team recommends that the department, college and university provide funding to NGP to facilitate initiatives designed to recruit strong doctoral students for a period of three years.*

3. Level of Financial Support of Students. As stated above, department support of graduate students is limited to 0.33 FTE for first year students with contributions from faculty potentially increasing the level of support to 0.49 FTE. Such support is associated with service as a teaching assist. Many of the graduate students also receive college scholarships in the range of \$1000-2000 annually. These funds can be used to supplement stipends or for enrichment activities such as travel to professional meetings. However, the graduate students shared that the scholarships are generally used to pay “fees” that are not typically provided in GTA/GRA appointments and can be relatively expensive. Thus, the scholarships do not seem to be facilitating the intended enrichment process. The Graduate School appears to lack competitive funding programs for dissertation year fellowships or other means of effectively partnering with faculty to support the best and brightest doctoral students with research assistantships. As mentioned above, this situation places a heavy burden on faculty to generate and commit long term support to doctoral students at a time when federal funding of sponsored research is extremely tight. The funding issue represents a major barrier to scaling up recruitment of highly competitive graduate students.

Recommendation 6: The faculty should consider strategies to diversify the research funding portfolio as a means of increasing available support for doctoral students. *Alternative funding sources such as the food industry in the northwest region may represent a means to obtain*

support for graduate students. The record of high productivity and visibility of the NGP core and adjunct faculty provide a sound foundation for seeking such support. The faculty is also encouraged to discuss the possibility of establishing an external advisory board of industry and government scientists as a means of securing additional funding, as well as opportunities for graduate student internships.

4. Curriculum strength. Admission into the NGP requires proficiency equivalent to bachelor's degree level competency in human nutrition, biochemistry and physiology, otherwise these minimal competencies must be met in the graduate program of study. The doctoral core curriculum includes 22 credits of didactic course work in metabolism (6 credits), nutritional status (3 credits) and statistics (9-12 credits). Course requirements in the Responsible Conduct of Research (RCR) can be fulfilled through IST 520 (1 credit) or MCB 557 (3 credits). The curriculum for neither of these RCR courses is likely to meet the NIH training grant standards. The core curriculum electives provide in depth and specialized instruction in nutritional aspects of cancer, bone physiology, energy metabolism, and metabolic disease. Concentration specific electives in biochemistry, genomics, epidemiology, public health, exercise, and functional foods provide both breadth and depth to the core curriculum. This curriculum appears to be excellent in fully supporting the NGP goals to span molecular and human nutrition, and provides a strong academic foundation for the NGP research programs. Current graduate students expressed satisfaction in the quality and availability of course offerings.

The curriculum does not include foundational courses in the social/behavioral sciences, and therefore does not support the long-term college vision of building a program that links healthy people, healthy families and healthy communities.

Recommendation 7: *The NGP faculty should discuss the possibility of requiring a minor for the PhD to increase the breadth of doctoral students.*

5. Quality of personnel and adequacy to achieve mission and goals.

The quality of the faculty associated with NGP has improved substantially since the previous review. This was achieved by hiring new faculty and by the inclusion of adjunct faculty, especially those from the Linus Pauling Institute, in the program. The committee reviewed core faculty extramural research support, publications, and Impact H-Index. There are many faculty with very strong funding and publications records, and only one faculty member currently lacked funding. These faculty provide a strong foundation for the NGP with its focus on molecular nutrition, but not necessarily the critical mass

of core faculty required for a broad based program that provides quality training in both applied and basic aspects of nutrition.

The recent effort in increasing the quality and productivity of faculty members associated with the NGP has outpaced the recruitment of strong graduate students, especially PhD students. Faculty have choices regarding their commitment of time and effort to training graduate students and if they don't find strong students in the NGP program, they have access to other graduate programs with potentially stronger students. As discussed above, investments in doctoral student recruitment and first year funding will be essential to support, leverage and maximize the successful investments in NGP faculty.

6. Level and quality of infrastructure. During the past decade, the institution and college have made considerable investments to re-build the Nutrition faculty by hiring strong senior and junior faculty into tenure track positions. Also, there has been major investment in renovating laboratory facilities in Milam Hall and Weniger Hall. These renovations continue and provide faculty with a modern research facility. Appropriate accommodations for the Moore Family Professor have been undertaken. Presently, space is adequate for the current faculty at their level of funding. Laboratory space also will be assigned to several core faculty in the NGP in the soon to be completed LPI building. This will provide additional workspace for graduate students and research staff, and also ensures continued and possibly increased opportunities for NGP core faculty to collaborate regularly with colleagues at LPI. Space for scholarly activities has the potential to be a limiting factor for consideration of additional faculty hires to the NGP.

In addition to the high quality of the physical facility, laboratories visited by the committee were well equipped with a wide variety of both state-of-the-art and standard instrumentation essential for addressing problems in cellular and molecular nutrition. Also, Dr. Traber and colleagues at LPI possess state-of-the-art instrumentation required for metabolism studies. Although specific information was not provided, it appears that the facilities were equipped by a combination of start-up packages and the success of the faculty with obtaining competitive funds. Students expressed appreciation for the willingness of faculty to provide training and access to the instruments, regardless of specific location and faculty advisor.

The committee did not visit the Nutrition and Physical Activity laboratory directed by Dr. Manore.

PRODUCTIVITY

1. Level and Quality of Student Performance. Current graduation rates are averaging about 71% for both MS and PhD students, with an average 2.5 years and 4.5 years to completion of the MS and PhD, respectively. Efforts are underway to reduce attrition although these numbers continue to be relatively high (Between 2005-2010, only 67% of students finished in less than eight years).

Doctoral students and some MS students are regularly publishing in leading peer reviewed journals in the discipline, including the *Journal of Nutrition*, *American Journal of Clinical Nutrition* and the *Journal of Nutritional Biochemistry*. As modern nutrition is an integrative science, it is noteworthy that students are also co-authors of papers published in other high impact journals that often serve as vehicles for dissemination of nutritional biochemistry and nutrition and physical activity including *J. Lipid Research*, *Experimental Biology and Medicine* and *Medical Science of Sports and Exercise*. Students reported during their interview that they felt “publication pressure” from their major advisors. A large number of students are making scholarly presentations at professional meetings. For example, eleven nutrition grad students have given presentations/abstracts at professional meetings during the first four months of 2011. The meetings include the annual meetings of Experimental Biology and the American Chemical Society, which are important venues for molecular nutrition scientists. It appears that all faculty encourage students to attend professional meetings, although students report that some faculty provide financial support to attend and present at professional meetings, whereas others promote but do not.

In interviews with the students, we heard that the fellowships were relatively small (~\$1-2,000/per term) and were primarily used to pay student fees. Students also suggested that notification of information about fellowships is not necessarily distributed to all and depends primarily on the PI/major advisor. There was limited evidence that Nutrition Graduate students have been successful in attracting external awards, although over the years several have won poster competitions at the American Society of Nutrition meetings.

Recommendation 7: *Characterize causes for lack of completion of the degree and develop strategies to increase completion rate.*

Recommendation 8: *Continue publication expectations for students and provide support for travel to present results at a professional meeting at least once during the PhD degree program.*

Recommendation 9: *Encourage faculty and graduate students to seek prestigious graduate fellowships, including OSU Graduate Fellowships.*

2. Level and Quality of Faculty Performance. The department reports a highly commendable increase in research productivity as measured by receipt of grants, publication of peer-reviewed manuscripts, and presentations at professional meetings, both in absolute numbers and on a per faculty basis. The department has been intentional about encouraging research and recruiting senior faculty with active research agendas and the success of this strategy is most evident. Over the last five years, scholarly activity increased substantially by a variety of metrics including peer reviewed publications and presentation, citation counts and external funding. The self-study reports that the H-Index (index of impact) ranges from 4 to 46. Several faculty members have won internal awards for scholarship, and two have received professional awards for excellence in scholarship. This success is echoed in reports from students who are impressed by the quality of faculty, believing they are pushing the forefront of nutrition and human medicine. Students appreciate the ability to collaborate closely with this productive faculty.

Recognizing the difficulties of finding resources to support graduate students, there does appear to be inequities in the distribution of mentoring responsibilities. Some faculty members do not appear to mentor NGP PhD students, although they may work with students from other PhD programs. It was mentioned that Nutrition Graduate students may not be sufficiently strong to participate in emerging faculty research programs. This further supports the need for aggressive recruitment of strong students to NGP by the faculty.

Recommendation 10: Include mentoring Nutrition Doctoral Students as part of every faculty member's Position Description and consider the success of graduate students in faculty performance reviews.

3. Viability of Scholarly Community within Which Students Can Interact. Both students and faculty shared that there are weekly seminars in the department at which research from both OSU and external researchers is discussed. There was some concern among students that the topics of the seminars were not always of interest as they addressed physical activity rather than nutrition. Students suggested that the time might be better used to talk about their research with other nutrition students in informal settings. Although the College of Health and Human Sciences has several interdisciplinary centers (e.g., Healthy Aging, Children and Family), students do not identify these as part of their scholarly community (neither did most faculty members). Finally, we did not hear from either faculty or students that students were engaged in any program or departmental governance or decision-making.

Recommendation 11: Review required and elective slash courses to ensure that they have appropriate learning outcomes and assignments for graduate students.

Recommendation 12: *Find ways to engage students in program decision-making as part of their professional development (e.g., serve on search committees, participate in curriculum reform, etc.).*

Recommendation 13: *Encourage the Nutrition graduate students to organize and lead a “journal club” as a means of sharing interests and expertise with one another.*

OUTCOMES

1. Professional viability of Graduates. As indicated earlier, previous to the arrival of the current program leadership, the Nutrition Graduate Program (NGP) was in a state of disarray. Consequently, records for graduate placement prior to 2005 are not available. Since 2005 ten MS and five PhDs have graduated from the program. Of the five PhD graduates, one owns a nutrition consulting business, one is a sports nutrition specialist with adjunct faculty status, one is employed as an industry research scientist and two are postdoctoral fellows. Thus, while the total number of PhD graduates from the program is very low, success of the PhD students as determined by placement within their respective areas of study is noted. Many of the MS students were completing undergraduate DPD (Didactic Program in Dietetics) requirements to qualify for admission to a Dietetics Internship program, a requirement to become a Registered Dietician (RD). Available data suggest that the majority of these students have been admitted to dietetic internship programs. Of the students for which placement data are available, the majority are employed as Registered Dieticians or in a related field.

2. Satisfaction of Students and Graduates. Data for the satisfaction level for graduates of the program was obtained through a survey conducted in late 2010 and consisted of six responses. Although quite limited in scope, graduates generally indicated satisfaction with their experience in the NGP.

Data for satisfaction of current graduate students is based on a meeting with eight of the graduate students during the on-site review and a student survey conducted toward the end of 2010. The survey was sent to 14 students in the program and responses were received from eleven individuals.

Responses for the survey indicated satisfaction that met or exceeded the averages obtained from the OSU Graduate School graduate exit survey for all OSU graduate programs. During the meeting of the committee with Nutrition graduate students, they expressed an overall, very positive assessment of the program. It was felt that significant improvements have recently been made in the curriculum and core requirements for the program. Program-related courses are provided in a timely manner such that there are no problems with availability. Students felt that the program provided a positive learning environment that inspired a great deal of camaraderie. Students were pleased with the research facilities and indicated a high level of collaboration and sharing of facilities. A significant point of dissatisfaction was expressed over the quality of the student office space. There are plans for extensive renovation of these office facilities in the near future. Most students felt that the diversity of research conducted in the Department of Nutrition and Exercise Science presented a strength for the NGP, but were disappointed by the limited number of collaborations occurring between faculty in the program and other members of the Department. Some students also commented that the research diversity in

the Department was reflected in the Departmental Seminar series and often led to seminars not relevant to their interests. One student expressed strong concern over limited rigor in *slash* courses; several other students agreed with this assessment.

3. Rankings/ratings. Recent NRC (National Research Council) ratings for the NGP from OSU (out of 44 programs surveyed) produced an S-ranking of 31 (5th percentile) and 41 (95th percentile) and an R-ranking of 16 (5th percentile) and 32 (95th percentile), suggesting that the NGP at OSU is ranked fairly low among other comparator programs. NRC rankings were based on data spanning the period of 2000-2006. However, the NGP has undergone significant changes since 2005. Consequently, current NRC rankings are not a valid reflection of the current state of the program. Comparison of a number of metrics associated with program success from the period reflected in the NRC rankings (2000-2006) with the period since the reorganization of the program (2005-2011) suggests substantial improvement. For example, the average number of faculty publications/year increased from 0.85 to 7.8, faculty with external grants increased from 42.5% to 87.5%, and first year student support increased from 25% to 100%. These metrics suggest that the program is currently on an improved trajectory.

CONCLUSIONS

The NGP program experienced difficulties during the late 1990s, necessitating complete restructuring of the faculty, renovation of the physical facilities, and revision of the graduate curriculum. The unit can proudly conclude that it has successfully accomplished these goals. The committee was very impressed by the scholarly productivity and positive attitude of the faculty, the quality of the research environment, and the enthusiasm of the graduate students, especially in regards to the learning experience they are receiving from the faculty. The program is now well positioned to address the major problem of recruiting and retaining a sufficient number of strong students to produce the standard number of graduates expected by the Graduate School. The current funding model and the distribution of the limited funds to both the MS and PhD programs represent the major barrier to accomplish this goal. The graduate faculty need to develop a strategic plan for recruiting more doctoral students to the program. The faculty and the administration must partner to develop a more diversified funding portfolio for shared support of graduate students in order to achieve the aspirations of the NGP. The NGP is the only program in Oregon that confers the PhD in Nutrition. This and the widespread recognition that diet and physical activity are key environmental factors that determine the balance between health and chronic disease make it imperative that the program is retained and expands capacity for training more graduate students in nutrition and its intersection with physical activity. Such growth is expected to increase the quality and visibility of NGP both on and off campus. It is noteworthy

that Professor Wilcox stated strong support for retention of the NGP when directly asked his opinion by the review team.



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

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

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

* Not required for Abbreviated Category I proposals unless requested

Full Category I

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

Check one:

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

Abbreviated Category I

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

Check one:

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

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

Title of Proposal:

Effective Date:

Post Baccalaureate Certificate in Accountancy

Spring 2014

School/Department/Program:

College:

Accounting

Business

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

Sign (Vice President, OSU-Cascades)

Date

Sign (Dean of College)

Date

Becky Johnson

Print (Vice President, OSU-Cascades)

Ilene Kleinsorge

Print (Dean of College)

Executive Summary:

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

CPS Tracking # 88672

CIP # 520301

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

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

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

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

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

1. Program Description

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

Accounting Certificate Requirements

Certificate Requirements:

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

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

BA 211 Financial Accounting (4 cr)

BA 213 Managerial Accounting (4 cr)

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

ECON 201 Microeconomics (4 cr)

BA 276 Introduction to Statistical Analysis (2 cr)

BA 302 Business Process Management (4 cr)

C: Required Accounting Courses (28 credits)

ACTG 317 External Reporting I (4 cr)

ACTG 318 External Reporting II (4 cr)

ACTG 319 External Reporting III (4 cr)

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

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

ACTG 378 Accounting Information Management (4 cr)

ACTG 427 Assurance and Attestation Services (4 cr)

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

ACTG 417 Advanced Accounting (4 cr)

ACTG 420 I.T. Auditing (4 cr)

ACTG 422 Strategic Cost Management (4 cr)

ACTG 425 Advanced Taxation (4 cr)

ACTG 429 Topics in Accounting (4 cr)

E: Other Required Business Courses (6 credits)

BA 233 Legal Environment of Business (2 cr)

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

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

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

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

2. Demand

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

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

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

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

An accounting certificate is not offered east of the Cascades.

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

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

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

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

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

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

3. Personnel

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

4. Other Resources

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

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

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

5. Alternative Delivery Methods/Formats

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

6. Budgetary Impact

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

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

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

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

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

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

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

Provost,

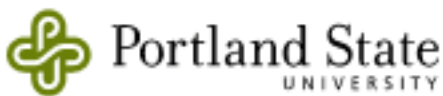
I am writing to initiate the required liaison with your campus prior to extending programs from OSU-Corvallis to OSU-Cascades. It is OSU's intent to extend the existing Post-Baccalaureate Certificate in Accounting program from OSU-Corvallis to OSU-Cascades. The certificate program will continue to be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

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

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

Sincerely,

Marla Hacker
Dean of Academics
OSU-Cascades



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

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

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

Provost,

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

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

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

Sincerely,

Marla Hacker
Dean of Academics
OSU-Cascades

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

No problems or questions from SOU.

Jim

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

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

Provost,

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

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

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

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

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

Accounting
Department

Business
College

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

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

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

Year 1:
\$500 for monograph purchases

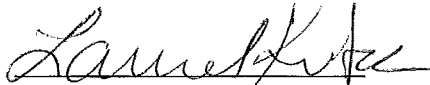
Ongoing (annual):

Comments and Recommendations:

Date Received: 10/28/13

Date Completed: 11/06/13


Laurel Kristick
Collection Assessment Librarian


Signature

Steven Sowell
Head of Collections & Resource Sharing

 11/11/13
Signature Date

Faye Chadwell
University Librarian

 11/11/13
Signature Date

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

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

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

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

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

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
November 6, 2013

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

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

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

Journals

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

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

Monographs

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

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

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

Databases

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

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

Library staff and expertise

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

Summary

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

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

Journals: \$0

Databases: \$0

Total funding: \$500

Respectfully submitted,
Laurel Kristick
October 11, 2012

Appendix A: 2006 Library Evaluation for Accounting Category I proposal

OSU Libraries Collection Development

Library Evaluation for Category I Proposal

Proposal to offer a Bachelor of Science in Accountancy

Title of Proposal

Accounting, Finance and Information Systems

Departments

Business

Colleges

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

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

☐ marginally adequate to support the proposal

☒ adequate to support the proposal

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

Year 1:

Ongoing (annual):

Comments and Recommendations:

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

Date Received: 8/3/2006

Date Completed: _____

Margaret Mellinger
Subject Librarian

Signature

Laurel Kristick
Head of Collection Development

Signature

Date

Karyle Butcher
University Librarian

Signature

Date

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

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

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

Monographs:

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

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

Serials/Journals:

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

Government Information

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

Subject-Specific Indexes and Abstracts

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

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

Summary

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

Respectfully submitted by:

Margaret Mellinger,
Oregon State University Libraries
August 10, 2006



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

October 29, 2013

Marla Hacker,

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

Sincerely,



Jean Duffett, AIA
University Space Planner

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

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

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

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

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

Hi John,

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

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

Marla Hacker
OSU-Cascades

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

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

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

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

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

Hi Marla,

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

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

Best,

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

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

PROGRAM TITLE: Accounting Certificate Program

BUDGET PERIOD: From FY 2015 to FY 2018

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

Note: Please include budget narrative describing items listed above.

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2014-2015_____

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades
 Program: Accounting Certificate
 Academic Year: 2015-2016_____

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

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2016-2017 _____

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

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2014-2015_____

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2015-2016_____

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

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2016-2017 _____

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

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2014-2015_____

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2015-2016_____

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

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: OSU-Cascades

Program: Accounting Certificate

Academic Year: 2016-2017 _____

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

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

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

1. Review - College Approver - Business

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

Comments

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

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

2. Originator Response

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

3. Review - College Approver - Business

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

4. Review - Curriculum Coordinator

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

Comments

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

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

5. Review - Budgets and Fiscal Planning Committee

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

Comments

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

Returning to Originator for additional materials. SW

6. Originator Response

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

7. Review - Budgets and Fiscal Planning Committee

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

Liaison	Status	Required
<p>William Braunworth Jr - Department Head / Horticulture These options should be helpful in the recruitment of students seeking more specific degrees related to these topics. (Responded on Sep 20, 2013)</p>	Responded	Yes
<p>Katherine Kelly Donegan - Advisor-Academic / Horticulture Support this proposal. (Responded on Sep 20, 2013)</p>	Responded	No
<p>William Edge - Department Head / Fisheries and Wildlife We have no objection to this proposal, but we wonder why BPP is not rolled into this proposal at this time, rather than anticipating that they may come under this proposal in the future. (Responded on Oct 11, 2013)</p>	Responded	No
<p>CSS reply - BPP could file a separate proposal to create the same two options under BPP, if they so desire. Until we determine whether the umbrella "plant science" degree will move ahead as a two party (HORT/CSS) or three party (HORT,CSS,BPP) agreement and file the needed CAT I to do so, we are obliged to do these separate proposals.</p>		
<p>Craig Marcus - Department Head / Enviro / Molecular Toxic EMT would have no concerns regarding this proposal and would support the new programs. (Responded on Oct 13, 2013)</p>	Responded	No
<p>Robert Mason - Chair-Biology Program / Zoology This proposal doesn't affect the Biology Program. If that is the case, Biology has no objections. (Responded on Oct 23, 2013)</p>	Responded	No
<p>Claire Montgomery - Interim Department Head / Forest Eng/Resources/Mgmt I have no concerns about this proposal. (Responded on Oct 10, 2013)</p>	Responded	No
<p>Gregory Thompson - Department Head / General Agriculture The College of Agricultural Sciences Curriculum and Assessment Committee supports this proposal. (Responded on Sep 30, 2013)</p>		
<p>Dr. Lynda Ciuffetti provided this comment - "The faculty in Botany and Plant Pathology had the opportunity to review the proposal and support the ENT and PBG graduate options. Several comments were made in particular on the PBG option. Faculty welcomed participation of BPP in the PBG option as it is very relevant to the work of faculty in BPP. Faculty suggested that a course in Genomics should be required. Finally, it is noticed that Dr. Chris Mundt is not listed as supporting faculty - it is suggested that he be contacted as to his interest in participating in this option due to the relevance of his research program.</p>		

We have responded to the suggestions from BPP faculty to add Dr. Chris Mundt as a member of the PBG group and added a genomics class among those that can be taken to meet the PBG class requirement.

Category II Proposal to Create an Entomology Option in the Existing Horticulture Graduate Degree

Justification

The Departments of Horticulture (HORT) and Crop and Soil Science have agreed to combine their graduate plant science curricula into one, shared degree program. Under this merger, the HORT and Crop Science (CS) graduate programs would be eliminated and the new program created. The Soil Science graduate degree will remain a separate entity at this time. The hoped for establishment timeframe for this new degree is during AY14, but this will depend on continued conversations with the new department head in HORT and discussions with BPP through which that unit may also come under the combined degree umbrella.

In anticipation of this new degree and in order to move several new study areas to recognized status, we are asking that two transcript visible graduate degree options be created under the existing HORT and CS degrees. The faculty of both HORT and CS believe it is important to establish these new options at this time in order to best serve student needs and utilize departmental resources.

This proposal requests the creation of an Entomology (ENT) option for both M.S. and Ph.D. degrees under the existing HORT degree

General Requirements for a Horticulture (HORT) M.S. or Ph.D. Degree

Coursework

There are few specific course requirements for a HORT degree. Most needed coursework is determined by the student's committee based on the student's specific interest and prior education. These requirements do exist:

1. Follow all Graduate School rules and regulations in place when your degree program begins
2. Complete HORT 511 – Research and Education Perspectives in Horticulture (2)
3. Complete 4 credits (for M.S) or 6 credits (for Ph.D.) from among a selection of the three sister current topics courses: HORT 518 (2), HORT 519 (2), HORT 520 (2)
4. Give one seminar in addition to their thesis defense (HORT 507 or 607)
5. Ph.D. students are required to include a teaching experience in their program of study (HORT 609)
6. All students must document that they have participated in professional ethics training activities.

Research

In addition to the coursework required in the student's program of study, M.S. thesis and Ph.D. students will complete a comprehensive research project in some aspect of horticulture under the direction and with the support of their major professor. M.S. non-thesis students will complete a research project or write a paper in some aspect of horticulture under the direction and with the support of their major professor.

Learning Outcomes and Assessment

M.S.

1. Conduct research with the outcome being a creative work

- a. Assessed during oral exam with Grad Council Rep having specific responsibility for assessment
- 2. Demonstrate mastery of subject material
 - a. Assessed by coursework grades and during oral exam
- 3. Be able to conduct scholarly activities in an ethical manner
 - a. Documentation of training activities on Program of Study

Ph.D.

- 1. Produce and defend an original significant contribution to knowledge
 - a. Assessed during final oral exam with Grad Council Rep having specific responsibility for assessment
- 2. Demonstrate mastery of subject material
 - a. Assessed by coursework grades and during oral exam
- 3. Be able to conduct scholarly activities in an ethical manner
 - a. Documentation of training activities on Program of Study

Additional Requirements for an Option in Entomology

Program Information

The Entomology (ENT) option at Oregon State University embodies the Land Grant mission of integrated research, teaching and extension in the context of understanding the basic biology of insects and with this knowledge then working with insects in natural and/or managed environments. Programs range from basic to applied and can include enhancement of environments to increase insect numbers to management of environments to diminish the numbers of insect pests. Entomologists regularly cooperate with plant scientists, physiologists, pathologists, soil scientists, genomicists, molecular biologists and experts in other fields.

Students in the Entomology option will learn an interdisciplinary approach to entomology by taking courses across a broad spectrum of disciplines. The option may be tailored to meet students' career goals including further graduate education or directly entering public or private sector positions. After completing their degree, students will have gained fundamental knowledge in entomology that may be applied in a range of agricultural, forested, aquatic, or human environments.

Supporting Faculty

Crop and Soil Science

Sujaya Rao, Professor, insect pest management, native bees and pollination
 Amy Dreves, Assistant Professor, pest management of horticultural, field and oilseed crops
 Silvia Rondon, Associate Professor, pest management in irrigated crops
 Stuart Reitz, Professor, Extension, insect pest management in irrigated crops
 Paul Marquardt, Assistant Professor, insect pest management, transgenic crops, insect behavior

Horticulture

Ramesh Sagili, Assistant Professor, honey bee nutrition and health
 Vaughn Walton, Associate Professor, pest management in vineyards and hazelnuts
 Jana Lee (Courtesy), biological-based pest management
 John Lambrinos, Associate Professor, landscape ecology
 Gail Langellotto, Assistant Professor, urban entomology
 Louisa Hooen, circadian rhythms in insects

Jeffrey Miller, Professor, insect biodiversity, biological control, Lepidoptera/caterpillars biology
Peter W. Shearer, Professor, tree fruit entomology and toxicology
Robin Rosetta, Associate Professor, pest management in horticultural crops

Botany and Plant Pathology

Peter McEvoy, Professor, ecology, biological control of invasive plants
Andrew Moldenke, Professor, soil invertebrates, pollination ecology, native bees
Len Coop, Assistant Professor, IPM decision support systems

Environmental and Molecular Toxicology

Paul Jepson, Professor, ecotoxicology, epidemiology, field ecology

Fisheries and Wildlife

Sandy DeBano, Associate Professor, riparian ecology, terrestrial invertebrates
David Wooster, Associate Professor, stream ecology, aquatic invertebrates

Forest Engineering, Resources and Management

David Shaw, Associate Professor, forest entomology, forest health/protection

Zoology

David Lytle, Associate Professor, evolutionary ecology, aquatic insects
David Maddison, Professor, insect Systematics
Jaga Giebultowicz, Professor, insect Physiology, circadian clocks
Chris Marshall, Curator, Arthropod Museum, insect systematics

Facilities

OSU Branch Experiment Stations
OSU Extension Offices
Hyslop Farm
Lewis Brown Farm
Vegetable Farm
State of the art laboratories: on- and off-campus
West Greenhouse
IPPC facilities- library, meeting room

Requirements – 12 credits from the following list

ENT 507. Seminar (1-2)
ENT/HORT 518. Current Topics in Entomology (2)
ENT 520. Insect Ecology (3)
ENT 542. Principles of Integrated Pest Management: Systems Design (4)
ENT/Z 547X. Insect Systematics: Diversity and Evolution (5)
ENT 599. Special Topics: Explorations in OSU Entomology (2)
Z 540. Insect Physiology (3)

1. Review - College Approver - Agricultural Sciences

Approved by [Penelope Diebel](#) Assistant Dean / College of Ag Admin, *December 4, 2013 4:50am*

Comments

Penelope Diebel (College Approver - Agricultural Sciences) November 26, 2013 8:18am

The College of Agricultural Sciences supports the creation of this graduate option for the Crop Science degree.

Penelope Diebel (College Approver - Agricultural Sciences) December 4, 2013 4:50am

The College of Agricultural Sciences supports the addition of these graduate options.

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *December 5, 2013 4:17pm*

Comments

Sarah Williams (Curriculum Coordinator) December 5, 2013 4:17pm

This proposal seeks to create a new graduate option, Entomology, within the M.S. and Ph.D. degrees in Horticulture.

Please note that liaison comments are attached as a document. The proposal was originally created before graduate options became a feature of the CPS, and was entered as an undergraduate option as a workaround.

BRIEFING: International Joint/Dual Degree Graduate Programs Joint/Dual Degree Task Force

Background

In December 2011 an OSU task force assembled to review and recommend processes for the development of International dual degree and joint degree programs at Oregon State University. The charge of the committee was to *“propose a clear set of guidelines and strategies to develop international joint-degree and dual/double-degree undergraduate and graduate programs.”* Provost Sabah Randhawa has since shared an interest in OSU developing two to three dual degree relationships over the next year.

Summary

With the current focus on strategic internationalization and international institutional partnerships, both joint and dual degree programs are becoming increasingly attractive to higher education institutions around the world¹. Recent surveys show that these programs support the strategic intent of many institutions by permitting them to attract international students and potentially diversify international student enrollments, strengthen academic research quality, increase international visibility and prestige, and increase revenue among other motivating factors². Further, international partnerships—in the form of dual or joint degree programs allow us to work in a global context on student learning and curriculum building, help us build the international capacity of faculty and staff, and connect to key parts of the world where we contribute to pressing global issues as reflected in OSU’s strategic priorities for healthy people, a healthy economy, and a healthy planet.

Definitions:

Dual (or double) degree: A student receives a separate diploma issued by each institution and represents work completed at two or more institutions.

Joint degree: A student receives a single diploma signed jointly by all institutions involved and represents work completed at two or more institutions.

International Dual and Joint Degree Programs: Added Value

- Increased research collaboration (more faculty and student visits)
- Opportunities for faculty to teach OSU courses at partner institution
- Recruitment of graduate students
- Enhance international visibility and global reach of College and OSU at large
- Increased enrollment of quality international students
- Internationalized curricula
- Increased outbound mobility of OSU students

¹ Chevallier, Arnaud (2013) A Process for Screening and Authorizing Joint and Double Degree Programs. Institute of International Education. Report prepared by Arnaud Chevallier, Rice University.

² Recent survey reports include: “Joint Degrees, Dual Degrees, and International Research Collaborations,” Council of Graduate Schools, 2010; and “Joint and Double Degree Programs in the Global Context,” Institute of International Education, 2011.

- Enhanced learning outcomes (skills/abilities, knowledge, and attitudes/beliefs) that students will gain from collaborative degree programs (specifically those that would not likely be addressed in traditional programs)

2011 IIE Joint Double Degree Survey Report Findings

Major findings from the 2011 Survey Report of 245 higher education institutions from 28 different include conclude that double/dual degrees are much more common than joint degrees. The majority of the reported joint or double/dual degree programs are at the master's level; however, the majority of programs reported by U.S. institutions are at the undergraduate level. The majority (76 percent) of participating institutions report joint and double degree programs with student enrollment of 25 or fewer. The double-counting of credits was one of the least important challenges and 66 percent of respondents indicated that they have measures in place to regulate the double counting of credits. (See [Appendix](#) for complete report) [\(link the appendix on page 6\)](#)

Dual Degree Proposal Process

Dual and Joint degrees have the potential to transform the educational experience, but we must take into account the very real issues surrounding resources needed, governance complexities and assessment over time. In order for programs to have a Dual Degree program approved, there is a four-step process (inquiry, exploration, development and approval) to ensure oversight of such agreements.

- 1) **Inquiry:** Submit pre-proposal online which will be received by a representative from the International Joint/Dual Degree Committee (currently a task force). Submissions will need department support prior to submitting to committee. Once reviewed, proposers will either be requested to submit additional information for consideration or will be granted approval to move to the next stage—exploration.
- 2) **Exploration:** Proposals proceeding past the inquiry stage will use guided questions for consideration in development of a Full Proposal and subsequently a Joint/Dual Degree Program Agreement contract. A significant study of the partner university and the structure of the basic academic, financial, student care, and partner relationship development components will need to be completed before fully committing resources to program development.
- 3) **Development:** The fully designed program proposal will need to be outlined in a Program Agreement document and vetted through the OSU Procurement and Contract Services office. Any curricular or academic elements will need to be approved at the appropriate levels (Graduate Dean for Graduate program proposals, the Academic Programs Assessment and Accreditation for undergraduate program proposals).
- 4) **Approval:** Programs will need signatory approval of Program Chair, Department, College, Dean of Graduate School, Contracts, and Provost, prior to officiating relationship with partner institution. Dual degree graduate program proposals must keep the Graduate School and International Programs informed to ensure policy regulations and processes are in place for the program.

PROPOSAL: Graduate Council Changes for International Joint/Dual Degrees

Policy Topics:

- 1) Continuous Enrollment
- 2) Graduate Committee Membership
- 3) Transfer Credit
- 4) Current Residence Requirements

Points of Discussion:

- Differences in Dual Degree vs. Joint
- Differences in Masters vs. Ph.D

1) Continuous Enrollment

Current Catalog Language:

Minimum Registration <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1804>

Unless on approved leave of absence (see Section II), all graduate students in graduate degree and certificate programs must register continuously for a minimum of 3 graduate credits until their degree or certificate is granted or until their status as a credential-seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using university resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student's location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

Joint/Dual Degree Proposal: In cases where students are completing their degree or research overseas, they will be exempt from the continuous enrollment policy when they are enrolled or involved in research at the overseas institution. Students must be enrolled in the overseas institution or completing program requirements as set by the dual degree program, to avoid the minimum of 3 graduate credits enrollment requirement. For any break in enrollment, students must have prior approval or alert the graduate school prior to departure in order to document and verify leave status. Planned leaves can be set in advance.

2) Graduate Committee Membership

Dual degree programs at the graduate level need to consider the composition of the graduate committee. If student's research is guided by an overseas faculty member or conducted in part at the overseas institution, the graduate committee must include an OSU faculty member, OSU Graduate Council Representative, and faculty member from the overseas university and vice versa. The overseas faculty member proposed will need to be nominated by a major/department/program to be a Courtesy Faculty or Affiliated Faculty member http://oregonstate.edu/admin/hr/sites/default/files/documents/general/courtesy_affiliate.pdf

The remaining committee members for doctoral committees can be from either institution, but the overseas representative must be eligible for graduate faculty status at OSU. These individuals would be responsible for all duties expected of Masters and Doctoral committees, including advice on the student's research or project, approval of the program of study, examination of the student during Preliminary and final exams, and approval of the thesis or dissertation.

3) Transfer Credit

Current Catalog Language:

Catalog: <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1802>

Up to 15 graduate credits may be transferred toward a 45-credit master's degree. Up to 6 graduate credits may be transferred toward an 18-credit graduate certificate. Graduate courses to be transferred to a doctoral degree program can be courses that were used to satisfy the graduate course requirements for a graduate certificate or a master's degree (or equivalent). Selected 700-level courses that have been deemed equivalent to graduate-level learning may be used on doctoral programs of study upon approval of the student's graduate committee. There is no limit on transfer credit toward the doctoral degree as long as the doctoral residence requirement is satisfied.

Joint/Dual Degree Proposal:

Oregon State University Graduate Programs proposing to develop Joint/Dual Degree partnerships with another University may develop a program that allows no more than 50% of the program of study to be completed at the other institution for a Masters Degree. Program proposals meeting these criteria do not need approval by Graduate Council or Faculty senate as long as the program is developed from an existing program. All new programs and courses will need to follow Academic Senate guidelines for development of courses (Category 2 proposal) or development of new programs not in existence (Category 1 proposal).

Programs deciding to develop a Joint/Dual degree program may set their own requirements to be more restrictive than the set upon agreement. Programs will need to ensure Joint/Dual Degree meet all learning outcomes and assessment requirements. Non OSU curriculum from the overseas institution that are approved for transfer credit should be evaluated prior to the confirmation of the number of credits transferred. In addition, prior to finalizing Joint/Dual Degree agreement, programs should assess program fit, course and academic structure match and offering times of the overseas program and OSU.

- **Point of discussion:**

Dual (or double) degree: Counting double credit and if additional credits should be required. (Example: 2 year master program: 1 year at partner institution and 1 year at OSU. The student receives a degree from both institutions. Are there additional OSU credits needing to be taken to differentiate from the normal 2 year master option? Such as additional 15 graduate credits for Masters.)

Joint degree: What stipulations are there, if any, for the Joint degree option? Such as programs developing a brand new and innovative program. Or melding two or more programs together for one degree signed by both institutions on diploma.

4) Current Residence Requirements

Current Catalog Language:

a) **Masters** <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=39#Section2265>

The residence requirement for the master's degree is 30 graduate Oregon State University credits after admission as a degree-seeking graduate student. These 30 graduate credits must appear on the master's degree program. (This does not include credits reserved as an

undergraduate or postbaccalaureate student, credits taken as a postbaccalaureate or graduate nondegree-seeking student, nor transfer courses.) Deviation from the residence requirement requires a petition to the Graduate School.

Joint/Dual Degree Proposal: At least 50% of the program of study must be completed at OSU in order to grant an OSU degree. NOTE: Currently, OSU students on Education Abroad programs bring credits in as institutional credit and “O” codes are used. These credits are counted as OSU credits and hence contribute toward residency requirements.

- **Point of discussion:** What should count as 50% of program of study—Coursework versus research credit.

Current Catalog Language:

b) Doctoral <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=40#Section2285>

For the doctoral degree, the residence requirement consists of two parts:

1. *a minimum of 36 graduate Oregon State University credits must be completed; and*
2. *the student must spend at least three terms of full-time graduate academic work (at least 9 credits per term) on campus or at an off-campus site approved by the Graduate School. The latter requirement of three terms of full-time enrollment does not have to take place in consecutive terms.*

Adequate fulfillment of the residence requirement shall be determined by the Graduate School.

Joint/Dual Degree Proposal: Must meet current minimum requirements of Doctoral Program.

BRIEFING: International Joint/Dual Degree Graduate Programs Joint/Dual Degree Task Force

Appendix

Proposal Task Force membership: Taifo Mahmud (College of Pharmacy), Charlotte Moats-Gallagher (International Programs) Valerie Rosenberg (International Programs), Yuliya Dennis (International Programs), Bill Warnes (College of Engineering, Chair), and Kim Johnson (Graduate School).

Resource Links:

A Process for Screening and Authorizing Joint and Double Degree Programs, IIE

<http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Double-Degrees-2013>

Joint and Dual Degree Programs in the Global Context: Report on an International Survey, IIE:

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC4QFjAA&url=http%3A%2F%2Fwww.iie.org%2F%2Fmedia%2FFiles%2FCorporate%2FPublications%2FJoint-Double-Degree-Survey-Report-2011.ashx&ei=fN6cUsDaJc_eoATV14LwBQ&usg=AFQjCNGmUFLzxPvUovEMm2S0YvvPx_BE3g&sig2=E9K-AWmnp6Fyx7jHyZUPIA&bvm=bv.57155469,d.cGU

Partnerships through Dual Degrees: Benefits and Outcomes as well as Challenges, Rutgers University

<https://www.aplu.org/document.doc?id=4683>

Challenging Innovation: A Consideration of International Joint Degree Programs for Australia

<http://www.aiec.idp.com/pdf/OBrien%20%20Proctor.pdf>

University of Arizona: <http://global.arizona.edu/ua-faculty/graduate-dual-degree-programs>

Columbia: <http://new.sipa.columbia.edu/global-public-policy-network>

University of Wisconsin, Madison:

http://apir.wisc.edu/uapc/International_DualDegreeGuidelines_Final_May.20.2011.pdf (This is a long, detailed outline of what their university does—it isn't so helpful except to point out that there is a lot to consider and also what UW Madison, a very good school, is doing to make these work.

Dual Degree Requirements document University of Michigan

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=11&ved=0CEcQFjAAO&url=http%3A%2F%2Fwww.graduatecouncil.ucf.edu%2FWorkArea%2Fdownloadasset.aspx%3Fid%3D3180&ei=72GfUqOMNLDRIgLX1ICoAw&usg=AFQjCNGCeZdiDcEtftORIDMAHH8TVKO_mg&sig2=2p2AUMBmfCT2ToR0veYe_Q&bvm=bv.57155469,d.cGE&cad=rja

Accreditation

Northwest Commission on Colleges and Universities (Oregon Accreditation)

<http://www.nwccu.org/Standards%20and%20Policies/Policies/PolicyDocs/Transfer%20and%20Award%20of%20Academic%20Credit%20Policy.pdf>

Western Association of Schools & Colleges (California Accreditation examples with specific dual degree policies) http://www.wascsenior.org/files/Dual_Degrees_Policy.pdf

PROPOSAL FOR A CO-DEGREE MASTERS PROGRAM

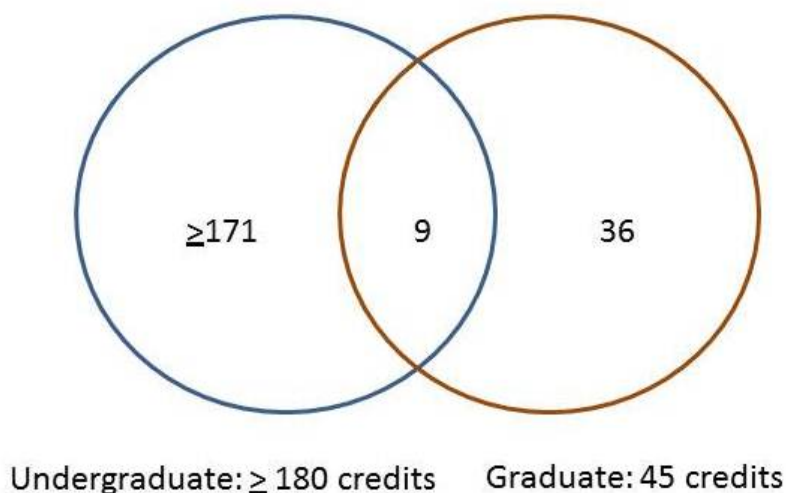
Proposed Combined Undergraduate-Graduate Degree (Co-Degree Masters) program

This proposal defines foundational requirements for an OSU combined undergraduate-graduate combined degree program in which undergraduate students could apply to designated master's programs during their junior year. Students typically would begin some of their graduate coursework and thesis or project work during their senior year. Completion of the program allows both a bachelors and master's degree to be conferred. We propose this as a 3-year pilot to assess interest and success. Participation by individual master's programs is entirely voluntary, although the pilot phase will be limited to existing master's programs. Programs deciding to participate may set their own requirements for their program to be more restrictive than what is described in this proposal. The following requirements are based on a review of programs at other universities with co-degree programs ([Appendix 1](#)), on feedback from OSU Students ([Appendix 2](#)) and previous discussions with members of the OSU Curriculum Council and Graduate Council.

Foundational Requirements

Outstanding undergraduate OSU students who have completed a minimum of 105 of the (minimum) required 180 credits toward their degree with an overall GPA of 3.25 or better are eligible to apply to an OSU co-degree master's program during the winter term of their junior year. Master's programs are responsible for determining any additional admissions criteria and competitiveness. The master's program will notify applicants of admissions decisions during spring term. Accepted students will matriculate during the following fall term. With careful planning students can then complete a master's degree within 1 year beyond the bachelor's. Students admitted to the co-degree program must maintain a GPA of 3.0 or better throughout their undergraduate and master's degree programs or they will be subject to dismissal from the co-degree program.

Successful applicants are allowed to apply up to 9 credits of graduate coursework (taken for a letter grade) taken as an undergraduate to both their undergraduate and master's degree.



These 9 credits are deducted from allowed transfer credits for students who have transferred into OSU. Only credits with letter grades of B (3.00) or better may be counted for graduate credit. In addition, those students in undergraduate programs requiring a thesis can allow the undergraduate thesis to be a step toward completion of the master's thesis (for those programs requiring a thesis).

Admission to the co-degree master's program is not automatic and will be competitive with students applying directly to the program. Students must identify a graduate advisor prior to application to the program. Students requiring a thesis for their degree must have a professor who agrees to serve as the thesis advisor prior to application. For students completing an undergraduate thesis, this may be the student's undergraduate thesis advisor. For students in non-thesis master's programs, the graduate advisor must be willing to work with the student to guide the scheduling of required coursework.

TOEFL and ID portfolios are not required, but the following are required:

- Online application via the Graduate School website
- A co-degree study proposal or coursework plan of study, including details of the nine graduate credits to be applied toward both graduate and undergraduate degrees, is required to complete the application for admission and should be signed by the graduate advisor for non-thesis master's programs or graduate thesis advisor for master's programs with thesis.
- Statement of Purpose essay of 2-3 pages. This must include details of the graduate plan of study and, for programs with a thesis, the master's thesis topic.
- Three letters of recommendation from individuals knowledgeable of the student's academic background and potential for success in a graduate degree program.
- Transcripts from all undergraduate institutions attended.

Students enrolled in a co-degree program will be eligible for financial aid (Pell Grant) until they complete 180 credit hours toward their undergraduate degree. Once the undergraduate degree requirements are met, then the student typically would be supported on a Teaching or Research Assistantship or they would pay graduate tuition and fees. The bachelor's degree will be conferred after all requirements for the bachelor's degree are met; the master's degree will be conferred after all requirements for the master's degree are met.

Assessment of Pilot Program

The Graduate School, Office of Assessment, Graduate Council and Curriculum Council will assess the success of the program after 3 years. Indicators of success will include, but not be limited to, number of programs participating, enrollment trends in each program for both co-degree and direct admits, time to degree and degree completion rates.



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

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

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

* Not required for Abbreviated Category I proposals unless requested

Full Category I

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

Check one:

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

Abbreviated Category I

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

Check one:

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

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

Title of Proposal:

Effective Date:

Graduate Certificate In Urban Forestry

Fall Quarter 2014

School/Department/Program:

College:

Forest Ecosystems and Society

Forestry

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

10-16-13

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

Dr. Paul Doescher

Print (Department/School Chair/Head; Director)

10-29-13

Sign (Dean of College) Date

Dr. Thomas Maness

Print (Dean of College)

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

Oregon State University

College of Forestry

Department of Forest Ecosystems and Society

Proposed Effective Term: Fall, 2014

Submitted October 29, 2013; Revised December 27, 2013

Executive Summary

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

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

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

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

Oregon State University

College of Forestry - Department of Forest Ecosystems and Society

Submitted October 29, 2013, Updated December 27, 2013

CIP # 03.0508

Proposed Effective Term: Fall, 2014

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1. Program Description

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

Title: Urban Forestry

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

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

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

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

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

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

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

Required Courses (12 credits)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

i. Adequacy and quality of faculty delivering the program.

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

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

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

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

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

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

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

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

k. Other Staff

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

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

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

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

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

I. Facilities, library, and other resources.

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

m. Anticipated start date.

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

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Accreditation

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

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

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

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

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

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

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

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

4. Need

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

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

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

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

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

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

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

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

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

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

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

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

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

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

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

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

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

Program success will be measured by the number of graduates, and the success those graduates achieve post-Certificate completion (promotion or movement to higher levels of managerial responsibility). A LinkedIn group, Facebook page, or annual newsletters are possible tools that may be used to maintain contact with graduates.

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

The Certificate Director will review exit surveys, course evaluations, and employment histories of Certificate students in this program, potentially synthesizing the information for publication in an education journal or commentary in an online forum, as well as presentations at regional and national meetings. When a critical mass of graduates is achieved, a survey will be conducted to quantify the experience and subsequent ways the graduates have applied the information they learned in the program.

6. Program Integration and Collaboration

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

No other OUS institution offers an urban forestry curriculum at either the undergraduate or graduate level. Portland State University offers a single undergraduate Geography course in Urban Forestry. PSU offers an Urban Studies Masters Degree encompassing urban planning, transportation, livability, and sustainability, and is tangentially related to forestry and natural resources. The University of Oregon offers an Ecological Design Certificate that relates to architecture and landscape architecture, and is tangentially related to forestry and natural resources. No private colleges or universities in the state offer any related programs.

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

The Graduate Certificate in Urban Forestry would complement the two aforementioned programs at PSU and UO. Those programs are focused on urban planning and design, whereas the OSU Graduate Certificate would focus on the broader management of urban natural resources and particularly the urban forest component. There are several potential collaborations possible here, including guest lectures by PSU and UO faculty in OSU courses (and vice-versa), collaborative networks for group projects with PSU or UO graduate students, and even the possibility of adding PSU or UO courses as an elective if the latter two institutions offer any of these classes online in the future. Such collaboration would strengthen all three programs.

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

Not applicable.

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

Other Departments teach several of the elective courses listed in the Graduate Certificate curriculum. As with the MNR degree and other certificate programs, we seek collaboration across campus and hope that our courses and majors enhance the diversity and quality of all natural resource-based programs.

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

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

The Graduate Certificate in Urban Forestry utilizes many existing OSU courses, plus new graduate level courses that would be created as part of this proposal. Ecampus has awarded a faculty development grant to the Forest Ecosystems and Society Department for these new courses, which will be developed and submitted through the CAT II process during the 2013-14 academic year. Beginning in 2014-15, the Graduate Certificate program will be supported by tuition revenues resulting from an increase in FTE created by the student enrollment in the three new courses and one existing graduate course. Since 80% of Ecampus tuition revenues are returned to the College, these funds should be sufficient to support the new Graduate Certificate program.

Expected revenues are based on an estimate of 6-20 enrolled students per year multiplied by 7 credit hours of new required FES coursework and 4 credit hours of existing FES coursework (FES 555). Revenues are calculated at the 2013-14 Ecampus graduate tuition rates that can be expected to return \$410 per credit hour to the academic unit, less 15% allocated to the College of Forestry. No inter-college reallocation of resources is expected to be needed to support this proposal.

Anticipated Ecampus Tuition Revenues from new Graduate Certificate in Urban Forestry			
Year 1 6 students	Year 2 10 students	Year 3 15 students	Year 4 20 students
\$23,001	\$38,335	\$57,502	\$76,670

The addition of this Graduate Certificate will create a larger online graduate student body that will add to the credit hours in the elective courses offered by the other departments represented in the proposed curriculum. Those increased tuition revenues will be retained by the departments hosting the elective courses.

As noted on the proposed Budget Worksheet, the Graduate Certificate Director will be supported by .25 FTE, which will cover instruction (.15 FTE for the three new classes totaling 7 credits), and administration (.10 FTE for program coordination and student advising). The remaining .25 FTE of the Graduate Certificate Director's faculty position (for a total of .50 FTE) is already devoted to undergraduate instruction. Graduate Teaching Assistant and Support Staff FTE would be added in years 3 and 4 as the workload increases. Ecampus does not provide funding for advising and administrative support for graduate-level programs at this time. Tuition revenue from the three new courses and the one existing course are expected to cover these costs. Library resources are adequate to begin the program, however as the program expands, there may be additional need to increase regular and electronic library resources required for the program. The budget calls for one new journal, *Urban Forestry and Urban Greening*, to be added to the OSU collection to support this new Graduate Certificate.

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

Given the online nature of this program, brick-and-mortar facilities are not as relevant as they would be in a residential graduate program. OSU's nationally recognized Ecampus program has sufficient infrastructure to support this increase in enrollment. This Graduate Certificate will join existing online MNR graduate certificates offered via Ecampus. Currently, over 60 students are pursuing the MNR degree, and the addition of this Graduate Certificate will contribute to the MNR program growth as well. We are dedicated to providing the best available online education, utilizing cutting-edge technologies and continually updating course materials and delivery. The Certificate Director has already completed the Quality Matters course requirements to become a Peer Reviewer of online courses. We will continue to work with Ecampus on technological advances, continually updating courses and improving our efforts to connect with distance education students.

The quality of the program will be based on the quality of the classes, and the reputations and teaching abilities of the instructors. Another key piece of the experience for this program will be the case studies. OSU is working with the Oregon Department of Forestry's (ODF) Urban Forestry Assistance Program to identify cities across the state that would be willing to work with students to make their Capstone Project a real-life experience rather than a theoretical exercise. ODF has contacts with urban forestry programs in the other 49 states, and we expect that eventually we should be able to help students find a Capstone Project close to their home.

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

1:10, moving to 1:20 when the Certificate is fully operational.

d. Resources to be devoted to student recruitment.

This new Certificate will be promoted widely through various urban forestry professional association meetings and publications. Ecampus will help market the Graduate Certificate in Urban Forestry through its extensive networks. OSU is also a member of the Natural Resource Distance Learning Consortium, a collaboration of multiple land-grant institutions offering online courses. The Certificate Director's personal contacts formed through 25 years experience in the Urban Forestry professional will be leveraged to recruit new students from throughout Oregon and across the country.

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

This proposal is a Certificate and not a stand-alone graduate degree program. Although the specific Certificate is new, this proposal is an extension of the Master of Natural Resources program at OSU, where five other related Certificates currently exist. The MNR program has already undergone an external review.



Date: September 10, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher,

As the National Program Leader for the USDA Forest Service's Urban & Community Forestry Program, I would like to take this opportunity to voice our agency's support for Oregon State University's proposed Graduate Certificate in Urban Forestry. This proposal involves an innovative approach that adds great value to the urban forestry movement in the US.

The USDA Forest Service's Urban and Community Forestry Program works cooperatively with state forestry agencies, non-profit organizations, universities, and other partners to enhance the quality of life in our nation's cities, towns, and communities. Our urban forests are valuable assets that help address a myriad of issues, including local approaches to climate change, pollution reduction, and water quality issues. The proposed online Graduate Certificate in Urban Forestry and Masters of Natural Resources Degree would be of great interest to our state, local, and non-profit partners throughout the US. Graduates from this new program would be well positioned to address the critical challenges of managing our urban forests for their economic, environmental, and social benefits. I expect this program to be very popular, and to fill an important educational need in urban forestry.

On behalf of the USDA Forest Service's Urban and Community Forestry Program, I want to lend our support for this important proposal.

Sincerely,

Jan Davis

JAN DAVIS
Assistant Director, Cooperative Forestry
National Program Leader, Urban and Community Forestry Program





September 18, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher:

This letter is in support of the Graduate Certificate in Urban Forestry proposed by Mr. Paul Ries. As we understand it, this would be the first online graduate level urban forestry program in North America, and as such, it would be a great opportunity for our members who are currently employed in cities across the continent who may want to further their education but lack the resources to do so via the more traditional format.

As researchers develop new understanding of the complex urban forest, our members must continue to further their education while holding down a full-time job. City budgets seldom provide for advanced degrees. While the knowledge required or an urban forester continues to grow, so, too, do the demands on his/her daily job duties.

We believe this program will offer a solution to this problem and will be well received by our members. We appreciate the opportunity to offer this letter of support.

Sincerely,

A handwritten signature in black ink that reads "Jerri J. LaHaie".

Jerri J. LaHaie, CAE, Executive Director



A Division of The Davey Tree Expert Company

9/25/2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Corporate Headquarters
1500 North Mantua Street
Kent, Ohio 44240-5193
330-673-9511
Toll Free: 1-800-445-TREE
FAX: 330-673-5408

Dear Dr. Doescher:

I am writing to encourage approval for the proposed Graduate Certificate in Urban Forestry. I enthusiastically support the proposal for the following reasons:

- In my role as manager of a leading international urban forestry consulting firm, I am continuously recruiting and hiring individuals with degrees in urban forestry, particularly with advanced degrees. A Graduate Certificate in Urban Forestry would enable working professionals (including my own employees) to earn an advanced degree while continuing to gain critical experience in the field.
- As an advisor and visiting lecturer to Cal Poly State University's Natural Resource and Environmental Science Department, I have seen how the perceived lack of opportunities for advanced degrees in urban forestry have led some talented students to pursue other fields of study. This program would provide a much needed option here in the West.
- Perhaps most importantly, with higher percentages of people living in urban areas, the emerging focus on urban greening and urban ecology is here to stay. This program will help society meet the needs of people to live well in an increasingly urbanizing world.

In short, I strongly believe that Graduate Certificate in Urban Forestry will be an asset to the industry and to Oregon State University. I applaud the vision for the Certificate and hope that my support provides insight into the final determination to approve it.

Sincerely,

Jack McCabe
Regional Operations Manager

Jack McCabe
Davey Resource Group
Western Region
7627 Morro Rd.
Atascadero, CA 93422
Toll Free: 1-800-966-2021
Office: 805-461-7500
Fax: 805-461-8501



Arbor Day Foundation™

211 N. 12th St. • Lincoln, NE 68508 • 888-448-7337 • arborday.org

September 20, 2013

We inspire people to plant, nurture, and celebrate trees.

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher,

On behalf of the Arbor Day Foundation, I am writing this letter to endorse Oregon State University's proposed Graduate Certificate in Urban Forestry. The Arbor Day Foundation is a nonprofit conservation and education organization of nearly one million members, with a mission to inspire people to plant, celebrate and nurture trees. The Foundation works very closely with the urban forestry community, including the USDA Forest Service, state urban foresters, city foresters and other local urban forestry professionals, and non-profit tree planting organizations. Begun in 1972 to celebrate the 100th anniversary of the first Arbor Day, the Foundation is one of the world's largest nonprofit conservation organizations dedicated to planting trees, planting and distributing than 10 million trees each year.

Our urban forestry educational efforts would be well complemented by OSU's proposed Graduate Certificate in Urban Forestry. OSU's initiative to provide online graduate level urban forestry education is both innovative and unique, and we believe that it will fill an important role in the urban forestry profession. We work with communities and urban forestry professionals all across the US, and we know that geographic and time limitations can severely limit people's access to higher education. OSU's proposal will reach professionals that wouldn't otherwise have access to this type of education.

The Arbor Day Foundation is pleased to offer our support in making this new opportunity available to urban forestry professionals.

Sincerely,

Dan Lambe
Vice President
Arbor Day Foundation

Your love of trees can make a lasting difference.
Please consider the Arbor Day Foundation in your will.



**GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF TRANSPORTATION**



d. Urban Forestry Administration

October 2, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher:

This is a letter of support for Paul Ries' proposal to develop a new Graduate Certificate in Urban Forestry at the Oregon State University College of Forestry. I am the current Chair of the National Association of State Foresters Urban and Community Forestry Committee and District of Columbia State Forester.

As State Forester, I manage a team of 16 certified urban foresters in the Urban Forestry Administration. My staff members are always looking for new and meaningful educational opportunities to maintain and increase their skills. In recent years, online programs offering certification in important technical areas have emerged as viable options for continuing education. I have two employees that are earning certificates in Green Stormwater Infrastructure Design and Management from the University of Washington and one earning a certificate in Green Roofs from Iowa State University. Benefits are that these courses can be done on your own time and complete access to educational opportunities are available to you as long as you can get online. I encourage and pay for these courses for my staffers.

Please feel free to contact me at 202-671-5114 or at monica.lear@dc.gov if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Monica M. Lear', is written over the word 'Sincerely,'.

Monica M. Lear, Ph.D.
Deputy Associate Director
District of Columbia State Forester
Urban Forestry Administration



International Society of Arboriculture

2101 West Park Court • Champaign, IL • 61821-3129 • USA

p. 217-355-9411 • t. 888-472-8733 • f. 217-239-5721 • www.isa-arbor.com

September 30, 2013

Dr. Paul Doescher, Head
Department of Forest Ecosystems and Society
Oregon State University College of Forestry
321 Richardson Hall
Corvallis, OR 97331

Dear Dr. Doescher,

On behalf of the International Society of Arboriculture (ISA), I'd like to offer our support for Oregon State University's proposed Graduate Certificate in Urban Forestry. ISA is a 20,000+ professional society and non-profit educational organization for arborists and urban foresters from around the world. OSU's new proposal is clearly aligned with our mission statement *"Through research, technology, and education, the International Society of Arboriculture promotes the professional practice of arboriculture and fosters a greater awareness of the benefits of trees."*

ISA administers certification credentials and continuing education events that help arborists and urban foresters keep current on best management practices, equipment innovations, and technologies that help us plant, manage, and care for trees. We believe that academic proposals such as OSU's fulfill a need that is not currently being met – providing these professionals with access to graduate certificate and degree programs to further their formal education. In fact, I know of only one other program in this area, and that one is not in the United States. We have our own Online Learning Center, which provides opportunities for continuing education to professionals who wouldn't otherwise have access, worldwide, any time of day. Many working professionals cannot attend traditional college to advance their careers, so online education has proven to be a popular strategy. Yet formal, higher education possibilities online are virtually non-existent in our profession.

I believe that future leaders of our organization will benefit from opportunities like these. Graduates from this new program would be well prepared to address the complex challenges of managing our urban forests and well positioned to improve the livability of our cities through planting and caring for trees. OSU's new program should be of great interest to our members.

Sincerely,

Jim Skiera
ISA Executive Director

Category I Proposal Guidelines for Addressing Accessibility of New Programs

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

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

Title of Proposal:

Effective Date:

Graduate Certificate in Urban Forestry

Fall Qtr, 2014

Department/Program:


College:

Forest Ecosystems and Society

Forestry

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

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

 10-16-13
Sign (Dept Chair/Head; Director) Date

Dr. Paul Doescher
Print (Department Chair/Head; Director)

Oregon State University Libraries Evaluation of the Collection supporting a Proposal to Initiate a Graduate Certificate in Urban Forestry

This Oregon State University Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to support the proposed Urban Forestry graduate certificate program. As stated in the Cat 1 proposal, "Urban forestry involves the planning, planting, and management of trees and related vegetation in and around cities. The urban forest is made up of the mosaic of the planted landscape and native forest remnants left behind as cities have developed. Urban forestry is an academic discipline that is related to Forestry, Horticulture, Urban Planning, Landscape Architecture, and Land Use Planning." From the OSUL perspective, students and researchers will tap various components of the library collections.

Summary of Recommendations

The monographic collection appears to be adequate to support this program. The journal collection is currently marginally adequate and would be significantly enhanced with a subscription to *Urban Forestry and Urban Greening* at \$352/year.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSUL's print monograph collection. Due to the interdisciplinary nature of this program, spanning the sciences and social sciences, a full analysis of all relevant monographs collections would be difficult, so a sampling of subject headings in the relevant subjects has been analyzed.

Urban Forestry Monograph Collection

Subject Headings	OSU	OSU + Summit
Arboriculture	39	121
City planning	1,550	15,136
Horticulture	321	887
Land use planning	6	26
Landscape architecture	283	2,077
Landscape design	77	430
Landscape gardening	369	1,551
Trees in cities	52	277
Urban forestry	63	209
Urban policy	340	2,125
Total**	2,885	18,159

While OSUL's holdings are adequate to support this program, the number of available titles is significantly increased by the OSUL investment in the Orbis Cascade Alliance. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days. For more specialized titles not held by any library in the Alliance, Interlibrary Loan service is available.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. As this is an exclusively online program, this type of access is very important.

Serials/Journals

In the sciences, ready access to current information is expected. The OSUL maintain an excellent collection of journals in the subjects of forestry and horticulture, with a more limited collection of journals in urban planning, landscape architecture and land use planning. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSUL already have sacrificed timely access to some titles in favor of an embargo period to cut costs.

The Urban Forestry database, maintained by the University of Minnesota, indexes 90 journals in the relevant disciplines. See Appendix 1 for a full list of these journals and OSUL holdings. OSUL has current access to 37 of these titles and archival access to an additional 15 titles. Many of the unsubscribed titles are regional (e.g., *Minnesota Horticulturist*) and/or not scholarly in nature (e.g., *Christmas Trees*). Of the 7 scholarly journals (as indicated by the presence of ISI impact factors), most are in related disciplines, with the exception of *Urban Forestry and Urban Greening*, a journal published by Elsevier.

With the exception of 2 titles, all current subscriptions are available online, so the Ecampus students will have access at all times. For the 2 print subscriptions, and for older volumes only available in print, OSUL offers the "Scan and Deliver" service, where PDFs of requested articles are e-mailed to faculty and students.

We recommend establishing a subscription to *Urban Forestry and Urban Greening* at \$352/year and monitoring use of inter-library loan for current issues of those titles without current subscriptions and see if usage justifies licensing of additional current content.

Indexes and Databases

The core indexes to the relevant information for this program are CAB Abstracts, which includes Forestry Abstracts, Web of Science, and PAIS International (for public policy-related material). In addition, the University of Minnesota Forestry Library maintains an Urban Forestry database that is freely available.

Key library services & librarian expertise

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

The collection in Forestry is built by Bonnie Avery; the social sciences related to this discipline are covered by Valery King. Providing access to items not owned by OSUL is the domain of the Interlibrary Loan and Summit staff both at OSUL and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
October 8, 2013

Appendix 1. Urban Forestry Journals

Journal title	OSU Online Holdings	OSU Print Holdings	ISI Impact Factor
Acta Horticulturae	2003-present	1963-20012	
Advances in Environment, Behavior, and Design	N/A	N/A	
American Forests	1989-present	1910-present	
American Journal of Community Psychology	1997-present	N/A	1.978
American Nurseryman	1995-present	1936-2010	
Arbor Age	1999-present	N/A	
Arbor Day	N/A	N/A	
Arboricultural Journal	N/A	1965-1992	
Arboricultural Research Note	N/A	N/A	
Arboriculture & Urban Forestry	1975-present	1975-present	
Arborist News	2000-present	2011-present	
Arnoldia	1911-present	1941-1992	
Atmospheric Environment	1995-present	1967-2005	3.139
Australian Forestry	2001-present	1936-2009	0.97
Australian Parks and Recreation	N/A	N/A	
Biodiversity and Conservation	1997-present	1992-2004	2.066
Biomass and Bioenergy	1995-present	N/A	3.326
BioScience	1964-present	1964-2006	4.064
Canadian Journal of Forest Research	1971-present	1971-2006	1.246
Canopy International	N/A	N/A	
Christmas Trees	N/A	N/A	
City Trees	N/A	N/A	
Consultant	N/A	1971-1991	
Ecological Psychology	1989-18 months ago	1989-1998	2.097
Energy and Buildings	1995-present	N/A	1.593
Environment and Behavior	1997-present	1969-2007	1.282
Environmental Conservation	1997-present	1999-2006	1.541
Environmental Management	1997-present	1976-2004	1.408
Folia Forsetalia	N/A	no. 1 - no 826	
Forest Ecology and Management	1995-present	1976-2005	1.95
Forest Log	N/A	1930-2006	
Forest Policy and Economics	1995-present	2004-2005	1.155
Forest Products Journal	1998-present	1955-2012	0.426
Forest Science	1955-present	1955-2008	1.444
Forestry Chronicle	2002-present	1925-2012	0.609
Forests and People	N/A	1966-1991	

Journal title	OSU Online Holdings	OSU Print Holdings	ISI Impact Factor
Geoforum	1995-present	1970-1975	2.425
Geographical Review	1916-present	1916-2009	0.456
Geography	N/A	1948-2010	0.351
Grounds Maintenance	1996-present	1969-2006	
Horticulture	1990-present	1927-1999	
HortScience	1990-present	1966-present	0.696
Indian Forester	N/A	1960-1973	
International Journal of Remote Sensing	1997-present	1980-2006	1.089
Journal of Applied Ecology	1964-present	2004-2006	4.197
Journal of Architectural and Planning Research	1998-2011	N/A	0.415
Journal of Economic Entomology	2000-present	1908-2006	1.296
Journal of Environmental Horticulture	1983-2009	1983-present	
Journal of Environmental Law	2006-present	N/A	0.767
Journal of Environmental Management	1995-present	1985-2005	2.367
Journal of Forestry	1917-present	1917-present	1.405
Journal of Leisure Research	1993-present	1969-2009	0.87
Journal of Park and Recreation Administration	1983-present	1983-2001	
Journal of the International Oak Society	N/A	N/A	
Journal of Urban Affairs	1996-present	N/A	1.12
Land Use Policy	1995-present	N/A	2.346
Landscape and Urban Planning	1995-present	1974-2001	2.314
Landscape Design	N/A	N/A	
Landscape Journal	N/A	N/A	
Landscape Management	1993-present	1987-2009	
Landscape Research	N/A	N/A	0.58
Leisure Sciences	1977-present	1977-2006	1.018
Minnesota Horticulturist	N/A	1931-1936	
Northern Journal of Applied Forestry	1984-present	1984-2008	0.464
Northwest Environmental Journal	N/A	1984-1993	
Park Science	1981-present	1981-2005	
Parks and Recreation	1996-present	1924-1996	
Pennsylvania Forests	N/A	N/A	
Plant Disease	1980-present	1923-2005	2.121
Pulp and Paper Canada	N/A	1974-present	0.172
Quarterly Journal of Forestry	N/A	1907-2009	
Renewable Resources Journal	N/A	N/A	
Scandinavian Journal of Forest Research	1997-present	1986-2006	1.075
Scottish Forestry	N/A	1960-1991	

Journal title	OSU Online Holdings	OSU Print Holdings	ISI Impact Factor
Shade Tree	N/A	1928-1966	
Silva Fennica	1998-present	1967-2009	1.19
Society and Natural Resources	1997-present	1988-2006	1.034
Southern Journal of Applied Forestry	1977-present	1977-2008	0.627
Tree Care Industry	N/A	N/A	
Tree Physiology	1986-present	1986-2012	2.292
Trees	1997-present	1989-2004	1.603
Unasylva	1947-present	1947-present	
Urban Ecosystems	1997-present	N/A	
Urban Forestry & Urban Greening	N/A	N/A	1.632
Urban Geography	N/A	N/A	1.697
Urban Studies	1993-2007	1964-1997	1.493
Western Journal of Applied Forestry	1986-present	1986-2008	0.449
Wisconsin Arborist	N/A	N/A	
Wisconsin Urban and Community Forests	N/A	N/A	
Women in Natural Resources	2004-present	1987-2004	

Curriculum Vitae

Paul D. Ries
698 Valleywood Dr. SE
Salem, Oregon 97306

Wk: (503) 945-7391
or (541) 737-3197
Em: paul.ries@oregonstate.edu

TEACHING and EXTENSION EXPERIENCE

2004 – Present, Department of Forest Ecosystems and Society, College of Forestry, Oregon State University

2009 – Present, Instructor and Extension Specialist - Serve as curriculum developer and instructor for three online Urban Forestry courses (FOR/HORT 350, 447/547, and 455/555) and provide leadership for the B.S. in Natural Resources – Urban Forest Landscapes option, and a new proposed Graduate Certificate in Urban Forestry. This is a .50 FTE appointment since the 2013/14 academic year; previously it was at .25 FTE beginning with the 2009-10 academic year. Currently teaching 100 students per year in four online classes. Also teach/organize the annual OSU Arboriculture Short Course and serve as Extension technical specialist in support of Extension agents. Recently completed the Quality Matters Peer Review training for online courses.

2004-2009, Affiliate Faculty Member - Developed and taught the first-ever urban forestry undergraduate seminar class at OSU (2005 and 2006), guest lectured in a variety of Forestry and Horticulture courses, and received three faculty development grants to create new online courses (approximately .10 FTE per year).

Graduate Students Supervised

Bradley Hamel, MF, 2013
Abbey Driscoll, MS, 2014
Daniel Gleason, MS, 2015

Awards

2011 – OSU Vice Provost's Award for Excellence - Innovation in For-Credit Teaching

Grants Awarded – Project grants written and awarded as Principal or Co-Principal Investigator or Project Manager through the Oregon Department of Forestry (ODF) and with Oregon State University, or both, include:

- *Best Management Practices to Reduce Forest Fragmentation During Development*, (ODF, in conjunction with Washington Department of Natural Resources), by the USDA Forest Service, 2008, \$50,000.
- *Reducing Forest Fragmentation in Interface Forest Landscapes*, (ODF, in conjunction with OSU) by the USDA Forest Service, 2009, \$257,580.
- *Tree Board University: Online Training for Cultivating Urban Forestry Supporters*, (ODF in conjunction with the Arbor Day Foundation) by the National Urban & Community Forestry Advisory Council, 2009, \$49,261.
- *Online Urban Forestry & Urban-Rural Interface Forestry Technology Transfer*, (ODF, in conjunction with state forestry agencies in WA, AK, ID, and with OSU and PNW-ISA), 2010, \$165,123.
- *Urban Forest Inventory Analysis*, (ODF), by the USDA Forest Service Pacific Northwest Research Station, 2010, \$776,375.
- *Linking People and Landscapes: Using Public Perceptions of Urban Forestry Services to Create New Management Strategies*, (with Washington DNR and OSU), by the USDA Forest Service, 2011, \$270,763.
- *A Regional Urban Forestry Strategy for Portland/Vancouver* (ODF, In conjunction with Washington DNR and OSU), by the USDA Forest Service, 2012, \$166,348
- *The Oregon Forest Action Plan Mobility Project*, (ODF, in conjunction with OSU), by the USDA Forest Service, 2013, \$241,234.

PROFESSIONAL EXPERIENCE

2001 - Present: Urban and Community Forestry Program Manager, Oregon Dept. of Forestry, Salem, Oregon.

- Manage a statewide program delivering technical, financial, organizational, and educational urban forestry assistance by providing leadership and technical services to support a staff of three professionals and seasonal interns (Currently .50 FTE; previously .75 - 1.0 FTE). Responsible for policy, budget, performance measures, and strategic planning functions, partnership projects, federal contract fulfillment, accomplishment reporting, and representing agency before the media, and elected officials.
- Performance indicators – Provide an average of 500 technical assists per year and successfully managed over \$8 million worth of federal-state project and program grants since 1991.

2004 – 2013: Lead Incident Public Information Officer (PIO), Oregon Dept. of Forestry, Salem, Oregon.

- Served as a lead PIO on a Type 1 Incident Management Team, responsible for media support and community relations, managing incident communications efforts, coordinating with federal, state, and Emergency Management agencies and elected officials, and supervision of other PIOs.
- Performance indicators: Successfully completed assignments with more than a dozen wildfire and all-risk incidents in nine US states, as well as Hurricane Katrina Support.

1998 – 2001: Executive Director, Pacific Northwest Chapter ISA, Silverton, Oregon.

- As the first incumbent of this new position, served as the executive officer of a 501(c)(3) non-profit professional educational organization with 1100 members in OR, AK, ID, WA, BC. Established an office, hired support staff, wrote policies and procedures, negotiated contracts, managed finances, supervised volunteers, developed a continuing education program, served as meeting planner and instructor for seminars, conferences, and events attracting 700 attendees per year, managed implementation of a professional certification program, and served as staff to a 12 member Executive Board.
- Performance indicators: Increased the organizational financial reserves by 400% and membership by 30%.

1991 - 1998: Urban Forestry Coordinator, Oregon Department of Forestry, Salem, Oregon.

- As the first incumbent of this new position, I created, implemented, and managed a new statewide urban and community forestry assistance program providing technical, financial, and educational assistance. Developed, from “scratch”, the program structure, vision, mission, goals, position descriptions, budgets, performance measures, short and long range planning documents, marketing strategies, and other program elements.
- Performance indicators: shepherded the first-ever urban forestry bill through the Oregon Legislature; developed and taught educational seminars for over 2000 leaders and professionals, initiated and managed over \$1 million in cost-share grant programs dispersing leveraging over \$2 million for urban forestry projects.

1987 - 1991: Urban Forester, City of Cincinnati, Ohio.

- Administered urban forest management programs for one-third of the city, supervising technicians, tree crews, and volunteers to coordinate street tree planting and pruning projects. Evaluated the health and condition of landscape trees, responded to citizens’ tree care inquiries, and addressed schools and civic organizations.
- Performance indicators: Successfully developed and supervised contracts for over \$500,000 worth of tree planting and maintenance operations with small businesses, planned special innovative projects such as Christmas tree recycling, mass tree distributions, and tree inventory management applications.

1985 - 1987: Forester, Division of Forestry, Ohio Department of Natural Resources, Columbus/Newark, Ohio.

- Provided technical forestry assistance to private landowners. Forest planning responsibilities included developing new information technology and data management applications. I was also responsible for tracking inventory and developing and implementing forestry related computer applications.
- Performance indicators: Created new computer applications for forestry business functions, successfully served landowners, and revitalized the Ohio Big Tree Program.

EDUCATIONAL BACKGROUND

Master of Science, 1985, The Ohio State University, Columbus, Ohio. I obtained a graduate degree from the School of Natural Resources with emphasis on Forest Resource Planning. My coursework centered on forestry, recreation resource planning, regional planning, and education. My Masters thesis evaluated the planning process for non-timber resources in Ohio's State Forest system. I served as a graduate teaching assistant for Forest Recreation classes for one year, and managed the use of an environmental studies field laboratory for one year.

Bachelor of Science, 1983, The Ohio State University, Columbus, Ohio. I completed an undergraduate degree in Natural Resources with extensive coursework in both Forestry and Recreation Resource Management.

PUBLICATIONS

Referred Journal Articles

- Ries, Paul D., A. Scott Reed and Sarah J. Kresse. 2007. "The Impact of Statewide Urban Forestry Programs: A Survey of Cities in Oregon, U.S.", Arboriculture & Urban Forestry, (33) 3:168-175.
- Ries, Paul D. and Rita Schoenneman. 1994. "Urban Forestry: Managing the Forests Where We Live", Journal of Forestry, (92) 10:6-10.

Selected Technical Reports and Articles

- "Street Tree Maintenance: City Service or Homeowner Responsibility?" City Trees (42) 4:10-13, 2006.
- "Learning Lessons From Tree Failures", City Trees (41) 4:24-26, 2005.
- "Applying Leadership Lessons to Urban Forestry", City Trees (41) 2:14-16, 2005.
- An Urban and Community Forestry Research and Education Agenda for Oregon, (editor), Oregon Department of Forestry, 2002.
- "Arboriculture in Cyberspace", Arborist News, (5) 4:9-12, 1996.
- Selecting, Planting, and Caring For A New Tree, Extension Bulletin EC 1359, Oregon State University Extension Service, 1994.
- "Urban Forestry is not an Oxymoron," Journal of Forestry, (89) 11:56, 1991.
- "Preserving the Warder Legacy," American Forests, (95) 7&8:50-52, 1989.
- Ohio's Big Trees, (editor), Ohio Forestry Association, 1989.

LEADERSHIP AND SERVICE EXPERIENCE

- *2011 – present:* Board of Directors, International Society of Arboriculture (ISA). Elected as one of 15 Board members of this professional society with 20,000 members and an annual budget of \$7 million. Serve on various committees including Conference and Events and as Conference Program Chair (11-13).
- *2005 - present:* Lead curriculum developer and instructor for the Municipal Forestry Institute, an innovative leadership training program organized by the Society of Municipal Arborists that has trained almost 400 urban foresters from the US and Canada.
- *2005 – 2008:* Member and Chair, Council of Western State Foresters Urban and Community Forestry Committee, a group that advises state foresters on policy issues. I also served from 1995-1997, including one year as Chair, and served as project manager for a minority outreach publication.
- *2002 – 2006:* Editorial Review Committee Member, *City Trees* magazine, published bimonthly by the Society of Municipal Arborists.
- *2001 – 2008:* Member of the steering committee for the International Tree Failure Database.

- *2001 – 2005:* Appointed by Oregon's Governor to two terms as a citizen member of the Oregon Landscape Contractors Board, a state regulatory body licensing landscapers and ensuring consumer protection. I wrote the agency's first-ever strategic plan, hired the agency staff during transition to a semi-independent agency, served as Board Chair for one year, adjudicated contested case appeals, and chaired Administrative Rule Hearings.
- *2001 – 2010:* Served as a member of the Board of Directors of Oregon Community Trees, a 501(c)(3) non-profit organization. I was a founding member and also served on this Board from 1991 to 1997.
- *2000 – 2002:* Served as Assistant Conference Chair of the International Society of Arboriculture (ISA) 2002 Annual Conference in Seattle, which attracted 2500 attendees from around the world.
- *1995 – present:* Member of the Oregon Heritage Tree Committee. As a founding member, I wrote the organization's charter and served one term as chair.
- *1994 – 2000:* Board of Directors, International Society of Arboriculture (ISA). Elected twice as a Board member of this then 14,000 member professional society. Served in various volunteer capacities including Membership Committee member and chair, Constitution and Bylaws Committee member and chair, and Organizational Review Committee member.
- *1993 – 1995:* Secretary, Urban Forestry Working Group, Society of American Foresters.
- *1991 – 1997:* Board of Directors, Pacific Northwest Chapter - International Society of Arboriculture (PNW-ISA). Elected three times to the governing Board of this 501(c)(3) group during a time of rapid growth and organizational change, including tripling of membership and budget, and transition from volunteer to paid staff. Served as the group's annual training conference chair in 1996.

SPECIALIZED TRAINING

- Certified Arborist #OH0065, International Society of Arboriculture, granted 1989, and recertified every third year since then. Certification currently valid through 12/31/2013.
- Trained Workshop Facilitator, Project Learning Tree (PLT). Since 1988, I have conducted workshops for over 1000 elementary and secondary school teachers.
- Completed Leadership and Management Training Courses including: Time Management, High Involvement Leadership Teams, Building Capacity for Cooperative Action, Increasing Personal Effectiveness, 7 Habits of Highly Effective People, Agency Leadership Program, and Diversity in Communications.
- Wildland Fire/Incident Management Courses Completed: S-203, S-403, S-420, S-445, S-130, S-190, IS-700, IS-800, Complex Incident Management Course. Currently hold PIO1 and TNSP qualifications.

AWARDS and RECOGNITION

- 2011 – National Association of State Foresters Current Achievement Award for Urban Forestry
- 2006 – Society of Municipal Arborists – President's Award
- 2002 – Pacific Northwest Chapter, International Society of Arboriculture – Arboriculture Award
- 1997 – Council of Western State Foresters - Distinguished Service Award
- 1996 – Pacific Northwest Chapter, International Society of Arboriculture – President's Award
- 1993 – Pacific Northwest Chapter, International Society of Arboriculture – Education Award

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

PROGRAM TITLE: Graduate Certificate in Urban Forestry

BUDGET PERIOD: From FY 2014-15 to FY 2017-18

	RECURRING			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track		-	-	-
Faculty, fixed-term	20,583	20,995	21,415	21,843
Sub-total, Faculty	20,583	20,995	21,415	21,843
Graduate Assistants	-	-	8,972	9,151
Support Staff		-	3,070	3,131
Fellowship/Scholarship	-	-	-	-
OPE	8,233	8,398	12,402	12,650
Personnel Subtotal	28,816	29,393	45,859	46,775
Other Expenses				
Library, Printed	352	370	388	407
Library, Electronic				
Services & Supplies		-	-	-
Capital Equipment				
Facilities Renovation				
Other Expenses Subtotal	352	370	388	407
Total Cost of Program	29,168	29,763	46,247	47,182
Resources				
Current Budget, unit				
Tuition	23,001	38,335	57,502	76,670
Fees/Sales				
Other, describe:				
Ecampus Development Funds	7,098			
Total Resources	30,099	38,335	57,502	76,670

Note: Please include budget narrative describing items listed above.

Recurring

Subject: RE: CAT 1 Certificate Budget Forms

Date: Monday, September 30, 2013 9:38:11 AM Pacific Daylight Time

From: Admiral, Roger

To: Ries, Paul

Morning Paul,

Looks good, so ahead and submit.

Roger

From: Ries, Paul

Sent: Monday, September 30, 2013 8:44 AM

To: Admiral, Roger

Subject: CAT 1 Certificate Budget Forms

Hello Roger -

Just getting back in touch with you regarding our conversation last week. After talking to Paul Doescher, we decided to put .10 FTE support staff funding into the later two years of the budget. So these forms should now be ready for submission. In the event you want to take another look at them, I've attached them to this email.

Thanks.

Paul

Paul D. Ries

Instructor and Extension Specialist, Urban Forestry

Department of Forest Ecosystems and Society

Oregon State University College of Forestry

321 Richardson Hall, Corvallis, OR 97331

Email: paul.ries@oregonstate.edu

Phone: 503/945-7391

CAT I Proposal - Graduate Certificate in Urban Forestry Summary of Internal Reviewers and External Supporters

As part of the proposal development process for the Graduate Certificate in Urban Forestry, input was requested from the following individuals, academic units, agencies, or organizations:

Internal Review of Initial Draft by Other Certificate or Program Contacts

Selina Heppell, Department of Fisheries and Wildlife (no response received)
Alfonso Bradoch, Ecampus (no response received)
Kuuipo Walsh, GIS Graduate Certificate Director (no response received)
Badege Bishaw, Master of Natural Resources Program (responses incorporated in final)
Linda Brewer, Horticulture Department (responses incorporated in final)

Internal Review - Curriculum Liaisons from other OSU Academic Units

Mark Abbott, Dean, CEOAS (response attached)
Bill Braunworth, Interim Head, Department of Horticulture (response attached)
Dan Edge, Head, Department of Fisheries and Wildlife (no response received)
Brenda McComb, Graduate School (response attached)
Lisa Templeton, Executive Director, Ecampus (no response received)
Badege Bishaw, Master of Natural Resources Program (response attached)

Internal OSU Budget Center Review

Roger Admiral, Director of Operations, College of Forestry/FOBC (response attached)

Letters of Support External to OSU

Jan Davis, USDA Forest Service National Urban Forestry Program (response attached)
Jerri LaHaie, Society of Municipal Arborists (response attached)
Dan Lambe, Arbor Day Foundation (response attached)
Dr. Monica Lear, National Association of State Foresters (response attached)
Jack McCabe, Davey Resource Group (response attached)
Jim Skiera, International Society of Arboriculture (response attached)

Review Requested from Other Oregon University System Units

Dr. Connie Ozawa, Portland State University, Director of the Toulon School of Urban Studies and Planning (no response received)
Elisabeth Chan, University of Oregon, Head of the Department of Landscape Architecture and Ecological Design Certificate Director (no response received)

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Wednesday, October 2, 2013 10:01:04 AM Pacific Daylight Time
From: Doescher, Paul
To: Abbott, Mark Richard, Edge, W., McComb, Brenda, Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
CC: Ries, Paul, Montalto, Elena

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
Brenda McComb, Graduate School
Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

The attached Category I proposal describes a new online Graduate Certificate in Urban Forestry being developed by the Department of Forest Ecosystems and Society.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your unit of our intent to make this curricular change. An earlier draft of this document was sent to Selina Heppell in FW, Kuuipo Walsh in CEOAS, Alfonso Bradoch in Ecampus, and Linda Brewer in Horticulture.

Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

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

Thank you for your time and input.

Paul

Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

Re: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

John Lambrinos [lambrinj@hort.oregonstate.edu]

Sent: Wednesday, October 23, 2013 11:17 AM

To: Ries, Paul

Cc: Doescher, Paul; Braunworth, Bill; McComb, Brenda

Paul:

Sure thing. I think this is a great idea.

John.

On 10/23/2013 10:27 AM, Ries, Paul wrote:

Thanks very much for your comments. I did note on the draft that I need to correct the 555 class listing to reflect the cross list. I've made that change.

John, may I add you to the mentor list? Al and Gail have agreed to be listed as well.

Sent from my iPhone

On Oct 23, 2013, at 10:12 AM, "Doescher, Paul" <paul.doescher@oregonstate.edu> wrote:

Thanks Bill and John for the thoughtful look at this program!

Paul S. Doescher

Head, Department of Forest Ecosystems and Society

Director, Natural Resources Program

Oregon State University

Corvallis, OR 97331

541 737-6583

From: Braunworth, Bill

Sent: Wednesday, October 23, 2013 10:11 AM

To: Doescher, Paul; Ries, Paul

Cc: Braunworth, Bill; Lambrinos, John; McComb, Brenda

Subject: FW: FW: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

Paul squared: We have reviewed this proposal in hort with our Graduate Education Committee. John Lambrinos takes the lead for graduate education in Hort and his comments with my edits that directly relate to this are below. Overall I think this is an excellent program to which Hort might contribute more in the future, but this is a good launching point. We also think it is good to have 2 graduate level classes available to us in Hort through the cross listing. Thanks much!

I'll approve on line when I see the official notification.

Bill Braunworth, Interim Department Head
OSU Horticulture

4017 ALS Bldg
Corvallis, OR 97331
Ph: 541-737-1317 | Fx: 541-737-3479
Email: bill.braunworth@oregonstate.edu

From: John Lambrinos [<mailto:lambrinj@hort.oregonstate.edu>]
Sent: Monday, October 07, 2013 6:06 PM
To: Braunworth, Bill
Cc: Shay, Alan; Langelotto, Gail; Granger, Autumn; Donegan, Kelly
Subject: Re: FW: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

Hi Bill: (includes edits from Braunworth)

I am broadly very supportive of the proposal. Here are some thoughts relative to Hort:

1. As Brenda points out, the undergraduate option is offered under both Hort and FES and was developed collaboratively (Anita would be the best source for the plan and vision behind that). Part of the idea for the joint approach was that potential students could come into the field from either a Hort or Forestry emphasis. The sister undergraduate options have 16 students. As I understand it, the proposed grad certificate will be offered as a standalone piece or as part of an online Master of Natural Resources. So from a subject matter perspective I don't think there is a clear need to have a specific Hort role at this time. Also, I do not think that any of our existing HORT graduate courses would be an obvious fit for the certificate curriculum.
2. If we wanted to be involved, I think there are some opportunities for course development and participation in courses (e.g. the new urban ecosystems course). But that would of course involve commitments of resources, and working out the funding model. We understand Paul Ries will do most of the instruction with an increase in FTE from 0.25 to .50 FTE.....but are there others?
3. A positive attribute of this program is the new graduate courses will enhance our existing graduate offerings. There are currently few natural resource oriented course offerings in urban and community systems.
4. Because of the link to the undergraduate program two of the courses in the certificate are FES/HORT Crosslisted course FES/HORT 555 and FES/HORT 547. If there are funds tracking back to the unit that crosslisting might cause an issue; but this should be covered by the new agreement we have on ecampus revenue sharing.
5. On a technical note, FES/HORT 555 is listed in the catalog under on campus courses with a note that it is only offered via ecampus, but FES/HORT 547 only appears in the catalog under ecampus offerings. Is there a reason for the difference in how the two courses are listed and presented in the catalog?

John.

On 10/5/2013 10:07 AM, Braunworth, Bill wrote:

Colleagues: I need your input on this proposal. It seems like it would be nice to have Hort more integrated. As it is now, the program stands alone in forestry. The question is how do we effectively integrate Hort, what courses if any? John, look at the courses especially Urban Ecosystems below. Please let me know of any issues that I need to bring up to Paul as soon as you can. Thanks much.

Required Courses (12 credits)

- (4) FES 555 Urban Forest Planning, Policy, Management
- (1) SNR 511 Sustainable Natural Resources

(3) FES 5XX (new) Urban Natural Resource Planning

<image001.png>

(2) FES 5XX (new) Urban Forestry Leadership

(2) FES 506 (new section) Urban Forestry Capstone

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

(3) FES 545 Ecological Restoration

(4) FES 547 Arboriculture

(3) FES 554 Managing at the Wildland-Urban Interface

(4) FES 593 Environmental Interpretation

(3) FES 585 Consensus and Natural Resources

(3) GEO 551 Environmental Site Planning

(4) GEO 565 Geographic Information Systems

(3) FES 5XX (new) Urban Ecosystems

(3) FES 592 Ecosystem Services or (3) FW 562 Ecosystem Services

Here is a note from Brenda McComb related to this:

Paul

The initiation of the Urban Forestry effort was collaborative with Horticulture and so I would have expected to see this certificate proposal be collaborative with Horticulture as well. Is there interest in a shared cross-college effort? Anita can provide background.

If not then I do not have concerns and support it as a program that hopefully will grow into a degree program that would allow us to link more meaningfully with the Urban areas in our state.

Brenda

Bill Braunworth, Interim Department Head

OSU Horticulture

4017 ALS Bldg

Corvallis, OR 97331

Ph: 541-737-1317 | Fx: 541-737-3479

Email: bill.braunworth@oregonstate.edu

From: Doescher, Paul

Sent: Wednesday, October 02, 2013 10:01 AM

To: Abbott, Mark Richard; Edge, W.; McComb, Brenda; Templeton, Lisa; Braunworth, Bill; Bishaw, Badege

Cc: Ries, Paul; Montalto, Elena

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS

Bill Braunworth, Department of Horticulture

Dan Edge, Department of Fisheries and Wildlife

Brenda McComb, Graduate School

Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

The attached Category I proposal describes a new online Graduate Certificate in Urban Forestry being developed by the Department of Forest Ecosystems and Society.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your unit of our intent to make this curricular change. An earlier draft of this document was sent to Selina Heppell in FW, Kuuipo Walsh in CEOAS, Alfonso Bradoch in Ecampus, and Linda Brewer in Horticulture.

Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

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

Thank you for your time and input.

Paul

Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

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John Lambrinos
Associate Professor
Oregon State University
Department of Horticulture
Corvallis, OR 97331
Phone: 541-737-3484; FAX: 541-737-3479

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John Lambrinos
Associate Professor
Oregon State University
Department of Horticulture
Corvallis, OR 97331

Phone: 541-737-3484; FAX: 541-737-3479

Subject: RE: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Friday, October 4, 2013 9:49:38 AM Pacific Daylight Time
From: McComb, Brenda
To: Doescher, Paul, Abbott, Mark Richard, Edge, W., Templeton, Lisa, Braunworth, Bill, Bishaw, Badege
CC: Ries, Paul, Montalto, Elena, Azarenko, Anita Nina

Paul

The initiation of the Urban Forestry effort was collaborative with Horticulture and so I would have expected to see this certificate proposal be collaborative with Horticulture as well. Is there interest in a shared cross-college effort? Anita can provide background.

If not then I do not have concerns and support it as a program that hopefully will grow into a degree program that would allow us to link more meaningfully with the Urban areas in our state.

Brenda

From: Doescher, Paul
Sent: Wednesday, October 02, 2013 10:01 AM
To: Abbott, Mark Richard; Edge, W.; McComb, Brenda; Templeton, Lisa; Braunworth, Bill; Bishaw, Badege
Cc: Ries, Paul; Montalto, Elena
Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
Brenda McComb, Graduate School
Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

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Thank you for your time and input.

Paul

*Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583*

RE: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

Bishaw, Badege

Sent: Wednesday, October 23, 2013 11:51 AM

To: Doescher, Paul

Cc: Ries, Paul

Paul,

I have been involved from the inception in developing the Urban Forestry Graduate Certificate program at OSU. I have shared my knowledge and experiences in program development to Paul Ries to write the Category I proposal for the Certificate. I have also provided my comments and suggestions to shape the draft Category I proposal. This program is very useful and timely to train professionals in Urban Forestry as most of the population in the U.S. and worldwide live in urban areas. Besides, this program is also designed to be one Area of Emphasis for the Master of Natural Resources degree program, which is a win-win situation for both programs. As Program Director for the MNR program, I strongly support the development of the Urban Forestry Graduate Certificate at OSU.

Thanks,
Badege

Badege Bishaw, Ph.D., Program Director,
Master of Natural Resources, and
Sustainable Natural Resources Graduate Program
Department of Forest Ecosystems and Society
Oregon State University
Corvallis, OR 97331

Phone: 541-737-9495

Fax: 541-737-1393

From: Doescher, Paul

Sent: Wednesday, October 02, 2013 10:01 AM

To: Abbott, Mark Richard; Edge, W.; McComb, Brenda; Templeton, Lisa; Braunworth, Bill; Bishaw, Badege

Cc: Ries, Paul; Montalto, Elena

Subject: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture
Dan Edge, Department of Fisheries and Wildlife
Brenda McComb, Graduate School
Lisa Templeton, Ecampus
Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

The attached Category I proposal describes a new online Graduate Certificate in Urban Forestry being developed by the Department of Forest Ecosystems and Society.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your unit of our intent to make this curricular change. An earlier draft of this document was sent to Selina Heppell in FW, Kuuipo Walsh in CEOAS, Alfonso Bradoch in Ecampus, and Linda Brewer in Horticulture.

Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

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

Thank you for your time and input.

Paul

*Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583*

Subject: FW: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry
Date: Wednesday, October 16, 2013 7:47:22 AM Pacific Daylight Time
From: Doescher, Paul
To: Ries, Paul

FYI

Paul S. Doescher
Head, Department of Forest Ecosystems and Society
Director, Natural Resources Program
Oregon State University
Corvallis, OR 97331
541 737-6583

-----Original Message-----

From: Mark Abbott [<mailto:mark@coas.oregonstate.edu>]
Sent: Tuesday, October 15, 2013 9:33 PM
To: Doescher, Paul
Subject: Re: Request for Curriculum Liaison Review--Cat I- Graduate Certificate in Urban Forestry

No concerns on my part

On Oct 2, 2013, at 10:01 AM, "Doescher, Paul" <paul.doescher@oregonstate.edu> wrote:

DATE: October 2, 2013

TO:

Mark Abbott, CEOAS
Bill Braunworth, Department of Horticulture Dan Edge, Department of
Fisheries and Wildlife Brenda McComb, Graduate School Lisa Templeton,
Ecampus Badege Bishaw

FROM: Paul Doescher, Head, Department of Forest Ecosystems and Society

SUBJECT: Curriculum Liaison Review

The attached Category I proposal describes a new online Graduate Certificate in Urban Forestry being developed by the Department of Forest Ecosystems and Society.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your unit of our intent to make this curricular change. An earlier draft of this document was sent to Selina Heppell in FW, Kuuipo Walsh in CEOAS, Alfonso Bradoch in Ecampus, and Linda Brewer in Horticulture.

Please review the attached materials and send your comments, concern, or support to me by October 14. Your timely response is appreciated.

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

Thank you for your time and input.

Paul

Paul S. Doescher

Head, Department of Forest Ecosystems and Society Director, Natural
Resources Program Oregon State University Corvallis, OR 97331

541 737-6583

<UF MNR Certificate Cat 1 Proposal Draft 2.pdf>

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2014-2015

Indicate the year: XX First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director and lead Instructor - \$20,583				\$20,583
Graduate Assistants (Include FTE)						\$0
Support Staff (Include FTE)						\$0
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director/\$8,233				\$8,233
Nonrecurring:		\$0				\$0.00
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$28,816				\$28,816
Other Resources						
Library/Printed		\$352				\$352
Library/Electronic		\$0				\$0
Supplies and Services		\$0				\$0
Equipment		\$0				\$0
Other Expenses		\$0				\$0
Other Resources Subtotal	\$0	\$352				\$352
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0					\$0
GRAND TOTAL	\$0	\$29,168				\$29,168

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2015-2016

Indicate the year: First XX Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director and lead Instructor - \$20,995				\$20,995
Graduate Assistants (Include FTE)						\$0
Support Staff (Include FTE)						\$0
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director/\$8,398				\$8,398
Nonrecurring:		\$0				\$0.00
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$29,393				\$29,393
Other Resources						
Library/Printed		\$370				\$370
Library/Electronic		\$0				\$0
Supplies and Services		\$0				\$0
Equipment		\$0				\$0
Other Expenses		\$0				\$0
Other Resources Subtotal	\$0	\$370				\$370
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0					\$0
GRAND TOTAL		\$29,763				\$29,763

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2016-2017

Indicate the year: XX First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director - \$21,415				\$21,415
Graduate Assistants (Include FTE)		.25 FTE - \$8,972				\$8,972
Support Staff (Include FTE)		.10 FTE - \$3,070				\$3,070
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director - \$8,566 .25 FTE GA - \$1,515 .10 FTE Support - \$2,321				\$12,402
Nonrecurring:		\$0				\$0\$0.00
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$45,859				\$45,859
Other Resources						
Library/Printed		\$388				\$388
Library/Electronic						\$0
Supplies and Services						\$0
Equipment						\$0
Other Expenses						\$0
Other Resources Subtotal	\$0	\$388				\$388
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0					\$0
GRAND TOTAL	\$0	\$46,247				\$46,247

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

Institution: Oregon State University

Program: Graduate Certificate in Urban Forestry

Academic Year: 2016-2017

Indicate the year: First Second
 Third XX Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)		.25 FTE Director - \$21,843				\$21,843
Graduate Assistants (Include FTE)		.25 FTE - \$9,151				\$9,151
Support Staff (Include FTE)		.10 FTE - \$3,131				\$3,131
Fellowships/Scholarships		\$0				\$0
OPE		.25 FTE Director - \$8,566 .25 FTE GA - \$1,515 .10 FTE Support - \$2,367				\$12,650
Nonrecurring:		\$0				\$0
GTA Fee subsidies (\$300/per term)		\$0				\$0
GTA Health Insurance (\$715/per term)		\$0				\$0
Personnel Subtotal	\$0	\$46,775				\$46,775
Other Resources						
Library/Printed		\$407				\$407
Library/Electronic		\$0				\$0
Supplies and Services		\$0				\$0
Equipment		\$0				\$0
Other Expenses		\$0				\$0
Other Resources Subtotal	\$0	\$407				\$407
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal	\$0	\$0				\$0
GRAND TOTAL	\$0	\$47,182				\$47,182

1. Review - College Approver - Forestry

Approved by [Randall Rosenberger](#) Associate Professor / Forest Ecosyst & Society, *October 31, 2013 8:34am*

Comments

Randall Rosenberger (College Approver - Forestry) October 31, 2013 8:34am

A great certificate program with strong potential for growth.

2. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *December 11, 2013 11:48am*

Comments

Sarah Williams (Curriculum Coordinator) December 11, 2013 11:48am

Returning to Originator for revisions, following the APC meeting. SW

3. Originator Response

[Paul Ries](#), *December 27, 2013 11:51am*

Comments

Paul Ries December 27, 2013 11:51am

Hi Sarah,

I've updated the Proposal, Executive Summary, and four budget detail worksheets based on our conversation from December 11 with the APC.

Please let me know if there is anything else you need. It was nice to finally meet you earlier this month, and I appreciate your assistance.

Paul

4. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *January 2, 2014 12:31pm*

Comments

Sarah Williams (Curriculum Coordinator) January 2, 2014 12:31pm

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

5. Review - Budgets and Fiscal Planning Committee

Approved by [Luke Mc Ilvenny](#) Mgr-Business Center / Bus & Engr Business Ctr, *January 23, 2014 1:39pm*

Comments

Luke Mc Ilvenny (Budgets and Fiscal Planning Committee) January 23, 2014 1:39pm

Additional comments have been sent to Paul Ries via e-mail.



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

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

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

Check One:

Full Proposal (Category I)

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

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

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

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

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

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

Title of Proposal:

Effective Date:

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

SPRING 2014

School/Department/Program:

College:

Mechanical, Industrial & Man. Engr.

Engineering.

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

8/28/13

8/29/13

Sign (Department Chair/Head; Director)

Date

Sign (Dean of College)

Date

ROB STONE

SANDRA WOODS

Print (Department Chair/Head; Director)

Print (Dean of College)

Proposal for MS, MEng, PhD Graduate Degrees in Robotics

Executive Summary

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

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

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

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

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

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

CPS Tracking #: 87438

Institution: Oregon State University

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

Department/Program: Graduate Program in Robotics

1. Program Description

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

CIP #: 14.4201

Title: Mechatronics, Robotics and Automation Engineering

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

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

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

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



fApring

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

A graduate program in Robotics is needed to complement the existing MEng, MS, PhD programs in Mechanical Engineering, and Electrical Engineering and Computer Science. Currently, students interested in Robotics must choose one of these disciplines and take courses from the other disciplines to complete their degree

program. Though this approach has been acceptable up to now, it does not capture the truly multi-disciplinary nature of robotics.

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

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

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

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

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

Students enrolled in the PhD degree will complete a total of 108 graduate credits, including at least 45 credits of graduate, non-blanket numbered coursework and at least 36 credits of dissertation. Students enrolled in the MS degree will complete a total of 45 graduate credits. The MS thesis option will require at least 30 credits of graduate level coursework and 12 thesis credits. The remaining credits can come from coursework or seminar credits. The MS project option will require 39 hours of coursework and 6 project credits. Students enrolled in the MEng degree will complete a total of 45 graduate credits.

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

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

ENGR 521: Applied Robotics (4)

ME 531: Linear Multivariable Control Systems I (4)

ME 532: Linear Multivariable Control Systems II (4)

ME 533: Nonlinear Dynamic Analysis (4)

ME 536: Actuator Dynamics (4)

ME 537: Learning-Based Control (4)

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

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

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

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

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

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

CS 515: Algorithms and Data Structures (4)

CS 531: Artificial Intelligence (4)

CS 532: Advanced Artificial Intelligence (4)

CS 533: Intelligent Agents and Decision Making (4)

CS 534: Machine Learning (4)

CS 536: Probabilistic Graphical Models (4)

CS 556: Computer Vision (4)

ECE 550: Linear Systems (4)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

i. Adequacy and quality of faculty delivering the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

k. Other staff.

Support staff (at least 0.5 FTE), funded by the School of MIME and/or the College of Engineering, will provide administrative support. Also, the program will partner with the School of Mechanical, Industrial and Manufacturing Engineering administration to accomplish necessary organizational functions such as curriculum delivery, recruitment and admission.

l. Facilities, library, and other resources.

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

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

m. Anticipated start date.

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

2. Relationship to Mission and Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Accreditation

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

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

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

Not applicable.

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

Not applicable.

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

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

4. Need

- a. *Evidence of market demand.*

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

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

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

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

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

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

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

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

Not applicable.

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

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

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

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

5. Outcomes and Quality Assessment

- a. *Expected learning outcomes of the program.*

The following table indicates what the College of Engineering has identified as “universal” **graduate learning outcomes**, which are assessed by specific mechanisms that are administered by the individual programs. The same set of outcomes is listed for the MS and PhD degree programs but, as should be self-evident, for the PhD degree there are significantly greater expectations. The MEng program has a more limited set of outcomes, which represents the coursework focus of that program.

Ph.D. Outcomes	MS Outcomes	MEng Outcomes
Outcome 1: Knowledge and Scholarship The student will be able to identify and conduct original research, scholarship or creative endeavors.	Outcome 1: Knowledge and Scholarship The student will be able to identify and conduct original research, scholarship or creative endeavors.	Outcome 1: Knowledge and Scholarship The student will be able to identify and conduct original research, scholarship or creative endeavors.
Outcome 2: Communication The student will be able to effectively communicate in their field of study.	Outcome 2: Communication The student will be able to effectively communicate in their field of study.	
Outcome 3: Critical Thinking and Problem Solving Students will be able to think critically, creatively and solve problems in their field of study.	Outcome 3: Critical Thinking and Problem Solving Students will be able to think critically, creatively and solve problems in their field of study.	Outcome 2: Critical Thinking and Problem Solving Students will be able to think critically, creatively and solve problems in their field of study.
Outcome 4: Ethical Conduct Students will be able to conduct research in an ethical and responsible manner and have a basic understanding of their ethical responsibilities as future scientists and/or engineers.	Outcome 4: Ethical Conduct Students will be able to conduct research in an ethical and responsible manner and have a basic understanding of their ethical responsibilities as future scientists and/or engineers.	Outcome 3: Ethical Conduct Students will have a basic understanding of their ethical responsibilities as future scientists and/or engineers.
Outcome 5: Professional Development Students will be able to demonstrate attributes of professional development consistent with expectations within their field of study.	Outcome 5: Professional Development Students will be able to demonstrate attributes of professional development consistent with expectations within their field of study.	

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

The mapping guidelines for each degree as well how each learning outcome will be measured is presented in Appendix A.

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

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

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

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

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

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

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

6. Program Integration and Collaboration

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

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

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

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

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

Not applicable.

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

No impact on existing programs is expected.

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

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

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

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

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

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

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

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

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

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

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

The proposed external reviewers for this program include:

Howie Choset

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

Gaurav S. Sukhatme

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

Peko Hosoi

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

Reid Simmons

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

Robert D. Howe

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

Appendix A: Outcomes and Quality Assessment

Mapping guidelines for the Ph.D. Degree in Robotics:

Learning Outcomes: <i>Graduate students in the PhD program will demonstrate →</i>	Outcome 1: Knowledge and Scholarship	Outcome 2: Communication	Outcome 3: Critical Thinking and Problem Solving	Outcome 4: Ethical Conduct	Outcome 5: Professional Development
Activities and Evidence:	Identify and conduct original research, scholarship or creative endeavors	Effectively communicate their field of study	Think critically, creatively and solve problems in their field of study	Conduct research in an ethical and responsible manner	Demonstrate attributes of professional development consistent with expectations within their field of study
1. Seminar Series			- Critically analyze ideas and data presented and discussed by others and participate in the peer review process	- Attend workshops or take online training on and responsible conduct of research and engineering - Participate in discussions on responsible conduct of research and engineering	- Gain appreciation for membership in professional societies - Attend scientific seminars across campus - Understand the importance of membership in professional societies
2. Plan of Study Coursework	Gain knowledge needed for conducting original research		Gain critical thinking and problem solving skills		
3. Research credits	Earn a Satisfactory in at least 36 credits of ME 603 or ROB 603			Earn a Satisfactory in at least 36 credits of ME 603 or ROB 603	
4. PhD Preliminary Exam – Written Component	Define and justify a set of original research objectives in a formal research proposal	Write and defend an original proposal	Define and defend a set of research methods and analyses that will achieve the research objectives	Define methods to achieve the research objectives in an ethical and responsible manner	

5. PhD Preliminary Exam – Oral Component	Demonstrate sufficient knowledge of subject matter to become a PhD Candidate	Demonstrate ability to communicate knowledge and research through a written and oral preliminary exam	Demonstrate the ability to think clearly and solve problems through a written and oral preliminary exam		
6. Ph.D. Dissertation	Prepare a dissertation that meets expectations for original, independent research		Prepare a dissertation that demonstrates critical thinking and creativity	Prepare a dissertation based on ethical and responsible research	
7. PhD Final Oral Exam		Present the research in a public seminar and defend the dissertation	Defend the dissertation research before the student's Advisory Committee		Present the dissertation research in a public seminar and defend the dissertation research before the student's Dissertation Committee

Mapping guidelines for the M.S. Degree in Robotics:

Learning Outcomes: <i>Graduate students in the PhD program will demonstrate →</i>	Outcome 1: Knowledge and Scholarship	Outcome 2: Communication	Outcome 3: Critical Thinking and Problem Solving	Outcome 4: Ethical Conduct	Outcome 5: Professional Development
Activities and Evidence:	Identify and conduct original research, scholarship or creative endeavors	Effectively communicate their field of study	Think critically, creatively and solve problems in their field of study	Conduct research in an ethical and responsible manner	Demonstrate attributes of professional development consistent with expectations within their field of study

1. Seminar Series			- Critically analyze ideas and data presented and discussed by others and participate in the peer review process	- Attend workshops or take online training on and responsible conduct of research and engineering - Participate in discussions on responsible conduct of research and engineering	- Gain appreciation for membership in professional societies - Attend scientific seminars across campus - Understand the importance of membership in professional societies
2. Plan of Study Coursework	Gain knowledge needed for conducting original research		Gain critical thinking and problem solving skills		
3. Research credits	Earn a Satisfactory in at least 6/12 credits of ME 506/503 or ROB 506/503			Earn a Satisfactory in at least 6/12 credits of ME 506/503 or ROB 506/503	
4. MS Project or Thesis	Prepare a project report or thesis that meets expectations for original, independent research		Prepare a project report or thesis that demonstrates critical thinking and creativity	Prepare a project report or thesis based on ethical and responsible research	
5. MS Final Oral Exam		Present the research project report or thesis in a public seminar (as required) and defend the research project report, thesis	Defend the research project report or thesis before the student's Advisory Committee		Present the research project report or thesis in a public seminar and defend the body of work before the student's Thesis Committee

Mapping guidelines for the M.Eng. Degree in Robotics:

Learning Outcomes: <i>Graduate students in the PhD program will demonstrate →</i>	Outcome 1: Knowledge and Scholarship		Outcome 2: Critical Thinking and Problem Solving	Outcome 3: Ethical Conduct	
Activities and Evidence:	Identify and conduct original research, scholarship or creative endeavors		Think critically, creatively and solve problems in their field of study	Understanding of their ethical responsibilities as future scientists and/or engineers	
1. Seminar Series			- Critically analyze ideas and data presented and discussed by others and participate in the peer review process	- Attend workshops or take online training on and responsible conduct of research and engineering - Participate in discussions on responsible conduct of research and engineering	
2. Plan of Study Coursework	Gain knowledge needed for mastery of the subject matter		Gain critical thinking and problem solving skills		
3. Project Course	All MEng programs of study must include a course which includes an independent scholarly project				
4. MEng Final Oral Exam	Present the graduate program of study before the student's MEng Committee		Present the graduate program of study before the student's MEng Committee		

Appendix B: PhD Qualifying Examination in Robotics

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

Exam Format

The qualifying examination for Robotics consists of three components:

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

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

Exam Scheduling

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

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

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

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

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

Summary of Support Letters:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

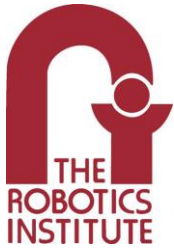
Rick Williams, College of Engineering IAB member, Leidos Maritime Solutions:

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

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

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

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



Carnegie Mellon

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

October 10, 2013

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

Dear Professor Tumer,

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

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

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

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

Sincerely,

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

MTM:ejh



WPI

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

September 5, 2013

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

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

Dear Prof. Tumer,

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

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

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

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

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

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

Sincerely,

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

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

Department of Orthopaedics
and Sports Medicine

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

www.orthop.washington.edu

September 10, 2013

To Whom It May Concern:

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

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

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

Yours sincerely,



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

TEAM PHYSICIANS TO THE UNIVERSITY OF WASHINGTON HUSKIES

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

ORTHOPAEDIC FACULTY

Foot & Ankle Surgery,
Amputee Care

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

Fracture Care & Traumatology

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

James C. Krieg, M.D.

Sean E. Nork, M.D.
Bruce J. Sangeorzan, M.D.
Douglas G. Smith, M.D.
Lisa A. Taitsman, M.D., M.P.H.
Hand & Upper Extremity
Christopher H. Allan, M.D.
Douglas P. Hanel, M.D.

Outreach Program

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

Spine Surgery

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

September 5, 2013

To Whom It May Concern,

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

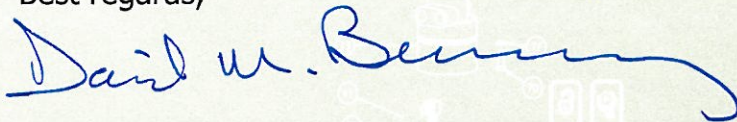
As an active alumnus I have served on the MIME Industry Advisory Board (IAB) for several years, just completing my last term on that board. During my tenure on the IAB I witnessed and encouraged amazing growth in the robotics group. The department has made a major commitment to the program, bringing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

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

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

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

Best regards,



David M. Browning, P.E.

18000 S Shiloh Lane
Oregon City, OR 97405

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

October 9, 2013

Dear Dean Woods.

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

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

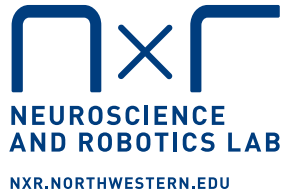
Demand can also be found in the emerging wave energy industry and our nationally-recognized ocean observation program at OSU where underwater robotic systems are employed. Looking to aviation, land and surface sectors as well, the Pacific Northwest region hosts several companies that produce autonomous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

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

Sincerely,

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

cc: Dr. Kagan Tumer



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

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

September 9, 2013

Dear Sir/Madam,

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

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

Sincerely,

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

Kevin M. Lynch
Professor and Chair, Mechanical Engineering

Student Interest:

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

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

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

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

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

Dear Dr. Stone:

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

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

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

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

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

Sincerely,

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

Christian Hubicki
PhD Student in Mechanical Engineering

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

To whom it may concern:

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

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

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

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

Enthusiastically yours,

A handwritten signature in dark ink, reading "Matthew Rueben", followed by a long horizontal flourish line.

Matthew Rueben
PhD Student in Robotics
OSU School of MIME

October 28, 2013

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

To Whom it May Concern:

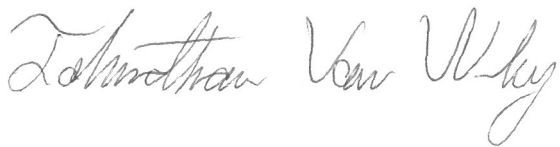
I am currently an undergraduate at Oregon State University with a strong interest in robotics. To fulfill this interest, I have been working at the Dynamic Robotics Laboratory, and have recently begun my own research through this laboratory.

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

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

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

Sincerely,

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

Johnathan Van Why
2792 NW Arlington Dr
Albany, OR 97321

To whom it may concern,

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

Mitchell Colby

Yu, Xi "Fisher"

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

► **Dr. Stone**

Dear Dr. Stone,

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

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

Please forgive my limited English writing.

Thank you for your time.

Yu, Xi "Fisher"

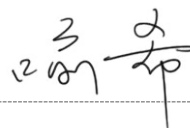
yux2@onid.orst.edu

International graduate student (Mechanical Engineering)

Oregon State University

10/28/2013

Yu, Xi



10/28/2013

James Haskell

Email: haskellj1989@gmail.com

Cell: 503-504-5382

Dear Dr. Stone,

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

Thank you for your time.

Signature: _____

James Haskell

Atil Iscen

541-908-1978

atiliscen@gmail.com

www.atiliscen.com

October 26, 2013

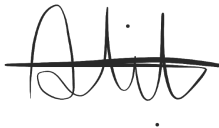
Dear Dr. Stone,

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

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

Sincerely yours,

Atil Iscen

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

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

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

Dear Dr. Stone,

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

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

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

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

Sincerely,

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

Carrie Rebhuhn

10/28/2013

• • •

Kadee Mardula
mardulak@onid.orst.edu

Dr. Rob Stone
206 Rogers Hall

Dear Dr. Stone;

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

Sincerely,

A handwritten signature in black ink that reads "Kadee Mardula". The script is cursive and fluid, with the first name "Kadee" and last name "Mardula" clearly distinguishable.

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

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

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

Dear Dr. Stone:

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

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

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

Sincerely,

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

William Curran

Category I Proposal

Guidelines for Addressing Accessibility of New Programs

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

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

Title of Proposal:

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

Effective Date:

Sp. 2014

Department/Program:

Mechanical, Industrial, Manufacturing Engr.

College:

Engineering

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

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


Sign (Dept Chair/Head; Director)

8/28/13
Date

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

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

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

School of Mechanical, Industrial and Manufacturing Engineering
Department

Engineering
College

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

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

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

Year 1:
\$6,196

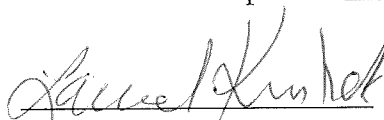
Ongoing (annual):
\$6,196

Comments and Recommendations:

Date Received: 8/29/13

Date Completed: 9/18/13

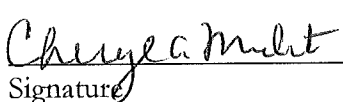
Laurel Kristick
Collection Assessment Librarian


Signature

Steven Sowell
Head of Collections & Resource Sharing

 9/19/13
Signature Date

Cheryl M. del letton
University Librarian

 9/19/2013
Signature Date

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

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

Summary of Recommendations

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

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

Print Monographs and E-Books

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

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

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

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

Serials/Journals

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

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

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

Other Resources

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

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

Indexes and Databases

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

Key library services & librarian expertise

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

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

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

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
September 18, 2013

Appendix 1. Robotics Monograph Comparison (2008-2013)

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

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

Appendix 2. Robotics Journals indexed in Web of Science

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

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

In MIME:

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

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

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

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

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

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

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

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

In EECS:

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

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

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

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

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

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

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

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



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

October 30, 2013

Jim Lundy,

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

Sincerely,



Jean Duffett, AIA
University Space Planner

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

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

Budget Justification

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

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

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

Scott,

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

Kagan

--

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

SUBJECT: Curriculum Liaison

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

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

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

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

Thank you for your time and input.

--

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

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

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

Terri,

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

Kagan

--

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

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

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

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

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Thank you for your time and input.

--

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

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

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

Kagan,
Sorry for the delay.

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

Terri

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

Terri,

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

Kagan

--

DATE: 8/30/2013

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

SUBJECT: Curriculum Liaison

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

Thank you for your time and input.

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

Mark,

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

Best,

Kagan

--

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

SUBJECT: Curriculum Liaison

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

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

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

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

Thank you for your time and input.

--

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

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

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

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

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

Mark,

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

Best,

Kagan

--

DATE: 8/30/2013

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

SUBJECT: Curriculum Liaison

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

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

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

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

Thank you for your time and input.

--

Kagan Tumer
Professor, School of MIME
Oregon State University

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

<Robotics_CatI_proposal.docx>

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

Kathy:

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

Kagan

--

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

SUBJECT: Curriculum Liaison

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

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

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

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

Thank you for your time and input.

--

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

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

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

Greg,

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

Kagan

--

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

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

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

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

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Thank you for your time and input.

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Oregon State University
<http://engr.oregonstate.edu/~ktumer>

Attachments:

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2.6 MB

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

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

Kagan

--

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

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

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

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

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Thank you for your time and input.

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

—Attachments:—

Robotics_CatI_proposal.docx

2.6 MB

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

Kagan,

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

Rob

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

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

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

Kagan

--

DATE: 8/30/2013

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

SUBJECT: Curriculum Liaison

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

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

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Thank you for your time and input.

--

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

Subject: New Graduate Program in Robotics - Liaison Request

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

Date: 10/29/13 2:35 PM

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

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

Greetings

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

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

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

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

Thank you for your time and input.

Jim

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

— Attachments: —

Robotics_CatI_proposal.pdf

357 KB



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

October 30, 2013

Jim Lundy,

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

Sincerely,



Jean Duffett, AIA
University Space Planner

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

Subject: New Graduate Program in Robotics - Liaison Request

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

Date: 10/29/13 2:35 PM

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

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

Greetings

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

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

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

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Thank you for your time and input.

Jim

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

— Attachments: —

Robotics_CatI_proposal.pdf

357 KB

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

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

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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

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

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

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

1. Review - College Approver - Engineering

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

2. Review - Curriculum Coordinator

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

Comments

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

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

3. Review - Budgets and Fiscal Planning Committee

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

Comments

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

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

REVIEW PANEL REPORT, OREGON STATE UNIVERSITY,

PROGRAM OF ADULT EDUCATION

CONDUCTED NOVEMBER 22, 2013

1. OVERALL RECOMMENDATION:

The Review Panel recommends that the admissions to the program be suspended for a time to allow for sufficient program review to consider and adopt specific recommendations made by the review panel. The basis for this recommendation is outlined in the next section, Summary of Findings and Recommendations with detailed discussion in the body of the report in section three.

2. SUMMARY OF FINDINGS AND RECOMMENDATIONS 1-2 PAGES.

An on-site program review was conducted for the adult education program at Oregon State university on Friday, November 22, 2013 by a team consisting of four individuals, Dr. Stephanie Bernell, faculty member in the school of public health at OSU, Dr. James Coakley, associate dean of the business school and Chair of the Graduate Council at OSU, and two external members, Dr. Joe Campbell, director of corporate training, Nike, Inc., and Dr. Talmadge C. Guy, professor of adult education at the university of Georgia. The review team collected information on a variety of categories specified by the Oregon State university guidelines for program review through interviews and a review of documents.

RECOMMENDATIONS

1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.
3. Work more closely with ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
4. Create a core faculty dedicated to adult education active in HRD and adult education professional associations.
5. Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.
6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

3. DETAILED FINDINGS

INTRODUCTION: OBJECTIVES OF THE REVIEW, PARTICIPANTS, ORDER OF EVENTS AND ORGANIZATION OF THE REPORT

The review team conducted a program review of the Oregon State university adult education program on Friday November 22, 2013. The team was comprised of four individuals, two Oregon State university personnel, Dr. Stephanie Bernell, faculty member in the school of public health, Dr. James Coakley, Associate Dean of the Business School and Chair of the Graduate Council, and two external team members, Dr. Joe Campbell of Nike, Inc. and Dr. Talmadge C. Guy of the University of Georgia. The team held its initial meeting on Thursday, November 21 and was hosted at dinner by Graduate Dean Brenda McComb. The team made introductions, overviewed the review process, raised questions resulting from an initial review of the program self-study and discussed the agenda for the following day.

On November 22, the team convened at Furman Hall, College of Education to hold a series of meetings with program coordinator, Dr. Shelley Dubkin-Lee and Dean Larry Flick and Associate Dean Randy Bell and Dr. Sam Stern, faculty member and admissions committee member. At the conclusion of these meetings, the team traveled to Clackamas Community College in Willsonville where program classes are held. The team held a working lunch and then met with first and second year cohort students, and program faculty including the disciplinary liaison, Dr. Darlene Russ-Eft, Jonan Donaldson, Dr. Lucy Arellano, and Lori Bosteder. The team concluded its visit with a business meeting at the where issues were identified, recommendations were discussed and decided and assignments made for the preparation of the report.

The following sections provide a detailed discussion of the team's observations and recommendations. The main sections of the report are divided into Inputs, Productivity, and Outcomes and Impact of the adult education program. The final section summarizes the Conclusions made by the review team. The team was unable to comment on some of the factors identified in the self-study guide as data were not available in the program self-study or in other program records.

INPUTS

Mission

The mission of the adult education program is "to prepare work force education specialists to lead education and training programs in the work place, the community and in community colleges." (p. 5, Adult Education Program Self Study). The program emphasis recognizes the importance of developing leaders who promote, design and deliver lifelong learning opportunities in the context of the workplace. This is consistent with the mission of the college as specified in the college's mission statement and that of the university. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.

Recruitment and Enrollment Trends

Program enrollment and matriculation trends are presented in Table 1. The absolute number of applicants to the program has increased since 2008 (2008: 18; 2009: 27; 2010: 48; 2011: 45 and 2012: 32). Although, from 2011 to 2102 there was a 29% decrease in the number of applications to the program. The percent admitted was 83, 89, 38, 33 and 40, in 2009, 2010, 2011, 2012 and 2013, respectively.

The number matriculated is quite modest. (2008: 8; 2009: 20; 2010: 15; 2011: 13 and 2012: 11). Notwithstanding 2008 when about half of those admitted chose to actually enroll, most students who are admitted chose to matriculate.

These numbers suggest that while the number of applications per year is increasing, the same trend does not hold for actual enrollment. In 2008, 8 students were enrolled in the Adult Education program. In 2012, 11 students enrolled in the program. According to the self-study and meetings with faculty and program leadership, recruitment is done ‘word of mouth’ and via ecampus. If the goal is to increase the number of quality applicants, it may be the case that program leadership needs to work more closely with ecampus to develop a marketing campaign that has a broader outreach to quality applicants.

Table 1.
Program Enrollment Trends

Data	2008	2009	2010	2011	2012
# of Applicants	18	27	48	45	32
Number Admitted	9	20	16	14	13
Number Graduating	6	15	11	13	11 (on track to graduate – 1 student is on leave)

The Adult Education degree does not seem to have a rigorous screening process for applicants. Applicants are required to have a 3.0 GPA in the last 90 credit hours of work, provide 3 letters of recommendation, and write an essay describing why they wish to pursue the Adult Education degree. One or two faculty members review the applicant file and determine whether the applicant is a good match for the program. If the applicant is determined to be a good fit for the program, an interview is scheduled. The interview can be face-to-face, by phone, or via Skype. The program does not require GRE scores as part of the applicant screening. From conversations with faculty, it seems as though all acceptable applications are accepted; however, applications from other countries are discouraged.

GRE scores are not a perfect indicator of success in a graduate program; however, the metric can provide some useful information. It is possible that by not requiring the GRE scores, there may be a perception of ‘easy entry’ into the program.

Curriculum strength

The curriculum is a 45 quarter hour program offered on a cohort model in which students enroll for four credits across seven academic terms. Currently, the program offers a series of four credit hour courses that comprise the main content areas in the curriculum. Additionally, a one credit course offered each quarter that focuses on instructional technology and design. Students enroll for five credit hours each term except for summer when they enroll for nine credit hours. A required internship experience is intended to provide an integrative an opportunity for students to apply knowledge and concepts to practice. Internship experiences are identified and developed by students and approved by faculty. A capstone experience is also required in which students develop a portfolio designed as an integrative learning experience. Based on information provided to the review team, the curriculum has been revised on several occasions most recently in 2011. The program is offered exclusively through eCampus at the Clackamas Community College in Willsonville.

There are three primary emphases in the curriculum-instructional technology and design, organizational development and leadership, and adult learning and instruction. A review of the courses as well as interviews with students reveals that the curriculum offers a set of experiences that can be disjointed. For example, students are required to take a series of instructional technology and design courses but are not able to put these skills to use in developing the final portfolio for faculty review. The curriculum map provided in the self-study does not provide a clear indication of the overall conceptual framework that drives the curriculum. While students expressed satisfaction with courses and instructors, particularly the instructional technology and design courses, they were less clear about the value and meaningfulness of the organizational development or leadership aspects of the curriculum. The learning outcomes specified cover a broad range of roles and competencies. However, based on the review of the content and curriculum design, there are several recommendations for improving the curriculum overall.

The curriculum currently focuses equally on developing competencies in five professional roles, four of which are defined by the International Society for Performance Improvement (ISPI). The equal weighting of these roles in the curriculum addresses breadth while sacrificing the depth one might expect from a successful masters candidate. To address this, the faculty should consider creating a core curriculum with options that allow more in-depth specialization in, for example, leadership, design or organizational development. This will allow candidates to specialize and tailor their program to specific professional pursuits. In its current design, each of the individual roles might be considered a certificate program. Together they do not constitute a degree of mastery over any role or the profession.

The current program is solely based on ISPI standards. There is a missed opportunity to consider perspectives from other professional bodies including The American Society of Training and Development (ASTD) and the American Association of Adult and Continuing Education's Commission of Professors of Adult Education regarding professional standards for graduate programs. As a point of reference, the Commission of Professors has published a set of standards for graduate programs as a guide to program quality and program development. (See Standards for Graduate Programs in Adult Education, Revised November 2008-Commission of Professors of Adult Education.

<http://cpae.memberclicks.net/assets/documents/CPAE%20Grad%20Standards%202008.pdf>).

There was some confusion overall whether the program is designed to develop training design

professionals and/or Adult learning experts. A curriculum redesign of the program should clarify design intent and consider some of the standards from other appropriate professional bodies in the redesign.

Quality of personnel and adequacy to achieve mission

The program is staffed by four full time faculty members and several part-time faculty. The program is housed in an organizational unit with two other programs, College Student Services Administration and Community College Leadership, share faculty resources across programs. As a consequence, there is no full-time dedicated faculty to the adult education program. Program leadership is provided by the Graduate Program Coordinator (Shelley Dubkin-Lee) and the Discipline Liaison (Darlene Russ-Eft). Full-time faculty teach in the adult education program as well as the concentration in Community College Leadership

There are no dedicated faculty to the program as most faculty teach across the two programs in the academic unit, Adult and Higher Education. The leadership roles of Discipline Liaison and Program Coordinator together should provide intellectual and administrative leadership. However in conversation with the faculty it is evident that these roles are unclear and are being refined to clarify leadership responsibility. The consequence of this is a void in terms of intellectual leadership for the program. Critically important matters relating to vision, direction, strategic planning and resources remain underdeveloped.

Level and Quality of Infrastructure

The program is housed in Furman Hall on the Corvallis campus. The program is delivered at the Clackamas Community College Wilsonville Training Center. Given the hybrid format of the program (25 percent online, monthly delivery of the in-person sessions) the Wilsonville facilities are very adequate to support the curriculum. The students do not appear to need space outside of classroom activities.

The program coordinator indicated that most administrative support is provided by graduate students from other College programs on the main campus. Dean Flick indicated that administrative support was available from the Dean's office. There does appear to be some confusion on this issue, with the program suggesting they needed dedicated administrative support and the Dean's office indicating that such support was available.

Quality of Organization Support

Since the reorganization of the College of Education (merger with the Science and Math Education program from the College of Science and appointment of a new Dean), the organizational support structure for the Adult Education Program appears to be in flux. The program appears to be held together by Shelley Dubkin-Lee, the program coordinator. The Review Team was especially concerned that the Dean of the College was not familiar with the program.

The College is not providing adequate support to maintain sufficient academically-qualified faculty for delivery of the academic component of the program. The academic faculty (Russ-Eft, Stern, and Arellano) also support other academic programs within the College. While Russ-Eft is the academic director of the program, she only teaches one course in the program and has a very heavy advising load of doctoral students (approximately 20). Professor Stern teaches two courses in the program, and Arellano teaches one course. Of the 36 credits of academic coursework within the program,

only 20 credits are delivered by academic faculty. The review team strongly recommends that adequate resources be provided for program leadership and faculty support.

Table 2.

AE Faculty and Courses

Faculty Member	Course(s) Taught	# of Credits
Arellano	AHE 553 – Adult Learning Theory & Adult Development	4
Stern	AHE 533 – Needs Assessment & Research	4
	AHE 534 – Organization & Systems Theory	4
	AHE 567 – Leadership & Human Relations	4
Russ-Eft	AHE 532 – Instructional Systems Design II (Prog. Eval.)	4
Reese (Adjunct)	AHE 531 – Instructional Systems Design I (Prog. Dev.)	4
Grenz (Adjunct)	AHE 547 – Instructional Strategies for Adult Learners	4
Bosteder (Adjunct)	AHE 539 – Designing Training Documentation	4
Donaldson (Adj.)	AHE 522-525 – Instructional Technology I-IV – 1 Credit Each Term	4
Dubkin-Lee	AHE 510 – Internships	5
	AHE 505 – Reading & Conference Portfolio Development	4

PRODUCTIVITY

Summary data were not available for evidence relating faculty and student scholarly productivity. The review did note that Professor Russ-Eft is a noted scholar and has held leadership positions in professional associations related to the field of HRD. A new faculty member, Dr. Arellano has just been appointed with a degree in higher education and organizational change. Based on a review of faculty vitae, it does not appear that the faculty, apart from Dr. Russ-Eft, have a strong record of scholarly activity particularly in the fields of HRD or adult education. Students are part-time and are not involved in scholarly activities or research with faculty.

Data available in the program the self-study and through group interviews with students in both currently active cohorts indicate that students are generally satisfied with the program. Students did have some suggestions for improvement and the self-study notes this as well. Suggestions for improvement had to do with the additional faculty assistance with internships, eliminating duplication or overlap in course content across courses, and developing electronic portfolios to use skills learned in coursework.

OUTCOMES AND IMPACTS

The placement and success of graduates is one key success measure of any academic program and the self-study report and in-person reviews indicated anecdotally that graduates have had some success progressing or retaining positions. This was reinforced by conversations with existing students, several of whom said the course was opening up new opportunities. The final recommendation regarding placement is to consider the establishment of an advisory panel that would incorporate industry/professional representatives. This would be a direct way to ensure the programs are meeting the needs of potential employers.

4. CONCLUSION AND RECOMMENDATIONS FOR IMPROVEMENT

The adult education program appears to be in a state of flux as it seeks to stabilize its faculty, curriculum, and organizational position in the college of education. This statement recognizes that the college itself is currently undergoing a state of transition in which the adult education is seeking to find its strategic position. This situation creates an excellent opportunity for the program to re-evaluate its market, curriculum, and goals.

The team recommends the following actions be taken.

1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.
3. Work more closely with ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
4. Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.
5. Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.
6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

Graduate Program Review of EE and CS

The site visit for the Graduate Program Review of Electrical Engineering and Computer Science took place on April 3-4. It included meetings with many constituencies including students, faculty, staff and several levels of administration such as the leadership of the School and College. The final itinerary of the visit is reproduced as Appendix 1 of this report. The review team members express their appreciation for the thorough *Graduate Self Study* and the hospitality of our hosts, as well as their responsiveness and openness throughout the process.

Review Team:

Stephen Phillips, Ph.D., P.E.
School Director and Professor
School of Electrical Computer and Energy Engineering
Arizona State University

Bruce Porter, Ph.D.
Professor and Chair
Department of Computer Science
University of Texas at Austin

James Coakley, Ph.D.
Associate Dean for Academic Programs
College of Business
Oregon State University

Walt Loveland, Ph.D.
Professor
Department of Chemistry
Oregon State University

Overall Recommendation

The review team agrees that the EE/CS Program is functioning well and should be expanded.

Graduate Program

The School offers three graduate degrees: Ph.D., M.S. (with thesis) and M.Eng. (coursework only). In the past decade, the School expanded enrollment in the Ph.D. program, while reducing enrollment in the Masters programs.

The survey data and the conversations with current graduate students indicated a remarkably clear satisfaction with their graduate experience. The program appears to, in the perception of the students and alumni, to be meeting or exceeding all expectations. The graduate students and faculty are generally satisfied with the structure of the ECE and CS graduate programs. The committee did not have an opportunity to meet with any M.Eng. students and there seems to be minimal interaction between the M.Eng. students and the M.S. and Ph.D. students.

Ph.D. Recruiting

The faculty were generally satisfied with the quality of the Ph.D. students. As indicated in the *Self Study* (pp. 13-16), ECEE has a well-developed admissions process with key admissions decisions made by faculty within research groups, and all incoming students admitted to a research group. The quality of students is generally high and admission appears to be highly competitive – only 31 percent of the ECE applicants are admitted (on average) while 45 percent of the CS applicants are admitted.

Still, there was concern that the strongest applicants, even those awarded Fellowship offers, typically declined the offer to attend higher-ranked schools. Also, there was a general unease that the best candidates are not even applying to OSU. The percentage of admitted students who actually matriculate to the program appears to be low (37 percent for ECE, 29 percent for CS), with 62 and 71 percent of the students (ECE and CS respectively) refusing the offer to come to OSU. The faculty are developing initiatives to increase the perception and international awareness of the faculty and programs in the hope of attracting high quality faculty and students.

The School does have specific goals to increase the representation of women and under-represented minority students, with strategies to provide scholarships and to recruit through personal connections.

Admitting and recruiting Ph.D. students is delegated to research groups, rather than handled centrally. This has the benefit of incentivizing faculty to be involved in the process. Also, it's an appropriate response to the fact that the student demand and selectivity varies across the research groups. On the other hand, groups that are small and less selective struggle to recruit strong students, possibly because their top prospects are less interested in committing to the research group in the first year than they would be in joining the school generally, without an early affiliation.

Recommendation: To recruit from a larger pool of candidates, and perhaps to bring in some star students, consider recruiting students who have non-traditional backgrounds. This might include students who majored in another area of math, science or engineering; also, it might include computing professionals who have been out of school for awhile. This will require creating an alternate path through the graduate programs – one that enables students to gain a solid foundation before progressing to graduate work.

Strength of Curriculum

The breadth and depth of ECE courses listed in the catalogue appears more than adequate to support the graduate programs in Electrical and Computer Engineering (M.S., M.Eng. and Ph.D.). The structure of the required breadth and depth courses for these programs seems appropriate and appears to be consistent with practice at peer institutions.

The CS curriculum is considerably weakened by the lack of faculty in some core areas. Examples include operating systems, compilers and cybersecurity. This is likely to hurt student recruitment into the graduate program, as well as their job prospects afterwards.

Recommendation: The long-term solution is to recruit faculty in these core areas of CS. In the short-term, consider re-assigning a few professors to develop and teach courses in these core areas, even if it is outside of their research areas. Also, consider hiring adjunct faculty for these core classes. For example, you might offer a compiler class taught by a visitor from Intel. To solve the logistical problem, the class might be taught using tele-presence equipment, or it might be offered in a 1-week compressed form.

A general consensus of graduate students is that they struggle to find graduate courses they want to take. This is exacerbated by an unusually high coursework requirement, at least in CS.

Recommendation: Consider reducing the number of courses required of Ph.D. students. In CS, students are required to take two core courses, then three courses in each of three areas. Perhaps it would be better to require the two core courses, one course in each of three areas (for breadth), and three courses in the student's research area (for depth). This reduces the course load from eleven to eight, which might help students, faculty and administrators.

Recommendation: In addition to meeting the coursework requirement, Ph.D. students are required to pass a qualifying exam as well. Commonly, a degree program requires either courses or a qualifying exam, but not both. Consider dropping one.

Recommendation: Students generally agreed that the "slash courses" (which enroll both undergraduates and graduate students) are ineffective. Some faculty assign different exercises and projects (and possibly exams) to the two groups of students, and this seems to improve the experience. Consider requiring this practice in slash classes.

Recommendation: There is some concern among the graduate students and faculty that not enough "pure" 500 and 600 level courses are offered on a regular basis. The students report some unpredictability in the schedule of how often, and in which quarters, specific graduate courses are offered. (This appears to be, at least in part, due to the need to cover teaching of the courses in the fast-growing undergraduate program.) Consider publishing course schedules, at least tentative ones, two years in advance so that graduate students can make plans.

Recommendation: Students receive little feedback from the Departments on their progress through the Ph.D. program. It seems that all students are reviewed annually – in CS by the faculty, and in ECE by the Director. Based on these reviews, consider providing regular feedback and guidance to the students.

Enrichment Opportunities for Students

Recommendation: About one-third of the Ph.D. students expressed interest in teaching an undergraduate class, serving as the instructor, not just as a TA. Consider offering this opportunity to selected students, not only for their benefit, but also to help meet the School's teaching mission.

Recommendation: While some students felt they had enough contact with companies, others wanted more contact in order to explore internships and careers. These students expressed frustration with the School's career fairs because they are focused on undergraduate students. Consider holding a separate career-fair event for graduate students or making the current fairs more explicitly graduate-student oriented.

Recommendation: Some graduate students requested more opportunities for professional development, such as grant writing workshops. Consider providing these opportunities within the School, College or University.

Student Performance

As indicated in the NAS survey, the GRE scores of the OSU students are competitive with student scores at peer institutions, as are the percentage of students with external fellowships.

As pointed out in the self-study, the graduate students have won a number of honors and awards. 83% of the surveyed alumni found jobs within 6 months after graduation. Most of them (82%) found employment directly related to their degree.

Level and quality of infrastructure

The EECS information technology support group was noted by many as being outstanding. The computing and teaching laboratory equipment appears to be first-rate with a regular equipment maintenance and replacement schedule. The ECE and CS faculty research labs and graduate student office space is well appointed, attractive and state-of-the-art. The Kelley building comfortably houses nearly all of the EECS personnel and laboratories (except for some teaching labs and the clean-room which are in nearby buildings). The open design of this building appears to be very effective in encouraging student and faculty interaction both formally and informally (e.g. coffee shop and atrium). If the projected aggressive growth rate is accomplished the facility will become very stressed in the next few years.

Rankings and ratings

The *Self Study* notes the U.S. News & World Report ranking of the CS program is number 63 (out of 94 programs) and the ECE program is number 72 (out of 134 programs). These rankings have not changed in the last 10 years. The program indicates some concern with these rankings in that they set a goal of improving these rankings.

Some insight as to what might be affecting these rankings and how these programs rank relative to the peer institutions (defined by OUS and OSU for such comparisons) can be obtained from the 2010 NAS survey of graduate programs. In the attached spreadsheet (OSU-EECS-ProgramReview.xlsx), we show the values of some comparators for the OSU programs and those of the peer institutions. The OSU program is competitive with a strong group of peer institutions in faculty grantsmanship, support of students, gender equity, demographic tenure profile, and GRE scores. As the programs note, OSU has a smaller number of students and faculty than their peers, they published less and are less cited than their peers. (This issue might be addressed, in part, with senior faculty hires). The data on completion rates in the NAS survey do not agree with current evaluations.

The school is strong relative to its current peer group (top 50-75 EE, CE and CS programs) and has realistic aspirations for achieving many of the metrics of the top 25-50 peer group, especially in its research and graduate programs.

Rankings often do not reflect the true strength of the program but, instead, represent the lagging perception among peers. This requires very long timescales to change. Faculty recognition and size are generally also correlated with rankings. This suggests that recruiting high-profile faculty (IEEE and ACM Fellows and NAE members) to fill faculty vacancies can be especially effective. This often requires the use of endowed professorships and identifying donors for this must be started very early in the planning process. Another effective approach is to identify niches where EECS can build internationally recognized top programs. Leveraging the state's particular natural, human and infrastructure resources may be a starting point. The planned growth in faculty size will also contribute positively to improved rankings over time.

Recommendation: Consider a faculty recruiting strategy that leverages local strengths (e.g. natural resources, Intel), focuses on a few targeted interdisciplinary areas and pursues recruits in groups so that start-up equipment and facilities can be shared. Begin to raise funds now for future endowed faculty positions.

Organizational Support

The current leadership of the College and School seems to be very effective, and the leaders seem to have a shared vision. Moreover, the leadership is strongly supported by the faculty. The department administration takes pride in its academic and research programs and promotes them vigorously. The leadership appears to be very effective in procuring

resources and charting a direction for the school and its programs while the associate director effectively manages the existing programs and facilities. There were very few criticisms from the faculty about the overall leadership of the unit. A few of the faculty have concerns about the growing administrative burden on the faculty for budgeting, procurement, time reporting, etc.

The collegiality among the faculty seems extraordinarily high. Everyone is to be congratulated for helping to create and sustain that environment.

Recommendation: Currently it seems that all available funds – both current funds and anticipated funds – are earmarked for faculty growth. While this is clearly important, consider using a portion of the funds for administrative, instructional and other supporting activities.

Recommendation: The plan for faculty growth is very ambitious, and it carries some risks. One of the sources of funding for the growth is the INTO program. The leadership of the College and School should assess the reliability of the funding.

Recommendation: The EECS advisory board is large and engaged in the Program. Consider leveraging the Board for specific support of the program, in the form of cash, internships, funded research, scholarships, endowments and faculty support.

Recommendation: It seems that the ECE and CS programs are largely distinct. Building strength at the intersection of ECE and CS could leverage the successful integration of the two programs in one academic unit. Consider, for example, hiring joint faculty and conducting EECS-wide seminars of broad interest to graduate students and faculty.

Mission of the Program in Relation to the University

The *Self Study* of this graduate program provides clear evidence of alignment to the mission of the College of Engineering and to the three Signature Areas of Distinction in Phase II of the Strategic Plan for the University (advancing science of sustainable earth ecosystems, improving human health and wellness, and promoting economic growth and social progress). The ECEE faculty collaborate extensively with researchers across campus, and are nationally and internationally recognized for their outstanding research contributions. As such, the School enhances the reputation of the College of Engineering and OSU.

School of Electrical Engineering and Computer Science Graduate Council Program Review Site Visit

Wednesday, April 3rd

6:30 PM Dinner at Del Alma, 136 SW Washington Ave STE 102, Corvallis, OR 97333
(Brenda McComb, Bruce Porter, Stephen Phillips, James Coakley, Walt Loveland)

Thursday, April 4th

7:30 AM Breakfast at Hilton Garden Inn with School Head Terri Fiez
(Bruce Porter & Stephen Phillips)

8:15 - 9:00 Terri Fiez and Bella Bose (Kelley Engineering Center Boardroom, KEC 1126)

9:00 - 9:45 Dean of College of Engineering, Sandra Woods (KEC 1126)

9:45 —10:00 Break

10:00 - 10:45 EECS Graduate Committee (KEC 1126)
(Bella Bose, Prasad Tadepalli, Thinh Nguyen, Nicole Thompson)

10:45 - 11:45 EECS Faculty (KEC 1126)

11:45 - 12:30 Working Lunch for Review Panel (KEC 1126)

12:30 - 1:45 Facilities Tour (Dearborn, Kelley and Owen Labs, Graduate student offices)

1:45 - 3:00 Graduate Students (KEC 1007)

3:00 - 3:15 Break

3:15 - 4:00 Program Director (Terri Fiez and Bella Bose) (KEC 1126)

4:00 - 5:00 Executive Session (KEC 1126)
(Brenda McComb, Bruce Porter, Stephen Phillips, James Coakley, Walt Loveland)

6:30 PM Dinner at Big River
(Bruce Porter, Stephen Phillips, Bella Bose, Terri Fiez, EECS Faculty)

EECS Action Plan for Graduate Programs

The School of EECS thanks the graduate review team -- Stephen Phillips, Bruce Porter, James Coakley and Walt Loveland -- for their thorough analysis and review of our graduate programs and their thoughtful recommendations for improvement.

The review team has applauded the current leadership of the College and the School and commended the remarkable collegiality of the faculty members. They wrote, *"the EECS faculty collaborate extensively with researchers across campus, and are nationally and internationally recognized for their outstanding research contributions. As such, the School enhances the reputation of the College of Engineering and OSU."*

The review team has made a number of good recommendations which we have carefully considered. We summarize the recommendations below with our analysis and implementation plan.

Ph.D. Recruiting

Recommendation 1: To recruit from a larger pool of candidates, and perhaps to bring in some star students, consider recruiting students who have non-traditional backgrounds. This might include students who majored in another area of math, science or engineering; also, it might include computing professionals who have been out of school for a while. This will require creating an alternate path through the graduate programs – one that enables students to gain a solid foundation before progressing to graduate work.

Action Plan: We agree that the current setup is not conducive to non-traditional students without appropriate undergraduate background. There is some interest in relaxing the requirements to attract non-traditional students from disciplines such as Mathematics and Psychology, and some evidence here and elsewhere that this improves diversity without lowering the standards. The research group structure of the graduate admissions process allows us to do this selectively on an experimental basis. We will let the research groups to gradually relax the requirements in some areas, e.g., Theoretical Computer Science, Signal Processing, and Human Computer Interaction, measure their success, and expand to other areas.

Strength of Curriculum

Recommendation 2: The CS curriculum is considerably weakened by the lack of faculty in some core areas. Examples include operating systems, compilers and cybersecurity. This is likely to hurt student recruitment into the graduate program, as well as their job prospects afterwards. The long term solution is to recruit faculty in these core areas of CS. In the short term, consider re-assigning a few professors to develop and teach courses in these core areas, even if it is outside of their research areas. Also, consider hiring adjunct faculty for these core classes. For example, you might offer a compiler class taught by a visitor from Intel. To solve the logistical problem, the class might be taught using tele-presence equipment, or it might be offered in a 1-week compressed form.

Action Plan: The current faculty searches include areas such as Systems,

Programming Languages, and Security and would mitigate these weaknesses. A joint undergraduate/graduate Operating Systems course has been proposed as a stop gap measure until we hire a systems person. We will do our best to cover all areas as much as possible, but we really need more faculty members in many critical areas.

Recommendation 3: Consider reducing the number of courses required of Ph.D. students. In CS, students are required to take two core courses, then three courses in each of three areas. Perhaps it would be better to require the two core courses, one course in each of three areas (for breadth), and three courses in the student's research area (for depth). This reduces the course load from eleven to eight, which might help students, faculty and administrators.

Action Plan: We are considering changing the requirements to three courses in the students' research area and two courses each in two other areas, plus two core courses. This would make the requirements to 9 courses, which is the minimum required by the graduate school.

Recommendation 4: In addition to meeting the coursework requirement, Ph.D. students are required to pass a qualifying exam as well. Commonly, a degree program requires either courses or a qualifying exam, but not both. Consider dropping one.

Action Plan: We find the qualifier to play a crucial role in filtering the unprepared students as soon as possible. Course requirements are also important to prepare the students for research. We have recently revised our qualifier exam processes so that they are more uniformly applied and fair to the students. We will review the results of the exams and fine-tune our processes in light of this suggestion.

Recommendation 5: Students generally agreed that the "slash courses" (which enroll both undergraduates and graduate students) are ineffective. Some faculty assign different exercises and projects (and possibly exams) to the two groups of students, and this seems to improve the experience. Consider requiring this practice in slash classes.

Action Plan: There are only three slash courses in CS. We will try to reduce the number of slash courses in ECE as much as possible and will use different projects and exams as suggested for the remaining.

Recommendation 6: There is some concern among the graduate students and faculty that not enough "pure" 500 and 600 level courses are offered on a regular basis. The students report some unpredictability in the schedule of how often, and in which quarters, specific graduate courses are offered. (This appears to be, at least in part, due to the need to cover teaching of the courses in the fast-growing undergraduate program.) Consider publishing course schedules, at least tentative ones, two years in advance so that graduate students can make plans.

Action Plan: We will publish a two year rolling plan to allow students to plan better. We plan to hire at least 12 new faculty in the next 2-3 years, which will help us introduce more advanced graduate classes.

Recommendation 7: Students receive little feedback from the Departments on their progress through the Ph.D. program. It seems that all students are reviewed annually – in

CS by the faculty, and in ECE by the Director. Based on these reviews, consider providing regular feedback and guidance to the students.

Action Plan: We will work on improving the review process and provide useful feedback to students. We are moving towards a web-based evaluation of the students where students can upload their resumes and their CVs to “Portfolio Central” website (see below for details) which could ease the burden on the students and make it more useful for them.

Enrichment Opportunities for Students

Recommendation 8: About one-third of the Ph.D. students expressed interest in teaching an undergraduate class, serving as the instructor, not just as a TA. Consider offering this opportunity to selected students, not only for their benefit, but also to help meet the School's teaching mission.

Action Plan: The E-campus program is already providing a number of opportunities for CS students to teach. The ECE students are also teaching some sections for the INTO students. In addition, the summer classes are mostly taught by the graduate students. We will consider having more of the lower level courses taught by the graduate students based on the interest of the students. We will also consider the long-term goals of the students in doing the teaching assignments.

Recommendation 9: While some students felt they had enough contact with companies, others wanted more contact in order to explore internships and careers. These students expressed frustration with the School's career fairs because they are focused on undergraduate students. Consider holding a separate career fair event for graduate students.

Action Plan: We will highlight our Masters students during the Undergraduate career fairs so that they will benefit more from them. We are also planning to build a “Portfolio Central” website where all of our students (undergrad + grad) can upload their resumes/CVs, plus screenshots and information about the projects that they worked on and the kinds of internships or jobs they seek. This would make it easier for students to get internships and for companies to find interns. It would provide EECS some documentation of what our students are accomplishing and would curate a mass of information that EECS could draw upon for marketing.

Recommendation 10: Some graduate students requested more opportunities for professional development, such as grant writing workshops. Consider providing these opportunities within the School, College or University.

Action Plan: There are some grant writing workshops offered by the graduate school. Some faculty members are interested in offering courses on research methods in the school, which we will pursue. We will also try to offer courses in technical writing and presentations which will benefit everyone.

Recommendation 11: It seems that the ECE and CS departments are largely distinct. Building strength at the intersection of ECE and CS could leverage the successful integration of the two programs in one academic unit. Consider, for example, hiring joint

faculty and conducting EECS-wide seminars of broad interest to graduate students and faculty.

Action Plan: We currently have close to 20% members who work across disciplinary boundaries, e.g., in Communications, Systems, and Signal Processing. We are planning to make more hires in these bridge areas such as Computer Engineering, Systems, Security and Theory. We have a weekly EECS-Colloquium that covers both areas. Currently the attendance is only required for first year students. We are considering changes to make it more attractive to all students and especially useful for advanced research students. We will start a distinguished colloquium series where leading scholars and academics will be invited to speak to our students and faculty.

Rankings and Ratings

Recommendation 12: Consider a faculty recruiting strategy that leverages local strengths (e.g. natural resources, Intel), focuses on a few targeted interdisciplinary areas and pursues recruits in groups so that start-up equipment and facilities can be shared. Begin to raise funds now for future endowed faculty positions.

Action Plan: We are trying to recruit in areas, e.g., Security, Embedded Systems, and Communications, that are important for local industry. We have one endowed chair so far and are raising funds for more.

Organizational Support

Recommendation 13: Currently it seems that all available funds – both current funds and anticipated funds – are earmarked for faculty growth. While this is clearly important, consider using a portion of the funds for administrative, instructional and other supporting activities.

Action Plan: We hired a number of instructional faculty and advisors to help with increased teaching loads. We are also using our discretionary funds for scholarships and teaching assistantships that go to graduate students. Currently, we are evaluating the staffing of our computer support and seeing if additional resources are needed in this area.

Recommendation 14: The EECS advisory board is large and engaged in the Program. Consider leveraging the Board for specific support of the program, in the form of cash, internships, funded research, scholarships, endowments and faculty support.

Action Plan: The board helps us with different kinds of internships, and scholarships. Some of the funding for the ECE program comes from the industries on the advisory board. We will plan to engage them more in the future by giving them better access to our students and their work through our Portfolio Central Website.

PROPOSAL FOR THE ACCELERATED GRADUATE PLATFORM

Proposed Combined Undergraduate-Graduate Degrees through the Accelerated Graduate Platform

This proposal describes foundational requirements for an OSU undergraduate or graduate degree program should the program choose to develop a combined undergraduate-masters degree platform – the Accelerated Graduate Platform (AGP) – in which undergraduate students apply to a masters program during their junior year. Students typically would begin some of their graduate coursework and thesis or project work during their senior year. Completion of the AGP allows both a bachelors and masters degree to be conferred. Participation by individual programs is entirely voluntary, and we propose this as a 3-year pilot of two admitted cohorts to assess interest and success. The Office of the Registrar will work with the Graduate School to create a Banner attribute to allow tracking of program participants. Any programs deciding to participate in this co-degree program may set their own requirements for their program, which allows programs to be more restrictive than what is described in this proposal.

Foundational Requirements

Outstanding undergraduate OSU students who have completed 105 of their required 180 credits (or more for some undergraduate programs) toward their degree with an overall GPA of 3.25 or better are eligible to apply to an OSU Accelerated Graduate Platform during the winter term of their junior year. The masters program will notify co-degree applicants of admissions decisions during spring term. Accepted students will matriculate into the masters program during the following fall term. With careful planning students can then complete a masters degree within 1 year, beyond completion of the bachelors. Students admitted to the co-degree program must maintain a GPA of 3.0 or better throughout their undergraduate and masters degree programs, or they will be subject to dismissal from the AGP.

Successful applicants are allowed to apply a maximum of three graduate courses (taken for a letter grade and not including blanket-numbered courses), taken as an undergraduate, to both their undergraduate and masters degrees. An illustration of how this would work for an undergraduate program requiring 180 credit hours is shown in Figure 1. (Note that some undergraduate programs require more than 180 credit hours.)

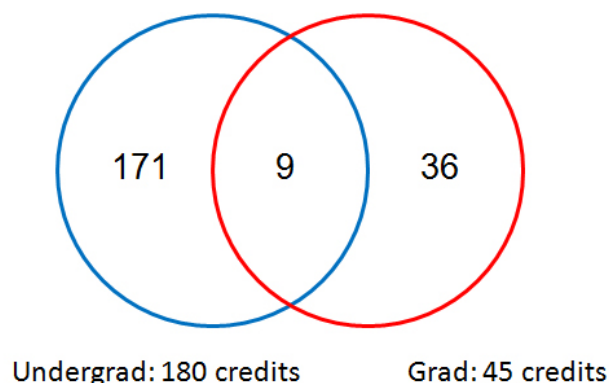


Figure 1: Example of how three 3-credit courses (9 credits) would count towards both undergraduate and graduate programs for a 180-credit hour undergraduate program

The credits from these three courses are deducted from the allowed 15 transfer credits for students who have transferred into OSU. Only credits with letter grades of B (3.00) or better may be counted for graduate credit. In addition, those students in the Honors College or in other undergraduate programs that require a thesis, may use the undergraduate thesis as a step towards completion of the masters thesis. However, the undergraduate thesis would not serve as a replacement for a required masters thesis.

Admission to the AGP is not automatic and will be competitive with students applying directly to the graduate program. Students must identify a graduate advisor prior to applying to the AGP. Students applying to a graduate program that requires a thesis for their masters degree must have a professor who agrees to serve as the thesis advisor prior to application. For honors students, this may be the student's honors thesis advisor. For students in non-thesis masters programs, the selected graduate advisor must be willing to work with the student to guide the scheduling of required coursework.

Applicants must meet English language proficiency standards per the Graduate Catalog. (link to <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=36#Section3831>) The following steps must also be completed by all applicants to the AGP:

- Online application via the Graduate School website
- An AGP study proposal or coursework plan of study signed by the graduate advisor for non-thesis masters programs or graduate thesis advisor for masters programs with thesis.
- Statement of Purpose essay of 2-3 pages. This statement must include, at a minimum, the details of the graduate plan of study and, for programs with a thesis, the masters thesis topic.
- Three letters of recommendation from individuals knowledgeable of the student's academic background and potential for success in a graduate degree program.
- Transcripts from all undergraduate institutions attended.

Students enrolled in an AGP will be eligible for financial aid (Pell Grant) until they complete their undergraduate degree. Once the undergraduate degree requirements are met, the student may be supported on a Teaching or Research Assistantship, or the student will pay graduate tuition and fees. The bachelors degree will be conferred after all requirements for the bachelors degree are met; the masters degree will be conferred after all requirements for the masters degree are met.

Assessment of Pilot Program

The Graduate School, the Office of Academic Programs, Assessment and Accreditation, and the Graduate and Curriculum Councils will assess the success of the first two AGP cohorts after 3 years. Indicators of success will include, but are not limited to, number of programs participating, enrollment trends in each program for both AGP and direct admits, time to degree, and degree completion rates.

Additional Background on Programs at Other Universities:

Cal Poly: (link to <http://me.calpoly.edu/about/degree-programs/graduate/>) up to 8 units of undergraduate technical electives may be double-counted towards the masters requirements

Southern Methodist: (link to <http://www.smu.edu/Lyle/Departments/EMIS/Programs/41MastersDegree>) Up to nine (9) SCH of graduate course work can be applied towards the undergraduate degree requirements.

Western Carolina: (link to <http://www.wcu.edu/6589.asp>) Up to 12 credit hours of these upper level courses can be transferred toward the 30 credit hour requirements of the M.S. program

Claremont Graduate University: (link to <http://www.cgu.edu/pages/623.asp>) variable credits double counted depending on program – 16 credits is the maximum

Duke University: (link to <http://meng.pratt.duke.edu/4plus1>) four departmental graduate courses taken during the senior year can toward the MEng degree.

Tulane: (link to <http://tulane.edu/sse/psyc/academics/graduate/masters-program.cfm>) Up to 6 graduate credit hours may count toward the bachelors and the M.S. degree

University of Delaware: (link to http://www.ce.udel.edu/current/graduate_program/4plus1.pdf) Up to 6 credits of graduate course work (600 level and above) taken while a senior, may be “dual-counted” towards the Bachelor’s and the Master’s degrees.

Purdue (link to https://ag.purdue.edu/foodsci/Pages/4plus1_program.aspx)

Arizona State University: (link to <http://sbhse.engineering.asu.edu/academics/accelerated-degree/>) It allows students to SHARE up to nine credit hours between their bachelor’s and master’s degrees, and RESERVE up to nine hours to use later in their graduate program.

University of Florida: (link to <http://www.admissions.ufl.edu/ugrad/combdegree.html>) Students who meet the combined-degree application requirements can enroll in 12 to 21 credits of approved graduate courses (depending on the major) during their junior and senior years. These credits will satisfy undergraduate degree requirements and, if admitted to graduate school at UF, they also will satisfy graduate degree requirements if the courses are completed with grades of B or better.

San Diego State University: (link to http://www.engineering.sdsu.edu/mechanical/msme_4plus1.aspx) students who plan to specialize in Design and Manufacturing can take as double counted classes two of the following courses

Washington University at St Louis (link to <http://engineering.wustl.edu/DualDegreeProgram.aspx>)

Stanford University: (link to <http://gap.stanford.edu/4-2.html>) no units may be double-counted

Rensselaer Polytech: (link to <http://srfs.rpi.edu/update.do?artcenterkey=291>) credits applied to satisfying requirements of the undergraduate degree cannot be used to satisfy the requirements for the master's degree.

Vanderbilt University: (link to <http://as.vanderbilt.edu/academics/specialdegreeprograms/4plus1/>) There is no double-counting of credits

University of Massachusetts Amherst (link to http://www.umass.edu/sphhs/public_health/academics/undergraduate/4plus1DegreeProgram.html)

Florida State University: (link to <http://www.gradstudies.fsu.edu/Academics-Research/Degree-Programs/Combined-Bachelors-Masters-Degree-Programs>) double counting of up to 9 credits allowed in some programs.

Yale University (link to <http://yalecollege.yale.edu/content/combined-bachelors-and-masters-degree-programs-professional-schools>)

SUNY Albany: (link to http://www.albany.edu/undergraduate_bulletin/joint_degree.html) Combined programs require a minimum of 138 credits and up to 12 graduate credits may be applied simultaneously to the requirements for the baccalaureate.

University of Maryland: (link to http://www.provost.umd.edu/PCC_DOCUMENTS/DesignX_Combined.htm) Normally no more than nine credits of graduate courses applied to the bachelor's degree may be counted also for graduate credit in an individual student program.

Northwestern University (link to <http://www.tgs.northwestern.edu/academics/academic-programs/degree-programs/bachelors-masters/index.html>)

Miami University of Ohio: (link to <http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2012-2013/combined-bachelors-and-masters-degree-program.htm>) Departments or programs with a combined degree may allow students to double-count up to 9 hours of graduate course work toward their undergraduate degree.

Rutgers (link to <http://soe.rutgers.edu/oaa/BS-Masters-programs>)

Clemson (link to <http://www.clemson.edu/ces/math/combined-bachelors-masters-program.html>)

Category II Proposal to Create a Clinical Sciences Option in the existing Comparative Health Sciences Graduate Degree

Justification

The College of Veterinary Medicine, in collaboration with partners in the Division of Health Sciences, has established a new interdisciplinary graduate program of Comparative Health Sciences. This program offers both MS and PhD degrees and focuses on health sciences graduate education and research at the whole animal level, but will be complementary to and supportive of existing programs at the molecular and cellular level. Students are encouraged to study topics that bridge two distinct areas of study in order to benefit from the interdisciplinary structure of the program. Administered by the Graduate School, this interdisciplinary program provides an opportunity for all units within the College of Veterinary Medicine to participate in graduate education and encourages the integration of several related areas of emphasis currently existing in other units. Students are required to complete a program core curriculum as well as an option-specific curriculum. The program currently has one transcript-visible option, Biomedical Sciences, which is intended to accommodate students with advisors in the College of Veterinary Medicine.

The new Clinical Sciences option will reflect the unique program of dual clinical residents/graduate students. The purpose of this option will be to educate veterinarians in the conduct of research in a specialty clinical environment, consistent with the overall goals of comparative veterinary medicine.

Program Requirements

This option will be available only to dual clinical residents/graduate students of the College of Veterinary Medicine, in conjunction with 2-, 3- or 4-year residencies in a veterinary specialty. These residency programs are structured according to the guidelines defined by the individual Specialty Colleges (e.g. American College of Veterinary Surgeons, etc.). Dual clinical residents/graduate students enrolled in the Clinical Sciences option must fulfill programmatic requirements of their individual specialty college residencies including satisfactory annual performance evaluations, in addition to graduate degree requirements for successful completion of their concurrent MS or PhD degree.

Residency training programs provide in-depth knowledge of veterinary clinical specialties and supporting disciplines under the guidance and supervision of Diplomates of specialty colleges. The objectives of these programs are to promote aptitude and clinical proficiency in the diagnosis, treatment, and management of animals with specific issues (dependant on specialty), as well as to instruct the resident in the science and practice of veterinary specialties, and to provide the resident with the opportunity to pursue career goals in teaching, research, clinical service, and/or specialty practice. Clinical skills and judgment are built through clinical experience, teaching of professional students, and participation in veterinary specialty rounds and seminars.

Dual clinical residents/graduate students on a clinical specialty service shall be responsible for receiving clinic appointments and obtaining history and pertinent information from clients, supervising daily management of hospitalized animals, participating in clinical teaching, and providing optimal clinical service and prompt professional communications. Duties will also include a limited number of didactic lectures and participation in laboratory and continuing education courses. Responsibilities will include night and weekend emergency duty in the

hospital. These assignments are rotated among the residents, clinical fellows, and interns. These responsibilities are integral to residency training and required coursework for the Clinical Sciences option, including Postgraduate Medicine, Surgery or other specialty (VMC 632, VMC 634, or similar) and Topics in Medicine, Surgery, or other specialty (VMC 682, VMC 684, or similar) courses.

Coursework Requirements for Comparative Health Sciences Major (MS, PhD): Clinical Sciences Option

Students enrolled in the MS degree in Comparative Health Sciences will complete a total of 45 graduate credits, including 12 thesis credits. Students enrolled in the PhD degree will complete a total of 108 graduate credits, including 36 thesis credits. The following tables list the courses required to obtain the Clinical Sciences option in Comparative Health Sciences. Highlighted courses are option-specific, while the remaining courses are required for the major.

Course Title	Course number	Number of credits
Topics in Medicine, Surgery, or other clinical specialty	VMC 682, VMC 684, or similar	6
Postgraduate Medicine, Surgery or other clinical specialty	VMC 632, VMC 634, or similar	6
Research Perspectives	New (PhD only)	3 (1 per quarter) (PhD only)
Methods of Data Analysis	ST 511 or similar	4
Biomedical Ethics	GRAD 520 or equivalent	1
Grant Application Preparation	New	1
Seminar	VMB 507	1
Thesis	VMC 503(MS), VMC 603 (PhD)	12 (MS), 36 (PhD)
Electives (including required electives chosen below)		14 (MS), 50 (PhD)

Required Electives - must include at least 2 of the following courses (or similar courses approved by student's graduate committee and College graduate committee):

Course Title	Course number	Number of credits
Biochemistry	BB 550 or similar	3
Molecular and Cellular Biology Techniques	MCB 524 or similar	1
Introduction to Bioinformatics	New	1
Introduction to Epidemiology	New	1
Introduction to Genomics	New	1
Introduction to Immunology	New	1

Research

In addition to coursework required in the student's program of study, MS thesis and PhD students will complete an interdisciplinary research project in comparative health sciences, under the support and direction of their major professor.

Learning Outcomes and Assessment

MS

1. Conduct research with the outcome being an original manuscript.
 - Assessed by the production and evaluation of a written thesis and during oral exam, with Grad Council Rep having specific responsibility for assessment
2. Demonstrate mastery of subject material
 - Assessed by coursework grades and during oral exam
3. Be able to conduct scholarly activities in an ethical manner
 - Documentation of training activities in Program of Study (GRAD 520)
4. Fulfill residency program requirements of veterinary specialty college
 - Assessed by annual evaluations by Resident Advisor and/or specialty section, completion of residency training log (ACVS only) and/or specialty board examination(s)

PhD

1. Produce and defend an original significant contribution to knowledge
 - Assessed by written thesis and during final oral exam with Grad Council Rep having specific responsibility for assessment
2. Demonstrate mastery of subject material
 - Assessed by coursework grades, during oral exam
3. Be able to conduct scholarly activities in an ethical manner
 - Documentation of training activities in Program of Study (GRAD 520)
4. Fulfill residency program requirements of veterinary specialty college
 - Assessed by annual evaluations by Resident Advisor and/or specialty section, completion of residency training log (ACVS only) and/or specialty board examination(s)

Statement Regarding Students with Disabilities

"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at (541) 737-4098."

Link to Statement of Expectations for Student Conduct, i.e. cheating policies

<http://oregonstate.edu/studentconduct/http://%252Foregonstate.edu/studentconduct/code/index.php>

Graduate Master's Program Assessment Plan

Process

How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?

The college graduate committee reviews the data gathered. The results are taken into consideration for future planning.

What data are archived? Where, how and for what duration?

So far, 2 years of assessments have been archived. In the future, a minimum of 10 years will be kept on file.

Program Outcomes, Measures and Benchmarks or Milestones

List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Program level GLO 1 ^y Fulfill residency requirements of veterinary specialty college
What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)	Annually	Last year in program	Last year of program	Last year in program
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	Annual evaluation by student and committee	Annual evaluation by student's committee, coursework	Annual evaluation by student's committee, documentation of training activities on Program of Study	Option specific coursework, annual evaluation by Resident Advisor and specialty section
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z	Written thesis and final exam (thesis defense)	Coursework grades, final oral exam	Completion of GRAD 520 or comparable course, documented on Program of Study	Completion of residency training log (ACVS only) and/or completion of specialty board exam

^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.

^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.

Graduate Doctoral Program Assessment Plan				
Process				
How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?				
The college graduate committee reviews the data gathered. The results are taken into consideration for future planning.				
What data are archived? Where, how and for what duration?				
Annual evaluations by student and student's committee				
Program Outcomes, Measures and Benchmarks or Milestones				
List the university and program level student learning outcomes (GLO).	Produce and defend an original significant contribution to knowledge	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner	Program level GLO 1^y Fulfill residency requirements of veterinary specialty college
What year will you report on this outcome? (Every outcome must be assessed at least once every five years.)	Annually	Last year in program.	Every 3 yrs and/or the end of the program	End of residency program
List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.)	Annual evaluation by student and committee	Annual evaluation by student's committee, coursework	Annual evaluation by student's committee, documentation of training activities on Program of Study	Option specific coursework, annual evaluation by Resident Advisor and specialty section
What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z	Written Dissertation proposal/Oral preliminary Exam; Dissertation and Final Exam, i.e., Dissertation Defense	Written Dissertation proposal/Oral preliminary Exam; Dissertation and Final Exam, i.e., Dissertation Defense	Completion of IST 520 or comparable course.	Completion of residency training log (ACVS only) and/or completion of specialty board exam
^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.				
^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.				

1. Review - College Approver - Veterinary Medicine

Approved by [Emily Williams](#) Student Services Coordinator / Veterinary Medicine, February 18, 2014 1:19pm

2. Review - Curriculum Coordinator

Sent Back by [Cheryl Hagey](#), February 19, 2014 3:31pm

Comments

Cheryl Hagey (Curriculum Coordinator) February 19, 2014 3:31pm

SUMMARY:

- 1) In the CPS Requirements block please list the course credit hours for each of the listed courses.
- 2) In the CPS Documents, The Cat II Proposal file, page 3, Link to "Statement of Expectations for Student Conduct" does not work. Would you kindly fix the hyperlink for this please?

Thank you for your time, Cheryl

3. Originator Response

[Stacy Semevolos](#) Associate Professor / Vet Clinical Sciences, February 21, 2014 5:18pm

Comments

Stacy Semevolos February 21, 2014 5:18pm

I have made the changes listed.

4. Review - Curriculum Coordinator

Sent Back by [Cheryl Hagey](#), February 26, 2014 12:37pm

Comments

Cheryl Hagey (Curriculum Coordinator) February 26, 2014 12:37pm

SUMMARY:

- 1) In the Syllabus, Page 3, the Statement of Expectations for Student Conduct goes to a page not found. Would you kindly use this: <http://oregonstate.edu/studentconduct/http://%252Foregonstate.edu/studentconduct/code/index.php> .

Thank you, Cheryl

5. Originator Response

[Stacy Semevolos](#) Associate Professor / Vet Clinical Sciences, February 26, 2014 12:56pm

Comments

Stacy Semevolos February 26, 2014 12:56pm

I placed the new link in the document.

6. Review - Curriculum Coordinator

Approved by [Cheryl Hagey](#), February 27, 2014 7:56am

Comments

Cheryl Hagey (Curriculum Coordinator) February 27, 2014 7:56am

SUMMARY: This proposal seeks to create a new Clinical Sciences option. Cheryl

Policy Governing Graduate Student Teaching

Current policy

"Students working toward graduate certificates or advanced degrees are not permitted to teach graduate courses"

Faculty as Student Policy

"OAR 580-020-0005 specifies that one may not simultaneously be an OUS faculty member and an OUS graduate student." "Exceptions to OAR 580-020-0005 will be granted only in cases in which the individual requesting the exception has presented a compelling case justifying such an exception including assurance that there are no issues of conflict of interest deriving from the petitioner's student status and faculty employment." This generally requires that the unit/program of enrollment is separate and distinct from the unit/program of employment.

Non-teaching professional faculty members are not required to submit petition materials. However, a non-teaching professional faculty member's employment supervisor cannot serve as a major professor or graduate program committee member.

Professional faculty in teaching positions are subject to the policy. As a result, the policy also applies to graduate students who are appointed as instructors based on their academic or professional qualification.

Graduate Faculty Membership

Activity 1 – Teach Graduate Courses.

All faculty who are listed as the instructor of record for a graduate-course must be appointed as graduate faculty.

Proposed Revision to Current Policy:

Appointment as Instructor of Record. For a graduate student to be appointed as the Instructor of Record for a graduate course (including the 500-level component of a slash course):

- The unit/program of employment must be separate and distinct from the unit/program of enrollment.
- The instructor must be appointed to the graduate faculty based on their academic/professional qualification by the unit/program of employment.
- In the event students from the instructor's unit/program of enrollment are enrolled in the course, alternative arrangements must be made for evaluating the work of graduate students.

Appointment as Teaching Assistant. For a graduate student to be appointed as the Teaching Assistant for a graduate course (including the 500-level component of a slash course), the Instructor of Record for the course must ensure that all potential conflicts of interest are avoided to the maximum extent possible. This must include, at a minimum:

- Making alternative arrangements to evaluate the work of graduate students from the same unit/program as the Teaching Assistant, OR
- Ensuring that the Teaching Assistant has advanced to candidacy status (after prelims) and all graduate students in the class have not advanced to candidacy

Proposed Revision to Current Policy:

Appointment as Instructor of Record. For a graduate student to be appointed as the Instructor of Record for a graduate course (including the 500-level component of a slash course):

- The unit/program of employment must be separate and distinct from the unit/program of enrollment.
- The instructor must be appointed to the graduate faculty based on their academic/professional qualification by the unit/program of employment.
- In the event students from the instructor's unit/program of enrollment are enrolled in the course, alternative arrangements must be made for evaluating the work of graduate students.

Appointment as Teaching Assistant. For a graduate student to be appointed as the Teaching Assistant for a graduate course (including the 500-level component of a slash course), the Instructor of Record for the course must ensure that all potential conflicts of interest are avoided to the maximum extent possible. This must include, at a minimum:

- Making alternative arrangements to evaluate the work of graduate students from the same unit/program as the Teaching Assistant, OR
- Ensuring that the Teaching Assistant has advanced to candidacy status (after prelims) and all graduate students in the class have not advanced to candidacy

Appointment as Teaching Assistant. For a graduate student to be appointed as the Teaching Assistant for a graduate course (including the 500-level component of a slash course), the ~~Instructor of Record~~ Director of the Graduate Program must seek approval from the Graduate School and provide assurances for the course must ensure that all potential conflicts of interest are avoided to the maximum extent possible. This ~~must may~~ include, at a minimum:

- Making alternative arrangements to evaluate the work of graduate students from the same unit/program as the Teaching Assistant, OR
- Ensuring that the Teaching Assistant has advanced to candidacy status (after prelims) and all graduate students in the class have not advanced to candidacy

Rationale for change:

- 1) Make it the responsibility of the Department to determine how to resolve potential conflicts of interest. Do not dictate how to resolve.
- 2) Seeking approval of the graduate school is similar to the process of having instructors appointed to the Graduate Faculty. It would require the Department to defend the qualifications of the GTA to evaluate graduate work.

Standing Rules

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

Rationale: Review and approval of graduate faculty members is not a curricular issue. This function has, in essence, been delegated to the Graduate School. The Graduate School should be responsible for evaluating the qualifications of individuals to be appointed to the Graduate Faculty.

Oregon State University Continuous Enrollment Policy *Effective Fall term, 2002*

Approved, February 25, 2002
Timothy P. White
Provost and Executive Vice President

Preface

Implementation of this policy will occur over the interval Fall 2002 to Fall 2004. Categories of students will be affected as described below:

- The policy is effective as of Fall 2002 for all new graduate students admitted for the first time in Fall 2002 or thereafter, and for all currently inactive graduate students who are next readmitted beginning Fall 2002 or thereafter.
- Currently enrolled graduate students who change into a different degree program (e.g., from masters to doctorate, or from one degree to another) in Fall 2002 or thereafter are subject to the policy at the time of change..
- Currently enrolled students who become inactive by failing to register for more than two consecutive terms will become subject to the policy, effective with the term of readmission to the University.
- All graduate students, including currently enrolled students, will become subject to this policy no later than Fall 2004, regardless of their original matriculation date.

Executive Summary

Continuous graduate enrollment refers to the policy of requiring continuous registration of graduate students from original matriculation until all degree requirements are met.

All graduate students in graduate degree and certificate programs must register continuously for a minimum of 3 graduate credits and pay fees, regardless of the student's location, if they will be using any University resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) until their degree or certificate is granted or until their status as a credential seeking graduate student is terminated. This includes students who are taking only preliminary or final examinations or presenting terminal projects. Graduate students who do not plan to make use of University resources during summer session are not required to register during the summer and do not need to submit an Intent to Resume Graduate Status form. However, if students do plan to utilize University resources during summer session, they must register for the minimum 3 graduate credits. It is the student's responsibility to register for the appropriate number of credits that may be required for any funding eligibility and/or compliance as outlined by specific agency regulations under which their funding may be governed.

A graduate student intending to resume active graduate student status following interruption of his/her study program for one or more terms must apply for Regular Leave of Absence (Maximum: 3 terms for master's students; 3 terms prior to candidacy and 3 terms after advancement to candidacy for doctoral students) or Planned Leave of Absence (Maximum: 9 terms) to maintain graduate student standing in their programs and to avoid registration for 3 credits for each term of unauthorized break in registration. Intent to Resume Graduate Status Forms must be received by the Graduate School at least 15 working days prior to the first day of the term involved. The time the student spends in approved on-leave status will be included in any time limits relevant to the degree. Students in on-leave status may not a) use any University facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University. Regular Leave of Absence is granted in cases where the student indicates good cause (e.g. illness, employment, family issues, financial need, personal circumstances). Planned Leave of Absence is granted to students for whom the design of their academic program is such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis. Planned Leave of Absence is set by the program with the approval of the Graduate School. Approval of the Major Professor, Department/Program Chair, and Graduate Dean are required for all Leaves; multiple terms of leave may be requested at one time.

Continuous Enrollment Policy

Page 2 of 4

A graduate student who takes an unauthorized break in registration by failing to maintain continuous enrollment or by failing to obtain Regular or Planned Leave of Absence will relinquish his/her graduate standing in the University. Students who wish to be reinstated will be required to file an Application for Graduate Readmission, pay the readmission fee, and register for 3 graduate credits for each term of unauthorized break in registration.

In the case of extraordinarily extenuating circumstances, students may appeal the provisions of the Continuous Graduate Enrollment Policy by submitting a detailed request in writing to the Dean of the Graduate School for additional terms of Leave of Absence or forgiveness of additional credits of registration.

PHILOSOPHY

Graduate study is a learner-focused activity that is characterized by partnerships between graduate students and the Graduate Faculty and is supported by the Graduate School. As a learning community we are committed to a learning environment that fosters a collaborative approach to the goal of graduate student success. We believe that graduate student success includes timely completion of academic goals and is dependent on access to programs, services, and University resources and a high degree of interaction between graduate students and the Graduate Faculty.

BACKGROUND

Continuous graduate enrollment refers to the policy of *requiring* continuous registration of graduate students from original matriculation until all degree requirements (i.e. successful completion of the final examination and/or submission of library copies of thesis to Graduate School) are met. Such policies generally specify that, once admitted to a program, graduate students must maintain active enrollment for a specified minimum number of credits every term until the degree is completed. Such policies are commonplace in many U.S. universities. The intent of such regulations is to encourage graduate students to complete their degrees in a timely manner and without dropping out of school unless approved.

RATIONALE

The primary objectives of the Continuous Enrollment Policy are to:

1. encourage graduate student degree completion;
2. minimize time to degree for graduate students;
3. require registration at any time when University resources, including facilities and faculty time, are used;
4. provide the University with an accurate account of active graduate students;
5. provide the University with an indication of student intent when students break registration; and
6. hold a place for students who intend to resume graduate study following a Leave of Absence.

POLICY**I. Minimum Registration**

Unless on approved Leave of Absence (see Section II), all graduate students in graduate degree and certificate programs (level 02) must register continuously for a minimum of 3 graduate credits, excluding summer session, until their degree or certificate is granted or until their status as a credential seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using University resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student's location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

For students who have successfully completed the final examination in accordance with *Survival Guide* diploma deadlines (see Graduate School web site), registration during the subsequent term is not required. However, for students whose final examination occurs after the diploma deadlines published in the *Survival Guide*, minimum registration of three graduate credits during the subsequent term is required only if library copies of the thesis have not been submitted to the Graduate School within the first two weeks of the subsequent term.

Graduate students who do not plan to make use of University facilities or faculty time during summer session are not required to register during the summer and do not need to submit an Intent to Resume Graduate Status form. In such instances, summer session will not be counted within allowed Leave of Absence limits (see section II.C.). However, if students do plan

to utilize facilities or faculty time during summer session, they must register for a minimum of 3 graduate credits.

It should be noted that graduate assistantship eligibility requires enrollment levels that supercede those contained in this Continuous Enrollment Policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this Continuous Enrollment Policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

II. Leave of Absence

On-leave status is available to students who need to suspend their program of study for good cause. Students who desire a leave of absence will work with their major professor, program administrator, and the Graduate School to arrange authorized leave. Graduate programs that are designed such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis will work with the Graduate School to arrange planned leave. Students understand that while on leave they will not use University resources. Graduate Faculty members are students' most important resource at the University and will work closely with graduate students to ensure timely completion of academic goals, understanding of the Continuous Graduate Enrollment Policy, and that graduate students enroll each term other than when they are on authorized leave. The Graduate School will assist graduate students and Graduate Faculty members with administrative procedures related to the Continuous Graduate Enrollment Policy. The Graduate School recognizes the diverse circumstances and unpredictability of graduate students' lives and will work in partnership with the graduate community in arranging leaves and responding to unanticipated situations.

A graduate student intending to resume active graduate student status following interruption of his/her study program for one or more terms, excluding summer session, must apply for Regular or Planned Leave of Absence to maintain graduate student standing in his/her degree program and to avoid registration for 3 graduate credits for each term of unauthorized break in registration (See Section IV below). Intent to Resume Graduate Status Forms must be received by the Graduate School at least 15 working days prior to the first day of the term involved. The time the student spends in approved on-leave status will be included in any time limits relevant to the degree (See Sections C.1. and C.2. below). Students in on-leave status may not a) use any University facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University.

A. Eligibility. Only graduate students in good standing are eligible for Leave of Absence.

B. Leave of Absence Categories.

1. Regular. Regular Leave of Absence is granted in cases where the student demonstrates good cause (e.g. illness, temporary departure from the University for employment, family issues, financial need, personal circumstances). The student must indicate reason for on-leave status.

2. Planned. Planned Leave of Absence is granted to students for whom the design of their academic program is such that the offering of courses and/or the conduct of research/scholarly work are not on a continuous term-to-term basis. Planned Leave of Absence is set by the program with the approval of the Graduate School. (For a current list of Planned Leaves, consult the Graduate School at 737-4881.) Planned Leave of Absence includes students enrolled in summer-only programs and graduate students in other programs that have been pre-approved by the Graduate School for Planned Leave of Absence. Summer-only students and other students who qualify for Planned Leave of Absence must a) be in good standing, b) submit the Intent to Resume Graduate Status Form indicating *each term* for which leave is requested, and c) complete all degree requirements within the time limits established in the *Graduate Catalog*. Requests for multiple terms of Leave may be submitted at one time.

C. Limits.

1. Regular Leave of Absence is granted for a specified time period that may not exceed three terms, excluding summer session. In no case may Regular on-leave status exceed the maximum listed below throughout the student's entire degree program.

- a. Master's degree. Master's degree students, except for summer-only students, may request a maximum of three academic terms of Regular on-leave status during the course of study for the degree. The time spent in approved on-leave status will be included in the 7-year time limit for completing all requirements to the master's degree.
- b. Doctoral degree. Doctoral degree students may apply for a maximum of three academic terms of Regular on-leave status prior to advancement to candidacy, and they may apply for a maximum of three academic terms of on-leave status after advancement to candidacy. The time spent in approved on-leave status will be included in the maximum 5 years that may elapse between the preliminary oral examination and the final oral examination.

2. Planned Leave of Absence is available for a maximum of 9 terms, excluding summer session, to students enrolled in programs for which Planned Leave has been approved by the Graduate School. However, time spent in Planned on-leave status will be included in all time limits pertaining to the student's degree program.

D. Approval. Approval of the Major Professor, Department/Program Chair, and Graduate Dean are required.

III. Student Fees

Students with approved on-leave status are not required to pay tuition or fees. However, students who must register as per section I, "Minimum Registration" (p. 1), must pay both tuition and student fees.

IV. Unauthorized Break in Registration

A graduate student who takes an unauthorized break in registration by failing to maintain continuous enrollment or by failing to obtain Regular or Planned Leave of Absence will relinquish his/her graduate standing in the University. Students who wish to have their graduate standing reinstated will be required to file an Application for Graduate Readmission, pay the readmission fee, and register for 3 graduate credits for each term of unauthorized break in registration. The Readmission application must be approved by the student's Major Professor, Department/Program Chair, and Graduate Dean. Acceptance back into a graduate program is not guaranteed even if the student departed in good standing. The petitioner for readmission will be required to meet University and departmental admission requirements and degree completion requirements that are in effect on the date of readmission. Review of the Application for Readmission may also result in a change of residency status from resident to nonresident.

When readmission is approved, the student must register for a minimum of 3 graduate credits for each term of unauthorized break in registration in addition to the minimum 3 credit registration required during the first term of reinstatement and each subsequent term until all degree requirements have been met except for any subsequent term of approved Leave as provided in Section II of this policy. If the accumulated credits total more than 16, the student may be required to enroll in more than one term of increased registration.

V. Appeal

In the case of extraordinarily extenuating circumstances, students may appeal the provisions of the Continuous Graduate Enrollment Policy by submitting a detailed request in writing to the Dean of the Graduate School for additional terms of Leave of Absence or forgiveness of additional credits of registration.

Materials linked from the May 19, 2014 Graduate Council agenda.

From: Sarah Williams in APAA

We are updating our Policies and Procedures, which generally have been created by the Curriculum Council, the Graduate Council, and other Faculty Senate committees over the years. Here is the website within Academic Programs, Assessment, and Accreditation:

<http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures>.

I would like The Graduate School's and or the Graduate Council's advice or input on the following policy, **since it was last revised on June 12, 2001:**

Certificates - Graduate

A graduate certificate is defined in the OSU Catalog (** see below) as "a structured progression of graduate-level courses that constitute a coherent body of study with a specific defined focus within a single discipline or a logical combination of disciplines. It is designed for students who have completed a baccalaureate degree and are in pursuit of advanced-level learning." A graduate certificate requires a minimum of 18 graduate credits, and may include a final project, portfolio, or report for integration of the sequence of course materials. Up to 8 quarter credits may be transferred toward an 18-credit graduate certificate.

A designated graduate certificate program coordinator oversees each individual program. The program coordinator is responsible for all aspects of administration of the program—applicant screening, admissions recommendations, and annual reporting to the graduate school. Annual reports will briefly summarize program status and provide statistics on enrollment and student progress. The Graduate School is responsible for certification of program completion.

Students must be admitted to the university, either into a graduate degree program or into a graduate certificate program. This requires that the student hold a four-year baccalaureate degree from an accredited college or university. Individual certificate programs may specify additional requirements, including minimally acceptable grade point averages. Students may be reclassified as "advanced degree students" by following the procedure listed in the Graduate Student Information section of the OSU Catalog. Credit earned at OSU prior to admission to the certificate program may be applied toward a certificate as transfer credit, per current graduate credit transfer policy.

Courses and certificates completed will be transcribed by the university registrar as a part of the student's permanent university record. The certificate is awarded when all course material is satisfactorily completed and a cumulative grade point average of 3.00 has been attained for all courses to be used toward the certificate. Award of a separate document suitable for framing will be at the discretion of (and will be the responsibility of) the unit administering the program.

Credits earned in fulfillment of a certificate program may be applied to a graduate degree program at OSU, so long as they meet the appropriate standards for use in the degree and the criteria for transfer credit as defined in the Graduate Student Information section of the OSU Catalog. Courses completed for a degree program may likewise be applied toward a certificate program. Courses completed no more than 7 years prior to the certificate award date may be used to satisfy requirements.

Proposals to establish a new undergraduate certificate follow the OUS Outline for New Certificates [sic: no longer available] and are approved via the Category I approval process [broken link: see: <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals>].

Approval & Revisions: 6/12/01 Graduate Council Additional Information: OUS Outline for New Certificates [sic: no longer available]; Category I Proposals [broken link: see: <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals>]

**In fact, the current language in the OSU Catalog is as follows:

The graduate certificate curriculum consists of a minimum of 18 graduate credits, and may include a final project, portfolio, or report for integration of the sequence of course materials. All graduate student programs of study submitted to the Graduate School must consist of, at a minimum, 50 percent graduate stand-alone credits. The remaining credits may be the 500 component of 400/500 slash courses. No final examination is required.

We would like to have the most current information about Graduate Certificates in our Policies, in language consistent with the Catalog and approved by both the Graduate School and the Graduate Council.

Materials linked from the May 19, 2014 Graduate Council agenda.

Rosemary pulled up all certificates on the books of which two that highlighted do not appear to be active.

Code	College	Certificate Name	Proposal #	Approved	Continuing to Master's or Doctoral Degree	Prog Director	Contact Info	Notes
CG01	Forestry	Sustainable Natural Resources		S 2004	can use change of degree for MS or PhD	Badege Bishaw	7-9495; badege.bishaw@oregonstate.edu	
CG02	HHS	Health Care Management & Policy		S 2006	students must apply to enter MS or PhD	was Leonard Friedman		inactive
CG03	Was Science; now CEOA	Geograhpic Information Science		W 2005	can use change of degree for MS or PhD	Kuuipo Walsh	7-3795; kuuipo.walsh@oregonstate.edu	college home change
CG04	Education	TESOL	82015	S 2005	can use change of degree for MS or PhD	n/a	n/a	inactive; possible new proposal
CG05	HHS	Health Management & Policy		S 2006	students must apply to enter MS or PhD	Marie Harvey	7-2834; marie.harvey@oregonstate.edu	Ecampus
CG06	Was Science; now CEOA	Water Conflict Mgt & Transformation	Record ID 147	S 2008	can use change of degree for MS or PhD	Lynette De Silva	7-7013; desilval@geo.oregonstate.edu	
CG07	CEOA	Marine Resource Management		S 2008	can use change of degree for MS or PhD	Lori Hartline/staff	7-1339; fconway@coas.oregonstate.edu	not accepting applications
CG08	Ag Sciences	Fisheries Management		S 2008	can use change of degree for MS or PhD	Selina Heppel	7-9039; selina.heppel@oregonstate.edu	college home change
CG09	Science	Management for Science Professionals	90741	F 2010	can use change of degree for MS or PhD	Barbara Taylor or Kirsten Carroll	Taylor: 7-5344; Barbara.Taylor@oregonstate.edu	

							Carroll: 7-5259; Kirstin.Carroll@oregonstate.edu	
CG10	HHS	Public Health	82511	S 2012	students must apply to enter MS or PhD	Marie Harvey	7-2834; marie.harvey@oregonstate.edu	
CG11	Grad School	College & University Teaching	83870		can use change of degree for MS or PhD	Jessica White	7-8576; jessica.white@oregonstate.edu	~90% of applicants are OSU students adding concurrent cert
CG12	Ag Sciences	Wildlife Management	86051	W 2014	can use change of degree for MS or PhD	Selina Heppel	7-9039; selina.heppel@oregonstate.edu	
CG13	Forestry	Urban Forestry	88214	F 2014	can use change of degree for MS or PhD	Paul Ries	7-3197; Paul.Ries@oregonstate.edu	

College Student Service Administration (CSSA) Program
Adult Education & Higher Education Leadership, College of Education, Oregon State University

REVIEW PANEL REPORT*
Submitted December 2013; Revised January 2014

1. Overall Recommendation:

Based on our review, our recommendation is to **restructure** and **expand** the College Student Service Administration (CSSA) program.

2. Summary of Findings and Recommendations

The Oregon State University (OSU) CSSA program is a nationally known and highly regarded graduate preparation program and one of a few graduate programs in student services administration in the Pacific Northwest. The program is nearly 50 years old and has 500 alumni in various positions in higher education, many of whom have served as national leaders in the student affairs field. The program delivers quality graduate education experiences to enrolled students, indeed the review panel heard pride about program quality and that faculty members “do it exceptionally well”. The program is notably successful in graduation rates and job placement success of matriculated students. The program provides a substantial contribution to OSU campus life through graduate assistant work, internship service, and through professional development opportunities for the practitioners who serve as faculty members. Enabling scholar-practitioners to serve as faculty members in this program is a major program asset. As one faculty member noted, “we are seamless, the [relationship] is woven into the fabric of the institution”; indeed, another faculty member observed, “Campus would be fundamentally different if the program went away”.

The CSSA program aptly used the phrase, “A Timely Opportunity”, in their self-study. The convergence of the appointment of a new VP/SA, a new strategic plan for the College of Education, and the emergence of the Ecampus concept make it timely to address critical questions in this review. As noted in the self-study, the CSSA program must be stabilized, while continuing to build on its strengths, including the ability to attract a well-qualified cohort of students and a strong adjunct faculty of practitioner-scholars.

Introductory needs are framed here by the goals of the CSSA program from the self-study and specific recommendations follow in the report.

1. The CSSA program must affirm and commit to an academic home that would include identifying a sustainable funding source(s) for the program.
2. The home for the CSSA program should hire at least one full-time faculty member to provide a stable base of teaching, advising, theoretical perspective and scholarship--to complement existing adjunct faculty.
3. The CSSA program should develop a parallel ECampus/online program--to complement the on-campus program and extend the reach of CSSA nationally/internationally.
4. The CSSA program should continue to update the current on-campus program to maintain a robust and cutting-edge approach to pedagogy, practice, and encourage faculty scholarship.
5. The CSSA program seeks to continually improve and update its curriculum and practices. The CSSA program should build on its current commitment and strengthen the social justice focus or orientation in the program. The program graduation requirements should remain 60-72 quarter credit hours or two academic years in compliance with the Council for the Advancement of Standards in Higher Education (CAS) statement on master's graduate preparation. Other recommendations appear later in this report.

3. Detailed Findings

This section will briefly identify the strengths and weaknesses of the CSSA program or its context. They provide a basis of rationale for the recommendations that appear in the remainder of the report.

Strengths. The CSSA program has numerous strengths. It is a testament to the quality of the professional student affairs staff members who serve as faculty members in the program that the program has maintained these strengths in the face of diminishing academic and non-academic resources.

- a. The student affairs division, colleagues from area institutions, and the VPSA have maintained strong, consistent, quality support of the program evidenced by their teaching, advising, hiring GAs, and supervising internships. Those student affairs professionals who serve as faculty members in the program manage all program dynamics from recruitment and admission to internships placement and thesis supervision. These faculty members are practitioner-scholars who are active in their field evidenced by their publication, refereed presentations, and national leadership roles.
- b. The curriculum (i.e., program of study) is in voluntary compliance with the CAS standards evidenced by attention to (a) foundational studies, (b) professional studies, and (c) supervised practice.
- c. The CSSA program is organized around guiding values and competency areas. Students demonstrate evidence of these competencies throughout the program resulting in a capstone e-portfolio and/or thesis.
- d. The program allows appropriate flexibility for students in key choices such as areas of specialization or minor, sites for internships, and capstone experience.
- e. The program is appropriately selective enrolling approximately 20 students in each new cohort admitted from an applicant pool that averaged 72 in the last 5 years.
- f. The cohort model that begins with the social justice immersion retreat builds a cohort that trusts each other, creates a safe space community, and is open to learning and growing together. Students recognize that they learn from each other.
- g. Students demonstrate successful completion of the program with 85%-100% graduation rates and 100% job placement of those who graduate.
- h. Student affairs and academic affairs offices across campus hire CSSA students into graduate assistantships.
- i. The opportunity to be a graduate faculty member is excellent professional service to OSU, professional development for the faculty involved, and is a strength of a practitioner-based graduate program. The opportunity to have professional masters students in OSU offices as GAs or interns brings the latest of research, theory, and practice to benefit OSU students.
- j. The CSSA program addresses its own needs. At the time of this review faculty members were meeting to resolve issues with GA placement and funding of graduate students as well as holding preliminary discussions on the nature/role of an Ecampus program.

Weaknesses. Changes in the administrative structure and support have led to areas that we viewed as program weaknesses. These are addressed in more detail later in this report.

- a. The program needs financial stability from academic support and should not be dependent on student affairs for all funding. Student affairs will always be a partner in graduate preparation and any academic home has to both support and advocate for this program.

- b. The current CSSA faculty is comprised of one part time (.3FTE) Instructor (as of Jan. 1) who teaches three courses per year and co-coordinates the program, one Student Affairs administrator who devotes .5 of her full time administrative position FTE to co-coordinating the program and teaching in CSSA, and twelve adjunct faculty members. The program faculty members who are adjuncts typically teach one course per year and some also advise CSSA students and/or serve on their committees. These adjunct faculty members hold positions in student affairs or academic affairs at OSU, and are classified as "professional faculty" members. They receive no additional compensation for their CSSA work, although their teaching/advising responsibilities are expected to be included in their position descriptions. In addition, there are currently two adjuncts who hold positions outside OSU; they each receive a stipend for teaching one CSSA course per year.
- c. There is no full-time core faculty member aligned with an academic home and no budgeted administrative support from academic affairs. The evolution from two budgeted full-time faculty in the last ten year review was not clear to us particularly when one of those faculty lines was paid out of the VPSA budget. The program seeks to be CAS compliant as are other nationally known programs and the CAS standards assert: "At least one faculty member must be designated full-time to the program. Faculty must be adequate for the student enrollment and nature of the program requirements."
- d. Although there is an assessment and research course in the curriculum, students completing a thesis should be required also to take an appropriate research methods course prior to engaging with their thesis research.
- e. Obtaining a GA position is critical to the professional development of master's students and to the funding of their graduate study. The GA process is hard to navigate for prospective students. The funding levels are prohibitive of many offices offering a GA position that might like to do so.

4. Introduction:

This was a regularly scheduled ten-year review. The reviewers studied the CSSA self-study, the CSSA website, program faculty CVs, course syllabi, materials on professional association directories, and held meetings on the site visit day. We met with Graduate School Dean, Brenda McComb, on December 1 and were accompanied by her on our campus site visit on December 2. We met with program co-coordinators, Tom Scheuermann and Kim McAloney, Dean Larry Flick and Associate Dean Randy Bell of the College of Education, VPSA Larry Roper, a group of a fourteen (14) program faculty members, and nineteen (19) masters graduate students across several years in the program. Comments were welcomed after the review and several were received.

Reviewers. Internal reviewers were Dr. Michael Lerner, Professor of Chemistry, representing the OSU Graduate Council and Dr. Jack Higginbotham, Professor, Director of Space Science, representing the OSU Graduate Council. External reviewers were Dr. Leslie Webb, Associate Vice President for Student Affairs at Boise State University, representing student affairs employers and Dr. Susan R. Komives, Professor Emerita from the student affairs graduate program at the University of Maryland and past president of CAS.

Organization of the report. This report includes an overview that explains the national context of graduate programs such as this one under review. The report then addresses elements in the guidebook for program reviews. After a summary of key findings in critical areas, specific recommendations follow in that same section in a boxed format for ease in reading.

Context. *Graduate Programs in Student Affairs/College Student Services*

It was apparent from our review that readers would benefit from some perspective on the role of student affairs and the nature of graduate preparation in this field. The Student Affairs field is distinct in several regards: (1) it is a unique American pedagogical and administrative practice developed in the late 1800s now adopted world wide to use both the curriculum and co-curriculum to advance student learning, development, and success; and (2) it is unique in being a field of study embedded in the context that it studies (i.e., most fields prepare professionals for fields outside the academy or to teach a discipline in the academy). The Student Affairs profession encompasses administrative, educational, and counseling staff on over 5,000 college and university campuses in the USA (and others around the world) who engage in the educational and development experience of college students. The profession provides education programs and services to college students in the co-curriculum and supports the work of faculty in the curriculum. Student Affairs professionals contribute to institutional learning and developmental outcomes and promote retention, develop a campus community supportive of diversity, and enrich the learning of students through their involvement in campus life. Guided by professional values and ethical practices, student affairs professionals design programs and services based on developmental theory and data-based evidence from research and assessment of student outcomes. Developmental approaches refer to the concept that students move from simple, dualistic, less-complex thinking to complex, critical perspectives recognizing diverse frameworks. Developmental theory includes such domains as cognitive, psychosocial, social identities, moral, and spiritual. Student Affairs professionals work in departments such as career centers, academic advising offices, residence life, counseling centers, student activities, service-learning, leadership, health centers, recreation and intramurals, multicultural programs offices, admissions offices, or serve as Deans of Students or Vice Presidents for Student Affairs.

Graduate Programs. Just over 100 Student Affairs graduate preparation programs exist and are found predominantly at regional public state colleges and universities. With few exceptions, these programs are not found at Carnegie Doctoral/Research Extensive Universities. CSSA graduate programs are not ranked; however, they may be located in counseling departments or higher education departments and be part of those rankings. Occasional studies of program reputations among various stakeholders (e.g. senior student affairs officers) typically identify such nationally recognized programs as Bowling Green State University, The Ohio State University, University of Vermont, the University of Georgia, Indiana University, Iowa State University, the University of Maryland, and Miami University of Ohio. Other nationally recognized programs can be found at Colorado State University, Florida State University, the University of Arizona, California State University Long Beach, and Michigan State University. OSU indicates their peer competitive programs in the region are Seattle University and Colorado State University. There is no program accreditation and most programs are in voluntary compliance with the Council for the Advancement of Standards in Higher Education (CAS) standard on graduate preparation.

Focus of Graduate Programs. Student Affairs graduate programs may be found as a specialty within Higher Education Programs, within Counseling programs and as stand-alone departments usually within a College of Education. No particular undergraduate degree leads to graduate study in CSP although many students come from the behavioral or social sciences. The Master's degree is largely focused on foundational knowledge and skills for entry-level professional practice. The Doctoral degree is focused on advanced scholarship and research on college students, advanced developmental theory, and the student experience in higher education.

Faculty and Practitioners Linked. In this field, full-time graduate faculty are active members of practitioner associations; likewise, full-time practitioners with terminal degrees are often affiliate or adjunct faculty in the graduate program. The American College Personnel Association (ACPA) has a

Commission on Graduate Preparation that includes most graduate faculty in Student Affairs programs in the United States. Likewise, the National Association of Student Personnel Administrators (NASPA) also involves graduate faculty as active members. Graduate faculty members regularly serve in leadership roles in these associations including President of the associations. Full-time CSSA faculty members are often also members of educational research associations such as the American Educational Research Association (AERA) and the Association for the Study of Higher Education (ASHE). Faculty scholarship values practitioner-oriented books, chapters of books, and national convention presentations and papers that influence practice as well as research in refereed scholarly journals.

5. Inputs:

Mission. The first and most fundamental question raised during the program review is whether the CSSA program aligns with the strategic mission of Oregon State University:

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

As currently configured, the CSSA mission is:

"... to prepare individuals for professional leadership and administrative positions in student services and academic affairs units/departments at four-year colleges and universities and –with limited specific focus in this area – community colleges.

However in the self-study, the CSSA faculty listed a goal to contemplate moving the academic focus to social justice. Accepting the shift of emphasis to social justice would the modified mission appears to align the program with the University's mission phrase: "... social progress." We conclude the mission is consistent with objectives of this profession and is in concert with the OSU mission.

Recruitment and enrollment trends of students. The applicant pool has been steady over the past 10 years with about 70 total applicants for about 15-20 positions, with the number of minority applicants rising steadily to about 1/3 of the 2012 total. Approximately 30 applicants are admitted to yield the 15-20 matriculated students. A high percentage of accepted students do matriculate at OSU. Although the original pool is modest for the number of slots, the matriculation rate for admitted candidates seems high relative to other programs at OSU.

Recruitment efforts largely focus on being in the NASPA and ACPA Graduate Directories, participating in the national NASPA Annual Conference graduate fair, and OSU Campus Days, which involves activities for visiting invited applicants. Students indicated that attractions to the program included the evident interest and attention provided by faculty, flexibility (as perceived in selecting an area of specialization and the thesis/project track option), no GRE requirement, and location in the Pacific NW. The admission committee consistently hears that location is the #1 motivator to apply; students also shared the commitment and quality of the faculty members as practitioners was a substantial reason in their decision to accept the admission offer. The program website is current and generally complete. The CSSA program is considering adding an Ecampus on-line program.

It is of note that CSSA participates, and indeed is a national leader, in the NASPA Undergraduate Fellows Program (NUFP) that provides mentoring to historically underrepresented and disenfranchised undergraduate students at OSU. CSSA has a very large NUFP population, with 10+ undergraduate students, and the graduate program benefits by matriculating several of these fellows (3-5) each year

from this pool. The program has national recognition for this commitment. This brings strong diversity to the program and appears to be a real strength of the program.

Recommendation: The Ecampus online program marketing should be integrated with the current campus-based program marketing.

Recommendation: The web site should include information on the credentials of faculty members who teach/advise in the program including such information as their graduate degrees and offices in which they work. Further, the website should contain a clear statement on courses required in the program and those that are offered as electives.

Admissions selectivity and other indications of selecting high quality students. CSSA students meet OSU graduate requirements for admission. We note again that the GRE is not required, and this was an attraction to some applicants. GPA and consistent GRE data were not available for accepted and matriculated students. These or other student academic metrics are important in evaluating the academic strength of student cohorts and the trends. Data should be available from the graduate school and collected and analyzed by the program annually to help guide and assess program recruitment changes. The rubric used in admissions decisions does take life experiences into account in making admissions decisions.

Level of financial support of students compared to peers. Most, but not all, students in the program receive graduate assistantships (GAs). Assistantships are offered in both student affairs and academic affairs departments. The GA remuneration package is highly competitive among peers (e.g. tuition remission, stipend, medical benefits).

CSSA students and faculty/staff both noted challenges with the assignment of these assistantships. The GAs are not guaranteed or coupled with the offer of admission, and most students apply for GA openings multiple times (in a process that parallels a typical job application) to obtain a GA position weeks or months after acceptance into the program. The problems with such processes are multiple: the process appears very stressful for applicants, the lack of an upfront assistantship policy probably discourages some top tier students from applying, and the delayed process forces some students to matriculate without clarity about support. That latter point has resulted in occasional students expecting, but not finding a placement, which is especially problematic for those required to pay out-of-state tuition. Finally, it seems that the process results in students accepting GAs that may be less relevant to their interests simply to ensure support.

On the other hand, it should be noted that support for Master's students is more the exception than the rule in OSU programs, so that CSSA is doing very well to find support for most of its students. We further note that the program faculty members were meeting even during our visit to realign the assistantship process and seeking avenues to address both the cost to sponsoring departments and the method of placement.

It cannot be overstated how important the role of the assistantship is to the success of the program. The number of offered/available assistantships has decreased over the past few years. In addition to internships for credit, the assistantship provides a practitioner experience that allows the student to experience and demonstrate the theoretical concepts learned in the classroom. Although students are encouraged to reflect the learning they achieve in their assistantships through their portfolios, there currently exists no evaluative link between program content and what is learned through the assistantship experience.

Recommendation: Because students successfully complete their academic requirements and graduate in large numbers, we recommend CSSA keep the GRE as optional, but obtain and evaluate GPA or other metrics for applicants and incoming classes.

Recommendation: CSSA should identify a mechanism to coordinate admissions with assistantship offers. At a minimum, the process should be streamlined for students so that the issue of support is resolved earlier in the process.

Recommendation: Explore and create a sustainable plan to stabilize the number of assistantships offered. This work is underway and it should be finalized for the 2014 cohort.

Recommendation: Articulate clearly the role of the assistantship in student learning and competency development and develop an evaluative component linked to the mission of the program. We are pleased that a draft rubric on goal setting for assistantships has been developed and a process to use it should be implemented.

Curriculum strength. The CAS standard on graduate preparation states “All programs of study must include (a) foundational studies, (b) professional studies, and (c) supervised practice. Demonstration of necessary knowledge and skill in each area is required of all program graduates.” The program is lauded for identifying a solid set of core values and identifying competencies reflective of good practices as enumerated by a joint NASPA and ACPA project. The e-portfolio requirement is an effective tool to help students assess their progress on those competencies and provides a useful tool for faculty advising.

The CSSA program clearly and appropriately identifies itself as a practitioner-focused degree program and requires 54 quarter credits for graduation spread over two years for a full-time student. This focus is appreciated by students and builds on the strengths of the faculty members and quality functional areas in student affairs that host their assistantships and internships. The CSSA program offers numerous internships and requires an appropriate number of credits hours as per CAS standards. Special topics courses and electives are regularly offered. Credit is offered for portfolio development, projects, and transition seminars. Students have numerous learning opportunities such as the opportunity to teach undergraduate courses through their GA role or as volunteers.

Currently there is one assessment and research methods course required of students. This may be adequate for a practitioner-based program. The review team finds it is insufficient however for those seeking an M. S. degree who need more foundation in their chosen research methodology to engage in their original research. It is too much to expect this one current course to cover such extensive material or for advisors to handle methodology as a tutorial.

The current degree program requires a minor or an area of specialization. Some intensive study (i.e., minors or specializations) is desirable and an attractive feature of the program. Students reported difficulty finding minors in which they could enroll. Most students seek an area of specialization. Areas of specialization are typically well-conceived, but some were “packaged” retrospectively and should be more intentionally designed with the faculty advisor as part of the degree requirements.

Syllabi show evidence of timely readings and effective assignments. The CSSA self-study indicated faculty member’s interest in creative pedagogies and appropriate hybrid course platforms.

The CSSA self-report indicated a commitment to social justice in the curriculum. Students and faculty members alike strongly supported this direction and it is congruent with good practices in the student affairs field and in graduate preparation. This focus is evident in the fall orientation retreats, program values/competencies, curriculum, and thesis topics. We applaud the CSSA community for articulating and enacting this commitment.

The CSSA program is investigating the market for expanding into an Ecampus on-line degree program. This program would appeal to and meet the needs of full-time professionals who currently lack a professional degree particularly those in international settings. There are very few on-line degree programs in this field and a great demand for them for those in remote regions, those not moveable, and those in developing countries whose institutions are expanding their expectations of co-curricular learning and student services. Funding structures at OSU also provide an incentive for programs to expand in the on-line environment with program support, faculty, stipends, and support in marketing and recruitment.

Recommendation: We recommend consideration be given to requiring a research methods course in the methodology planned for the thesis project. This course should be taken spring or summer of the first year. Ideally this would be a course already offered in the College of Education or one of the behavioral or social science fields and not drain current faculty resources.

Recommendation: We support and applaud the focused inclusion of a social justice perspective in curriculum, pedagogy, and program practices. Consideration should be given to audit program practices (e.g., admission decisions, internship placements) to modify those that may not currently uphold those social justice principles so the program is congruent in this message and in the lived student experience.

Recommendations: CSSA coordinators should work with the graduate school on (1) accessibility of existing minors to CSSA students and (2) transcript visible options for the chosen areas of specialization.

Recommendation: We support the Ecampus program development currently underway. As CAS requires, it is essential that an on-line CSSA program provide the quality of a similar curriculum and supervision as the campus-based program. Appropriate on-line courses should be available to campus-based students as well. Campus-based students should be encouraged to completed at least one course on-line to experience that environment and prepare them for supporting on-line learners in their professional positions.

Organizational Supports. The review panel examined the question of where does the CSSA program fit within the organizational structure of OSU? Four possibilities were identified through the process of the review – the Office of Student Affairs, the OSU Graduate School, the College of Education, or the School of Language, Culture, and Society in the College of Liberal Arts.

Despite the fact that the majority of the CSSA instructional faculty hold their primary OSU positions within the Office of Student Affairs and CSSA office space and resources are provided by this unit, it is OSU policy that administrative units cannot be organizationally responsible for academic programs. Hence, short of a waiver from the Provost, the Office of Student Affairs cannot serve as the

primary administrative home for CSSA. The review has revealed that the strong support for CSSA from the position of the Vice Provost for Student Affairs and his organization is the root cause for the program's success over the past decade. The CSSA program has been an invaluable pathway for professional development for staff within his organization and has led to national recognition for the program. While undeniably successful from the point of view of the students and faculty of the program, this type of "unofficial" administrative support is a systemic organizational problem for CSSA. With the upcoming change of leadership in this Vice Provost position, there is the additional concern that the priorities of the new leader may not include the historical depth of support for the CSSA program. Further, it is of grave concern that there is no longer a full time faculty member in the CSSA program.

Recommendation: The Provost and Vice Provost for Student Affairs affirm support for the continuation of the CSSA program and that the Provost identify an organizational home for the College Student Services Administration program (see more in the next section).

We suggest the Provost appoint a workgroup with the charge to conduct an analysis of the advantages and disadvantages of the CSSA being assigned to one of the following options:

- i. The College of Education
- ii. The School of Language, Culture, and Society within the College of Liberal Arts
- iii. The Graduate School and Vice Provost of Student Affairs partnership.

Based on this introspective review of the CSSA program, some issues and topics came to light that could assist the workgroup with its focused work.

College of Education. It appears that the CSSA program is not considered a core focus for the College although the CSSA mission does align several emergent themes in the new college strategic plan including free choice learning (e.g. experiential learning and life long learning) and in social justice. Examination of the College of Education Performance Metrics¹ from the present back to 2002 reveals a unit undergoing transition. A number of significant reorganizations have occurred during that period; most recently elimination of the department organization structure to a College consisting of the faculty of the whole. The performance metrics provide insight into the significance of the CSSA program within the College of Education and whether organization changes impacted the CSSA program. The data indicate the College of Education Graduate student enrollment averaged 371 +/- 9% over the ten year period 2003 – 2013, with a high of 409 in academic year 2005-06 and a low of 287 in 2011-2012. The self- study shows CSSA student enrollment steady with annual cohort of 15-20 matriculated students. Assuming any year will have two cohorts in the pipeline and an average cohort size of 18 students then the CSSA program represents 10% of the graduate student enrollment in the college. What is unclear is whether the CSSA students are included in each of these years because the self-study mentions a period during which the program was administered out of the Graduate School.

What was the contribution of the CSSA faculty to the College of Education? Are they counted as Non-Professorial faculty? The College Performance metrics show the faculty headcount widely varying during the past decade – averaging 94 +/- 41% with a high of 160 in 2005 and a low of 47 in 2011-2012. For the past three years the faculty headcount has stabilized: 53, 47 and 56. What is unclear is whether the CSSA faculty, while members of the College of Education Graduate Faculty, roll up in the records of the Office of Institutional Research as Non-Professorial faculty. Assuming the dozen CSSA faculty members are included as Non-Professorial faculty, then CSSA represents 27% of the faculty resources for the College. Although, for a brief period of 2-3 years, the College paid the salary of a 1.0

¹ <http://oregonstate.edu/leadership/sites/default/files/strategic-plan/college-metrics-2012-13-part-i.pdf>

FTE, assistant professor, tenure track position, but the position is currently vacant with no plans to refill it. In summary, the CSSA graduate students account for about 10% of the College graduate student population over past decade, and contribute to the graduate student credit hours earned by the College, but the CSSA program currently receives little direct support from the College.

College of Liberal Arts. The second organizational option of moving the CSSA program to the School of Language, Culture, and Society within the College of Liberal Arts is based on the CSSA faculty's expressed desire to move towards a focus on social justice and the pragmatic opportunity afforded the College of Liberal Arts with the return of the current Vice Provost for Student Affairs to his tenured, professor position. The question of alignment of the CSSA social justice mission with the School's mission *was not examined by this review panel*. One pragmatic solution to the CSSA organizational issue is to reassign the CSSA to the tenure home of the most senior and highly regarded (and only tenured) member of the CSSA faculty and task him with growing support from his colleagues in the School and growing the program within the administrative structure of the College of Liberal Arts. As in the case of option 1, is the College of Liberal Arts School of Language, Culture, and Society sufficiently stable to accommodate the infusion of a new graduate program? The data for College Performance Metrics does not report down to the School level, so examination is made at level of the College of Liberal Arts. Graduate student enrollment has been steadily increasing the ten year period from a low of 93 to the current high of 220. Using the same CSSA annual enrollment figure of 36 means that should CSSA move to CLA then represent 16% of the College's graduate enrollment. The CLA Performance metrics show the faculty headcount flat between 2003 and 2010 averaging 280 +/- 16%. But significant institutional investment by the University has grown the CLA faculty ranks to 331 in 2011 and 383 in 2012.

Graduate School. The third organization option – a Graduate School and Vice Provost of Student Affairs partnership would require the Graduate School to take an active management role for the program by hiring a Director and appointing faculty to administer the program. The advantage of this structure is it acknowledges the practitioner focus of the program does not align well with historic academic infrastructure but that it serves the training need for development of professionals in student affairs. This fits within the Land Grant university mission and consideration could be given to appointing the faculty of the CSSA program to the newly created positions of Professor of Practice. In the case of CSSA these would be partial FTE appointments, with workload expectations, would be budget visible and provide professional recognition to these faculty. The Professor of Practice position provides promotion opportunities given it carries the designators of Assistant, Associate and Full but are not tenure track. *The review panel did not thoroughly investigate this option as part of our review.*

In addition we would note that students are highly engaged in the life of the program including having a student organization. However, there is no current representation of students in faculty meetings.

Recommendation: Final thoughts regarding organizational support for CSSA, whichever administrative model is implemented in order for the program fully realize its potential; the issue of place needs to be addressed. A dedicated office for the Director and Administrative support position needs to be identified as the unique academic home of the program.

Recommendation: As per the CAS standards, the program must have a full-time faculty member (preferably a senior faculty member) as a core to the program. Hiring two faculty members would be preferred with one being a senior faculty member and one a junior faculty member. We caution that if only one faculty member is hired and that person as an untenured assistant professor, then the academic home must provide sufficient administrative support that the person can be successful in a research and scholarly agenda sufficient to earn tenure and promotion.

Recommendation: There must continue to be a half time administrative support for the program.

Recommendation: The student organization should be brought into the governance structure of the program by inviting their leadership to participate in regular faculty meetings where personnel and specific student issues are not being addressed.

6. Productivity, outcomes and Impacts. The program has a high graduation rate ranging from 83-100% in recent years. All students graduate having completed a portfolio or a thesis. Graduation rates range between 100% and 83%, with a ten-year average of 93%. Students report a high degree of personalization, encouragement, and a feeling of belonging. Placement services are not offered, however a focus in the second year, spring semester, includes navigating the job search, transition issues, and application of knowledge and skills to post-graduate positions.

Since 2006, there have been 23 theses uploaded to Scholars Archive showing large numbers of downloads for use in other research. Topics are appropriate for the student affairs field and reflect the social justice interest in the curriculum. We did not expect the practitioners who serve as faculty-members to have substantial scholarship yet several do regularly publish their work. Most faculty members engaged in refereed conference presentations and serve as good models for students in promoting good practices and in scholarly inquiry. There are no grants among these scholar-practitioners. This can be addressed further in the staffing needs of core full-time faculty to provide this role.

Recommendation: When a full-time faculty member is added to the program, data is needed to track cohort success in the field. Minimally, it would be helpful to track how long it takes graduates to obtain full time employment, in what types of functional areas and in what job titles they are hired, institutional type and location, and if possible entry salary ranges. Periodic data should be gathered to address alumni satisfaction and preparedness for post-graduation employment.

Recommendation: When a full-time faculty member is added to the program, consideration should be given to creating an alumni database and an electronic program alumni newsletter that would share program news and accomplishments and alumni updates. Alumni are a critical recruiting tool for the program and also bring the potential of gifting to support program goals.

Conclusion

The College Student Services Administration graduate program at OSU is well-designed and offers a quality graduate education and graduate preparation to matriculated students. This is indeed a time of “timely opportunity” for the program. The program should be restructured and enhanced. The CSSA program exists in dynamic reciprocity with the student affairs division making a substantial contribution to the quality of OSU undergraduate life. The program is in transition and must establish an academic home that will support the program including hiring a full-time core faculty member as it continues to rely on resources from practitioners in student affairs who serve as faculty members in the program. Our recommendations were designed to aid in achieving that goal.

* note that portions of this report were taken directly from the CSSA self-study.

CSSA Graduate Report – Action Plan

FINAL – submitted April 22, 2014

CSSA Faculty Reviewed/Commented/Discussed a total of 7 drafts, in:

- Faculty forums/meetings (a total of four in March, April)
- CSSA Faculty Meeting, April 15th.

Faculty also submitted individual comments and edits throughout the process.

A proposed Action Plan adopted/ supported by the CSSA Faculty as a whole.

Action Plan Prepared by:

Tom Scheuermann, Kim McAloney

Co-Coordinators, CSSA Program, in collaboration with CSSA Faculty

ACTION PLAN

>Based on the Review Team Final Report, December 2013

Format of the CSSA proposed Plan:

- A. Introduction to the Graduate Review Report – Summary
- B. Summary of Report Findings and CSSA Response
- C. Specific Recommendations and CSSA Response

A. Introduction to the Graduate Review Report - Summary

[From CSSA Graduate Report, Dec.2013; verbatim--not edited by CSSA Faculty]

1. Overall Recommendation:

Based on our review, our recommendation is to **restructure** and **expand** the College Student Service Administration (CSSA) program.

2. Summary of Findings and Recommendations

The Oregon State University (OSU) CSSA program is a nationally known and highly regarded graduate preparation program and one of a few graduate programs in student services administration in the Pacific Northwest. The program is nearly 50 years old and has 500 alumni in various positions in higher education, many of whom have served as national leaders in the student affairs field. The program delivers high quality graduate education experiences to enrolled students, indeed the review panel heard pride about program quality and that faculty members “do it exceptionally well.” The program is notably successful in graduation rates and job placement success of matriculated students. The program provides a substantial contribution to OSU campus life through graduate assistant work, internship service, and through professional development opportunities for the practitioners who serve as faculty members. Enabling scholar-practitioners to serve as faculty members in this program is a major program asset. As one faculty member noted, “we are seamless, the [relationship] is woven into the fabric of the institution”; indeed, another faculty member observed, “Campus would be fundamentally different if the program went away.”

The CSSA program aptly used the phrase “A Timely Opportunity” in their self-study. The convergence of the appointment of a new VPSA, a new strategic plan for the College of Education, and the emergence of the Ecampus concept make it timely to address critical questions in this review. As noted in the self-study, the CSSA program

2. Summary of Findings and Recommendations (continued)

must be stabilized, while continuing to build on its strengths, including the ability to attract a well-qualified cohort of students and a strong adjunct faculty of practitioner-scholars.

Introductory needs are framed here by the goals of the CSSA program from the self-study and specific recommendations follow in the report.

1. The CSSA program must affirm and commit to an academic home that would include identifying a sustainable funding source(s) for the program.
2. The home for the CSSA program should hire at least one full-time faculty member to provide a stable base of teaching, advising, theoretical perspective and scholarship--to complement existing adjunct faculty.
3. The CSSA program should develop a parallel ECampus/online program--to complement the on-campus program and extend the reach of CSSA nationally/internationally.
4. The CSSA program should continue to update the current on-campus program to maintain a robust and cutting-edge approach to pedagogy, practice, and encourage faculty scholarship.
5. The CSSA program seeks to continually improve and update its curriculum and practices.
6. The CSSA program should build on its current commitment and strengthen the social justice focus or orientation in the program. ¹The program graduation requirements should remain 60-72 quarter credit hours or two academic years in compliance with the Council for the Advancement of Standards in Higher Education (CAS) statement on master's graduate preparation. Other recommendations appear later in this report.

----[End of verbatim excerpt from the CSSA Graduate Report]-----

B. Summary of Report Findings, and CSSA Response

The CSSA faculty, students, and partners appreciate the work of the Graduate Review Panel in Fall 2013 and Winter 2014 to review and assess our graduate program and produce a report comprising both broad and detailed comments and recommendations. The CSSA Faculty has carefully reviewed their report, individually and collectively, and our response is detailed in this Action Plan.

We welcome comments and questions on this Action Plan. We look forward to working with our AHE, College of Education, Graduate School, and University colleagues to act expeditiously on the Review Team's recommendations and move CSSA forward to reach its potential as an exceptional graduate program at Oregon State University. Our goal is to enhance and continue to develop a master's program that serves the state, region and nation (and potentially beyond) with a premier learning experience, innovative scholarship, and a social justice focus. CSSA prepares graduates to contribute to and make a difference in students' lives, in academic and student services units, and in higher education institutions.

¹ The Social Justice focus recommendation is addressed as a separate item in the Action Plan.

B. Summary of Report Findings, and CSSA Response (continued)

Limitations to Greatness (i.e. current shortcomings) of the CSSA Program

While the Report is generally complimentary of the CSSA Program, it does point out several areas across a set of seventeen recommendations that should be addressed, some in the immediate future and others over the longer term. The review team comments on areas that need to be addressed are focused on: Core faculty and staffing (Recs. 11, 12, 13, 14), Alignment of learning outcomes and experiences in and out of the classroom (Recs. 4, 5, 6), Measuring success of current students, and graduates (Recs. 3, 6, 9, 16), and Communication with students, as well as alumni through various media (Recs. 1, 2, 16, 17).

Of particular urgency, and noted in the Report, is the need to clarify the status of the CSSA Program in terms of a stable, sustainable academic home and Oregon State University, and to hire and assign full time faculty and [half-to-fulltime] staff support to CSSA. Doing so will provide a necessary base from which to stabilize and further develop an already successful program which has long been an OSU asset.

PRIORITY ACTIONS: The CSSA Faculty collectively and strongly encourages the leadership of the College of Education or [other] future Academic Home (AH) of the Program, the Graduate School, and the University take the following actions – prior to the end of the current academic year – to stabilize the CSSA program and position it for success, growth, and excellence:

1. Decide on a long-term, stable academic unit (“home”) for the CSSA Program.
2. Allocate specific, adequate physical space(s) to the CSSA Program, in the same building as the academic home.
3. Begin a search as soon as possible to hire effective September 15, 2014 -- and per the *Graduate Review Panel Report* (Dec.2013/Jan.2014) – “...a full-time faculty member (preferably a senior faculty member) as a core to the program. Hiring two faculty members would be preferred: one senior faculty member and one junior faculty member.” (see: Rec. 13, p. 10 of the Review Panel Report; Rec. 13 Goals/Actions, below in this *Action Plan*).

Hiring a senior (ideally tenured) faculty member is a critical component of the stabilization and revitalization of the CSSA program -- particularly at this juncture. A senior faculty member would bring a research agenda; and have more time to teach and advise students, bring greater consistency and stability to the program, and assist in developing the curriculum for a parallel online Ecampus program (if the Sept.2014 proposal is accepted) than would a tenure-*track* faculty member. Hiring a second (e.g. junior) faculty member per the Review Panel recommendations would meet the CAS standards regarding program faculty, as well as provide additional teaching and service capacity for the program.

[Note: *This recommendation is consistent with a recommendation made in the previous 10-year Graduate Review of CSSA, from 2003-2004.² That recommendation has yet to be implemented. In 2004 CSSA had one full-time faculty member, but after that position was vacated three years ago, it was not refilled. The CSSA program has not had two full-time faculty members since 1999, and even then, one of those faculty members also served as Dean of Students and professor in CSSA. CSSA Faculty see the lack of action on this item after 10 years as a serious barrier to achieving the level of success the program is capable of.*

4. Hire [effective July 1, 2014] Program Coordinator(s) of .5 – 1.0 FTE to administer the CSSA program; and coordinate processes/policies/activities/communications with faculty, students, alumni, and AH and University administration. [If the Coordinator FTE can be provided at a level of 1.0 FT or more, the position(s) could include teaching responsibilities, and possibly Ecampus parallel program development]

CSSA Faculty agree and note that it is essential that we (and CSSA students, alums) be represented and involved in the above priority decisions and actions, as well as in search processes and related committees.

The specific recommendations from the CSSA Graduate Report, and the CSSA Faculty response and proposed actions, are detailed in the following section.

² [excerpt, verbatim from: Graduate Council Program Review, CSSA, April 19, 2004, pp. 5-6]
Regular Faculty FTE

The program currently operates on 1 FTE (1 FTE 9-month; 0.25 FTE 12-month) of non-tenured faculty. This is insufficient for the current program.

- I. Having tenure-track faculty as the base of this program will be essential for on-going program stability. All accounts suggest that Drs. White and Scheuermann are doing an excellent job in their positions. If Dean Stern concurs, seek waiver of searches for converting the White and Scheuermann positions to tenure-track, assistant professor positions.
- II. Additional regular faculty FTE is needed in the program. The program is not sustainable at current FTE levels. As one adjunct faculty member commented, “superwoman” should not be part of anyone’s job description. Drs. White and Scheuermann are doing an excellent job of trying to hold the program together but this will only happen as long as there is hope that conditions will improve. If this hope is lost, both have too many skills to not easily find jobs elsewhere. In our opinion, if either were to leave, the program would be “dead in the water” as those remaining could not possibly provide needed backup in class load.
- III. Reviewing the needs and through discussion with participants, it is apparent that two FTE for the program would be a minimum for sustainable operation. Responsibilities of current faculty could then be more equally divided. This addition of faculty would allow only modest potential for program increase as current faculty seem to be working beyond a sustainable limit.
- IV. Sharing of part of a position with another unit in the School is an option suggested by Dean Stern and several others. While this option may be workable, having two full time faculty in CSSA would be preferable to give the needed support to adjunct faculty and students.

C. Specific Report Recommendations and CSSA Response

[Specific guidance from the Graduate School, email of 3/19/14]:

A. *Clearly answer each of these questions for each recommendation:*

1. What are the goal(s) that your program established based on the recommendation?
2. What actions will your program take to achieve those goals?
3. What will you measure (identify one or more metrics) to document progress toward the goal, based on the proposed action when the plan is assessed in three years?
4. What is your target for your metrics three years from now?

--or--

B. *Rebut the recommendation if you do not agree with it.*

Following the above guidelines, the CSSA Program response is organized by Recommendation (Rec. 1 through Rec. 17); including a statement of whether the faculty agree with the Recommendation with or without qualification, followed by these proposed specifics:

- a. Goals -- established by Program based on the recommendations
- b. Actions -- to achieve the goals
- c. Metrics -- to document progress toward the goals
- d. Target 3 Year Metrics -- in anticipation of follow-up to the review
- e. Faculty Lead(s) for Actions--who in CSSA will be on point for these
- f. Timeline for the Actions—proposed start, completion dates

See also: Action Plan grid (separate document)

- ❖ Note: The Graduate Report grouped some Recommendations together, in boxes shown in the actual report. The grouped (as well as individual) recommendations are represented below as they appear in the Report. The Faculty then discussed and responded to each Recommendation separately, per the Graduate School format and instructions (above).

Recommendations 1 and 2:

[1] Recommendation: The Ecampus online program marketing should be integrated with the current campus-based program marketing.³

[2] Recommendation: The web site should include information on the credentials of faculty members who teach/advise in the program including such information as their graduate degrees and offices in which they work. Further, the website should contain a clear statement on courses required in the program and those that are offered as electives.⁴

³ Our current marketing efforts include: Participation in the NASPA Graduate Preparation Program Fairs (National and Regional), CSSA website, NASPA Graduate Directory, Alumni referrals (word of mouth).

⁴ Efforts to update the website, e.g. for faculty information and courses, will begin Spring 2014.

1. Recommendation: Ecampus online program marketing alignment

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Align the Corvallis campus [i.e. current] program, and the Ecampus [in development] online program, in terms of curriculum, capstones, internships. Once the parallel Ecampus and [Corvallis] campus-based programs are established and aligned, also align their marketing and communication messages and resources. ⁵

b) Actions:

The CSSA Faculty, in consultation with the leadership of the CSSA academic home (AH), Ecampus, and the Graduate School -- and based on applicable standards and guidelines of these units -- will develop in writing specifics on curriculum, capstones, and internships, showing that they are equivalent, parallel degree programs. As these specifics are developed, the Faculty will also determine/confirm whether Ecampus program will offer both the Ed.M. (Portfolio capstone) and M.S. degrees (thesis + demonstration of competencies capstone).

c) Metrics to document progress

- The Campus-based CSSA program remains in existence, with a cohort of 15-20 entering each year.
- A parallel Ecampus program is established to the point where Ecampus is prepared to market it, and to partner with the AH on marketing the Ecampus program in alignment with the campus-based program.

d) Target 3-Year Metrics

Campus-based and Ecampus parallel programs are updated/established, an entering cohort of 15-25 students enrolled in each of the parallel programs, in addition to second-year cohorts of 15-20 in each program. [Note: 3 years out is anticipated to be Year 2 or 3 of the parallel Ecampus CSSA online program].

e) Faculty Lead(s)

Tom Scheuermann

[and, if CSSA's academic home remains in the College of Education]

Consult with: Jennifer Bachman on Ecampus courses and program development.

f) Timeline

Program alignment – beginning Spring 2014 and continuing through the establishment of a parallel Ecampus program (est. launch-- Fall 2015).

⁵ Need to specify how Social Justice will be incorporated into internships, including in the online program.

2. Recommendation – Website information on faculty, courses

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Update website to include appropriately detailed information on program faculty members.

Update website to include a specific and readily-accessible list of [AHE] required courses and elective courses in the CSSA program.

b) Actions:

CSSA faculty (i.e. faculty committee, with full faculty review) will review the website, in consultation and collaboration with College of Education or Academic Home (AH) staff, to ensure that it is consistent in format with the College's/AH's other websites, and that all information on the website meets or exceeds OSU accessibility requirements for websites.

CSSA faculty member information will be added to (or updated on) the existing CSSA website, including: Name, degrees, courses taught (with current syllabi linked), scholarship/research focus, vita, photo, and other pertinent information.

c) Metrics to document progress

A review of the website will show that all CSSA faculty are listed, with appropriate academic credentials, details, and documents accompanying each faculty member's listing. This information will be readily accessible (i.e. within 1-2 clicks).

d) Target 3-Year Metrics

In addition to the metrics/information listed in (c) immediately above being current/updated, each faculty member will have posted with their listing an introduction, as well as a brief overview of their pedagogy and/or scholarship, using current multi-media as appropriate to convey this information.

e) Faculty Lead(s)

Kim McAloney

f) Timeline

Website updates and coordination – currently underway; to be completed by the end of Spring Term, 2014. To be reviewed/updated again prior to Fall 2014.

Recommendations 3, 4, 5, 6

[3] Recommendation: Because students successfully complete their academic requirements and graduate in large numbers, we recommend CSSA keep the GRE as optional, but obtain and evaluate GPA or other metrics for applicants and incoming classes. ⁶

[4] Recommendation: CSSA should identify a mechanism to coordinate admissions with assistantship offers. At a minimum, the process should be streamlined for students so that the issue of support is resolved earlier in the process.

[5] Recommendation: Explore and create a sustainable plan to stabilize the number of assistantships offered. This work is underway, and it should be finalized for the 2014 cohort. ⁷

[6] Recommendation: Articulate clearly the role of the assistantship in student learning and competency development and develop an evaluative component linked to the mission of the program. (NOTE: See draft rubric on goal setting for assistantships; separate document)

3. Recommendation: Keep GRE optional, develop admissions metrics

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Develop specific admissions criteria and metrics for program applicants, to include GPA and other measures.⁸ Confirm and state in our application materials that GRE will continue to be optional rather than required.

b) Actions:

CSSA faculty (committee with full faculty oversight) will review existing admissions criteria and weighting to determine which metrics should be retained/modified/added to the admissions process (e.g. GPA, full time higher ed. experience, GRE). Once confirmed/established, these criteria will be tracked annually, and student success measures (e.g. GPA) will be compared to the admissions criteria to assess validity and reliability over time.

c) Metrics to document progress

The metrics are to be determined by the Faculty, but could include: Candidate (and enrolled student) GPA, communication and writing skills (with appropriate measurements/scales); Candidate and enrolled student professional and educational experience (years, work area e.g. higher education, student services; quality and depth of experience).

d) Target 3-Year Metrics

The success of this goal/actions will be determined by how strongly the admissions criteria correlate with enrolled student (and if possible, alumni) success criteria and measures, per Recommendation 16 Goals and Actions, below.

⁶ We understand that these data are collected and maintained by the Graduate School

⁷ In process, to be in place for Fall 2014

⁸ Need to determine and note these "other measures" as they are developed

e) Faculty Lead(s)

Janet Nishihara
Daniel Newhart

f) Timeline

Admissions criteria to be reviewed in Summer 2014, with criteria to be confirmed/modified prior to the initiation of the CSSA application process for the 2015-16 academic year.

4. Recommendation: Coordinate assistantships with admissions offers

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Identify the number and type of assistantships that are needed to support a sustainable Corvallis-based program, with an [incoming] cohort of approximately 20 students, noting that the exact number of assistantships may vary somewhat each year given the number of part time students in the cohort (as part time students normally hold full time employment and rarely seek GTA positions). Once this process is established, offer the incoming students (cohort) a GTA position at the same time as the offer of admission to the CSSA academic program. The connection between academic program admission and graduate teaching assistantship (GTA) should be strong and clear, particularly to the student.

b) Actions:

The process for simultaneously offering admission and a GTA position (to full time students) has been established, and will be effective for students entering in Fall 2014. The leadership of the College of Education, Vice Provost for Student Affairs (VPSA), and Provost have collaborated on an approach that has all CSSA GTAs offered/hired under the purview of the VPSA, with the exception of GTAs outside of Student Affairs – which will be managed by the respective academic unit (e.g. Academic Success Center, College hiring the GTA).

b) Actions (continued):

Review and document the standards and practices of 3 – 5 comparable graduate preparation programs, related to coordination of assistantship offers with admissions offers. Seek and note best practices that could be applied to OSU's process for CSSA graduate students.

c) Metrics to document progress

Documentation (including lists and offer letters) will exist and be on file in CSSA/AHE showing that all students who are admitted to the CSSA academic program and who desire a GTA position (i.e. nearly all full time students each year) have been offered admission and their GTA position simultaneously.

Track: Total number students applying/admitted/enrolling/graduating;
Number of students from *underrepresented groups* (as defined
by the Graduate School/University)
applying/admitted/enrolling/graduating
Number of NUFP (NASPA Undergraduate Fellows Program)
students applying/admitted/enrolling/graduating

d) Target 3-Year Metrics

Maintain the process for simultaneous academic program/GTA offers that was established in 2014; increase/adjust the number of GTA positions to match the total number of fulltime students admitted to the Corvallis-based program each year (i.e. 15-25). Make offers of admission + GTA position in accordance with OSU and CAS/graduate preparation program timelines, with the goal of being timely and appropriately cooperative/competitive with other student affairs graduate preparation masters programs.

e) Faculty Lead(s)

Eric Alexander
Kim McAloney
Dave Craig
Vice Provost for Student Affairs

f) Timeline

Simultaneous academic program/GTA offers process – effective for the incoming cohort of students, Fall 2014. Review of comparable program standards and practices: by January 2015.

5. Recommendation: Stabilize number of assistantships

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Closely aligned with the Goals for Recommendation 4, immediately above, the leadership of the College of Education, Vice Provost for Student Affairs (VPSA), and Provost have collaborated on an approach that has all CSSA GTAs offered/hired under the purview of the VPSA, with the exception of GTAs outside of Student Affairs – which will be managed by the respective academic unit (e.g. Academic Success Center, College hiring the GTA). This will not only allow for a “simultaneous offer” approach but will maintain a sustainable, stable number of GTA positions that can/will be offered.

b) Actions:

Faculty will implement, beginning for Fall 2014 the process of having all GTA positions that are not based in an academic unit/departments at that time, under the purview of the Vice Provost for Student Affairs (VPSA). CSSA Program leadership will collaborate with the VPSA to ensure a clear and efficient GTA offer/assignment process.

c) Metrics to document progress

Documentation (including lists and offer letters) will exist and be on file in CSSA/AHE showing that all students who are admitted to the CSSA academic program and who desire a GTA position (i.e. nearly all full time students each year) have been offered admission and their GTA position simultaneously. Student Affairs and the respective academic units and programs (e.g. colleges, Academic Success Center) will be adequately funded to support CSSA – GTA positions in their units each year, noting that nearly all GTA positions are two-year appointments given the two-year CSSA curriculum.

d) Target 3-Year Metrics

Maintain the process for simultaneous academic program/GTA offers that was established in 2014; increase/adjust the number of GTA positions to match the total number of fulltime students admitted to the Corvallis-based program each year (i.e. 15-25). Stable and adequate funding will have been provided to Student Affairs and the respective academic units to support all GTA positions for the CSSA cohort each year.

e) Faculty Lead(s)

Eric Alexander
Kim McAloney
Larry Roper

f) Timeline

As of Fall 2014 (and presumably in following years) a stable number of GTA positions will be funded and made available to all full time students in the incoming CSSA cohort.

6. Recommendation: Articulate role of assistantships in student learning

Response: Faculty agree that this recommendation should be implemented, in collaboration with assistantship supervisors.

a) Goals

Develop a mechanism for articulating clear links between the student's learning in their GTA position⁹ and the academic program (courses, internships, etc.), and how these are both in alignment with the CSSA Competencies and Graduate Learning Outcomes in Assessment Plan.

⁹ >Consider: Developing, with assistantship supervisors, learning outcomes for GTAs, to be included in their p.d.s and linked to CSSA Competencies.

b) Actions:

CSSA Faculty representatives will meet with colleagues who are CSSA assistantship supervisors to develop a process for incorporating the CSSA Competencies into and aligning them with the respective student's GTA position description. Learning outcomes, based on the Competencies and appropriate to particular GTA position, will be jointly developed by the CSSA Faculty and assistantship supervisors. An evaluation process to assess the alignment and outcomes will be jointly established by faculty and supervisors.

The above process and outcomes will be discussed, and periodically (at least annually) reviewed by the CSSA Faculty Advising group.

c) Metrics to document progress

CSSA Competencies and related learning outcomes will explicitly be included in the GTA position descriptions of CSSA students who have GTA positions. The exact format of this alignment may vary to some extent with the particular GTA position, but will reflect measurable learning outcomes. This may be done on a pilot basis (e.g. with a select number of GTA positions) in year 1 to better determine the precise approach to alignment.

Evaluation process (proposed annually) will demonstrate a strong relationship between the GTA position and CSSA Competencies and related [out of class, experiential] learning outcomes.

d) Target 3-Year Metrics

CSSA Competencies and related learning outcomes will explicitly be referenced or included in position descriptions of all CSSA students with GTA positions

e) Faculty Lead(s)

Kim McAloney
Daniel Newhart
Eric Alexander

f) Timeline: Fall 2014 – alignment process piloted with at least five CSSA student GTA positions. Fall 2015 – alignment process will be in place for all CSSA student GTA positions.

Recommendations 7, 8, 9, 10

[7] Recommendation: We recommend consideration be given to requiring a research methods course in the methodology planned for the thesis project. ¹⁰This course should be taken spring or summer of the first year. Ideally this would be a course already offered in the College of Education or one of the behavioral or social science fields and not drain current faculty resources.

[8] Recommendation: We support and applaud the focused inclusion of a social justice perspective in curriculum, pedagogy, and program practices. Consideration should be given to audit program practices (e.g., admission decisions, internship placements) to modify those that may not currently uphold those social justice principles so the program is congruent in this message and in the lived student experience.¹¹

[9] Recommendations: CSSA coordinators should work with the graduate school on (1) accessibility of existing minors to CSSA students and (2) transcript visible options for the chosen areas of specialization.¹²

[10] Recommendation: We support the Ecampus program development currently underway. As CAS requires, it is essential that an on-line CSSA program provide the quality of a similar curriculum and supervision as the campus-based program. Appropriate on-line courses should be available to campus-based students as well. Campus-based students should be encouraged to completed at least one course on-line to experience that environment and prepare them for supporting on-line learners in their professional positions.

7. Recommendation: Require research methods course to match theses

Response: Faculty agree that this recommendation should be implemented, taking into account the courses already offered in AHE/CSSA, as well as other courses in other departments that may be applicable to CSSA student research.

a) Goals

Require students pursuing the thesis capstone to enroll in and successfully complete appropriate research methodology coursework. The course(s) should address qualitative, quantitative, and mixed methods research as appropriate and necessary. The Faculty recognizes that offering the appropriate instruction in various methodologies may require that more than one research course be taken by students.

¹⁰ This should be a requirement, with specific course requirement(s) for (1) All CSSA students, and (2) CSSA students pursuing the Thesis capstone. Need to specify the type of course(s) required, e.g. qualitative, quantitative, both.

¹¹ Conversations need to occur about: curriculum, pedagogy, admissions, orientation, internships, assistantships, student associations, advising.

¹² Consult with Graduate School about the process for addressing this.

b) Actions

The CSSA program currently has a research and assessment course as a requirement. The next step will be for Faculty to assess and confirm that the existing course is sufficient (or needs modification) to meet the recommendation for all CSSA students, regardless capstone they choose. Following the step above: Identify or develop and offer an additional course(s) specifically for students who choose the thesis option (i.e. M.S.). This course(s) may be an existing course currently offered outside of CSSA or may be a new one offered by CSSA if such a course in another department college cannot be identified or is not open to CSSA students.¹³ This could require that students pursuing the M.S. degree take an additional courses/credits, beyond the 54 currently required for the CSSA master's degree (which is consistent with the Review Panel recommendations as well as the CAS Standards).

Since all CSSA students are required to take a research and assessment course as part of their graduate program, Faculty will also determine which course(s) approach is necessary to properly prepare Ed.M students as well. Per the recommendation [7] this approach should be undertaken in a way that does not “drain current faculty resources.”

c) Metrics to document progress

Review of the current research and assessment course will determine whether a different approach to that course for all CSSA students, as well as an additional research course(s) for M.S. students will be necessary to meet this recommendation [7]. Success in meeting this recommendation will be demonstrated by Faculty and student agreement (i.e. the student and their thesis committee) that the research course(s) required, and additional course(s) offered as advanced/elective courses provide the M.S. students adequate education in the methodology needed to conduct their thesis research.

d) Target 3-Year Metrics

Research and assessment courses which have been demonstrated to have adequately met the needs of both M.S. students in their research and learning, and Ed.M. student in their learning, will be available to CSSA students. In addition to the required assessment and research course that all CSSA student must take additional research course(s) required for M.S. students will also be available and have a record of student enrollment and success in them.

e) Faculty Lead(s)

Daniel Newhart

¹³ Need to specify the discipline of the course(s) (e.g. Education, Sociology?), as well as whether the course is focused on qualitative, quantitative, or mixed methods research. See also: fn 10, above.

f) Timeline

Research course identification/development/refinement – eff. Fall 2014
Research course identification/development – advanced, elective –
effective Fall 2015.

8. Recommendation: Inclusion of social justice

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Incorporate the inclusion of a social justice perspective into the various aspects of the CSSA program (e.g. curriculum, experiential learning), conduct an audit of program practices, develop a congruent message related to social justice in CSSA.

b) Actions:

Movement toward realizing this goal has already begun among the CSSA faculty. Specific steps include:

Faculty (a committee of faculty) will discuss and outline the social justice focus and its dimensions in relation to the CSSA program, and the Faculty will develop a shared understanding of its meaning and application. This could be accomplished through faculty engaging in common readings and discussion and individual and group learning that will take place in the context of retreats and strategic planning.

Faculty will conduct an audit of CSSA practices, including the recruitment and admissions process and decisions, course design/instruction/evaluation, internships, and other learning experiences to ensure that these are consistent with social justice principles. Once the audit is completed, a plan for communicating the social justice focus of CSSA will be developed, that will include information provided on the website, written materials, course syllabi, and program evaluation.

c) Metrics to document progress

Inclusion of a social justice focus will be evidenced by:

- The publication of a statement of shared understanding on its meaning in CSSA, at the appropriate time; noting that the SJ focus is “a continuous work in progress for faculty and students.”
- Inclusion of the SJ focus in admissions information and criteria, course syllabi and
- Inclusion of the SJ focus in capstone requirements, notably the demonstration of competencies and Portfolio guidelines.

d) Target 3-Year Metrics

In addition to the above metrics, the 3-year metrics will include necessary modifications of the CSSA Competencies to explicitly reflect the SJ focus

e) Faculty Lead(s)

Kris Winter

Jeff Kenney

Clare Cady

f) Timeline

Publication of shared statement of understanding, and inclusion of SJ focus in the syllabi of required courses: Fall 2014

Modification of CSSA Competencies as needed: Fall 2015

9. Recommendation: Minors, transcript-visible specializations

Response: Faculty agree that this recommendation should be implemented in regards to Minors, but not Specializations.

a) Goals

Specializations -- Areas of Specialization are available as an informal, program-based option that allow students to focus on courses and an internship that are within the student's graduate program of study, and to reflect on this focused area of learning in their capstone project (i.e. Portfolio, Demonstration of Competencies). Given that Minors are already available to students, and are transcript-visible, the CSSA Faculty does not see the value in pursuing transcript visibility for Areas of Specialization. Doing so would likely be difficult in terms of balancing consistency requirements with flexibility in the student's program of study, with little value-added seen in specializations transcript-visible.

Minors – identify academic units that would be open to CSSA students and faculty who would serve as Minor professors; and what specific minors would be desired/available for CSSA students.

b) Actions:

Specializations:

Faculty (Committee) will review the criteria for CSSA Specializations to ensure that an appropriate set of courses/internships are required for this aspect of the student's experience and capstone project. Transcript visibility will not be pursued.

Minors:

Minors are already transcript-visible. The actions to be taken here are for Faculty to research and establish, in collaboration with other academic units (e.g. Ethnic Studies) specific [approaches to] Minors in the CSSA program – in terms of courses, internships, capstones, and other learning experiences. The requirements and process for declaring one of these Minors will be published in CSSA materials and communications, as well as in the materials and communications of the academic units in which the Minors are based.

c) Metrics to document progress

Areas of Specialization as defined and written into students' capstone projects will be reviewed for consistency and rigor by the student's capstone (Portfolio or Thesis) Committee, and guidelines on specializations will be revised as needed, and updated in the CSSA student manual and website. Students and faculty (90%+) will report that the Area of Specialization continues to be a valuable complement to the student's learning experience and graduate program.

d) Target 3-Year Metrics

Specific Minors will have been explored, identified, and made available to CSSA students. To the extent that these minors can be identified and supported by their respective academic units, they will have a record of being open to CSSA students who desire to pursue them, and students (90%+) will report that these minors have met their program needs.

e) Faculty Lead(s)

Tom Scheuermann
Janet Nishihara

f) Timeline

Transcript-visible options (may require Cat II? Proposal) – effective Fall 2015 entering cohort(s).¹⁴

Students will begin declaring their enrollment in established Minors as of Winter Term 2016.

10. Recommendation: Continue development of Ecampus/online program

Response: Faculty agree that this recommendation should be implemented.

a) Goals

Continue development of a parallel Ecampus/online program in CSSA. Make one or more of the online courses available to Corvallis-based CSSA students to include in their program of study.
[See also: Recommendation 1, above on Ecampus alignment]

¹⁴We should establish the requirement first (for Ed.M. and M.S. students – may be different), and then – determine which course and discipline it will be.

b) Actions:

Faculty will develop and submit to Ecampus a proposal for a CSSA online master's program.

Faculty will identify, in consultation with CSSA's academic program home and Ecampus 1-2 CSSA courses (and/or sections) in the CSSA parallel Ecampus program that would be available to Corvallis campus CSSA students. Determine which online course(s) identified would be required and then assess the experience of these students. [Note: funding issues would need to be worked out so as not to have this be a barrier for Corvallis-based students.]

c) Metrics to document progress

An online master's program proposal will be submitted to Ecampus.

One online course will be identified and included in the required CSSA course program for Corvallis-based CSSA students.

d) Target 3-Year Metrics

Two online courses will be identified and included in the required CSSA course program for Corvallis-based CSSA students. Two additional online courses will be identified as electives available to CSSA Corvallis campus students.

e) Faculty Lead(s)

Tom Scheuermann

[and, if CSSA's academic home remains in the College of Education]

Consult with: Jennifer Bachman on Ecampus courses and program development.

[Note: CSSA will develop and submit an Ecampus program proposal for a parallel online CSSA program, by September 1, 2014.]

f) Timeline

Ecampus program proposal for parallel online CSSA program submitted: September 1, 2014.

Online CSSA Ecampus course identified and included in CSSA required courses: Fall 2015.

Online CSSA Ecampus courses identified and included in CSSA electives listing: Fall 2016 (Fall 2015, if feasible).

Recommendation 11

[11] Recommendation: The Provost and Vice Provost for Student Affairs affirm support for the continuation of the CSSA program and that the Provost identify an organizational home for the College Student Services Administration program (see more in the next section).¹⁵

11. Recommendation: Continue CSSA program, identify organizational home

Response: Faculty agree that this recommendation should be implemented. This is a recommendation that requires decisive action by the Provost as well as the academic home (AH) unit and program.

a) Goals

This goal is one for the Provost and Vice Provost for Student Affairs to adopt and affirm.

Identify an academic home (AH) in which CSSA will be based for the long term, as soon as possible.

b) Actions

Faculty (committee) in consultation with the AHE and College of Education leadership will draft a recommendation to the Provost regarding the academic “home” for CSSA in the future. Alternatives noted in the Review Report will be addressed as part of this action item.

Provost and Vice Provost for Student Affairs, in consultation with the appropriate academic unit(s) will identify an academic unit to house CSSA and commit to this arrangement for the long term.

c) Metrics to document progress

CSSA will have an explicit academic home/unit.

d) Target 3-Year Metrics

CSSA will have an explicit academic home/unit, and be thriving in that unit as evidenced by: A Corvallis-based masters program, an Ecampus parallel online program, and have identified three Minors that are available to CSSA students who wish to include them in their program of study (see: Recommendation/Action 9, above).

e) Faculty Lead(s)

Tom Scheuermann
Kim McAloney

¹⁵ The CSSA Faculty believes it critical that they have representatives on the team/ in the process to make this decision.

f) Timeline

Academic unit for CSSA – to be determined by July 1, 2014.

Students admitted to CSSA in the established academic unit – effective Fall 2015.

Recommendations 12, 13, 4, 15

[12] Recommendation: Final thoughts regarding organizational support for CSSA, whichever administrative model is implemented in order for the program fully realize its potential; the issue of place needs to be addressed. A dedicated office for the Director and Administrative support position needs to be identified as the unique academic home of the program.

[13] Recommendation: As per the CAS standards, the program must have a full-time faculty member (preferably a senior faculty member) as a core to the program. Hiring two faculty members would be preferred with one being a senior faculty member and one a junior faculty member. We caution that if only one faculty member is hired and that person as an untenured assistant professor, then the academic home must provide sufficient administrative support that the person can be successful in a research and scholarly agenda sufficient to earn tenure and promotion.

[14] Recommendation: There must continue to be a half time administrative support for the program.

[15] Recommendation: The student organization should be brought into the governance structure of the program by inviting their leadership to participate in regular faculty meetings where personnel and specific student issues are not being addressed.¹⁶

12. Recommendation: Address the issue of place for the CSSA faculty, staff support

Response: Faculty agree that this recommendation should be implemented. This is a recommendation that requires decisive action by the Provost as well as the academic unit and program.

a) Goals

Identify and establish a dedicated office for the CSSA program director and administrative support position as the unique academic home of the program.

b) Actions:

Faculty will identify a dedicated office space, and propose to the academic home leader and Provost that it be assigned to CSSA faculty and staff.

c) Metrics to document progress

CSSA will have a dedicated space to house the program.

¹⁶ Should student(s) be invited to attend the first part of the meeting? And/or create committees for students to join?

d) Target 3-Year Metrics

CSSA will continue to have a dedicated space to house the program, and it will be modified as needed to accommodate the needs of CSSA (Corvallis campus and Ecampus programs) as needed.

e) Faculty Lead(s)

Tom Scheuermann, in consultation with CSSA academic home unit leader.

f) Timeline

Dedicated CSSA space identified: July 1, 2014; occupied and communicated: September 1, 2014.

13. Recommendation: CSSA should have one, preferably two, faculty members -- per the CAS Standards

Response: Faculty agree that this recommendation should be implemented. This is a recommendation that requires timely action by the Provost as well as the academic unit and program, particularly given that the program does not currently have a full time, dedicated core faculty member, and is also in transition in terms of program coordination and leadership.

a) Goals

Establish (actually re-establish) a full time core faculty position in CSSA, preferably two, as soon as possible. This core position should be held by a tenured or tenure track faculty member.

b) Actions:

Faculty will develop a proposal and submit it to the AHE and College of Education (if that is determined to be the sustainable academic home (AH) of CSSA), as well as the Provost if appropriate -- requesting that as of September 1, 2014 (prior to the start of Fall Term orientation and classes) the following position(s) will be established and filled, to provide core academic and scholarly leadership for the CSSA program:

Two full-time faculty members – one senior faculty member and one junior faculty member, per the Graduate Review Report recommendation.

CSSA Coordinator(s) comprising 1.0 FTE. See Recommendation 14, below for details on the staff coordination/support action plan. [Note: If only one faculty member is hired by Fall 2014, the statement on the core faculty position will include a proposal to add the second [recommended] full time faculty member by Fall 2015, particularly if the parallel Ecampus program is established effective Fall 2015.]

Specific next steps:

- Draft position descriptions
- Appoint search committee(s) and begin search
- Hire faculty members

c) Metrics to document progress

Faculty member(s) hired and in place.

d) Target 3-Year Metrics

Faculty members retained and engaged in teaching, scholarship and service.

e) Faculty Lead(s)

Tom Scheuermann
Darlene Russ-Eft
Jessica White

f) Timeline

Two full time faculty members hired -- effective Fall 2014

[If only one faculty member hired by Fall 2014]:
Second faculty member hired – effective Fall 2015.

14. Recommendation: Continue half time administrative support for the program

Response: Faculty agree that this recommendation should be implemented, by the AH providing/funding a program coordinator(s) at the .5FTE level or greater – preferably at the 1.0 FTE level (which could include some teaching/advising responsibilities. This is a recommendation that requires timely action by the AH unit as well as the CSSA program.

a) Goals

Hire 1-2 positions (or parts of existing positions) comprising a total of .5 – 1.0 FTE for program coordination of CSSA, which may include teaching responsibilities depending on FTE.

b) Actions:

Faculty will draft a statement to the AH, as well as the Provost if appropriate -- requesting that as of September 1, 2014 (prior to the start of Fall Term orientation and classes) the following position(s) will be established and filled. Specific next steps:

- Draft position descriptions
- Appoint search committee(s) and begin search
- Hire faculty member(s)

c) Metrics to document progress

Program coordinator position(s) filled.

d) Target 3-Year Metrics

Program coordinator position(s) retained and demonstrating the ability to fully support the CSSA program coordination and student support needs.

e) Faculty Lead(s)

Kim McAloney

Melissa Yamamoto

Tom Scheuermann

f) Timeline

Program coordinator position(s) established and filled (hired) – by July 1, 2014.

15. Recommendation: Bring the student organizations (CSSA-SA) into the governance structure

Response: Faculty agree that this recommendation should be implemented, specifically as stated below.

a) Goals

Provide opportunities for CSSA students/representatives to engage in CSSA planning and decision-making where possible and appropriate.

b) Actions:

Faculty will consult with CSSA students, and specifically with the CSSA-SA (student association) group and its representatives to determine how best to regularly solicit student feedback and incorporate students (cohorts) into planning and decision making efforts. Students will continue to be invited to share questions, concerns, and input individually with their advisor and/or the program coordinator.

g) Metrics to document progress

CSSA students will report that they have been solicited for feedback as a cohort(s) at least once each academic term, and that they have been involved in appropriate planning and decision-making processes for the program. Students will report that they are satisfied with their level of involvement in these processes.

h) Target 3-Year Metrics

Students (80%+) will report that they are satisfied or very satisfied with their level of involvement in these processes (noted in (c), above).

i) Faculty Lead(s)

Kim McAloney

Clare Cady

j) Timeline

Initiate/pilot a basic group feedback process during Spring Term 2014.
Student input and participation plan established – by Fall Term 2014

Recommendations 16, 17

[16] When a full-time faculty member is added to the program, data is needed to track cohort success in the field. Minimally, it would be helpful to track how long it takes graduates to obtain full time employment, in what types of functional areas and in what job titles they are hired, institutional type and location, and if possible entry salary ranges. Periodic data should be gathered to address alumni satisfaction and preparedness for post-graduation employment.¹⁷

[17] Recommendation: When a full-time faculty member is added to the program, consideration should be given to creating an alumni database and an electronic program alumni newsletter that would share program news and accomplishments and alumni updates. Alumni are a critical recruiting tool for the program and also bring the potential of gifting to support program goals.¹⁸

16. Recommendation: Track cohort success in the field, gather alumni data (once a full-time faculty member is added to program)

Response: *When a full-time faculty member is added to the program*, per the Recommendation -- Faculty agree that this recommendation should be implemented.

a) Goals

Establish a system for and begin to engage in tracking CSSA student success post-graduation (i.e. in the field), focusing on their employment process, placement, and compensation.

b) Actions

As noted in the recommendation, once the core CSSA full time faculty member position is filled and the faculty member is on board – CSSA faculty, in consultation with Colleagues from their Academic Home (AH) and other University units as appropriate, will develop a “success” matrix comprising key, track-able academic success data.¹⁹ This data will begin to be gathered as of the end of the 2013-14 academic year, and will continue annually – enabling long-term data analysis and information that can be used as a basis for future admission, curricular, advising, and other related program decisions.²⁰

¹⁷ Check to see if the Graduate School is, or will be tracking this data.

¹⁸ The Alumni Committee has already begun to address this – verify details of what can occur in the short term, and what needs to wait until the faculty and staff structure is in place, per the Recommendation.

¹⁹ We need to specify the type and categories of data that will be tracked.

²⁰ We will need more than academic success data to address this.

c) Metrics to document progress

A student-graduate success matrix and system will be established, tracking the following data (including but not limited to):

- Time that graduates take to achieve employment
- Functional areas and titles of positions employed in (i.e. first post-grad position)
- Institutional type and location of employment
- Entry salary range of initial position
- Alumni satisfaction – based on OSU and Graduate School surveys/metrics, with CSSA specifics added as appropriate.

d) Target 3-Year Metrics

Assuming that CSSA is appropriately and sustainably staff (i.e. faculty as well as coordinator position(s)) –

The above metrics will be gathered on an annual basis, and year-year comparisons will begin to be tracked and reported.

e) Faculty Lead(s)

The full-time CSSA faculty member

Daniel Newhart

Jessica White

f) Timeline

Success matrix – by January 1, 2015

Data tracking – beginning with graduating class of 2016 (June 2016)

17. Recommendation: Create alumni database and newsletter

Response: *When a full-time faculty member is added to the program*, per the Recommendation, Faculty agree that this recommendation should be implemented.

a) Goals

CSSA faculty will work with Colleagues/units in their Academic Home and the OSU Alumni Association [and alumni affairs/staff] to develop an alumni database. This database will be used for a variety of communications w/alumni; e.g. newsletter, announcements, recruitment, recognition, friend-raising and fund-raising efforts.

b) Actions

As noted in the recommendation, once the core CSSA full time faculty member position is filled and the faculty member is on board –

The program coordinator, in consultation with the academic home unit marketing/communications coordinator, OSU Alumni Association, and CSSA faculty and alumni, will create:

- A CSSA alumni database
- An electronic CSSA alumni newsletter to share program news and accomplishments and alumni updates.
- A basic plan for CSSA alumni “friend-raising” and fund raising, in consultation with the academic home Foundation staff person, and the OSU Foundation.

c) Metrics to document progress

- Alumni database established, with 50-100 listed to start.
- Alumni newsletter published and distributed
- Basic friend/fund-raising plan developed

d) Target 3-Year Metrics

- Alumni database established, updated and expanded to be as accurate and complete as possible, with 150-250 listed
- Alumni newsletter published and distributed; communications are being regularly received from alumni who read the newsletter
- Basic friend/fund-raising plan developed.

e) Faculty Lead(s)

The full-time CSSA faculty member
Kim McAloney
Dave Craig

f) Timeline

- Preliminary alumni database developed – by January 1, 2015.
- Alumni newsletter developed – by May 2015
- Friend/fund-raising plan developed – by January 2016

COMMENTS, QUESTIONS on this document:

Please contact Tom Scheuermann or Kim McAloney.

[



College of Education

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Adult Education EdM Program Action Plan April 23, 2013

As stated in our new strategic plan, OSU College of Education is committed to understanding and facilitating learning-focused solutions to significant 21st century societal issues. We address these issues transdisciplinarily with the goal of creating evidence-based solutions for life-long learning. In addition, we are committed to preparing the next generation of learning leaders capable of navigating a rapidly changing landscape of learning environments. Adult Education is a significant component of our mission to develop and share understandings that encompass multiple settings with the goal of building human capacity across all ages from childhood through adulthood. As the vehicle through which we prepare leaders to address the needs of adult learners in diverse settings, the Adult Education EdM is critical to the mission of the College of Education.

The Adult Education Program faculty have reviewed the Graduate Review Team's report individually, and discussed it as a group during our January 15 faculty meeting. We appreciate the work and recommendations of the external reviewers and the Graduate Review Panel, and believe that this report provides a helpful framework for improving the Adult Education Program. The present document represents the collective input of the Adult Education faculty and comprises our response to the seven recommendations and outlines an Action Plan for moving forward.

Before sharing our responses, however, we want to note one very important outcome of the Review Team's visit in November. In carefully considering the Review Team's report we gained a profound clarity regarding where the program has been, where it is now, and where it needs to go in the future. In particular, the recommendation regarding professional organizations resulted in a frank conversation about who we really are and what population we serve.

At its inception, this program was designed to provide advanced degrees for professionals in the Adult Education field (GED, Adult Basic Education, ESL, now referred to as Developmental Education), as well as people from business and industry. At that time, however, the Adult Education participants outnumbered the others and set the focus for the program. As the years progressed, our students and their needs changed, resulting in a gradual shift in the focus of their work, along with a concurrent shift in the focus of the EdM. In discussing our responses to the recommendations, we realize that the program has evolved to meet the current need for professional development in workplace learning/education/training. Our students are coming to us from: 1) the corporate world interested in HR training; 2) the non-profit sector interested in training volunteers; 3) clients and students interested in how to use technology to design online curriculum; and 4) individuals running their own organizations or their own consulting businesses. In our current cohort, for example, we have no students providing Adult Education in its traditional form. Given that the demand for a master's degree focused on educating adults has shifted to an emphasis on workplace learning, and that we had already begun the work of

expanding our curriculum, materials, and assignments to address this change, the responses below reflect this recognition of our evolved identity and practice.

Following are the Review Panel's recommendations and the specific actions we will take to address them.

1. *Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.*

Background

The Dean and Associate Dean of the College have identified the faculty who will continue for the following roles: Darlene Russ-Eft will maintain her role as Discipline Liaison and provide overall discipline leadership for Adult and Higher Education; Sam Stern will assume the academic leadership for the Adult Education program which will include the oversight of curriculum planning, integration, and development; Shelley Dubkin-Lee will continue in her role as Program Coordinator overseeing the day-to-day operations of the program. See Appendixes I and II for the AE EdM Program and College of Education organizational charts.

Faculty contributions to the AE EdM include the following:

- **Darlene Russ-Eft** has an appointment as Discipline Liaison for Adult and Higher Education, of which the Adult Education EdM is part. This is not a new appointment—she has been serving in this capacity for some time and has an FTE allocation and job description reflecting this assignment.
 - .10 FTE for Discipline Liaison for the AE EdM
 - .13 FTE for instruction in AE EdM (one course)
- **Jennifer Bachman** has recently been appointed as Director of Online Services for the College of Education. As such, she provides curricular and administrative support and leadership for our online presence. We anticipate that approximately 10% of her time will be devoted to the AE EdM.
 - .10 FTE for Director of Online Services for AE EdM
- **Sam Stern** has accepted appointment as Academic Lead for the Adult Education EdM. His job description and FTE allocation will reflect this appointment.
 - .20 FTE for Program Lead of the AE EdM Program
 - .40 FTE for instruction in AE EdM
- **Shelley Dubkin-Lee** has an appointment as Program Coordinator for the Adult Education EdM. This is not a new appointment—she has been serving in this capacity for some time and has an FTE allocation and job description reflecting this assignment.
 - .30 FTE for Program Coordinator of the AE EdM is 30%.
 - .40 FTE for instruction in AE EdM

- **Lucy Arellano** is currently advising and teaching one of the core classes in the program, which equates to .13 FTE. Dr. Arellano will take on additional instructional responsibility as her instructional load increases according to the College of Education Work Load Policy. Ultimately, her contribution will be two courses, or .26 FTE.

The total academic and professional FTE for the program is currently 1.76 FTE and will be 1.89 FTE when Dr. Arellano takes on her full teaching load.

In addition to these academic/professional faculty contributions, we use courtesy faculty for four courses in which their expertise as practitioners is invaluable to our students. (This is a reduction from seven courses previously). This amounts to .53 FTE.

Therefore, total current faculty effort devoted to AE EdM is 2.29 FTE, and this will grow to 2.42 when Dr. Arellano takes on her full instructional load. Our marketing plan calls for enrollment increases over the next five years. When we reach a consistent enrollment of 24 students, we will explore the possibility of hiring another AE tenure track or professional faculty member to assist with the program. Assuming about half of this faculty member's time will be devoted to the AE EdM program, this will bring the total FTE for the AE EdM to approximately 3.0, and result in a ratio of just over 8 students per faculty member.

Goal

Clarify program leadership roles to provide adequate intellectual and administrative leadership for continuous program improvement.

Action

- i) Appoint senior-level faculty member academic lead for AE EdM. Develop position description for this leadership role
- ii) Increase tenure track faculty FTE in the AE EdM program.
- iii) Limit use of courtesy faculty in program to instances where practitioner knowledge is critical to student understanding and development, and where there is an outstanding individual available.
- iv) Add professional faculty member when AE EdM enrollment is consistently at 21 or above.

Metrics

- i) Program lead appointed and position description created.
- ii) Additional tenure-track faculty FTE devoted to AE EdM.
- iii) Limit the number of courses in the AE EdM taught by courtesy faculty.
- iv) Add additional professional faculty member as necessitated by enrollments.

Target

- i) Program Lead assigned and position description completed by end of spring term, 2014.
 - ii) At least 75% of all courses will be taught by tenure-track faculty during the 2015-16 year.
 - iii) Courses taught by courtesy faculty were limited to four Fall, 2013. Further limit courtesy faculty-taught courses to three by Fall 2015.
 - iv) We will add a professional faculty member to the EdM when enrollment exceeds the current average of 10 to exceeding the target of 25 or more. With our marketing plan, we anticipate that this will happen by Fall, 2018.
2. *Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.*

Background

Working with select faculty and the Dean's Council, Dean Flick has recently completed a draft of the College of Education Strategic Plan. The Strategic Plan is currently being circulated among all College of Education faculty for feedback and minor revision. We will have the finalized version by the end of spring term. Thus, the development of the plan has progressed enough to inform the AE EdM Action Plan, in that no major revisions are expected to the Strategic Plan at this point.

An important component of the Strategic Plan is its focus on life-long learning in diverse settings. Therefore, Adult Education in general, and the AE EdM program in particular, will continue to occupy an important niche in the College of Education. Further, the Strategic Plan includes a goal of matching College of Education demographics to those of the state of Oregon, particularly in regard to underrepresented groups. As an online program, the AE EdM has been successful in attracting such students. Students who enroll in the AE EdM are generally in careers that make it difficult if not impossible to complete a campus-based program.

A key element of the Strategic Plan is to examine the market in the general areas of adult education and professional development in government and corporate settings. The AE EdM, K12 EdM, and MS in SME are being examined for optimal use of faculty expertise to meet emerging market demands for professionals working in adult education, free-choice learning, and K12 educators. As shown in the organizational chart, the college has created the position of Manager of Online Education to oversee a coherent conceptual framework. This person will sit at the Dean's Council level and work with program faculty and coordinators to achieve sharing of students across programs within key courses and that reduces the total number of courses delivered and increases the quality of program integrity and content.

Goal

Align AE EdM program with the College of Education Strategic Plan.

Action

- i) Finalize College of Education Strategic Plan.
- ii) Working with Manager of Online Education, create conceptual framework document for the AE program that explicitly delineates alignment with Strategic Plan.
- iii) Use these documents to inform process of combining/aligning programs working with Manager of Online Education to optimize use of faculty and create greater efficiencies and synergies in course offerings.

Metrics

- i) Completed Strategic Plan.
- ii) Completed AE Conceptual Framework Document.
- iii) Program realignment completed.

Target

- i) Strategic Plan will be finalized Spring 2014.
- ii) Conceptual Framework document completed by Fall 2014.
- iii) Program realignment will be completed by Fall 2016.

3. *Work more closely with Ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.*

Background

Between the time that the AE Self Report was submitted in early November and the time the Review Team recommended suspension of admissions to the program for fall 2014, we have been working very closely with Ecampus on a detailed marketing plan. While we have more work to complete on the plan, initial enrollment targets are presented in Appendix III. Expectations for increases in AE faculty to reflect these enrollment targets were covered in our response to recommendation #1.

Goal

Collaborate with Ecampus in the completion of a comprehensive marketing campaign that reaches a broader audience with high quality information on our program, and improve the admissions process.

Action

- i) Finalize comprehensive marketing campaign, including an informational webinar, phone campaign to follow-up with initial contacts, updated recruitment fliers and websites, and videos for the Ecampus website.
- ii) Ensure that at least two faculty members review application packets for each potential student.
- iii) Create a specific scoring rubric for the interview process for each applicant.
- iv) Ensure that at least two faculty members are present for every applicant interview.
- v) Review and revise (if needed) application review process

Metrics

- i) Completed Comprehensive Marketing Plan.
- ii) Creation of new admissions protocol including interview scoring rubric.

Target

- i) Comprehensive Marketing Campaign will be completed by Summer 2014.
By the end of Spring 2014, we will work with Ecampus on Marketing plan; see Appendix III as an initial step.
By Fall 2014, implement Marketing plan:
Increase visitors to our website by 25%
 - Increase email or phone contact with prospective applicants by 30%
 - Increase general applicant pool by 15%
 - Increase applicants from underserved populations by 15%]As a “stretch goal” assume target number of applicants for the program to be 40 each year, with target number of cohort students to be 20 to 25 per year starting in 2017.]
Review and revise (if needed) Marketing plan in Spring 2015; then implement Marketing plan by Fall 2015.
- ii) New admissions protocol with at least two faculty members reviewing application packets for each applicant – by Spring 2014
- iii) Interview scoring rubric will be completed by Spring 2014
- iv) Schedule two faculty members for each interview – by Spring 2014
- v) Review and revise (if needed) application review process – by Fall 2014

4. *Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.*

Background

This past few years has been a time of transition for the program. As discussed during the review team visit and in our response to recommendation #2, we have been working to create just such a core of dedicated faculty for the AE Program. We now have three core faculty members who have ownership in and provide leadership for the program (including two full professors).

Further, AE faculty members are very involved in the field of Human Resource Development (HRD), in both research and practitioner organizations. The resumes and vitae included in our Self Report reflect the depth of this involvement. The organizations in which our faculty are involved include the Academy of Human Resource Development (AHRD), the University Forum for Human Resource Development (UFHRD), Association for the Study of Higher Education (ASHE); American Educational Research Association (AERA), American Society for Training and Development (ASTD – national, regional, and local chapters); the American Evaluation Association (AEA), and the Council for the Study of Community Colleges. In just the last five years, our faculty have published and presented an estimated total of 44 papers at the annual conferences of these organizations – representing work by all tenure-track, professional, and adjunct faculty. Most of this work has been produced by Darlene Russ-Eft, since she was the only tenure-track faculty member in the program until two years ago. Sam Stern rejoined the faculty after having served as dean since 2002. Sam has extensive expertise in work related education and training, and has been active in the Academy for Human Resource Development (AHRD) and serves as a reviewer for the AHRD Journal. Lucy Arellano joined the faculty in Fall 2013, and brings important expertise on diversity and student success.

Faculty members within the AE Program are active as board members of those organizations, as conference stream or track chairs, and as conference paper reviewers. Further, our faculty members serve as reviewers for HRD-related journals, including the *American Journal of Evaluation*, *Evaluation and Program Planning*, *European Journal of Training and Development*, *Human Resource Development International*, and *Human Resource Development Quarterly*.

The Adult Education program is a marriage of theory and practice, thus the professional involvement of our tenure track and non-tenure track faculty reflects this uniting of disciplinary approaches. Consequently, the organizations to which they belong and in which they are involved also reflect this marriage.

Goal

Create a core faculty and sustain and advance core faculty professional involvement in the fields of HRD and adult education.

Action

- i) Create/strengthen core faculty in the fields of HRD and adult education.
- ii) Monitor and support core faculty professional involvement.

Metrics

- i) Double the number of academic and professional faculty associated with the AE EdM program from two (prior to 2014 to four).
- ii) Track and promote professional development and presence in relevant professional publication venues and professional associations (e.g. committees, memberships, officers, and journal reviewers).

Target

- i) By the end of spring term, 2014 there will be three College of Education academic faculty members whose job descriptions include direct involvement/leadership in the AE EdM program. By Fall 2015 we will have four faculty members directly associated with the AE EdM program.
 - ii) Beginning Spring term 2014, we will specifically track all core AE faculty's scholarly activities and professional association engagements annually as part of the College annual review process.
5. *Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.*

Background

In response to this recommendation, AE faculty examined the standards for graduate programs provided by the organizations that the Review Team had recommended. Given the new awareness we gained from this process, we believe that the standards from AHRD more closely reflect the goals and learning outcomes of our AE program.

Core Concepts in HRD. These standards were developed by the AHRD Standing Committee on Ethics and Integrity (2009) (www.AHRD.org).

Curriculum should provide an understanding of perspectives that form the context for workplace education, training and professional development. The table below shows the AHRD standards and the courses in which those standards are addressed.

Subsequent to the development of these standards, AHRD created the Program Excellence Network (PEN), and the Adult Education program (represented by Dr. Russ-Eft) has recently become a member of that network.

Standards	Courses in which standards are addressed
Analysis and Assessment	AHE 533 (Needs Assessment & Research); AHE 532 (Instructional Systems Design II)
Design and Development of Interventions	AHE 532 (Instructional Systems Design II)
Measurement and Evaluation	AHE 532 (Instructional Systems Design II)
Organization Development and Change	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations)
Improving Human Performance	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations), AHE 539 (Designing Training Documentation)
Organizational Learning & Systems	AHE 534 (Organization and Theory)
Knowledge Management	AHE 567 (Leadership and Human Relations)
Career Development & Talent Management	AHE 567 (Leadership and Human Relation)
Managing the HRD Function	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations)
Consulting	AHE 534 (Organization and Systems Theory), AHE 567 (Leadership and Human Relations), AHE 539 (Designing Training Documentation)
Coaching	AHE 534 (Organization and Systems Theory); AHE 567 (Leadership and Human Relations)
Adult Learning	AHE 553 (Adult Learning and Development)
Design and Delivery of Learning	AHE 531 (Instructional Systems Design I); AHE 547 (Instructional Strategies for Adult Learners); AHE 522-525 (Instructional Technology I-IV)
Ethics in HRD and Organizations	AHE 533 (Needs Assessment and Research; AHE 532 (Instructional Systems Design II); AHE 567 (Leadership and Human Relations)
Organization Behavior	AHE 534 (Organization and Systems Theory); AHE 567 (Leadership and Human Relations)

As we explored the standards from the Commission of Professors of Adult Education (2008) (<http://cpae.memberclicks.net/assets/documents/CPAE%20Grad%20Standards%202008.pdf>), as well as a recent study of these standards (Sonstrom, Rachal, & Mohn, 2012) (<http://aeq.sagepub.com/content/63/2/147.abstract>), we noted that there are concepts in these standards that we can use as a framework for developing the conceptual framework and standards for the Adult Education program.

Goal

Articulate program standards that are informed by relevant professional associations. These standards will serve to guide curricular revisions.

Action

- i) Development of new program standards.
- ii) Incorporate new learning outcomes into the graduate learning outcomes which will guide our assessment plans and reports on a yearly basis.
- iii) Revise portfolio requirements to reflect new program standards.

Metrics

- i) Program standards established.
- ii) New learning outcomes articulated and assessed annually via the Graduate School's Annual Assessment process.
- iii) New portfolio requirements established.

Target

- i) New program standards articulated by Summer 2014.
- ii) New learning outcomes articulated by Summer 2014 and assessed Spring 2015.
- iii) New portfolio requirements implemented for the cohort admitted in Fall 2014.

6. *Support faculty engagement in national/international associations in human resource development or adult education professional fields.*

Background

The program will continue to provide encouragement and collegial support for faculty engagement in national/international associations in human resource development. Discussions will continue with College administration regarding financial support for such engagement. As the College reconfigures shared programs and resources, funds for such engagement may become more available. As stated earlier, AE faculty are members of Academy of Human Resource Development (AHRD), the University Forum for Human Resource Development (UFHRD), Association for the Study of Higher Education (ASHE); American Educational Research Association (AERA), American Society for Training and Development (ASTD – national, regional, and local chapters); the American Evaluation Association (AEA); and the Council for the Study of Community Colleges (CSCC). Faculty members within the program are active as board members of those organizations, as conference stream or track chairs, as conference paper reviewers, and as reviewers for the related journals, such as *American Journal of Evaluation*, *Evaluation and Program Planning*, *European Journal of Training and Development*,

Goal

Sustain and advance faculty engagement in national/international associations in human resource development or adult education professional fields.

Action

AE faculty members have been and will continue to participate in professional development, both as leaders and participants at conferences and workshops. The Dean's Office appropriates approximately \$5000 per year for travel/professional development funds specifically for professional faculty across the college (including Shelley Dubkin-Lee). This amount allows us to cover most, but not all, of the costs associated with travel/professional development for our professional faculty. Based in part on the review panel's recommendation, we intend to increase this to \$8000 per year within the next three years (assuming that budget constraints allow). This will allow us to cover a greater percentage of professional faculty travel needs. We will target a substantial amount of this increase on AE professional faculty. Each of our recent hires (including AE faculty member Lucy Arellano) has received a \$20,000 start-up package that includes funds for professional development travel. Our senior faculty members provide their own travel funds, largely through grants and their professional development accounts.

Metrics

- i) Increased funding for professional development and participation in professional organizations.
- ii) 100% AE faculty participation at regional, national, and international AHRD conferences and organizations.

Target

- i) College professional development fund established for faculty travel to conferences/workshops (\$8,000/yr). This fund will primarily be used by professional faculty who do not get start-up packages and whose job description typically does not include pursuing external funding (that could potentially cover professional travel).
- ii) The following represents anticipated faculty participation in professional organizations for the next three years:

Darlene Russ-Eft will undertake the following:

- Participate in the AHRD Asian Conference, the AHRD Americas Conference, the AHRD-UFHRD Conference, and the American Evaluation Association. (ongoing)
- Participate in the AHRD Program Excellence Network – focused on advancing academic programs. (ongoing)
- Serve as reviewer for *American Journal of Evaluation, Evaluation and Program Planning, European Journal of Training and Development,*

Human Resource Development International, Human Resource Development Quarterly (ongoing).

- Serve as Director of the International Board of Standards for Training, Performance, and Instruction (until the end of 2014).

Sam Stern will undertake the following:

- Participate in relevant professional conferences and meetings.
- Provide service to AHRD on the nominations committee.
- Serve as a reviewer for the *Academy for Human Resource Development* journals.
- Serve as advisor and member of the advisory board for the NSF funded research project, *Exploring the Alignment Among Employer Expectations for STEM Skills and the Design of Education Curricula and Interventions*

Lucy Arellano will undertake the following:

- Present and participate in relevant professional conferences and meetings.
- Continue to serve as an AERA Division J (Postsecondary Education) Officer through the year 2016
- Continue to serve on the ASHE Conference Planning Committee
- Serve as a mentor for junior faculty and graduate students through the ASHE Council on Ethnic Participation
- Serve as reviewer for ASHE, AERA, AIR, and NASPA

Shelley Dubkin-Lee will undertake the following:

- Participate in the Portland area ASTD
- Attend ASTD workshops
- Attend Oregon Program Evaluator Network workshops

7. *Establish an advisory panel that would incorporate industry/professional representatives.*

Background

The faculty has discussed the need for an advisory panel in the past, but this review gave us the stimulus to take action and move forward. We envision a group comprised of approximately seven members, including two-three non-profit/governmental organizations; two-three corporate/industry individuals; one-two academics; and two-three independent consultants/educators. Below are potential advisory group members.

Non-Profit/Governmental:

Steve Bass – Oregon Public Broadcasting
Neal Keny-Guyer – Mercy Corps
Keith Thomajan – United Way – Columbia Willamette
Commissioner’s Office of the Oregon Bureau of Labor and Industry

Industry:

Joe Campbell – Nike University
Gary Ewer – Platt University
Sue Melone – Adec Inc. (graduate of the program)

Academia:

Ken Bartlett – University of Minnesota
Laura Bierma – University of Georgia
Greg Hamann – Linn-Benton Community College
Benjy Howe – Oregon Health Sciences University (graduate of the program)
Peter Kuchinke – University of Illinois
Sharan Merriam – University of Georgia
Lisa Templeton – OSU – Ecampus (graduate of the program)

Independent Consultants/Educators:

Anna Heinrich – independent consultant (graduate of the program)
Tracy Schiffman – independent consultant (graduate of the program)
Sequoia Star – independent consultant (graduate of the program)
Jennifer Webster - Consultant

Goal

Highly effective advisory group that provides valued input to the program annually.

Action

- i) Invite potential advisory group members.
- ii) Convene initial meeting for review of proposed program standards, learning outcomes, and admissions protocol.

Metrics

- i) Advisory group in place
- ii) Advisory group engagement with and approval of program standards, learning outcomes, and admissions protocol.

Target

- i) Advisory group is formed by Spring 2014.
- ii) First meeting is held during Spring or early Summer 2014.

Below are anticipated advisory committee meetings and goals for the next two years. In addition to these topics, we anticipate that part of the agenda will be emergent, coming

from the advisory members themselves and program needs. It is anticipated that this advisory committee, after the first year, would continue to meet annually.

Spring 2014 meeting

- *Review College Strategic Plan and program history and current status.*
- *Discussion of employer needs in relation to the program.*
- *Consider and approve new program standards.*

Summer 2014 meeting

- *Discussion and recommendations for course revisions in light of new standards.*
- *Review of marketing plan with recommendations for marketing activities.*
- *Review profile of 2014 cohort*

Fall 2014 meeting

- *Meet with new students in 2014 cohort*
- *Consideration of program assessment, including comprehensive examination.*
- *Review plans for Category II curricular revisions (course titles, descriptions, etc.)*

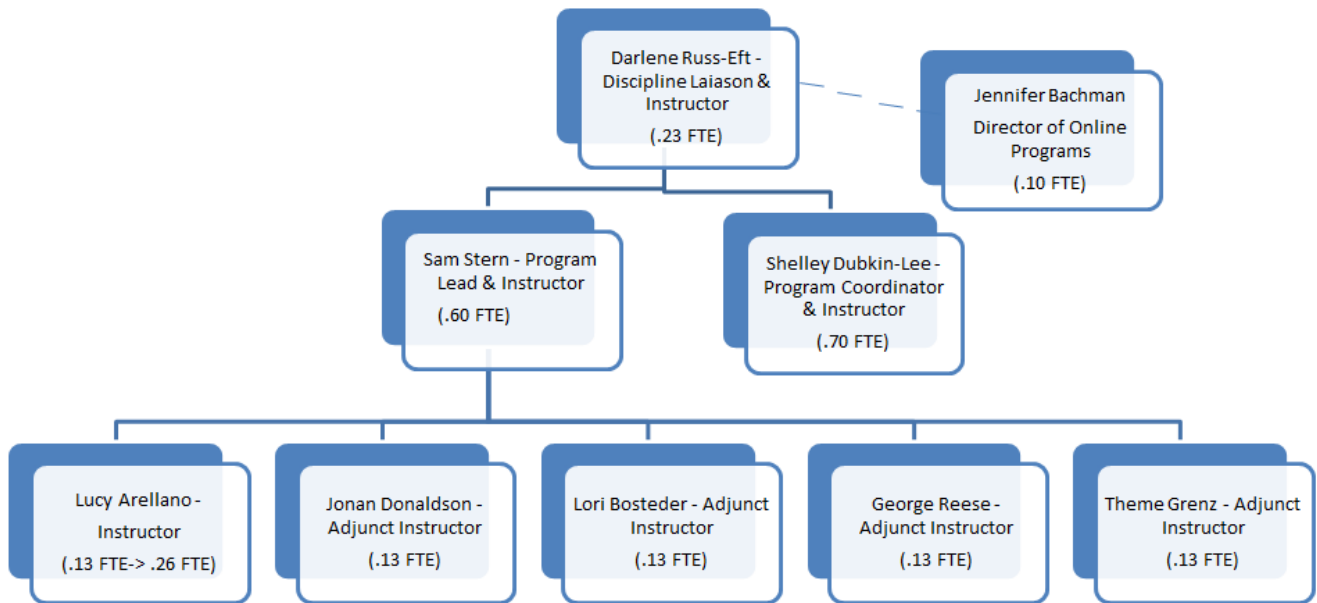
Spring 2015 meeting

Planning for two-year program assessment.

Fall 2015 meeting

- *Review success of course revisions and further needed revisions*
- *Consider revisions to marketing plan*
- *Review profile of 2015 cohort*
- *Meet with new students in 2015 cohort*

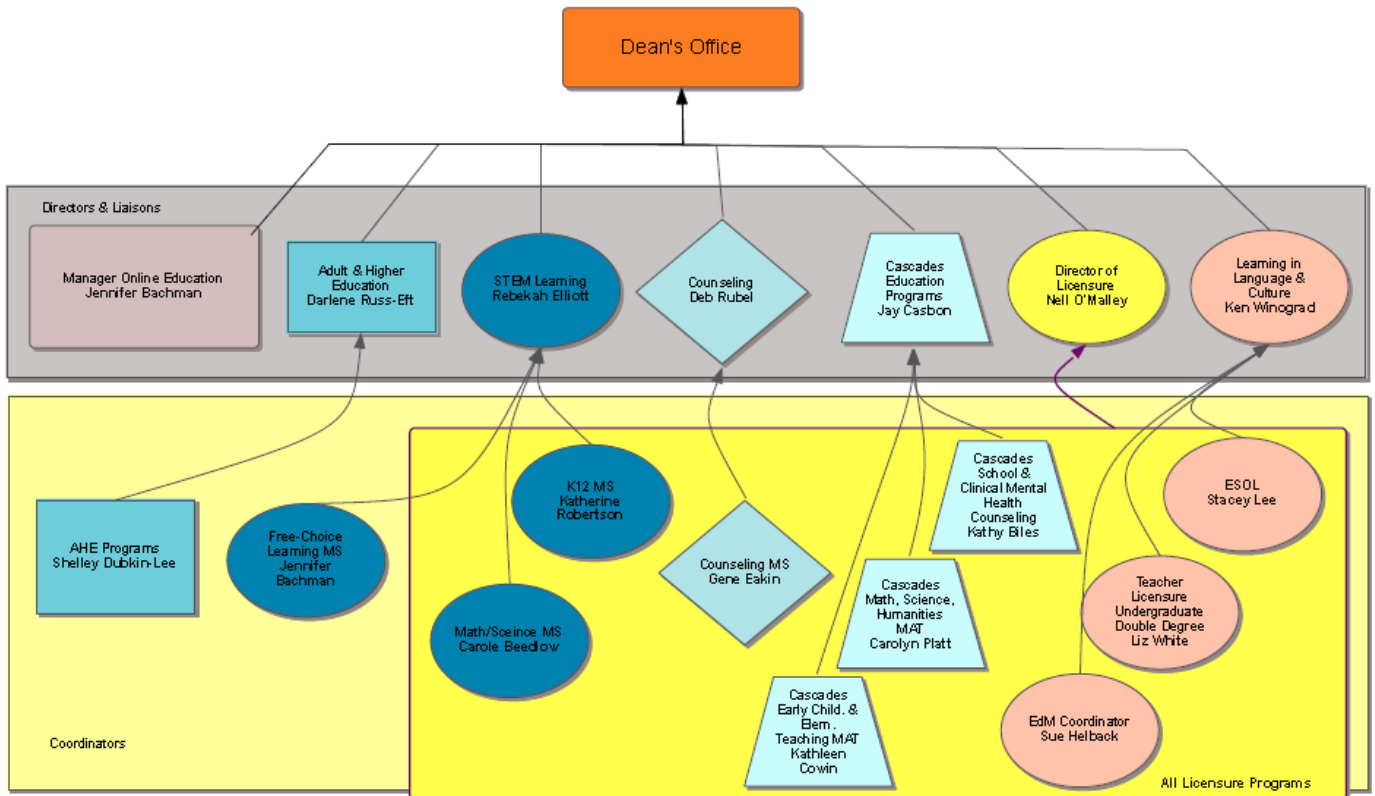
APPENDIX I
Organization Chart for the Adult Education Master's Program



NOTE: FTE = Only FTE that is devoted to the Adult Education Program

Appendix II Organization Chart for the College of Education

Discipline Liaison, Director, and Coordinator Lines of Reporting



Appendix III Past Enrollments and Projections

Past Enrollments for Adult Education EdM						
FALL TERM	2009	2010	2011	2012	2013	Means
1. Applied	27	41	28	23	19	28
2. Admitted	21	14	13	15	16	16
3. Matriculated	17	12	12	13	11	13

Enrollment Projections for Adult Education EdM						
	2014	2015	2016	2017	2018	
1. Projections for Applications	22	26	33	37	40	
2. Projection for Students Admitted	16	18	21	23	25	
3. Projection for Students Matriculating	14	16	19	21	24	
eCampus Revenue Generated <i>per Cohort</i>	\$ 217,728	\$ 248,832	\$ 295,488	\$ 326,592	\$ 373,248	
Additional Revenue Due to Growth	\$ 15,552	\$ 46,656	\$ 93,312	\$ 124,416	\$ 171,072	
additional revenue = (matriculated*\$345.60*45 credit hours) - (5-yr mean*\$345.60*45 credit hours)						

Note: enrollment and associated revenue for the 2014 cohort will be 0 if suspension remains in effect.

Appendix IV

Review Panel Report, Oregon State University Program of Adult Education Conducted November 22, 2013

1. Overall Recommendation:

The Review Panel recommends that the admissions to the program be suspended for a time to allow for sufficient program review to consider and adopt specific recommendations made by the review panel. The basis for this recommendation is outlined in the next section, Summary of Findings and Recommendations with detailed discussion in the body of the report in section three.

2. Summary of Findings and Recommendations 1-2 pages.

An on-site program review was conducted for the adult education program at Oregon State university on Friday, November 22, 2013 by a team consisting of four individuals, Dr. Stephanie Bernell, faculty member in the school of public health at OSU, Dr. James Coakley, associate dean of the business school and Chair of the Graduate Council at OSU, and two external members, Dr. Joe Campbell, director of corporate training, Nike, Inc., and Dr. Talmadge C. Guy, professor of adult education at the university of Georgia. The review team collected information on a variety of categories specified by the Oregon State university guidelines for program review through interviews and a review of documents.

Recommendations

1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.
3. Work more closely with e-campus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
4. Create a core faculty dedicated to adult education active in HRD and adult education professional associations.
5. Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.
6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

3. Detailed Findings

Introduction: Objectives of the review, participants, order of events and organization of the report

The review team conducted a program review of the Oregon State university adult education program on Friday November 22, 2013. The team was comprised of four individuals, two Oregon State university personnel, Dr. Stephanie Bernell, faculty member in the school of public health, Dr. James Coakley, Associate Dean of the Business School and Chair of the Graduate Council, and two external team members, Dr. Joe Campbell of Nike, Inc. and Dr. Talmadge C. Guy of the University of

Georgia. The team held its initial meeting on Thursday, November 21 and was hosted at dinner by Graduate Dean Brenda McComb. The team made introductions, overviewed the review process, raised questions resulting from an initial review of the program self-study and discussed the agenda for the following day.

On November 22, the team convened at Furman Hall, College of Education to hold a series of meetings with program coordinator, Dr. Shelley Dubkin-Lee and Dean Larry Flick and Associate Dean Randy Bell and Dr. Sam Stern, faculty member and admissions committee member. At the conclusion of these meetings, the team traveled to Clackamas Community College in Willsonville where program classes are held. The team held a working lunch and then met with first and second year cohort students, and program faculty including the disciplinary liaison, Dr. Darlene Russ-Eft, Jonan Donaldson, Dr. Lucy Arellano, and Lori Bosteder. The team concluded its visit with a business meeting at the where issues were identified, recommendations were discussed and decided and assignments made for the preparation of the report.

The following sections provide a detailed discussion of the team's observations and recommendations. The main sections of the report are divided into Inputs, Productivity, and Outcomes and Impact of the adult education program. The final section summarizes the Conclusions made by the review team. The team was unable to comment on some of the factors identified in the self-study guide as data were not available in the program self-study or in other program records.

Inputs

Mission

The mission of the adult education program is "to prepare work force education specialists to lead education and training programs in the work place, the community and in community colleges." (p. 5, Adult Education Program Self Study). The program emphasis recognizes the importance of developing leaders who promote, design and deliver lifelong learning opportunities in the context of the workplace. This is consistent with the mission of the college as specified in the college's mission statement and that of the university. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.

Recruitment and Enrollment Trends

The absolute number of applicants to the program has increased since 2008 (2008: 18; 2009: 27; 2010: 48; 2011: 45 and 2012: 32). Although, from 2011 to 2012 there was a 29% decrease in the number of applications to the program. The percent admitted was 83, 89, 38, 33 and 40, in 2009, 2010, 2011, 2012 and 2013, respectively.

The number matriculated is quite modest. (2008: 8; 2009: 20; 2010: 15; 2011: 13 and 2012: 11). Notwithstanding 2008 when about half of those admitted chose to actually enroll, most students who are admitted chose to matriculate.

These numbers suggest that while the number of applications per year is increasing, the same trend does not hold for actual enrollment. In 2008, 8 students were enrolled in the Adult Education program. In 2012, 11 students enrolled in the program. According to the self-study and meetings with faculty and program leadership, recruitment is done 'word of mouth' and via eCampus. If the goal is to increase the number of quality applicants, it may be the case that program leadership needs to work more closely with eCampus to develop a marketing campaign that has a broader outreach to quality applicants.

The Adult Education degree does not seem to have a rigorous screening process for applicants. Applicants are required to have a 3.0 GPA in the last 90 credit hours of work, provide 3 letters of recommendation, and write an essay describing why they wish to pursue the Adult Education degree. One or two faculty members review the applicant file and determine whether the applicant is a good match for the program. If the applicant is determined to be a good fit for the program, an interview is scheduled. The interview can be face-to-face, by phone, or via Skype. The program does not require GRE scores as part of the applicant screening. From conversations with faculty, it seems as though all acceptable applications are accepted; however, applications from other countries are discouraged. GRE scores are not a perfect indicator of success in a graduate program; however, the metric can provide some useful information. It is possible that by not requiring the GRE scores, there may be a perception of 'easy entry' into the program.

Curriculum strength

The curriculum is a 45 quarter-hour program offered on a cohort model in which students enroll for four credits across seven academic terms. Currently, the program offers a series of four credit hour courses that comprise the main content areas in the curriculum. Additionally, a one credit course offered each term that focuses on instructional technology and design. Students enroll for five credit hours each term except for summer when they enroll for nine credit hours. A required internship experience is intended to provide an integrative an opportunity for students to apply knowledge and concepts to practice. Internship experiences are identified and developed by students and approved by faculty. A capstone experience is also required in which students develop a portfolio designed as an integrative learning experience. Based on information provided to the review team, the curriculum has been revised on several occasions most recently in 2011. The program is offered exclusively through eCampus at the Clackamas Community College in Willsonville.

There are three primary emphases in the curriculum-instructional technology and design, organizational development and leadership, and adult learning and instruction. A review of the courses as well as interviews with students reveals that the curriculum offers a set of experiences that can be disjointed. For example, students are required to take a series of instructional technology and design courses but are not able to put these skills to use in developing the final portfolio for faculty review. The curriculum map provided in the self-study does not provide a clear indication of the overall conceptual framework that drives the curriculum. While students expressed satisfaction with courses and instructors, particularly the instructional technology and design courses, they were less clear about the value and meaningfulness of the organizational development or leadership aspects of the curriculum. The learning outcomes specified cover a broad range of roles and competencies. However, based on the review of the content and curriculum design, there are several recommendations for improving the curriculum overall.

The curriculum currently focuses equally on developing competencies in five professional roles, four of which are defined by the International Society for Performance Improvement (ISPI). The equal weighting of these roles in the curriculum addresses breadth while sacrificing the depth one might expect from a successful masters candidate. To address this, the faculty should consider creating a core curriculum with options that allow more in-depth specialization in, for example, leadership, design or organizational development. This will allow candidates to specialize and tailor their program to specific professional pursuits. In its current design, each of the individual roles might be considered a certificate program. Together they do not constitute a degree of mastery over any role or the profession.

The current program is solely based on ISPI standards. There is a missed opportunity to consider perspectives from other professional bodies including The American Society of Training and Development (ASTD) and the American Association of Adult and Continuing Education's Commission of Professors of Adult Education regarding professional standards for graduate programs. As a point of reference, the Commission of Professors has published a set of standards for graduate programs as a guide to program quality and program development. (See Standards for

Graduate Programs in Adult Education, Revised November 2008-Commission of Professors of Adult Education.

<http://cpae.memberclicks.net/assets/documents/CPAE%20Grad%20Standards%202008.pdf>). There was some confusion overall whether the program is designed to develop training design professionals and/or Adult learning experts. A curriculum redesign of the program should clarify design intent and consider some of the standards from other appropriate professional bodies in the redesign.

Quality of personnel and adequacy to achieve mission

The program is staffed by four full time faculty members and several part-time faculty. The program is housed in an organizational unit with two other programs, College Student Services Administration and Community College Leadership, share faculty resources across programs. As a consequence, there is no full-time dedicated faculty to the adult education program. Program leadership is provided by the Graduate Program Coordinator (Shelley Dubkin-Lee) and the Discipline Liaison (Darlene Russ-Eft). Full-time faculty teach in the adult education program as well as the other two programs in the unit.

There are no dedicated faculty to the program as most faculty teach across the three programs that comprise the academic unit, Adult and Higher Education. The leadership roles of Discipline Liaison and Program Coordinator together should provide intellectual and administrative leadership. However in conversation with the faculty it is evident that these roles are unclear and are being refined to clarify leadership responsibility. The consequence of this is a void in terms of intellectual leadership for the program. Critically important matters relating to vision, direction, strategic planning and resources remain underdeveloped.

Level and Quality of Infrastructure

The program is housed in Furman Hall on the Corvallis campus. The program is delivered at the Clackamas Community College Wilsonville Training Center. Given the hybrid format of the program (25 percent online, monthly delivery of the in-person sessions) the Wilsonville facilities are very adequate to support the curriculum. The students do not appear to need space outside of classroom activities.

The program coordinator indicated that most administrative support is provided by graduate students from other College programs on the main campus. Dean Flick indicated that administrative support was available from the Dean's office. There does appear to be some confusion on this issue, with the program suggesting they needed dedicated administrative support and the Dean's office indicating that such support was available.

Quality of Organization Support

Since the reorganization of the College of Education (merger with the Science and Math Education program from the College of Science and appointment of a new Dean), the organizational support structure for the Adult Education Program appears to be in flux. The program appears to be held together by Shelley Dubkin-Lee, the program coordinator. The Review Team was especially concerned that the Dean of the College was not familiar with the program.

The College is not providing adequate support to maintain sufficient academically-qualified faculty for delivery of the academic component of the program. The academic faculty (Russ-Eft, Stern, and Arellano) also support other academic programs within the College. While Russ-Eft is the academic director of the program, she only teaches one course in the program and has a very heavy advising load of doctoral students (approximately 20). Professor Stern teaches two courses in the program, and Arellano teaches one course. Of the 36 credits of academic coursework within the program, only 16 credits are delivered by academic faculty. The review team strongly recommends that adequate resources be provided for program leadership and faculty support.

Productivity

Summary data were not available for evidence relating faculty and student scholarly productivity. The review did note that Professor Russ-Eft is a noted scholar and has held leadership positions in professional associations related to the field of HRD. A new faculty member, Dr. Arellano has just been appointed with a degree in higher education and organizational change. Based on a review of faculty vitae, it does not appear that the faculty, apart from Dr. Russ-Eft, have a strong record of scholarly activity particularly in the fields of HRD or adult education. Students are part-time and are not involved in scholarly activities or research with faculty.

Data available in the program the self-study and through group interviews with students in both currently active cohorts indicate that students are generally satisfied with the program. Students did have some suggestions for improvement and the self-study notes this as well. Suggestions for improvement had to do with the additional faculty assistance with internships, eliminating duplication or overlap in course content across courses, and developing electronic portfolios to use skills learned in coursework.

Outcomes and Impacts

The placement and success of graduates is one key success measure of any academic program and the self-study report and in-person reviews indicated anecdotally that graduates have had some success progressing or retaining positions. This was reinforced by conversations with existing students, several of whom said the course was opening up new opportunities. The final recommendation regarding placement is to consider the establishment of an advisory panel that would incorporate industry/professional representatives. This would be a direct way to ensure the programs are meeting the needs of potential employers.

4. Conclusion and Recommendations for Improvement

The adult education program appears to be in a state of flux as it seeks to stabilize its faculty, curriculum, and organizational position in the college of education. This statement recognizes that the college itself is currently undergoing a state of transition in which the adult education is seeking to find its strategic position. This situation creates an excellent opportunity for the program to re-evaluate its market, curriculum, and goals.

The team recommends the following actions be taken.

1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.
3. Work more closely with campus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
4. Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.
5. Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.
6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

REVIEW PANEL REPORT, OREGON STATE UNIVERSITY,
PROGRAM OF ADULT EDUCATION

CONDUCTED NOVEMBER 22, 2013

1. OVERALL RECOMMENDATION:

The Review Panel recommends that the admissions to the program be suspended for a time to allow for sufficient program review to consider and adopt specific recommendations made by the review panel. The basis for this recommendation is outlined in the next section, Summary of Findings and Recommendations with detailed discussion in the body of the report in section three.

2. SUMMARY OF FINDINGS AND RECOMMENDATIONS 1-2 PAGES.

An on-site program review was conducted for the adult education program at Oregon State university on Friday, November 22, 2013 by a team consisting of four individuals, Dr. Stephanie Bernell, faculty member in the school of public health at OSU, Dr. James Coakley, associate dean of the business school and Chair of the Graduate Council at OSU, and two external members, Dr. Joe Campbell, director of corporate training, Nike, Inc., and Dr. Talmadge C. Guy, professor of adult education at the university of Georgia. The review team collected information on a variety of categories specified by the Oregon State university guidelines for program review through interviews and a review of documents.

RECOMMENDATIONS

1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.
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6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

3. DETAILED FINDINGS

INTRODUCTION: OBJECTIVES OF THE REVIEW, PARTICIPANTS, ORDER OF EVENTS AND ORGANIZATION OF THE REPORT

The review team conducted a program review of the Oregon State university adult education program on Friday November 22, 2013. The team was comprised of four individuals, two Oregon State university personnel, Dr. Stephanie Bernell, faculty member in the school of public health, Dr. James Coakley, Associate Dean of the Business School and Chair of the Graduate Council, and two external team members, Dr. Joe Campbell of Nike, Inc. and Dr. Talmadge C. Guy of the University of Georgia. The team held its initial meeting on Thursday, November 21 and was hosted at dinner by Graduate Dean Brenda McComb. The team made introductions, overviewed the review process, raised questions resulting from an initial review of the program self-study and discussed the agenda for the following day.

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INPUTS

Mission

The mission of the adult education program is "to prepare work force education specialists to lead education and training programs in the work place, the community and in community colleges." (p. 5, Adult Education Program Self Study). The program emphasis recognizes the importance of developing leaders who promote, design and deliver lifelong learning opportunities in the context of the workplace. This is consistent with the mission of the college as specified in the college's mission statement and that of the university. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.

Recruitment and Enrollment Trends

Program enrollment and matriculation trends are presented in Table 1. The absolute number of applicants to the program has increased since 2008 (2008: 18; 2009: 27; 2010: 48; 2011: 45 and 2012: 32). Although, from 2011 to 2102 there was a 29% decrease in the number of applications to the program. The percent admitted was 83, 89, 38, 33 and 40, in 2009, 2010, 2011, 2012 and 2013, respectively.

The number matriculated is quite modest. (2008: 8; 2009: 20; 2010: 15; 2011: 13 and 2012: 11). Notwithstanding 2008 when about half of those admitted chose to actually enroll, most students who are admitted chose to matriculate.

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Table 1.
Program Enrollment Trends

Data	2008	2009	2010	2011	2012
# of Applicants	18	27	48	45	32
Number Admitted	9	20	16	14	13
Number Graduating	6	15	11	13	11 (on track to graduate – 1 student is on leave)

The Adult Education degree does not seem to have a rigorous screening process for applicants. Applicants are required to have a 3.0 GPA in the last 90 credit hours of work, provide 3 letters of recommendation, and write an essay describing why they wish to pursue the Adult Education degree. One or two faculty members review the applicant file and determine whether the applicant is a good match for the program. If the applicant is determined to be a good fit for the program, an interview is scheduled. The interview can be face-to-face, by phone, or via Skype. The program does not require GRE scores as part of the applicant screening. From conversations with faculty, it seems as though all acceptable applications are accepted; however, applications from other countries are discouraged.

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There are three primary emphases in the curriculum-instructional technology and design, organizational development and leadership, and adult learning and instruction. A review of the courses as well as interviews with students reveals that the curriculum offers a set of experiences that can be disjointed. For example, students are required to take a series of instructional technology and design courses but are not able to put these skills to use in developing the final portfolio for faculty review. The curriculum map provided in the self-study does not provide a clear indication of the overall conceptual framework that drives the curriculum. While students expressed satisfaction with courses and instructors, particularly the instructional technology and design courses, they were less clear about the value and meaningfulness of the organizational development or leadership aspects of the curriculum. The learning outcomes specified cover a broad range of roles and competencies. However, based on the review of the content and curriculum design, there are several recommendations for improving the curriculum overall.

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load of doctoral students (approximately 20). Professor Stern teaches two courses in the program, and Arellano teaches one course. Of the 36 credits of academic coursework within the program, only 20 credits are delivered by academic faculty. The review team strongly recommends that adequate resources be provided for program leadership and faculty support.

Table 2.

AE Faculty and Courses

Faculty Member	Course(s) Taught	# of Credits
Arellano	AHE 553 – Adult Learning Theory & Adult Development	4
Stern	AHE 533 – Needs Assessment & Research	4
	AHE 534 – Organization & Systems Theory	4
	AHE 567 – Leadership & Human Relations	4
Russ-Eft	AHE 532 – Instructional Systems Design II (Prog. Eval.)	4
Reese (Adjunct)	AHE 531 – Instructional Systems Design I (Prog. Dev.)	4
Grenz (Adjunct)	AHE 547 – Instructional Strategies for Adult Learners	4
Bosteder (Adjunct)	AHE 539 – Designing Training Documentation	4
Donaldson (Adj.)	AHE 522-525 – Instructional Technology I-IV – 1 Credit Each Term	4
Dubkin-Lee	AHE 510 – Internships	5
	AHE 505 – Reading & Conference Portfolio Development	4

PRODUCTIVITY

Summary data were not available for evidence relating faculty and student scholarly productivity. The review did note that Professor Russ-Eft is a noted scholar and has held leadership positions in professional associations related to the field of HRD. A new faculty member, Dr. Arellano has just been appointed with a degree in higher education and organizational change. Based on a review of faculty vitae, it does not appear that the faculty, apart from Dr. Russ-Eft, have a strong record of scholarly activity particularly in the fields of HRD or adult education. Students are part-time and are not involved in scholarly activities or research with faculty.

Data available in the program the self-study and through group interviews with students in both currently active cohorts indicate that students are generally satisfied with the program. Students did have some suggestions for improvement and the self-study notes this as well. Suggestions for improvement had to do with the additional faculty assistance with internships, eliminating duplication or overlap in course content across courses, and developing electronic portfolios to use skills learned in coursework.

OUTCOMES AND IMPACTS

The placement and success of graduates is one key success measure of any academic program and the self-study report and in-person reviews indicated anecdotally that graduates have had some success progressing or retaining positions. This was reinforced by conversations with existing students, several of whom said the course was opening up new opportunities. The final recommendation regarding placement is to consider the establishment of an advisory panel that would incorporate industry/professional representatives. This would be a direct way to ensure the programs are meeting the needs of potential employers.

4. CONCLUSION AND RECOMMENDATIONS FOR IMPROVEMENT

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The team recommends the following actions be taken.

1. Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.
2. Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.
3. Work more closely with ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.
4. Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.
5. Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.
6. Support faculty engagement in national/international associations in human resource development or adult education professional fields.
7. Establish an advisory panel that would incorporate industry/professional representatives.

Adult Education

1. *Clarify program leadership roles in order to provide adequate intellectual and administrative leadership for continuous program improvement.*

Issue:

Lack of dedicated faculty supporting program

Proportion of coursework taught by academically qualified faculty

Action:

- i) Increasing tenure/tenure-track FTE in program
- ii) Appointing senior faculty lead
- iii) Limit use of courtesy faculty
- iv) Add another faculty member once program enrollment grows.

2. *Based on the dean's strategic vision for the college the program appears to be well situated to enhance the college's strategic mission through adult education's foci on lifelong and life-wide learning as fundamental conceptual foundation for program development. The program leadership may need to explore these connections with the college's leadership to better position the program for additional resources.*

Issue:

At the time of the review, the strategic plan for the College was being developed. With the recent merger with SMED, and appointment of new Dean and Associate Dean, it was deemed critical for the Adult Education program to become more formally aligned with the new vision for the College.

Action:

- i) Finalize College of Education Strategic Plan.
- ii) Working with Manager of Online Education, create conceptual framework document for the AE program that explicitly delineates alignment with Strategic Plan.
- iii) Use these documents to inform process of combining/aligning programs working with Manager of Online Education to optimize use of faculty and create greater efficiencies and synergies in course offerings.

3. *Work more closely with Ecampus to develop a marketing campaign that has a broader outreach to increase the number of quality applicants.*

Issue:

The number of admitted students has declined over the past few years. According to the self-study and meetings with faculty and program leadership, recruitment is done 'word of mouth' and via ecampus. If the goal is to increase the number of quality applicants, it may be the case that program

leadership needs to work more closely with ecampus to develop a marketing campaign that has a broader outreach to quality applicants.

Action:

- i) Finalize comprehensive marketing campaign, including an informational webinar, phone campaign to follow-up with initial contacts, updated recruitment fliers and websites, and videos for the Ecampus website.
 - ii) Ensure that at least two faculty members review application packets for each potential student.
 - iii) Create a specific scoring rubric for the interview process for each applicant.
 - iv) Ensure that at least two faculty members are present for every applicant interview.
 - v) Review and revise (if needed) application review process
4. *Create a core faculty dedicated to adult education active in professional associations in the field of HRD and adult education.*

Issue:

Based on a review of faculty vitae, it does not appear that the faculty, apart from Dr. Russ-Eft, have a strong record of scholarly activity particularly in the fields of HRD or adult education.

Action:

- i) Create/strengthen core faculty in the fields of HRD and adult education.
 - ii) Monitor and support core faculty professional involvement.
5. *Program faculty should consult with professional associations such as the Commission of Professors of Adult Education, American Association of Adult and Continuing Education regarding professional standards for graduate programs as it considers revisions and updates to the curriculum.*

Issue:

The current program is solely based on ISPI standards. There is a missed opportunity to consider perspectives from other professional bodies including The American Society of Training and Development (ASTD) and the American Association of Adult and Continuing Education's Commission of Professors of Adult Education regarding professional standards for graduate programs.

Action:

- i) Development of new program standards.
 - ii) Incorporate new learning outcomes into the graduate learning outcomes which will guide our assessment plans and reports on a yearly basis.
 - iii) Revise portfolio requirements to reflect new program standards.
6. *Support faculty engagement in national/international associations in human resource development or adult education professional fields.*

Action:

Appropriated funds to support professional development, identified specific activities for all faculty supporting the program.

7. Establish an advisory panel that would incorporate industry/professional representatives.

Action:

The faculty has discussed the need for an advisory panel in the past, but this review gave us the stimulus to take action and move forward.

- i) Invite potential advisory group members.
- ii) Convene initial meeting for review of proposed program standards, learning outcomes, and admissions protocol.

Oregon State University Graduate Program Review

Applied Anthropology Graduate Program (AAGP)

October 2012

1. Overall recommendation.

The MA program should be continued and the newly developed PhD program shows great promise. The Administration, however, needs to decide if it is going to provide the support necessary for the Applied Anthropology Graduate Program (**AAGP**) to flourish within the newly reorganize College of Liberal Arts (**CLA**). Key target areas that need attention are: 1) improved financial (stipend) support for AAGP graduate students; 2) improved student-to-faculty ratio in the AAGP; 3) increased staff support is necessary to keep faculty from being overwhelmed with clerical work; and 4) the perception amongst the faculty and students that the reorganization of CLA has led to a loss of identity, power and control of their program must be remedied.

2. Introduction.

Professor Brenda McComb, Dean of the Graduate School, Oregon State University (OSU), appointed a team to review the Applied Anthropology Graduate Program (**AAGP**) on Oct. 2, 2012. The Review Team included the following: Barbara Bond (Emeritus Professor; Director, OSU Office of Postdoctoral Programs-Graduate School); Donald B. Jump (Professor, OSU Nutrition Program in the School of Biological and Population Health Sciences-College of Public Health and Human Sciences); Roberta Baer (Professor, Department of Anthropology, University of South Florida); and Bill Roulette (Owner, Applied Archaeological Research, Inc.). Review Team members received a copy of the Self-Study prepared by the Applied Anthropology Graduate Faculty several weeks before the on-site meeting. Dean McComb hosted the Review Team for dinner on the evening of Oct. 1st to provide an opportunity to meet one another,

learn the background associated with review, and share expectations for the evaluation process. The following morning the team first met with Professors Susan Shaw, Director of the School of Language, Culture and Society (SLCS) and Larry Rodgers, Dean of the College of Liberal Arts (CLA) to share insights about the reorganization of the college and Dean Rodgers' vision for its continued maturation. Bryan Tilt (Anthropology Graduate Program Director) and Leah Minc (Anthropology Program Coordinator) provided an overview of the AAGP and the faculty. This was followed by a meeting with the faculty (10 in 3 groups: Food-Culture and Social Justice group (5); Bio-cultural group (3), Archeology group (3), a tour of the department offices and laboratory facilities and meeting with graduate students (~17 in attendance). The Review Team and Dean McComb met once again with Professors Shaw, Tilt and Minc for final questions. Once done, the Review Team met in Executive Session to share perspectives on programmatic activities during the past 10 years and the stated perspective of the faculty, students and Dean Rodgers. The Review Team agreed to individually prepare a draft for assigned sections of the final report. The completed draft was shared, revised and accepted by all Review Team members prior to submission to Dean McComb on **Oct 25, 2012**.

3. DETAILED FINDINGS

A. The fit of the mission of the program and its relationship to the mission of the academic colleges and University mission.

The AAGP seeks to apply anthropological insights to human problems. This is an excellent fit for a major Land Grant university like OSU. Furthermore, the specific focal areas of the program (articulated on p. 14 of the self-study) align very well with OSU's Strategic Plan. Interestingly, the mission and goals of the program do not align as closely with the theme of the School of Language, Culture and Society, "Social Justice", which is not presented in the Self Study document but was described during the Site Review. While some of the focal research areas in the AAGP are a very good fit with a "Social Justice" theme (food equity, for example), other areas of strength in research and teaching (archaeology, for example) are more loosely connected. The apparent mis-match may be partly a function of the very recent re-organization of the units, which eliminated a stand-alone Department of Applied Anthropology and put the

AAGP into the structure of a larger school. It is inevitable that a change such as this will result in some level of confusion, and that some of this confusion might clear up over time. On the other hand, the Review Team is concerned that there may be fundamental differences in focus between the School of Language, Culture and Society and the AAGP that could make it especially difficult to achieve a cohesive culture.

Recommendation 1: Administrators from the CLA, School of LCS and AAGP should revisit the linkages between the missions of the School and the AAGP.

B. Reorganization, Vision and Culture Issues

The reorganization has led to a perceived loss of identity, power and control among faculty and graduate students in the (now) Anthropology Program. Some subgroups within anthropology feel particularly marginalized. Students particularly note that the program has been placed with a school in which humanities approaches predominate, as opposed to social science approaches. This is a key attack on their identity as applied anthropologists are concerned with mixed methods. The vision of the school is also an issue—it is not clear that everyone has bought into “social justice” as a unifying theme, or that this is appropriate. Moreover, and importantly, justice is a culturally-imbedded concept. The idea of Social Justice may or may not be directly exportable to the international locations where Applied Anthropology faculty and students conduct research and fieldwork. In some settings, “Social Justice” may sound like jingoism.

One motivation for the reorganization is that there is a feeling among higher university administration that departments/disciplines are not suited to solved contemporary social problems. An interdisciplinary approach is favored. The irony of this is that anthropology, probably the most applied and interdisciplinary unit of the new school, is the one feeling the most threatened.

In addition, these reorganization efforts have the potential to undermine the overall goals of OSU. Applied anthropology has a long history at OSU, and was well known nationally for the department’s commitment to graduate training in applied anthropology. MA graduates easily found jobs working in public and private agencies devoted to the solving of contemporary

social problems. But without the autonomy necessary to maintain a coherent vision and long term plan, and the authority over the budget necessary to carry this out, applied anthropology at OSU may not be able to maintain this nationally recognized position. Faculty feel the need to preserve the autonomy and identity of anthropology. They are concerned about development of a vision of where applied anthropology program should go and how it should develop, but are not clear how they can move towards that without a chair and a budget. And they need the ability to hire the type of faculty they need. Since new hires pick their tenure home, anthropology cannot necessarily determine what kind of hire will be made in these cases. This is a key problem. Anthropology at OSU is one of less than two dozen programs/departments in the US which train students in applied anthropology. Certain standard curricular offerings are expected in these programs, and to remain competitive with the other programs, the OSU AAGP must continue to provide these courses. Additionally, there must be the opportunity for specialized training in fields such as medical anthropology, archaeology, etc. Competing for hires against the needs of other programs, or operating in an environment where a hire must be leveraged to meet the needs of multiple other programs in the school (let's just get an archaeologist who works in France on women in prehistory), will not adequately address the needs of the OSU AAGP. Ultimately, the program will become less competitive nationally.

Higher administration at OSU needs to understand that applied anthropology is in itself a multidisciplinary endeavor. But it is built from a solid core of values and approaches unique to anthropology. These include a focus on culture and cultural differences, and a holistic perspective. Anthropologists are particularly adept at being the ones on a multidisciplinary team who can identify the larger picture and co-ordinate ways in which diverse perspectives and all contribute to the problem at hand. This approach is fundamentally different from an interdisciplinary unit such as women's studies, where people trained in many different fields bring their expertise to bear on women's issues. Applied anthropologists do the reverse—from a core culture, they move out to interact with scholars and activists coming from other disciplinary perspectives.

Recommendation 2. Applied anthropology needs a more autonomous position within OSU. The fit in the current school is not good. Discussions should first take place within the anthropology program about these issues. Then they should be discussed with

higher administration. While OSU wants to move away from departments, perhaps a center/institute for applied anthropology might be appropriate. Additionally, each anthropologist might be given a joint appointment in another appropriate unit—such as public health, geology, nutrition, etc. This might be a way to finesse the identity needs of applied anthropology while recognizing that these faculty members are indeed highly involved and committed to the interdisciplinary goals of the university.

C. Quality of students

Overall, the quality of students is reasonably good. More importantly, student quality – at least as measured by GRE scores, appears to be increasing, although the apparent trend is strongly influenced by the fact that both verbal and quantitative GRE scores were much lower in 2007 –the first year presented in the document – than in subsequent years.

The gender and resident vs. non-resident distribution of the student population are reasonable. Of course it would be nice to see a greater proportion of minority students, but their representation is not out of line with other OSU graduate programs.

Recommendation 3: There should be continued effort to improve student quality. This can be achieved through 1) improved funding for students (see below), 2) developing a more active recruitment of high quality students, perhaps through closer coordination with the recruitment efforts in the Graduate School.

D. Admissions selectivity

Overall, the program admits slightly less than 1/3 of the applicants, which represents a reasonably high level of selectivity. On the other hand, for the six years of data provided in the self-study report, only in the most recent year (2012) were the average GRE scores for admitted students greater than for rejected students. It appears that the ‘selection’ process is more likely to favor higher GRE scores now than in the past. Interestingly, the GRE scores of applicants have not changed significantly over the six year time period presented in spite of the

fact that there is a trend to improved scores in the admitted students, so the improvement in student quality noted above (at least in terms of GRE scores) is entirely a function of the selection process rather than recruitment. Obviously, GRE scores are only one of many metrics for evaluating student quality, and probably a poor one at that. But these are the only metrics available to the Review Team.

Recommendation 4: Develop a more deliberate process for selecting high quality graduate students. This might include identifying metrics in addition to GRE scores that predict student success and recruitment and selection on the basis of those metrics.

E. Level of financial support of students

The level of support for students in the AAGP is poor compared with the general graduate student population at OSU. Compared with other OSU graduate students, graduate students in AAGP are more than four times more likely to be dissatisfied with the level of financial support, and an equal proportion is more likely to be dissatisfied with the equity of distribution of support within the program, which is curious in a School that explicitly focuses on social justice. Few graduate students in AAGP have an externally-funded scholarship or fellowship, and only 20% have continuous internally-funded scholarships or fellowships. Most students are funded on Teaching Assistantships at the minimum level (0.2 FTE) that provides tuition. From one perspective, this is a reasonable distribution of limited funds in a way that provides support for the maximum number of students and still covers their tuition. From another perspective, the students in the program are likely to have severe financial challenges that distract them from their academic pursuits, and they will be saddled with significant debt that will persist for many years after they graduate. Improved financial support for students will greatly enhance recruitment of high-quality graduate students (above).

Recommendation 5: Develop a multi-faceted plan to increase financial resources to support graduate students. The plan should have explicit goals that include targets for increased faculty support of graduate students as GRAs on grants, increased internal and external scholarships and fellowships, and increasing the average FTE per student (we suggest a target of 0.49 for PhD students). A program that provides assistance to

faculty in grant writing and developing interdisciplinary collaborations for grants, incentives for including graduate student support in grant budgets, and rewards for success in obtaining student funding is most likely to be successful.

F. Curriculum strength

The graduate students in AAGP seem pleased with the quality of the individual faculty in their program and their commitment to teaching and advising. On the other hand, students are not at all pleased with the availability, or in some cases, the quality of some of the courses available to them. In terms of availability, many required courses are taught only every other year or every three years, and students seem mystified about when and whether courses will be offered. Apparently this problem has been most severe in the recent year because many faculty were on sabbatical leave or had other conflicts at the same time, and the Director of the School is aware of the problem and has resolved to make sure it doesn't happen again. However, the ratio of students to faculty is very high in this program, and the inevitable consequence is that there is very little flexibility in course offerings.

Another consequence of the high student-to-faculty ratio is the necessity of combining a large number of graduate courses with undergraduate courses – which at OSU are known as “slash courses”. Slash courses have been at the top of the “complaint” list for OSU Graduate Students for many decades, and are a particularly serious problem in programs that have a large number of undergraduates in comparison with graduate students and a relatively small faculty. In the AAGP it may be possible to alleviate this problem in part by improving the quality of the slash courses. The Review Team noted that well over half of the course descriptions provided in the Self Study document for “slash courses” did not even articulate graduate-level outcomes, and many of those that did attempt to distinguish between graduate and undergraduate level expectations mentioned course requirements (such as a term paper) rather than learning outcomes. Assistance for faculty in better understanding appropriate learning outcomes for graduate students, as well as assistance in instruction to achieve these outcomes, could be helpful. But there is no denying the fact that this faculty is stretched to its limit in providing high-quality graduate instruction. This is not a condemnation of the quality of the faculty, but rather a consequence of their small number.

Most of the graduate students are unaware of the university-level requirements for graduate students. For example, they do not know about the policy requiring training in Research Ethics, recently adopted by the Graduate Council. The AAGP self-study does not specify how this training is delivered. We suggest this issue be addressed directly.

Recommendation 6: Review course outcomes for all graduate courses and revise as necessary to make sure that graduate outcomes are explicit and appropriate. Offer convenient workshops to faculty to help with this and to help them design learning activities to achieve the stated outcomes without over-burdening the faculty. The Center for Teaching and Learning can assist with this.

Recommendation 7: Develop a plan to reduce the faculty-to-student ratio. This plan should be proactive rather than reactive – i.e., it should anticipate retirements and future needs and should lay out a commitment by School and College administration to provide sufficient faculty numbers and expertise to sustain the program. The plan might also consider enhancing the teaching capacity of the AAGP by adding adjunct and courtesy faculty.

Recommendation 8: Improve communications with graduate students about course offerings and program requirements, including university-level requirements.

Recommendation 9: Develop a plan for ethics training of AAGP graduate students consistent with the standards and practices in the field of Applied Anthropology.

G. Level and quality of infrastructure

The program is housed in a large, old building that has been under-occupied for many years. Consequently, there is quite a bit of space available to the program, even though it is spread out over many floors. The faculty offices are simply stunning, and the new faculty lounge is nice – especially for a faculty of this size. Office space for graduate students is uneven, in some cases with eight or more students crammed into a very small office with barely room for their chairs, and in other cases with much more commodious office conditions. Also we are not sure whether there is any common space, such as a lounge, available to graduate

students. (We note that in many departments at OSU, the “lounge” space is open to faculty and students alike). The laboratory space available to the archaeology program appears ample and the computing infrastructure is impressive, although there may be a need for additional storage for archival of artifacts and for field equipment. There are other programs that do not have such ample laboratory space available, but they do not appear to be cramped. In the short time available to the Review Team there were many questions that could not be addressed, but we have some concern that graduate students are not provided adequate support for access and training to computer software. It appears that this support is provided ad hoc by individual advisors or teams and that there is no provision on the program or School level to provide such support to students.

Recommendation 10: Make sure all students in the program have access to computer software and computer support.

H. Quality of organizational support

Largely because of the recent reorganization, the support structure within and external to the Anthropology Program is still in flux. Students seem very pleased with the clarity and direction that Bryan Tilt is bringing to the graduate program. On the other hand, students and faculty alike appear to feel “leaderless” – which is not to fault the current leadership structure so much as to point out that there are difficulties in the transition. The Review Team was especially concerned that the ideas and perspectives offered by Dean of the College of Liberal Arts did not indicate a strong alliance with the Anthropology Program. Potentially problematic is the limited evidence that the administration is willing or able to provide adequate support to maintain sufficient faculty numbers in this program to sustain a high quality PhD program. It is noteworthy that the Director of SLCS intends to attend all of the Anthropology Program faculty meetings, and this interaction may go a long way to improve support for and communications with the Program.

Recommendation 11: The Anthropology program and the AAGP should actively seek to elevate the profile of their program within the School, College and University. One way to do this is to rotate responsibilities among faculty and students to write “press

releases” or other promotional materials. Such a project might be integrated into the “Uses of Anthropology” course, which would provide valuable training for students in making applied anthropological research available to multidisciplinary audiences. These materials might be included in newsletters and other communications on all of these levels, and also be included on the AAGP’s website.

Recommendation 12: In addition to attending Anthropology faculty meetings the Director should periodically meet with small groups of anthropology faculty and graduate students to gain a more personal sense of the program.

I. PRODUCTIVITY

1. Level and Quality of Student Performance. The graduate students in AAGP are composed primarily of MA candidates (~75%) with some Ph.D. candidates (~25%). From 2007 to 2012, 60 MA candidates entered the program, 4 (6.7%) left without completing the degree requirements, 29 (48%) completed the degree requirements. Most MA students completed their degree requirements within 4 years of entering the program. The remaining students (27 or 45%) are still enrolled in the program. The Ph.D. program began in 2006; from 2007-2012, 19 students entered the program. Three students have completed the Ph.D. (~16%), 1 (~5%) left the program; the remaining 15 (79%) are still enrolled in the program.

The students have received several awards [Alumni Scholarship, Wilbur “Buck” Davis Memorial, Service to undergraduate education, Thomas Hogg Book scholarship, SYLFF fellowship for international research, McNair scholarship, et al]. While MA and doctoral students’ thesis/dissertation titles are listed, there is no evidence of publication of student research in peer reviewed journals. In fact, the Alumni Survey indicated that the majority of students do not publish their research. While there is evidence that graduate students in the AAGP attend national meetings (46 awards to graduate students for travel to conferences are noted in the self-study), it is not clear how many of these students presented their research.

Recommendation 13: Characterize causes for lack of completion of the degree and develop strategies to increase completion rate.

Recommendation 14: Articulate publication expectations for students.

Recommendation 15: Encourage faculty and graduate students to seek graduate fellowships, including OSU Graduate Fellowships.

Recommendation 16: Roughly 75% of the students in the program are MA candidates. The Provost has emphasized the training of Ph.D. candidates. If the AAGP wants to increase the # of Ph.D. candidates, the AAGP needs to develop a plan (with metrics) for the growth of # of Ph.D. candidates in the AAGP. In conjunction with this, the AAGP needs to develop funding mechanisms that assures students of adequate GTA/GRA/Fellowship support for the duration of their graduate program.

2. Level and Quality of Faculty Performance. The faculty, on average, published 3 refereed or other manuscripts/books per year during the 2007-2012 timeframe. During this same time the faculty received over \$5 million (~\$1 million/year) in research support from federal, state, industry and foundation sources. This represents highly commendable research productivity as measured by receipt of grants/research support and publication of peer-reviewed manuscripts. The webpages for the faculty, however, do not contain updated lists of publications or research support. The Program Review document also does not contain a list of presentations at professional meetings or invited presentation.

Over the last five years, however, the faculty received many awards and honors and served on numerous editorial boards for peer-review journals and reviewed books. They have also provided service to the state and national boards, societies/associations and government. As such, the faculty are well-engaged at the local, state, national and international level. The faculty appear to be doing a good job of publishing scholarly work and obtaining extramural support.

Recommendation 17: Faculty websites need to be updated for publications, presentations and grants. This could be done by a staff person, were one available.

Recommendation 18: Extramural support should include GRA support for graduate students.

3. Viability of Scholarly Community within Which Students Can Interact.

While seminars occur in the program, neither students or faculty shared information on these seminars, such as the # of internal and external speakers, or seminars devoted to professional development/preparation. Thus, it is unclear if the students are exposed to views of their discipline outside of OSU. Moreover, it was unclear if the students have the opportunity to present their research in a public forum.

Recommendation 19: Engage graduate students in periodic seminars as speakers in and organizers of the seminar series.

Recommendation 20: Develop a Graduate Colloquium for which each graduate student is required to present their thesis/dissertation findings. This could be held once a year. Discussants could be drawn from appropriate other disciplines across campus, thus contributing to the interdisciplinary goals of the university as well as publicizing applied anthropology in other areas of the university.

Recommendation 21: Maintain a list of seminar speakers. Provide an opportunity for students to meet with outside speakers to discuss research issues.

J. OUTCOMES

1. Professional viability of Graduates.

The AAGP is dominated by MA candidates. Since 2007, 52 MA and 2 PhD graduated from the program. Of the MA graduates, 30 are employed by various states (Oregon, Washington, California, Florida, Michigan, etc), federal agencies (US military) or enrolled in Ph.D. programs. Of the 3 PhD graduates, one is employed by NOAA in Seattle and the others

are program coordinators at OSU. Of the students for which placement data are available, the majority are employed in fields related to anthropology.

Employers of graduates from programs such as the AAGP at OSU note that the skills they find most important in new hires are ability to write and critical thinking. Such skills are not always identified by those of the opinion that learning should be oriented to fill the needs of the market place; that the primary job of the academy is to prepare students to compete in the market place. However, training for employment in applied anthropology should focus on opening and stimulating the minds of its students. The AAGP should have as its primary goal helping students learn to be curious, to have open minds, to be able to approach a problem from multiple sides, and to think critically. The market will absorb such thinkers and teach them the skills they need to be successful.

Recommendation 22: The AAGP should continue to stress writing abilities and the development of critical thinking in students in the program

2. Satisfaction of Students and Graduates.

Data for the satisfaction level for graduates of the program was obtained through 3 surveys: 1) a survey of current graduate students; 2) an exit survey of graduating students between 2010-2012; 3) a survey of alumni from the past 10 years. The current students were generally satisfied with their program and would choose the AAGP again. Moreover, they would recommend the program to prospective students. Their reason for coming to OSU-AAGP is the quality of the faculty and the Anthropology program.

Concerns expressed by the current students in both the surveys and in our meeting with the students were: 1) scheduling and availability of graduate level courses for completion of degree requirements, this applied to major and minor courses; 2) teaching graduate level courses at the appropriate level, this likely concerns slash courses; 3) initial advising could be improved. The exit survey by the Graduate School provides a comparison of the AAGP with all OSU graduate programs. Areas where the AAGP deviated negatively from other OSU graduate programs include: 1) fairness in distribution of graduate student financial support in the form of

GTA, fellowships and other sources of funding; 2) need to obtain student loans, financial aid or borrow money for program completion, it is high amongst AAGP students; 3) ~40% of students were not satisfied with the program advising and guidance; 4) ~50% were not satisfied with the explanation of survival strategies in graduate school and 40% were not satisfied with help received to find professional employment. The alumni survey indicated that the top reason for getting a graduate degree at OSU was to get a promotion at a job. Of these respondents (28 former students) most were satisfied-very satisfied with their program at OSU. As stated earlier, most of these students did not publish their research in a scholarly format, other than their thesis/dissertation.

Recommendation 23: Provide adequate GTA/GRA support for the graduate students.

Recommendation 24: Provide adequate advising for all entering students. Assess mentoring yearly through reviews/surveys/townhall meetings; and make changes in the program accordingly.

Recommendation 25: Encourage students to publish their research in peer-reviewed journals.

3. **Rankings/ratings.**

The Program Review document provided no information on rankings or ratings.

Recommendation 26: The program needs to identify methods to establish rankings and/or ratings for the MA and Ph.D. program. This information is useful to measure how the program compares to other programs nationally. Such information can be used for faculty and student recruitment.

4. **CONCLUSIONS**

A. Strengths of the Program

1. The staff, faculty, and facilities are impressive, in particular the archaeology labs.
 2. Bryan Tilt is doing an excellent job as Graduate Director.
 3. The faculty are open to the graduate students; the students really seem to like the faculty.
 4. There is a good sense of camaraderie among the faculty
- B. Needs Internal to the Anthropology Program
1. Slash courses continue to be an issue, though efforts have been made and continue to be made to address this issue.
 2. There should be a departmental list-serve for grad students and faculty through which jobs (and other important information) can be widely and quickly shared.
 3. Availability of courses for graduate students, slash courses, and funding are all concerns for grad students.
 4. More graduate students are needed for the stand-alone graduate courses—consider development of an anthropology certificate.
 5. Archaeology labs need more space, particularly for curated materials.
 6. The balance of MA/PhD students needs to be considered in terms of faculty workloads. Support for Ph.D students should be sought from grants.
- C. Reorganization, Vision and Culture Issues
1. The reorganization has led to a perceived loss of identity, power and control among faculty and graduate students in the (now) Anthropology Program. Some subgroups within anthropology feel particularly marginalized.
 2. Students particularly note that the program has been placed with a school in which a humanities approach predominates, as opposed to social science approaches. This is a key attack on their identity as applied anthropologists concerned with mixed methods.
 3. The vision of the school is an issue—it is not clear that everyone has bought into “social justice” as a unifying theme, or that this is appropriate.
 4. The department needs to explain to Susan, Larry, and others the differences between the culture of anthropology vs. interdisciplinary culture. The identity needs of the anthropology need to be finessed.

5. There is a feeling among higher university administration that departments/disciplines are not suited to solve contemporary social problems. An interdisciplinary approach is favored. This runs counter to the culture of anthropology.
6. Susan does not agree that the reorganization has created identity problems as well as problems for long term program development.
7. New hires are a problem. While they pick their tenure home, anthropology may not be able to determine what kind of hire will be made.
8. Faculty feel the need to preserve the autonomy and identity of anthropology
9. Faculty are concerned about development of a vision of where applied anthropology program should go and how it should develop, but are not clear how they can move toward that without a chair and a budget. And the ability to hire the type of faculty they need.

D. Graduate Student Issues

1. Some of the required courses are not felt to be relevant for the archaeologists. Either requirements need to be changed or the relevance of these courses (ethnographic methods) needs to be clarified.
2. Most grad students are appointed at the same FTE, but workloads vary.
3. Scheduling of the methods course and other required courses may not be optimal for student requirements. Regular meetings between faculty and students should be instituted. Having graduate representation at faculty meetings and/or town hall meetings held biannually would help bring student concerns to the faculty.

E. Support Staff

1. Staff support is woefully inadequate.
2. About a quarter time position needs to be solely devoted to the graduate program.
3. Faculty need staff support for grant writing. This should not be in terms of required workshops, and /or web based instructions for faculty, but rather actual support staff who can do some of the hands on work required for larger grants (e.g., NIH).

F. New Faculty Lines Needed

1. The student/faculty ratio is much too high.

2. Medical anthropology is carrying too heavy a load of advisees (one person is on 20 committees, 10 as advisor). Another medical anthropologist is needed.
 3. More archaeologists are needed. Currently 2.5 faculty are serving 22 students.
- G. Relationships between the Anthropology Program and Other units in the University
1. There is a need for funding transparency. Faculty need to know where the money comes from and where it goes. This is true within the school and between the college and the school.
 2. The faculty are fearful that their voices won't be heard about the future of anthropology within the school
 3. The Anthropology program coordinator must have authority to make decisions that are in the best interest of the AAGP, such as graduate student stipend levels, recruitment of students, scheduling classes, assigning teaching, scheduling faculty meetings, etc.
 4. The dean gave frequent examples drawn from women's studies. Susan must advocate for anthropology to the dean.
 5. Anthropology needs more self-promotion within the University. Faculty and students are involved in a wide range of interdisciplinary projects. They must make sure that these activities are recognized by a university increasingly giving attention and resources to interdisciplinary approaches.



Memorandum of Understanding

Proposal to Extend an Existing OSU Program From OSU-Main (Corvallis) to OSU-Cascades (Bend)

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

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>
Please attach Executive Summary Proposal, Library Evaluation (performed by the library), Letters of Support (if any), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Title of Program (include if it is a major, minor, option or certificate)

Effective Term/Year

Low-Residency MFA in Creative Writing

Fall 2013

School/Department/Program:

College:

School of Writing, Literature, and Film / Dept. of English

CLA

I have reviewed and approve this proposal:

Corvallis-Based Faculty and Administration

Cascades-Based Faculty and Administration

3/6/12

Sign (Dept. Chair/Head; Director)

Date

Anita Helle

Print

2/22/12

Sign (Dept. Chair/Head; Director)

Date

Neil W. Braune

Print

4/2/12

Sign (Dean of College)

Date

Lawrence Rodgers

Print

2/22/12

Sign (Dean of OSU-Cascades)

Date

Marla E. Hacker

Print

4/9/12

Sign

Date

Gary L. Beach

Print

2/22/12

Sign (CEO OSU-Cascades)

Date

Rebecca L. Johnson

Print

New MOU Proposal

Low Residency MFA in Creative Writing Cascades

Status: Pending Review - Graduate Council Chair ([Previous Version](#))

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1. Review - College Approver - Liberal Arts

Approved by [Helene Serewis](#) Exec Asst to-Dean / Liberal Arts Admin, April 20, 2012 12:57pm

Comments

Helene Serewis (College Approver - Liberal Arts) April 20, 2012 12:57pm

The CLA Curriculum Committee approves this proposal.

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, April 23, 2012 4:12pm

Comments

Sarah Williams (Curriculum Coordinator) April 23, 2012 4:12pm

Following approval of the CLA Curriculum Committee, this proposal is being moved to review by Budgets and Fiscal Planning.

3. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), May 25, 2012 10:01pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) May 25, 2012 10:01pm

The BFP group would like to see a detailed breakdown of the anticipated revenues for this program and a detailed breakout of the personnel, their salaries, FTE and OPE costs

4. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, September 20, 2012 12:03am

Comments

Cornelius Browne September 20, 2012 12:03am

I have added two explanatory paragraphs about hiring in response to questions from the BFP group. The additional paragraphs can be found on page eight, section 3a of the proposal.

Also in response to queries from the BFP group, I have posted a budget addendum under "Other Attachments."

5. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), October 3, 2012 10:50am

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) October 3, 2012 10:50am

This proposal is being returned because the BFP group, the Graduate Council and the Provost have, in the past, indicated that they do not regard programs where large numbers of faculty are appointed at 0.49 FTE as sustainable, appropriate ways to construct programs. While these groups recognize the utility and need for part time faculty, a program that seems to be largely based upon faculty who are not receiving health insurance and retirement benefits is not acceptable. We suggest that these faculty be appointed at > 0.5 FTE allowing them to have full benefits. In addition, it is not clear to us the number of regular OSU faculty and the number of newly hired Cascades faculty participating in this program in each year and how these people are designated in the budget.

6. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, November 8, 2012 5:28pm

Comments

Cornelius Browne November 8, 2012 5:28pm

I have attached a newly revised MOU and budget sheets addressing the BFP group's concerns.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to teach in biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model

7. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), November 16, 2012 9:54am

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) November 16, 2012 9:54am

We are returning this proposal for corrections and needed additional information. The items needing attention are: (1) Please edit the proposal to remove the "mfa mou browne .doc (10/03/2012) and the "MFA Budget Addendum.xlsx" (10/03/2012). We believe these obsolete files could confuse readers. (2) Under Personnel in the budgets, please either footnote the budget page or describe, in the narrative, that the 70K\$ is the salary of the director, the 33.5K\$ is the OPE for that salary (and how that number was estimated). (3) Under Personnel in the budgets, please add the salaries to be paid to OSU faculty participating in the program and the relevant OPE costs (and the basis for the estimates.) (4) Under Supplies and Service, please indicate the breakdown between Supplies and Services (where we understand the Services are the Personal Service Contracts for the "guest faculty" and how these estimates were made.) (5) Indicate the inflation factor used in estimating the expenses in years 2-4. (6) In Column E of the budget, please indicate the estimated revenue from tuition (or other sources) for each year

8. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, November 17, 2012 8:53pm

Comments

Cornelius Browne November 17, 2012 8:53pm

All changes have been made to the budget sheets, and the proposal has been edited to reflect the most recent changes only.

9. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), November 19, 2012 3:30pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) November 19, 2012 3:30pm

Please correct errors in the budget

10. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, November 19, 2012 9:16pm

Comments

Cornelius Browne November 19, 2012 9:16pm

Errors in the budget have been corrected, 11/19/12.

11. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), November 20, 2012 1:43pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) November 20, 2012 1:43pm

This proposal is approved with the following conditions and advisories. All of the supply expense should be put together in the supplies budget with appropriate adjustments elsewhere. This includes the \$12,000 of general supplies, the \$15,000 of director's supplies and the computer (\$3000) for the director. The Director of the Office of Budgets also advises that the RAM monies are not allocated to the units and you should plan without that revenue.

12. Review - Graduate Council Chair

Pending Review

More Queued Reviews (3)

Curriculum Council Chair; Academic Programs; Catalog Coordinator

**Extend: MFA in Creative Writing (Low Residency)
From OSU-Main to OSU Cascades**

**School of Writing, Literature, and Film
College of Liberal Arts**

**March 2012
Proposed Effective Term: Fall 2013**

CPS Tracking #: 83436

1. Program Description

a. Program title, level

- MFA in Creative Writing
- CIP# 231302

CIP # 231302

Title: Creative Writing

Definition: A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts. .

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. OSU main campus department and school/college under which the program is offered.

- School of Writing, Literature, and Film, College of Liberal Arts

c. Who will be the administrator(s) of the OSU-Cascades program?

- Marla Hacker, Dean of Academic Programs
- Neil Browne, Director, American Studies
- A faculty board with representation from English and creative writing at OSU/Corvallis and at OSU Cascades will be created to oversee the program.
- The OSU Low-Residency Faculty Board will be an appointed board consisting of 2 OSU Cascades faculty members, along with 3 members the OSU Corvallis MFA. The Low-Residency MFA Faculty Board would draw on strengths of faculty knowledgeable in low-residency programs to provide artistic and curricular guidance for a 21st century program suited to OSU and the unique opportunities of OSU/Cascades. The Low-Residency Faculty

Board would also be represented in the hiring of a Director through a national search process. Once a Director is hired, the Board would serve in an ongoing function as a recommending body on artistic and curricular direction, while day-to-day operations are in Bend.

- The low-residency program is administered under the same conditions as other graduate programs at OSU-Corvallis, with governing authority ultimately belonging to the Chair of English/Director of the School of Writing, Literature and Film, and local authority on day-to-day operations belonging to OSU-Cascades.
- d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicates how each course will be offered at OSU-Cascades [resident course {COCC, OSU, OU, EOU, other}, distance education, web, etc.].
- The proposed MFA in Creative Writing at OSU-Cascades (low residency) extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The MFA in Creative writing at Cascades—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

Extend

- CPS #: **83436**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83436>
- CIP #: **2321302**
- SIS #: **8920**
- Degree Types Offered: **Master of Fine Arts (MFA)**
- Program Types: **Graduate**
- Academic Home: **Department of English, School of Writing, Literature, and Film, College of Liberal Arts**
- Options: **Not applicable**
- Areas of Concentration: **No change (existing)**
 - Fiction
 - Nonfiction Writing
 - Poetry
- Undergraduate Minors: **Not applicable**
- Graduate Minors: **Creative Writing (existing)**
- Course Designators: **WR (Existing)**
- Delivery Mode and Location: **OSU-Cascades**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None** (enrollment will be reevaluated in five years)
- Accreditation: **None currently** (Submission to the Associated Writing Programs (AWP) to

request a site visit in two years.)

- Proposed Start Date: **Summer Term or Fall Term 2013** (Banner 201300 or 201301)

- The OSU-Cascades MFA Program in Creative Writing is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades MFA Program are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers.
- Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with professional mentors who guide each student's study of craft and provide written commentary on their student's work. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world. Included in the requirements of both professional mentors and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in the packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.
- The OSU-Cascades MFA Program in Creative Writing requires four residencies of eight to ten days for 40 days in residence overall. Residencies are typically scheduled at the beginning of summer and winter terms. Students are required to attend each residency. During the eight- to ten-day residencies at the host campus, students attend workshops, lectures, panel discussions, seminars and literary readings led by the program's professional mentors as well as guest authors and representatives of the publishing industry. During the residency period, students, with the professional mentor's assistance, develop a reading list and study plan for the mentored portion of the term. The goal of each residency is to 1) broaden and deepen each student's knowledge and practice of creative writing; 2) develop a supportive literary community for students that offers encouragement and constructive criticism in workshops, seminars and one-on-one discussions with professional mentors; 3) educate students about publishing and editing through panels and informal conferences involving publishers, editors and agents during the residency period; and 4) generate a list of works to be included in the annotated bibliography.
- Assessment:

Learning Outcomes

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

Outcome 2: Develop and employ methods of intensive revision.

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521 or WR 524), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the "uncanny" novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA

students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

Measurement

Outcome 1: The student's writing is assessed in three ways. Students submit original work to the workshop throughout the two-year program, and receive extensive feedback, both oral and written, from their peers and professional mentor; students enroll in 12 credit hours of thesis/writing and conference, in which they work one-on-one with a professional mentor who assesses their progress; and students take a two-hour oral examination. The exam measures the quality of the thesis's individual parts, as well as how it coheres as whole.

Outcome 2: Students study and practice methods for revision in workshops and in consultation with the professional mentor. In workshop, participants describe, explore, and evaluate the premises of works in progress, with an eye toward editorial improvement. Revised drafts are submitted to the workshop for consideration and further suggestions. In conferences, students present revisions of work, and professional mentors offer both conceptual and sentence-level suggestions, as well as providing literary models that may assist in the revision process.

Outcome 3: Mastery of various literary theories and techniques is assessed through craft courses and workshop. Craft courses involve both critical writing and creative writing: Students study technique as demonstrated in their readings, analyze technique in their critical papers, and practice technique in creative exercises.

Outcome 4: The understanding of the contemporary creative writing field is measured through the oral examination.

Outcome 5: This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's bibliography project, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

- **AUDIT SHEET:**
Master of Fine Arts in Creative Writing

To complete the course of study for the MFA degree in Creative Writing, a minimum of 60 quarter/term hours are required in the following categories:

36 hours/credits in Advanced Fiction Writing / Advanced Poetry Writing and
12 hours/credits in Literary Craft Courses
12 hours/credits in Thesis and/or Writing and Conference

Built into the course work is a sustained critical engagement with a broad range of literature and contemporary writing, which will be demonstrated by an annotated bibliography of at least 60 entries and by the students' participation in literary craft courses during the residencies. This work is equivalent to the literature and composition requirements in the program in Corvallis. Because the low residency program will not be primarily focused on training future teachers, the

requirements in the OSU-Cascades MFA Program in Creative Writing will be tailored to the individual student's need as determined by the student and mentor.

Advanced Creative Writing Courses (a total of 40 credit hours is required). This requirement demands that the student complete ten Advanced Creative Writing courses. The topics will vary. All courses will be offered as 500 level courses only.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)

Thesis/Writing and Conference (a total of 20 credit hours is required).

- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE

Year 1 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop Summer term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Year 2 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop summer term (low-residency):

10 hours WR 503 Thesis

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

All MFA candidates will be required to complete a thesis, which is to be a sustained piece of creative writing of literary merit (for prose, 80-120 pages, and for poetry, 38-45 pages). The thesis will be read by the student's primary advisor and a second reader and approved by the program director. A formal examination will be also required of MFA students. The exam consists of two parts, oral and written, and will usually be given in the student's final term of study, and consists of questions assessing the student's grasp of the history of the genre, the contemporary creative writing situation, influences and models, and matters of craft, all within the context of the student's own writing.

- e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU-Corvallis campus program.
- Though the OSU-Cascades MFA Program in Creative Writing satisfies the same degree as its traditional high residency counterpart in the School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world.
 - The professional mentorship/residency model offers a different approach to delivering the same quality instruction as is offered with the high-residency model. The low-residency

professional mentors are employed on a contract basis which allows the program to assemble highly qualified writers from across the country and represents a cost-savings relative to payroll and benefit costs. The average number of professional mentors, to maintain one-on-one mentoring during off-campus periods is calculated at one professional mentor per four students. The low-residency model emphasizes the professional mentor and student relationship as a way to accelerate learning, thanks in part to the low professional mentor-student ratio and the collaboration of professional mentor and student in designing a program best suited to the student's needs and goals.

- During the mentorship period, students and professional mentors exchange what are referred to as packets. Clear guidelines are provided for regularly scheduled exchanges and responses from the mentor. For each mentoring period of ten weeks (excluding residencies), students submit packets and receive corresponding substantive critical responses from professional mentors at least once a month. A typical packet from the student includes new and/or revised creative work, bibliography of completed reading, critical analysis of reading, and responses to directions and questions from the professional mentor in previous exchange of packets. A typical packet from the professional mentor includes critiques of student's creative work with suggestions for new and substantially revised work, return of student's manuscripts with line-specific suggestions, comments on student's critical analyses of reading assignments, suggestions for related reading to be included in the annotated bibliography, especially books on craft related to student's particular ambitions and style of learning, and individualized instruction about aspects of craft. A student typically studies with a different professional mentor each term and during residencies with several different workshop leaders, thus exposing the student to a variety of literary sensibilities and academic approaches to the study and practice of writing.
 - To graduate, per the established requirements of the OSU-Corvallis high residency program, students must demonstrate expertise in at least one genre and produce a literary work. In addition to required creative work, students are also required to write and present an essay, and to give a public lecture on an issue of literary craft or tradition. The accomplishment of the essay/lecture portion of the graduation requirement is second in importance to the thesis (usually 38 to 45 pages of poetry and 80 to 120 pages in prose). (See also 1.d). The thesis must be defended before a committee of OSU professors.
- f. List any special requirements or prerequisites for admission to the program in Creative Writing at OSU-Cascades
- The requirements will be equivalent to the requirements of the MFA on the Corvallis Campus, with the emphasis shifted to the Advanced Creative Writing and thesis credits.
- g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?
- The program at OSU-Cascades would operate under the accreditation of the English Department and the School of Writing, Literature, and Film.
 - The Associated Writing Programs (AWP) has established standards for low-residency programs, and these will be followed closely in the operation of the program at Cascades. We will invite AWP representatives to Bend for a site visit after two years.

2. Demand

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

- In Oregon, there is one, Pacific University; three in Washington, Pacific Lutheran University, Seattle Pacific University, and Goddard's Port Townsend campus. The University of British Columbia has a low-residency program in Vancouver. Naropa in Boulder, Colorado and two southern California low-residency programs round out the competition regionally.

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

- The Oregon, Washington, and Vancouver low-residency programs are all located west of the Cascades. A program at OSU-Cascades could potentially draw students from Central Oregon, eastern Washington, Idaho, Montana, Nevada, and Northern California. According to the Low Residency MFA Directors' Survey, eight of the 31 programs polled responded that their program is composed of 50% or more in-state students which bodes well for attracting students to an Oregon-based low-residency MFA in Creative Writing program.
- Student populations have grown at state universities and community colleges during the current recession. When the recession ends, the Central Oregon region's population will grow again. Both scenarios contribute to an expected growth in the student population. When family or economics or jobs keep students place-bound, it is the local campus that can offer what they need. However, the MFA in Creative Writing at Cascades will also strive to attract students nationwide. With a strong, nationally recognized pool of professional mentors, the program will draw from across the United States. While serving the region is a central part of the mission of OSU-Cascades, so too is the effort to build nationally known and respected programs in Bend, which in turn contributes to the heightened national visibility of Oregon State University as a whole.
- Therefore, it is important that an OSU-Cascades MFA in Creative Writing program aim to rival the most respected programs in quality and academic rigor. Given the differing goals of the students who enroll, also reinforced by a survey of graduates of other low-residency programs, the great appeal of a low-residency program is its flexibility, which involves the student in the design of his or her individualized curriculum while meeting the requirements of the program itself. The low-residency model attracts more age-diverse applicants annually than the traditional creative writing program. The average age of the student is 36, more in line with the demographic served by OSU-Cascades. Given the population served by OSU-Cascades, the low-residency program will also attract employed students seeking an additional degree while maintaining employment. Low residency answers the requirements of the current economic times as people strive to better position themselves professionally while maintaining employment. The program emphasizes the study of literary craft from within the writer's perspective. It is not, however, a technical or narrow degree. The reading and analytical components of each mentorship period, and the variety of classes and workshops offered during the residency periods, provide well-integrated curricula in the humanities, with the emphasis falling on direction of individual manuscripts, instruction in literary craft, and the actual work of writing. While the balanced study of literature and the craft of writing does make graduates viable candidates for teaching positions, the OSU-Cascades MFA in Creative Writing is not geared toward specifically educating teachers. It can open the doors to many professions, including journalism, editing, marketing and communications and is recognized as important to improve writing, communication and abstract thinking skills in engineering and the sciences.
- For a state university system to offer both a low and high residency MFA in Creative Writing is unique to Oregon and most of the country and would help both programs at both OSU campuses. The OSU-Cascades MFA Program in Creative Writing complements the established high-residency program at OSU Corvallis/School of Writing, Literature, and Film and adds to the breadth of graduate offerings at OSU-Cascades. The addition of a graduate degree in the Liberal Arts creates balance with the current focus on professional graduate programs at Cascades, and also enhances OSU-Cascades' reputation as a well-rounded undergraduate institution, while increasing student enrollment at both the graduate and

undergraduate level. The proposed graduate program underscores OSU-Cascades' growing potential as a destination for writers with national visibility.

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

- AY 2012-2013: 16
- AY 2013-2014: 36
- AY 2014-2015: 40
- AY 2015-2016: 40
- Future enrollment levels will be reevaluated at the five year mark.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

The following list includes Corvallis faculty in the School of Writing, Literature, and Film, who are able to participate in The OSU-Cascades MFA Program in Creative Writing.

-
- Tracy Daugherty, PhD, Distinguished Professor of English and Creative Writing/OSU/Corvallis
- Karen Holmberg, PhD, Associate Professor of English (poetry), OSU/Corvallis
- Ted Leeson, PhD, Senior Instructor, OSU/Corvallis:
- Susan Rodgers, MFA, Associate Professor of English, OSU/Corvallis
- Keith Scribner, MFA, Associate Professor of English, OSU/Corvallis
- Neil Browne, PhD, Associate Professor of English, OSU:
- Henry Sayre, PhD, Distinguished Professor of Art, OSU

The OSU-Cascades MFA Program in Creative Writing will have to hire new professional mentors. As in most low-residency programs, professional mentors are contracted specifically for workshop during the summer periods of service and for extended mentoring. All new professional mentors will be term-limited contract employees, which permits the program and the professional mentors a certain flexibility not possible with a resident faculty. Participation by OSU-Corvallis contracted employees during 9-month period of regular service would be subject to approval by the Director of English/School of Writing, Literature, and Film.

The MFA in Creative Writing (low residency) at OSU-Cascades will offer students a close, sustained working relationship with masters in the field of creative writing, who will function as professional mentors. They will consist of writers who have reached the apex of their profession and are dedicated, committed mentors. The program will build a core mentoring staff, writers who will build extended experience in the program—professional mentors familiar with our format and standards, and able to ensure continuity in the work and development of current students. The program will utilize a rotating pool of highly respected writers.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to facilitate biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model.

- Professional mentors will be drawn from distinguished writers from across the country and internationally who will be contracted on a term to term basis. The importance of a distinguished and artistically diverse pool of accomplished writers who are also excellent teachers can't be underestimated in attracting students and establishing the program's reputation regionally and nationally. In addition, as an extension of the OSU-Corvallis program, the low-residency professional mentors at OSU-Cascades must meet the requirements of instructional faculty as established by OSU-Corvallis standards. Each professional mentor must have at least one book published by a respected press in the genre the professional mentor teaches. Each professional mentor must hold a terminal degree (PhD or MFA).
 - It is important to achieve a balance between the flexibility of part-time mentors and the need for core individuals who work in the program year after year. Given the resources available to the OSU-Cascades program, thanks to its relationship with the OSU-Corvallis MFA program and English department, the OSU-Cascades American Studies program, The Nature of Words and other literary organizations in the region and nation, the OSU-Cascades MFA Program in Creative Writing can assemble a pool of professional mentors of the highest caliber. This strategy guarantees the development of not only a core of accomplished writers and gifted instructors and advisors, but also a rich resource of guest lecturers and panelists qualified to address a wide range topics including perspectives on career, craft and creativity.
- b. Estimate the number and type of support staff needed to provide the program at the new location(s).
- The low-residency program would require a full-time director.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
- The facilities at OSU-Cascades' new graduate center will be used.
- b. Indicate how library needs will be met.
- Library needs will be met in the same way they are met for all Cascades programs. Students can draw on the OSU Cascades and COCC library collections, can order materials from the Valley Library, can access all the same material via databases that all OSU graduate students can access, and students have access to the entire Summit System and the Orbis Cascade Alliance. (See attached letter from library services.)
- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, etc.).
- Students will receive the identical services to which all OSU Cascades students have access. Additionally, support will be offered by the director of the low residency program.

5. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the "Budget Outline" and "Budget Outline Instructions" forms on the Forms and Guidelines Web site.)
- Please see attached documents. OSU Cascades will fundraise to support the OSU-Cascades MFA Program in Creative Writing until it is financially self sustaining.
- b. If the program will be financed from existing resources:
1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.

- The unit will draw funds from existing resources in OSU-Cascades' fund balance in order to start the program, which includes the hiring of a director. The program will support itself on tuition monies once it is underway.
 - 2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.
- There will be no reallocation of resources from OSU Corvallis. There will be no allocation of resources from existing OSU-Corvallis MFA Program in Creative Writing or English/School of Writing, Literature, and Film programs. OSU-Cascades' fund balance will provide the investment to start up the program, and tuition will provide the ongoing monies for the program.

OSU Cascades MFA Program in Creative Writing (low residency)

CIP# 231302

Fall 2013

The proposed low-residency MFA in Creative Writing at OSU-Cascades extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades Low Residency MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The low-residency MFA in Creative writing—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades Low Residency MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis high residency MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

The OSU-Cascades MFA Program in Creative Writing (low residency) is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades Low Residency MFA Program are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers.

Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with a writer/faculty member who guides each student's study of craft and provides written commentary on their student's work. Included in the requirements of both faculty and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.

Though the OSU-Cascades MFA Program in Creative Writing (low residency) satisfies the same degree as its traditional high residency counterpart in the proposed School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies.

**Extend: MFA in Creative Writing (Low Residency)
From OSU-Main to OSU Cascades**

**School of Writing, Literature, and Film
College of Liberal Arts**

**March 2012
Proposed Effective Term: Fall 2013**

CPS Tracking #: 83436

1. Program Description

a. Program title, level

- MFA in Creative Writing
- CIP# 231302

CIP # 231302

Title: Creative Writing

Definition: A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts. .

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. OSU main campus department and school/college under which the program is offered.

- School of Writing, Literature, and Film, College of Liberal Arts

c. Who will be the administrator(s) of the OSU-Cascades program?

- Marla Hacker, Dean of Academic Programs
- Neil Browne, Director, American Studies
- A faculty board with representation from English and creative writing at OSU/Corvallis and at OSU Cascades will be created to oversee the program.
- The OSU Low-Residency Faculty Board will be an appointed board consisting of 2 OSU Cascades faculty members, along with 3 members the OSU Corvallis MFA. The Low-Residency MFA Faculty Board would draw on strengths of faculty knowledgeable in low-residency programs to provide artistic and curricular guidance for a 21st century program suited to OSU and the unique opportunities of OSU/Cascades. The Low-Residency Faculty

Board would also be represented in the hiring of a Director through a national search process. Once a Director is hired, the Board would serve in an ongoing function as a recommending body on artistic and curricular direction, while day-to-day operations are in Bend.

- The low-residency program is administered under the same conditions as other graduate programs at OSU-Corvallis, with governing authority ultimately belonging to the Chair of English/Director of the School of Writing, Literature and Film, and local authority on day-to-day operations belonging to OSU-Cascades.
- d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicates how each course will be offered at OSU-Cascades [resident course {COCC, OSU, OU, EOU, other}, distance education, web, etc.].
- The proposed MFA in Creative Writing at OSU-Cascades (low residency) extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The MFA in Creative writing at Cascades—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

Extend

- CPS #: **83436**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83436>
- CIP #: **2321302**
- SIS #: **8920**
- Degree Types Offered: **Master of Fine Arts (MFA)**
- Program Types: **Graduate**
- Academic Home: **Department of English, School of Writing, Literature, and Film, College of Liberal Arts**
- Options: **Not applicable**
- Areas of Concentration: **No change (existing)**
 - Fiction
 - Nonfiction Writing
 - Poetry
- Undergraduate Minors: **Not applicable**
- Graduate Minors: **Creative Writing (existing)**
- Course Designators: **WR (Existing)**
- Delivery Mode and Location: **OSU-Cascades**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None** (enrollment will be reevaluated in five years)
- Accreditation: **None currently** (Submission to the Associated Writing Programs (AWP) to

request a site visit in two years.)

- Proposed Start Date: **Summer Term or Fall Term 2013** (Banner 201300 or 201301)

- The OSU-Cascades MFA Program in Creative Writing is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades MFA Program are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers.
- Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with professional mentors who guide each student's study of craft and provide written commentary on their student's work. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world. Included in the requirements of both professional mentors and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in the packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.
- The OSU-Cascades MFA Program in Creative Writing requires four residencies of eight to ten days for 40 days in residence overall. Residencies are typically scheduled at the beginning of summer and winter terms. Students are required to attend each residency. During the eight- to ten-day residencies at the host campus, students attend workshops, lectures, panel discussions, seminars and literary readings led by the program's professional mentors as well as guest authors and representatives of the publishing industry. During the residency period, students, with the professional mentor's assistance, develop a reading list and study plan for the mentored portion of the term. The goal of each residency is to 1) broaden and deepen each student's knowledge and practice of creative writing; 2) develop a supportive literary community for students that offers encouragement and constructive criticism in workshops, seminars and one-on-one discussions with professional mentors; 3) educate students about publishing and editing through panels and informal conferences involving publishers, editors and agents during the residency period; and 4) generate a list of works to be included in the annotated bibliography.
- Assessment:

Learning Outcomes

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

Outcome 2: Develop and employ methods of intensive revision.

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521 or WR 524), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the "uncanny" novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA

students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

Measurement

Outcome 1: The student's writing is assessed in three ways. Students submit original work to the workshop throughout the two-year program, and receive extensive feedback, both oral and written, from their peers and professional mentor; students enroll in 12 credit hours of thesis/writing and conference, in which they work one-on-one with a professional mentor who assesses their progress; and students take a two-hour oral examination. The exam measures the quality of the thesis's individual parts, as well as how it coheres as whole.

Outcome 2: Students study and practice methods for revision in workshops and in consultation with the professional mentor. In workshop, participants describe, explore, and evaluate the premises of works in progress, with an eye toward editorial improvement. Revised drafts are submitted to the workshop for consideration and further suggestions. In conferences, students present revisions of work, and professional mentors offer both conceptual and sentence-level suggestions, as well as providing literary models that may assist in the revision process.

Outcome 3: Mastery of various literary theories and techniques is assessed through craft courses and workshop. Craft courses involve both critical writing and creative writing: Students study technique as demonstrated in their readings, analyze technique in their critical papers, and practice technique in creative exercises.

Outcome 4: The understanding of the contemporary creative writing field is measured through the oral examination.

Outcome 5: This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's bibliography project, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

- **AUDIT SHEET:**
Master of Fine Arts in Creative Writing

To complete the course of study for the MFA degree in Creative Writing, a minimum of 60 quarter/term hours are required in the following categories:

36 hours/credits in Advanced Fiction Writing / Advanced Poetry Writing and
12 hours/credits in Literary Craft Courses
12 hours/credits in Thesis and/or Writing and Conference

Built into the course work is a sustained critical engagement with a broad range of literature and contemporary writing, which will be demonstrated by an annotated bibliography of at least 60 entries and by the students' participation in literary craft courses during the residencies. This work is equivalent to the literature and composition requirements in the program in Corvallis. Because the low residency program will not be primarily focused on training future teachers, the

requirements in the OSU-Cascades MFA Program in Creative Writing will be tailored to the individual student's need as determined by the student and mentor.

Advanced Creative Writing Courses (a total of 40 credit hours is required). This requirement demands that the student complete ten Advanced Creative Writing courses. The topics will vary. All courses will be offered as 500 level courses only.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)

Thesis/Writing and Conference (a total of 20 credit hours is required).

- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE

Year 1 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop Summer term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Year 2 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop summer term (low-residency):

10 hours WR 503 Thesis

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

All MFA candidates will be required to complete a thesis, which is to be a sustained piece of creative writing of literary merit (for prose, 80-120 pages, and for poetry, 38-45 pages). The thesis will be read by the student's primary advisor and a second reader and approved by the program director. A formal examination will be also required of MFA students. The exam consists of two parts, oral and written, and will usually be given in the student's final term of study, and consists of questions assessing the student's grasp of the history of the genre, the contemporary creative writing situation, influences and models, and matters of craft, all within the context of the student's own writing.

- e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU-Corvallis campus program.
 - Though the OSU-Cascades MFA Program in Creative Writing satisfies the same degree as its traditional high residency counterpart in the School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world.
 - The professional mentorship/residency model offers a different approach to delivering the same quality instruction as is offered with the high-residency model. The low-residency

professional mentors are employed on a contract basis which allows the program to assemble highly qualified writers from across the country and represents a cost-savings relative to payroll and benefit costs. The average number of professional mentors, to maintain one-on-one mentoring during off-campus periods is calculated at one professional mentor per four students. The low-residency model emphasizes the professional mentor and student relationship as a way to accelerate learning, thanks in part to the low professional mentor-student ratio and the collaboration of professional mentor and student in designing a program best suited to the student's needs and goals.

- During the mentorship period, students and professional mentors exchange what are referred to as packets. Clear guidelines are provided for regularly scheduled exchanges and responses from the mentor. For each mentoring period of ten weeks (excluding residencies), students submit packets and receive corresponding substantive critical responses from professional mentors at least once a month. A typical packet from the student includes new and/or revised creative work, bibliography of completed reading, critical analysis of reading, and responses to directions and questions from the professional mentor in previous exchange of packets. A typical packet from the professional mentor includes critiques of student's creative work with suggestions for new and substantially revised work, return of student's manuscripts with line-specific suggestions, comments on student's critical analyses of reading assignments, suggestions for related reading to be included in the annotated bibliography, especially books on craft related to student's particular ambitions and style of learning, and individualized instruction about aspects of craft. A student typically studies with a different professional mentor each term and during residencies with several different workshop leaders, thus exposing the student to a variety of literary sensibilities and academic approaches to the study and practice of writing.
 - To graduate, per the established requirements of the OSU-Corvallis high residency program, students must demonstrate expertise in at least one genre and produce a literary work. In addition to required creative work, students are also required to write and present an essay, and to give a public lecture on an issue of literary craft or tradition. The accomplishment of the essay/lecture portion of the graduation requirement is second in importance to the thesis (usually 38 to 45 pages of poetry and 80 to 120 pages in prose). (See also 1.d). The thesis must be defended before a committee of OSU professors.
- f. List any special requirements or prerequisites for admission to the program in Creative Writing at OSU-Cascades
- The requirements will be equivalent to the requirements of the MFA on the Corvallis Campus, with the emphasis shifted to the Advanced Creative Writing and thesis credits.
- g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?
- The program at OSU-Cascades would operate under the accreditation of the English Department and the School of Writing, Literature, and Film.
 - The Associated Writing Programs (AWP) has established standards for low-residency programs, and these will be followed closely in the operation of the program at Cascades. We will invite AWP representatives to Bend for a site visit after two years.

2. Demand

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

- In Oregon, there is one, Pacific University; three in Washington, Pacific Lutheran University, Seattle Pacific University, and Goddard's Port Townsend campus. The University of British Columbia has a low-residency program in Vancouver. Naropa in Boulder, Colorado and two southern California low-residency programs round out the competition regionally.

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

- The Oregon, Washington, and Vancouver low-residency programs are all located west of the Cascades. A program at OSU-Cascades could potentially draw students from Central Oregon, eastern Washington, Idaho, Montana, Nevada, and Northern California. According to the Low Residency MFA Directors' Survey, eight of the 31 programs polled responded that their program is composed of 50% or more in-state students which bodes well for attracting students to an Oregon-based low-residency MFA in Creative Writing program.
- Student populations have grown at state universities and community colleges during the current recession. When the recession ends, the Central Oregon region's population will grow again. Both scenarios contribute to an expected growth in the student population. When family or economics or jobs keep students place-bound, it is the local campus that can offer what they need. However, the MFA in Creative Writing at Cascades will also strive to attract students nationwide. With a strong, nationally recognized pool of professional mentors, the program will draw from across the United States. While serving the region is a central part of the mission of OSU-Cascades, so too is the effort to build nationally known and respected programs in Bend, which in turn contributes to the heightened national visibility of Oregon State University as a whole.
- Therefore, it is important that an OSU-Cascades MFA in Creative Writing program aim to rival the most respected programs in quality and academic rigor. Given the differing goals of the students who enroll, also reinforced by a survey of graduates of other low-residency programs, the great appeal of a low-residency program is its flexibility, which involves the student in the design of his or her individualized curriculum while meeting the requirements of the program itself. The low-residency model attracts more age-diverse applicants annually than the traditional creative writing program. The average age of the student is 36, more in line with the demographic served by OSU-Cascades. Given the population served by OSU-Cascades, the low-residency program will also attract employed students seeking an additional degree while maintaining employment. Low residency answers the requirements of the current economic times as people strive to better position themselves professionally while maintaining employment. The program emphasizes the study of literary craft from within the writer's perspective. It is not, however, a technical or narrow degree. The reading and analytical components of each mentorship period, and the variety of classes and workshops offered during the residency periods, provide well-integrated curricula in the humanities, with the emphasis falling on direction of individual manuscripts, instruction in literary craft, and the actual work of writing. While the balanced study of literature and the craft of writing does make graduates viable candidates for teaching positions, the OSU-Cascades MFA in Creative Writing is not geared toward specifically educating teachers. It can open the doors to many professions, including journalism, editing, marketing and communications and is recognized as important to improve writing, communication and abstract thinking skills in engineering and the sciences.
- For a state university system to offer both a low and high residency MFA in Creative Writing is unique to Oregon and most of the country and would help both programs at both OSU campuses. The OSU-Cascades MFA Program in Creative Writing complements the established high-residency program at OSU Corvallis/School of Writing, Literature, and Film and adds to the breadth of graduate offerings at OSU-Cascades. The addition of a graduate degree in the Liberal Arts creates balance with the current focus on professional graduate programs at Cascades, and also enhances OSU-Cascades' reputation as a well-rounded undergraduate institution, while increasing student enrollment at both the graduate and

undergraduate level. The proposed graduate program underscores OSU-Cascades' growing potential as a destination for writers with national visibility.

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

- AY 2012-2013: 16
- AY 2013-2014: 36
- AY 2014-2015: 40
- AY 2015-2016: 40
- Future enrollment levels will be reevaluated at the five year mark.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

The following list includes Corvallis faculty in the School of Writing, Literature, and Film, who are able to participate in The OSU-Cascades MFA Program in Creative Writing.

-
- Tracy Daugherty, PhD, Distinguished Professor of English and Creative Writing/OSU/Corvallis
- Karen Holmberg, PhD, Associate Professor of English (poetry), OSU/Corvallis
- Ted Leeson, PhD, Senior Instructor, OSU/Corvallis:
- Susan Rodgers, MFA, Associate Professor of English, OSU/Corvallis
- Keith Scribner, MFA, Associate Professor of English, OSU/Corvallis
- Neil Browne, PhD, Associate Professor of English, OSU:
- Henry Sayre, PhD, Distinguished Professor of Art, OSU

The OSU-Cascades MFA Program in Creative Writing will have to hire new professional mentors. As in most low-residency programs, professional mentors are contracted specifically for workshop during the summer periods of service and for extended mentoring. All new professional mentors will be term-limited contract employees, which permits the program and the professional mentors a certain flexibility not possible with a resident faculty. Participation by OSU-Corvallis contracted employees during 9-month period of regular service would be subject to approval by the Director of English/School of Writing, Literature, and Film.

The MFA in Creative Writing (low residency) at OSU-Cascades will offer students a close, sustained working relationship with masters in the field of creative writing, who will function as professional mentors. They will consist of writers who have reached the apex of their profession and are dedicated, committed mentors. The program will build a core mentoring staff, writers who will build extended experience in the program—professional mentors familiar with our format and standards, and able to ensure continuity in the work and development of current students. The program will utilize a rotating pool of highly respected writers.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to facilitate biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model.

- Professional mentors will be drawn from distinguished writers from across the country and internationally who will be contracted on a term to term basis. The importance of a distinguished and artistically diverse pool of accomplished writers who are also excellent teachers can't be underestimated in attracting students and establishing the program's reputation regionally and nationally. In addition, as an extension of the OSU-Corvallis program, the low-residency professional mentors at OSU-Cascades must meet the requirements of instructional faculty as established by OSU-Corvallis standards. Each professional mentor must have at least one book published by a respected press in the genre the professional mentor teaches. Each professional mentor must hold a terminal degree (PhD or MFA).
 - It is important to achieve a balance between the flexibility of part-time mentors and the need for core individuals who work in the program year after year. Given the resources available to the OSU-Cascades program, thanks to its relationship with the OSU-Corvallis MFA program and English department, the OSU-Cascades American Studies program, The Nature of Words and other literary organizations in the region and nation, the OSU-Cascades MFA Program in Creative Writing can assemble a pool of professional mentors of the highest caliber. This strategy guarantees the development of not only a core of accomplished writers and gifted instructors and advisors, but also a rich resource of guest lecturers and panelists qualified to address a wide range topics including perspectives on career, craft and creativity.
- b. Estimate the number and type of support staff needed to provide the program at the new location(s).
- The low-residency program would require a full-time director.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
- The facilities at OSU-Cascades' new graduate center will be used.
- b. Indicate how library needs will be met.
- Library needs will be met in the same way they are met for all Cascades programs. Students can draw on the OSU Cascades and COCC library collections, can order materials from the Valley Library, can access all the same material via databases that all OSU graduate students can access, and students have access to the entire Summit System and the Orbis Cascade Alliance. (See attached letter from library services.)
- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, etc.).
- Students will receive the identical services to which all OSU Cascades students have access. Additionally, support will be offered by the director of the low residency program.

5. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the "Budget Outline" and "Budget Outline Instructions" forms on the Forms and Guidelines Web site.)
- Please see attached documents. OSU Cascades will fundraise to support the OSU-Cascades MFA Program in Creative Writing until it is financially self sustaining.
- b. If the program will be financed from existing resources:
1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.

- The unit will draw funds from existing resources in OSU-Cascades' fund balance in order to start the program, which includes the hiring of a director. The program will support itself on tuition monies once it is underway.
 - 2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.
- There will be no reallocation of resources from OSU Corvallis. There will be no allocation of resources from existing OSU-Corvallis MFA Program in Creative Writing or English/School of Writing, Literature, and Film programs. OSU-Cascades' fund balance will provide the investment to start up the program, and tuition will provide the ongoing monies for the program.



Category I Proposal

Guidelines for Addressing Accessibility of New Programs

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

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

Title of Proposal:
Low Residency MFA in Creative Writing / Cascades

Effective Date:

Fall 2013


Department/Program:
OSU Cascades / English

College:

CLA

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

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

 2/20/12 Marla E. Hacker
Sign (Dept Chair/Head; Director) Date Print (Department Chair/Head; Director)

Library Support for the MFA in Creative Writing on Cascades Campus

Cascades' library services offers the collections and services described below in support of the proposed MFA in Creative Writing at Cascades Campus. The curriculum for this program will be identical to the approved program in Corvallis. Consequently, the OSU Libraries already provide much of the support the program is expected to need.

Monographs

Scholarly monographs are the core of Cascades' English Language and Literature collection. We currently collect, in coordination with the Valley Library, monographs and literary texts by and about major American writers. Our local collection is particularly focused on works by Native American, Northwest and Western authors as well as nature and ecology writing. The MFA students' individual needs are expected to be diverse and may often be best served by access to collections beyond OSU. This access is facilitated by our consortial agreements and interlibrary loan services.

The library may need to purchase more monographs in the future to support the MFA literature and craft coursework. This can be done in collaboration with the faculty and students of the program through our Purchase on Demand and Patron Drive Acquisitions services. We plan to focus purchases in Environmental Literature rather than developing a thin and broad literature collection. Currently 11% of the monograph budget goes towards literature. This should remain adequate unless the faculty significantly changes its focus.

Journals

The OSU Libraries subscribe to a range of literary journals. Many core titles such as *Kenyon Review* and *Virginia Quarterly Review* are available electronically. Titles available at Valley Library in Corvallis in print-only, whether the restriction is a result of age, format preference, or publisher availability, are accessible to Cascades students via the Libraries' "Scan and Deliver" program, a service to scan and send electronic copies of articles held in the libraries' print collection.

Cascades also has subscriptions to a few print journals, notably *Publications of the Modern Language Association of America*, along with access to Central Oregon Community College's subscriptions to locally relevant titles such as *High Desert Journal*.

Other important titles such as *New England Review* are included in our state licensed database packages, available online to all members of the OSU community.

Databases

OSU Libraries subscribe to the Modern Language Association (MLA) International Database, a critical resource indexing more than two million books, book reviews,

journal articles, and dissertations back to 1926. This is the primary tool for accessing research and criticism in the language and literature disciplines.

The libraries also subscribe to Project MUSE, a full-text interdisciplinary humanities database and to several JSTOR collections including Arts & Sciences I which includes the full-text of some humanities journals.

All members of the OSU community, including Cascades faculty and students, have online access to OSU Libraries' subscription databases.

Library Staff and Expertise

OSU Libraries English Subject Librarian Stefanie Buck along with the Cascades Librarian will provide needed reference, instruction, and collection support to the program's faculty, staff, and students.

Summary

The OSU Libraries collections are adequate to support the proposed MFA in Creative Writing at the Cascades Campus. The local collection, while small, is focused and addresses the current faculty members' needs and research interests. Additional funding is not needed at this time. If the program grows or its focus shifts, funding may be necessary to build a foundation collection or fill gaps.

Oregon State University Graduate Program Review

Applied Anthropology Graduate Program (AAGP)

October 2012

1. Overall recommendation.

The MA program should be continued and the newly developed PhD program shows great promise. The Administration, however, needs to decide if it is going to provide the support necessary for the Applied Anthropology Graduate Program (**AAGP**) to flourish within the newly reorganized College of Liberal Arts (**CLA**). Key target areas that need attention are: 1) improved financial (stipend) support for AAGP graduate students; 2) improved student-to-faculty ratio in the AAGP; 3) increased staff support is necessary to keep faculty from being overwhelmed with clerical work; and 4) the perception amongst the faculty and students that the reorganization of CLA has led to a loss of identity, power and control of their program must be remedied.

2. Introduction.

Professor Brenda McComb, Dean of the Graduate School, Oregon State University (OSU), appointed a team to review the Applied Anthropology Graduate Program (**AAGP**) on Oct. 2, 2012. The Review Team included the following: Barbara Bond (Emeritus Professor; Director, OSU Office of Postdoctoral Programs-Graduate School); Donald B. Jump (Professor, OSU Nutrition Program in the School of Biological and Population Health Sciences-College of Public Health and Human Sciences); Roberta Baer (Professor, Department of Anthropology, University of South Florida); and Bill Roulette (Owner, Applied Archaeological Research, Inc.). Review Team members received a copy of the Self-Study prepared by the Applied Anthropology Graduate Faculty several weeks before the on-site meeting. Dean McComb hosted the Review

Team for dinner on the evening of Oct. 1st to provide an opportunity to meet one another, learn the background associated with review, and share expectations for the evaluation process. The following morning the team first met with Professors Susan Shaw, Director of the School of Language, Culture and Society (SLCS) and Larry Rodgers, Dean of the College of Liberal Arts (CLA) to share insights about the reorganization of the college and Dean Rodgers' vision for its continued maturation. Bryan Tilt (Anthropology Graduate Program Director) and Leah Minc (Anthropology Program Coordinator) provided an overview of the AAGP and the faculty. This was followed by a meeting with the faculty (10 in 3 groups: Food-Culture and Social Justice group (5); Bio-cultural group (3), Archeology group (3), a tour of the department offices and laboratory facilities and meeting with graduate students (~17 in attendance). The Review Team and Dean McComb met once again with Professors Shaw, Tilt and Minc for final questions. Once done, the Review Team met in Executive Session to share perspectives on programmatic activities during the past 10 years and the stated perspective of the faculty, students and Dean Rodgers. The Review Team agreed to individually prepare a draft for assigned sections of the final report. The completed draft was shared, revised and accepted by all Review Team members prior to submission to Dean McComb on **Oct 25, 2012**.

3. DETAILED FINDINGS

A. The fit of the mission of the program and its relationship to the mission of the academic colleges and University mission.

The AAGP seeks to apply anthropological insights to human problems. This is an excellent fit for a major Land Grant university like OSU. Furthermore, the specific focal areas of the program (articulated on p. 14 of the self-study) align very well with OSU's Strategic Plan. Interestingly, the mission and goals of the program do not align as closely with the theme of the School of Language, Culture and Society, "Social Justice", which is not presented in the Self Study document but was described during the Site Review. While some of the focal research areas in the AAGP are a very good fit with a "Social Justice" theme (food equity, for example), other areas of strength in research and teaching (archaeology, for example) are more loosely connected. The apparent mis-match may be partly a function of the very recent re-organization

of the units, which eliminated a stand-alone Department of Applied Anthropology and put the AAGP into the structure of a larger school. It is inevitable that a change such as this will result in some level of confusion, and that some of this confusion might clear up over time. On the other hand, the Review Team is concerned that there may be fundamental differences in focus between the School of Language, Culture and Society and the AAGP that could make it especially difficult to achieve a cohesive culture.

Recommendation 1: Administrators from the CLA, School of LCS and AAGP should revisit the linkages between the missions of the School and the AAGP.

B. Reorganization, Vision and Culture Issues

The reorganization has led to a perceived loss of identity, power and control among faculty and graduate students in the (now) Anthropology Program. Some subgroups within anthropology feel particularly marginalized. Students particularly note that the program has been placed with a school in which humanities approaches predominate, as opposed to social science approaches. This is a key attack on their identity as applied anthropologists are concerned with mixed methods. The vision of the school is also an issue—it is not clear that everyone has bought into “social justice” as a unifying theme, or that this is appropriate. Moreover, and importantly, justice is a culturally-imbedded concept. The idea of Social Justice may or may not be directly exportable to the international locations where Applied Anthropology faculty and students conduct research and fieldwork. In some settings, “Social Justice” may sound like jingoism.

One motivation for the reorganization is that there is a feeling among higher university administration that departments/disciplines are not suited to solved contemporary social problems. An interdisciplinary approach is favored. The irony of this is that anthropology, probably the most applied and interdisciplinary unit of the new school, is the one feeling the most threatened.

In addition, these reorganization efforts have the potential to undermine the overall goals of OSU. Applied anthropology has a long history at OSU, and was well known nationally

for the department's commitment to graduate training in applied anthropology. MA graduates easily found jobs working in public and private agencies devoted to the solving of contemporary social problems. But without the autonomy necessary to maintain a coherent vision and long term plan, and the authority over the budget necessary to carry this out, applied anthropology at OSU may not be able to maintain this nationally recognized position. Faculty feel the need to preserve the autonomy and identity of anthropology. They are concerned about development of a vision of where applied anthropology program should go and how it should develop, but are not clear how they can move towards that without a chair and a budget. And they need the ability to hire the type of faculty they need. Since new hires pick their tenure home, anthropology cannot necessarily determine what kind of hire will be made in these cases. This is a key problem. Anthropology at OSU is one of less than two dozen programs/departments in the US which train students in applied anthropology. Certain standard curricular offerings are expected in these programs, and to remain competitive with the other programs, the OSU AAGP must continue to provide these courses. Additionally, there must be the opportunity for specialized training in fields such as medical anthropology, archaeology, etc. Competing for hires against the needs of other programs, or operating in an environment where a hire must be leveraged to meet the needs of multiple other programs in the school (let's just get an archaeologist who works in France on women in prehistory), will not adequately address the needs of the OSU AAGP. Ultimately, the program will become less competitive nationally.

Higher administration at OSU needs to understand that applied anthropology is in itself a multidisciplinary endeavor. But it is built from a solid core of values and approaches unique to anthropology. These include a focus on culture and cultural differences, and a holistic perspective. Anthropologists are particularly adept at being the ones on a multidisciplinary team who can identify the larger picture and co-ordinate ways in which diverse perspectives and all contribute to the problem at hand. This approach is fundamentally different from an interdisciplinary unit such as women's studies, where people trained in many different fields bring their expertise to bear on women's issues. Applied anthropologists do the reverse—from a core culture, they move out to interact with scholars and activists coming from other disciplinary perspectives.

Recommendation 2. Applied anthropology needs a more autonomous position within OSU. The fit in the current school is not good. Discussions should first take place within the anthropology program about these issues. Then they should be discussed with higher administration. While OSU wants to move away from departments, perhaps a center/institute for applied anthropology might be appropriate. Additionally, each anthropologist might be given a joint appointment in another appropriate unit—such as public health, geology, nutrition, etc. This might be a way to finesse the identity needs of applied anthropology while recognizing that these faculty members are indeed highly involved and committed to the interdisciplinary goals of the university.

C. Quality of students

Overall, the quality of students is reasonably good. More importantly, student quality – at least as measured by GRE scores, appears to be increasing, although the apparent trend is strongly influenced by the fact that both verbal and quantitative GRE scores were much lower in 2007 –the first year presented in the document – than in subsequent years.

The gender and resident vs. non-resident distribution of the student population are reasonable. Of course it would be nice to see a greater proportion of minority students, but their representation is not out of line with other OSU graduate programs.

Recommendation 3: There should be continued effort to improve student quality. This can be achieved through 1) improved funding for students (see below), 2) developing a more active recruitment of high quality students, perhaps through closer coordination with the recruitment efforts in the Graduate School.

D. Admissions selectivity

Overall, the program admits slightly less than 1/3 of the applicants, which represents a reasonably high level of selectivity. On the other hand, for the six years of data provided in the

self-study report, only in the most recent year (2012) were the average GRE scores for admitted students greater than for rejected students. It appears that the 'selection' process is more likely to favor higher GRE scores now than in the past. Interestingly, the GRE scores of applicants have not changed significantly over the six year time period presented in spite of the fact that there is a trend to improved scores in the admitted students, so the improvement in student quality noted above (at least in terms of GRE scores) is entirely a function of the selection process rather than recruitment. Obviously, GRE scores are only one of many metrics for evaluating student quality, and probably a poor one at that. But these are the only metrics available to the Review Team.

Recommendation 4: Develop a more deliberate process for selecting high quality graduate students. This might include identifying metrics in addition to GRE scores that predict student success and recruitment and selection on the basis of those metrics.

E. Level of financial support of students

The level of support for students in the AAGP is poor compared with the general graduate student population at OSU. Compared with other OSU graduate students, graduate students in AAGP are more than four times more likely to be dissatisfied with the level of financial support, and an equal proportion is more likely to be dissatisfied with the equity of distribution of support within the program, which is curious in a School that explicitly focuses on social justice. Few graduate students in AAGP have an externally-funded scholarship or fellowship, and only 20% have continuous internally-funded scholarships or fellowships. Most students are funded on Teaching Assistantships at the minimum level (0.2 FTE) that provides tuition. From one perspective, this is a reasonable distribution of limited funds in a way that provides support for the maximum number of students and still covers their tuition. From another perspective, the students in the program are likely to have severe financial challenges that distract them from their academic pursuits, and they will be saddled with significant debt that will persist for many years after they graduate. Improved financial support for students will greatly enhance recruitment of high-quality graduate students (above).

Recommendation 5: Develop a multi-faceted plan to increase financial resources to support graduate students. The plan should have explicit goals that include targets for increased faculty support of graduate students as GRAs on grants, increased internal and external scholarships and fellowships, and increasing the average FTE per student (we suggest a target of 0.49 for PhD students). A program that provides assistance to faculty in grant writing and developing interdisciplinary collaborations for grants, incentives for including graduate student support in grant budgets, and rewards for success in obtaining student funding is most likely to be successful.

F. Curriculum strength

The graduate students in AAGP seem pleased with the quality of the individual faculty in their program and their commitment to teaching and advising. On the other hand, students are not at all pleased with the availability, or in some cases, the quality of some of the courses available to them. In terms of availability, many required courses are taught only every other year or every three years, and students seem mystified about when and whether courses will be offered. Apparently this problem has been most severe in the recent year because many faculty were on sabbatical leave or had other conflicts at the same time, and the Director of the School is aware of the problem and has resolved to make sure it doesn't happen again. However, the ratio of students to faculty is very high in this program, and the inevitable consequence is that there is very little flexibility in course offerings.

Another consequence of the high student-to-faculty ratio is the necessity of combining a large number of graduate courses with undergraduate courses – which at OSU are known as “slash courses”. Slash courses have been at the top of the “complaint” list for OSU Graduate Students for many decades, and are a particularly serious problem in programs that have a large number of undergraduates in comparison with graduate students and a relatively small faculty. In the AAGP it may be possible to alleviate this problem in part by improving the quality of the slash courses. The Review Team noted that well over half of the course descriptions provided in the Self Study document for “slash courses” did not even articulate graduate-level outcomes, and many of those that did attempt to distinguish between graduate and undergraduate level expectations mentioned course requirements (such as a term paper)

rather than learning outcomes. Assistance for faculty in better understanding appropriate learning outcomes for graduate students, as well as assistance in instruction to achieve these outcomes, could be helpful. But there is no denying the fact that this faculty is stretched to its limit in providing high-quality graduate instruction. This is not a condemnation of the quality of the faculty, but rather a consequence of their small number.

Most of the graduate students are unaware of the university-level requirements for graduate students. For example, they do not know about the policy requiring training in Research Ethics, recently adopted by the Graduate Council. The AAGP self-study does not specify how this training is delivered. We suggest this issue be addressed directly.

Recommendation 6: Review course outcomes for all graduate courses and revise as necessary to make sure that graduate outcomes are explicit and appropriate. Offer convenient workshops to faculty to help with this and to help them design learning activities to achieve the stated outcomes without over-burdening the faculty. The Center for Teaching and Learning can assist with this.

Recommendation 7: Develop a plan to reduce the faculty-to-student ratio. This plan should be proactive rather than reactive – i.e., it should anticipate retirements and future needs and should lay out a commitment by School and College administration to provide sufficient faculty numbers and expertise to sustain the program. The plan might also consider enhancing the teaching capacity of the AAGP by adding adjunct and courtesy faculty.

Recommendation 8: Improve communications with graduate students about course offerings and program requirements, including university-level requirements.

Recommendation 9: Develop a plan for ethics training of AAGP graduate students consistent with the standards and practices in the field of Applied Anthropology.

G. Level and quality of infrastructure

The program is housed in a large, old building that has been under-occupied for many years. Consequently, there is quite a bit of space available to the program, even though it is spread out over many floors. The faculty offices are simply stunning, and the new faculty lounge is nice – especially for a faculty of this size. Office space for graduate students is uneven, in some cases with eight or more students crammed into a very small office with barely room for their chairs, and in other cases with much more commodious office conditions. Also we are not sure whether there is any common space, such as a lounge, available to graduate students. (We note that in many departments at OSU, the “lounge” space is open to faculty and students alike). The laboratory space available to the archaeology program appears ample and the computing infrastructure is impressive, although there may be a need for additional storage for archival of artifacts and for field equipment. There are other programs that do not have such ample laboratory space available, but they do not appear to be cramped. In the short time available to the Review Team there were many questions that could not be addressed, but we have some concern that graduate students are not provided adequate support for access and training to computer software. It appears that this support is provided ad hoc by individual advisors or teams and that there is no provision on the program or School level to provide such support to students.

Recommendation 10: Make sure all students in the program have access to computer software and computer support.

H. Quality of organizational support

Largely because of the recent reorganization, the support structure within and external to the Anthropology Program is still in flux. Students seem very pleased with the clarity and direction that Bryan Tilt is bringing to the graduate program. On the other hand, students and faculty alike appear to feel “leaderless” – which is not to fault the current leadership structure so much as to point out that there are difficulties in the transition. The Review Team was especially concerned that the ideas and perspectives offered by Dean of the College of Liberal

Arts did not indicate a strong alliance with the Anthropology Program. Potentially problematic is the limited evidence that the administration is willing or able to provide adequate support to maintain sufficient faculty numbers in this program to sustain a high quality PhD program. It is noteworthy that the Director of SLCS intends to attend all of the Anthropology Program faculty meetings, and this interaction may go a long way to improve support for and communications with the Program.

Recommendation 11: The Anthropology program and the AAGP should actively seek to elevate the profile of their program within the School, College and University. One way to do this is to rotate responsibilities among faculty and students to write “press releases” or other promotional materials. Such a project might be integrated into the “Uses of Anthropology” course, which would provide valuable training for students in making applied anthropological research available to multidisciplinary audiences. These materials might be included in newsletters and other communications on all of these levels, and also be included on the AAGP’s website.

Recommendation 12: In addition to attending Anthropology faculty meetings the Director should periodically meet with small groups of anthropology faculty and graduate students to gain a more personal sense of the program.

I. PRODUCTIVITY

1. Level and Quality of Student Performance. The graduate students in AAGP are composed primarily of MA candidates (~75%) with some Ph.D. candidates (~25%). From 2007 to 2012, 60 MA candidates entered the program, 4 (6.7%) left without completing the degree requirements, 29 (48%) completed the degree requirements. Most MA students completed their degree requirements within 4 years of entering the program. The remaining students (27 or 45%) are still enrolled in the program. The Ph.D. program began in 2006; from 2007-2012, 19 students entered the program. Three students have completed the Ph.D. (~16%), 1 (~5%) left the program; the remaining 15 (79%) are still enrolled in the program.

The students have received several awards [Alumni Scholarship, Wilbur “Buck” Davis Memorial, Service to undergraduate education, Thomas Hogg Book scholarship, SYLFF fellowship for international research, McNair scholarship, et al]. While MA and doctoral students’ thesis/dissertation titles are listed, there is no evidence of publication of student research in peer reviewed journals. In fact, the Alumni Survey indicated that the majority of students do not publish their research. While there is evidence that graduate students in the AAGP attend national meetings (46 awards to graduate students for travel to conferences are noted in the self-study), it is not clear how many of these students presented their research.

Recommendation 13: Characterize causes for lack of completion of the degree and develop strategies to increase completion rate.

Recommendation 14: Articulate publication expectations for students.

Recommendation 15: Encourage faculty and graduate students to seek graduate fellowships, including OSU Graduate Fellowships.

Recommendation 16: Roughly 75% of the students in the program are MA candidates. The Provost has emphasized the training of Ph.D. candidates. If the AAGP wants to increase the # of Ph.D. candidates, the AAGP needs to develop a plan (with metrics) for the growth of # of Ph.D. candidates in the AAGP. In conjunction with this, the AAGP needs to develop funding mechanisms that assures students of adequate GTA/GRA/Fellowship support for the duration of their graduate program.

2. Level and Quality of Faculty Performance. The faculty, on average, published 3 refereed or other manuscripts/books per year during the 2007-2012 timeframe. During this same time the faculty received over \$5 million (~\$1 million/year) in research support from federal, state, industry and foundation sources. This represents highly commendable research productivity as measured by receipt of grants/research support and publication of peer-reviewed manuscripts. The webpages for the faculty, however, do not contain updated lists of publications or research support. The Program Review document also does not contain a list of presentations at professional meetings or invited presentation.

Over the last five years, however, the faculty received many awards and honors and served on numerous editorial boards for peer-review journals and reviewed books. They have also provided service to the state and national boards, societies/associations and government. As such, the faculty are well-engaged at the local, state, national and international level. The faculty appear to be doing a good job of publishing scholarly work and obtaining extramural support.

Recommendation 17: Faculty websites need to be updated for publications, presentations and grants. This could be done by a staff person, were one available.

Recommendation 18: Extramural support should include GRA support for graduate students.

3. Viability of Scholarly Community within Which Students Can Interact.

While seminars occur in the program, neither students or faculty shared information on these seminars, such as the # of internal and external speakers, or seminars devoted to professional development/preparation. Thus, it is unclear if the students are exposed to views of their discipline outside of OSU. Moreover, it was unclear if the students have the opportunity to present their research in a public forum.

Recommendation 19: Engage graduate students in periodic seminars as speakers in and organizers of the seminar series.

Recommendation 20: Develop a Graduate Colloquium for which each graduate student is required to present their thesis/dissertation findings. This could be held once a year. Discussants could be drawn from appropriate other disciplines across campus, thus contributing to the interdisciplinary goals of the university as well as publicizing applied anthropology in other areas of the university.

Recommendation 21: Maintain a list of seminar speakers. Provide an opportunity for students to meet with outside speakers to discuss research issues.

J. OUTCOMES

1. Professional viability of Graduates.

The AAGP is dominated by MA candidates. Since 2007, 52 MA and 2 PhD graduated from the program. Of the MA graduates, 30 are employed by various states (Oregon, Washington, California, Florida, Michigan, etc), federal agencies (US military) or enrolled in Ph.D. programs. Of the 3 PhD graduates, one is employed by NOAA in Seattle and the others are program coordinators at OSU. Of the students for which placement data are available, the majority are employed in fields related to anthropology.

Employers of graduates from programs such as the AAGP at OSU note that the skills they find most important in new hires are ability to write and critical thinking. Such skills are not always identified by those of the opinion that learning should be oriented to fill the needs of the market place; that the primary job of the academy is to prepare students to compete in the market place. However, training for employment in applied anthropology should focus on opening and stimulating the minds of its students. The AAGP should have as its primary goal helping students learn to be curious, to have open minds, to be able to approach a problem from multiple sides, and to think critically. The market will absorb such thinkers and teach them the skills they need to be successful.

Recommendation 22: The AAGP should continue to stress writing abilities and the development of critical thinking in students in the program

2. Satisfaction of Students and Graduates.

Data for the satisfaction level for graduates of the program was obtained through 3 surveys: 1) a survey of current graduate students; 2) an exit survey of graduating students between 2010-2012; 3) a survey of alumni from the past 10 years. The current students were generally satisfied with their program and would choose the AAGP again. Moreover, they would recommend the program to prospective students. Their reason for coming to OSU-AAGP is the quality of the faculty and the Anthropology program.

Concerns expressed by the current students in both the surveys and in our meeting with the students were: 1) scheduling and availability of graduate level courses for completion of degree requirements, this applied to major and minor courses; 2) teaching graduate level courses at the appropriate level, this likely concerns slash courses; 3) initial advising could be improved. The exit survey by the Graduate School provides a comparison of the AAGP with all OSU graduate programs. Areas where the AAGP deviated negatively from other OSU graduate programs include: 1) fairness in distribution of graduate student financial support in the form of GTA, fellowships and other sources of funding; 2) need to obtain student loans, financial aid or borrow money for program completion, it is high amongst AAGP students; 3) ~40% of students were not satisfied with the program advising and guidance; 4) ~50% were not satisfied with the explanation of survival strategies in graduate school and 40% were not satisfied with help received to find professional employment. The alumni survey indicated that the top reason for getting a graduate degree at OSU was to get a promotion at a job. Of these respondents (28 former students) most were satisfied-very satisfied with their program at OSU. As stated earlier, most of these students did not publish their research in a scholarly format, other than their thesis/dissertation.

Recommendation 23: Provide adequate GTA/GRA support for the graduate students.

Recommendation 24: Provide adequate advising for all entering students. Assess mentoring yearly through reviews/surveys/townhall meetings; and make changes in the program accordingly.

Recommendation 25: Encourage students to publish their research in peer-reviewed journals.

3. **Rankings/ratings.**

The Program Review document provided no information on rankings or ratings.

Recommendation 26: The program needs to identify methods to establish rankings and/or ratings for the MA and Ph.D. program. This information is useful to measure how

the program compares to other programs nationally. Such information can be used for faculty and student recruitment.

4. CONCLUSIONS

A. Strengths of the Program

1. The staff, faculty, and facilities are impressive, in particular the archaeology labs.
2. Bryan Tilt is doing an excellent job as Graduate Director.
3. The faculty are open to the graduate students; the students really seem to like the faculty.
4. There is a good sense of camaraderie among the faculty

B. Needs Internal to the Anthropology Program

1. Slash courses continue to be an issue, though efforts have been made and continue to be made to address this issue.
2. There should be a departmental list-serve for grad students and faculty through which jobs (and other important information) can be widely and quickly shared.
3. Availability of courses for graduate students, slash courses, and funding are all concerns for grad students.
4. More graduate students are needed for the stand-alone graduate courses—consider development of an anthropology certificate.
5. Archaeology labs need more space, particularly for curated materials.
6. The balance of MA/PhD students needs to be considered in terms of faculty workloads. Support for Ph.D students should be sought from grants.

C. Reorganization, Vision and Culture Issues

1. The reorganization has led to a perceived loss of identity, power and control among faculty and graduate students in the (now) Anthropology Program. Some subgroups within anthropology feel particularly marginalized.
2. Students particularly note that the program has been placed with a school in which a humanities approach predominates, as opposed to social science approaches. This is a key attack on their identity as applied anthropologists concerned with mixed methods.

3. The vision of the school is an issue—it is not clear that everyone has bought into “social justice” as a unifying theme, or that this is appropriate.
4. The department needs to explain to Susan, Larry, and others the differences between the culture of anthropology vs. interdisciplinary culture. The identity needs of the anthropology need to be finessed.
5. There is a feeling among higher university administration that departments/disciplines are not suited to solve contemporary social problems. An interdisciplinary approach is favored. This runs counter to the culture of anthropology.
6. Susan does not agree that the reorganization has created identity problems as well as problems for long term program development.
7. New hires are a problem. While they pick their tenure home, anthropology may not be able to determine what kind of hire will be made.
8. Faculty feel the need to preserve the autonomy and identity of anthropology
9. Faculty are concerned about development of a vision of where applied anthropology program should go and how it should develop, but are not clear how they can move toward that without a chair and a budget. And the ability to hire the type of faculty they need.

D. Graduate Student Issues

1. Some of the required courses are not felt to be relevant for the archaeologists. Either requirements need to be changed or the relevance of these courses (ethnographic methods) needs to be clarified.
2. Most grad students are appointed at the same FTE, but workloads vary.
3. Scheduling of the methods course and other required courses may not be optimal for student requirements. Regular meetings between faculty and students should be instituted. Having graduate representation at faculty meetings and/or town hall meetings held biannually would help bring student concerns to the faculty.

E. Support Staff

1. Staff support is woefully inadequate.
2. About a quarter time position needs to be solely devoted to the graduate program.

3. Faculty need staff support for grant writing. This should not be in terms of required workshops, and /or web based instructions for faculty, but rather actual support staff who can do some of the hands on work required for larger grants (e.g., NIH).

F. New Faculty Lines Needed

1. The student/faculty ratio is much too high.
2. Medical anthropology is carrying too heavy a load of advisees (one person is on 20 committees, 10 as advisor). Another medical anthropologist is needed.
3. More archaeologists are needed. Currently 2.5 faculty are serving 22 students.

G. Relationships between the Anthropology Program and Other units in the University

1. There is a need for funding transparency. Faculty need to know where the money comes from and where it goes. This is true within the school and between the college and the school.
2. The faculty are fearful that their voices won't be heard about the future of anthropology within the school
3. The Anthropology program coordinator must have authority to make decisions that are in the best interest of the AAGP, such as graduate student stipend levels, recruitment of students, scheduling classes, assigning teaching, scheduling faculty meetings, etc.
4. The dean gave frequent examples drawn from women's studies. Susan must advocate for anthropology to the dean.
5. Anthropology needs more self-promotion within the University. Faculty and students are involved in a wide range of interdisciplinary projects. They must make sure that these activities are recognized by a university increasingly giving attention and resources to interdisciplinary approaches.

DRAFT PROPOSAL FOR A CO-DEGREE MASTERS PROGRAM

Proposed Combined Undergraduate-Graduate Degree (Co-Degree Masters) program

Graduate programs may choose to develop a combined undergraduate-masters-degree program in which undergraduate students apply to a masters program during their junior year. Students typically would begin some of their graduate coursework and thesis or project work during their senior year. Completion of the program allows the student both a bachelors and masters degree to be conferred. The foundational requirements for the program are described in this proposal, but each participating program may set their own requirements for their program to be more restrictive than what is described in this proposal.

Foundational Requirements

Outstanding undergraduate OSU students who have completed 105 of their required 180 credits toward graduation with an overall GPA of 3.25 or better are eligible to apply to an OSU co-degree masters program during the winter term of their junior year. The masters program will notify applicants of admissions decisions during spring term. Accepted students will matriculate during the following fall term. With careful planning students can then complete a masters degree within 1 year beyond the bachelors. Students admitted to the co-degree program must maintain a GPA of 3.0 or better throughout their undergraduate and masters degree programs or they will be subject to dismissal from the co-degree program.

Successful applicants are allowed to apply up to 9 credits of graduate coursework (taken for a letter grade) taken as an undergraduate to both their undergraduate and masters degree. Only credits with letter grades of B (3.00) or better may be counted for graduate credit. In addition, those students in the Honors Program can allow the honors thesis to be a step toward completion of the masters thesis (for those programs requiring a thesis).

Admission to the co-degree masters program is not automatic. Students must identify a graduate advisor prior to application to the program. Students requiring a thesis for their degree must have a professor who agrees to serve as the thesis advisor prior to application. For Honors students, this may be the student's honors thesis advisor. For students in non-thesis masters programs, the graduate advisor must be willing to work with the student to guide the scheduling of required coursework.

TOEFL and ID portfolios are not required but the following are required:

- Online application via the Graduate School website
- A co-degree study proposal or coursework plan of study is required to complete the application for admission and should be signed by the graduate advisor for non-thesis masters programs or graduate thesis advisor for masters programs with thesis .
- Statement of Purpose essay of 2-3 pages. This must include the details of the graduate plan of study and, for programs with a thesis, the masters thesis topic.
- Three letters of recommendation from faculty knowledgeable of the student's academic background and potential for success in a graduate degree program.

- Transcripts from all undergraduate institutions attended.

Students enrolled in a co-degree program would be eligible for financial aid (Pell Grant) until they complete all requirements for their undergraduate degree (typically 180 credit hours). Once the undergraduate degree requirements were met, then the student typically would be supported on a Teaching or Research Assistantship or they would pay graduate tuition and fees.

Additional Background on Programs at Other Universities:

Cal Poly: <http://me.calpoly.edu/about/degree-programs/graduate/> up to 8 units of undergraduate technical electives may be double-counted towards the masters requirements

Southern Methodist: <http://www.smu.edu/Lyle/Departments/EMIS/Programs/41MastersDegree> Up to nine (9) SCH of graduate course work can be applied towards the undergraduate degree requirements.

Western Carolina: <http://www.wcu.edu/6589.asp> Up to 12 credit hours of these upper level courses can be transferred toward the 30 credit hour requirements of the M.S. program

Claremont Graduate University <http://www.cgu.edu/pages/623.asp> variable credits double counted depending on program – 16 credits is the maximum

Duke University <http://meng.pratt.duke.edu/4plus1> four departmental graduate courses taken during the senior year can toward the MEng degree.

Tulane <http://tulane.edu/sse/psyc/academics/graduate/masters-program.cfm> Up to 6 graduate credit hours may count toward the bachelors and the M.S. degree

University of Delaware http://www.ce.udel.edu/current/graduate_program/4plus1.pdf Up to 6 credits of graduate course work (600 level and above) taken while a senior, may be “dual-counted” towards the Bachelor’s and the Master’s degrees.

Purdue https://ag.purdue.edu/foodsci/Pages/4plus1_program.aspx

Arizona State University <http://sbhse.engineering.asu.edu/academics/accelerated-degree/> It allows students to SHARE up to nine credit hours between their bachelor’s and master’s degrees, and RESERVE up to nine hours to use later in their graduate program.

University of Florida <http://www.admissions.ufl.edu/ugrad/combdegree.html> Students who meet the combined-degree application requirements can enroll in 12 to 21 credits of approved graduate courses (depending on the major) during their junior and senior years. These credits will satisfy undergraduate degree requirements and, if admitted to graduate school at UF, they also will satisfy graduate degree requirements if the courses are completed with grades of B or better.

San Diego State University http://www.engineering.sdsu.edu/mechanical/msme_4plus1.aspx students who plan to specialize in Design and Manufacturing can take as double counted classes two of the following courses

Washington University at St Louis <http://engineering.wustl.edu/DualDegreeProgram.aspx>

Stanford University <http://gap.stanford.edu/4-2.html> no units may be double-counted

Rensselaer Polytech <http://srfs.rpi.edu/update.do?artcenterkey=291> credits applied to satisfying requirements of the undergraduate degree cannot be used to satisfy the requirements for the master's degree.

Vanderbilt University <http://as.vanderbilt.edu/academics/specialdegreeprograms/4plus1/> There is no double-counting of credits

University of Massachusetts Amherst
http://www.umass.edu/sphhs/public_health/academics/undergraduate/4plus1DegreeProgram.html

Florida State University <http://www.gradstudies.fsu.edu/Academics-Research/Degree-Programs/Combined-Bachelors-Masters-Degree-Programs> double counting of up to 9 credits allowed in some programs.

Yale University: <http://yalecollege.yale.edu/content/combined-bachelors-and-masters-degree-programs-professional-schools>

SUNY Albany http://www.albany.edu/undergraduate_bulletin/joint_degree.html Combined programs require a minimum of 138 credits and up to 12 graduate credits may be applied simultaneously to the requirements for the baccalaureate.

University of Maryland http://www.provost.umd.edu/PCC_DOCUMENTS/DesignX_Combined.htm
Normally no more than nine credits of graduate courses applied to the bachelor's degree may be counted also for graduate credit in an individual student program.

Northwestern University <http://www.tgs.northwestern.edu/academics/academic-programs/degree-programs/bachelors-masters/index.html>

Miami University of Ohio <http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2012-2013/combined-bachelors-and-masters-degree-program.htm> Departments or programs with a combined degree may allow students to double-count up to 9 hours of graduate course work toward their undergraduate degree.

Rutgers: <http://soe.rutgers.edu/oaa/BS-Masters-programs>

Clemson: <http://www.clemson.edu/ces/math/combined-bachelors-masters-program.html>

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » January 28, 2013 Minutes

Graduate Council

January 28, 2013 Minutes

Voting members present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Donald Jump, Nancy Kerkvliet, Janet Lee, Murray Levine, Walter Loveland for Mike Lerner, Darrell Ross

Voting members absent: Mike Lerner

Ex-officio members present: Brenda McComb

Guests: Neil Brown, Anita Helle, Leah Minc, Larry Rodgers, Susan Shaw, Bryan Tilt

Approval of Minutes

- [December 6 minutes](#) were approved as distributed
- [January 7](#) – approval deferred until February 4

Low Residency MFA in Creative Writing - MOU – *Reviewer:* Janet Lee

Unit representatives: Anita Helle and Neil Browne, OSU Cascades

- [Online](#)
- [PDF](#)
- Janet reported that the MOU proposes to extend the MFA to OSU-Cascades; it is a low-residency alternative to the high-residency program in Corvallis. Issues raised during the first discussion included the mentorship aspect, non-OSU faculty on committees, the role of the director, and assessment issues.
- Anita Helle noted that the low-residency notion is new for OSU and the structure has a very solid national precedence, including term-renewal faculty serving on thesis committees.
- Neil Browne distributed an [assessment document](#) to address concerns. The first paragraph addressed concerns about the stability of mentors. He questioned whether the Graduate School requires a certain number of faculty to which Brenda responded that one must be approved by the Graduate School as a graduate faculty member. She noted that, if they are a non-OSU faculty member, it is recommended that they co-chair the first couple of committees.
- Neil stated that they will seek out faculty with terminal degrees who are nationally known writers to serve on committees, and he will also serve on every committee. The idea is to build a solid core of faculty to work in the program on an on-going basis. Some mentors serving on committees will be ongoing faculty and they will be carefully selected to assist students in meeting benchmarks. The goal is to have the program sustain itself.
- The structure consists of two kinds of activities: 1) remote correspondence with a mentor and 2) an on-site face-to-face ten-day session where mentors are present. Core faculty will be prepared to take on the direction of theses by the beginning of the second year.
- Walt noted that the Budgets & Fiscal Planning Committee was under the impression that the non-OSU faculty would be short-term only, but it appears that they will be ongoing which would change the budget. Anita indicated that the core professional mentors contracts will be renewed. She indicated that OSU-Cascades will follow the national trend, which will be to request non-OSU faculty to consider renewing their contracts on an on-going basis after they have proven themselves. Nine-month OSU faculty would need to operate on overload during the summer. Lodging and meals will be paid for all guests. Walt questioned the figure of 54 guest writers per year. Anita responded that many more writers would be brought in than are used for correspondence terms; the average number of students in a correspondence term is 3-5. The 54 figure is not meant to imply that all would participate in correspondence terms. It was clarified that, during the summer, there will be 2 OSU faculty, 2 guest faculty and 40-50 guests for a shorter period of time.
- What is the substantive difference in the structures between Corvallis and Bend? Anita noted the

difference is in the delivery consisting of an intensive face-to-face workshop, which is the same, but requires 10 weeks in Corvallis and 10 days in Bend; the learning objectives are the same.

- Becky Johnson and Marla Hacker have indicated overwhelming support for the proposal.
- It was noted that the Corvallis MFA is highly regarded and there is carry-over from that program.
- Regarding transferability of credits, because the CLA dean felt that managing the two programs would be difficult, there will not be any reciprocal transfer at this point.
 - It was noted it's difficult to argue they are the same programs if the credits are not transferable. The proposal will serve place-bound students and those who are already in the workplace; the criteria are the same. Brenda stated that, if these are the same degrees, and they are issued by OSU, the OSU-Cascades credits must be transferable. Anita suggested adding a letter to the course numbers, such as an H used by the Honors College, to distinguish the two programs; it was argued that Honors credits are transferable.
 - The difference is that the Corvallis courses have a cap. If in a workshop in Corvallis, students are being advised on their thesis by Corvallis faculty; in Bend they will be advised by mentors.
 - It was suggested that this issue could be handled via advising.
 - Jim asked that the proposers think through the transferability, sort it out, and come back with a revised proposal.
- Regarding mentors serving as chairs, normally the MFA director would oversee the mentors. It was requested that there be a more formal process outlined in the proposal when they return.
- Neil noted that program-added benchmarks were included on page three of the document he distributed.

Discussion of Low Residency MFA in Creative Writing – MOU

- It was noted that the budget does constrain exactly the type of program they can offer.
- Is it OK to hire adjunct faculty without paying benefits? The contracts will be eligible for renewal. It was noted that one college has side-stepped paying benefits by rehiring the same faculty for over ten years. It was countered that there is a generous travel and meal allowance in the budget.

Applied Anthropology Graduate Program Review – Reviewer: Don Jump

Unit Representatives: Leah Minc Dean Larry Rodgers, Susan Shaw, Bryan Tilt

- Leah felt that the tone in the report regarding realignment was harsh in places; she noted it has been a rough couple of years and the review team picked up on the anxiety surrounding realignment. The faculty would rather that the process not be a referendum on realignment, rather, it should focus on moving forward.
- Don questioned whether the unit had problems with the report and questioned whether the concern with mixed methods on pages 16 and 17 was inaccurate (social sciences vs. humanities approach). Leah felt it comes down to the mission statement because anthropologists view themselves as social scientists and it would be problematic having a strong political or social agenda. Don suggested to 'lump together' the issues and address them in the Action Plan.
 - Another Graduate Council member felt that the social justice aspect was not as important as the focus between social sciences and humanities.
 - Leah indicated a need for them to be social scientists, but there is room for both.
- The report noted it appeared that faculty were overextended and there was not much clerical assistance available.
- Leah mentioned they were in a bind to offer a diversity of classes and suggested an advisor to assist with the graduate population, which is a priority. The faculty would like another partial FTE for support to administer the graduate program. Susan indicated when she knows the issues, she will address them. Bryan noted there is a proposal for staffing that will appear in the Action Plan.
- Another solution that may not be palatable to the program is to appoint anthropology faculty who are not in the unit – Leah was only aware of one or two faculty outside the unit with a PhD who would qualify. It was suggested that the unit rethink the PhD requirement, which may open the door to additional faculty. Leah noted they have required a PhD, but may be willing to consider this option on a case-by-case basis. It was suggested that the unit rethink who constitutes the graduate faculty members. Bryan felt there were gradations of graduate faculty. It was noted that many faculty have graduate appointments in multiple units. Leah indicated they would be open to assistance from the Graduate School in identifying graduate faculty.
- Regarding metrics, if there is anything in the Action Plan that requires a measure, make sure that metrics are included. If there is an action, include a metric so it can be measured in subsequent years.
- Leah indicated that faculty feel there has been a lack of leadership at the discipline level which strongly affects the health of both the undergraduate and graduate programs. Susan indicated she is open to

considering longer appointments in the disciplines.

Graduate Council Discussion of the Applied Anthropology Graduate Program Review

- Don will strike #C.2 under Reorganization, Vision and Culture Issues, as Don felt it may have been misphrased. Jim noted he will mention in the memo that it's felt that this is no longer an issue.

Action: Jim will recommend maintenance of the program in his memo and indicate that the report was accepted; Don will address the C.2. issue in the report.

Discussion of [Co-Degrees Proposal](#)

Brenda explained that the idea began with her and Susie Brubaker-Cole and would provide a way for students to move smoothly from a Masters to a PhD program. This proposal would create a platform for a university standard that could occur for any of the 80+ degrees and units would have the ability to increase standards above the platform. Brenda noted the proposal was considered by the Curriculum Council, which provided input; she would like approval from both the Graduate and Curriculum Councils, and then it will be presented to the Faculty Senate Executive Committee. If the proposal results in changes to entry requirements and credit counting, it would require approval by the Faculty Senate.

- The proposal would require an undergraduate 3.25 GPA to apply; the College of Public Health & Human Sciences preferred 3.0 and Engineering preferred 3.5, so they took the median. They discussed with Doug Severs at what point is a student no longer an undergraduate and no longer eligible for financial aid. The proposal is for 180 credits and Brenda acknowledged that double-counting nine credits may be controversial; some universities don't allow double-counting, while others do. The nine would be treated as transfer credits, but additional transfers would not be counted. Brenda noted that the Willamette law degree allows double-counting. This is a change that would allow undergraduates to double-count. When students take slash courses, they would have to take the 500 level courses.
 - What is the reason for the proposal? There are two primary reasons: 1) there is a large number of undergraduates who pursue an advanced degree and this proposal would reduce the amount of time and money students spend; 2) The Strategic Plan calls for recruiting high achieving students into the university and this offers incoming high achieving students the ability to finish one year earlier.
 - How does it reduce breadth and depth of coursework? Is it realistic for students to finish in one year? Some colleges are already doing something similar, but the proposal may not be attractive for some programs. This proposal would apply to exceptional students. It was noted that this may lead some students to a PhD program who may not have previously considered advancing.
 - Regarding requiring letters of recommendation from faculty, it was suggested that letters from professionals also be allowed.
 - Regarding transfer student credits, the proposal should state that a student has X number of credits toward the degree program, not just transfer credits, because some transfer students have 105 credits, but no credits in the degree program. Following discussion, the consensus was to leave decisions on admission requirements at the program level.
 - External support was questioned – how would it work in this program? At the undergraduate level, they're paid student wages, but students would be paid as a TA at the graduate level.

Action: Graduate Council members were asked to send additional comments to Brenda; she will distribute a revised proposal for Graduate Council consideration.

Housekeeping

Jim had hoped to transition meetings to every other week but, due to the workload, the Graduate Council will meet on February 4, 11 and 18.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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

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Category I and Abbreviated Category I Proposal Transmittal Sheet

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

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

Check One:

Full Proposal (Category I)

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

- ☒ New degree program
- ☐ New certificate program or Administrative unit
- ☐ Major (substantive) change in existing program
- ☐ Establishment of a new college

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

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

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

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

Title of Proposal:

Effective Date:

Interdisciplinary Graduate Program in Comparative Health Sciences

January, 2013

School/Department/Program:

N/A

College:

College of Veterinary Medicine/Division of Health Sciences

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

N/A

Cyril R. Clarke

4-23-12

Sign (Department Chair/Head; Director)

Date

Sign (Dean of College)

Date

Cyril R. Clarke

Print (Department Chair/Head; Director)

Print (Dean of College)

Executive Summary

The College of Veterinary Medicine in collaboration with partners in the Division of Health Sciences proposes to establish a new interdisciplinary graduate program in Comparative Health Sciences. This program will offer both MS and PhD degrees and will replace a recently terminated PhD program in Comparative Veterinary Medicine and an existing MS program in Veterinary Science. Focusing on health sciences graduate education and research at the whole animal level, the program will be complimentary to and supportive of existing programs that are focused primarily at the molecular and cellular level, such as the OSU MS and PhD in Molecular and Cellular Biology program.

Students will be required to complete a program core curriculum as well as an option-specific curriculum. The latter will be tailored to meet the needs of the participating academic unit and the individual student. Initially, the program will have one transcript-visible option, Biomedical Sciences, which will accommodate students with advisors in the College of Veterinary Medicine. There will be opportunity, however, to add other options as the interdisciplinary program expands to include related areas of emphasis in the health sciences.

Administered by the Graduate School, this interdisciplinary program will provide an opportunity for all units in the College of Veterinary Medicine to participate in graduate education and encourage the integration of several related areas of emphasis currently existing in other units. This program proposal represents a deliberate effort to achieve critical mass in a disciplinary area identified by Oregon State University and the OSU Division of Health Sciences for priority development.

New Degree Program Proposal

MS, PhD in Comparative Health Sciences

Status: Pending Review - Graduate Council Chair ([Previous Version](#))

[Hide All Reviews](#) ▼

1. Review - College Approver - Veterinary Medicine

Approved by [Patrick Kamins](#) Coord-Student Services / Veterinary Medicine, *April 24, 2012 3:53pm*

2. Review - Curriculum Coordinator

Sent Back by [Gary Beach](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 15, 2012 1:53pm*

Comments

Gary Beach (Curriculum Coordinator) May 15, 2012 1:53pm

Sent back to the originator in order to post the Library Evaluation report.

--Gary

3. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, *May 15, 2012 2:00pm*

4. Review - Curriculum Coordinator

Sent Back by [Gary Beach](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 23, 2012 4:58pm*

Comments

Gary Beach (Curriculum Coordinator) May 23, 2012 4:58pm

Returning for revisions following the Academic Programs Committee meeting.

--Gary

5. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, *May 31, 2012 2:32pm*

6. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 31, 2012 3:12pm*

Comments

Sarah Williams (Curriculum Coordinator) May 31, 2012 3:12pm

Returning to Originator at her request.

7. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, *May 31, 2012 3:14pm*

Comments

Beth Chamblin May 31, 2012 3:14pm

The recommendations and comments made by the Curriculum Coordinator, Academic Programs Committee and Library have been addressed in the revised proposal documents.

8. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *June 4, 2012 10:57am*

Comments

Sarah Williams (Curriculum Coordinator) June 4, 2012 10:57am

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

9. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), *October 14, 2012 8:54pm*

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) October 14, 2012 8:54pm

This proposal was sent back to the proposers for clarification of the budget in the following areas: (a) The Library Assessment must be fully funded in each year of the budget, not partially funded. (b) The total incremental funding relative to today should be indicated in the budget. Thus if the \$207K is to be spent in each of the four years, it should be indicated in each year in addition to new expenditures in succeeding years. (c) The salaries of the graduate assistants need to be clarified. It appears the grad students are paid \$30,000 per year with a small \$5000 OPE charge. Is that for a 0.49 FTE per person or is it (as suggested by the budget) 1.0 FTE /person? How is the OPE calculated? (d) The narrative speaks of an investment of \$560K from the College. Where does that appear in the budget? (e) The narrative mentions a director + staff position. Where is that in the budget? (f) The distinction between "student" and "resident" needs to be clarified.

10. Originator Response

Beth Chamblin Asst to Dept Head / Vet Biomedical Science, *October 25, 2012 5:06pm*

Comments

Beth Chamblin October 25, 2012 5:06pm

Thank you for the review of our proposal for a new graduate program, Comparative Health Sciences. We answered your specific questions below and have modified the proposal accordingly.

a) The library assessment must be fully funded... answer: It is. As specified in the proposal, the library has recommended the subscription of a journal (Infection Control & Hospital Epidemiology) that we already have in our library. It will be available to students.

b) The total incremental.... answer: Each year (1st to 4th) has its own budget that is shown in the budget pages. All four years together will have a budget of \$1,053,600.

c) Salaries and OPE.... answer: The College of Veterinary Medicine has a program of residency (in Medicine, Surgery, etc.) Those residents are enrolled in the MS (current MS of Veterinary Medicine) program. The resident position is 1.0 FTE and is paid \$30,000 with \$5,000 of OPE.

d) The narrative speaks of an investment of \$560K... answer: This represents the total investment of the College in the program. It has been updated.

e) The narrative mentions a director.... answer: The positions do not represent new faculty, but re-assignments. Because of that, they do not infer new money. However, we have changed the budget page to show those costs.

f) the distinction between.... answer: As mentioned before, resident/graduate student (MS) is a program existing in the College. Professional schools have MD/MS, MD/PhD, DVM/MS, DVM/PhD, that follows a different model compared with other programs in the University. We added a few sentences in the text to make it clearer.

We appreciate the comments and the opportunity to improve the presentation of our proposal.

11. Review - Budgets and Fiscal Planning Committee

Sent Back by Sarah Williams Coord-Curriculum / Acad Prgms/Assess/Accred, *November 13, 2012 10:47am*

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) November 13, 2012 10:47am

Per email from Gary Beach on 11/12/12, I am returning this proposal to the Originator at the request of the Budgets and Fiscal Planning Committee for requested changes. SW

12. Originator Response

Beth Chamblin Asst to Dept Head / Vet Biomedical Science, *November 14, 2012 9:33am*

Comments

Beth Chamblin November 14, 2012 9:33am

Budget documents were updated.

13. Review - Budgets and Fiscal Planning Committee

Approved by Walter Loveland, *December 4, 2012 10:22am*

14. Review - Graduate Council Chair

**New Interdisciplinary Graduate Degree Program
Proposal:
M.S., Ph.D. in Comparative Health Sciences**

**College of Veterinary Medicine
College of Public Health and Human Sciences
College of Pharmacy
Graduate School**

**May 2012
Proposed Effective Term: Winter Term 2013 (201302)**

CPS Tracking #: 84096

Institution: Oregon State University

College/School: Division of Health Sciences (DHS), including the College of Veterinary Medicine (CVM), the College of Public Health and Human Sciences (PHHS) and the College of Pharmacy (CoP)

Department/Program: Interdisciplinary graduate program in Comparative Health Sciences (CHS)

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 51.2509

CIP #: 512509

Title: Comparative and Laboratory Animal Medicine

A program that focuses on the scientific study of animal models of human disease and related experimental procedures, and prepares veterinarians and animal health specialists to manage the laboratory use and care of experimental animals. Includes instruction in laboratory animal husbandry, laboratory animal disease, biohazard control, gnotobiology, breeding, comparative anatomy and physiology, comparative gene mapping, protein function, physical and mathematical modeling, computer modeling, stem cell technology, colony and genetic stock management, cryopreservation, applicable regulations, and bioethics.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

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

An interdisciplinary MS, PhD graduate program in Comparative Health Sciences (CHS) is needed to complement the existing MS, PhD Molecular and Cell Biology (MCB) graduate program, which focuses on studies at the molecular level. The CHS program will offer both MS and PhD degrees and focus at the whole animal level, particularly the use of animal models of disease. It will replace a PhD program in Biomedical Sciences (recently terminated) and an MS program in Veterinary Science, and provide an opportunity to achieve critical mass in a disciplinary area identified by the Division of Health Sciences (DHS) for priority development. This program will provide an opportunity for students to be trained in multidisciplinary approaches to address biological and medical problems.

Administered by the Graduate School, this interdisciplinary program will provide an opportunity for all units in the College of Veterinary Medicine to participate in graduate education and encourage the integration of several related areas of emphasis currently existing in other units.

New Graduate Degree

- Proposal Title: MS, PhD in Comparative Health Sciences
- Proposal Type: Full Category I
- CPS #: 84096
- <https://secure.oregonstate.edu/ap/cps/proposals/view/84096>
- CIP #: 512509
- SIS #: To Be Determined (by the Registrar's Office)
- College Code: 09 – Graduate School
- Program Type: Graduate
- Credential Type: Master of Sciences (MS), Doctorate of Philosophy (PhD)
- Academic Home: Graduate School
- Participating Academic Units: College of Public Health and Human Sciences, College of Pharmacy, College of Veterinary Medicine, Graduate School
- Program Location: OSU – Main (Corvallis)
- Options: Biomedical Sciences
- Areas of Concentration:
- Undergraduate Minors: Not Applicable
- Graduate Minors: Comparative Health Sciences
- Course Designators: VMB and VMC
- Credit Hours: MS Degree = 45 (minimum); PhD Degree = 108 (minimum)
- Delivery Mode and Location: On-Campus in Corvallis
- Admission Requirements: Baccalaureate Degree; 3.0 GPA; GRE; Transcripts; Letters of Recommendation (3); and Personal Statement
- Enrollment Limitations: None
- Accreditation: None
- Proposed Start Date: **Winter Term 2013** (Banner 201302)

Termination

- **MS in Veterinary Science** (to be submitted separately via an Abbreviated Category I proposal).

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

Students enrolled in the MS degree will complete a total of 45 graduate credits, including 12 thesis credits. Students enrolled in the PhD degree will complete a total of 108 graduate credits beyond the bachelor's or professional (DVM, MD) degree, including at least 36 credits of non-blanket course work.

In Year 1 of either the MS or PhD programs, students will be required to complete three laboratory rotations (organized under a course title "Research Perspectives") that will provide an opportunity to experience several research environments and investigators that they may consider for their thesis research. These rotations will run congruently with academic quarters. In addition, all students will be expected to complete the following program core curriculum, including all required courses and a selection of at least two of the listed electives, for a total of 12 credits:

<u>Course Title</u>	<u>Course Number</u>	<u>Credit Hours</u>
<i>Required:</i>		
Research Perspectives	New (600)	3 (1 per quarter)
Methods of Data Analysis	ST 511 or similar	4
Biomedical Ethics	New (600)	1
Grant Application Preparation	New (600)	1
Seminar	New (507)	1
<i>Electives:</i>		
Molecular and Cellular Biology Techniques	MCB 524 or similar	1
Introduction to Bioinformatics	New (600)	1
Introduction to Epidemiology	New (600)	1
Introduction to Genomics	New (600)	1
Introduction to Immunology	New (600)	1
Biochemistry	BB 550 or similar	3

In addition to the program core curriculum, students will be required to complete option-specific curricula, as approved by respective graduate committees. Initially, the program will have one option, Biomedical Sciences, which will accommodate students with advisors in the College of Veterinary Medicine. There will be opportunity, however, to add other options as the interdisciplinary program expands to include related areas of emphasis in the health sciences. The option-specific curriculum for the Biomedical Sciences option will be as follows:

<u>Option</u>	<u>Degree</u>	<u>Course Title</u>	<u>Course Number</u>	<u>Credit Hours</u>
<i>Biomedical Sciences</i>				
	MS	Animal Models	VMB 521	3
		Elective courses	Various	24
		Research	VMC/VMB501	5
		Thesis	VMC/VMB503	12
		Seminar	New	1
	PhD	Animal Models	VMB 521	3

Molecular Tools	VMB 671	3
Elective courses	Various	53
Thesis	VMB 603	36
Seminar (dissertation defense)	New	1

An abundance of graduate courses are currently available to complete the elective course requirements in each of the options, including courses with the VMB (Veterinary Medicine Biomedical), VMC (Veterinary Medicine Clinical), PHAR (Pharmacy), H (Public Health), NUTR (Nutrition), EXSS (Exercise and Sport Science), Molecular and Cell Biology (MCB), Microbiology (MB), and TOX (Toxicology) prefixes. For a complete listing, please refer to the OSU Graduate Catalog

(<http://catalog.oregonstate.edu/CourseDescription.aspx?level=grad>).

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

The program will be delivered on the Corvallis campus. Depending on individual courses, instruction will include both lecture and laboratory experiences, with an emphasis placed on small group discussion and relevant experiential contexts. There are no plans for off-campus delivery at present, although it is anticipated that opportunities to provide students access to rich educational resources available at other locations, such as at Oregon Health Sciences University and international sites, will be explored.

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

Once a student is admitted into the program and a mentor(s) is selected, the following required steps will assure appropriate advisement and assessment of student progress at the department level:

1. Before the end of the second quarter, the advisory committee must be established, necessary documentation required by the Graduate School must be submitted, and the student must meet with the graduate committee.
2. The student and mentor must provide an annual report to the departmental/college-based graduate committee for review of progress and accomplishment of any program option benchmarks (student/mentor assessment form included as Appendix 1).

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

In addition to promoting racial, ethnic and gender diversity, effort will be committed to include students from rural, international and different socioeconomic communities. Specific strategies that are used to advance diversity in professional degree programs will be employed, such as partnering with undergraduate programs to reach promising students in high schools with high proportions of underrepresented populations.

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

Program enrollment in the MS degree is at least expected to equal the total headcount in the existing MS in Veterinary Science program (15 students). All these students are also residents (residency/MS program).^{*} Two additional students are scheduled to be added to the MS program in September, 2012, bringing the total to at least 17. Five prospective students have already expressed an interest in enrolling in the PhD program.

Enrollment is expected to increase by at least 10-20% per year for the first 5 years, based on: (1) applications submitted to the existing MS program and expressions of interest in the PhD program; and (2) strategic investments that will be made in student support, resulting partly from growth of extramurally-funded research programs.

^{*}The College has an MS/residency program. In the future it **may** have an MS/DVM and PhD/DVM program.

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

The numbers of degrees anticipated are expected to exceed the following:

MS program: 5/year

PhD program: 3/year from the third year

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

The goal of the program is to attract bright students, including residents, non-residents, international, minority, and economically disadvantaged. Scholarships will be offered on a competitive basis. Many approaches will be used to recruit students, including advertisement of the program, word of mouth, recruitment at foreign institutions with which the College has established relationships, etc. The effectiveness of recruitment efforts will be evaluated on an annual basis by consulting faculty advisors and by monitoring academic progress of students.

- i. *Adequacy and quality of faculty delivering the program.*

Graduate faculty from the College of Veterinary Medicine and other health sciences units will deliver the program (see Appendix 2). These faculty collectively have a large commitment of FTE to extramurally-funded research, primarily from the NIH, but also NSF, USDA, CDC and the Bill and Melinda Gates Foundation.

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

Consistent with other interdisciplinary programs in the life sciences, participating professorial faculty will represent several OSU colleges and will primarily be tenure-track/tenured appointments with significant assignments to research and scholarship (Appendix 2). Faculty members from a number of departments in

DHS as well as outside of the Division have shown interest in participating in the program by co-mentoring students.

The program will be managed by a director who will be a participating tenured faculty member (20% assignment), appointed to a 2-year renewable term. The duties of the director will involve general administration of the program, including: (1) organizing activities such as student seminars and workshops; (2) monitoring student progress and responsibilities of advisory committees, in conjunction with the departmental/college graduate committees; (3) resolving disputes or referring them to appropriate University offices; and (4) student recruitment.

k. *Other staff.*

Support staff (at least 0.5 FTE), funded by the College of Veterinary Medicine, will provide administrative support. Also, the program will partner with the Graduate School administration to accomplish necessary organizational functions such as recruitment and admission.

l. *Facilities, library, and other resources.*

Classrooms, seminar rooms, IT and library resources are already available centrally on campus and in participating academic units. Other research resources, such as laboratories and core facilities for genomics, proteomics, electron microscopy, etc., are available on campus.

m. *Anticipated start date.*

Winter term 2013, or as soon thereafter as approved.

2. Relationship to Mission and Goals

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

There is an urgent need for cross-disciplinary graduate programs in underserved areas of clinical and translational research involving animal models of disease and biomedical investigation. The proposed program will be used as an organizational infrastructure to facilitate development of a community of students and faculty across DHS and other life sciences units on campus. It will be complimentary to existing graduate programs focusing on molecular/cellular biology and social/behavioral studies.

In anticipation of the establishment of this graduate program, the CVM recently terminated its doctoral program in Biomedical Sciences. Rather than invest in an independent PhD program with research ranging from the molecular to whole animal levels, the College decided instead to be an active participant in the existing interdisciplinary Molecular and Cell Biology (MCB) program and then create a new interdisciplinary Comparative Health Sciences program to address the developing interest in whole animal studies, including clinical sciences. This

interdisciplinary approach provides an opportunity for multiple academic departments to create and sustain the critical mass of students and extramurally-funded research activity necessary for long-term success of graduate programs.

At the masters level, the new interdisciplinary program will replace the MS in Veterinary Science program. Although the existing MS program had low enrollment in the past, it now has 15 students, primarily with clinical sciences interests. This area of graduate education is projected to continue its rapid growth as additional pathology graduate students are enrolled. Incorporation of the existing program into the new interdisciplinary Comparative Health Sciences program will provide a core strength that will serve as a basis for further program development.

Consistent with the interdisciplinary/integrative philosophy of the new program, faculty from other colleges will be invited to participate in instruction of the core curriculum. The option-specific curricula are anticipated to become increasingly interdisciplinary as a community of scholars collaborates to address complex biomedical challenges, such as the diagnosis and management of chronic diseases. This process will be encouraged through the use of internal interdisciplinary research grants (DHS has already implemented these) and grantsmanship workshops (already initiated in 2009-2010). An annual symposium will be organized to bring all the program members and students together to share their research interests and findings.

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

Phase II of OSU's strategic plan (<http://oregonstate.edu/leadership/strategic-plan>) seeks to advance three signature areas of distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. As stated in the plan, improving human health and wellness depends on "building more holistic and interdisciplinary approaches to healthy aging, chronic infectious disease control, new drug development, mental health, and disease prevention to enhance the human lifespan, decrease health care costs, and maintain a healthy population."

Consistent with the strategic plan, the 11 discipline-based colleges of the university were aligned into four divisions in 2010. The overriding goal of this realignment was to facilitate collaboration across colleges and departments and to promote the development of interdisciplinary programs. One of the divisions, the Division of Health Sciences, has developed a strategic plan that states as its first priority the development of integrative, cross-disciplinary research, together with interdisciplinary graduate programs.

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

As noted above, the proposed program will promote translational biology/medicine research, which involves the integration of research across the

basic sciences and application of biological discoveries to optimize patient care and disease prevention. The new knowledge created in this interdisciplinary research environment will serve as a rich experiential context in which graduate students will be educated to serve Oregon and its communities. Without the contribution of such graduates, complex challenges relating to healthcare cannot be solved.

To ensure that students benefit from the interdisciplinary structure of the program, they will be challenged to study topics that bridge two distinct areas of study such as immunology and nutrition or infectious disease and exercise or nutrition under the mentorship of experts in each of the areas. DHS already has made significant progress developing integrated projects involving infectious diseases, public health, nutrition, exercise, development, chronic diseases, immunology, genomics, and pharmaceuticals. Consistent with the DHS strategic plan, faculty across the three colleges in the Division have collaborated to develop a research project, titled “Environmental and Infectious Determinants of Chronic Disease: a ‘One Health’ Approach.”

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

With the recent creation of DHS, OSU is positioned to build integrative research and academic programs to investigate the multidimensional causes of chronic diseases and discover new health promotion/disease prevention strategies. For example, many chronic diseases result from complex interactions between infectious agents, people, animals, and the environment. To treat and prevent these chronic diseases, health professionals must match competency in biological sciences in both people and animals with an understanding of behavioral and public health sciences. It is expected that the integrated study of Comparative Health Sciences involving research projects across DHS will facilitate attainment of an even broader perspective as students interact with colleagues who are knowledgeable about the behavioral and policy issues relevant to public health.

3. Accreditation

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

The program will be subject to the existing standards under which the OSU Graduate School is accredited. Periodic reviews will be conducted consistent with the Guidelines for the Review of Graduate Programs published by the OSU Graduate Council.

- b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify*

the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Not applicable. The program is expected to meet all Northwest Commission on Colleges and Universities (NWCCU) accreditation standards for graduate education.

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

The baccalaureate degree must be from an accredited higher education institution.

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

The program will need to satisfy standards applicable to all graduate programs at OSU.

4. Need

- a. *Evidence of market demand.*

Based on data published by the US Bureau of Labor Statistics (Occupational Outlook Handbook, 2010-2011 Edition, <http://www.bls.gov/oco/ocos309.htm>), the market demand for biomedical scientists is predicted to grow “much faster than average” over the next decade. Employment of graduates trained in comparative health sciences and related areas of biomedical research is expected to increase by 40% by 2018, an expansion of the relevant job market that will add approximately 40,000 jobs. Considering that the median annual wage of these graduates is approximately \$73K, the potential economic impact of the graduate program is significant.

The importance of focusing on clinical and translational research was confirmed recently at the national level when the National Institutes of Health created the National Center for Advancing Translational Sciences (NCATS), with a budget of \$575M. In light of the urgent need to solve complex scientific problems and translate scientific discoveries into effective treatments and cures, it is clear that universities must educate graduates to think in more innovative and interdisciplinary ways, and to understand the value of using animal models of disease to advance public health. The broad interdisciplinary emphasis of the proposed program will address this need by fostering creation of an intellectual environment in which different perspectives can be integrated into novel strategies for addressing animal and public health concerns.

In addition to the students graduating from undergraduate degree programs in the life sciences, particularly those with primary interests in biology, biomedical sciences and zoology, it is anticipated that a large proportion of students enrolled in pre-health science programs will be interested in the proposed graduate program. Nationally, only about 9% of students who apply for admission to medical schools are admitted, leaving a large number of students who are good candidates for graduate education in the clinical and translational health sciences.

Irrespective of the trends described above, the MS and PhD programs in Comparative Health Sciences will be the only graduate programs at OSU available for veterinarians who are interested in advancing their education in comparative health sciences, particularly at the whole animal level.

Considering the complexity of animal and human health care challenges, it is imperative that research activities adopt a “One Health” approach. This approach is characterized by comparative (cross species) investigation, conducted by a variety of health sciences professionals both locally and globally. The proposed program will educate graduates who are able to address this need.

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

The program is unique in terms of its scope and interdisciplinary philosophy. The unique aspects of the program are as follows:

1. Graduate education and associated research projects will focus on the whole animal level of investigation, using an approach that will be complementary to and supportive of existing programs that are focused primarily at the molecular and cellular level, such as the MCB program (see attached letter from Dr. Barbara Taylor, Director of the MCB program). Furthermore, education and research will be limited to animal species, including humans and emphasize translational health sciences. This cross-species, comparative approach is only possible through very close collaboration involving a college of veterinary medicine and human health sciences colleges.
 2. The program will have an interdisciplinary and integrative culture that is unique among biomedical sciences programs on campus and in Oregon. This will be achieved by encouraging co-mentorship of students using internal research grants.
- c. *Manner in which the program would serve the need for improved educational attainment in the region and state.*

This program introduces the concept of translational biology/medicine to basic sciences disciplines. It will provide an opportunity for students in the clinical and

basic science branches of medicine to be educated in the philosophies and practices necessary to solve complex healthcare issues.

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

Delivery of affordable and effective healthcare represents one of the most urgent and socially responsible missions in contemporary society. Graduates from this program will be exceptionally well qualified to address this mission, thereby addressing the civic and cultural demands of citizenship.

5. Outcomes and Quality Assessment

- a. *Expected learning outcomes of the program.* (see Appendix 1 for assessment forms already in use for graduate students in Comparative Health Sciences and monitored annually by the Graduate Committee of the College)

In general, expected learning outcomes of the program will include:

- mastery of the knowledge base underlying an option field, sufficient to support scholarly investigation of a related problem;
- the ability to formulate a research question relevant to a specific option field or one that requires integration of two or more fields to be addressed;
- evidence of ability to perform research either in a single option field or in integrated fields; and
- production of scholarship that advances the option field(s).

It is anticipated that MS students in Comparative Health Sciences will address research questions that are applicable to clinical medicine, with a special emphasis on translational strategies. In most cases, these students will already have the DVM degree and their future research careers will most likely involve collaborations with colleagues in the more basic sciences. Doctoral graduates are expected to attain a higher level of expertise in both the planning and conduct of research as principal investigators, and have the ability to compete for extramural funding.

Consistent with the recently approved Graduate Learning Outcomes for doctoral and master's programs, doctoral students shall: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly activities in an ethical manner. The latter will be facilitated in part by successfully completing a required course in Biomedical Ethics (see program core curriculum above). Master's students will be expected to: (a) conduct research or produce some other form of creative work; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly or professional activities in an ethical manner.

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

- Graduate Committee annual evaluation of students and quality of the program.
- Filing the program of study with the Graduate School.
- Completion of Preliminary Exam (for PhD students).
- Survey of students, annually and at graduation.
- Survey of employers of graduates.
- Satisfying graduation requirements, including completion of courses and successful completion of scholarly and research requirements.
- Periodic assessment of alumni.

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

- Graduation rate and time to graduation.
- Student's refereed publication record.
- Student's review of the program.
- Evaluation provided by Graduate Steering Committee.
- Post-graduation position and survey information from employers.

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

The majority of the faculty to be included in the program have extramurally-funded research and produce high-quality scholarship (see Appendix 2). Number and quality of peer-reviewed scholarship and the availability of research funding will be the primary indicators of success.

6. Program Integration and Collaboration

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

No program in Oregon overlaps with the proposed program. The interdisciplinary organization extending from animal to human health sciences is unique.

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

Collaborative opportunities exist with other biology and health sciences programs at the University of Oregon and Oregon Health Sciences University, respectively.

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

As stated above, the disciplinary scope of the program, ranging from animal to human health sciences, is unique.

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

Constituent programs in DHS and other OSU divisions that are expected to participate in the new interdisciplinary program will benefit from the larger critical mass of research. Researchers and students, will engage in more cross-disciplinary projects involving researchers in different departments and colleges, and enhanced competitiveness of extramural research grant applications. Negative impacts on other programs are not expected.

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

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

Graduate student/resident salaries (\$30,000 per year, plus \$5,000 OPE) for MS students will be committed by the College of Veterinary Medicine. The College currently funds 15 post-DVM clinical residency positions, all of which are being transitioned to dual graduate student-clinical residency positions. Generally, clinical residents are appointed for a period of three years, with terms of appointment staggered. Starting with the planned enrollment of 4 new residents in the Fall of 2013, the attached *Budget Outline* projects additions of 4 students per year until all clinical residents are enrolled in the program. This projection represents a conservative estimate of program growth and does not take into account the probability of residents currently enrolled in the MS in Veterinary Science (which will be terminated) program transferring immediately into the new program as soon as it is approved. Irrespective of the enrollment schedule, the College is committing at least \$633,600K in clinical resident positions (salary plus OPE) to the new program. These financial resources will be supplemented with additional funding, derived from the earnings of a \$1.2M trust (\$60K per year) that has been committed to graduate student scholarships. Approximately \$5,000/year will be committed by the CVM for miscellaneous services and supplies.

The disciplinary scope of the program is centered in core areas of health sciences that currently exist in the University. Faculty recruitment, retention and library resources currently are expected to be more than adequate to establish and develop the program. Indeed, faculty positions already selected by DHS for recruitment in the Provost's Faculty Investment Initiative are exceptionally well suited to participation in the program, thus demonstrating strategic relevance. Taking into account the new positions hired under the Initiative, the CVM has sufficient FTE capacity to meet the workload demands of creating and delivering the program core

and option-specific curricula. Existing instructional assignments to DVM elective courses will be reprioritized to meet graduate program requirements. The Courses and Curriculum Committee of the CVM is already reviewing DVM elective courses in a broader context of possible curricular revision.

As indicated in Section 1, parts j and k above, CVM will commit 0.2 and 0.5 FTEs, respectively, to director and staff support. These commitments will be accomplished through reassignments of existing personnel. The latter has been made possible by redistribution of work assignments from an administrative assistant to a new Safety Officer position funded in the CVM FY12 E&G budget.

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

At this point, all of the needed resources are in place. As the program evolves, the Graduate Committee and the Director of the Program may identify additional resources that need to be addressed.

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

The targeted student:adviser ratio is 1.5:1 for both MS and PhD programs.

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

Recruitment of students will be coordinated through the Graduate School.

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

The program proposal has been submitted for preliminary external review (see letters from Drs. Van Meter at Colorado State University and Jeffrey Lakritz at The Ohio State University). A more comprehensive external review, coordinated by the Graduate School, will be conducted in the near future.

(Site 5 names outside of Oregon, not associated with OSU)

Ad Hoc review of New Academic Program, conducted by Dr. Jeffry Lakritz, Professor, Department of Veterinary Clinical Sciences, The Ohio State University

Oregon State University, Interdisciplinary graduate program in Comparative Health Sciences

Things I like about this proposal-

Looks at whole animal level; graduate DVM (residents, fellows) likely would fit into this well.

Increases opportunities for working with broader range of expertise throughout campus.

Multi-disciplinary approaches

Laboratory rotations (especially for PhD candidates)

Preparation of clinician scientists and scientists

Theoretically will reduce the effort of clinical faculty and may increase the quality of individual students work (i.e. clinical problem requiring molecular diagnostics/collaboration with others at Health Science center/pharmacy etc.)

Things that could be problematic

Required courses. At least in our college, residents taking course across campus leave holes in clinical coverage. Assuming enough faculty FTE to cover clinical requirements?

Number of didactic courses required and relevance to overall training of residents. I am not sure medicine or surgery residents will gain much in terms of board certification if they take basic science classes. Our residents have little time for class work as it is. With emergency duty, coursework is problematic for them.

We are evaluating ways in which to train clinical residents (in 2 or 3 years) with 4th year for science. There are obviously problems with this.

Faculty who maintain publication list through resident research projects

Taking residents away from faculty for research and developing project outside of their area of expertise.

Some faculty will attract a greater number of students than others.



College of Veterinary Medicine
and Biomedical Sciences

Department of Clinical Sciences
Fort Collins, Colorado 80523-1678
(970) 297-1274
FAX: (970) 297-1275

Dr. Christopher Cebra
Head, Department of Clinical Sciences
College of Veterinary Medicine
Oregon State University
Corvallis, OR 97331

15 April 2012

Dear Dr. Cebra,

I was pleased to review, upon your request, the draft proposal for a novel graduate program at your college entitled, "Interdisciplinary graduate program in Comparative Health Sciences." After review, I consider the proposal to be a very well-designed and highly relevant plan for a multidisciplinary graduate studies program. In a separate document, I will provide for you my few comments and edits on the draft; the primary point that I feel important enough to emphasize in this letter is this: Since the program is new, I offer the opinion that a minimum number of graduate committee meetings be set for each student in the program, and that minutes from those meetings be kept and forwarded to the program director. This may help prevent a potential loss of focus or direction in the students' progress; in my experience, novel graduate studies programs may incur such problems early on. That said, I applaud your college's efforts to develop a highly relevant program that will have a positive impact on the profession and reflect very positively on Oregon State University.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Van Metre". The signature is fluid and cursive, with a long, sweeping underline.

David C. Van Metre, DVM
Diplomate, American College of Veterinary Internal Medicine
Professor
Animal Population Health Institute

Category I Proposal Guidelines for Addressing Accessibility of New Programs

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

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

Title of Proposal: _____ Effective Date: _____
Interdisciplinary Graduate Program in Comparative Health Sciences January, 2012

Department/Program: _____ College: _____
College of Veterinary Medicine/Division
of Health Sciences

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

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



Sign (Dept Chair/Head; Director)

4-23-12

Date

Cyril R. Clarke, Dean

Print (Department Chair/Head; Director)

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

Comparative Health Science
Title of Proposal
Biomedical Sciences
Department
Veterinary Medicine
College

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

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

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

Year 1:

\$1500 ebooks in various subjects
\$595 *Infection Control and Hospital Epidemiology*
\$2460 maintenance of Veterinary Medicine
journal collection

Ongoing (years 2-4):

\$1500 ebooks in various subjects
\$595 *Infection Control and Hospital Epidemiology*
\$10,000 maintenance of current
subscriptions & new ones as needed
\$2608, \$2753, \$2950 maintenance of
Veterinary Medicine journal collection

Comments and Recommendations:

If we need to license immediate access to some of the identified journals, this will be a cost that we have not quantified.

Date Received: 4/25/2012

Date Completed: 5/14/2012

Janet Webster
Subject Librarian

Janet Webster 5/14/2012
Signature Date

Steven Sowell
Head of Collections & Resource Sharing

Steven L. Sowell 5/15/12
Signature Date

Faye Chadwell
University Librarian

Faye Chadwell 5/15/12
Signature Date

Oregon State University Libraries Evaluation of the Collection supporting a Proposal to Initiate a MS and PhD program in Comparative Health Sciences

This Oregon State Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to support the proposed comparative health sciences graduate program. As stated in the Cat 1 proposal, the proposed program "will offer both MS and PhD degrees and focus at the whole animal level, particularly the use of animal models of disease. It will replace a PhD program in Biomedical Sciences (recently terminated) and a MS program in Veterinary Science, and provide an opportunity to achieve critical mass in a disciplinary area identified by the Division of Health Sciences (DHS) for priority development. This program will provide an opportunity for students to be trained in multidisciplinary approaches to address biological and medical problems." From the OSUL perspective, students and researchers will tap various components of the library collections. This makes it challenging to make recommendations on adequacy and funding needs as the entire science collection must be maintained to provide adequate access to information.

Summary of Recommendations

The monographic collection appears to be adequate as long as it is maintained and access is expanded through e-books. This will require an investment of \$1500 annually in addition to the funds the OSU already allocates.

The journal collection is currently adequate with the exception of immunology. We recommend acquiring *Infection Control and Hospital Epidemiology* for \$595 annually and allocating \$10,000 for years 2-4 to cover inflation of the current core journals and add other journals identified as the program progresses.

The College of Veterinary Medicine will need to adjust its library funding for inflation as well. We anticipate this to be \$2500 to \$3000 annually over the next four years.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSUL' print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the print monograph collection with a peer institution with a program similar to the one proposed, Colorado State University.

Table 1: Monographic Comparison between OSU and Colorado State University

Broad Subjects	OSU	CSU	OSU to CSU	OSU ebooks	CSU ebooks	OSU to CSU
Bioinformatics	212	152	140%	123	244	50%
Epidemiology	1200	1133	106%	57	181	31%
Ethics (Medical, Bio)	856	856	100%	43	153	28%
Genomics	237	386	61%	83	186	47%
Immunology	1239	1220	102%	94	233	40%
Veterinary Medicine	1325	1362	97%	20	71	28%

The broad subject areas searched reflect the proposed curriculum as well as the core of veterinary medicine. We compare favorably with CSU except for e-books that are discussed

below and genomics. Our current direct allocation for genomics is limited as we order genetics material throughout the life sciences. Even so, more emphasize on this area will be needed as well as sustaining the other areas.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. As the proposed program will have students scattered across the Corvallis campus, facilitating access is essential. OSUL are acquiring e-books with more frequency but we lag in comparison to CSU. This discrepancy should lessen in the next four years as we purchase electronic format over print. For example, we recently acquired the 2012 Elsevier Veterinary Medicine e-book package for \$1100 for 10 titles in part to compare usage between the print format and electronic. We recommend allocating \$1500 annually towards monographic purchases with emphasize on genomics and e-books.

OSU is served well by our investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Serials/Journals

In the sciences, ready access to current information is expected. The OSUL maintain a satisfactory collection of journals appropriate for comparative health sciences including the major titles in bioinformatics, epidemiology, genetics and veterinary medicine. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSUL already have sacrificed timely access to some titles in favor of an embargo period to cut costs. We identified 147 titles indexed in the Web of Science of possible interest to those involved in the proposed program (Table 2). The categories represent the broad scope and consequent importance of collaboration across disciplines. We indicate those titles that we have current access to, those with 6 months to 2 years embargoes and those not owned by the OSUL.

Table 2 – First Quartile Journals from Web of Science

Broad Subjects	# of titles	current	embargoed	not owned
Bioinformatics	19	14	4	1
Epidemiology	33	19	8	4
Genomics	30	18	8	4
Immunology	30	14	8	8
Veterinary Medicine	35	27	5	3
Totals	147	94	33	20

Those 20 titles we do not own would cost on average \$1000 for an annual license for each title with subscriptions ranging from \$340 to over \$16,000. This would total \$20,000. To get immediate access to those titles currently embargoed is more difficult to figure; using the same average, though, a ballpark figure would be 33 times \$1000 or \$33,000. This later number would likely be lower given the OSUL ability to negotiate consortial deals. Even so, the investment is large if current access to everything is considered necessary.

We recommend monitoring usage of inter-library loan for current issues of those titles under embargo and see if usage justifies licensing of current content. Given the focus of this program on whole animal and clinical research rather than human health and medical research, currency may not be imperative. At this time, only one title is generating significant borrowing - *Infection Control and Hospital Epidemiology*. We recommend adding this at a cost of \$595 annually.

The OSUL journal collection in immunology is the weakest component from this data. Again, we can monitor requests for articles from journals we do not own to make suggestions for further purchases. At this time, it is difficult to assess demand. We recommend \$10,000 in the second through fourth years to address emerging gaps in the journal collection.

We also recommend that the College of Veterinary Medicine maintain its current access to the journals it purchases. These are managed by the OSUL, but the funding is through the College. Journal subscriptions in FY12 were \$41,000. Annual inflation is estimated at 6% over the next four years. Consequently, the College will need to invest additional funds to maintain its robust journal collection that will be one cornerstone of this new program (FY13 \$2460, FY14 \$2608, FY15 \$2763, FY16 \$2950).

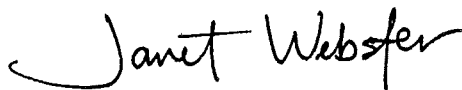
Indexes and Databases

The core indexes to the relevant information for this program are Medline (1950-present), CAB Abstracts (1973-present) and Web of Science (1970-present). The OSUL maintain access to all as these are core to many of OSU's primary research areas.

Library staff and expertise:

Expertise within the OSUL is spread among several librarians with varying responsibilities. These include Laurel Kristick, Janet Webster and Hannah Rempel. In 2011, the librarian who oversaw Veterinary Medicine, Pharmacology and the Medical Science departed, and we have not replaced that expertise. Given staffing shortages in the faculty ranks, this position is currently partially covered by Janet Webster.

Respectfully submitted,

A handwritten signature in black ink that reads "Janet Webster". The signature is fluid and cursive, with the first name "Janet" written in a larger, more prominent script than the last name "Webster".

Janet Webster
Head of Branch Libraries
May 14, 2012

Appendix 2 - Participating Faculty									
2010				2011					
Pubs		Grants Funded		Pubs	Grants Funded		Continuing funding (awarded pre-2010)		
Agency		Title		Agency	Title				
College of Veterinary Medicine									
Baltzer, Wendy									
Bermudez, Luiz	7	Penn State	Project 3 (Yr 6) M. Paratuberculosis Interaction with the Intestinal Mucosa	6					
"		DHHS	Genes Associated with M. Avium Pathogenesis	7	HP	HP Study of Mycobacterium Chelonae			NIH, USDA, Gates Foundation
"		Coord Prgrm Dvlp	Effic of Oral Aminoglycoside-Cochleate Formulations						
"		HP	HP Study of Mycobacterium Chelonae						
Bildfell, Rob	9			8	ODHS	Cryptococcus PCR Testing			CDC
Cebra, Chris				4	Morris Animal	Effects of Technique on Survival of Transfused Erythrocytes in Alpacas			Llama Foundation
"					NW Camelid	Glucagon Like Peptide - 1 Dosing in Camelids			
Chappell, Pat	2	MJ Murdock	Circadian Clock Disruption Effects on GnRH Hormone	2					NIH, NSF
"		DHHS	Circadian Reg of Gonadotropin-Releasing Hormone						
Craig	4			6					AES, Foundations
Duesterdieck, Katja					Knapp Friesian	Is Intra-Articularly Administered Tiludronate a Safe Treatment in Horses? - A Short Pilot Study			
Estill, Charles				1					
Hall, Jean	5	Ag Res-OSU	Inorganic Selenium in Salt-Mineral Mixes May Be Greatly Degraded by Moisture.						USDA
Häse, Claudia	6	Ag Res-OSU	Detection of Vibrio tubiashii toxin oyster hatcheries	3					NIH, USDA, NOAA
Helfand, Stuart					Winn Feline	Cetuximab Targeting of Epidermal Growth Factor Receptor in Feline Oral Squamous Cell Carcinoma			Morris Foundation USDA
Heidel, Jerry	1	USDA	Classical Swine Fever Surveillance	3					NIH, USDA
Jin, Ling	1			4					
Jolles, Anna	3	Morris Animal	Feline Immunodeficiency Virus in Free-Ranging African Lions (Panthera Leo): A Survey of Viral, Bacterial, and Parasitic Coinfections	5	Morris Animal	Rift Valley Fever Interactions w/ Bovine Tuberculosis			NSF
Kent, Mike	16			18					NIH, Foundations
Löhr, Christianne	6	Merial Lmtd	2010 Merial Veterinary Scholars Research Program	7	Merial Lmtd	Merial Veterinary Scholars Program 2010			Alpaca Foundation NIH
Magnusson, Kathy	5								
McKenzie, Erica		Morris Animal	An Epidemiologic Study and Genetic Survey of Exertional Rhabdomyolysis in Endurance Race Horses	4					Morris Foundation NIH, Foundations
Mustacich, Debbie	3								
O'Reilly, Kathy		Ag Res-OSU	Development of an in vitro model to study interactions of organisms in shipping fever						
Pastey, Manoj	5			6	Ag Res-OSU	Rapid and Sensitive Method Using Real-Time PCR for Diagnosis of Infections by Bovine Parainfluenza Virus 3 in Clinical Samples			NIH
					SIGA	Broad Spectrum Antiviral Testing			
Rockey, Dan	4	SIGA	Therapeutic Countermeasures Against CDC Category A and B Threat Agents						NIH, Companies
Ruau, Craig		Morris Animal	Biological Variation in Cardiac Biomarkers in Healthy Dogs and Dogs with Stable Heart Disease	3	Morris Animal	Influence of Transfusion Technique on Survival of Autologous Red Blood Cells in Cats			Morris Foundation

Appendix 2 - Participating Faculty									
2010				2011					
Pubs		Grants Funded		Pubs	Grants Funded				
	Agency	Title		Agency	Title		Continuing funding (awarded pre-2010)		
Sarker, Mahfuzur	3 Ag Res-OSU	Inhibitory Effects of Nisin Against Clostridium perfringens Growth in Meat Products	5				DOD		
Séguin, Bernard			2						
Semevolos, Stacy			1						
Sisson, David			2						
Steinauer, Michelle	2		1						
Stieger-Vanegas, Susanne	NW Camelid	Develop/Eval of a CT Protocol of the Abdomen to Facilitate the Differentiation Between Phyto bezoar					Foundations		
Tornquist, Sue	3 NW Camelid	Retrospective Analysis of Anemia in Camelids	5				Foundations		
Valentine, Beth	5		7				Morris Foundation		
"	Morris Animal	Morris Animal Foundation Vet Student Scholarship							
Villarroel, Aurora	AJCC	Evaluation of Failure of Passive Transfer in Replacement Jersey Calves	2						
College of Pharmacy									
Filtz, Theresa		Cell signalling	3	NIH	Cell signalling		NIH		
Indra, Arup	1 NIH	Skin Cancer	2	NIH	Skin Cancer		NIH		
Kioussi, Chrissa	3 NIH	development		NIH	Development		NIH		
Leid, Mark	3	Transcription regulator in development	1	NIH	Transcription regulator in development		NIH		
Morgun, Andriy	1		2						
Sikora, Alek		Novel drug targets in bacteria	1		Novel drug targets in bacteria				
College of Public Health and Human Sciences									
Harding, Anna	1 CDC	Environmental health	1	CDC	Environmental Health		CDC		
Kile, Molly	1 NIH	Environmental, maternal, child health	1	NIH	Environmental, maternal child health		NIH		

1/23/13

Category I Proposal Review: MS, PhD in Comparative Health Sciences

Proposal Contacts: Luiz Bermudez, Cyril Clarke, (Beth Chamblin)

Graduate Council Review

Overall Impression:

The proposed graduate program could 1) be a welcome and valuable addition to the OSU campus, 2) provide opportunities for training in the use of whole animals that is currently piecemeal across campus and yet very much in demand, 3) support the research efforts in the CVM and provide expanded career opportunities for its residents, and 4) serve as an incubator for expanded collaborative research and drive greater translational research in the division of health sciences and in life sciences at OSU generally. However, to reach these goals, this proposal needs to: 1) focus on the stated goal of providing training at the whole animal level, 2) provide details on how a sustainable supply of quality, diverse matriculants will be achieved, 3) either become truly interdisciplinary by engaging faculty more broadly across OSU with common interest in use of whole animals and translational research or focus on the needs of the CVM and house the program in the CVM, and 3) provide specific, measurable program outcomes and a robust assessment plan. Details with questions and comments are below.

1. Program Description: An interdisciplinary MS, PhD graduate program in Comparative Health Sciences will replace the discontinued Vet Med PhD program in Biomedical Sciences and an MS program in Veterinary Science, focusing on a multidisciplinary approach to address biological and medical problems on the whole animal level using animal models of disease. This program will be administered by the Graduate School. The program is stated to provide an opportunity for all units within the College of Veterinary Medicine to participate in graduate education and encourage integration of several related areas of emphasis currently existing in other units. Initially, there will be one option, Biomedical Sciences, which will accommodate graduate students within the College of Veterinary Medicine. In the future, there will be opportunity to add other options as the interdisciplinary program expands to include related areas in the health sciences. The proposed course of study includes a program core curriculum of 12 credits and an option-specific curriculum for the remainder of the credits.

Questions/Comments on Section 1:

- The program is proposed to provide a unique niche at OSU and in Oregon with a “focus at the whole animal level, particularly the use of animal models of disease” (pg.2, section 1b) and is proposed to “introduce[s] the concept of translational biology/medicine to basic sciences disciplines” (pg. 10, section 4c).¹

The primary purpose of the program is stated as focusing on whole animals as a distinction from the MCB and other molecular-oriented graduate programs at OSU. However, the

¹ There are many basic science disciplines at OSU that will likely take exception to the characterization that they are not sufficiently aware of translational biology and medicine in their research and graduate program endeavors.

required curriculum proposed for both the MS and PhD degrees does not include a required or selective course in, for example, animal handling, whole animal experimental techniques, experimental animal physiology, developmental biology, or animal models of disease. The required/selective coursework includes molecular techniques (MCB 524) and introductory courses with a molecular basis (Immunology, Biochemistry, Genomics). The animal models course (VMB 521) looks great but isn't included in the required/selectives list.

After studying the proposal for a while and conferring with others, it seems to me that this new program actually has two purposes. The first is to educate DVM residents, who have abundant knowledge of whole animal physiology and animal handling, in research techniques and particularly more molecular techniques. The second purpose seems to be to provide a place to train graduate students without DVM degrees in the use of animal models and whole animal experimental techniques. If, in fact, this is the dual purpose of the proposed new graduate program, then that needs to be made more clear in the proposal. If not, then I am still confused. It would be helpful to delineate two tracks/options in the degree programs—one for DVM residents and one for non-DVM graduate students—and give details on how these two tracks would overlap and how they would differ. The CVM seems the perfect place to offer such a program and thus increases enthusiasm for this proposal. The interactions between the DVM resident graduate students and the non-DVM students would seem to provide a richer experience for everyone in the program and could be highlighted as a strength and adds to the uniqueness of the program in Oregon and the region.

- There are many units on campus not included in this proposal that could contribute expertise on translational research and the use of animals models, including for example, fish models for epidemiology studies, sheep for studies of reproduction, voles for the study of social relationships, etc. Have the proposal authors considered inclusion of these other faculty on campus to create a truly interdisciplinary program focused on translational research incorporating the use of whole animals?
- Why will the program be housed in the Graduate School? Only one unit is currently involved in the program even if other units are supportive. Does this align with the Graduate School guidelines for housing interdisciplinary programs?
- The description of required, selected and optional courses is a bit confusing. For clarity, it would be helpful to see a sample graduate program of study for an MS student who is also concurrently a DVM resident (the majority of the students currently in the program fall into this category). The credits don't add up for the MS degree if you look at core program requirements plus option-specific requirements. The top of page 3 says 45 credits total for MS, but core requirements are 12 credits and option specific credits are 45 for a total of 57 credits. The credits add up okay for the PhD at 108 total (12 core + 96 option specific). However, both degree descriptions appear to count the 507 seminar as both required and option specific so this is part of the accounting confusion
- Three terms of Research Perspectives (research rotation) will be required by both the MS and PhD degree programs. Will research rotations be required of all MS students (including DVM residents) or is this meant only to apply to PhD students? If this will apply to MS students, will this increase the time to graduation, particularly those concurrently working as residents (see concerns of Dr. Lakritz in Letters of Support)?
- Enrollment calculations are based on rolling all current Veterinary Science MS students into the new program. Is it realistic to expect that all current Vet Science MS students will choose to transfer to the new program and fulfill the new requirements, particularly those who have

already completed at least a year in Vet Science? Has a survey been taken of current Vet Sci MS students to gauge interest in transferring? Enrollment calculations should not necessarily include the current students in the Vet Sci MS degree. This doesn't preclude counting all new CVM residents in the enrollment numbers but suggests a bit of a longer delay to fully meeting university minimums.

- We would like to see copies of the category II proposals for the new courses: Research Perspectives, Biomedical Ethics, Grant Application Preparation, Introduction to Bioinformatics, etc. Have syllabi been prepared and are there instructors with enough FTE to teach the new courses in the program given that no new instructional FTE is included in the proposal? Who are the faculty experts in the College of Vet Med that will teach an Introduction to Bioinformatics or Biomedical Ethics at the graduate level? There is a general list of possible mentors/instructors but nothing specific.
- What is the number of faculty in CVM who are approved to advise PhD students?
- Does the proposal anticipate that CVM faculty will discontinue taking MCB students into their labs and preferentially take PhD students through the proposed new program? This isn't clear in the proposal.
- How will PhD students be recruited into the program? Under section e, "Ways in which the program will seek to assure quality, access and diversity" the recruitment plan is vague and lacks any detail on how a diverse, high quality applicant pool will be filled. Please provide details on diversity recruitment.
- How many domestic underrepresented minorities, women, and international students are currently in the Vet Med MS program? Is the Comparative Health Sciences MS degree expected to draw from the same pool of prospective students as the Vet Med MS?
- The proposal projects a 10 to 20% expansion in student numbers over the next five years. At full capacity, how many students will the program enroll? Does the quality of the current applicant pool—beyond the DVM residents—support such an aggressive expansion? If not, please give details on how the applicant pool will be expanded while maintaining quality. Also, scholarships are mentioned in the proposal. Please describe what types of competitive scholarships will be available to recruit bright students (section 1h) and if the scholarships will supplement or substitute for GTA/GRA positions.
- How will co-mentoring of students be encouraged? Does OSU have a policy on how to handle co-mentored students? Will a policy be developed to clarify financial and academic responsibility for a student in a co-mentored situation?
- How will the program graduate three Ph.D. students per year starting in the third year of the program assuming that PhD students take an average of five years to complete a program (section 1h)? Five years or longer would seem to be a more realistic timeline for ramping up to three PhD graduates per year.

2. Mission Statement- Fits with university strategic plan.

3. Accreditation- No problems

4. Need (Evidence of market demand)- Evidence of need expressed.

5. Outcome and Quality Assessment- Section 5a refers to an “Appendix 1 for assessment forms” but the online version of the proposal and supporting documents did not include an appendix 1 that we could find. Please include. If we are in error, please advise.

Although general learning outcomes are listed consistent with the approved OSU graduate learning outcomes, OSU also requires each program to develop its own specific learning outcomes and a detailed assessment plan. These are missing from the proposal. We would like to see specific learning outcomes, several of which would be expected to be unique to a program in Comparative Health Sciences, as a means of focusing the program more on the niche of whole animal studies. An assessment plan should then be provided that is linked to the specific learning outcomes. The graduate committee of the CVM is encouraged to consult with the Graduate School and the Assessment Office to develop a robust and useful assessment plan.

6. Program Integration and Collaboration- The program is stated as interdisciplinary but only a small number of faculty from two other colleges (Pharmacy and CPHHS) are included relative to the majority of the faculty from CVM. The potential for collaborations across campus seems much bigger for this program as many faculty in more molecular disciplines such as Biochemistry and Microbiology already welcome and would potentially increase interactions with partners with expertise in whole animals.

7. Financial Stability-Clinical residents are currently funded but how will other MS students not linked to a residency be funded?

It is stated that FTE of current faculty will be reprioritized to cover new courses but that no new FTE will be added. How will FTE be re-prioritized to meet the new courseload and the increased number of students requiring thesis advisors. In other words, what will faculty discontinue to meet the new responsibilities of this program? Will mentoring of MCB students will be reduced to accommodate mentoring of PhD students in Comp Health Sci?

8. External Reviews/Liaison letters- Reviews and letters are generally positive but with concerns about clinical residents and number of required didactic courses (see letter from Dr. Lakritz). Please provide a response to the concerns cited by Dr. Lakritz

Has the graduate studies committee acted upon the recommendation of setting a minimum number of graduate committee meetings for each student and keeping minutes suggested by Dr. Van Metre?

Graduate Program Review Summary – Exercise and Sport Sciences

Background: This was a combined review of the graduate and undergraduate programs. There were originally three external reviewers: Michael Delp, University of Florida; Diane Gill, University of North Carolina – Greensboro; and Bob McMurray, University of North Carolina – Chapel Hill. Michael Delp volunteered to coordinate the Graduate Program Review and Bob McMurray coordinated the undergraduate program review.

Michael Delp basically opted out of his responsibility, so Jim Coakley (OSU Grad Council Rep) became the defacto coordinator for the Graduate Program Review. Thus, this review is very late (over one year after the visit) and is based on notes from the review taken by Coakley, McMurray and Gill. We received no input from Michael Delp.

We apologize that the review tends to focus on constructive criticisms versus outlining many of the positive aspects of the EXSS graduate program. Michael Delp was also the primary person for evaluating the strength of the graduate curriculum.

Conclusions:

The review committee concluded the graduate program in EXSS should be **maintained**. The following recommendations are intended to strengthen the EXSS program and should be followed up with a response on how the program is going to address the issues raised:

- a. Develop a recruiting effort that targets diverse populations interested in EXSS. This may be done in conjunction with related programs (e.g., Nutrition, Public Health). One idea used successfully in other programs is a “recruitment weekend,” that brings together a group of excellent candidates to learn more about the opportunities available at OSU. Resources at OSU can help identify low-income, first generation, and other non-representative student populations.
- b. Related to recommendation a, increase efforts to broaden the applicant pool to non-resident and international student populations. The program should also follow-up with admitted students who declined to attend and develop strategies to retain the highly qualified applicants.
- c. Expand the Graduate Student Handbook to include sample coursework for each program track.
- d. Consider using broader themes to consolidate the six current specializations into a smaller set that promotes collaboration in research and course offerings.
- e. Provide professional development regarding mentoring relationships for both faculty and students.
- f. Develop strategies to improve receipt of external grants, including grant writing workshops, mentoring, and guidelines for release time to pursue and administer grants.
- g. The OSU Graduate School is in the process of offering a teaching certificate. Consider adding this teaching certificate to both M.S. and Ph.D. degree programs.

EXTERNAL PANEL REVIEW

**THE GRADUATE PROGRAM IN
EXERCISE AND SPORT SCIENCE
OREGON STATE UNIVERSITY**

**On site visit, Nov 21, 2011
Final Report, Nov 29, 2012**

External Review Team:

Diane Gill

University of North Carolina - Greensboro
Department of Kinesiology

Bob McMurray

U of North Carolina - Chapel Hill
Department of Nutrition

James Coakley

Oregon State University
College of Business

Robert Iltis

Oregon State University
Speech Communication

OVERALL RECOMMENDATION

Maintain

INTRODUCTION

The external review committee organized its review and assessment by the evaluation criteria suggested by the Guidelines for the Review of Graduate Programs offered by the Graduate Council of Oregon State University. The Exercise and Sport Science (EXSS) Program organized a detailed and comprehensive self-study document that allowed the committee to prepare for the review and explore questions in detail. Interviews with Dean of the College of Health and Human Sciences, and graduate faculty and students in the EXSS program all revealed uniform support for the program while recognizing resource limitations. The external review committee shares that support, although notes some limitations presented by current methods for organizing the program. Our recommendation, therefore, is for the program to **maintain** its direction while experimenting with new ways for supporting graduate education and students.

DETAILED FINDINGS

1. The fit of the mission of the program and its relationship to the mission of the academic college(s), and the university mission.

The mission “to promote health through physical activity across the lifespan in all populations” is clear, and appropriate for the program now and as it moves into the new College structure. The program report summarizes the goals and challenges well. In particular, the challenges of balancing competing demands, cultivating revenue streams and aligning with the changing culture of the College, are indeed major challenges to be addressed.

The fact that the ESS program is not moving INTO a College of Public Health, but is involved in the process of forming a College of Public Health, along with other existing units, allows the program to take some control and work with other units as well as within the program to address the challenges. However, the faculty should reconcile how the Physical Education Teacher Education program and the non-thesis offering for the master’s program will fit within the confines of a College of Public Health.

2. Quality of Students and Admissions Selectivity

According to Table A in Appendix 2, admission to the EXSS program is selective, with approximately 30 percent of the applicants admitted to the program. However, in the past four years, only 60 percent of the admitted students actually matriculate into the program.

On average over the past five years, the GRE scores of the matriculated students are lower than those of the admitted students. This is especially true in the last year reported (2010-11) where the predominant matriculated students were Oregon residents. This is compared to the previous four years where only 37 percent of the matriculated students were Oregon residents.

There is some concern regarding the diversity of the student population. The EXSS program does provide a diversity action plan, but more effort may be needed within the College to support recruitment of a more diverse population of graduate students.

3. Level of financial support for students

Financial support is provided for almost all of the matriculated students.

4. Curriculum strength

Connection with MPH courses and programs are desirable but limited. It appears that several EXSS doctoral students are also getting a minor or MPH degree, and others take MPH courses. That's good on several counts – EXSS doctoral student education and career/research preparation, connections with public health for the programs and research, etc. However, it appears that students have difficulty getting the MPH courses. The EXSS and MPH programs might try to develop strategies to allow EXSS students access to courses and promote other collaborative program and research options.

Both the Student Handbook and web site were vague regarding required coursework for the programs.

5. Quality of personnel and adequacy to achieve mission and goals

Faculty. The faculty are active researchers and professionals with strong scholarly records. Those scholarly areas include behavioral and epidemiological approaches to physical activity and health, as well as biological, and that's good for connecting with public health. The *Movement Studies in Disability* area is a unique strength of the OSU EXSS graduate program, and one that fits well with public health. Moreover, the faculty appear to be collegial and collaborative which bodes well for making changes to advance within the new College of Public Health.

Large undergraduate enrollment (1000+) is a major source of competing demands and barrier to graduate excellence as well as faculty research productivity and revenue generation. The large UG enrollment reflects interest in allied health professions, and that's a plus within College of Public Health. However, some steps toward enrollment management (secondary admission, enrollment caps, etc.) are needed to avoid spreading faculty resources too widely, while maintaining quality in the UG program.

Several (six) graduate specializations leads to uneven resources and isolation. Physical Activity & Health has only one faculty, other areas have two or three. A different organization, perhaps without advertised specializations or with broader "themes" might be more appropriate and promote more collaboration in research and programs.

The PETE M.S. program is an oddity, but one that has a purpose and seems to be supported by the faculty. As a non-thesis, practice-oriented, MS-only program, and the only one in the state, it does serve a purpose. However, faculty and other resources for PETE must be balanced with other demands. For example, PETE might be staffed by non-tenure track, adjunct or part-time faculty.

6. Level and quality of infrastructure

The research "infrastructure" is not adequate to support current faculty and graduate student research, let alone to expand research and grant funding efforts. College-level support is needed in grant preparation/planning/processing stages and in support for ongoing funded projects. For example, budget support is needed in planning and also in administering the grant and monitoring budget. As a related issue, the indirect costs do not seem to be distributed in any way to provide incentive and reward to those faculty who receive funding. Some portion should be coming back to the PI and department/program.

7. Quality of organizational support

The faculty appear to receive little reward for their overload efforts. One way to reward faculty is to pursue endowed chairs. These entitlements can provide a stipend and research dollars, which can be a way to show support for the faculty member in times of limited funding. This would take efforts from the central administration, but usually cost the college very little and provide a great reward. The funds are usually un-restricted so that faculty could use them for their own benefit (research, travel) or can use the funds for the graduate student's benefit. Travel funds for faculty are critical with the greater focus on research.

Overall, if faculty are to develop a solid research program which is typically required by a College of Public Health, then the University has to improve its infrastructure to obtain that funding. Thus help with finding, writing, and administration of grants needs to be improved. Also, the University or College should develop a mentorship program with new faculty; possibly assigning two mentors, one in faculty member's specialization and a secondary in another area of interest within the department.

8. Level and quality of student performance

Graduate students appear well-qualified, make good progress, are actively engaged in research and find positions, usually in academia, after graduation.

Most graduate students are funded. Many are funded through training grants, which is good and relevant for a land-grant university with a public service/engagement commitment, although more NIH and federal research grant support would be desirable.

9. Level and quality of faculty performance

Faculty workloads/roles need adjustment to increase funded research. Teaching loads are heavy for faculty expected to seek and obtain federal funding. On the plus side, the teaching loads for the newest faculty are appropriately reduced. It is not clear if those faculty have formal mentoring/support at the program or College level to help them establish their research programs as well as their overall faculty career – but that would certainly be desirable. Moreover, support (release time for grant writing, support services, etc.) should be available to all faculty with clear guidelines and criteria.

10. Viability of scholarly community within which students can interact

Current and potential connections and collaborations with other units within the College, across campus and with the community are a good match with physical activity and health. Current Centers for Healthy Aging and for Obesity and Chronic Disease are particularly good connections and sites for interdisciplinary research and programs for EXSS.

11. Ranks/rating:

The OSU EXSS doctoral program has a strong tradition, is ranked well (#11) among all kinesiology doctoral programs in the 2010 report of the National Academy of Kinesiology. OSU has the only doctoral program in kinesiology in the state, and indeed, on the west coast. *Physical Activity and Health* is a “hot” topic or emphasis in kinesiology program, with many shifting hires and resources in this direction. OSU's program is well-positioned for this trend, and the move to a College of Public Health could be a benefit if EXSS can maintain its unique identity within the College.

CONCLUSION

The review committee concluded the graduate program in EXSS should be maintained. The following recommendations are intended to strengthen the EXSS program and should be followed up with a response on how the program is going to address the issues raised:

- a. Develop a recruiting effort that targets diverse populations interested in EXSS. This may be done in conjunction with related programs (e.g., Nutrition, Public Health). One idea used successfully in other programs is a “recruitment weekend,” that brings together a group of excellent candidates to learn more about the opportunities available at OSU. Resources at OSU can help identify low-income, first generation, and other non-representative student populations.
- b. Related to recommendation a, increase efforts to broaden the applicant pool to non-resident and international student populations. The program should also follow-up with admitted students who declined to attend and develop strategies to retain the highly qualified applicants.
- c. Expand the Graduate Student Handbook to include sample coursework for each program track.
- d. Consider using broader themes to consolidate the six current specializations into a smaller set that promotes collaboration in research and course offerings.
- e. Provide professional development regarding mentoring relationships for both faculty and students.
- f. Develop strategies to improve receipt of external grants, including grant writing workshops, mentoring, and guidelines for release time to pursue and administer grants.
- g. The OSU Graduate School is in the process of offering a teaching certificate. Consider adding this teaching certificate to both M.S. and Ph.D. degree programs.



DRAFT NOT FOR CIRCULATION

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☒ Reorganization – moving responsibility for an academic program from one unit to another
- ☒ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Creation of the School of Life Sciences

Effective Date:

January 1, 2013

Department/Program:

Biochemistry & Biophysics, Biology
General Science, Microbiology, Zoology

College:

Science

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

see Appendix A
Sign (Dept Chair/Head; Director) _____ Date _____


Sign (Dean of College) _____ Date 6-4-12

Various, see Appendix A
Print (Department Chair/Head; Director)

Vincent Remcho, Interim Dean
Print (Dean of College)

Merge Academic Units Proposal

Merge Biochemistry and Biophysics with Microbiology

Status: Pending Review - Graduate Council Chair ([Previous Version](#))

[Hide All Reviews](#) ▼

1. Review - College Approver - Science

Approved by [Janine Trempy](#) Assoc Dean- / College of Science Admin, *December 5, 2012 5:03pm*

Comments

Janine Trempy (College Approver - Science) December 5, 2012 5:03pm

College of Science Life Sciences Curriculum and Administrative Committees support and approve this proposal.

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *December 6, 2012 10:10am*

Comments

Sarah Williams (Curriculum Coordinator) December 6, 2012 10:10am

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

3. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), *December 6, 2012 10:23am*

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) December 6, 2012 10:23am

This is just a pro forma return to check that the Budget pages were prepared by the Arts and Science Business Center. The BFP group currently (1 January) requires this and the ASBC knows how to do it. Use of this service will greatly accelerate the approval of your proposal

4. Originator Response

[Virginia Weis](#) Professor / Zoology, *December 6, 2012 10:49am*

Comments

Virginia Weis December 6, 2012 10:49am

Yes they were prepared by the ASBS.

5. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), *January 17, 2013 9:40pm*

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) January 17, 2013 9:40pm

The BFP group voted to approve this proposal on the condition that the proposers describe in the proposal the financial arrangements associated with the participation of the Botany and Plant Pathology department in offering the Biology program.

6. Review - Graduate Council Chair

Pending Review

Proposed School of Life Sciences Executive Summary

As part of OSU's strategic reorganization, begun in AY2010-2011, we propose to create a School of Life Sciences (SLS) within the College of Science by integrating the Departments of Biochemistry and Biophysics, Microbiology, and Zoology, and the Biology Program and General Science Major into a single coordinated organization. The SLS will include the largest number of undergraduate majors in the College, with over 2,300 majors; 100 graduate students; and an average new grant portfolio of \$6M to \$9M per year.

Our goals in creating the School of Life Sciences are to:

- Lead, promote and grow the instructional and research success of the basic life sciences at OSU
- Coordinate planning for faculty hires, research clusters, and research facilities
- Coordinate and integrate curriculum in support of undergraduate and graduate degrees in the life sciences
- Coordinate advising for majors in the life sciences to provide easy access to pre-health advising, degree advising, and seamless transitions to faculty advisors
- Connect students now in the Biology Program and General Science (pre-health) Major to degrees aligned to units, moving significant numbers of students into each of the major unit areas of the School
- Develop and coordinate experiential learning opportunities for the large undergraduate population pursuing majors in the life sciences

Proposal to create the SLS changes administrative structure only: it does not include changes to curricula

- The proposal will create the School of Life Sciences, with three Departments: Biochemistry and Biophysics, Microbiology and Zoology.
- Changes in curricular structure and degrees are not part of this proposal. However related curricular proposals will modernize degree choices for students of the life sciences to provide better alignment with major subject matter areas and career options in the basic life sciences.
- The Biochemistry and Biophysics, Microbiology and Zoology undergraduate and graduate degrees remain.
- The Biology Program will be eliminated. However, the Biology Major will remain and will be administered by the Department of Zoology.
 - The continued contribution of the Department of Botany and Plant Pathology (CAS) to the instruction of courses in the Biology Major and participation in curricular decisions such as redesign and modernization will be instrumental in maintaining the strength and breadth of the major.
- A parallel Cat II proposal aims to create two options in the General Science Major: Molecular Biology and Biohealth Sciences.
 - These options will be administered within the SLS by the Departments of Biochemistry and Biophysics and Microbiology respectively.
 - The Department of Microbiology will take over the administration of the students already enrolled in the General Science Major.
- Creation of the School will be critical in developing a structure to promote coordination and integration of the 5 degrees and ~2500 life sciences undergraduate majors.

Vincent Remcho, Interim Dean
Print (Dean of College)

Proposal To Create A School Of Life Sciences Within The College Of Science

Including The Departments Of Biochemistry And Biophysics, Microbiology, And Zoology, The Biology Program, And The General Science Major

Oregon State University, College of Science:

Biochemistry and Biophysics, Microbiology, Zoology, Biology, General Science

CPS#: 84452

May, 2012

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 26.9999

CIP # 269999

Title: Biological and Biomedical Sciences, Other

Definition: Any instructional program in the biological and biomedical sciences not listed above.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

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

As part of OSU's strategic reorganization, begun in AY2010-2011, we propose to create a School of Life Sciences (SLS) within the College of Science by integrating the Departments of Biochemistry and Biophysics, Microbiology, and Zoology, and the Biology Program and General Science Major into a single coordinated organization. The SLS will include the largest number of undergraduate majors in the College, with over 2,300 majors; 100 graduate students; and an average new grant portfolio of \$6M to \$9M per year.

Our goals in creating the School of Life Sciences are to:

- Lead, promote and grow the instructional and research success of the basic life sciences at OSU
- Coordinate planning for faculty hires, research clusters, and research facilities
- Coordinate and integrate curriculum in support of undergraduate and graduate degrees in the life sciences
- Coordinate advising for majors in the life sciences to provide easy access to pre-health advising, degree advising, and seamless transitions to faculty advisors
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- The Biochemistry and Biophysics, Microbiology and Zoology undergraduate and graduate degrees remain unchanged.
- The Biology Program will be eliminated. However, the B.S. Biology major will remain and will be administered by the Department of Zoology.
 - The continued contribution of the Department of Botany and Plant Pathology in the College of Agricultural Sciences to the instruction of courses in the Biology major and participation in curricular decisions such as redesign and modernization will be instrumental in maintaining the strength and breadth of the major.
- A parallel Category II proposal aims to create two options in the General Science major: (1) Molecular Biology and (2) Biohealth Sciences.
 - These options will be administered within the SLS by the Departments of Biochemistry and Biophysics and Microbiology respectively.
 - The Department of Microbiology will take over the administration of the students already enrolled in the General Science major.
- Creation of the School will be critical in developing a structure to promote coordination and integration of the 5 degrees and ~2500 life sciences undergraduate majors. Proposed changes resulting from the creation of the School are summarized in Table 1.

Table 1. Summary of proposed changes

Program Specification	Type of Change
New Administrative Unit	School of Life Sciences (SLS)
CPS #	84452
CIP #	269999
SIS #	NA
Degree Types	Bachelor of Science (BS), Master of Arts (MA), Master of Science (MS), Doctorate (PhD)
Program Type	Undergraduate and graduate
Academic Home	College of Science
Program Termination	Biology Program: However the B.S. in Biology major will remain
Majors (undergraduate and graduate)	No change
Options	No change
Areas of Concentration	No change
Undergraduate Minors	No change
Graduate Minors	No change
Course Designators	No change
Delivery Mode and Location	No change, On-Campus/OSU-Main (No change to existing E-campus delivered programs)
Unique Admissions Requirements	None
Enrollment Limitations	None
Accreditation	None (No national accreditation for these programs)
Proposed Start Date	January 1, 2013 (Banner 201302)

SLS Management Structure is more streamlined than the previous structure of the life sciences units in COS (Figure 1). The structure is outlined below.

1. Management duties

- a. Director. Appointed by the Dean from among the three unit Chairs in consultation. Position will rotate every 2 years. Director will receive a stipend of 1 month of summer salary. Director will manage a discretionary budget of \$10,000 provided by the COS from OSU Foundation accounts to invest in seed projects within the School. The principal duties of the Director include:
 - Chair the Executive Committee (see duties below)
 - Ensure that the Curriculum Committee addresses the curricular agenda identified by the units and the Executive Committee
 - Work with College Head Advisor and lead life science advisor (if the School decides to use one) to coordinate access requests for the School
 - Manage the seed funds provided by the College
 - Coordinate with OSU Foundation on fundraising
 - The Director will not make decisions about hiring or space.
- b. Executive Committee
 - Comprised of the Director and the other two life sciences chairs.
 - Coordinate the annual development of staffing requests, developed by the three units, for the School in consultation.
 - Coordinate with the College Head Advisor and other professional advisors to maintain overall high quality and consistency of advising across the School
 - The Executive Committee will not make decisions about space
 - Insure that there are consistent and fair practices throughout the School for major policy issues. These might include GTA salaries, promotion and tenure processes, etc.
 - Tenure, personnel and programmatic decisions will remain at the department level but will be coordinated by the School through the Director, Executive Committee and Curriculum Committee.
- c. Chairs
 - Lead management of curriculum delivery in units
 - Lead the promotion and tenure process, annual reviews of faculty, periodic reviews for merit or equity raises
 - Work with unit faculty on developing staffing requests and directing strategic planning for the unit
 - Make space decisions for the unit, in coordination with the Dean
 - Manage budgets for units
 - Coordinate access requests, course planning, etc. with School Director and College Head Advisor
 - Work with the life sciences advisors
 - Represent unit and discipline at Chairs meetings for the College
 - Manage personnel decisions and issues, consulting with the Director and Dean as necessary
 - Manage initial student complaints and concerns about programs.

2. Curriculum Committee

- Two representatives from each unit and two from the Department of Botany and Plant Pathology (CAS). 2-3 year terms
- Curriculum Committee will coordinate and review curricular changes in the School and their approval will be necessary for proposals. Proposals, however, cannot advance

without the approval of the faculty of the School, either through unit level committees or by faculty review.

3. Life Science and Health Professional Advising

- Comprised of
 - i. COS head advisor
 - ii. pre-health professional advisors
 - iii. life science professional advisors embedded in each department
- Work with the Executive Committee and Director to coordinate and streamline advising practices while maintain consistency and a high quality student experience

Figure 1a. Current management structure

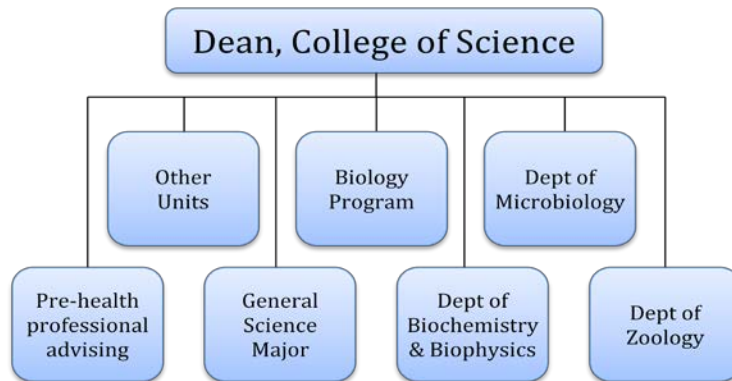
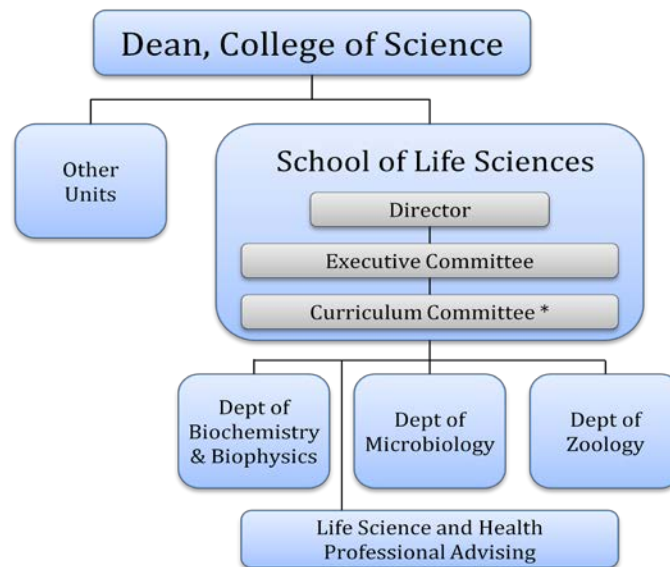


Figure 1b. Proposed management structure



* Includes representation from Dept of Botany and Plant Pathology (CAS)

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

No changes to the existing undergraduate or graduate programs will occur as a result of the creation of the School. The School has robust and well-known graduate programs rooted in the Departments of Biochemistry and Biophysics, Microbiology, and Zoology, so those components will retain a clear identity in the proposed new School. The current degree and course designators will be retained. The degrees offered will include:

Biochemistry and Biophysics:	BS, HBS, MA, MS, PhD, grad minor
Biology:	BS, HBS, undergrad minor
General Science:	BS, HBS
Microbiology:	BS, HBS, MA, MS, PhD, grad and undergrad minor
Zoology:	BA, BS, HBA, HBS, MA, MS, PhD, undergrad and grad minor

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

There will be no changes in delivery mode. All of our current undergraduate and graduate degrees are offered face-to-face on the Corvallis campus. Courses which have been offered via Ecampus as an option for place-bound students will continue to be offered and the School will look for opportunities to expand their Ecampus offerings. The agreements in place to offer the Biology B.S. degree at OSU-Cascades will remain in place through the SLS.

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

The College of Science's life science and health preparation degrees and programs have always attracted talented undergraduate and graduate students from Oregon, the nation, and the world. The Biology major provides the largest cohort of students to the Honors College of any program on campus. Many of OSU's winners of prestigious scholarships (Goldwater, Udall, etc.) have come from the Biology and the Biochemistry and Biophysics programs.

The graduate programs have had long-standing success in recruiting high quality graduate students, both through their degrees and their participation in interdisciplinary programs like Molecular and Cellular Biology, and Environmental Sciences. Zoology is a program ranked in the top 15 nationally, Biochemistry and Biophysics has several faculty working with the Center for Healthy Aging and the Linus Pauling Institute, and Microbiology has joint faculty and projects with Veterinary Medicine and Agricultural Sciences. The graduate degree programs in the School will maintain these collaborative relationships that are a key factor in student recruiting.

The School will continue to deliver a comprehensive life science curriculum and will, as the College has in the past, provide access for all students who need the courses for their degree programs. Coordinated proposals for enhancing the degree choices for life science students are being submitted. Access will be managed through conversations between the head advisors, key administrators in the unit, and programs across campus.

Because such a large proportion of undergraduate majors in the College are in life science degree programs, those programs have always been involved in initiatives designed to improve the student experience and to increase the diversity of the student population. The large research portfolio of the SLS faculty includes commitments to student recruitment and diversity (programs like IGERTs and those with broader outreach requirements).

One of the principal goals in creating the School is to improve coordination and collaboration between the various units who have been delivering the life science curriculum. This coordination will improve assessment of courses used in common and will be a critical tool in modifying existing degrees and creating new programs in the future to improve program choices for students. A case in point will be a future Category II proposal to create two new options of the General Science degree program: Molecular Biology and Biohealth Sciences. The future options will be managed by the Departments of Biochemistry and Biophysics and Microbiology, respectively. Furthermore, the alignment of the 800 Biology and 900 General Science majors within department units will greatly improve the overall student experience by providing these students with increased opportunities to engage in department activities and to interact with faculty.

e. Anticipated Fall term headcount and FTE enrollment over each of the next five years.

Undergraduate enrollments have been growing at 2-8% a year, total SCH at 4-6% per year, and graduate majors at 6-9% per year (Table 2).

Table 2 Proposed School of Life Science Headcount and SCH AY 2008-09 to AY 2011-12

	SLS Total	Biochem Biophys	Biology	General Science	Micro	Zoology
2008-2009						
Undergrad majors	2,034	128	685	868	143	210
Total SCH	51,913	5,507	26,448	37	6,644	13,277
Graduate majors	81	18	-	-	23	40
2009-2010						
Undergrad majors	2,205	139	692	965	145	264
Total SCH	55,043	6,174	27,921	210	6,964	13,774
Graduate majors	86	19	-	-	34	33
2010-2011						
Undergrad majors	2,328	163	737	1,018	173	237
Total SCH	57,267	6,141	28,411	140	7,317	15,258
Graduate majors	93	21	-	-	32	40
2011-2012						
Undergrad majors	2,385	181	756	961	215	272
Total SCH	58,985	N/A	N/A	N/A	N/A	N/A
Graduate majors	100	20	-	-	40	40

Assuming a 3% growth in the next five years as the University's enrollment grows, we expect to see 2,700 undergraduate and 115 graduate majors by AY 2015-2016 (Table 3).

Table 3. Fall Term Headcount and SCH AY 2011-12 to AY 2015-2016

Academic Year	Undergraduate Majors	Total SCH	Graduate Majors
2011-12	2,385	58,985	102
2012-13	2,470	60,755	105
2013-14	2,544	62,580	108
2014-15	2,620	64,545	111
2015-16	2,700	66,390	115

f. Expected degrees/certificates produced over the next five years.

The programs that will contribute to the SLS have graduated 320-350 undergraduate majors, 2-5 Masters students, and 5-15 Ph.D. students over the last three years (Table 4). We expect to see growth in the graduate degree completion rates because of the recent addition of new faculty who will expand the mentoring capacity of the units. The undergraduate graduation rates will begin to grow in proportion to the undergraduate enrollments. The graduation growth has not tracked the enrollment growth precisely, because students in many of the pre-health programs transfer to professional degree completion paths at other institutions (pharmacy, nursing, therapy, etc.). An estimate of graduates from the proposed School by AY2015-16 is at least 385 baccalaureate, 6-8 masters, and 13-18 doctorate degrees awarded each year (Table 5).

Table 4. Degrees awarded: AY 2008-09 to AY 2010-11

	SLS Total	Biochem Biophys	Biology	General Science	Micro	Zoology
2008-2009						
Undergrad Degrees	328	16	122	119	36	35
Masters Degrees	2	1	-	-	1	-
PhD Degrees	5	2	-	-	-	3
2009-2010						
Undergrad Degrees	345	19	112	145	30	39
Masters Degrees	3	2	-	-	1	-
PhD Degrees	15	3	-	-	4	8
2010-2011						
Undergrad Degrees	327	19	107	145	26	30
Masters Degrees	5	1	-	-	3	1
PhD Degrees	12	4	-	-	4	4

Table 5. Undergraduate and graduate degrees projected AY2011-12 to AY2015-16

Academic Year	Undergraduate Degrees	M.S. Degrees*	Ph.D. Degrees
2011-12	345	3-5	10-15
2012-13	355	4-6	10-15
2013-14	365	4-6	11-16
2014-15	375	4-6	12-17
2015-16	385	6-8	13-18

*Graduate programs in the SLS are predominantly Ph.D.; this assumes no addition of non-thesis M.S. degrees.

g. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

The creation of the SLS will not change the current demographics of the students. The undergraduate programs are among the most diverse in the College of Science, attracting large numbers of women and persons of color. This is due in part to the broad interest in health professional careers. The programs attract a high proportion of high-achieving students and programs like Marine Biology (an option in the Biology major) are attractive to many out-of-state students.

The graduate programs that will comprise the new School recruit nationally and internationally and bring a substantial number of non-resident students to OSU.

The coordination and visibility that the SLS will create will enhance our ability to recruit students at both the graduate and undergraduate levels.

h. Adequacy and quality of faculty delivering the program.

The programs that will be part of the proposed School are already strong, with a committed and talented group of faculty fully supporting the existing degrees and majors. The continuing increase in the student population at OSU will require additional faculty resources over time (as the life science degrees will continue to be in high demand).

i. Faculty resources – full-time, part-time, adjunct.

Faculty appointed in units of the proposed School are listed in Table 6.

Table 6. Corvallis campus faculty of professorial or instructor rank appointed in the Departments comprising the School of Life Sciences. There are additional Ecampus, summer, or term-to-term instructors as required. (Does not include FTE of faculty in BPP (CAS) who contribute to instruction in the Biology major.)

Name	Rank	9 or 12	FTE
Arnold, S	Prof	9	1.0
Baird, W	Prof	9	0.2
Barbar, E	Prof	9	1.0
Beckman, J	Prof	12	0*
Bermudez, L	Prof	12	0.25
Blaustein, A	Prof	9	1.0
Blouin, M	Prof	9	1.0
Bottomley, P	Prof	12	0.5
Dreher, T	Prof	12	1.0
Frei, B	Prof	12	0*
Geller, B	Prof	9	1.0
Giebultowicz, J	Prof	9	1.0
Giovannoni, S	Prof	9	1.0
Hacker, S	Prof	9	1.0
Hagen, T	Prof	12	0.25
Hixon, M	Prof	9	1.0
Houck, L	Prof	9	1.0
Karplus, A	Prof	9	1.0
Kent, M	Prof	9	0.33
Lubchenco, J	Prof	9	1.0
Maddison, D	Prof	9	1.0
Mason, R	Prof	9	1.0
Menge, B	Prof	9	1.0
Merrill, G	Prof	9	1.0
Ream, W	Prof	12	1.0
Ruben, J	Prof	9	1.0
Taylor, B	Prof	9	1.0
Trempey, J	Prof	12	1.0
Weis, V	Prof	9	1.0

Name	Rank	9 or 12	FTE
Denver, D	Assoc	9	1.0
Field, K	Assoc	12	1.0
Gombart, AF	Assoc	9	0.33
Greenwood, J	Assoc	9	1.0
Hsu, V	Assoc	9	1.0
Lytle, D	Assoc	9	1.0
McFadden, P	Assoc	9	1.0
Mehl, R	Assoc	9	1.0
Sarker, M	Assoc	9	0.25
Schuster, M	Assoc	9	1.0
Warrick, D	Assoc	9	1.0
Zhang, D	Assoc	12	0.25
Freitag, M	Asst	9	1.0
Halsey, K.	Asst	9	1.0
Johnson, C	Asst	9	1.0
Jolles, A	Asst	12	0.24
Lowry, M	Asst	12	0.25
Meyer, E	Asst	9	1.0
Mueller, R	Asst	9	1.0
Novak, M	Asst	9	1.0
Perez, V	Asst	9	0.67
Terry, R	Asst	9	1.0
Vega-Thurber, R	Asst	9	1.0
Ahern, K	Sr Instr	9	0.5
Blair, L	Sr Instr	12	1.0
Bruslind, L	Sr Instr	12	1.0
Lavery, M	Sr Instr	12	1.0
Rajagopal, I	Sr Instr	12	1.0
Biesinger, T	Instr	12	1.0
Kayes, L	Instr	12	1.0
Quick, D	Instr	13	1.0

* Departmental home in COS but with no COS FTE.

j. Other staff.

There are a number of staff assigned to the proposed School of Life Sciences already, because of the size of the undergraduate populations. As we see increased growth in enrollments, the addition of more advising capacity will be a high priority. Current staff include:

Table 7. Corvallis Campus Staff (1.0 FTE unless noted)

Name	Rank	9 or 12	FTE
Aljets, A	Advisor	12	1.0
Colvin, C	Advisor	12	1.0
Harvey, S	Advisor	12	1.0
Kneece, K	Advisor	12	1.0
McCarthy, G	Advisor	12	1.0
McLeod, B	Advisor	12	1.0
Pereira, C	Advisor	12	1.0
Wolf, A	Advisor	12	.49
Bevandich, T	Professional	12	1.0
Fulton, M	Professional	12	1.0

Name	Rank	9 or 12	FTE
Durrell-Khalife	OS2	12	.625
Fisher	Lab Tech 1	12	1.0
Givigliano, T	OS2	12	1.0
Marshall, C	Curator	12	1.0
Partridge	MB1	12	1.0
Powell, T	OS2	12	1.0
Robe	OS2	12	1.0
Stoneman, D	OS2	12	1.0
Tatala, S	OS1	12	0.625

Note: Two new advising positions have been added this year to support advising of pre-Pharmacy and other life sciences students.

Facilities, library, and other resources.

As this is a reorganization of existing programs and staff, no new library or facility resources will be required. Space currently assigned to the units and programs of the proposed School will remain assigned to the School. The new School will work with Facilities Services on requests for appropriate additional space as the degree programs continue to grow.

- k. **Anticipated start date:** January 1, 2013

2. Relationship to Mission and Goals

- a. **Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.**

The programs that will constitute the proposed School are already critical elements of the University's strategic goals. The creation of the School will foster improved coordination and development of undergraduate and graduate curriculum and will be attractive in recruiting faculty in the future. The clear interaction and collaboration of different parts of life sciences is an important feature of modern biological research.

- b. **Connection of the proposed program to the institution's strategic priorities and signature areas of focus.**

The teaching programs and component courses delivered through the proposed School comprise the core educational opportunities in the fundamental life sciences at OSU. Several Biology courses are critical service courses that are key components of many other programs at OSU, including programs in CAS, PHHS, and CEOAS. Certain courses in the Biochemistry and Biophysics, Microbiology, and Zoology majors are likewise key courses in other programs. Baccalaureate Core courses serve students from CLA and other colleges. These contributions are consistent with the core educational roles expected of the CLA/COS. The component Departments of the proposed School currently teach a variety of courses for the OSU Honors College, and are the home to many Honors College students. (Biochemistry and Biophysics, Biology, Microbiology and Zoology together have 198 Honors College students, which comprise 13% of these majors. Indeed the Biology major has the highest number of Honors students and International Degree students of any major at OSU.) The proposed School will allow us to coordinate, advertise, expand and improve Honors course offerings, and to improve the ability of OSU to attract high caliber undergraduate students.

The research programs in the proposed School will contribute directly to OSU's strategic focus areas of "Advancing the Science of Sustainable Earth Ecosystems" and "Improving Human Health and Wellness". Scientists in the School are engaged with colleagues at other OUS institutions and most of the research hospitals in Oregon. The undergraduate programs are the College's major focus for "sustaining and accelerating improvements in student learning and experience through creation of outstanding academic and student engagement programs".

Current members of the proposed School are campus leaders in efforts to: involve

undergraduates in research; head the successful HHMI summer fellowship program for over ten years; serve on the OSU URISC panel; and direct the new Office of Undergraduate Research. The proposed School will help us extend these opportunities for research and faculty interaction to students currently transiting OSU in the non-departmental Biology Program and General Science Major. College advisors cannot provide the same contact between student and faculty that department-embedded professional advisors and faculty advisors can provide.

- c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.**

The programs in the proposed School are already well aligned with the goals of OSU and OUS. The undergraduate programs are an important part of preparing future health professionals and are among OSU's largest and most successful research programs. The introductory life science courses are a part of undergraduate degrees across the campus and the research programs contribute to the work in biomedical sciences, ecological and environmental sciences, and genome-enabled biology. Existing program connections to OSU-Cascades will continue, as will the close connections to the Honors College. The life sciences have always been well represented in outreach and recruiting activities such as Discovery Days.

- d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.**

The undergraduate degree programs are an important part of developing the workforce Oregon needs in the health professions, including medicine, dentistry, pharmacy, nursing, physicians' assistants and other areas, including biotechnology. Scientists and graduate students in the proposed School will be working on problems relevant to marine reserves, environmental quality, infectious diseases, biomedical sciences, nutrition and health, and other areas of critical importance to Oregon's future.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

There are no accrediting bodies or societies for the proposed School's programs. However, we do use some national tests as part of assessment in individual programs. (In recent tests, in which 40,000 students from across the nation participated, OSU Biology majors scored above the national average in every life sciences category, including an astonishing 14% above the average in Biochemistry. The proposed School and the integration of its Programs into Departments will allow us to more widely assess how effective we are in preparing students for the next stage of their careers.)

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

Not applicable.

- c. **If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

Not applicable.

- d. **If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

Not applicable.

4. Need

- a. **Evidence of market demand.**

The student numbers clearly show the demand for the programs that will constitute the proposed new School of Life Sciences. The life sciences are the gateway degrees to careers in health sciences and represent an area of high demand and of actual and potential growth.

- b. **If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

Not applicable.

- c. **Manner in which the program would serve the need for improved educational attainment in the region and state.**

The degree programs in the proposed School of Life Sciences are important for Oregon's plan for the future, both in terms of a health care professional workforce and in the goals for growth in the biotechnology-based economic sector. These programs provide access for Oregon students to pursue degrees that prepare them for these areas. Our recent offering of the Biology degree at the OSU-Cascades campus is an effort to increase the opportunity for educational attainment in these areas.

- d. **Manner in which the program would address the civic and cultural demands of citizenship.**

The programs in the School of Life Sciences will be responsible for delivering much of the lower-division Baccalaureate Core instruction in Biology and many of the courses in the Synthesis category. These courses provide an insight and understanding of life sciences and biology that is increasingly important to informed citizenship. Advances in biotechnology, our understanding of the human genome, and knowledge of the effects of climate change on the world's ecosystems will increasingly raise political, ethical, and religious issues that an informed citizenry must be able to understand.

5. Outcomes and Quality Assessment

- a. **Expected learning outcomes of the program.**

The student learning outcomes for these programs will not change due to the creation of the School. The learning outcomes for the undergraduate programs are:

Biochemistry and Biophysics B.S.:

Biochemistry Specific Core Knowledge:

- Biochemistry Specific Core Knowledge: Students will be able to acquire, articulate, retain and apply specialized language and knowledge relevant to Biochemistry.
- Biophysics Specific Core Knowledge: Students will be able to acquire, articulate, retain and apply specialized language and knowledge relevant to Molecular Biophysics.
- Biochemistry & Biophysics Specific Laboratory Knowledge: Students will participate in research laboratories and contribute meaningfully to research efforts by applying skills from coursework supplemented with laboratory-specific techniques.
- General knowledge and skills: Students will communicate scientific concepts, experimental results and analytical arguments clearly and concisely, both verbally and in writing.
- Student Engagement: Students will demonstrate engagement in the Biochemistry & Biophysics discipline through involvement in research or internship activities, the Biochemistry & Biophysics Club (BB Club) and outreach or mentoring activities specific to Biochemistry & Biophysics.

Biology B.S.:

Students will understand:

- Conceptual Understandings. Students will demonstrate competency in:
 - fundamental concepts that characterize Biology, including concepts that characterize the various life science fields.
 - how scientific knowledge develops, including the historical development of foundational theories and laws, the nature of science (particularly tentativeness and creativity), and the relationship between science, technology, and society.
 - the process of scientific inquiry, including that scientists use varied methods; scientists test ideas; scientists use creativity, critical thinking, and current knowledge; and investigations commonly lead to additional questions.
- Skills. Students will be able to:
 - conduct background research on life science topics to make informed decisions, and develop understanding of basic concepts, processes and keywords necessary to investigate topics; skills for accessing and critiquing information; decision-making steps for specific Biology issues; and ways to present and discuss potentially controversial information.
 - function successfully within laboratory and field settings, including use of basic equipment (microscopes, measurement devices, and computer technologies); developing and utilizing appropriate safety protocols; and putting into practice conceptual understandings of the research process.
 - utilize a variety of skills related to learning Biology, including thinking skills of reasoning, critical thinking, creative thinking, and problem solving; and self-regulatory behaviors of organization, self-management, and monitoring through feedback from classmates and instructors.
 - utilize a variety of skills to share knowledge effectively, including oral and written communication skills; planning skills; and implementation skills of presenting material, motivating others, clarifying concepts and confirming understandings.
- Student Engagement and Professional Development. Students will:

- work, volunteer or intern as a biologist in a professional context.
- perform relevant professional activities such as laboratory and/or field research, clinical work, presentations at professional meetings, and scientific writing.
- apply conceptual understandings (LOA) and skills (LOB) learned in coursework to professional situations in biology.
- explore professional avenues in various biological disciplines.

General Science B.S.:

- Students will demonstrate understanding of the skill set needed for successful integration into a research university setting.
- Professional communication skills used in a health profession related career:
 - Students will communicate professionally both verbally and in writing.
- Student Engagement:
 - Students will demonstrate engagement in the General Science discipline through involvement in research or internship activities, the Pre-Health Clubs (i.e. pre-Nursing, pre-Pharmacy, pre-Medical, pre-Dental, pre-Physical Therapy, etc.) and outreach or mentoring activities specific to their health professional discipline.
- Life Sciences Specific Core Knowledge:
 - Students will be able to acquire, articulate, retain and apply specialized language and knowledge relevant to life sciences.
- Professional School Acceptance: Students will meet pre-requisite requirements for application to health professions school

Microbiology B.S.:

- Microbiology Specific Core Knowledge: Students will be able to acquire, articulate, retain and apply specialized language and knowledge relevant to microbiology.
- Microbiology Specific Laboratory Knowledge: Students will acquire and demonstrate competency in laboratory safety and in routine and specialized microbiological laboratory skills applicable to microbiological research or clinical methods, including accurately reporting observations and analysis.
- General knowledge and skills: Students will communicate scientific concepts, experimental results and analytical arguments clearly and concisely, both verbally and in writing.
- Student Engagement: Students will demonstrate engagement in the Microbiology discipline through involvement in research or internship activities, the Microbiology Student Association Club (MSA) and outreach or mentoring activities specific to microbiology.

Zoology B.S.:

- Students will be able to recall, integrate, and apply essential core information about key components of the zoological sciences (ecology, evolution, physiology, cell biology).
- Students will be able to effectively communicate ideas orally, graphically, and in writing.
- Students will be able to use mathematics and statistics to analyze and propose evidence based solutions to zoological problems.

The Graduate Programs in the School will use a similar approach to outcomes and assessment. As an example, the graduate learning outcomes for the Zoology M.S. and Ph.D. are:

Graduate Learning Objectives/Outcomes for Ph.D. and M.S. Programs in Zoology, College of Science

Table 8 indicates what we have identified as “universal” **graduate learning objectives**, by which we assess **graduate learning outcomes**. For each we include the broadly used means of assessment. Individual programs and Departments may have additional graduate learning objectives; most often these are explicitly stated in a Departmental Graduate Handbook, in documentation provided by a professional organization or society, or included as degree requirements. The overarching objectives in the table address what are considered to be critical areas of competency (a comprehensive appreciation of the field of study, an understanding of current issues of importance in the field, and a demonstration of creativity) at various points on the path through graduate studies (admissions, matriculation to candidacy, graduation). Some of the objectives apply to any degree program, and some are specific to the non-thesis (coursework) MS, the non-thesis (project) MS, the thesis MS, or the PhD, as indicated. Likewise there is some variation amongst the degree programs as regards means of assessment.

Table 8. Graduate learning outcomes in Department of Zoology

Ph.D. Objective	M.S. Objective
Students will have met the objectives for learning outcomes in an undergraduate discipline relevant to their graduate field of study. <i>Scoring methods: 1</i>	Students will have met the objectives for learning outcomes in an undergraduate discipline relevant to their graduate field of study. <i>Scoring methods: 1</i>
Graduates will be able to summarize major central issues and current research problems in their field. <i>Scoring methods: 2-7</i>	Graduates will be able to summarize major central issues and current research problems in their field. <i>Scoring methods: 2,4-7</i>
Graduates will be able to communicate the major tenets of their field and their work orally and in writing for students, peers and the lay public. <i>Scoring methods: 3-7</i>	Graduates will be able to communicate the major tenets of their field and their work orally and in writing for students, peers and the lay public. <i>Scoring methods: 4-7</i>
Graduates will be able to explain and identify areas of uncertainty in their fields. <i>Scoring methods: 3-7</i>	Graduates will be able to explain and identify areas of uncertainty in their fields. <i>Scoring methods: 4-7</i>
Graduates will have designed, carried out and presented an original work of research at the leading edge of their discipline. <i>Scoring methods: 4-7</i>	<p>Graduates will have completed and defended:</p> <p>(1) an original manuscript based on either a review and synthesis of the primary literature [non-thesis (project) MS] or original research [thesis MS]; or</p> <p>(2) mastery of appropriate advanced coursework in the field. [non-thesis (coursework) MS]</p> <p><i>Scoring methods: 2,5,6,7</i></p>

Means of assessment referenced in the table above include:

- (1) minimum admission standards, assessment of application materials, admissions process interviews
- (2) meeting a predetermined standard in graduate level coursework (content/subject matter and GPA)
- (3) a pass/fail oral preliminary exam
- (4) written research proposal
- (5) written thesis or research paper
- (6) oral defense
- (7) publication of research in peer reviewed journals

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The programs are using a wide variety of methods to assess these outcomes, depending upon the outcome and the nature of the course or program that addresses the outcome. Detailed reports on assessment activities for these degrees are available on the website for OSU's Office of Academic Programs, Assessment, and Accreditation. <http://oregonstate.edu/admin/aa/apaa/>

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

The performance indicators for these programs will not change. Some important metrics include:

- Retention rates of majors
- Graduation rates
- Acceptance rates to graduate school
- Acceptance rates to health professional programs
- Percentage of students with a research experience
- Percentage of students with an international experience

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The faculty members of the proposed School of Life Sciences are accomplished and visible scholars. The standards for scholarly work will not change and will be enhanced by the integration across programs. Some of the key metrics used include:

- Publication of peer-reviewed articles in high impact journals in the life sciences
- Success in securing extramural research funding
- Participation in national and international meetings, conferences, and review panels in the discipline
- Contributions to reviewing and editing disciplinary journals
- Participation in national conferences for the development of research agendas
- Mentoring and advising graduate and undergraduate students

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

Degrees in life sciences are a core part of programs at all universities, particularly research universities. Degrees in biology and general science type programs (pre-health professional tracks) are common at those universities and both Portland State University and the University of Oregon offer Biology degrees and tracks to allow students to enter pre-health professional programs.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

Because OSU has the largest life science research and teaching program in Oregon, we have more diversity in our life science degrees. The B.S. degrees in Microbiology, Biochemistry and Biophysics, and Zoology are unique in OUS and offer unique opportunities for our students.

Many faculty members of the proposed School have had long-standing collaborations with colleagues at OSU and other OUS institutions. Those will certainly continue and will likely expand through work on collaborative facilities, programs, and statewide initiatives like the Oregon Translational Research and Drug Development Institute (OTRADI).

Courses in the Biology major serve students from several colleges and have been delivered in a collaborative manner involving faculty from the departments within the proposed School as well as the Department of Botany and Plant Pathology, which is now in the College of Agricultural Sciences. This collaborative delivery will continue and is critical to the continued diversity of course offerings.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.**

We anticipate close collaboration with colleagues throughout Oregon, as has been the case already.

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.**

The component programs, budgets, and staff of the proposed School already exist, so the creation of the School will not adversely impact other programs in the College or University. The improved communication will aid coordination of Life Sciences programs across campus and between colleges.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.**

The programs that will make up the proposed School already constitute a major portion of the College's budget. The programs have high demand and are clearly sustainable for the long-term. Growth in Summer Term, Ecampus, and returned overhead revenues have been important in meeting the needs created by constant enrollment growth.

The library support is already strong for this area, as life sciences are one of OSU's signature

research areas. One of the goals of the proposed School is to provide coordination and integration in faculty hiring, so this will only be a plus for programs that already are very successful in recruiting some of the very best scientists in the world.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

The programs are strong and nothing will change with the creation of the School in regards to resources. The most pressing need remains modern laboratory space and adequate classroom space. These needs exist whether the School is created or not. The College is working with units and Facilities Services on individual issues and on a larger plan for long-term growth.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The ratio of undergraduate majors to instructional faculty is currently about 39:1. This reflects the very high demand for these programs. One of the issues to consider in faculty growth is creating adequate faculty capacity to provide research experiences for this large undergraduate population.

The ratio of equivalent student FTE (Total SCH/45) to instructional faculty is 21:1.

The ratio of graduate students to tenure-rank faculty is 2:1. There is some capacity for growth here, in large part because the faculty numbers reflect the recent recruitment of a number of junior faculty.

d. Resources to be devoted to student recruitment.

The recruitment of undergraduates is largely through the University's Admissions Office. The investments in graduate recruitment made by individual units, both individually and jointly with other life science units or programs will continue as at present.

8. External Review:

No new graduate programs are proposed so no external review is required.

Appendices: Supporting documents

Appendix A: Support from Department and Program Liaisons and Chairs

Our signatures below certify that the proposal has been reviewed and approved by the constituent faculties of the proposed School of Life Sciences:

Gary Merrill, Biochemistry and Biophysics

Date

Robert Mason, Biology

Date

Janine Trempey, General Science

Date

Theo Dreher, Microbiology

Date

Virginia Weis, Zoology

Date

Appendix B: Budget outline pages

Costs for the School are detailed below. These include:

- a) One month of summer salary for the School Director (The highest salary of the current three Chairs is provided in the budget sheets as an estimate). This will be reallocated from existing budgets in the College.
- b) Transfer of FTE from the Biology Program to the Zoology Department for an office specialist and for Administrative FTE. The position of Head of the Biology Program will be eliminated. However Zoology will appoint an Associate Chair to assist in running the Biology major.
- c) Costs of \$2,000 to add stationery and signage, other printing expenses and other expendable consumption as necessary (from Foundation funds).
- d) Recurring commitment of \$8,000 per year to the School Director for use as an investment fund to seed projects in the School for curriculum, student engagement, or research initiatives. This will be reallocated from existing budgets in the College.
- e) A 4% annual inflationary increase is included in the costs after AY2012-13.

B. Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University

Program: School of Life Sciences, College of Science

Academic Year: 2012-2013

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty	BI Chair Elimin. (28,616)	Life Science Dir. 15,088				(13,528)
Faculty	ZO Assoc. Chair 22,778					22,778
Support Staff (Include FTE)	1.0 FTE OS 2 (35,520)					(35,520)
Support Staff (Include FTE)	35,520					35,520
OPE	(2,053)	4,376				2,323
Nonrecurring:						
Personnel Subtotal	(7,891)	19,464				11,573
Other Resources						
Supply and Svcs:,stationary, mktg		2,000				2,000
Other Expenses-stipend, support		8,000				8,000
Other Resources Subtotal		10,000				10,000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	(7,891)	29,464				21,573

B. Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University

Program: School of Life Sciences, College of Science

Academic Year: 2013-2014

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty	BI Chair Elimin. (28,616)	Life Science Dir. 15,692				(12,924)
Faculty	ZO Assoc. Chair 23,689					23,689
Support Staff (Include FTE)	1.0 FTE OS 2 (35,520)					(35,520)
Support Staff (Include FTE)	36,941					36,941
OPE	(908)	4,551				3,643
Nonrecurring:						
Personnel Subtotal	(4,414)	20,242				15,828
Other Resources						
Supply and Svcs.:stationary, mktg		2,000				2,000
Other Expenses-stipend, support		8,000				8,000
Other Resources Subtotal		10,000				10,000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	(4,414)	30,242				25,828

B. Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University

Program: School of Life Sciences, College of Science

Academic Year: 2014-2015

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty	BI Chair Elimin. (28,616)	Life Science Dir. 16,008				(12,608)
Faculty	ZO Assoc. Chair 24,637					24,637
Support Staff (Include FTE)	1.0 FTE OS 2 (35,520)					(35,520)
Support Staff (Include FTE)	38,419					38,419
OPE	284	4,642				4,926
Nonrecurring:						
Personnel Subtotal	(796)	20,650				19,854
Other Resources						
Supply and Svcs.:stationary, mktg		2,000				2,000
Other Expenses-stipend, support		8,000				8,000
Other Resources Subtotal		10,000				10,000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	(796)	30,650				29,854

B. Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University

Program: School of Life Sciences, College of Science

Academic Year: 2015-2016

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty	BI Chair Elimin. (28,616)	Life Science Dir. 16,648				(11,968)
Faculty	ZO Assoc. Chair 25,622					25,622
Support Staff (Include FTE)	1.0 FTE OS 2 (35,520)					(35,520)
Support Staff (Include FTE)	39,956					39,956
OPE	1,523	4,828				6,351
Nonrecurring:						
Personnel Subtotal	2,965	21,476				24,442
Other Resources						
Supply and Svcs.:stationary, mktg		2,000				2,000
Other Expenses-stipend, support		8,000				8,000
Other Resources Subtotal		10,000				10,000
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	2,965	31,476				34,441

Appendix C: Campus Liaison Comments

Liaison Response to comments from Department of Botany and Plant Pathology

Liaison comments shown in blue. Responses in black.

Although many points were voiced and discussed by the faculty, the main issue of concern was dissolution of the Biology Program and transformation of this Program to a major in the Zoology Department. Pat Muir and Bruce McCune independently voice some of these additional points through this liaison process; these points will not be restated here. The consensus view of the faculty of Botany and Plant Pathology, with which I agree, is that the Department is not supportive of the dissolution of the Biology Program and the movement of Biology, as a major, into the Zoology Department. Major concerns of this action are provided below:

- **Pedagogical.** Modern education is becoming more distributed, as students need broader exposure to more interdisciplinary instruction. The intellectual and human resources necessary to offer a modern degree in Biology are not housed in one department at OSU. If anything, the program should become more inclusive of the rich strengths in biological sciences on the OSU campus, which exists across different units. This inclusive approach fits well within the National Academies Report on "The New Biology for the 21st Century" and is an approach visible at some of the major Universities in the country; e.g., The Institute for Biology Education, University of Wisconsin, <http://jwww.biology.wisc.edu/>

We looked extensively into the ways in which peer institutions and aspirational peer institutions structure their Life Sciences majors and we found that there is a large diversity of models that are determined in part by the history and context of the different units involved. We do not believe that creation of the School, as described in the proposal, would exclude the broad strengths in the biological sciences represented across campus. It is our intent to have BPP continue to contribute the teaching mission of the School in the Biology major, as detailed in the MOU between COS and BPP, and to contribute to curriculum design and planning. We believe the proposed changes will increase coordination between the different departments and the 5 majors offered within the School.

- **Practical.** The Department of Botany and Plant Pathology has long been committed, and remains so, to the Biology Program. It is simply unrealistic to assume, however, that a department should commit its valuable and limited human and monetary resources to another department's major. Also, it remains a challenge to distribute and assign credit for student credits hours; the proposed move would significantly complicate an already difficult situation.

We agree that equitable distribution of credit for student credit hours is a challenge for all departments whose faculty teach in other units. In the case of the Biology major in its current form, this includes BPP, BB and Zoology. The School leadership will take every measure possible to ensure that due credit is given for the appropriate effort given, including assignment of student credit hours and allocation of graduate teaching assistantships and the concomitant graduate tuition remissions.

- Education about the biology of plants and the role of plants in human life and the entire biosphere should be enhanced in the Biology Program. Movement of Biology to a major in the Zoology Department has the grave potential to short-change the plant sciences in the minds of the students, relegating this component of their education as subsidiary to the biology of animals or bio-medical components. Biology majors need also to consider, for example, that it could be their job to find ways to feed the planet.

Faculty in the departments of the proposed School share these concerns as well and are supportive of BPP's continued contribution to the curriculum design and delivery of teaching in the Biology major. The contribution made by faculty in BPP to the teaching mission of the Biology major would not change with administrative realignment.

- Although not part of this proposal, we understand there has been discussion related to the potential elimination of the Zoology major and folding this major under the Biology major as an "option". If this scenario were to become a reality, it would only enhance the branding problem for Biology and further exacerbate concerns addressed above.

There have indeed been multiple discussions around different curricular scenarios in the School, including elimination of the Zoology major. It is one of the scenarios discussed, but is not a part of this proposal and no decisions have been made regarding elimination of this degree. Indeed there is not agreement among Zoology faculty that elimination of the degree is a good idea.

- The extent of BPP's involvement in the Biology Program, from our perspective, was not adequately represented in the Proposal.

The focus of the proposal is, quite intentionally, on the proposed administrative structure of the School of Life Sciences, not on the relative contributions of individuals and Departments to the Biology Program.

In summary, the Department of Botany and Plant Pathology, a unit that contributes to a substantial portion of the teaching FTE in Biology, was not sufficiently consulted on this matter prior to receiving a copy of this Abbreviated Category 1 Proposal. We recognize the faculty involved with the preparation of this Proposal spent a great deal of time and effort in its design. However, we do not agree with the curricular changes as proposed and request that additional and more extensive liaison be conducted to resolve the issues in a manner that is equitable to all parties.

BPP's involvement is focused on the Biology degree, while the School of Life Sciences represents broader issues dealing with teaching and research in the life sciences as delivered by the three departments in COS. BPP did have representation on a curriculum planning committee that met periodically during the 2011-2012 academic year, in order to participate in discussion affecting Biology. It was felt appropriate that discussions regarding unit re-alignment and the design of the School be initiated and carried out within the College of Science, allowing the liaison process to serve as the forum in which to hear and address all reasonable concerns (such as how SLS organization may affect the Biology major and BPP participation). BPP will have equal representation with each of the three SLS units on the curriculum committee in the new School.

Liaison Response to comments from Environmental Sciences

Liaison comments shown in blue. Responses in black

I appreciate all of the hard work and thought that has gone into the development of the proposal.

Fundamentally, however, I am not sure what the reorganization accomplishes besides attempting to provide General Science majors with a more concrete home and identity. I am not convinced that it will actually accomplish this, except on paper.

We agree that a major goal of the proposal is to improve the General Science major experience and to give more attention to and provide more resources for this very large group of students. This proposal takes the first step in this process by proposing changes in the administration of the degree that will result in departments taking the responsibility for administering the major and embedding advising at the department level. Subsequent proposals, still to be developed, will address curricular changes and other improvements to the student experience

A second fundamental concern is loss of visibility for the Biology Major (formerly Program); will prospective and current students know to look for it under Zoology?

We do not foresee a loss of visibility. The web presence for the major, the primary way that students find programs, will remain the same: embedded in COS.

I do not see cost savings associated with the proposal – BI will no longer have a Chair, but there will still be an Associate Chair in Zoology to assist in running the BI major. There is also a statement that BI will no longer have a Head Advisor, but I'm not sure that there are cost savings associated with that change?

Cost savings is not a part of the goal of formation of the School.

I am concerned about the advisor:student ratio. The proposal indicated that there will be 2,300 students in the School (on page 2 – but on page 3 the number is 2,500). I see a total of 7.49 advising FTE listed on Table 7, page 10, which = 334 students per advisor using the 2,500 student number. However, that counts Claire Colvin at 1.0 FTE, and she is Head Advisor for the entire College. Take her out and you have 6.49 advisor FTE which means 385 students per advisor. This exceeds the recommended ratio (300 : 1) by a good bit, and even that ratio, while accepted by many, is unrealistic in my view. More advising FTE is badly needed.

We agree that there should be additional investment in professional advising in the future. The SLS leadership will strongly advocate for this at the College level. However, the estimation stated above for advisor:student ratios is incorrect. This is because of the significant role of faculty in the advising mission for Biology, Zoology and Biochemistry and Biophysics students. In all three of these majors, 1st and 2nd year students are advised by professional advisors and 3rd and 4th year students are given faculty advisors who assist them in planning and decisions related to continuing on to graduate school and career paths. Indeed, BPP faculty currently serve as advisors to Biology majors.

Couple this with the statement (near the bottom of page 2) that part of the point of the school is to help coordinate and develop experiential learning experiences for the huge student population of this school, and I don't see a connect. How can the existing faculty in the various departments/programs that will comprise the school plus 6.49 advisor FTE really advance experiential learning? It seems, frankly, pretty clear to me that General Science majors will still basically be orphans, and that, at a minimum, additional advising FTE is needed.

We agree that General Science students in the present administrative configurations are not well-served or paid attention to by departments. This proposal is aimed at taking the first steps to improve their experience by structuring the units in the School to focus resources and attention on better serving the General Science students. This will result in the departments setting up student clubs, much like the existing Life Science Club, Microbiology Club and BB Club that will connect them with their peers and provide them with structured experiential opportunities. Likewise, development of a 1st year experience for General Science majors and providing advising that sets them up with research and internship experiences will be a priority once the new structure is in place.

Re advisor roles – page 12 (*sic* page 10), top paragraph, seems misleading – BI advisors were not college-level, but were program-level and were well equipped to guide students to appropriate advisors and faculty research mentors – that is, it seems to me that this paragraph is somewhat misleading re the roles of BI advisors.

The advising structure is laid out explicitly at the top of page 4. The pre-health advising will take place at the school level. Professional advisors for other life sciences students will be embedded in the departments. This is the current structure and there are no plans to change this. The two new hires listed on page 10 are 1 pre-health advisor, to advise at the School level, and one Biology advisor, to be housed with the other Biology advisors in Cordley Hall.

Page 4 – a 1-month summer stipend for the Director is not enough. I've worked way too many summers on a 2-week stipend, just directing Environmental Sciences, while working at least ½ time for the whole summer. The proposal should be realistic about this.

We believe that this will be sufficient compensation for the Director. The Director will also have administrative FTE as a Department Chair and the associated resources affiliated with that position.

I will leave comments on the BPP contributions up to Lynda to provide (she is collating departmental responses). I know that BPP feels a deep commitment to the BI Program, but I'll just offer, without her advance approval, because I was contacted for liaison as Env Sci Director independently of my role in BPP, the following comments/questions:

(1) It seems odd to refer to this as a School of Life Sciences when it does not include plant sciences. I wonder about a name that is more reflective of the fact that the school, for the most part, is Life Sciences excluding plants? A related comment involves the statement on page 6 that a "comprehensive life science curriculum" will be delivered. Comprehensive, but excluding plants (again for the most part; I realize that some folks in Biochem/Biophysics probably study plant systems, and that some folks in MB may do the same, and that some faculty in Zoology include plants in their work).

(2) Pages 3 and 4 and org chart on page 5 – reference is made to BPP continuing to contribute to teaching and curriculum review/development in the BI major. It made good sense for BPP to contribute to an interdisciplinary BI Program, but I'm not sure that it will make as much sense to do so in a major nested within a Zoology Dept...? We have valued our contributions to the BI Program, of course; the BI major within a Zoology Dept may be more challenging, but that is not for me to weigh in on!

The proposed structural change is focused on administrative changes to the way the units are run and operated. We do not propose to change the curriculum of any of the majors in this proposal. It is our firm hope and desire that Department Botany and Plant Pathology remain a crucial contributor to the delivery of the Biology major and that they will have a voice in determining future curricular modifications within the majors in the School. This would be achieved by representation equal to the three departments in the School on the curriculum committee (see bottom of page 3).

(3) The MOU that established the continuing relationship between BPP and BI was between BPP and a Biology Program – how does the elimination of the Biology Program affect the MOU?

It is our intent to honor the existing MOU.

(4) Table 6 page 10 excludes BPP faculty FTE even though many of us teach in BI – there's a disconnect between statements about continued BPP involvement and this table, I think?

The table list only faculty in the College of Science.

I thought of one additional comment on the Cat I re School of Life Sciences. I know from having worked through (or partially through!) the move of the Env Sci undergrad program from COS to CEOAS that changes in administrative structure, names of units, curricular re-alignments and so forth all seem simple until you start getting into "details." These are largely, but not exclusively, associated with Registrar's Office and OSU catalog and MyDegrees changes – there are all kinds of numeric codes that need to be changed; innumerable places emerge from the shadows, in which a program is listed as one thing but now must be listed as another (e.g., Biology Program versus Biology major)....I have been astonished by how much work is involved! The three primary Env Sci advisors and I have all spent innumerable hours over the past two terms trying to track everything down, communicate with everyone who needs to be communicated with, and get all of the needed changes made and communicated effectively, where relevant, to students.

Of course "time is money" and time spent on these sorts of things can't be spent doing other things. The time is well spent IF the change or changes will constitute a significant improvement. In the case of Env Sci's move to CEOAS, I believe this to be the case. I hope that will be the case with this proposal, but, as noted before, I'm not convinced of that.

We believe that the time it will take for these changes will be worth it because we believe that a change in structure will be good for the students in Life Science majors in the College.

Just one more thought about the Cat I – here's the nutshell:

(1) I don't see that the Biology Program as it exists now is anything that needs "fixing" – it seems to me that it functions quite well, student performances are strong as are the impressions that

they convey about their experiences in the BI Program during exit interviews. I fear that the proposed rearranging will not help it at all, and will weaken it if anything. It “ain’t broke,” in my view.

(2) I don’t see that the proposal will fix what needs fixing, which is hundreds of semi-homeless General Sciences students and their needs. Simply allocating a batch of them to MB and another batch of them to BB without also allocating significant support to help them – first year orientations, advising with an improved ratio of students to advisors, serious faculty commitment to guiding them towards experiential learning opportunities, and the oversight of a leader who really cares about THEM (not just as tacked on, possibly “second class” add ons to their departmental lists) are needed. Maybe I missed it in my quick skim of the proposal, but I didn’t see a serious commitment to them in it – frankly more as if people’s attitudes were “this General Science thing has been a problem for years – let’s just stick them in some departments!” This one IS “broke” and I don’t see the proposed arrangements as fixing what is broken.

We agree that the Biology major is on good footing. We also agree that the General Science majors are not well-served by the current structure. We believe that creation of the School will preserve the strength of the Biology major, take a first step toward committing departments and faculty to General Science majors and greatly improve coordination and future planning for all majors in the school.

Liaison Response to comments from College of Agricultural Sciences

Liaison comments shown in blue. Responses in black.

The College of Agricultural Sciences is strongly committed to the continued success of the Biology Program. The Biology Program annually serves thousands of students including over 750 majors (2010-11). All colleges with undergraduate students utilize core biology courses offered by this program.

However, we have identified key issues with the current CAT I proposal that need addressing.

- Structure of proposed curriculum committee that may limit opportunity for meaningful input by faculty outside of the school. This is especially critical for BPP faculty, who offer over 27% of the biology program SCH.

As stated on page 3 and in Figure 1b, faculty in BPP would have representation on the School curriculum committee equal to each of the three departments in the school. They would therefore contribute fully to curriculum planning and coordination among the majors and they would be able to represent the interests of the plant sciences.

- Potential for incongruence with the Provost’s MOU (Aug 19, 2010) that moved BPP to CAS.

- “Faculty expertise in biological sciences at OSU is distributed among many units and colleges. It is important that OSU brings together those resources effectively to provide teaching, mentoring and research opportunities for its undergraduate students, particularly in the collaborative, interdisciplinary environment that is central to its vision.”

Creation of the School is not an attempt at exclusion. It is our full intent and hope to have BPP’s continued participation in the teaching, mentoring and undergraduate research mission of the Biology major. We fully intend to honor the MOU between COS and BPP.

We are in discussion with the relevant departments and College of Science leadership to address our concerns. We anticipate reaching a mutually acceptable modified CAT I that will insure that the Biology Program continues to provide an excellent undergraduate experience.

Liaison Response to comments from College of Public Health and Human Sciences

Liaison comments shown in blue. Responses in black.

The Abbreviated Category I proposal to create a School of Life Sciences in COS was distributed to the leadership in PHHS. The proposal was reviewed and comments were collected and summarized (below).

The proposal would be stronger if the justification more specifically explained how the School of Life Sciences contributes to the University’s Healthy People Initiative beyond what appears to be a logical grouping of disciplines.

The proposal contributes to the University’s Healthy People initiative by creating administrative changes that will enhance the delivery of coursework to and improving the curriculum for all students interested in pursuing careers in the health sciences. By increasing coordination between departments and decreasing overlap and redundancies in coursework, the proposed changes will allow the proposed School of Life Sciences to more efficiently deliver an evolving and dynamic curriculum .

There is concern that the proposed reorganization does not create a school in the same way that school formation has occurred in the recent past at OSU. Other colleges (Engineering, Liberal Arts, Public Health & Human Sciences) have created schools that merged existing departments into a new and larger academic unit. As proposed, this reorganization does not create a new academic unit by merging previously existing academic units. The proposed unit ‘school’ formalizes an affiliation of 3 departments which continue to have individual autonomy in the normal departmental functions of budgeting, tenure and promotion, personnel, and

program administration. The affiliation of the 3 departments is more like the affiliation of 3 colleges of a division, which were also formed to promote coordination and integration among the units. Divisions are not considered academic units and have not historically engaged the Category I curricular process.

There is more than one way to design a school. The creation of the School as a confederation of departments is endorsed by the faculty within the three departmental units and has the support of the Dean of Science and the Division Dean (see liaison support). We believe that this administrative alignment will increase coordination between units regarding strategic planning, faculty hiring and formation of research clusters or areas of concentration. It will also improve coordination of the curricula of the 5 life sciences majors within the school by aligning courses and course content, reducing redundancy and working towards a unified vision on curricular growth and planning

By retaining the departmental academic unit structure, the Academic Systems Guidelines mandate to create academic units that have at least 20 faculty and that have 3-yr averages of graduating 5 masters and 2 doctoral students, respectively, is not met by this proposal. It appears that Biochemistry & Biophysics and Microbiology fail to meet one or more of these requirements.

With recent growth in student numbers driving recent faculty hiring that has not yet resulted in the expected increased graduate student output. The guideline numbers should be realized in the near term. Also, the guidelines of 5 MS and 2 PhD students must be considered generic, as some programs train primarily PhD candidate while others train primarily MS candidates. For example, the overwhelming majority of BB graduate students are PhD candidates.

Since this proposal does not constitute a merger of existing academic units or the creation of a new academic unit, the focus of this proposal is limited to the discontinuation of the Biology Program. The discontinuation of the Biology Program is proposed to be accomplished by moving the administration of the Biology major to Zoology, the assignment of one track of the General Science major to Biochemistry & Biophysics (Molecular Biology), and the other track to Microbiology (Biohealth), pending approval of the Category II proposal to effect this division of the major.

The use of “Health Professional” in the name of the advising office does not appear necessary (“Health” does not appear in the name of any of the units) and may cause confusion for students outside of COS looking for information about health professions. A number of locations on campus exist where health profession advising occurs; therefore, the name “Life Sciences Advising” for the proposed school’s advising office appears more appropriate.

Pre-health advising has been a major part of the advising mission in the College for years. With 800 General Science Major in the School, many of whom are pre-health in focus, pre-health advising remains an important focus in the School.

Dear Virginia,

RE: Category I to create a School of Life Sciences

On behalf of the College of Agricultural Sciences (CAS), we wish to enter the follow liaison comments into the record. When our initial liaison comments were submitted by the College of Agricultural Sciences, we believed that further conversations between the biological science units within the College of Science (COS) and the Department of Botany and Plant Pathology (BPP) would lead to some resolution of the issues we have raised. Whereas we have no objections to the creation of a School of Life Sciences, we have continued to raise concerns about the elimination of the biology program and the placement of those majors under the supervision of zoology. The liaison responses provided by you in late July (attached) do not address these concerns adequately. Since the subsequent conversations appear not to have changed the CAT I, we wish to add the following information to the record:

The College of Agricultural Sciences remains strongly committed to the continued success of the Biology Program which annually serves thousands of students including over 750 majors (2010-11). All colleges with undergraduate students utilize core biology courses offered by this program, and the number of colleges requiring strong plant science undergraduate training requires that the proposed School not exclude a mechanism by which additional FTE can be added in plant science.

We believe key issues with the current CAT I proposal need further addressing.

- Structure of proposed curriculum committee may appear to include a voice for Botany and Plant Pathology (BPP) but since staffing for the biological sciences is decided only by members of the COS units and approval of curriculum requires those same faculty vote, there remains a lack of opportunity for meaningful input by faculty outside of the school. This is especially critical for BPP faculty, who offer over 27% of the biology program SCH. Whereas you believe this has been addressed, as the number of biology majors increase, additional courses will be needed. At present, no process proposed would allow additional plant science FTE to be assigned to a department outside of the College of Science.
- Incongruence with the Provost's MOU (Aug 19, 2010) that moved BPP to CAS.
 - "Faculty expertise in biological sciences at OSU is distributed among many units and colleges. It is important that OSU brings together those resources effectively to provide teaching, mentoring and research opportunities for its undergraduate students, particularly in the collaborative, interdisciplinary environment that is central to its vision."
 - Your response that you intend to honor the MOU does not address our belief that moving the biology major to a department of zoology is not in the best interests of the students or the university.
- Based on data provided by Program director Bob Mason, in 2010-2011, 30,404 SCH were delivered by the biology program. Of those, 8,003 SCH were taught by BPP and 234 by crop and soil science (CSS). That represents 27% of the SCH offered. In addition, BPP faculty advise

undergraduate biology students and host dozens of others in research laboratories for undergraduate research experiences. Under the proposed changes, it is not clear how students would retain access to those opportunities.

- The proposed construct of having a department of zoology offer a biology degree is awkward, especially since over 27% of the SCH are offered by faculty in another college.
- Currently, as an autonomous program, the Biology Program serves a diverse undergraduate population, engages all departments in the life sciences, and provides a broad foundation in Biology education. Zoology is a sub-discipline of Biology. The plan to administer a Biology major by Zoology has the potential to change student perception of Biology into a more narrow discipline at the expense of other sub-disciplines such as Microbiology, Biochemistry, and especially Agricultural sciences, i.e., plant biology.
- In the Provost's MOU, references are made to:
 - "The CAS will be responsible and accountable for contributing to a strong university-wide Biology Program, for participating in active advising and mentoring of undergraduate biology students, for providing Graduate Teaching Assistants for the Biology Program, and for working with the COS and other relevant academic colleges to manage and sustain a strong Biology program and curriculum at OSU"
 - "It is critical that the University continues to provide a strong Biology Program for its undergraduate students....Faculty expertise in biological sciences at OSU is distributed among many units and colleges. It is important that OSU brings together those resources effectively to provide teaching, mentoring and research opportunities for its undergraduate students, particularly in the collaborative, interdisciplinary environment that is central to its vision."

We do not see the proposal for the School of Life Sciences providing such an opportunity for broadening and supporting a strong major in biology.

Ultimately, the importance of biological sciences and the wide distribution of faculty with expertise in this area at OSU would suggest that the biology program might be placed at the university level; this has happened at other institutions. However, we are not proposing that at this time but rather that the biology major be placed at the School level and be managed similarly to how it has been in the past. We are sure that one can find many different models for how biology is offered at other institutions but the construct proposed here is highly unusual, if not unique.

Input from faculty who have taught in the biology program includes "I do believe that this point in time is ripe for action to address the current awkwardness in the administration and curricula within the Life Science programs. There has been recent turnover in leadership in both colleges and this category I proposal as well as liaison responses may serve as nucleation points for more than just discussions, but action that can mutually benefit colleges and departments associated with the Life Sciences." We believe that if the biology program is placed at the School level, that we can collectively work to address the concerns we have expressed.

The following Technical corrections are needed to the CAT I which we originally reviewed:

Table 6: BPP was specifically excluded from this table; further, FTE presented for MB faculty is inflated by FTE paid for by the CAS or the Center for Genome Research and Biocomputing (CGRB).

Correct COS FTE:

Dreher, T.	0.25 (0.25 CAS, 0.50 CGRB)
Giovannoni	0.8 (0.2 CAS)
Ream	0 (1.0 CAS)
Trempey	0.75 FTE (0.25 CAS)
Field	0.75 FTE (0.15 FTE paid by BRR/CAS)
Schuster	0.50 FTE (0.50 CAS)
Halsey, K.	0.75 FTE (0.25 CAS Patent funds)
Mueller, R.	0.75 FTE (0.25 CAS Patent)

Marshall, C. 0.80 FTE (0.20 CAS extension)

Fulton, M. 0.25

p. 20: Targeted student/faculty ratio (student FTE divided by faculty FTE): this calculation is not accurate; the 27% contributed by BPP is not taken into account here.

Cary J Green
Associate Dean
College of Agricultural Sciences

Review of Cat I Proposal – Creating a School of Life Sciences

NOTE: This is a proposal that primarily impacts undergraduate programs. Our role as the Graduate Council is to analyze the impact of the proposal on the Graduate Programs offered by the units impacted by the reorganization.

Overview:

Cat I for restructuring. Propose to create a School of Life Sciences (SLS) within the College of Science by integrating the Departments of Biochemistry and Biophysics, Microbiology, and Zoology, and the Biology Program and General Science Major into a single coordinated organization. Will result in three Departments within the School: Biochemistry and Biophysics, Microbiology and Zoology. The Biology Department is being eliminated, with the undergraduate Biology major being moved to the Department of Zoology. The undergraduate General Science major is split into two options: Molecular Biology (administered by Biochemistry and Biophysics) and Biohealth Sciences (administered by Microbiology).

Graduate Programs currently offered by affected Departments:

Biochemistry and Biophysics Graduate Major (MA, MS, PhD, MAIS)

Microbiology Graduate Major (MA, MS, PhD)

Zoology Graduate Major (MA, MS, PhD)

The creation of the School does not directly involve any graduate academic programs.

Page 3 of proposal states:

“The Biochemistry and Biophysics, Microbiology and Zoology undergraduate and graduate degrees remain unchanged.”

Page 16 of the Cat I does provides learning outcomes and assessment for graduate programs in Zoology. The proposal states that these are “universal” objectives applicable to all graduate programs. They clearly are sufficiently general to apply to all graduate programs.

Liaison support: There were multiple issues raised in the liaison requests. These are summarized, with responses, at the end of the Cat I proposal (pg 27) – see URL <https://secure.oregonstate.edu/ap/cps/documents/view/109415/Abbreviated%20Cat%20I%20prop%20school%20of%20life%20sciences%209-25.pdf>



Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals> Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)

[Category I Final Approval: Oregon State Board of Higher Education]

- ☒ New degree program
- ☐ New certificate program or Administrative unit
- ☐ Major (substantive) change in existing program
- ☐ Establishment of a new college

Abbreviated Proposal (Abbreviated

Category I) [Abbreviated Category I Final Approval: OSU Provost]

- ☐ Rename of an academic program or unit
- ☐ Establishment of a school, department or program
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation of an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding form available at <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>

Title of Proposal:

Doctor of Philosophy (PhD) in Business Administration

Effective Date:

Fall 2014

School/Department/Program:

Business

College:

Business

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

Sign (Department Chair/Head; Director)

11/12/12

Date

Sign (Dean of College)

11/12/12

Date

DONALD O NEUBAUM

Print (Department Chair/Head; Director)

Ilene Kleinsorge

Print (Dean of College)

New Degree Program Proposal Doctor of Philosophy (PhD) in Business Administration

Status: Pending Review - Graduate Council Chair ([Previous Version](#))

[Hide All Reviews](#) ▼

1. Review - College Approver - Business

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *December 3, 2012 12:54pm*

Comments

Sarah Williams (College Approver - Business) December 3, 2012 12:54pm
Returning to Originator at his request to post a document. SW

2. Originator Response

[Jared Moore](#) Dir-Phd Program Development / College of Business Dept, *December 3, 2012 1:33pm*

3. Review - College Approver - Business

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *January 3, 2013 10:42am*

Comments

Sarah Williams (College Approver - Business) January 3, 2013 10:42am
Returning to Originator at his request to append additional documents (SW)

4. Originator Response

[Jared Moore](#) Dir-Phd Program Development / College of Business Dept, *January 3, 2013 11:03am*

5. Review - College Approver - Business

Sent Back by [James Coakley](#) Associate Dean / College of Business Dept, *January 3, 2013 12:00pm*

Comments

James Coakley (College Approver - Business) January 3, 2013 12:00pm
Please update proposal and resubmit.

6. Originator Response

[Jared Moore](#) Dir-Phd Program Development / College of Business Dept, *January 3, 2013 3:51pm*

Comments

Jared Moore January 3, 2013 3:51pm
Proposal updated based on APC meeting and now includes revised budget pages prepared by the business center.

7. Review - College Approver - Business

Approved by [James Coakley](#) Associate Dean / College of Business Dept, *January 4, 2013 4:59pm*

Comments

James Coakley (College Approver - Business) January 4, 2013 4:59pm
Approved by Faculty on Dec 7

8. Review - Curriculum Coordinator

Approved by [Gary Beach](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *January 7, 2013 8:34am*

Comments

Gary Beach (Curriculum Coordinator) January 7, 2013 8:34am

The PhD in Business Administration proposal is now ready for review by the Budgets and Fiscal Planning

Committee.

--Gary

9. Review - Budgets and Fiscal Planning Committee

Approved by [Luke Mc Ilvenny](#) Mgr-Business Center / Bus & Engr Business Ctr, *January 22, 2013 1:25pm*

Comments

Luke Mc Ilvenny (Budgets and Fiscal Planning Committee) January 22, 2013 1:25pm

Questions about the college funding of this proposal by the BFP committee have been responded to; funding to come from INTO program, differential and summer session funds to offset college investment.

10. Review - Graduate Council Chair

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *January 31, 2013 8:24am*

Comments

Sarah Williams (Graduate Council Chair) January 31, 2013 8:24am

Returning to Originator, at his request, to add further documentation. SW

11. Originator Response

[Jared Moore](#) Dir-Phd Program Development / College of Business Dept, *January 31, 2013 9:25am*

Comments

Jared Moore January 31, 2013 9:25am

PSU and UO liaison comments are now included along with two additional support letters.

12. Review - Graduate Council Chair

Pending Review

More Queued Reviews (5)

Curriculum Council Chair; Faculty Senate Exec Committee; Provost /Academic Affairs; Academic Programs; Catalog Coordinator

Proposal

Proposal ID:85547

Type:New Degree Program

Submission Date:January 31, 2013 9:25am

Comments:

Review Process

Academic Program Committee: December 3, 2012

College of Business -- APPROVED: January 4, 2013

Budgets and Fiscal Planning Committee -- APPROVED: January 22, 2013

Graduate Council --

Curriculum Council --

Executive Committee:

Faculty Senate --

OSU Provost --

OUS Provosts' Council --

Oregon State Board of Higher Education (Academic Strategies Committee) --

History

Active Version - Submitted January 31, 2013 9:25am

[Version 4](#) - Submitted January 3, 2013 3:51pm

[Version 3](#) - Submitted January 3, 2013 11:03am

[Version 2](#) - Submitted December 3, 2012 1:33pm

[Version 1](#) - Submitted November 26, 2012 2:52pm

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Jared Moore	Dir-Phd Program Development	College of Business Dept

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
James Coakley	Associate Dean	College of Business Dept

Proposal Details

College:College of Business

Department/School:No Department

Program Type:Graduate Major

New Degree Name:Doctor of Philosophy (PhD) in Business Administration

New Graduate Degree Program Proposal:
Doctor of Philosophy (PhD) in Business
Administration
with
Innovation / Commercialization Option
Accounting Option

Oregon State University
College of Business
December 2012
Proposed Effective Term: Fall Term 2014 (201501)
CPS Tracking # 85547

Executive Summary

This Full Category I proposal is for the establishment of a new degree program at OSU identified as a Doctor of Philosophy (PhD) in Business Administration. The program will offer two graduate options: Innovation / Commercialization and Accounting. The Innovation / Commercialization option will extend the current Master of Business Administration (MBA) program with its focus on developing and commercializing new technologies. The Accounting option will primarily emphasize tax. The primary objective of this degree is to prepare its graduates for careers in research and teaching at research-oriented colleges and universities. Accordingly, the program is designed to provide all students (regardless of option) with strong training in discipline-specific research, methods, and teaching to set them up for success in the market and throughout their careers in academia. The program is also designed with a flexible structure to facilitate expansion to emphasize other business disciplines in the future.

As a leading research institution, doctoral education is at the heart of OSU's mission. Unlike other OSU land-grant peer institutions and PAC-12 universities, OSU offers no doctoral degree focused on business. The proposed program will provide OSU students with a terminal degree program in business. Further, the proposed program will help to address a well-documented shortage of academically qualified (i.e., PhD) business faculty that has developed over the last two decades and is expected to worsen in years to come. This shortage is evident in both areas of study on which the options in the PhD program will focus but is particularly acute in Accounting. Within Accounting, the shortage is most severe in the areas of tax (the primary focus of the Accounting option) and audit, so much so that the Accounting profession has invested significantly in programs aimed at addressing the currently unmet demand.

The PhD program will leverage existing resources (e.g., faculty, data, library, etc.) but will also require significant additional investment, from both the College and the University. Upon approval, the PhD program will begin in fall of 2014.

New Graduate Degree Program Proposal: Doctor of Philosophy (PhD) in Business Administration

with
Innovation / Commercialization Option
Accounting Option

Oregon State University
College of Business
CPS Tracking # 85547
December 2012

1. Program Description

a. Proposed CIP number: #520201

CIP # 520201

Title: Business Administration and Management, General

Definition: A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

This proposal is for the establishment of a new degree program at OSU identified as a Doctor of Philosophy (PhD) in Business Administration. The program will offer two graduate options: Innovation / Commercialization and Accounting. The Innovation / Commercialization option will have its roots in Strategy / Entrepreneurship but will also draw heavily from Marketing and Management (i.e., organizational behavior) as well. The Accounting option will draw heavily from Finance in addition to its base focus and will emphasize tax (primarily) and financial accounting. The primary objective of this degree is to prepare its graduates for careers in research and teaching at research-oriented colleges and universities. Accordingly, the program is designed to provide all students (regardless of option) with strong training in discipline-specific research, methods, and teaching to set them up for success in the market and throughout their careers in academia. The program is also designed with a flexible structure to facilitate expansion to emphasize other business disciplines in the future.

The program will consist of approximately two years of course work for the typical student, followed by two to three years of dissertation work. Quality control and training measures including a written comprehensive exam, an oral preliminary exam (i.e., dissertation proposal defense), an oral dissertation defense, and a teaching requirement will also be part of the curriculum.

As a leading research institution, doctoral education is at the heart of OSU's mission. Unlike other OSU land-grant peer institutions and PAC-12 universities, students at OSU have no doctoral degree focused on business. The proposed program will provide OSU students with a terminal degree program in business, extending the graduate programs that already exist in the College of Business (COB); specifically, the MBA and Master of Business Administration and Accountancy (MBAA) degrees. The proposed program will provide doctoral business education that is unlike other programs in the region (especially the Innovation / Commercialization option) and that addresses a critical shortage in the academic market (especially the Accounting option).

NEW

PhD in Business Administration

- Degree Types: **Doctor of Philosophy (PhD)**
- Program Type: **Graduate**
- Academic Home: **College of Business**
- Contacts: **Jared Moore and James Coakley**
- Graduate Options:
 - **Innovation / Commercialization**
 - **Accounting**
- CPS #: **85547**
<https://secure.oregonstate.edu/ap/cps/proposals/view/85547>
- CIP #: **520201**
- SIS #: **XXXX - To Be Assigned by the Registrar's Office**
- College Code: **02**
- Course Designator: **ACTG** (existing); **BA** (existing)
- Courses: **A total of 22 new courses (to be submitted separately using Category II proposals)**
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Enrollment Limitations: **Five to six students per year with 25 in the program annually after five years**
- Accreditation: **Association for the Advancement of Collegiate Schools of Business (AACSB)**
- Program Unique to Oregon University System: **No**
- Proposed Effective Term: **Fall Term 2014 (Banner: 201501)**

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

PhD Program Courses

The PhD program will utilize graduate-level courses both within and outside the COB. Most of the COB courses will be newly created, and all of the non-COB courses already exist. Students in both of the options (Innovation / Commercialization and Accounting) will require training in economics and econometrics.¹ Therefore, most of the necessary non-COB courses will be those already offered by the Agricultural and Resource Economics (AREC) department in the College of Agricultural Sciences and already approved for its Applied Economics program. Course work within the COB will consist primarily of doctoral seminars. While most of these doctoral seminars will focus on discipline-specific research and thus apply to only one of the options, three will be required for all students completing the PhD program, regardless of option.

Table 1 summarizes the new courses to be created for the PhD program and provides a sample of non-COB courses expected to be most commonly taken by COB doctoral students. BA 650, BA 660-664, and BA 690 are the discipline-specific research seminars that will make up the core of the Innovation / Commercialization option. ACTG 620-623 and BA 640-642 are the discipline-specific research seminars that will make up the core of the Accounting option. All PhD students will be required to take BA 611, BA 613, and either BA 612 or DHE 607. Of particular note, BA 612 and DHE 607 are research foundations courses that contain (or will contain) a significant ethics component. AEC 512, 513, 523, 625, and 626 represent the bulk of the economics and econometrics training that students in the two options will need and thus will be the non-COB courses most commonly taken by COB doctoral students. However, students may take other courses in economics (AEC or ECON), statistics (ST), or other areas instead or in addition as deemed appropriate by their doctoral committee and the PhD Program Director to meet the program of study requirements (summarized in Table 2).

Basic Course of Study

Students will be required to complete a minimum of 110 quarter credit hours beyond the bachelor's degree. These 110 credit hours will be spread across four broad categories as shown in Table 2. The courses used to satisfy the requirements in each category will be a function of the student's area of study.¹ Where specific course requirements are absent, courses will be determined by the students, their doctoral committee, and the PhD Program Director. The course work portion of the program of study requirements will take approximately two years to complete for a student coming in with a business Masters degree and approximately three years for a student coming in without one.

¹ For purposes of this proposal, the term "option" refers to a (transcript visible) specialization within the Business Administration major that is rooted in some specific business discipline and has some distinct course requirements. The term "area of study" refers to the specific business discipline itself. For example, the Accounting option includes a core of courses in both Accounting and Finance. However, "area of study" courses for the Accounting option consist only of Accounting courses. In other words, "area of study" is a more specific term than "option."

Table 1: PhD Program Course Summary (All New Courses Plus Anticipated Most Commonly Taken Existing Courses)				
Course Number	Course Name	Credit Hours	College	New Course
BA 601	Research and Scholarship	1-16	Business	X
BA 602	Independent Study	1-16	Business	X
BA 603	Thesis / Dissertation	1-16	Business	X
BA 605	Reading and Conference	1-16	Business	X
BA 607	Seminar	1-16	Business	X
DHE 607	Seminar	1-16	Business (DHE)	
BA 611	Teaching Effectiveness	1-16	Business	X
BA 612	Foundations of Business Research	3	Business	X
BA 613	Business Research Methods	3	Business	X
BA 640	Foundations of Financial Research	3	Business	X
BA 641	Corporate Finance	3	Business	X
BA 642	Capital Markets	3	Business	X
BA 650	Organizational Behavior	3	Business	X
BA 660	Foundations of Entrepreneurship Research	3	Business	X
BA 661	Organizational Theory	3	Business	X
BA 662	Corporate Entrepreneurship & New Ventures	3	Business	X
BA 663	Strategic Management	3	Business	X
BA 664	Technology Innovation & New Product Development	3	Business	X
BA 690	Marketing and Commercialization	3	Business	X
ACTG 620	Foundations of Accounting Research	3	Business	X
ACTG 621	Financial Accounting	3	Business	X
ACTG 622	Managerial Accounting	3	Business	X
ACTG 623	Taxation	3	Business	X
AEC 512	Microeconomic Theory I	4	Graduate	
AEC 513	Microeconomic Theory II	4	Graduate	
AEC 523	Preliminaries for Quantitative Methods	4	Graduate	
AEC 625	Advanced Econometrics I	4	Graduate	
AEC 626	Advanced Econometrics II	4	Graduate	
Number of New Courses				22

Table 2: Basic PhD Course of Study (Category Totals in Bold Font)	
	Minimum Credit Hours
<u>BASIC PROGRAM</u>	26
Economics	3
Behavioral / Social Sciences	3
Research Methods	18
Teaching Effectiveness	2
<u>ADVANCED PROGRAM</u>	24
Option Requirements	
Doctoral Seminars	9
Other Courses	6
Related Course Work	9
<u>ADDITIONAL COURSES TO FULFILL PhD REQUIREMENTS</u>	24
<u>DISSERTATION / RESEARCH</u>	36
	110

As discussed above, the program is designed with a flexible structure to facilitate possible expansion to emphasize other business disciplines in the future. The “Basic Program” requirements, in particular, are designed to acknowledge that different business disciplines rely on different sets of fundamental knowledge in terms of both theory and research methodology. For example, Accounting, Finance, and Strategy / Entrepreneurship generally (but not always) require heavier training in economics and econometrics whereas Management (i.e., organizational behavior) and Marketing generally require heavier training in psychology and/or sociology and experimental and/or qualitative research methodologies. Such a flexible structure ensures that the program of study for all students can be appropriately tailored to their option (i.e., populated with relevant courses) regardless of discipline.²

The “**Basic Program**” requirements are designed primarily to establish foundational research methodology skills and theory-based knowledge to prepare students for their discipline-specific doctoral research seminars. In addition, the teaching effectiveness component will serve as an introduction to teaching issues and best practices to

² Such variation in program requirements across business disciplines is common in a business PhD program. As examples, the University of Oregon (http://lcb.uoregon.edu/App_Aspx/Phd.aspx), the University of Washington (<http://www.foster.washington.edu/academic/PhD/Pages/PhDProgram.aspx>), and Arizona State University (<http://wpcarey.asu.edu/masters-phd.cfm>) all offer PhD degrees in Business with discipline-specific specializations. In all three cases, fundamental theory and methodology course requirements / expectations vary across disciplines.

prepare students for their subsequent teaching assignments during the program (both assistantships and stand-alone courses).

- The Economics and Behavioral / Social Sciences requirements will provide students with a theoretical base upon which to build. Every student will be required to take at least one graduate-level course in each category, and for purposes of the program, economics courses (AEC and/or ECON) may be used to satisfy both. Although students in the two options will generally satisfy these requirements with economics courses offered through AREC (see Table 1), courses offered by other programs (e.g., psychology (PSY), sociology (SOC), economics (ECON), etc.) may also be used as deemed appropriate by the student's doctoral committee and the PhD Program Director, particularly as the PhD program expands to emphasize other disciplines.
- The Quantitative Methods requirements will equip students with the basic statistical and analytical tools necessary to conduct research studies. Two courses required for all doctoral students (BA 613 and either BA 612 or DHE 607) will satisfy part of these requirements, and the remaining credit hours will be filled with other graduate-level research methods courses as deemed appropriate by the student's doctoral committee and the PhD Program Director. Although students in the two options will generally satisfy these requirements with econometrics courses offered through AREC (see Table 1), research methods courses offered by other programs (e.g., statistics (ST), psychology (PSY), economics (ECON), human development and family sciences (HDFS), etc.) may also be used, particularly as the PhD program expands to emphasize other disciplines.
- The teaching effectiveness requirement will provide students with basic teaching skills (e.g., course and syllabus development, classroom delivery techniques, definition and assessment of learning outcomes, performance evaluation, etc.) and exposure to common teaching pitfalls. This requirement will consist of two 1-credit seminars (BA 611) offered during the first two terms of the doctoral program. All students will be required to take these seminars.

The “**Advanced Program**” requirements comprise the discipline-specific research core of the PhD program and graduate-level courses that directly support that core. Each option will have a set of doctoral seminars that is required for every student in the option. In addition, students will take courses that directly relate to the material central to their option as deemed appropriate by their doctoral committee and the PhD Program Director.

- The “Option Requirements” category consists of courses that are in the student's area of study, including a minimum of 9 credit hours of doctoral seminar courses. The “Other Courses” subcategory will generally contain three independent study (BA 602) credits related to a required “pre-comprehensive exam paper” (discussed below in “Additional Program Requirements”) plus some combination of additional doctoral seminars (as each option may require a different number) and other courses in the student's area of study. For the two options, the required doctoral seminars within the core area of study are as follows:
 - o Innovation / Commercialization: BA 660, 661, 662, 663, and 664
 - o Accounting: ACTG 620, 621, 622, and 623

To the extent that the “Option Requirements” category (15 credit hours total) is not completely filled with the required doctoral seminars and the “pre-comprehensive exam paper” credits, students may fill out the category with other graduate-level courses in the their area of study. These courses may consist of electives taken during the PhD program and/or courses taken as part of a previously completed graduate program (i.e., Masters or PhD).

- The “Related Course Work” category consists of graduate-level courses that support the material central to a student’s option. These courses may be in the student’s area of study or in other related business disciplines as deemed appropriate by the student’s doctoral committee and the PhD Program Director. For example, related course work in the two options may consist of (but is not limited to) courses in the following areas:
 - o Innovation / Commercialization: Marketing, Accounting, Finance, Information Systems
 - o Accounting: Finance, Information Systems, Management, Marketing

The “**Additional Courses to Fulfill PhD Requirements**” category consists of all graduate-level courses applied to the 110 credit hour requirement beyond those used to satisfy the “Basic Program” and “Advanced Program” requirements. This category may consist of courses taken during the PhD program and/or courses taken as part of a previously completed graduate program (i.e., Masters or PhD) as deemed appropriate by the student’s doctoral committee and the PhD Program Director.

Consistent with OSU guidelines, a minimum of 36 quarter credit hours of “**Dissertation / Research**” will be required for the PhD program. These hours may begin as early as the student’s second year in the program and will continue until the student’s last term (i.e., once the dissertation is completed to the satisfaction of the student’s doctoral advisor and committee).

Additional Program Requirements

In addition to the program of study requirements previously discussed, students will be required to satisfactorily complete the following:

- All students will be required to complete a “**first summer research paper**” during the summer between their first and second year in the program. The purposes of this research paper are 1) to give students some initial experience with taking a research project from start to finish, 2) to provide feedback to students following their first year in the program, and 3) to serve as a preliminary comprehensive exam that all students must satisfactorily complete to remain in the program. The paper will be completed under the supervision of the student’s doctoral committee (led by the student’s doctoral advisor) and can take the form of an original research project or a replication of an existing study. Students will be required to present this summer paper in a “brown bag” research workshop during the fall term of their second year in the program.
- All students will be required to complete a “**pre-comprehensive exam paper**” during the term preceding the written comprehensive exam (discussed below). The purpose of this paper is to help students transition into the dissertation phase of the

PhD program as course work comes to a close. The paper will be administered as an independent study (BA 602) class under the supervision of the student's doctoral advisor and will result in three credit hours usable toward certain program of study requirements as discussed above. It can take any of a number of forms, including a comprehensive literature review, a preliminary proposal of a dissertation topic, a detailed analysis of multiple potential dissertation topics, etc., but is meant to be a first step in the student's dissertation process.

- All students will be required to pass a **written comprehensive exam** at or close to the completion of course work. This exam will test students' mastery of the subjects covered during the course work portion of the program (i.e., Basic Program, Advanced Program, etc.). Because different business disciplines rely on different sets of fundamental knowledge (as discussed above), this exam will generally be designed and delivered in the context of students' specific discipline.
- Consistent with OSU guidelines, all students will be required to pass an **oral preliminary exam** sometime after the completion of course work and after passing the written comprehensive exam. This oral exam will provide a follow-up test of students' mastery of the subjects in their area of study and will also be the forum through which students defend their dissertation proposal.
- Consistent with OSU guidelines, all students will be required to **orally defend their dissertation**. This defense will occur during the student's final term in the program. Students must pass the written and oral preliminary exams to be eligible to defend their dissertation.
- All students will be required to **teach a minimum of four stand-alone class sections**. The purpose of this requirement is to provide students with the opportunity to sharpen their teaching skills while simultaneously building a portfolio of teaching experience. These class sections may occur in the summer or during the school year, but at least two of the sections must be during the school year. The exact timing of these class sections for each student will be determined by the student, his/her doctoral committee, and course availability and will be arranged using class scheduling processes already in place in the COB.

Typical PhD Program Student Experience

Table 3 summarizes a typical student's path through the PhD program. Although not a requirement, we anticipate that the typical student will come into the program with a business Masters degree; Table 3 is built according to this assumption.³ Table 4 applies the program of study requirements shown in Table 2 to the course work shown in Table 3 to illustrate generally how a typical student could meet the credit hour requirements in each of the categories of courses and in total.

Although some students may complete the PhD program in four years, we anticipate that the typical student will take five. As shown in Table 3, once course work and the written comprehensive exam are completed, the student will move into the "dissertation phase" of the program, during which the student will register only for thesis / dissertation

³ Students entering the COB PhD program without a business Masters degree will need to take additional courses to satisfy the program of study requirements shown in Table 2.

credit hours (BA 603) and work toward building his/her dissertation project. At whatever point the student's doctoral committee deems the dissertation project to be at a sufficiently developed stage, the student will take the oral preliminary exam, during which he/she will defend his/her dissertation proposal. Once the dissertation project is completed, the student will orally defend it, completing the final requirement for the doctoral degree.

In addition to the activity shown in Table 3, all students (including the typical student) will teach four sections of stand-alone classes at some point during the program. As discussed above, the exact timing of these teaching assignments will vary by student and will be driven primarily by student preference and staffing needs. However, we anticipate that the typical student will teach one section in each of his/her first two summers and one section during each of two non-summer terms during his/her dissertation phase of the program (in order to meet the requirement discussed previously that two of the sections taught be during the academic year).

**Table 3: Example of a Typical Student's Path through the PhD Program
(Coming in with Business Masters Degree)**

	ACCOUNTING	INNOVATION / COMMERCIALIZATION	Credit Hours
YEAR 1			
FALL			
	DHE 607 Seminar (Foundations of Research)		3
	AEC 523 Preliminaries for Quantitative Methods		4
	ELECTIVE [e.g., ST 511 Methods of Data Analysis]		4
	BA 611 Teaching Effectiveness		1
			12
WINTER			
	BA 613 Business Research Methods		3
	AEC 625 Advanced Econometrics I		4
	AEC 512 Microeconomic Theory I		4
	BA 611 Teaching Effectiveness		1
			12
SPRING			
	AEC 626 Advanced Econometrics II		4
	AEC 513 Microeconomic Theory II		4
	ACTG 620 Foundations of Actg Rsch	BA 660 Foundations of Entrep Rsch	3
	BA 607 Seminar		1
			12
SUMMER			
	FIRST YEAR SUMMER PAPER (SUPERVISED BY ADVISOR)		
YEAR 2			
FALL			
	BA 640 Foundations of Financial Rsch	BA 661 Organizational Theory	3
	ACTG 621 Financial Accounting	BA 650 Organizational Behavior	3
	ELECTIVE [e.g., ST 551 Statistical Methods]		4
	BA 607 Seminar		2
			12
WINTER			
	BA 641 Corporate Finance	BA 662 Corporate Entrep & New Ventures	3
	ACTG 622 Managerial Accounting	BA 663 Strategic Management	3
	ELECTIVE [e.g., ST 552 Statistical Methods]		4
	BA 607 Seminar		2
			12
SPRING			
	BA 642 Capital Markets	BA 664 Technology Innovation & NPD	3
	ACTG 623 Taxation	BA 690 Marketing and Commercialization	3
	BA 602 Independent Study (Pre-Comprehensive Exam Paper)		3
	BA 607 Seminar		3
			12
SUMMER			
	WRITTEN COMPREHENSIVE EXAM		
YEARS 3, 4, 5			
	BA 603 Thesis / Dissertation		≥ 36

**Table 4: Example of a Typical Student's Program of Study Based on Table 3
(Credit Hours in Parentheses)**

Panel A: Innovation / Commercialization

	<u>Courses</u>	<u>Credit Hours</u>
<u>BASIC PROGRAM</u>		
Economics	AEC 512 (4)	> 3
Behavioral / Social Sciences	AEC 513 (4)	> 3
Research Methods	DHE 607 (3), BA 613 (3), AEC 523 (4), AEC 625 (4), AEC 627 (4)	18
Teaching Effectiveness	BA 611 (1 + 1)	2
<u>ADVANCED PROGRAM</u>		
Option Requirements		
Doctoral Seminars	BA 660 (3), BA 661 (3), BA 662 (3)	9
Other Courses	BA 663 (3), BA 664 (3)	6
Related Course Work	BA 602 (3), BA 650 (3), BA 690 (3)	9
<u>ADDITIONAL COURSES TO FULFILL PhD REQUIREMENTS</u>		≥ 24
	ST 511 (4), ST 551 (4), ST 552 (4), BA 607 (8) Courses from Masters degree (≥ 4)	
<u>DISSERTATION / RESEARCH</u>	BA 603	≥ 36
		≥ 110

Panel B: Accounting

	<u>Courses</u>	<u>Credit Hours</u>
<u>BASIC PROGRAM</u>		
Economics	AEC 512 (4)	> 3
Behavioral / Social Sciences	AEC 513 (4)	> 3
Quantitative Methods	DHE 607 (3), BA 613 (3), AEC 523 (4), AEC 625 (4), AEC 627 (4)	18
Teaching Effectiveness	BA 611 (1 + 1)	2
<u>ADVANCED PROGRAM</u>		
Option Requirements		
Doctoral Seminars	ACTG 620 (3), ACTG 621 (3), ACTG 622 (3)	9
Other Courses	ACTG 623 (3), Accounting course from Masters degree (≥ 3)	≥ 6
Related Course Work	BA 602 (3), BA 640 (3), BA 641 (3)	9
<u>ADDITIONAL COURSES TO FULFILL PhD REQUIREMENTS</u>		≥ 24
	ST 511 (4), ST 551 (4), ST 552 (4), BA 607 (8) BA 642 (3), Course from Masters degree (≥ 1)	
<u>DISSERTATION / RESEARCH</u>	BA 603	≥ 36
		≥ 110

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The PhD program will be delivered on the OSU Corvallis campus using processes already in place within the COB regarding course scheduling and the use of technology.

e. Ways in which the program will seek to assure quality, access, and diversity.

The PhD program will utilize well-established processes in place in the College of Business for acceptance into the MBA and MBAA programs plus new processes to account for the competitive nature of admissions into the PhD program. We will recruit for the PhD program from within Oregon, nationally, and internationally. A committee of faculty in each option (i.e., Innovation / Commercialization and Accounting) will review applications each winter and select finalists based on a combination of factors, including grade point average, GMAT score, work experience, and evidence of intellectual curiosity and commitment to educating others (via a personal statement). Finalists will then be subjected to an on-campus or telephone interview, after which the faculty committee in each option will select students to admit (about five total per year, on average). We believe that this admissions process and the related entrance requirements (discussed in more detail in Appendix A) will help to ensure that the students in the program are diverse and of the highest quality possible. Also see the discussion in Section 5 about outcomes and quality assessment.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate accepting about five highly qualified students into the PhD program each fall with the expectation that, ultimately, approximately 25 students will be in the program at any given time. The program is designed to move students through the coursework quickly (about two years for a student entering the program with a business Masters degree) with an additional two to three years for the dissertation research and writing.

g. Expected degrees/certificates produced over the next five years.

As with all PhD programs, we anticipate that there will be some attrition in the program, although we will devise systems of support and close mentoring to help students meet their educational goals on a timely basis. We expect that by the fifth year after initiation of the program (i.e., 2019-2020) we will consistently award about five degrees per year.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

Students will be recruited for the PhD program from within Oregon, nationally, and internationally and thus will be a combination of residents and non-residents. We anticipate that COB PhD students will come from a variety of backgrounds (e.g., cultural, professional, etc.), with many returning to school for further education after spending time as professionals. Accordingly, COB PhD students will be a mix of traditional and nontraditional students. We expect that all COB PhD students will be full-time students.

i. Adequacy and quality of faculty delivering the program.

Faculty delivering the requirements for the PhD program will be primarily the same faculty who now provide instruction and mentoring for the MBA, MBAA, and COB undergraduate programs. Similar to our existing graduate programs, the PhD program will draw from faculty across the COB, particularly in the areas of Strategy / Entrepreneurship, Accounting, Finance, Marketing, Management, and Global Business Analysis. Faculty across all business disciplines routinely demonstrate excellence in research, with at least 111 studies published in peer-reviewed discipline-specific journals over the last five years, at least 47 in top-tier journals.⁴ COB faculty also excel in area of student success and learning. In the past five years COB faculty have won University-level awards for contributions toward internationalization of the University (Ping-Hung Hsieh, 2012), teaching excellence (Don Neubaum, 2011), and teamwork toward student learning and success (Marketing faculty, 2011; Accounting faculty, 2008). The COB's accreditation was renewed in 2010. Below is a list of current tenure/tenure-track business faculty available to serve on doctoral committees in the PhD program:

Accounting

Roger Graham (Prof)
Jared Moore (Assoc Prof)
Chris Akroyd (Asst Prof)
Huichi Huang (Asst Prof)
Kuan-Chen Lin (Asst Prof)
Bret Scott (Asst Prof)

Business Information Systems (BIS)

Rene Reitsma (Assoc Prof)
Byron Marshall (Assoc Prof)
Bin Zhu (Asst Prof)

Management

Erik Larson (Prof)
David Baldrige (Assoc Prof)
Jeewon Cho (Asst Prof)
Keith Leavitt (Asst Prof)
Pauline Schilpzand (Asst Prof)
Michele Swift (Asst Prof)

Marketing

James McAlexander (Prof)
Hal Koenig (Assoc Prof)
Michelle Barnhart (Asst Prof)
Colleen Bee (Asst Prof)
Marina Puzakova (Asst Prof)

⁴ Unlike Engineering and other sciences, pursuit of grants is not a common scholarly activity for business academics. Accordingly, publication of scholarly work (generally discipline-specific research) in respected peer-reviewed journals is the primary metric upon which a business academic's research activity is evaluated.

Finance

Raymond Brooks (Prof)
Prem Mathew (Assoc Prof)
Jimmy Yang (Assoc Prof)
Dave Berger (Asst Prof)
John Becker-Blease (Asst Prof)

Global Business Analysis

Ping-Hung Hsieh (Assoc Prof)
Nancy King (Assoc Prof)
Zhaohui Wu (Assoc Prof)
Yusoon Kim (Asst Prof)

Strategy / Entrepreneurship

Don Neubaum (Assoc Prof)
Jiyao Chen (Asst Prof)
Robert Garrett, Jr. (Asst Prof)
Todd Moss (Asst Prof)
Alex Vestal (Asst Prof)

Although we believe that we can likely provide an excellent education for an additional five to six PhD students each year currently, the MBA, MBAA, and undergraduate programs in the COB are growing rapidly and are expected to continue growing. Because we are proposing a new program in addition to the expected growth in our existing programs, delivery of high quality courses and mentoring requires an investment in new faculty, especially in the areas of Strategy / Entrepreneurship, Accounting, Finance, and Marketing (see Section 7a). New faculty will bring expertise in a specialty area that contributes to student success in the PhD program.

j. Faculty resources – full-time, part-time, adjunct.

Each student in the PhD program will be mentored and advised by a tenure/tenure-track business faculty member on the graduate COB faculty (see item i. above) whose expertise is in the student's option (e.g., Innovation / Commercialization, Accounting). PhD program courses will be taught almost entirely by tenure-track business faculty, although certain courses may draw from non-tenure-track business faculty (i.e., BA 611) and/or faculty in the School of Design and Human Environment (i.e., DHE 607). Further, as discussed in item c., certain courses in the program will draw from faculty in other programs and colleges such as Applied Economics (e.g., AEC 523, AEC 512, AEC 513, etc.) and Statistics (e.g., ST 511, ST 551, etc.).

k. Other staff.

The PhD program is currently staffed with a part-time Director of PhD Program Development who is appointed by the COB Dean and is responsible to the Dean and the Associate Dean for Research. Initial responsibilities for this position consist primarily of managing the proposal and implementation processes for the PhD program. Once the program is implemented, the title for this position will change to PhD Program Director, and its responsibilities will shift to management of the program (e.g., budget, head advisor for students, student recruitment, communications, and representing the program on campus and in the community). Distribution of work load includes approximately .25 FTE as Director of PhD Program Development / PhD Program

Director and .75 FTE as a COB business faculty member responsible for teaching, scholarship, and service.

The MBA program will provide administrative assistance for the PhD Program.

I. Facilities, library, and other resources.

PhD students will require access to data, research labs, etc. that are necessary to conduct research. Research in the two options relies heavily on archival data, which requires subscriptions to research databases. The COB already subscribes to many of the databases required for the two options, although additional investment in databases will be required. PhD students will also require access to the major academic journals in their field through the OSU library. The library currently subscribes to most of the major journals required for the two options, although some additional journal subscriptions will be necessary as well to move closer to the level of access that is standard at a PhD-granting business school. The library outlines suggestions for these additional subscriptions in its evaluation. Finally, each PhD student will be provided with office space, computer access, and necessary software licenses (e.g., for statistical packages). The office space needs have already been incorporated into the plans for Austin Hall, which is scheduled to open in fall 2014 (see Section 7b).

m. Anticipated start date:

Fall term 2014.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

OSU's mission statement is: *As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.* OSU's vision is: *To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.*

<http://oregonstate.edu/main/mission>

The College of Business and its programs support the OSU signature area of distinction: *Promoting Economic Growth and Social Progress.* The College of Business's mission statement is: *The College of Business provides internationally*

recognized research-based education that prepares profession-ready graduates who will lead in an innovation economy. <http://business.oregonstate.edu/about/mission>

As a leading research institution, doctoral education is at the heart of OSU's mission and its ambition to be one of the top-10 land-grant institutions in America. All of the colleges on campus currently offer PhD degrees in their core areas except for the COB.⁵ A PhD degree offering by the COB will contribute directly to the mission of the University in at least four ways.

- First, a stated initiative toward accomplishing the first Phase II goal in OSU's strategic plan is to *"Raise the profile of graduate education at OSU by repositioning existing programs and introducing targeted new programs to support OSU's three signature areas, and increasing professional and graduate programs to 25 percent of all enrollments."* A PhD program in the COB will contribute to this initiative, particularly in light of the fact that (as mentioned above) the COB is currently the only college on campus that does not offer one in its core areas.
- Second, doctoral programs represent a commitment to and an investment in research excellence, thereby generating positive reputational capital. Such a commitment and a strong standing in the academic community are crucial in the effort to attract and retain high-achieving faculty, which is another stated initiative toward accomplishing the first Phase II goal in OSU's strategic plan. It is often the case that upon entering the job market, graduates of high-ranking business doctoral programs and experienced business faculty at high-ranking institutions will dismiss business schools that do not offer a PhD program, labeling them "teaching schools" that do not value research. Offering a doctoral program in the COB will broaden the pool of high-achieving faculty available to OSU and enhance our ability to attract and retain such faculty.

Our anticipated PhD program has already had an impact in this area. The COB has hired multiple high-achieving faculty members since last year (2011-2012), and every one has noted the PhD program as a significant attraction to OSU. Included in this group is a senior faculty member in Accounting, one of the six faculty lines directly associated with the program (see Section 7a), who cited the proposed PhD program as *the* primary draw to the position.

- Third, while the COB faculty are already highly productive in terms of scholarship, the investment in new faculty (i.e., collaborators), research resources (e.g., databases), and graduate assistants associated with the PhD program will help to increase the quality and quantity of research output from the College, further enhancing our standing in the academic community.

⁵ The University Honors College (UHC) also does not offer a PhD degree. However, the UHC focuses only on undergraduate education, offering an honors degree that "attaches" onto a student's undergraduate major. Therefore, the UHC is not applicable to the discussion about doctoral education at OSU.

- Fourth, part of the land-grant mission of OSU is to serve the people of Oregon, the nation, and the world by promoting economic growth. A PhD program in the COB will allow us to better fulfill our responsibility toward this objective by contributing to the pool of business faculty available to provide the business education that is critical for economic growth. As discussed in Section 4 below, a shortage of business faculty exists in the US and is projected to worsen, particularly in Accounting. The COB currently draws from the business faculty pool but does not contribute to it, and the PhD program will enable us to do so by helping to educate next generation of business educators. Another benefit of contributing to the faculty pool is that doing so will improve the standing and expand the “footprint” of the COB (and thus OSU) in the academic community through placement of our graduates at respected universities across the nation and the world.

At a broader level, we believe that great universities have great business schools. Virtually every discipline in a university has some business application. Our current Integrated Business Plan process in the MBA program provides evidence of the relevance of business across a university campus.⁶ Further, in addition to contributing to knowledge generation through scholarship activities, business schools provide value to a university in multiple ways through their connections with the business community (e.g., fundraising, placement of graduates, etc.). Accordingly, a university benefits significantly in terms of the advancement of knowledge, collaboration with other colleges on campus, and external connections from having a highly respected business school. The great business schools in America tend to have doctoral programs, which is evident by looking at the percentage of universities that offer business doctoral degrees in several of OSU’s comparison groups: land-grant peers (90%),⁷ Association to Advance Collegiate Schools of Business (AACSB) aspirant universities (100%), PAC-12 peers (100%), and Business Week’s top 50 undergraduate public business schools (approx. 80%).⁸ While we believe the COB is already strong in all of the areas discussed above, we also believe that establishing a PhD program will bring us closer to our aspirant schools (and even peers) in the comparison groups mentioned and will also bring OSU closer to its desired top-10 land-grant university status.

As a final point, we believe that establishing a PhD program will contribute to the COB mission, particularly the provision of “*internationally recognized research-based education*” to our students. First, we believe that good researchers make good

⁶ The exit hurdle for the MBA program is an Integrated Business Plan project, for which a team of MBA students devises a plan for the commercialization of a newly developed technology. All of the technologies used for this project are real inventions, and most are inventions by OSU faculty in areas across campus (e.g., Engineering).

⁷ The University of California - Davis (UCD) is the only one of OSU’s land-grant peers without a PhD program in its College of Business. However, it should be noted that UCD is part of the University of California system, which does offer doctoral programs in Business at several of its campuses (e.g., Berkeley, Irvine, Los Angeles, San Diego). Further, UCD was originally established as an agricultural extension of the Berkeley campus, the original home of the land-grant mission in California.

⁸ www.businessweek.com/interactive_reports/ugtable_3-20.html

teachers. Therefore, we expect that the program will add value to the classroom experience for students in our current undergraduate and graduate (i.e., MBA and MBAA) programs, partially due to current faculty bringing their research into the classroom and partially from the addition of high-achieving new faculty who will do the same. Second, the positive reputational capital generated by the PhD program will enhance the international recognition part of the mission by raising the standing of the COB in the academic community.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

See Section 2a above.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

The mission and goals of OSU overlap significantly with the mission and goals of the Oregon University System (OUS). Accordingly, much of the general discussion in Section 2a above applies here as well.

At a more detailed level, in its Annual Performance Progress Report for the most recent biennium (2010-2011), the Oregon University System (OUS) lists "Total number of advanced degrees awarded (master's, doctoral, and professional)" as a performance measure toward the goal "State economic development: Employability of graduates; Student success." The report communicates a desire to increase the number of graduate students entering and completing advanced degrees at OUS institutions. With respect to this performance measure, the report states that "Oregon's ability to compete globally requires a solid foundation of strong graduate programs and advanced degree production." The report also states that "Oregon needs to reinvest in its graduate programs to remain competitive in the academic marketplace," and "investments in faculty recruitment and retention, coupled with investment in graduate programs and students are essential to increase advanced degree awards." Although doctoral programs will naturally account for only a small portion of the total graduate student body, a PhD program in the COB at OSU is consistent with OUS's goals for graduate education in Oregon.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

We believe the Oregon job market is strong for graduates from undergraduate- and Masters-level programs in Innovation / Commercialization and Accounting. The COB is currently constrained (by capacity) at both levels in its ability to meet demand for our programs, and the PhD program (and the related investment in new faculty) will allow the COB to expand its offerings to better meet statewide needs in these areas.

The need for skills and knowledge in innovation in the state of Oregon has never been stronger. In his fiscal year 2009-2010 state budget, the Governor earmarked \$20.5 million for the Innovation Plan developed by the Oregon Innovation Council (Oregon InC), which includes an innovation-based economic development strategy that will enable Oregon's businesses to stay competitive in a global economy. Oregon InC stressed the need for innovation in traditional industry sectors, such as agriculture and forestry, where innovation can help maintain and increase the number of good, family-wage jobs. The focus on innovation in Oregon speaks to a demand for people with training in Entrepreneurship and was part of the motivation for recently creating a new undergraduate degree program in Innovation Management in the COB.

On the Accounting side, as the economy grows and the number of business establishments increases, more accountants and auditors are required to set up books, prepare taxes, and provide management advice. Increased need for accountants and auditors also arises from a greater emphasis on accountability, transparency, and controls in financial reporting. Evidence of the growing national market demand for accounting graduates is not hard to find. For instance, the US Department of Labor and the AICPA have both recently published data and survey results projecting strong demand for accountants for years to come.⁹ At OSU, we have seen our own Accountancy program pushed beyond capacity in recent years requiring expansion of course offerings and suggesting that these demand projections are reflective of Oregon as well.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The COB and the Accountancy program are accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation was reviewed in 2010 and subsequently renewed (at both levels) through the 2015-2016 academic year. Review of the College and the Accountancy program by the AACSB, including the PhD program, if approved, will occur in two years during the 2014-2015 academic year.

⁹ <http://www.bls.gov/ooh/Business-and-Financial/Accountants-and-auditors.htm#tab-6>;

Reigle, D. 2009. *"Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits"* American Institute of Certified Public Accountants, Inc., New York, NY.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited. All classes will be taught by terminal degree qualified faculty.

We anticipate no issues regarding the ability of the College or the Accountancy program to maintain accreditation after the PhD program is approved.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

The COB offers undergraduate business degrees in Accountancy, Business Information Systems, Business Administration, Finance, Innovation Management, Management, and Marketing. All of these degrees except Accountancy are accredited as a single program by the AACSB; Accountancy is accredited separately. Given our recent reaccreditation, we expect no additional requirements to qualify again for reaccreditation (at either level). The COB business faculty are sufficiently qualified and quality assurance processes are in place in the College.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4. Need

a. Evidence of market demand.

A well-documented shortage of academically qualified (i.e., PhD) business faculty has developed over the last two decades and is expected to worsen in years to come. Specifically, the AACSB estimated the excess of demand over supply in the US at 1,000 in 2008 and projects that the shortage could more than double in the next decade. Among the most commonly cited reasons for shortfall in business faculty are growth in undergraduate and MBA programs, anticipated faculty retirements, and stunted investment in doctoral programs (in terms of both availability and student financial support).¹⁰ The shortage is further exacerbated by AACSB accreditation standards

¹⁰ See Alsop, R. 2007. "PhD Shortage: Business Schools Seek Professors." *Wall Street Journal* Jan. 9 (<http://online.wsj.com/article/SB116830887516070925.html>);

AACSB International. 2008. "Business School Faculty Trends.";

Bisoux, T. 2009. "Solving the Doctoral Dilemma." *BizED* March/April;

AACSB International. 2010. "AACSB Explores Global Trends in Doctoral Education." *eNEWSLINE* June/July;

Braun, R. and S. Mauldin. 2012. "From Practice to the Classroom." *Journal of Accountancy* Oct.

requiring that total faculty be comprised of at least 50 percent academically qualified faculty (vs. professionally qualified or other non-PhD faculty).

Although the scarcity of PhDs is evident across business disciplines, it is more pronounced in some than others. AACSB data (from a 2011 report) suggest that in terms of both absolute numbers and percentage of total faculty size, 1) anticipated short-term faculty needs, 2) current unfilled positions, and 3) anticipated retirements in the next five years are all consistently higher for Management, which includes Innovation, Entrepreneurship and Strategy, and (especially) Accounting than for other business disciplines.¹¹

As indicated above, the AACSB data suggest that demand is strong for faculty with expertise in Management, including Innovation, Entrepreneurship, and Strategy. Innovation / Commercialization is a new and emerging specialization within the broad scope of the Management discipline, so detailed market data on this specific area are difficult (if not impossible) to attain. However, the roots of Innovation / Commercialization are in Entrepreneurship and Strategy, and although these specific areas have only recently begun to identify and track themselves separately from Management, there is some available information that speaks to the demand for faculty with such expertise. During the past two decades, tremendous growth has occurred in the number of Entrepreneurship courses offered by colleges and universities. In 1985, studies indicate there were about 250 Entrepreneurship courses offered across all college campuses in the US. Today, more than 5,000 Entrepreneurship courses are now offered in two-year and four-year institutions, with at least 2,000 universities offering at least one course in the area.¹² A recent study examining Entrepreneurship educator profiles in business programs in the US found that only one-fifth of the faculty members teaching these courses hold a PhD in Entrepreneurship (alone or in combination with another business discipline).¹³ Such findings suggest a need for additional faculty with expertise in Entrepreneurship and related fields (i.e., Innovation / Commercialization).

The business faculty shortage is particularly acute in Accounting, translating into a high level of currently unmet demand for faculty in the discipline.¹⁴ In its 2005 report on the supply and demand for Accounting PhD's, the American Accounting Association (AAA)

¹¹ See AACSB International. 2011. "Faculty Focus: Exploring the Number of Faculty Members by Field/Discipline Data Faculty Focus." <http://aacsbblogs.typepad.com/dataandresearch/2011/05/2010-11-salary-survey-new-hire-status.html>

¹² See http://www.kauffman.org/uploadedfiles/entrep_high_ed_report.pdf; Cone, J. "Teaching Entrepreneurship in Colleges and Universities: How (and Why) a New Academic Field Is Being Built." Kauffman Thoughtbook 2005: pp. 72-79.

¹³ Kabongo, J. and P. McCaskey. 2011. "An Examination of Entrepreneurship Educator Profiles in Business Programs in the United States." *Journal of Small Business and Enterprise Development* 18(1): 27-42.

¹⁴ See Alsop, R. 2007. "PhD Shortage: Business Schools Seek Professors." *Wall Street Journal* Jan. 9 (<http://online.wsj.com/article/SB116830887516070925.html>); AACSB International. 2008. "Business School Faculty Trends."; AACSB International. 2010. "AACSB Explores Global Trends in Doctoral Education." *eNEWSLINE* June/July.

estimated the demand for new PhD Accounting faculty to be about half met during the 2005-2008 timeframe.¹⁵ Evidence of unmet demand continues beyond 2008 as well. Business schools regularly report having difficulty hiring academically qualified Accounting faculty. Similarly, the AAA provides a clearinghouse placement service each year, and the list of schools with positions routinely outstrips the available candidates.¹⁶ The 2011 AACSB data discussed above tell a similar story, reflecting current unfilled positions and anticipated retirements in the next five years that are notably higher for Accounting (6.6 and 13.8 percent, respectively) than for other business disciplines (average 4.6 and 9.6 percent, respectively, for Finance, Management and Marketing). The shortage of Accounting faculty, most notably in the tax and audit areas, has become severe enough of an issue to attract intervention on the part of the Accounting profession. In 2008, the American Institute of Certified Public Accountants (AICPA) and several of the largest accounting firms and state CPA societies launched the Accounting Doctoral Scholars (ADS) Program, which has the objective of combatting the shortage by providing funding to help and encourage accountants with recent public accounting experience in tax and auditing obtain their doctorates.¹⁷¹⁸

The AAA and AACSB data and reports reflect an expectation that the shortage of PhD business faculty will continue. Supporting new business doctoral programs is one of the stated objectives of the AACSB in the effort to mitigate this trend, and one of the objectives of the proposed PhD program is to contribute to this goal.

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The PhD program will provide OSU business students with an option for a terminal degree. Further, to the extent that the Oregon job market is strong for graduates from business undergraduate- and Masters-level programs (particularly in the Innovation / Commercialization and Accounting areas), the PhD program will allow the COB to

¹⁵ American Accounting Association. 2005. "Report of the AAA/AAPLG Ad Hoc Committee to Assess the Supply and Demand for Accounting PhDs."

¹⁶ Fogarty, T. and A. Holder. 2012. "Exploring Accounting Doctoral Program Decline: Variation and the Search for Antecedents." *Issues in Accounting Education* 27(2): 373-397.

¹⁷ See <http://www.adsphd.org/index.asp>.

¹⁸ The 2005 AAA report also noted that the faculty shortfall during the 2005-2008 period was especially severe in the tax and audit specialties (27.1 and 22.8 percent of demand met, respectively). As previously discussed, tax is the primary specialty emphasized in the Accounting option of the proposed PhD program.

expand its offerings to better meet an ever-increasing demand for our programs and graduates. See Section 2d above for further discussion on this point.

d. Manner in which the program would address the civic and cultural demands of citizenship.

The business academic community and the COB have high ethical standards that are continually emphasized and reinforced in our undergraduate, MBA, and MBAA programs and will be emphasized heavily in the PhD program as well.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The expected learning outcomes of the PhD program and the assessment strategies (AS) from Section 5b below that apply to each one are as follows. Graduates will:

- a. Develop substantive knowledge in their area of specialization. **(AS: 1, 2, 4, 5, 6, 7, 10, 11, 12, 13)**
- b. Master the analytical and methodological skills required to evaluate and conduct research in their area of specialization and related areas. **(AS: 1, 3, 4, 5, 6, 7, 10, 11, 12)**
- c. Design and conduct original research in their area of specialization. **(AS: 4, 5, 6, 7, 10, 11, 12, 13)**
- d. Demonstrate the ability to communicate the results of their research in a clear and effective manner. **(AS: 4, 6, 7, 10, 11, 12, 13)**
- e. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds. **(AS: 1, 2, 13)**
- f. Demonstrate an understanding and concern for the high ethical standards in business research, teaching, and service. **(AS: 1, 2, 4, 5, 6, 7, 13)**
- g. Demonstrate the ability to teach college-level courses in their area of specialization. **(AS: 8, 9)**

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Assessment strategies (AS) for the learning outcomes listed above are:

1. Annual program of study review with doctoral advisor and PhD Program Director
2. Successful completion of discipline-specific doctoral seminars
3. Successful completion of Quantitative Methods program of study requirements
4. Successful completion of first-year summer paper
5. Successful completion of written comprehensive exam
6. Successful completion of oral preliminary exam, i.e., dissertation proposal defense
7. Successful completion and defense of dissertation

8. Successful completion of teaching requirements, both teaching assistantships and stand-alone course requirements
9. Stand-alone course student evaluation of teaching (SET) scores of an acceptable level
10. Acceptance of original research at a national conference and/or for publication in peer-reviewed journal
11. Presentation of original research and/or discussion of others' research at a national conference
12. Presentation of original research in a workshop at OSU and/or another university
13. Co-authorship on original research projects

The PhD Program Director will keep data on the results of assessment of the PhD learning outcomes plus program-level information such as 1) number of applicants, offers, and acceptances on a yearly basis, 2) student background qualifications (e.g., undergrad/grad degrees, schools attended, GPA, GMAT scores, etc.), 3) retention and graduation rates, 4) post-graduation employment, 5) continued support and funding from the College and University, and 6) results of external reviews. All graduates will also participate in an exit interview with the PhD Program Director to describe their experience with the program – good and bad – as well as suggestions for improvement. Students will also be provided the opportunity to submit anonymous information to the PhD Program Director as appropriate. All of the assessment information listed above will be reviewed biennially in a meeting between the PhD Program Director and the COB Graduate Program Committee. At this meeting, the full assessment package will be discussed in detail to determine if program goals are being met. As evidence is collected that curriculum, program requirements, or any other aspect of the program needs improvement, the PhD Program Director and the COB Graduate Program Committee will move to make necessary changes.

In addition, students in the PhD program must maintain a 3.25 GPA on all coursework. If at any point a student's cumulative GPA falls below 3.25, the student will meet with his/her doctoral advisor and the PhD Program Director to develop an educational plan for addressing difficulties. The student will have one term to raise the GPA to appropriate levels or will face termination from the program. Further, any student who fails (i.e., earns lower than a B- in) more than one course during the program will also face termination from the program. Information about classes taken by students, grades and GPAs, as well as educational plans will be tracked by the PhD Program Director and reviewed annually.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

See Section 5b above.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The COB sets expectations for the nature and level of research and/or scholarly activity of its business faculty.¹⁹ With few exceptions, COB business faculty members have PhD degrees from accredited universities and tenure-track positions. Like faculty across campus, PhD program faculty are expected to conduct original research and publish in appropriate disciplinary journals. We anticipate that these expectations for scholarly activity will continue, and we also expect that program faculty will advise and mentor PhD students and involve the students in their research. Program faculty will also be expected to continue their involvement with academic and/or professional associations to ensure visibility of the COB and the PhD program in the academic community. Indicators of success of faculty will include but not be limited to:

- Scholarly productivity in disciplinary and/or interdisciplinary journals
- Participation in national conferences and invited research workshops
- Participation and leadership in relevant committees of applicable academic and professional associations
- Participation on editorial boards and editorship of scholarly journals

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

The University of Oregon (UO) offers an established PhD program in its College of Business with concentrations in Accounting, Decision Sciences, Finance, Management, and Marketing. No other school in Oregon offers a PhD degree in business.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

We believe that the PhD program will be more complementary than competitive with UO's program.

First, our PhD program will differ from UO's on a couple of important dimensions. The OSU MBA program currently fosters partnerships with technically-oriented colleges on campus, including Engineering, Agricultural Sciences, Science, and Forestry. Through these partnerships, MBA students create integrated business and commercialization plans around new technologies developed by faculty in these colleges. The Innovation / Commercialization option in the PhD program will leverage these partnerships as well,

¹⁹ Accreditation is one variable in the determination of these expectations as the AACSB sets research productivity standards for purposes of establishing whether faculty are academically qualified.

providing a research extension to the MBA program and a more applied experience for our doctoral students. We view this aspect of the program as a general competitive strength. Further, although there is overlap between the Innovation / Commercialization option in our PhD program and UO's Management concentration in the sense that they are both rooted in Strategy and Entrepreneurship, our program specifically incorporates a Commercialization component, which includes additional marketing-oriented learning objectives. Also see Section 7b below.

Second, as discussed in Section 4, a shortage of academically qualified (i.e., PhD) business faculty has developed over the last two decades and is expected to worsen in years to come. This shortage is evident in both areas of study on which the options in the PhD program will focus but is particularly acute in Accounting. Within Accounting, the shortage is most severe in the areas of tax and audit, so much so that the Accounting profession has invested significantly in programs aimed at reversing this trend. The tax area will be the primary emphasis of the Accounting option because it maps particularly well into the strengths of our Accounting faculty. We believe that this need / strength match constitutes another general competitive strength of our program. Overall, with a high level of currently unmet demand for faculty in both disciplines, especially Accounting, our PhD program will help address a need in the market for academically qualified business faculty.

Potential exists for collaboration between our PhD program and UO's program as applicable and appropriate. For example, the two schools may in time develop joint doctoral seminars and/or research workshops. Further, we believe that the doctoral program may facilitate collaboration between UO and OSU faculty and PhD students on specific research projects. There has been some such collaborative interaction between OSU faculty and UO faculty / PhD students in the past, but the PhD program introduces opportunity to further develop those relationships.

The highest potential for collaboration on campus is with the Applied Economics program. As previously discussed, we expect that our PhD students will take multiple AREC courses as part of the course of study. However, we also expect that a stronger tie with AREC will facilitate some AREC graduate students taking MBA courses that are relevant to their area of interest. Further, we believe the PhD program will facilitate partnership with AREC on joint course offerings, e.g., a potential preparatory "Economics / Math Boot Camp" course that could be jointly taught and would benefit students in both programs. Finally, a stronger tie with AREC through the PhD program would facilitate potential research collaboration between COB and AREC faculty and students.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A; See Section 6b above.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

As discussed above, the PhD program will extend the MBA and MBAA programs already in place at OSU. We do not expect this program to take enrollment away from existing programs (PhD or otherwise) at OSU.

The COB will need to initiate several new 600-level courses, including blanket (e.g., research, seminar), advanced theory, and methods courses. Along with development and delivery of the new courses, success of the PhD program will require that faculty be available as mentors to graduate students, providing research and teaching experience and oversight. This will be in addition to their current teaching, scholarship, and service expectations, which are already high. Faculty who are heavily involved with the PhD program may be less available to serve on exit hurdle (e.g., Integrated Business Plan project) committees for the MBA program. However, with the addition of six new business faculty by the 2014-2015 academic year, we expect to be able to support the PhD program and the targeted expansion of the MBA programs, which are currently limited, in part, due to faculty availability.

As discussed above, the PhD program will interact closely with the Applied Economics program. Enrollment in the relevant AREC classes will increase slightly due to the PhD program. The stronger connection between the COB and AREC will likely also result a slight increase in enrollment for some MBA courses as some Applied Economics students may have interest in taking them to supplement their Economics courses. Finally, the stronger connection between the COB and AREC may also result in AREC faculty serving on COB doctoral committees and vice versa as applicable and appropriate.

7. Financial Sustainability (completed *Budget Outline* pages attached)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

The business plan for the first four years of the program after implementation (i.e., beginning with the 2014-2015 academic year) is developed in the Budget Outline Form.

We expect that the costs of implementing the PhD program will be primarily associated with filling six new tenure track faculty lines (~\$1,500,000 per year ongoing including OPE), PhD student research and teaching graduate assistantship stipends / benefits (~\$450,000 per year ongoing), and data resource costs (~\$270,000 per year ongoing).

We propose a funding model in which the costs associated with the PhD program are shared between the COB and University support. The COB is currently funding the

Director for PhD Program Development / PhD Program Director position and roughly 45 percent of the necessary data resource costs. In addition, the COB will fund the graduate assistantships for doctoral students, increase its investment in data resources, and make the initial pre-implementation investment in the first two (of the total six) faculty lines associated with the PhD program (one for each option). One of those two lines has been filled (i.e., offer accepted for the Accounting position), and a search is ongoing for the other. We expect that the new faculty will be in place beginning fall 2013.²⁰ Existing staff devoted to the MBA and MBAA programs will assume administrative duties relative to the PhD program (shown as .25 FTE in the Budget Outline Form). We request University support for the remainder of the cost of the program as the creation of a doctoral program in the COB is a priority for the University as well as for the College.

Expanding on a few line items in the Budget Outline Form, in addition to the six new faculty lines discussed above, the “Faculty” line includes the annual stipend for the Director for PhD Program Development / PhD Program Director (approximately \$7,500 per year ongoing). The “Library/Electronic” line includes both database resources and additional journal subscriptions. The database subscriptions will be managed by the COB directly, whereas the academic journal subscriptions will be managed through the library (also see Section 1I). The portion applicable to journal subscriptions is approximately \$17,000 per year ongoing (see library evaluation), and the remainder of the “Library/Electronic” amount relates to data resources. The “Nonrecurring” line relates to the cost of two years of summer research support for each of the six new faculty lines discussed above, which is shared by the COB and the University. Finally, the “Supply and Svcs” line includes basic equipment and supplies (e.g., computers, printing, software licenses, etc.) as well as travel costs (i.e., conferences and research workshops) for faculty, doctoral students, and guest presenters.

Although the success of the program will depend on significant institutional support, we expect that the proportion of PhD program costs covered by COB funds will increase over time. One of the other major priorities of the College at present is to aggressively grow our MBA programs. In addition to providing for instruction and student mentorship for the PhD program directly, the six new faculty lines discussed above will allow us to increase our course offerings in our undergraduate and graduate (i.e., MBA and MBAA) programs, expanding capacity in areas that complement the OSU and COB strategic plans. Growing our current programs, especially the MBA programs, will provide for more tuition revenues, which will be used in part to cover PhD program costs.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

Austin Hall, the future home of the COB, is scheduled to open in fall 2014. Partially in anticipation of the PhD program, designated space for a state-of-the-art experimental

²⁰ We expect that the other four new faculty will be in place starting fall 2014.

research lab has been incorporated into the plans for the new building. As discussed in Section 1I above, the plans for Austin Hall also include allocation of office space for doctoral students.

In addition, the COB plans to develop the Venture Accelerator (VA) initiative with the OSU Office for Commercialization & Corporate Development. VA will be a program designed to provide a formal outlet for the creation of commercialization plans for innovations / technologies developed at OSU. One objective of VA is to further advance the OSU strategic plan and COB mission by fostering industry partnerships, attracting high-achieving students, and providing research-based education in Innovation and Commercialization for MBA students. However, VA will also serve as a lab through which to study Innovation and Commercialization processes and will therefore be a valuable resource for PhD students in the Innovation / Commercialization option.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The chair of a given student's PhD committee must be in the student's option (Innovation / Commercialization or Accounting), and other committee members may come from any of several relevant disciplines (e.g., Finance, Marketing, Management, etc.). Faculty participating in the PhD program will do so in addition to their other assignments. If we look at the COB faculty who can serve on PhD committees, we expect about 40 FTE across the COB (those listed in Section 1i plus the six new faculty lines). If we estimate that there will be 25 PhD students in the program at any given time, a rough calculation of the student/faculty ratio is approximately 0.625, which is consistent with the 0.652 ratio for other public PAC 12 schools according to AACSB data. However, considering that other than those in the PhD program options, faculty will not participate in the PhD program at equal rates (some not at all), it is useful to also look at a student/faculty ratio that is based on faculty who will be consistently involved with the program. If we look at the COB faculty who can serve as chairs of PhD committees, we expect 3 to 4 FTE in Innovation / Commercialization and 3 to 4 FTE in Accounting. Using the same estimate mentioned above of 25 students in the program at any given time, a rough calculation of the student/faculty ratio is approximately 3 or 4 to 1.

d. Resources to be devoted to student recruitment.

The COB has well-established resources and staff devoted to graduate student recruitment that will be utilized by the PhD program. In addition, the program will use advertising in standard academic outlets and personal outreach. The interview process will consist of phone interviews plus a small number of campus visits each year. Overall, the annual budget for the recruiting effort is small at roughly \$5,000.

8. External Review Suggested external reviewers include:

Jeremy C. Short

Rath Chair in Strategic Management
Division of Management and Entrepreneurship
Price College of Business
University of Oklahoma
307 W. Brooks, AH6A
Norman, Oklahoma 73019

Rajendra P. Srivastava

Ernst & Young Distinguished Professor and Director
Ernst & Young Center for Auditing Research and
Advanced Technology
School of Business
University of Kansas
1300 Sunnyside Av
Lawrence, KS 66045

Franz Kellermanns

Director of Organizations and Strategy PhD Program
Department of Management
College of Business Administration
University of Tennessee
404 Stokely Management Center
Knoxville, Tennessee 37996

Robert Ricketts

Frank M. Burke Chair in Taxation and
Accounting Department Head
Department of Accounting
Rawls College of Business
Texas Tech University
P.O. Box 42101
Lubbock, Texas 79409

Charles C. Dibrell

Associate Professor of Management
Department of Management
School of Business Administration
University of Mississippi
University, Mississippi 38677

Appendix A: Description of the Admission Criteria and Process for the PhD Program

General OSU and COB admission criteria

The minimum Graduate School admissions requirements for all applicants are as follows:

- a four-year baccalaureate degree from a regionally-accredited college or university, and
- a combined GPA of 3.00 on the last 90 quarter (60 semester) credit hours of graded undergraduate work toward the first baccalaureate degree plus all work completed thereafter,

OR

- a four-year baccalaureate degree from a regionally-accredited college or university, and
- a 45 quarter credit-hour graduate degree from a regionally accredited university.

If the student has completed his or her baccalaureate degree in a country that is a signatory of the Bologna Declaration, then

- A baccalaureate degree of at least three years duration with a B average (equivalent 3.00 on a U.S. 4.00 grading scale) in the last two years, plus all subsequent graded course work,

OR

- A baccalaureate degree of at least three years duration with a two-year (equivalent to 45-quarter credits) graduate degree.

The COB has established the following minimum requirements for the MBA programs that apply in addition to general University and Graduate School requirements for applicants seeking admission to the program.

- A Graduate Management Admission Test (GMAT) minimum overall score of 500 with verbal and quantitative sub scores in at least the 20th percentile range, and an analytical writing score of at least 4.0.
 - o The GMAT requirement is waived if the applicant has completed a 45 (quarter) credit-hour graduate degree from a regionally-accredited university.
- International students must submit the Test of English as a Foreign Language (TOEFL) with the following minimum score:
 - o 575 on the paper-based version,

- 233 on the computer-based version, or
- 91 total, with subset scores of at least 22, on the Internet-based version (iBT).

PhD program admission criteria and procedures

In addition to the OSU and COB graduate program admission criteria discussed above, the PhD program will require a minimum GMAT score of 600.

Once the application deadline has passed for a given year, applications received by the PhD program will be reviewed by the PhD Program Director and a committee of faculty representing the two options (Innovation / Commercialization and Accounting). This review process will result in elimination of applications that do not meet the basic admission criteria and selection of finalists for each option based on a combination of factors, including grade point average, GMAT score, work experience, and evidence of intellectual curiosity and commitment to educating others (via a personal statement). Finalists will then be subjected to an on-campus or telephone interview, after which the faculty committee in each option will select students to admit (about five total per year, on average).



GRADUATE SCHOOL

Oregon State University, 300 Kerr Administration Bldg., Corvallis, Oregon 97331-2121
T 541-737-4881 | F 541-737-3313 | http://oregonstate.edu/dept/grad_school

November 16, 2012

MEMO TO: Jared Moore, Associate Professor

FROM: Brenda McComb, Dean

RE: Proposed PhD in Business Administration

Thank you for sharing a draft of the Category 1 proposal to establish a PhD in Business Administration. Having discussed this proposed degree with Associate Dean Coakley and then reviewing the Category 1 proposal, it is clear to me that this will allow the College of Business to increase its level of engagement in graduate education significantly, while also filling a niche in a Business-focused doctoral degree program in Oregon.

The program seems rigorous with higher standards for retention in the program than is required by University policy. Graduates will be required to defend a research-based dissertation with scholarly publications resulting from the work that will bring visibility to the College and the program. Having a firm commitment for funding to support the necessary personnel and infrastructure will be critical to program success. Hence, it will be important to have a letter from central administration indicating that support for this program will be forthcoming.

Assuming that the above points are addressed, and the minor edits that I provided to you over the phone, I support moving forward with this proposal. It would be a significant addition to graduate programs at the University and to the College of Business. If I can assist you in ensuring its success, please don't hesitate to ask.



November 5, 2012

Ms. Ilene Kleinsorge
Oregon State University
College of Business
200 Bexel Hall
Corvallis, Oregon 97331-2603

Re: College of Business Doctoral Program

Ilene:

I was interested to learn that OSU's College of Business does not have a Doctoral program. If someone had told me that earlier, I would have probably argued with them, but I now discover that I would have argued in ignorance. It is disheartening to me that OSU is the only Pac-12 school that does not offer a COB doctoral degree, and that the COB is the only college on the OSU campus that does not have a doctoral program within its core. I am a proud OSU alum, but when I see that OSU has fallen behind other (lesser) institutions, I scratch my head in dismay.

OSU's COB needs to move forward with its plans for a doctoral program. I can see many advantages including:

- Attracting qualified, high-achieving faculty.
- Providing additional instructors and instructor support for a growing COB student population.
- Improving the educational opportunities for OSU students.
- Increasing OSU's status and reputation within the business community

As an employer, I am interested in hiring the best and brightest students that I can, and I always look towards OSU student graduates first. Adding a doctoral program will improve the COB in many ways and will help to enhance student preparedness when they graduate.

You and your staff have made great strides with OSU's College of Business over the last few years. I know that you can keep the momentum and achieve your goal of finalizing the much needed doctoral program.

Thank you and keep up the good work.

Sincerely,


Rich Jansen
CFO

Proudly Providing World Class Customer Experiences Since 1952

David R. Williams
Vice President
Utility Services
Tel: 503.721.2454
Fax: 503.220.2584
Toll Free: 1.800.422.4012
e-mail: d1w@nwnatural.com



November 27, 2012

Ilene Kleinsorge, PhD
Dean, College of Business
Oregon State University
c/o Dr. Jared Moore, PhD Program Director
200 Bexell Hall
Oregon State University
Corvallis, OR 97331

Dear Dean Kleinsorge,

Please let this letter represent my full support and encouragement for the development of a PhD degree in business at Oregon State University. This effort reinforces this university's commitment to education excellence and provides significant opportunity for the future. I strongly endorse moving forward on this program.

Sincerely,



Dave Williams
Vice President Utility Services
NW Natural



Jared

**SCHOOL OF PUBLIC AND
ENVIRONMENTAL AFFAIRS**

INDIANA UNIVERSITY
Institute for Development Strategies

December 3, 2012

Dean Ilene Kleinsorge
College of Business
200 Bexell Hall
Oregon State University
Corvallis, Oregon 97331-2603
Tel: 541-737-6024 | Fax: 541-737-6023

Dean Ilene Kleinsorge:

I would like to provide a letter of support for your proposed Ph.D. Business program specializing in innovation and commercialization.

As 2013 Chair of the Academy of Management's Entrepreneurship Division I am familiar with the need for scholarly activity and faculty expertise in the areas of innovation and commercialization. Innovation and Commercialization is a relatively new disciplinary specialization within Entrepreneurship and but it is clearly one that is emerging more strongly because it meets the need to better understand these processes as well as the academic demand within universities for faculty expertise in the area of broader Entrepreneurship studies.

We have seen tremendous growth in the number of Entrepreneurship courses offered by colleges and universities in the US during the last few decades. In 1985, studies indicate there were about 250 Entrepreneurship courses offered across all college campuses in the US. Today, more than 5,000 Entrepreneurship courses are now offered in two-year and four-year institutions, with at least 2,000 universities offering at least one course in the area. A recent study by Kabongo and McCaskey (2011) in the Journal of Small Business and Enterprise Development examining Entrepreneurship educator profiles in business programs in the US found that only one-fifth of the faculty members teaching these courses hold a Ph.D. in Entrepreneurship (alone or in combination with another business discipline).

I believe that your program would directly address this increasing demand for new faculty in Entrepreneurship. Further, I think that your proposed focus on innovation and commercialization would be relatively unique and provide a real value added in terms of an important focus within the profession.

I wish you the very best in your endeavors.

David B. Audretsch
Distinguished Professor and Ameritech Chair of Economic Development
Director, Institute for Development Strategies

Moore, Jared - COB

From: Kleinsorge, Ilene - COB
Sent: Monday, January 14, 2013 12:57 PM
To: Moore, Jared - COB
Subject: FW: Liaison process with other OR universities

Here's U of O support. Ilene

Ilene K. Kleinsorge, Ph.D.
Dean
College of Business
Oregon State University
541-737-6024

From: Kees de Kluyver [mailto:kees@uoregon.edu]
Sent: Monday, January 14, 2013 10:51 AM
To: Kleinsorge, Ilene - COB
Subject: RE: Liaison process with other OR universities

Ilene:

Happy New Year. Congrats on a strong proposal. There may be opportunities to work together in the areas you outlined. You have our support.

Would you be willing to support us on another matter? We would like to have one of your faculty - Professor Ping-Hung Hsieh – continue teaching in the Exec MBA in Portland. Any objections?

Best ... Kees

Cornelis A. "Kees" de Kluyver, Dean
Rippey Distinguished Professor
Lundquist College of Business
1208 University of Oregon
Eugene OR 97403
(541) 346-3300

Executive Assistant: Tracy Bars
tbars@uoregon.edu
(541) 346-2077

From: Kleinsorge, Ilene - COB [mailto:Ilene.Kleinsorge@bus.oregonstate.edu]
Sent: Monday, January 14, 2013 7:08 AM
To: Scott Dawson; Kees de Kluyver

Cc: Moore, Jared - COB; Kleinsorge, Ilene - COB
Subject: Liaison process with other OR universities

Scott and Kees,

Attached is the CAT1 proposal for a PhD program in business at OSU. I'm sending this to you as part of the liaison process. I hope I will receive your support for our plans. Please let us know if you have questions.

Regards,

Ilene

Ilene K. Kleinsorge, Ph.D.
Dean
College of Business
Oregon State University
541-737-6024

Moore, Jared - COB

From: Kleinsorge, Ilene - COB
Sent: Monday, January 14, 2013 7:20 AM
To: Scott Dawson
Cc: kees@uoregon.edu; Moore, Jared - COB
Subject: RE: Liaison process with other OR universities

Thanks Scott. We did not have problems with your MS in Supply Chain. Ilene

Ilene K. Kleinsorge, Ph.D.
Dean
College of Business
Oregon State University
541-737-6024

From: Scott Dawson [mailto:dawsons@pdx.edu]
Sent: Monday, January 14, 2013 7:19 AM
To: Kleinsorge, Ilene - COB
Cc: kees@uoregon.edu; Moore, Jared - COB
Subject: Re: Liaison process with other OR universities

Hi Ilene,

No problem on our end. Good luck! That's very ambitious.

On another matter, I never heard back from either of you regarding our new MS in Supply Chain, so assume neither of you had concerns. The proposal should be at the provost's council by early spring and the degree will launch next year.

Thanks

Scott

On 1/14/2013 7:08 AM, Kleinsorge, Ilene - COB wrote:

Scott and Kees,

Attached is the CAT1 proposal for a PhD program in business at OSU. I'm sending this to you as part of the liaison process. I hope I will receive your support for our plans. Please let us know if you have questions.

Regards,

Ilene

Ilene K. Kleinsorge, Ph.D.
Dean
College of Business
Oregon State University
541-737-6024



School of Business
Administration

PORTLAND STATE UNIVERSITY

Scott Dawson
Dean and Vergil Miller Professor
School of Business Administration
Portland State University

503-725-3757
www.pdx.edu/sba



Department of Accounting

Dean Ilene Kleinsorge
College of Business
Oregon State University
200 Bexell Hall
Corvallis, OR 97331

December 18, 2012

Dear Dean Kleinsorge:

I am excited to hear that the College of Business at Oregon State University is proposing a doctoral program in Accounting. For the last several years, I have served in the leadership of the American Tax Association (ATA), a section of the American Accounting Association (AAA). My current role is President of the organization. In this capacity, I have been involved in many discussions both within the ATA and with the leadership of the AAA concerning the increasing shortage of academically qualified accounting faculty. The accounting faculty at OSU are recognized for their scholarship and leadership in the profession, and thus, are well positioned to develop a first rate doctoral program. Given the alarming demand for quality faculty facing our discipline in the near future, I enthusiastically encourage you to support their proposal.

I hope that you will further consider a concentration in the area of taxation. I believe this is an area with a unique opportunity to carve a niche. Tax has long been an area of concentration in many doctoral programs. However, we increasingly see tax students focus their research efforts in the area of financial accounting. To some extent, this is because financial accounting often better aligns with the research interests of the doctoral supervising faculty. The result is an even more pronounced demand, and reduced supply of tax faculty.

I believe that doctoral students concentrating in tax have some of the best development and career opportunities available to doctoral students in any business discipline. This is largely because of the supportive membership and targeted programs of the ATA. The ATA understands the need to cultivate future tax faculty and has implemented a variety of programs to support individuals both during their doctoral studies and through the early years of their career. ATA programs include an annual doctoral consortium, dedicated research sessions at research conferences, travel support, and a committee charged with addressing the concerns of new faculty. Oftentimes, doctoral students serve on ATA committees specifically identified as appropriate and conducive to their development. For example, they may be included on committees responsible for selecting research papers for conference sessions. Through this involvement, doctoral students begin to build a network of colleagues early in their career. Beyond these formal programs, the ATA provides an informal network of recognized faculty

widely known for their willingness to reach out and provide the mentorship so important to a successful academic career.

Again, I hope that OSU chooses to implement an accounting PhD program, particularly one that supports students interested in pursuing a tax concentration. Please feel free to contact me if I can provide additional information (817-726-8575, s.callaghan@tcu.edu).

Regards,

A handwritten signature in cursive script that reads "Sandra R. Callaghan". The signature is written in dark ink on a light-colored background.

Sandra R. Callaghan
ATA President, 2012-13
Associate Professor of Accounting
Texas Christian University

Idaho State UNIVERSITY

College of Business
921 South 8th Avenue, Stop 8020 • Pocatello, Idaho 83209-8020

January 16, 2013

Jared A. Moore, PH.D., C.P.A. (AZ)
Mary Ellen Phillips Associate Professor of Accounting and Newcomb Fellow
Director for PhD Program Development
Oregon State University
College of Business
200 Bexell Hall
Corvallis, OR 97331-2603

Dear Professor Moore:

The following is a letter in support of your planned doctoral program in accounting at Oregon State University. As Accounting Department Chairman and former Associate Dean at Idaho State University, I am keenly aware of the shortage of academically qualified Ph.D. candidates in all areas of accounting. This is the third consecutive year that we have had open positions, sometimes multiple open positions, for qualified Ph.D. graduates in accounting. Our experience has been that the applicant pool is shallow and good candidates entertain multiple offers. At present we will annually have openings for qualified candidates for the foreseeable future. Moreover I am quite active with AACSB and often serve on accounting accreditation teams. Far more often than not I hear that the accounting programs I visit have serious difficulty finding qualified Ph.D. candidates. I've come to the opinion that finding and hiring qualified Ph.D. candidates is one of the most significant challenges faced by accounting program chairs at most universities.

Idaho State University is a member of the academic community with a balanced teaching and research mission. All improvements in the supply of doctoral graduates in accounting in the Pacific Northwest would greatly benefit the quality of our program. It would give us the opportunity to attract more, better qualified faculty and in turn help us to maintain the level of rigor and contribution essential to the accounting professions.

Please let me know whenever I can be of assistance in the support of your proposed program. It would be a pleasure to aid it its success.

Very truly yours,



Robert R. Picard, Ph.D., CPA (inactive)
Professor and Chair



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Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Doctor of Philosophy (PhD) in Business Administration

Fall 2014

Department/Program:

College:

Business

Business



Faculty Guidelines

(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)



Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.


Sign (Dept Chair/Head; Director)

11/26/12
Date

Donald Neubaum
Print (Department Chair/Head; Director)

**New Graduate Degree Program Proposal:
Doctor of Philosophy (PhD) in Business
Administration**

with
Innovation / Commercialization Option
Accounting Option

Oregon State University
College of Business
November 2012
Proposed Effective Term: Fall Term 2014 (201501)
CPS Tracking # 85547

Comment on Faculty CVs

Faculty CVs are available on request.

From: Bill Bogley <Bill.Bogley@oregonstate.edu>
Sent: Tuesday, January 08, 2013 10:53 AM
To: Beach, Gary
Cc: Duffett, Jean
Subject: RE: Liaison request re: OSU Space Committee

Splendid. Can you upload Jean's email to the proposal?

Thanks Gary, (and Jean!)
Bill

From: Beach, Gary [<mailto:Gary.Beach@oregonstate.edu>]
Sent: Tuesday, January 08, 2013 10:11 AM
To: Bogley, William
Subject: FW: Liaison request re: OSU Space Committee

Bill,

For your information.

--Gary

Gary L. Beach
Curriculum Coordinator
Office of Academic Programs,
Assessment, and Accreditation
500 Kerr Administration Building
Oregon State University
Corvallis, OR 97331

Gary.Beach@oregonstate.edu
541-737-2815 (office)
541-760-1103 (cell)

From: Duffett, Jean
Sent: Tuesday, January 08, 2013 10:08 AM
To: Moore, Jared - COB
Cc: Beach, Gary; Hunter-Zaworski, Katharine; Wilcox, Anthony
Subject: RE: Liaison request re: OSU Space Committee

Jared,

With Austin Hall being planned for this program with faculty already on-board to participate, I see no problems in this proposal from a campus space perspective.

Thank you for the opportunity to review and comment.
Jean

Jean Duffett, AIA, LEED AP
University Space Planner

Campus Planning | Campus Operations
128 Oak Creek Building, Corvallis, Oregon 97331
Phone: 541-737-3014 | Cell: 541-521-9956 | Fax: 541-737-4810

Jean.Duffett@oregonstate.edu

From: Moore, Jared - COB
Sent: Monday, January 07, 2013 11:12 AM
To: Duffett, Jean
Cc: Beach, Gary
Subject: Liaison request re: OSU Space Committee

Hello Jean -

I am one of the accounting professors in the College of Business (COB), and I am currently serving the role of Director for PhD Program Development as we work toward the creation of a doctoral program. The program will initially focus in two areas: **accounting** and **innovation/commercialization**.

The CAT-1 proposal for the new graduate program (attached) is complete and has been approved by the COB. It is now making its way through the various University-level committees, and Academic Programs Committee recommended that I liaison with the chair of the OSU Space Committee to make sure that you do not see any problems with the proposal from a campus space standpoint. I sent the proposal to Anthony Wilcox last month, but Gary Beach recommended that I send to you as well since you are the new chair.

I don't really know (fully) how the process with all the OSU committees works, but for what it's worth, the Academic Programs Committee noted that only a liaison comment from the committee chair was required for their purposes.

At any rate, would you mind looking over the proposal and sending me your comment on whether you see issues with it from the perspective of the Space Committee? I would be happy to provide further details about the program via either e-mail or a telephone conversation if that would be helpful.

Thanks very much for your consideration!

Have a great day!
Jared

Jared A. Moore, PH.D., C.P.A. (AZ)

Mary Ellen Phillips Associate Professor of Accounting and
Newcomb Fellow

Director for PhD Program Development

Oregon State University | College of Business

200 Bexell Hall | Corvallis, OR 97331-2603

Voice: 541-737-2517 | Fax: 541-737-4890

Email: jared.moore@bus.oregonstate.edu

**New Graduate Degree Program Proposal:
Doctor of Philosophy (PhD) in Business
Administration
with
Innovation / Commercialization Option
Accounting Option**

Oregon State University
College of Business
December 2012
Proposed Effective Term: Fall Term 2014 (201501)
CPS Tracking #85547

Executive Summary

This Full Category I proposal is for the establishment of a new degree program at OSU identified as a Doctor of Philosophy (PhD) in Business Administration. The program will offer two graduate options: Innovation / Commercialization and Accounting. The Innovation / Commercialization option will extend the current Master of Business Administration (MBA) program with its focus on developing and commercializing new technologies. The Accounting option will primarily emphasize tax. The primary objective of this degree is to prepare its graduates for careers in research and teaching at research-oriented colleges and universities. Accordingly, the program is designed to provide all students (regardless of option) with strong training in discipline-specific research, methods, and teaching to set them up for success in the market and throughout their careers in academia. The program is also designed with a flexible structure to facilitate expansion to emphasize other business disciplines in the future.

As a leading research institution, doctoral education is at the heart of OSU's mission. Unlike other OSU land-grant peer institutions and PAC-12 universities, OSU offers no doctoral degree focused on business. The proposed program will provide OSU students with a terminal degree program in business. Further, the proposed program will help to address a well-documented shortage of academically qualified (i.e., PhD) business faculty that has developed over the last two decades and is expected to worsen in years to come. This shortage is evident in both areas of study on which the options in the PhD program will focus but is particularly acute in Accounting. Within Accounting, the shortage is most severe in the areas of tax (the primary focus of the Accounting option) and audit, so much so that the Accounting profession has invested significantly in programs aimed at addressing the currently unmet demand.

The PhD program will leverage existing resources (e.g., faculty, data, library, etc.) but will also require significant additional investment, from both the College and the University. Upon approval, the PhD program will begin in fall of 2014.

**New Graduate Degree Program Proposal:
Doctor of Philosophy (PhD) in Business Administration**
with
Innovation / Commercialization Option
Accounting Option

Oregon State University
College of Business
CPS Tracking # 85547
December 2012

1. Program Description

a. Proposed CIP number: #520201

CIP # 520201

Title: Business Administration and Management, General

Definition: A program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. Includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, marketing, and business decision-making.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

This proposal is for the establishment of a new degree program at OSU identified as a Doctor of Philosophy (PhD) in Business Administration. The program will offer two graduate options: Innovation / Commercialization and Accounting. The Innovation / Commercialization option will have its roots in Strategy / Entrepreneurship but will also draw heavily from Marketing and Management (i.e., organizational behavior) as well. The Accounting option will draw heavily from Finance in addition to its base focus and will emphasize tax (primarily) and financial accounting. The primary objective of this degree is to prepare its graduates for careers in research and teaching at research-oriented colleges and universities. Accordingly, the program is designed to provide all students (regardless of option) with strong training in discipline-specific research, methods, and teaching to set them up for success in the market and throughout their careers in academia. The program is also designed with a flexible structure to facilitate expansion to emphasize other business disciplines in the future.

The program will consist of approximately two years of course work for the typical student, followed by two to three years of dissertation work. Quality control and training measures including a written comprehensive exam, an oral preliminary exam (i.e., dissertation proposal defense), an oral dissertation defense, and a teaching requirement will also be part of the curriculum.

As a leading research institution, doctoral education is at the heart of OSU's mission. Unlike other OSU land-grant peer institutions and PAC-12 universities, students at OSU have no doctoral degree focused on business. The proposed program will provide OSU students with a terminal degree program in business, extending the graduate programs that already exist in the College of Business (COB); specifically, the MBA and Master of Business Administration and Accountancy (MBAA) degrees. The proposed program will provide doctoral business education that is unlike other programs in the region (especially the Innovation / Commercialization option) and that addresses a critical shortage in the academic market (especially the Accounting option).

NEW

PhD in Business Administration

- Degree Types: **Doctor of Philosophy (PhD)**
- Program Type: **Graduate**
- Academic Home: **College of Business**
- Contacts: **Jared Moore and James Coakley**
- Graduate Options:
 - **Innovation / Commercialization**
 - **Accounting**
- CPS #: **85547**
<https://secure.oregonstate.edu/ap/cps/proposals/view/85547>
- CIP #: **520201**
- SIS #: **XXXX - To Be Assigned by the Registrar's Office**
- College Code: **02**
- Course Designator: **ACTG** (existing); **BA** (existing)
- Courses: **A total of 22 new courses (to be submitted separately using Category II proposals)**
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Enrollment Limitations: **Five to six students per year with 25 in the program annually after five years**
- Accreditation: **Association for the Advancement of Collegiate Schools of Business (AACSB)**
- Program Unique to Oregon University System: **No**
- Proposed Effective Term: **Fall Term 2014 (Banner: 201501)**

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

PhD Program Courses

The PhD program will utilize graduate-level courses both within and outside the COB. Most of the COB courses will be newly created, and all of the non-COB courses already exist. Students in both of the options (Innovation / Commercialization and Accounting) will require training in economics and econometrics.¹ Therefore, most of the necessary non-COB courses will be those already offered by the Agricultural and Resource Economics (AREC) department in the College of Agricultural Sciences and already approved for its Applied Economics program. Course work within the COB will consist primarily of doctoral seminars. While most of these doctoral seminars will focus on discipline-specific research and thus apply to only one of the options, three will be required for all students completing the PhD program, regardless of option.

Table 1 summarizes the new courses to be created for the PhD program and provides a sample of non-COB courses expected to be most commonly taken by COB doctoral students. BA 650, BA 660-664, and BA 690 are the discipline-specific research seminars that will make up the core of the Innovation / Commercialization option. ACTG 620-623 and BA 640-642 are the discipline-specific research seminars that will make up the core of the Accounting option. All PhD students will be required to take BA 611, BA 613, and either BA 612 or DHE 607. Of particular note, BA 612 and DHE 607 are research foundations courses that contain (or will contain) a significant ethics component. AEC 512, 513, 523, 625, and 626 represent the bulk of the economics and econometrics training that students in the two options will need and thus will be the non-COB courses most commonly taken by COB doctoral students. However, students may take other courses in economics (AEC or ECON), statistics (ST), or other areas instead or in addition as deemed appropriate by their doctoral committee and the PhD Program Director to meet the program of study requirements (summarized in Table 2).

Basic Course of Study

Students will be required to complete a minimum of 110 quarter credit hours beyond the bachelor's degree. These 110 credit hours will be spread across four broad categories as shown in Table 2. The courses used to satisfy the requirements in each category will be a function of the student's area of study.¹ Where specific course requirements are absent, courses will be determined by the students, their doctoral committee, and the PhD Program Director. The course work portion of the program of study requirements will take approximately two years to complete for a student coming in with a business Masters degree and approximately three years for a student coming in without one.

¹ For purposes of this proposal, the term "option" refers to a (transcript visible) specialization within the Business Administration major that is rooted in some specific business discipline and has some distinct course requirements. The term "area of study" refers to the specific business discipline itself. For example, the Accounting option includes a core of courses in both Accounting and Finance. However, "area of study" courses for the Accounting option consist only of Accounting courses. In other words, "area of study" is a more specific term than "option."

Table 1: PhD Program Course Summary (All New Courses Plus Anticipated Most Commonly Taken Existing Courses)

Course Number	Course Name	Credit Hours	College	New Course
BA 601	Research and Scholarship	1-16	Business	X
BA 602	Independent Study	1-16	Business	X
BA 603	Thesis / Dissertation	1-16	Business	X
BA 605	Reading and Conference	1-16	Business	X
BA 607	Seminar	1-16	Business	X
DHE 607	Seminar	1-16	Business (DHE)	
BA 611	Teaching Effectiveness	1-16	Business	X
BA 612	Foundations of Business Research	3	Business	X
BA 613	Business Research Methods	3	Business	X
BA 640	Foundations of Financial Research	3	Business	X
BA 641	Corporate Finance	3	Business	X
BA 642	Capital Markets	3	Business	X
BA 650	Organizational Behavior	3	Business	X
BA 660	Foundations of Entrepreneurship Research	3	Business	X
BA 661	Organizational Theory	3	Business	X
BA 662	Corporate Entrepreneurship & New Ventures	3	Business	X
BA 663	Strategic Management	3	Business	X
BA 664	Technology Innovation & New Product Development	3	Business	X
BA 690	Marketing and Commercialization	3	Business	X
ACTG 620	Foundations of Accounting Research	3	Business	X
ACTG 621	Financial Accounting	3	Business	X
ACTG 622	Managerial Accounting	3	Business	X
ACTG 623	Taxation	3	Business	X
AEC 512	Microeconomic Theory I	4	Graduate	
AEC 513	Microeconomic Theory II	4	Graduate	
AEC 523	Preliminaries for Quantitative Methods	4	Graduate	
AEC 625	Advanced Econometrics I	4	Graduate	
AEC 626	Advanced Econometrics II	4	Graduate	
Number of New Courses				22

Table 2: Basic PhD Course of Study (Category Totals in Bold Font)	
	Minimum Credit Hours
<u>BASIC PROGRAM</u>	26
Economics	3
Behavioral / Social Sciences	3
Research Methods	18
Teaching Effectiveness	2
<u>ADVANCED PROGRAM</u>	24
Option Requirements	
Doctoral Seminars	9
Other Courses	6
Related Course Work	9
<u>ADDITIONAL COURSES TO FULFILL PhD REQUIREMENTS</u>	24
<u>DISSERTATION / RESEARCH</u>	36
	110

As discussed above, the program is designed with a flexible structure to facilitate possible expansion to emphasize other business disciplines in the future. The “Basic Program” requirements, in particular, are designed to acknowledge that different business disciplines rely on different sets of fundamental knowledge in terms of both theory and research methodology. For example, Accounting, Finance, and Strategy / Entrepreneurship generally (but not always) require heavier training in economics and econometrics whereas Management (i.e., organizational behavior) and Marketing generally require heavier training in psychology and/or sociology and experimental and/or qualitative research methodologies. Such a flexible structure ensures that the program of study for all students can be appropriately tailored to their option (i.e., populated with relevant courses) regardless of discipline.²

The “**Basic Program**” requirements are designed primarily to establish foundational research methodology skills and theory-based knowledge to prepare students for their discipline-specific doctoral research seminars. In addition, the teaching effectiveness component will serve as an introduction to teaching issues and best practices to prepare students for their subsequent teaching assignments during the program (both assistantships and stand-alone courses).

² Such variation in program requirements across business disciplines is common in a business PhD program. As examples, the University of Oregon (http://lcb.uoregon.edu/App_Aspx/Phd.aspx), the University of Washington (<http://www.foster.washington.edu/academic/PhD/Pages/PhDProgram.aspx>), and Arizona State University (<http://wpcarey.asu.edu/masters-phd.cfm>) all offer PhD degrees in Business with discipline-specific specializations. In all three cases, fundamental theory and methodology course requirements / expectations vary across disciplines.

- The Economics and Behavioral / Social Sciences requirements will provide students with a theoretical base upon which to build. Every student will be required to take at least one graduate-level course in each category, and for purposes of the program, economics courses (AEC and/or ECON) may be used to satisfy both. Although students in the two options will generally satisfy these requirements with economics courses offered through AREC (see Table 1), courses offered by other programs (e.g., psychology (PSY), sociology (SOC), economics (ECON), etc.) may also be used as deemed appropriate by the student's doctoral committee and the PhD Program Director, particularly as the PhD program expands to emphasize other disciplines.
- The Quantitative Methods requirements will equip students with the basic statistical and analytical tools necessary to conduct research studies. Two courses required for all doctoral students (BA 613 and either BA 612 or DHE 607) will satisfy part of these requirements, and the remaining credit hours will be filled with other graduate-level research methods courses as deemed appropriate by the student's doctoral committee and the PhD Program Director. Although students in the two options will generally satisfy these requirements with econometrics courses offered through AREC (see Table 1), research methods courses offered by other programs (e.g., statistics (ST), psychology (PSY), economics (ECON), human development and family sciences (HDFS), etc.) may also be used, particularly as the PhD program expands to emphasize other disciplines.
- The teaching effectiveness requirement will provide students with basic teaching skills (e.g., course and syllabus development, classroom delivery techniques, definition and assessment of learning outcomes, performance evaluation, etc.) and exposure to common teaching pitfalls. This requirement will consist of two 1-credit seminars (BA 611) offered during the first two terms of the doctoral program. All students will be required to take these seminars.

The “**Advanced Program**” requirements comprise the discipline-specific research core of the PhD program and graduate-level courses that directly support that core. Each option will have a set of doctoral seminars that is required for every student in the option. In addition, students will take courses that directly relate to the material central to their option as deemed appropriate by their doctoral committee and the PhD Program Director.

- The “Option Requirements” category consists of courses that are in the student's area of study, including a minimum of 9 credit hours of doctoral seminar courses. The “Other Courses” subcategory will generally contain three independent study (BA 602) credits related to a required “pre-comprehensive exam paper” (discussed below in “Additional Program Requirements”) plus some combination of additional doctoral seminars (as each option may require a different number) and other courses in the student's area of study. For the two options, the required doctoral seminars within the core area of study are as follows:
 - o Innovation / Commercialization: BA 660, 661, 662, 663, and 664
 - o Accounting: ACTG 620, 621, 622, and 623

To the extent that the “Option Requirements” category (15 credit hours total) is not completely filled with the required doctoral seminars and the “pre-comprehensive exam paper” credits, students may fill out the category with other graduate-level courses in their area of study. These courses may consist of electives taken during the PhD program and/or courses taken as part of a previously completed graduate program (i.e., Masters or PhD).

- The “Related Course Work” category consists of graduate-level courses that support the material central to a student’s option. These courses may be in the student’s area of study or in other related business disciplines as deemed appropriate by the student’s doctoral committee and the PhD Program Director. For example, related course work in the two options may consist of (but is not limited to) courses in the following areas:
 - o Innovation / Commercialization: Marketing, Accounting, Finance, Information Systems
 - o Accounting: Finance, Information Systems, Management, Marketing

The “**Additional Courses to Fulfill PhD Requirements**” category consists of all graduate-level courses applied to the 110 credit hour requirement beyond those used to satisfy the “Basic Program” and “Advanced Program” requirements. This category may consist of courses taken during the PhD program and/or courses taken as part of a previously completed graduate program (i.e., Masters or PhD) as deemed appropriate by the student’s doctoral committee and the PhD Program Director.

Consistent with OSU guidelines, a minimum of 36 quarter credit hours of “**Dissertation / Research**” will be required for the PhD program. These hours may begin as early as the student’s second year in the program and will continue until the student’s last term (i.e., once the dissertation is completed to the satisfaction of the student’s doctoral advisor and committee).

Additional Program Requirements

In addition to the program of study requirements previously discussed, students will be required to satisfactorily complete the following:

- All students will be required to complete a “**first summer research paper**” during the summer between their first and second year in the program. The purposes of this research paper are 1) to give students some initial experience with taking a research project from start to finish, 2) to provide feedback to students following their first year in the program, and 3) to serve as a preliminary comprehensive exam that all students must satisfactorily complete to remain in the program. The paper will be completed under the supervision of the student’s doctoral committee (led by the student’s doctoral advisor) and can take the form of an original research project or a replication of an existing study. Students will be required to present this summer paper in a “brown bag” research workshop during the fall term of their second year in the program.
- All students will be required to complete a “**pre-comprehensive exam paper**” during the term preceding the written comprehensive exam (discussed below). The purpose of this paper is to help students transition into the dissertation phase of the PhD program as course work comes to a close. The paper will be administered as an independent study (BA 602) class under the supervision of the student’s doctoral advisor and will result in three credit hours usable toward certain program of study requirements as discussed above. It can take any of a number of forms, including a comprehensive literature review, a preliminary proposal of a dissertation topic, a detailed analysis of multiple potential dissertation topics, etc., but is meant to be a first step in the student’s dissertation process.
- All students will be required to pass a **written comprehensive exam** at or close to the completion of course work. This exam will test students’ mastery of the subjects covered during the course work portion of the program (i.e., Basic Program,

Advanced Program, etc.). Because different business disciplines rely on different sets of fundamental knowledge (as discussed above), this exam will generally be designed and delivered in the context of students' specific discipline.

- Consistent with OSU guidelines, all students will be required to pass an **oral preliminary exam** sometime after the completion of course work and after passing the written comprehensive exam. This oral exam will provide a follow-up test of students' mastery of the subjects in their area of study and will also be the forum through which students defend their dissertation proposal.
- Consistent with OSU guidelines, all students will be required to **orally defend their dissertation**. This defense will occur during the student's final term in the program. Students must pass the written and oral preliminary exams to be eligible to defend their dissertation.
- All students will be required to **teach a minimum of four stand-alone class sections**. The purpose of this requirement is to provide students with the opportunity to sharpen their teaching skills while simultaneously building a portfolio of teaching experience. These class sections may occur in the summer or during the school year, but at least two of the sections must be during the school year. The exact timing of these class sections for each student will be determined by the student, his/her doctoral committee, and course availability and will be arranged using class scheduling processes already in place in the COB.

Typical PhD Program Student Experience

Table 3 summarizes a typical student's path through the PhD program. Although not a requirement, we anticipate that the typical student will come into the program with a business Masters degree; Table 3 is built according to this assumption.³ Table 4 applies the program of study requirements shown in Table 2 to the course work shown in Table 3 to illustrate generally how a typical student could meet the credit hour requirements in each of the categories of courses and in total.

Although some students may complete the PhD program in four years, we anticipate that the typical student will take five. As shown in Table 3, once course work and the written comprehensive exam are completed, the student will move into the "dissertation phase" of the program, during which the student will register only for thesis / dissertation credit hours (BA 603) and work toward building his/her dissertation project. At whatever point the student's doctoral committee deems the dissertation project to be at a sufficiently developed stage, the student will take the oral preliminary exam, during which he/she will defend his/her dissertation proposal. Once the dissertation project is completed, the student will orally defend it, completing the final requirement for the doctoral degree.

In addition to the activity shown in Table 3, all students (including the typical student) will teach four sections of stand-alone classes at some point during the program. As discussed above, the exact timing of these teaching assignments will vary by student and will be driven primarily by student preference and staffing needs. However, we anticipate that the typical student will teach one section in each of his/her first two summers and one section during each of two non-summer terms during his/her

³ Students entering the COB PhD program without a business Masters degree will need to take additional courses to satisfy the program of study requirements shown in Table 2.

dissertation phase of the program (in order to meet the requirement discussed previously that two of the sections taught be during the academic year).

Table 3: Example of a Typical Student's Path through the PhD Program (Coming in with Business Masters Degree)			
	ACCOUNTING	INNOVATION / COMMERCIALIZATION	Credit Hours
YEAR 1			
FALL			
	DHE 607 Seminar (Foundations of Research)		3
	AEC 523 Preliminaries for Quantitative Methods		4
	ELECTIVE [e.g., ST 511 Methods of Data Analysis]		4
	BA 611 Teaching Effectiveness		1
			12
WINTER			
	BA 613 Business Research Methods		3
	AEC 625 Advanced Econometrics I		4
	AEC 512 Microeconomic Theory I		4
	BA 611 Teaching Effectiveness		1
			12
SPRING			
	AEC 626 Advanced Econometrics II		4
	AEC 513 Microeconomic Theory II		4
	ACTG 620 Foundations of Actg Rsch	BA 660 Foundations of Entrep Rsch	3
	BA 607 Seminar		1
			12
SUMMER			
	FIRST YEAR SUMMER PAPER (SUPERVISED BY ADVISOR)		
YEAR 2			
FALL			
	BA 640 Foundations of Financial Rsch	BA 661 Organizational Theory	3
	ACTG 621 Financial Accounting	BA 650 Organizational Behavior	3
	ELECTIVE [e.g., ST 551 Statistical Methods]		4
	BA 607 Seminar		2
			12
WINTER			
	BA 641 Corporate Finance	BA 662 Corporate Entrep & New Ventures	3
	ACTG 622 Managerial Accounting	BA 663 Strategic Management	3
	ELECTIVE [e.g., ST 552 Statistical Methods]		4
	BA 607 Seminar		2
			12
SPRING			
	BA 642 Capital Markets	BA 664 Technology Innovation & NPD	3
	ACTG 623 Taxation	BA 690 Marketing and Commercialization	3
	BA 602 Independent Study (Pre-Comprehensive Exam Paper)		3
	BA 607 Seminar		3
			12
SUMMER			
	WRITTEN COMPREHENSIVE EXAM		
YEARS 3, 4, 5			
	BA 603 Thesis / Dissertation		≥ 36

**Table 4: Example of a Typical Student's Program of Study Based on Table 3
(Credit Hours in Parentheses)**

Panel A: Innovation / Commercialization

	<u>Courses</u>	<u>Credit Hours</u>
<u>BASIC PROGRAM</u>		
Economics	AEC 512 (4)	> 3
Behavioral / Social Sciences	AEC 513 (4)	> 3
Research Methods	DHE 607 (3), BA 613 (3), AEC 523 (4), AEC 625 (4), AEC 627 (4)	18
Teaching Effectiveness	BA 611 (1 + 1)	2
<u>ADVANCED PROGRAM</u>		
Option Requirements		
Doctoral Seminars	BA 660 (3), BA 661 (3), BA 662 (3)	9
Other Courses	BA 663 (3), BA 664 (3)	6
Related Course Work	BA 602 (3), BA 650 (3), BA 690 (3)	9
<u>ADDITIONAL COURSES TO FULFILL PhD REQUIREMENTS</u>		≥ 24
ST 511 (4), ST 551 (4), ST 552 (4), BA 607 (8) Courses from Masters degree (≥ 4)		
<u>DISSERTATION / RESEARCH</u>	BA 603	≥ 36
		≥ 110

Panel B: Accounting

	<u>Courses</u>	<u>Credit Hours</u>
<u>BASIC PROGRAM</u>		
Economics	AEC 512 (4)	> 3
Behavioral / Social Sciences	AEC 513 (4)	> 3
Quantitative Methods	DHE 607 (3), BA 613 (3), AEC 523 (4), AEC 625 (4), AEC 627 (4)	18
Teaching Effectiveness	BA 611 (1 + 1)	2
<u>ADVANCED PROGRAM</u>		
Option Requirements		
Doctoral Seminars	ACTG 620 (3), ACTG 621 (3), ACTG 622 (3)	9
Other Courses	ACTG 623 (3), Accounting course from Masters degree (≥ 3)	≥ 6
Related Course Work	BA 602 (3), BA 640 (3), BA 641 (3)	9
<u>ADDITIONAL COURSES TO FULFILL PhD REQUIREMENTS</u>		≥ 24
ST 511 (4), ST 551 (4), ST 552 (4), BA 607 (8) BA 642 (3), Course from Masters degree (≥ 1)		
<u>DISSERTATION / RESEARCH</u>	BA 603	≥ 36
		≥ 110

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The PhD program will be delivered on the OSU Corvallis campus using processes already in place within the COB regarding course scheduling and the use of technology.

e. Ways in which the program will seek to assure quality, access, and diversity.

The PhD program will utilize well-established processes in place in the College of Business for acceptance into the MBA and MBAA programs plus new processes to account for the competitive nature of admissions into the PhD program. We will recruit for the PhD program from within Oregon, nationally, and internationally. A committee of faculty in each option (i.e., Innovation / Commercialization and Accounting) will review applications each winter and select finalists based on a combination of factors, including grade point average, GMAT score, work experience, and evidence of intellectual curiosity and commitment to educating others (via a personal statement). Finalists will then be subjected to an on-campus or telephone interview, after which the faculty committee in each option will select students to admit (about five total per year, on average). We believe that this admissions process and the related entrance requirements (discussed in more detail in Appendix A) will help to ensure that the students in the program are diverse and of the highest quality possible. Also see the discussion in Section 5 about outcomes and quality assessment.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate accepting about five highly qualified students into the PhD program each fall with the expectation that, ultimately, approximately 25 students will be in the program at any given time. The program is designed to move students through the coursework quickly (about two years for a student entering the program with a business Masters degree) with an additional two to three years for the dissertation research and writing.

g. Expected degrees/certificates produced over the next five years.

As with all PhD programs, we anticipate that there will be some attrition in the program, although we will devise systems of support and close mentoring to help students meet their educational goals on a timely basis. We expect that by the fifth year after initiation of the program (i.e., 2019-2020) we will consistently award about five degrees per year.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

Students will be recruited for the PhD program from within Oregon, nationally, and internationally and thus will be a combination of residents and non-residents. We anticipate that COB PhD students will come from a variety of backgrounds (e.g., cultural, professional, etc.), with many returning to school for further education after spending time as professionals. Accordingly, COB PhD students will be a mix of

traditional and nontraditional students. We expect that all COB PhD students will be full-time students.

i. Adequacy and quality of faculty delivering the program.

Faculty delivering the requirements for the PhD program will be primarily the same faculty who now provide instruction and mentoring for the MBA, MBAA, and COB undergraduate programs. Similar to our existing graduate programs, the PhD program will draw from faculty across the COB, particularly in the areas of Strategy / Entrepreneurship, Accounting, Finance, Marketing, Management, and Global Business Analysis. Faculty across all business disciplines routinely demonstrate excellence in research, with at least 111 studies published in peer-reviewed discipline-specific journals over the last five years, at least 47 in top-tier journals.⁴ COB faculty also excel in area of student success and learning. In the past five years COB faculty have won University-level awards for contributions toward internationalization of the University (Ping-Hung Hsieh, 2012), teaching excellence (Don Neubaum, 2011), and teamwork toward student learning and success (Marketing faculty, 2011; Accounting faculty, 2008). The COB's accreditation was renewed in 2010. Below is a list of current tenure/tenure-track business faculty available to serve on doctoral committees in the PhD program:

Accounting

Roger Graham (Prof)
Jared Moore (Assoc Prof)
Chris Akroyd (Asst Prof)
Huichi Huang (Asst Prof)
Kuan-Chen Lin (Asst Prof)
Bret Scott (Asst Prof)

Business Information Systems (BIS)

Rene Reitsma (Assoc Prof)
Byron Marshall (Assoc Prof)
Bin Zhu (Asst Prof)

Finance

Raymond Brooks (Prof)
Prem Mathew (Assoc Prof)
Jimmy Yang (Assoc Prof)
Dave Berger (Asst Prof)
John Becker-Blease (Asst Prof)

Global Business Analysis

Ping-Hung Hsieh (Assoc Prof)
Nancy King (Assoc Prof)
Zhaohui Wu (Assoc Prof)
Yusoon Kim (Asst Prof)

Management

Erik Larson (Prof)
David Baldrige (Assoc Prof)
Jeewon Cho (Asst Prof)
Keith Leavitt (Asst Prof)
Pauline Schilpzand (Asst Prof)
Michele Swift (Asst Prof)

Marketing

James McAlexander (Prof)
Hal Koenig (Assoc Prof)
Michelle Barnhart (Asst Prof)
Colleen Bee (Asst Prof)
Marina Puzakova (Asst Prof)

Strategy / Entrepreneurship

Don Neubaum (Assoc Prof)
Jiyao Chen (Asst Prof)
Robert Garrett, Jr. (Asst Prof)
Todd Moss (Asst Prof)
Alex Vestal (Asst Prof)

⁴ Unlike Engineering and other sciences, pursuit of grants is not a common scholarly activity for business academics. Accordingly, publication of scholarly work (generally discipline-specific research) in respected peer-reviewed journals is the primary metric upon which a business academic's research activity is evaluated.

Although we believe that we can likely provide an excellent education for an additional five to six PhD students each year currently, the MBA, MBAA, and undergraduate programs in the COB are growing rapidly and are expected to continue growing. Because we are proposing a new program in addition to the expected growth in our existing programs, delivery of high quality courses and mentoring requires an investment in new faculty, especially in the areas of Strategy / Entrepreneurship, Accounting, Finance, and Marketing (see Section 7a). New faculty will bring expertise in a specialty area that contributes to student success in the PhD program.

j. Faculty resources – full-time, part-time, adjunct.

Each student in the PhD program will be mentored and advised by a tenure/tenure-track business faculty member on the graduate COB faculty (see item i. above) whose expertise is in the student's option (e.g., Innovation / Commercialization, Accounting). PhD program courses will be taught almost entirely by tenure-track business faculty, although certain courses may draw from non-tenure-track business faculty (i.e., BA 611) and/or faculty in the School of Design and Human Environment (i.e., DHE 607). Further, as discussed in item c., certain courses in the program will draw from faculty in other programs and colleges such as Applied Economics (e.g., AEC 523, AEC 512, AEC 513, etc.) and Statistics (e.g., ST 511, ST 551, etc.).

k. Other staff.

The PhD program is currently staffed with a part-time Director of PhD Program Development who is appointed by the COB Dean and is responsible to the Dean and the Associate Dean for Research. Initial responsibilities for this position consist primarily of managing the proposal and implementation processes for the PhD program. Once the program is implemented, the title for this position will change to PhD Program Director, and its responsibilities will shift to management of the program (e.g., budget, head advisor for students, student recruitment, communications, and representing the program on campus and in the community). Distribution of work load includes approximately .25 FTE as Director of PhD Program Development / PhD Program Director and .75 FTE as a COB business faculty member responsible for teaching, scholarship, and service.

The MBA program will provide administrative assistance for the PhD Program.

l. Facilities, library, and other resources.

PhD students will require access to data, research labs, etc. that are necessary to conduct research. Research in the two options relies heavily on archival data, which requires subscriptions to research databases. The COB already subscribes to many of the databases required for the two options, although additional investment in databases will be required. PhD students will also require access to the major academic journals in their field through the OSU library. The library currently subscribes to most of the major journals required for the two options, although some additional journal subscriptions will be necessary as well to move closer to the level of access that is standard at a PhD-granting business school. The library outlines suggestions for these

additional subscriptions in its evaluation. Finally, each PhD student will be provided with office space, computer access, and necessary software licenses (e.g., for statistical packages). The office space needs have already been incorporated into the plans for Austin Hall, which is scheduled to open in fall 2014 (see Section 7b).

m. Anticipated start date:

Fall term 2014.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

OSU's mission statement is: *As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.* OSU's vision is: *To best serve the people of Oregon, Oregon State University will be among the Top 10 land grant institutions in America.*

<http://oregonstate.edu/main/mission>

The College of Business and its programs support the OSU signature area of distinction: *Promoting Economic Growth and Social Progress.* The College of Business's mission statement is: *The College of Business provides internationally recognized research-based education that prepares profession-ready graduates who will lead in an innovation economy.* <http://business.oregonstate.edu/about/mission>

As a leading research institution, doctoral education is at the heart of OSU's mission and its ambition to be one of the top-10 land-grant institutions in America. All of the colleges on campus currently offer PhD degrees in their core areas except for the COB.⁵ A PhD degree offering by the COB will contribute directly to the mission of the University in at least four ways.

- First, a stated initiative toward accomplishing the first Phase II goal in OSU's strategic plan is to *"Raise the profile of graduate education at OSU by repositioning existing programs and introducing targeted new programs to support OSU's three signature areas, and increasing professional and graduate programs to 25 percent of all enrollments."* A PhD program in the COB will contribute to this initiative, particularly in light of the fact that (as mentioned

⁵ The University Honors College (UHC) also does not offer a PhD degree. However, the UHC focuses only on undergraduate education, offering an honors degree that "attaches" onto a student's undergraduate major. Therefore, the UHC is not applicable to the discussion about doctoral education at OSU.

above) the COB is currently the only college on campus that does not offer one in its core areas.

- Second, doctoral programs represent a commitment to and an investment in research excellence, thereby generating positive reputational capital. Such a commitment and a strong standing in the academic community are crucial in the effort to attract and retain high-achieving faculty, which is another stated initiative toward accomplishing the first Phase II goal in OSU's strategic plan. It is often the case that upon entering the job market, graduates of high-ranking business doctoral programs and experienced business faculty at high-ranking institutions will dismiss business schools that do not offer a PhD program, labeling them "teaching schools" that do not value research. Offering a doctoral program in the COB will broaden the pool of high-achieving faculty available to OSU and enhance our ability to attract and retain such faculty.

Our anticipated PhD program has already had an impact in this area. The COB has hired multiple high-achieving faculty members since last year (2011-2012), and every one has noted the PhD program as a significant attraction to OSU. Included in this group is a senior faculty member in Accounting, one of the six faculty lines directly associated with the program (see Section 7a), who cited the proposed PhD program as *the* primary draw to the position.

- Third, while the COB faculty are already highly productive in terms of scholarship, the investment in new faculty (i.e., collaborators), research resources (e.g., databases), and graduate assistants associated with the PhD program will help to increase the quality and quantity of research output from the College, further enhancing our standing in the academic community.
- Fourth, part of the land-grant mission of OSU is to serve the people of Oregon, the nation, and the world by promoting economic growth. A PhD program in the COB will allow us to better fulfill our responsibility toward this objective by contributing to the pool of business faculty available to provide the business education that is critical for economic growth. As discussed in Section 4 below, a shortage of business faculty exists in the US and is projected to worsen, particularly in Accounting. The COB currently draws from the business faculty pool but does not contribute to it, and the PhD program will enable us to do so by helping to educate next generation of business educators. Another benefit of contributing to the faculty pool is that doing so will improve the standing and expand the "footprint" of the COB (and thus OSU) in the academic community through placement of our graduates at respected universities across the nation and the world.

At a broader level, we believe that great universities have great business schools. Virtually every discipline in a university has some business application. Our current Integrated Business Plan process in the MBA program provides evidence of the

relevance of business across a university campus.⁶ Further, in addition to contributing to knowledge generation through scholarship activities, business schools provide value to a university in multiple ways through their connections with the business community (e.g., fundraising, placement of graduates, etc.). Accordingly, a university benefits significantly in terms of the advancement of knowledge, collaboration with other colleges on campus, and external connections from having a highly respected business school. The great business schools in America tend to have doctoral programs, which is evident by looking at the percentage of universities that offer business doctoral degrees in several of OSU's comparison groups: land-grant peers (90%),⁷ Association to Advance Collegiate Schools of Business (AACSB) aspirant universities (100%), PAC-12 peers (100%), and Business Week's top 50 undergraduate public business schools (approx. 80%).⁸ While we believe the COB is already strong in all of the areas discussed above, we also believe that establishing a PhD program will bring us closer to our aspirant schools (and even peers) in the comparison groups mentioned and will also bring OSU closer to its desired top-10 land-grant university status.

As a final point, we believe that establishing a PhD program will contribute to the COB mission, particularly the provision of "*internationally recognized research-based education*" to our students. First, we believe that good researchers make good teachers. Therefore, we expect that the program will add value to the classroom experience for students in our current undergraduate and graduate (i.e., MBA and MBAA) programs, partially due to current faculty bringing their research into the classroom and partially from the addition of high-achieving new faculty who will do the same. Second, the positive reputational capital generated by the PhD program will enhance the international recognition part of the mission by raising the standing of the COB in the academic community.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

See Section 2a above.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

The mission and goals of OSU overlap significantly with the mission and goals of the Oregon University System (OUS). Accordingly, much of the general discussion in Section 2a above applies here as well.

⁶ The exit hurdle for the MBA program is an Integrated Business Plan project, for which a team of MBA students devises a plan for the commercialization of a newly developed technology. All of the technologies used for this project are real inventions, and most are inventions by OSU faculty in areas across campus (e.g., Engineering).

⁷ The University of California - Davis (UCD) is the only one of OSU's land-grant peers without a PhD program in its College of Business. However, it should be noted that UCD is part of the University of California system, which does offer doctoral programs in Business at several of its campuses (e.g., Berkeley, Irvine, Los Angeles, San Diego). Further, UCD was originally established as an agricultural extension of the Berkeley campus, the original home of the land-grant mission in California.

⁸ www.businessweek.com/interactive_reports/ugtable_3-20.html

At a more detailed level, in its Annual Performance Progress Report for the most recent biennium (2010-2011), the Oregon University System (OUS) lists “Total number of advanced degrees awarded (master’s, doctoral, and professional)” as a performance measure toward the goal “State economic development: Employability of graduates; Student success.” The report communicates a desire to increase the number of graduate students entering and completing advanced degrees at OUS institutions. With respect to this performance measure, the report states that “Oregon’s ability to compete globally requires a solid foundation of strong graduate programs and advanced degree production.” The report also states that “Oregon needs to reinvest in its graduate programs to remain competitive in the academic marketplace,” and “investments in faculty recruitment and retention, coupled with investment in graduate programs and students are essential to increase advanced degree awards.” Although doctoral programs will naturally account for only a small portion of the total graduate student body, a PhD program in the COB at OSU is consistent with OUS’s goals for graduate education in Oregon.

d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

We believe the Oregon job market is strong for graduates from undergraduate- and Masters-level programs in Innovation / Commercialization and Accounting. The COB is currently constrained (by capacity) at both levels in its ability to meet demand for our programs, and the PhD program (and the related investment in new faculty) will allow the COB to expand its offerings to better meet statewide needs in these areas.

The need for skills and knowledge in innovation in the state of Oregon has never been stronger. In his fiscal year 2009-2010 state budget, the Governor earmarked \$20.5 million for the Innovation Plan developed by the Oregon Innovation Council (Oregon InC), which includes an innovation-based economic development strategy that will enable Oregon's businesses to stay competitive in a global economy. Oregon InC stressed the need for innovation in traditional industry sectors, such as agriculture and forestry, where innovation can help maintain and increase the number of good, family-wage jobs. The focus on innovation in Oregon speaks to a demand for people with training in Entrepreneurship and was part of the motivation for recently creating a new undergraduate degree program in Innovation Management in the COB.

On the Accounting side, as the economy grows and the number of business establishments increases, more accountants and auditors are required to set up books, prepare taxes, and provide management advice. Increased need for accountants and auditors also arises from a greater emphasis on accountability, transparency, and controls in financial reporting. Evidence of the growing national market demand for accounting graduates is not hard to find. For instance, the US Department of Labor and the AICPA have both recently published data and survey results projecting strong demand for accountants for years to come.⁹ At OSU, we have seen our own

⁹ <http://www.bls.gov/ooh/Business-and-Financial/Accountants-and-auditors.htm#tab-6>;

Reigle, D. 2009. “*Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits*” American Institute of Certified Public Accountants, Inc., New York, NY.

Accountancy program pushed beyond capacity in recent years requiring expansion of course offerings and suggesting that these demand projections are reflective of Oregon as well.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The COB and the Accountancy program are accredited by the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation was reviewed in 2010 and subsequently renewed (at both levels) through the 2015-2016 academic year. Review of the College and the Accountancy program by the AACSB, including the PhD program, if approved, will occur in two years during the 2014-2015 academic year.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited. All classes will be taught by terminal degree qualified faculty.

We anticipate no issues regarding the ability of the College or the Accountancy program to maintain accreditation after the PhD program is approved.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

The COB offers undergraduate business degrees in Accountancy, Business Information Systems, Business Administration, Finance, Innovation Management, Management, and Marketing. All of these degrees except Accountancy are accredited as a single program by the AACSB; Accountancy is accredited separately. Given our recent reaccreditation, we expect no additional requirements to qualify again for reaccreditation (at either level). The COB business faculty are sufficiently qualified and quality assurance processes are in place in the College.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

4. Need

a. Evidence of market demand.

A well-documented shortage of academically qualified (i.e., PhD) business faculty has developed over the last two decades and is expected to worsen in years to come. Specifically, the AACSB estimated the excess of demand over supply in the US at 1,000 in 2008 and projects that the shortage could more than double in the next decade. Among the most commonly cited reasons for shortfall in business faculty are growth in undergraduate and MBA programs, anticipated faculty retirements, and stunted investment in doctoral programs (in terms of both availability and student financial support).¹⁰ The shortage is further exacerbated by AACSB accreditation standards requiring that total faculty be comprised of at least 50 percent academically qualified faculty (vs. professionally qualified or other non-PhD faculty).

Although the scarcity of PhDs is evident across business disciplines, it is more pronounced in some than others. AACSB data (from a 2011 report) suggest that in terms of both absolute numbers and percentage of total faculty size, 1) anticipated short-term faculty needs, 2) current unfilled positions, and 3) anticipated retirements in the next five years are all consistently higher for Management, which includes Innovation, Entrepreneurship and Strategy, and (especially) Accounting than for other business disciplines.¹¹

As indicated above, the AACSB data suggest that demand is strong for faculty with expertise in Management, including Innovation, Entrepreneurship, and Strategy. Innovation / Commercialization is a new and emerging specialization within the broad scope of the Management discipline, so detailed market data on this specific area are difficult (if not impossible) to attain. However, the roots of Innovation / Commercialization are in Entrepreneurship and Strategy, and although these specific areas have only recently begun to identify and track themselves separately from Management, there is some available information that speaks to the demand for faculty with such expertise. During the past two decades, tremendous growth has occurred in the number of Entrepreneurship courses offered by colleges and universities. In 1985, studies indicate there were about 250 Entrepreneurship courses offered across all college campuses in the US. Today, more than 5,000 Entrepreneurship courses are now offered in two-year and four-year institutions, with at least 2,000 universities offering at least one course in the area.¹² A recent study examining Entrepreneurship educator profiles in business programs in the US found that only one-fifth of the faculty members teaching these courses hold a PhD in Entrepreneurship (alone or in

¹⁰ See Alsop, R. 2007. "PhD Shortage: Business Schools Seek Professors." *Wall Street Journal* Jan. 9

(<http://online.wsj.com/article/SB116830887516070925.html>);

AACSB International. 2008. "Business School Faculty Trends.";

Bisoux, T. 2009. "Solving the Doctoral Dilemma." *BizED* March/April;

AACSB International. 2010. "AACSB Explores Global Trends in Doctoral Education." *eNEWSLINE* June/July;

Braun, R. and S. Mauldin. 2012. "From Practice to the Classroom." *Journal of Accountancy* Oct.

¹¹ See AACSB International. 2011. "Faculty Focus: Exploring the Number of Faculty Members by Field/Discipline Data Faculty Focus." <http://aacsbblogs.typepad.com/dataandresearch/2011/05/2010-11-salary-survey-new-hire-status.html>

¹² See http://www.kauffman.org/uploadedfiles/entrep_high_ed_report.pdf;

Cone, J. "Teaching Entrepreneurship in Colleges and Universities: How (and Why) a New Academic Field Is Being Built." Kauffman Thoughtbook 2005: pp. 72-79.

combination with another business discipline).¹³ Such findings suggest a need for additional faculty with expertise in Entrepreneurship and related fields (i.e., Innovation / Commercialization).

The business faculty shortage is particularly acute in Accounting, translating into a high level of currently unmet demand for faculty in the discipline.¹⁴ In its 2005 report on the supply and demand for Accounting PhD's, the American Accounting Association (AAA) estimated the demand for new PhD Accounting faculty to be about half met during the 2005-2008 timeframe.¹⁵ Evidence of unmet demand continues beyond 2008 as well. Business schools regularly report having difficulty hiring academically qualified Accounting faculty. Similarly, the AAA provides a clearinghouse placement service each year, and the list of schools with positions routinely outstrips the available candidates.¹⁶ The 2011 AACSB data discussed above tell a similar story, reflecting current unfilled positions and anticipated retirements in the next five years that are notably higher for Accounting (6.6 and 13.8 percent, respectively) than for other business disciplines (average 4.6 and 9.6 percent, respectively, for Finance, Management and Marketing). The shortage of Accounting faculty, most notably in the tax and audit areas, has become severe enough of an issue to attract intervention on the part of the Accounting profession. In 2008, the American Institute of Certified Public Accountants (AICPA) and several of the largest accounting firms and state CPA societies launched the Accounting Doctoral Scholars (ADS) Program, which has the objective of combatting the shortage by providing funding to help and encourage accountants with recent public accounting experience in tax and auditing obtain their doctorates.^{17 18}

The AAA and AACSB data and reports reflect an expectation that the shortage of PhD business faculty will continue. Supporting new business doctoral programs is one of the stated objectives of the AACSB in the effort to mitigate this trend, and one of the objectives of the proposed PhD program is to contribute to this goal.

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

¹³ Kabongo, J. and P. McCaskey. 2011. "An Examination of Entrepreneurship Educator Profiles in Business Programs in the United States." *Journal of Small Business and Enterprise Development* 18(1): 27-42.

¹⁴ See Alsop, R. 2007. "PhD Shortage: Business Schools Seek Professors." *Wall Street Journal* Jan. 9 (<http://online.wsj.com/article/SB116830887516070925.html>);

AACSB International. 2008. "Business School Faculty Trends.";

AACSB International. 2010. "AACSB Explores Global Trends in Doctoral Education." *eNEWSLINE* June/July.

¹⁵ American Accounting Association. 2005. "Report of the AAA/AAPLG Ad Hoc Committee to Assess the Supply and Demand for Accounting PhDs."

¹⁶ Fogarty, T. and A. Holder. 2012. "Exploring Accounting Doctoral Program Decline: Variation and the Search for Antecedents." *Issues in Accounting Education* 27(2): 373-397.

¹⁷ See <http://www.adsphd.org/index.asp>.

¹⁸ The 2005 AAA report also noted that the faculty shortfall during the 2005-2008 period was especially severe in the tax and audit specialties (27.1 and 22.8 percent of demand met, respectively). As previously discussed, tax is the primary specialty emphasized in the Accounting option of the proposed PhD program.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The PhD program will provide OSU business students with an option for a terminal degree. Further, to the extent that the Oregon job market is strong for graduates from business undergraduate- and Masters-level programs (particularly in the Innovation / Commercialization and Accounting areas), the PhD program will allow the COB to expand its offerings to better meet an ever-increasing demand for our programs and graduates. See Section 2d above for further discussion on this point.

d. Manner in which the program would address the civic and cultural demands of citizenship.

The business academic community and the COB have high ethical standards that are continually emphasized and reinforced in our undergraduate, MBA, and MBAA programs and will be emphasized heavily in the PhD program as well.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The expected learning outcomes of the PhD program and the assessment strategies (AS) from Section 5b below that apply to each one are as follows. Graduates will:

- a. Develop substantive knowledge in their area of specialization. **(AS: 1, 2, 4, 5, 6, 7, 10, 11, 12, 13)**
- b. Master the analytical and methodological skills required to evaluate and conduct research in their area of specialization and related areas. **(AS: 1, 3, 4, 5, 6, 7, 10, 11, 12)**
- c. Design and conduct original research in their area of specialization. **(AS: 4, 5, 6, 7, 10, 11, 12, 13)**
- d. Demonstrate the ability to communicate the results of their research in a clear and effective manner. **(AS: 4, 6, 7, 10, 11, 12, 13)**
- e. Demonstrate an ability to work effectively with other people from various ethnic, educational, and work experience backgrounds. **(AS: 1, 2, 13)**
- f. Demonstrate an understanding and concern for the high ethical standards in business research, teaching, and service. **(AS: 1, 2, 4, 5, 6, 7, 13)**
- g. Demonstrate the ability to teach college-level courses in their area of specialization. **(AS: 8, 9)**

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Assessment strategies (AS) for the learning outcomes listed above are:

1. Annual program of study review with doctoral advisor and PhD Program Director
2. Successful completion of discipline-specific doctoral seminars
3. Successful completion of Quantitative Methods program of study requirements
4. Successful completion of first-year summer paper

5. Successful completion of written comprehensive exam
6. Successful completion of oral preliminary exam, i.e., dissertation proposal defense
7. Successful completion and defense of dissertation
8. Successful completion of teaching requirements, both teaching assistantships and stand-alone course requirements
9. Stand-alone course student evaluation of teaching (SET) scores of an acceptable level
10. Acceptance of original research at a national conference and/or for publication in peer-reviewed journal
11. Presentation of original research and/or discussion of others' research at a national conference
12. Presentation of original research in a workshop at OSU and/or another university
13. Co-authorship on original research projects

The PhD Program Director will keep data on the results of assessment of the PhD learning outcomes plus program-level information such as 1) number of applicants, offers, and acceptances on a yearly basis, 2) student background qualifications (e.g., undergrad/grad degrees, schools attended, GPA, GMAT scores, etc.), 3) retention and graduation rates, 4) post-graduation employment, 5) continued support and funding from the College and University, and 6) results of external reviews. All graduates will also participate in an exit interview with the PhD Program Director to describe their experience with the program – good and bad – as well as suggestions for improvement. Students will also be provided the opportunity to submit anonymous information to the PhD Program Director as appropriate. All of the assessment information listed above will be reviewed biennially in a meeting between the PhD Program Director and the COB Graduate Program Committee. At this meeting, the full assessment package will be discussed in detail to determine if program goals are being met. As evidence is collected that curriculum, program requirements, or any other aspect of the program needs improvement, the PhD Program Director and the COB Graduate Program Committee will move to make necessary changes.

In addition, students in the PhD program must maintain a 3.25 GPA on all coursework. If at any point a student's cumulative GPA falls below 3.25, the student will meet with his/her doctoral advisor and the PhD Program Director to develop an educational plan for addressing difficulties. The student will have one term to raise the GPA to appropriate levels or will face termination from the program. Further, any student who fails (i.e., earns lower than a B- in) more than one course during the program will also face termination from the program. Information about classes taken by students, grades and GPAs, as well as educational plans will be tracked by the PhD Program Director and reviewed annually.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

See Section 5b above.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The COB sets expectations for the nature and level of research and/or scholarly activity of its business faculty.¹⁹ With few exceptions, COB business faculty members have PhD degrees from accredited universities and tenure-track positions. Like faculty across campus, PhD program faculty are expected to conduct original research and publish in appropriate disciplinary journals. We anticipate that these expectations for scholarly activity will continue, and we also expect that program faculty will advise and mentor PhD students and involve the students in their research. Program faculty will also be expected to continue their involvement with academic and/or professional associations to ensure visibility of the COB and the PhD program in the academic community. Indicators of success of faculty will include but not be limited to:

- Scholarly productivity in disciplinary and/or interdisciplinary journals
- Participation in national conferences and invited research workshops
- Participation and leadership in relevant committees of applicable academic and professional associations
- Participation on editorial boards and editorship of scholarly journals

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

The University of Oregon (UO) offers an established PhD program in its College of Business with concentrations in Accounting, Decision Sciences, Finance, Management, and Marketing. No other school in Oregon offers a PhD degree in business.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

We believe that the PhD program will be more complementary than competitive with UO's program.

First, our PhD program will differ from UO's on a couple of important dimensions. The OSU MBA program currently fosters partnerships with technically-oriented colleges on campus, including Engineering, Agricultural Sciences, Science, and Forestry. Through these partnerships, MBA students create integrated business and commercialization plans around new technologies developed by faculty in these colleges. The Innovation / Commercialization option in the PhD program will leverage these partnerships as well, providing a research extension to the MBA program and a more applied experience for our doctoral students. We view this aspect of the program as a general competitive strength. Further, although there is overlap between the Innovation / Commercialization option in our PhD program and UO's Management concentration in the sense that they

¹⁹ Accreditation is one variable in the determination of these expectations as the AACSB sets research productivity standards for purposes of establishing whether faculty are academically qualified.

are both rooted in Strategy and Entrepreneurship, our program specifically incorporates a Commercialization component, which includes additional marketing-oriented learning objectives. Also see Section 7b below.

Second, as discussed in Section 4, a shortage of academically qualified (i.e., PhD) business faculty has developed over the last two decades and is expected to worsen in years to come. This shortage is evident in both areas of study on which the options in the PhD program will focus but is particularly acute in Accounting. Within Accounting, the shortage is most severe in the areas of tax and audit, so much so that the Accounting profession has invested significantly in programs aimed at reversing this trend. The tax area will be the primary emphasis of the Accounting option because it maps particularly well into the strengths of our Accounting faculty. We believe that this need / strength match constitutes another general competitive strength of our program. Overall, with a high level of currently unmet demand for faculty in both disciplines, especially Accounting, our PhD program will help address a need in the market for academically qualified business faculty.

Potential exists for collaboration between our PhD program and UO's program as applicable and appropriate. For example, the two schools may in time develop joint doctoral seminars and/or research workshops. Further, we believe that the doctoral program may facilitate collaboration between UO and OSU faculty and PhD students on specific research projects. There has been some such collaborative interaction between OSU faculty and UO faculty / PhD students in the past, but the PhD program introduces opportunity to further develop those relationships.

The highest potential for collaboration on campus is with the Applied Economics program. As previously discussed, we expect that our PhD students will take multiple AREC courses as part of the course of study. However, we also expect that a stronger tie with AREC will facilitate some AREC graduate students taking MBA courses that are relevant to their area of interest. Further, we believe the PhD program will facilitate partnership with AREC on joint course offerings, e.g., a potential preparatory "Economics / Math Boot Camp" course that could be jointly taught and would benefit students in both programs. Finally, a stronger tie with AREC through the PhD program would facilitate potential research collaboration between COB and AREC faculty and students.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A; See Section 6b above.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

As discussed above, the PhD program will extend the MBA and MBAA programs already in place at OSU. We do not expect this program to take enrollment away from existing programs (PhD or otherwise) at OSU.

The COB will need to initiate several new 600-level courses, including blanket (e.g., research, seminar), advanced theory, and methods courses. Along with development and delivery of the new courses, success of the PhD program will require that faculty be available as mentors to graduate students, providing research and teaching experience and oversight. This will be in addition to their current teaching, scholarship, and service expectations, which are already high. Faculty who are heavily involved with the PhD program may be less available to serve on exit hurdle (e.g., Integrated Business Plan project) committees for the MBA program. However, with the addition of six new business faculty by the 2014-2015 academic year, we expect to be able to support the PhD program and the targeted expansion of the MBA programs, which are currently limited, in part, due to faculty availability.

As discussed above, the PhD program will interact closely with the Applied Economics program. Enrollment in the relevant AREC classes will increase slightly due to the PhD program. The stronger connection between the COB and AREC will likely also result a slight increase in enrollment for some MBA courses as some Applied Economics students may have interest in taking them to supplement their Economics courses. Finally, the stronger connection between the COB and AREC may also result in AREC faculty serving on COB doctoral committees and vice versa as applicable and appropriate.

7. Financial Sustainability (completed *Budget Outline* pages attached)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

The business plan for the first four years of the program after implementation (i.e., beginning with the 2014-2015 academic year) is developed in the Budget Outline Form.

We expect that the costs of implementing the PhD program will be primarily associated with filling six new tenure track faculty lines (~\$1,500,000 per year ongoing including OPE), PhD student research and teaching graduate assistantship stipends / benefits (~\$450,000 per year ongoing), and data resource costs (~\$270,000 per year ongoing).

We propose a funding model in which the costs associated with the PhD program are shared between the COB and University support. The COB is currently funding the Director for PhD Program Development / PhD Program Director position and roughly 45 percent of the necessary data resource costs. In addition, the COB will fund the graduate assistantships for doctoral students, increase its investment in data resources, and make the initial pre-implementation investment in the first two (of the total six) faculty lines associated with the PhD program (one for each option). One of those two lines has been filled (i.e., offer accepted for the Accounting position), and a search is ongoing for the other. We expect that the new faculty will be in place beginning fall 2013.²⁰ Existing staff devoted to the MBA and MBAA programs will assume administrative duties relative to the PhD program (shown as .25 FTE in the Budget

²⁰ We expect that the other four new faculty will be in place starting fall 2014.

Outline Form). We request University support for the remainder of the cost of the program as the creation of a doctoral program in the COB is a priority for the University as well as for the College.

Expanding on a few line items in the Budget Outline Form, in addition to the six new faculty lines discussed above, the “Faculty” line includes the annual stipend for the Director for PhD Program Development / PhD Program Director (approximately \$7,500 per year ongoing). The “Library/Electronic” line includes both database resources and additional journal subscriptions. The database subscriptions will be managed by the COB directly, whereas the academic journal subscriptions will be managed through the library (also see Section 1I). The portion applicable to journal subscriptions is approximately \$17,000 per year ongoing (see library evaluation), and the remainder of the “Library/Electronic” amount relates to data resources. The “Nonrecurring” line relates to the cost of two years of summer research support for each of the six new faculty lines discussed above, which is shared by the COB and the University. Finally, the “Supply and Svcs” line includes basic equipment and supplies (e.g., computers, printing, software licenses, etc.) as well as travel costs (i.e., conferences and research workshops) for faculty, doctoral students, and guest presenters.

Although the success of the program will depend on significant institutional support, we expect that the proportion of PhD program costs covered by COB funds will increase over time. One of the other major priorities of the College at present is to aggressively grow our MBA programs. In addition to providing for instruction and student mentorship for the PhD program directly, the six new faculty lines discussed above will allow us to increase our course offerings in our undergraduate and graduate (i.e., MBA and MBAA) programs, expanding capacity in areas that complement the OSU and COB strategic plans. Growing our current programs, especially the MBA programs, will provide for more tuition revenues, which will be used in part to cover PhD program costs.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

Austin Hall, the future home of the COB, is scheduled to open in fall 2014. Partially in anticipation of the PhD program, designated space for a state-of-the-art experimental research lab has been incorporated into the plans for the new building. As discussed in Section 1I above, the plans for Austin Hall also include allocation of office space for doctoral students.

In addition, the COB plans to develop the Venture Accelerator (VA) initiative with the OSU Office for Commercialization & Corporate Development. VA will be a program designed to provide a formal outlet for the creation of commercialization plans for innovations / technologies developed at OSU. One objective of VA is to further advance the OSU strategic plan and COB mission by fostering industry partnerships, attracting high-achieving students, and providing research-based education in Innovation and Commercialization for MBA students. However, VA will also serve as a lab through which to study Innovation and Commercialization processes and will therefore be a valuable resource for PhD students in the Innovation / Commercialization option.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The chair of a given student's PhD committee must be in the student's option (Innovation / Commercialization or Accounting), and other committee members may come from any of several relevant disciplines (e.g., Finance, Marketing, Management, etc.). Faculty participating in the PhD program will do so in addition to their other assignments. If we look at the COB faculty who can serve on PhD committees, we expect about 40 FTE across the COB (those listed in Section 1i plus the six new faculty lines). If we estimate that there will be 25 PhD students in the program at any given time, a rough calculation of the student/faculty ratio is approximately 0.625, which is consistent with the 0.652 ratio for other public PAC 12 schools according to AACSB data. However, considering that other than those in the PhD program options, faculty will not participate in the PhD program at equal rates (some not at all), it is useful to also look at a student/faculty ratio that is based on faculty who will be consistently involved with the program. If we look at the COB faculty who can serve as chairs of PhD committees, we expect 3 to 4 FTE in Innovation / Commercialization and 3 to 4 FTE in Accounting. Using the same estimate mentioned above of 25 students in the program at any given time, a rough calculation of the student/faculty ratio is approximately 3 or 4 to 1.

d. Resources to be devoted to student recruitment.

The COB has well-established resources and staff devoted to graduate student recruitment that will be utilized by the PhD program. In addition, the program will use advertising in standard academic outlets and personal outreach. The interview process will consist of phone interviews plus a small number of campus visits each year. Overall, the annual budget for the recruiting effort is small at roughly \$5,000.

8. External Review Suggested external reviewers include:

Jeremy C. Short

Rath Chair in Strategic Management
Division of Management and Entrepreneurship
Price College of Business
University of Oklahoma
307 W. Brooks, AH6A
Norman, Oklahoma 73019

Rajendra P. Srivastava

Ernst & Young Distinguished Professor and Director
Ernst & Young Center for Auditing Research and
Advanced Technology
School of Business
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Appendix A: Description of the Admission Criteria and Process for the PhD Program

General OSU and COB admission criteria

The minimum Graduate School admissions requirements for all applicants are as follows:

- a four-year baccalaureate degree from a regionally-accredited college or university, and
- a combined GPA of 3.00 on the last 90 quarter (60 semester) credit hours of graded undergraduate work toward the first baccalaureate degree plus all work completed thereafter,

OR

- a four-year baccalaureate degree from a regionally-accredited college or university, and
- a 45 quarter credit-hour graduate degree from a regionally accredited university.

If the student has completed his or her baccalaureate degree in a country that is a signatory of the Bologna Declaration, then

- A baccalaureate degree of at least three years duration with a B average (equivalent 3.00 on a U.S. 4.00 grading scale) in the last two years, plus all subsequent graded course work,

OR

- A baccalaureate degree of at least three years duration with a two-year (equivalent to 45-quarter credits) graduate degree.

The COB has established the following minimum requirements for the MBA programs that apply in addition to general University and Graduate School requirements for applicants seeking admission to the program.

- A Graduate Management Admission Test (GMAT) minimum overall score of 500 with verbal and quantitative sub scores in at least the 20th percentile range, and an analytical writing score of at least 4.0.
 - o The GMAT requirement is waived if the applicant has completed a 45 (quarter) credit-hour graduate degree from a regionally-accredited university.
- International students must submit the Test of English as a Foreign Language (TOEFL) with the following minimum score:
 - o 575 on the paper-based version,

- 233 on the computer-based version, or
- 91 total, with subset scores of at least 22, on the Internet-based version (iBT).

PhD program admission criteria and procedures

In addition to the OSU and COB graduate program admission criteria discussed above, the PhD program will require a minimum GMAT score of 600.

Once the application deadline has passed for a given year, applications received by the PhD program will be reviewed by the PhD Program Director and a committee of faculty representing the two options (Innovation / Commercialization and Accounting). This review process will result in elimination of applications that do not meet the basic admission criteria and selection of finalists for each option based on a combination of factors, including grade point average, GMAT score, work experience, and evidence of intellectual curiosity and commitment to educating others (via a personal statement). Finalists will then be subjected to an on-campus or telephone interview, after which the faculty committee in each option will select students to admit (about five total per year, on average).

**Unit Responses to Graduate Council Concerns Related to the MS, PhD in
Comparative Health Sciences Category I Proposal #84096**

From: Coakley, James - COB

Sent: Friday, February 08, 2013 4:01 PM

To: Bermudez, Luiz

Cc: McComb, Brenda

Subject: RE: CHS degree

Luiz,

There were a few questions raised at the last Graduate Council meeting that we were hoping you could briefly address on Monday. Sorry for the delay in sending these questions – I left right after the meeting on Monday and just returned last night. These may be more than you can address over the weekend. If so, please just focus on the main issues raised by Dean McComb for Monday and we can schedule a follow-up meeting for the questions below.

Q: The purpose of the program is stated as focusing on whole animals as a distinction. However, the required curriculum does not include a required course focused on animals (for example, animal handling, whole animal experimental techniques, animal models of disease, etc.).

A: This is a graduate program, and animal handling although part of our professional curriculum, is thought maybe not appropriate to a graduate program. My question to you is that, do you and the committee think that animal handling should be made a graduate course and offered to graduate students? If so, we can think about the direction. Regarding the other courses, "Animal Models" is already in place and will be offered for the first time this Spring.

Q: The program seems to have two distinct tracks – one to educate DVM residents and the other to educate graduate students without DVM degrees. It would be helpful to delineate these two options and give details on how they overlap and how they are different.

A: You are correct. The residents ARE REQUIRED to enroll in the MS program, not in the PhD. However, a few of them already expressed their interest in switch to the PhD once it is available. The intent is to offer both options to the two populations of students and have their graduate committee decide on the most appropriate courses to take. We have now in place a very good oversight system by the Graduate Committee of the College that would make sure about the rigor of the individual programs.

Q: If the program is housed in the Graduate School, who will be responsible for coordinating student support?

A: The College was planning to do it, in association with the Graduate School. Either way would be fine.

Q: We would like to see a sample graduate program of student for an MS student who is also concurrently a DVM resident.

A: I will have one for Cyril to bring to the meeting. As the Graduate Council is aware, the requirements of the program have been changed last year, to make it more stringent. Dr Semevolos can help you to understand the changes, but I am much more satisfied with the program now than I was before.

Q: Are the required credits for the MS 45 or 57? The core requirements are 12 credits and the option specific credits are 45 – yet top of page 3 says 45 credits are required.

A: Need to check.

Q: Will the research rotations be required of all MS students, or just the PhD students? If required of MS students, will it impact their time to graduation?

A: As I mentioned above about positive changes, research is one of the requirements for all MS students. All the current students are engaged in research and have to write a thesis. Rotations are not an absolute requirement for the MS students, but can be included in the program if requested by the Graduate Committee.

Q: Faculty sufficiency is always an issue for the Graduate Council. We concur with Dean McComb's suggestion to list all faculty across campus who will be included in delivering the program, and those that will be approved to advise PhD students. Are there sufficient faculties with appropriate expertise to deliver all of the proposed coursework?

A: We concur with the comment. More faculty will be joining the program. Dr Clarke will bring a more updated list of faculties. We do not need additional faculty to deliver courses, but laboratories to train students. Because one of the emphases of the program is the interdisciplinary research, and the adoption of it will be rewarded by the program (help to pay for tuition/stipend) we expect that many more faculty will join it in the future.

Q: Will this degree program impact the access of CVM labs by MCB students?

A: That is not the intent. In fact, the program is complementary to the MCB and is focus on the translational research. We expect that the University will be able to recruit additional students when this program is in place.

We are also working in strategies to recruit students who will bring at least some financial support, and will have small impact in the availability of labs to accommodate students of other programs.

Q: Another Graduate Council focus is a diversity action plan for recruiting. Please provide details on your diversity action plan that ensures you will have a diverse, high quality applicant pool. Is the Comparative Health Sciences MS degree expected to draw from the same pool of prospective students as the Vet Med MS?

A: First, I must clarify that once the program is approved, we plan to terminate the Vet Med MS program. There is no reason to have both. Second, we are working in several strategies to recruit good quality and diverse students, as outlined below:

1. Interested Veterinarian residents that want to pursue academic careers.
2. Veterinarian students with research interest that will be able to do a CVM and MS degree almost in parallel.
3. Students from foreign Universities that we have established close relationships over the past 5-6 years. We have brought some of these students for summer research program at the college and they proved to be excellent.
4. A dual-degree program with Universities in Brazil, currently a work in progress with the International programs and the Graduate School.
5. Students from several different backgrounds through a program being put in place with INTO.
6. Nationwide students that will be attracted by the quality of the program and faculty.

Q: The proposal projects a 10 to 20% expansion in student numbers over the next five years. At full capacity, how many students will the program enroll? Does the quality of the current applicant pool—beyond the DVM residents—support such an aggressive expansion? If not, please give details on how the applicant pool will be expanded while maintaining quality.

A: The answer above explains almost everything. The quality will be maintained by putting in place criteria approved by the faculty, that ensure that only quality students are recruited.

Q: Scholarships are mentioned in the proposal. Please describe what types of competitive scholarships will be available to recruit bright students (section 1h) and if the scholarships will supplement or substitute for GTA/GRA positions.

A: Cyril Clarke will answer it.

Q: How will co-mentoring of students be encouraged? Will a policy be developed to clarify financial and academic responsibility for a student in a co-mentored situation?

A: It will be encouraged by offering financial advantages. We believe that once some faculties are engaged in the process, other will join. Foreign students recruited by the program will only be accepted for interdisciplinary research.

The responsibility will be shared by the mentors, graduate committee and Graduate committed of the college. I am already seeding the share responsibility and accountability in the program. It is crucial, and many times I witnessed this problem in our current programs.

Q: How will the program graduate three Ph.D. students per year starting in the third year of the program assuming that PhD students take an average of five years to complete a program (section 1h)? Five years or longer would seem to be a more realistic timeline for ramping up to three PhD graduates per year.

A: I agree. This is not going to be a fact in the initial years, but may be real after 5 or so years of existence.

It can be modified.

Jim

Jim, please let me know if I responded the questions to your satisfaction. I am cc Cyril, because he will be at the meeting and we are working together on this.

Best

Luiz

From: Bermudez, Luiz

Sent: Wednesday, February 06, 2013 11:53 AM

To: McComb, Brenda

Cc: Coakley, James - COB; Clarke, Cyril

Subject: RE: CHS degree

Hi Brenda. We can certainly do it. The point I would like to make is that although it at the current stage may not be impressive as a multi-department program, it is already multi-disciplinary. Just look at the diversity of faculty interest. And it will be functionally much more multi-disciplinary, due to the incentives we are going to put in place. At this point, the Departments of Microbiology, Nutrition and Animal Science are examining the proposal. What kind of participation we are going to get from them is unknown, but they initiated the process.

I will followed your suggestion, and try to add more faculty in a short time frame.

Best

Luiz

From: McComb, Brenda

Sent: Wednesday, February 06, 2013 10:29 AM

To: Bermudez, Luiz

Cc: Coakley, James - COB; Clarke, Cyril

Subject: RE: CHS degree

Thanks Luiz.

I'd also suggest getting more faculty from other departments/Colleges who would agree to be listed in the Cat 1 – it would help the proposal make it through councils I believe.

From: Bermudez, Luiz
Sent: Wednesday, February 06, 2013 9:54 AM
To: McComb, Brenda
Cc: Coakley, James - COB; Clarke, Cyril
Subject: RE: CHS degree

Hi Brenda. I am fine with your concerns. We are not saying to anyone to apply to it. The April date was based on initial estimate, and should be removed.

Regarding the faculty, there is support from many more faculty than is explicit in the application, many of them are waiting to see how this develops. We had have consultation from departments and we may consider other tracks in the future. But the important is, this is a work in progress, and should be seen as it. You are aware of tremendous resistance to changes. Everyone recognizes the advantages, but changes are not easy, and do not come without effort.

As an action, we will change the website, and indicate that it is a plan program.

Thanks for your comments.

Best

Luiz

From: McComb, Brenda
Sent: Wednesday, February 06, 2013 8:57 AM
To: Bermudez, Luiz
Cc: Coakley, James - COB; Clarke, Cyril
Subject: CHS degree

Hi Luiz,

Grad Council discussed the Cat 1 proposal for the CHS degree and as a result of that discussion I pulled up your website for the degree program. I know we have discussed this before, but you are already advertising the program. The website indicates that applications be accepted by the Grad School starting in April, but the Cat 1 is not even close to being approved yet. It must pass Grad Council, Curriculum Council, EC, Faculty Senate, and be brought to the OUS Provosts Council, and external review will need to be conducted at that point and then the proposal brought back to OUS PC for a final vote. So there are many steps left in the process. It might be complete by next fall. Or it might not.

Several things concern me. First we are advertising a program that does not exist. Second, I am not sure what we are supposed to do with any applications that come to us. Finally, the Cat 1 does not list a balance of faculty from other colleges and department, rather the vast majority of participating faculty in the program are from VetMed, making this disciplinary program, not an interdisciplinary program – this issue will raise questions with Grad Council as well as with Sabah and me. I had been under the impression that this was more broadly supported by other units on campus.

My suggestion is to take down the website <http://vetmed.oregonstate.edu/graduate-programs> or at the very least indicate that this is a planned program and not an existing one. If you want this to be a Grad School Administered ID program then ensure that < 60% of participating faculty are from any one college and that 3 or more colleges are actively involved. Let me know if you have questions.

brenda

**Graduate Program Review
Department of Botany and Plant Pathology
November 30, 2012**

1. Overall Recommendation:

Expand to Maintain

2. Summary of Findings and Recommendations:

The graduate program of the Department of Botany and Plant Pathology (BPP) was reviewed on Nov. 30, 2012 by a panel composed of external and internal evaluators. The objective of the review was to evaluate the graduate program of BPP, including its relevance to the land grant mission, strength of the curriculum, student quality and success, and productivity and strength of its faculty. The review team concluded that BPP at OSU brings together programs in three subdisciplines core to the mission of a land-grant institution. These are: i) the causes, control, and impact of diseases of important agricultural plants, ii) basic understanding of plant function (genomics, biochemistry, growth and development), and ii) the ecology, biodiversity and evolution of plants in their native environments. BPP addresses several of OSU's "Signature Area of Excellence" areas including "improving human health and wellness," "advancing the science of sustainable earth ecosystems," and "promoting economic growth and social progress".

BPP department attracts high quality students from across the United States and internationally. This graduate program has subdisciplines in ecology, systematics and plant pathology that attract a significant number of students and this is seen by the review team as a strength of the program. Fewer students pursue degrees in "plant function", but these subdisciplines are strengthened by the department's commitment and collaboration with the MCB program. Most students are supported on GRAs or GTAs, and the department's commitment to sustained graduate stipend support was noted by the students as a strength. The review team recommends that the department may want to pursue strategies for increasing international student enrollment. There is also a need to resolve the issue of COS GTAs being supported by departmental grant indirect costs. Student quality is high, with the majority completing their degrees and graduating in a timely manner. Students successfully move to positions appropriate for their training such as university faculty members, scientists at national government laboratories and agencies, scientists at non-governmental agencies, teachers and instructors, postdoctoral scientists, farming, and private practice.

BPP offers core courses in all areas related to their mission including courses in plant health, plant function, ecology, and systematics. Loss of faculty over the past ten years has reduced the diversity of offerings available to students, and students expressed a need for more specialized course offerings. The review team recommends that BPP review its curriculum to address student interests and changing needs.

BPP has faced a major loss in the number of on campus tenured/tenure track faculty over the past ten years. Twelve positions have been vacated due to retirement or departure from the department. BPP has, over this same time period, acquired six positions with only three based on strategic hires.

The department has benefited from excellent recent hires through various opportunities such as Provost hires and interdisciplinary hires that selected BPP as their tenure home, but has been less successful in hiring faculty based on its own strategic planning. The review team recommends that the CAS administration assess the impact of faculty losses over the past ten years and work with BPP to support BPP's strategic priorities in hiring faculty in critical areas including Forest Pathology, Plant Genomics and Computational Biology, Plant Ecology, Plant Systems Science, Plant-Microbe Interactions and Ecology and Evolution of Infectious Diseases.

The review team shares the concern of the BPP faculty of the poor facilities that house the department research and teaching programs in Cordley Hall. The review team recommends that the department and CAS administration address strategies to improve basic infrastructure.

The review team found that BPP contributes significantly to interdisciplinary programs at OSU such as the MCB and biology programs. These contributions have come at a cost to sustaining and expanding departmental programs due in part to BPP not receiving credit for interdisciplinary contributions. The team recommends that OSU and CAS evaluate their system of metrics to ensure that they capture total output and contributions in interdisciplinary programs, and that they award support and positions based on total productivity and contributions by BPP faculty.

BPP faculty are nationally and internationally recognized for their scholarly, academic, and outreach contributions. They are recipients of prestigious national awards and are highly competitive for federal grant funds, a measure of the quality and impact of their programs and of faculty stature and reputation. The department also has core responsibilities for education and outreach on plant diseases critical to the productivity of Oregon agriculture, and BPP's disease diagnostic clinic and its staff are nationally recognized.

3. Detailed findings

A. Introduction

The graduate program of the Department of Botany and Plant Pathology (BPP) was reviewed on Nov. 30, 2012 by a panel composed of external and internal evaluators. The Dean of the OSU Graduate Program, Brenda McComb, chaired the panel sessions with the department. Members of the review team were:

- Margaret Daub, Professor and Dept. Head, Dept. Plant Biology, NC State University (external)
- Susan Harrison, Professor, Dept. of Environmental Science and Policy, UC-Davis (external)
- Mark Mousseaux, Oregon/Washington State Botanist, Bureau of Land Management (external)
- Michael Lerner, Professor, Dept. of Chemistry, OSU (OSU Graduate Council representative)
- Jo Tynon, Associate Professor, Dept. of Forest Ecosystems and Society, OSU (OSU Graduate faculty-at-large)

The objective of the review was to evaluate the graduate program of BPP, including its relevance to the land grant mission, strength of the curriculum, student quality and success, and productivity and strength of its faculty. Lynda Ciuffetti, Head of the Department, provided the evaluation team with a comprehensive self-study document developed by the departmental faculty. During the review, the panel toured facilities, and met with Dr. Ciuffetti, with members of the Graduate Studies Committee, and with faculty, and with graduate students. The team also met with College of Agricultural Sciences Dean Daniel Arp and Associate Dean Stella Coakley. The graduate review was held simultaneously with a review of the undergraduate programs in the department, conducted by a team composed of external and internal participants. The evaluation of the undergraduate program is summarized in a separate report.

This report of the graduate program is organized based on an outline provided to the review team by Dean McComb. Below we provide our assessment of our findings and recommendations.

B. Inputs

1. Fit of the mission of the program and its relationship to the mission of the academic college and University

The Department of Botany and Plant Pathology conducts scholarship, outreach, and teaching and training in disciplinary areas that are central to the mission of all Land Grant Institutions. A core mission of Land Grant Institutions is to conduct fundamental and applied research and to disseminate information needed to strengthen agricultural productivity, to ensure a sustainable and safe food supply, and to protect our environment. Coupled with this mission is a commitment to train the next generation of scientists to ensure continued advances in promoting the land grant mission. BPP at OSU brings together three subdisciplines core to the land-grant mission. These include fundamental and applied programs that address: i) the causes, control, and impact of diseases of important agricultural plants, ii) basic understanding of plant function (genomics, biochemistry, growth and development), and iii) the ecology, biodiversity and evolution of plants in their native environments. As such, the department's mission and accomplishments are not only central to the mission of the College of Agricultural Sciences and to Oregon State University, but are also critical for addressing critically important "Grand Challenges" facing our world today: ensuring a sustainable and safe food supply, protecting our environment, and providing a sustainable source of bioenergy. As noted in the self-study document, BPP addresses several of OSU's "Signature Area of Excellence" areas. These include: "improving human health and wellness," "advancing the science of sustainable earth ecosystems," and "promoting economic growth and social progress". Thus BPP is core to the mission of CAS and OSU. BPP is nationally and internationally recognized for their outstanding faculty and programs, and as such, enhances the reputation of CAS and OSU.

2. Quality of students.

The department attracts high quality students from across the United States and internationally. Over the 2002-2012 review period, approximately half the students pursue studies in ecology and evolution, 40% in plant health, and approximately 10% in plant function.

Ecology and evolution is a strength at OSU, and BPP offers training in specialized areas within these disciplines including plant and fungal systematics, plant-insect interactions, and

community ecology. The Ecology and Evolution program has been recognized for its outstanding research productivity (#4 in US graduate programs in this area in 2005-06). Loss of faculty in this area may be affecting its numerical strength; based on Table 2.3a, it appears that toward the end of the review period (2009-2012), 14 of 61 current graduate students (23%) are in Plant Ecology, while 9 (15%) are in Systematics or Applied Systematics. The overall 10 year average for E&E is higher (48% total students, see Fig 4 in the self-study report).

The Graduate Program in Applied Systematics offered by BPP is designed to provide students with both advanced technical skills in plant systematics and taxonomy, as well as a good foundation in ecology, data analysis, and communication which are skills necessary to function effectively in either private industry or government plant conservation programs. This program leads to a Master's in Applied Systematics in Botany and has an internship component that emphasizes practical experience in-lieu of a thesis. Although not enrolling a large number of students due to the lack of financial support for these students, the program fits an important training niche for plant conservation in the U.S. and needs to continue to serve this important area of plant biology.

The Department of BPP at OSU offers one of the best environments in the western U.S. to pursue graduate study in plant systematics. The OSU Herbarium, is the central university facility in the state for research, instruction, and public service in plant identification and classification. The Herbarium is a modern facility that contains a plant collection of over 330,000 specimens and a mycological collection that exceeds 70,000 specimens. These collections are among the largest in the Pacific Northwest, and they are a major regional, national, and international resource for basic and applied work in plant and fungal systematics. The faculty associated with the OSU Herbarium and the program are nationally and internationally recognized for their expertise in the systematics of vascular plants, non-vascular plants (lichens and mosses) and fungi. This expertise, in combination with other programs in other Colleges at the University (e.g. forestry, statistics, communication), as well as other BPP programs like the Oregon Flora Project, provides students entering the systematics program with an exceptional education opportunity to obtain the skills needed to pursue a successful career in Applied systematics and plant conservation.

The programs in plant health are unique within the state of Oregon, and are nationally recognized. Programs available for graduate student training span from the very fundamental understanding of genomics and molecular biology of host-pathogen interactions, to understanding pathogens and disease at the population level, to programs that prepare students for applied research on plant diseases and disease control. Mentoring of graduate students in plant health is greatly strengthened by the participation of courtesy faculty with expertise in these areas. Although the courtesy faculty do not teach courses in the department, they have mentored approximately 25% of the students trained in plant health over the past ten years and thus play an important role in sustaining the strength of the plant health graduate program. Graduate training in this area is greatly enhanced by the outreach mission of the department including the resources and expertise of the OSU plant disease clinic, the off-campus research stations, and opportunities provided by Oregon's diverse agricultural economy.

Graduate opportunities in plant function, per se, are supported by a small number of faculty and attract the smallest number of students. However, members of the two other subdisciplines conduct work that overlaps with this area, and in addition, this track provides another linkage with the MCB program, enhancing interdisciplinary interactions. Basic research

on plant genetics and genomics, cell and molecular biology, physiology and biochemistry, and development are critical to promoting advancements in our understanding of plants. BPP programs address fundamental questions on plant function as well as how to manipulate plants for improved nutrition and stress tolerance. Faculty in BPP study model and agricultural terrestrial plants as well as marine algae.

On average, the department admits about 13 new graduate students per year in BPP (10) and in MCB (3). Students come with good GRE scores. Student quality and the strength of mentoring by faculty are also reflected in the high proportion of students who complete their degrees and the timeliness of completion. Two of their students were awarded NSF Graduate Research Fellowships, one of the most prestigious awards for graduate education in the US. BPP admits predominantly US students with a smaller cohort of international students. Although this demographic reduces diversity, the ability to attract high quality US students is seen by the review team as a strength.

3. Admissions selectivity

BPP applicant pools have ranged from 50-84 students over the past 7 years, with admission offered to the top 15-30% of applicants each year. Of these admitted students, an encouragingly high percentage (typically 60-70%) matriculate into the program. These data indicate a selective application process and a high interest by the selected students in the OSU program. Over the past 6 years, admitted student GRE score averages have remained high (72/62/51 percentiles).

As noted above, the international student numbers are low, in large part due to the ability to fill positions with strong domestic candidates. With about 25-50 international applicants per year, only five international students have been admitted into the graduate program in the past seven years. Although the relevant data are not broken out for domestic vs international students, the low number of international admissions may also result from differences in the applicant pool qualifications. Faculty indicated that concerns over GTA English abilities were one concern in evaluating international candidates.

Recommendation: BPP might explore ways to increase international involvement in their graduate program. Such an effort was suggested by students and would be in line with OSU strategic goals.

4. Level of financial support of students

Just over half of BPP graduate students are funded on Graduate Research Assistantships (GRA) from extramural grants. There are also many Graduate Teaching Assistant (GTA) positions supported from departmental or College of Science (COS, \$12,129) support as well as from funds returned to the Department from grant indirect costs (over \$200,000 in FY 2012). Seventy-seven percent of graduate students are supported as GTAs in their first year, and graduate students are grateful for the support. However, the use of indirect costs to support GTAs for teaching in the interdisciplinary undergraduate Biology program offered by COS is a significant source of concern for BPP faculty, as they see returned indirect costs as funds

intended to support BPP research and graduate training, not GTAs. External members of the review team were also perplexed by this funding arrangement for GTAs.

Students remarked positively on BPP's commitment to provide and sustain assistantship support. A source of concern for BPP faculty was the level of stipend and benefit support provided to students, which faculty view as non-competitive. A limited analysis done on stipend levels at other institutions showed BPP lagging some institutions, but competitive with others, particularly at the Master's level. Students remarked on the need for stipend levels adequate to support basic costs, but did not view relative stipend levels as a factor in their choice of graduate programs.

The Department also has funds to support graduate student travel to professional meetings and to support research. Creating BPP program-based funding sources (e.g., GTAs, Laurel Awards, Provost awards, eCampus) can allow the BPP program to be more strategic in its recruiting and also allow supplements and/or rewards be used to support students and faculty who contribute to the program.

Recommendation: BPP should seek institutional support for funding GTAs rather than the use of indirect cost funds returned to the department, freeing up returned indirect costs for GRAs and improvements to infrastructure.

Recommendation: BPP should continue to pursue avenues to increase graduate stipends to levels competitive with comparable institutions.

5. Curriculum strength

Graduate curriculum offerings in BPP face a challenge due to the diversity of subdisciplines covered (Plant Health, Plant Function, Ecology and Evolution). At many universities, these disciplines are separated into multiple departments. BPP attracts students in all of these subdisciplines, thus curriculum offerings need to address the diverse needs of students. BPP has also faced significant losses in faculty over the last ten years, further limiting course offerings. In the review team's meeting with students, lack of specific course offerings was the only area of discontent noted. Students expressed interest in having a greater diversity of course offerings tailored to their interest areas. Also, cancellation of courses due to low enrollments further limited course opportunities. The offering of "slash" (dual undergraduate/graduate) courses is one option to offer a greater diversity of courses, and is a tool also used by institutions of some of the review team. Students noted that there was a limit to the number of slash courses allowable by OSU. Also, some slash courses were viewed as successfully meeting the needs of graduate students, whereas others were not. Students suggested that the joint 300/500 level introductory plant pathology course, for example, was not advanced enough for graduate students.

In the area of plant health, BPP offers courses in forest insect and disease management, mycology, and plant pathology which are offered annually with solid enrollments. Alternate year courses include ones on plant disease management and molecular plant pathology. Together, these offerings provide a core of fundamental courses (i.e general plant pathology, disease management, and molecular plant pathology) widely viewed to be the foundation of a plant pathology graduate degree. Students expressed concern, however, about the combining of

the undergraduate and graduate general plant pathology course and noted that it does not meet the advanced needs of graduate students. BPP also offers more specialized courses in nematology, plant disease dynamics, plant disease diagnosis, and forest pathology, however, some have not been offered recently perhaps due to insufficient enrollment. Special topics courses have been offered in mycology and plant pathology to fill some of those needs. Additionally, some MCB offerings taught by BPP faculty are important offerings for students in molecular areas of plant pathology. Overall, the curriculum offers a basic foundation of courses needed by students in plant pathology, but lacks consistent offering of specialized courses particularly in the applied areas of plant pathology and the biology of plant pathogens. In the past, “plant health” graduate courses included ones on plant virology, plant pathogenic fungi, plant pathogenic bacteria, and fungal genetics, courses that are common at other institutions. However, these courses are no longer offered in BPP.

BPP offers few courses in the area of “plant function,” but the curriculum is strengthened by course offerings in MCB taught by BPP faculty including courses in genome organization, genome expression, cell and developmental biology, and bioinformatics. BPP has recently added a new course in comparative genomics, and also offers courses in photosynthesis and in physiological ecology, the latter covering water relations, plant stress, and growth. The only graduate offering in general plant physiology, plant anatomy, or plant development, is BOT505 (Plant Physiology Reading & Conference). Such courses are usually part of botany curricula and may be offered by other plant-based departments at OSU, and/or may not be possible due to the limited number of “plant function” faculty and their responsibilities to MCB. Graduate students commented that it was difficult for students entering the department without a plant background to obtain basic understanding of plants due to the lack of general offerings at the graduate level. Admitting students with diverse disciplinary background strengthens the graduate program; BPP may want to consider ways to offer course material in general plant function at the graduate level.

Graduate offerings in Ecology include Plant Population Ecology, Plant Community Ecology, Field Methods in Vegetation Science, Nutrient Cycling, and Environmental Physiology. This is a very basic set of coursework for a graduate program in plant ecology. Students commented on the need for more coursework in restoration ecology. Additional elements that would strengthen the program and complement its current foci include fire ecology, global change ecology, landscape ecology, evolutionary ecology, and perhaps a course that took a primarily ecological approach to plant-insect and plant-pathogen interactions. Finally, we note that many BPP graduate students go on to agency science jobs, and a conservation-oriented course that covered relevant aspects of environmental policy would be valuable.

The graduate curriculum in Plant Systematics provides graduates with the coursework necessary to address the conservation of endangered plants, the control of invasive plants, and habitat restoration. Core systematic and taxonomy courses like Mycology, Agrostology, Lichenology or Bryology, Aquatic botany and the Flora of the Pacific Northwest serve as the base platform of the program and should remain so. An improvement suggested by students would be to also offer an optional systematics courses at a larger scale, perhaps the Flora of North America, or in Tropical flora. Industry, private environmental consulting firms, and government agencies all continue to have a need for graduates that are trained in plant taxonomy and ecology. A number of optional electives (seven credits) are shared with Ecology, such as Population Ecology, and Community Ecology. Plant Genetics is an optional elective taught in

Crop and Soil Science (CSS 530) that is critical for a solid foundation in plant conservation. If the student's undergraduate experience did not cover genetics, then Plant Genetics should be required for a systematics Master's degree. Ecological restoration could be expanded (additional class or a practicum), to provide a more 'real' world experience given the future demands on systematics graduates in the work place. Course work on community structure and analysis, as well as data analysis methods, are also optional – at least one of these should be required. Graduates in the fields of plant conservation need to know how to analyze data. A number of excellent professional cohort courses (18 credits) are required, including Science Communication, Ethics, and Accounting and Finance for Scientists. Two required courses, Management and Marketing Scientific Technologies and Innovation Management, are two courses that could be optional, in lieu of a few other elective courses that should be required (e.g. Genetics, and Data Analysis). This program also has a required internship which is an excellent way to focus a graduate's work into a certain area and can provide a pathway for a non-thesis option.

Recommendation: BPP should review its curriculum to address student interests and changing needs. The use of 300/500 slash classes should be reassessed. A series of changing special topics classes may allow for specialized offerings based on student interests.

6. Quality of personnel and adequacy to achieve mission and goals

BPP has faced a major loss in the number of on campus tenured/tenure-track faculty over the ten years covered by this review. Of the current 23 TT faculty, four have primary or major administrative positions. The number of non-administrative tenured/tenure-track faculty is now equivalent to the number of courtesy faculty affiliated with the department. BPP is fortunate to have such a large number of courtesy faculty affiliated with their department, as these faculty mentor graduate students and contribute significantly to research productivity and reputation of the department. However, they do not have formal teaching responsibilities. As noted above, BPP spans disciplinary areas often separated into distinct departments at other institutions. The loss of faculty limits their ability to provide comprehensive curricula to their students. In addition, 16 of the 23 tenured/tenure-track faculty are full professors, and the department is facing additional retirements in the near future.

BPP has benefited from excellent recent hires through various opportunities such as Provost hires and interdisciplinary hires that selected BPP as their tenure home. BPP has been less successful in hiring faculty based on its own strategic planning. Of the 12 on-campus tenure-track faculty lost over the last ten years, three were refilled based on positions returned to the department and prioritized through strategic planning. In order for BPP to move strategically to meet the future needs and goals of their department and disciplines, faculty positions need to be provided with positions that meet the goals of their strategic plan. BPP has undergone strategic planning and prioritized positions in Forest Pathology, Plant Genomics and Computational Biology, Plant Ecology, Plant Systems Science, Plant-Microbe Interactions and Ecology and Evolution of Infectious Diseases. All of these positions would enhance BPP's research and academic mission.

Recommendation: CAS administration should assess the impact of faculty losses over the past ten years and work with BPP to support BPP's strategic priorities in hiring faculty in critical areas such as Forest Pathology, Plant Genomics and Computational Biology, Plant Ecology,

7. Level and quality of infrastructure

The Department is housed in Cordley Hall, built in 1959. Both faculty and graduate students expressed dissatisfaction with the size and functionality of the existing infrastructure (e.g., laboratories, classrooms, office space). Space allocations for labs and offices are too small to meet OSU guidelines. More space is needed for housing the fossil collection and herbarium specimens. There is no dedicated graduate common space; the only common area available for BPP graduate students is the Department-shared conference room. Electrical and plumbing problems and a lack of air conditioning in the summer have seriously impacted research efforts. External members of the review team did not understand why BPP faculty in unairconditioned space were not provided window air conditioning units, an inexpensive and functional approach to provide basic quality infrastructure critical to sustaining excellent research programs. Controlled environment rooms and growth chambers need upgrading. In recognition of the problems faced by BPP, new faculty negotiated for upgraded laboratory space as a condition of hire. The BPP program needs upgraded labs, teaching space, and offices if the program is to grow.

Recommendation: Freeing up indirect costs now targeted to paying COS GTAs would allow BPP to address some infrastructure improvements.

Recommendation: CAS administration should prioritize the most basic needs for infrastructure improvement such as providing air conditioning.

Recommendation: BPP should continue to be innovative and entrepreneurial in generating revenue to address infrastructure needs.

8. Quality of organizational support

As noted, the department has faced a significant loss of faculty over the last ten years, raising a concern by the faculty of diminishing support by the college and university and an inability to sustain their research and teaching programs. Some of this problem was due to the protracted separation from the College of Science and the lack of support for the department's programs by that college. However, the problem persists, and the faculty believe that their programs and contributions are not adequately measured and recognized by the upper administration.

In the view of the review team, the OSU administration appears to be facing a disconnect, common to many institutions of higher education, between what the institution values (i.e. interdisciplinarity, innovation, entrepreneurship, shared responsibility, a focus on providing quality educational programs) and the metrics universities use to measure output, many of which are designed to measure numbers rather than quality and to measure productivity within defined units such as traditional departments. BPP is a model for 21st century institutions of higher education. For example, they are major contributors to the interdisciplinary biology teaching program in addition to their own departmental programs. They are among the strongest in the

college in securing external funding for their programs. They provided ideas and funding to allow for the recent restructuring of the CGRB, an innovative facility that was the envy of some external members of the team. They have a strong record of providing research experiences for undergraduates from diverse majors, an expensive and time-consuming commitment that is poorly captured by numerical assessment but is increasingly core to a quality undergraduate experience. However, the metrics used to evaluate departments do not fully credit these contributions. For example, the Department does not receive credit for the credit hours it generates in teaching courses in the Biology Program. In order to accurately evaluate contributions, OSU needs to bring its system of metrics in-line with their value system. At a minimum, BPP faculty should be credited with the course credit hours of biology courses they teach. Other universities compile credit hour data both by the unit offering the course and by the unit of the faculty member teaching the course. This should be a very straight forward way to recognize BPP's many teaching contributions and to credit them for the credit hours delivered.

Recommendation: OSU should put in place a system that computes credit hours not only by the unit offering the course but also by the unit of the faculty member teaching the course.

Recommendation: CAS administration should give BPP credit for the total credit hours delivered by BPP faculty in all courses as well as credit for BPP's portion of enrollment increase in Biology in decisions about appropriating faculty positions.

C. Productivity

1. Level and quality of student performance

The self-study report documents success and productivity of graduate students. As noted previously, a high proportion of students receive degrees and do so in a timely manner. Many students receive awards from professional societies (American Phytopathological Society, Botanical Society of America, Ecological Society of America, Mycological Society of America) as well as other society awards. Students presented their research at diverse scientific meetings, and have a strong record of publications in excellent journals, noted in a 24 page list in the self-study document. Upon graduation, students have moved to positions appropriate for their training such as university faculty members, scientists at national government laboratories and agencies, scientists at non-governmental agencies, teachers and instructors, postdoctoral scientists, farming, and private practice.

2. Level and quality of faculty performance

BPP faculty are nationally and internationally recognized for their scholarly, academic, and outreach contributions. The quality of the faculty is evident in rankings of the graduate program and of OSU scholarly impact as noted in "Outcomes" below. Former and current faculty in BPP have been honored with prestigious awards including one member of the National Academy of Sciences, three faculty named as Fellows of the American Association for the Advancement of Science (AAAS), and ten faculty named as Fellows of their professional societies.

BPP faculty are highly competitive for federal grant funds, a measure of the quality and impact of their programs and of faculty stature and reputation. Over the last ten years, BPP

faculty have generated almost \$80,000,000 in grant funding, averaging around \$5 million to \$9 million annually. In the last two years, BPP was responsible for 14-15% of the total grant dollars in CAS, placing them among the top three departments on campus for extramural funding levels for fiscal years 2005-2011 (Self-study report, pg. 33)

BPP faculty also contribute significantly to interdisciplinary and outreach/extension programs and support of critical facilities. The department has core responsibilities for education and outreach on plant diseases critical to the productivity of Oregon agriculture. BPP's disease diagnostic clinic and its staff are nationally recognized. Extension faculty provide disease control recommendations for Oregon and other regions of the Pacific Northwest, essential to supporting a sustainable and productive agricultural industry. BPP faculty were core in the recent restructuring of the CGRB, an impressive facility that supports research of many students and faculty across campus. BPP houses and supports the OSU Herbarium, a resource nationally and internationally recognized for plant ecology and systematics research.

3. Viability of scholarly community within which students can interact

As noted above and in the section on ratings below, BPP faculty are nationally and internationally recognized for their scholarly contributions. Their scholarly reputation is evident in their recognition for distinguished national awards, their productivity, their competitiveness for funding, and the contributions they make to applied agriculture and the academic mission of OSU. It is notable that graduate students identified the excellence of faculty programs and faculty reputation as a major criterion for their decision to attend graduate school at OSU. Further, BPP faculty have expertise in a broad range of subdisciplinary areas, allowing for interdisciplinary scholarship and training.

D. Outcomes

1. Professional viability of graduates

As noted above, upon graduation, students have moved to positions appropriate for their training such as university faculty members, scientists at national government laboratories and agencies, scientists at non-governmental agencies, teachers and instructors, postdoctoral scientists, farming, and private practice. These positions overwhelmingly are in areas of responsibility relevant to their graduate training.

2. Satisfaction of students and graduates

The review team's discussion with students showed high enthusiasm by the students in the programs of the department. Students commented that they chose OSU because of the strength of their mentors' reputations and research programs and for the diversity of Oregon's agriculture. Many mentioned the department's culture of community and commitment to students as a significant strength of the graduate program. They noted that interdisciplinary projects were supported and encouraged, and that they had access to the equipment and facilities needed to conduct their research. Other strengths of the program included the commitment of the department to maintain assistantship support, funding to attend professional meetings, departmental social events (especially those connected with the seminar program), their participation and involvement in recruiting new students, the GTA mentoring program and opportunity to obtain teaching experience, and opportunities to develop mentoring skills due to the faculty's commitment to having undergraduates conduct research in their labs. Although the

self-study document expressed a concern about student diversity, several students valued the diversity present and noted that the department was one that valued diversity.

Surveyed graduate alumni indicated high rates of satisfaction over most of the program components queried (Table 4.5 in the self study document), with approx 60-90% indicating 4 or 5 scores on a 5 point scale. Two areas with slightly lower ratings were in the diversity of course offerings and the departmental advising/guidance efforts. These issues and associated recommendations are addressed elsewhere in this report. As noted, the high rates of student satisfaction likely reflects both individual mentorship and overall program effectiveness. Other contributing factors include: (1) high level of graduate student success -- from 2002-2011, 93% of matriculated students attained a degree or are currently in the program, with an average of 2.44 (MS) and 4.88 (PhD) years to degree over the past few years, (2) continual supported for PhD students by RA or TA appointments, and (3) successful employment search in their field (76% within 6 months of graduation).

3. Rankings/ratings

BPP is nationally and internationally recognized as a department and also for its graduate program. In the most recent National Research Council ranking of graduate programs, BPP ranked in the top 25-30% of 116 Plant Biology graduate programs evaluated across the US based on reputational rankings. This is an outstanding accomplishment.

Other rankings have also documented the strengths of BPP and its faculty. The Chronicle of Higher Education in 2007 ranked the plant pathology program as 5th in the US based on faculty productivity. High rankings were also noted for citation impact and numbers of published papers by OSU faculty in agriculture and environment and ecology, areas central to BPP.

E. Conclusions

1. *Maintain current program.* The BPP graduate program as presently configured has all the markers of success. A high-quality faculty is recruiting, supporting, and graduating an appropriate per-faculty number of high-quality students. Student productivity and morale are high. Students are especially positive about the program's cohesion and sense of identity, combined with a campus culture that encourages collaboration and sharing of facilities across departmental and disciplinary boundaries. Within the department, student productivity is supported by critical shared resources such as the genomics and informatics facilities and the biological collections. While many of these strengths might be maintained under other programmatic structures, we saw no need to recommend reorganization at present.
2. *Expand current program through targeted faculty hires.* Graduate students stressed the critical need to maintain current strengths that are vulnerable because of impending retirements (e.g. Forest Pathology), as well as to build strength in areas where need for graduate training is not being met (e.g., Restoration Ecology). Of the department's three broad areas, Ecology was regarded by students as the most understaffed, followed by Cell and Molecular Biology, while only Plant Pathology was seen as large enough to maintain overall viability. New faculty FTE would also help alleviate the students' strongly felt

need for more graduate-level courses, although we note that it may be inevitable that some of this need will continue to be met by mixed-level ('slash') courses.

3. *Maintain and expand the funding base for graduate studies.* The funding base is adequate at present, largely owing to the faculty's success at attracting grants and their conservatism in accepting only the number of students they can support. Students expressed general satisfaction with their support packages. However, this situation is threatened by the rapidly rising cost of student support. We note that this is a pervasive nationwide problem with no easy solution. Possibilities deserving of investigation include expanding e-campus offerings and urging the campus to support Biology GTA's from tuition-derived funds, thus freeing more of BPP's returned overhead to support graduate GRA's.
4. *Upgrade the facilities.* While the specialized equipment and facilities, collections, and field-based facilities are all adequate to excellent, the poor quality of the building is a problem for graduate student as well as faculty research productivity.
5. *Strengthen graduate advising.* Students described it as difficult to navigate course offerings across departments. This could be alleviated through a joint effort of faculty and staff to maintain the relevant information and extend it systematically to incoming students.

Summary of Botany and Plant Pathology Graduate Program Review

Two major issues identified.

- 1) Need a strategic plan for hiring.
Please see section 2, Summary of Findings and Recommendations, first and third paragraphs on pg 2; section 3B6, pp 8-9; and conclusion 2, pg 13.

There is a strong and productive faculty that appear to be spread too thin with respect to teaching, research and service. The areas of Ecology and Cell and Molecular Biology are considered understaffed.

- 2) Need a strategic plan developing adequate support
Please see section 2, Summary of Findings and Recommendations, second paragraph, pg 1; section 3B4, pg 6; section 3B8, pg 10; and conclusion 3, pg 13

Multiple issues.

- Level of student support not competitive with comparable institutions
- Use of returned indirect costs to fund GTA positions
- Question of whether/how department receives credit for teaching courses in Biology program.
- Department does not appear to offer eCampus courses – potential revenue generator?

Three minor issues

- 1) Facilities

Please see section 2, Summary of Findings and Recommendations, second paragraph on pg 2; section 3B7, pg 9;; and conclusion 4, pg 14

Suggestion that if alternative funding could be found for GTAs, then returned indirect costs could be focused on upgrades to facilities.

- 2) Need to modernize course offerings

Please see section 2, Summary of Findings and Recommendations, third paragraph on pg 1; section 3B5, pp 6-8;

Concern with the use of 300/500 slash courses.

Course cancellations due to insufficient enrollment

This creates the related issue regarding advising (conclusion 5)

- 3) Low international student enrollments

Please see section 3B2, second paragraph on pg 5; section 3B3 pg 5;

Given the current revenue model where departments receive subsidies for international students, BPP should place more effort on attracting high quality international students

**Extend: MFA in Creative Writing (Low Residency)
From OSU-Main to OSU Cascades**

**School of Writing, Literature, and Film
College of Liberal Arts**

**March 2012
Proposed Effective Term: Fall 2013**

CPS Tracking #: 83436

1. Program Description

- a. Program title, level
 - MFA in Creative Writing
 - CIP# 231302

CIP # 231302

Title: Creative Writing

Definition: A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts. .

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

- b. OSU main campus department and school/college under which the program is offered.
 - School of Writing, Literature, and Film, College of Liberal Arts
- c. Who will be the administrator(s) of the OSU-Cascades program?
 - Marla Hacker, Dean of Academic Programs
 - Neil Browne, Director, American Studies
 - A faculty board with representation from English and creative writing at OSU/Corvallis and at OSU Cascades will be created to oversee the program.
 - The OSU Low-Residency Faculty Board will be an appointed board consisting of 2 OSU Cascades faculty members, along with 3 members the OSU Corvallis MFA. The Low-Residency MFA Faculty Board would draw on strengths of faculty knowledgeable in low-residency programs to provide artistic and curricular guidance for a 21st century program suited to OSU and the unique opportunities of OSU/Cascades. The Low-Residency Faculty

Board would also be represented in the hiring of a Director through a national search process. Once a Director is hired, the Board would serve in an ongoing function as a recommending body on artistic and curricular direction, while day-to-day operations are in Bend.

-
- Along with the director, the Board will also assume the responsibility of overseeing the composition of MFA thesis committees, and the hiring of professional mentors. [The Board will provide orientation and direction to the Director. Procedure:](#)

RESIDENCIES

1. One Board member (and other veteran mentors) will attend any new mentor's lecture or class.
2. Board and veterans go to the lectures and classes by returning mentors.
3. Students evaluate every class and lecture and provide comments on workshops during residencies.

The Director will receive the board, faculty, and student evaluations and report on each to the Board in full.

MENTORSHIP TERMS

4. Both the faculty member and the student will fill out a form at the beginning of each term listing the mutually-agreed upon expectations for the term, covering both writing and reading assignments. These forms will be filed with the director.
 - a. Each student answers a prompt at the midterm and again at the end of the semester about work with his or her mentor. The director evaluates progress gauged on student and mentor agreed upon expectations (4).
 - b. At mid-term, both student and mentor will file, with the Program Director, a progress report; then again at the end of the term, the mentor and student will file a report on whether or not the term's goals had been satisfactorily met, gauged on student and mentor agreed upon expectations (4)—if not, why.

The director sees every faculty member's midterm evaluations and final evaluations, and will report to the Board in full about the faculty member's work. Only fully satisfactory mentors can be renewed.

The low-residency program is administered under the same conditions as other graduate programs at OSU-Corvallis, with governing authority ultimately belonging to the Director of the School of Writing, Literature and Film.. Local authority on day-to-day operations and hiring/renewals or non-renewals of professional mentors belongs to OSU-Cascades. The MFA Low Residency Director will have the responsibility of personnel decisions, advising, admissions, scholarships, and student appeals.

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- d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicates how each course will be offered at OSU-Cascades [resident course {COCC, OSU, OU, EOU, other}, distance education, web, etc.].
- The proposed MFA in Creative Writing at OSU-Cascades (low residency) extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The MFA in Creative writing at Cascades—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

Extend

- CPS #: **83436**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83436>
- CIP #: **2321302**
- SIS #: **8920**
- Degree Types Offered: **Master of Fine Arts (MFA)**
- Program Types: **Graduate**
- Academic Home: **Department of English, School of Writing, Literature, and Film, College of Liberal Arts**
- Options: **Not applicable**
- Areas of Concentration: **No change (existing)**
 - Fiction
 - Nonfiction Writing
 - Poetry
- Undergraduate Minors: **Not applicable**
- Graduate Minors: **Creative Writing (existing)**
- Course Designators: **WR** (Existing)
- Delivery Mode and Location: **OSU-Cascades**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None** (enrollment will be reevaluated in five years)
- Accreditation: **None currently** (Submission to the Associated Writing Programs (AWP) to request a site visit in two years.)
- Proposed Start Date: **Summer Term or Fall Term 2013** (Banner 201300 or 201301)

- The OSU-Cascades MFA Program in Creative Writing is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades MFA Program are the residencies and the one-on-one mentoring relationship between student and mentor, which, in combination, accelerate the participating students' development as writers.

- Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with professional mentors who guide each student's study of craft and provide written commentary on their student's work. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world. Included in the requirements of both professional mentors and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in the packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.
- The OSU-Cascades MFA Program in Creative Writing requires four residencies of eight to ten days for 40 days in residence overall. Residencies are typically scheduled at the beginning of summer and winter terms. Students are required to attend each residency. During the eight- to ten-day residencies at the host campus, students attend workshops, lectures, panel discussions, seminars and literary readings led by the program's professional mentors as well as guest authors and representatives of the publishing industry. During the residency period, students, with the professional mentor's assistance, develop a reading list and study plan for the mentored portion of the term. The goal of each residency is to 1) broaden and deepen each student's knowledge and practice of creative writing; 2) develop a supportive literary community for students that offers encouragement and constructive criticism in workshops, seminars and one-on-one discussions with professional mentors; 3) educate students about publishing and editing through panels and informal conferences involving publishers, editors and agents during the residency period; and 4) generate a list of works to be included in the annotated bibliography.
- Assessment:

Learning Outcomes

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

Outcome 2: Develop and employ methods of intensive revision.

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521 or WR 524), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the "uncanny" novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

Measurement

Outcome 1: The student's writing is assessed in three ways. Students submit original work to the workshop throughout the two-year program, and receive extensive feedback, both oral and written, from their peers and professional mentor; students enroll in 12 credit hours of thesis/writing and conference, in which they work one-on-one with a professional mentor who assesses their progress; and students take a two-hour oral examination. The exam measures the quality of the thesis's individual parts, as well as how it coheres as whole.

Outcome 2: Students study and practice methods for revision in workshops and in consultation with the professional mentor. In workshop, participants describe, explore, and evaluate the premises of works in progress, with an eye toward editorial improvement. Revised drafts are submitted to the workshop for consideration and further suggestions. In conferences, students present revisions of work, and professional mentors offer both conceptual and sentence-level suggestions, as well as providing literary models that may assist in the revision process.

Outcome 3: Mastery of various literary theories and techniques is assessed through craft courses and workshop. Craft courses involve both critical writing and creative writing: Students study technique as demonstrated in their readings, analyze technique in their critical papers, and practice technique in creative exercises.

Outcome 4: The understanding of the contemporary creative writing field is measured through the oral examination.

Outcome 5: This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's bibliography project, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately. [WR 599X: ETHICS AND GRADUATE STUDIES IN CREATIVE WRITING \(1 credit\) will be required of all students](#)

MATRICES

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE
- WR 599X

Outcome 2: Develop and employ methods of intensive revision.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE
- WR 599X

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521, WR 524, or WR 548), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the “uncanny” novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE
- WR 599X

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- WR 504: WRITING AND CONFERENCE
- WR 599X

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student’s production of original work; by the student’s ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student’s coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately. An ethics component will be added to each residency period, here designated by 599X.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- WR 599X: ETHICS AND GRADUATE STUDIES IN CREATIVE WRITING (1 credit)

Initially, program success in a broad sense will be gauged by the following benchmarks:

A High Graduation Rate. A high percentage of matriculated students graduate from the program, and a small number of students drop out or transfer to other programs.

Acceptance Ratio. The program will maintain a high number of applications in relation to acceptances.

Literary Accomplishments in Post-Graduate Student Work. Many graduates go on to publish significant literary work and to win honors and awards for their writing.

Outside Assessment. After the program is up and running for two or three years, we will invite the AWP (Association of Writers and Writing Programs), the national organization for university creative writing programs to a program wide assessment.

- **AUDIT SHEET:**
Master of Fine Arts in Creative Writing

To complete the course of study for the MFA degree in Creative Writing, a minimum of 60 quarter/term hours are required in the following categories:

36 hours/credits in Advanced Fiction Writing / Advanced Poetry Writing and
12 hours/credits in Literary Craft Courses
12 hours/credits in Thesis and/or Writing and Conference

Built into the course work is a sustained critical engagement with a broad range of literature and contemporary writing, which will be demonstrated by an annotated bibliography of at least 60 entries and by the students' participation in literary craft courses during the residencies. This work is equivalent to the literature and composition requirements in the program in Corvallis. Because the low residency program will not be primarily focused on training future teachers, the requirements in the OSU-Cascades MFA Program in Creative Writing will be tailored to the individual student's need as determined by the student and mentor.

Advanced Creative Writing Courses (a total of 40 credit hours is required). This requirement demands that the student complete ten Advanced Creative Writing courses. The topics will vary. All courses will be offered as 500 level courses only.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- [WR 599X: ETHICS AND GRADUATE STUDIES IN CREATIVE WRITING \(1 credit\)](#)

Thesis/Writing and Conference (a total of 20 credit hours is required).

- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE

Year 1 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop Summer term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Year 2 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop summer term (low-residency):

10 hours WR 503 Thesis

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

All MFA candidates will be required to complete a thesis, which is to be a sustained piece of creative writing of literary merit (for prose, 80-120 pages, and for poetry, 38-45 pages).

The thesis will be evaluated by a MFA thesis committee. The committee will consist of the Director, who must hold a terminal degree, the professional mentor (chair), Henry Sayre (Distinguished Professor) or Neil Browne (Associate Professor), and the Graduate Council Representative.* Low-residency programs maintain a stable core of professional mentors who are qualified to support thesis work and are typically renewed term by term in service of thesis advising. In addition, low residency programs typically have an additional group of professional mentors who may serve in a variety of shorter-term roles to lead workshops and provide programming. As the program develops and a solid core of professional mentors is established, these individuals will also be able to serve on MFA thesis committees. All professional mentors will hold a terminal degree. A formal examination will be also required of MFA students. The exam consists of two parts, oral and written, and will usually be given in the student's final term of study, and consists of questions assessing the student's grasp of the history of the genre, the contemporary creative writing situation, influences and models, and matters of craft, all within the context of the student's own writing.

e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU-Corvallis campus program.

- Though the OSU-Cascades MFA Program in Creative Writing satisfies the same degree as its traditional high residency counterpart in the School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world.
- The professional mentorship/residency model offers a different approach to delivering the same quality instruction as is offered with the high-residency model. The low-residency professional mentors are employed on a contract basis, which allows the program to assemble highly qualified writers from across the country and represents a cost-savings relative to payroll and benefit costs. The average number of professional mentors, to maintain one-on-one mentoring during off-campus periods is calculated at one professional mentor per four students. The low-residency model emphasizes the professional mentor and student relationship as a way to accelerate learning, thanks in part to the low professional mentor-student ratio and the collaboration of professional mentor and student in designing a program best suited to the student's needs and goals.
- During the mentorship period, students and professional mentors exchange what are referred to as packets. Clear guidelines are provided for regularly scheduled exchanges and responses from the mentor. For each mentoring period of ten weeks (excluding residencies), students submit packets and receive in timely return substantive critical responses from professional mentors at least once a month. A typical packet from the student includes new and/or revised creative work, bibliography of completed reading, critical analysis of reading, and responses to directions and questions from the professional mentor in previous exchange of packets. A typical packet from the professional mentor includes critiques of student's creative work with suggestions for new and substantially revised work, return of student's manuscripts with line-specific suggestions, comments on student's critical analyses of reading assignments, suggestions for related reading to be included in the annotated bibliography, especially books on craft related to student's particular ambitions and style of learning, and individualized instruction about aspects of craft. A student typically studies with a different professional mentor each term and during residencies with several different workshop leaders, thus exposing the student to a variety of literary sensibilities and academic approaches to the study and practice of writing.

- To graduate, per the established requirements of the OSU-Corvallis high residency program, students must demonstrate expertise in at least one genre and produce a literary work. In addition to required creative work, students are also required to write and present an essay, and to give a public lecture on an issue of literary craft or tradition. The accomplishment of the essay/lecture portion of the graduation requirement is second in importance to the thesis (usually 38 to 45 pages of poetry and 80 to 120 pages in prose). (See also 1.d). The thesis must be defended before a committee of OSU professors ([See p.8](#)).
- f. List any special requirements or prerequisites for admission to the program in Creative Writing at OSU-Cascades
- The requirements will be equivalent to the requirements of the MFA on the Corvallis Campus, with the emphasis shifted to the Advanced Creative Writing and thesis credits.
- g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?
- The program at OSU-Cascades would operate under the accreditation of the English Department and the School of Writing, Literature, and Film.
 - **Initially, program success in a broad sense will be gauged by the following benchmarks (see also p. 2):**
 - **A High Graduation Rate.** A high percentage of matriculated students graduate from the program, and a small number of students drop out or transfer to other programs.
 - **Acceptance Ratio.** The program will maintain a high number of applications in relation to acceptances.
 - **Literary Accomplishments in Post-Graduate Student Work.** Many graduates go on to publish significant literary work and to win honors and awards for their writing.
 - The Associated Writing Programs (AWP) has established standards for low-residency programs, and these will be followed closely in the operation of the program at Cascades. We will invite AWP representatives to Bend for a site visit after two years.

2. Demand

- a. List any similar programs offered at the proposed or nearby location(s).
- In Oregon, there is one, Pacific University; three in Washington, Pacific Lutheran University, Seattle Pacific University, and Goddard's Port Townsend campus. The University of British Columbia has a low-residency program in Vancouver. Naropa in Boulder, Colorado and two southern California low-residency programs round out the competition regionally.
- b. Provide evidence of need for the program at the new location(s).
- The Oregon, Washington, and Vancouver low-residency programs are all located west of the Cascades. A program at OSU-Cascades could potentially draw students from Central Oregon, eastern Washington, Idaho, Montana, Nevada, and Northern California. According to the Low Residency MFA Directors' Survey, eight of the 31 programs polled responded that their

program is composed of 50% or more in-state students which bodes well for attracting students to an Oregon-based low-residency MFA in Creative Writing program.

- Student populations have grown at state universities and community colleges during the current recession. When the recession ends, the Central Oregon region's population will grow again. Both scenarios contribute to an expected growth in the student population. When family or economics or jobs keep students place-bound, it is the local campus that can offer what they need. However, the MFA in Creative Writing at Cascades will also strive to attract students nationwide. With a strong, nationally recognized pool of professional mentors, the program will draw from across the United States. While serving the region is a central part of the mission of OSU-Cascades, so too is the effort to build nationally known and respected programs in Bend, which in turn contributes to the heightened national visibility of Oregon State University as a whole.
 - Therefore, it is important that an OSU-Cascades MFA in Creative Writing program aim to rival the most respected programs in quality and academic rigor. Given the differing goals of the students who enroll, also reinforced by a survey of graduates of other low-residency programs, the great appeal of a low-residency program is its flexibility, which involves the student in the design of his or her individualized curriculum while meeting the requirements of the program itself. The low-residency model attracts more age-diverse applicants annually than the traditional creative writing program. The average age of the student is 36, more in line with the demographic served by OSU-Cascades. Given the population served by OSU-Cascades, the low-residency program will also attract employed students seeking an additional degree while maintaining employment. Low residency answers the requirements of the current economic times as people strive to better position themselves professionally while maintaining employment. The program emphasizes the study of literary craft from within the writer's perspective. It is not, however, a technical or narrow degree. The reading and analytical components of each mentorship period, and the variety of classes and workshops offered during the residency periods, provide well-integrated curricula in the humanities, with the emphasis falling on direction of individual manuscripts, instruction in literary craft, and the actual work of writing. While the balanced study of literature and the craft of writing does make graduates viable candidates for teaching positions, the OSU-Cascades MFA in Creative Writing is not geared toward specifically educating teachers. It can open the doors to many professions, including journalism, editing, marketing and communications and is recognized as important to improve writing, communication and abstract thinking skills in engineering and the sciences.
 - For a state university system to offer both a low and high residency MFA in Creative Writing is unique to Oregon and most of the country and would help both programs at both OSU campuses. The OSU-Cascades MFA Program in Creative Writing complements the established high-residency program at OSU Corvallis/School of Writing, Literature, and Film and adds to the breadth of graduate offerings at OSU-Cascades. The addition of a graduate degree in the Liberal Arts creates balance with the current focus on professional graduate programs at Cascades, and also enhances OSU-Cascades' reputation as an well-rounded undergraduate institution, while increasing student enrollment at both the graduate and undergraduate level. The proposed graduate program underscores OSU-Cascades' growing potential as a destination for writers with national visibility.
- c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will prospective students be enrolled be selected?
- AY 2012-2013: 16
 - AY 2013-2014: 36
 - AY 2014-2015: 40
 - AY 2015-2016: 40
 - Future enrollment levels will be reevaluated at the five year mark.

3. Personnel

- a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

The following list includes Corvallis faculty in the School of Writing, Literature, and Film, who are able to participate in The OSU-Cascades MFA Program in Creative Writing.

-
- Tracy Daugherty, PhD, Distinguished Professor of English and Creative Writing/OSU/Corvallis
- Karen Holmberg, PhD, Associate Professor of English (poetry), OSU/Corvallis
- Ted Leeson, PhD, Senior Instructor, OSU/Corvallis:
- Susan Rodgers, MFA, Associate Professor of English, OSU/Corvallis
- Keith Scribner, MFA, Associate Professor of English, OSU/Corvallis
- Neil Browne, PhD, Associate Professor of English, OSU:
- Henry Sayre, PhD, Distinguished Professor of Art, OSU

The OSU-Cascades MFA Program in Creative Writing will have to hire new professional mentors. As in most low-residency programs, professional mentors are contracted specifically for workshop during the summer periods of service and for extended mentoring. All new professional mentors will be term-limited contract employees, which permits the program and the professional mentors a certain flexibility not possible with a resident faculty. Participation by OSU-Corvallis contracted employees during 9-month period of regular service would be subject to approval by the Director of the School of Writing, Literature, and Film.

The MFA in Creative Writing (low residency) at OSU-Cascades will offer students a close, sustained working relationship with masters in the field of creative writing, who will function as professional mentors. They will consist of writers who have reached the apex of their profession and are dedicated, committed mentors. The program will build a core mentoring staff, writers who will build extended experience in the program—professional mentors familiar with our format and standards, and able to ensure continuity in the work and development of current students. The program will utilize a rotating pool of highly respected and qualified writers.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to facilitate biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model.

- Professional mentors will be drawn from distinguished writers from across the country and internationally who will be contracted on a term-to-term basis. The importance of a distinguished and artistically diverse pool of accomplished writers who are also excellent teachers can't be underestimated in attracting students and establishing the program's reputation regionally and nationally. In addition, as an extension of the OSU-Corvallis program, the low-residency professional mentors at OSU-Cascades must meet the requirements of instructional faculty as established by OSU-Corvallis standards. Each professional mentor must have at least one book published by a respected press in the genre the professional mentor teaches. Each professional mentor must hold a terminal degree (PhD or MFA).

- It is important to achieve a balance between the flexibility of part-time mentors and the need for core individuals who work in the program year after year. Given the resources available to the OSU-Cascades program, thanks to its relationship with the OSU-Corvallis MFA program and English department, the OSU-Cascades American Studies program, The Nature of Words and other literary organizations in the region and nation, the OSU-Cascades MFA Program in Creative Writing can assemble a pool of professional mentors of the highest caliber. This strategy guarantees the development of not only a core of accomplished writers and gifted instructors and advisors, but also a rich resource of guest lecturers and panelists qualified to address a wide range topics including perspectives on career, craft and creativity.
- b. Estimate the number and type of support staff needed to provide the program at the new location(s).
- The low-residency program would require a full-time director.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
- The facilities at OSU-Cascades' new graduate center will be used.
- b. Indicate how library needs will be met.
- Library needs will be met in the same way they are met for all Cascades programs. Students can draw on the OSU Cascades and COCC library collections, can order materials from the Valley Library, can access all the same material via databases that all OSU graduate students can access, and students have access to the entire Summit System and the Orbis Cascade Alliance. (See attached letter from library services.)
- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, etc.).
- Students will receive the identical services to which all OSU Cascades students have access. Additionally, support will be offered by the director of the low residency program.

5. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the "Budget Outline" and "Budget Outline Instructions" forms on the Forms and Guidelines Web site.)
- Please see attached documents. OSU Cascades will fundraise to support the OSU-Cascades MFA Program in Creative Writing until it is financially self sustaining.
- b. If the program will be financed from existing resources:
1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.
- The unit will draw funds from existing resources in OSU-Cascades' fund balance in order to start the program, which includes the hiring of a director. The program will support itself on tuition monies once it is underway.
2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.

- There will be no reallocation of resources from OSU Corvallis. There will be no allocation of resources from existing OSU-Corvallis MFA Program in Creative Writing or English/School of Writing, Literature, and Film programs. OSU-Cascades' fund balance will provide the investment to start up the program, and tuition will provide the ongoing monies for the program.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » February 25, 2013 Minutes

Graduate Council

February 25, 2013 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Janet Lee, Murray Levine, Darrell Ross, Stacey Semevolos

Voting Members Absent: Nancy Kerkvliet, Mike Lerner

Ex-officio Members Present: Brenda McComb

Guests: Neil Browne, Lynda Ciuffetti, Stella Coakley, John Fowler, Joey Spatafora

Welcome and introductions

Botany and Plant Pathology Graduate Program Review – Graduate Council reviewers' recap

Graduate Council Representative: Mike Lerner

- [External Panel Review](#)
- [Review Summary](#)

- Major issues found by the review team from Mike via Jim:
 - Botany and Plant Pathology (BPP) has good faculty, but are spread too thin in some cases between their own and interdisciplinary programs.
 - The student support is not competitive with peers. BPP is using indirect cost to fund GTA's; some funds are supposed to come from the College of Science (COS). Brenda noted that a case has been made to Sherm Bloomer to work with the University Budget Committee to develop an adjustment to reflect increases in head count or SCH. There is a detailed MOU from the College of Agricultural Sciences outlining funding coming from COS to teach BPP courses in Biology.
 - It doesn't appear that BPP offers Ecampus courses.
- Minor issues:
 - Inadequate facilities; can't do a lot about this issue. It was noted by a Council member that, if indirect revenue was used for other than GTAs, those funds could be used for facilities; do they have enough funding for the operation? BPP raises \$8 million per year from research – where does it go?
 - Regarding modernizing course offerings, are 300/500 courses allowable? Slash courses were a concern of the review group. BPP is cancelling courses due to insufficient enrollment.
 - The international student enrollment is low.
 - Courses need to be strengthened.
- Regarding the program size, the proposal anticipates 13 students per year, initially, for an eventual total of 60 graduate students. There would be 23 faculty with a large number of courtesy faculty; 16 of the 23 are full professors.
- They are not competitive for GTA's – what is the current rate? Need to clarify.
- Research funding? GRA's at .49 FTE are paid in the \$20,000 range.
- Were graduate learning objectives reviewed? Brenda was uncertain.
- Why the need to modernize? Brenda stated that the recommendation came from outside reviewers resulting from discussions with graduate students. The reviewers did review some syllabi.

Botany and Plant Pathology Graduate Program Review – Unit representatives present

Unit Representatives: Lynda Ciuffetti (Chair), Stella Coakley (College of Agricultural Sciences Associate Dean), John Fowler (Graduate Studies Committee Chair), Joey Spatafora (Associate Chair)

- The level of support for GTAs and where their funding comes from is not clear. Lynda responded that the total need is for 41.5 quarters; 7 quarters for mycology, 9 quarters for botany, and 25.5 quarters

for biology courses. The funding is approximately \$36,000 for the herbarium, \$47,000 for botany, \$133,000 for biology and \$12,000 comes from the College of Agricultural Sciences (CAS).

- Stella explained that the COS policy was to return all overhead to the unit; however, COS offered that the college could keep the returned overhead for GTAs or deployed to units. It's implicit that the college would provide more support for GTAs if they could. Commitments made to the herbarium and mycology were made at the time the faculty were hired, but COS did not stand behind the commitments. There is no adjustment in the base budget for Biology.
 - Is there an opportunity for renegotiating how the funding will be handled? Lynda responded that, in terms of the biology program, Botany and Plant Pathology (BPP) is committed on a pedagogical sense (plant scientists should be teaching in the program). BPP contributes to teaching 10 Biology courses and contributes to 8 MCB courses. BPP faculty are not pleased about having to pay for all the GTAs because it does not allow for competitive GTAs or GRAs (faculty pay GRAs from grants if that's available). The Biology program becoming a major in a department is of grave concern to BPP
 - Do they have access money for Biology? Lynda stated that, when in COS, BPP only could request access money for BOT101, which is a Baccalaureate Core course, but did not receive it. It is not their place to ask for Biology access funding – that is up to the Biology chair.
- As to the recommendation to modernize course offerings, has BPP looked at other offerings? Lynda responded that the department has looked at courses offerings, some of which were reduced when the Provost required a minimum number of students; and BPP has designed new courses due to a computational concentration. Regarding assessment at the undergraduate level, Lynda and Carol Riven met with Bill Bogley and identified issues on which to concentrate.
 - Joey felt that the statement was targeted to a few specific courses, such as BOT550, which is scheduled for discussion with the faculty; several courses have been added and strengthened in plant physiology. Botany and Plant Pathology 350 is the largest plant pathology course in the country and the lab is very extensive; all students attend the same lecture, but undergraduate and graduates have their own lab and graduates have an additional meeting. Students have expressed their desire for a stand-alone course. BPP did the best they could with what they have.
- Are there problems with graduate students running labs in courses in which they are enrolled? Lynda mentors all graduate students and discusses conflict of interest issues. There are enough TAs so no one is ever evaluating one who would be a potential conflict of interest. No graduate students teach lecture courses, but they do teach labs.
- It appears that BPP is understaffed for the number of courses taught. Lynda was thinking about faculty when preparing for this meeting and noted there are a number of BPP faculty who don't teach in Botany because they teach MCB and Biology courses. Has BPP thought of reducing offerings? Lynda stated that they have reduced courses and have been trying to develop Ecampus courses, mainly at the undergraduate level. They also have to pay temporary instructors with returned overhead, and quite a few Botany courses are taught by temporary instructors. BPP is at bare bones related to dropping classes and need to expand to meet student demand. Joey stated the outcome is that they are penalized for participating in interdisciplinary programs, which BPP values, but is at the expense of their own major. Lynda noted that BPP has a lot of courtesy faculty. From BPP's perspective, they are short in all three focus areas. Additionally, BPP professors are aging and there will likely be a large turn over at the same time; many of these professors don't teach, but they do train graduate students.
- Related to increasing international enrollment, Brenda stated that Kim Johnson in the Graduate School can assist BPP with recruiting international students. John noted he has been in contact with Kim, which has resulted in two potential international students.
- Lynda questioned whether BPP responds to the Graduate Council's final document or recommendations from the review team; Jim indicated that they respond to both.
- Lynda questioned what was meant by 'metrics' in the Action Plan. Brenda responded that they need indicate what will be measured so it can be determined in three years if progress is being made.
- Regarding graduate student stipends at comparable institutions, Joey indicated that students don't feel that stipend level is a deciding factor, but faculty agree that stipends need to be increased. Lynda explained that BPP GTA GRA students are paid the same rate; however, because Biology's rate is lower, BPP was not allowed to pay the BPP rate to students, so the Biology rate was at .4 FTE with an added BPP at a smaller rate. A comment in report stated that BPP was not as competitive in some cases, but in other cases they were. Additionally, competitiveness may result in a tier level for salaries. Lynda was advised to include the stipend issue in their Action Plan. Brenda suggested checking with Courtney Everson regarding salary rates at peer institutions.

Graduate Council Discussion of the BPP Graduate Program Review –

- Brenda felt that the COS and CAS deans should be talking about this issue.
- 23 faculty and 50 undergraduate majors is not sustainable.
- Not fair for BPP to fund Biology courses. There is partial support from MCB.

- To what extent is the graduate program affected? Staffing and support for GTAs.
- Faculty are overtaxed and under supported.

Action: Jim will draft a response.

New MOU Proposal – Low Residency MFA in Creative Writing at OSU-Cascades

Graduate Council Representative: Janet Lee

Unit Representative: Neil Browne

- [Online](#)
- [PDF](#)

- Neil Browne provided a revised MOU which included comments addressing the structure and how the Board will work. Regarding the transferability issue, Jim explained that there have been requests for a university solution so a student in similar degree programs at different campuses cannot transfer without the department accepting a student into the program at the other campus. The Registrar's Office is looking at ways to flag these students in Banner if there is a capacity issue. Because all coursework is transferable, Jim felt this should not be held up due to the transferability issue.
- The curriculum at OSU-Cascades is still an issue that needs to be resolved. Students would create with a professional mentor for a term and the work would be facilitated by an exchange of packets; the relationship is analogous to how a professional writer and a publishing house would work. There is a residency twice per year where the student and mentor would be onsite for 7-10 days, and then an exchange of work would continue. Brenda felt that this is a hybrid arrangement and is why Ecampus not involved. Neil stated that Ecampus has been consulted, and they are on board with the plan. Brenda noted that Lisa Templeton has not talked with anyone and understood that there would only be an exchange of packets. There was an e-mail from Natalie Dollar indicating that she had talked with Lisa Templeton; Brenda suggested that Neil contact Lisa. Neil explained that the model they are constructing is different and is engaged far more personally on a relationship basis between a small group of students and a mentor, but it has the possibility for an online platform. A student and mentor would exchange ideas, create reading lists, and topics for an annotated bibliography.
- It was noted that the Association of Writers & Writing Programs endorses the proposed model, and that close mentoring and relationship is supported by the AWP. Neil noted that AWP is the accrediting organization and publishes hallmarks for this type of program. It was important to create a program that distinguishes itself from other programs, yet complements the Corvallis program.
- The proposed courses exist, but delivery will be different.

Graduate Council Discussion of the Proposal –

- A member hesitated to hold up the program due to the model, and suggested the Graduate Council give approval, but require a full external review in three years after the first co-hort is admitted to evaluate the program.
- Brenda noted that Lisa Templeton was told that the Graduate School was on board with the proposal, which is not the case. Jay will make it known that incorrect information was conveyed to Ecampus.

Action: Jim will approve the proposal and include a request for a full external review of the program three years after the first co-hort is admitted.

Graduate School Report

- Brenda was asked to approve a waiver for a College of Education student to defend their dissertation in less than one full term. Because the Institutional Review Board (IRB) approval for a related survey occurred about four months prior to when she planned to defend, how does one accomplish the requirements in less than four months? It appears from website is that one chapter is literature review and the other is original research. She felt that's about what a master's student would do.
 - Original research is not required for a Master's, but a PhD does need to be original.
 - Apparently the major advisor agreeable with the student's plan.
 - A minimum of two publishable articles is required.
 - One Council member questioned what constitutes a level of research in granting a PhD at OSU?
 - One member didn't feel that the timeframe was a problem if the student could accomplish the requirements.
 - It was noted that a student could be prepping for a period of time before IRB approves the survey.
 - It's up to the graduate representative to ensure that the process is followed, but not to the detriment of the student.
 - Concern was expressed related to a literature review vs. a dissertation.

Is continuing to accept a literature review as one of the two pieces of work acceptable?
Some members were not aware this was acceptable.

Meeting adjourned at 12:55 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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**Department of Mathematics, Oregon State University
Review committee report**

February 2013

Section 1: Introduction and Overview

The external reviewers – Karen Graham (U. New Hampshire), Bernard Madison (U. Arkansas) and Simon Tavener (Colorado State U.) – conducted a site visit on Sunday and Monday, February 17-18, 2013. Prior to the site visit, the reviewers were provided with a self-study of the Mathematics Department and considerable data on productivity. Some of this information was updated and supplemented with written information during the visit. What follows is a report of the three external reviewers.

Six internal review committee members joined the external members for the visit. These were: William Bogley (Academic Programs, Assessment, and Accreditation), Gary Beach (Curriculum Coordinator, Office of Academic Affairs), Alix Gitelman (Statistics), Janet Lee (Women Studies), Brenda McComb (Graduate School Dean), and Prasad Tadepalli (Computer Science).

Principal meetings during the on-campus visit were:

Sunday, February 17 - Working dinner of the entire review team, both internal (OSU) members and external members

Monday, February 18

- Tom Dick, Chair of Mathematics Department and David Finch, Graduate Chair
- Mina Ossiander, Associate Chair & Undergraduate Chair and Mary Flahive, Head Faculty Advisor
- Christine Escher, Assistant Chair, Keith Schloeman, Lower Division Mathematics Advisor and Deanne Wilcox, Office Manager
- Vince Remcho, Interim Dean of the College of Science
- Undergraduate students (30-40) and Graduate students (3)
- Mathematics instructors
- Mathematics faculty
- Tour of the facilities in Kidder Hall, including the Mathematics Learning Center (MLC).

We provide overall recommendations in Section 2. In sections 3 and 4 we present our detailed findings and recommendations respectively (not ordered by priority). Section 5 lists final impressions.

The external reviewers were positively impressed with many circumstances of the entire mathematics program – undergraduate and graduate. The Tenure Track Faculty (TTF) appears fully engaged in producing research and upper level instruction for a cadre of graduate students who have mixed academic backgrounds and differing goals for graduate education. Most, if not all, of the TTF members are productive researchers and many are, in accordance with the strategic goals of OSU, engaging in interdisciplinary research and teaching. The Fixed-Term Faculty (FTF) is large and carries a heavy load of teaching of a rapidly increasing undergraduate student population. The leadership of the department is solid, apparently well respected, appropriately distributed, and committed to quality programs of service, teaching, and research.

The suggested categories for overall recommendations of expand, maintain, restructure, etc. do not seem applicable to most of the components of the mathematics program. First, the service teaching is fundamental and essential to OSU. The undergraduate major in mathematics is a staple of universities such as OSU and is similar in content and productivity to many programs at research universities across the US. The graduate programs – seemingly relatively healthy and productive – are an essential

ingredient of mathematics programs of research and teaching. Graduate programs also help to attract new and active faculty at all levels. Although all of these programs – as is the case almost universally – can be improved, no major restructuring is needed, nor should there be any consideration to reductions or suspensions. The mathematics programs at OSU are quite healthy, but they can be better. The recommendations offered are for improvements, for moving OSU's mathematics programs out of the middle of those at similar universities across the US and into positions of clear excellence and distinction. Overt expansion may not be necessary, but the resources and freedom to grow are essential.

Section 2: Overall recommendation

Construct a multi-year hiring plan and grow the tenure track faculty.

Growing the instructional capability of any unit by growing the number of fixed term faculty (FTF) has advantages and disadvantages. Typically (and the case at OSU) the university gains low cost SCH from well trained, dedicated instructors and maintains considerable year-to-year budgetary flexibility. While the university achieves its short term goals, the long term effects are harmful. Since there is no long-term career path for instructors the turnover must necessarily be large with instructors without personal connections to the Corvallis area leaving or becoming disaffected. More importantly, this structure encourages a dangerous disconnection between the faculty and the major source of revenue for the department. Tenure track faculty need to be engaged in and feel ownership for instruction at all levels. Secondly, holding TT mathematics faculty numbers constant as the university grows limits the scientific interactions mathematicians can engage in outside their own department. Joint grants such as "SOLAR: Enhanced photovoltaic efficiency through heterojunction assisted impact ionization," "Residence and first passage time functionals in heterogeneous ecological dispersion," and the NSF-IGERT program "Ecosystem informatics," suggest that the department is already engaged with many activities aligned with stated university goals. Without increase in TTF, those predisposed towards such interactions will simply become overwhelmed.

Because there are ample reasons why the OSU mathematics TTF should be expanded, the following recommendation is seen as critical in moving OSU to a position of national distinction in admittedly limited areas of mathematics research.

In consultation with the College of Science Dean, the Dean of the Graduate School, and the Provost, develop a documented and agreed-on strategic faculty-hiring plan with the following goals.

- Utilize and build on existing faculty research strength in mathematics and other science and engineering departments.
- Seek to build more research connections between the mathematics faculty and other OSU departmental faculties. These connections will broaden both the intellectual bases of OSU faculties (which are smaller than those in many of the faculties of universities that compete with OSU) and the employment market for graduates.
- Build a nationally prominent research and graduate education group that produces PHD graduates with strong employment opportunities.
- Advertise the research and graduate education group's strengths nationally to attract exceptional new faculty applicants and graduate students with exceptional potential.

- Raise the level of expectations and optimism about OSU's programs of graduate study and research.

Section 3: Findings

Undergraduate Program

The Mathematics Learning Center (MLC) seems to be well connected to the Fixed Term Faculty (FTF) and the Tenure Track Faculty (TTF). This appears to be a result of the various faculty administrators in the department as well as the MLC faculty advisory group. This situation is very healthy and should be nurtured.

Undergraduate majors do not have a consistent advisor across the four years. This situation could create a lack of personal relationship between students and mathematics department faculty. Upper level students feel this makes it difficult to obtain letters of recommendations for jobs or graduate school and faculty could find them difficult to write. In addition, students may not know where to go to get advice on jobs or graduate schools.

The Mathematics Department has primarily relied on data collected through surveys to evaluate its undergraduate programs.

There were signs that the undergraduate major program should be analyzed to see if it needs changes. Having only one significant course change in the past decade might signal neglect. However, the fact that the mathematics major has grown over the last five years at a rate greater than that of the university as a whole suggests the program is well perceived and meeting the needs of the students.

Mathematics Education

One of the strengths of the OSU faculty is in mathematics education. The recent addition of four promising young faculty (two in Mathematics and two in the College of Education) to the 3-4 established faculty gives OSU exceptional potential to become nationally prominent in mathematics education teaching and research. However, being split between two colleges (Science and Education) can hinder this development, so careful nurturing is needed. Currently, the academic employment market for mathematics education PhDs with strong mathematics backgrounds is good, and OSU has the potential to be a major contributor.

Graduate Program

The graduate program serves in two distinct ways: to educate students beyond the baccalaureate degree level in mathematics and to provide graduate teaching assistants to help with the undergraduate teaching. Partly because of this dual role, the graduate students have different backgrounds and different commitments to graduate study. This is a common situation at universities across the US that are similar to OSU. Some of the graduate students are aiming directly at a Ph.D. and are eager to be challenged; however, some are likely to end their studies with a master's degree. Serving both populations with one set of courses and one set of examinations is challenging, and some of the strains caused by this surfaced during the site visit. Some recommendations are offered below to address some of this.

There seemed to be little interaction between Statistics and Mathematics. With a probability and stochastic processes group in Mathematics, it would seem that the interaction would be more evident.

There seemed to be little interaction between Mathematics and Education. With new faculty being hired in mathematics education in both departments there is potential for a renewed culture of collaboration that could lead to joint degrees, research, and externally-funded initiatives.

General Issues

Budget – There is a heavy dependence on non-recurring funds for the mathematics programs. In particular the department's revenue comes from multiple sources of one-time funds, e.g. access funds (\$681K), distance courses (\$400K) and INTO funding (\$250K). These funds are used to fund the GTA program and must be considered rather precarious in view of still uncertain outcomes of distance courses and INTO program. Even though annual decisions seem to be made in a timely fashion, this dependence does increase the workload and worry load of the Chair.

Space – The space allocated to the Department is crowded, some uninviting, and currently dispersed. Exiling several FTF members to a re-purposed dormitory across campus has the potential to interfere with collegiality and, more importantly, to student-faculty interaction. GTAs lack facilities in which GTAs can hold office hours without disturbing their office mates. The Mathematics Department has only a single classroom it can schedule independently.

Collegiality – With two rather different large faculty components – TTF and FTF – continued attention to building rapport and mutual respect between these two groups is necessary.

Section 4: Recommendations

Undergraduate mathematics major program

1. Provide individual advisers for mathematics majors after their first year. Assign a single adviser for years 3–4 if a professional adviser has the capacity to handle the number of students for the first two years. Consider increasing the number of professional advisors by one FTE (two 50% instructor/advisers or one 100% adviser and one 100% instructor).
2. Offer courses Math 311/312 on a winter/spring schedule as well as the current fall/winter schedule.
3. The department's WIC courses should be examined to make sure there is consistency and a set of agreed upon expectations. For example, learning L^AT_EX is a valuable skill, but is this what is intended from these courses?
4. The department should consider adopting means to perform quantitative evaluations of undergraduate program, e.g. the major field test. Also, a capstone course offers various opportunities for assessing and consolidating the undergraduate major experience.
5. Examine the transition from 200- to 300- level courses (the bait and switch in mathematics programs that exists nationwide). The problem may be further complicated at OSU by the use of mymathlab.com for homework in all courses below the 300 level. Have numbers of mathematics majors grown to a size in which it is possible to run 200 level classes for mathematics majors? Failing that, is it possible to develop an introduction to proofs course for sophomores and transfer students? (These type of experiences can also be included in the first year seminar although this seminar reaches $<1/2$ the mathematics majors.)

6. Computer languages such as Matlab, (Octave, Scilab)), Maple, Mathematica, R, are valuable tools for mathematics majors. Consider developing or requiring an introductory course that can be developed as a calculus reinforcement course, eg. secants and tangents, Newton's method, rectangle, trapezoidal and Simpson's approximations, l'Hospital's rule.
7. The Department might reconsider the sequence of upper division courses to ensure students have the material required for the GMAT and GRE exams at the appropriate time and consider addressing this in a capstone experience.
8. There is a relatively low enrollment in the department's Honors option (as determined by relatively low number of Honors theses). Is this due to additional cost to the students? This seems a disincentive to the university as a whole. The long-term presence of an NSF REU site "Computation and modeling in pure and applied mathematics" indicates the Mathematics Department's interest in undergraduate research.
9. Work with Science and Mathematics Education faculty in both mathematics and education to review current program and facilitate connections and early field experiences for students with area schools.

Undergraduate Service Courses

10. There are several models across the US of courses in quantitative reasoning (QR), and some of these might be more effective for many OSU students than the current 105 course. The major difference between most QR courses and the 105 course is that QR courses focus on applying quantitative reasoning (as well as writing and reflection) to everyday contemporary problems in the students' world.
11. The lack of common exams and common grading schemes across multiple sections of lower division courses can cause problems of consistency. This seems to be a minor issue at present, but it is a potential source of conflict and is generally considered to be good practice. ["My roommate did half the work I did in math1xx and got an A but I got a B."]
12. The Department should keep checking the effectiveness of the mathematics course placement program. As student populations shift – and they likely have with the recent large increases – then new placement issues may arise.
13. The income earned through distance courses (currently \$400K/year) is an essential component of the Mathematics Department budget. Unfortunately little seems known about the effectiveness of these courses (though anecdotal information is not encouraging) and inappropriate given the university-wide investment in the e-campus.
 - Carefully monitor student performance in distance courses.
 - Understand the composition of students enrolled in distance courses and in particular the fraction of students taking distance classes who are also enrolled in regular face-to-face classes at OSU.

Fixed term faculty

1. Perform one-on-one annual reviews following submission of annual activity reports.
2. Provide opportunities for professional travel.

3. Consider involving the instructors more on departmental committees especially in the area of curriculum planning and assessment. Hold several department-wide meetings that include tenure track and fixed term faculty. .
4. Develop career paths for instructors.
5. Co-locate tenure track faculty and fixed term faculty. The worrying disconnection between regular faculty and fixed term instructors is exacerbated by the physical separation between these two groups. It is of vital importance to house these two groups in a single location or failing that, in a single region, e.g. neighboring buildings on campus.

Graduate program

1. Reconsider the nature of the graduate program, which is currently trying to achieve multiple objectives with limited resources. How can the department best serve both its terminal MS and its PhD students? Is this possible with a single set of courses? In particular courses numbered 4xx/5xx suffer from trying to achieve multiple objectives of the program.
2. Consider developing a joint PhD degree that would involve faculty and course work in both Mathematics and the College of Education. A combined or cooperative graduate program between Mathematics and Education could have several good effects: graduate students in mathematics education could be supported by mathematics GTAs; GTAs could be helped by the expertise of faculty members with special knowledge about undergraduate mathematics education; and the intellectual basis of the undergraduate mathematics instructional program would be expanded. Capitalize on the recent establishment of a Center for STEM Education and how this could be used to move the research agenda forward.
3. Rethink the qualifying exam structure, especially in view of how it interacts with students who are surely Ph.D. intending and those who are likely to end their study with a master's degree. As one can note from the comments in the self-study, a few graduate students see the qualifying exam system as too unforgiving and uneven in level of expectations between subject areas. The requirement to pass *all* exams or be delayed 12 months later seems unnecessarily discouraging. This is compounded by a reported pass rate less than 50%, which seems low.
4. Review source of incoming graduate students and consider how to enhance recruiting initiatives particularly among underrepresented groups.
5. Cultivate the employment market for all mathematics graduates – BS, MS, and Ph.D.. Expansion, articulation, advertisement, and documentation are all goals and can be used to attract new students.
6. The training and orientation of graduate teaching assistants needs to be evident to all new assistants. The two-day initial sessions should be followed on throughout the year with continued mentoring and support. Instructors could play a critical role here.

Section 5: Summary and Conclusions

Determining the nature and culture of a program as large and complex as the mathematics program at Oregon State University from written materials and a brief visit is likely to be incomplete. Nevertheless,

we offer our impressions in the interest of improvements. We have focused on things we believe can be better rather than things that seem to be as good as they are likely to be over the short term. We did not see our role as one of trumpeting the good; rather one of looking for cracks that can be rather easily filled. Among the three of us we have participated in numerous similar visits to institutions of various kinds over the years. Some of the programs visited had serious cracks, more often than not known to those at the institutions. We saw no serious cracks at OSU; rather we saw a department pretty much in tune with its parent institution and making remarkably efficient use of resources, some more limited than others.

Materials linked from the March 11, 2013 Graduate Council agenda

Proposal: Eliminate the requirement for OSU undergraduate and post baccalaureate students to “reserve credit”. Rational: We do not require students who complete graduate level courses as an undergraduate (or post-bac) from other institutions to “reserve credit”.

Suggested changes to URL: <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1801>

Transfer Credit

Students who wish to transfer graduate credits from other schools must provide transcripts for courses already completed to the Graduate School prior to the submission of a study program. Graduate courses taken at OSU while the student was a graduate nondegree-seeking student, a postbaccalaureate student, a professional degree-seeking student (PharmD or DVM), or an undergraduate student are considered transfer courses.

If a student undertakes a transfer course after his or her study program has been approved, the student must provide the Graduate School with a transcript of this course prior to the final examination. The Graduate School does not assume responsibility for obtaining transcripts from other institutions.

Courses to be transferred **must be graduate level**, ~~taken after the completion of a four-year baccalaureate degree (or equivalent)~~, with letter grades of B (3.00) or better. Courses delivered off-campus or by electronic means must satisfy the OSU guidelines for the electronic delivery of courses. It is the responsibility of the student wishing to transfer the course to provide the necessary documentation to satisfy the OSU guidelines. Traditional extension and correspondence courses with no live or real-time interaction with the instructor are not transferable.

Graduate courses may be transferred if:

1. the work is appropriate to and will be placed on the student's graduate certificate or degree program;
2. the transfer is approved by the student's committee (for degree-seeking students), by the major program or department, and by the Graduate School; and
3. grades of B (3.00) or better have been earned.

If the transfer credit is from a foreign university, the student must provide copies of the original transcript and an English translation of the transcript, with the courses to be transferred clearly indicated. Grades and credits for the courses must be clearly identified. In some countries, the first university degree, which OSU considers to be equivalent to a baccalaureate degree, may take five years or more to complete. All of the course work toward such a degree is considered a requirement for the first university degree, and hence none of it can be transferred to a graduate certificate or graduate degree at OSU.

Students may not transfer courses graded on a nonstandard basis (e.g., Pass/No Pass, Credit/No Credit, Satisfactory/Unsatisfactory) to their graduate certificate or degree

programs unless it can be verified from the registrar of the university offering the course that the grade is equivalent to a B (3.00) or better.

Graduate courses to be transferred to an OSU master's degree must not have been used to satisfy the requirements for a bachelor's degree, master's degree (or equivalent) or a doctoral degree ~~from another institution~~.

Graduate courses to be transferred from an OSU master's degree to a second OSU master's degree must meet the following three requirements:

1. Credits used to satisfy the residency requirements of one master's degree may not be used to satisfy the residency requirements of another master's degree.
2. Students who earn two master's degrees at Oregon State University must complete all degree requirements for each degree. This requires filing separate programs of study forms for each degree, filing separate commencement applications for each degree, completing separate projects or theses for each degree, scheduling separate final oral examinations for each degree, and passing final oral examinations for each degree.
3. Such credit will be granted only for graded course work earned at Oregon State University and completed with a grade of B or higher.

Up to 15 graduate credits may be transferred toward a 45-credit master's degree. Up to 6 graduate credits may be transferred toward an 18-credit graduate certificate.

Graduate courses to be transferred to a doctoral degree program can be courses that were used to satisfy the graduate course requirements for a graduate certificate or a master's degree (or equivalent). Selected 700-level courses that have been deemed equivalent to graduate-level learning may be used on doctoral programs of study upon approval of the student's graduate committee. There is no limit on transfer credit toward the doctoral degree as long as the doctoral residence requirement is satisfied.

Credits earned in fulfillment of a graduate certificate program may be applied to a graduate degree, so long as they meet the appropriate standards for use in the degree and the criteria to transfer credit as defined herein. Courses completed for a degree program may likewise be applied toward a certificate program.

~~Graduate courses taken at OSU while the student was a graduate nondegree-seeking student, a postbaccalaureate student, or a professional degree-seeking student (PharmD or DVM), and courses reserved for graduate credit while the student was an undergraduate or postbaccalaureate student are considered transfer courses.~~

MEMORANDUM

April 1, 2013

TO: Rebecca Warner
Senior Vice Provost, Academic Affairs

Brenda McComb
Dean, Graduate School

FROM: James R. Coakley
Chair, Graduate Council

SUBJECT: Graduate Council Recommendations for the Math GPR

The Graduate Council accepts the Graduate Program Review (GPR) of the Department of Mathematics. The Graduate Council supports the recommendation of the review committee report to “build a nationally prominent research and graduate education” and suggests the following strategies to achieve such a goal:

1. The Mathematics Department should **identify and develop specific sub-disciplines as centers of excellence**. The identification and marketing of areas for which they are nationally and internationally well-known would strengthen the department, provide opportunities for more strategic and targeted hiring of tenure-track faculty, and, in turn, lead to a stronger pool of highly qualified graduate students seeking to work in these areas.
2. Despite the best efforts of the department’s chair, Professor Tom Dick, the Mathematics Department **appears to suffer from a lack of inclusivity** with instructors and students, for example, having little influence in department affairs and activities. The Graduate Council suggests strategic representation of these groups in its committee structure as well as the consideration of more informal mechanism to build community within the department. It was noted that this hierarchical structure is replicated among graduate students whereby the Ph.D. students have more influence and a higher status than the Masters students. In conversation with the graduate students, the review team noted that such hierarchies promote divisiveness rather than collegiality. This, coupled with the high failure rate among students taking the preliminary exams, leads to anxiety and stress among graduate students that impairs positive student growth and development.
3. Although the self-study did not focus on collaboration between the Mathematics Department and other units on campus, it was clear from conversations with faculty that many are engaged to some extent with colleagues in other departments. Alongside the need for better collaboration with the College of Education, as noted in the report, the Graduate Council suggests that **collaboration with other departments** and units on campus (such as Statistics, Business, and Engineering) be formally structured. This would

improve opportunities for graduate student involvement in applied mathematics through, for example, participation in grants, joint research, cross-listed courses, and faculty mentoring. Collaborations with off-campus agencies such as private industry and federal/state agencies would also provide important opportunities for graduate students.

4. Graduate Council supports the report's recommendation "to enhance recruiting initiatives, particularly among underrepresented groups" and suggests the department work on a **structured strategic plan for targeted recruitment of women students and students of color**. This plan should include strategies for retention as well as recruitment of a more diverse student body. In addition, it is suggested that the department's plan for more tenure-track positions needs to be more strategic in hiring and retaining women faculty and faculty of color. A diverse faculty is the first step in attracting a diverse graduate student population. We suggest working with the Office of Equity and Inclusion, the Graduate School, and the Difference, Power, and Discrimination program for assistance with this plan.
5. The department also needs to be more actively involved in **recruiting accomplished graduate students worldwide** through generating, for example, INTO pathways. The Graduate School can assist in a cost-share arrangement to increase the pool of highly-qualified graduate applications.
6. Graduate Council supports the recommendation to **reconsider graduate curricula offerings**, especially in terms of meeting the needs of both Masters and Ph.D. students (including the problem with the qualifying exam). We suggest the department develop their own program-specific measures of direct assessment of learning outcomes, in addition to university-wide assessment metrics.
7. Finally, the self-study included a question about **appointing GTAs to a .49 FTE position** rather than a .40 FTE. This would increase a student's stipend, and, while it would reduce the total number of students funded, such a change might attract higher qualified students to choose OSU for their graduate work. The latter might also reduce the failure rate on the qualifying exams.

**Graduate Program Review
Department of Botany and Plant Pathology
November 30, 2012**

1. Overall Recommendation:

Expand to Maintain

2. Summary of Findings and Recommendations:

The graduate program of the Department of Botany and Plant Pathology (BPP) was reviewed on Nov. 30, 2012 by a panel composed of external and internal evaluators. The objective of the review was to evaluate the graduate program of BPP, including its relevance to the land grant mission, strength of the curriculum, student quality and success, and productivity and strength of its faculty. The review team concluded that BPP at OSU brings together programs in three subdisciplines core to the mission of a land-grant institution. These are: i) the causes, control, and impact of diseases of important agricultural plants, ii) basic understanding of plant function (genomics, biochemistry, growth and development), and ii) the ecology, biodiversity and evolution of plants in their native environments. BPP addresses several of OSU's "Signature Area of Excellence" areas including "improving human health and wellness," "advancing the science of sustainable earth ecosystems," and "promoting economic growth and social progress".

BPP department attracts high quality students from across the United States and internationally. This graduate program has subdisciplines in ecology, systematics and plant pathology that attract a significant number of students and this is seen by the review team as a strength of the program. Fewer students pursue degrees in "plant function", but these subdisciplines are strengthened by the department's commitment and collaboration with the MCB program. Most students are supported on GRAs or GTAs, and the department's commitment to sustained graduate stipend support was noted by the students as a strength. The review team recommends that the department may want to pursue strategies for increasing international student enrollment. There is also a need to resolve the issue of COS GTAs being supported by departmental grant indirect costs. Student quality is high, with the majority completing their degrees and graduating in a timely manner. Students successfully move to positions appropriate for their training such as university faculty members, scientists at national government laboratories and agencies, scientists at non-governmental agencies, teachers and instructors, postdoctoral scientists, farming, and private practice.

BPP offers core courses in all areas related to their mission including courses in plant health, plant function, ecology, and systematics. Loss of faculty over the past ten years has reduced the diversity of offerings available to students, and students expressed a need for more specialized course offerings. The review team recommends that BPP review its curriculum to address student interests and changing needs.

BPP has faced a major loss in the number of on campus tenured/tenure track faculty over the past ten years. Twelve positions have been vacated due to retirement or departure from the department. BPP has, over this same time period, acquired six positions with only three based on strategic hires.

The department has benefited from excellent recent hires through various opportunities such as Provost hires and interdisciplinary hires that selected BPP as their tenure home, but has been less successful in hiring faculty based on its own strategic planning. The review team recommends that the CAS administration assess the impact of faculty losses over the past ten years and work with BPP to support BPP's strategic priorities in hiring faculty in critical areas including Forest Pathology, Plant Genomics and Computational Biology, Plant Ecology, Plant Systems Science, Plant-Microbe Interactions and Ecology and Evolution of Infectious Diseases.

The review team shares the concern of the BPP faculty of the poor facilities that house the department research and teaching programs in Cordley Hall. The review team recommends that the department and CAS administration address strategies to improve basic infrastructure.

The review team found that BPP contributes significantly to interdisciplinary programs at OSU such as the MCB and biology programs. These contributions have come at a cost to sustaining and expanding departmental programs due in part to BPP not receiving credit for interdisciplinary contributions. The team recommends that OSU and CAS evaluate their system of metrics to ensure that they capture total output and contributions in interdisciplinary programs, and that they award support and positions based on total productivity and contributions by BPP faculty.

BPP faculty are nationally and internationally recognized for their scholarly, academic, and outreach contributions. They are recipients of prestigious national awards and are highly competitive for federal grant funds, a measure of the quality and impact of their programs and of faculty stature and reputation. The department also has core responsibilities for education and outreach on plant diseases critical to the productivity of Oregon agriculture, and BPP's disease diagnostic clinic and its staff are nationally recognized.

3. Detailed findings

A. Introduction

The graduate program of the Department of Botany and Plant Pathology (BPP) was reviewed on Nov. 30, 2012 by a panel composed of external and internal evaluators. The Dean of the OSU Graduate Program, Brenda McComb, chaired the panel sessions with the department. Members of the review team were:

- Margaret Daub, Professor and Dept. Head, Dept. Plant Biology, NC State University (external)
- Susan Harrison, Professor, Dept. of Environmental Science and Policy, UC-Davis (external)
- Mark Mousseaux, Oregon/Washington State Botanist, Bureau of Land Management (external)
- Michael Lerner, Professor, Dept. of Chemistry, OSU (OSU Graduate Council representative)
- Jo Tynon, Associate Professor, Dept. of Forest Ecosystems and Society, OSU (OSU Graduate faculty-at-large)

The objective of the review was to evaluate the graduate program of BPP, including its relevance to the land grant mission, strength of the curriculum, student quality and success, and productivity and strength of its faculty. Lynda Ciuffetti, Head of the Department, provided the evaluation team with a comprehensive self-study document developed by the departmental faculty. During the review, the panel toured facilities, and met with Dr. Ciuffetti, with members of the Graduate Studies Committee, and with faculty, and with graduate students. The team also met with College of Agricultural Sciences Dean Daniel Arp and Associate Dean Stella Coakley. The graduate review was held simultaneously with a review of the undergraduate programs in the department, conducted by a team composed of external and internal participants. The evaluation of the undergraduate program is summarized in a separate report.

This report of the graduate program is organized based on an outline provided to the review team by Dean McComb. Below we provide our assessment of our findings and recommendations.

B. Inputs

1. Fit of the mission of the program and its relationship to the mission of the academic college and University

The Department of Botany and Plant Pathology conducts scholarship, outreach, and teaching and training in disciplinary areas that are central to the mission of all Land Grant Institutions. A core mission of Land Grant Institutions is to conduct fundamental and applied research and to disseminate information needed to strengthen agricultural productivity, to ensure a sustainable and safe food supply, and to protect our environment. Coupled with this mission is a commitment to train the next generation of scientists to ensure continued advances in promoting the land grant mission. BPP at OSU brings together three subdisciplines core to the land-grant mission. These include fundamental and applied programs that address: i) the causes, control, and impact of diseases of important agricultural plants, ii) basic understanding of plant function (genomics, biochemistry, growth and development), and iii) the ecology, biodiversity and evolution of plants in their native environments. As such, the department's mission and accomplishments are not only central to the mission of the College of Agricultural Sciences and to Oregon State University, but are also critical for addressing critically important "Grand Challenges" facing our world today: ensuring a sustainable and safe food supply, protecting our environment, and providing a sustainable source of bioenergy. As noted in the self-study document, BPP addresses several of OSU's "Signature Area of Excellence" areas. These include: "improving human health and wellness," "advancing the science of sustainable earth ecosystems," and "promoting economic growth and social progress". Thus BPP is core to the mission of CAS and OSU. BPP is nationally and internationally recognized for their outstanding faculty and programs, and as such, enhances the reputation of CAS and OSU.

2. Quality of students.

The department attracts high quality students from across the United States and internationally. Over the 2002-2012 review period, approximately half the students pursue studies in ecology and evolution, 40% in plant health, and approximately 10% in plant function.

Ecology and evolution is a strength at OSU, and BPP offers training in specialized areas within these disciplines including plant and fungal systematics, plant-insect interactions, and

community ecology. The Ecology and Evolution program has been recognized for its outstanding research productivity (#4 in US graduate programs in this area in 2005-06). Loss of faculty in this area may be affecting its numerical strength; based on Table 2.3a, it appears that toward the end of the review period (2009-2012), 14 of 61 current graduate students (23%) are in Plant Ecology, while 9 (15%) are in Systematics or Applied Systematics. The overall 10 year average for E&E is higher (48% total students, see Fig 4 in the self-study report).

The Graduate Program in Applied Systematics offered by BPP is designed to provide students with both advanced technical skills in plant systematics and taxonomy, as well as a good foundation in ecology, data analysis, and communication which are skills necessary to function effectively in either private industry or government plant conservation programs. This program leads to a Master's in Applied Systematics in Botany and has an internship component that emphasizes practical experience in-lieu of a thesis. Although not enrolling a large number of students due to the lack of financial support for these students, the program fits an important training niche for plant conservation in the U.S. and needs to continue to serve this important area of plant biology.

The Department of BPP at OSU offers one of the best environments in the western U.S. to pursue graduate study in plant systematics. The OSU Herbarium, is the central university facility in the state for research, instruction, and public service in plant identification and classification. The Herbarium is a modern facility that contains a plant collection of over 330,000 specimens and a mycological collection that exceeds 70,000 specimens. These collections are among the largest in the Pacific Northwest, and they are a major regional, national, and international resource for basic and applied work in plant and fungal systematics. The faculty associated with the OSU Herbarium and the program are nationally and internationally recognized for their expertise in the systematics of vascular plants, non-vascular plants (lichens and mosses) and fungi. This expertise, in combination with other programs in other Colleges at the University (e.g. forestry, statistics, communication), as well as other BPP programs like the Oregon Flora Project, provides students entering the systematics program with an exceptional education opportunity to obtain the skills needed to pursue a successful career in Applied systematics and plant conservation.

The programs in plant health are unique within the state of Oregon, and are nationally recognized. Programs available for graduate student training span from the very fundamental understanding of genomics and molecular biology of host-pathogen interactions, to understanding pathogens and disease at the population level, to programs that prepare students for applied research on plant diseases and disease control. Mentoring of graduate students in plant health is greatly strengthened by the participation of courtesy faculty with expertise in these areas. Although the courtesy faculty do not teach courses in the department, they have mentored approximately 25% of the students trained in plant health over the past ten years and thus play an important role in sustaining the strength of the plant health graduate program. Graduate training in this area is greatly enhanced by the outreach mission of the department including the resources and expertise of the OSU plant disease clinic, the off-campus research stations, and opportunities provided by Oregon's diverse agricultural economy.

Graduate opportunities in plant function, per se, are supported by a small number of faculty and attract the smallest number of students. However, members of the two other subdisciplines conduct work that overlaps with this area, and in addition, this track provides another linkage with the MCB program, enhancing interdisciplinary interactions. Basic research

on plant genetics and genomics, cell and molecular biology, physiology and biochemistry, and development are critical to promoting advancements in our understanding of plants. BPP programs address fundamental questions on plant function as well as how to manipulate plants for improved nutrition and stress tolerance. Faculty in BPP study model and agricultural terrestrial plants as well as marine algae.

On average, the department admits about 13 new graduate students per year in BPP (10) and in MCB (3). Students come with good GRE scores. Student quality and the strength of mentoring by faculty are also reflected in the high proportion of students who complete their degrees and the timeliness of completion. Two of their students were awarded NSF Graduate Research Fellowships, one of the most prestigious awards for graduate education in the US. BPP admits predominantly US students with a smaller cohort of international students. Although this demographic reduces diversity, the ability to attract high quality US students is seen by the review team as a strength.

3. Admissions selectivity

BPP applicant pools have ranged from 50-84 students over the past 7 years, with admission offered to the top 15-30% of applicants each year. Of these admitted students, an encouragingly high percentage (typically 60-70%) matriculate into the program. These data indicate a selective application process and a high interest by the selected students in the OSU program. Over the past 6 years, admitted student GRE score averages have remained high (72/62/51 percentiles).

As noted above, the international student numbers are low, in large part due to the ability to fill positions with strong domestic candidates. With about 25-50 international applicants per year, only five international students have been admitted into the graduate program in the past seven years. Although the relevant data are not broken out for domestic vs international students, the low number of international admissions may also result from differences in the applicant pool qualifications. Faculty indicated that concerns over GTA English abilities were one concern in evaluating international candidates.

Recommendation: BPP might explore ways to increase international involvement in their graduate program. Such an effort was suggested by students and would be in line with OSU strategic goals.

4. Level of financial support of students

Just over half of BPP graduate students are funded on Graduate Research Assistantships (GRA) from extramural grants. There are also many Graduate Teaching Assistant (GTA) positions supported from departmental or College of Science (COS, \$12,129) support as well as from funds returned to the Department from grant indirect costs (over \$200,000 in FY 2012). Seventy-seven percent of graduate students are supported as GTAs in their first year, and graduate students are grateful for the support. However, the use of indirect costs to support GTAs for teaching in the interdisciplinary undergraduate Biology program offered by COS is a significant source of concern for BPP faculty, as they see returned indirect costs as funds

intended to support BPP research and graduate training, not GTAs. External members of the review team were also perplexed by this funding arrangement for GTAs.

Students remarked positively on BPP's commitment to provide and sustain assistantship support. A source of concern for BPP faculty was the level of stipend and benefit support provided to students, which faculty view as non-competitive. A limited analysis done on stipend levels at other institutions showed BPP lagging some institutions, but competitive with others, particularly at the Master's level. Students remarked on the need for stipend levels adequate to support basic costs, but did not view relative stipend levels as a factor in their choice of graduate programs.

The Department also has funds to support graduate student travel to professional meetings and to support research. Creating BPP program-based funding sources (e.g., GTAs, Laurel Awards, Provost awards, eCampus) can allow the BPP program to be more strategic in its recruiting and also allow supplements and/or rewards be used to support students and faculty who contribute to the program.

Recommendation: BPP should seek institutional support for funding GTAs rather than the use of indirect cost funds returned to the department, freeing up returned indirect costs for GRAs and improvements to infrastructure.

Recommendation: BPP should continue to pursue avenues to increase graduate stipends to levels competitive with comparable institutions.

5. Curriculum strength

Graduate curriculum offerings in BPP face a challenge due to the diversity of subdisciplines covered (Plant Health, Plant Function, Ecology and Evolution). At many universities, these disciplines are separated into multiple departments. BPP attracts students in all of these subdisciplines, thus curriculum offerings need to address the diverse needs of students. BPP has also faced significant losses in faculty over the last ten years, further limiting course offerings. In the review team's meeting with students, lack of specific course offerings was the only area of discontent noted. Students expressed interest in having a greater diversity of course offerings tailored to their interest areas. Also, cancellation of courses due to low enrollments further limited course opportunities. The offering of "slash" (dual undergraduate/graduate) courses is one option to offer a greater diversity of courses, and is a tool also used by institutions of some of the review team. Students noted that there was a limit to the number of slash courses allowable by OSU. Also, some slash courses were viewed as successfully meeting the needs of graduate students, whereas others were not. Students suggested that the joint 300/500 level introductory plant pathology course, for example, was not advanced enough for graduate students.

In the area of plant health, BPP offers courses in forest insect and disease management, mycology, and plant pathology which are offered annually with solid enrollments. Alternate year courses include ones on plant disease management and molecular plant pathology. Together, these offerings provide a core of fundamental courses (i.e general plant pathology, disease management, and molecular plant pathology) widely viewed to be the foundation of a plant pathology graduate degree. Students expressed concern, however, about the combining of

the undergraduate and graduate general plant pathology course and noted that it does not meet the advanced needs of graduate students. BPP also offers more specialized courses in nematology, plant disease dynamics, plant disease diagnosis, and forest pathology, however, some have not been offered recently perhaps due to insufficient enrollment. Special topics courses have been offered in mycology and plant pathology to fill some of those needs. Additionally, some MCB offerings taught by BPP faculty are important offerings for students in molecular areas of plant pathology. Overall, the curriculum offers a basic foundation of courses needed by students in plant pathology, but lacks consistent offering of specialized courses particularly in the applied areas of plant pathology and the biology of plant pathogens. In the past, “plant health” graduate courses included ones on plant virology, plant pathogenic fungi, plant pathogenic bacteria, and fungal genetics, courses that are common at other institutions. However, these courses are no longer offered in BPP.

BPP offers few courses in the area of “plant function,” but the curriculum is strengthened by course offerings in MCB taught by BPP faculty including courses in genome organization, genome expression, cell and developmental biology, and bioinformatics. BPP has recently added a new course in comparative genomics, and also offers courses in photosynthesis and in physiological ecology, the latter covering water relations, plant stress, and growth. The only graduate offering in general plant physiology, plant anatomy, or plant development, is BOT505 (Plant Physiology Reading & Conference). Such courses are usually part of botany curricula and may be offered by other plant-based departments at OSU, and/or may not be possible due to the limited number of “plant function” faculty and their responsibilities to MCB. Graduate students commented that it was difficult for students entering the department without a plant background to obtain basic understanding of plants due to the lack of general offerings at the graduate level. Admitting students with diverse disciplinary background strengthens the graduate program; BPP may want to consider ways to offer course material in general plant function at the graduate level.

Graduate offerings in Ecology include Plant Population Ecology, Plant Community Ecology, Field Methods in Vegetation Science, Nutrient Cycling, and Environmental Physiology. This is a very basic set of coursework for a graduate program in plant ecology. Students commented on the need for more coursework in restoration ecology. Additional elements that would strengthen the program and complement its current foci include fire ecology, global change ecology, landscape ecology, evolutionary ecology, and perhaps a course that took a primarily ecological approach to plant-insect and plant-pathogen interactions. Finally, we note that many BPP graduate students go on to agency science jobs, and a conservation-oriented course that covered relevant aspects of environmental policy would be valuable.

The graduate curriculum in Plant Systematics provides graduates with the coursework necessary to address the conservation of endangered plants, the control of invasive plants, and habitat restoration. Core systematic and taxonomy courses like Mycology, Agrostology, Lichenology or Bryology, Aquatic botany and the Flora of the Pacific Northwest serve as the base platform of the program and should remain so. An improvement suggested by students would be to also offer an optional systematics courses at a larger scale, perhaps the Flora of North America, or in Tropical flora. Industry, private environmental consulting firms, and government agencies all continue to have a need for graduates that are trained in plant taxonomy and ecology. A number of optional electives (seven credits) are shared with Ecology, such as Population Ecology, and Community Ecology. Plant Genetics is an optional elective taught in

Crop and Soil Science (CSS 530) that is critical for a solid foundation in plant conservation. If the student's undergraduate experience did not cover genetics, then Plant Genetics should be required for a systematics Master's degree. Ecological restoration could be expanded (additional class or a practicum), to provide a more 'real' world experience given the future demands on systematics graduates in the work place. Course work on community structure and analysis, as well as data analysis methods, are also optional – at least one of these should be required. Graduates in the fields of plant conservation need to know how to analyze data. A number of excellent professional cohort courses (18 credits) are required, including Science Communication, Ethics, and Accounting and Finance for Scientists. Two required courses, Management and Marketing Scientific Technologies and Innovation Management, are two courses that could be optional, in lieu of a few other elective courses that should be required (e.g. Genetics, and Data Analysis). This program also has a required internship which is an excellent way to focus a graduate's work into a certain area and can provide a pathway for a non-thesis option.

Recommendation: BPP should review its curriculum to address student interests and changing needs. The use of 300/500 slash classes should be reassessed. A series of changing special topics classes may allow for specialized offerings based on student interests.

6. Quality of personnel and adequacy to achieve mission and goals

BPP has faced a major loss in the number of on campus tenured/tenure-track faculty over the ten years covered by this review. Of the current 23 TT faculty, four have primary or major administrative positions. The number of non-administrative tenured/tenure-track faculty is now equivalent to the number of courtesy faculty affiliated with the department. BPP is fortunate to have such a large number of courtesy faculty affiliated with their department, as these faculty mentor graduate students and contribute significantly to research productivity and reputation of the department. However, they do not have formal teaching responsibilities. As noted above, BPP spans disciplinary areas often separated into distinct departments at other institutions. The loss of faculty limits their ability to provide comprehensive curricula to their students. In addition, 16 of the 23 tenured/tenure-track faculty are full professors, and the department is facing additional retirements in the near future.

BPP has benefited from excellent recent hires through various opportunities such as Provost hires and interdisciplinary hires that selected BPP as their tenure home. BPP has been less successful in hiring faculty based on its own strategic planning. Of the 12 on-campus tenure-track faculty lost over the last ten years, three were refilled based on positions returned to the department and prioritized through strategic planning. In order for BPP to move strategically to meet the future needs and goals of their department and disciplines, faculty positions need to be provided with positions that meet the goals of their strategic plan. BPP has undergone strategic planning and prioritized positions in Forest Pathology, Plant Genomics and Computational Biology, Plant Ecology, Plant Systems Science, Plant-Microbe Interactions and Ecology and Evolution of Infectious Diseases. All of these positions would enhance BPP's research and academic mission.

Recommendation: CAS administration should assess the impact of faculty losses over the past ten years and work with BPP to support BPP's strategic priorities in hiring faculty in critical areas such as Forest Pathology, Plant Genomics and Computational Biology, Plant Ecology,

7. Level and quality of infrastructure

The Department is housed in Cordley Hall, built in 1959. Both faculty and graduate students expressed dissatisfaction with the size and functionality of the existing infrastructure (e.g., laboratories, classrooms, office space). Space allocations for labs and offices are too small to meet OSU guidelines. More space is needed for housing the fossil collection and herbarium specimens. There is no dedicated graduate common space; the only common area available for BPP graduate students is the Department-shared conference room. Electrical and plumbing problems and a lack of air conditioning in the summer have seriously impacted research efforts. External members of the review team did not understand why BPP faculty in unairconditioned space were not provided window air conditioning units, an inexpensive and functional approach to provide basic quality infrastructure critical to sustaining excellent research programs. Controlled environment rooms and growth chambers need upgrading. In recognition of the problems faced by BPP, new faculty negotiated for upgraded laboratory space as a condition of hire. The BPP program needs upgraded labs, teaching space, and offices if the program is to grow.

Recommendation: Freeing up indirect costs now targeted to paying COS GTAs would allow BPP to address some infrastructure improvements.

Recommendation: CAS administration should prioritize the most basic needs for infrastructure improvement such as providing air conditioning.

Recommendation: BPP should continue to be innovative and entrepreneurial in generating revenue to address infrastructure needs.

8. Quality of organizational support

As noted, the department has faced a significant loss of faculty over the last ten years, raising a concern by the faculty of diminishing support by the college and university and an inability to sustain their research and teaching programs. Some of this problem was due to the protracted separation from the College of Science and the lack of support for the department's programs by that college. However, the problem persists, and the faculty believe that their programs and contributions are not adequately measured and recognized by the upper administration.

In the view of the review team, the OSU administration appears to be facing a disconnect, common to many institutions of higher education, between what the institution values (i.e. interdisciplinarity, innovation, entrepreneurship, shared responsibility, a focus on providing quality educational programs) and the metrics universities use to measure output, many of which are designed to measure numbers rather than quality and to measure productivity within defined units such as traditional departments. BPP is a model for 21st century institutions of higher education. For example, they are major contributors to the interdisciplinary biology teaching program in addition to their own departmental programs. They are among the strongest in the

college in securing external funding for their programs. They provided ideas and funding to allow for the recent restructuring of the CGRB, an innovative facility that was the envy of some external members of the team. They have a strong record of providing research experiences for undergraduates from diverse majors, an expensive and time-consuming commitment that is poorly captured by numerical assessment but is increasingly core to a quality undergraduate experience. However, the metrics used to evaluate departments do not fully credit these contributions. For example, the Department does not receive credit for the credit hours it generates in teaching courses in the Biology Program. In order to accurately evaluate contributions, OSU needs to bring its system of metrics in-line with their value system. At a minimum, BPP faculty should be credited with the course credit hours of biology courses they teach. Other universities compile credit hour data both by the unit offering the course and by the unit of the faculty member teaching the course. This should be a very straight forward way to recognize BPP's many teaching contributions and to credit them for the credit hours delivered.

Recommendation: OSU should put in place a system that computes credit hours not only by the unit offering the course but also by the unit of the faculty member teaching the course.

Recommendation: CAS administration should give BPP credit for the total credit hours delivered by BPP faculty in all courses as well as credit for BPP's portion of enrollment increase in Biology in decisions about appropriating faculty positions.

C. Productivity

1. Level and quality of student performance

The self-study report documents success and productivity of graduate students. As noted previously, a high proportion of students receive degrees and do so in a timely manner. Many students receive awards from professional societies (American Phytopathological Society, Botanical Society of America, Ecological Society of America, Mycological Society of America) as well as other society awards. Students presented their research at diverse scientific meetings, and have a strong record of publications in excellent journals, noted in a 24 page list in the self-study document. Upon graduation, students have moved to positions appropriate for their training such as university faculty members, scientists at national government laboratories and agencies, scientists at non-governmental agencies, teachers and instructors, postdoctoral scientists, farming, and private practice.

2. Level and quality of faculty performance

BPP faculty are nationally and internationally recognized for their scholarly, academic, and outreach contributions. The quality of the faculty is evident in rankings of the graduate program and of OSU scholarly impact as noted in "Outcomes" below. Former and current faculty in BPP have been honored with prestigious awards including one member of the National Academy of Sciences, three faculty named as Fellows of the American Association for the Advancement of Science (AAAS), and ten faculty named as Fellows of their professional societies.

BPP faculty are highly competitive for federal grant funds, a measure of the quality and impact of their programs and of faculty stature and reputation. Over the last ten years, BPP

faculty have generated almost \$80,000,000 in grant funding, averaging around \$5 million to \$9 million annually. In the last two years, BPP was responsible for 14-15% of the total grant dollars in CAS, placing them among the top three departments on campus for extramural funding levels for fiscal years 2005-2011 (Self-study report, pg. 33)

BPP faculty also contribute significantly to interdisciplinary and outreach/extension programs and support of critical facilities. The department has core responsibilities for education and outreach on plant diseases critical to the productivity of Oregon agriculture. BPP's disease diagnostic clinic and its staff are nationally recognized. Extension faculty provide disease control recommendations for Oregon and other regions of the Pacific Northwest, essential to supporting a sustainable and productive agricultural industry. BPP faculty were core in the recent restructuring of the CGRB, an impressive facility that supports research of many students and faculty across campus. BPP houses and supports the OSU Herbarium, a resource nationally and internationally recognized for plant ecology and systematics research.

3. Viability of scholarly community within which students can interact

As noted above and in the section on ratings below, BPP faculty are nationally and internationally recognized for their scholarly contributions. Their scholarly reputation is evident in their recognition for distinguished national awards, their productivity, their competitiveness for funding, and the contributions they make to applied agriculture and the academic mission of OSU. It is notable that graduate students identified the excellence of faculty programs and faculty reputation as a major criterion for their decision to attend graduate school at OSU. Further, BPP faculty have expertise in a broad range of subdisciplinary areas, allowing for interdisciplinary scholarship and training.

D. Outcomes

1. Professional viability of graduates

As noted above, upon graduation, students have moved to positions appropriate for their training such as university faculty members, scientists at national government laboratories and agencies, scientists at non-governmental agencies, teachers and instructors, postdoctoral scientists, farming, and private practice. These positions overwhelmingly are in areas of responsibility relevant to their graduate training.

2. Satisfaction of students and graduates

The review team's discussion with students showed high enthusiasm by the students in the programs of the department. Students commented that they chose OSU because of the strength of their mentors' reputations and research programs and for the diversity of Oregon's agriculture. Many mentioned the department's culture of community and commitment to students as a significant strength of the graduate program. They noted that interdisciplinary projects were supported and encouraged, and that they had access to the equipment and facilities needed to conduct their research. Other strengths of the program included the commitment of the department to maintain assistantship support, funding to attend professional meetings, departmental social events (especially those connected with the seminar program), their participation and involvement in recruiting new students, the GTA mentoring program and opportunity to obtain teaching experience, and opportunities to develop mentoring skills due to the faculty's commitment to having undergraduates conduct research in their labs. Although the

self-study document expressed a concern about student diversity, several students valued the diversity present and noted that the department was one that valued diversity.

Surveyed graduate alumni indicated high rates of satisfaction over most of the program components queried (Table 4.5 in the self study document), with approx 60-90% indicating 4 or 5 scores on a 5 point scale. Two areas with slightly lower ratings were in the diversity of course offerings and the departmental advising/guidance efforts. These issues and associated recommendations are addressed elsewhere in this report. As noted, the high rates of student satisfaction likely reflects both individual mentorship and overall program effectiveness. Other contributing factors include: (1) high level of graduate student success -- from 2002-2011, 93% of matriculated students attained a degree or are currently in the program, with an average of 2.44 (MS) and 4.88 (PhD) years to degree over the past few years, (2) continual supported for PhD students by RA or TA appointments, and (3) successful employment search in their field (76% within 6 months of graduation).

3. Rankings/ratings

BPP is nationally and internationally recognized as a department and also for its graduate program. In the most recent National Research Council ranking of graduate programs, BPP ranked in the top 25-30% of 116 Plant Biology graduate programs evaluated across the US based on reputational rankings. This is an outstanding accomplishment.

Other rankings have also documented the strengths of BPP and its faculty. The Chronicle of Higher Education in 2007 ranked the plant pathology program as 5th in the US based on faculty productivity. High rankings were also noted for citation impact and numbers of published papers by OSU faculty in agriculture and environment and ecology, areas central to BPP.

E. Conclusions

1. *Maintain current program.* The BPP graduate program as presently configured has all the markers of success. A high-quality faculty is recruiting, supporting, and graduating an appropriate per-faculty number of high-quality students. Student productivity and morale are high. Students are especially positive about the program's cohesion and sense of identity, combined with a campus culture that encourages collaboration and sharing of facilities across departmental and disciplinary boundaries. Within the department, student productivity is supported by critical shared resources such as the genomics and informatics facilities and the biological collections. While many of these strengths might be maintained under other programmatic structures, we saw no need to recommend reorganization at present.
2. *Expand current program through targeted faculty hires.* Graduate students stressed the critical need to maintain current strengths that are vulnerable because of impending retirements (e.g. Forest Pathology), as well as to build strength in areas where need for graduate training is not being met (e.g., Restoration Ecology). Of the department's three broad areas, Ecology was regarded by students as the most understaffed, followed by Cell and Molecular Biology, while only Plant Pathology was seen as large enough to maintain overall viability. New faculty FTE would also help alleviate the students' strongly felt

need for more graduate-level courses, although we note that it may be inevitable that some of this need will continue to be met by mixed-level ('slash') courses.

3. *Maintain and expand the funding base for graduate studies.* The funding base is adequate at present, largely owing to the faculty's success at attracting grants and their conservatism in accepting only the number of students they can support. Students expressed general satisfaction with their support packages. However, this situation is threatened by the rapidly rising cost of student support. We note that this is a pervasive nationwide problem with no easy solution. Possibilities deserving of investigation include expanding e-campus offerings and urging the campus to support Biology GTA's from tuition-derived funds, thus freeing more of BPP's returned overhead to support graduate GRA's.
4. *Upgrade the facilities.* While the specialized equipment and facilities, collections, and field-based facilities are all adequate to excellent, the poor quality of the building is a problem for graduate student as well as faculty research productivity.
5. *Strengthen graduate advising.* Students described it as difficult to navigate course offerings across departments. This could be alleviated through a joint effort of faculty and staff to maintain the relevant information and extend it systematically to incoming students.

MEMORANDUM

April 15, 2013

TO: Rebecca Warner
Senior Vice Provost, Academic Affairs

Brenda McComb
Dean, Graduate School

FROM: James R. Coakley
Chair, Graduate Council

SUBJECT: Graduate Council Recommendations for the Math GPR

The Graduate Council accepts the Graduate Program Review (GPR) of the Department of Mathematics with the following addendums:

The Graduate Council supports the recommendation of the review committee report to “build a nationally prominent research and graduate education” and suggests the following strategies to achieve such a goal:

1. The Mathematics Department should **identify and develop specific sub-disciplines as centers of excellence**. The identification and marketing of areas for which they are nationally and internationally well-known would strengthen the department, provide opportunities for more strategic and targeted hiring of tenure-track faculty, and, in turn, lead to a stronger pool of highly qualified graduate students seeking to work in these areas.
2. Despite the best efforts of the department’s chair, Professor Tom Dick, the Mathematics Department **appears to suffer from a lack of inclusivity** with instructors and students. For example, instructors and students appear to have little input into department affairs and activities. The Graduate Council suggests strategic representation of these groups in its committee structure as well as the consideration of more informal mechanism to build community within the department. It was noted that this hierarchical structure is replicated among graduate students whereby the Ph.D. students have more influence and a higher status than the Masters students. In conversation with the graduate students, the review team noted that such hierarchies promote divisiveness rather than collegiality. This, coupled with the high failure rate among students taking the preliminary exams, leads to anxiety and stress among graduate students that impairs positive student growth and development.
3. Although the self-study did not focus on collaboration between the Mathematics Department and other units on campus, it was clear from conversations with faculty that many are engaged to some extent with colleagues in other departments. Alongside the need for better collaboration with the College of Education, as noted in the report, the Graduate Council suggests that **collaboration with other departments** and units on campus (such as Statistics, Business, and Engineering) be formally structured. This would improve opportunities for

graduate student involvement in applied mathematics through, for example, participation in grants, joint research, cross-listed courses, and faculty mentoring. Collaborations with off-campus agencies such as private industry and federal/state agencies would also provide important opportunities for graduate students.

4. The Graduate Council supports the report's recommendation "to enhance recruiting initiatives, particularly among underrepresented groups" and suggests the department work on a **structured strategic plan for targeted recruitment of women students and students of color**. This plan should include strategies for retention as well as recruitment of a more diverse student body. In addition, it is suggested that the department's plan for more tenure-track positions needs to be more strategic in hiring and the retention of women faculty and faculty of color. A diverse faculty is the first step in attracting a diverse graduate student population. We suggest working with the Office of Equity and Inclusion, the Graduate School, and the Difference, Power, and Discrimination program for assistance with this plan.
5. The department also needs to be more actively involved in **recruiting accomplished graduate students worldwide** through generating, for example, INTO pathways. The Graduate School can assist in a cost-share arrangement to increase the pool of highly-qualified graduate applications.
6. Graduate Council supports the recommendation to **reconsider graduate curricula offerings**, especially in terms of meeting the needs of both Masters and Ph.D. students (including the problem with the qualifying exam). We suggest the department develop their own program-specific measures of direct assessment of learning outcomes, in addition to university-wide assessment metrics.
7. Finally, the self-study included a question about **appointing GTAs to a .49 FTE position** rather than a .40 FTE. This would increase a student's stipend, and, while it would reduce the total number of students funded, such a change might attract higher qualified students to choose OSU for their graduate work. The latter might also reduce the failure rate on the qualifying exams.



Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals> Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)

[Category I Final Approval: Oregon State Board of Higher Education]

- ☒ New degree program
- ☐ New certificate program or Administrative unit
- ☐ Major (substantive) change in existing program
- ☐ Establishment of a new college

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

- ☐ Rename of an academic program or unit
- ☐ Establishment of a school, department or program
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation of an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding form available at <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>

Title of Proposal:

Effective Date:

Interdisciplinary Graduate Program in Comparative Health Sciences

January, 2013

School/Department/Program:

N/A

College:

College of Veterinary Medicine/Division of Health Sciences

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

N/A

Cyril R. Clarke

4-23-12

Sign (Department Chair/Head; Director)

Date

Sign (Dean of College)

Date

Cyril R. Clarke

Print (Department Chair/Head; Director)

Print (Dean of College)

Executive Summary

The College of Veterinary Medicine in collaboration with partners in the Division of Health Sciences proposes to establish a new interdisciplinary graduate program in Comparative Health Sciences. This program will offer both MS and PhD degrees and will replace a recently terminated PhD program in Comparative Veterinary Medicine and an existing MS program in Veterinary Science. Focusing on health sciences graduate education and research at the whole animal level, the program will be complimentary to and supportive of existing programs that are focused primarily at the molecular and cellular level, such as the OSU MS and PhD in Molecular and Cellular Biology program.

Students will be required to complete a program core curriculum as well as an option-specific curriculum. The latter will be tailored to meet the needs of the participating academic unit and the individual student. Initially, the program will have one transcript-visible option, Biomedical Sciences, which will accommodate students with advisors in the College of Veterinary Medicine. There will be opportunity, however, to add other options as the interdisciplinary program expands to include related areas of emphasis in the health sciences.

Administered by the Graduate School, this interdisciplinary program will provide an opportunity for all units in the College of Veterinary Medicine to participate in graduate education and encourage the integration of several related areas of emphasis currently existing in other units. This program proposal represents a deliberate effort to achieve critical mass in a disciplinary area identified by Oregon State University and the OSU Division of Health Sciences for priority development.

**New Interdisciplinary Graduate Degree Program
Proposal:
M.S., Ph.D. in Comparative Health Sciences**

**College of Veterinary Medicine
College of Public Health and Human Sciences
College of Pharmacy
Graduate School**

**May 2012
Proposed Effective Term: Fall Term 2013 (201302)**

CPS Tracking #: 84096

Institution: Oregon State University

College/School: Division of Health Sciences (DHS), including the College of Veterinary Medicine (CVM), the College of Public Health and Human Sciences (PHHS) and the College of Pharmacy (CoP)

Department/Program: Interdisciplinary graduate program in Comparative Health Sciences (CHS)

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 51.2509

CIP #: 512509

Title: Comparative Health Sciences

A program that focuses on the scientific study of animal models of human disease and related experimental procedures, and prepares veterinarians and animal health specialists to manage the laboratory use and care of experimental animals. Includes instruction in laboratory animal husbandry, laboratory animal disease, biohazard control, gnotobiology, breeding, comparative anatomy and physiology, comparative gene mapping, protein function, physical and mathematical modeling, computer modeling, stem cell technology, colony and genetic stock management, cryopreservation, applicable regulations, and bioethics.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

- b. *Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered:*

An interdisciplinary MS, PhD graduate program in Comparative Health Sciences (CHS) is needed to complement the existing MS, PhD Molecular and Cell Biology (MCB) graduate program, which focuses on studies at the molecular level. The CHS program will offer both MS and PhD degrees and focus at the whole animal level, particularly the use of animal models of disease. It will replace a PhD program in Biomedical Sciences (recently terminated) and an MS program in Veterinary Science, and provide an opportunity to achieve critical mass in a disciplinary area identified by the Division of Health Sciences (DHS) for priority development. This program will provide an opportunity for students to be trained in multidisciplinary approaches to address biological and medical problems.

Administered by the Graduate School, this interdisciplinary program will provide an opportunity for all units in the College of Veterinary Medicine to participate in graduate education and encourage the integration of several related areas of emphasis currently existing in other units.

New Graduate Degree

- Proposal Title: MS, PhD in Comparative Health Sciences
- Proposal Type: Full Category I
- CPS #: 84096
- <https://secure.oregonstate.edu/ap/cps/proposals/view/84096>
- CIP #: 512509
- SIS #: To Be Determined (by the Registrar's Office)
- College Code: 09 – Graduate School
- Program Type: Graduate
- Credential Type: Master of Sciences (MS), Doctorate of Philosophy (PhD)
- Academic Home: Graduate School
- Participating Academic Units: College of Public Health and Human Sciences, College of Pharmacy, College of Veterinary Medicine, Graduate School, Dept of Animal Sciences (College of Agriculture), and College of Engineering
- Program Location: OSU – Main (Corvallis)
- Options: Biomedical Sciences
- Areas of Concentration:
- Undergraduate Minors: Not Applicable
- Graduate Minors: Comparative Health Sciences
- Course Designators: VMB and VMC
- Credit Hours: MS Degree = 45 (minimum); PhD Degree = 108 (minimum)
- Delivery Mode and Location: On-Campus in Corvallis
- Admission Requirements: Baccalaureate Degree; 3.0 GPA; GRE; Transcripts; Letters of Recommendation (3); and Personal Statement
- Enrollment Limitations: None
- Accreditation: None
- Proposed Start Date: **Winter Term 2013** (Banner 201302)

Termination

- **MS in Veterinary Science** (to be submitted separately via an Abbreviated Category I proposal).

c. *Course of study – proposed curriculum, including course numbers, titles, and credit hours:*

Students enrolled in the MS degree will complete a total of 45 graduate credits, including 12 thesis credits. Students enrolled in the PhD degree will complete a total of 108 graduate credits beyond the bachelor's or professional (DVM, MD) degree, including at least 36 credits of non-blanket course work.

In Year 1 of the program, students will be required to complete three laboratory rotations (organized under a course title "Research Perspectives") that will provide an opportunity to experience several research environments and investigators that they may consider for their thesis research. The MS candidates should complete two 2-week rotations in laboratories to familiarize with the options available. These rotations will run congruently with academic quarters. In addition, all students will be expected to complete the following program core curriculum, including all required courses and a selection of at least two of the listed electives, for a total of 12 credits:

<u>Course Title</u>	<u>Course Number</u>	<u>Credit Hours</u>
<i>Required:</i>		
Research Perspectives	New (600)	3 (1 per quarter)
Methods of Data Analysis	ST 511 or similar	4
Biomedical Ethics	New (600)	1
Grant Application Preparation	New (600)	1
Seminar	New (507)	1
<i>Electives:</i>		
Molecular and Cellular Biology Techniques	MCB 524 or similar	1
Introduction to Bioinformatics	New (600)	1
Introduction to Epidemiology	New (600)	1
Introduction to Genomics	New (600)	1
Introduction to Immunology	New (600)	1
Biochemistry	BB 550 or similar	3

In addition to the program core curriculum, students will be required to complete option-specific curricula, as approved by respective graduate committees. Initially, the program will have one option, Biomedical Sciences, which will accommodate students with advisors in the College of Veterinary Medicine. There will be opportunity, however, to add other options as the interdisciplinary program expands to include related areas of emphasis in the health sciences. The option-specific curriculum for the Biomedical Sciences option will be as follows:

<u>Option</u>	<u>Degree</u>	<u>Course Title</u>	<u>Course Number</u>	<u>Credit Hours</u>
<i>Biomedical Sciences</i>				
	MS	Animal Models	VMB 521	3
		Elective courses	Various	24
		Research	VMC/VMB501	5
		Thesis	VMC/VMB503	12
		Seminar	New	1

PhD	Animal Models	VMB 521	3
	Molecular Tools	VMB 671	3
	Elective courses	Various	53
	Thesis	VMB 603	36
	Seminar (dissertation defense)	New	1

An abundance of graduate courses are currently available to complete the elective course requirements in each of the options, including courses with the VMB (Veterinary Medicine Biomedical), VMC (Veterinary Medicine Clinical), PHAR (Pharmacy), H (Public Health), NUTR (Nutrition), EXSS (Exercise and Sport Science), Molecular and Cell Biology (MCB), Microbiology (MB), and TOX (Toxicology) prefixes. For a complete listing, please refer to the OSU Graduate Catalog

(<http://catalog.oregonstate.edu/CourseDescription.aspx?level=grad>).

d. *Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).*

The program will be delivered on the Corvallis campus. Depending on individual courses, instruction will include both lecture and laboratory experiences, with an emphasis placed on small group discussion and relevant experiential contexts. There are no plans for off-campus delivery at present, although it is anticipated that opportunities to provide students access to rich educational resources available at other locations, such as at Oregon Health Sciences University and international sites, will be explored.

e. *Ways in which the program will seek to assure quality, access, and diversity.*

Once a student is admitted into the program and a mentor(s) is selected, the following required steps will assure appropriate advisement and assessment of student progress at the department level:

1. Before the end of the second quarter, the advisory committee must be established, necessary documentation required by the Graduate School must be submitted, and the student must meet with the graduate committee.
2. The student and mentor must provide an annual report to the departmental/college-based graduate committee for review of progress and accomplishment of any program option benchmarks (student/mentor assessment form included as Appendix 1).

The program will be reviewed by the Graduate School three years after initial approval and every 10 years thereafter, in a manner consistent with the Guidelines for the Review of Graduate Programs published by the OSU Graduate Council.

In addition to promoting racial, ethnic and gender diversity, effort will be committed to include students from rural, international and different socioeconomic communities. Specific strategies that are used to advance diversity in professional degree programs will be employed, such as partnering with undergraduate programs to reach promising students in high schools with high proportions of underrepresented populations and partner with foreign

institutions to enroll motivated and bright students. We are working with INTO to establish a rigorous selection of a diverse international pool of students.

- f. *Anticipated fall term headcount and FTE enrollment over each of the next five years.*

Program enrollment in the MS degree is at least expected to equal the total headcount in the existing MS in Veterinary Science program (15 students). All these students are also residents (residency/MS program).^{*} Two additional students are scheduled to be added to the MS program in September, 2012, bringing the total to at least 17. Five prospective students have already expressed an interest in enrolling in the PhD program. The association with the INTO program may increase the number of students per year.

Enrollment is expected to increase by at least 10-20% per year for the first 5 years, based on: (1) applications submitted to the existing MS program and expressions of interest in the PhD program; and (2) strategic investments that will be made in student support, resulting partly from growth of extramurally-funded research programs.

^{*}The College has an MS/residency program. In the future it **may** have an MS/DVM and PhD/DVM program.

- g. *Expected degrees/certificates produced over the next five years.*

The numbers of degrees anticipated are expected to exceed the following:

MS program: 5/year

PhD program: 3/year from the third year

- h. *Characteristics of students to be served (resident/non-resident/international; traditional/nontraditional; full-time/part-time; etc)*

The goal of the program is to attract bright students, including residents, non-residents, international, minority, and economically disadvantaged. Scholarships will be offered on a competitive basis. Many approaches will be used to recruit students, including advertisement of the program, word of mouth, recruitment at foreign institutions with which the College has established relationships, etc. The effectiveness of recruitment efforts will be evaluated on an annual basis by consulting faculty advisors and by monitoring academic progress of students.

- i. *Adequacy and quality of faculty delivering the program.*

Graduate faculty from the College of Veterinary Medicine and other health sciences units will deliver the program (see Appendix 2). These faculty collectively have a large commitment of FTE to extramurally-funded research, primarily from the NIH, but also NSF, USDA, CDC and the Bill and Melinda Gates Foundation. A number of recently hired faculty are now creating interdisciplinary courses that will come on line very soon.

j. *Faculty resources – full-time, part-time, adjunct.*

Consistent with other interdisciplinary programs in the life sciences, participating professorial faculty will represent several OSU colleges and will primarily be tenure-track/tenured appointments with significant assignments to research and scholarship (Appendix 2). Faculty members from a number of departments in DHS as well as outside of the Division have shown interest in participating in the program by co-mentoring students.

The program will be managed by a director who will be a participating tenured faculty member (20% assignment), appointed to a 2-year renewable term. The duties of the director will involve general administration of the program, including: (1) organizing activities such as student seminars and workshops; (2) monitoring student progress and responsibilities of advisory committees, in conjunction with the departmental/college graduate committees; (3) resolving disputes or referring them to appropriate University offices; and (4) student recruitment.

k. *Other staff.*

Support staff (at least 0.5 FTE), funded by the College of Veterinary Medicine, will provide administrative support. Also, the program will partner with the Graduate School administration to accomplish necessary organizational functions such as recruitment and admission.

l. *Facilities, library, and other resources.*

Classrooms, seminar rooms, IT and library resources are already available centrally on campus and in participating academic units. Other research resources, such as laboratories and core facilities for genomics, proteomics, electron microscopy, etc., are available on campus.

m. *Anticipated start date.*

Fall term 2013, or as soon thereafter as approved.

2. Relationship to Mission and Goals

a. *Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.*

There is an urgent need for cross-disciplinary graduate programs in underserved areas of clinical and translational research involving animal models of disease and biomedical investigation. The proposed program will be used as an organizational infrastructure to facilitate development of a community of students and faculty across DHS and other life sciences units on campus. It will be complimentary to existing graduate programs focusing on molecular/cellular biology and social/behavioral studies.

In anticipation of the establishment of this graduate program, the CVM recently terminated its doctoral program in Biomedical Sciences. Rather than invest in an

independent PhD program with research ranging from the molecular to whole animal levels, the College decided instead to be an active participant in the existing interdisciplinary Molecular and Cell Biology (MCB) program and then create a new interdisciplinary Comparative Health Sciences program to address the developing interest in whole animal studies, including clinical sciences. This interdisciplinary approach provides an opportunity for multiple academic departments to create and sustain the critical mass of students and extramurally-funded research activity necessary for long-term success of graduate programs.

At the masters level, the new interdisciplinary program will replace the MS in Veterinary Science program. Although the existing MS program had low enrollment in the past, it now has 15 students, primarily with clinical sciences interests. This area of graduate education is projected to continue its rapid growth as additional pathology graduate students are enrolled. Incorporation of the existing program into the new interdisciplinary Comparative Health Sciences program will provide a core strength that will serve as a basis for further program development.

Consistent with the interdisciplinary/integrative philosophy of the new program, faculty from other colleges will be invited to participate in instruction of the core curriculum. The option-specific curricula are anticipated to become increasingly interdisciplinary as a community of scholars collaborates to address complex biomedical challenges, such as the diagnosis and management of chronic diseases. This process will be encouraged through the use of internal interdisciplinary research grants (DHS has already implemented these) and grantsmanship workshops (already initiated in 2009-2010). An annual symposium will be organized to bring all the program members and students together to share their research interests and findings.

- b. *Connection of the proposed program to the institution's strategic priorities and signature areas of focus.*

Phase II of OSU's strategic plan (<http://oregonstate.edu/leadership/strategic-plan>) seeks to advance three signature areas of distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. As stated in the plan, improving human health and wellness depends on "building more holistic and interdisciplinary approaches to healthy aging, chronic infectious disease control, new drug development, mental health, and disease prevention to enhance the human lifespan, decrease health care costs, and maintain a healthy population."

Consistent with the strategic plan, the 11 discipline-based colleges of the university were aligned into four divisions in 2010. The overriding goal of this realignment was to facilitate collaboration across colleges and departments and to promote the development of interdisciplinary programs. One of the divisions, the Division of Health Sciences, has developed a strategic plan that states as its first priority the development of integrative, cross-disciplinary research, together with interdisciplinary graduate programs.

- c. *Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.*

As noted above, the proposed program will promote translational biology/medicine research, which involves the integration of research across the basic sciences and application of biological discoveries to optimize patient care and disease prevention. The new knowledge created in this interdisciplinary research environment will serve as a rich experiential context in which graduate students will be educated to serve Oregon and its communities. Without the contribution of such graduates, complex challenges relating to healthcare cannot be solved.

To ensure that students benefit from the interdisciplinary structure of the program, they will be challenged to study topics that bridge two distinct areas of study such as immunology and nutrition or infectious disease and exercise or nutrition under the mentorship of experts in each of the areas. DHS already has made significant progress developing integrated projects involving infectious diseases, public health, nutrition, exercise, development, chronic diseases, immunology, genomics, and pharmaceuticals. Consistent with the DHS strategic plan, faculty across the three colleges in the Division have collaborated to develop a research project, titled “Environmental and Infectious Determinants of Chronic Disease: a ‘One Health’ Approach.”

- d. *Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.*

With the recent creation of DHS, OSU is positioned to build integrative research and academic programs to investigate the multidimensional causes of chronic diseases and discover new health promotion/disease prevention strategies. For example, many chronic diseases result from complex interactions between infectious agents, people, animals, and the environment. To treat and prevent these chronic diseases, health professionals must match competency in biological sciences in both people and animals with an understanding of behavioral and public health sciences. It is expected that the integrated study of Comparative Health Sciences involving research projects across DHS will facilitate attainment of an even broader perspective as students interact with colleagues who are knowledgeable about the behavioral and policy issues relevant to public health.

3. Accreditation

- a. *Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.*

The program will be subject to the existing standards under which the OSU Graduate School is accredited. Periodic reviews will be conducted consistent

with the Guidelines for the Review of Graduate Programs published by the OSU Graduate Council.

- b. *Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.*

Not applicable. The program is expected to meet all Northwest Commission on Colleges and Universities (NWCCU) accreditation standards for graduate education.

- c. *If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.*

The baccalaureate degree must be from an accredited higher education institution.

- d. *If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.*

The program will need to satisfy standards applicable to all graduate programs at OSU.

4. Need

- a. *Evidence of market demand.*

Based on data published by the US Bureau of Labor Statistics (Occupational Outlook Handbook, 2010-2011 Edition, <http://www.bls.gov/oco/ocos309.htm>), the market demand for biomedical scientists is predicted to grow “much faster than average” over the next decade. Employment of graduates trained in comparative health sciences and related areas of biomedical research is expected to increase by 40% by 2018, an expansion of the relevant job market that will add approximately 40,000 jobs. Considering that the median annual wage of these graduates is approximately \$73K, the potential economic impact of the graduate program is significant.

The importance of focusing on clinical and translational research was confirmed recently at the national level when the National Institutes of Health created the National Center for Advancing Translational Sciences (NCATS), with a budget of \$575M. In light of the urgent need to solve complex scientific problems and translate scientific discoveries into effective treatments and cures, it is clear that universities must educate graduates to think in more innovative and

interdisciplinary ways, and to understand the value of using animal models of disease to advance public health. The broad interdisciplinary emphasis of the proposed program will address this need by fostering creation of an intellectual environment in which different perspectives can be integrated into novel strategies for addressing animal and public health concerns.

In addition to the students graduating from undergraduate degree programs in the life sciences, particularly those with primary interests in biology, biomedical sciences and zoology, it is anticipated that a large proportion of students enrolled in pre-health science programs will be interested in the proposed graduate program. Nationally, only about 9% of students who apply for admission to medical schools are admitted, leaving a large number of students who are good candidates for graduate education in the clinical and translational health sciences.

Irrespective of the trends described above, the MS and PhD programs in Comparative Health Sciences will be the only graduate programs at OSU available for veterinarians who are interested in advancing their education in comparative health sciences, particularly at the whole animal level.

Considering the complexity of animal and human health care challenges, it is imperative that research activities adopt a “One Health” approach. This approach is characterized by comparative (cross species) investigation, conducted by a variety of health sciences professionals both locally and globally. The proposed program will educate graduates who are able to address this need.

- b. *If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).*

The program is unique in terms of its scope and interdisciplinary philosophy. The unique aspects of the program are as follows:

1. Graduate education and associated research projects will focus on the whole animal level of investigation, using an approach that will be complementary to and supportive of existing programs that are focused primarily at the molecular and cellular level, such as the MCB program (see attached letter from Dr. Barbara Taylor, Director of the MCB program). Furthermore, education and research will be limited to animal species, including humans and emphasize translational health sciences. This cross-species, comparative approach is only possible through very close collaboration involving a college of veterinary medicine and human health sciences colleges.
2. The program will have an interdisciplinary and integrative culture that is unique among biomedical sciences programs on campus and in Oregon. This will be achieved by encouraging co-mentorship of students using internal research grants.

- c. *Manner in which the program would serve the need for improved educational attainment in the region and state.*

This program introduces the concept of translational biology/medicine to basic sciences disciplines. It will provide an opportunity for students in the clinical and basic science branches of medicine to be educated in the philosophies and practices necessary to solve complex healthcare issues.

- d. *Manner in which the program would address the civic and cultural demands of citizenship.*

Delivery of affordable and effective healthcare represents one of the most urgent and socially responsible missions in contemporary society. Graduates from this program will be exceptionally well qualified to address this mission, thereby addressing the civic and cultural demands of citizenship.

5. Outcomes and Quality Assessment

- a. *Expected learning outcomes of the program.* (see Appendix 1 for assessment forms already in use for graduate students in Comparative Health Sciences and monitored annually by the Graduate Committee of the College)

In general, expected learning outcomes of the program will include:

- mastery of the knowledge base underlying an option field, sufficient to support scholarly investigation of a related problem;
- the ability to formulate a research question relevant to a specific option field or one that requires integration of two or more fields to be addressed;
- evidence of ability to perform research either in a single option field or in integrated fields; and
- production of scholarship that advances the option field(s).

It is anticipated that MS students in Comparative Health Sciences will address research questions that are applicable to clinical medicine, with a special emphasis on translational strategies. In most cases, these students will already have the DVM degree and their future research careers will most likely involve collaborations with colleagues in the more basic sciences. Doctoral graduates are expected to attain a higher level of expertise in both the planning and conduct of research as principal investigators, and have the ability to compete for extramural funding.

Consistent with the recently approved Graduate Learning Outcomes for doctoral and master's programs, doctoral students shall: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly activities in an ethical manner. The latter will be facilitated in part by successfully completing a required course in Biomedical Ethics (see program core curriculum above). Master's students will

be expected to: (a) conduct research or produce some other form of creative work; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly or professional activities in an ethical manner.

b. *Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.*

- Graduate Committee annual evaluation of students and quality of the program.
- Filing the program of study with the Graduate School.
- Completion of Preliminary Exam (for PhD students).
- Survey of students, annually and at graduation.
- Survey of employers of graduates.
- Satisfying graduation requirements, including completion of courses and successful completion of scholarly and research requirements.
- Periodic assessment of alumni.

c. *Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.*

- Graduation rate and time to graduation.
- Student's refereed publication record.
- Student's review of the program.
- Evaluation provided by Graduate Steering Committee.
- Post-graduation position and survey information from employers.

d. *Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas*

The majority of the faculty to be included in the program have extramurally-funded research and produce high-quality scholarship (see Appendix 2). Number and quality of peer-reviewed scholarship and the availability of research funding will be the primary indicators of success.

6. Program Integration and Collaboration

a. *Closely related programs in other OUS universities and Oregon private institutions.*

No program in Oregon overlaps with the proposed program. The interdisciplinary organization extending from animal to human health sciences is unique.

- b. *Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.*

Collaborative opportunities exist with other biology and health sciences programs at the University of Oregon and Oregon Health Sciences University, respectively.

- c. *If applicable, proposal should state why this program might not be collaborating with existing similar programs.*

As stated above, the disciplinary scope of the program, ranging from animal to human health sciences, is unique.

- d. *Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.*

Constituent programs in DHS and other OSU divisions that are expected to participate in the new interdisciplinary program will benefit from the larger critical mass of research. Researchers and students, will engage in more cross-disciplinary projects involving researchers in different departments and colleges, and enhanced competitiveness of extramural research grant applications. Negative impacts on other programs are not expected.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. *Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.*

Graduate student/resident salaries (\$30,000 per year, plus \$5,000 OPE) for MS students will be committed by the College of Veterinary Medicine. The College currently funds 15 post-DVM clinical residency positions, all of which are being transitioned to dual graduate student-clinical residency positions. Generally, clinical residents are appointed for a period of three years, with terms of appointment staggered. Starting with the planned enrollment of 4 new residents in the Fall of 2013, the attached *Budget Outline* projects additions of 4 students per year until all clinical residents are enrolled in the program. This projection represents a conservative estimate of program growth and does not take into account the probability of residents currently enrolled in the MS in Veterinary Science (which will be terminated) program transferring immediately into the new program as soon as it is approved. Irrespective of the enrollment schedule, the College is committing at least \$633,600K in clinical resident positions (salary plus OPE) to the new program. These financial resources will be supplemented with additional funding, derived from the earnings of a \$1.2M trust (\$60K per year) that has been committed to graduate student scholarships. Approximately \$5,000/year will be committed by the CVM for miscellaneous services and supplies.

The disciplinary scope of the program is centered in core areas of health sciences that currently exist in the University. Faculty recruitment, retention and library

resources currently are expected to be more than adequate to establish and develop the program. Indeed, faculty positions already selected by DHS for recruitment in the Provost's Faculty Investment Initiative are exceptionally well suited to participation in the program, thus demonstrating strategic relevance. Taking into account the new positions hired under the Initiative, the CVM has sufficient FTE capacity to meet the workload demands of creating and delivering the program core and option-specific curricula. Existing instructional assignments to DVM elective courses will be reprioritized to meet graduate program requirements. The Courses and Curriculum Committee of the CVM is already reviewing DVM elective courses in a broader context of possible curricular revision.

As indicated in Section 1, parts j and k above, CVM will commit 0.2 and 0.5 FTEs, respectively, to director and staff support. These commitments will be accomplished through reassignments of existing personnel. The latter has been made possible by redistribution of work assignments from an administrative assistant to a new Safety Officer position funded in the CVM FY12 E&G budget.

- b. *Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.*

At this point, all of the needed resources are in place. As the program evolves, the Graduate Committee and the Director of the Program may identify additional resources that need to be addressed.

- c. *Targeted student/faculty ratio (student FTE divided by faculty FTE).*

The targeted student:adviser ratio is 1.5:1 for both MS and PhD programs.

- d. *Resources to be devoted to student recruitment.*

Recruitment of students will be coordinated through the Graduate School.

- 8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

The program proposal has been submitted for preliminary external review (see letters from Drs. Van Meter at Colorado State University and Jeffrey Lakritz at The Ohio State University). A more comprehensive external review, coordinated by the Graduate School, will be conducted in the near future.

(Site 5 names outside of Oregon, not associated with OSU)

Ad Hoc review of New Academic Program, conducted by Dr. Jeffry Lakritz, Professor, Department of Veterinary Clinical Sciences, The Ohio State University

Oregon State University, Interdisciplinary graduate program in Comparative Health Sciences

Things I like about this proposal-

Looks at whole animal level; graduate DVM (residents, fellows) likely would fit into this well.

Increases opportunities for working with broader range of expertise throughout campus.

Multi-disciplinary approaches

Laboratory rotations (especially for PhD candidates)

Preparation of clinician scientists and scientists

Theoretically will reduce the effort of clinical faculty and may increase the quality of individual students work (i.e. clinical problem requiring molecular diagnostics/collaboration with others at Health Science center/pharmacy etc.)

Things that could be problematic

Required courses. At least in our college, residents taking course across campus leave holes in clinical coverage. Assuming enough faculty FTE to cover clinical requirements?

Number of didactic courses required and relevance to overall training of residents. I am not sure medicine or surgery residents will gain much in terms of board certification if they take basic science classes. Our residents have little time for class work as it is. With emergency duty, coursework is problematic for them.

We are evaluating ways in which to train clinical residents (in 2 or 3 years) with 4th year for science. There are obviously problems with this.

Faculty who maintain publication list through resident research projects

Taking residents away from faculty for research and developing project outside of their area of expertise.

Some faculty will attract a greater number of students than others.



College of Veterinary Medicine
and Biomedical Sciences

Department of Clinical Sciences
Fort Collins, Colorado 80523-1678
(970) 297-1274
FAX: (970) 297-1275

Dr. Christopher Cebra
Head, Department of Clinical Sciences
College of Veterinary Medicine
Oregon State University
Corvallis, OR 97331

15 April 2012

Dear Dr. Cebra,

I was pleased to review, upon your request, the draft proposal for a novel graduate program at your college entitled, "Interdisciplinary graduate program in Comparative Health Sciences." After review, I consider the proposal to be a very well-designed and highly relevant plan for a multidisciplinary graduate studies program. In a separate document, I will provide for you my few comments and edits on the draft; the primary point that I feel important enough to emphasize in this letter is this: Since the program is new, I offer the opinion that a minimum number of graduate committee meetings be set for each student in the program, and that minutes from those meetings be kept and forwarded to the program director. This may help prevent a potential loss of focus or direction in the students' progress; in my experience, novel graduate studies programs may incur such problems early on. That said, I applaud your college's efforts to develop a highly relevant program that will have a positive impact on the profession and reflect very positively on Oregon State University.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Van Metre". The signature is fluid and cursive, with a long, sweeping underline.

David C. Van Metre, DVM
Diplomate, American College of Veterinary Internal Medicine
Professor
Animal Population Health Institute



GRADUATE SCHOOL

March 22, 2013

MEMO TO: Luiz Bermudez, Professor

FROM: Brenda McComb, Dean

A handwritten signature in black ink, appearing to read "McComb", written over the printed name "Brenda McComb, Dean".

RE: Proposed Comparative Health Sciences Graduate Program

Luiz, I support the development of a new Graduate degree program in Comparative Health Sciences. I note that you wish to have this program administratively housed within the Graduate School as an Interdisciplinary program. In discussions with Provost Randhawa, we agree to such an administrative arrangement for a period of 3 years at which time we will reassess the administrative structure to assess if it meets expectations for being interdisciplinary.

Best of luck with your proposal.

Cc: Sabah Randhawa, Provost

Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: _____ Effective Date: _____
Interdisciplinary Graduate Program in Comparative Health Sciences January, 2012

Department/Program: _____ College: _____
College of Veterinary Medicine/Division
of Health Sciences

- ☐ Faculty Guidelines (<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.



Sign (Dept Chair/Head; Director)

4-23-12

Date

Cyril R. Clarke, Dean

Print (Department Chair/Head; Director)

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

Comparative Health Science
Title of Proposal
Biomedical Sciences
Department
Veterinary Medicine
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☒ inadequate to support the proposal (see budget needs below)
☐ marginally adequate to support the proposal
☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:

\$1500 ebooks in various subjects
\$595 *Infection Control and Hospital Epidemiology*
\$2460 maintenance of Veterinary Medicine
journal collection

Ongoing (years 2-4):

\$1500 ebooks in various subjects
\$595 *Infection Control and Hospital Epidemiology*
\$10,000 maintenance of current
subscriptions & new ones as needed
\$2608, \$2753, \$2950 maintenance of
Veterinary Medicine journal collection

Comments and Recommendations:

If we need to license immediate access to some of the identified journals, this will be a cost that we have not quantified.

Date Received: 4/25/2012

Date Completed: 5/14/2012

Janet Webster
Subject Librarian

Janet Webster 5/14/2012
Signature Date

Steven Sowell
Head of Collections & Resource Sharing

Steven L. Sowell 5/15/12
Signature Date

Faye Chadwell
University Librarian

Faye Chadwell 5/15/12
Signature Date

Oregon State University Libraries Evaluation of the Collection supporting a Proposal to Initiate a MS and PhD program in Comparative Health Sciences

This Oregon State Libraries' (OSUL) assessment reviews the print monographic, e-book, and electronic serials collections as related to broad science information needed to support the proposed comparative health sciences graduate program. As stated in the Cat 1 proposal, the proposed program "will offer both MS and PhD degrees and focus at the whole animal level, particularly the use of animal models of disease. It will replace a PhD program in Biomedical Sciences (recently terminated) and a MS program in Veterinary Science, and provide an opportunity to achieve critical mass in a disciplinary area identified by the Division of Health Sciences (DHS) for priority development. This program will provide an opportunity for students to be trained in multidisciplinary approaches to address biological and medical problems." From the OSUL perspective, students and researchers will tap various components of the library collections. This makes it challenging to make recommendations on adequacy and funding needs as the entire science collection must be maintained to provide adequate access to information.

Summary of Recommendations

The monographic collection appears to be adequate as long as it is maintained and access is expanded through e-books. This will require an investment of \$1500 annually in addition to the funds the OSU already allocates.

The journal collection is currently adequate with the exception of immunology. We recommend acquiring *Infection Control and Hospital Epidemiology* for \$595 annually and allocating \$10,000 for years 2-4 to cover inflation of the current core journals and add other journals identified as the program progresses.

The College of Veterinary Medicine will need to adjust its library funding for inflation as well. We anticipate this to be \$2500 to \$3000 annually over the next four years.

Print Monographs and E-Books

Library evaluations of proposed programs have traditionally included the analysis of OSUL' print monograph collection. Comparing the monograph collection with other universities' collections is routine. This analysis includes a comparison of the print monograph collection with a peer institution with a program similar to the one proposed, Colorado State University.

Table 1: Monographic Comparison between OSU and Colorado State University

Broad Subjects	OSU	CSU	OSU to CSU	OSU ebooks	CSU ebooks	OSU to CSU
Bioinformatics	212	152	140%	123	244	50%
Epidemiology	1200	1133	106%	57	181	31%
Ethics (Medical, Bio)	856	856	100%	43	153	28%
Genomics	237	386	61%	83	186	47%
Immunology	1239	1220	102%	94	233	40%
Veterinary Medicine	1325	1362	97%	20	71	28%

The broad subject areas searched reflect the proposed curriculum as well as the core of veterinary medicine. We compare favorably with CSU except for e-books that are discussed

below and genomics. Our current direct allocation for genomics is limited as we order genetics material throughout the life sciences. Even so, more emphasize on this area will be needed as well as sustaining the other areas.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This obviously better serves our distance learners and is a convenience for our on-campus students and faculty. As the proposed program will have students scattered across the Corvallis campus, facilitating access is essential. OSUL are acquiring e-books with more frequency but we lag in comparison to CSU. This discrepancy should lessen in the next four years as we purchase electronic format over print. For example, we recently acquired the 2012 Elsevier Veterinary Medicine e-book package for \$1100 for 10 titles in part to compare usage between the print format and electronic. We recommend allocating \$1500 annually towards monographic purchases with emphasize on genomics and e-books.

OSU is served well by our investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered to OSUL within three to five working days.

Serials/Journals

In the sciences, ready access to current information is expected. The OSUL maintain a satisfactory collection of journals appropriate for comparative health sciences including the major titles in bioinformatics, epidemiology, genetics and veterinary medicine. There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSUL already have sacrificed timely access to some titles in favor of an embargo period to cut costs. We identified 147 titles indexed in the Web of Science of possible interest to those involved in the proposed program (Table 2). The categories represent the broad scope and consequent importance of collaboration across disciplines. We indicate those titles that we have current access to, those with 6 months to 2 years embargoes and those not owned by the OSUL.

Table 2 – First Quartile Journals from Web of Science

Broad Subjects	# of titles	current	embargoed	not owned
Bioinformatics	19	14	4	1
Epidemiology	33	19	8	4
Genomics	30	18	8	4
Immunology	30	14	8	8
Veterinary Medicine	35	27	5	3
Totals	147	94	33	20

Those 20 titles we do not own would cost on average \$1000 for an annual license for each title with subscriptions ranging from \$340 to over \$16,000. This would total \$20,000. To get immediate access to those titles currently embargoed is more difficult to figure; using the same average, though, a ballpark figure would be 33 times \$1000 or \$33,000. This later number would likely be lower given the OSUL ability to negotiate consortial deals. Even so, the investment is large if current access to everything is considered necessary.

We recommend monitoring usage of inter-library loan for current issues of those titles under embargo and see if usage justifies licensing of current content. Given the focus of this program on whole animal and clinical research rather than human health and medical research, currency may not be imperative. At this time, only one title is generating significant borrowing - *Infection Control and Hospital Epidemiology*. We recommend adding this at a cost of \$595 annually.

The OSUL journal collection in immunology is the weakest component from this data. Again, we can monitor requests for articles from journals we do not own to make suggestions for further purchases. At this time, it is difficult to assess demand. We recommend \$10,000 in the second through fourth years to address emerging gaps in the journal collection.

We also recommend that the College of Veterinary Medicine maintain its current access to the journals it purchases. These are managed by the OSUL, but the funding is through the College. Journal subscriptions in FY12 were \$41,000. Annual inflation is estimated at 6% over the next four years. Consequently, the College will need to invest additional funds to maintain its robust journal collection that will be one cornerstone of this new program (FY13 \$2460, FY14 \$2608, FY15 \$2763, FY16 \$2950).

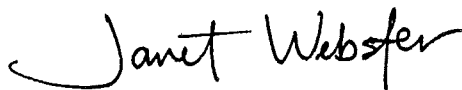
Indexes and Databases

The core indexes to the relevant information for this program are Medline (1950-present), CAB Abstracts (1973-present) and Web of Science (1970-present). The OSUL maintain access to all as these are core to many of OSU's primary research areas.

Library staff and expertise:

Expertise within the OSUL is spread among several librarians with varying responsibilities. These include Laurel Kristick, Janet Webster and Hannah Rempel. In 2011, the librarian who oversaw Veterinary Medicine, Pharmacology and the Medical Science departed, and we have not replaced that expertise. Given staffing shortages in the faculty ranks, this position is currently partially covered by Janet Webster.

Respectfully submitted,

A handwritten signature in black ink that reads "Janet Webster". The signature is fluid and cursive, with the first name "Janet" and last name "Webster" clearly legible.

Janet Webster
Head of Branch Libraries
May 14, 2012

Appendix 2 - Participating Faculty						
	2010				2011	
	Pubs	Grants Funded		Pubs	Grants Funded	
		Agency	Title		Agency	Title
						Continuing funding (awarded pre-2010)
College of Veterinary Medicine						
Baltzer, Wendy				6		
Bermudez, Luiz	7	Penn State	Project 3 (Yr 6) M. Paratuberculosis Interaction with the Intestinal Mucosa	7	HP	HP Study of Mycobacterium Chelonae
"		NIH	Genes Associated with M. Avium Pathogenesis			NIH, USDA, Gates Foundation
"		Coord Prgrm Dvlp	Effic of Oral Aminoglycoside-Cochleate Formulations			
"		HP	HP Study of Mycobacterium Chelonae			
Bildfell, Rob	9			8	ODHS	Cryptococcus PCR Testing
Cebra, Chris				4	Morris Animal	Effects of Technique on Survival of Transfused Erythrocytes in Alpacas
"					NW Camelid	Glucagon Like Peptide - 1 Dosing in Camelids
Chappell, Pat	2	MJ Murdock	Circadian Clock Disruption Effects on GnRH Hormone	2		NIH, NSF
"		DHHS	Circadian Reg of Gonadotropin-Releasing Hormone			
Craig	4			6		AES, Foundations
Dolan, Brian						
Hall, Jean	5	Ag Res-OSU	Inorganic Selenium in Salt-Mineral Mixes May Be Greatly Degraded by Moisture.			USDA
Häse, Claudia	6	Ag Res-OSU	Detection of Vibrio tubiashii toxin oyster hatcheries	3		NIH, USDA, NOAA
Helfand, Stuart					Winn Feline	Cetuximab Targeting of Epidermal Growth Factor Receptor in Feline Oral Squamous Cell Carcinoma
Jin, Ling	1			4		Morris Foundation NIH, USDA
Jolles, Anna	3	Morris Animal	Feline Immunodeficiency Virus in Free-Ranging African Lions (Panthera Leo): A Survey of Viral, Bacterial, and Parasitic Coinfections	5	Morris Animal	Rift Valley Fever Interactions w/ Bovine Tuberculosis
Kent, Mike	16			18		NSF NIH, Foundations
Löhr, Christianne	6	Merial Lmt	2010 Merial Veterinary Scholars Research Program	7	Merial Lmt	Merial Veterinary Scholars Program 2010
Magnusson, Kathy	5					Alpaca Foundation NIH
McKenzie, Erica		Morris Animal	An Epidemiologic Study and Genetic Survey of Exertional Rhabdomyolysis in Endurance Race Horses	4		NIH
Medlock, Jan						Morris Foundation
Mustacich, Debbie	3					NIH, Foundations
Pastey, Manoj	5			6	Ag Res-OSU	Rapid nd Sensitive Method Using Real-Time PCR for Diagnosis of Infections by Bovine Parainfluenza Virus 3 in Clinical Samples
Rockey, Dan	4	SIGA	Therapeutic Countermeasures Against CDC Category A and B Threat Agents		SIGA	Broad Spectrum Antiviral Testing
Ruau, Craig		Morris Animal	Biological Variation in Cardiac Biomarkers in Healthy Dogs and Dogs with Stable Heart Disease	3	Morris Animal	Influence of Transfusion Technique on Survival of Autologous Red Blood Cells in Cats
Sarker, Mahfuzur	3	Ag Res-OSU	Inhibitory Effects of Nisin Against Clostridium perfringens Growth in Meat Products	5		Morris Foundation
Semevolos, Stacy				1		DOD
Shulzhenko, Natalia						

Appendix 2 - Participating Faculty						
	2010				2011	
	Pubs	Grants Funded		Pubs	Grants Funded	
		Agency	Title		Agency	Title
						Continuing funding (awarded pre-2010)
Steinauer, Michelle	2			1		
Valentine, Beth	5			7		Morris Foundation
"		Morris Animal	Morris Animal Foundation Vet Student Scholarship			
College of Pharmacy						
Filtz, Theresa		NIH	Cell signalling	3	NIH	Cell signalling
Indra, Arup	1	NIH	Skin Cancer	2	NIH	Skin Cancer
Kioussi, Chrissa	3	NIH	development		NIH	Development
Leid, Mark	3		Transcription regulator in development	1	NIH	Transcription regulator in development
Morgun, Andriy	1			2		
Sikora, Alek			Novel drug targets in bacteria	1		Novel drug targets in bacteria
College of Public Health and Human Sciences						
Harding, Anna	1	CDC	Environmental health	1	CDC	Environmental Health
Kile, Molly	1	NIH	Environmental, maternal, child health	1	NIH	Environmental, maternal child health
College of Agricultural Sciences						
Bobe, Gerd	9	Diamond V	Yeast Culture supplementation of transition dairy cows	3	Diamond V	Yeast Culture supplementation of transition dairy cows
Cherian, Gita						
Kutzler, Michelle	1	Collie Health	GnRH immunization for treatment of urinary incontinence in spayed bitches	1		GnRH immunization for treatment of urinary incontinence in spayed bitches
		OR Comm Fnd	EM Education for Elementary Children			OR Comm Fnd
Antonio Torres	3			2		
College of Engineering						
McGuire, Joseph	3	NIH	Microchannel dialyzer development	3	NIH	Dual function catheter
Higgins, Adam	2	Med Research Foundation OR	Optimal Loading of Cryoprotectant Additives for Vitrification of Cells and Tissues	1	NSF	Microfluids for Cell Cryopreservation
Schilke, Karl	4			2		

**Criteria to Define Satisfactory Progress of Graduate Students in the
College of Veterinary Medicine**

Report due July 1st, Faculty evaluation July 15th, Graduate Committee Evaluation September 1st

A graduate student will:

1. Maintain good academic performance, GPA of 3.0 or higher.
2. Participate in the academic activities of the Department/College/or important activities as directed by the mentor.
3. Demonstrate interest in the project by keeping abreast of the literature.
4. Communicate data generated in the project, either/or in meetings and publications.
5. Keep a good level of collegiality with peers and faculty.

Enrolled students will undergo annual review by the Graduate Committee, the mentor and the College Graduate Committee. If appropriate progress has not been made, the College Graduate Committee will make recommendations to the mentor and the student.

Two consecutive unsatisfactory reports should trigger a review by the student's Graduate Committee.

Learning Objectives for PhD and MS Programs

PhD	MS
1. Students will have met the objectives for learning outcomes in the undergraduate education relevant to the graduate field of study (minimal admission standards)	Students will have met the objectives for learning outcomes in the undergraduate education relevant to the graduate field of study (minimal admission standards)
2. Students are able to summarize central issues and current research problems in their fields (minimum standard in classwork).	Students are able to summarize central issues and current research problems in their fields.
3. Students are able to identify and explain areas of gap in knowledge in their fields.	--
4. Students are able to identify where ethical issues may arise in their work or discipline.	Students are able to identify where ethical issues may arise in their work or discipline.
5. Students are able to articulate strategies to address gaps in knowledge in the field of study (Preliminary exam).	--
6. Students will have designed, carried out and presented original work of research (written thesis and oral defense)	Students will have completed and defended: A. an original manuscript B. mastery of appropriate course work and techniques in the field (written thesis and oral defense)

Graduate Student Annual Review

Candidate Name:

Degree:

Year Program Began:

Current Year:

Check list	Does not meet expectations	Meets expectations	Exemplary performance	N/A
1. Problem definition				
2. Literature knowledge				
3. Approach				
4. Results				
5. Quality of written communication				
6. Quality of oral presentation				
7. Critical thinking				
8. Publications				

N/A = Not Applicable

Comments:

Student Signature	Date	Advisor Signature	Date
Committee Member	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date



Molecular and Cellular Biology Program

Oregon State University, 3021 ALS Bldg, Corvallis, Oregon 97331-7303
T 541-737-3799 | F 541-737-3045 | <http://www.mcb.oregonstate.edu>

April 15, 2012

Dr. Cyril Clarke
Lois Bates Acheson Dean
College of Veterinarian Medicine
Oregon State University
Corvallis OR 97331

RE: Interdisciplinary graduate program in Comparative Health Sciences

Dear Cyril,

In my position as the Director of the Molecular and Cellular Biology graduate program, it is my pleasure to provide enthusiastic support for the proposed Comparative Health Sciences graduate program. With its clinical focus on animal models of disease, this program will attract new graduate students to OSU and complements existing interdisciplinary programs, such as MCB, which are directed to more basic research areas. This new graduate program will provide students with an interdisciplinary curriculum and training opportunities. I anticipate that several MCB courses, such as Bioinformatics and Genomics, will be useful for some of these prospective graduate students.

Sincerely,

A handwritten signature in blue ink that reads "Barbara J. Taylor". The signature is written in a cursive, flowing style.

Barbara J. Taylor, Ph. D
Professor, Department of Zoology
PHONE: 541 737-5344
FAX: 541-737-0501
EMAIL: taylorb@science.oregonstate.edu

Director, Molecular and Cellular Biology Graduate Program
<http://www.mcb.oregonstate.edu/>



Mark Zabriskie, PhD
Dean

OSU/OHSU COLLEGE OF PHARMACY

Pharmacy Building, Room 203

1601 SW Jefferson St. Corvallis, OR 97331-3507

T 541-737-5781 | F 541-737-3999 | <http://pharmacy.oregonstate.edu>



March 21, 2012

Dr. Cyril Clarke
Dean, College of Veterinary Medicine
Oregon State University

Dear Cyril:

I am writing on behalf of the OSU College of Pharmacy to enthusiastically endorse the Category I proposal you are submitting to establish an interdisciplinary graduate program in Comparative Health Sciences at OSU. This program is very well aligned with the OSU strategic plan, the goals of the Division of Health Science, and is particularly timely as our Division increases its focus on developing integrative, multidisciplinary collaborations and establishing a greater emphasis on translational research.

The timeliness of this proposal is further emphasized by the recent establishment at the National Institutes of Health of the National Center for Advancing Translational Sciences. The emphasis of NCATS is to promote the transfer of basic biomedical laboratory discoveries into clinical applications that will advance human health. This type of translation research is necessarily multidisciplinary and it relies on demonstrating effective outcomes in animal models before advancing to human trials – both factors that underscore the relevance of this initiative. NCATS emphasizes the need to educate and train clinicians and biomedical researchers who can navigate the intricacies of complex multidisciplinary research projects while opening new federal funding avenues for investigators and graduate trainees. A Comparative Health Sciences (CHS) program at OSU would be well positioned to capitalize on these opportunities.

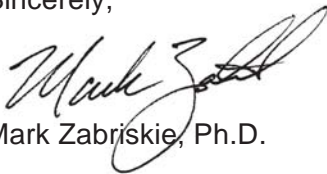
The focus of the CHS program on whole animal studies is particularly needed on campus and will nicely complement the existing interdisciplinary program in molecular and cellular biology (MCB). In fact, I believe it will be attractive to many of the same investigators, including a strong group of researchers in the Department of Pharmaceutical Sciences who work on developing novel mouse models of human diseases. I also envision opportunities for participation in the program by our growing number of investigators working in drug discovery, delivery and disposition. Additionally, several graduate classes offered by Pharmaceutical Sciences should be attractive electives to CHS students.

Importantly, I believe the Comparative Health Sciences program will eventually attract a new group of graduate students that are interested in the type of compelling applied biomedical problems that can only be addressed through multidisciplinary approaches and creative programs such as this one. These students will enrich the research and training climate in numerous laboratories across campus, just as the students in the MCB program have done. Additionally, offering such innovative programs will be an important element to expanding the graduate student population at OSU and

In summary, I want to reiterate my enthusiastic support for establishing an interdisciplinary graduate program in Comparative Health Sciences at OSU. It is a timely proposal that fulfills a need on campus to prepare graduates for new opportunities in biological and medical research that focus on whole animal models and their role in advancing human health.

Please let me know if I can provide any further support of this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Zabriskie", with a stylized flourish at the end.

Mark Zabriskie, Ph.D.



College of Public Health and Human Sciences

Oregon State University, 123 Women's Building, Office of the Dean, Corvallis, Oregon 97331-6802

Phone 541-737-3256 | Fax 541-737-4230

March 19, 2012

Cyril R. Clarke, BVSc, MS, PhD

Diplomate ACVCP

Lois Bates Acheson Dean

College of Veterinary Medicine

Oregon State University

200 Magruder Hall

Corvallis OR 97331-4801

Re: Proposal for a New Academic Program – Interdisciplinary Graduate Program in Comparative Health Sciences (CHS)

Dear Cyril,

As the Dean of the College of Public Health & Human Sciences (CPHHS), I am writing in support of the Proposal for a New Academic Program – Interdisciplinary Graduate Program in Comparative Health Sciences (CHS). This proposed program will provide an opportunity to achieve critical mass in a disciplinary program identified by the Division of Health Sciences (DHS) for priority development. DHS supports the value of educating graduates to think in more innovative and interdisciplinary ways, and to focus at the whole animal level and use animal models of disease. The CHS program will provide an opportunity for students to be trained in multidisciplinary approaches to address biological and medical problems. With this program in place, all units within College of Veterinary Medicine (CVM) will participate in graduate education and encourage the integration of several related areas of emphasis currently existing in other units.

My understanding is that initially the program will have one option, Biomedical Sciences, which will accommodate students with advisors in the CVM. The role of CPHHS will be to provide graduate courses currently available to complete the elective course requirements in the proposed option, including courses in Nutrition, Exercise and Sport Science, and Public Health. In addition, CVM students will benefit from taking courses taught by CPHHS faculty who receive extramural-funded research, primarily from NIH and USDA. At a later date, there will be opportunities to add other options as the interdisciplinary program expands to include related areas of emphasis in health sciences.

The CHS Program exemplifies both the OSU and the DHS Strategic Plan. The OSU Strategic Plan Phase II advances three signature areas of distinction and CHS relates to, *Improving Human Health and Wellness*. In 2010, consistent with the OSU Strategic Plan, realignment among the colleges produced the DHS with the overriding goal to promote the development of interdisciplinary programs. I am very supportive of the proposed new academic program and the opportunities for students and faculty to engage in multidisciplinary approaches to address complex biological, medical and public health problems.

Sincerely,

A handwritten signature in black ink, appearing to read "Tammy Bray".

Tammy Bray, PhD

Executive Dean, Division of Health Sciences

Dean, College of Public Health and Human Sciences

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Comparative Health Sciences
 Academic Year: 2012-2013

Indicate the year: X First Second
 Third Fourth
Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$20,000 (0.2)*					\$20,000
Graduate Assistants (Include FTE)	\$120,000 (4.0)					\$120,000
Support Staff (Include FTE)	\$20,000 (0.5)*					\$20,000
Fellowships/Scholarships	\$60,000					\$60,000
OPE	\$38,400					\$38,400
Nonrecurring:						
Personnel Subtotal	\$258,400					\$258,400
Other Resources						
Library/Printed	\$595					\$595
Library/Electronic	\$1,500					\$1,500
Supply and Svcs., stationary, mktg	\$5,000					\$5,000
Equipment						
Other Expenses						
Other Resources Subtotal	\$7,095					\$7,095
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$265,495					\$265,495

*reassignment of FTE on continued budget

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Comparative Health Sciences
 Academic Year: 2013-2014

Indicate the year: _____ First ☒ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$20,400 (0.2)*					\$20,400
Graduate Assistants (Include FTE)	\$244,800 (8.0)					\$244,800
Support Staff (Include FTE)	\$20,400 (0.5)*					\$20,400
Fellowships/Scholarships	\$60,000					\$60,000
OPE	\$61,320					\$61,320
Nonrecurring:						
Personnel Subtotal	\$406,920					\$406,920
Other Resources						
Library/Printed	\$595					\$595
Library/Electronic	\$1,500					\$1,500
Supply and Svcs.: stationary, mktg	\$5,125					\$5,125
Equipment						
Other Expenses						
Other Resources Subtotal	\$7,220					\$7,220
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$414,140					\$414,140

reassignment of FTE on continued budget

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Comparative Health Sciences
 Academic Year: 2014-2015

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$20,808 (0.2)*					\$20,808
Graduate Assistants (Include FTE)	\$367,200 (12.0)					\$367,200
Support Staff (Include FTE)	\$20,808 (0.5)*					\$20,808
Fellowships/Scholarships	\$60,000					\$60,000
OPE	\$86,442					\$86,442
Nonrecurring:						
Personnel Subtotal	\$555,258					\$555,258
Other Resources						
Library/Printed	\$595					\$595
Library/Electronic	\$1,500					\$1,500
Supply and Svcs: stationary, mktg	\$5,253					\$5,253
Equipment						
Other Expenses						
Other Resources Subtotal	\$7,348					\$7,348
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$562,606					\$562,606

reassignment of FTE on continued budget

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Comparative Health Sciences
 Academic Year: 2015-2016

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$21,224 (0.2)*					\$21,224
Graduate Assistants (Include FTE)	\$367,200 (12.0)					\$367,200
Support Staff (Include FTE)	\$21,224 (0.5)*					\$21,224
Fellowships/Scholarships	\$60,000					\$60,000
OPE	\$90,768					\$90,768
Nonrecurring:						
Personnel Subtotal	\$560,416					\$560,416
Other Resources						
Library/Printed	\$595					\$595
Library/Electronic	\$1,500					\$1,500
Supply and Svcs.; stationary, mktg	\$5,384					\$5,384
Equipment						
Other Expenses						
Other Resources Subtotal	\$7,479					\$7,479
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	\$567,895					\$567,895

reassignment of FTE on continued budget

1. Review - College Approver - Veterinary Medicine

Approved by [Patrick Kamins](#) Coord-Student Services / Veterinary Medicine, *April 24, 2012 3:53pm*

2. Review - Curriculum Coordinator

Sent Back by [Gary Beach](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 15, 2012 1:53pm*

Comments

Gary Beach (Curriculum Coordinator) May 15, 2012 1:53pm
Sent back to the originator in order to post the Library Evaluation report.

--Gary

3. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, *May 15, 2012 2:00pm*

4. Review - Curriculum Coordinator

Sent Back by [Gary Beach](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 23, 2012 4:58pm*

Comments

Gary Beach (Curriculum Coordinator) May 23, 2012 4:58pm
Returning for revisions following the Academic Programs Committee meeting.

--Gary

5. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, *May 31, 2012 2:32pm*

6. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 31, 2012 3:12pm*

Comments

Sarah Williams (Curriculum Coordinator) May 31, 2012 3:12pm
Returning to Originator at her request.

7. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, *May 31, 2012 3:14pm*

Comments

Beth Chamblin May 31, 2012 3:14pm
The recommendations and comments made by the Curriculum Coordinator, Academic Programs Committee and Library have been addressed in the revised proposal documents.

8. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *June 4, 2012 10:57am*

Comments

Sarah Williams (Curriculum Coordinator) June 4, 2012 10:57am
This proposal is ready for review by Budgets and Fiscal Planning.

9. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), October 14, 2012 8:54pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) October 14, 2012 8:54pm

This proposal was sent back to the proposers for clarification of the budget in the following areas: (a) The Library Assessment must be fully funded in each year of the budget, not partially funded. (b) The total incremental funding relative to today should be indicated in the budget. Thus if the \$207K is to be spent in each of the four years, it should be indicated in each year in addition to new expenditures in succeeding years. (c) The salaries of the graduate assistants need to be clarified. It appears the grad students are paid \$30,000 per year with a small \$5000 OPE charge. Is that for a 0.49 FTE per person or is it (as suggested by the budget) 1.0 FTE /person? How is the OPE calculated? (d) The narrative speaks of an investment of \$560K from the College. Where does that appear in the budget? (e) The narrative mentions a director + staff position. Where is that in the budget? (f) The distinction between "student" and "resident" needs to be clarified.

10. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, October 25, 2012 5:06pm

Comments

Beth Chamblin October 25, 2012 5:06pm

Thank you for the review of our proposal for a new graduate program, Comparative Health Sciences. We answered your specific questions below and have modified the proposal accordingly.

- a) The library assessment must be fully funded... answer: It is. As specified in the proposal, the library has recommended the subscription of a journal (Infection Control & Hospital Epidemiology) that we already have in our library. It will be available to students.
- b) The total incremental.... answer: Each year (1st to 4th) has its own budget that is shown in the budget pages. All four years together will have a budget of \$1,053,600.
- c) Salaries and OPE.... answer: The College of Veterinary Medicine has a program of residency (in Medicine, Surgery, etc.) Those residents are enrolled in the MS (current MS of Veterinary Medicine) program. The resident position is 1.0 FTE and is paid \$30,000 with \$5,000 of OPE.
- d) The narrative speaks of an investment of \$560K... answer: This represents the total investment of the College in the program. It has been updated.
- e) The narrative mentions a director.... answer: The positions do not represent new faculty, but re-assignments. Because of that, they do not infer new money. However, we have changed the budget page to show those costs.
- f) the distinction between.... answer: As mentioned before, resident/graduate student (MS) is a program existing in the College. Professional schools have MD/MS, MD/PhD, DVM/MS, DVM/PhD, that follows a different model compared with other programs in the University. We added a few sentences in the text to make it clearer. We appreciate the comments and the opportunity to improve the presentation of our proposal.

11. Review - Budgets and Fiscal Planning Committee

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, November 13, 2012 10:47am

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) November 13, 2012 10:47am

Per email from Gary Beach on 11/12/12, I am returning this proposal to the Originator at the request of the Budgets and Fiscal Planning Committee for requested changes. SW

12. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, November 14, 2012 9:33am

Comments

Beth Chamblin November 14, 2012 9:33am

Budget documents were updated.

13. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), December 4, 2012 10:22am

14. Review - Graduate Council Chair

Sent Back by [James Coakley](#) Associate Dean / College of Business Dept, March 12, 2013 1:06pm

Comments

James Coakley (Graduate Council Chair) March 12, 2013 1:06pm

The Graduate Council feels this program would be a welcome and valuable addition to the OSU campus. However, we would like the proposal to provide additional details pertaining to establishment of an interdisciplinary graduate program. Specifically, an agreement for hosting the program within the Graduate School, a more expansive list of participating faculty and their tenure home to ensure sufficient faculty are engaged to deliver the needed coursework and mentoring, and additional information on sources of student support. Liaison letters from the Provost and the Graduate School would help to clarify the current and future intended structure of the program as an interdisciplinary program.

15. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, April 3, 2013 10:09am

Comments

Beth Chamblin April 3, 2013 10:09am

A letter of support from the graduate school was added. The appendix list of faculty was updated and the proposal itself was updated.

Thank you,
Beth

16. Review - Graduate Council Chair

Sent Back by [James Coakley](#) Associate Dean / College of Business Dept, April 5, 2013 10:33am

Comments

James Coakley (Graduate Council Chair) April 5, 2013 10:33am

Please attach Appendix 1

17. Originator Response

[Beth Chamblin](#) Asst to Dept Head / Vet Biomedical Science, April 5, 2013 11:34am

Comments

Beth Chamblin April 5, 2013 11:34am

Appendix 1 has been attached.

Thank you,
Beth

FINAL REPORT

(January 19, 2010)

Oregon State University
College of Health and Human Sciences
Department of Public Health

Graduate Program Review Site Visit
May 16-18, 2010

Review Panel

Cheryl L. Addy, Arnold School of Public Health, University of South Carolina, Panel Chair

Susan Allan, Northwest Center for Public Health Practice, University of Washington

Denise Lach, Department of Sociology, Oregon State University

Tom Wolpert, Department of Botany and Plant Pathology, Oregon State University

Overall Recommendation

The Department of Public Health in the College of Health and Human Sciences at Oregon State University has an ambitious plan of growth and reorganization to become a College of Public Health and Human Sciences and an accredited school of public health. The external review was conducted in the midst of university and college reorganization and plans for the future were in great flux and ambiguity. This report is therefore a balance between an evaluation of the current resources and programs and a prospective assessment of the proposed expansion. The review panel was impressed with the strategic planning in the department and college, the growth that has already occurred in the last few years, the enthusiasm of the departmental faculty for this plan, and the broad participation in development of the self-study. However, the department currently has only minimally sufficient faculty resources and/or course work to support available academic programs (e.g., international health, epidemiology, biostatistics, and the doctoral programs). The review panel recommends that initial investments in departmental growth be dedicated to the currently active and newly-approved instructional programs and the infrastructure to support these programs and faculty research, independent of current or proposed organizational structure and before expansion into additional areas is considered. The external review team recommends that Oregon State University maintain the Public Health Graduate Program and strengthen it by addressing concerns raised in the review. On a separate note, the external review team does not see the currently-proposed timeline for the goal of being an accredited school of public health as realistic given current and proposed resources and systems.

Summary of Findings and Recommendations

Students and Instructional Programs

- Work with students to create processes that include them in the life of the department including appropriate involvement in departmental governance, their own student organization and a clear process for communicating concerns.
- As curricular programs continue to expand, develop course work to support programs. Assess, in particular, the scope and depth of offerings for doctoral students.
- Complete creation of a departmental process for supporting development, implementation and evaluation of internships for MPH students.
- Increase research support for students, especially PhD students. Include student support on all proposals for external funds.
- Become more involved in interdisciplinary efforts on campus; encourage students to participate in seminars, courses, etc. in areas that are relevant to public health.
- Continue efforts to recruit and support students from racial/ethnic minorities while exploring what diversity means to the department beyond the usual definitions of gender, race and ethnicity.

Faculty

- Expand faculty, especially for current offerings in international health and for approved offerings in epidemiology and biostatistics.

- Ensure that faculty are appropriately involved in the planning and implementation of major organizational and curricular changes, especially those faculty who have significant experience in other schools or programs of public health.
- Provide opportunities for professional development in all aspects of faculty expectation (e.g., research, teaching and advisement, leadership development).

Infrastructure and Resources

- Hire sufficient faculty to support current programs before expanding into other areas. There are already significant faculty deficits in several key areas in the context of the graduate programs and research productivity. Not adequately considered in the current evaluation is the significant demand on departmental resources for the undergraduate programs.
- Assure adequate staff support and infrastructure for all aspects of departmental productivity. An immediate need stated by the faculty is for research support. A second need is for student services, which may not require a major investment in personnel but rather development of more efficient processes and better communication with students (e.g., application, enrollment, and registration issues).
- Any reorganization should be based on logical groupings of programs and should involve broad faculty input. At the time of the review, the College of Human Sciences was proposing to reorganize its three departments into two schools. Given the minimum number of faculty required to be a stand-alone department, the proposed alignment into two schools is strong and reflects arrangements at other schools of Public Health. However, the Panel is concerned whether the proposed reorganization will provide the professional and organizational focus that is needed. The review panel recognized that “School A” included disciplines oriented toward the natural and physical sciences and “School B” included those disciplines related to the social sciences. However, it is not clear that this division creates any efficiency or facilitates any enhanced collaborations within the disciplines. The College should also consider whether nonstandard organizational structure and nomenclature may hinder the ability of the faculty to participate in the larger public health community, and be less attractive and more confusing for students. In this context, the review panel would recommend either a non-departmentalized college or divisions that reflect well-defined disciplines or groupings but which could perhaps share staff and some non-personnel resources. There may be an intermediate grouping such as family sciences, health behavior and health promotion, and human development; health policy and international health; epidemiology and biostatistics; exercise science and nutrition; and environmental health and occupational safety. The exclusion of design and human environments is unfortunate but reasonable if that department is not willing or able to shift their focus more toward health-related issues.
- As noted above, encourage and facilitate more involvement in interdisciplinary opportunities on campus. For example, the Environmental Safety and Health (ESH) program has evolved toward a relatively narrow focus rather than capitalizing on the broad expertise in environmental sciences across the campus. These activities will enrich experiences for both faculty and students.
- The department presents an ambitious plan for faculty recruitment. However, the availability of financial resources to meet this plan is not clear. According to Dean Tammy Bray, resources for the

ten positions projected by March 2011 are from internal reallocation; conservatively expenses could easily be over a million dollars in recurring salary and fringe benefits plus any necessary start-up commitments. Whether the resources are available from attrition or from explicit reductions, the department (or college) must be careful not to create critical deficits in other program areas. Also, any reductions in one area to enhance another could cause resentment, so open communication about the strategic planning is critical. Some of the proposed faculty growth is contingent on successful competition within the university's strategic re-alignment process, suggesting that resources are not certain.

Detailed Findings

1. Introduction: Objectives of the review, participants, order of events, and organization of the report

At the request of Oregon State University, a four-member review team conducted an on-site review of the Department of Public Health in May, 2010. As its central objectives, the review team sought to assess the current structure, scope, and quality of the graduate programs in the department. In pursuing these objectives, the review team necessarily addressed related issues such as number and distribution of faculty, related programs and resources, and university budgeting guidelines. In all of its activities and deliberations, the review team followed the "Guidelines for the Review of Graduate Programs" provided by the Graduate Council of Oregon State University (approved May 2008) and consulted the "Self-Study: Review of Graduate Programs" submitted by the Department of Public Health (May 2010).

The review panel included panel chair Cheryl Addy (senior associate dean for academic affairs, Arnold School of Public Health, University of South Carolina), Susan Allan (director, Northwest Center for Public Health Practice, University of Washington), Denise Lach (Department of Sociology and Graduate Council, OSU) and Tom Wolpert (Department of Botany and Plant Pathology and Graduate Council, OSU); Dr. Wolpert was unable to participate in the on-campus site visit. Members of the review panel met from 6:00-8:30 pm on Sunday, May 16, 2010, and from 8:00 am to 7:00 p.m. on Monday, May 17, 2010. During the Monday sessions, members met with Martin Fisk, acting dean of the Graduate School, and Gita Ramaswamy, associate dean of the Graduate School. The sessions on Monday included interviews with administrators, faculty and students of the college and department. The on-campus review agenda ended in executive session, during which the review team drafted an initial set of recommendations, which it forwarded to the university in June 2010.

2. Inputs

2.1 The fit of the mission of the program and its relationship to the mission of the academic college and University mission

The mission of the program is the same as the mission of the College of Health and Human Sciences: It "advances knowledge, policies, and practices to enhance the lives, health, and environments of

individuals, families, and communities in Oregon and beyond.” This fits within the University mission: “As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.” In its strategic plan, the University references three signature areas of distinction, one of which is “Improving Human Health and Wellness”.

The program’s activities and goals fit within the stated missions of the College and the University. The concern is that there is no mission specifically for the program, to distinguish and focus its activities within the larger environment of the college and of the university. The program should have a mission that is compatible with those of the college and university, but that identifies the special roles and contributions of the program.

2.2 Quality of Students

In general, the students in both the MPH and the PhD programs appear to be of high quality as shown by their GPAs and high placement rates upon graduation. Students in the PhD program have received prestigious recognition, awards, and fellowships on a regular basis. MPH students have regularly been awarded OMPH (Oregon Master of Public Health) Outstanding Student Awards.

The review panel encourages the department to think about how the wide variety of students –the ages, experiences, first generation graduate students, and low-income– leads to a diverse student body, what kinds of services these students may expect or need as well as the competencies they bring to the program, and how existing students might serve as the “face” of diversity in the department. We also encourage the department to find ways to recruit minority students more successfully including direct mailings to undergraduate and graduate programs in parts of the country with larger minority populations and active recruitment of students from around the country who have received McNair fellowships (McNair fellowships are awarded to meritorious low-income and first-generation undergraduates from groups traditionally under-represented in graduate education).

2.3 Admissions Selectivity

As described by faculty and the self-study report, the admissions process is selective in that it examines not only undergraduate and graduate GPA and GRE scores, but also takes into consideration an applicant’s demonstrated capacity in jobs and life experience. This seems very appropriate for a program with an entering student average age of more than 35 years, although a quantitative comparison of applicants admitted and not admitted suggest the assessment process admits those applicants most qualified by traditional academic metrics. The academic qualifications of those offered admission have been stable for the last few years, with an average GPA of approximately 3.5, average GRE Verbal of 515, and average GRE Quantitative of 600 for MPH admissions (Appendix I, Table A). The number of applicants seems to fluctuate around 80. The number of doctoral applicants is much smaller (12-15 per year) with academic qualifications for those admitted similar to those of MPH admissions. The department should continue to monitor and review their own processes and criteria for admission

in light of the current high acceptance rate, to ensure that they do not lose appropriate selectivity in the interests of expanding the program.

2.4 Level of Financial Support for Students

The review panel congratulates the Public Health Department on their success in securing funds to support many graduate students through university, college, and departmental scholarships. In recent years, support for PhD students in particular has increased so the majority is receiving some kind of assistance. Students in some specialty areas (e.g., Environmental Safety and Health) are able to secure paid internships, although that is not common across all specialties. PhD students are also supported through graduate teaching assistantships, which is a standard practice and prepares students for academic jobs.

There does not appear to be a culture of faculty-funded research support for graduate students; only ~\$26,000 from ~\$3,000,000 in external grants was used to support a single graduate research assistantship during 2008-2009 (Appendix I, Table C). As the faculty become more active and successful in securing external funds, the review panel encourages them to provide more research assistantships for graduate students. Currently most doctoral students have graduate teaching assistantships, while some have scholarships from various sources.

2.5 Curriculum strength

Overall, the current MPH curriculum is strong for the fully-implemented concentrations. This curriculum was developed and evaluated in the context of program accreditation criteria from the Council on Education for Public Health. Because of the Oregon MPH program, OSU students have easy access to courses offered through the other collaborating institutions. Several students reported taking at least one course in Portland (either Portland State University or Oregon Health Sciences University). It was not clear to the review panel that the department has the resources to expand the MPH program to include additional concentrations as currently planned.

Of the four currently active concentrations in the MPH program, International Health (IH) is clearly the most popular, with 43 students. In contrast, a total of 46 students are enrolled in the ESH, Health Management and Policy (HMP) and Health Promotion concentrations combined. However, the IH concentration is the least supported by current faculty and available course work. One faculty member has primary responsibility for advising all IH students and coordinating IH internships. The IH concentration lists two courses in international/global health and other than one other course in medical anthropology, the remaining course work is all general public health with respect to the IH concentration. In other words, the IH concentration looks much like any other concentration in a core public health discipline with a limited emphasis in international health.

Students report need for more support for the required internship, including understanding requirements, site selection, and pursuit of funding, especially for international placements. This is

apparently a longstanding concern as it was cited in the most recent (2006) MPH program accreditation review for the collaborative program.

Historically, the department had two MS programs. Both have currently been suspended to allow the department to focus more completely on the MPH and PhD programs; the complete termination of the MS programs is anticipated.

The department currently offers three concentrations for the PhD in public health: ESH, HMP and Health Promotion and Health Behavior (HPHB). Over half of the current students are enrolled in the HPHB concentration. The 109 quarter credit hour curriculum includes 16 hours of public health core courses (MPH core or equivalent); 18 hours of courses in methodology and statistics, most of which are offered outside the department; 16 hours in the concentration area; and a cumulative 59 credit hours for proposal/grant writing, research project and manuscript, dissertation and doctoral seminar. From one perspective, the relatively small amount of formal course work suggests the curriculum follows a basic science philosophy for doctoral education (less course work and more independent research), but the minimal number of courses in the concentration area raises a concern that the department may not have adequate depth of course work for the doctoral programs. This was somewhat confirmed by doctoral students who indicated they often had to go outside the department or college to find appropriate course work and even then struggled to find relevant courses that were offered on a regular basis. In addition, the students seem unclear about the requirements for the second-year research project and manuscript, which is apparently a new policy for which guidelines are not yet clear to either faculty or students. The department should review the doctoral student handbook carefully to assure that the language about doctoral requirements is consistent with the Graduate School requirements, e.g., concerning the comprehensive exam.

2.6 Quality of personnel and adequacy to achieve mission and goals

The current faculty are well qualified for their positions. However, the quantity of faculty seems minimally adequate to support the current academic offerings. For example, the IH concentration critically needs more faculty to expand the course work and support the students. The department has an ambitious growth plan for the next few years, but some of the faculty expansion is contingent on new funding during a period of budget reductions and competition for limited available resources. The department must have the additional faculty to support the currently approved curricula (e.g., new concentration in epidemiology and biostatistics) before expansion into additional areas is considered. This need is especially critical in the context of also supporting a popular undergraduate program.

2.7 Level and quality of infrastructure

Faculty members expressed strong concern for the lack of infrastructure for research at either the department or college level. If the department expects to recruit and retain research-productive faculty, the infrastructure for pre- and post-award support (e.g., budget development and management, purchasing, human resources) for research activities must be provided at some level.

During the meetings, faculty shared few thoughts on general staff support in the department. The review panel met only one staff person (graduate programs manager and assistant to the chair). The college organizational chart listed a second person, the office coordinator, whose role was never referenced in the meetings. As the department pursues the intended growth in faculty and in academic program offerings, additional personnel will likely be needed both for general administration (e.g., human resources, budget, purchasing, and clerical support) and for the academic programs. For the latter, as the MPH program evolves out of the collaborative Oregon MPH program, additional infrastructure will be needed in the department. While the department can choose whether to maintain and expand the current centralized process for managing student applications and progress or to develop a more decentralized process, change must occur to provide sufficient support both for faculty and students. Masters students report concerns about apparent delays in communication between time of application, admission and information about enrollment. General communication about academic requirements, department and university policies, and relevant news and events is an ongoing challenge, exacerbated by websites that are difficult to navigate.

One specific detail noted is that all the course listings for the department are identified by “H”. As the varied concentrations develop, the department is encouraged to consider use of separate acronyms for the different disciplines to allow more efficient identification of the programs.

The division of responsibilities and the corresponding allocation of effort among the graduate coordinator and the concentration-specific graduate program coordinators was not clear to the review panel.

2.8 Quality of organizational support

As noted above, the university strategic plan includes three priority areas, one of which is “Improving Human Health and Wellness.” While the dean of the college has a vision of expanding the focus on public health throughout the programs of the college, it is not clear that the corresponding university priority has been translated into any campus-wide activities or developments. The university includes many other subject areas that would create mutual benefit if connected to the public health program and it is striking that there has been relatively little involvement with the many rich university programs beyond the college.

The other area of organizational support that was of concern was the sense voiced by many of the faculty that they have not been effectively used as a resource and sounding-board by the college and university as the proposals for reorganization and other major changes are being developed. Faculty who have considerable experience in the field of public health and experience at other academic institutions can help identify ways in which the proposed changes may be attractive or present barriers to the recruitment of new faculty and students, and may facilitate or hinder their participation in the professional community. They acknowledged that there had been opportunities to voice their opinions, but they identified a “top-down” approach that did not obviously incorporate or respond to their suggestions and concerns. Faculty highly value their role in governance, so communication and some

level of transparency are critical during this period of organizational change and budget reduction and reallocation.

3 Productivity

3.1 Level and Quality of Student Performance

The level and quality of student performance for both the MPH and PhD program is high. Two-year graduation rates for MPH cohorts is typically high (usually more than 90%), which is a strong indicator that students are performing as expected. The department reports 24 doctoral graduates for the period 2004 through 2008. In contrast to current enrollments dominated by the HPHB concentration, dissertation titles reflected more preference for the HMP concentration.

As described above, both MPH and PhD students regularly receive recognition from others for their scholarly activities. In addition, PhD students are presenting at professional conferences and publishing in peer-reviewed journals on a regular basis.

3.2 Level and quality of faculty performance

The department reports a highly-commendable increase in research productivity as measured by receipt of grants, publication of peer-reviewed manuscripts and presentations at professional meetings, both in absolute numbers and on a per faculty basis. The department has been intentional about encouraging research and recruiting senior faculty with active research agendas, and the success of this strategy is evident. Over the five years covered in the self-study, scholarly activity increased substantially by a variety of metrics: peer reviewed publications and presentations, citation counts, and external funding.

However, this success seems to have come with a significant cost to the academic programs. In both meetings with students, the review panel heard concerns about the quality of instruction and the advisement process. Student perception of teaching suggests that some faculty are outstanding instructors and some are ineffective for a variety of reasons. Specific negative examples include instructors who seemed to have no passion for the subject being taught and a class in which students were assigned topics to present for most class lectures but had little support or feedback from the instructor for doing so.

Faculty have primary responsibility for academic advisement of students, but the students report difficulty finding basic information about required documentation, registration procedures, etc. Students also report limited career-counseling support, other than inconsistent individual mentoring. Doctoral students do not understand the rationale behind or the process for the second-year research project and manuscript. A major concern from the MPH students is the lack of infrastructure for identifying and developing internship projects.

The department is commended for the broad participation of faculty in developing the self-study for this external review and in the site visit meetings.

3.3 Viability of Scholarly Community within Which Students can Interact

There appears to be little participation by graduate students in the life of the department or program. They do not participate in departmental decision-making and do not appear to have any governance structure of their own at OSU. Students do participate in governance of the OMPH program, but that is not a substitute for involvement with the OSU department. There is not a student organization that can bring graduate students together for professional and social purposes. While the department has supported peer-to-peer mentoring in the past, it appears as if this program is no longer in existence. The review panel was also surprised at how insulated students in this program are from other scholarly activities at OSU, particularly interdisciplinary programs for which expertise in public health would be welcomed and is needed, such as climate change. Faculty in the department are also somewhat isolated, so it is difficult for them to introduce their students to other opportunities on campus.

4. Outcomes

4.1 Professional viability of graduates

This is an area that merits some additional attention by the department and college, in that both MPH and doctoral students expressed a desire for more career counseling. From the survey information, site visit interviews and other information available for the review, it appears that MPH graduates have been able to obtain appropriate employment. As noted previously, some students have distinguished themselves professionally by winning various professional awards. However, many students expressed concerns that career counseling is limited and haphazard rather than systematic and explicit. Some students praised the assistance with career development provided to them by individual faculty. But others, especially doctoral students, voiced uncertainty about what their next steps should be and were frustrated with the lack of guidance in identifying a professional path. This may be an area where the students are looking for activities to be provided by OSU rather than by the OMPH program.

4.2 Satisfaction of students and graduates

During the site visit, there was the opportunity to talk with students from a range of degree programs and representing first year students through recent graduates. Results from student surveys were also available for review. In the meeting with the students, they appeared to be frank and reasonably expansive in their statements. It was striking that the students voiced a wide range of experiences and opinions about almost every aspect of the program, and that almost every opinion or experience voiced by a student was countered by an opposite experience from another student. Some students felt they had been well-served by virtually every aspect of the program, including the curriculum, teaching, advising, and career development. Others felt that almost every aspect of the program had been problematic. Particularly striking were the concerns voiced by more than one student about the following: lacking or inadequate career advising and development; quality of teaching (apparently a couple of teachers demonstrate little passion or enthusiasm); and difficulty obtaining the depth of coursework or availability of appropriate coursework that they need for their course of studies.

The most problematic concern is that when students were asked about the channels available to them for communicating their concerns to the program or college administration, they were not able to identify any regular or explicit ways to bring their concerns and recommendations to the program administration or faculty. They referenced instead their participation with the Oregon MPH program and student participation in committees and activities of the OMPH. But it was apparent that the OMPH channels are not a fully-satisfactory substitute for a more immediate communication and involvement with the OSU program.

4.3 Rankings/Rating

There is no official ranking or rating of Public Health programs, and the review panel does not perceive the US World and News Report ranking as a credible assessment of academic excellence. We do note, however, that the Oregon MPH program received accreditation from the Council on Education for Public Health (CEPH) in 2006. This indicates that the Public Health Program at OSU is a key component of the collaborative program that is meeting the standards of the public health discipline. However, because the accreditation includes consideration of resources and programs of OHSU and PSU, the significance specifically for the OSU program is limited. It is also to be noted that the accreditation did not include consideration of the doctoral programs, and that no rating is available that pertains to the doctorate.

5. Conclusion

The Department of Public Health offers the Master of Public Health and PhD degree programs with concentrations for both degrees in a variety of disciplines. The MPH is currently offered in conjunction with the CEPH-accredited Oregon Master of Public health collaboration. However, the department and college are considering withdrawal from the collaboration as one step toward a larger goal of becoming an accredited school of public health. A major organizational change to transform the current College of Health and Human Sciences to the College of Public Health and Human Sciences is scheduled for 2011 in conjunction with the planned initial application for CEPH accreditation. Associated with this organizational change is an ambitious effort to hire ten new faculty in the next 12 months and several more after that. The review panel believes some faculty growth is critical to maintain the currently active and approved instructional programs before any expansion is considered. Several of the programs do not have adequate faculty and/or course work now, and the department does not have the professional staff and infrastructure to support the expansion. In particular, this review highlights several limitations of support for faculty research, student advisement and career counseling, and student support and services in general. However, this concern should not negate the tremendous progress and growth the program has experienced in the last few years. Because of the advocacy of the department chair and college dean, public health is highlighted as a critical component of the university's strategic plan and therefore should be a priority area for strategic allocation of resources.

**Oregon State University
College of Health and Human Sciences
Department of Public Health
Response to Graduate Program Review Site Visit (May 16-18, 2010)
January 28, 2011**

Summary of Recommendations and Action Plans

Students and Instructional Programs

1. Work with students to create processes that include them in the life of the department including appropriate involvement in departmental governance, their own student organization and a clear process for communicating concerns.

Action Plan: We are currently a member of the Oregon MPH Program in which each track has a student representative who serves on the Academic Program Committee and represents student ideas and student concerns to the overall governance of the OMPH. OSU has four track representatives and one of these track representatives also serves as the OSU representative to the Program. We have not created our own structure at OSU because it would be duplicative. As we move forward with the College of Public Health and Human Sciences, we will be a stand-alone college and we will continue having the MPH track representatives involved in program governance. We will also include PhD representatives from the three concentration areas. Related to student organizations, there is a very active International Health Club and Public Health Club in the department. Students from all tracks and also PhD students are invited and do participate in the club activities. Also, starting spring 2010, the Department Chair and Graduate Coordinator meet each term with the OMPH track representatives to hear their concerns and ideas for changes, so we currently have a process in place and regular schedule for students to communicate concerns about the program.

2. As curricular programs continue to expand, develop course work to support programs. Assess, in particular, the scope and depth of offerings for doctoral students.

Action Plan: In spring of 2010, the faculty developed competencies and additional courses for the three PhD Concentrations in Public Health in order to strengthen the PhD degree program and to meet CEPH requirements. These are detailed in the current PhD handbook. Per this recommendation, new courses will be introduced as we increase our faculty in all three concentrations.

3. Complete creation of a departmental process for supporting development, implementation and evaluation of internships for MPH students.

Action Plan: Beginning in fall 2011, one of the Public Health faculty members will assume the role of Internship Coordinator for the MPH program. She will oversee internships for students in all tracks, including the development, implementation, and evaluation of internships.

4. Increase research support for students, especially PhD students. Include student support on all proposals for external funds.

Action Plan: As documented in the Self-Study, the faculty has dramatically increased our research productivity in the last few years. Due to the increase in external funding, this year, in particular, we have been able to offer more GRA positions than in the past. We will work to continue this trend in the future. In addition, a number of students have been supported on hourly wages when the grant will not fully support a GRA.

5. Become more involved in interdisciplinary efforts on campus; encourage students to participate in seminars, courses, etc. in areas that are relevant to public health.

Action Plan: This is something that is important to us, and perhaps we did not adequately address this in the Self-Study. Students are encouraged to take classes from all department and programs on campus. For example, they routinely take courses from, but not limited to, Anthropology, Nutrition & Exercise Sciences, Human Development & Family Sciences, Sociology, Statistics, Toxicology, Engineering, Business, Women's Studies, and Water Resources. In addition, MPH and PhD students are on listservs and they receive numerous announcements about seminars, workshops, and other opportunities on campus and in the broader community. We will continue to encourage students to take advantage of these events.

6. Continue efforts to recruit and support students from racial/ethnic minorities while exploring what diversity means to the department beyond the usual definitions of gender, race and ethnicity.

Action Plan: We participate in a number of diversity-recruitment efforts in order to attract a larger number of diverse applicants to the Program. These efforts include but are not limited to: (1) corresponding with students interested in graduate studies in Public Health who participated in the California Forum for Diversity in Graduate Education and the Minority Recruiting Event with the Society for the Advancement for Chicano and Native Americans in Science; (2) recruiting of minority students at the annual American Public Health Association meetings; (3) corresponding with McNair Scholars interested in Public Health; (4) participating in the Graduate School's Minority Pipeline Scholarship Program; and, (5) working with our colleagues across campus and particularly with the faculty and staff in OSU's Educational Opportunities Program to attract and retain minority graduate students. We will continue these efforts and will keep records of the contacts we make to determine if any of the students contacted through these processes end up applying to our MPH Program. We have secured \$120,000 in Laurel Awards for MPH Student in AY 2009-2010 and \$100,000 for both AY 2010-2011 and 2012- 2013. One of the stated goals of this award is to attract diverse students.

Faculty

7. Expand faculty, especially for current offerings in international health and for approved offerings in epidemiology and biostatistics.

Action Plan: The College is currently recruiting 11 additional faculty trained and experienced in the core Public Health disciplines to complement the existing 75 tenured/tenure track faculty college-wide. Searches for faculty in biostatistics, epidemiology, health policy and environmental and occupational health began in October 2010. New hires will ensure that all areas are adequately staffed to support the academic, research, and service programs we offer. Regarding international health, this year we hired full-time a PhD fixed term faculty to teach courses and advise students in that track. In addition, one tenure-track faculty member will be reassigned to the International Health track starting Fall 2011.

8. Ensure that faculty are appropriately involved in the planning and implementation of major organizational and curricular changes, especially those faculty who have significant experience in other schools or programs of public health.

Action Plan: In June 2010, to increase the circle of engagement, the dean augmented the original Administrative Team (AT) with a Faculty Transition Team (FTT). Three faculty from Public Health are on the FTT. Assisted by an organizational development consultant, the joint Faculty-Administrative Transition Team (FTT/ATT) worked throughout the summer of 2010 to address faculty issues, develop options for organizational design and plan its leadership for the transition process. At the all-College meeting in September 2010, the FTT/ATT presented their planning and development work, and engaged faculty and staff in undertaking further development of the new CPHHS. Faculty and staff were enlisted in the creation, design and naming of the two new schools, their operations and governance.

9. Provide opportunities for professional development in all aspects of faculty expectation (e.g., research, teaching and advisement, leadership development).

Action Plan: In terms of support for faculty research, the College of HHS offers a grant-writing workshop annually in the summer. In addition, the College provides internal pilot funds to support new ideas from faculty that may lead to larger externally funded proposals. To provide professional development in teaching, the

faculty are encouraged to enroll in courses and workshops offered by the Center for Teaching, Learning and Assessment. To improve faculty advising, we focused on student advising and mentoring at our fall 2010 retreat, and came up with a tangible suggestions for improvement. We are now in the process of creating online assessment tools for both PhD and MPH students that will improve the ability of faculty to track student progress and achievement. Finally, to enhance faculty leadership, the Dean of the College of HHS is launching a new faculty leadership development program during this academic year. The details of this program are being coordinated with the Associate Provost for Academic Affairs leadership development program so there is no duplication. One faculty in Public Health attended the latter program.

Infrastructure and Resources

10. Hire sufficient faculty to support current programs before expanding into other areas. There are already significant faculty deficits in several key areas in the context of the graduate programs and research productivity. Not adequately considered in the current evaluation is the significant demand on departmental resources for the undergraduate programs.

Action Plan: As mentioned above, the College is currently recruiting 11 additional faculty trained and experienced in the core Public Health disciplines. We are currently searching and plan to hire one faculty in biostatistics, two faculty in epidemiology, five faculty in health policy and three faculty in environmental and occupational health by fall 2011. New hires will ensure that all areas are adequately staffed to support the academic, research, and service aspects of our current graduate and undergraduate programs.

11. Assure adequate staff support and infrastructure for all aspects of departmental productivity. An immediate need stated by the faculty is for research support. A second need is for student services, which may not require a major investment in personnel but rather development of more efficient processes and better communication with students (e.g., application, enrollment, and registration issues).

Action Plan: To support faculty research, the College supports a full-time professional faculty to assist in the pre-award phase of grant application. She is available to all faculty in the college, and Public Health faculty seek her services. In addition, this year the Department hired a Research Assistant to work part-time with any Public Health faculty member who is preparing proposals and needs assistance. A number of faculty have already used her services. Regarding the second recommendation, we have a talented professional faculty who is dedicated to assisting students with admission questions, enrollment issues, and registration problems. She is very knowledgeable about university processes and responsive to student concerns. Perhaps delays discussed in the report reflect glitches in the overall university system for admissions and registration.

12. Any reorganization should be based on logical groupings of programs and should involve broad faculty input. The current proposed organization of the three current departments in the College of Health and Human Sciences into two schools is not likely to provide the professional and organizational focus that is needed. The review panel recognized that "School A" included disciplines oriented toward the natural and physical sciences and "School B" included those disciplines related to the social sciences. However, it is not clear that this division creates any efficiencies or facilitates any enhanced collaborations within the disciplines. It should also be considered whether nonstandard organizational structure and nomenclature may hinder the ability of the faculty to participate in the larger public health community and may be less attractive or confusing for students. In this context, the review panel would recommend either a non-departmentalized college or divisions that reflect well-defined disciplines or groupings but which could perhaps share staff and some non-personnel resources. There may be an intermediate grouping such as family sciences, health behavior and health promotion, and human development; health policy and international health; epidemiology and biostatistics; exercise science and nutrition; and environmental health and occupational safety. The exclusion of design and human environments is unfortunate but reasonable if that department is not willing or able to shift their focus more toward health-related issues.

Action Plan: Several developments have occurred since the Program Review. The proposed organizational structure of the College of Public Health and Human Sciences (CPHHS) includes two academic units: 1) the School of Biological and Population Health Sciences, and 2) the School of Social and Behavioral Health

Sciences. The School of Biological and Population Health Sciences is the administrative home for the following academic programs: PhD in Public Health (with a concentration in Environment Safety & Health); MPH tracks in Environment, Safety & Health, Epidemiology, and Biostatistics; PhD, MS and BS in Nutrition; PhD, MS and BS in Exercise and Sport Science; BS in Nutrition and Exercise Sciences. The School of Social and Behavioral Health Sciences is the administrative home for the following academic programs: PhD in Public Health (Health Policy and Health Promotion/Health Behavior); MPH tracks in Health Promotion, Health Management & Policy; BS degree in Public Health; PhD, MS and BS degrees in Human Development and Family Sciences.

Despite the concerns raised by the reviewers, the proposed structure has been positively reviewed by the Executive Director of the Council on Education for Public Health (CEPH). She believes that the proposed structure will support visibility for the five core Public Health programs and that the structure will allow for faculty trained in Public Health to be responsible for development and oversight of the curriculum.

13. As noted above, encourage and facilitate more involvement in interdisciplinary opportunities on campus. For example, the Environmental Safety and Health (ESH) program has evolved toward a relatively narrow focus rather than capitalizing on the broad expertise in environmental sciences across the campus. These activities will enrich experiences for both faculty and students.

Action Plan: As mentioned earlier, students are encouraged to take courses from all department and programs on campus. For example, they routinely take courses from, but not limited to, Anthropology, Nutrition & Exercise Sciences, Human Development & Family Sciences, Sociology, Statistics, Toxicology, Engineering, Business, Women's Studies, and Water Resources. This applies to students in the Environment, Safety and Health track as well as students in all the other tracks. Because the Public Health discipline is by nature, interdisciplinary, the faculty collaborate with others in our college and across campus. In particular, related to the Environment, Safety, and Health track, faculty are co-investigators with faculty in Environmental & Molecular Toxicology, Linus Pauling Institute, Environmental Health Sciences Center, Superfund Research Center, and the College of Engineering. Students in this track are often co-mentored (and funded) by faculty from one of these programs or centers. In addition, faculty from other departments and programs very often serve on MPH or PhD student committees. We may not have made this clear to the reviewers, but there is considerable interdisciplinary collaboration by both faculty and students.

14. The department presents an ambitious plan for faculty recruitment. However, the availability of financial resources to meet this plan is not clear. According to Dean Tammy Bray, resources for the ten positions projected by March 2011 are from internal reallocation; conservatively expenses could easily be over a million dollars in recurring salary and fringe benefits plus any necessary start-up commitments. Whether the resources are available from attrition or from explicit reductions, the department (or college) must be careful not to create critical deficits in other program areas. Also, any reductions in one area to enhance another could cause resentment, so open communication about the strategic planning is critical. Some of the proposed faculty growth is contingent on successful competition within the university's strategic re-alignment process, suggesting that resources are not certain.

Action Plan: The internal funds redirected to support the new faculty in the proposed CPHHS are adequate to support 10 to 17 new faculty members. This is an ongoing commitment by the university and is not contingent upon additional state investment. The CHHS faculty members, the College Dean, OSU President, and Provost have all endorsed the establishment of a CPHHS at OSU. Reorganization of the College to fulfill both the university's restructuring and CEPH's accreditation criteria has been approved by all necessary OSU administrators. The College currently offers all required PH programs (5 MPH and 3 PhD) necessary for accreditation as a CPHHS. Contingent upon approval of this application, OSU President Ray will announce the new CPHHS in summer 2011. Fiscal operation under the new organizational design will commence July 1, 2011 and the College will be renamed the OSU CPHHS. Current students will continue in, and new students will be admitted into the CPHHS in fall 2011. During the 2011 fiscal year, the University provided funding to hire 11 new core PH faculty members and up to 6 additional faculty members with PH expertise for our Human Sciences foci. The College is currently conducting searches for 1 new faculty member in biostatistics, 2 new

faculty members in epidemiology, 5 new faculty members in health policy, and 3 new faculty members in environment, safety and health. In addition, we are offering Graduate Assistantships to high caliber students to help build student interest and enrollment in our newest MPH concentration areas. Financial support for the new faculty members and Graduate Assistantships has been provided by the Provost's and Dean's Offices, and funding for administrative staff will come from the College through enhanced efficiencies and ongoing reorganization efforts.

Follow-up Visit with Department of Public Health

Denise Lach, Grad Council Representative, met with Marie Harvey (Associate Dean for Research and Graduate Studies) and Anna Harding, Co-Director of the School of Biological and Population Health Sciences, both of whom were involved in the external review. The comments below include (a) recommendations from external review (May 16-18, 2010); (b) action plan proposed by Department of Public Health (January 28, 2011); and (c) specific issues raised in the action plan review on March 13, 2013.

Summary: Since the external review in May 2010, many things have changed in the Department of Public Health including a reorganization of the College and the graduate programs into Schools and programs that reflect the state of Public Health education in the 21st Century. Fifteen new hires have been made and two more are currently in the search process. Extensive work and resources have been devoted to creating opportunities for both faculty and graduate students to be successful in their efforts including a full time internship coordinator, a full time grants and contract support specialist, internal seed grant projects, and engagement processes for important tasks like the accreditation coming up next year. This College, all the related Schools and Programs, and especially the faculty should be commended for the amount of work they put into and subsequent success for their graduate programs since the external review was completed. There are many “best practices” in this program that should be shared with other graduate programs including the grant training workshop, a Health Sciences Division-wide information sharing retreat called “IGNITE,” and strategic planning for increasing diversity among faculty, staff, and students.

Students and Instructional Programs

1a. Work with students to create processes that include them in the life of the department including appropriate involvement in departmental governance, their own student organization and a clear process for communicating concerns.

1b. Action Plan: We are currently a member of the Oregon MPH Program in which each track has a student representative who serves on the Academic Program Committee and represents student ideas and student concerns to the overall governance of the OMPH. OSU has four track representatives and one of these track representatives also serves as the OSU representative to the Program. We have not created our own structure at OSU because it would be duplicative. As we move forward with the College of Public Health and Human Sciences, we will be a stand-alone college and we will continue having the MPH track representatives involved in program governance. We will also include PhD representatives from the three concentration areas. Related to student organizations, there is a very active International Health Club and Public Health Club in the department. Students from all tracks and also PhD students are invited and do participate in the club activities. Also, starting spring 2010, the Department Chair and Graduate Coordinator meet each term with the OMPH track representatives to hear their concerns and ideas for changes, so we currently have a process in place and regular schedule for students to communicate concerns about the program.

1c. Action Plan Review: A Graduate School Council has been created at the Dean’s level that includes representatives of all Public Health programs. The Council meets once a term; in addition, the Public Health representatives to the Council meet with the School Co-Directors at least once a term.

2a. As curricular programs continue to expand, develop course work to support programs. Assess, in particular, the scope and depth of offerings for doctoral students.

2b. Action Plan: In spring of 2010, the faculty developed competencies and additional courses for the three PhD Concentrations in Public Health in order to strengthen the PhD degree program and to meet CEPH requirements. These are detailed in the current PhD handbook. Per this recommendation, new courses will be introduced as we increase our faculty in all three concentrations.

2c. Action Plan Review: Required new 600-level courses for the PhD concentrations have been developed and implemented for all three programs (four in Health Policy, six in Health Promotion and Health Behavior, and five in Environmental and Occupational Health & Safety). A new dual MPH degree with DVM has been developed such that a DVM student may enroll in any of the MPH tracks to complete the dual degree. To date, most students have chosen the Epidemiology track. A Graduate Certificate in Public Health with six online courses taught by PhD level instructors was started in the fall of 2012. Two new courses have been created that all graduate students in the college who are not in Public Health programs are required to take (Epidemiology and Foundations of Public Health).

3a. Complete creation of a departmental process for supporting development, implementation and evaluation of internships for MPH students.

3b. Action Plan: Beginning in fall 2011, one of the Public Health faculty members will assume the role of Internship Coordinator for the MPH program. She will oversee internships for students in all tracks, including the development, implementation, and evaluation of internships.

3c. Action Plan Review: Immediately after the review, a faculty member was given a 0.5 FTE appointment as an internship coordinator. In 2012, a full time internship coordinator with an MPH was hired who helps with paperwork, record-keeping, securing new internship locations, meeting with preceptors, etc. Faculty members are still involved with placements, working with students on learning outcomes for internships, and career advising.

4a. Increase research support for students, especially PhD students. Include student support on all proposals for external funds.

4b. Action Plan: As documented in the Self-Study, the faculty has dramatically increased our research productivity in the last few years. Due to the increase in external funding, this year, in particular, we have been able to offer more GRA positions than in the past. We will work to continue this trend in the future. In addition, a number of students have been supported on hourly wages when the grant will not fully support a GRA.

4c. Action Plan Review: This is an ongoing initiative for the program; currently they have set a goal of having 80% of all research grants include student support by 2014/2015. This is complemented by the grant writing training described below and the hiring of young talented new faculty members who are actively submitting proposals.

5a. Become more involved in interdisciplinary efforts on campus; encourage students to participate in seminars, courses, etc. in areas that are relevant to public health.

5b. Action Plan: This is something that is important to us, and perhaps we did not adequately address this in the Self-Study. Students are encouraged to take classes from all department and programs on campus. For example, they routinely take courses from, but not limited to, Anthropology, Nutrition & Exercise Sciences, Human Development & Family Sciences, Sociology, Statistics, Toxicology, Engineering, Business, Women's Studies, and Water Resources. In addition, MPH and PhD students are on listservs and they receive numerous announcements about seminars, workshops, and other opportunities on campus and in the broader community. We will continue to encourage students to take advantage of these events.

5c. Action Plan Review: Students continue to take courses across campus and about 100 adjunct faculty have been recruited and now serve on committees, offer electives, etc. Dual degrees with Anthropology and Women Studies have been created, and a new college seminar series was instituted with 3-5 speakers each term. Speakers come from within the College, Division, and the community/profession. PhD students are required to attend a certain number of seminars for their program of study. The college has created seed

funding for interdisciplinary projects that must include a partner from outside the College. We have also created a dual degree with Vet Med:VDM/MPH, as previously described.

6a. Continue efforts to recruit and support students from racial/ethnic minorities while exploring what diversity means to the department beyond the usual definitions of gender, race and ethnicity.

6b. Action Plan: We participate in a number of diversity-recruitment efforts in order to attract a larger number of diverse applicants to the Program. These efforts include but are not limited to: (1) corresponding with students interested in graduate studies in Public Health who participated in the California Forum for Diversity in Graduate Education and the Minority Recruiting Event with the Society for the Advancement for Chicano and Native Americans in Science; (2) recruiting of minority students at the annual American Public Health Association meetings; (3) corresponding with McNair Scholars interested in Public Health; (4) participating in the Graduate School's Minority Pipeline Scholarship Program; and, (5) working with our colleagues across campus and particularly with the faculty and staff in OSU's Educational Opportunities Program to attract and retain minority graduate students. We will continue these efforts and will keep records of the contacts we make to determine if any of the students contacted through these processes end up applying to our MPH Program. We have secured \$120,000 in Laurel Awards for MPH Student in AY 2009-2010 and \$100,000 for both AY 2010-2011 and 2012- 2013. One of the stated goals of this award is to attract diverse students.

6c. Action Plan Review: An equity and diversity committee was established to develop a plan for increasing diversity through recruiting and program practices. Students, staff, and faculty all serve on the committee, which is chaired by a Native American faculty member. They are focusing their targets on Hispanic and Native American hiring but also using McNair to recruit first-generation grad students. The laurel awards are used only for MPH students and are focused on quality and diversity.

Faculty

7a. Expand faculty, especially for current offerings in international health and for approved offerings in epidemiology and biostatistics.

7b. Action Plan: The College is currently recruiting 11 additional faculty trained and experienced in the core Public Health disciplines to complement the existing 75 tenured/tenure track faculty college-wide. Searches for faculty in biostatistics, epidemiology, health policy and environmental and occupational health began in October 2010. New hires will ensure that all areas are adequately staffed to support the academic, research, and service programs we offer. Regarding international health, this year we hired full-time a PhD fixed term faculty to teach courses and advise students in that track. In addition, one tenure-track faculty member will be reassigned to the International Health track starting Fall 2011.

7c. Action Plan Review: During 2009 and 2011, 15 new hires were made , including four in biostatistics, five in epidemiology, two in Environmental and Occupational Health & Safety and four in health policy. They are currently hiring two additional faculty in Environmental and Occupational Health and Safety and one in Health Policy. Several full time instructors have also been hired to cover both undergrad and grad level classes.

8a. Ensure that faculty are appropriately involved in the planning and implementation of major organizational and curricular changes, especially those faculty who have significant experience in other schools or programs of public health.

8b. Action Plan: In June 2010, to increase the circle of engagement, the dean augmented the original Administrative Team (AT) with a Faculty Transition Team (FTT). Three faculty from Public Health are on the FTT. Assisted by an organizational development consultant, the joint Faculty-Administrative Transition Team (FTT/ATT) worked throughout the summer of 2010 to address faculty issues, develop options for organizational design and plan its leadership for the transition process. At the all-College meeting in September 2010, the FTT/ATT presented their planning and development work, and engaged faculty and staff in undertaking further development of the new CPHHS. Faculty and staff were enlisted in the creation, design and naming of the two new schools, their operations and governance.

8c: Action Plan Review: A College-wide steering committee was implemented fall 2012 that created several subcommittees on which Public Health faculty sit. The subcommittees are now deeply involved in the accreditation process, which will also include staff and student engagement. A mock site visit is planned for May with three outside reviewers. This process is complemented by information sessions for faculty and staff about status of planning and accreditation.

9a. Provide opportunities for professional development in all aspects of faculty expectation (e.g., research, teaching and advisement, leadership development).

9b. Action Plan: In terms of support for faculty research, the College of HHS offers a grant-writing workshop annually in the summer. In addition, the College provides internal pilot funds to support new ideas from faculty that may lead to larger externally funded proposals. To provide professional development in teaching, the faculty are encouraged to enroll in courses and workshops offered by the Center for Teaching, Learning and Assessment. To improve faculty advising, we focused on student advising and mentoring at our fall 2010 retreat, and came up with a tangible suggestions for improvement. We are now in the process of creating online assessment tools for both PhD and MPH students that will improve the ability of faculty to track student progress and achievement. Finally, to enhance faculty leadership, the Dean of the College of HHS is launching a new faculty leadership development program during this academic year. The details of this program are being coordinated with the Associate Provost for Academic Affairs' leadership development program so there is no duplication. One faculty in Public Health attended the latter program.

9c: Action Plan Review: A grant writing workshop was held in 2011-2012; all faculty who attended the workshop subsequently submitted a proposal (not sure about success rate yet). The grant-writing workshop will be repeated this year. An internal seed grant has been created at the Divisional level (Public Health, DVM, Pharmacy) to encourage interdisciplinary research. College leadership training has been implemented with PH faculty participating each year, allowing mid-career faculty to explore leadership opportunities and obligations.

Infrastructure and Resources

10a. Hire sufficient faculty to support current programs before expanding into other areas. There are already significant faculty deficits in several key areas in the context of the graduate programs and research productivity. Not adequately considered in the current evaluation is the significant demand on departmental resources for the undergraduate programs.

10b. Action Plan: As mentioned above, the College is currently recruiting 11 additional faculty trained and experienced in the core Public Health disciplines. We are currently searching and plan to hire one faculty in biostatistics, two faculty in epidemiology, five faculty in health policy and three faculty in environmental and occupational health by fall 2011. New hires will ensure that all areas are adequately staffed to support the academic, research, and service aspects of our current graduate and undergraduate programs.

10c: Grad Program Review: see 7c above.

11a. Assure adequate staff support and infrastructure for all aspects of departmental productivity. An immediate need stated by the faculty is for research support. A second need is for student services, which may not require a major investment in personnel but rather development of more efficient processes and better communication with students (e.g., application, enrollment, and registration issues).

11b. Action Plan: To support faculty research, the College supports a full-time professional faculty to assist in the pre-award phase of grant application. She is available to all faculty in the college, and Public Health faculty seek her services. In addition, this year the Department hired a Research Assistant to work part-time with any Public Health faculty member who is preparing proposals and needs assistance. A number of faculty have already used her services. Regarding the second recommendation, we have a talented professional faculty who is dedicated to assisting students with admission questions, enrollment issues, and registration problems. She is very knowledgeable about university processes and responsive to student concerns. Perhaps delays discussed in the report reflect glitches in the overall university system for admissions and registration.

11c: Action Plan Review: A 1.0 FTE Grants/Contracts specialist has been hired by the College to work with faculty submitting grants. The new internship coordinator brings in alums and employers, and helps students with career decisions as well as helping with internships. A young alum/career readiness program developed for undergrads is beginning to include some MPH students as appropriate.

12a. Any reorganization should be based on logical groupings of programs and should involve broad faculty input. The current proposed organization of the three current departments in the College of Health and Human Sciences into two schools is not likely to provide the professional and organizational focus that is needed. The review panel recognized that "School A" included disciplines oriented toward the natural and physical sciences and "School B" included those disciplines related to the social sciences. However, it is not clear that this division creates any efficiencies or facilitates any enhanced collaborations within the disciplines. It should also be considered whether nonstandard organizational structure and nomenclature may hinder the ability of the faculty to participate in the larger public health community and may be less attractive or confusing for students. In this context, the review panel would recommend either a non-departmentalized college or divisions that reflect well-defined disciplines or groupings but which could perhaps share staff and some non-personnel resources. There may be an intermediate grouping such as family sciences, health behavior and health promotion, and human development; health policy and international health; epidemiology and biostatistics; exercise science and nutrition; and environmental health and occupational safety. The exclusion of design and human environments is unfortunate but reasonable if that department is not willing or able to shift their focus more toward health-related issues.

12b. Action Plan: Several developments have occurred since the Program Review. The proposed organizational structure of the College of Public Health and Human Sciences (CPHHS) includes two academic units: 1) the School of Biological and Population Health Sciences, and 2) the School of Social and Behavioral Health Sciences. The School of Biological and Population Health Sciences is the administrative home for the following academic programs: PhD in Public Health (with a concentration in Environment Safety & Health); MPH tracks in Environment, Safety & Health, Epidemiology, and Biostatistics; PhD, MS and BS in Nutrition; PhD, MS and BS in Exercise and Sport Science; BS in Nutrition and Exercise Sciences. The School of Social and Behavioral Health Sciences is the administrative home for the following academic programs: PhD in Public Health (Health Policy and Health Promotion/Health Behavior); MPH tracks in Health Promotion, Health Management & Policy; BS degree in Public Health; PhD, MS and BS degrees in Human Development and Family Sciences.

Despite the concerns raised by the reviewers, the proposed structure has been positively reviewed by the Executive Director of the Council on Education for Public Health (CEPH). She believes that the proposed structure will support visibility for the five core Public Health programs and that the structure will allow for faculty trained in Public Health to be responsible for development and oversight of the curriculum.

12c: Action Plan Review. The reorganization and School names are not changeable at this point; they do expect to get feedback and/or recommendations from the accreditation process on this issue. The website was designed so students can find programs rather than having to know what School their major is associated with (one of the earliest consequences of the re-naming).

13a. As noted above, encourage and facilitate more involvement in interdisciplinary opportunities on campus. For example, the Environmental Safety and Health (ESH) program has evolved toward a relatively narrow focus rather than capitalizing on the broad expertise in environmental sciences across the campus. These activities will enrich experiences for both faculty and students.

13b. Action Plan: As mentioned earlier, students are encouraged to take courses from all department and programs on campus. For example, they routinely take courses from, but not limited to, Anthropology, Nutrition & Exercise Sciences, Human Development & Family Sciences, Sociology, Statistics, Toxicology, Engineering, Business, Women's Studies, and Water Resources. This applies to students in the Environment, Safety and Health track as well as students in all the other tracks. Because the Public Health discipline is by

nature, interdisciplinary, the faculty collaborate with others in our college and across campus. In particular, related to the Environment, Safety, and Health track, faculty are co-investigators with faculty in Environmental & Molecular Toxicology, Linus Pauling Institute, Environmental Health Sciences Center, Superfund Research Center, and the College of Engineering. Students in this track are often co-mentored (and funded) by faculty from one of these programs or centers. In addition, faculty from other departments and programs very often serve on MPH or PhD student committees. We may not have made this clear to the reviewers, but there is considerable interdisciplinary collaboration by both faculty and students.

13c. Action Plan Review: see 5c above.

14a. The department presents an ambitious plan for faculty recruitment. However, the availability of financial resources to meet this plan is not clear. According to Dean Tammy Bray, resources for the ten positions projected by March 2011 are from internal reallocation; conservatively expenses could easily be over a million dollars in recurring salary and fringe benefits plus any necessary start-up commitments. Whether the resources are available from attrition or from explicit reductions, the department (or college) must be careful not to create critical deficits in other program areas. Also, any reductions in one area to enhance another could cause resentment, so open communication about the strategic planning is critical. Some of the proposed faculty growth is contingent on successful competition within the university's strategic re-alignment process, suggesting that resources are not certain.

14b. Action Plan: The internal funds redirected to support the new faculty in the proposed CPHHS are adequate to support 10 to 17 new faculty members. This is an ongoing commitment by the university and is not contingent upon additional state investment. The CHHS faculty members, the College Dean, OSU President, and Provost have all endorsed the establishment of a CPHHS at OSU. Reorganization of the College to fulfill both the university's restructuring and CEPH's accreditation criteria has been approved by all necessary OSU administrators. The College currently offers all required PH programs (5 MPH and 3 PhD) necessary for accreditation as a CPHHS. Contingent upon approval of this application, OSU President Ray will announce the new CPHHS in summer 2011. Fiscal operation under the new organizational design will commence July 1, 2011 and the College will be renamed the OSU CPHHS. Current students will continue in, and new students will be admitted into the CPHHS in fall 2011. During the 2011 fiscal year, the University provided funding to hire 11 new core PH faculty members and up to 6 additional faculty members with PH expertise for our Human Sciences foci. The College is currently conducting searches for 1 new faculty member in biostatistics, 2 new faculty members in epidemiology, 5 new faculty members in health policy, and 3 new faculty members in environment, safety and health. In addition, we are offering Graduate Assistantships to high caliber students to help build student interest and enrollment in our newest MPH concentration areas. Financial support for the new faculty members and Graduate Assistantships has been provided by the Provost's and Dean's Offices, and funding for administrative staff will come from the College through enhanced efficiencies and ongoing reorganization efforts.

14c: Action Plan Review: All funds for growth in faculty and services have been from internal sources; the College made a commitment to growing the Public Health programs and dedicated resources to that growth. Right now, the program has the required number of faculty for accreditation; however, as noted above, increasing expectations for creating a School of Public Health with excellence in research, teaching, mentoring, and program support have put a heavy burden on existing and new faculty.

PROPOSAL FOR A CO-DEGREE MASTERS PROGRAM

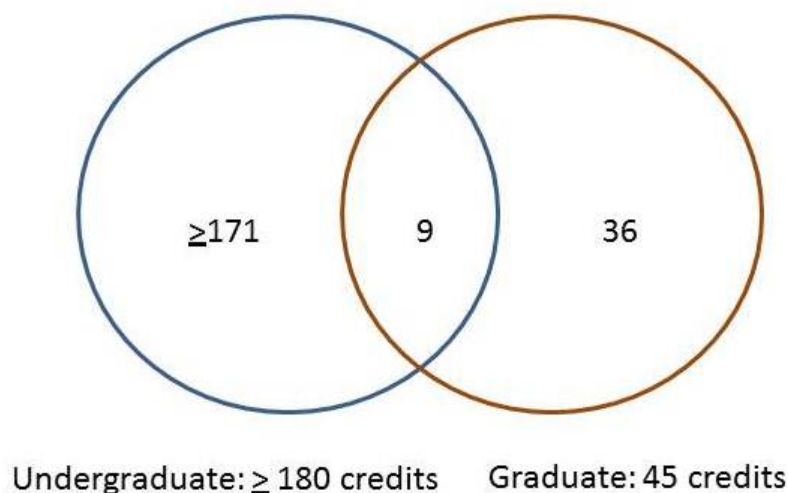
Proposed Combined Undergraduate-Graduate Degree (Co-Degree Masters) program

This proposal defines foundational requirements for an OSU combined undergraduate-graduate combined degree program in which undergraduate students could apply to designated master's programs during their junior year. Students typically would begin some of their graduate coursework and thesis or project work during their senior year. Completion of the program allows both a bachelors and master's degree to be conferred. We propose this as a 3-year pilot to assess interest and success. Participation by individual master's programs is entirely voluntary, although the pilot phase will be limited to existing master's programs. Programs deciding to participate may set their own requirements for their program to be more restrictive than what is described in this proposal. The following requirements are based on a review of programs at other universities with co-degree programs (Appendix 1), on feedback from OSU Students (Appendix 2) and previous discussions with members of the OSU Curriculum Council and Graduate Council.

Foundational Requirements

Outstanding undergraduate OSU students who have completed a minimum of 105 of the (minimum) required 180 credits toward their degree with an overall GPA of 3.25 or better are eligible to apply to an OSU co-degree master's program during the winter term of their junior year. Master's programs are responsible for determining any additional admissions criteria and competitiveness. The master's program will notify applicants of admissions decisions during spring term. Accepted students will matriculate during the following fall term. With careful planning students can then complete a master's degree within 1 year beyond the bachelor's. Students admitted to the co-degree program must maintain a GPA of 3.0 or better throughout their undergraduate and master's degree programs or they will be subject to dismissal from the co-degree program.

Successful applicants are allowed to apply up to 9 credits of graduate coursework (taken for a letter grade) taken as an undergraduate to both their undergraduate and master's degree.



These 9 credits are deducted from allowed transfer credits for students who have transferred into OSU. Only credits with letter grades of B (3.00) or better may be counted for graduate credit. In addition, those students in undergraduate programs requiring a thesis can allow the undergraduate thesis to be a step toward completion of the master's thesis (for those programs requiring a thesis).

Admission to the co-degree master's program is not automatic and will be competitive with students applying directly to the program. Students must identify a graduate advisor prior to application to the program. Students requiring a thesis for their degree must have a professor who agrees to serve as the thesis advisor prior to application. For students completing an undergraduate thesis, this may be the student's undergraduate thesis advisor. For students in non-thesis master's programs, the graduate advisor must be willing to work with the student to guide the scheduling of required coursework.

TOEFL and ID portfolios are not required, but the following are required:

- Online application via the Graduate School website
- A co-degree study proposal or coursework plan of study, including details of the nine graduate credits to be applied toward both graduate and undergraduate degrees, is required to complete the application for admission and should be signed by the graduate advisor for non-thesis master's programs or graduate thesis advisor for master's programs with thesis.
- Statement of Purpose essay of 2-3 pages. This must include details of the graduate plan of study and, for programs with a thesis, the master's thesis topic.
- Three letters of recommendation from individuals knowledgeable of the student's academic background and potential for success in a graduate degree program.
- Transcripts from all undergraduate institutions attended.

Students enrolled in a co-degree program will be eligible for financial aid (Pell Grant) until they complete 180 credit hours toward their undergraduate degree. Once the undergraduate degree requirements are met, then the student typically would be supported on a Teaching or Research Assistantship or they would pay graduate tuition and fees. The bachelor's degree will be conferred after all requirements for the bachelor's degree are met; the master's degree will be conferred after all requirements for the master's degree are met.

Assessment of Pilot Program

The Graduate School, Office of Assessment, Graduate Council and Curriculum Council will assess the success of the program after 3 years. Indicators of success will include, but not be limited to, number of programs participating, enrollment trends in each program for both co-degree and direct admits, time to degree and degree completion rates.

APPENDIX 1. Additional Background on Programs at Other Universities:

Cal Poly: <http://me.calpoly.edu/about/degree-programs/graduate/> up to 8 units of undergraduate technical electives may be double-counted towards the masters requirements

Southern Methodist: <http://www.smu.edu/Lyle/Departments/EMIS/Programs/41MastersDegree> Up to nine (9) SCH of graduate course work can be applied towards the undergraduate degree requirements.

Western Carolina: <http://www.wcu.edu/6589.asp> Up to 12 credit hours of these upper level courses can be transferred toward the 30 credit hour requirements of the M.S. program

Claremont Graduate University <http://www.cgu.edu/pages/623.asp> variable credits double counted depending on program – 16 credits is the maximum

Duke University <http://meng.pratt.duke.edu/4plus1> four departmental graduate courses taken during the senior year can toward the MEng degree.

Tulane <http://tulane.edu/sse/psyc/academics/graduate/masters-program.cfm> Up to 6 graduate credit hours may count toward the bachelors and the M.S. degree

University of Delaware http://www.ce.udel.edu/current/graduate_program/4plus1.pdf Up to 6 credits of graduate course work (600 level and above) taken while a senior, may be “dual-counted” towards the Bachelor’s and the Master’s degrees.

Purdue https://ag.purdue.edu/foodsci/Pages/4plus1_program.aspx

Arizona State University <http://sbhse.engineering.asu.edu/academics/accelerated-degree/> It allows students to SHARE up to nine credit hours between their bachelor’s and master’s degrees, and RESERVE up to nine hours to use later in their graduate program.

University of Florida <http://www.admissions.ufl.edu/ugrad/combdegree.html> Students who meet the combined-degree application requirements can enroll in 12 to 21 credits of approved graduate courses (depending on the major) during their junior and senior years. These credits will satisfy undergraduate degree requirements and, if admitted to graduate school at UF, they also will satisfy graduate degree requirements if the courses are completed with grades of B or better.

San Diego State University http://www.engineering.sdsu.edu/mechanical/msme_4plus1.aspx students who plan to specialize in Design and Manufacturing can take as double counted classes two of the following courses

Washington University at St Louis <http://engineering.wustl.edu/DualDegreeProgram.aspx>

Stanford University <http://gap.stanford.edu/4-2.html> no units may be double-counted

Rensselaer Polytech <http://srfs.rpi.edu/update.do?artcenterkey=291> credits applied to satisfying requirements of the undergraduate degree cannot be used to satisfy the requirements for the master's degree.

Vanderbilt University <http://as.vanderbilt.edu/academics/specialdegreeprograms/4plus1/> There is no double-counting of credits

University of Massachusetts Amherst

http://www.umass.edu/sphhs/public_health/academics/undergraduate/4plus1DegreeProgram.html

Florida State University <http://www.gradstudies.fsu.edu/Academics-Research/Degree-Programs/Combined-Bachelors-Masters-Degree-Programs> double counting of up to 9 credits allowed in some programs.

Yale University: <http://yalecollege.yale.edu/content/combined-bachelors-and-masters-degree-programs-professional-schools>

SUNY Albany http://www.albany.edu/undergraduate_bulletin/joint_degree.html Combined programs require a minimum of 138 credits and up to 12 graduate credits may be applied simultaneously to the requirements for the baccalaureate.

University of Maryland http://www.provost.umd.edu/PCC_DOCUMENTS/DesignX_Combined.htm Normally no more than nine credits of graduate courses applied to the bachelor's degree may be counted also for graduate credit in an individual student program.

Northwestern University <http://www.tgs.northwestern.edu/academics/academic-programs/degree-programs/bachelors-masters/index.html>

Miami University of Ohio <http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2012-2013/combined-bachelors-and-masters-degree-program.htm> Departments or programs with a combined degree may allow students to double-count up to 9 hours of graduate course work toward their undergraduate degree.

Rutgers: <http://soe.rutgers.edu/oaa/BS-Masters-programs>

Clemson: <http://www.clemson.edu/ces/math/combined-bachelors-masters-program.html>

Appendix 2. Feedback from Student Ambassadors in CAS, COEng, PHHS to the Co-Degree Proposal

CAS

- For programs that require a thesis (honors/BRR) would like to see a combined type thesis.
- Curious as to how reserving credits for graduate school and this would work together
- Curious as to how this would work with early entrance into professional programs like vet school and pharmacy programs that currently allow student to apply during their 3rd year
- Would this impact their full-time status as undergrads for financial aid and scholarship

COE

- Would like to see a combined honors/master's thesis similar to the "opportunity plus" program we had a few years ago in engineering
- They thought 3 years might be a bit short for a pilot...recommended 4
- They were curious about criteria for which 9 credits could be utilized...how would this be determined
- Some of our majors require 192 credits....so Venn diagram would need to be adjusted slightly
- Would any new master's programs come from this...specific request...biomedical
- How would admission be determined? Objective or subjective?

Overall students were very positive towards this concept and receptive to it.

PHHS

Would this co-degree be of interest to you and other students in your college if it were offered in your area of study?

What questions do you have about how the co-degree program would work?

- Yes this would be of interest to students in the dietetics option. Especially since many grad students are already in our 400 level classes, taking them as 500.
- I would love to see a co-degree option in our college. I believe with the option of fitness and nutrition, adding on additional experience or having the ability to explore the various options within our degree would help students hone in on a better understanding of what and why they are in this particular field.
- The co-degree would not be of interest to me and other students of my option in particular (PTAH). However, that is only because the pre-med, pre-PA, pre-nursing, pre-therapy kids don't have the opportunity of completing their desired graduate degrees here at OSU. I think that it is definitely intriguing to the others though! If OSU offered a PT grad program, I would love the opportunity for a co-degree program.
- This degree would be of interest to public health students in the HPHB track because many of our upper-division courses have equivalents in the 500-range. The ability to work on a co-degree would allow us to do similar coursework while allowing those interested in pursuing MPH to begin acquiring credits.
- I have talked to a number of students about the co-degree possibility, most of which were extremely interested. They were excited that they could apply and begin their co-degree while in undergrad. That aspect was very appealing. A few asked me about requirements. Would it be like a regular master's program admissions or would it be a set of requirements that, if met, would guarantee admission. Other than that the response was very positive regarding the program.
- First, I think that it is a great concept. However, I don't know that HDFS is the best degree to have this option in. I know few students who are seeking graduate degrees, and the only HDFS graduate degree that is offered here at OSU is a PhD program, and not a terminal Master's. However, I know a lot of child development students are also double degree in education students, so if they had the option of doing the Master's in Education, that could be great. So I guess my first question would be: would this only be offered for existing OSU Master's programs? Would students be able to choose any Master's to obtain, or would it have to be in the same career path? My second question is: What is the application/admittance process? What would the Junior level qualifications be? Since Juniors would not have the same number of upper division courses on their transcripts to judge by, I would be concerned that the requirements for them would have to be more 'lax', and might prevent high quality students from other schools from being able to attend the programs.

- I am having a tough time of seeing how this would directly benefit someone. If I am going to take the grad-level of say biomechanics during my undergrad, won't I still need my undergrad level biomechanics as a pre-req for that grad-level course? I don't really have any questions beyond that.
- Would those graduate credits be transferrable to institutions outside of OSU?
- I believe many students would be interesting in this type of program in the College of Public Health and Human Sciences. One thing that I believe would need to be taken into consideration is the amount of students from our college that go on to pursue degrees from specialized school, such as the allied health professions.
- One question I would have would be what master's programs would be available for this type of program? What would be the projected time of master's degree completion?
- Yes, I would be interested in the co-degree option if it were available for my degree.
- What master's programs would it apply to? Would only juniors be able to apply and what would determine junior status?
- Would this co-degree be of interest to you and other students in your college if it were offered in your area of study?
- I think the co-degree program would be of interest to other students in the college, also if this had been offered when I started I would have loved to take advantage of the opportunity
- Would the tuition cost all be for undergrad classes or be more to taking graduate level courses?
- Would classes for this program only be in the grad programs we already have or would new ones be added?
- Would any student in the college be able to enroll in this co-degree program or would there be an application process?



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals> Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)

[Category I Final Approval: Oregon State Board of Higher Education]

- ☐ New degree program
- ☐ Major (substantive) change in existing program

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

- ☒ Rename of an academic program or unit
- ☐ Establishment of a new college, school, department or program
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation of an academic program or unit
- ☐ New certificate program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding (MOU) form available at <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>

Title of Proposal:

Change of Master's Degree Name for the Major in Counseling

Effective Date:

9-1-2013

School/Department/Program:

Counseling Academic Unit

College:

Education

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

Sign (Department Chair/Head; Director)

3/18/13
Date

Sign (Dean of College)

3/18/13
Date

Deborah Rubel, PhD

Print (Department Chair/Head; Director)

Randy L. Bell

Print (Dean of College)



Abbreviated Category I Proposal

Proposal to Rename an Existing Master of Science (MS) in Counseling Program to
Master of Counseling (MCoun)

**Oregon State University
College of Education**

April 2013

Proposed Effective Term: Fall Term 2013 (201401)

CPS Tracking # 86455

Executive Summary

National accreditation standards, federal law, and state law all set the entry-level degree for professional counselors as the master's degree. When the present degree type (MS without thesis) was approved in 1985, a professional counseling degree did not exist in American higher education. Today, the Master of Counseling degree is well known. In order to make the purpose of the OSU's entry-level Counseling degree more transparent to prospective students, the OSU community, and employers, the faculty of the Counseling Academic Unit (CAU) in the College of Education seeks to rename existing Master of Science (MS) in Counseling Program to Master of Counseling (MCoun). The title and requirements of the major (i.e., Counseling) and the title and requirements of the areas of concentration (i.e., School Counseling and Clinical Mental Health Counseling) *will remain exactly the same*. The current MS in Counseling is approved as a non-thesis degree program.



Abbreviated Category I Proposal

Proposal to Rename an Existing Master of Science (MS) in Counseling Program to
Master of Counseling (MCoun)

**Oregon State University
College of Education**

April 2013

Proposed Effective Term: Fall Term 2013 (201401)

CPS Tracking # 86455

Table of Contents (hyperlinked to contents)

[Executive Summary.](#)

[A. Title of the proposed instructional, research, or public service unit.](#)

[A.2. Rationale for proposed change.](#)

[A.3. Background.](#)

[B. Location within the institution's organizational structure.](#)

[C. Objectives, functions, and activities of the proposed unit.](#)

[D. Resources needed.](#)

[E. Funding sources.](#)

[F. Relationship of the proposed unit to the institutional mission.](#)

[G. Long-range goals and plans for the unit.](#)

[H. Relationship to programs at other institutions in the state.](#)

[I. Professional accreditation.](#)

[Appendix I: Transmittal Sheet](#)

[Appendix II: Budget Table](#)

[Appendix III: Library Evaluation](#)

[Appendix IV: Liaison](#)

[Appendix V: Major Core and Areas of Concentration Requirements](#)

[Appendix VI: Assessment Narrative](#)

[Appendix VII: Current Approve GLO Assessment Form](#)

[Appendix VIII: Before and After Organization Charts](#)

[Appendix IX: Table of Assessment Timing](#)

[Appendix X: CIP # for degree](#)

[Appendix XI: Location of Areas of Concentration](#)

Executive Summary

National accreditation standards, federal law, and state law all set the entry-level degree for professional counselors as the master's degree. When the present degree type (MS without thesis) was approved in 1985, a professional counseling degree did not exist in American higher education. Today, the Master of Counseling degree is well known. In order to make the purpose of the OSU's entry-level Counseling degree more transparent to prospective students, the OSU community, and employers, the faculty of the Counseling Academic Unit (CAU) in the College of Education seeks to rename existing Master of Science (MS) in Counseling Program to Master of Counseling (MCoun). The title and requirements of the major (i.e., Counseling) and the title and requirements of the areas of concentration (i.e., School Counseling and Clinical Mental Health Counseling) *will remain exactly the same*. The current MS in Counseling is approved as a non-thesis degree program.

Abbreviated Category I Proposal

Proposal to Rename an Existing Master of Science (MS) in Counseling Program to
Master of Counseling (MCoun)

**Oregon State University
College of Education**

April 2013

Proposed Effective Term: Fall Term 2013 (201401)

CPS Tracking # 86455

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names.

1.A. Current Name: Master of Science (M.S.) in Counseling

1.B Proposed Name: Master of Counseling (M.Coun.)

The title and requirements of the major (i.e., Counseling) and the title and requirements of the areas of concentration (i.e., School Counseling and Clinical Mental Health Counseling) *will remain exactly the same*. The current MS in Counseling is approved as a non-thesis degree program.

2. Describe the reason(s) for the proposed change.

This proposed change type is made in order to make the purpose of the degree (i.e., professional preparation in counseling) more transparent to prospective students, the OSU community, and employers.

3. Background.

3.A Overview:

Oregon State University (OSU) has provided counselor training since 1916. This date was only five years after Harvard University offered the first counseling course in the nation. OSU awarded its first counseling master's degree in 1929. The Master of Science (MS) in Counseling program was extended to OSU Distance and Continuing Education in 1976 and OSU-Cascades in 2005. At present, the Counseling Academic Unit (CAU) of the College of Education offers a MS with a Major in Counseling (with areas of concentration in School Counseling [75 credits] and Clinical Mental Health Counseling [90 credits]). These total credit requirements for each area of concentration are set by the OARs and Counseling's national program accreditation body. See [Appendix XI](#) for the Location of Areas of Concentration Table.

3.B Higher Education Board Mandates:

In 1932, the Oregon State Board of Higher Education exclusively charged OSU with the mission to provide counselor training access to the citizens of the State. In 1993, Oregon State Board of Higher Education reasserted its charge to OSU to provide access to counselor training statewide and made a special \$261,000 budget transfer to support the OSU's Counseling graduate program despite the era's severe financial crisis.

3.C Distance Education:

The College of Education first offered a graduate-level for credit course in counseling at an off-campus site in 1944. This course was offered at OSU's Portland Center under the auspices of the OSU Distance and Continuing Education. The CAU first offered a full master's degree in Counseling at an off-campus site in 1976. Since then, the CAU has continuously offered a MS with a Major in Counseling. Over time, the location of the face-to-face instructional component has included Astoria, Bend, Salem, and LaGrande. Since the beginning, CAU's programming has utilized an off-campus, hybrid instructional format. At first this hybrid instructional format involved face-to-face instruction in Portland with asynchronous instruction via mail. The CAU's present hybrid approach (offered via Extended Campus) has a three-part format that includes (1) synchronous web instruction via Adobe Connect, (2) asynchronous web instruction via Blackboard, and (3) face-to-face instruction in Salem, OR.

3.D Current in-force Category I.

The current in-force Category I proposal was approved by the Oregon State Board of Higher Education on 7-31-1985. Over the past 28 years there have been four revisions of the Category I. Three of these revisions were made as the result of changes in national accreditation standards and the OARs. The fourth change was the result of the reorganization of the College of Education. The following revisions have gone through OSU's curricular change processes and have been implemented:

1. Increase the credit hour requirements from 72 to 75 for School Counseling and from 72 to 90 for Clinical Mental Health Counseling.
2. Convert 15 credits of electives into 5 required courses (each of 3 credits).
3. Change the title of the Community Counseling area of concentration to Clinical Mental Health Counseling.
4. Change the course prefix from COUN to TCE (there were some course number changes as well to accommodate the merging EDUC and COUN).

Except for degree type change (i.e., MS to MCoun), this abbreviated Category I proposal does not make any changes to (a) the present in-force Full Category I, or (b) the approved revisions to the present in-force Full Category I.

3.E Program Accreditation:

The areas of concentration of the MS degree in Counseling program have held the prestigious CACREP national accreditation since 1986. Only 20% of counselor education programs in the country possess CACREP accreditation. At the last on-site accreditation

visit the CAU passed all 186 CACREP standards—an almost unheard of occurrence. Both the National Council for Accreditation of Teacher Education and Oregon's Teacher Standards and Practices Commission has approved the CAU to train school counselors. Oregon's Board of Licensed Professional Counselors and Therapists has approved the CAU to train Clinical Mental Health Counselors.

3.F CIP Information for the Degree

See [Appendix X](#) for CIP information on the CIP degree.

B. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

Since this request is solely for a change of degree type no organizational changes will occur. Thus, before and after are exactly the same. See [Appendix VIII](#) for the before and after organizational charts.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

1.C. Explain how the program or unit's current objectives, functions, and/or activities will be changed. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and advising structure and availability. How will the reorganized program be stronger than the existing program?

Not applicable—degree type change only. **The major core course requirements, major type, area of concentration requirements, and concentration titles all remain *exactly* the same.** See [Appendix V](#) for current major and area of concentration requirements. The two current areas of concentrations are non-transcriptable. The CAU faculty is in Category II proposal process to convert the current non-transcriptable areas of concentration into transcriptable graduate options.

2.C. Explain how outcomes in the newly organized program or unit will be assessed.

Assessment processes remain *exactly* the same. For a narrative of the CAU's assessment process for the master's degree see [Appendix VI](#). For a table of assessment timing see [Appendix IX](#). For the student GLOs/CACREP LOs see: [Appendix VII](#).

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

1.D. Identify the staffing and resource needs for the proposed program or unit. Note any impact on the budgets of affected programs or units. Provide an analysis of how the resulting programs or units will be adequately staffed and funded.

Not applicable—degree type change only.

2.D. Explain the extent to which affected faculty and personnel support this change.

The faculty of the Counseling Academic Unit voted *unanimously* for this change in degree type at the 1-22-2013 joint campus faculty meeting.

E. Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

1.E. Identify the revenue and funding sources for the proposed program or unit (i.e., federal, state, other funding sources).

Not applicable—degree type change only.

2.E. If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment), explain where these resources will be coming from. Specify whether internal reallocation, college, institution, federal, state, private, or other funding sources. [Note: Deans/chairs/heads/directors of units committed to providing additional resources will be required to sign the proposal.]

Not applicable—degree type change only.

3.E. Provide an estimated annual budget for the proposed program or unit.

See [Appendix II](#).

F. Relationship of the proposed unit to the institutional mission.

1.F. How will the proposed program or unit support OSU's mission and goals?

The Counseling Academic Unit offers a master's level degree under a 1993 direct mandate from the Oregon State Board of Higher Education to maintain access to a counselor education program. The CAU program is funded by (1) the 1993 budget transfer from the Oregon State Board of Higher Education, (2) Education and General Funds allocated by the Oregon Legislature, and (3) tuition revenue.

2.F. Describe potential positive and negative impact of the proposed change on the program(s) or unit(s) involved. Identify other OSU programs or units which may be affected, and describe the potential positive and negative impact on their mission and activities.

2.F.1. Positive impact: Changing to a professional degree type creates greater transparency concerning the purpose of OSU's master's degree with a major in Counseling. Prospective students, the OSU community, and employers all benefit from a directly relatable degree type (e.g., Master of Counseling).

2.F.2. Negative impact: None.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

At present, there exists no addiction counseling master's program in Oregon. As such, the CAU faculty has a long-range plan to seek CACREP approval and Category II approval to offer an addiction counseling graduate option in the MCoun program. This graduate option would only be offered through Extended Campus and thus be self-supporting and not impinge upon current state funding for OSU.

H. Relationship of the proposed unit to programs at other institutions in the state.

1.H. What is the current relationship of the proposed program or unit to OUS and other higher education institutions in the state? Describe how this relationship might be altered based on the proposed change.

Both Portland State University and OSU offer a master's degree with an area of concentration in school counseling. Portland State University, Southern Oregon University, and OSU offer a master's area of concentration in clinical mental health counseling. These areas of concentration possess CACREP accreditation. These areas of concentration and related majors and degrees operate independently from each other. **Thus, a degree type change at OSU will not impact these other OUS programs in any manner.**

2.H. Describe how the proposed change will affect other constituencies outside of OUS.

George Fox (CACREP accredited), Lewis & Clark (CACREP accredited), Northwest Christian, Corban, and Pacific offer a master's area of concentration in clinical mental health counseling. Lewis & Clark and Northwest Christian offer a master's area of concentration in school counseling. These areas of concentration and related majors and degrees operate independently from each other and OSU. Thus, a degree type change at OSU will not impact these non-OUS programs in any manner.

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

Both areas of concentration hold national program accreditation from the Council for Accreditation of Counseling and related Educational Programs (CACREP) through 03/31/2016. CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in: (a) addiction counseling, (b) career counseling, (c) clinical mental health counseling, (d) marriage, couple, and family counseling, (e) school counseling, and (f) student affairs and college counseling.

For the school counseling area of concentration




see: http://www.cacrep.org/detail/directory.cfm?program_id=333

For the clinical mental health counseling area of concentration see:

http://www.cacrep.org/detail/directory.cfm?program_id=332

CACREP does not specify required master's degree types and as such a wide variety of master's degree types exists in the U.S. The geographically closest MCoun program is at Idaho State University (also CACREP accredited): <http://www.isu.edu/hpcouns/degreeinfo.shtml>

Appendix I: Transmittal Sheet

	Full Category I and Abbreviated Category I Proposal Transmittal Sheet		
	Submit proposals to: Office of Academic Programs, Assessment, and Accreditation, 500 Kerr Administration Building – Oregon State University		
For Instructions, see http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals . Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.			
Check One:			
Full Proposal (Category I) [Category I Final Approval: Oregon State Board of Higher Education]			
<input type="checkbox"/> New degree program			
<input type="checkbox"/> Major (substantive) change in existing program			
Abbreviated Proposal (Abbreviated Category I) [Abbreviated Category I Final Approval: OSU Provost]			
<input checked="" type="checkbox"/> Rename of an academic program or unit			
<input type="checkbox"/> Establishment of a new college, school, department or program			
<input type="checkbox"/> Reorganization – moving responsibility for an academic program from one unit to another			
<input type="checkbox"/> Merging or splitting an academic unit			
<input type="checkbox"/> Termination of an academic program or unit			
<input type="checkbox"/> Suspension or reactivation of an academic program or unit			
<input type="checkbox"/> New certificate program or academic unit			
For proposals to establish a new center or institute, contact the Research Office (541-737-3467)			
For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding (MOU) form available at http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process			
Title of Proposal:		Effective Date:	
Change of Master's Degree Name for the Major in Counseling		9-1-2013	
School/Department/Program:	College:		
Counseling Academic Unit	Education		
I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.			
	3/18/13		3/18/13
Sign (Department Chair/Head; Director)	Date	Sign (Dean of College)	Date
Deborah Rubel, PhD		Randy L. Bell	
Print (Department Chair/Head; Director)		Print (Dean of College)	

Appendix II: Budget Table (attach current budget and proposed budget)

Year 1:

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: X First Second
Program: Master of Counseling Third Fourth
Academic Year: 2013-2014 **Prepare one page each of the first four years**

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses*	\$500	\$0	\$0	\$0	\$0	\$500
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$500

*High-end estimate of costs associated with implementing the change of the name of the degree (e.g., changing web pages).

Year 2:

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: Master of Counseling
Academic Year: 2014-2015

Indicate the year: _____ First ☒ Second
_____ Third _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources Subtotal						\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$0

Year 3:

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Master of Counseling
 Academic Year: 2015-2016

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources Subtotal						\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$0

Year 4:

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
Program: Master of Counseling
Academic Year: 2016-2017

Indicate the year: First Second
 Third **X** Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources Subtotal						\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$0

Appendix III: Library Evaluation

(attach library evaluation if the proposal involves an academic program that is substantially changed or expanded)

Not applicable—degree type change only. Thus, there are no library implications for the proposed change.

Appendix IV: Liaison

(attach all liaison correspondence, both internal to the college/school and with all affected, or potentially affected, academic units and institutions within or outside of OSU)

See attached letters of support.

See attached liaison correspondence.

Appendix V: Major Core and Area of Concentration Requirements

TCE Course #	TCE Course Title	Major Core	School Counseling Area of Concentration ¹	CMHC Area of Concentration ¹
513	Pre Practicum	3		
514	Practicum	6		
531	Dev Perspectives	3		
532	Soc & Cult Perspectives	3		
533	Addiction	3		
541	Counseling Profession	3		
551	Theory I	3		
552	Theory II: Child/Adol	3		
562	Research	3		
567	Appraisal	3		
568	Career Counseling	3		
571	Group Counseling	3		
575	Family Counseling	3		
577	App Psychopath & Dx	3		
578	Crisis, Grief, Loss	3		
581	Cross Cult Coun	3		
598	Consultation	3		
515	Internship: Sch Setting		15	0
515	Internship: MH Setting		0	24
536	Psychopharmacology		0	3
546	SC Leaders		3	0
548	Special Ed		3	0
550	P of MHC		0	3
595	Group Coun II		0	3
597	Supervision		0	3
		54	21	36

Notes:

1. The total credit requirements for each area of concentration (School counseling=75; Clinical Mental Health Counseling=90) are set by the OARs and Counseling's national program accreditation body.

Appendix VI: CAU's Assessment Narrative

CAU's program evaluation process assesses the following three components within the context of aligning the mission and goals of the CAU to those of the (a) College of Education, the Graduate School, the University, and the specific mandate to the CAU from the Oregon State Board of Higher Education.

These components include assessing and summarizing the following:

1. Expenditures (i.e., personnel and overhead) and Revenue (E&G, OSBHE, grants, Extended Campus).
2. Productivity. Specifically: (a) degree completion, (b) time to degree completion, (c) retention rate, (d) maintain CACREP accreditation, (e) maintain NCATE accreditation, (f) maintain TSPC accreditation and (g) faculty and student publications.
3. Program outcomes. Specifically: (a) alumni satisfaction, (b) alumni employment, and (c) employer of alumni satisfaction.
4. Learning outcomes. Specifically: (a) GLOs/CACREP LOs-Core Curriculum, (b) GLOs/CACREP LOs-SC area of Concentration, (c) GLOs/CACREP LOs-CMHC area of concentration, (d) TSPC-mandated School Counseling Testing, and (e) NBCC results.

The subcomponents enumerated above are evaluated on either an annual or biennial basis. See [Appendix IX](#) for a table of assessment timing.

Appendix VII: Current Approved GLO Assessment Form

For the Current Approved GLO Assessment form

see: <https://www.dropbox.com/s/rk3xpqvzaxnv6n0/Counseling%20MS%20Annual%20GLO%20Developmental%20Assessment%2012-11-11.pdf>

Appendix VIII: Before and After Organizational Charts

n.b., Because this proposal involves a degree rename only, the before and after organizational charts are the same.

Before and After Organizational Chart:

Level	Officer Responsible at Level	Name		
University	Provost	Oregon State University		
College	Dean	College of Education		
Unit	Unit Lead	Counseling Academic Unit		
Areas of Concentration	AoC Lead	School Counseling ¹	CMHC ²	Addiction Counseling ³

Chart Notes:

1. The school counseling area of concentration has appeared in the *OSU General Catalog* since 1932.
2. The CMHC area of concentration has appeared in the *OSU General Catalog* since 1977.
3. In terms of long-range plans, the Corvallis faculty will seek both CACREP and Category II approval to offer an addiction counseling graduate option.

Appendix IX: Table of Assessment Timing

Item	Component	Evaluated in Even Years	Evaluated in Odd Years
Personnel costs	Expenditure/Revenue	X	X
Overhead costs	Expenditure/Revenue	X	X
E&G revenue	Expenditure/Revenue	X	X
OSBHE mandate revenue	Expenditure/Revenue	X	X
Grant revenue	Expenditure/Revenue	X	X
Extended Campus revenue	Expenditure/Revenue	X	X
Degree completion	Productivity		X
Time to degree completion	Productivity		X
Retention rate	Productivity		X
Maintain CACREP accreditation	Productivity	X	X
Maintain NCATE accreditation	Productivity	X	X
Maintain TSPC accreditation	Productivity	X	X
Faculty and student publications	Productivity		X
Alumni satisfaction	Program Outcomes	X	
Alumni employment	Program Outcomes	X	
Employer of alumni satisfaction	Program Outcomes	X	
Practicum and Internship field site supervisor satisfaction	Program Outcomes	X	
GLOs/CACREP LOs-Core Curriculum	Learning Outcomes	X	X
GLOs/CACREP LOs-SC area of Concentration	Learning Outcomes	X	X
GLOs/CACREP LOs-CMHC area of concentration	Learning Outcomes	X	X
TSPC-mandated school counseling testing	Learning Outcomes		X
NBCC results	Learning Outcomes		X
	<i>Total count</i>	16	18

Appendix X: CIP # 13.1101

CIP #: 13.1101

Title: Counselor Education/School Counseling and Guidance Services.

Definition: A program that prepares individuals to apply the theory and principles of guidance and counseling to the provision of support for the personal, social, educational, and vocational development of students, and the organizing of guidance services within elementary, middle and secondary educational institutions. Includes instruction in legal and professional requirements, therapeutic counselor intervention, vocational counseling, and related sociological and psychological foundations.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

Appendix XI: Location of Areas of Concentration

Area of Concentration	Previous Area of Concentration Titles	First Year in OSU Catalog	Offered through Extended Campus *	Offered through Cascades
School Counseling	Guidance	1932	X	X
Clinical Mental Health Counseling	Agency Counseling, Community Counseling	1977		X

* The Corvallis faculty has had OUS permission to offer through Distance and Continuing Education (and its successor units) graduate courses since 1944 and a full master's degree program since 1976.

From: Mark Krause [mailto:krausema@sou.edu] **Sent:** Monday, April 15, 2013 4:36 PM **To:** Rubel, Deborah **Subject:** Re: Request for Letter of Support for Oregon State University shift from MS Counseling to M.Coun

Dear Deborah. I am writing to support the change your program is proposing. My colleagues who coordinate our own Master's in Mental Health Counseling program here at SOU approve as well. Please let me know if you need anything else.

Mark

On Mon, Apr 15, 2013 at 10:03 AM, Rubel, Deborah
<deborah.rubel@oregonstate.edu> wrote:

Dear Dr. Krause,

I hope that this email finds that you are well and that the Spring Quarter has gotten off to a good start. The reason I am writing is that the OSU Graduate Dean has asked all graduate programs to draw a clearer distinction between research and professional degrees. At present the OSU counseling degree is a Master of Science (MS) **without thesis**. We have submitted a Category I proposal to the OUS system to change the nomenclature of that degree to a Master of Counseling (M. Coun). We are not making any changes to the Major (Counseling) or the Major Concentrations (School Counseling and Mental Health Counseling). Curriculum is unchanged and is in line with CACREP, OBLPC and TSPC standards.

As part of this process we need letters of support (**emails are fine**) from other counseling programs in the OUS system. If you could send an email back to me with a brief note stating your support for this change, that would be very helpful. I can't think of any impact this nomenclature change would have on your program other than if your Graduate Dean ever makes such a request there will be precedent in the OUS system.

Thank you for your time and consideration. Please don't hesitate to contact me if I may ever be of service.

Sincerely,

*Deborah J. Rubel, Ph.D. Associate Professor of Counselor
Education Counseling Unit Lead 204L Joyce Collin Furman Hall
Oregon State University Corvallis, Oregon 97331 Phone: [\(541\)
737-5973](tel:(541)737-5973), Fax: [\(541\) 737-8971](tel:(541)737-8971) deborah.rubel@oregonstate.edu*

CONFIDENTIALITY NOTICE: Please be aware that the confidentiality of information communicated via the internet cannot be assured. This message is intended solely for the entity or individual to whom it is addressed. Any unauthorized disclosure, copying, or distribution of this message is strictly prohibited. Nothing in this email, including any attachment, is intended to be a legally binding signature. If you are not the intended addressee, nor authorized to receive for the intended addressee, you should contact the sender immediately and delete the message. Thank you.

On Mon, Apr 15, 2013 at 10:04 AM, Rubel, Deborah <deborah.rubel@oregonstate.edu> wrote:

Dear Dr. Johnson,

I hope that this email finds that you are well and that the Spring Quarter has gotten off to a good start. The reason I am writing is that the OSU Graduate Dean has asked all graduate programs to draw a clearer distinction between research and professional degrees. At present the OSU counseling degree is a Master of Science (MS) *without thesis*. We have submitted a Category I proposal to the OUS system to change the nomenclature of that degree to a Master of Counseling (M. Coun). We are not making any changes to the Major (Counseling) or the Major Concentrations (School Counseling and Mental Health Counseling). Curriculum is unchanged and is in line with CACREP, OBLPC and TSPC standards.

As part of this process we need letters of support (*emails are fine*) from other counseling programs in the OUS system. If you could send an email back to me with a brief note stating your support for this change, that would be very helpful. I can't think of any impact this nomenclature change would have on your program other than if your Graduate Dean ever makes such a request there will be precedent in the OUS system.

Thank you for your time and consideration. Please don't hesitate to contact me if I may ever be of service.

Sincerely,

*Deborah J. Rubel, Ph.D.
Associate Professor of Counselor Education
Counseling Unit Lead
204L Joyce Collin Furman Hall*

*Oregon State University
Corvallis, Oregon 97331
Phone: [\(541\) 737-5973](tel:(541)737-5973), Fax: [\(541\) 737-8971](tel:(541)737-8971)
deborah.rubel@oregonstate.edu*

From: Patrick Johnson [mailto:johnsonp@pdx.edu]

Sent: Tuesday, April 16, 2013 3:31 PM

To: Rubel, Deborah

Subject: Re: Request for Letter of Support for Oregon State University shift from MS Counseling to M.Coun

Deborah,

There have been some concerns raised about this by our faculty and our Dean, especially the precedent that this may set for the counseling field and OUS. We are discussing it, and may also request more information.

I'm sorry I can't provide a more detailed response yet. I will be in touch as this unfolds on our end.
best,

Rick



Cass Dykeman <cass.dykeman@gmail.com>

FW: Request for Letter of Support for Oregon State University shift from MS Counseling to M.Coun

Rubel, Deborah <deborah.rubel@oregonstate.edu>
To: Patrick Johnson <johnsonp@pdx.edu>

Tue, Apr 16, 2013 at 4:40 PM

Hi Rick –

Totally understandable. I want to clarify that we are only requesting this for the OSU program. The request is in response to internal – OSU Graduate School shifts. We have no requests or expectations for change at other OUS institutions as part of the abbreviated CAT I.

Please let me know if you need more information.

On a side note: My own degree is an M. Coun (90 quarter hours and 1000 hour mental health counseling internship – CACREP approved) from Idaho State - I had two cohort-mates who migrated to Oregon at the same time I did – one a mental health counselor and the other a school counselor and both were easily able to get OBLPC and TSPC licensure respectively.

Debbie

[Quoted text hidden]

Ayme Allison Hooper
Hood River Valley High School
1220 Indian Creek Road
Hood River, OR 97031

May 3, 2013

To Whom It May Concern:

I am writing in support of the Oregon State University MS in Counseling program's proposed transition to the degree of M.Coun or Master's of Counseling. I received my Master's of Counseling (M.Coun) degree from Idaho State University's CACREP – accredited program shortly before moving to Oregon in August of 2000. I was able to obtain both a School Counseling license through the Teachers Standards and Practices Commission (TSPC) without any problem. Additionally, I was also able to obtain my LPC (Licensed Professional Counselor) through the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) without any additional coursework. I also hold the professional certifications of Nationally Certified Counselor and Nationally Certified School Counselor. I do not feel that the degree of M.Coun has held me back professionally in any way.

Sincerely,

Ayme A. Hooper, NCC, NCSC, LPC



Cass Dykeman <cass.dykeman@gmail.com>

FW: M. Coun.

1 message

Rubel, Deborah <deborah.rubel@oregonstate.edu>
To: "Dykeman, Cass - ONID" <dykemanc@onid.orst.edu>

Sat, May 4, 2013 at 5:27 PM

Another email of support

From: Barbara Slott [slowpie@hotmail.com]
Sent: Saturday, May 04, 2013 12:25 PM
To: Rubel, Deborah
Subject: M. Coun.

"To whom it may concern,

I am writing in support of the Oregon State University MS in Counseling program's proposed transition to the degree of M.Coun or Master's of Counseling. I received my Master's of Counseling (M.Coun) degree from Idaho State University's CACREP-accredited program shortly before moving to Oregon in 2002. I was able to obtain a professional counselor license in the State of Oregon without additional coursework. Additionally, with further experience, I became a licensed addictions counselor. I have not found the M.Coun degree to be an impediment to employment in this state.

Respectfully,

Barbara J. Slott, LPC Retired

Idaho State UNIVERSITY

DEPARTMENT OF COUNSELING

921 South 8th Avenue, Stop 8120 • Pocatello, Idaho 83209-8120
ISU-Meridian Health Science Center • 1311 E. Central Drive • Meridian, Idaho 83642

May 6, 2013

Dear Reviewers,

Greetings from Idaho. I am writing to share our experiences with our degree designation of Master of Counseling (M.COUN). Within the Department of Counseling at Idaho State University, we offer four master's programs that are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The principle mission of the Department of Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings, Marital, Couple, and Family Counselors and Clinical Mental Health Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers. All of our students, regardless of major, graduate with a Master of Counseling (M.COUN) degree.

With the M.COUN degree designation, all of our students are licensable in their disciplines within the State of Idaho and also meet the educational requirements dictated by licensure boards in other states. For those completing the school counseling program, they are additionally eligible for school counseling credentialing in the State of Idaho and across the nation. Our graduates are just as employable and able to be credentialed as any other graduates from CACREP-accredited programs. From my experience, having the M.COUN degree positions our graduates to be even more employable in their preferred sites because the degree itself showcases their professional identities and values.

Please let me know if I can provide any additional information about the Master of Counseling degree at Idaho State University.

Sincerely,



Nicole R. Hill, Ph.D., LPC
Department Chair and Professor

From: Patrick Johnson [mailto:johnsonp@pdx.edu]

Sent: Tuesday, May 07, 2013 3:28 PM

To: Rubel, Deborah

Subject: Re: Request for Letter of Support for Oregon State University shift from MS Counseling to M.Coun

Deborah

We met as a faculty today to discuss your proposed change to M.COUN. There was much discussion. The outcome was that our faculty would like to be able to support you as colleagues, but we have concerns about the precedence that this might set within the OUS and in our field. We do not want the degree marginalized in any way. Thus, we are hesitant to provide our support to your proposal.

Please let us know if there is some other way we can support you. Also, feel free to contact me if you would like to chat about this.

Sincerely,

Rick



Cass Dykeman <cass.dykeman@gmail.com>

Liaison Letter Request for Curricular Proposal #864551 message

Cass Dykeman <cass.dykeman@gmail.com>

Thu, May 2, 2013 at 4:31 PM

To: Marla.Hacker@oregonstate.edu

Cc: CF-RubelDeborah <deborah.rubel@oregonstate.edu>

Hi Marla,

I hope this email finds that you are well. In a few minutes you will receive through OSU's curricular system a request for a liaison letter for Curricular Proposal #86455. On the behalf of the whole counseling faculty, Debbie Rubel and I have been shepherding this proposal through the OSU curricular system. The purpose of the proposal is to rename the Master of Science (MS) in Counseling Program to a Master of Counseling (MCoun). No changes to the requirements of the major or the areas of concentration are being made.

The counseling faculty took up the curricular change task at the request of the Dean of the Graduate School Brenda McComb. Following national trends, she wants to see the MS and MA degrees reserved to research degree programs that involves a thesis. The counseling degree program is a professional preparation program similar to a MBA.

Debbie Rubel holds an MCoun degree from a CACREP accredited program. She also reports that classmates from her program have had no problem with licensure in Oregon.

A short response similar to the one Dean Flick made would more than suffice: *Lawrence Flick (College Approver - Education) March 22, 2013 8:12am*

This change in nomenclature is consistent with the goals of the Counseling program and the College.

I have attached the proposal narrative. In that narrative you will see a discussion about a Category II proposal to convert our current non-transcriptable areas of concentration (i.e., CMHC and School Counseling) into transcriptable graduate options. The idea to make this conversion came from the Graduate Council and their reasoning made a lot of sense. Right now we have no way to easily track enrollment in SC or CMHC. With graduate options, specific identifying codes come into effect. For students, transcriptable graduate options makes their program more transparent to licensure agencies and employers. A liaison request for this Category II should be coming your way soon.

If you have any questions feel free to email Debbie or myself.

Sincerely,

Cass :)

url for proposal: <https://secure.oregonstate.edu/ap/cps/proposals/view/86455>

--

Cass Dykeman, cell: [541-231-3039](tel:541-231-3039)



Abbv Cat I Coun Masters Type Change Narrative 5-1-2013 .docx
2802K



Cass Dykeman <cass.dykeman@gmail.com>

Liaison Letter Request for Curricular Proposal #86455

Hacker, Marla E <Marla.Hacker@oregonstate.edu>
To: Cass Dykeman <cass.dykeman@gmail.com>

Fri, May 3, 2013 at 7:03 AM

Hi Cass,

Yes, I fully support the proposed change in nomenclature for the counseling program. Thank you for sending the material, which made it very easy and efficient to review.

Marla Hacker
Dean of Academics
OSU-Cascades

From: Cass Dykeman <cass.dykeman@gmail.com>

Date: Thursday, May 2, 2013 4:41 PM

To: "Hacker, Marla E" <Marla.Hacker@oregonstate.edu>, "Rubel, Deborah" <deborah.rubel@oregonstate.edu>, "Bell, Randy" <Randy.Bell@oregonstate.edu>

[Quoted text hidden]

[Quoted text hidden]

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Master of Counseling
 Academic Year: 2013-2014

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses*	\$500	\$0	\$0	\$0	\$0	\$500
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$500

*High-end estimate of costs associated with implementing the change of the name of the degree (e.g., changing web pages).

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Master of Counseling
 Academic Year: 2014-2015

Indicate the year: _____ First ☒ _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds and Other Grants	Column E From Fees, Sales and Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources Subtotal						\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$0

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Master of Counseling
 Academic Year: 2015-2016

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources Subtotal						\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$0

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Master of Counseling
 Academic Year: 2016-2017

Indicate the year: _____ First _____ Second
 _____ Third X _____ Fourth

Prepare one page each of the first four years

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)						
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE						
Nonrecurring:						
Personnel Subtotal						
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other Resources Subtotal						\$0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL						\$0

1. Review - College Approver - Education

Approved by [Lawrence Flick](#) Dean / College of Education, *March 22, 2013 8:12am*

Comments

Lawrence Flick (College Approver - Education) March 22, 2013 8:12am

This change in nomenclature is consistent with the goals of the Counseling program and the College.

2. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *April 2, 2013 12:56pm*

Comments

Sarah Williams (Curriculum Coordinator) April 2, 2013 12:56pm

Per email comments from Gary Beach about necessary adjustments to this proposal, I am returning it to the Originator. SW

3. Originator Response

[Cass Dykeman](#) Associate Professor / Teacher/Counselor Eductn, *April 16, 2013 7:38pm*

Comments

Cass Dykeman April 16, 2013 7:38pm

Budgets for years 1-4 (completed with assistance of Business Center personnel from both Corvallis and Cascades) and letters of support have been added.

4. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *April 19, 2013 1:37pm*

Comments

Sarah Williams (Curriculum Coordinator) April 19, 2013 1:37pm

Returning to Originator for revisions following the Academic Programs Review.

5. Originator Response

[Cass Dykeman](#) Associate Professor / Teacher/Counselor Eductn, *May 2, 2013 5:04pm*

6. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *May 3, 2013 11:14am*

Comments

Sarah Williams (Curriculum Coordinator) May 3, 2013 11:14am

Returning to Originator for additional documents.

7. Originator Response

[Cass Dykeman](#) Associate Professor / Teacher/Counselor Eductn, *May 3, 2013 12:34pm*

8. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, May 6, 2013 10:01am

Comments

Sarah Williams (Curriculum Coordinator) May 6, 2013 10:01am

This proposal is ready for review by the Budgets and Fiscal Planning Committee.

9. Review - Budgets and Fiscal Planning Committee

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, May 9, 2013 1:53pm

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) May 9, 2013 1:53pm

Returning to Originator his his request to add additional documents. SW

10. Originator Response

[Cass Dykeman](#) Associate Professor / Teacher/Counselor Educatn, May 9, 2013 7:16pm

Comments

Cass Dykeman May 9, 2013 7:16pm

Two further letter of support added.

11. Review - Budgets and Fiscal Planning Committee

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, May 10, 2013 1:34pm

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) May 10, 2013 1:34pm

Returning to Originator for additional documents. SW

12. Originator Response

[Cass Dykeman](#) Associate Professor / Teacher/Counselor Educatn, May 10, 2013 2:11pm

Comments

Cass Dykeman May 10, 2013 2:11pm

PSU letter of support added.

13. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), May 15, 2013 7:39pm

14. Review - Graduate Council Chair

Pending Review

Evaluation of the Department of Environmental and Molecular Toxicology Oregon State University

1. Overall Recommendations

The overall recommendation of the Review Panel is to maintain the research and Ph.D. graduate programs at their current level. As the certainty of extramural funding is dependent on outside forces such as the overall economy and federal allocations to NIH and NSF, the Department will need to make decisions on expansion and contraction of these programs based on their ability to support the educational and research missions of the department, as well as the overall mission of the School of Agriculture.

The Department may wish to consider expansion of their Masters' program offerings to include the development of instructional materials for online teaching through e-campus. This may better align the goals of the department with the teaching mission of the School of Agriculture.

2. Summary of Findings and Recommendations

The primary mission of the Department of Environmental and Molecular Toxicology (EMT) is to conduct high quality research in environmental toxicology and to train graduate students for careers in toxicology. The Department has 17 tenure/tenure track faculty, 9 adjunct, 3 research faculty, 21 Ph.D. Toxicology graduate students and 3 Masters' degree students. The goals of the department are well aligned with the mission of the College of Agricultural Sciences, providing strong training of graduate students, and carrying out nationally and internationally recognized research.

The Department has an extremely strong graduate program. The credentials of the student applicant pool are excellent, and the department is able to select the strongest of those students for acceptance. The Department has a policy of trying to provide tuition remission and stipends for all of their graduate students. This is made possible by the presence of an NIEHS training grant, an NIEHS-sponsored Superfund grant, and research assistantships funded by the numerous individual extramural grants of the faculty. Although this is a strong program, the faculty and staff are aware that this program relies on extramural funding. Consequently, the program must be constantly monitored to ensure that funding will remain available for these students. The review committee recommends that additional support for graduate training be provided using State resources to provide additional stability to this excellent program.

Overall, the Graduate curriculum for the department is strong, based on discussions with the students, and their ability to obtain positions post-graduation. There is sufficient flexibility in the curriculum to train students with interests in environmental toxicology as well as those interested in molecular toxicology.

The faculty are an essential asset to the EMT, and this critical mass of research expertise is necessary for the continuation of the effectiveness of the department. Faculty expressed a concern over the difficulty in replacement of faculty who have left the institution based on a new formula for hiring at the School level. The review panel recommends that the personnel needs of this department be seriously considered, particularly in the need to replace critical faculty. The result could be weakening of the department to the point where the core program grants (NIEHS Center grant, NIEHS training grant and Superfund grant) cannot be maintained.

Two main issues were brought out by the self-study and program review, including 1) physical separation of faculty and graduate students due to office and lab locations, and 2) limitations on overall square footage of space. The EMT faculty and their offices and research laboratories are located in 4 separate buildings on the OSU main campus and 2 research facilities east of

Corvallis. The physical separation of buildings has the potential to inhibit regular communication and collaboration among faculty and graduate students. Additionally, the self study provides evidence that laboratory and office space is limited, about 20% below the standard OSU space allotment. The space issue is most problematic for graduate students and to a lesser extent, faculty office space. Relocation of faculty to fewer buildings, to the extent possible, and providing additional research and office space, would further strengthen both research collaborations and the educational programs.

EMT receives support for its research, extension and training program from four main sources. The majority of the funds for EMT/Toxicology come from the State of Oregon, through the budget provided to the OSU College of Agricultural Sciences (CAS). Although the CAS has been highly supportive of EMT and the Toxicology Program, even during the current difficult times for the CAS statewide budget, EMT does not receive any base funding to support graduate education activities (fellowships, teaching assistantships, etc.) in excess of the faculty and support staff salaries.

The students receive excellent training in toxicology through the EMT graduate program with most students receiving their degrees within 5 years. The student applicant pool is extremely competitive, and the students who are accepted into the program have shown an ability to excel. Their performance can be seen not only in the awards and fellowships that they have received, but also their ability to obtain positions after graduation.

As mentioned above, the EMT faculty are an essential element in the success of the department. Most of the Faculty are nationally recognized research scientists and several have stellar international reputations. The EMT Faculty has an impressive record of publication productivity, with a high average H index, including several over 30. A primary attraction for toxicology students to study at OSU is the quality of the Faculty, particularly in the area of environmental chemistry. Studying with a world class faculty member, as well as the opportunity to interact with others at the same level of scholarship is a privilege that is recognized and appreciated by the students.

Generally speaking, the students exhibited a high degree of satisfaction with their training programs. In particular, they noted that quality and diversity of their research options as a strength. Additionally, they enjoyed their access to the faculty, the high quality of most of the facilities, library resources, and office space as positive aspects of their training environment. The students did have several recommendations to improve their educational experience including: (a) improving mentoring of 1st year students, particularly prior to their selection of a research mentor, (b) development of a substitute for the 400/500 level Biochemistry curriculum to one that is more focused on graduate level training, (c) formalizing student seminars on their research and improving faculty attendance at these seminar to provide feedback to the students, and (d) providing additional opportunities for graduate students to teach.

In conclusion, the Review Panel determined that the EMT possesses an excellent research and educational environment. Research excellence can be seen in the reputations of the faculty, their ability to publish, and their success in obtaining extramural funding. The Department also provides a strong educational experience for graduate students. The graduate student applicant pool is strong, and acceptance is selective. The students excel in this environment and graduate with the training necessary for their future success.

3. Detailed Findings

Introduction

- *Objectives of the review*

Evaluate the Research Programs, including the quality of independent investigator – initiated research programs, as well as the larger program grants.

Evaluate the educational opportunities in Environmental and Molecular Toxicology, the strength of the curriculum and the competitiveness of the matriculating students.

- *Participants*

Brenda McComb, Ph.D.
Dean OSU Graduate School

Anne Fairbrother, D.V.M., Ph.D.
Principal Scientist & Office Director
Eco Sciences
Exponent

Stacy Semevolos, D.V.M.
Associate Professor of Clinical Sciences
College of Veterinary Medicine
Oregon State University
OSU Graduate Council Representative

Wayne L. Backes, Ph.D.
Associate Dean for Research
Professor of Pharmacology
Louisiana State University Health Sciences Center – New Orleans

- *Order of Events*

The review panel met on the evening of March 20th, 2013 to discuss the goals and order of the review. The review panel met throughout the day of March 21st, 2013 and brief descriptions on various aspects of the department were presented. The meetings included:

Meeting with Craig Marcus (Department Head) and Andrew Buermeyer (Chair, Graduate Program Committee) – 1 hr

Department Support Staff, Susan Atkisson (EMT Office Manager) and Mary Mucia, (EMT Graduate Program Administrator) – 30 min

College Environment and Program Support – Larry Curtis (Associate Dean of the College of Agricultural Sciences and Associate Director of the Agricultural Experiment Station) – 30 min

Graduate Program Committee: Andrew Buermeyer (chair); Admissions: Robert Tanguay, Jennifer Field, Rod Dashwood; and Curriculum Committee: Kim Anderson, Nancy Kerkvliet, and Dave Stone – 45 min

Meeting with Graduate Students – 90 min

Meeting with Graduate Program Faculty – 45 min

Facilities Tour:

ALS – Kolluri Lab, Anderson Lab, EHSC Biomolecular Mass Spectrometry Core, EHSC Cell Imaging and Analysis Core – 45 min

SARL – Sinnhuber Aquatic Research Laboratory, Tanguay & Johnson – 30 min

Meeting with Craig Marcus and Andrew Buermeyer for final questions and exit interview – 30 min

Executive Session – 1 hr

- *Organization of the Report*

The report is organized according to the recommended outline and generally follows the same format as seen in the EMT Department self-study.

Inputs

- *Background*

Within the Department of Environmental and Molecular Toxicology (EMT), there are 17 tenure/tenure track faculty (16 FTE) and 4 fixed-term research professional faculty (3 FTE). The Department identifies nine adjunct, affiliate and courtesy faculty who regularly contribute to the graduate program (0 FTE). The Department receives 1.07 FTE through E/G funds from the college, with an additional 9.23 FTE through the experiment station and 1.61 through extension services. The remaining FTE are funded through extramural grant and contract funding.

The degree programs within EMT include a PhD in Toxicology (21 students), a Thesis Masters in Toxicology, a non-thesis MAg in Toxicology (3 students), and an undergraduate minor in Toxicology. Thus, the majority of the FTE are devoted to graduate education and research.

- *The fit of the mission of the program and its relationship to the mission of the academic college and University mission*

The self-study of this graduate program provides clear evidence of alignment to the mission of the College of Agricultural Sciences (CAS) and to the three Signature Areas of Distinction in Phase II of the Strategic Plan for the University: [Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress](#). The EMT faculty are nationally and internationally recognized for their outstanding research contributions and graduate programs, and as such, enhance the reputation of CAS and OSU.

One of the initiatives in Phase II of the OSU Strategic Plan is to “Raise the profile of graduate education at OSU by repositioning existing programs and introducing targeted new programs to support OSU's three signature areas, and increasing professional and graduate programs to 25 percent of all enrollments” (<http://oregonstate.edu/leadership/strategicplan/>). There is an initiative within the Department to create a new 4+1 Masters in Risk Analysis offered jointly with the Department of Agricultural Resources and Economics. This new program is supported by the Provost Initiative and will fund the addition of one FTE tenure-track faculty position. This appears to be a good strategy for the department to support the university initiative and increase the number of students within their graduate programs. The review committee did get the sense that this initiative was not fully supported by the entire faculty.

- *Quality of students and Admission selectivity*

As indicated in the Self Study, the quality of students is generally high with an average GPA typically above a 3.5. Average GRE scores were 521.5 for verbal and 647.7 for quantitative. The review committee did not have comparative data on GRE scores for other programs so cannot comment on whether these are representative of toxicology programs in general. On average, 16.5 percent of the applicants are admitted, and slightly over 15 percent of the applicants matriculate to these graduate programs.

The Department has a well-defined recruitment strategy to increase diversity in their trainees and devotes specific efforts to recruit students from under-represented groups.

- *Level of financial support of students*

All Toxicology graduate students are funded. The NIEHS Training Grant is used as a recruiting tool to allow students to perform laboratory rotations before choosing a thesis mentor and laboratory home. Departmental funds and Provosts Distinguished Fellowships have also been used to fund students. Providing support for all graduate students is a definite strength of this program although the source of funding (dependence on statewide

funding and NIEHS training grant) appears to be somewhat problematic for the future of the program as a whole.

The desire to only admit funded students does create variation in the student advising loads for the faculty. Over the past 10 years, 4 of the full professor faculty have advised an average of 15.25 students each. The remaining 10 faculty have advised an average of 2.8 students each (note that 3 relatively new Assistant Professors were excluded from this count). This variation in advisees appears to be related to the ability of the faculty to earn research grants that can be used to support the students. Those faculty without stable grant funding advise fewer students.

Recommendation: There appears to be an opportunity for faculty without stable grant funding to take a more active role in teaching. As the department develops the 4+1 Masters program, these faculty could be available to supervise self-funded and externally-funded students.

The Department does realize that dependence on grant and Statewide funding for both the faculty and PhD students is problematic. There are two opportunities that could be available to the Department to supplement the current university/college budget allocations:

- 1) On-line course offerings through eCampus (where 80 percent of the tuition flows back to the unit). The Department should consider the feasibility of creating on-line (or hybrid format with some face-to-face meetings) courses to support the undergraduate minor. Another consideration would be to offer the TOX 360 course in an on-line format, especially given that it satisfies a baccalaureate core requirement for undergraduate majors. Once these courses are developed, they could be facilitated by either adjunct faculty or with GTA positions (thus providing additional sources of graduate student support as well as generating revenue for the department).
- 2) Consider creating an INTO OSU Graduate Pathways program that would feed international students into the 4+1 Masters program. The revenue model for this program would return approximately 64 percent of the tuition dollars paid by the students after admission to the Masters program to the department. The pathway coursework would provide language instruction, and could also include undergraduate coursework typically completed by 4th year undergraduate students who are candidates for the Masters program.

Recommendation: The Department should be thoughtful in considering new instructional opportunities that would generate revenue to the department.

- *Curriculum strength*

The goal of the EMT curriculum is to provide detailed expertise in Environmental Sciences, including (a) garnering substantive knowledge of toxicology and environmental chemistry, (b) how to analyze the scientific literature, (c) acquiring both verbal and written communication skills, (d) demonstrating ethical conduct in science, and (e) learning how to design experiments, analyze data, and prepare the results for publication. There are three graduate degrees currently being offered a non-thesis M.S. (or M. Ag.), a thesis M.S. (or M. Ag.), and a Ph.D. in Toxicology.

In the Masters Programs, students are required to take a minimum of 45 graduate credits. In the non-thesis Masters, students are required to take 3-6 hours of research (in-lieu-of-thesis). In the thesis Masters, students must 6-12 hours of thesis research. For the Ph.D. program the students are expected to take 3 years of full-time graduate work.

In each program, students are required to take 30 hrs of didactic courses (27 in the M.S. programs). Students are required to enroll in a seminar course each term, which is taught

Socratically. As described in the self-study, the course requirements are delineated and given to the students when entering the program.

This represents a strong educational program with sufficient flexibility to prepare students for careers in toxicology and environmental chemistry, which are by nature a trans-disciplinary programs.

Some EMT faculty also participate in graduate programs with other departments or colleges within OSU. These students are bound by the degree requirements of their home departments.

- *Quality of personnel and adequacy to achieve mission and goals*

According to the self-study, the faculty of the Toxicology Graduate Program currently consists of 17 tenured or tenure-track faculty. Supporting these tenure-track faculty and also contributing to Toxicology graduate training are 3 fixed-term Research-track (non-tenure track) faculty and 9 regularly contributing adjunct, affiliate and courtesy faculty (who receive no compensation from EMT). The Toxicology Graduate Program faculty has been relatively stable over the past 10 years at a steady-state of approximately 17 FTE. The few departures of faculty over the past 10 years have been replaced with new hires. Despite the relative stability of 17 FTE, faculty voiced concern about the difficulty in protecting positions and wanting to continue to have a critical mass of faculty without the fear of losing positions at the university or college level. The current faculty are a diverse group with many strong research programs that align well with the two main focus areas of 1) Molecular and Mechanistic Toxicology and 2) Environmental Chemistry and Ecotoxicology. The faculty members within this department appear to be sufficient to achieve the departmental mission and goals. There is currently a large proportion of full professors within the faculty; in the future, replacement of retiring faculty may become an issue.

The department currently employs 2 administrative support staff members which have decreased from 6 staff members 5 years ago. This is due in part to restructuring at the university level with the advent of the Business Centers. However, one administrative position was lost due to declining college and departmental funds. This reduction in support has burdened the current staff with many extra duties, resulting in a negative impact on departmental support. The Business Centers do not appear to be working in the intended fashion and many of the financial duties are being transferred back to the unit for logistical reasons. There is concern that this is impacting faculty productivity by placing increased burdens of grant and fiscal management on them.

Recommendation: More administrative support was deemed necessary to ensure adequate support of the department.

- *Level and quality of infrastructure*

Two main issues were brought out by the self-study and program review, including 1) physical separation of faculty and graduate students due to office and lab locations, and 2) limitations on overall square footage of space. The EMT faculty and their offices and research laboratories are located in 4 separate buildings on the OSU main campus and 2 research facilities east of Corvallis. The physical separation of buildings has the potential to inhibit regular communication and collaboration among faculty and graduate students. The department has a goal of one day housing all the EMT faculty and graduate students in one building, although this may be difficult to achieve in the current economic climate and limited space availability on campus. The self study provides evidence that laboratory and office space is limited, about 20% below the standard OSU space allotment. The space issue is most problematic for graduate students and to a lesser extent, faculty office space. Every graduate student is provided with an assigned desk and about 5 feet of workspace. Lack of

adequate research space may also be problematic, leading to crowding in the research lab, difficulties in acquiring new research instrumentation, and bringing more graduate trainees into the program. Significant investments have been made by the college (and an NIH G20 construction and renovation grant) in laboratory improvements during the past 10 years. The quality of research laboratories appears to be high, although there are exceptions that were brought up by faculty and self-study.

Recommendation: If possible in the future, decreasing the number of separate buildings housing faculty and graduate students is recommended. It is recognized that space is at a premium on campus and that capital improvements have been performed in off-site locations, as well as current financial constraints, may preclude the goal of having all EMT faculty and students in one building.

- *Quality of organizational support*

EMT receives support for its research, extension and training program from four main sources. The majority of the funds for EMT/Toxicology come from the State of Oregon, through the budget provided to the OSU College of Agricultural Sciences (CAS). The self-study makes it evident that CAS has been highly supportive of EMT and the Toxicology Program, even during the current difficult times for the CAS statewide budget. EMT does not receive any base funding to support graduate education activities (fellowships, teaching assistantships, etc.) in excess of the faculty and support staff salaries. EMT has been highly successful in competing for extramural grant awards, and has generated increased amounts of returned overhead funds. These funds have been utilized over the past 5 years in large part to replace declining State support, and as 'discretionary funds' devoted to support graduate instructional activities, Team Tox, and provide infrastructure support for instruction and research.

The organizational structure follows a Department Head and Vice Head leadership, with jurisdiction over faculty, departmental committees, administrative support staff, and the graduate program chair. There are several standing committees, including P&T, Graduate, Awards, Safety, and Space committees. The Safety and Space committees have yet to be assigned, according to the self-study. There has been a recent change in the structure of the Graduate committee, including the development of an executive committee and [42](#) subcommittees. This change was brought about due to a recognized weakness that the Graduate committee structure had fallen away in recent years and faculty had requested Graduate committee involvement to be more formalized. Also, there was some concern that the current Graduate chair may not be responsive enough to student inquiries. A suggestion was made that a senior grad student mentor might be helpful for first year grad students, in addition to the current system. Alternatively, having an advisor for each track (Environmental Chemistry and Ecotoxicology, Molecular and Mechanistic Toxicology) might provide better guidance for specific requirements, especially before a major professor was identified.

Recommendation: More formalized graduate committee involvement and first year graduate student mentoring is encouraged.

Productivity

- *Level and quality of student performance*

It is evident that the students in the EMT program receive excellent training. The large majority of Ph.D. students received their degrees within 4-5 years. Evidence of their performance can be found in their publication records and awards received. All of the Ph.D. students have obtained peer-reviewed publications with an average number per student of 3.4. This is an extremely important metric for the students' future, in that the quantity and quality of the publications is generally used as a major criterion in recruitment and hiring. Over 50% of Masters' degree students have at least one publication.

The quality of the students can also be seen by the number of awards. The graduate students have received numerous awards for their research, including scholarships, Graduate Fellowships, invitations for oral presentations at meetings, travel awards, as well as awards for oral and poster presentations at national and international meetings. This reflects not only on the students, but also their mentors and the strength of the program.

The graduation rate is 84%, which reflects both the high-quality pool of students entering the program and the commitment of the faculty to their training. However, there is evidence that the department adheres to high standards. About 8% of the students did not pass their qualifying exams necessary to obtain a Ph.D. Each of these students received Masters' degrees.

- *Level and quality of faculty performance*

The EMT Faculty has an impressive record of publication productivity, with a high average H index, including several over 30 (Table 3.5 Self Assessment report). Most of the Faculty are nationally recognized research scientists and several have stellar international reputations. The Faculty has a diverse mix of grants and contracts, although the historical dependence upon NIH is obvious and continuing (Table 3.6). Given the percentage of grant applications that are fully funded by NIH, this continued success rate is very commendable. There is evidence of continued scholarship by most of the Faculty and the Review Panel encourages the Department to continue to support them in the manner that has led to this success. However, the Review Panel noted that the majority of the graduate studies appear to be associated with [fivefour](#) of the faculty, while some Faculty have few to none. Understanding that not all Faculty are currently at high research productivity levels, the Review Panel suggests considering assigning a larger proportion of teaching duties to these Faculty members. In particular, the Department could consider a larger number of "4+1" Masters students that are mentored by Faculty with less research pressure. This would have the advantage of increasing the graduate program in alignment with University goals as well as generating additional revenue for the Department through student fees. The Review Panel cautions against instituting such a program without specific Faculty assignments as research output of highly productive faculty could be impaired if too high a teaching/mentoring load were added.

- *Viability of scholarly community within which students can interact*

The primary attraction for toxicology students to study at OSU is the quality of the Faculty, particularly in the area of environmental chemistry. Studying with a world class faculty member, as well as the opportunity to interact with others at the same level of scholarship is a privilege that is recognized and appreciated by the students. Secondly, the breadth of equipment available for training (e.g., GCs, HPLC, mass spec, flow cytometer) provides students with a high level training opportunity that qualifies them for multiple career options. Although Dr. Stubblefield's laboratory is more oriented toward contract research [and less towards hypothesis driven studies](#), the Review Panel encourages the department to rotate students through his laboratory to learn techniques and experience regulatory-driven studies. Similarly, Dr. Tanguay's laboratory provides unique experiences in toxicity testing for chemical screening and extrapolation of animal data to human health concerns. The blend of traditional scientific research with regulatory-driven studies is attractive to students and also provides a platform for dynamic discourse among the faculty.

Recommendation: Encourage participation of all the laboratories in the student rotation program.

A unique attraction that brings graduate students to the EMT Department at OSU is the NIH training grant that provides the ability for students to rotate through multiple laboratories during their first two years in the program. This broadens the base of their education and allows them to find the most suitable professor-student match. Participation in a rotation

prior to selection of a Focus Area for graduate studies undoubtedly contributes to the very low drop-out rate among EMT graduate students. Therefore, the Review Panel is alarmed by the prospect of the Training Grant moving towards funding postdoctoral positions and away from funding Ph.D. candidates. The Review Panel urges the department to search for alternative mechanisms to continue to support at least first year graduate students (preferentially, first and second year students) in a broad-based, multi-laboratory rotational program of study.

Recommendation: The Department should be looking towards alternative funding sources to replace the student support on the NIH Training Grant.

The Review Panel acknowledges and supports the students' high level of enthusiasm for continuing the departmental seminars in a manner similar to that which was trialed this year. Namely, an integrated seminar in Fall Quarter focused on a controversial relevant topic with students required and challenged to support any position and viewpoint. For Winter Quarter seminar, a focus on manuscript review skills, curriculum vitae presentation, and grant writing will provide the students additional competitive advantage. Finally, Spring Quarter can provide in-depth topical discussions in each focus area. The Review Panel encourages the students to continue to invite a broad diversity of professionals to their monthly seminar series, to experience a variety of potential job opportunities many of which may be outside the traditional realm for toxicologists but provide satisfying and challenging career options.

The Review Panel recognizes the strong role that TEAMTox plays in the departmental graduate student community. This provides a forum for interactive learning among the students and the opportunity to develop grant-writing skills and community service/teaching. TEAMTox is an idea that may be unique to OSU.

Recommendation: The Department is encouraged to continue to support the students in the TEAMTox initiative.

Outcomes

- *Professional viability of graduates*

The Review Panel is impressed with the diversity of placements of graduates from the EMT program (Table 4.2 in Self Study report), noting that all potential sectors (academia, industry, government) are represented. The broad background that all students acquire, covering both chemistry and toxicology regardless of the student's focus track, makes the EMT students highly competitive in the marketplace. The Review Panel encourages the continued integration of the student learning, with shared core courses and seminar classes. The experience gained by participation in TEAMTox is particularly noteworthy as the unique experience with outreach and teaching at the K-12 level enhances students' capabilities and attractiveness to potential employers. It was obvious to the Review Panel that the students gain a great deal of self-confidence during their tenure with the EMT department. The number of professional society awards (e.g., Best Student Paper), also indicates Faculty awareness of the necessity of introducing their students to a professional setting where they can begin networking and meeting other professionals. The Review Panel recognizes the importance of teaching experience for graduate students, particularly for those interested in an academic career, and encourages the Faculty to continue providing teaching opportunities to their students, through lectures in courses taught by their major Professors, leading seminars, or TA opportunities through other departments.

- *Satisfaction of students and graduates*

Students – Satisfaction of students was assessed through a survey sponsored by the graduate school and the meeting of our review committee with the students. The survey had only a 35% response rate; however, the same themes were borne out during our meeting with the graduate students where we received input from virtually every student.

Overall, the students described their training as exemplary. They mentioned that there were many opportunities that positioned them for their future careers, including, being able to write for NRSA grant support, and opportunities to present at National meetings. The students recognized that, once they received their degrees, they were extremely competitive for jobs. Interestingly, the majority of current students, when asked, favored careers in industry or government – not in academia. Additionally, the students noted very positive interactions with their mentors and other faculty, the quality of the research facilities, libraries, and office space.

Despite the overall positive impression that we received from the students regarding their training, the students expressed concerns and made recommendations for improvement.

- (a) Despite the well-described curriculum in the self-study and the graduate student handbook, many of the students were confused as to the courses that they should be taking over the first year, and felt that student advising could improve. Part of this confusion may be related to the many different mechanisms that are being used to support the students. About 50% are supported by an NIEHS training grant, others by a Superfund grant, and others by individual R01s. There was also a lack of clarity regarding when waivers of courses were granted.

Recommendation: Each of these problems can be ameliorated with additional attention being paid to first year advising – until the students have selected a mentor.

- (b) Many of the students took issue with the requirement for the 400 level (slash) courses in Biochemistry. They believed that the rigor of the course was not sufficiently geared toward graduate training. Comments on the MCB 553-555 series were much more positive.

Recommendation: The department may wish to consider improvement of the didactic course offerings by developing a graduate level course using the expertise of the faculty.

- (c) There were a few concerns regarding the inconsistent offering of required graduate courses – particularly the toxicology series. In some cases the students were unable to take the course prior to their preliminary examinations. The department may wish to consider offering this course more regularly – even if there are only a few students who register.

- (d) The students liked the seminar course, which was quite interactive; however, the students requested more opportunities to present their research on a regular basis (annually?) not only to their peers but also to the EMT faculty. They commented that faculty members generally do not attend student research presentations.

Recommendation: Student research presentations should be more formalized and attended by faculty.

- (e) Finally, the students requested that they be given more opportunities to teach. They were not requesting Teaching Assistantship types of positions, but actually giving a lecture or two, and writing examination questions.

Recommendation: Students should be given the opportunity to gain teaching experience, through course lectures, leading seminars, or TA opportunities through other departments.

Alumni – Although data on alumni satisfaction are rather sketchy, the responses were extremely positive. The department did send out a survey; however, only 7 alumni responded. It is unclear how many surveys were distributed. Ultimately, satisfaction with the program depends, in large part, to acquiring a rewarding full-time position. Of the respondents, the majority are employed in fields related to their degrees.

- *Rankings/ratings*

Student metrics are strong, and the average GPA and GRE scores of applicants appear to have increased in the past few years (Table 2.1). This provides the department the opportunity to select the best students into the graduate program. Graduate student quality is reflected in the high number of prestigious awards received by the students (Table 3.2), indicating a high ranking of both students and faculty. Overall, the students appear highly satisfied with their experience (page 108), expressing some dissatisfaction only with the new student orientation process and perceived paucity of teaching opportunities.

The Faculty appears to be moving towards gender balance, with 5/14 female, and is encouraged to continue to actively recruit female professors (Page 53 of Self Study). Faculty diversity is still under represented, with only one self-identified minority member. While the faculty currently is well-balanced by age class, the Review Panel is concerned that the department is top-heavy with more than 50% of the faculty at the Full Professor level. This will lead to aging of the faculty if new hires of younger professionals are curtailed in the future.

Recommendation: The Review Panel encourages the department to work with the College and Graduate School to continue to grow the faculty base.

The Department continues to rank high on competitive grants, including NIH and Superfund awards, with increasing graduate student support (page 83 of Self Study).

Conclusion

The Review Panel determined that the EMT possesses an excellent research and educational environment. Research excellence can be seen in the reputations of the faculty, their ability to publish, and their success in obtaining extramural funding. The Department also provides a strong educational experience for graduate students. The graduate student applicant pool is strong, and acceptance is selective. The students excel in this environment and graduate with the training necessary for their future success.

Recommendations

- The review committee recommends that additional support for graduate training be provided from State resources to provide additional stability to the exemplary program graduate program.
- There appears to be an opportunity for faculty without stable grant funding to take a more active role in teaching. As the department develops the 4+1 Masters program, these faculty could be available to supervise self-funded and externally-funded students.
- The Department should be thoughtful in considering new instructional opportunities that would generate revenue to the department.
- The recruitment needs of this department (particularly in terms of faculty) need to be seriously considered in order to maintain the critical mass necessary to maintain grant productivity.
- More administrative support was deemed necessary to ensure adequate support of the department.
- If possible in the future, decreasing the number of separate buildings housing faculty and graduate students is recommended. It is recognized that space is at a premium on campus and that capital improvements have been performed in off-site locations, as well as current financial constraints, may preclude the goal of having all EMT faculty and students in one building.
- More formalized graduate committee involvement and first year graduate student mentoring is encouraged.
- Encourage participation of all the laboratories in the student rotation program.

- The Department should be looking towards alternative funding sources to replace the student support on the NIH Training Grant.
- The Faculty should continue to support the TEAMTox initiative.
- Improving mentoring of 1st year students
- The department may wish to consider improvement of the didactic course offerings by developing a graduate level course using the expertise of the faculty.
- Student research presentations should be more formalized and attended by faculty.
- Students should be provided a wider range of opportunities to gain teaching experience.

Graduate Council Review of the Graduate Program in Toxicology
Department of Environmental and Molecular Toxicology

Notes from the Department on the Evaluation Report

On behalf of the Department of Environmental and Molecular Toxicology, we wish to reiterate and highlight our deep appreciation to the review team for their careful and thorough review of our graduate program. The report will serve as a most helpful guide as we continue to work to improve our training of graduate students in toxicology. We note several minor corrections (detailed below) to the Evaluation Report.

1. Page 2, second to last paragraph: reference is made to a student suggestion that there be “development of a substitute for the 400 level Biochemistry curriculum to one that is more focused on graduate training”.
 - 1.1. We note that the Biochemistry curriculum required for the Toxicology graduate program is three terms of the 590-592 Biochemistry series, a slash listed course (400/500 level, not an undergraduate class) and the same series required of Biochemistry graduate students.
2. Page 8, second paragraph: reference is made to the “recent change in the structure of the Graduate committee, including the development of an executive committee and 4 subcommittees.”
 - 2.1. We note that the Graduate Committee was restructured only into 2 subcommittees, one focused on admissions and recruitment and one focused on curricular issues. The two subcommittees may meet together to address significant issues, e.g. student grievances.
3. Page 9, first paragraph: reference is made to an uneven level of graduate advising within the department faculty, noting “that the majority of the graduate students appear to be associated with four of the faculty, while some Faculty have few to none.”
 - 3.1. We recognize that graduate training is indeed uneven within the faculty. This is not unexpected and tends to correlate with the amount of extramural grant funding available to each faculty member and the career stage of each faculty during the program review window, as well as the duties established in their position description. However, we also note the following correction to our self-study report. One error not noticed in the final report is in Table 3.4 EMT Toxicology Graduate Faculty Advising, included in the report on page 95. The number of students trained by Professor Williams was inadvertently listed as 0, when in fact, Dr. Williams has advised to graduation 5 PhD students, 2 Thesis MS students and 1 non-thesis MS student, with 2 additional PhD students currently in training. A corrected Table 3.4 is included below this list.
4. Page 9, middle paragraph: reference is made to research in Dr. Stubblefield’s laboratory being “more oriented toward contract research and less towards hypothesis driven studies...” We note that although research in Dr. Stubblefield’s laboratory is significantly funded with contracts rather than grants, it is hypothesis driven.
5. Page 10, first paragraph: reference is made to the organization and implementation of our seminar series class, and the use of Spring quarter to “provide in-depth topical discussions in each focus area.”
 - 5.1. We share the reviewers’ enthusiasm for continuing with the re-organized seminar class. Our plan, however, is to continue with all the students meeting together for a term-length, in-depth focus on a topical subject within toxicology or the development of professional skills. Based on student feedback, we have moved away from separate class meetings for the different focus areas within our student population.

**Table 3.4 EMT TOXICOLOGY GRADUATE FACULTY
ADVISING**

Name	Master's Students		Ph.D. Students	Total Students
	Thesis	Non-Thesis		
Anderson	1	1	12	14
Bailey	0	0	1	1
Baird	0	0	3	3
Buermeyer	2	1	1	4
Curtis	2	0	4	6
Dashwood	1	0	3	4
Field	4	0	10	14
Harper	3	0	1	4
Hays	0	0	2	2
Jenkins	0	0	2	2
Jepson	0	0	0	0
Kerkvliet	0	0	4	4
Kolluri	1	0	4	5
Marcus	0	0	0	0
Simonich	4	0	15	19
Stone	1	0	0	1
Sudakin	0	0	0	0
Tanguay	1	0	13	14
Williams	2	1	7	10
Stubblefield	0	0	1	1

Craig Marcus

Craig Marcus, Ph.D.
Professor and Head,
Department of Environmental and Molecular Toxicology
craig.marcus@oregonstate.edu

Graduate Program Review of EE and CS

The site visit for the Graduate Program Review of Electrical Engineering and Computer Science took place on April 3-4. It included meetings with many constituencies including students, faculty, staff and several levels of administration such as the leadership of the School and College. The final itinerary of the visit is reproduced as Appendix 1 of this report. The review team members express their appreciation for the thorough *Graduate Self Study* and the hospitality of our hosts, as well as their responsiveness and openness throughout the process.

Review Team:

Stephen Phillips, Ph.D., P.E.
School Director and Professor
School of Electrical Computer and Energy Engineering
Arizona State University

Bruce Porter, Ph.D.
Professor and Chair
Department of Computer Science
University of Texas at Austin

James Coakley, Ph.D.
Associate Dean for Academic Programs
College of Business
Oregon State University

Walt Loveland, Ph.D.
Professor
Department of Chemistry
Oregon State University

Overall Recommendation

The review team agrees that the EE/CS Program is functioning well and should be expanded.

Graduate Program

The School offers three graduate degrees: Ph.D., M.S. (with thesis) and M.Eng. (coursework only). In the past decade, the School expanded enrollment in the Ph.D. program, while reducing enrollment in the Masters programs.

The survey data and the conversations with current graduate students indicated a remarkably clear satisfaction with their graduate experience. The program appears to, in the perception of the students and alumni, to be meeting or exceeding all expectations. The graduate students and faculty are generally satisfied with the structure of the ECE and CS graduate programs. The committee did not have an opportunity to meet with any M.Eng. students and there seems to be minimal interaction between the M.Eng. students and the M.S. and Ph.D. students.

Ph.D. Recruiting

The faculty were generally satisfied with the quality of the Ph.D. students. As indicated in the *Self Study* (pp. 13-16), ECEE has a well-developed admissions process with key admissions decisions made by faculty within research groups, and all incoming students admitted to a research group. The quality of students is generally high and admission appears to be highly competitive – only 31 percent of the ECE applicants are admitted (on average) while 45 percent of the CS applicants are admitted.

Still, there was concern that the strongest applicants, even those awarded Fellowship offers, typically declined the offer to attend higher-ranked schools. Also, there was a general unease that the best candidates are not even applying to OSU. The percentage of admitted students who actually matriculate to the program appears to be low (37 percent for ECE, 29 percent for CS), with 62 and 71 percent of the students (ECE and CS respectively) refusing the offer to come to OSU. The faculty are developing initiatives to increase the perception and international awareness of the faculty and programs in the hope of attracting high quality faculty and students.

The School does have specific goals to increase the representation of women and under-represented minority students, with strategies to provide scholarships and to recruit through personal connections.

Admitting and recruiting Ph.D. students is delegated to research groups, rather than handled centrally. This has the benefit of incentivizing faculty to be involved in the process. Also, it's an appropriate response to the fact that the student demand and selectivity varies across the research groups. On the other hand, groups that are small and less selective struggle to recruit strong students, possibly because their top prospects are less interested in committing to the research group in the first year than they would be in joining the school generally, without an early affiliation.

Recommendation: To recruit from a larger pool of candidates, and perhaps to bring in some star students, consider recruiting students who have non-traditional backgrounds. This might include students who majored in another area of math, science or engineering; also, it might include computing professionals who have been out of school for awhile. This will require creating an alternate path through the graduate programs – one that enables students to gain a solid foundation before progressing to graduate work.

Strength of Curriculum

The breadth and depth of ECE courses listed in the catalogue appears more than adequate to support the graduate programs in Electrical and Computer Engineering (M.S., M.Eng. and Ph.D.). The structure of the required breadth and depth courses for these programs seems appropriate and appears to be consistent with practice at peer institutions.

The CS curriculum is considerably weakened by the lack of faculty in some core areas. Examples include operating systems, compilers and cybersecurity. This is likely to hurt student recruitment into the graduate program, as well as their job prospects afterwards.

Recommendation: The long-term solution is to recruit faculty in these core areas of CS. In the short-term, consider re-assigning a few professors to develop and teach courses in these core areas, even if it is outside of their research areas. Also, consider hiring adjunct faculty for these core classes. For example, you might offer a compiler class taught by a visitor from Intel. To solve the logistical problem, the class might be taught using tele-presence equipment, or it might be offered in a 1-week compressed form.

A general consensus of graduate students is that they struggle to find graduate courses they want to take. This is exacerbated by an unusually high coursework requirement, at least in CS.

Recommendation: Consider reducing the number of courses required of Ph.D. students. In CS, students are required to take two core courses, then three courses in each of three areas. Perhaps it would be better to require the two core courses, one course in each of three areas (for breadth), and three courses in the student's research area (for depth). This reduces the course load from eleven to eight, which might help students, faculty and administrators.

Recommendation: In addition to meeting the coursework requirement, Ph.D. students are required to pass a qualifying exam as well. Commonly, a degree program requires either courses or a qualifying exam, but not both. Consider dropping one.

Recommendation: Students generally agreed that the "slash courses" (which enroll both undergraduates and graduate students) are ineffective. Some faculty assign different exercises and projects (and possibly exams) to the two groups of students, and this seems to improve the experience. Consider requiring this practice in slash classes.

Recommendation: There is some concern among the graduate students and faculty that not enough "pure" 500 and 600 level courses are offered on a regular basis. The students report some unpredictability in the schedule of how often, and in which quarters, specific graduate courses are offered. (This appears to be, at least in part, due to the need to cover teaching of the courses in the fast-growing undergraduate program.) Consider publishing course schedules, at least tentative ones, two years in advance so that graduate students can make plans.

Recommendation: Students receive little feedback from the Departments on their progress through the Ph.D. program. It seems that all students are reviewed annually – in CS by the faculty, and in ECE by the Director. Based on these reviews, consider providing regular feedback and guidance to the students.

Enrichment Opportunities for Students

Recommendation: About one-third of the Ph.D. students expressed interest in teaching an undergraduate class, serving as the instructor, not just as a TA. Consider offering this opportunity to selected students, not only for their benefit, but also to help meet the School's teaching mission.

Recommendation: While some students felt they had enough contact with companies, others wanted more contact in order to explore internships and careers. These students expressed frustration with the School's career fairs because they are focused on undergraduate students. Consider holding a separate career-fair event for graduate students or making the current fairs more explicitly graduate-student oriented.

Recommendation: Some graduate students requested more opportunities for professional development, such as grant writing workshops. Consider providing these opportunities within the School, College or University.

Student Performance

As indicated in the NAS survey, the GRE scores of the OSU students are competitive with student scores at peer institutions, as are the percentage of students with external fellowships.

As pointed out in the self-study, the graduate students have won a number of honors and awards. 83% of the surveyed alumni found jobs within 6 months after graduation. Most of them (82%) found employment directly related to their degree.

Level and quality of infrastructure

The EECS information technology support group was noted by many as being outstanding. The computing and teaching laboratory equipment appears to be first-rate with a regular equipment maintenance and replacement schedule. The ECE and CS faculty research labs and graduate student office space is well appointed, attractive and state-of-the-art. The Kelley building comfortably houses nearly all of the EECS personnel and laboratories (except for some teaching labs and the clean-room which are in nearby buildings). The open design of this building appears to be very effective in encouraging student and faculty interaction both formally and informally (e.g. coffee shop and atrium). If the projected aggressive growth rate is accomplished the facility will become very stressed in the next few years.

Rankings and ratings

The *Self Study* notes the U.S. News & World Report ranking of the CS program is number 63 (out of 94 programs) and the ECE program is number 72 (out of 134 programs). These rankings have not changed in the last 10 years. The program indicates some concern with these rankings in that they set a goal of improving these rankings.

Some insight as to what might be affecting these rankings and how these programs rank relative to the peer institutions (defined by OUS and OSU for such comparisons) can be obtained from the 2010 NAS survey of graduate programs. In the attached spreadsheet (OSU-EECS-ProgramReview.xlsx), we show the values of some comparators for the OSU programs and those of the peer institutions. The OSU program is competitive with a strong group of peer institutions in faculty grantsmanship, support of students, gender equity, demographic tenure profile, and GRE scores. As the programs note, OSU has a smaller number of students and faculty than their peers, they published less and are less cited than their peers. (This issue might be addressed, in part, with senior faculty hires). The data on completion rates in the NAS survey do not agree with current evaluations.

The school is strong relative to its current peer group (top 50-75 EE, CE and CS programs) and has realistic aspirations for achieving many of the metrics of the top 25-50 peer group, especially in its research and graduate programs.

Rankings often do not reflect the true strength of the program but, instead, represent the lagging perception among peers. This requires very long timescales to change. Faculty recognition and size are generally also correlated with rankings. This suggests that recruiting high-profile faculty (IEEE and ACM Fellows and NAE members) to fill faculty vacancies can be especially effective. This often requires the use of endowed professorships and identifying donors for this must be started very early in the planning process. Another effective approach is to identify niches where EECS can build internationally recognized top programs. Leveraging the state's particular natural, human and infrastructure resources may be a starting point. The planned growth in faculty size will also contribute positively to improved rankings over time.

Recommendation: Consider a faculty recruiting strategy that leverages local strengths (e.g. natural resources, Intel), focuses on a few targeted interdisciplinary areas and pursues recruits in groups so that start-up equipment and facilities can be shared. Begin to raise funds now for future endowed faculty positions.

Organizational Support

The current leadership of the College and School seems to be very effective, and the leaders seem to have a shared vision. Moreover, the leadership is strongly supported by the faculty. The department administration takes pride in its academic and research programs and promotes them vigorously. The leadership appears to be very effective in procuring

resources and charting a direction for the school and its programs while the associate director effectively manages the existing programs and facilities. There were very few criticisms from the faculty about the overall leadership of the unit. A few of the faculty have concerns about the growing administrative burden on the faculty for budgeting, procurement, time reporting, etc.

The collegiality among the faculty seems extraordinarily high. Everyone is to be congratulated for helping to create and sustain that environment.

Recommendation: Currently it seems that all available funds – both current funds and anticipated funds – are earmarked for faculty growth. While this is clearly important, consider using a portion of the funds for administrative, instructional and other supporting activities.

Recommendation: The plan for faculty growth is very ambitious, and it carries some risks. One of the sources of funding for the growth is the INTO program. The leadership of the College and School should assess the reliability of the funding.

Recommendation: The EECS advisory board is large and engaged in the Program. Consider leveraging the Board for specific support of the program, in the form of cash, internships, funded research, scholarships, endowments and faculty support.

Recommendation: It seems that the ECE and CS programs are largely distinct. Building strength at the intersection of ECE and CS could leverage the successful integration of the two programs in one academic unit. Consider, for example, hiring joint faculty and conducting EECS-wide seminars of broad interest to graduate students and faculty.

Mission of the Program in Relation to the University

The *Self Study* of this graduate program provides clear evidence of alignment to the mission of the College of Engineering and to the three Signature Areas of Distinction in Phase II of the Strategic Plan for the University (advancing science of sustainable earth ecosystems, improving human health and wellness, and promoting economic growth and social progress). The ECEE faculty collaborate extensively with researchers across campus, and are nationally and internationally recognized for their outstanding research contributions. As such, the School enhances the reputation of the College of Engineering and OSU.

School of Electrical Engineering and Computer Science Graduate Council Program Review Site Visit

Wednesday, April 3rd

6:30 PM Dinner at Del Alma, 136 SW Washington Ave STE 102, Corvallis, OR 97333
(Brenda McComb, Bruce Porter, Stephen Phillips, James Coakley, Walt Loveland)

Thursday, April 4th

7:30 AM Breakfast at Hilton Garden Inn with School Head Terri Fiez
(Bruce Porter & Stephen Phillips)

8:15 - 9:00 Terri Fiez and Bella Bose (Kelley Engineering Center Boardroom, KEC 1126)

9:00 - 9:45 Dean of College of Engineering, Sandra Woods (KEC 1126)

9:45 —10:00 Break

10:00 - 10:45 EECS Graduate Committee (KEC 1126)
(Bella Bose, Prasad Tadepalli, Thinh Nguyen, Nicole Thompson)

10:45 - 11:45 EECS Faculty (KEC 1126)

11:45 - 12:30 Working Lunch for Review Panel (KEC 1126)

12:30 - 1:45 Facilities Tour (Dearborn, Kelley and Owen Labs, Graduate student offices)

1:45 - 3:00 Graduate Students (KEC 1007)

3:00 - 3:15 Break

3:15 - 4:00 Program Director (Terri Fiez and Bella Bose) (KEC 1126)

4:00 - 5:00 Executive Session (KEC 1126)
(Brenda McComb, Bruce Porter, Stephen Phillips, James Coakley, Walt Loveland)

6:30 PM Dinner at Big River
(Bruce Porter, Stephen Phillips, Bella Bose, Terri Fiez, EECS Faculty)

Electrical Engineering and Computer Science Graduate Program Review – Unit Responses to Final Report

Overall, the review team said many good things about our program. We thank you and the review team for taking time to review our program and give these constructive recommendations. These recommendations are very helpful to us. One or two minor corrections on the data mentioned in the report.

1. 8 Year Ph.D. Graduation Rate: The report said 37% for ECE and 29% for CS. Courtney came to our office and worked with Nicole Thompson (graduate coordinator) to get the correct data. In CS of the 23 Ph.D. students admitted in 2001-2003, 12 completed Ph.D., 5 got MS and 6 left. In ECE, of the of the 44 students admitted, 36 completed Ph.D., 2 got MS, 1 is still continuing and 5 left.

Thus, the graduate rates are:

CS - 52% (74% if MS is included)

ECE - 82% (86.4% if MS is included)

2. The NAS 2010 is for the year 2000-2005. However, we have made a lot of progress in the last 10 years. It would be nice to get data for the recent years, if it is available.



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals> Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)

[Category I Final Approval: Oregon State Board of Higher Education]

- ☐ New degree program
- ☐ Major (substantive) change in existing program

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

- ☐ Rename of an academic program or unit
- ☐ Establishment of a new college, school, department or program
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation of an academic program or unit
- ☒ New certificate program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding (MOU) form available at <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>

Title of Proposal:

Effective Date:

Graduate Certificate in Wildlife Management Fall 2013

School/Department/Program:

College:

Fisheries & Wildlife

Ag Sciences

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

[Signature]

3/21/13

Bill Boggess

3/21/13

Sign (Department Chair/Head; Director)

Date

Sign (Dean of College)

Date

W. Daniel Edge Dept Head

Bill Boggess Assoc. Dean

Print (Department Chair/Head; Director)

Print (Dean of College)

Proposal for the Initiation of a New Instructional Program Leading to A Graduate Certificate in Wildlife Management

Executive Summary

The Department of Fisheries and Wildlife proposes a Graduate Certificate in Wildlife Management (GCWM) to complement its successful Graduate Certificate in Fisheries Management. This 18 credit, online Certificate requires courses in biological science and human dimensions, plus a 3 credit project, which will provide qualified applicants with training in wildlife sciences at the graduate level. Like our Fisheries Management Certificate, GCWM is expected to serve students who are:

- a) interested in a graduate degree but are not yet competitive enough, due to a lack-luster GPA or lack of experience in the field of wildlife science;
- b) interested in online education options but want to “test the waters” before committing to a full degree program;
- c) seeking advancement in their current job through graduate-level coursework and completion of a relevant capstone project (3 credit research paper or outreach product mentored by a local agency scientist);
- d) entering the Master of Natural Resources degree program or other graduate degree program at OSU that allows application of Graduate Certificate credits; or
- e) in need of particular coursework to qualify as a Wildlife Scientist or similar professional certification.

There is a demonstrated demand for this Certificate in the number of inquiries we receive from applicants to the Fisheries Certificate, Professional Science Master’s in Fisheries and Wildlife Management (PSM-FWA), and Master of Natural Resources. Many of these applicants desire coursework and training related to wildlife conservation, as opposed to fisheries or forest ecology (Sustainable Natural Resources Certificate). Students are likely to be in three primary groups: recent graduates seeking to improve their credentials for graduate school, students in existing OSU graduate degree programs, and natural resource professionals. Target enrollment is 40 students per year. Importantly, this Certificate will increase enrollment in existing graduate courses that have been developed for the PSM-FWA program, which is intentionally limited to a select number of professional-level students.

Because the Certificate relies entirely upon existing courses, administration, and infrastructure, it requires few additional resources. Applications and academic advising will be handled by our Graduate Program Advisor, and the program oversight and review will be included in the duties of the current Program Director for the Fisheries Certificate and PSM-FWA. Capstone projects will be reviewed by a local mentor and a faculty member assigned to the course, FW 506 Projects.

The Graduate Certificate in Wildlife Management is a logical and needed extension of our department's successful efforts to expand training opportunities to future managers of wildlife nationwide. It will enhance OSU's presence in the growing field of online graduate education in biological and resource sciences, promote sustainability in existing online programs, and contribute to our commitment to excellence and opportunity in conservation education.

**Proposal for the Initiation of a
New Instructional Program Leading to
A Graduate Certificate in
Wildlife Management**

April 2013
Oregon State University
College of Agricultural Sciences
Department of Fisheries and Wildlife

Contents

Executive Summary.....	5
1. Program Description	7
a. Proposed Classification of Instructional Programs (CIP) number: 030601	7
b. Overview	7
c. Course of Study	7
Curriculum	8
d. Program Delivery.....	10
e. Ways in which the program will seek to assure quality, access, and diversity	10
f. Anticipated enrollment (first five years)	12
g. Expected certificates awarded (next five years)	12
h. Characteristics of students to be served	12
Faculty and Staff	13
j. Faculty resources	14
k. Other staff	19
l. Facilities, library, and other resources	20
m. Anticipated start date	20
2. Relationship to Mission and Goals.....	20
a. Manner in which the proposed program supports the institution's mission and goals for access, student learning, research and/or scholarly work, and service	20
b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus	21
c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.....	241
d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.....	22
3. Accreditation.....	22
a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.....	22

b. Ability of the program to meet professional accreditation standards	22
c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.....	243
d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.....	23
4. Need.....	23
a. Evidence of market demand	23
b. If the program’s location is shared with another or similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).	23
c. Manner in which the program would serve the need for improved educational attainment in the region and state.	23
d. Manner in which the program would address the civic and cultural demands of citizenship.....	24
5. Outcomes and Quality Assessment	24
a. Learner Outcomes	24
b. Assessment of Learner Outcomes	25
c. Program performance indicators	25
d. Nature and level of research and/or scholarly work expected of program faculty.....	25
6. Program Integration and Collaboration.....	25
a. Closely related programs in other OUS universities and Oregon private institutions.....	25
b. Ways in which the program complements other similar programs in other Oregon institutions.	26
c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.	26
d. Potential impacts on other programs.....	27
7. Financial Sustainability	27
a. Business Plan	27
b. Plans for development and maintenance of unique resources	28
c. Targeted student/faculty ratio.....	28

d. Resources to be devoted to student recruitment	28
Appendix A. Enrollment and completion statistics for the Graduate Certificate in Fisheries Management Program.....	29
Appendix A1. List of past mentors for Capstone Projects completed for the Graduate Certificate in Fisheries Management Program.....	29
Appendix B. Email correspondence on draft proposal	32
Appendix C. Letters of Support from University of Oregon and Portland State University	33
Appendix D. Syllabus for FW 506 Projects	36
Exit Survey.....	41
Mentor Review Form	45
Appendix F. Library Assessment for Wildlife Management Certificate (March 2013)	46
Appendix G. Budget Outline	51
Budget Narrative.....	51
Draft Budget Worksheet.....	52

Executive Summary

The Department of Fisheries and Wildlife proposes a Graduate Certificate in Wildlife Management (GCWM) to complement its successful Graduate Certificate in Fisheries Management. This 18 credit hour, online Certificate requires courses in biological science and human dimensions, plus a 3 credit hour project, which will provide qualified applicants with training in wildlife sciences at the graduate level. Like our Fisheries Management Certificate, GCWM is expected to serve students who are:

- a) interested in a graduate degree but are not yet competitive enough, due to a lack-luster GPA or lack of experience in the field of wildlife science;
- b) interested in online education options but want to “test the waters” before committing to a full degree program;
- c) seeking advancement in their current job through graduate-level coursework and completion of a relevant capstone project (3 credit hour research paper or outreach product mentored by a local agency scientist);
- d) entering the Master of Natural Resources degree program or other graduate degree program at OSU that allows application of Graduate Certificate credits; or
- e) in need of particular coursework to contribute to professional certification, such as Wildlife Scientist.

There is a demonstrated demand for this proposed Graduate Certificate in the number of inquiries we receive from applicants to the Fisheries Management Certificate, Professional Science Master’s in Fisheries and Wildlife Management (PSM-FWA), and the Master of Natural Resources. Many of these applicants desire coursework and training related to wildlife conservation, as opposed to fisheries or forest ecology (Sustainable Natural Resources Graduate Certificate). Students are likely to be in three primary groups: recent graduates seeking to improve their credentials for graduate school, students in existing OSU graduate degree programs, and natural resource professionals. Target enrollment is 40 students per year. Importantly, this Graduate Certificate will increase enrollment in existing graduate courses that have been developed for the PSM-FWA program, which is intentionally limited to a select number of professional-level students.

Because this proposed Graduate Certificate relies entirely upon existing courses, administration, and infrastructure, it requires few additional resources. Applications and academic advising will be handled by our Graduate Program Advisor, and the program oversight and review will be included in the duties of the current Program Director for the Fisheries Certificate and PSM-FWA. Capstone projects will be reviewed by a local mentor and a faculty member assigned to the course, FW 506 Projects.

The Graduate Certificate in Wildlife Management is a logical and needed extension of our department's successful efforts to expand training opportunities to future managers of wildlife nationwide. It will enhance OSU's presence in the growing field of online graduate education in the biological and resource sciences, promote sustainability in existing online programs, and contribute to our commitment to excellence and opportunity in conservation education.

Category I Proposal

Proposal for a New Academic Program

Graduate Certificate in Wildlife Management

**Oregon State University
College of Agricultural Sciences
Department of Fisheries and Wildlife**

April 2013

Proposed Effective Term: Fall Term 2013 (201401)

CPS Tracking # 86051

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 030601

Title: Wildlife, Fish and Wildlands Science and Management.

Definition: A program that prepares individuals to conserve and manage wilderness areas and the flora, marine and aquatic life therein, and manage wildlife reservations and zoological/aquarium facilities for recreational, commercial, and ecological purposes. Includes instruction in wildlife biology, marine/aquatic biology, environmental science, freshwater and saltwater ecosystems, natural resources management and policy, outdoor recreation and parks management, the design and operation of natural and artificial wildlife habitats, applicable law and regulations, and related administrative and communications skills.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. Overview

The Department of Fisheries and Wildlife proposes a Graduate Certificate in Wildlife Management to complement its successful Graduate Certificate in Fisheries Management. This 18 credit hour Certificate will require courses in biological science and human dimensions, plus a 3 credit project, which will provide qualified applicants with training in wildlife sciences at the graduate level. This Graduate Certificate, like our Fisheries Management Graduate Certificate, is expected to function in three primary ways: to prepare students who plan to apply to graduate school in a similar discipline, as advancement for students in their current positions as wildlife professionals, and to provide technical training or specific coursework that can contribute to professional certification by The Wildlife Society.

The Graduate Certificate in Wildlife Management will be offered entirely online through Ecampus, but will also be available to Corvallis on-campus students in Fisheries and Wildlife, Natural Resources, Environmental Science, and other departments. The curriculum provides the flexibility that online students need, but with learner outcomes that are commensurate with the requirements of our discipline and the preparation required for further study. Many of the courses have on-campus sections, and on-campus students can choose on-campus offerings or take the on-line courses with the appropriate tuition and fees.

c. Course of Study

The Graduate Certificate in Wildlife Management will require a minimum of 18 credits, including a 3-credit capstone project. Two courses must be from the Wildlife Sciences group, and 2 courses must be from the Human Dimensions group. A fifth course can be chosen from either group or from a list of Skills courses. Students may petition to apply a course not listed to the Certificate, including up to 6 graduate-level credits from another institution. Requests will be reviewed by the Certificate Program Director. We will request submission of a Program of Study for review by the Department's Graduate Advisor, although this document is not currently required by the Graduate School for Certificate students.

A capstone project (3 credits, 60-80 hours of effort expected) is required for the proposed Graduate Certificate. Capstone projects may be one of two options: a paper based on original research or a literature review, or an outreach product that benefits an agency or the student's local community. Projects are supervised by a local mentor (identified by the student, with assistance from our staff as needed) and the faculty member in charge of the capstone course, FW 506 Projects (described below). Mentors must submit a project evaluation form once the final draft of the project is submitted. The final capstone product is not equivalent to a thesis and does not get reviewed through a formal defense process, but is expected to demonstrate the concepts and integration of social and biological science that defines the field of Wildlife Management.

Curriculum

Capstone Project FW 506 Projects (3) – see Appendix D for course syllabus

Wildlife Sciences Core (2 courses minimum)

- FW 519 The Natural History of Whales and Whaling (3)
- FW 521 Aquatic Biological Invasions (4)
- FW 527 Principles of Wildlife Diseases (4)
- FW 535 Wildlife in Agricultural Ecosystems (3)
- FW 538 Structured Decision Making in Natural Resource Management Lab (2)
- FW 540 Vertebrate Population Dynamics (4) (Ecampus Only)
- FW 545 Ecological Restoration (4)
- FW 551 Avian Conservation and Management (3)
- FW 553 Forest Wildlife Habitat Management (4)
- FW 558 Mammal Conservation and Management (4)
- FW 562 Ecosystem Services (3) *counts as FW core OR Human Dimensions*
- FW 563 Conservation Biology of Wildlife (3)
- FW 575 Wildlife Behavior (4)

FW 579 Wetlands and Riparian Ecology (3)
FW 581 Wildlife Ecology (4)
FS 545 Advanced Forest Community Ecology (4)
FS 548 Biology of Invasive Plants (3)
SNR 530 Ecological Principles of Sustainable Natural Resources (3) (Ecampus Only)
SNR 540 Global Environmental Change (3) (Ecampus Only)

Human Dimensions Core (2 courses minimum)

FW 515 Fisheries and Wildlife Law and Policy (3)
FW 537 Structured Decision Making in Natural Resource Management (2)
FW 562 Ecosystem Services (3) *counts as FW core OR Human Dimensions*
FW 585 Consensus and Natural Resources (3)
FW 620 Ecological Policy (3)
ANTH 581 Natural Resources and Community Values (4)
AREC 532 Environmental Law (4)
AREC 534 Environmental and Resource Economics (3)
AREC 553 Public Land and Resource Law (4)
FS 592 Ecosystem Services Ecology, Sociology, Policy (3)
PHL 540 Environmental Ethics (3)
PHL 543 World Views and Environmental Values (3)
PS 575 Environmental Politics and Policy (4)
PS 577 International Environmental Politics and Policy (4)
SNR 520 Social Aspects of Sustainable Natural Resources (3) (Ecampus Only)
SNR 521 Economics of Sustainable Natural Resources Management (3) (Ecampus Only)
SNR 522 Basic Beliefs and Ethics in Natural Resources (3) (Ecampus Only)
SOC 580 Environmental Sociology (4)
SOC 581 Society and Natural Resources (4)
WRP 599 Special Topics (3)

Skills Courses (1 course recommended)

FW 514 Professional Development: Meeting Communications (1)
BOT 540 Field Methods in Vegetation Science (4)
FS 523 Natural Resource Data Analysis (4)
GEO 544 Remote Sensing (4)
GEO 565 Geographic Information Systems and Science (4)
ST 511 Methods of Data Analysis (4) (continues as ST 512, 513)

Proposal: **Graduate Certificate in Wildlife Management**

- Credential Type: **Graduate Certificate**
- Program Type: **Graduate**
- Academic Home: **Department of Fisheries and Wildlife, College of Agricultural Sciences**
- Contact:
 - W. Daniel Edge, Head, Department of Fisheries and Wildlife**
Daniel.Edge@oregonstate.edu
541-737-2910
 - Selina Heppell, Certificate Program Director, Department of Fisheries and Wildlife**
[Selina Heppell@oregonstate.edu](mailto:Selina.Heppell@oregonstate.edu)
541-737-9039
- CPS #: **86051**
<https://secure.oregonstate.edu/ap/cps/proposals/view/86051>
- CIP #: **030601**
- SIS #: **XXXX - To Be Assigned by the Registrar's Office**
- College Code: **01**
- Course Designator: **FW** (existing)
- Delivery Mode and Location: **Online (through ECampus) and Face-to-Face (Main Campus)**
- Enrollment Limitations: **None**
- Accreditation: **None**
- Program Unique Within the Oregon University System: **Yes**
- Proposed Effective Term: **Fall Term 2013 (Banner: 201401)**

d. Program Delivery

All courses listed are offered online through Ecampus, and this Graduate Certificate is designed primarily for online students. Fisheries and Wildlife courses are scheduled to ensure that a variety of topics are covered each term. A complete schedule of courses (including those offered in other departments) will be made available for Graduate Certificate students each fall term, and distributed

through our quarterly newsletter. Our experience with the Graduate Certificate in Fisheries Management has been that most students are taking courses while committed to a full or part-time job, which limits them to 1-2 courses per term. Thus, it will typically take a student 1-1.5 years to complete the Certificate.

Networking is a critical aspect of graduate education, particularly for programs that are designed for professional training in applied disciplines. Through our newsletters, Blackboard Organization page, Facebook page, and course Discussion Boards, we will encourage Graduate Certificate students to communicate and assist one another by sharing project ideas, opportunities for future jobs or internships, and connections with state and federal natural resource agencies. We also maintain a list of local mentors that have assisted our Graduate Certificate students with their capstone projects.

Advising begins with the application process, where our Graduate Advisor and Program Director help prospective students choose among the variety of certificate and degree programs in natural resources at OSU. Our Graduate Advisor monitors student progress and enrollment to assure that students meet the requirements of the Continuous Enrollment Policy and other Graduate School regulations. We also assist with capstone project development and identification of mentors. If a local mentor cannot be identified, we will match the student with a courtesy or regular faculty member in the Department.

e. Ways in which the program will seek to assure quality, access, and diversity

Application Review Process. All applications will be reviewed by the Program Director. Applicants must have a bachelor's degree and a GPA of at least 3.0 for the last 90 credit hours, plus a demonstrated interest in the Graduate Certificate for career or academic advancement (as shown in the cover letter). Students with a bachelor's degree that is not in a biological field will be told to take preparatory courses such as BI 370 Ecology, FW 320 Introductory Population Dynamics, and/or FW 321 Applied Community and Ecosystem Ecology. Students who do not meet the 3.0 GPA requirement may petition for conditional admission (required to maintain a B or better in all coursework) at the discretion of the Program Director, pending review by the Graduate Council. Students who do not meet admission requirements will be advised to take 1-2 graduate-level courses as a non-degree seeking student, or apply to an appropriate post-baccalaureate program if they meet that program's requirements.

Retention and Evaluation. The Fisheries and Wildlife Graduate Advisor will check the status of currently enrolled Graduate Certificate students at the end of each academic term to assure that they are making progress and are meeting Continuous Enrollment requirements. Students who need to file Leave of Absence forms will be contacted by email, and those who are struggling will be referred to the Program Director and the Academic Success Center. Final grades, capstone products, and mentor

evaluation of the capstone project of each student will be reviewed by the Program Director prior to awarding the Graduate Certificate in Wildlife Management.

Diversity is a major issue within the Department of Fisheries and Wildlife because the Fisheries, Wildlife and Conservation Biology professions have historically been staffed predominately by white males. We have been actively engaged in enhancing diversity for many years through faculty hires with nine of our last 15 faculty hires having been women and/or minorities. One of our most recent hires under the Tenured Faculty Diversity Initiative is specifically working on diversity recruitment and retention as part of her position. We have actively promoted our graduate programs at the SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) annual meeting.

f. Anticipated enrollment (first five years)

Applications for the Graduate Certificate in Wildlife Management will be accepted year-round. Based on current enrollment in our Graduate Certificate in Fisheries Management and the volume of inquiries about a Graduate Wildlife Certificate that we have received over the past 2 years, we anticipate 5-10 applications per term and predict the following enrollment:

Fall Term 2013: 10 students (includes a few current Fisheries Management Certificate students who will make a change of program request)

Winter and Spring Terms 2014: 10 additional students

Subsequent Fall Terms: 5-10 new students

Other terms, incl. Summer: 2-4 new students

Program enrollment goal by year 5: 40 students in the program annually

g. Expected certificates awarded (next five years)

Certificates awarded in first 5 years, assuming an average of 5 terms per student, including Summer: **50-60**

Statistics from our Graduate Certificate in Fisheries Management (established in Fall 2008) are shown in Appendix A. We have awarded 33 Graduate Certificates in the first 4 years of that Program, and currently have 36 students enrolled in the program. We anticipate that the Wildlife Certificate will be more popular, based on the relative proportion of wildlife vs. fisheries undergraduates in our program.

h. Characteristics of students to be served

The majority of our Graduate Certificate in Fisheries Management students are 3-5 years out from their bachelor's degree. We anticipate that the Graduate Certificate in Wildlife Management will attract older-than average, working professionals who are seeking additional training to advance in their current agency or move to a new position. We will also attract recent bachelor degree recipients who desire additional training but lack either a GPA sufficient for admission to a graduate degree program, or a degree in a relevant field. For students in the latter category, we will suggest 2-3 undergraduate preparatory courses before enrolling in the graduate certificate courses: BI 370 Ecology, FW 320 Introductory Population Dynamics, and/or FW 321 Applied Community and Ecosystem Ecology.

Corvallis campus and Ecampus online graduate students in degree-based programs at OSU who wish to add the Wildlife Management Graduate Certificate to their Program of Study may do so in accordance with the guidelines established for their degree. Courses can “double count” toward the student's degree and the Graduate Certificate if they are accepted by both programs, but to complete the Graduate Certificate in Wildlife Management the student must enroll in FW 506 Projects and submit a capstone project that is independent of his or her thesis work. This Certificate will be included in the list of options for students in the Master of Natural Resources program. Marketing research by Ecampus has found that Certificates are in demand as “add-ons” for degree-seeking students, because they provide evidence of breadth and dedication to education in a specific field that is greater than an academic minor.

We anticipate that the geographic distribution of Wildlife Management Graduate Certificate students will mimic that of our Fisheries Management Graduate Certificate: with approximately 30% coming from Oregon, 15% from Washington and California, 10% from Alaska, 35% from other US states, and 10% international.

Faculty and Staff

i. Adequacy and quality of faculty delivering the program

The Department of Fisheries and Wildlife is unique among OSU programs in our coordination and oversight of online courses. All courses are supervised by a faculty member who developed or modified the course content, and all graduate-level courses are taught by instructors or faculty with a graduate degree. Because the Graduate Certificate in Wildlife Management is not a graduate degree, most faculty involvement will be through Ecampus online courses, although capstone projects will occasionally be mentored by a faculty or courtesy faculty member of the Department.

The Certificate Programs in the Department of Fisheries and Wildlife are directed by Dr. Selina Heppell, an Associate Professor with a 0.25 FTE appointment to administer online programs in the Department. Dr. Heppell reviews all applications and Programs of Study, is a resource for students with questions about their program or career paths, and reviews coursework and final projects for Certificate completion.

j. Faculty resources

Table 1 lists the graduate faculty who will supervise and/or teach the graduate courses in this proposed Graduate Certificate program. Abbreviated CVs are available upon request.

Table 2 lists external faculty who supervise and/or teach graduate courses in this Certificate. Abbreviated CVs are available upon request.

Table 1. Department of Fisheries and Wildlife faculty that teach or supervise graduate classes and advise graduate students* in the area of Wildlife Science. Faculty CV's are available upon request.

Faculty Member	Area of Expertise	Course(s) Taught in GCWM Curriculum
C. Scott Baker, PhD Professor of Wildlife Associate Director of The Marine Mammal Institute	Molecular ecology of marine mammals, historical demography and population dynamics of whales, molecular taxonomy, conservation genetics. *Graduate Faculty Member	-FW 519 The Natural History of Whales and Whaling
Matthew Betts, PhD Adjunct Associate Professor of Forestry Forest Ecosystems and Society	Forest wildlife, landscape ecology. *Graduate Faculty Member	-FW 553 Forest Wildlife Habitat Management
John Chapman, PhD Courtesy Assistant Professor of Fisheries	Aquatic biological invasions, invertebrate zoology and peracaridan crustacean taxonomy.	-FW 521 Aquatic Biological Invasions
Robert Davison, PhD Instructor	Fisheries and wildlife.	-FW 515 Fisheries and Wildlife Law and Policy
Sandra DeBano, PhD Associate Professor of Wildlife	Riparian ecology and entomology, aquatic-terrestrial and riparian-upland linkages, trophic interactions. *Graduate Faculty Member	-FW 562 Ecosystem Services
Bruce Dugger, PhD Associate Professor of Wildlife	Ecology, conservation and management of waterbirds and their wetland habitat. *Graduate Faculty Member	-FW 579 Wetlands and Riparian Ecology

Katie Dugger, PhD Courtesy, Associate Professor of Wildlife, Asst. Unit Leader, USGS Cooperative Wildlife Research Unit	Avian population modeling, forest bird survival rates in relation to environmental variables. *Graduate Faculty Member	
Collin Eagles-Smith, PhD Courtesy, Assistant Professor of Wildlife, USGS Forest and Range Ecosystem Science Center	Ecotoxicology, food web ecology, contaminant bioaccumulation, wetland ecology, limnology, mercury toxicity. *Graduate Faculty Member	
W. Daniel Edge, PhD Department Head and Professor of Wildlife Ecology	Nongame wildlife, habitat management, wildlife relationships in forest and agricultural ecosystems. *Graduate Faculty Member	
Clinton Epps, PhD Assistant Professor of Wildlife	Ecology, conservation, and management of mammals; effects of climate and climate change on distribution and demography. *Graduate Faculty Member	-FW 558 Mammal Conservation and Management
M. Jesse Ford, PhD Associate Professor of Fisheries	Paleoecology, limnology. *Graduate Faculty Member	
Eric Forsman, PhD Courtesy Assistant Professor of Wildlife U.S. Forest Service	Spotted owls, other forest wildlife. *Graduate Faculty Member	
Tiffany Garcia, PhD Assistant Professor of Wildlife	Amphibian population decline, animal behavior freshwater community ecology. *Graduate Faculty Member	-FW 535 Wildlife Agricultural Ecosystems
Jen Gervais, PhD Instructor	Interactions of contaminants with natural stressors and their effects on population dynamics. *Graduate Faculty Member	-FW 540 Vertebrate Population Dynamics
Christian Hagen, PhD Assistant Professor of Wildlife, Senior Research	Avian ecology and management; conservation planning. *Graduate Faculty Member	
Susan Haig, PhD Courtesy, Professor of Wildlife, USGS Forest and Range Ecosystem Science Center	Conservation genetics, avian behavioral ecology. *Graduate Faculty Member	
Selina Heppell, PhD	Marine fishes population ecology, life history	-FW 506 Projects

Associate Professor of Fisheries	and population dynamics of marine vertebrates, impacts of invasive species. *Graduate Faculty Member	-FW 514 Professional Development: Meeting Communications
Markus Horning, PhD Associate Professor of Wildlife	Pinniped ecology, behavioral physiology and ecology of diving animals, population dynamics and life histories of marine mammals. *Graduate Faculty Member	
Michelle Kappes, PhD Instructor, Assistant Professor of Wildlife	Spatial ecology, tracking animal movements; behavior, habitat use, and energetics of marine birds.	
Boone Kauffman, PhD Professor of Wildlife, Senior Research	Interactions of ecosystems, land use, and climate change in wetlands and tropical forests (current emphasis is on mangroves and other coastal ecosystems, tropical swamp forests, and riparian zones). *Graduate Faculty Member	-FW 545 Ecological Restoration
Patricia Kennedy, PhD Professor of Wildlife	Wildlife ecology and management, conflicts associated with the private and public land management and the ecological impact of agricultural practices on the environment. *Graduate Faculty Member	
Holger Klinck, PhD Assistant Professor of Wildlife, Senior Research	Bioacoustics. *Graduate Faculty Member	
Robert Lackey, PhD Courtesy Professor of Fisheries U.S. EPA, retired	Ecosystem management, ecological risk assessment, ecological policy. *Graduate Faculty Member	-FW 620 Ecological Policy
Bruce Mate, PhD Professor of Wildlife Director of Marine Mammal Institute	Marine Mammals, migration of whales. *Graduate Faculty Member	
Anita Morzillo, PhD Assistant Professor, Senior Research	Forest ecosystems and society	-FW 585 Consensus on Natural Resources
Dave Paoletti, MS	Behavioral ecology, herpetology, introduced species.	-FW 575 Wildlife Behavior

Instructor		
W. Douglas Robinson, PhD Professor of Wildlife Mace Professor of Watchable Wildlife	Arid land ecology, community ecology, temperate and tropical forest birds community dynamics in fragmented landscapes. *Graduate Faculty Member	-FW 551 Avian Conservation and Management -FW 581 Wildlife Ecology
Daniel Roby, PhD Courtesy Professor of Wildlife; Unit Leader, USGS Cooperative Wildlife Research Unit	Physiological ecology, energetics of birds and mammals, seabird ecology. *Graduate Faculty Member	-FW 563 Conservation Biology of Wildlife
Dan Rosenberg, PhD Courtesy, Associate Professor of Wildlife	Applied population and landscape ecology. *Graduate Faculty Member	
TBA Dana Sanchez, PhD Assistant Professor and Extension Wildlife Specialist	TBA Mammalian space use and habitat selection. human-wildlife issues. *Graduate Faculty Member	-FW 527 Principles of Wildlife Diseases
Robert Suryan, PhD Associate Professor of Wildlife	Ecology and population dynamics of marine birds, marine ecosystem processes affecting food web dynamics and life history strategies *Graduate Faculty Member	

Table 2. External faculty that teach or supervise graduate classes . Faculty CV's are available upon request.

Faculty Member	Area of Expertise	Course(s) Taught in GCWM Curriculum
John Bliss, PhD Associate Dean - Graduate and International Programs		-FS 592 Ecosystem Services Ecology, Sociology, Policy -SNR 520 Social Aspects of Sustainable Natural Resources
Christine Brekken, Instructor	Applied Economics	-AREC 532 Environmental Law
Lori Cramer, PhD Associate Professor of Sociology		-SOC 580 Environmental Sociology -SOC 581 Society and Natural Resources

Lisa Ganio, PhD Associate Professor of Forest Ecosyst & Society		-FS 523 Natural Resource Data Analysis
David E. Hibbs, PhD Professor of Forest Ecosystems and Society	Community Ecology, Silviculture	-FS 545 Advanced Forest Community Ecology
William Jaeger, PhD Extension Agricultural and Resource Policy Specialist		-AREC 534 Environmental and Resource Economics
Nancy Kerkvliet, PhD Professor of EMT	Environmental & Molecular Toxicology	-SNR 521 Economics of Sustainable Natural Resources Management
A Jon Kimerling, PhD Emeritus Appointment		-GEO 544 Remote Sensing
Seema Mangla, PhD Instructor of Forest Ecosystems & Society		-FS 548 Biology of Invasive Plants
David Perry, PhD Instructor		-SNR 530 Ecological Principles of Sustainable Natural Resources
Brent Steel, PhD Professor of Political Science		-PS 575 Environmental Politics and Policy -PS 577 International Environmental Politics and Policy
Loretta Thielman, PhD Instructor	Statistics	-ST 511 Methods of Data Analysis (continues as ST 512, 513)
Duncan Thomas, PhD Instructor		-BOT 540 Field Methods in Vegetation Science
Allen Thompson, PhD Assistant Professor of Philosophy		-PHL 540 Environmental Ethics
Bryan Tilt, PhD Associate Professor of Anthropology	Anthropology	-ANTH 581 Natural Resources and Community Values

Jenna Tilt, PhD Research Associate of Earth, Ocean and Atmospheric Sciences		-ANTH 581 Natural Resources and Community Values
David Turner, PhD		-SNR 540 Global Environmental Change
Blaine Vogt, PhD Instructor of Philosophy		-PHL 540 Environmental Ethics -PHL 543 World Views and Environmental Values -PHL 547 Research Ethics -SNR 522 Basic Beliefs and Ethics in Natural Resources
Kuuipo Walsh, MS Director -GIScience	Earth, Ocean & Atmospheric Science	-GEO 565 Geographic Information Systems and Science
Edward Weber, PhD Dubach Chair		-PS 575 Environmental Politics and Policy
Charlotte Wickham, PhD Assistant Professor of Statistics (Science)		-ST 511 Methods of Data Analysis (continues as ST 512, 513)
TBA		-WRP 599 Special Topics

k. Other staff

Capstone Project mentors will be from federal and state natural resource agencies in each student's local area, or an OSU Faculty or Courtesy Faculty member if a local mentor cannot be found. The Certificate Program Director or the professor responsible for FW 506 Projects may also serve as a project mentor; this has occurred twice for the Fisheries Management Certificate when students were on active military duty. A list of mentors from Fisheries Management Capstone projects is provided in Appendix A1.

The Department of Fisheries and Wildlife has a Graduate Advisor, Ms. Lisa Pierson, who works with applicants and graduate students in our certificate and degree programs. The Graduate Advisor monitors student status and notifies the Program Director if a student is doing poorly or failing to submit Leave of Absence forms or other paperwork required by the Graduate School. The Advisor

serves as a liaison to the Graduate School, Financial Aid and Scholarship Office, and Registrar's Office for all certificate students.

The Graduate Certificate Program Director (currently Dr. Selina Heppell) will review all applications, be the signatory on Leave of Absence forms and other official documents, and provide general oversight for the program. Dr. Heppell will direct both the Fisheries Management Graduate Certificate and the Wildlife Management Graduate Certificate.

Adding 40 graduate students to the Department will increase the workload of the Graduate Advisor and Certificate Program Director. Up to 25% of one classified office staff FTE will be devoted to graduate program admissions, record-keeping, and student communications.

l. Facilities, library, and other resources

The Department of Fisheries and Wildlife is housed in two buildings on the Corvallis main campus and at several locations around the state. In addition, research is conducted at several off-campus facilities. Because most students admitted to the Graduate Certificate in Wildlife Management will be Ecampus online learners, the current facilities are sufficient for meeting the needs of these students.

Hatfield Marine Science Center (HMSC)--The HMSC (<http://hmsc.oregonstate.edu/index.html>) is located in Newport, Oregon, approximately 53 miles west of Corvallis. Several tenure-track faculty members, research faculty, instructors and courtesy faculty members are housed at HMSC. The HMSC brings OSU's diverse marine science programs together for effective collaboration and higher national and international visibility. The Center plays an integral role in marine and estuarine research and instruction, as a unique laboratory facility serving resident scientists and graduate students, and as a base for oceanographic research. The Department of Fisheries and Wildlife offers 16-24 credits of courses at HMSC during the fall term, some of which are applicable to the Graduate Certificate in Wildlife Management. There are also course offerings in the summer, although currently those are restricted at the undergraduate course level. Future course offerings are in the planning stages with Itchung Cheung, Director of Academic Programs at HMSC. We will encourage Certificate students to consider a term at HMSC for experiential learning and networking with the agency staff that are housed there.

m. Anticipated start date

Fall Term 2013, pending review.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access, student learning, research and/or scholarly work, and service.

Our current graduate program is among the largest at OSU and thus supports OSU's goals for access and student learning. Graduate Certificates in Fisheries Management and Wildlife Management provide a non-degree option for prospective students that can enhance their employment options and broaden their training in ecology and management of wildlife resources. Many of our faculty serve on state or federal panels, task forces, endangered species recovery teams, as editors of scientific journals, etc., as well as the normal complement of college and university committees. Our courtesy faculty, which are primarily from state and federal agencies, are an excellent resource for students and will contribute to networking opportunities through course instruction. This Graduate Certificate program will strengthen ties between regular and courtesy faculty in our Department.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

OSU's Strategic Plan, Phase II identified science of sustainable Earth ecosystems as a signature area of distinction. Conservation and management of vertebrate organisms is central in this signature area. Vertebrate organisms have captured the imagination of the American public and conserving these organisms is a high priority based on national and state policies and funding levels. The Graduate Certificate in Wildlife Management will support teaching and outreach related to sustainability, ecosystem services, ecology and management of vertebrate species, communities and their habitats and ecosystems.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

Online degrees and certificates are a high priority for Oregon University System. OSU trains many of the fisheries and wildlife professionals in the state and region and have good to excellent employment success (Edge 2009). Furthermore, the fish and wildlife resources of the state, which our graduates manage, have substantial economic impact in Oregon. Based on a 2009 economic survey [http://www.dfw.state.or.us/agency/docs/Report_5_6_09--Final%20\(2\).pdf](http://www.dfw.state.or.us/agency/docs/Report_5_6_09--Final%20(2).pdf), Oregonians and visitors spent \$2.5 billion dollars per year on fishing, hunting, shell fishing and wildlife viewing activities and equipment. Other states around the country report similar statistics. The long-term sustainability of this economic engine is dependent on effective management of these resources.

Graduates of our Graduate Certificate programs will advance in the employment structure of the agencies they currently work for, or be able to move into advanced degree programs.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

The teaching, research and outreach of the Department of Fisheries and Wildlife are central to meeting the nation's environmental challenges and opportunities. Fisheries and Wildlife Sciences are central to the concepts of sustainability, ecosystem services, and natural resources management. It is estimated that there are approximately 3,500 fish and wildlife professionals in the state of Oregon employed by state and federal agencies or non-government organizations, and over 50,000 nationwide. The Department anticipates that successful students will benefit from the Certificate through enhanced employment opportunities, improved qualifications for graduate degree programs, and a broader understanding of the human dimensions component of wildlife conservation and resource management that is at the core of many of our FW courses and is a required component of the Graduate Certificate program.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There is no organization that accredits Graduate Certificates in fisheries or wildlife. However, the three primary professional societies (American Fisheries Society, Society for Conservation Biology, and The Wildlife Society) all have specific missions and codes of ethics, and provide links to courses and degree programs that meet those standards.

b. Ability of the program to meet professional accreditation standards.

The Wildlife Society (TWS)¹ has a program designed to certify professionals at two levels (Associate and Full Certification). However, certification is not a requirement for employment in most state or federal agencies. Undergraduates of our programs generally qualify for certification depending on electives they choose in their programs. The proposed program of study for the Graduate Certificate will not provide all of the coursework required for certification (over 100 credit hours total), but can

¹ http://joomla.wildlife.org/index.php?option=com_content&task=view&id=29&Itemid=234)

contribute to a student's efforts to attain certification as a Certified Wildlife Biologist (TWS) by allowing students to select coursework that fulfills required courses missing from their undergraduate degrees. We will continue to work with the Education Committees of the Wildlife Society and other professional societies to have the Certificate and its courses recognized for excellence in training future wildlife managers.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not Applicable—see 3a and 3b above.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not. Not Applicable.

4. Need

a. Evidence of market demand. The existing Fisheries Management Graduate Certificate has been quite successful (Appendix A). Several inquiries per quarter are received from applicants who are also interested in a Graduate Certificate in Wildlife Management. According to a marketing study for the Fisheries Management Graduate Certificate, the Department and Ecampus receive about 25 inquiries per month for that program. Likewise, many applicants to the Master of Natural Resources program at OSU are interested in a Wildlife Management specialization (see email from MNR Director Badege Bishaw, Appendix B). Dr. Heppell met with Alfonso Bradoch of Ecampus prior to submission of this proposal, and received supportive feedback. In particular, there is market demand for Certificates as “add-on” options for degree-seeking students.

b. If the program's location is shared with another or similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts). After review of Environmental Science and Natural Resource Science Programs at OUS institutions, it was determined that this program does not overlap with any other OUS

program, particularly due to its on-line delivery. Letters of support are provided by University of Oregon and Portland State University (Appendix C).

c. Manner in which the program would serve the need for improved

educational attainment in the region and state. Many natural resource agencies desire additional experience or training at the graduate level for positions in biological monitoring, assessment, and management. While the Graduate Certificate is not a degree, it is a good option for students who are

1. interested in a graduate degree but are not yet competitive enough, due to a lack-luster GPA or lack of experience in the field of wildlife science;
2. interested in online education options but want to “test the waters” before committing to a full degree program;
3. seeking advancement in their current job through graduate-level coursework and completion of a relevant capstone project;
4. entering the Master of Natural Resources degree program or other graduate degree program at OSU that allows application of Graduate Certificate credits; or
5. in need of particular coursework to contribute to professional certification, such as Wildlife Scientist (administered by the Wildlife Society).

d. Manner in which the program would address the civic and cultural demands of citizenship.

The Graduate Certificate in Wildlife Management emphasizes the integration of biological and social sciences for sound conservation and resource management. The Department’s online courses encourage synthesis and thoughtful debate through Discussion Boards and individual and group projects. Students are encouraged to think critically about public perception and societal goals in addition to the biological needs of wildlife. These are essential skills for natural resource agency employees and any citizen who values wildlife and their habitats.

5. Outcomes and Quality Assessment

a. Learner Outcomes

The curriculum requirements for the Graduate Certificate in Wildlife Management are intentionally broad, to provide students with flexibility in scheduling and tailoring their Program of Study to meet their individual needs. A working professional in a resource agency may have very different needs or interests than a new graduate who is seeking experience to get into a

graduate degree program. All students will be expected to meet the following Learner Outcomes of the proposed program:

Demonstrate proficiency (overall GPA of 3.0 or greater) in graduate-level coursework in wildlife ecology and human dimensions of fisheries management.

Integrate biological and social science in a capstone research paper or outreach product designed for a specific audience: science, management agency, or general public.

Synthesize scientific information from a variety of sources and demonstrate research skills through a project proposal, outline, and revision process, as well as correct citation and documentation of sources in the capstone project.

Improve knowledge and understanding of critical wildlife management issues to prepare for advancement in the field.

b. Assessment of Learner Outcomes

Individual courses will be reviewed annually through the Electronic Student Evaluation of Teaching scores. All students will receive an exit questionnaire that includes an opportunity to evaluate their courses and experience in the Program (Appendix E). The questionnaires and mentor review forms will be reviewed by the Program Director and the Fisheries and Wildlife Curriculum Committee annually to identify program needs and potential improvements.

c. Program performance indicators

The Department of Fisheries and Wildlife conducts a statistical survey of all graduates every three years (Edge 2009). Graduate Certificate students will be included in this survey. Because the professional benefits of Certificates have not yet been fully evaluated, an active database of contact information for our Graduate Certificate students, and periodically request updates on employment status, will be maintained. Finally, it is anticipated that the networking aspect of our Graduate Certificate programs will help students maintain long-term ties to each other and resource agencies. This will be enhanced by our Facebook page and postings on our departmental web pages.

d. Nature and level of research and/or scholarly work expected of program

faculty. The Program Director will review exit surveys, course evaluations, and employment histories of Certificate students in this program as well as the Graduate Certificate in Fisheries Management, potentially synthesizing the information for publication in an education journal or commentary in an online forum, as well as presentations at regional and national meetings.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private

institutions. There are no Graduate Certificate programs that are entirely online that emphasize Wildlife Science and Management. An online review of existing programs in Oregon and universities affiliated with the Natural Resources Distance Learning Consortium revealed the following certificates in Natural Resources that share some characteristics with our proposed program:

Graduate Certificate in Sustainable Natural Resources (OSU): this 18 credit certificate most strongly overlaps with our proposed program in that it also requires ecology and human dimensions courses, plus an integrative project. However, the courses for this Graduate Certificate are entirely housed in the SNR program, with a strong emphasis on forest ecology and management. We feel that the SNR program and the proposed Wildlife Management Graduate Certificate program will complement each other and provide a needed additional program option for students who plan to enter the Master of Natural Resources degree. (See email response to our initial proposal draft from The SNR Director, Badege Bishaw (Appendix B)).

Graduate Certificate in Wilderness Management (U. Montana): 14-credit program of 4 management-based courses. There is a little overlap with this proposal.

Certificate of Graduate Study in Natural Resources (Virginia Polytechnic): 12-credit program, which requires a course in Conservation Ecology plus 3 additional courses in ecology, management, or policy. No capstone project is required.

Graduate Certificate in Restoration Ecology (U. Idaho): 14 credit program with, 4 courses in ecology and human dimensions of habitat restoration. This is a very specific program. There is not much overlap with this proposal.

b. Ways in which the program complements other similar programs in other

Oregon institutions. This Graduate Certificate will complement the suite of graduate level opportunities in natural resource management at OSU, providing prospective students with a stepping stone to a graduate degree program such as Master of Natural Resources, Professional Science Masters degrees, and master's or PhD programs in Environmental Science, Fisheries or Wildlife Science, Marine Resource Management, or the biological sciences. With a growing number of students seeking post-baccalaureate education, and a growing number of agencies requiring graduate-level training, there is a growing niche for Graduate Certificates.

While there are no similar programs at other Oregon institutions, our Certificate may be of value to students in Environmental Science programs. We would like to develop a tuition agreement for students at other OUS schools, but this will require negotiations with Ecampus.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable.

d. Potential impacts on other programs. Several of the courses listed in this Graduate Certificate curriculum are in other units, particularly courses in the Human Dimensions group. As with the Department's other degree and certificate programs, we seek collaboration across campus and hope that our courses and majors enhance the diversity and quality of all natural resource-based programs.

7. Financial Sustainability (see Appendix G *Budget Outline*)

a. Business Plan

The Graduate Certificate in Wildlife Management depends entirely upon existing courses and infrastructure, so there is little additional overhead. No new courses are anticipated for this program; all courses are complete or under development through our existing MOU with Ecampus for the Professional Science Master's in Fisheries and Wildlife Administration.

On the proposed Budget Worksheet, a small increase in FTE for the Program Director, Graduate Advisor, and instructor FTE to handle the increased student load, with the latter primarily devoted to supervision of capstone courses (FW 506), has been included. **Ecampus does not provide funding for advising and administrative support for graduate-level programs at this time.** We have also included an increase in the electronic library resources required for the program (Appendix G). While we do not anticipate a dramatic need for new resources, the increase in graduate enrollment will put some burden on the library system. Following consultation with Janet Webster, we have included the same library resource budget that was proposed for the PSM in Fisheries and Wildlife Administration degree: \$2,500/year plus \$175 per student per year (Appendix G).

Expected revenues are based on a conservative estimate of 15-20 students per year multiplied by 9 credit hours of FW coursework, followed by a gradual increase in enrollment to the target of 40

students per year. Revenues are calculated using the current College of Agricultural Sciences and Ecampus funding model of \$336 per credit hour returned to the academic unit.

Anticipated Ecampus Tuition Resources			
Year 1	Year 2	Year 3	Year 4
\$45,000	\$60,000	\$90,000	\$121,000

As an added benefit to our graduate programs, the proposed Graduate Certificate is expected to increase student credit hours in online graduate level courses that are part of our PSM degree, making those courses more solvent financially and providing a critical mass of students for online discussion and group project work. The addition of this Certificate will create a larger online graduate student body that will add to the credit hours in our wildlife courses as well as those of other departments represented in our proposed curriculum.

b. Plans for development and maintenance of unique resources

This Graduate Certificate will join our other online graduate programs in a partnership with Ecampus. We are dedicated to providing the best available online education, utilizing cutting-edge technologies and continually updating course materials and delivery. We have invested in a variety of equipment to enhance online instruction, including hardware to produce instructional videos, interactive software, and communication tools. We will continue to work with Ecampus on technological advances, updating older online courses first and improving our efforts to connect with distance education students. Our proposal to Ecampus for support of the Wildlife Management Graduate Certificate curriculum will include requests for updates of older courses, with an emphasis on the graduate-level component of “slash” courses. In some cases, we are separating the 400- and 500-level sections of online courses to facilitate instructor assignments and improve the content and learner outcomes of the graduate sections.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE). Our online graduate courses have enrollment caps of 15 students to ensure a high faculty:student ratio and good opportunity for individual feedback and group discussions. With a target enrollment of 40 students per year and 30 online graduate courses in wildlife sciences, this proposed program should maintain a faculty:student ratio of approximately 1:1.33 for instruction. Dividing by the number of FW faculty listed above, the ratio is 1:1.5.

d. Resources to be devoted to student recruitment. Most of the recruitment for this program will be combined with advertising for our Professional Science Master’s degree, with some additional emphasis on marketing opportunities with The Wildlife Society annual meetings. We will work on a marketing plan with Ecampus and develop a webinar for prospective students, similar to

the one for our Graduate Certificate in Fisheries Management
(<http://www.youtube.com/watch?v=iS4T8lfELic>).

Appendix A. Enrollment and completion statistics for the Graduate Certificate in Fisheries Management Program.

Academic	Applicants	Admissions	Certificates awarded
2007-2008	4	3	0
2008-2009	18	15	1
2009-2010	22	15	1
2010-2011	31	20	7
2011-2012	35	22	24
2012-2013 (to date)	18	7	---

Appendix A1. List of past mentors for Capstone Projects completed for the Graduate Certificate in Fisheries Management Program.

<u>Mentor</u>	<u>Location</u>
Shelly Miller	Oregon Department of Fisheries and Wildlife
Michael Harte	College of Earth, Oceanic and Atmospheric Sciences, OSU
Selina Heppell	Fisheries and Wildlife, OSU

Hannah Gosnell	College of Earth, Oceanic and Atmospheric Sciences, OSU
Ramana Rallapudi	New Zealand Ministry for Fisheries Management
Will Young	U.S. Forest Service
John Chapman	Hatfield Marine Science Center
Alyson Mack	U.S. Fish & Wildlife Service
Joe Ebersole	Environmental Protection Agency, Corvallis
William Poytress	U.S. Fish & Wildlife Service
Rick Nemeth	University of the Virgin Islands
Katie Hildenbrand	Oregon Sea Grant
Heidi Taylor	National Oceanic and Atmospheric Administration/NMFS, SW Region
Gene Galinat	South Dakota Game Fish & Parks
Scott Heppell	Fisheries and Wildlife, OSU
Colliin Eagles-Smith	Fisheries and Wildlife, OSU
Pete Bloom	Bloom Biological Consulting
Vaclav Biza	Pyxis Laboratories
Russell Bassett	Association of Northwest Steelheaders
Peter Lawson	National Marine Fisheries Service
Holly Campbell	OSU Marine Resource Management
Gil Sylvia	Hatfield Marine Science Center
Melinda Molnar	California Dept. of Transportation, Division of Environmental Analysis
John Drotts	Stillaguamish Tribe
Aaron Podey	Florida Fish and Wildlife Conservation Commission

Scott Highleyman	Pew Charitable Trust, International Arctic Program
Domingo Ochavillo	American Samoa Department of Marine and Wildlife Resources
John Odenkirk	Virginia Dept. of Game and Inland Fisheries
Barbara Samora	Mt. Ranier National Park

Appendix B. Email correspondence on draft proposal

From: Bishaw, Badege
Sent: Monday, January 14, 2013 4:46 PM
To: Heppell, Selina
Cc: Edge, W.
Subject: RE: Cat I proposal for Wildlife Certificate

Hi Selina,

Thanks for your e-mail and sharing with me the I proposal for a Graduate Certificate in Wildlife Management. This Certificate will satisfy the request from prospective MNR applicants who want to specialize in Wildlife Management. It also complements other Certificate programs at OSU. I think, it will be a great addition to the online education at OSU.

Cheers,
Badege

Badege Bishaw, Ph.D., Program Director,
Master of Natural Resources, and
Sustainable Natural Resources Graduate Program
Department of Forest Ecosystems and Society
Oregon State University
Corvallis, OR 97331

Phone: 541-737-9495
Fax: 541-737-1393

From: Heppell, Selina
Sent: Wednesday, January 02, 2013 11:23 AM
To: Bishaw, Badege
Cc: Edge, W.
Subject: Cat I proposal for Wildlife Certificate

Dear Badege,
I hope you had a fun and relaxing holiday.
I am hoping you have time to review the attached Cat I proposal for a new online Certificate in Wildlife Management. We have discussed this before, and I think there will be a strong demand for this Certificate. It should enhance both of our programs, as there are a number of applicants to MNR that have asked about a Certificate like this one that is more wildlife conservation focused than SNR or Fisheries. However, I do want your feedback before submitting this proposal because there is some overlap with the SNR Certificate.
Thanks for your time –
Selina

~~~~~<O)\*\*\*\*))>~~~~~  
Dr. Selina S. Heppell, Associate Professor  
Director of On-Line Graduate Programs  
Department of Fisheries and Wildlife  
Oregon State University  
104 Nash Hall, Corvallis, OR 97331  
Office phone: 541-737-9039  
<http://oregonstate.edu/heppell>

BSc in Fisheries and Wildlife Science  
Grad Certificate in Fisheries Management  
Professional Science Master's in  
Fisheries and Wildlife Administration (PSMFWA)  
Coming soon: Grad Certificate in Wildlife Management

## Appendix C. Letters of Support from University of Oregon and Portland



UNIVERSITY OF OREGON  
College of Arts and Sciences

May 3, 2013

To Whom It May Concern:

Professor Heppell has shared with me a draft of the proposal to develop a graduate certificate in Wildlife Management at Oregon State University.

We have no reason to object to development of this graduate certificate as a consequence of overlap in course or degree offerings. Indeed, some of our students might find such a certificate of interest.

However, I would like to raise a related point that has to do with online courses that are offered on a self-support basis. In the past, some of our students have used the joint campus option to take courses at OSU and we have touted that in our recruitment materials. But when students are receiving a tuition waiver, as most of ours are, and when that waiver does not extend to self-support courses, it causes frustration on the part of our students.

I would like to see exploration of a remedy for this problem, whether it be a reduction in the number of self-support courses offered, or a mechanism whereby by the tuition waiver we provide to our students would work for self-support courses.

Sincerely,

Alan Dickman, Ph.D.  
Senior Lecturer and Associate Professor of Biology  
Environmental Studies Program Director

### ENVIRONMENTAL STUDIES PROGRAM

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*An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act*

**Auer, Leighann**

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**From:** Alan Yeakley <yeakley@pdx.edu>  
**Sent:** Thursday, May 16, 2013 6:46 PM  
**To:** Auer, Leighann  
**Subject:** Re: OSU - Proposed Online Graduate Certificate in Wildlife Management

Hi Leighann

I passed this by the Department Chairs of both Biology and Environmental Sci & Mgmt at PSU. They returned no comments, so I take that as a positive!

In general this program looks like a good addition and we support it from our vantage at PSU. Thank you for asking our opinion and good luck with the proposal,

Alan Yeakley  
Director, School of the Environment  
Portland State University

Sent from my iPhone

On May 16, 2013, at 10:15 AM, "Auer, Leighann" <[Leighann.Auer@oregonstate.edu](mailto:Leighann.Auer@oregonstate.edu)> wrote:

Hello Dr. Yeakley,

I just wanted to check in to see if you've had a chance to compile the input from your department chairs?

We're trying to make our deadline for the June Faculty Senate committee, any input that you have compile so far will be a great placeholder for our proposal.

We appreciate your input and effort towards our proposal, thank you.

Thank you,

Leighann Auer  
[Leighann.auer@oregonstate.edu](mailto:Leighann.auer@oregonstate.edu)  
541-737-1978

**From:** Alan Yeakley [<mailto:yeakley@pdx.edu>]  
**Sent:** Sunday, May 05, 2013 7:20 PM  
**To:** Auer, Leighann  
**Subject:** Re: OSU - Proposed Online Graduate Certificate in Wildlife Management

Dear Leighann,

Thanks for contacting me about this. Looks like a good program to me. I've decided, though, to circulate it among a few of the most closely related dept chairs here for any input they might

have. We probably won't be able to get back to you by Tuesday, but will likely get back to you by the end of the week, at least.

Best,  
Alan Yeakley

On Mon, Apr 29, 2013 at 3:09 PM, Auer, Leighann <[Leighann.Auer@oregonstate.edu](mailto:Leighann.Auer@oregonstate.edu)> wrote:

Hello Dr. J. Alan Yeakley,

Attached you will find our Category I proposal for the Graduate Certificate in Wildlife Management.

We would appreciate any feedback on how this proposed graduate certificate relates to your program. Please review the attached materials and send your comments, concern, or support to me by May 7<sup>th</sup>, 2013.

Your timely response is appreciated, and will help us meet the next deadline for our proposal. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Thank you,

Leighann Auer  
Scheduling Coordinator, Advising Support  
Office Specialist 2  
[leighann.auer@oregonstate.edu](mailto:leighann.auer@oregonstate.edu)  
[541-737-1978](tel:541-737-1978)  
Department of Fisheries and Wildlife  
104 Nash Hall  
Oregon State University  
Corvallis, OR 97331

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Alan Yeakley, PhD  
Director, [School of the Environment](#)  
Professor, Environmental Science & Management  
Portland State University  
Portland, OR 97201 USA  
E: [yeakley@pdx.edu](mailto:yeakley@pdx.edu)  
W: <http://web.pdx.edu/~yeakley/>  
T: 1-503-725-8040

## Appendix D. Syllabus for FW 506 Projects

### FW 506 Projects Capstone Project Guidelines

Students enrolled in FW 506 are required to complete a capstone project. The capstone project is essentially an extended term paper that can be based on a literature review and/or new research data.

Each capstone project will be designed by the student and his or her mentor; as such, we expect there to be considerable variety in the types of projects and subjects covered. All students should meet the following learner outcomes:

**Identify** a fisheries resource, ecology, or conservation issue that requires sound science to provide advice to management.

**Outline** the principle components of their project, including problem identification, background information, management issues, potential solutions, and recommendations for dissemination of information and management alternatives.

**Synthesize** available data and **apply** information to development of management alternatives.

**Demonstrate** proficiency in literature review and evaluation of primary research, through development of a complete bibliography.

**Interpret** his or her mentor's advice and comments to improve the final product for submission.

|                                     |                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose</b>                      | To contribute to the field of wildlife management with a product that reflects the principles and applications you have learned in your classes.                                                                                                                                                                                       |
| <b>Format</b>                       | Format is choice of student and Project Mentor. Final projects can be in any communication format – a written report or “white paper”, a documentary, or even a podcast. Podcasts or video productions require a written script.                                                                                                       |
| <b>Data Collection and Analysis</b> | Use methodology appropriate to the practice of wildlife management. This can include scientific research methods, application of analytical tools such as GIS or remotes sensing, literature review and/or the collection of material for extension and outreach materials. All materials used or referenced should be properly cited. |



|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standard expected</b>          | The project report must effectively communicate findings, results and/or outreach materials to an audience of wildlife management practitioners and, in some cases, the general public. You can work on a project of relevance to your employer, but work submitted for the course should be new material completed during the certificate course of study. The project content must be well researched, relevant to its target audience, reliable and academically defensible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Length and Time Commitment</b> | The length of the research project is not an indication of quality. Actual length will depend on the topic, methods and final product as agreed with the student's Project Mentor, with feedback from the FW 506 Instructor. A project must be succinct as possible and effectively communicated to its target audience. Most written projects range from 5,000 to 10,000 words excluding references and appendices. As a 3-credit course, the expectation for your time commitment is a total of 60-90 hours of work on research, analysis, writing, editing and final product production.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Supervision</b>                | <p>Although Certificate Capstone Projects are not defended like a thesis or degree-level project, we do want to provide you with feedback and help you produce an excellent product that is valuable to the scientific community, a natural resource agency, and/or the general public. There are 3 people to assist you: your Project Mentor, the Instructor of FW 506, and the Certificate Program Director.</p> <p>Your primary mentor for the project should be a scientist in your local area who works in the field of Wildlife Management. This "Project Mentor" can be an agency, academic, or NGO scientist. The Certificate Program Director (Dr. Heppell) and the faculty instructor of FW 506 can help you identify a potential Project Mentor, or connect you with a departmental faculty member if there is not a suitable mentor in your area. Your employer or supervisor can serve as your Mentor.</p> <p>The Instructor of FW 506 will monitor your progress and provide feedback on your proposed project plan, final product, and drafts as necessary.</p> <p>The Certificate Program Director will review your final product and can also give you ideas about project topics and identifying a Project Mentor.</p> |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Credits</b> | <p>You must obtain a written evaluation of your final product from your Project Mentor to receive pass/fail credit for FW 506 (3 credits). Your project will also be evaluated by the course instructor, who will provide feedback on its overall quality and merit, and the Certificate Program Director. In <b>rare</b> cases, a particularly detailed capstone project may be eligible for 4 credits instead of 3. You must submit a request to the FW 506 Instructor for approval <i>before registration</i>.</p> <p>If your project cannot be completed during a single term, you can choose to take a grade of Incomplete. Incomplete courses must be completed within one year to receive credit. You will be asked to sign a contract that specifies a timeline for project completion, and submit the contract to the Certificate Program Director. If you take FW 506 in your final term and receive an Incomplete, you will also need to register for at least 3 credits each subsequent term (or apply for a Leave of Absence) to satisfy OSU's Continuous Enrollment Policy.</p> |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Writing your Project

Final projects can be in any communication format – a written report or “white paper”, a documentary, or even podcast. Videos and podcasts do require a written script. Regardless of format, though, the project needs to meet high academic standards. The following are basic guidelines for mentors and students.

1. Establish a topic and clearly address it from the beginning of the work and stay focused. Prepare a two to three page project proposal that outlines your project and share this proposal with your Project Mentor and the FW 506 Instructor. Get feedback on the scope of your project – is it too broad, too narrow, or appropriate for the amount of work expected? What problem are you planning to address?
2. Establish good communication with your Project Mentor early in the process. It is up to you and your mentor to establish a reasonable timeline and set of deliverables for feedback. If you change aspects of your project let your mentor know and discuss the change before making it.
3. The Oregon State University Libraries provide access, delivery and reference services that support the research of needs of students taking courses through Ecampus. The [Ecampus library services page](#) has the most complete information.
4. Structure your project carefully. You need a clear introduction, a well-structured body of the essay and a high-impact conclusion. Most written projects follow some variation of the following:

- Abstract/Executive Summary. A short summary of what you did, why you did it, what you found and why this matters.
- Introduction & research question(s). This explains what your research is about, why it is important and lists the research questions you are trying to answer.
- Background and method. This section or sections provides the foundation for your research. What does the peer reviewed literature say about the topic, what information is there in other reports and papers? How are you going about conducting your research explained in enough detail so someone else could repeat it. You should also describe similar studies and what they found.
- Results or case study. Use diagrams and tables to summarize what you found and highlight the most significant aspects of your findings.
- Discussion and conclusion. Here is where you describe the importance of your findings, the strengths and weaknesses of your study, areas for further investigation by someone else or you in the future, etc. Your concluding pages should highlight the main implications of what you found for fisheries management.
- References (see below).
- Appendices. Here is where you put additional information, details and results that are too long to include in the main text or are of less relevance to your key findings.

5. Writing style is important – this should be a professional document. Refer to writing guides such as Strunk and White’s Elements of Style. Proofread for spelling and grammar – again and again and again. If you are a poor writer, you should have your draft paper edited by someone before sending it to your mentor to review, and you may need to have the final draft professionally edited. You will likely need to do at least 2 drafts before finalizing your product; make sure you plan for the time needed to review and revise.

Reference your work appropriately, throughout the document and in your bibliography. A bibliography is required even if your final product is outreach material for the public. Referencing correctly is important for two reasons: (1) to give your own arguments greater weight by supporting them with references from peer reviewed journals and other sources; and (2) to acknowledge the source of a fact and/or other writers' thinking and the influence they have had on you.

The OSU Library has resources for how to cite appropriately. Do not use web sites as primary sources of information unless you can find no other source. It’s OK to use a footnote or endnote style of reference. You must include a citation in every sentence that includes information sourced from an article or other reference. You can’t just put a citation at the end of a paragraph. For example:

Multi-criteria methods are not based on monetary valuations like cost-benefit analysis, but on a more general weighting system (Kiker et al. 2005). The weighting system reflects preferences about the importance of differing outcomes such as environmental protection, economic efficiency or social well-being (Harte and Lonergan 1995; Leung 2006).

You are encouraged to go to this Rutgers webpage to learn more about proper citations:

<http://sociology.camden.rutgers.edu/curriculum/citation.htm>, which includes a citation generator called Citation Machine. <http://citationmachine.net/>. You are strongly urged to use it if you are unsure how to cite your references. Unless otherwise instructed by your mentor you can use any of the different "styles" listed although you are urged you to use APA or Chicago. These are the two most common styles. It is never OK to "cut-and-paste" material written by someone else into your document without quotations, and you should **use quotes sparingly**. We expect the writing and synthesis to be your own!

All podcast and videos or other outreach products must have a script that is referenced appropriately and in the recorded version appropriately acknowledges the contribution of others.

### **Timeline**

Start thinking about project ideas early in your Program. You may want to run your ideas for a project past the Program Director (Dr. Heppell), who can also give you ideas for appropriate people to approach about serving as your Project Mentor.

Although the course (FW 506) is only for one term, it is sometimes difficult to complete a project from start to finish in three months, particularly if you have a job, other classes, or family obligations. You can take an Incomplete for the course (with your Project Mentor's agreement), but a better plan is to get started on the basic information gathering and structure of your project before you actually register for FW 506. Incomplete courses must be completed within one year to receive credit. If you take FW 506 in your final term and receive an Incomplete, you will also need to register for at least 3 credits each subsequent term (or apply for a Leave of Absence) to comply with OSU's Continuous Enrollment policy.

An outline of your project should be submitted for evaluation by no later than the middle of your term of enrollment in FW 506 (approximately week 5). By the end of the term, you must submit either your final capstone project or a progress report and timeline for completing the project. Final capstone project reports should be submitted at least one week prior to the end of the term to allow adequate time for review and comments.

Work with your Project Mentor on a plan of work and detailed timeline with specific milestones and check-in dates. That way, you'll know if you are falling behind schedule and need to re-evaluate the project plan. Be sure to plan for adequate review and revision time; your complete draft should be completed in week 8 of the term, to allow at least a week for review and a final week for revision and product submission to the FW 506 Instructor.

## Appendix E. Assessment tools for the Graduate Certificate in Wildlife Management

### Exit Survey

#### Graduate Certificate Student Exit Questionnaire

Wildlife Management

Oregon State University

---

Please complete the following survey. We will send your signed Certificate by mail after we receive your survey.

StudentName:

---

*(Please Print or Type)*

(Last)

(First)

(Middle)

OSU ID number \_\_\_\_\_

Was your Wildlife Management Certificate completed through Ecampus? ☐ Yes ☐ No ☐ Partially (i.e. Some courses)

Did you apply for ☐ and/or receive ☐ financial aid for this program? Did you take out a student loan?  
☐ Yes ☐ No

Were you also pursuing an advanced degree while enrolled in the Certificate Program? ☐ Yes ☐ No

If yes, was it a... ☐ M.S. ☐ M.A. ☐ PhD ☐ Thesis ☐ Non-Thesis ☐ Other

If other, name degree and university\_\_\_\_\_

What was your motivation for joining this Certificate Program (choose all that apply):

- ☐ Job or career advancement
- ☐ General interest in topic
- ☐ “Stepping stone” to advanced degree in a related field
- ☐ Need for more breadth in my natural resource management field
- ☐ To try out online graduate courses and programs
- ☐ Other\_\_\_\_\_

Using the following scale, please indicate the extent to which you agree with each of the following statements about the program of study you completed. Please note that N/A means no opinion or not applicable.

|   |                                                                                                                                                           | Disagree |   |   | Agree |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|-------|----|
|   |                                                                                                                                                           | 1        | 2 | 3 | 4     | NA |
| 1 | Pre-enrollment information provided on the website and through the program advisor and/or director was helpful and matched my expectation and experience. | 1        | 2 | 3 | 4     | NA |
| 2 | I felt I was prepared for the coursework that I chose for my certificate                                                                                  | 1        | 2 | 3 | 4     | NA |
| 3 | I received adequate guidance and advice on my Plan of Study and procedures for completion of the Certificate.                                             | 1        | 2 | 3 | 4     | NA |
| 4 | I gained an appreciation for both ecological science and human dimensions components of fisheries management through this program.                        | 1        | 2 | 3 | 4     | NA |
| 5 | I gained useful skills and/or knowledge through my capstone project.                                                                                      | 1        | 2 | 3 | 4     | NA |
| 6 | I received appropriate and useful feedback on my capstone project from                                                                                    | 1        | 2 | 3 | 4     | NA |

my mentor.

|   |                                                                                                                |   |   |   |   |    |
|---|----------------------------------------------------------------------------------------------------------------|---|---|---|---|----|
| 7 | I learned about real world issues I expect to encounter in my work through my courses and/or capstone project. | 1 | 2 | 3 | 4 | NA |
| 8 | The Certificate helped prepare me for the next step in my career.                                              | 1 | 2 | 3 | 4 | NA |

What would you tell a student asking for advice about this program?

After reflecting on the program, please specify the course that was the best experience for you, and comment on the reasons why.

Course Number or Name:

---

Instructor:

---

Comments:

In contrast, please specify the course that was the biggest disappointment for you, and comment on the reasons for your disappointment.

Course Number or Name:

---

Instructor:

---

Comments:

After completing the certificate, I plan to:

☐ Continue my graduate education   ☐ Look for work   ☐ Travel   ☐ Continue at my current job.

Briefly describe the job or position you are looking for or have obtained:

Please complete/comment in the following statements: "If I were the Director of the Graduate Certificate in Wildlife Management, the first thing I would do to improve the program would be to ...

Do you have any other comments/advice regarding the Graduate Certificate Program in Wildlife Management?

As a follow-up, we hope to track how graduates are doing in terms of employment and satisfaction with the education they received from the program. If you are willing to participate in this, please provide your e-mail and mailing address below:



## Mentor Review Form

### Graduate Certificate in Wildlife Management Capstone Project Review Form for Mentors

All students taking the Graduate Certificate in Wildlife Management are required to complete a capstone project (FW 506). Thank you for agreeing to serve as a mentor for one of our students. This Project Evaluation Form is designed to help you review the student's progress and final product, which will also be evaluated by the Instructor of the course and the Certificate Program Director.

Please answer the following questions about each component of the project, along with any detailed comments that you wish to add. We are interested in hearing about your interactions with the student and your experience. This form and your comments will be reviewed by the Program Director and retained in the student's file.

Please rate the following from Poor to Exceptional by placing an "x" in the appropriate box:

| Project Component or quality                                                                         | Poor<br>1 | 2 | Good<br>3 | 4 | Exceptional<br>5 | Did not<br>review or<br>unable to<br>rate |
|------------------------------------------------------------------------------------------------------|-----------|---|-----------|---|------------------|-------------------------------------------|
| Initial conceptualization of the product or topic                                                    |           |   |           |   |                  |                                           |
| Project plan and outline                                                                             |           |   |           |   |                  |                                           |
| Product revisions (did the paper or outreach product improve according to your expectations/advice?) |           |   |           |   |                  |                                           |
| Use and proper documentation of scientific information (biological or social sciences)               |           |   |           |   |                  |                                           |
| Integration of fisheries-related ecology and human dimensions of natural resource management         |           |   |           |   |                  |                                           |
| Final Product                                                                                        |           |   |           |   |                  |                                           |
| Value of product to its intended audience                                                            |           |   |           |   |                  |                                           |

## Appendix F. Library Assessment for Wildlife Management Certificate

### OSU Libraries Collection Development

#### Library Evaluation for Category I Proposal

Proposal for the Initiation of New Instructional Program Leading to a Graduate  
Certificate in Wildlife Management  
Title of Proposal

Fisheries and Wildlife  
Department

College of Agricultural Sciences  
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

☒ [ X ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: \$1000      Ongoing: continuation of current e-campus support model

Comments and Recommendations:

Date Received: March 18, 2013

Date Completed: March 29, 2013

Laurel Kristick  
Subject Librarian

Laurel Kristick  
Signature

Steven L. Sowell  
Head of Collection Development

Steven L. Sowell 4/2/13  
Signature      Date

Faye Chadwell  
University Librarian

Faye Chadwell 4/2/13  
Signature      Date

03/29/2013

**Oregon State University Libraries Evaluation of the Collection supporting:  
A Certificate in Wildlife Management**

**Overview:**

The OSU Libraries maintain a strong wildlife management collection. However, wildlife management information entails more than biology, expanding into human dimensions, including anthropology and environmental policy and economics. The Libraries collect in all these disciplines at varying levels. Fortunately, the resources to support a wildlife management certificate are, for the most part, available in the OSU Libraries' collections. The OSU Libraries also provides a digital repository that may be a means to archive and deliver the program's anticipated collection of capstone projects. This would enhance our collections as well as support the certificate program.

**Collections:**

The current relevant collections are housed at the Valley Library. In the 2003 Collection Assessment that examined the monograph and periodical resources, wildlife components of the OSU Libraries' collections was deemed adequate to support PhD level research. These levels are more than adequate for the science components of the certificate program. The other subject areas that cover this field are also adequate to support the program.

*Journals*

OSU Libraries has online access to over 600 journals in the disciplines of zoology, ecology and environmental sciences. This includes almost all of the highest impact journals in the related disciplines, as determined by the Journal Citation Report (JCR). See Table 1 for details. The vast majority of these titles are available electronically, so all students will be able to access them. For titles not available online, OSU Libraries provides the Scan and Deliver service, which e-mails PDF scans of the print articles to the student.

| Table 1. JCR Categories: Biological Conservation, Ecology, & Environmental Sciences |           |               |                                             |
|-------------------------------------------------------------------------------------|-----------|---------------|---------------------------------------------|
| Journal Title                                                                       | ISSN      | Impact Factor | OSU Subscription                            |
| Ecology letters                                                                     | 1461-023X | 17.557        | 1998-present (online)                       |
| Trends in ecology & evolution                                                       | 0169-5347 | 15.748        | 1995-present (online);<br>1989-2005 (print) |
| Annual review of ecology, evolution, & systematics                                  | 1543-592X | 14.373        | 2003-present (online)                       |
| Energy & environmental science                                                      | 1754-5692 | 9.61          | 2008-present (online)                       |
| Frontiers in ecology & the environment                                              | 1540-9295 | 9.113         | 2003-present (online)                       |
| Ecological monographs                                                               | 0012-9615 | 7.433         | 1931-present (online)                       |
| ISME Journal                                                                        | 1751-7362 | 7.375         | 2007-present (online)                       |
| Environmental health perspectives                                                   | 0091-6765 | 7.036         | 1972-present (online)                       |
| Global environmental change                                                         | 0959-3780 | 6.868         | 1995-present (online)                       |
| Global change biology                                                               | 1354-1013 | 6.862         | 1995-present (online)                       |

03/29/2013

|                                                                        |           |       |                                          |
|------------------------------------------------------------------------|-----------|-------|------------------------------------------|
| Annual review of environment & resources                               | 1543-5938 | 6.419 | 2003-present (online)                    |
| Molecular ecology                                                      | 0962-1083 | 5.522 | 1992-present (online)                    |
| Proceedings of the Royal Society. B, Biological sciences               | 0962-8452 | 5.415 | 1800-present (online)                    |
| Advances in ecological research                                        | 0065-2504 | 5.333 | 1962-present (print only)                |
| Wildlife monographs                                                    | 0084-0173 | 5.333 | 1958-present (online)                    |
| Environment international                                              | 0160-4120 | 5.297 | 1995-present (online); 1978-1996 (print) |
| Environmental science & technology                                     | 0013-936X | 5.228 | 1967-present (online)                    |
| Journal of environmental science & health Part C                       | 1059-0501 | 5.16  | N/A                                      |
| Evolution                                                              | 0014-3820 | 5.146 | 1947-present (online)                    |
| Global ecology & biogeography                                          | 1466-822X | 5.145 | 1999-present (online)                    |
| Ecological applications                                                | 1051-0761 | 5.102 | 1991-present (online)                    |
| Methods in ecology & evolution                                         | 2041-210X | 5.093 | N/A                                      |
| Journal of applied ecology                                             | 0021-8901 | 5.045 | 1964-present (online)                    |
| Journal of ecology                                                     | 0022-0477 | 5.044 | 1913-present (online)                    |
| Journal of animal ecology                                              | 0021-8790 | 4.937 | 1932-present (online)                    |
| Water research                                                         | 0043-1354 | 4.865 | 1995-present (online); 1967-2005 (print) |
| Ecology                                                                | 0012-9658 | 4.849 | 1920-present (online)                    |
| Critical reviews in environmental science & technology                 | 1064-3389 | 4.841 | 1993-2006 (print); 2005-2009 (online)    |
| Diversity & distributions                                              | 1366-9516 | 4.83  | 1998-present (online)                    |
| Global biogeochemical cycles                                           | 0886-6236 | 4.785 | 1987-present (online)                    |
| American naturalist                                                    | 0003-0147 | 4.725 | 1867-present (online)                    |
| Journal of toxicology & environmental health. Part B, Critical reviews | 1093-7404 | 4.725 | 2005-2008 (online); 1998-2006 (print)    |
| Conservation biology                                                   | 0888-8892 | 4.692 | 1987-present (online)                    |
| Heredity                                                               | 0018-067X | 4.597 | 1947-present (online)                    |
| Remote sensing of environment                                          | 0034-4257 | 4.574 | 1995-present (online); 1969-2005 (print) |
| Functional ecology                                                     | 0269-8463 | 4.567 | 1987-present (online)                    |
| Journal of biogeography                                                | 0305-0270 | 4.544 | 1974-present (online)                    |
| Frontiers in zoology                                                   | 1742-9994 | 4.46  | 2004-present (online)                    |
| Ecography                                                              | 0906-7590 | 4.188 | 1992-present (online)                    |
| Journal of hazardous materials                                         | 0304-3894 | 4.173 | 1995-present (online)                    |
| Biological conservation                                                | 0006-3207 | 4.115 | 1995-present (online); 1968-2005 (print) |

*Subject-Specific Indexes and Abstracts:*

The library subscribes to a number of databases that provide access to the literature in this field. These include the following:

03/29/2013



- Wildlife and Ecology Studies Worldwide, 1935-present
- Environmental Sciences and Pollution Management (ESPM), 1967-present
- GreenFILE – 1960s-present
- Birds of North America - 2002
- Zoological Record, 1993-present
- Web of Science (Science Citation Index), 1965-present

These databases are accessible to all OSU students regardless of location. Combined with GoogleScholar, identifying relevant information should not be problematic.

#### *Monographs*

The monographs collection in wildlife management and the related disciplines is adequate to support graduate degree programs. Since the proposed certificate is online-based, the Libraries growing collection of electronic books (e-books) will be valuable for the program. The library owns over 100 e-books specifically on wildlife management. In addition, the e-book collection includes the Springer Environmental Sciences collection of over 1,500 books, plus individual e-book titles on relevant topics.

#### **Access costs:**

A significant part of this certificate program relies on distance delivery of the course and the materials needed by students not located on an OSU campus. The certificate program proponents intend to deliver much of the program via Blackboard. Consequently, it is imperative that ready access to available library resources be integrated into those online courses. The Libraries should be involved in the identification and incorporation of information resources into Blackboard as there are persistent quality and copyright issues.

For material not available electronically or physically at the OSU Libraries, students will need to borrow from other institutions. The cost for borrowing materials has decreased as the OSU Libraries develop more efficient systems and more extensive relationship. The average cost to borrow an item is around \$6.75; if we must purchase it, the cost averages around \$35. It is hard to estimate how much graduate students will need materials from beyond OSU; however, in the past, a typical graduate student in the College of Agricultural Science borrowed five items per year from outside the OSU libraries. Given current data, that number is probably still applicable. If a student spends a total of four quarters completing the certificate program, the cost per student for access to materials not readily available is ranges from \$30 to \$175. For a cohort of 20 students, this amounts to \$600 to \$3500. This cost should be covered by the Ecampus fee and the subsequent transfer of some Ecampus funds to the OSU Libraries.

#### **Library staff and expertise:**

Janet Webster is the subject librarian for wildlife management. In that capacity, she manages the collection, provides instruction as requested, responds to reference inquiries, and develops materials to assist faculty members and students in their research. As a professor, she also holds adjunct status in the Fisheries and Wildlife Department and CEOAS as part of the Marine Resource Management faculty. Additional services include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

03/29/2013

Additional expertise is available through electronic reference and mediation for accessing materials not readily available.

**Summary:**

Given the anticipated enrollment for the Graduate Certificate in the Management of Wildlife, the OSU Libraries resources are adequate and would be excellent with the addition of international policy and management material. Delivery systems are in place to address the needs of distance students; however, ongoing access costs should be recognized and negotiated.

**Recommendations:**

Access costs:

- Integration of library resources into Blackboard
  - One time cost: \$1,000 (librarian time)

03/29/2013

## Appendix G. Budget Outline

### Budget Narrative

Because the Graduate Certificate in Wildlife Management depends on existing courses and administrative infrastructure, expected costs are limited to accommodation of additional students.

Administration: Dr. Selina Heppell, Program Director for the Graduate Certificate in Fisheries Management and the Professional Science Masters in Fisheries and Wildlife Administration, will be Director of this proposed Graduate Certificate Program. Duties include program oversight, scheduling classes, reviewing applicant files, arbitration of student-instructor conflicts, eSET and exit survey review, general student advising. Budget: 0.1 FTE + OPE

Administrative Support: Lisa Pierson, Graduate Advisor, is currently providing support to the Department's graduate programs. She will provide information to prospective students, compile application materials, monitor student progress, and serve as the liaison to the Graduate School and Ecampus. Budget: 0.2 FTE + OPE

Faculty: To cover additional sections of graduate-level online courses, as well as supervision of FW 506 Projects, we request 0.4 FTE + OPE of recurring funds for Instructors.

We are not planning to provide scholarships for Graduate Certificate students, as the program is only 18 credits and most students are part-time only. It is possible that GTA positions to cover online undergraduate courses will be available to highly qualified Certificate students (i.e, those with substantial expertise in the course subject matter and some level of teaching experience).

Library Budget: These line items are from the official Library Review (Appendix E.).

Revenue: Anticipated revenue is conservatively calculated for 9 online graduate credits per year at the current rates provided by Ecampus and the College of Agricultural Sciences (\$336/ SCH). With the addition of faculty and support staff FTE, the Program is expected to require support for the first 2 years (about \$21,000 in Year 1 and \$9,000 in Year 2), but should be self-sustaining thereafter, with Ecampus tuition resources at \$19,000 in Year 3 and \$48,000 in Year 4.

## Draft Budget Worksheet

### OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.  
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Graduate Certificate in Wildlife Management

BUDGET PERIOD: From FY 2013-2014 to FY 2017-2018

|                                | RECURRING     |               |               |                |
|--------------------------------|---------------|---------------|---------------|----------------|
|                                | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4  |
| <b>Personnel</b>               |               |               |               |                |
| Faculty, Tenured/Tenure-track  | 9,500         | 9,690         | 9,884         | 10,082         |
| Faculty, fixed-term            | 24,000        | 24,480        | 24,970        | 25,469         |
| <b>Sub-total, Faculty</b>      | <b>33,500</b> | <b>34,170</b> | <b>34,854</b> | <b>35,551</b>  |
| Graduate Assistants            | -             | -             | -             | -              |
| Support Staff                  | 8,000         | 8,160         | 8,323         | 8,489          |
| Fellowship/Scholarship         | -             | -             | -             | -              |
| OPE                            | 18,675.00     | 19,048.50     | 19,429.65     | 19,818.00      |
| <b>Personnel Subtotal</b>      | <b>60,175</b> | <b>61,379</b> | <b>62,607</b> | <b>63,858</b>  |
| <b>Other Expenses</b>          |               |               |               |                |
| Library, Printed               |               |               |               |                |
| Library, Electronic            | 6,000         | 7,750         | 9,500         | 9,500          |
| Services & Supplies            |               | -             | -             | -              |
| Capital Equipment              |               |               |               |                |
| Facilities Renovation          |               |               |               |                |
| <b>Other Expenses Subtotal</b> | <b>6,000</b>  | <b>7,750</b>  | <b>9,500</b>  | <b>9,500</b>   |
| <b>Total Cost of Program</b>   | <b>66,175</b> | <b>69,129</b> | <b>72,107</b> | <b>73,358</b>  |
| <b>Resources</b>               |               |               |               |                |
| Current Budget, unit           |               |               |               |                |
| Tuition                        | 45,360        | 60,480        | 90,720        | 120,960        |
| Fees/Sales                     |               |               |               |                |
| Other, describe:               |               |               |               |                |
| Foundation Endowment           |               |               |               |                |
| Provost, tenure-track 2 hires  |               |               |               |                |
| <b>Total Resources</b>         | <b>45,360</b> | <b>60,480</b> | <b>90,720</b> | <b>120,960</b> |





# United States Department of the Interior

## U. S. GEOLOGICAL SURVEY

Forest and Rangeland Ecosystem Science Center  
777 NW 9<sup>th</sup> St., Suite 400  
Corvallis, Oregon 97330-6169

March 19, 2013

Dr. Daniel Edge  
Department of Fisheries and Wildlife  
Oregon State University, Nash 104  
Corvallis, OR 97331-3803

Dear Dan:

Thank you for sharing your program proposal for a Graduate Certificate in Wildlife Management with me. I am thrilled to see Oregon State University moving in this direction, and I am pleased to offer a letter of support for your proposal. I can speak most directly about the USGS Science Center I lead, but I am certain that other USGS Science Centers would have similar needs for training employees. Furthermore, having also been a manager with the U.S. Fish and Wildlife Service for many years, I believe they would also value the program you have proposed.

I have numerous employees on temporary assignment that only have a BS degree. I believe that many of these employees would benefit from your program in two ways. The additional training would enhance their skills and effectiveness in their current jobs. More importantly, a Graduate Certificate will allow some of these employees to go on to MS degrees and make them more competitive for other positions in the future. I also like the idea that the certificate would be available completely online. Many of our employees are at remote field stations and it is not feasible for them to complete a graduate certificate otherwise. In addition, many of these employees have jobs that would require the flexibility that only an online program will provide. What you have proposed in development of an online graduate program will fill a need for many of our current and future employees, and help them fulfill their full potential.

Thanks again for seeking my input. Please let me know if I can provide any additional support.

Sincerely,

Carol Schuler  
Director



Department of Fisheries and Wildlife  
Oregon State University  
Corvallis, Oregon 97331

Voice: (541) 737-0569  
Fax: (541) 737-1980  
Email: Robert.Lackey@oregonstate.edu

---

March 15, 2013

W. Daniel Edge, Head  
Department of Fisheries and Wildlife  
Oregon State University  
Corvallis, OR 97331-3803

Dear Dan;

This letter is written based on my past experience as Deputy Director of the U.S. Environmental Protection Agency's national research laboratory located in Corvallis.

The proposed Graduate Certificate in Wildlife Management would be an invaluable option for students interested in pursuing graduate programs in environmental science, natural resources, marine resource management, forestry, range, and related disciplines. I enthusiastically support implementing the proposal.

Sincerely,

A handwritten signature in black ink that reads "Robert T. Lackey". The signature is written in a cursive, flowing style.

Robert T. Lackey



# Oregon

John A. Kitzhaber, MD, Governor

## Department of Fish and Wildlife

Wildlife Division  
3406 Cherry Ave NE  
Salem, OR 97303-4924  
(503) 947-6300  
Fax (503) 947-6330  
[www.dfw.state.or.us](http://www.dfw.state.or.us)



April 15, 2013

W. Daniel Edge  
Department Head  
Department of Fisheries and Wildlife  
Oregon State University, 104 Nash Hall  
Corvallis, OR 97331-3803

Dear Dr. Edge,

The Oregon Department of Fish and Wildlife (Department) would like to express its support for the development and implementation of a Graduate Certificate in Wildlife Management at Oregon State University. Opportunities for further career enhancement or professional development can be limited by the inability of many working professionals to return full time to a university to pursue additional coursework. By offering this type of on-line Graduate Certificate, Oregon State can fill a need for the working professional as well as the Department.

The Department would point to the successful implementation of the Graduate Certificate in Fish Management as reason enough to expand this program to include Wildlife. Department leadership is constantly evaluating staff and looking for avenues to provide them with meaningful opportunities to upgrade their technical skillsets in a manner that will benefit the Department. Staff that successfully completes this program would be more likely to critically evaluate routine biological and scientific exercises in a manner that strengthens the Department's programs. In addition, staff could utilize these new skillsets to be more competitive in future job opportunities. Finally, many of the professional societies require additional course work to maintain certification, and this program would certainly fill that role.

I hope that you are successful in implementing this new Graduate Certificate in Wildlife Management.

Sincerely,

Eric V. Rickerson  
Wildlife Division Deputy Administrator

C: Ron Anglin - Wildlife Division Administrator



May 12, 2013

Dr. W. Daniel Edge  
Department Head  
Department of Fisheries and Wildlife  
Oregon State University  
104 Nash Hall  
Corvallis, OR 97331-3803

Dear Dan:

Thank you for sending me a copy of your proposal for an online Graduate Certificate in Wildlife Management. I discussed the proposal with our Assistant Director and his deputy to see to see if the Bureau of Land Management would send an official letter of support. Unfortunately, while they agreed that the program would be an excellent opportunity for our employees, they were concerned that an official letter of support could be perceived as the Bureau showing preference to one university over another. I'm afraid the best I can do at this time is to offer my personal support.

Over the last 35 years I have worked as a wildlife biologist for the BLM and Forest Service in five states and now serve on Headquarters staff as BLM's wildlife program leader. In virtually every position in which I've served, including here in DC, other biologists with BS degrees have expressed to me their wish that they could pursue graduate level class work in wildlife. Also, a number of individuals who were employed in other specialties told me of their desire to gain the qualifications to apply for wildlife biologist positions. In many cases the main obstacle to pursuing these goals was a lack of appropriate distance education classes.

In my opinion, your proposed program would provide a valuable career enhancement opportunity for existing employees. It would also be of benefit to individuals in the federal, state, and private sector who wish to obtain professional certification from The Wildlife Society. During my 6 years serving on The Wildlife Society Certification Review Board, the most frequent reason for denial of applications for Associate or Certified Wildlife Biologist status was a lack of coursework in wildlife management and/or natural resource policy, law, and administration. When I was Chair of the CRB, rejected applicants often asked me if I knew of any way in which they could obtain the classes need for certification. At the time the options were very limited if they did not live near a university. Your proposed program would provide an excellent opportunity for individuals facing a similar situation today.

It is my understanding that one our biologists completed the OSU Certificate Program in Fisheries, has been doing excellent work in the field, and speaks highly of the program. I hope you are successful in obtaining approval for a similar program in Wildlife Management.

Best Wishes,



James M. Ramakka  
Certified Wildlife Biologist®  
National Wildlife Program Lead  
Bureau of Land Management



## Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

*For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)*

Title of Proposal:

Effective Date:

\_ Graduate Certificate in Wildlife Management

Fall 2013

Department/Program:


College:

Fisheries and Wildlife

Agricultural Sciences

- ☐ Faculty Guidelines  
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff> )
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/> )

***By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.***

  
Sign (Dept Chair/Head; Director)

3/21/13  
Date

DAN EDGE  
Print (Department Chair/Head; Director)

**OSU Libraries  
Collection Development**

**Library Evaluation for Category I Proposal**

Proposal for the Initiation of New Instructional Program Leading to a Graduate  
Certificate in Wildlife Management

Title of Proposal

Fisheries and Wildlife

Department

College of Agricultural Sciences

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[ X ] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal  
(details are attached)

Year 1: \$1000      Ongoing: continuation of current e-campus support model

Comments and Recommendations:

Date Received: March 18, 2013

Date Completed: March 29, 2013

Laurel Kristick  
Subject Librarian

Laurel Kristick  
Signature

Steven L. Sowell  
Head of Collection Development

Steven L. Sowell 4/2/13  
Signature      Date

Faye Chadwell  
University Librarian

Faye Chadwell 4/2/13  
Signature      Date

03/29/2013

## **Oregon State University Libraries Evaluation of the Collection supporting: A Certificate in Wildlife Management**

### **Overview:**

The OSU Libraries maintain a strong wildlife management collection. However, wildlife management information entails more than biology, expanding into human dimensions, including anthropology and environmental policy and economics. The Libraries collect in all these disciplines at varying levels. Fortunately, the resources to support a wildlife management certificate are, for the most part, available in the OSU Libraries' collections. The OSU Libraries also provides a digital repository that may be a means to archive and deliver the program's anticipated collection of capstone projects. This would enhance our collections as well as support the certificate program.

### **Collections:**

The current relevant collections are housed at the Valley Library. In the 2003 Collection Assessment that examined the monograph and periodical resources, wildlife components of the OSU Libraries' collections was deemed adequate to support PhD level research. These levels are more than adequate for the science components of the certificate program. The other subject areas that cover this field are also adequate to support the program.

### *Journals*

OSU Libraries has online access to over 600 journals in the disciplines of zoology, ecology and environmental sciences. This includes almost all of the highest impact journals in the related disciplines, as determined by the Journal Citation Report (JCR). See Table 1 for details. The vast majority of these titles are available electronically, so all students will be able to access them. For titles not available online, OSU Libraries provides the Scan and Deliver service, which e-mails PDF scans of the print articles to the student.

| <b>Table 1. JCR Categories: Biological Conservation, Ecology, &amp; Environmental Sciences</b> |             |                      |                                             |
|------------------------------------------------------------------------------------------------|-------------|----------------------|---------------------------------------------|
| <b>Journal Title</b>                                                                           | <b>ISSN</b> | <b>Impact Factor</b> | <b>OSU Subscription</b>                     |
| Ecology letters                                                                                | 1461-023X   | 17.557               | 1998-present (online)                       |
| Trends in ecology & evolution                                                                  | 0169-5347   | 15.748               | 1995-present (online);<br>1989-2005 (print) |
| Annual review of ecology, evolution, & systematics                                             | 1543-592X   | 14.373               | 2003-present (online)                       |
| Energy & environmental science                                                                 | 1754-5692   | 9.61                 | 2008-present (online)                       |
| Frontiers in ecology & the environment                                                         | 1540-9295   | 9.113                | 2003-present (online)                       |
| Ecological monographs                                                                          | 0012-9615   | 7.433                | 1931-present (online)                       |
| ISME Journal                                                                                   | 1751-7362   | 7.375                | 2007-present (online)                       |
| Environmental health perspectives                                                              | 0091-6765   | 7.036                | 1972-present (online)                       |
| Global environmental change                                                                    | 0959-3780   | 6.868                | 1995-present (online)                       |
| Global change biology                                                                          | 1354-1013   | 6.862                | 1995-present (online)                       |

|                                                                        |           |       |                                          |
|------------------------------------------------------------------------|-----------|-------|------------------------------------------|
| Annual review of environment & resources                               | 1543-5938 | 6.419 | 2003-present (online)                    |
| Molecular ecology                                                      | 0962-1083 | 5.522 | 1992-present (online)                    |
| Proceedings of the Royal Society. B, Biological sciences               | 0962-8452 | 5.415 | 1800-present (online)                    |
| Advances in ecological research                                        | 0065-2504 | 5.333 | 1962-present (print only)                |
| Wildlife monographs                                                    | 0084-0173 | 5.333 | 1958-present (online)                    |
| Environment international                                              | 0160-4120 | 5.297 | 1995-present (online); 1978-1996 (print) |
| Environmental science & technology                                     | 0013-936X | 5.228 | 1967-present (online)                    |
| Journal of environmental science & health Part C                       | 1059-0501 | 5.16  | N/A                                      |
| Evolution                                                              | 0014-3820 | 5.146 | 1947-present (online)                    |
| Global ecology & biogeography                                          | 1466-822X | 5.145 | 1999-present (online)                    |
| Ecological applications                                                | 1051-0761 | 5.102 | 1991-present (online)                    |
| Methods in ecology & evolution                                         | 2041-210X | 5.093 | N/A                                      |
| Journal of applied ecology                                             | 0021-8901 | 5.045 | 1964-present (online)                    |
| Journal of ecology                                                     | 0022-0477 | 5.044 | 1913-present (online)                    |
| Journal of animal ecology                                              | 0021-8790 | 4.937 | 1932-present (online)                    |
| Water research                                                         | 0043-1354 | 4.865 | 1995-present (online); 1967-2005 (print) |
| Ecology                                                                | 0012-9658 | 4.849 | 1920-present (online)                    |
| Critical reviews in environmental science & technology                 | 1064-3389 | 4.841 | 1993-2006 (print); 2005-2009 (online)    |
| Diversity & distributions                                              | 1366-9516 | 4.83  | 1998-present (online)                    |
| Global biogeochemical cycles                                           | 0886-6236 | 4.785 | 1987-present (online)                    |
| American naturalist                                                    | 0003-0147 | 4.725 | 1867-present (online)                    |
| Journal of toxicology & environmental health. Part B, Critical reviews | 1093-7404 | 4.725 | 2005-2008 (online); 1998-2006 (print)    |
| Conservation biology                                                   | 0888-8892 | 4.692 | 1987-present (online)                    |
| Heredity                                                               | 0018-067X | 4.597 | 1947-present (online)                    |
| Remote sensing of environment                                          | 0034-4257 | 4.574 | 1995-present (online); 1969-2005 (print) |
| Functional ecology                                                     | 0269-8463 | 4.567 | 1987-present (online)                    |
| Journal of biogeography                                                | 0305-0270 | 4.544 | 1974-present (online)                    |
| Frontiers in zoology                                                   | 1742-9994 | 4.46  | 2004-present (online)                    |
| Ecography                                                              | 0906-7590 | 4.188 | 1992-present (online)                    |
| Journal of hazardous materials                                         | 0304-3894 | 4.173 | 1995-present (online)                    |
| Biological conservation                                                | 0006-3207 | 4.115 | 1995-present (online); 1968-2005 (print) |

*Subject-Specific Indexes and Abstracts:*

The library subscribes to a number of databases that provide access to the literature in this field. These include the following:



- Wildlife and Ecology Studies Worldwide, 1935-present
- Environmental Sciences and Pollution Management (ESPM), 1967-present
- GreenFILE – 1960s-present
- Birds of North America - 2002
- Zoological Record, 1993-present
- Web of Science (Science Citation Index), 1965-present

These databases are accessible to all OSU students regardless of location. Combined with GoogleScholar, identifying relevant information should not be problematic.

### *Monographs*

The monographs collection in wildlife management and the related disciplines is adequate to support graduate degree programs. Since the proposed certificate is online-based, the Libraries growing collection of electronic books (e-books) will be valuable for the program. The library owns over 100 e-books specifically on wildlife management. In addition, the e-book collection includes the Springer Environmental Sciences collection of over 1,500 books, plus individual e-book titles on relevant topics.

### **Access costs:**

A significant part of this certificate program relies on distance delivery of the course and the materials needed by students not located on an OSU campus. The certificate program proponents intend to deliver much of the program via Blackboard. Consequently, it is imperative that ready access to available library resources be integrated into those online courses. The Libraries should be involved in the identification and incorporation of information resources into Blackboard as there are persistent quality and copyright issues.

For material not available electronically or physically at the OSU Libraries, students will need to borrow from other institutions. The cost for borrowing materials has decreased as the OSU Libraries develop more efficient systems and more extensive relationship. The average cost to borrow an item is around \$6.75; if we must purchase it, the cost averages around \$35. It is hard to estimate how much graduate students will need materials from beyond OSU; however, in the past, a typical graduate student in the College of Agricultural Science borrowed five items per year from outside the OSU libraries. Given current data, that number is probably still applicable. If a student spends a total of four quarters completing the certificate program, the cost per student for access to materials not readily available is ranges from \$30 to \$175. For a cohort of 20 students, this amounts to \$600 to \$3500. This cost should be covered by the Ecampus fee and the subsequent transfer of some Ecampus funds to the OSU Libraries.

### **Library staff and expertise:**

Janet Webster is the subject librarian for wildlife management. In that capacity, she manages the collection, provides instruction as requested, responds to reference inquiries, and develops materials to assist faculty members and students in their research. As a professor, she also holds adjunct status in the Fisheries and Wildlife Department and CEOAS as part of the Marine Resource Management faculty. Additional services include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Additional expertise is available through electronic reference and mediation for accessing materials not readily available.

**Summary:**

Given the anticipated enrollment for the Graduate Certificate in the Management of Wildlife, the OSU Libraries resources are adequate and would be excellent with the addition of international policy and management material. Delivery systems are in place to address the needs of distance students; however, ongoing access costs should be recognized and negotiated.

**Recommendations:**

Access costs:

- Integration of library resources into Blackboard
  - One time cost: \$1,000 (librarian time)

**Table 2. External faculty that teach or supervise graduate classes. Faculty CV's are available upon request.**

| <b>Faculty Member</b>                                                              | <b>Area of Expertise</b>             | <b>Course(s) Taught in GCWM Curriculum</b>                                                                             |
|------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>John Bliss</b><br>Associate Dean -<br>Graduate and<br>International<br>Programs |                                      | -FW 592 Ecosystem Services Ecology,<br>Sociology Policy<br>-SNR 520 Social Aspects of Sustainable<br>Natural Resources |
| <b>Christine Brekken</b><br>Instructor                                             | Applied Economics                    | -AREC 532 Environmental Law                                                                                            |
| <b>Lori Cramer,</b><br>Associate Professor<br>of Sociology                         |                                      | -SOC 580 Environmental Sociology<br>-SOC 581 Society and Natural Resources                                             |
| <b>Lisa Ganio</b><br>Associate Professor<br>of Forest Ecosyst &<br>Society         |                                      | -FS 523 Natural Resource Data Analysis                                                                                 |
| <b>David E. Hibbs, PhD</b><br>Professor of Forest<br>Ecosystems & Society          | Community Ecology, Silviculture      | -FS 545 Advanced Forest Community<br>Ecology                                                                           |
| <b>William Jaeger</b><br>Ext Ag & Resource<br>Policy Spec                          |                                      | -AREC 534 Environmental and Natural<br>Resource Economics                                                              |
| <b>Nancy Kerkvliet, PhD</b><br>Professor of EMT                                    | Environmental & Molecular Toxicology | -SNR 521 Economics of Sustainable<br>Natural Resources Management                                                      |
| <b>A Jon Kimerling</b><br>Emeritus<br>Appointment                                  |                                      | -GEO 544 Remote Sensing                                                                                                |
| <b>Michelle Kinzel</b><br>Instructor of Earth,<br>Ocean & Atmospheric<br>Sciences  |                                      | -GEO 565 Geographical Information<br>Systems and Science                                                               |
| <b>Seema Mangla</b><br>Instructor of Forest<br>Ecosystems & Society                |                                      | -FS 548 Biology of Invasive Plants                                                                                     |
| <b>D Perry</b><br>Instructor                                                       |                                      | -SNR 530 Ecological Principles of<br>Sustainable Natural Resources                                                     |
|                                                                                    |                                      |                                                                                                                        |

|                                                                                |                                    |                                                                                                                                          |
|--------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Brent Steel</b><br>Professor of Political Science                           |                                    | -PS 575 Environmental Politics and Policy<br>-PS 577 International Environmental Politics and Policy                                     |
| <b>Loretta Thielman</b><br>Instructor                                          | Statistics                         | -ST 511 Methods of Data Analysis (continues as ST 512, 513)                                                                              |
| <b>D Thomas</b><br>Instructor                                                  |                                    | -BOT 540 Field Methods in Vegetation Science                                                                                             |
| <b>Allen Thompson</b><br>Assistant Professor of Philosophy                     |                                    | -PHL 540 Environmental Ethics                                                                                                            |
| <b>Bryan Tilt</b><br>Associate Professor of Anthropology                       | Anthropology                       | -ANTH 581 Natural Resources and Community Values                                                                                         |
| <b>Jenna Tilt</b><br>Research Associate of Earth, Ocean & Atmospheric Sciences |                                    | -ANTH 581 Natural Resources and Community Values                                                                                         |
| <b>Blaine Vogt</b><br>Instructor of Philosophy                                 |                                    | -PHL 540 Environmental Ethics<br>-PHL 543 World Views and Environmental Values<br>-SNR 522 Basic Beliefs and Ethics in Natural Resources |
| <b>Kuuipo Walsh</b><br>Director -GIScience                                     | Earth, Ocean & Atmospheric Science | -GEO 565 Geographic Information Systems and Science                                                                                      |
| <b>Edward Weber</b><br>Dubach Chair                                            |                                    | -PS 575 Environmental Politics and Policy                                                                                                |
| <b>Charlotte Wickham</b><br>Assistant Professor of Statistics (Science)        |                                    | -ST 511 Methods of Data Analysis (continues as ST 512, 513)                                                                              |

**Table 1. Department of Fisheries and Wildlife faculty that teach or supervise graduate classes and advise graduate students\* in the area of Wildlife Science. Faculty CV's are available upon request.**

| <b>Faculty Member</b>                                                                                                                            | <b>Area of Expertise</b>                                                                                                                                             | <b>Course(s) Taught in GCWM Curriculum</b>    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| <b>C. Scott Baker, PhD</b><br>Professor of Wildlife<br>Associate Director of<br>The Marine Mammal<br>Inst.                                       | Molecular ecology of marine mammals, historical demography and population dynamics of whales, molecular taxonomy, conservation genetics.<br>*Graduate Faculty Member | -FW 519 Natural History of Whales and Whaling |
| <b>Matthew Betts, PhD</b><br>Adjunct Associate<br>Professor of Forestry<br>Forest Ecosystems<br>and Society                                      | Forest wildlife, landscape ecology.<br>*Graduate Faculty Member                                                                                                      |                                               |
| <b>John Chapman, PhD</b><br>Courtesy Assistant<br>Professor of Fisheries                                                                         | Aquatic biological invasions, invertebrate zoology and peracaridan crustacean taxonomy.                                                                              | -FW 521 Aquatic Biological Invasions          |
| <b>Robert Davison,</b><br>Instructor                                                                                                             | Fisheries and Wildlife                                                                                                                                               | -FW 515 Fisheries and Wildlife Law and Policy |
| <b>Sandra DeBano, PhD</b><br>Associate Professor<br>of Wildlife                                                                                  | Riparian ecology and entomology, aquatic-terrestrial and riparian-upland linkages, trophic interactions<br>*Graduate Faculty Member                                  | -FW 562 Ecosystem Services                    |
| <b>Bruce Dugger, PhD</b><br>Associate Professor<br>of Wildlife                                                                                   | Ecology, conservation and management of waterbirds and their wetland habitat.<br>*Graduate Faculty Member                                                            | -FW 579 Wetlands and Riparian Ecology         |
| <b>Katie Dugger, PhD</b><br>Courtesy, Associate<br>Professor of Wildlife,<br>Asst. Unit Leader,<br>USGS Cooperative<br>Wildlife Research<br>Unit | Avian population modeling, forest bird survival rates in relation to environmental variables.<br>*Graduate Faculty Member                                            |                                               |
| <b>Collin Eagles-Smith, PhD</b><br>Courtesy, Assistant<br>Professor of Wildlife,<br>USGS Forest and<br>Range Ecosystem<br>Science Center         | Ecotoxicology, food web ecology, contaminant bioaccumulation, wetland ecology, limnology, mercury toxicity<br>*Graduate Faculty Member                               |                                               |
| <b>W. Daniel Edge, PhD</b><br>Department Head<br>and Professor of<br>Wildlife Ecology                                                            | Nongame wildlife, habitat management, wildlife relationships in forest and agricultural ecosystems<br>*Graduate Faculty Member                                       |                                               |
| <b>Clinton Epps, PhD</b><br>Assistant Professor of<br>Wildlife                                                                                   | Ecology, conservation, and management of mammals; effects of climate and climate change on distribution and demography.<br>*Graduate Faculty Member                  | -FW 558 Mammal Conservation and Management    |

|                                                                                                                      |                                                                                                                                                                                                                                                |                                                                  |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>M. Jesse Ford, PhD</b><br>Associate Professor<br>of Fisheries                                                     | Paleoecology, Limnology.<br>*Graduate Faculty Member                                                                                                                                                                                           |                                                                  |
| <b>Eric Forsman, PhD</b><br>Courtesy Assistant<br>Professor of Wildlife<br>U.S. Forest Service                       | Spotted Owls, other forest wildlife<br>*Graduate Faculty Member                                                                                                                                                                                |                                                                  |
| <b>Tiffany Garcia, PhD</b><br>Assistant Professor of<br>Wildlife                                                     | Amphibian population decline, animal behavior<br>freshwater community ecology.<br>*Graduate Faculty Member                                                                                                                                     | -FW 535 Wildlife Ag                                              |
| <b>Jen Gervais, PhD</b><br>Instructor                                                                                | Interactions of contaminants with natural<br>stressors and their effects on population<br>dynamics.<br>*Graduate Faculty Member                                                                                                                | -FW 540 Animal Pop Dyn                                           |
| <b>Christian Hagen</b><br>Assistant Professor of<br>Wildlife, Senior<br>Research                                     | Avian ecology and management; conservation<br>planning<br>*Graduate Faculty Member                                                                                                                                                             |                                                                  |
| <b>Susan Haig, PhD</b><br>Courtesy, Professor<br>of Wildlife<br>USGS Forest and<br>Range Ecosystem<br>Science Center | Conservation genetics, avian behavioral ecology.<br>*Graduate Faculty Member                                                                                                                                                                   |                                                                  |
| <b>Selina Heppell, PhD</b><br>Associate Professor<br>of Fisheries                                                    | Marine fishes population ecology, life history and<br>population dynamics of marine vertebrates,<br>impacts of invasive species.<br>*Graduate Faculty Member                                                                                   | -FW 506 Projects<br>-FW 514 Professional Development:<br>Meeting |
| <b>Markus Horning, PhD</b><br>Associate Professor<br>of Wildlife                                                     | Pinniped ecology, behavioral physiology and<br>ecology of diving animals; population dynamics<br>and life histories of marine mammals.<br>*Graduate Faculty Member                                                                             |                                                                  |
| <b>Michelle Kappes,<br/>PhD</b><br>Instructor, Assistant<br>Professor of Wildlife                                    | Spatial ecology, tracking animal movements;<br>behavior, habitat use, and energetics of marine<br>birds.                                                                                                                                       |                                                                  |
| <b>Boone Kauffman,<br/>PhD</b><br>Professor of Wildlife,<br>Senior Research                                          | Interactions of ecosystems, land use, and climate<br>change in wetlands and tropical forests (current<br>emphasis is on mangroves and other coastal<br>ecosystems, tropical swamp forests, and riparian<br>zones).<br>*Graduate Faculty Member | -FW 545 Ecological Restoration                                   |
| <b>Patricia Kennedy,<br/>PhD</b><br>Professor of Wildlife                                                            | Wildlife ecology and management, conflicts<br>associated with the private and public land<br>management and the ecological impact of<br>agricultural practices on the environment.<br>*Graduate Faculty Member                                 |                                                                  |
|                                                                                                                      |                                                                                                                                                                                                                                                |                                                                  |

|                                                                                                                             |                                                                                                                                                                       |                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Holger Klinck, PhD</b><br>Assistant Professor of<br>Wildlife, Senior<br>Research                                         | Bioacoustics<br>*Graduate Faculty Member                                                                                                                              |                                                                          |
| <b>Robert Lackey, PhD</b><br>Courtesy Professor of<br>Fisheries<br>U.S. EPA, retired                                        | Ecosystem management, ecological risk<br>assessment, ecological policy.<br>*Graduate Faculty Member                                                                   | -FW 620 Ecological Policy                                                |
| <b>Bruce Mate, PhD</b><br>Professor of Wildlife<br>Director of Marine<br>Mammal Institute                                   | Marine Mammals, migration of whales.<br>*Graduate Faculty Member                                                                                                      |                                                                          |
| <b>Anita Morzillo</b><br>Assistant Professor,<br>Senior Research                                                            | Forest Ecosystems and Society                                                                                                                                         | -FW 585 Consensus Nat Resource                                           |
| <b>Dave Paoletti, MS</b><br>Instructor                                                                                      | Behavioral Ecology, Herpetology, Introduced<br>Species                                                                                                                | -FW 575 Wildlife Behavior                                                |
| <b>W. Douglas<br/>Robinson, PhD</b><br>Professor of Wildlife<br>Mace Professor of<br>Watchable Wildlife                     | Arid land ecology, community ecology, temperate<br>and tropical forest birds community dynamics in<br>fragmented landscapes.<br>*Graduate Faculty Member              | -FW 551 Avian Conservation and<br>Management<br>-FW 581 Wildlife Ecology |
| <b>Daniel Roby, PhD</b><br>Courtesy Professor of<br>Wildlife; Unit Leader,<br>USGS Cooperative<br>Wildlife Research<br>Unit | Physiological ecology, energetics of birds and<br>mammals, seabird ecology.<br>*Graduate Faculty Member                                                               | -FW 563 Conservation Biology of<br>Wildlife                              |
| <b>Dan Rosenberg, PhD</b><br>Courtesy, Associate<br>Professor of Wildlife                                                   | Applied population and landscape ecology<br>*Graduate Faculty Member                                                                                                  |                                                                          |
| <b>Dana Sanchez, PhD</b><br>Assistant Professor<br>and Extension<br>Wildlife Specialist                                     | Mammalian space use and habitat selection.<br>Human-wildlife issues.<br>*Graduate Faculty Member                                                                      |                                                                          |
| <b>Robert Suryan, PhD</b><br>Associate Professor<br>of Wildlife                                                             | Ecology and population dynamics of marine birds,<br>marine ecosystem processes affecting food web<br>dynamics and life history strategies<br>*Graduate Faculty Member |                                                                          |

## Auer, Leighann

---

**From:** Duffett, Jean  
**Sent:** Thursday, April 25, 2013 11:18 AM  
**To:** Auer, Leighann  
**Cc:** Hunter-Zaworski, Katharine; Wilcox, Anthony  
**Subject:** RE: Proposal Graduate Certificate in Wildlife Management

Leighann,

This proposal looks fine as far as space on campus is concerned. Thank you for allowing me, as a representative of the USC, to review it.

Jean

**Jean Duffett, AIA** | Architectural Space Planner  
OSU Campus Operations | Real Property & Space Services  
128 Oak Creek Building | Corvallis, OR 97331  
Ph: 541-737-3014

---

**From:** Auer, Leighann  
**Sent:** Thursday, April 25, 2013 11:14 AM  
**To:** Duffett, Jean  
**Subject:** Proposal Graduate Certificate in Wildlife Management

Good Morning Jean,

Gary Beach has asked that we acquire a response from the University Space Committee for our new proposed Fisheries and Wildlife Online Graduate Certificate in Wildlife Management.

Attached is a copy of our Proposal for Review. Please let me know if you have any questions.

Thank you,

Leighann Auer  
Scheduling Coordinator, Advising Support  
Office Specialist 2  
[leighann.auer@oregonstate.edu](mailto:leighann.auer@oregonstate.edu)  
541-737-1978  
Department of Fisheries and Wildlife  
104 Nash Hall  
Oregon State University  
Corvallis, OR 97331





**Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife**  
Distance Education Program Coordinator  
Director of On-line Graduate Programs  
Oregon State University, 104 Nash Hall, Corvallis, Oregon 97331-3803  
T 541-737-9039 | F 541-737-3590 | E [selina.heppell@oregonstate.edu](mailto:selina.heppell@oregonstate.edu)  
<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

**DATE: February 14, 2013**

**TO:** Robert Allan, Director of Student Development

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your programs of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your programs.

Please review the attached materials and send your comments, concern, or support to me by February 28<sup>th</sup>, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.

## Auer, Leighann

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**From:** Robert Allan <rallan@coas.oregonstate.edu>  
**Sent:** Thursday, February 14, 2013 12:15 PM  
**To:** Auer, Leighann  
**Subject:** Re: Curriculum Liaison: Graduate Certificate in Wildlife Management Proposal

Leighann,

I have reviewed the proposal for the Graduate Cert. in Wildlife Management and would support this certificate. Given the success DF&W has produced with the Fisheries Certificate, I'm confident they already know the challenges and issues associated with delivering a quality certificate. I'm confident it will be successful.

Robert Allan  
Director of Student Development  
College of Earth, Ocean, and Atmospheric Sciences  
104 CEOAS Admin  
Corvallis, OR 97331  
541-737-1340  
ceoas.oregonstate.edu

On Feb 14, 2013, at 10:11 AM, Auer, Leighann wrote:

> Dear Robert Allan,  
>  
> Attached you will find a proposal for our Graduate Certificate in  
> Wildlife Management and a Curriculum Liaison request.  
>  
> Please review the attached materials and send your comments, concern,  
> or support to me by February 28th, 2013. Your timely response is  
> appreciated. Demand for a Wildlife Certificate is high  
> (5-10 inquiries per term) and we hope to expedite the review in time  
> for Fall 2013.  
> Thank you,  
>  
> Leighann Auer, Office Specialist  
> Department of Fisheries & Wildlife  
> Nash Hall 104  
> Oregon State University  
> Corvallis, OR 97331  
> [leighann.auer@oregonstate.edu](mailto:leighann.auer@oregonstate.edu)<<mailto:leighann.auer@oregonstate.edu>>  
> 541-737-4531  
>  
> <winmail.dat>



**Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife**  
Distance Education Program Coordinator  
Director of On-line Graduate Programs  
Oregon State University, 104 Nash Hall, Corvallis, Oregon 97331-3803  
T 541-737-9039 | F 541-737-3590 | E [selina.heppell@oregonstate.edu](mailto:selina.heppell@oregonstate.edu)  
<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

**DATE: February 12, 2013**

**TO:** Dr. Badege Bishaw, Program Director, Master of Natural Resources, Sustainable Natural Resources,

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

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Please review the attached materials and send your comments, concern, or support to me by February 28<sup>th</sup>, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.

**From:** Bishaw, Badege  
**Sent:** Monday, January 14, 2013 4:46 PM  
**To:** Heppell, Selina  
**Cc:** Edge, W.  
**Subject:** RE: Cat I proposal for Wildlife Certificate

Hi Selina,

Thanks for your e-mail and sharing with me the I proposal for a Graduate Certificate in Wildlife Management. This Certificate will satisfy the request from prospective MNR applicants who want to specialize in Wildlife Management. It also complements other Certificate programs at OSU. I think, it will be a great addition to the online education at OSU.

Cheers,  
Badege

Badege Bishaw, Ph.D., Program Director,  
Master of Natural Resources, and  
Sustainable Natural Resources Graduate Program  
Department of Forest Ecosystems and Society  
Oregon State University  
Corvallis, OR 97331

Phone: 541-737-9495  
Fax: 541-737-1393

**From:** Heppell, Selina  
**Sent:** Wednesday, January 02, 2013 11:23 AM  
**To:** Bishaw, Badege  
**Cc:** Edge, W.  
**Subject:** Cat I proposal for Wildlife Certificate

Dear Badege,

I hope you had a fun and relaxing holiday.

I am hoping you have time to review the attached Cat I proposal for a new online Certificate in Wildlife Management. We have discussed this before, and I think there will be a strong demand for this Certificate. It should enhance both of our programs, as there are a number of applicants to MNR that have asked about a Certificate like this one that is more wildlife conservation focused than SNR or Fisheries. However, I do want your feedback before submitting this proposal because there is some overlap with the SNR Certificate.

Thanks for your time –  
Selina

~~~~~<o)\*\*\*))>~~~~~

Dr. Selina S. Heppell, Associate Professor
Director of On-Line Graduate Programs
Department of Fisheries and Wildlife
Oregon State University

104 Nash Hall, Corvallis, OR 97331

Office phone: 541-737-9039

<http://oregonstate.edu/heppell>

BSc in Fisheries and Wildlife Science

Grad Certificate in Fisheries Management

Professional Science Master's in

Fisheries and Wildlife Administration (PSMFWA)

Coming soon: Grad Certificate in Wildlife Management



Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife
Distance Education Program Coordinator
Director of On-line Graduate Programs
Oregon State University, 104 Nash Hall, Corvallis, Oregon 97331-3803
T 541-737-9039 | F 541-737-3590 | E selina.heppell@oregonstate.edu
<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

DATE: February 14, 2013

TO: Dr. Andrew Blaustein, Director of the Graduate Program in Environmental Sciences

FROM: Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

SUBJECT: Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your programs of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your programs.

Please review the attached materials and send your comments, concern, or support to me by February 28th, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.



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DATE: February 21, 2013

TO: Alfonso Bradoch, Director of Department and Learner Services

FROM: Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

SUBJECT: Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your programs of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your programs.

Please review the attached materials and send your comments, concern, or support to me by March 7th, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.

Auer, Leighann

From: Heppell, Selina
Sent: Wednesday, May 08, 2013 7:49 AM
To: Bradoch, Alfonso
Cc: Auer, Leighann
Subject: Liaison for Wildlife Certificate

Hi Alfonso,

Thank you for your review and questions about our Graduate Certificate Proposal. Answers to your questions are below. We will be submitting the final proposal today.

Cheers –

Selina

Ecampus Curriculum Liaison for the proposed Graduate Certificate in Wildlife Management

Although a formal proposal to Ecampus for offer of the program online has not yet been received, Ecampus does support this curricular proposal. That said, we do have several comments for consideration:

- Pg. 5 – Second full paragraph. “The Graduate Certificate in Wildlife Management will be offered entirely online through Ecampus, but *will also be available to Corvallis on-campus students ...*”
Is the proposed program intended to be available only through Ecampus, or also through Corvallis campus? Tuition would be problematic for campus-based students opting to take a fully online program, unless this is clearly articulated.

Many of the courses listed on the curriculum are available on campus, and a small number of on-campus students are expected to enroll in the Certificate. The Fisheries Management Certificate has seen on-campus enrollment of 2-4 students per year. On-campus students may choose courses that are offered on campus, or take Ecampus courses with appropriate tuition and fees. The following sentence has been added to the Overview page:

Many of the courses have on-campus sections, and on-campus students can choose on-campus offerings or take the on-line courses with the appropriate tuition and fees.

- Pg. 9 - Second paragraph, last sentence. The proposal states students will be able to add the proposed graduate certificate to the existing Master of Natural Resources program. Has there been discussion with the MNR about coordination, administration and potential revenue sharing to cover administrative costs?

Yes, please see liaison letter from Badege Bishaw, Director of MNR.

- Pg. 11- Other staff. Indicates Lisa Pierson, F&W Graduate advisor will advise this new population of students. Will this position coordinate in some way with the MNR director for students linking this graduate certificate to the MNR?

The FW Certificate Program Director (Selina Heppell) meets quarterly with MNR and other Certificate Directors to review MNR applications and discuss MNR enrollments and administration. Certificate students will have to apply to MNR and are not guaranteed admission.

- Pg. 14 – Accreditation, paragraph b. The proposed program will not provide all of the coursework required for certification through The Wildlife Society. What impact will this have on graduates’ employability if the student does not choose to take the additional coursework necessary to meet TWS certification requirements?

We have modified the language regarding Wildlife Society certification throughout the proposal. The Certification requires over 100 hours of coursework, but that includes undergraduate courses. We see the Wildlife Certificate as providing an opportunity for students to add coursework that they may be deficient in to obtain the certificate, but clearly 18 credits is not sufficient for certification. Our Graduate Advisor will be able to work with a student who is working on Certification to choose courses that can contribute to it. This Certification is administered by a professional society; we will be working with the Education Committee of The Wildlife Society (TWS) to develop this connection more fully. Here is how we are phrasing the TWS connection now:

- a) [for students who are] in need of particular coursework to contribute to professional certification, such as Wildlife Scientist.

(Executive Summary and section 4d Need)

- Pg. 16 – Ecampus questions the statement that “Graduate Certificates for natural resource fields are an experiment, along with graduate education.” The research literature supports the efficacy of online and hybrid learning as superior to solely site-based learning.

This sentence has been deleted.

~~~~~<0)\*\*\*))>~~~~~

Dr. Selina S. Heppell, Associate Professor  
Director of On-Line Graduate Programs  
Department of Fisheries and Wildlife  
Oregon State University  
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<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

**DATE: February 14, 2013**

**TO:** Dr. Susan M. Capalbo, Department Head, Agricultural and Resource Economics

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your department.

Please review the attached materials and send your comments, concern, or support to me by February 28<sup>th</sup>, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

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**DATE: February 14, 2013**

**TO:** Dr. Lynda M. Ciuffetti, Department Head, Department of Botany and Plant Pathology

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

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**DATE: February 14, 2013**

**TO:** Flaxen Conway, Director of Marine Resource Management

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

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In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your program of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your program.

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**DATE: February 14, 2013**

**TO:** Lynette de Silva, Associate Director, Water Conflict Management and Transformation Coordinator, IDES Program

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

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Thank you for your time and input.

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## **Auer, Leighann**

---

**From:** Lynette de Silva <desilval@geo.oregonstate.edu>  
**Sent:** Wednesday, May 01, 2013 7:04 AM  
**To:** Auer, Leighann  
**Subject:** Re: OSU Graduate Certificate Wildlife Management

Hello, Leighann Auer:

This program looks very promising, and a great addition to the current online certificate programs! Fantastic. Thanks for extending the opportunity to learn about the program.

Best wishes,

Lynette

---

Lynette de Silva  
Director, Program in Water Conflict Management and Transformation  
Oregon State University  
College of Earth, Ocean, and Atmospheric Sciences  
104 CEOAS Admin Bldg., Corvallis, OR 97331-5503

Phone: (541) 737-7013  
Fax: (541) 737-1200  
E-mail: [desilval@geo.oregonstate.edu](mailto:desilval@geo.oregonstate.edu)

**Program in Water Conflict Management and Transformation**  
<http://www.transboundarywaters.orst.edu/>

**Increasing Diversity in the Earth Sciences**  
<http://ides.science.oregonstate.edu>

On 4/30/13 6:23 AM, Auer, Leighann wrote:

Good Afternoon,

Earlier in February we contacted you as a curriculum liaison for our proposed Graduate Certificate in Wildlife Management. Since the proposal is a Category I classification, the review committee has asked that we receive a response from each of our liaisons.

A prompt, short response to this email will help us meet our deadline and is most appreciated. The proposal is attached for review.

We would like to collect all responses no later than May 7<sup>th</sup>, 2013, please let us know if you have any questions.

Thank you,

Leighann Auer  
Scheduling Coordinator, Advising Support  
Office Specialist 2  
[leighann.auer@oregonstate.edu](mailto:leighann.auer@oregonstate.edu)  
541-737-1978  
Department of Fisheries and Wildlife  
104 Nash Hall  
Oregon State University  
Corvallis, OR 97331



**Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife**  
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<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

**DATE: February 14, 2013**

**TO:** Dr. Denise Lach, Transitional Director, School of Public Policy

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your programs of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your programs.

Please review the attached materials and send your comments, concern, or support to me by February 28<sup>th</sup>, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

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## Auer, Leighann

---

**From:** Lach, Denise  
**Sent:** Monday, April 29, 2013 5:47 PM  
**To:** Auer, Leighann  
**Subject:** RE: OSU Graduate Certificate Wildlife Management

Leighann – thanks for letting me take a look at this Cat I for your proposed certificate in Wildlife Management. This looks like a well-thought out and robust program, drawing on your strengths and experiences from the Fisheries model. You have included the appropriate classes from the School of Public Policy, all of which are online and usually taught at least once a year so your students will have access to them. I wish you luck with the proposed program. Denise

Denise Lach, Director  
School of Public Policy  
Professor, Sociology  
[Denise.lach@oregonstate.edu](mailto:Denise.lach@oregonstate.edu)  
541-737-5471

---

**From:** Auer, Leighann  
**Sent:** Monday, April 29, 2013 3:24 PM  
**Subject:** OSU Graduate Certificate Wildlife Management

Good Afternoon,

Earlier in February we contacted you as a curriculum liaison for our proposed Graduate Certificate in Wildlife Management. Since the proposal is a Category I classification, the review committee has asked that we receive a response from each of our liaisons.

A prompt, short response to this email will help us meet our deadline and is most appreciated. The proposal is attached for review.

We would like to collect all responses no later than May 7<sup>th</sup>, 2013, please let us know if you have any questions.

Thank you,

Leighann Auer  
Scheduling Coordinator, Advising Support  
Office Specialist 2  
[leighann.auer@oregonstate.edu](mailto:leighann.auer@oregonstate.edu)  
541-737-1978  
Department of Fisheries and Wildlife  
104 Nash Hall  
Oregon State University  
Corvallis, OR 97331



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**DATE: February 12, 2013**

**TO:** Dr. Virginia Lesser, Department Chair, Statistics Department

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your department.

Please review the attached materials and send your comments, concern, or support to me by February 28<sup>th</sup>, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

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**Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife**  
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**DATE: February 14, 2013**

**TO:** Dr. Ben Mutschler, Director, School of History, Philosophy, and Religion

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

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**DATE:** February 14, 2013

**TO:** Michael Price, Academic Advisor, Anthropology

**FROM:** Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

**SUBJECT:** Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.

**From:** Kellar, Brenda  
**Sent:** Saturday, February 23, 2013 8:06 AM  
**To:** Heppell, Selina  
**Cc:** Minc, Leah  
**Subject:** RE: Curriculum Liaison: Graduate Certificate in Wildlife Management

This is perfect! Thanks.  
Brenda

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**From:** Heppell, Selina  
**Sent:** Friday, February 22, 2013 5:47 PM  
**To:** Kellar, Brenda  
**Cc:** Minc, Leah  
**Subject:** RE: Curriculum Liaison: Graduate Certificate in Wildlife Management

Dear Brenda,  
Absolutely not! We do not expect any department to alter their course offerings to meet our needs, but we do want students to take advantage of relevant course offerings in other programs. It also promotes our goal of integration in our curricula. We just wanted to be sure to include the departments of courses we have listed as options so they would be aware of the potential for a few FW students in their courses.  
So, just to be more specific:

Basically, the question from the anthropology unit is – what is our participation committing us to in the future?  
Please just liaison with us if you develop new courses, particularly online, that might be of interest to our students.

Will we be obliged to offer the Anth 581 on a schedule F&W determines? Will we be required to offer it a certain number of times a year?  
Definitely not. It is very helpful for our planning to know when the course(s) will be offered, but if you choose not to offer a course we will simply remove it from our list of options. I anticipate that you will see 1-5 additional students per year in ANTH courses because of this program.

Will we be expected to develop any new classes in the future to support this program?  
There are no new courses planned for this program, so no, we are not expecting any!

Any information you can give me would be appreciated!  
Please let me know if there is anything else you may be concerned about.

Cheers –  
Selina

~~~~~<O)\*\*\*))>~~~~~

Dr. Selina S. Heppell, Associate Professor
Director of On-Line Graduate Programs
Department of Fisheries and Wildlife
Oregon State University

104 Nash Hall, Corvallis, OR 97331
Office phone: 541-737-9039
<http://oregonstate.edu/heppell>

BSc in Fisheries and Wildlife Science
Grad Certificate in Fisheries Management
Professional Science Master's in
Fisheries and Wildlife Administration (PSMFWA)
Coming soon: Grad Certificate in Wildlife Management

From: Price, Michael
Sent: Thursday, February 14, 2013 11:33 AM
To: Kellar, Brenda
Subject: FW: Curriculum Liaison: Graduate Certificate in Wildlife Management

Hi Brenda

The email below and attached documents were sent to me by Fish and Wildlife regarding a new certificate program they will be teaching primarily online. It includes ANTH 581 as an elective, so I believe that is why I am being consulted.

I'm sending this because it would impact ANTH 581, but I can deal with them if you'd like. I think the main issue would be if there would be unreasonable demand for the course, which I don't think there would be but you are a better judge of that than I.

Let me know what you think and I can do the correspondence, or you can take it from here if you'd like.

Regards,

Michael

From: Auer, Leighann
Sent: Thursday, February 14, 2013 10:48 AM
To: Price, Michael
Subject: Curriculum Liaison: Graduate Certificate in Wildlife Management

Dear Michael Price,

Attached you will find a proposal for our Graduate Certificate in Wildlife Management and a Curriculum Liaison request.

Please review the attached materials and send your comments, concern, or support to me by February 28th, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Thank you,

Leighann Auer, Office Specialist
Department of Fisheries & Wildlife
Nash Hall 104
Oregon State University
Corvallis, OR 97331
leighann.auer@oregonstate.edu
541-737-1978



Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife
Distance Education Program Coordinator
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DATE: February 14, 2013

TO: Dr. Barbara Taylor, Professional Science Master's Director

FROM: Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

SUBJECT: Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your programs of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your programs.

Please review the attached materials and send your comments, concern, or support to me by February 28th, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.



Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife
Distance Education Program Coordinator
Director of On-line Graduate Programs
Oregon State University, 104 Nash Hall, Corvallis, Oregon 97331-3803
T 541-737-9039 | F 541-737-3590 | E selina.heppell@oregonstate.edu
<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

DATE: February 14, 2013

TO: Kuuipo Walsh, Director of the OSU GIScience Certificate Program

FROM: Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

SUBJECT: Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your program of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your program.

Please review the attached materials and send your comments, concern, or support to me by February 28th, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.

Auer, Leighann

From: Walsh, Kuuipo
Sent: Tuesday, May 07, 2013 1:01 PM
To: Auer, Leighann
Subject: RE: OSU Graduate Certificate Wildlife Management

Hi Selina,

Thank you for sharing the Category I proposal with us. We have no objections to the graduate certificate in Wildlife Management. The program appears well thought out. And many of our GIScience students are likely to be interested in integrating GIScience with Wildlife Management.

Best wishes on a successful proposal,
Kuuipo

Ms. Kuuipo Ann Walsh, Director
GIScience Certificate Program
134 Wilkinson Hall,
Oregon State University
Corvallis, Oregon 97331
p: 541.737.3795 f: 541.737.1200

From: Auer, Leighann
Sent: Monday, April 29, 2013 3:24 PM
Subject: OSU Graduate Certificate Wildlife Management

Good Afternoon,

Earlier in February we contacted you as a curriculum liaison for our proposed Graduate Certificate in Wildlife Management. Since the proposal is a Category I classification, the review committee has asked that we receive a response from each of our liaisons.

A prompt, short response to this email will help us meet our deadline and is most appreciated. The proposal is attached for review.

We would like to collect all responses no later than May 7th, 2013, please let us know if you have any questions.

Thank you,

Leighann Auer
Scheduling Coordinator, Advising Support
Office Specialist 2
leighann.auer@oregonstate.edu
541-737-1978
Department of Fisheries and Wildlife



Dr. Selina S. Heppell, Associate Professor, Department of Fisheries and Wildlife
Distance Education Program Coordinator
Director of On-line Graduate Programs
Oregon State University, 104 Nash Hall, Corvallis, Oregon 97331-3803
T 541-737-9039 | F 541-737-3590 | E selina.heppell@oregonstate.edu
<http://oregonstate.edu/heppell> <http://fw.oregonstate.edu>

DATE: February 14, 2013

TO: Dr. Virginia Weis, Department Chair, Zoology

FROM: Selina Heppell, Director of On-line Graduate Programs, Department of Fisheries and Wildlife

SUBJECT: Curriculum Liaison: Graduate Certificate in Wildlife Management

The attached Category I proposal and attachments describe a new Certificate program in Wildlife Management. This proposal stems from our successful Graduate Certificate in Fisheries Management, which currently serves 36 students and has awarded 33 certificates over the past 4 years. This Certificate is designed to be completely on-line, but will also be available to students on-campus.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Importantly, there may be courses listed in the proposed curriculum that are in your department.

Please review the attached materials and send your comments, concern, or support to me by February 28th, 2013. Your timely response is appreciated. Demand for a Wildlife Certificate is high (5-10 inquiries per term) and we hope to expedite the review in time for Fall 2013.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

A handwritten signature in black ink that reads "Selina Heppell". The signature is written in a cursive, flowing style.

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in Wildlife Management
 Academic Year: 2013-2014

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | 10,537 (.16) | | | | 22,963 (.34) | 33,500 (.5) |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | 2,516 (.06) | | | | 5,484 (.14) | 8,000 (.2) |
| Fellowships/Scholarships | | | | | | |
| OPE | 5,874 | | | | 12,801 | 18,675 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | 18,927 | | | | 41,248 | 60,175 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | 1,000 | | | | 4,113 | 6,000 |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | 1000. | | | | 4,113 | 6,000 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | | | | 0 | 0 |
| GRAND TOTAL | 19927 | | | | 45,361 | 66,175 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in Wildlife Management
 Academic Year: 2014-2015

Indicate the year: _____ First X _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | 4,275 (.06) | | | | 29,895 (.44) | 34,170 (.5) |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | 1,021 (.03) | | | | 7,139 (.17) | 8,160 (.2) |
| Fellowships/Scholarships | | | | | | |
| OPE | 2,383 | | | | 16,666 | 19,049 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | 7,679 | | | | 53,700 | 61,379 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | 6,780 | 7,750 |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | 6,780 | 7,750 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | | | | 0 | 0 |
| GRAND TOTAL | 7679 | | | | 60,480 | 69,129 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in Wildlife Management
 Academic Year: 2015-2016

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | 34,854 (.5) | 34,854 (.5) |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | 8,323 (.2) | 8,323 (.2) |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | 19,430 | 19,430 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | 62,607 | 62,607 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | 9,500 | 9,500 |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | 9,500 | 9,500 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | 72,107 | 72,107 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in Wildlife Management
 Academic Year: 2016-2017

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | 35,551 (.5) | 35,551 (.5) |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | 8,489 (.2) | 8,489 (.2) |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | 19,818 | 19,818 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | 63,858 | 63,858 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | 9,500 | 9,500 |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | 9,500 | 9,500 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | 0 | 0 |
| GRAND TOTAL | | | | | 73,358 | 73,358 |

PROGRAM TITLE: Graduate Certificate in Wildlife Management

BUDGET PERIOD: From FY 2013-2014 to FY 2016-2017

| | RECURRING | | | |
|--------------------------------|---------------|---------------|---------------|----------------|
| | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4 |
| Personnel | | | | |
| Faculty, Tenured/Tenure-track | 9,500 | 9,690 | 9,884 | 10,082 |
| Faculty, fixed-term | 24,000 | 24,480 | 24,970 | 25,469 |
| Sub-total, Faculty | 33,500 | 34,170 | 34,854 | 35,551 |
| Graduate Assistants | - | - | - | - |
| Support Staff | 8,000 | 8,160 | 8,323 | 8,489 |
| Fellowship/Scholarship | - | - | - | - |
| OPE | 18,675.00 | 19,048.50 | 19,429.65 | 19,818.00 |
| Personnel Subtotal | 60,175 | 61,379 | 62,607 | 63,858 |
| Other Expenses | | | | |
| Library, Printed | | | | |
| Library, Electronic | 6,000 | 7,750 | 9,500 | 9,500 |
| Services & Supplies | | - | - | - |
| Capital Equipment | | | | |
| Facilities Renovation | | | | |
| Other Expenses Subtotal | 6,000 | 7,750 | 9,500 | 9,500 |
| | | | | |
| Total Cost of Program | 66,175 | 69,129 | 72,107 | 73,358 |
| | | | | |
| Resources | | | | |
| Current Budget, unit | | | | |
| Tuition | 45,360 | 60,480 | 90,720 | 120,960 |
| Fees/Sales | | | | |
| Other, describe: | | | | |
| Foundation Endowment | | | | |
| Provost, tenure-track 2 hires | | | | |
| | | | | |
| Total Resources | 45,360 | 60,480 | 90,720 | 120,960 |

Note: Please include budget narrative describing items listed above.

| | | | | |
|-----------------------|--------|-------|----------|----------|
| Revenue/Expense check | 20,815 | 8,649 | (18,613) | (47,602) |
|-----------------------|--------|-------|----------|----------|

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Graduate Certificate in Wildlife Management

BUDGET PERIOD: From FY 2013-2014 to FY 2016-2017

| | ONE-TIME | | | |
|--------------------------------|---------------|---------------|---------------|---------------|
| | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4 |
| Personnel | | | | |
| Faculty, Tenured/Tenure-track | 0.00 | 0.00 | 0.00 | 0.00 |
| Faculty, fixed-term | | | | |
| Sub-total, Faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| Graduate Assistants | | | | |
| Support Staff | | | | |
| Fellowship/Scholarship | | | | |
| OPE | | | | |
| Personnel Subtotal | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Expenses | | | | |
| Library, Printed | | | | |
| Library, Electronic | | | | |
| Services & Supplies | | | | |
| Capital Equipment | | | | |
| Facilities Renovation | | | | |
| Other Expenses Subtotal | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Cost of Program | | | | |
| | 0.00 | 0.00 | 0.00 | 0.00 |
| Resources | | | | |
| Current Budget, unit | 0.00 | 0.00 | 0.00 | 0.00 |
| Tuition | | | | |
| Fees/Sales | | | | |
| Other, describe: | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Resources | 0.00 | 0.00 | 0.00 | 0.00 |

Note: Please include budget narrative describing items listed above.

Revenue/Expense check 0.00 0.00 0.00 0.00

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Graduate Certificate in Wildlife Management

BUDGET PERIOD: From FY 2013-2014 to FY 2016-2017

| | SUMMARY | | | |
|--------------------------------|---------------|---------------|---------------|----------------|
| | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4 |
| Personnel | | | | |
| Faculty, Tenured/Tenure-track | 9,500 | 9,690 | 9,884 | 10,082 |
| Faculty, fixed-term | 24,000 | 24,480 | 24,970 | 25,469 |
| Sub-total, Faculty | 33,500 | 34,170 | 34,854 | 35,551 |
| Graduate Assistants | - | - | - | - |
| Support Staff | 8,000 | 8,160 | 8,323 | 8,489 |
| Fellowship/Scholarship | - | - | - | - |
| OPE | 18,675 | 19,049 | 19,430 | 19,818 |
| Personnel Subtotal | 60,175 | 61,379 | 62,607 | 63,858 |
| Other Expenses | | | | |
| Library, Printed | - | - | - | - |
| Library, Electronic | 6,000 | 7,750 | 9,500 | 9,500 |
| Services & Supplies | - | - | - | - |
| Capital Equipment | - | - | - | - |
| Facilities Renovation | - | - | - | - |
| Other Expenses Subtotal | 6,000 | 7,750 | 9,500 | 9,500 |
| | | | | |
| Total Cost of Program | 66,175 | 69,129 | 72,107 | 73,358 |
| | | | | |
| Resources | | | | |
| Current Budget, unit | - | - | - | - |
| Tuition | 45,360 | 60,480 | 90,720 | 120,960 |
| Fees/Sales | - | - | - | - |
| Other, describe: | - | - | - | - |
| Foundation Endowment | - | - | - | - |
| Provost, tenure-track 2 hires | - | - | - | - |
| | - | - | - | - |
| Total Resources | 45,360 | 60,480 | 90,720 | 120,960 |

Note: Please include budget narrative describing items listed above.

1. Review - College Approver - Agricultural Sciences

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, May 17, 2013 9:29am

Comments

Sarah Williams (College Approver - Agricultural Sciences) May 17, 2013 9:29am
Returning to Originator to upload additional documents. SW

2. Originator Response

[Leighann Auer](#) Office Specialist 2 / Fisheries and Wildlife, May 17, 2013 11:13am

3. Review - College Approver - Agricultural Sciences

Approved by [Brett Jeter](#) Head Advisor/Dir Outreach / College of Ag Admin, May 31, 2013 10:39am

4. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, June 10, 2013 10:38am

Comments

Sarah Williams (Curriculum Coordinator) June 10, 2013 10:38am
This proposal is ready for review by the Budgets and Fiscal Planning Committee.

5. Review - Budgets and Fiscal Planning Committee

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, July 8, 2013 2:06pm

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) July 8, 2013 2:06pm
Returning to Originator for additional information. SW

6. Originator Response

[Leighann Auer](#) Office Specialist 2 / Fisheries and Wildlife, July 8, 2013 3:09pm

Comments

Leighann Auer July 8, 2013 3:09pm
Two courses (FW 537 & 538) were added into the curriculum of the proposal.

7. Review - Budgets and Fiscal Planning Committee

Approved by [Luke Mc Ilvenny](#) Mgr-Business Center / Bus & Engr Business Ctr, October 18, 2013 9:50am

Comments

Luke Mc Ilvenny (Budgets and Fiscal Planning Committee) October 18, 2013 9:50am
Please correct table on page 28 to match budgeted figures (page 52); budget outline form year 1, column A, Library/Electronic s/b \$1,887; budget outline form year 1, column A grand total s/b \$20,814; budget outline form year 2, column A Library/Electronic s/b \$970 and grand total s/b \$8,649.

**An Action Plan for the
Master of Arts in Interdisciplinary Studies (MAIS)
Graduate Program**

The Graduate School
Oregon State University

September 2013

Prepared by
David Bernell
Director, Master of Arts in Interdisciplinary Studies Program

Introduction

The Master of Arts in Interdisciplinary Studies (MAIS) program has undergone a comprehensive review in 2013. As a result of this review, which has included the preparation of a self-study and an on-site review, the MAIS program has been provided with a number of recommendations to strengthen the program.

The review panel has recommended the following:

1. Expand the focus of the MAIS beyond the College of Liberal Arts, possibly including serving as an incubator for new interdisciplinary graduate programs, and increasing the Director appointment to .5 FTE or adding a Co-Director from STEM disciplines.
2. Rebrand and market the MAIS to attract top applicants and bolster the program's reputation.
3. Consider adding a writing requirement for applicants, and perhaps using GRE or GMAT scores.
4. Continue core MAIS courses and add a third on research methods.
5. Add a required research colloquium series for 2nd year students, either in addition to or in lieu of a third required core course.
6. Develop "tracks" in disciplines that cohorts could take together.
7. Establish one or two admissions cycles instead of continuing rolling admissions.
8. Require the same number of credits in each area of study.
9. Consider requiring an appendix to every thesis or project that provides an account of how interdisciplinary scholarship was achieved.
10. Develop a handbook for MAIS faculty and advisors.
11. Provide a "home" for MAIS students either in the form of a physical space or continuation of IST courses into the 2nd year.
12. Track information on students in a way that is accessible to departments and faculty.

These recommendations, along with the discussion of the MAIS program in the full report, all point to several broad objectives, which can be characterized as such:

- A. Broaden the appeal of the MAIS beyond the College of Liberal Arts
- B. Achieve a greater sense of interdisciplinarity in students' work and their identity on campus
- C. Clarify the roles, responsibilities and opportunities for students and faculty
- D. Improve program administration
- E. Enhance the reputation of the program

In order to achieve these outcomes, the MAIS program proposes to take action on several fronts. These action items are discussed below, and they include concrete steps to be taken, along with a timeframe for their implementation. Though these are broken down according to the objectives listed above, many of these changes will serve the attainment of more than one of the stated objectives.

Action Plan

A. Broaden the appeal of the MAIS (Recommendations 1 and 6)

A.1

Goal: Develop “tracks” or groups of courses/fields that work well together.

Such frameworks can broaden the appeal of the program by highlighting programs and departments that are not commonly used in the MAIS, along with those that are more commonly used. Trends that are emerging in academic research, such as human-technology interactions, or relations between humans and the built environment, can weave together fields in the social sciences and humanities with fields in the sciences, mathematics and engineering. Another possibility suggested by the review panel is a track to fulfill requirements for teaching in Northwest Community Colleges.

Action Item: The MAIS program will develop at least two “tracks” per year over each of the next two academic years. This will involve working in coordination with multiple departments and programs, with emphasis on those that have low participation in the MAIS. This will include the development of sample programs of study, and a featured web presence of these options.

Metric: The first proposed track will be developed by the end of winter term 2014, and the second one by the end of spring term 2014. A similar schedule will be followed in winter and spring of 2015 to complete a total of four tracks. New tracks will subsequently be added as the opportunity and need arises.

A.2

Goal: Engage in outreach to programs beyond those that are already well-subscribed by MAIS students.

Expansion of MAIS participation across campus will require outreach and cultivation. To that end, the MAIS Director and the faculty who serve on the admissions committee/advisory group will need to engage faculty, graduate advisors and administrators throughout campus.

Action Item and Metric: MAIS program representatives will hold a minimum of three meetings per term with faculty, chairs and directors over the next two academic years. They will target programs that have been attractive to MAIS applicants and students, but unavailable or minimally used as fields of study.

A.3

Goal: Serve as an incubator for new interdisciplinary programs at OSU.

The process of developing new degree programs at OSU is labor and time intensive, requiring the development of a Category I proposal and a comprehensive approval process. In addition to providing an interdisciplinary degree in the form of the MAIS, Interdisciplinary Programs in the Graduate School can potentially add a new function, that of housing proposed new interdisciplinary programs in order to test their feasibility. This can allow faculty and students to engage interdisciplinary projects earlier than could otherwise be achieved, while testing whether a program can be sustainable. This is an ambitious goal, and will require careful study and coordination to determine administrative needs and funding mechanisms, along with potential interest across campus and a suitable initial test case.

Action Item: The MAIS program will study this option and provide a report to the Dean and Associate Dean of the Graduate School. This report will consider the opportunities and barriers to this proposal, along with recommendations and a plan for moving forward if the proposal is deemed feasible.

Metric: The report will be provided to the Dean and Associate Dean of the Graduate School by December 2014.

One additional recommendation from the review panel was to consider expanding the appointment of the MAIS Director to .5 FTE, or to add a co-director from one of the STEM disciplines, to allow for broader program outreach, appeal and participation. It is uncommon to have Co-Directors for graduate programs, due to cost and feasibility of management. Moreover, since the MAIS has no faculty or facilities of its own, and only two courses it offers, employing two directors seems unnecessary, especially in comparison to other programs on campus. Expansion of the Director's appointment to .5 FTE could make sense if responsibility expands to include the development and supervision of an incubator type of program. However, with the current level of responsibility, the .25 FTE seems both reasonable and consistent (or better) than the level of FTE provided to other program directors on campus whose appointments include teaching, research, service and administration.

B. Achieve greater sense of interdisciplinarity in students' work and their identity on campus (Recommendations 4, 5, 8, 9 and 11)

B.1

Goal: Revise and expand core curriculum.

The MAIS program currently requires two courses, totaling 4 credit hours. The review panel recommended that additional attention be paid to research methods and interdisciplinarity in these courses, as well as an expansion of course requirements. An appropriate way to initiate this is to add a

1-credit research colloquium for students in the second year to present their research to fellow students, as well as faculty. (The MAIS already holds one or two of these types of sessions a year, but they are voluntary and few in number.) This would allow presenters to gain feedback and suggestions on their research and writing. It would also help to develop a sense of cohort among MAIS students, as added meetings throughout the entire degree program can serve in lieu of a physical space to help create a “home” for MAIS students. A colloquium can also serve to broaden program appeal by sharing interdisciplinary research and demonstrating the potential of the program to faculty across campus.

Action Item: The MAIS program will develop a required 1-credit research colloquium course for 2nd year MAIS students, and will complete the Category II approval process.

Action Item: The content and scheduling of IST 511 and 512 will be reviewed to ensure sufficient attention to diverse research methods, and to ensure optimal timing of the courses, as well as frequency of class meetings. Changes will be implemented in the current academic year.

Metrics: Completion of the Category II process for the new MAIS course will be done no later than the spring of 2014. The new course will be offered (and required of students) starting with those entering the MAIS program during the 2014-15 academic year.

B.2

Goal: Revise requirements for the program of study and thesis/project to promote interdisciplinarity. Currently, the MAIS program requires a minimum of 9 credits in each field of study and a maximum of 21 credits. The panel recommended making a change so that an equal number of credits is required in each field of study. While requiring full equality among fields may not be attainable (due to varying course credits among classes and departments, as well as course availability), diminishing the lower and upper limits to 12 minimum/18 maximum would help to achieve the goal. In addition, the panel recommended adding a requirement that each thesis/project include an appendix explaining how the student achieved interdisciplinary scholarship. This would also help to bolster the program and the work of the students.

Action Item: The MAIS Director will consult with the program’s stakeholders (the Dean and Associate Dean, the admissions/advisory group, faculty, graduate advisors, and students), to determine the support, appropriateness and feasibility of pursuing these two changes.

Metrics: A decision regarding adoption of these two proposals will be reached by the summer term 2014, and any changes to be made will be implemented no later than the end of fall term 2014.

C. Clarify the roles and responsibilities for students and faculty (Recommendation 10)

Goal: Revise the MAIS website and forms.

Meeting this objective is a communications-oriented task. It includes building on the work that is done on a periodic basis to improve the clarity and sometimes the scope of various MAIS documents, particularly the MAIS website. Some specific ideas of new materials from the review committee include a handbook for faculty to clarify their roles and responsibilities; information on new “tracks,” with sample programs of study; and a fact sheet for students to help them communicate about their work and their degree to prospective employers. Other useful ideas suggested are an FAQ section for applicants, students, faculty and administrators; and profiles of a few “success stories” from the program. All of these would be enhancements to the MAIS website, and some may be available as hard copies as well. Taking these steps will also serve the goal of improving the coordination and consistency among departments and programs, which was discussed by the review panel, but not added as a formal recommendation.

Action Item: The MAIS program will review and revise its website, and will develop new materials to ensure that all program stakeholders can 1) better understand and communicate their roles and responsibilities; and 2) maintain a clear understanding about program goals, rules and procedures.

Metric: A first round of revisions to the MAIS website will be completed by January 2014, though the process will be an ongoing one. A student fact sheet will be completed by the end of spring 2014, and a faculty handbook will be ready for use starting in the fall of 2014.

D. Improve program administration (Recommendations 7 and 12)

D.1

Goal: Simplify and streamline the admissions process.

The MAIS Director, the review panel, and the graduate advisors of programs participating in the MAIS all agree that the admissions process should be changed. Instead of having rolling admissions, the program should establish one or two admissions cycles. The MAIS will therefore establish a single admissions cycle. Applications will be due March 1 of each year, and admissions decisions will be communicated to applicants no later than April 1. (Some exceptions may be made on a case-by-case basis as warranted.) An expanded and clarified explanation of application process will be substituted for the current webpage, as per the review panel’s recommendation.

Action Item: The MAIS program will implement the admissions cycle change in the current year. The Director will revise all materials to clearly explain the new timeline and admissions process, and will work closely with staff in the Graduate School and advisors in participating programs to ensure that all stakeholders fully understand the process to be adopted. It should be noted that the program will phase

in this change, allowing applications to be submitted for the winter 2014 term, so as not to abruptly change the requirements for applicants who may have been planning to submit applications for the winter 2014 term.

Metric: This change is to be implemented right away, and all communications and web postings will be completed by the end of October 2013.

D.2

Goal: Improve information management.

The MAIS program needs to make better use of the limited administrative support it gets each year. In particular, the program has to systematize the collection and management of information about students (e.g., fields of study, enrollment status) so that information is readily available to not only the Director, but to faculty advisors as well.

Action Item: The MAIS Director will work with the administrative staff person supporting the MAIS to develop a plan for acquiring and distributing information about MAIS students (and the program in general) on a regular basis. The Director will consult with the MAIS admissions/advisory group (and the Associate Dean of the Graduate School as required) to receive recommendations about the type of data that needs to be compiled, the frequency with which it should be compiled and distributed, and who should receive it (or have access to it, depending upon the process used).

Metric: A schedule of the information to be collected and its distribution will be developed during the fall term of 2013. The plan that is developed will be implemented in the winter of 2014.

E. Enhance the program's reputation (Recommendations 2 and 3)

E.1

Goal: Raise the bar regarding admissions selectivity (without sacrificing diversity).

There is an understanding among some programs and faculty on campus that MAIS students tend to be weaker than those in disciplinary programs, or that the program provides a fallback for students not accepted into other programs. The MAIS program has at times been willing to take a chance on some students whose academic records might preclude them from other programs (with mixed results), though it has long since stopped admitting students who have done poorly in other OSU graduate programs. In addition, there is no GRE requirement for admission, nor is a writing sample beyond the statement of objectives required. At the same time, there is widespread support among committed MAIS faculty that the program serves a diverse body of students very well, and that MAIS students go on from the program to a variety of successful careers. Since participation in the MAIS depends upon the

ongoing support of faculty, the program Director will be certain to develop any changes to admissions requirements in consultation with key stakeholders.

Action Item: As part of the consultation process discussed in item B.2, the MAIS Director will consult with the program's stakeholders to determine what types of changes should be made regarding admissions requirements and selectivity.

Metric: A decision regarding admissions changes will be reached by summer term 2014 (concurrent with the process described in B.2), and any changes to be made will be implemented in the admission cycle in the following academic year.

E.2

Goal: Rebrand the program and market it as a dynamic driver of creativity.

The rebranding and marketing of the program to bolster its reputation is a longer term goal, and one that will be served by successful implementation of all the other recommendations. At the same time, there are some specific actions that can be taken right away in communicating the opportunities available to students and faculty, and in highlighting the program's success stories.

Action Item: The MAIS Director will solicit ideas for student "success stories" on an ongoing basis and develop brief profiles of 3-5 stories to be highlighted on the website. This will be part of the larger effort of revising the website to highlight the opportunities and benefits that come from a degree in interdisciplinary studies (along with requirements, responsibilities, etc.). Communication of these successes in face-to-face meetings will also be helpful in broadening the appeal of the program across campus.

Metric: Consistent with Item C, the first round of revisions to the MAIS website will be completed by January 2014, and this will include the first success story. At least two additional profiles will be added by the summer of 2014. After that, new profiles will be added as deemed appropriate.

Action Plan Schedule

All of the action items described above will be completed on the following schedule.

| Term | Action Items |
|-------------|--|
| Fall 2013 | Hold three outreach meetings
Revise website – include one success story
Change admissions process to once-a-year
Develop plan to collect and distribute program/student information |
| Winter 2014 | Hold three outreach meetings
Develop one program “track”
Begin collection and distribution of program/student information |
| Spring 2014 | Hold three outreach meetings
Develop one program “track”
Complete Category II for new class
Complete student fact sheet |
| Summer 2014 | Complete faculty handbook
Add two success stories to website
Reach decisions on credit distribution, adding appendix to thesis/project, and admissions requirements |
| Fall 2014 | Hold three outreach meetings
Offer new class
Submit report on feasibility of incubator role for interdisciplinary programs |
| Winter 2015 | Hold three outreach meetings
Develop one program “track” |
| Spring 2015 | Hold three outreach meetings
Develop one program “track” |

A Note on Program Finances

The review panel suggested the possible need for additional financial support, for both administration and GRA/GTA positions. This is, of course, a common theme regarding academic programs, as they can almost always expand/improve/do more, and additional funding helps to achieve such aims. At the same time, such support is not always available, and programs often need to rely on additional funding streams to either maintain or expand services.

With respect to the MAIS, it is not a costly program, with a budget of about \$45,000 annually, while graduating about 20 students per year. As the self-study revealed, these students tend to see great

value in their education, and they have gone on to diverse and productive careers. Still, the MAIS can be more entrepreneurial with regard to funding. Two potential sources of funding within OSU include INTO and E-campus, and a third, which extends beyond campus, involves soliciting donations from alumni.

The MAIS Director has explored the possibility of working with INTO in the past, though no action was pursued at the time. The MAIS admissions process, which requires approval from multiple departments, has been considered too slow and cumbersome for INTO, which wanted decisions to be communicated within one week of receipt of applications. It is possible that changes in the admissions process can offer an opportunity to work with INTO. To that end, the MAIS Director will initiate a dialogue with INTO in the current academic year to explore the possibility of an MAIS “Pathway” for international students.

Pursuit of an additional funding stream via E-campus is another option, though some barriers exist. The MAIS offers only two (and soon three) courses, while all other student credit hours come from departments and programs across campus. It would be inappropriate to offer these required courses through E-campus, since the MAIS is not an online degree, and the courses require students to be present on campus. Nor does it seem feasible to suggest revenue sharing with departments benefitting financially from MAIS students enrolled in their E-campus courses. This would serve as a disincentive to participation in the MAIS program at a time when it is seeking greater participation. Nonetheless, engaging in a discussion with E-campus can shed light on potential opportunities. Therefore, the MAIS Director will meet with representatives in the current academic year from E-campus to explore available options.

Lastly, there is a possibility of soliciting donations from MAIS alumni. The OSU Foundation has been working successfully with colleges and programs across campus for many years to develop new sources of financial support. The MAIS should be no different from these other programs. The MAIS Director will initiate a process for engaging the OSU Foundation (this will start with a conversation with the Dean of the Graduate School), so that the MAIS program can begin to emulate the fundraising success that many other programs at OSU have already achieved.

Review Panel Report for the Graduate School

Master of Arts in Interdisciplinary Studies Oregon State University

Reviewers:

William Graves

Associate Dean, Graduate College, Iowa State University

James Coakley

Associate Dean for Academic Programs, College of Business, Oregon State University

Melanie Marrone

Associate Principal, Oregon City High School

Stacy Semevolos

Associate Professor, College of Veterinary Medicine, Oregon State University

Institutional Facilitators:

Anita Azarenko

Associate Dean, Graduate School, Oregon State University

David Bernell

Director, Master of Arts in Interdisciplinary Studies

Nagwa Naguib

Executive Assistant to the Dean, Graduate School, Oregon State University

On-site Review Dates:

May 29 – 30, 2013

Overall Recommendation:

The MAIS program should be maintained but should update its mission statement, enhance its reputation on campus, and strive to overcome challenges inherent with interdisciplinary academic programs.

Summary of Findings and Recommendations:

The MAIS program self-identifies as fulfilling an institutional need to promote synthesis across the university's diverse range of disciplines. The committee concurs; many MAIS students capitalize on the opportunity to conduct truly interdisciplinary work that leads to scholarly outputs unlikely to be realized in the absence of the MAIS program. Increasing the number of disciplines that actively participate in the program would position it to meet the institutional need for interdisciplinary scholarship more fully. Most active disciplines are in the College of Liberal Arts, so the extent to which many students' scholarship is truly interdisciplinary is debatable. Some students have used the MAIS to substitute for the lack of degree programs in certain disciplines. Some other students come to MAIS after being declined admission to other programs. This contributes to a lingering thought somewhat diminishing reputation of the program as consisting of relatively weak students. Development of new programs in certain disciplines that have been a source of students for MAIS in the past is a threat to the program but also demonstrates a new way to view the MAIS, as an incubator or testing ground for new programs.

Recommendations

1. MAIS should expand with a deliberate focus beyond the College of Liberal Arts and update its mission statement to include a vision as serving the campus as an incubator for novel graduate programs. Significant expansion should be accompanied by either an increase in the FTE of the current director or the addition of a co-director, possibly from a STEM discipline. A total FTE commitment of 0.5 to directorship would allow for expansion.
2. Rebrand and market the program to attract the best possible applicants and to bolster the program's reputation on campus. Sell the program as a dynamic driver of creativity by highlighting student success stories on the program's web site.
3. Consider a minimum writing/verbal requirement for all applicants, perhaps by using GRE or GMAT scores as an indicator.
4. Continue the two courses designed for and required of MAIS students. Consider whether these classes could be scheduled such that MAIS students come together more frequently during their degree programs. Develop a third

core course that would focus on research methodologies and perhaps on communication to academic peers.

5. Either instead of or in addition to the third class proposed in recommendation 4, develop a colloquium series required of all MAIS students where research results are presented. This would continue the sense of a cohort among students and share the nature of interdisciplinary research on campus. Colloquia could be set on departmental schedules such that faculty from various departments could attend to see the type of interdisciplinary research in their area that is supported by the MAIS program. This might be used as a vehicle to recruit faculty for participation in the program.
6. Explore the creation of tracks, groups of classes in three disciplines that cohorts of students would take together. These tracks would identify a few core courses that would be available in the discipline, and the required prerequisites needed for those courses. Some disciplines offer graduate-level courses that could serve as prerequisite coursework. Developing tracks in these disciplines, which include public health and business, might make it easier for students to pursue interdisciplinary topics.
7. Establish one, or possibly two, admission cycles with clearly advertised deadlines for exactly what, how, and where to submit application materials.
8. Update the program of study form to show that students need to take the same number of credits in each of the three disciplines. Clarify which programs participate in the MAIS program on line and in the graduate catalog.
9. Consider requiring that all MAIS students who prepare a thesis have an appendix that provides the student's personal account of how he or she achieved interdisciplinary scholarship. Such statements could be viewed as persuasive arguments to defend against claims of disciplinary work being done by MAIS students.
10. A handbook should be developed for advisors in the MAIS program to delineate policies and to provide guidance.
11. Provide a "home" base for MAIS students, either in the form of a common space (lounge or study/discussion room) or continuance of IST courses into the second year to engage research and writing and to allow for the sense of a cohort among students. Some students said that IST512 might be more helpful later in the degree program.
12. Track the disciplinary areas of each MAIS student in Banner or via another system that is accessible to departments and faculty.

Detailed Findings:

Introduction

This review was the second of the MAIS program that included external reviewers. The self-study document included a summary of the

recommendations of the first review, conducted in 2002, and how the program responded to those recommendations.

The present review team was asked to evaluate the role of the MAIS in the context of new graduate programs that have been approved recently at Oregon State. Some of these new programs are in disciplines that historically have lacked graduate programs, which led students to pursue the MAIS due to the paucity of other options. The MAIS program and Graduate School are to be commended for the thoughtful self-study document that was prepared; survey data included in the document were particularly useful and appreciated. The review team was asked by the Graduate School to consider whether and how the MAIS program should expand, whether a new degree (master of interdisciplinary studies) should be offered, how the Cascades campus might factor into the future of the MAIS, and how the two current ITS courses might be changed to benefit the program and strengthen graduate studies more broadly.

The reviewers are grateful to the Program Director, the Dean and Associate Dean of the Graduate School, and the students and faculty participants in the MAIS. Their contributions to the self-study and the time they took to meet with the reviewers during the site visit were extremely helpful.

Inputs

Mission of the program and relationship to the institutional mission

The self-study states that supporting the mission of the university "...requires a graduate study option that allows for and promotes synthesis of knowledge across the university's diverse range of academic departments. This is the primary purpose of the MAIS program in providing options for graduate study that integrate three academic disciplines." The university mission also emphasizes academic excellence in the three signature areas: advancing the science of sustainable Earth ecosystems; improving human health and wellness; and promoting economic growth and social progress.

The MAIS program has evolved such that it predominately supports only a few of the academic departments of the university, notably departments within the College of Liberal Arts where discipline-specific graduate programs are newly formed or under development. Consequently, the MAIS program does not appear to meet its own stated mission. Some students are pursuing true interdisciplinary studies, but many are using the program as a substitute degree.

To serve as an incubator for new interdisciplinary degree programs is a legitimate function within the university; this is a mission that MAIS could embrace and celebrate. To do so, the program must expand beyond the College of Liberal Arts and should strongly consider offering the degree master of science with an

accompanying program name change to increase compatibility with STEM disciplines.

MAIS should not be the fall back degree for students who would prefer to be in other programs. It should serve the unique niche in which students have flexibility to integrate multiple disciplines in truly interdisciplinary scholarship. Under the current director, the program has made progress in this area.

Another potential role for the program is to help students fulfill requirements for teaching in Northwest Community Colleges. Program leadership should explore this possibility by confirming the coursework and/or graduate degrees to be required by the community colleges.

One student mentioned the MAIS program attracts many older, returning students who may be looking to continue their education, but are not necessarily interested in pursuing a content-specific degree leading to employment in a specific field. Expanding the program to offer traditional, online, or hybrid courses at an off-site location such as the Cascade campus would increase access for more of these “non-traditional” students. Graduate programs not currently participating in the MAIS, such as public health, might be included through this expansion.

Quality of students

Representatives from multiple academic units mentioned that quality of students limits participation in the program. Some MAIS students are perceived as lacking adequate background and prerequisite knowledge needed to gain access to classes. Another issue is lack of focus. Students who know what they want to do and how the different disciplines will integrate to support that purpose excel by being self-directed and by taking advantage of the interdisciplinary nature of the program. Students with less certainty of their direction may flounder and plan without a real sense of how the various classes will integrate to support their scholarship. There was a noted perception that some students pursue this degree as an alternate to more competitive programs. Within those competitive disciplines, MAIS students are identified as weaker in writing, development of ideas, and overall methodology. At least one interviewee expressed gratitude that MAIS is willing to partner with the ethnic studies program to provide academic homes for students from underrepresented populations with relatively weak language skills. This bi-modal distribution in the quality of the students also contributes to the perceptions of low quality of the overall program.

Admissions Selectivity

Admissions processes need to be clarified. The web site does not describe the application process clearly, nor does it highlight the need for an academic advisor in each disciplinary area of a degree program. Confusion was evident among

faculty, probably because departments use different processes for evaluating MAIS candidates. While the process of rolling admission has advantages, cons outweigh benefits. An overarching disadvantage of rolling admission is that it results in frustration for applicants and university personnel because of the complexity of requiring separate evaluations from each discipline as well as the Graduate School. Students also voiced frustration with the lack of clarity about what must be submitted where and about how to find help with planning an integrated program of study that involves three disciplines. Which disciplines are options for use in an MAIS program also was reported to be unclear.

Overall, the committee perceived that admissions selectivity has increased over the past several years. This has improved the regard for the MAIS program on campus. Nonetheless, a tension remains. Some stakeholders clearly want to see admissions standards continue to increase while others voiced the need to serve promising students who would be denied by other programs on campus. Similarly, the program director was proud that the program had graduated “diamonds in the rough” and stated his willingness to accept students with relatively weak academic credentials if at least a subset of them can succeed.

Financial support of students

Several faculty members mentioned the need for increased MAIS funding via assistantships from the Graduate School. In addition, faculty felt the Graduate School should actively promote the program rather than passively allowing it.

Curriculum Strength

Some faculty members reported the lack of a robust interdisciplinary perspective in the program plans of some students. The perception is that students are focused in two areas (sometimes within the same academic department), and are merely filling in with available coursework in the third area.

Quality of Personnel

Expansion of the program into STEM and other disciplines where the master of science would be preferred over the master of arts may require increasing the current 0.25 FTE assigned to the director of the MAIS program. The present director is highly regarded and credited for recent improvements in MAIS. He and the Graduate School should consider whether it would be better to increase his FTE in the MAIS or to maintain his present commitment and seek the services of a second faculty member from a STEM discipline.

Level and Quality of Infrastructure and Quality of Organizational Support

The MAIS program has 0.25 FTE allocated to the director and approximately 0.2 FTE for an instructor of two required courses (IST 511, IST 512). The committee supports the model of the Graduate School administering the MAIS program rather than having it housed in a department. Administrative support is limited to

funds covering a few hours a week. Based on the self-study document and information provided during the site visit, it is apparent that the current director is providing excellent leadership and management. The MAIS graduate faculty comprises about 50 members from a broad range of departments and colleges, with most residing in the College of Liberal Arts. There are administrative challenges associated with coordinating and advising across three disciplines. The infrastructure is limited and relies heavily on individual departments' willingness to provide space and resources for MAIS students. No space, equipment, or facilities are dedicated specifically or solely to either MAIS students or faculty members. Many students do not have a desk, and the lack of a "home" for each student is one of the issues brought up in the self-study document and site visit. No library holdings are specific to the MAIS program, but individual departments have library holdings.

Support from the Graduate School is good. And basing the program within the Graduate School makes it a university program vs. college-specific. However, some students do not have a real home. They typically associate with other graduate students in the department that is providing them the GTA funding or with other students of their major professor. It was noted that the two courses required of all MAIS students do result in the sense of a cohort for some students, but there was not much cohort interaction outside of those courses.

There needs to be a way to track the disciplinary areas of the students. The Banner system presently shows only that a student is pursuing the MAIS degree program; information about the pertinent disciplines within the program and the faculty advisors are not maintained. This information should be tracked and made available to departments and faculty.

Productivity

Level and quality of student performance

Based on the self-study document and on accounts provided during the site visit, many MAIS students capitalize on the opportunity to conduct truly interdisciplinary work. This leads to scholarly outputs unlikely to be realized in the absence of the MAIS program. Some faculty, however, perceive that some students in the program are not sufficiently integrating three disciplines and instead use the MAIS to substitute for disciplinary degree programs not offered at Oregon State. Therefore, the committee urges program leaders and faculty to attend to the need to integrate three disciplinary areas. One way that might be accomplished would be to require that all MAIS students who prepare a thesis have an appendix that provides the student's personal account of how he or she achieved interdisciplinary scholarship. Such statements could be viewed as persuasive arguments to defend against claims of disciplinary work being done by MAIS students. Another approach would be to institute required annual

meetings (review sessions) of students with their faculty committees with the expectation that the committee would challenge the student to defend the extent to which their work to date has been interdisciplinary.

Level and quality of faculty performance

The MAIS benefits from the dedicated faculty who contribute to student learning. Participating faculty should be encouraged to promote the scholarship that they disseminate due to the projects of MAIS students. Few faculty with whom the review team met reported that they had published refereed papers with MAIS students. A database of papers, and other scholarly products, generated by MAIS students should be maintained and made available on the program's web site. Participating faculty also should distinguish scholarship related to the MAIS service they provide on their CVs used during evaluations and consideration for promotion and tenure.

Visibility of scholarly community

The decentralized nature of the program leads to the absence of a sense of belonging among students. Program leadership and the Graduate School should strive to identify ways to overcome this problem. Student cohorts could be created, along with a colloquium series, and a club or association for MAIS students. One of the required courses could be scheduled for students to take in the second year, and a physical space (lounge, etc.) where MAIS students could interact should be considered. These approaches could improve the esprit de corps of MAIS students while promoting the visibility of the program on campus.

Outcomes

Concerns exist that employers do not understand the meaning of a degree in interdisciplinary studies. Branding the program more deliberately will ease this problem as well as help with the recruitment of students, faculty, and departmental partners. The program should consider developing a concise fact sheet for students to use to inform employers about the degree program. Graduates appear to be viable in the job market but have the burden of needing to explain their academic credentials to employers.

Overall, students leave the program with a sense of satisfaction. Nonetheless, considerable frustration is associated with the application process and with feeling a sense of homelessness during their programs

Conclusion

The MAIS program continues to serve the educational and discovery missions of Oregon State University, but its niche on campus is evolving rapidly. Since the last program review in 2002, significant change has occurred in the pallet of

graduate programs available at Oregon State, as well as in expectations for student quality and the amount of flexible time faculty members perceive they have to devote to a program outside of their disciplines. The MAIS program should be maintained but broadened through changes in its mission statement and in the location, number, and diversity of departments that participate.

Final Examination

Assessment of university and program-level learning outcomes is required for each individual candidate for a masters degree. For thesis programs, a final oral examination is required. For non-thesis programs, the individual level assessment may be completed with a final oral or written examination. Other mechanisms may be used for non-thesis programs if approved by both the Graduate School and the Graduate Council.

Final Oral Examination – thesis-based programs

The final oral examination for master's candidates may, at the discretion of the graduate program, consist of a public thesis defense followed by a closed session of the examining committee with the candidate. Under normal circumstances, the final oral examination should be scheduled for two hours.

For master's candidates whose programs require a thesis, not more than half of the examination period should be devoted to the presentation and defense of the thesis; the remaining time can be spent on questions relating to the student's knowledge of the major field, and minor field if a minor is included in the program of study. Graduate faculty serving on thesis-oriented master's degree programs may contribute to the direction of the student's thesis, will assess the student's thesis and his or her defense of it in the final oral examination, will vote to pass or fail the student, and may sign the thesis when it is in acceptable final form. The examining committee consists of at least four members of the graduate faculty—two in the major field, one in the minor field if a minor is included, and a Graduate Council representative. When a minor is not included, the fourth member may be from the graduate faculty at large. All members of the student's graduate committee must approve the scheduling of the final examination.

Students writing a thesis must have a Graduate Council representative on their committee. It is the student's responsibility to obtain his or her own Graduate Council representative from a list provided by the Graduate School. This must be done prior to scheduling the final exam.

Final Examination – non-thesis based programs

For non-thesis master's degree programs, a final cumulative examination (oral or written) is required. Additionally, a capstone experience is required that integrates concepts across multiple courses and is aligned with achieving program level learning outcomes. The capstone experience may take the form of research, culminating project, or creative work. Use of a portfolio or other collection of artifacts or alternative methods of assessment of student learning may be used if approved by the Graduate School and the Graduate Council. The capstone experience should be conducted outside of the didactic course requirements. The major professor is responsible for directing and assigning a final grade for the capstone experience. Other members of the examining committee will assess the capstone experience as well as the student's knowledge of his or her field, and vote to pass or fail the student.

The examining committee consists of three members of the graduate faculty—two in the major field and one in the minor field if a minor is included. When a minor is not included, the third member may be from the graduate faculty at large.

If a final oral examination is used, not more than half of the examination period should be devoted to the presentation of the capstone experience; the remaining time can be spent on questions relating to the student's knowledge of the major field, and minor field if one is included in the program.

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☒ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal: Rename of MS and PhD degrees in Pharmacy to MS and PhD degrees in Pharmaceutical Sciences
Effective Date: Jan 1, 2014

Department/Program:

College:

Pharmaceutical Sciences

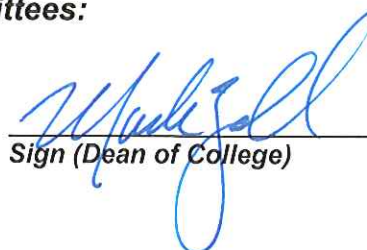
Pharmacy

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

 5/20/13
Sign (Dept Chair/Head; Director) Date

Gary E. DeLander

Print (Department Chair/Head; Director)

 2/1/2014
Sign (Dean of College) Date

Mark Zabriskie

Print (Dean of College)

Executive Summary for Category 1 Proposal

Renaming an Academic Program Proposal – Pharmaceutical Sciences

The College of Pharmacy seeks to rename our graduate degree program, such that graduate students in the College will receive a degree in ‘Pharmaceutical Sciences’ rather than the current designation of a degree in ‘Pharmacy’.

The description of graduate degrees for students in the College of Pharmacy was last altered in the 1970’s. At that time, small discipline specific programs (e.g. Pharmacology, Medicinal Chemistry, Pharmaceutics) were coalesced into one graduate degree program. The rationale in creating a single graduate degree designation of ‘Pharmacy’ was to encourage cross disciplinary interactions among students and faculty typical of these disciplines, and to assure the program had a critical mass of students and sustainable administrative structure. The goals of this restructuring have largely been accomplished.

Professional degree programs across the US went through a major restructuring in the early 2000’s. At that time, undergraduate degrees in Pharmacy were eliminated and an entry-level professional doctorate in pharmacy was established as the degree program accredited for individuals seeking licensure to practice in pharmacy. Many Doctor of Pharmacy programs require or encourage (like our own) completion of a bachelor’s degree prior to beginning the professional program. The evolution of the professional doctorate in pharmacy has created some confusion for students enrolled in the graduate program, when explaining their education to persons outside the College. An additional concern is that some external agencies, United States Department of State and United States Citizenship and Immigration Services, do not recognize ‘Pharmacy’ as a selection for graduate degree programs. These programs prefer and list ‘Pharmaceutical Sciences’ as the appropriate designation for graduate research degrees received in disciplines traditionally delivered by colleges of pharmacy.

Therefore, we request that the University approve changing the graduate program degree designation in the College of Pharmacy from ‘Pharmacy’ to ‘Pharmaceutical Sciences’. Students who have matriculated into the program prior to the implementation of the degree title change will have a choice of completing the program with the title ‘Pharmacy’ or selecting the new title ‘Pharmaceutical Sciences.’ This designation is more specific in describing the general area of study for persons pursuing research degrees in the College, while still retaining adequate breadth to accommodate all disciplines

**Rename Graduate Degree Proposal:
M.S., Ph.D. in Pharmacy
to
M.S., Ph.D. in Pharmaceutical Sciences**

**Oregon State University
College of Pharmacy**

**August 2013
Proposed Effective Term: Winter Term 2014 (201402)**

CPS Tracking #: 87166

CIP #: 512010

Title: Pharmaceutical Sciences

Definition: A program that focuses on the basic sciences that underlie drugs and drug therapy and that prepares individuals for further study and/or careers in pharmaceutical science and research, pharmaceutical administration and sales, biotechnology, drug manufacturing, regulatory affairs, and related fields. Includes instruction in mathematics, biology, chemistry, physics, statistics, pharmaceutics, pharmacology and toxicology, dosage formulation, manufacturing, quality assurance, and regulations.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

- A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

The MS and PhD degrees in Pharmacy were named when the primary pathway to becoming a licensed, medication dispensing pharmacist was to obtain a BS degree in Pharmacy. The MS and PhD degrees in Pharmacy provide advanced training in research into medication discovery, use and delivery and do not, and never have, led to licensure as a professional pharmacist. The BS degree in Pharmacy no longer exists and was eliminated at OSU with the last graduating class in 2001. Currently, the minimum requirement to become a licensed pharmacist across the United States, including the State of Oregon, is the professional PharmD degree in Pharmacy. There now exists confusion internally at OSU and across the country regarding the distinction between the PharmD degree and the MS and PhD degrees in Pharmacy. Therefore, we propose to change the MS and PhD degree names to "Pharmaceutical Sciences" to better reflect the

nature of the training—that of a research scientist—to discover new medications. The name change is also intended to reduce confusion among the PharmD and PhD degree names, and to link the degree to the name of the department of Pharmaceutical Sciences at OSU and the name of the primary professional organization of the graduate students and faculty, the American Association of Pharmaceutical Sciences. Finally, the name change will provide international MS and PhD students in the College of Pharmacy with a degree that is recognized by the US State Department as a biomedical research degree eligible for extended training. Currently, the Immigration and Naturalization Service and State Department do not recognize degrees in “Pharmacy” as biomedical research degrees and do not allow for extended training periods for international students, whereas PhD degrees in “Pharmaceutical Sciences” are recognized. Making this change will provide significantly improved opportunities for our graduates.

Table 1: Proposal Summary

Rename Existing Graduate Degree Program

- Proposed Title: **Master of Science (MS) and Doctor of Philosophy (PhD) in Pharmaceutical Sciences**
- Existing Title: **Master of Science (MS) and Doctor of Philosophy (PhD) in Pharmacy**
- Proposal Type: **Abbreviated Category I**
- CPS #: **87166**
<https://secure.oregonstate.edu/ap/cps/proposals/view/87166>
- CIP #: **512010 (Changed from 512099)**
- SIS #: **To Be Determined** (by the Registrar’s Office)
- College Code: **07**
- Program Type: **Graduate**
- Credential Type: **Master of Science (MS) and Doctor of Philosophy (PhD)**
- Academic Home: **College of Pharmacy**
- Program Location: **OSU campus in Corvallis and satellite campus in Portland**
- Options: **Not Applicable**
- Areas of Concentration: **No Change to the existing Areas of Concentration**
 - **Biopharmaceutics**
 - **Medicinal Chemistry**
 - **Natural Products Chemistry**
 - **Pharmaceutics**
 - **Pharmacoeconomics**
 - **Pharmacokinetics**
 - **Pharmacology**
 - **Toxicology**

- Undergraduate Minors: **Not Applicable**
- Graduate Minors: **Pharmaceutical Sciences**
- Course Designators: **PHAR** (No Change)
- Delivery Mode and Location: **OSU Campus in Corvallis and satellite campus in Portland**
- Accreditation: There is no accrediting body; the Accreditation Council for Pharmacy Education is only responsible for accrediting the professional program.
- Proposed Start Date: **Winter Term 2014** (Banner 201402)

B. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

The name change will not require or create any changes in the organizational chart of the College of Pharmacy at OSU. The current administrative structure is attached.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

1. The current MS and PhD degrees programs in Pharmacy will remain completely unchanged by the name change to MS, PhD in Pharmaceutical Sciences.
2. Outcomes for the MS and PhD degrees are assessed utilizing a series of rubrics, exams and surveys. Please see Appendix A for the assessment plans for the current MS and PhD degrees in Pharmacy. They will remain the same for the proposed change to MS, PhD in Pharmaceutical Sciences.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

1. Staffing, resources and budgets will remain the same with the name change. As the College of Pharmacy website is regularly updated, the name change will be reflected on informational pages. Current recruitment literature utilizes the department name "Pharmaceutical Sciences", not the degree name of "Pharmacy" and thus will not need to be updated. We have estimated \$1,500 to account for costs associated with reprinting posters, post cards, and other recruitment materials.

2. All faculty in the College of Pharmacy were queried via email and then through discussion at department meetings regarding their support for the proposed name change. All faculty were supportive of the change.
3. This proposed change will not require additional space, facilities or the remodeling of existing facilities.

E. Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

1. No new revenue will be required
2. No new resources will be required
3. The minor costs associated with the proposed name change will come from internal reallocation.

F. Relationship of the proposed unit to the institutional mission.

1. The proposed name change does not change the relationship of the degree programs to the mission of OSU. The mission of the College of Pharmacy is:

The College of Pharmacy is dedicated to fostering graduates and professionals who will maximize the health of the public by advancing patient care and facilitating the discovery, understanding, and cost effective use of medicines.

The mission of the College of Pharmacy advances the mission of Oregon State University in the area of “improving human health and wellness”.

The MS and PhD degrees in Pharmacy are integral to the College mission of facilitating the discovery, understanding and cost-effective use of medicines, and thus the health and wellness mission of OSU.

Renaming the degree will not change this relationship in any way.

2. The positive impact of the proposed change will be that the purposes of the different advanced degrees offered by the College of Pharmacy (MS, PhD and PharmD) will be more clearly defined by the name change of the MS and PhD degrees to Pharmaceutical Sciences. The degree name of “Pharmacy” suggests a professional degree leading to a license to dispense medication and provide patient care. The “Pharmaceutical Sciences” degree will allow for greater differentiation of the intent of the course of study to produce a scientist capable of discovering new knowledge related to pharmaceutical agents. The name change should

help with recruiting in terms of providing more clarity to interested applicants. It will also help international students who request extended training for graduates of biomedical research programs.

We do not anticipate any negative impacts from the name change. As a college in the Division of Health Sciences, it is appropriate to have our research degrees renamed to “Pharmaceutical Sciences”. As discussions within the Division of Health Sciences and across other divisions offering graduate training in biomedical and biohealth research progress to better coordinate degree, course and co-curricular offerings, we anticipate that the name change to Pharmaceutical Sciences will not hinder those efforts. In fact, the proposed name change should provide more clarity for students who may in the future enter through an umbrella program encompassing biomedical and biohealth graduate programs at OSU.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

Graduate programs in the College of Pharmacy are expected to continue to expand over the next decade, both in numbers of students and breadth of concentration areas. Programmatic goals are reflected in plans for growth. Programmatic expansion, however, will be incremental and funded completely through internal redistribution of funds or extramural grants.

Items specified in our current strategic plan relating to graduate studies include:

- complete a critical evaluation of the graduate curriculum to identify gaps with regard to relevance, future trends and needs, and innovation.
- increase number of corporate internships for graduate students
- complete a feasibility analysis for re-establishing a health care outcomes area of concentration within the graduate program.

Additional goals identified by faculty include:

- expansion of sciences faculty to the Portland campus to take advantage of collaborative and translational research opportunities for graduate training programs.
- explore increased interactions and collaborative graduate program development across OSU.
- increase outreach to regional four year institutions to enhance graduate student recruitment

H. Relationship of the proposed unit to programs at other institutions in the state.

1. There are no other degrees in Pharmacy or in Pharmaceutical Sciences in the Oregon University System. Thus, we anticipate no impact on our relationships with any other state institutions.
2. We know of no other private institutions in the state offering MS or PhD degrees in Pharmacy, Pharmaceutical Sciences, or similar major. Oregon Health and Sciences University offers PhD degrees in Physiology and Pharmacology and in Chemical Biology through the medical school. The name change to Pharmaceutical Sciences at OSU will not affect our relationship with OHSU, and potentially, provides an opportunity for us to distinguish and highlight our program in Pharmaceutical Sciences at OSU in providing opportunities for research into drug metabolism, natural products drug discovery and drug delivery that differ from the expertise offered by the OHSU programs.

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

There is no accrediting body; the Accreditation Council for Pharmacy Education is only responsible for accrediting the professional program.

Appendices:

- **Appendix A** – Change of Designation
- **Appendix B** – Graduate Program Assessment Plans



September 18, 2013

Office of the Vice President for Research

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Daniel M. Dorsa, PhD
Senior Vice President for Research

Dana Director, MS
Assistant Vice President for Research Administration

Mark Zabriskie, Ph.D.
Dean, College of Pharmacy
Oregon State University
203 Pharmacy Building
Corvallis, OR 97331-3507

Dear Dr. Zabriskie:

Thank you for notifying us of the proposed change in the graduate degree name from "MS/PhD in Pharmacy" to "MS/PhD in Pharmaceutical Sciences". OHSU supports the proposed name change to one that is more representative of the education and training being provided.

We look forward to having an increased number of biomedical researchers from the College of Pharmacy at the Portland campus as the program expands with the opening of the OHSU/OUS Collaborative Life Sciences Building in 2014.

Please don't hesitate to contact me if you need clarification or further information.

Best regards,

A handwritten signature in dark ink, appearing to read "Daniel M. Dorsa", written in a cursive style.

Daniel M. Dorsa, Ph.D.
Senior Vice President for Research
Oregon Health & Science University

Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

**Rename of MS and PhD degrees in Pharmacy to
MS and PhD degrees in Pharmaceutical Sciences**

9/1/2013

Department/Program:

College:

Pharmaceutical Sciences

College of Pharmacy

☒ Faculty Guidelines

(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)

☒ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.


Sign (Dept Chair/Head; Director)

6/13/2013
Date

Gary E. DeLander
Print (Department Chair/Head; Director)

Library Evaluation

No library evaluation is required as no change to the structure or requirements of the degree is being proposed.

Faculty CVs

Faculty CVs are filed on site and are available upon request.

OSU College of Pharmacy -- Organizational Chart

Emeritus Faculty

Jim Ayres,
Professor Emeritus

John Block
Professor Emeritus

George Constantine
Professor Emeritus

Wayne Kradjan
Dean & Prof. Emeritus

Richard "Dick" Ohvall
Professor Emeritus

Office of Student Services Angela Austin Haney Director & Head Advisor

Nancy Baker,
Admin Program Specialist

Academic Advisor Corvallis Campus

Jeffrey Ruder

Academic Advisor Portland Site

Lindsey Watts Kinsella

Director of Graduate Studies

Taifo Mahmud
Debra Peters Admin Supervisor

Director of Assessment

Ann Zweber
Nancy Baker
Admin Program Specialist

DEAN

Mark Zabriskie
Patty Beaumont—Executive Assistant
Andrea Friesen — Office Specialist 2

Executive Associate Dean Gary DeLander

Debra Peters Administrative Supervisor

Gary Miller
IT Consultant

Nancy Baker
Administrative
Program Specialist

Department of Pharmaceutical Sciences Gary DeLander, Chair

Debra Peters — Administrative Supervisor

Medicinal Chem./Natural Prod.

Taifo Mahmud, Professor
Kerry McPhail, Assoc. Prof.
Benjamin Philmus, Asst. Prof.
Phil Proteau, Assoc. Prof.
Fred Stevens, Assoc. Prof.
Mark Zabriskie, Professor

Pharmaceutics

Adam Alani, Asst. Prof.
Mark Christensen, Professor
Rosita Proteau, Assoc. Prof.
Oleh Taratula, Asst. Prof

Pharmacology

Gary DeLander, Assoc. Prof.
Theresa Filtz, Assoc. Prof.
Arup Indra, Assoc. Prof.
Jane Ishmael, Assoc. Prof.
Chrissa Kioussi, Assoc. Prof.
Mark Leid, Professor
Andriy Morgun, Asst. Prof.
Aleksandra Sikora, Asst. Prof.

Research Faculty

Michael Gross, Assoc. Prof., Sr. Res.
Gitali Indra, Asst. Prof-Sr. Res.
Olena Taratula, Asst. Prof-Sr. Res.
Xihou Yin, Asst. Prof-Sr. Res.
Ryszard Zielke, Asst. Prof-Sr. Res.

Research Asst/Assoc

Shumpei Asamizu
Brandi Langsdorf
Ralph Reed
Walter Vogel
Jongtae Yang
Lingjuan Zhang
Cristobal "Val" Miranda,
Research Asst.

Pharmacotherapy

David Bearden, Clinical Assoc. Prof.
Ganesh Cherala, Asst. Prof.
Matthew Ito, Professor
Myrna Munar, Assoc. Prof.
Ali Olyaei, Prof.
Harleen Singh, Clinical Assoc. Prof.
Craig Williams, Clinical Assoc. Prof.

Pharmacy Administration/ Pharmacoeconomics

Jon Furuno, Assoc. Prof.
Daniel Hartung, Assoc. Prof.
Dean Haxby, Assoc. Prof.
David Lee, Asst. Prof.
Jessina McGregor, Assoc. Prof.

Research Asst/Assoc

Miriam Elman
Shobana Ganesan
Sheila Markwardt
Brie Noble
Jacob Pearson

Associate Dean for Research & Scholarship Mark Leid

Tom Fenske General Manager

Health Sciences Business Center

Lori Brown Development Officer

OSU Foundation

Department of Pharmacy Practice Dave Bearden, Chair

Angie Mettie — Administrative Supervisor

Katie Remiyac — Receptionist

Nathan Thomas OS1

Community Practice

Lorinda Anderson, Instructor
Adriane Irwin, Clinical Asst. Prof
Roberto Linares, Instructor
Daniel Rackham, Clinical Asst. Prof
Stacy Ramirez, Clinical Asst. Prof.
Natalea Suchy, Clinical Asst. Prof.
Ann Zweber, Sr. Instructor

Alumni Relations & Professional Development Paige Clark, Director

Abby Luchsinger
Administrative
Program Specialist

Jill Wells
Administrative
Program Specialist

Student Health Services Pharmacy

Robert 'Bill' Boyce, Director
(see addendum)

Office of Pharmacy Practice Experiential Programs Juancho Ramirez, Director

Colleen Snarski
Administrative Program Specialist

IPPE Director & Instructor Shannon G. Starwalt

Nancy Baker
Admin Program Specialist

Drug Use Research & Management Program (DURM)

Dean Haxby, Director
(see addendum)

Appendix A

Change of Designation

A primary driver for the change in degree designation is based upon disciplines identified by the Immigration and Naturalization Service for extended optional practical training. This website contains the list of stem-designated degree programs. Please note that on the last page, 51.2010 is “Pharmaceutical Sciences”. This general designation effectively includes disciplines for which graduate students in the College of Pharmacy may complete. The current designation of “Pharmacy” is not included on the list.

<http://www.ice.gov/doclib/sevis/pdf/stem-list.pdf>

Appendix B

| | | | | | | |
|---|---|--|--|--|----------------------------|----------------------------|
| Graduate Master's Program Assessment Plan | | | | | | |
| Process | | | | | | |
| How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review? | | | | | | |
| | | | | | | |
| What data are archived? Where, how and for what duration? | | | | | | |
| | | | | | | |
| Program Outcomes, Measures and Benchmarks or Milestones | | | | | | |
| List the university and program level student learning outcomes (GLO). | Conduct research or produce some other form of creative work | Demonstrate mastery of subject material | Conduct scholarly or professional activities in an ethical manner | Program level GLO 1^y | Program level GLO 2 | Program level GLO 3 |
| What year will you report on this outcome? (Every outcome must be assessed at least once every five years.) | | | | | | |
| List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.) | | | | | | |
| What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z | | | | | | |
| ^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities. | | | | | | |
| ^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed. | | | | | | |

Graduate Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO)

| List the university and program level graduate learning outcomes (GLO). | Conduct research or produce some other form of creative work | Demonstrate mastery of subject material | Conduct scholarly or professional activities in an ethical manner | Program level GLO 1 | Program level GLO 2 | Program level GLO 3 |
|---|--|---|---|---------------------|---------------------|---------------------|
| Is this GLO new or revised since the last year you reported on it? (write no, new, or revised) | | | | | | |
| What do the data show about student learning or success relative to the outcomes you are reporting on this year? | | | | | | |
| Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines. | | | | | | |
| Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors). | | | | | | |
| How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review? | | | | | | |
| Plans | | | | | | |
| Describe the program's assessment plans for the upcoming year. | | | | | | |
| Attachments- Please share any relevant attachments related to the items/results you are reporting in this report. | | | | | | |

Graduate Doctoral Program Assessment Plan

Process

How does your unit reflect on the assessment data gathered and who is involved? How do the results of your assessment efforts relate to strategic planning and overall program review?

What data are archived? Where, how and for what duration?

Program Outcomes, Measures and Benchmarks or Milestones

| List the university and program level student learning outcomes (GLO). | Produce and defend an original significant contribution to knowledge | Demonstrate mastery of subject material | Conduct scholarly or professional activities in an ethical manner | Program level GLO 1 ^y | Program level GLO 2 | Program level GLO 3 |
|---|--|---|---|----------------------------------|---------------------|---------------------|
| What year will you report on this outcome? (Every outcome must be assessed at least once every five years.) | | | | | | |
| List the measures/methods /instruments to be used to assess the outcome. Identify measures, methods, and/or instruments as being direct (D) or indirect (I). (At least one of these must be direct measures.) | | | | | | |
| What benchmarks/milestones will you use to determine if the outcome has been satisfactorily met by the students? ^z | | | | | | |

^z Examples include courses, workshops, program of study, internship/externship, research proposal, presentations of research or project results, project or thesis defense, final report or thesis. This is not an exhaustive list of possibilities.

^y Programs especially with options will likely have specific learning outcomes (competencies, goals, etc.). State those and how they are being assessed.

| Graduate Program Annual Reporting - Assessment and Reflection on Graduate Learning Outcomes (GLO) | | | | | | |
|---|--|---|---|---------------------|---------------------|---------------------|
| List the university and program level graduate learning outcomes (GLO). | Produce and defend an original significant contribution to knowledge | Demonstrate mastery of subject material | Conduct scholarly or professional activities in an ethical manner | Program level GLO 1 | Program level GLO 2 | Program level GLO 3 |
| Is this GLO new or revised since the last year you reported on it? (write no, new, or revised) | | | | | | |
| What do the data show about student learning or success relative to the outcomes you are reporting on this year? | | | | | | |
| Describe any course-level changes related to this outcome that will result /have resulted from assessment activities in this reporting year. Include timelines. | | | | | | |
| Describe any program/degree level (e.g. curricular, outcomes, goals, objectives) changes related to this outcome that have resulted/will result from GLO assessment activities in this reporting year and/or from other impetuses (e.g. feedback from accreditors). | | | | | | |
| How did your program reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review? | | | | | | |
| Plans | | | | | | |
| Describe the program's assessment plans for the upcoming year. | | | | | | |
| Attachments- Please share any relevant attachments related to the items/results you are reporting in this report. | | | | | | |

Table 1. Summary of core metrics required and those provided centrally (unless noted otherwise) by the Graduate School, in support of Graduate Program Reviews.

| Metric | Provided centrally (Y/N) |
|--|--------------------------|
| Table A. Characteristics of applicants, and admitted and matriculated students | |
| Total no. of applicants, admitted and matriculated students, and by gender (male, female), citizenship (domestic, international), race/ethnicity (Asian/Pacific Islander, Hispanic, White, Black, American Indian/Alaskan Native, Persons reporting two or more races, unknown), and degree type (master's, doctoral) | Y |
| Average incoming GPA and range (high, low) for applicants, admitted and matriculated students | Y |
| Average GRE [®] (verbal, quantitative, analytical writing, and combined scores) scores and range (high, low) for applicants, admitted and matriculated students | Y |
| Average TOEFL (reading, writing, speaking, listening, and combined) scores and range (high, low) for applicants, admitted and matriculated students | Y |
| Applicant to matriculation ratio, and by degree type (master's, doctoral) | Y |
| Table B. Characteristics of enrolled students | |
| Total no. of enrolled students, and by gender (male, female), by citizenship (domestic, international), by Oregon residency (resident, non-resident), by race/ethnicity (Asian/Pacific Islander, Hispanic, White, Black, American Indian/Alaskan Native, Persons reporting two or more races, unknown), and by degree type (master's, doctoral.) | Y |
| Table C. Financial support for graduate students | |
| Total no. of graduate research assistants and graduate teaching assistants, and by degree type (master's, doctoral) | Y |
| GTA & GRA minimum salaries, maximum salaries, and average salaries by degree type (master's, doctoral), adjusted to a .49 FTE for assistantships | Y |
| No. of students fully funded at .49 FTE for all three academic terms (fall, winter, spring) | N |
| No. of students funded at below a .49 FTE for all three academic terms (fall, winter, spring) | N |
| No. of students self-funded (i.e. – not supported by an assistantship or fellowship) | N |
| Total no. of fellowship appointments awarded by the Graduate School, and by degree type (master's, doctoral); total stipend \$ paid and total tuition waiver \$ paid in fiscal year | Y |
| Total no. of fellowship appointments awarded by the Program, and by degree type (master's, doctoral); Total stipend \$ paid and total tuition waiver \$ paid in fiscal year | N |
| Total no. of scholarships/fellowships awarded by the Graduate School, and by degree type (master's, doctoral); total scholarship/fellowship \$ paid in fiscal year | Y |
| Total no. of scholarships/fellowships awarded by the Program, and by degree type (master's, doctoral); Total scholarship/fellowship \$ paid in fiscal year | N |
| Other sources of funding for students (narrative and/or additional tables) | N |
| Table D. Characteristics of graduate courses | |
| No. of stand-alone, combined undergraduate and graduate (slash), and total graduate courses offered | Y |
| Table E. Student credit hours generated by graduate program faculty in other graduate programs | |
| No. of student credit hours generated in other graduate programs by individual graduate program faculty; total no. of student credit hours generated in other graduate programs by aggregate graduate program faculty | Y |
| Table F. Assessment plans for graduate learning outcomes for 1) master's or 2) doctoral degrees | N |
| Table G. Characteristics of programmatic graduate faculty | |
| Total no. of graduate faculty, and by gender (male, female), citizenship (domestic, international), race/ethnicity (Asian/Pacific Islander, Hispanic, White, Black, American Indian/Alaskan Native, Persons reporting two or more races, unknown), and graduate faculty type | Y |
| Total no. of graduate faculty approved to teach graduate courses, and by appointment type (professorial rank, instructor, post-doctoral scholar/fellow, courtesy/affiliate) | Y |
| Total no. of graduate faculty approved to direct non-thesis, and by appointment type | Y |
| Total no. of graduate faculty approved to serve on committee, and by appointment type | Y |

Table 1. Summary of core metrics required and those provided centrally (unless noted otherwise) by the Graduate School, in support of Graduate Program Reviews.

| Metric | Provided centrally (Y/N) |
|--|--------------------------|
| Total no. of graduate faculty approved to direct master's thesis, and by appointment type | Y |
| Total no. of graduate faculty approved to direct doctoral dissertations, and by appointment type | Y |
| Graduate student : graduate faculty ratio total, and by degree type (master's, doctoral) | Y |
| Total no. of graduate faculty approved to serve as graduate faculty in other graduate programs, and by approval level type (teach, committee service, direct non-thesis, direct thesis, direct dissertation) | Y |
| Table H. "ScholarsArchive" data on theses and dissertations | |
| Total no. of theses and dissertations added to ScholarsArchive per graduation year, and by degree type (master's, doctoral) | Y |
| Total no. of downloads of theses/dissertations from ScholarsArchive per graduation year, and by degree type (master's, doctoral) | Y |
| Top 5 most downloaded theses/dissertations in the last five years (including title, # of downloads, graduation year, product type – T/D, and URL link) | Y |
| Table I. Faculty productivity: publications, grants/contracts/other funds, and other scholarly works | |
| No. of publications by graduate faculty members | N |
| No. of publications by graduate faculty members with a graduate student co-author | N |
| No. of grants and contracts received by graduate faculty members | N |
| Total funds generated by grants and contracts | N |
| Total other funds generated | N |
| Percentage of graduate students supported by grants and contracts received | N |
| Percentage of total grants received that were student-initiated (i.e. – the student initiated the grant for their own research purposes, such as doctoral dissertation research) | N |
| No. of patents generated by graduate faculty (fiscal year used for reporting) | Y |
| No. of patents applied for by graduate faculty (fiscal year used for reporting) | Y |
| No. of patents with a graduate student as a co-applicant (fiscal year used for reporting) | Y |
| No. of other scholarly works (peer-refereed exhibits, performances, or other scholarly works) created by the graduate faculty | N |
| No. of other scholarly works (peer-refereed exhibits, performances, or other scholarly works) created with a graduate student | N |
| Table J. Student retention, degree completion and attrition | |
| Total no. of graduate degrees awarded each year, and by degree type (master's, doctoral) | Y |
| Total no. of graduate certificates awarded each year | Y |
| Average time to degree completion by degree type (master's, doctoral) | Y |
| First and second year retention rates (%) total, and by degree type | Y |
| 4-year graduation rate average (%) for master's students, cohort-based | Y |
| 8-year graduation rate average (%) for doctoral students, cohort-based | Y |
| No. of degrees awarded in other graduate programs by graduate faculty in this program (i.e. – serving as primary advisor for a graduate student in another program) | Y |
| Table K. Post-graduation placement and employment of respondents to survey | |
| Total no. and percentage of graduates employed at year one in their chosen field , and by degree type (master's, doctoral) | N |
| Total no. and percentage of graduates employed at year five in their chosen field , and by degree type (master's, doctoral) | N |
| Total percentage passing licensure/certification exams (if applicable), and by degree type (master's, doctoral) | N |

†Some programs will use an equivalent score, such as the GMAT scores.



College of Pharmacy

College of Pharmacy

203 Pharmacy Building, Oregon State University, Corvallis, Oregon 97331-3507

Tele 541-737-5805 | Fax 541-737-3999 | gary.delander@oregonstate.edu

DATE: June 12, 2013

**TO: Balz Frei
Barbara Taylor
Richard Carter
Theo Dreher
Craig Marcus
Gary Merrill
Luiz Bermudez
Marie Harvey**

**FROM: Gary E. DeLander, R.Ph., Ph.D.
Chair, Department of Pharmaceutical Sciences
Executive Associate Dean**

SUBJECT: Renaming the College of Pharmacy Graduate Program Degree

The College of Pharmacy seeks to rename our graduate degree program, such that graduate students in the College will receive a degree in 'Pharmaceutical Sciences' rather than the current designation of a degree in 'Pharmacy'.

The description of graduate degrees for students in the College of Pharmacy was last altered in the 1970's. At that time, small discipline specific programs (e.g. Pharmacology, Medicinal Chemistry, Pharmaceutics) were coalesced into one graduate degree program. The rationale in creating a single graduate degree designation of 'Pharmacy' was to encourage cross disciplinary interactions among students and faculty typical of these disciplines, and to assure the program had a critical mass of students and sustainable administrative structure. The goals of this restructuring have largely been accomplished.

Professional degree programs across the US went through a major restructuring in the early 2000's. At that time, undergraduate degrees in Pharmacy were eliminated and an entry-level professional doctorate in pharmacy was established as the degree program accredited for individuals seeking licensure to practice in pharmacy. Many Doctor of Pharmacy programs require or encourage (like our own) completion of a bachelor's degree prior to beginning the professional program. The evolution of the professional doctorate in pharmacy has created some confusion for students enrolled in the graduate program, when explaining their education to persons outside the College. An additional concern is that some external agencies, US Department of State and USCIS, do not recognize 'Pharmacy' as a selection for graduate degree programs. These programs

prefer and list 'Pharmaceutical Sciences' as the appropriate designation for graduate research degrees received in disciplines traditionally delivered by colleges of pharmacy.

We request that the University approve changing the graduate program degree designation in the College of Pharmacy from 'Pharmacy' to 'Pharmaceutical Sciences'. This designation is more specific in describing the general area of study for persons pursuing research degrees in the College, while still retaining adequate breadth to accommodate all disciplines. We greatly appreciate your concurrence with this request and would ask that you indicate the same to the Curriculum Council at your earliest convenience.

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU College of Pharmacy
 Program: MS, PhD in Pharmaceutical Sciences
 Academic Year: 2013-2014

Indicate the year: X First Second
 Third Fourth
Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
|-----------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE - | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | 0 | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | \$1,500 | | | | | \$1,500 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | \$1,500 | | | | | \$1,500 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | | | | | 0 |
| GRAND TOTAL | \$1,500 | | | | | \$1,500 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

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| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

Budget Outline Form

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TOTAL |
|-----------------------------------|---|---|--|---|---|-----------------------------------|
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| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU College of Pharmacy
 Program: MS, PhD in Pharmaceutical Sciences
 Academic Year: 2013-2014

Indicate the year: First Second
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Prepare one page each of the first four years

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| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
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| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

1. Review - College Approver - Pharmacy

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *August 29, 2013 3:42pm*

Comments

Sarah Williams (College Approver - Pharmacy) August 29, 2013 3:42pm
Returning to Originator at her request to make corrections. SW

2. Originator Response

[Debra Peters](#) Supv-Administrative / Pharmacy Professnl Instr, *September 16, 2013 3:55pm*

Comments

Debra Peters September 16, 2013 3:55pm
We have provided the name of an organization (OHSU) in the Letters of Support section.

3. Review - College Approver - Pharmacy

Approved by [Gary Delander](#) Assoc Dean- / Pharmacy Professnl Instr, *September 16, 2013 4:04pm*

Comments

Gary Delander (College Approver - Pharmacy) September 16, 2013 4:04pm
Please approve, this represents a minor name change that more accurately describes the degree and is recognized by external parties more readily

4. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *September 18, 2013 1:08pm*

Comments

Sarah Williams (Curriculum Coordinator) September 18, 2013 1:08pm
Returning this proposal to the Originator to await the Academic Programs Review meeting, after which changes might need to be made to the proposal.

5. Originator Response

[Debra Peters](#) Supv-Administrative / Pharmacy Professnl Instr, *September 20, 2013 4:18pm*

Comments

Debra Peters September 20, 2013 4:18pm
We have attached a letter of support from Dr. Daniel M. Dorsa, Senior Vice President for Research at Oregon Health & Science University.

6. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *October 7, 2013 1:26pm*

Comments

Sarah Williams (Curriculum Coordinator) October 7, 2013 1:26pm
Returning to Originators following the APC meeting, for revisions.

7. Originator Response

[Debra Peters](#) Supv-Administrative / Pharmacy Professnl Instr, *October 7, 2013 2:21pm*

Comments

Debra Peters October 7, 2013 2:21pm

We have attached a new proposal, a new Appendix B, and new budget pages.

8. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *October 22, 2013 1:03pm*

Comments

Sarah Williams (Curriculum Coordinator) October 22, 2013 1:03pm

This proposal is ready for review by the Budgets and Fiscal Planning Committee.

1. Review - College Approver - Engineering

Approved by [Robert Paasch](#) Associate Professor / Sch of Mech/Ind/Mfg Engr, *October 8, 2013 8:42pm*

2. Review - Curriculum Coordinator

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *October 14, 2013 3:46pm*

Comments

Sarah Williams (Curriculum Coordinator) October 14, 2013 3:46pm

If this option is to be taught online, through Ecampus, there should be liaison with Alfonso Bradoch and Dianna Fisher in Ecampus. Has the option been through the Ecampus Intake process?

3. Originator Response

[David Cann](#) Professor / Sch of Mech/Ind/Mfg Engr, *October 22, 2013 3:35pm*

4. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *October 25, 2013 12:49pm*

Comments

Sarah Williams (Curriculum Coordinator) October 25, 2013 12:49pm

This proposal seeks to create a new GRADUATE OPTION in Engineering Management.

[Please read the Comment box for an explanation of the CPS process and of the associated major]

Another policy to review

Graduate Student Teaching

Students working toward graduate certificates or advanced degrees are not permitted to teach graduate courses.

A hypothetical scenario using the College of Business.

The MBA is a degree program that prepares candidates for professional careers. Many of our graduate faculty are non-academics – they have an advanced degree related to the area they teach and five or more years of professional experience in that area. For example, we have the retired managing partner of one of the big four accounting firms out of Portland teaching a special topics course for us in the Accountancy MBA degree program.

Let's say we hire a professional with an advanced degree and over ten year's experience to teach a course for one of our MBA tracks (and the person is approved by the Graduate School and admitted to Graduate Faculty status). After teaching the course, the individual decides she really likes it and applies to our PhD in Accounting program. If we admit this person to the PhD program, then according to the current policy, she would no longer be able to deliver the special topics course she was professionally qualified to teach.

What is the real intent of this policy? Can graduate students be TAs for a graduate course? Can graduate students run labs or recitations associated with a graduate class? Is it ok for PhD students to teach Master-level students?

Materials linked from the January 11, 2012 Graduate Council agenda.

Botany & Plant Pathology Graduate Program Review

From: Ciuffetti, Lynda - Email Forward
Sent: Tuesday, December 13, 2011 10:20 AM
To: Aldwin, Carolyn
Subject: Re: BPP Program Review

Thank you Carolyn.

Lynda

On 12/13/11 8:16 AM, Aldwin, Carolyn wrote:

And, we are still using the old forms, as we haven't quite finalized the new ones yet. I'd be happy to help you with pulling this together. Cheers!

Carolyn

Sent from my iPad

On Dec 13, 2011, at 6:17 AM, "McComb, Brenda" <Brenda.McComb@oregonstate.edu> wrote:

Lynda,

Nagwa can work with you to schedule the review. We will need suggestions for external reviewers.

brenda

Brenda McComb, Dean
The Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
brenda.mccomb@oregonstate.edu
Phone: [541-737-4881](tel:541-737-4881) , Fax: [541-737-3313](tel:541-737-3313)

From: Lynda Ciuffetti [ciuffetl@science.oregonstate.edu]
Sent: Monday, December 12, 2011 10:09 PM
To: Aldwin, Carolyn
Cc: McComb, Brenda; Fisk, Martin; Loveland, Walter D - ONID; Coakley, Stella - CAS; Ciuffetti, Lynda - Email Forward
Subject: Re: BPP Program Review

Hi Carolyn,

If the Council feels this is what we must do then we will do our best. Given the time line you suggest, we will only have about 10 weeks to put the review document together as we would need to get this to external reviewers several weeks ahead of their visit. My schedule is not flexible during certain weeks throughout the remainder of the academic year and with all the activities currently going on with the state board of higher ed we have been and will continue to have many additional meetings.

Who do I talk with about scheduling the date of the review and how we go about identifying and inviting external reviewers? Also, who is the contact person that we can talk with about the format, contents, etc of the review document. My understanding is that changes have been made to what is required to be included in the review document.

Thank you,

Lynda

On 12/12/11 8:18 PM, Aldwin, Carolyn wrote:

Dear Lynda -- well, the grad council did vote on this issue, and there won't be another meeting until January, so we probably should go ahead and plan on doing a review as late as possible in spring term. I suspect that this may depend on the availability of the external reviewers(s). We should probably aim for mid spring quarter so the committee has a chance to write up the report and get it to the grad council before the end of the quarter. If I can be of any assistance to you in this endeavor, please do not hesitate to ask. Thank you for your flexibility. Carolyn

Ps I just started being chair as I'd last week.

Sent from my iPad

On Dec 12, 2011, at 1:24 PM, "Lynda Ciuffetti" <ciuffetl@science.oregonstate.edu> wrote:

Hi Brenda and Carolyn,

Thank you for your comments Brenda. If the Graduate Council feels strongly about this, we will do what is required. If so, I would like it to be the latest possible time spring quarter and also request that the individual who does the scheduling contact me prior to any scheduling as I have many times this spring when I will not be able to be on campus due to my activities with the State Board of Higher Education.

However, given that my request was still during 2012, I wonder if it would really make much of a difference or have an impact whether we did it spring or fall in 2012?

Thank you,

Lynda

On 12/12/11 1:05 PM, McComb, Brenda wrote:

Lynda and Carolyn,

Just a reminder that we were criticized during accreditation review for delaying or postponing any grad program reviews. If BPP is scheduled for this academic year, I very much would like to see the review occur during this academic year and not be delayed to fall 2012.

brenda

From: Lynda Ciuffetti [<mailto:ciuffetl@science.oregonstate.edu>]

Sent: Monday, December 12, 2011 9:59 AM

To: Aldwin, Carolyn

Cc: Ciuffetti, Lynda; Nunnemaker, Vickie L; Naguib, Nagwa; McComb, Brenda; Coakley, Stella - CAS; Loveland, Walter D - ONID; Ciuffetti, Lynda - Email Forward

Subject: Re: BPP Program Review

Hi Carolyn,

I did not know that you were Chair of the Council so I spoke with Walt Loveland, in his capacity as acting Chair fall quarter, about this on Dec. 2nd to update where we were with the Graduate Program in BPP. He notified me that you had just taken on the role as Chair of the Council

There are so many different things going on these days it is difficult to keep track in what direction things are moving. However, I agree that we do need to do our graduate review and would like to request the review to occur Fall quarter, 2012. The department is also now dealing with proposing a new undergraduate program that needs to be completed very soon and we are now already headed to winter quarter.

I would greatly appreciate consideration of the graduate review being scheduled for Fall 2012. If you need further details from me, please let me know and we can arrange a meeting or phone call.

Best regards,

Lynda

On 12/12/11 9:42 AM, Aldwin, Carolyn wrote:

Dear Lynda – I am writing to you in my capacity as Chair of the Graduate Council. Just a reminder that at a meeting last spring, BPP asked that it delay its review pending potential participation in the Cat I for the new Integrated School of Plant, Soil and Insect Science. We just finished our preliminary review of this, and BPP wasn't participating, so it's probably time to go ahead and schedule the program review.

I will ask Nagwa Naguib to contact you to start making the necessary arrangements. If you have any questions, please do not hesitate to call me.

Regards,
Carolyn

April 7, 2011 Minutes:

Botany and Plant Pathology (BPP) MOU

1. By end of Fall 2011, make a commitment to complete a Category I proposal to restructure or assimilate the BPP graduate program into an over-arching, multi-unit plant sciences program by Spring 2012; or
2. Schedule a graduate program review for BPP by end of Spring 2012.

Ciuffetti agreed to the suggested timeline.

Carolyn M. Aldwin, Ph.D.
Professor & Director, Gerontology Program
Human Development & Family Sciences
Oregon State University
Corvallis, OR 97330
541 737-2024; 541 737-1076 (fax)

"Everything is connected with everything else; but not all things are connected by the short and straight roads we expected." -- C. S. Lewis

APC Reports – December 2011

1. Environmental Engineering MS and PhD program cat I (Vinod Narayanan)

Here is a summary of the cat I and my take on it as far as the GC is concerned:

The request is for creating an MS, MEng and PhD program in Environmental Engineering.

Background- EE was a part of the Department of Civil and Environmental Engineering until a few years ago when EE was merged with Chemical Eng. to create the School of Chemical Biological and Environmental Engineering (CBEE). Prior to the merger, graduate students in the EE program were getting Civil Engineering PhDs and now they mostly get ChemE degrees. As a "truth in advertising" the ChemE faculty would rather that the EE majors got EE degrees. This sentiment has been apparently felt by the EE grad students as well for several years. So, there is no major change except to create the new degrees. The faculty and courses currently exist to support this graduate program and nothing much changes.

With respect to the GC, there were 4 things to consider:

1. need for this graduate program- the need is not an issue here since this program already existed; it is just that the students graduating from this program will receive a EE degree now rather than a Civil or ChemE degree.

2. Implementation- all courses exist and no major changes are needed; faculty are already bringing in grants to support students.

2. Resources- faculty, staff, infrastructure – all in place.

4. Output- placement, etc- not an issue either since students have been graduating for several years from this program and have found placement.

The only issue that i raised was that the Outcomes and Assessment piece must be rewritten with GLOs and assessment in mind. They will be fixing this bit.

I think overall this should be an easy one for the GC to review.

Vinod

2. MAT in Science Education/MAT in Mathematics Education (Jim Coakley)

Offered as suggestions for improvement, not criticism.

I would highly recommend that you add footnotes to explain the information in the spreadsheet.

As we discussed in the meeting, a footnote needs to break out the faculty FTE. Some of that FTE is subject to OPE, some of it is not. That needs to be clear. For example, in the year 1 budget, three FTE have a total salary of \$97,248. That is only \$32,416 per FTE. In the document, you mention hiring one faculty, adjuncts to teach six courses, and two part-time evaluators. Typically, the one FTE load for an adjunct is nine sections – so this would be 0.67 FTE for adjuncts. This leads one to conclude that the evaluators are also 2/3 FTE each. The OPE number also appears to be a percentage of this total 3 FTE salary. I think the three FTE number reflects the total faculty needed to deliver the program. It needs to reflect the additional budget required to deliver the program. What is presented in the budget spreadsheet does not appear to be consistent with the information provided in the document.

Also, the document suggests that the support staff is increasing from 0.49 to 0.75 FTE. Yet, the budget has the full 0.75 FTE cost. Should it be the 0.26 FTE incremental cost? You would have also have to absorb the incremental OPE costs (jumping from 10.5% on the 0.49 FTE to 42% on the 0.75 FTE).

OPE needs to be consistently applied across the years. Again, it is important to distinguish those salaries subject to benefits (higher OPE) vs those that are not (typically a 10.5% OPE to cover employer tax deductions). As I calculate OPE as a percentage of total salaries, it varies from 46.7% in year 1, 44.7% in year 2, 44.2% in year 3, and 44.7% in year 4. For our Cat I, we are starting with the current average of 42%, and adding 1% per year (recommended by Mark McCambridge to reflect projected increased employee benefit costs).

In second year, you added 0.5 FTE to faculty. I did not see where this was addressed at all in the document. After adjusting for 4% inflation, the incremental cost for the 0.5 FTE was \$6,640. That seems really low, even for an adjunct.

Also please footnote the amount you are using for inflation adjustments. Again, this needs to be consistently applied. As an example, the year four increase in faculty salary from year three is 2.65%, while the increase in support staff is 4%.

Good luck with the proposal.

Regards,

Jim

3. CLA Omnibus Cat 1 -- 12/19/2011 (Carolyn Aldwin)

CLA will be undergoing extensive reorganization, and are planning to do one omnibus proposal rather than separate ones for each new school. Thus, the organization chart is probably the most important part of this of the proposal == it is not clear why did GC said to take the org cht off the web.

Making sure faculty input is critical; not just arranging deck chairs but combining cultures and documenting faculty input.

What are the barriers?

Budget committee got stuck on curriculum; need to be differentiated:

- how much will it cost and who's paying?
- is it sufficient to make the change
- are there new initiatives/hires that should be in the budget?
- CLA says there will be no budget change, however, one change is that 17 chair stipends will be replaced by 6 directors with higher salaries
- Are there savings or costs? Have different budget pages for the schools?

One big problem concerns the forms. Cat I 's go to OUS, but Sabah is final person for abbreviated cat I. However, OUS dictates the forms; CPS = curricular proposal system.

Discrepancy between OSU & OUS -- change templates. OSU asks for

- where are savings?
- dean signs off budgets
- account for inflation

What is EC's role? Inquisitor vs. rubber stamp – neither model is appropriate. CLA challenged the notion that most problems should be resolved before it gets to the floor of the Faculty Senate, but EC representatives say that the approval process can be held up even more if the problems are not resolved before it is discussed at Faculty Senate.

Need summary of proposal. Create new schools and terminate depts.; lots of administrative problems.

In addition to documenting faculty input and that they agree to the proposed changes, the proposal also needs liaison feedback. These need not be external reviews but need to be outside the college.

The Cat 1 should be written from the school perspective. Much information can be included in appendices.

The budget approval process takes 1 to 1-1/2 months. Should come to faculty senate in May.

Should go into system in January; should be posted even if not submitted. Maybe we can have virtual apc, given how hard it was to get everyone to this meeting?

Budget at college level; narrative at school level. Budget is delta dollars, adjusted for inflation. Narrative for individual schools rather than ledger sheet. Curricular Program is at school level.

Other documents

- administrative team
- naming team
- ??

John Edwards will be originating person.

How give feedback? Track changes, phone call.

Carolyn

Materials linked from the December 7, 2011 Graduate Council Agenda.

Graduate Council - Proposed Metrics

| | <u>Grad
Assessment</u> | <u>Walt's
Program
Review</u> | <u>NRC</u> | <u>GLO</u> | <u>Grad
School
Proposal</u> | <u>Comments/
Questions</u> |
|--------------------------------------|----------------------------|--------------------------------------|------------|------------|-------------------------------------|-----------------------------------|
| | | | Incomplete | | | |
| | | NB: need comparison w/peers | | | | |
| <u>Grad Applicant Quality</u> | | | | | | |
| GRE/gmat etc. | X | X | | | X | total or subscale? |
| Geographic Origin | | | | | | |
| % of total enrollment | X | | | | X | separate by masters, doctorate? |
| GPA | | X | | | X | |
| Diversity | | | | | X | |
| Acceptance/Matriculation Rates | | X | | | | |
| Gender, Ethnicity, Dom/Int | | X | | | | |
| Diversity recruitment strategy | | X | | | | |
| % of students w/ financial aid | | X | | | | |
| Avg stipend | | x | | | | |
| TA/RA compensation plan | | X | | | | |
| RA:TA distribution | | x | X | | | |
| # students w/ fellowships, schol | | X | | | | |
| | | | | | | |
| <u>Graduate Achievements</u> | | | | | | |
| % successful completion | X | X | | | | |
| Avg. time to Degree | x | X | | | | |
| Avg. score on exams | X | | | | X | |
| % passing scores on nat'l exams | X | X | | | X | Compare to |
| number of students graduating | | X | | | | |
| results of GLOs | | X | | X | | |
| Prod & defende orig work | | | | X | | |
| Demonstrate mastery of field | | | | X | | |
| | | | | | | |
| <u>Program Quality</u> | | | | | | |
| # of students/faculty | X | | | X | X | Total or current? |
| rigorous assessment of prog. | X | | | | | |
| % students employed 2- 5 years | X | X | | | X | 2 or 5 years?
Compare to peer? |
| # doctoral degrees awarded/yr | X | | | | | |
| # of multi-investigator Res. Proj. | X | | | | | |
| # of multi-unit res projects | X | | | | | |
| # of multi-institution. Grants/con | X | | | | | |
| course listings + freq | | X | | | | |
| Safety training | | x | | | | |
| TA training program | | X | | | | |

| | <u>Grad
Assessment</u> | <u>Walt's
Program
Review</u> | <u>NRC</u> | <u>GLO</u> | <u>Grad
School
Proposal</u> | <u>Comments/
Questions</u> |
|---|----------------------------|--------------------------------------|------------|------------|-------------------------------------|-------------------------------------|
| <u>Program Quality (cont'd.)</u> | | | | | | |
| ethics training | | X | x | X | | |
| Student surveys summary | | X | | | | |
| Alumni survey summary | | X | | | | |
| Rankings/Ratings | | X | | | | NRC, US News,
Disciplinary, etc. |
| Disciplinary accreditation | | X | | | | |
| Student orientation | | | X | | | |
| Int'l student orientation | | | X | | | |
| Language screening/support | | | X | | | |
| Writing Instruction | | | X | | | |
| Statistics Instruction | | | X | | | |
| Prizes/awards teaching research | | | X | | | |
| proposal writing instructino | | | x | | | |
| Oncampus grad res. Conf | | | x | | | |
| Active grad student assoc. | | | X | | | |
| staff assigned to 50 | | | X | | | |
| Financial support to 50 | | | x | | | |
| posted acad. Grievance proc. | | | X | | | |
| Dispute resolution procedure | | | x | | | |
| Regular grad program dir. Mtgs | | | X | | | |
| Annual review of doct. Studs. | | | X | | | |
| Teaching training | | | X | | | |
| Travel support | | | X | | | |
| Sum of activities (sum42-58 + 37) | | | X | | | |
| Total faculty | | | X | | | |
| # of allocated faculty | | | X | | | |
| % ass't profs | | | X | | | |
| % tenured faculty | | | X | | | |
| # of core & new faculty | | | X | | | |
| # of students enrolled | | | X | | | |
| Avg ann 1st yr enrollment | | | X | | | |
| | | | | | | |
| <u>Faculty Quality</u> | | | | | | |
| # competititive grants awarded | X | | | | | |
| # creative activities | X | | | | X | |
| books, pubs | X | | | | | |
| Awards | X | X | | | X | |
| total volume of \$\$ | | | | | X | |
| \$\$ volume/faculty member | X | X | | | X | Annual, total,
avg??? |
| Economic Impact | X | | | | X | |
| # grants from industry | X | | | | X | |
| short bios of faculty + pd | | X | | | | |
| refereed pubs over 5 yrs | | X | | | | |
| avg. citation/pub | | X | | | | |
| H index | | X | | | | |

Follow up review of the graduate program in Masters of Agriculture

December 2011

Chrissa Kioussi, College of Pharmacy

The overall recommendations of the panel for the May 2009 graduate program review of the Masters of Agriculture degree program identified six areas of concern that were addressed in the action plan submitted by Cary Green, Assistant Dean for Academic Programs in the College of Agricultural Sciences. In January 2011, Greg Thompson, Professor and Head of the Agricultural Education and General Agriculture Department replaced Cary Green in providing oversight of the Masters of Agriculture (MAg) program. The follow-up review on December 2011, described below, was conducted with Dr. Thompson. Below, each area of concern is addressed by number followed by its current status in parentheses. Please refer to the previous full report of the review team for a complete description of each concern.

1. Low enrollment (in progress)

The Mag program had 4 enrolled students Fall 2008 with a 5-year average of 5.2 students per year. By fall 2011, the number of students had doubled. Eight students were enrolled from which three graduated by the end of Fall 2011. The administration is aware of the low enrollment and works with faculty and students to promote the program. Thompson has received several calls from students exhibiting interest in the program and he is working towards the formulation of a marketing plan to better promote the MAg program.

2. Lack of clarity and visibility (in progress)

A formal written description of the MAg program has been developed, projects from the current faculty have been collected and program examples analyzed. All these materials will be posted on the College's web page for better availability. Thompson currently provides this information to each interested individual upon request.

3. Learning Outcomes (fixed)

A list of learning outcomes for the MAg program has been developed which is in accord with the OSU graduate learning outcomes. A copy of this document is attached as an appendix.

4. Assessment Plan (fixed)

An assessment plan has been developed and submitted to the graduate school. A copy of this document is attached as an appendix.

5. Major concentration area, major professor (fixed)

The student needs to have indicated and been accepted by a major professor before entering the program. Thompson acts as the liaison. He also educates CAS faculty and students about the specifics of the Mag program.

6. Marketing plan (in progress)

This is an area of active work including discussions among the faculty and administration for developing e-courses and maybe an online MAg degree.

Masters of Agriculture (MAg) Learning Outcomes and Assessments

The Masters of Agriculture (MAg) program has identified three learning outcomes that align directly with the OSU Graduate Learning Outcomes:

1. Conduct research or produce some other form of creative work
2. Demonstrate mastery of subject material
3. Conduct scholarly or professional activities in an ethical manner

Graduates will have acquired fundamental knowledge in the three selected disciplines and will have developed an understanding of the principles underlying each field. Students will synthesize and assimilate information, its integration with other knowledge, and its intelligent use.

Students will be prepared for a variety of careers within the agricultural, food, and fiber and natural resources industries. Graduates will also demonstrate their ability to articulate their academic program and communicate, through writing, oral and visual presentations.

Assessments

- **Demonstrate Mastery of Subject Material**
 - Students will have sufficient course grades within the student's three program of study areas.
 - The final oral presentation will be evaluated for content depth and breadth.
 - During the oral examination, the committee members are provided an opportunity to ask questions pertinent to the student's coursework and to evaluate the student's content understanding and knowledge within the three program of study areas.
 - The final scholarly project will be evaluated by the committee to determine the extent of subject matter knowledge.
 - Graduates will have acquired fundamental knowledge in the three selected disciplines and will have developed an understanding of the principles underlying each field. Students will synthesize and assimilate information, its integration with other knowledge, and its intelligent use.
- **Conduct Research or Other Scholarly Work**
 - During the oral presentation, graduates will be assessed on their ability to evaluate and communicate scientific data to others in writing and in oral and visual presentations.
 - The oral examination will provide committee members the opportunity to evaluate students on their ability to communicate their research or scholarly work.
 - Through questioning, the committee members will assess the student's ability to conduct research or scholarly work.
- 4. **Conduct scholarly or Professional Activities in an Ethical Manner**
 - The oral examination will provide committee members with the opportunity to evaluate each student on their professional dispositions and ethics.
 - The oral presentation will be assessed to determine the student's professional communication.
 - The scholarly product will be evaluated by the committee members to determine ethical, as well as professional communication.

Materials linked from the January 26, 2012 Graduate Council Agenda.

**Graduate Assessment Plan (Master's programs)
DUE Dec 15, 2011 to Gita N. Ramaswamy, Director of Assessment**

Directions: Please complete this graduate student learning outcomes assessment plan for each Master's program with the distinct learning outcomes in your unit. Be concise, but provide as much information as needed to give a snapshot of your assessment plan/process. If you have this information in another format that articulates the following, please feel free to attach that document and refer to it as appropriate in the boxes below. If you have questions, please contact Gita at 7-2180

1. Program Information:

| | |
|---------------------|--|
| Program | Masters of Agriculture |
| Department/School | Agricultural Education and General Agriculture |
| College | College of Agricultural Sciences |
| Report Submitted by | Greg Thompson |

2. Program Outcomes

| |
|--|
| Provide the Student Learning Objectives/Outcomes for your Master's program. |
| <p>The Masters of Agriculture (MAg) program has identified three learning outcomes that align directly with the OSU Graduate Learning Outcomes:</p> <ol style="list-style-type: none">1. Conduct research or produce some other form of creative work2. Demonstrate mastery of subject material3. Conduct scholarly or professional activities in an ethical manner <p>Graduates will have acquired fundamental knowledge in the three selected disciplines and will have developed an understanding of the principles underlying each field. Students will synthesize and assimilate information, its integration with other knowledge, and its intelligent use.</p> <p>Students will be prepared for a variety of careers within the agricultural, food, and fiber and natural resources industries. Graduates will also demonstrate their ability to articulate their academic program and communicate, through writing, oral and visual presentations.</p> |

3. Measurement – Provide a detailed narrative or schematic to articulate how all the outcomes will be measured for all outcomes.

| |
|--|
| a) Describe the methods you will use to assess each outcome. |
| <p>Assessment of learning outcomes is both formative and summative. Student outcomes are assessed in their classes, as well as through their oral examination at the conclusion of their MAg program. Specific assessments and their alignment with the learning objectives include:</p> |

- **Demonstrate Mastery of Subject Material**
 - Students will have sufficient course grades within the student's three program of study areas.
 - The final oral presentation will be evaluated for content depth and breadth.
 - During the oral examination, the committee members are provided an opportunity to ask questions pertinent to the student's coursework and to evaluate the student's content understanding and knowledge within the three program of study areas.
 - The final scholarly project will be evaluated by the committee to determine the extent of subject matter knowledge.
 - Graduates will have acquired fundamental knowledge in the three selected disciplines and will have developed an understanding of the principles underlying each field. Students will synthesize and assimilate information, its integration with other knowledge, and its intelligent use.
- **Conduct Research or Other Scholarly Work**
 - During the oral presentation, graduates will be assessed on their ability to evaluate and communicate scientific data to others in writing and in oral and visual presentations.
 - The oral examination will provide committee members the opportunity to evaluate students on their ability to communicate their research or scholarly work.
 - Through questioning, the committee members will assess the student's ability to conduct research or scholarly work.
- 4. Conduct scholarly or Professional Activities in an Ethical Manner**
 - The oral examination will provide committee members with the opportunity to evaluate each student on their professional dispositions and ethics.
 - The oral presentation will be assessed to determine the student's professional communication.
 - The scholarly product will be evaluated by the committee members to determine ethical, as well as professional communication.

b) Describe and attach any measurement tools to be used (exam results, performance criteria, evaluation/performance rubrics, etc.,)

4. Please provide a skeletal assessment plan (Mapping Guide) for your program:

| |
|--|
| |
| |

5. Other activities that have informed decision making:

Please report on any other activities that you feel fall under assessment that were not captured above. This may include general satisfaction surveys, employer input, or other initiatives that contribute to student learning or program improvement.

| |
|--|
| |
|--|

Standing Rules

The Graduate Council has jurisdiction over the policies, procedures, and requirements of graduate education. The Council establishes and reviews admission standards, basic degree requirements, and general policies; approves all graduate faculty members, new programs, and courses; and periodically reviews all existing graduate programs. The creation, design, and specific requirements of graduate programs and of individual student's programs are the responsibilities of the academic units; however, no academic unit has authority to waive or supersede the general policies of the Graduate Council. As needed, the Graduate Council reviews applications and nominations for specific university-level graduate student awards and recommends award recipients. Upon request, the Council also reviews university-level proposals for extramural funding of graduate training and education programs.

The Council consists of one graduate faculty member from each College and one graduate student. The Chair shall be a faculty member with immediate prior experience on the Council. The Dean and Associate Dean of the Graduate School and the Chair of the Graduate Admissions Committee shall be ex-officio, non-voting members.

| <i>Materials linked to the February 9, 2012 Graduate Council agenda.</i> | | | | | | |
|--|----------------------------------|--------------------------------------|-----------------|------------|-------------------------------------|------------------------------------|
| | <u>Grad
Assess-
ment</u> | <u>Walt's
Program
Review</u> | <u>NRC</u> | <u>GLO</u> | <u>Grad
School
Proposal</u> | <u>Comments/Questions</u> |
| | | | Incom-
plete | | | |
| <u>Grad Applicant Quality</u> | | NB: need
comparison
w/ peers | | | | |
| GRE/gmat etc. | X | X | | | X | total or subscale? |
| Geographic Origin | | | | | | |
| % of total enrollment | X | | | | X | separate by masters,
doctorate? |
| GPA | | X | | | X | |
| Diversity | | | | | X | |
| Acceptance/Matriculation Rates | | X | | | | |
| Gender, Ethnicity, Dom/Int | | X | | | | |
| Diversity recruitment strategy | | X | | | | |
| % of students w/ financial aid | | X | | | | |
| Avg stipend | | x | | | | |
| TA/RA compensation plan | | X | | | | |
| RA:TA distribution | | x | X | | | |
| # students w/ fellowships, schol | | X | | | | |
| <u>Graduate Achievements</u> | | | | | | |
| % successful completion | X | X | | | | |
| Avg. time to Degree | x | X | | | | |
| Avg. score on exams | X | | | | X | |
| % passing scores on nat'l exams | X | X | | | X | Compare to national
stats? |
| number of students graduating | | X | | | | |
| results of GLOs | | X | | X | | |
| Prod & defende orig work | | | | X | | |
| Demonstrate mastery of field | | | | X | | |
| <u>Program Quality</u> | | | | | | |
| # of students/faculty | X | | | X | X | Total or current? |
| rigorous assessment of prog. | X | | | | | |
| % students employed 2- 5 years | X | X | | | X | 2 or 5 years? Compare
to peer? |
| # doctoral degrees awarded/yr | X | | | | | |
| # of multi-investigator Res. Proj. | X | | | | | |
| # of multi-unit res projects | X | | | | | |
| # of multi-institution. Grants/con | X | | | | | |
| course listings + freq | | X | | | | |
| Safety training | | x | | | | |
| TA training program | | X | | | | |
| ethics training | | X | x | X | | |

| | <u>Grad
Assess-
ment</u> | <u>Walt's
Program
Review</u> | <u>NRC</u> | <u>GLO</u> | <u>Grad
School
Proposal</u> | <u>Comments/Questions</u> |
|-----------------------------------|----------------------------------|--------------------------------------|------------|------------|-------------------------------------|-------------------------------------|
| Student surveys summary | | X | | | | |
| Alumni survey summary | | X | | | | |
| Rankings/Ratings | | X | | | | NRC, US News,
Disciplinary, etc. |
| Disciplinary accreditation | | X | | | | |
| Student orientation | | | X | | | |
| Int'l student orientation | | | X | | | |
| Language screeing/support | | | X | | | |
| Writing Instruction | | | X | | | |
| Statistics Instruction | | | X | | | |
| Prizes/awards teaching research | | | X | | | |
| proposal writing instructino | | | x | | | |
| Oncampus grad res. Conf | | | x | | | |
| Active grad student assoc. | | | X | | | |
| staff assigned to 50 | | | X | | | |
| Financial support to 50 | | | x | | | |
| posted acad. Grievance proc. | | | X | | | |
| Dispute resolution procedure | | | x | | | |
| Regular grad program dir. Mtgs | | | X | | | |
| Annual review of doct. Studs. | | | X | | | |
| Teaching training | | | X | | | |
| Travel support | | | X | | | |
| Sum of activities (sum42-58 + 37) | | | X | | | |
| Total faculty | | | X | | | |
| # of allocated faculty | | | X | | | |
| % ass't profs | | | X | | | |
| % tenured faculty | | | X | | | |
| # of core & new faculty | | | X | | | |
| # of students enrolled | | | X | | | |
| Avg ann 1st yr enrollment | | | X | | | |
| <u>Faculty Quality</u> | | | | | | |
| # competititive grants awarded | X | | | | | |
| # creative activities | X | | | | X | |
| books, pubs | X | | | | | |
| Awards | X | X | | | X | |
| total volume of \$\$ | | | | | X | |
| \$\$ volume/faculty member | X | X | | | X | Annual, total, avg??? |
| Economic Impact | X | | | | X | |
| # grants from industry | X | | | | X | |
| short bios of faculty + pd | | X | | | | |
| refereed pubs over 5 yrs | | X | | | | |
| avg. citation/pub | | X | | | | |
| H index | | X | | | | |

Graduate School 8/11/2010 Revised 2/7/2012
Graduate Council Category II Course Proposal Review System and Review Guide

1. When a Cat II proposal requires Graduate Council review, an email will be sent to the appropriate council members. The goal is a one week turnaround of reviews.
2. The Council Chair has selected Primary and Secondary Reviewers for each college. The primary reviewer will be responsible for ensuring a timely response to each proposal. The primary reviewer will be the person who sends the proposal back for more information or approves the proposal. The secondary is just back up if the first has a question.
3. The criteria for evaluating Cat II proposals are as follows:
 - (a) The key question is, Does the syllabus indicate that the students will receive graduate level instruction?
 - i. Does the syllabus have learning outcomes?
 - ii. Are some learning outcomes more than memorization, comprehension, and attaining skills?
 - iii. Do at least some learning outcomes require analysis, experimentation, synthesis, proposing, evaluation, defending, predicting, evaluating, creating?
 - iv. Does grading assess if the graduate level learning outcomes have been achieved?
 - v. If the course is a slash course, is the graduate part of the class graduate level learning?
 - vi. Does the syllabus contain the minimum requirements – see the link and the list below.
(http://oregonstate.edu/ap/curriculum/policies/S_syllabus.html)?
 - (b) Has appropriate liaison been conducted with other graduate units?
 - (c) **Please be sure to check that the companion slash (4XX or 5XX) course, if any, has been identified in the Course Relationships, Slash Courses area of the cover page.**
 - (d) If the course is taught with a 4XX course (4XX/5XX slash course), are there appropriate distinctions in outcomes between the 4XX and 5XX versions of the course.
4. The detailed instructions for interacting with the electronic proposal system are as follows:
 - (a) Start at the Academic Planning and Assessment site for Category II proposals: <http://oregonstate.edu/ap/curriculum/catii.html> (Review the Cat II submission details.)
 - (b) Click "Online Curricular Proposal System"
 - (c) Log in with your ONID username and password.
 - (d) In this new page "Curriculum Proposal System Home" click the "All Proposals" link on the upper left.
 - (e) This gives you various search terms for proposals. Enter the proposal ID or change the "Review Group" to Graduate Council.

- (f) Click "Search" and then click the proposal to be reviewed.
- (g) Just below the Status line, Toggle the "Hide All Reviews" to reveal all previous reviews and originator responses.
- (h) Review the "Proposal" and the "Course Information" sections.
- (i) Review the documents in the "Documents" section.
- (j) If you are the Graduate Council secondary reviewer, send your recommendation by email to the Graduate Council primary reviewer. If your recommendation is to "Send Back", then include comments on what the proposal lacks. Note that your name will be automatically included in the comments that are returned to the originator.
- (k) If you are the Graduate Council primary reviewer, once you have received comments from the secondary reviewer either "Approve" or "Send Back" with comments.
- (l) **Do not approve the proposal unless you are the primary Graduate Council reviewer for this proposal and you have gotten comments from the secondary reviewer.**

5. CHECKLIST for Syllabus Minimum Requirements – *NOTE: This is likely to have been already checked by various folks before it gets to us.*

- Course Name
- Course Number
- Course Credits--include number of hours course meets per week/term in lecture, recitation, laboratory, etc. In the case of online courses, please comment on the number of hours on average that students will interact with course materials. For example, "This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits."
- Prerequisites, Co-requisites and Enforced Prerequisites
- Course Content--concise outline of topics and/or activities
- Measurable Student Learning Outcomes -- see Student Learning Outcomes for a definition and instructions.
(For 4XX/5XX courses, list appropriate distinctions in outcomes between the 4XX and 5XX versions of the course.)
- Learning Resources--textbooks, lab manuals, etc...indicate if required or optional
- Statement Regarding Students with Disabilities
"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."
- Link to Statement of Expectations for Student Conduct, Academic Honesty, etc.
<http://oregonstate.edu/admin/stucon/achon.htm>

Materials linked to the February 9, 2012 Graduate Council agenda.

Follow-up review for M of Agriculture program

From: Thompson, Greg
Sent: Friday, February 03, 2012 4:12 PM
To: Aldwin, Carolyn
Cc: Kioussi, Chrissa; Nunnemaker, Vickie L; Naguib, Nagwa
Subject: RE: Follow-up review for M of Agriculture program

Hi Carolyn,

I appreciate the opportunity to provide a response to the Graduate Council concerning the Masters of Agriculture (MAg) degree. The following steps will be implemented to market the program, address low enrollments, and implement new learning outcomes:

- 1) Market the MAg degree to: CAS Administrators, head advisors, and departmental faculty, and CAS curriculum council
- 2) Provide an information session for current undergraduate students
- 3) Identify a contact person from each department that will be the program "champion" and help students find a major professor for the MAg
- 4) Discussions with Graduate School to have MAg students counted at the department level, rather than the college level
- 5) work with the College Webmaster to develop a website for the MAg program
- 6) Start an Advisory committee - four faculty members have committed to being on an advisory committee for the MAg Degree Program.
- 7) The new Advisory Committee will reassess the learning outcomes and write specific assessments for the MAg.
- 8) meet with E-Campus to discuss MAg as an on-line degree option.

I had the CAS Head Advisor pull some MAg student numbers. According to the Student Information System we graduated the following student numbers:

2008-09 – 7 students

2009-10 – 3 students

2010-11 – 1 student

Currently there are 13 students enrolled in the MAg program. However, three of those students are inactive.

As the new coordinator for the MAg, I am committed to helping the degree program become a viable option for more students. I will commit to the steps outlined above and help to grow the program.

Let me know if you need additional information.

Thanks,
Greg

Greg Thompson, PhD , Professor & Department Head
Agricultural Education and Agricultural Sciences
112 Strand Hall
Oregon State University
Corvallis, OR 97331
(541) 737-1337
greg.thompson@oregonstate.edu

From: Aldwin, Carolyn
Sent: Thursday, January 26, 2012 2:27 PM
To: Thompson, Greg
Cc: Kioussi, Chrissa; Nunnemaker, Vickie L; Naguib, Nagwa
Subject: Follow-up review for M of Agriculture program

Dear Greg:

Thank you so much for coming to Graduate Council Meeting this afternoon. Our by-laws call for us to vote on whether or not to accept the report as showing sufficient progress or to reject it because we have significant concerns which we would then forward onto the Graduate Dean. In this instance, we voted to table our decision, and ask you to provide a little more information on three specific areas.

- (1) Low enrollment. We understand that you have been working on this issue and have doubled the incoming students from 2 to 4 or 5. However, we are still concerned that that will be too few students to meet the Provost's new guidelines concerning minimum graduation rates. Could you please tell us what steps you are taking to increase enrollment?
- (2) Marketing program. A related concern is the lack of a marketing program. Specifically, what steps are you taking to develop and marketing program? What strategies are you considering adopting to increase visibility and enrollment? We were unable to locate the Masters in Ag's website – when might you have a new one which is more visible and better involves key terms which would make it more visible to search engines?
- (3) Learning outcomes. While the learning outcomes you listed were fine, we were concerned that the list did not include anything specific to your program, as required by the faculty senate and the assessment office. Do you have a sense of what that might be?

We understand that you have admirably volunteered to take over a struggling program, and would very much like to assist you in either strengthening the program or in figuring out alternatives ways to serve the needs of the agricultural community (perhaps such as changing this to primarily a web-based or graduate certificate program).

We hope to resolve this issue over email, so we would appreciate receiving your answer by February 3rd, if possible. If you have any questions, please do not hesitate to contact me.

Regards,
Carolyn

Carolyn M. Aldwin, Ph.D.
Professor & Director, Gerontology Program
Dept. of Human Development & Family Sciences
Oregon State University
Corvallis, OR 97330
541 737-2024; 541 737-1076 (fax)

Oregon State University

Review Process for Ecampus Proposals

Programs:

- A. Review by the Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation should take place for all online Ecampus program proposals, including undergraduate and graduate majors, minors, and certificates as well as undergraduate options of majors. The review process will entail the following steps for existing, previously approved programs:
1. Following submission by an academic unit, Ecampus evaluates the proposal to decide if the program should be offered online. This is part of the Ecampus review process. Ecampus evaluates a potential program based on the following criteria:
 - does the subject lend itself to online learning;
 - is there market need;
 - what is the cost to develop; and
 - does the program have potential for financial sustainability over time?
 2. If Ecampus approves the program for distance delivery, the proposal is forwarded to the Office of Academic Programs, Assessment, and Accreditation for review of the program requirements to determine equivalency with the campus-based program.
- B. Review by the Office of Academic Programs, Assessment, and Accreditation will include the following:
1. If a major, which options will be offered?
 2. What are the curricular requirements for the proposed program?
 3. What courses will be offered through Ecampus to meet those requirements?
 4. Are the minimum requirements of the program being met? If not, indicate in what ways the proposed program will differ from the one on the OSU main campus.
- C. As a result of the review by the Office of Academic Programs, Assessment, and Accreditation, a summary evaluation statement will be prepared and forwarded to the Curriculum Council (Graduate Council, if applicable) for its review and approval of the proposal.

- D. The Graduate Council (if applicable) and the Curriculum Council will review the proposal and suggest any needed changes/clarifications along with its approval. The approval is entered into the minutes and posted on the web.

-2-

- E. The Office of Academic Programs, Assessment, and Accreditation notifies the academic unit and Ecampus of the proposal's approval. In addition, a CPS (expedited Category II) form is prepared and submitted to the Catalog and Registrar's Office for implementation.
- F. Ecampus and/or academic unit will notify the Office of Academic Programs, Assessment, and Accreditation of any changes to the delivery of an approved program, including notification of its intent to terminate any previously approved online delivered program.
- G. The Office of Academic Programs, Assessment, and Accreditation will maintain a list of all approved Ecampus delivered programs (majors, minors, certificates, and options). Ecampus programs will be placed on the Office of Academic Programs, Assessment, and Accreditation home web page.

Courses:

- A. Ecampus will **not** fund or develop any course that has not been approved through the CPS Category II process. When a course proposal comes to Ecampus that has not been approved by the Curriculum Council, Ecampus will have the proposer submit the course through the regular Category II review process. Ecampus will review the course for online delivery, but will fund the course for development only after it has received Category II approval.
- B. Ecampus will accept course proposals for online delivery only if the course already appears in the OSU Catalog.
 - 1. Ecampus will not send course proposals for additional curricular review because they have already been reviewed and approved and exist in the OSU Catalog.
 - 2. Ecampus will copy the Curriculum Coordinator in the Office of Academic Programs, Assessment, and Accreditation on the approved course proposals.
 - 3. The Curriculum Coordinator will facilitate the implementation of course schedule-type coding by submitting an expedited Category II proposal through the CPS.

Approved by:

Academic Affairs: October 7, 2011

Extended Campus: October 13, 2011

Office of Academic Programs, Assessment, and Accreditation: October 14, 2011

Graduate Council: October xx, 2011

Curriculum Council: October xx, 2011 (Final Approval)

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☒ ~~New~~ certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:


The OUS-established Graduate Certificate in Public Health January 1, 2012

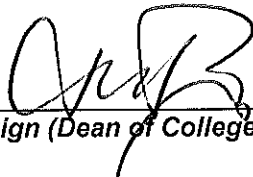
Department/Program:

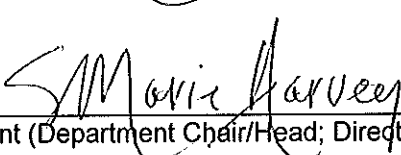
College:

Public Health Program College of Public Health and Human Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

 9/26/11
Sign (Dept Chair/Head; Director) Date

 9/30/11
Sign (Dean of College) Date

 9/26/11
Print (Department Chair/Head; Director)


Print (Dean of College)

PROPOSAL

to deliver the established

Graduate Certificate in Public Health

at

Oregon State University

College of Public Health and Human Sciences

CPS Tracking Number: 82511

October 13, 2011

Graduate Certificate in Public Health

Executive Summary

As part of its strategic plan, Oregon State University (OSU) identified “Healthy People” as an area for development and investment. Establishing a College of Public Health and Human Sciences (CPHHS) in Oregon was proposed in September 2007 and adopted as an institutional goal in March 2009. It was accomplished June 18, 2011. Accreditation of our current Master of Public Health (MPH) program and the new CPHHS requires that OSU address public health workforce development and practice improvement. A Graduate Certificate in Public Health (GCPH), especially when offered through Distance Education, is a widely recognized means to accomplish that deliverable.

In 2008 the Oregon University System (OUS) approved the Graduate Certificate in Public Health (GCPH) for online delivery by OHSU as a strategy to remediate this specific deficiency of the collaborative Oregon Masters of Public Health (OMPH) program noted in its accreditation review. The GCPH program is coordinated by the Dean’s Oversight Committee of the OMPH, which executed a MOU among its members Oregon Health and Science University (OHSU), Portland State University (PSU) and OSU affirming that all three institutions could, and are encouraged to, offer the graduate certificate. In light of strategic reconsiderations, OHSU has suspended admitting applicants to the GCPH. As provided by OMPH in the attached agreement, CPHHS seeks approval to deliver the GCPH already approved by OUS in May 2008. Upon approval, CPHHS will deliver the certificate as a member of the OMPH and will continue to offer it, when in 2014 the College is established as a separate unit of public health accreditation.

Courses comprising the GCPH are the five core courses of the MPH degree offered at OSU plus one elective. Although acceptance into the graduate school will not be required for students in the GCPH, credit for GCPH courses taken may be applied to the MPH *providing the student is accepted into the graduate school*. All courses required for the GCPH at OSU are currently approved by the Graduate Council and Curriculum Council, and are taught on campus. We propose to deliver the courses online as well. Sufficient faculty resources exist to undertake and successfully deliver this engaged learning strategy.

Undertaking workforce development by the College is part of a larger, statewide effort among OSU’s key stakeholders to develop a fully functioning public health system, including state government, county public health practitioners and academia. Oregon’s public health workforce is inadequate, and its needs are growing. Between 1980 and 2000, the US population grew by nearly 55 million, yet the public health workforce declined by 55,000. Almost one quarter of the nation’s public health workforce is eligible to retire within the next 5 years. The Association of Schools of Public Health estimates that schools of public health will need to train three times the number of graduates over the next 12 years to meet workforce needs. For Oregon, that means increasing from approximately 80 to 240 public health graduates per year.

Development of the GCPH at OSU was expressly requested by the Oregon Public Health Division (OPHD) of Oregon Health Authority. See attached e-mail from Tom Engle, Director, Office of Community Liaison, OPHD. At least a third of the senior level administrative and clinical staff in local health departments (LHDs) are under-prepared according to Oregon Statute and Standards for public health hiring in Oregon. OPHD has found that neither geographic location nor employee cohort is associated with better preparation of public health staff, and has identified an urgent and ongoing need for the GCPH among LHD staff. Providing the GCPH as professional development for practicing public health professionals is in direct support of OSU’s strategic plan, its Carnegie Engaged designation, its land grant mission and its effort to accredit the new College of Public Health and Human Sciences.

Institution: Oregon State University
College/School: College of Public Health and Human Sciences
Department/Program: Dean's Office

CPS Tracking Number: 82511
October 2011

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: *(contact your Registrar or campus Institutional Research office for this number).*

CIP #: 512201

Title: Public Health, General.

Definition: A program that generally prepares individuals to plan, manage, and evaluate public health care services; to function as public health professionals in public agencies, the private sector, and other settings; and to provide leadership in the field of public health. Includes instruction in epidemiology, biostatistics, public health principles, preventive medicine, health policy and regulations, health care services and related administrative functions, public health law enforcement, health economics and budgeting, public communications, and professional standards and ethics.

(Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Graduate Certificate in Public Health (GCPH) was established by OUS in May 2008 in response to a Category 1 proposal submitted by Oregon Health and Sciences University (OHSU). It is approved for delivery by OSU through the Oregon Master of Public Health (OMPH) Program through an agreement, which stipulates that "Each institution intending to grant the GCPH shall follow standard application procedures for providing a new program, as specified by the respective campus and the Oregon University System (OUS)." Accordingly, we are submitting this Category 1 proposal at OSU.

The GCPH is a certificate program designed for public health practitioners and others seeking professional development and continuing education. Its disciplinary foundations are the five core disciplines of public health: epidemiology, biostatistics, health promotion/health behavior, environmental safety health, and health management and policy. The programmatic focus is basic public health with an elective in health management/policy. No degrees, minors or areas are offered through this proposed program. Courses may be taken online or in person on campus.

Table 1. Summary of Proposed New Program

| |
|---|
| <u>NEW:</u> |
| • <i>Title:</i> Graduate Certificate in Public Health |
| <u>Areas of Concentration:</u> |
| • None |
| <u>Academic Unit:</u> |
| • College of Public Health and Human Sciences |
| <u>Delivery Mode and Location:</u> |
| • OSU Main Campus |
| • OSU E-Campus (Online, Distance Delivery) |
| <u>Accreditation:</u> |
| • Even though this proposed program is not professionally accredited, all 19 credit hours of the proposal program are part of the existing Master of Public Health (MPH) degree program. The MPH is accredited by the Council on Education for Public Health (CEPH). |
| <u>Effective Term:</u> |
| • Winter Term 2012 |

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Table 2. Proposed curriculum: 19 credit hours

| | Course Title | Credits |
|--|---|----------------|
| MPH Core Courses
(16 credits) | H 512 Environmental and Occupational Health | 3 |
| | H 524 Introduction to Biostatistics | 4 |
| | H 525 Principles and Practices of Epidemiology | 3 |
| | H 533 Health Systems Organization | 3 |
| | H 571 Principles of Health Behavior | 3 |
| Electives
(3 credits) | H 530 Health Policy Analysis | 3 |
| | H 536 Healthcare Organizational Theory and Behavior | 3 |

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program will be delivered onsite at the OSU campus in Corvallis, and certificate students may attend classes with Master of Public Health (MPH) students. If this proposal is approved, OSU Extended Campus (E-Campus) has agreed to consider our funding proposal to develop online versions of certificate courses and deliver them annually. Course scheduling and enrollment for certificate students will be handled by administrative support staff in the Dean's office in coordination with Ms. Nancy Creel, who currently

schedules all courses for MPH students. Use of technology is already established for on campus delivery of these courses and will be established through E-Campus for online delivery.

e. Ways in which the program will seek to assure quality, access, and diversity.

The 19 credit hour graduate certificate program is made up of existing MPH degree courses. Our MPH degree is nationally accredited by the Council on Education for Public Health (CEPH). The protocol for assuring quality, access and diversity will be identical for all graduate public health courses offered at OSU. The quality improvement process required for public health accreditation requires collection of data regarding the degree to which objectives are met and use of those data in making changes for improvement. All courses included in the GCPH were reviewed as part of the successful application to CEPH in May 2011. If approved, the GCPH will be part of the unit of accreditation and will be reviewed again by CEPH in 2013. See also section 5(b) below.

One key purpose of the GCPH is to expand the diversity of Oregon's public health workforce, especially when offered online. Through E-Campus, the GCPH will provide access to education in core public health disciplines to rural and traditionally underrepresented students, who otherwise might not be able to access coursework on campus. The College will recruit actively in partnership with community stakeholders, including the Office of Multicultural Health and Services of the Oregon Health Authority, to recruit a diverse cohort of students.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The program is designed to accommodate 30 students taking 19 credits/yr or 60 students taking 9 - 10 credits/yr. Because the GCPH is designed for full time working professionals, we anticipate that most GCPH students will take only 1-2 courses per term. The numbers below are calculated assuming all are part time (9-10 credits/yr) certificate students (60 @ full capacity). The full time equivalent (FTE) enrollment in the Certificate Program and the fall term head count of such students is expected to be:

Table 3. Anticipated Fall Term and FTE Enrollment

| | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------|------|------|------|------|------|
| Students | 10 | 25 | 40 | 50 | 60 |
| Student FTE | 3.5 | 8.8 | 14 | 17.6 | 21 |

g. Expected degrees/certificates produced over the next five years.

We anticipate that approximately 70 graduate certificates in public health will be completed over the next five years. The model is designed with the capacity to serve 60 full time students per year, and thus a maximum of 240 people could complete the course work over five years, if they took two courses (versus one course as assumed) per term. The program does not award degrees, but some students will likely elect to enroll in graduate school and go on to complete an MPH degree at OSU.

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

Anticipated certificate students will include both residential and non-residential students. They will be from Oregon, along with other states and nations of the world. The certificate is intended for non-

traditional professionals (mid career professionals who are employed full time). Since course content is identical to that required in the MPH degree program, traditional students may avail themselves of the convenience of taking these courses online. This aspect will be most useful to our dual degree programs (DVM/MPH and Pharm. D./MPH) students, who may not be able to attend core MPH classes on campus at the time they are taught.

i. Adequacy and quality of faculty delivering the program.

There is an adequate number of high quality faculty available to teach the graduate certificate program and deliver the program successfully. They are the same faculty who teach the same courses in the existing MPH program. Eleven new public health faculty members were hired in AY 2011-12. The quality of these teachers is outstanding. Please see the section below.

j. Faculty resources – full-time, part-time, adjunct.

Faculty who have agreed to teach GCPH courses include:

- **Stephanie Bernell, Associate Professor and Coordinator of the Health Management and Policy Programs.** PhD (Health Economics, Johns Hopkins University, 1999), MA (Economics, American University, 1992), BA (Economic Theory, American University, 1989). Dr. Bernell's research focuses on applying economic theories and methods to pressing public health problems. She has pursued this through three lines of research: (1) the employment effects of chronic health related conditions; (2) the contributions to and the effects of hunger; and (3) the relationship between urban sprawl and obesity. Dr. Bernell teaches health policy and health economics courses. **Program area: Health Management and Policy.**
- **Adam Branscum, Associate Professor and Coordinator of the Biostatistics Track.** PhD (Statistics, University of California at Davis, 2005), MS (Epidemiology, University of California at Davis, 2005), MS (Statistics, California State University, 2000), BS (Mathematics, California State University, East Bay, 1999). Dr Branscum's research interests include Bayesian nonparametric and semiparametric modeling and data analysis, epidemiology, diagnostic test methodology and protocols, and disease prevalence estimation. **Program area: Biostatistics.**
- **Sue Carozza, Associate Professor, Epidemiology;** PhD (Epidemiology, UNC Chapel Hill, 1995), MSPH (Epidemiology, UNC Chapel Hill, 1993), BS (Wildlife and Fisheries Sciences, Texas A and M University, 1983). Dr. Carozza's research focuses primarily on investigating environmental and genetic risk factors for childhood cancers. In addition, she has developed and applied Geographic Information Sciences (GIS) methods in epidemiologic research, particularly for environmental exposure assessment. Dr. Carozza teaches courses in epidemiology methods and cancer epidemiology. She has previously taught a core epidemiology course online. **Program area: Epidemiology.**
- **Chunhuei Chi, Associate Professor and Coordinator of the MPH International Health Track.** ScD (Health Policy and Management, Harvard University, 1990), MPH (International Health, University of Texas, Houston, 1982), BS (Public Health, China Medical College, 1978). Dr. Chi's research interests are in evaluating equity and efficiency in health care services and finance; measurement of equity and efficiency in health care systems and health development; extra-welfarist WTP methodology; improvement of international health professional education; economic globalization and health development; integrating allopathic, traditional, alternative and complimentary medicines into modern health care systems; and health development in low-income nations. Dr. Chi teaches courses in health care systems and finance, international health, global health issues, and health care marketing. **Program areas: International Health and Health Management and Policy.**

- **Karen Elliott, Instructor.** PhD (Public Health, Oregon State University, 2006), MS (Health Promotion and Health Education, University of Montana, 2002), BS (Biology, Carroll College, 1998). Dr. Elliott teaches health promotion and health behavior courses, and supervises internships in the undergraduate program. She teaches community organization in the graduate program. **Program area: Health Promotion and Health Behavior.**
- **Tom Eversole, Director. Director for Strategic Development for a College of Public Health and Human Sciences.** DVM (Veterinary Medicine, University of Georgia, 1975), MS (Counseling Psychology, Loyola University, 1989), MS (Veterinary Surgery, Colorado State University, 1978), BS (Biology, Virginia Polytechnic Institute and State University, 1971.) Dr. Eversole has served as Manager of HIV/STD/TB programs for Oregon Public Health Division. He served 8 years as Benton County Health Administrator, establishing and directing a new federally qualified health center. He has served as Co-chair of Oregon's Conference of Local Public Health Officials (CLHO), Vice Chair of the CLHO Legislative Committee and currently serves as Chair of the governor's appointed Public Health Advisory Board. He is adjunct faculty to OSU College of Veterinary Medicine, where he teaches veterinary public health. **Program area: Health Management and Policy.**
- **Nancy Seifert, Instructor.** PhD (Public Health, Oregon State University, 2005), MS (Management, Troy State University, 1979), BS (Business Education, Oregon State University, 1975). Dr. Seifert is also currently CEO of Quality Care Associates, Inc. Her research interests are in recruitment theory and practical strategies for recruiting physicians in Oregon. She is currently involved in the creation and exploration of Accountable Care Organizations. **Program area: Health Management and Policy.**
- **Shelley Su, Instructor.** PhD (Toxicology, Oregon State University, 1998), BS (Biochemistry/Biophysics, Oregon State University, 1982). Dr. Su's research interests include environmental causation of disease. Focus on the mechanisms of xenobiotic metabolism, and the dietary modulation of chemoprotective/cancer-causing enzyme systems. Dr. Su teaches classes in environmental health, including air toxics, hazardous wastes, public health toxicology, occupational health, and ethics. **Program area: Environment, Safety and Health.**

k. Other staff.

Other staff available to assist coordination, management and delivery of the GCPH include: Ms. Rena Thayer, (Administrative Assistant), Ms. Nancy Creel (Office Coordinator), Marie Harvey, Dr.PH (Associate Dean, Research and Graduate Programs, CPHHS), and Tom Eversole, DVM, MS, MS (Director of Strategic Development for Public Health.)

l. Facilities, library, and other resources.

The OSU library and E-Campus facilities are completely adequate to support the GCPH.

m. Anticipated start date.

We would like to offer coursework in the GCPH beginning January 1, 2012 and are prepared to do so if approved.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

The proposed GCPH supports the University's mission and goals in the following ways. It will create access to practice-oriented academic education without graduate school admission. The proposed graduate certificate program will allow students to progress through an applied education at a pace consistent with their other work and life responsibilities. The GCPH is an example of Engaged Scholarship, which supports the University's mission for engaged learning and research by creating a new cadre of co-investigators in communities. Engaged research is core to retaining OSU's designation as a Carnegie Engaged institution. Engaged scholarship provides an opportunity to enhance current research programs by expanding collaborative resources and increasing access to participants. Relationships established through the GCPH help support OSU's mission for applied research and community service.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

The University strategic plan identified three strategic priorities for development and investment: Healthy People, Healthy Planet and Healthy Economy. The field of public health spans all three. The GCPH will help develop the public health workforce Oregon needs to establish a robust public health system. A core area of public health is Environmental Public Health, which applies environmental science and the maintenance of healthy environments to population health. Developing a sufficient and competent public workforce is key to Oregon's economic development. The certificate helps CPHHS achieve its mission to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, CPHHS advances knowledge, policies, and practices that improve population health in communities across Oregon and beyond.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

The GCPH is consistent with OSU's land grant mission to make the academic resources of the university accessible to Oregonians throughout the state. Delivered online, the GCPH will be accessible to participants throughout Oregon and beyond. Courses comprising the GCPH will be held to the same standards of quality as the accredited MPH courses. The GCPH will foster applied research/knowledge creation by engaging more campus faculty with community-based co-investigators and co-learners. New techniques acquired by faculty through a distance education experience will enhance classroom delivery of academic content material.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

The certificate program will provide continuing education to existing workforce members, based upon locally-specific needs assessment data. "As an independent sequence of courses to upgrade skills of non-degree students, [certificate programs are] a positive development for the field of public health practice" (CEPH, 2005, Criterion 3.3, Workforce Development). By improving the ability of state and local public health workers to address social, behavioral, environmental and economic determinants of health, the GCPH engages academia in responding to societal needs.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The Council on Education for Public Health (CEPH) has established standards for an academic degree, but not for certificates. Courses comprising the proposed certificate are part of OSU's MPH degree and are currently accredited by CEPH through OSU's membership in the consortium Oregon Masters of Public Health (OMPH) Program. The GCPH originally offered by the OHSU School of Nursing is governed by the OMPH. The governance section of the MOU among the three participating institutions (See Attachment A) states the following:

This Certificate, a product of the OMPH Program, shall be governed by the Deans Oversight Council, and administered by the Coordinating Council/Track Coordinators Committee through its subcommittee on Workforce Development. Participants in the GCPH include the partner academic units of the OMPH Program (Public Health and Preventive Medicine, School of Medicine, OHSU; Graduate and Interdisciplinary Programs, School of Nursing, OHSU; Department of Public Health, College of Health and Human Sciences, OSU; School of Community Health and Division of Public Administration, College of Urban and Public Affairs, PSU). It is the intent of this partnership that the certificate may be granted by any or all of the partner institutions, through the affiliated academic units.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Not applicable. Although degree programs are accredited by CEPH, *public health certificates* are not accredited. Therefore, nothing is required for the certificate to become accredited.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

The CPHHS offers an undergraduate program. CEPH has not accredited undergraduate programs prior to 2011. OSU's undergraduate program in public health was included for approval as part of the CPHHS application to begin the accreditation process for the entire college. The BS in Public Health degree was designed in accordance with CEPH accreditation guidance, and the application was accepted. CEPH will evaluate the undergraduate program as part of the entire CPHHS accreditation review in 2013. The undergraduate Public Health program will become accredited as part of the College accreditation.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The certificate program will not be accredited. Its courses are part of the OMPH unit of accreditation, accredited by the Council on Education for Public Health (see www.CEPH.org).

4. Need

a. Evidence of market demand.

Oregon Public Health Division (OPHD) has requested that OSU offer the online certificate so that employees of county health departments may meet minimum job qualifications. According to a 2008 survey of local health departments by the Coalition of Local Health Officials (CLHO), (www.oregon.gov/DHS/ph/lhd/docs/capacity-assessment-report-final-10-08.pdf) health departments statewide were assessed as having only 57% of the required capacity as measured using national standards by the National Association of City and County Health Officials (NACCHO.) The study called for an additional 394 FTE of public health workers to meet Oregon's current need. Additionally:

- Oregon's public health workforce is inadequate, and needs are growing.
- Between 1980 and 2000, the US population grew by nearly 55 million, yet the public health workforce declined by 55,000. *
- 23% of the nation's Public Health workforce is eligible to retire within the next 5 years.
- Many among the workforce lack public health training and are not well prepared to conduct population based approaches, which is the heart of the profession.
- The Association of Schools of Public Health (ASPH) estimates that schools of public health will need to train three times the number of graduates over the next 12 years to meet workforce needs. For Oregon, that means increasing from approximately 80 to 240 public health graduates per year.
- Interest in academic preparation is growing, and Oregon is not recruiting or graduating the number of public health students it could. In 1997 and 2003 the number of MPH applicants was 133 and 348 respectively. About 60% of applicants are accepted into MPH programs. In 2002 and 2005, the number of graduates was 44 and 78 respectively. Current capacity will not meet the workforce needs (est. 240 MPH graduates/year) for a fully functioning, robust public health system once developed.

*Data from: UCLA Public Health Magazine, UCLA School of PH, June, 2008, pp. 12 – 16.

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

The GCPH program is shared by OHSU School of Nursing (SoN), OHSU School of Medicine, Portland State University and OSU through their partnership in the collaborative OMPH Program. In addition to the points listed above, evidence of need based on surveys was presented in the original GCPH Proposal approved by OUS on May 1, 2008. As part of a reevaluation of its strategic direction, the SoN ceased accepting new students into the GCPH in 2011. Please see liaison with OHSU. Furthermore, Oregon Public Health Division (OPHD) has requested that OSU offer a formal post-baccalaureate certificate program that focuses on the five core public health courses and that could be made available to Oregon's public health workforce. See Attachment B. As described above (section 1. c.), the certificate consists of 19 credits, using courses already offered through our accredited program.

All three institutions in the OMPH Program have a need, based upon program mission and accreditation mandate, to provide continuing education targeted toward meeting the specific needs of the local workforce. As a member of the OMPH, OSU's delivery of the GCPH will contribute toward fulfilling the

OMPH reaccreditation requirement for workforce development, which will be reassessed in 2013. The proposed certificate program is a synergistic opportunity to meet the needs of all three institutions, the state health division as well as to support public health services in the state of Oregon.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The OPHD, Oregon's state health division, has recognized that at least a third of the senior level administrative and clinical staff in local health departments (LHDs) are under-prepared according to Statute and Standards for public health hiring in Oregon (See Attachment C, Minimum Standards for Local Health Departments in Oregon). OPHD has found that neither geographic location nor employee cohort is associated with better preparation of public health staff, and has identified an urgent and ongoing need for the GCPH among staff.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Three of the certificate's learning outcomes support civic and cultural demands of citizenship: 1) employ ethical principles and behaviors, 2) enact cultural competence and promote diversity in public health research and practice, and 3) apply public health knowledge and skills in practical settings. Offering the certificate at OSU will meet OPHD's interest in the GCPH, which is to improve workforce competence and public service at the county level. It will improve public health and community health promotion services delivery to Oregon residents. Certificate training will increase proficiency of Oregon's LHD senior and mid-level staff to provide competent and compassionate services and to meet the standards for public health employment. The online program proposed by the OSU College of Public Health and Human Sciences, will meet the needs of employed public health workers in all 36 counties -- including rural and frontier counties -- while also allowing staff to remain employed in their counties, however remote.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Learning outcomes or objectives of the graduate certificate program are to:

- Apply evidence-based knowledge of health determinants to public health issues
- Select and employ appropriate methods of design, analysis, and synthesis to address population based health problems
- Integrate understanding of the interrelationship among the organization, delivery, and financing of health-related services
- Communicate public health principles and concepts through various strategies across multiple sectors of the community
- Employ ethical principles and behaviors
- Enact cultural competence and promote diversity in public health research and practice
- Apply public health knowledge and skills in practical settings.

Additionally, each of the courses comprising the curriculum develops practitioner competencies as a required component of public health accreditation. (See Syllabus, Attachment D.)

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Program effectiveness in achieving each course's learning objectives (see above) will be determined by the letter grade criteria. Student learning assessment will mirror the procedures currently in place in on-campus courses used in the certificate program, where a combination of graded exams, term papers, and research projects are used. Learning assessment will be embedded in the curriculum, with each course requiring demonstration of mastery of subject matter. The functionality of web delivery will be assessed through feedback from participants. Additionally, the Program Director, Associate Program Director and Program manager will monitor enrollment and program expenses to ensure continued financial sustainability and viability of the program.

Learning outcomes for the certificate program are listed in section 5.a. above. The level to which those outcomes are met will be monitored using a three-fold approach: (1) the PH Graduate Program Coordinators will review the curriculum every year and the entire program every five years in parallel with university graduate program and College accreditation reviews; (2) all students graduating from the program in the first five years will be given an exit interview in which they will be asked standard questions about how the program was successful and how the program could be improved; and (3) regular follow-up of graduates will be done with graduates and employers to track how graduates are doing in terms of employment and satisfaction with the education they received from the program.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

The same performance indicators used for these classes when delivered on campus will be used. Oversight of academic standards, policies, and procedures governing the GCPH courses at OSU is coordinated by the CPHHS School Co-Directors with input and guidance from the Graduate PH Program Coordinators. This team will periodically review standards and assure uniformity across the courses. The CPHHS tracks data regarding student success not only grades, but also student progress, continuation into graduate school, job placement, and proficiency of competencies. Issues regarding licensure do not currently apply to public health workers.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Engaged scholarly activity associated with the GCPH will focus primarily on workforce development. Indicators of success may include, numbers of participants completing the certificate, job placement, career advancement, improvements in public health capacity and practice. Faculty publications in applied research journals are anticipated.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

Oregon State University offers a graduate certificate in Health Management and Policy. OSU and Portland State University offer undergraduate certificates in Gerontology, but none contain the fundamental Core Courses in public health and would not be considered by the OPHD to meet workforce needs for preparation to practice public health.

The GCPH was approved by the OUS in 2008 for delivery by OHSU School of Nursing through the OMPH. As noted in the executive summary, as part of its strategic planning, OHSU stopped admitting students into the program in 2011, and OPHD requested that OSU offer the graduate certificate. As a member of the OMPH, OSU will provide the GCPH, contributing to the OMPH accreditation deliverable for workforce development. It is anticipated that upon successful accreditation of the CPHHS by CEPH in 2014, both OMPH and OSU will continue to offer the GCPH.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

As part of the OMPH and the MOU signed in 2008, students may take GCPH courses at any of the participating institutions. Under its implementation section, the MOU states: The GCPH may be delivered through any of the learning formats provided by OMPH Program Tracks. Consistent with OMPH Program practice, certificate students may take their classes at any of the OMPH academic units, irrespective of whether the certificate is granted by that host institution. Intercampus registration for the GCPH shall follow the same protocols as for collaborative MPH degree students.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

The graduate certificate program will be offered in collaboration with existing, similar programs. Upon successful accreditation of the College of Public Health and Human Sciences in 2014, OSU will continue delivering the GCPH under its own scope of work. OMPH institutions may continue and/or resume offering the certificate.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

Certificate students can take the regularly offered onsite courses, plus we plan to offer online versions once a year. Both onsite and online delivery should positively affect the College budget. Faculty workload will be managed by increasing faculty when/if growth in student numbers requires it. On site delivery of the graduate certificate will not impact budget, faculty workload and facilities use of the other OMPH partner institutions. None of the OMPH partners are currently accepting new E-Campus students in the GCPH. Thus, online delivery of the GCPH by OSU will not impact current delivery levels by other OMPH partners, but it will avail this educational opportunity to residents of Oregon and beyond.

All GCPH courses are currently taught at OSU. The subject librarian concludes that present collections and services are adequate to support the proposal. No additional funding is needed in year one or ongoing to upgrade collections or services. Please see Library Evaluation attached.

7. Financial Stability (attach the completed *Budget Outline*)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Business Plan

We anticipate an enrollment of 5-10 students in the GCPH in year one, building to an average of 40/year by 2016. Currently, about 45 on-campus students complete the MPH every year. There are currently 125 MPH students enrolled in the program, and we anticipate 300 by 2016. The availability of online access to the graduate certificate should extend our student markets to central Oregon (OSU Cascades) and the professional community throughout the state. Additionally, our MOU with OHSU and PSU, which allows OSU students to take the five core PH courses at those schools, is slated to expire in 2014. At that time, the GCPH will allow our Portland-based students to take the five core MPH courses online, reducing their need to commute to Corvallis. It allows OSU pharmacy and veterinary students to begin double degree studies concurrent with their professional studies.

The GCPH will be sustained by tuition revenues after the two-year start up. Students will come from a variety of sources including traditional students and working public health professionals.

- The minimum qualifications for Health Administrators employed at County health departments are outlined in Oregon Administrative Rules. The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health. These are: Biostatistics; Epidemiology; Environmental health sciences; Health services administration; and Social and behavioral sciences relevant to public health problems. Approximately 1 in 3 County Health Administrators lack such training as documented by triennial reviews of LHDs. Health plans for such LHDs must include a plan of corrective action. The GCPH is designed to meet that need, allowing working professionals to complete the requirement without travel or disrupting their work. In many counties, tuition for the GCPH qualifies for job-related education benefits for county public health employees. Additionally, OPHD and Northwest Health Foundation have committed to provide GCPH tuition payment as part of their investment in public health workforce development.
- As occurs with other courses delivered on campus, the GCPH online courses will be available to MPH students on campus, who require access to courses at times and sequences other than those offered on campus.

E-Campus Grant Funding Requested

With the assistance of E-campus, the Graduate Certificate in Public Health seeks to fulfill Oregon's public health workforce needs outlined above. The proposed biennial project period is FY 2012 and FY 2013. The E-Campus funding proposal requests \$150,000 in E-campus Program Development Grant funds to cover project start up and development costs, including course development, program administration, hardware, software and technical (IT) support. Instructor costs will be paid from tuition received. Beginning FY 2014, the GCPH is anticipated to be self-supporting through the College's share of tuition generated through E-campus.

Proposed Staffing

The program will be conducted through the CPHHS Dean's Office under the direction of Associate Dean, Marie Harvey. Dr. Harvey will serve as GCPH Program Director, providing administrative leadership in consultation with coordinators of each of the College's MPH programs and school co-directors. An Associate Program Director (Dr. Eversole) will supervise day to day operations performed by the Program Manager (TBN.) Eversole also will work with external stakeholders in the public health practice

community (OPHD and LHDs) and the OSU Cascades Campus to market the program and enroll students including public health practitioners.

We propose that the Associate Program Director (Eversole) be assisted in his capacity by a 0.49 FTE Program Manager (Graduate Assistant, TBN), who will conduct/manage the daily activities of the GCPH program. Her/his duties will include receiving student applications and enrolling certificate students in the program, certifying student completion of certificate requirements, maintaining the certificate program website, and responding to inquiries from prospective students and the general public. In addition to functional operation of the GCPH Program, this position will assist the Associate Director coordinating GCPH with affiliated academic units, the OSU Extended Campus, and the Graduate School. Administrative support will be provided by a 0.2 FTE Office Coordinator (Thayer), who will coordinate course scheduling, teaching assignments and serve as an operational point person for E-campus liaison.

During the two-year start-up period, E-campus grant funds will support the 0.49 FTE Program Manager and 0.2 FTE Office Coordinator noted above. Instructors will be paid by tuition generated. We anticipate sufficient enrollment by the end of the two year project period to continue funding these two positions and instructors through college tuition shares. In-kind contributions by the Program Director (Harvey) and Associate Program Director (Eversole) will be sustained by CPHHS during and after the project period.

Financial Assumptions

Annual operating costs include salary expenditures and OPE for the two paid staff positions (Program Manager and Office Coordinator) are \$44,500 plus an estimated \$13,000 to OSU Media Services for IT support. These expenses total \$57,500/year. Current MPH fees are \$466/credit for Oregon residents and \$749/credit for non-resident students. A \$75/credit E-Campus fee is also charged. Assuming* an 80%/10%/10% distribution of tuition revenue, we estimate that \$372.80/credit ($0.8 \times \466^*) is available to operate the program. In year 3 and subsequently, project expenses of \$57,500 can be generated by 154 credit hours ($\$57,500 / \$372.80 = 154$) delivered/year. Assuming that each student takes one course per term (12 credits per year), then 13 (i.e., $154 / 12 = 12.8$) students must matriculate each year to meet IT and administrative support expenses. This number is a reasonable goal by year two. At full capacity in 2016, we estimate 40 students per year will be matriculating, which is the number of students required to generate revenue equal to fully loaded costs of the program without E-Campus grant support.

As referenced above, funds for instructor salaries and OPE costs are generated by the E-campus college tuition share from student enrollments, which ensures continued availability of course offerings. In summary, the program needs to matriculate around 40 students per year to be self-sustaining (assuming only 9.5 credits/yr/student.) Considering that these courses could also be taken by MPH students (as well as GCPH and double degree students) online, we believe there will be sufficient enrollment and credit hours in online courses to ensure its sustainability beyond the two-year start-up period funded by E-campus.

The budget (see attached) for this plan assumes that through an E-Campus development grant, E-Campus will market the program, develop a website for the distance Graduate Certificate in Public Health, and will provide technical assistance for faculty needing help developing their courses. Seven courses currently taught at OSU will be developed for distance delivery to allow students to complete the GCPH entirely online.

**Assumes no out-of-state students in order to produce a conservative revenue estimate.*

| Proposed New Distance Course: | Credits | Faculty | Initial Offering | Frequency: |
|---|----------------|----------------|-------------------------|-------------------|
| H 512 Environmental and Occupational Health | 3 | Su | Summer 2102 | Yearly |
| H 524 Introduction to Biostatistics | 4 | Branscum | Fall 2012 | Yearly |
| H 525 Principles and Practices of Epidemiology | 3 | Carozza | Winter 2012 | Yearly |
| H 530 Health Policy Analysis | 3 | Bernell | Winter 2013 | Yearly |
| H 533 Health Systems Organization | 3 | Eversole | Fall 2012 | Yearly |
| H536 Healthcare Organizational Theory and Behavior | 3 | Seifert | Spring 2013 | Yearly |
| H 571 Principles of Health Behavior | 3 | Elliot | Spring 2012 | Yearly |

Faculty will be paid for adapting 3 existing courses in 2012 and 4 in 2013. Five courses to be modified for online delivery are a core requirement for the MPH program and may be used by enrolled MPH graduate students toward their degree. The two elective courses (H 530 Health Policy Analysis and H536 Healthcare Organizational Theory and Behavior) are required for the Health Management and Policy track of the MPH. The graduate certificate would make all seven courses available online.

Hardware/Software and Technical Support expenses needed to deliver a remote course online are significant. Pending Category 1 approval, we will request funds (\$25,500) from E-campus during the project period to cover these costs while we build student enrollment in the program. After the 2-year start-up period, we expect that tuition from students taking online courses used in the GCPH program will provide sufficient funding for ongoing licensing and IT system support (estimated at \$15,000/year in year 4.) All expenses are calculated at an assumed increase of 3%/year.

Pending Category 1 approval, we will request \$66,000 in support of a Program Manager (TBN) to be housed in CPHHS for the initial 2-years (0.49 FTE graduate assistant salary and benefits for 2 years). The Program Manager will act as the main contact person for students interested in and applying to the program, perform necessary management duties, admit students to the graduate certificate program, liaison with the Graduate School, and conduct student recruitment including diversity recruitment. After the initial 2-years, this position will be funded by tuition revenues from courses used in the certificate program that are delivered through E-campus. As the population of E-Campus students in the GCPH program grows, the position FTE can be increased accordingly to accommodate increasing levels of work and responsibility. The Program Manager will be under the supervision of the Associate Program Director (Eversole.)

The Program Manager (TBN) will be assisted by a 0.2 FTE Office Coordinator (Thayer) at a 2-year cost to project of \$23,000. After the initial 2-years, this position will be funded by tuition revenues from courses used in the certificate program that are delivered through E-campus. This position will be involved in all aspects of program development and coordination, liaison with E-campus, and provide ongoing support in scheduling courses, instructors and conducting general communications, etc. Our business plan

reflects capacity building and a responsible transition from E-Campus grant funding to revenue generated funds in year 3. Profit margin is smallest that year when we assume financial liability for all project staff. The fund balance is intended as a safeguard for that year while we reach full capacity.

The Associate Program Director (Eversole) will conduct engagement liaison with LHDs and OPHD to ensure program enrollment and sustainability. CPHHS Business Services will track program development funds, tuition and any other revenues, instructor salaries and revenue forecasts. Contributions by Eversole and Harvey will be supported entirely by existing College funding, and no E-campus funding is requested for their effort.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No maintenance of unique resources (buildings and laboratories) is required. Costs of Information Technology maintenance and support will be paid from program revenues (tuition.)

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The anticipated student/faculty ratio is 5:1 initially, increasing to 20:1 at full capacity.

d. Resources to be devoted to student recruitment

Student recruitment will be primarily online and through our public health practice partners. The graduate certificate program will be publicized as part of the College of Public Health and Human Sciences, through our website, targeted presentations and print media. The GCPH is also publicized for us on the OMPH website. Oregon Public Health Division as well as the Conference of Local Health Officials have been very proactive in publicizing OSU's willingness to offer the GCPH if approved. An initial email communication by OPHD to CLHO members resulted in 9 respondents indicating that they were ready to enroll winter term if the GCPH courses were offered online.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information.)

Increasingly, certificate programs are an important component of Public Health pedagogy. Portland State University initiated a new certificate in Health Systems and Public Health Management this fall. See <http://www.pdx.edu/cps/health-systems-and-public-health-management> OSU's proposed GCPH is a certificate and not a graduate degree program. Although it is a new offering at OSU, it is not a new graduate certificate program in the OUS system. In May 2008 the OUS Provosts' Council approved and established the Graduate Certificate in Public Health (GCPH). The GCPH program is coordinated by the Dean's Oversight Committee of the OMPH, which executed a MOU among its members (OHSU, PSU and OSU) affirming that the certificate may be delivered by any and all of the three member institutions of the accredited Oregon Master of Public Program. The proposed graduate certificate program is closely related to the institution's authorized existing degree program, the MPH. In light of these considerations we request that the OUS Provosts' Council modify or waive this review requirement. Thank you for your consideration of this proposal and support of OSU's Land Grant mission to provide education throughout Oregon.



S. Marie Harvey
Associate Dean for Research and Graduate Programs
Professor of Public Health
College of Public Health and Human Sciences
Oregon State University
124 Women's Building
Corvallis, OR 97331

September 21, 2011

Dear Dr. Harvey,

I am writing to enthusiastically support your proposed Graduate Certificate in Public Health (GCPH).

The Coalition of Local Health Officials (CLHO) represents Oregon's 34 local public health authorities. Supporting this proposed graduate certificate fits squarely into one of our purposes, which is to promote "public health knowledge and skills in the local public health workforce and leadership."

The Coalition of Local Health Officials is concerned about public health workforce on two key fronts. First, a significant number of public health administrators and staff are not fully academically prepared according to Oregon Standards for Local Public Health. We have a current and pressing need for the GCPH with our current workforce. In addition, public health is an aging workforce. The GCPH will be useful preparing the upcoming workforce and our succession planning efforts.

The five core courses in the GCPH will meet the minimum qualifications for local public health administrators as defined in our standards. Having those courses apply to the MPH for students accepted into your graduate school will also provide a ladder of educational opportunity for our workforce. This is a very attractive approach and we commend you for it.

We are very excited about this proposed opportunity. Please do not hesitate to contact me if you have any questions.

Sincerely,

Kathleen O'Leary, RN, MPH
Coalition of Local Health Officials, Chair

From: Tom R ENGLE [mailto:tom.r.engage@state.or.us]
Sent: Monday, June 06, 2011 8:17 AM
To: Eversole, Tom - HHS
Subject: Minimum Standards

Tom Eversole -

I am writing to you as the Director of Strategic Development for a CPHHS at OSU.

I hope that you will encourage OSU to develop a program that will provide opportunities for local health administrators in Oregon to meet their minimum standards. One of the critical needs we have in this state is assurance that our public health leadership is qualified and up to date on public health science. We need a mechanism for administrators to receive core public health education in a way that acknowledges the challenges of state geography and distances, and the challenge of time constraints of a working leadership.

The current minimum standards for local health administrators:

"The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health. In 2008 these are: Biostatistics, Epidemiology, Environmental health sciences, Health services administration, and Social and behavioral sciences relevant to public health problems. The Administrator must demonstrate at least 3 years of increasing responsibility and experience in public health or a related field."

If a local health administrator does not meet the minimum standard, we ask that they have a plan in place to achieve the standard and we give them time to secure the course work. Currently there is no distance learning option in the Oregon system and administrators much go outside Oregon to try and find the courses.

thank you for the consideration.

tom

Northwest Health FOUNDATION

September 28, 2011

Marie Harvey, Dr. PH
Associate Dean for Research and Graduate Programs
WB 123, Oregon State University
Corvallis, OR 97331

Dear Dr. Harvey,

The Northwest Health Foundation strongly supports the establishment of a Graduate Certificate in Public Health at Oregon State University. As a Carnegie Engaged and as Oregon's Land Grant institution, the University is well positioned to fulfill its role of providing extended education for people throughout the state. Moreover, this program will help expand the capacity of Oregon's public health workforce by offering access to education in public health disciplines through OSU's distance learning infrastructure to rural and traditionally underrepresented students.

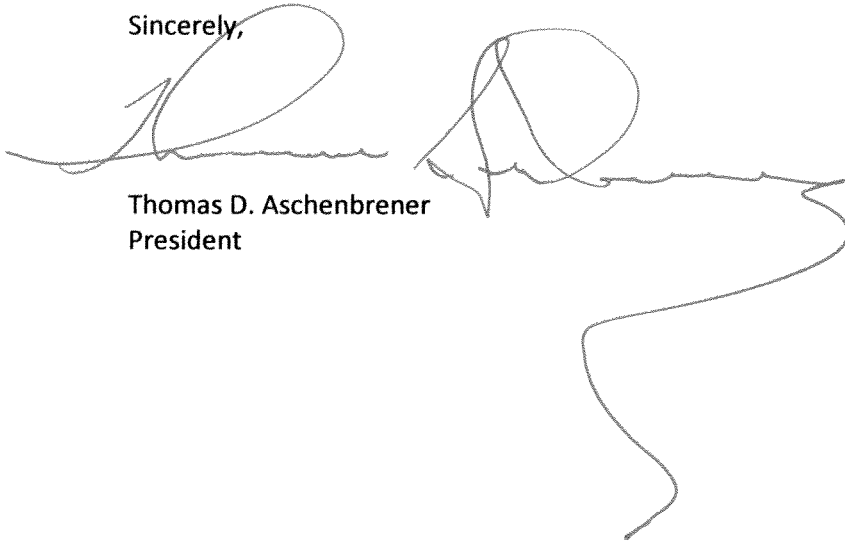
Oregon, like other states, faces significant shortages in the public health workforce as nearly a quarter of the current workforce is eligible to retire over the next five years. The Association of Schools of Public Health estimates that schools of public health will need to train three times the number of graduates over the next 12 years to meet workforce needs as Oregon's population grows – as it is estimated that by 2030 there will be a 41 percent increase from 2000 levels. For Oregon, that means increasing from approximately 80 to 240 public health graduates per year.

In addition to having a larger population to serve, Oregon's public health infrastructure will have to serve an increasingly older and more diverse public. The percent of Oregonians who identify themselves as Hispanic or Latino increased to 10 percent in 2006 from 4 percent in 1990. That's a 158 percent increase in just 16 years. To address the increasing gap between the population and the public health workforce, the GCPH program intends to partner with community stakeholders to recruit a diverse cohort of students and will create access to practice-oriented academic education without requiring graduate school admission, thus eliminating or lowering existing barriers for students from rural and ethnically diverse communities.

A significant proportion of the current workforce lacks public health training and the necessary academic preparation needed to help meet essential functions of local health departments and to implement community-based strategies to improve the public's health and reduce health disparities. According to a 2008 survey of local health departments by the Coalition of Local Health Officials, health departments statewide were assessed as having only 57 percent of the required capacity as measured using national standards by the National Association of City and County Health Officials (NACCHO). In response to this need, the Oregon Public Health Division of the Oregon Health Authority has requested that OSU offer the online certificate so that employees of county health departments may meet minimum job qualifications.

The Northwest Health Foundation sees OSU as an academic partner in translating public health research needed to promote and protect the health of Oregon communities. This program will not only help enrich OSU's investigative capacity in underserved communities, it will strengthen the capacity of local health departments to understand and serve the needs of their communities with a diverse and well trained public health corps. NWHF looks forward to working with the University and other community partners to strengthen Oregon's public health workforce and infrastructure.

Sincerely,

A handwritten signature in black ink, appearing to read 'Thomas D. Aschenbrener', with a long, sweeping underline that extends to the right.

Thomas D. Aschenbrener
President



September 28, 2011

S. Marie Harvey, DrPH
Associate Dean for Research and Graduate Programs
Professor of Public Health
College of Public Health and Human Sciences
Oregon State University
124 Women's Building
Corvallis, OR 97331

Dear Dr. Harvey:

This letter is to clarify OMPH support and approval of OSU College of Public Health and Human Science's Category 1 proposal to initiate a Graduate Certificate in Public Health (GCPH).

OSU is a partner institution, with OHSU and PSU, in the accredited Oregon Masters of Public Health (OMPH) Program. Following approval by the OUS Provost's Council on June 5, 2008, the OMPH began coordinating delivery of the GCPH through OHSU in 2008. The certificate was created in response to (a) a request from the Oregon Public Health Division (OPHD) to train its practicing professionals and (b) our accrediting body's requirement that we conduct workforce development.

I am writing to affirm the intent of the OMPH collaborative program was that the certificate could be offered by any of the partner institutions through the affiliated academic units. Each institution offering the GCPH is expected to follow standard procedures for a new program specified by its respective campus and the Oregon University System (OUS). A copy of the Memorandum of Understanding (MOU) verifying the Certificate planning of 2008 is enclosed.

OSU now seeks to offer the graduate certificate. As a current member of the OMPH, OSU will contribute to meet the requirement for Public Health Practice Improvement necessary for the Program's reaccreditation in 2014. It also will fulfill the requirement for OSU's own accreditation in 2014 as a stand-alone accredited College of Public Health and Human Sciences. Most importantly, it will strengthen Oregon's public health system and workforce development throughout the state.

I am aware that the Oregon Public Health Division of Oregon Health Authority has asked OSU to offer a certificate, and that a number of County Health Departments are looking to OSU to provide workforce education in order to comply with Oregon Administrative Rules. Their need is time sensitive. If approved by the OSU faculty senate, the OMPH will continue to provide sponsorship through its Deans Oversight Council and the OMPH Program Office. I wish the College well in this important endeavor, and I encourage the appropriate OSU bodies to move forward with approval as soon as possible.

Thank you.

Sincerely,

Gregory Lee, PhD

Greg Lee, PhD, Director

Encl. OMPH Memorandum of Understanding, May 2, 2008



Oregon State University • Oregon Health & Science University • Portland State University

**Oregon Master of Public Health Program
Graduate Certificate in Public Health
Memorandum of Understanding**

This Memorandum of Understanding is entered into by Oregon Health and Science University, Oregon State University, and Portland State University -- the partner institutions of the collaborative Oregon Master of Public Health (OMPH) Program -- regarding creation of a Graduate Certificate in Public Health (GCPH). The GCPH, requested by the Oregon Public Health Division in April 2007, has been developed in direct response to public health workforce development needs in the state of Oregon. The curriculum (specified, below) is that which was identified by the requestors as best meeting existing workforce needs.

In order to provide the GCPH, participants agree to the following:

Governance: This Certificate, a product of the OMPH Program, shall be governed by the Deans Oversight Council, and administered by the Coordinating Council/Track Coordinators Committee through its subcommittee on Workforce Development. Participants in the GCPH include the partner academic units of the OMPH Program (Public Health and Preventive Medicine, School of Medicine, OHSU; Graduate and Interdisciplinary Programs, School of Nursing, OHSU; Department of Public Health, College of Health and Human Sciences, OSU; School of Community Health and Division of Public Administration, College of Urban and Public Affairs, PSU). It is the intent of this partnership that the certificate may be granted by any or all of the partner institutions, through the affiliated academic units. Each institution intending to grant the GCPH shall follow standard application procedures for providing a new program, as specified by the respective campus and the Oregon University System (OUS).

Admission: Students applying to the GCPH shall hold earned baccalaureate degrees in any discipline. Priority admission shall be granted to working public health professionals in Oregon. OMPH GRE and undergraduate statistics course requirements will be waived for students entering the GCPH.

Curriculum: The GCPH is a "for credit" curriculum comprised of 19 academic units, all of which will be applicable to future pursuit of the MPH degree. The curriculum is to include the five core courses in public health (Epidemiology Survey, Introduction to Biostatistics, Principles of Health Behavior, Health Systems Organization, and Environmental Health), and two elective courses of which students are to select one (Program Evaluation or Principles and Practices of Public Health/Foundations of Public Health).



Oregon State University • Oregon Health & Science University • Portland State University

Implementation: The GCPH may be delivered through any of the learning formats provided by OMPH Program Tracks. Consistent with OMPH Program practice, certificate students may take their classes at any of the OMPH academic units, irrespective of whether the certificate is granted by that host Institution. Intercampus registration for the GCPH shall follow the same protocols as for collaborative MPH degree students.

Funding: As with all OMPH Program offerings, funding for support of the GCPH at the unit level shall be provided by the partner Institutions; funding for program-level administration shall be provided by the Deans Oversight Council through the OMPH Program Office.

Tuition: Students shall pay the respective tuition and fees of the Institution granting the GCPH, to which they were admitted.

Termination: The GCPH shall abide by the same policy as that of the parent OMPH Program, which states that any partner wishing to withdraw from, or terminate, this agreement must do so in writing no fewer than 12 months prior to the intended termination date. Such notice must be approved by the Chair of the Deans Oversight Council [Oregon Master of Public Health Program Memorandum of Understanding, March 2004, Section 2.4].

In signing below, the authorized representatives of the OMPH Deans Oversight Council agree to the terms stated, above, and confirm their intent to participate in the Oregon MPH Program Graduate Certificate in Public Health.

Gail M. Houch
Gail M. Houch, School of Nursing, OHSU

04/28/08

Date

Edward Keenan
Edward Keenan, School of Medicine, OHSU

4/28/08

Date

Craig Wolner
Craig Wolner, PSU

4/28/08

Date

Jeff McCubbin
Jeff McCubbin, OSU

5/2/08

Date

Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Graduate Certificate in Public Health

Jan. 1, 2012

Department/Program:

College:

Public Health

Public Health and Human Sciences

- ☐ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.


Sign (Dept Chair/Head; Director)

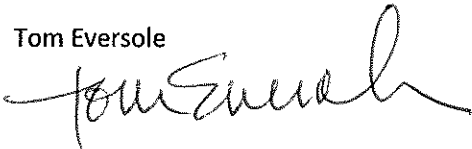
9/26/11
Date

Marie Harvey
Print (Department Chair/Head; Director)

The Library Evaluation will be submitted by the Library after initial review of this proposal.

A draft of the proposal was sent by e-mail to Jennifer Nutefall on September 30, 2011. As soon as the Library Evaluation is complete, the Library Evaluation will be posted to the CPS.

Tom Eversole

A handwritten signature in black ink, appearing to read 'Tom Eversole', written in a cursive style.

Tom Eversole, DVM, MS
Director of Strategic Development

Dean's Office, WB 103
OSU College of Public Health & Human Sciences
Corvallis, OR, 97331-6406

Ph: 541.737.3827
Fax: 541.737.4001

See the following link regarding the purpose of the Library Evaluation. Following the preliminary review of the proposal, the Office of Academic Programs will contact the Library to request a Library Evaluation, if applicable. Once completed, the Library Evaluation will be attached to the proposal by the Office of Academic Programs:

http://oregonstate.edu/ap/curriculum/policies/L_library.html

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Graduate Certificate in Public Health
Title of Proposal

Public Health
Department

Health and Human Services
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☐ marginally adequate to support the proposal
☒ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: \$0 Ongoing (annual): \$0

Comments and Recommendations:

Date Received: 10/3/11

Date Completed: 10/10/11

Laurel Kristick
Subject Librarian

Signature _____

Steven Sowell
Head of Collections & Resource Sharing

Signature _____

Date _____

Faye Chadwell
University Librarian

Signature _____

Date _____

DRAFT

Library Assessment for Category I Proposal for Graduate Certificate in Public Health (GCPH)

In 2009, Alison Bobal, then public health librarian at OSU, did a graduate review of the public health program (attached). At the time, OSU Libraries collections and services were sufficient to support the graduate program in Public Health.

Since that time, there have been a few changes in the OSU Libraries collections as it relates to public health topics. We have lost access to one journal (*Genetic Epidemiology*) and one journal (*Medical Care*) has moved from a print to an online subscription. Of the 20 highest ranked public health journals, OSU has current online access to 11 titles and access to an additional 4 titles which are available with an embargo period of 6 months to a year. In addition, OSU Libraries has a print subscription to one of the 20 titles (*Tobacco Control*). See Table 1 for an updated list of the Libraries' journal holdings in public health.

OSU Libraries now purchases electronic books in a number of subject areas, including public health. These books are available to OSU faculty and students at all times and from any location.

There have also been some positive changes to library services since the 2009 program review. OSU Libraries has added Scan and Deliver, which is a service that provides quick, easy access to OSU Library's physical print collection (including microfilm/fiche). Library staff will scan and electronically deliver requested journal articles and book chapters to the patron's ONID email. Also, the Valley Library is now open 24 hours a day, 5 days a week during the term.

In conclusion, OSU Libraries supports the courses that will make up the Graduate Certificate in Public Health. The expanding electronic collections and library services provided will enable the library to support the forthcoming extended campus courses for the certificate as well as the on campus courses for the GCPH.

Laurel Kristick
Collection Assessment and Science Librarian
Associate Professor, OSU Libraries

Table 1: Top 20 Public, Environmental & Occupational Health Journals as Ranked by Journal Citation Reports Impact Factor with OSU Libraries' Holdings (October 2011)

| Rank | Journal Title | Impact Factor | OSU Access |
|------|--|---------------|--|
| 1 | Annual review of public health | 8.978 | 1997 – present (online) |
| 2 | Environmental health perspectives | 5.636 | 1972 – present (online) |
| 3 | Epidemiologic reviews | 5.429 | 1996 – present (online)
1979 – 2006 (print) |
| 4 | American journal of epidemiology | 5.285 | 1996 – present (online)
1965 – 2006 (print) |
| 5 | Epidemiology | 5.283 | 1990 – 2005 (online) |
| 6 | WHO Technical Report Series | 5.273 | 1949 – present (online & print) |
| 7 | International journal of epidemiology | 5.151 | 1996 – one year ago (online) |
| 8 | Cancer epidemiology, biomarkers & prevention | 4.642 | 1991 – one year ago (online) |
| 9 | Bulletin of the World Health Organization | 4.019 | 1947 – present (online & print) |
| 10 | American journal of public health | 3.612 | 1971 – present (online)
1971 – 2007 (print) |
| 11 | Medical care | 3.554 | 2002 - present (online)
1963 – 2010 (print) |
| 12 | Drug safety | 3.536 | 1998 – six months ago (online) |
| 13 | American journal of preventive medicine | 3.489 | 1998 – present (online) |
| 14 | Genetic epidemiology | 3.338 | No subscription |
| 15 | Cancer causes and control | 3.279 | 1990 – present (online) |
| 16 | Tobacco control | 3.277 | 1998 – present (print)
1992 – 2007 (online) |
| 17 | Infection control and hospital epidemiology | 2.989 | 1988 - 2005 (online) |
| 18 | Environmental research | 2.962 | 1995 – present (online)
1967 – 2005 (print) |
| 19 | Journal of epidemiology and community health | 2.956 | 1979 – 2007 (online) |
| 20 | Journal of exposure science and environmental epidemiology | 2.88 | 1999 - one year ago (online) |

Public Health Graduate Program Review OSU Libraries Collections and Services

May 2009
Alison Bobal
Life Sciences Librarian
Assistant Professor, OSU Libraries

The OSU Libraries support graduate students and faculty in the Department of Public Health through collections, resources and services.

Collections

The Public Health collection consists of monographs and journals in print and electronic formats, videos on VHS and DVD, and bibliographic and full-text online databases. As part of the ongoing assessment of our value to the University, the Libraries conducted a comprehensive collection review in 2000. At that time, the Public Health collection was judged adequate to support master's degree programs, and in some areas (i.e. Environmental Health, Epidemiology and Toxicology) the collections were deemed adequate to support doctoral research. This assessment did not account for materials in other areas that support the interdisciplinary nature of Public Health.

Monographs

The WorldCat Collection Analysis tool was used to evaluate the monographs held by OSU Libraries. Both the holdings of the OSU Libraries' collection were reviewed as well as OSU holdings in comparison to four other university libraries that also support a graduate program in Public Health¹. This group of institutions is not intended to represent schools identical to OSU in size or research strength, but rather to provide an informal sample of library collections that also support a program offering degrees similar to those of OSU's Public Health graduate program.

Table 1 – OSU titles in selected public health subjects and age of collection

| Selected Public Health subjects | #Titles held by OSU | % of Collection purchased in 2000-2008 |
|---|---------------------|--|
| Communicable Diseases | 351 | 60% |
| Economics & Provision of Medical Care | 266 | 46% |
| Environmental Health | 361 | 29% |
| Epidemiology | 123 | 58% |
| Preventive Medicine, Hygiene | 642 | 48% |
| Public Health, Public Aspects of Medicine | 604 | 43% |

The table below compares OSU Libraries' holdings against the four libraries in the comparison group by looking at the number of titles held by at least three of the four libraries. Overall, OSU has a reasonable number of titles that overlap the holdings of the other libraries, particularly when considering that there are alternative methods for accessing books OSU does not own.

¹ University of Wisconsin – La Crosse, Hunter College – CUNY, Temple University, California State University, Long Beach

Table 2: Percentage of books held by OSU in comparison with number of books held by at least 3 other libraries in comparison group

| Selected Public Health subjects | Monographs held by at least 3 libraries in comparison group | Also held by OSU | % held by OSU |
|---|---|------------------|---------------|
| Communicable Diseases | 62 | 38 | 61% |
| Economics & Provision of Medical Care | 37 | 23 | 62% |
| Environmental Health | 29 | 22 | 76% |
| Epidemiology | 18 | 13 | 72% |
| Preventive Medicine, Hygiene | 94 | 58 | 62% |
| Public Health, Public Aspects of Medicine | 78 | 49 | 63% |

The Libraries' budget has deteriorated in recent years and this effect is felt in all subject areas. However, while the Libraries acquire fewer books, the subject librarian welcomes recommendations and requests from faculty. In addition, OSU Libraries, as a member of the Orbis-Cascade Alliance, provides access to the collections of 36 regional academic libraries which can be delivered within three working days.

Journals

The Libraries' journal collection has grown through the addition of new titles requested by faculty and, most significantly, the acquisition of full-text databases and "big package" negotiations with publishers. Access to journals not owned by OSU Libraries has been improved by consortial interlibrary loan agreements and improved software for electronic delivery. More than 60% of articles requested through OSU Libraries' interlibrary loan service are filled within 24 hours.

OSU Libraries subscribe to 14 of the top 20 Public Health journals as listed by impact factor in ISI's Journal Citation Reports. Most of the current library subscriptions are electronic only which reflects OSU Libraries' initiative to provide research materials "whenever, wherever" they are needed.

Table 3: Top 20 Public, Environmental & Occupational Health Journals as Ranked by Journal Citation Reports Impact Factor with OSU Libraries' Holdings

| Rank | Abbreviated Journal Title | Impact Factor | OSU Access |
|------|--|---------------|--|
| 1 | Annual review of public health | 8.978 | 1997 – present (online) |
| 2 | Environmental health perspectives | 5.636 | 1972 – present (online) |
| 3 | Epidemiologic reviews | 5.429 | 1996 – present (online)
1979 – 2006 (print) |
| 4 | American journal of epidemiology | 5.285 | 1996 – present (online)
1965 – 2006 (print) |
| 5 | Epidemiology | 5.283 | 1992 – 2002 (online) |
| 6 | WHO Technical Report Series | 5.273 | 1949 – present (online & print) |
| 7 | International journal of epidemiology | 5.151 | 1996 – 2007 (online) |
| 8 | Cancer epidemiology, biomarkers & prevention | 4.642 | 1991 – 2007 (online) |

| | | | |
|----|--|-------|--|
| 9 | Bulletin of the World Health Organization | 4.019 | 1947 – present (online & print) |
| 10 | American journal of public health | 3.612 | 1971 – present (online)
1971 – 2007 (print) |
| 11 | Medical care | 3.554 | 1963 – present (print) |
| 12 | Drug safety | 3.536 | 1998 – 2008 (online)* |
| 13 | American journal of preventive medicine | 3.489 | 1998 – present (online) |
| 14 | Genetic epidemiology | 3.338 | 1996 – present (online) |
| 15 | Cancer causes and control | 3.279 | 1990 – present (online) |
| 16 | Tobacco control | 3.277 | 1998 – present (print)
1992 – 2007 (online) |
| 17 | Infection control and hospital epidemiology | 2.989 | No subscription |
| 18 | Environmental research | 2.962 | 1995 – present (online)
1967 – 2005 (print) |
| 19 | Journal of epidemiology and community health | 2.956 | 1979 – 2007 (online) |
| 20 | Journal of exposure science and environmental epidemiology | 2.880 | 2006 – present (online) |

*Access to current issue delayed by 6 months

Databases

MEDLINE is the primary database for searching the Public Health literature. OSU Libraries offer access to multiple interfaces of MEDLINE allowing students the option of using a single interface to search across other relevant databases. Additionally, OSU Libraries subscribe to Web of Science, a multidisciplinary database of bibliographic information gathered from thousands of scholarly journals in both science and social science disciplines. Other relevant databases available include Business Source Premier, Environmental Sciences & Pollution Management, TOXLINE, ERIC and PsycINFO.

Library Services

The OSU Libraries offer practical services such as access to reserve materials and timely interlibrary loans, as well as more unique services including availability of laptop computers from the Valley Library Circulation Desk and presentation practice rooms for graduate students. The Valley Library is open, on average, 15 to 17 hours daily allowing students ample access to the collections, study spaces, and reference help. The Libraries also provide online reference services though chat and email, useful for those who do not visit the Libraries in person.

The Libraries use a subject librarian model giving each department and program a designated contact at the library. The subject librarian for Public Health assists graduate students with research tools and strategies and is responsible for selecting materials for the collections that support the Public Health graduate program.

Students are introduced to the OSU Libraries through course-related library instruction sessions or through individual sessions with the subject librarian. The emphasis in these sessions is to help students

understand the breadth of information resources available to them; to provide guidance to them on identifying and selecting appropriate resources; and, to effectively use electronic information which allows for more time to synthesize information.

In Fall 2008, a formal library orientation session was offered to all Public Health graduate students during the 3rd week of classes. This orientation was done at the request of several graduate students. The orientation provided a baseline awareness of library services and important resources and an introduction to their subject librarian. In the past, the subject librarian met with many new graduate students in the program on an individual basis, but a scheduled orientation offered to all new graduate students had not been offered in quite a few years. Because of the positive response to the orientation session, the Department of Public Health is encouraged to schedule this type of session for all new graduate students.

Each term librarians deliver workshops for graduate students covering the basics of the literature review process. There are also workshops on software applications that are useful in research, for example keeping up with newly published literature by using RSS feeds to deliver the tables of contents of newly published journal issues or search alerts from databases. As well as sessions on bibliographic management software, grant writing, and other research management topics of interest to graduate students. Since winter term 2007, 77 Public Health graduate students have enrolled in library workshops.

The Libraries also address the research needs of the Public Health graduate program through tailored services. These are usually related to the collections, e.g. identifying emerging research trends and making appropriate purchases. The OSU Libraries provide access to an institutional repository, ScholarsArchive@OSU (<http://ir.library.oregonstate.edu/jspui/index.jsp>), which enables faculty members to permanently store their research publications and provide open access to them. As this digital collection grows, we anticipate increased awareness of the research output of faculty and students.

Summary

Despite the challenges of rising costs of collections and shrinking budgets, the OSU Libraries are committed to providing access to resources to that ensure students and faculty will have access to the information they need. When taken in combination with the services and expanded access described above, the OSU Libraries' collections support the Public Health Graduate Program.

GRADUATE CERTIFICATE IN PUBLIC HEALTH

FACULTY

Curricula Vitae are available at the links below or upon request from Ms. Nancy Creel.

- **Stephanie Bernell, Associate Professor and Coordinator of the Health Management and Policy Programs.** PhD (Health Economics, Johns Hopkins University, 1999), MA (Economics, American University, 1992), BA (Economic Theory, American University, 1989). Dr. Bernell's research focuses on applying economic theories and methods to pressing public health problems. She has pursued this through three lines of research: (1) the employment effects of chronic health related conditions; (2) the contributions to and the effects of hunger; and (3) the relationship between urban sprawl and obesity. Dr. Bernell teaches health policy and health economics courses. **Program area:** *Health Management and Policy.* <http://health.oregonstate.edu/people/bernell-stephanie>
- **Adam Branscum, Associate Professor and Coordinator of the Biostatistics Track.** PhD (Statistics, University of California at Davis, 2005), MS (Epidemiology, University of California at Davis, 2005), MS (Statistics, California State University, 2000), BS (Mathematics, California State University, East Bay, 1999). Dr Branscum's research interests include Bayesian nonparametric and semiparametric modeling and data analysis, epidemiology, diagnostic test methodology and protocols, and disease prevalence estimation. **Program area:** *Biostatistics.* <http://health.oregonstate.edu/people/branscum-adam>
- **Sue Carozza, Associate Professor, Epidemiology;** PhD (Epidemiology, UNC Chapel Hill, 1995), MSPH (Epidemiology, UNC Chapel Hill, 1993), BS (Wildlife and Fisheries Sciences, Texas A&M University, 1983). Dr. Carozza's research focuses primarily on investigating environmental and genetic risk factors for childhood cancers. In addition, she has developed and applied Geographic Information Sciences (GIS) methods in epidemiologic research, particularly for environmental exposure assessment. Dr. Carozza teaches courses in epidemiology methods and cancer epidemiology. She has previously taught a core epidemiology course on line. **Program area:** *Epidemiology.* <http://health.oregonstate.edu/people/carozza-susan>
- **Chunhuei Chi, Associate Professor and Coordinator of the MPH International Health Track.** ScD (Health Policy and Management, Harvard University, 1990), MPH (International Health, University of Texas, Houston, 1982), BS (Public Health, China Medical College, 1978). Dr. Chi's research interests are in evaluating equity and efficiency in health care services and finance; measurement of equity and efficiency in health care systems and health development; extra-welfarist WTP methodology; improvement of international health professional education; economic globalization and health development; integrating allopathic, traditional, alternative and complimentary medicines into modern health care systems; and health development in low-income nations. Dr. Chi teaches courses in health care systems and finance, international health, global health issues, and health care marketing. **Program areas:** *International Health and Health Management and Policy.* <http://health.oregonstate.edu/people/chi-chunhuei>

- **Karen Elliott, Instructor.** PhD (Public Health, Oregon State University, 2006), MS (Health Promotion and Health Education, University of Montana, 2002), BS (Biology, Carroll College, 1998). Dr. Elliott teaches health promotion and health behavior courses, and supervises internships in the undergraduate program. She teaches community organization in the graduate program. **Program area: Health Promotion and Health Behavior.** <http://health.oregonstate.edu/people/elliott-karen>
- **Tom Eversole, Director. Director for Strategic Development for a College of Public Health and Human Sciences.** DVM (Veterinary Medicine, University of Georgia, 1975), MS (Counseling Psychology, Loyola University, 1989), MS (Veterinary Surgery, Colorado State University, 1978), BS (Biology, Virginia Polytechnic Institute and State University, 1971.) Dr. Eversole has served as Manager of HIV/STD/TB programs for Oregon Public Health Division. He served 8 years as Benton County Health Administrator, establishing and directing a new federally qualified health center. He has served as Co-chair of Oregon's Conference of Local Public Health Officials (CLHO), Vice Chair of the CLHO Legislative Committee and currently serves as Chair of the governor's appointed Public Health Advisory Board. He is adjunct faculty to OSU College of Veterinary Medicine, where he teaches veterinary public health. **Program area: Health Management and Policy.** <http://health.oregonstate.edu/people/eversole-tom>
- **Nancy Seifert, Instructor.** PhD (Public Health, Oregon State University, 2005), MS (Management, Troy State University, 1979), BS (Business Education, Oregon State University, 1975). Dr. Seifert is also currently CEO of Quality Care Associates, Inc. Her research interests are in recruitment theory and practical strategies for recruiting physicians in Oregon. She is currently involved in the creation and exploration of Accountable Care Organizations. **Program area: Health Management and Policy.** <http://health.oregonstate.edu/people/seifert-nancy>
- **Shelley Su, Instructor.** PhD (Toxicology, Oregon State University, 1998), BS (Biochemistry/Biophysics, Oregon State University, 1982). Dr. Su's research interests include environmental causation of disease. Focus on the mechanisms of xenobiotic metabolism, and the dietary modulation of chemoprotective/cancer-causing enzyme systems. Dr. Su teaches classes in environmental health, including air toxics, hazardous wastes, public health toxicology, occupational health, and ethics. **Program area: Environment, Safety and Health.** <http://health.oregonstate.edu/people/su-shelley>

September 30, 2011



Oregon State University • Oregon Health & Science University • Portland State University

**Oregon Master of Public Health Program
Graduate Certificate in Public Health
Memorandum of Understanding**

This Memorandum of Understanding is entered into by Oregon Health and Science University, Oregon State University, and Portland State University -- the partner institutions of the collaborative Oregon Master of Public Health (OMPH) Program -- regarding creation of a Graduate Certificate in Public Health (GCPH). The GCPH, requested by the Oregon Public Health Division in April 2007, has been developed in direct response to public health workforce development needs in the state of Oregon. The curriculum (specified, below) is that which was identified by the requestors as best meeting existing workforce needs.

In order to provide the GCPH, participants agree to the following:

Governance: This Certificate, a product of the OMPH Program, shall be governed by the Deans Oversight Council, and administered by the Coordinating Council/Track Coordinators Committee through its subcommittee on Workforce Development. Participants in the GCPH include the partner academic units of the OMPH Program (Public Health and Preventive Medicine, School of Medicine, OHSU; Graduate and Interdisciplinary Programs, School of Nursing, OHSU; Department of Public Health, College of Health and Human Sciences, OSU; School of Community Health and Division of Public Administration, College of Urban and Public Affairs, PSU). It is the intent of this partnership that the certificate may be granted by any or all of the partner institutions, through the affiliated academic units. Each institution intending to grant the GCPH shall follow standard application procedures for providing a new program, as specified by the respective campus and the Oregon University System (OUS).

Admission: Students applying to the GCPH shall hold earned baccalaureate degrees in any discipline. Priority admission shall be granted to working public health professionals in Oregon. OMPH GRE and undergraduate statistics course requirements will be waived for students entering the GCPH.

Curriculum: The GCPH is a "for credit" curriculum comprised of 19 academic units, all of which will be applicable to future pursuit of the MPH degree. The curriculum is to include the five core courses in public health (Epidemiology Survey, Introduction to Biostatistics, Principles of Health Behavior, Health Systems Organization, and Environmental Health), and two elective courses of which students are to select one (Program Evaluation or Principles and Practices of Public Health/Foundations of Public Health).



Oregon State University • Oregon Health & Science University • Portland State University

Implementation: The GCPH may be delivered through any of the learning formats provided by OMPH Program Tracks. Consistent with OMPH Program practice, certificate students may take their classes at any of the OMPH academic units, irrespective of whether the certificate is granted by that host Institution. Intercampus registration for the GCPH shall follow the same protocols as for collaborative MPH degree students.

Funding: As with all OMPH Program offerings, funding for support of the GCPH at the unit level shall be provided by the partner Institutions; funding for program-level administration shall be provided by the Deans Oversight Council through the OMPH Program Office.

Tuition: Students shall pay the respective tuition and fees of the Institution granting the GCPH, to which they were admitted.

Termination: The GCPH shall abide by the same policy as that of the parent OMPH Program, which states that any partner wishing to withdraw from, or terminate, this agreement must do so in writing no fewer than 12 months prior to the intended termination date. Such notice must be approved by the Chair of the Deans Oversight Council [Oregon Master of Public Health Program Memorandum of Understanding, March 2004, Section 2.4].

In signing below, the authorized representatives of the OMPH Deans Oversight Council agree to the terms stated, above, and confirm their intent to participate in the Oregon MPH Program Graduate Certificate in Public Health.

Gail M. Houck
Gail M. Houck, School of Nursing, OHSU

04/28/08

Date

Edward Keenan
Edward Keenan, School of Medicine, OHSU

4/28/08

Date

Craig Wolner
Craig Wolner, PSU

4/18/08

Date

Jeff McCubbin
Jeff McCubbin, OSU

5/2/08

Date

From: Tom R ENGLE [mailto:tom.r.engage@state.or.us]
Sent: Monday, June 06, 2011 8:17 AM
To: Eversole, Tom - HHS
Subject: Minimum Standards

Tom Eversole -

I am writing to you as the Director of Strategic Development for a CPHHS at OSU.

I hope that you will encourage OSU to develop a program that will provide opportunities for local health administrators in Oregon to meet their minimum standards. One of the critical needs we have in this state is assurance that our public health leadership is qualified and up to date on public health science. We need a mechanism for administrators to receive core public health education in a way that acknowledges the challenges of state geography and distances, and the challenge of time constraints of a working leadership.

The current minimum standards for local health administrators:

"The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health. In 2008 these are: Biostatistics, Epidemiology, Environmental health sciences, Health services administration, and Social and behavioral sciences relevant to public health problems. The Administrator must demonstrate at least 3 years of increasing responsibility and experience in public health or a related field."

If a local health administrator does not meet the minimum standard, we ask that they have a plan in place to achieve the standard and we give them time to secure the course work. Currently there is no distance learning option in the Oregon system and administrators much go outside Oregon to try and find the courses.

thank you for the consideration.

tom

Excerpt from: OREGON ADMINISTRATIVE RULES
6/25/2008

**MINIMUM STANDARDS FOR
LOCAL HEALTH DEPARTMENTS IN OREGON**

**PUBLIC HEALTH ADMINISTRATOR RESPONSIBILITIES AND
QUALIFICATIONS**

Statutory Authority:

431.416 Local public health authority or health district; duties. The local public health authority or health district shall:

(1) Administer and enforce the rules of the local public health authority or the health district and public health laws and rules of the Department of Human Services.

(2) Assure activities necessary for the preservation of health or prevention of disease in the area under its jurisdiction as provided in the annual plan of the authority or district are performed.

These activities shall include but not be limited to:

(a) Epidemiology and control of preventable diseases and disorders;

(b) Parent and child health services, including family planning clinics as described in ORS 435.205;

(c) Collection and reporting of health statistics;

(d) Health information and referral services; and

(e) Environmental health services. [1961 c.610 §8; 1973 c.829 §23; 1977 c.582 §28; 1983 c.398 §4; 2001 c.900 §150]

=====

OAR 333-014-0070 Organization. Each county and district health department shall:

(1) Employ a qualified administrator who is responsible for the operation of the health department....

**RESPONSIBILITIES OF THE PUBLIC HEALTH
ADMINISTRATOR**

- Responsible for assuring that ORS 431.416, regarding the local public health authority and public health laws and rules, is appropriately administered and enforced
- Develops and recommends public health policies; recommends the establishment and revision of rules and regulations; prepares various statistical, financial and special reports
- Plans, organizes and directs the work of professionals, technical and clerical personnel; establishes operational methods and procedures
- Develops, directs and monitors the budget and financial management systems for the local public health services

- Provides leadership with the local jurisdiction for overall health planning and development including assessing public health service needs in the county or health district; completes annual local health plan
- Directs operational analysis, program evaluation, standards development, research and planning programs of the department and management information systems
- Represents the county or district department in negotiation and coordination of public health services with the community, state and federal governments, and the Conference of Local Health Officials
- Insures performance of quality assurance activities, and that federal and state government regulations are met
- Represents the agency to community groups, other agencies and the media
- Participates in disaster preparedness planning and response as applicable
- Serves as liaison with state and national health organizations

MINIMUM QUALIFICATIONS

The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health. In 2008 these are: Biostatistics, Epidemiology, Environmental health sciences, Health services administration, and Social and behavioral sciences relevant to public health problems. The Administrator must demonstrate at least 3 years of increasing responsibility and experience in public health or a related field.

OAR 431.345 Minimum standards for financial assistance to local boards of health.

In order to establish criteria for local boards of health to qualify for such financial assistance as may be made available, the Oregon Health Authority, upon receipt of written approval from the Conference of Local Health Officials shall adopt minimum standards governing:

- (1) Education and experience for professional and technical personnel employed in local health departments, such standards to be consistent with any applicable merit system.
- (2) Organization, operation and extent of activities which are required or expected of local health departments to carry out their responsibilities in implementing the public health laws of this state and the rules of the Oregon Health Authority. [1967 c.146 §5 (enacted in lieu of 431.320); 1977 c.582 §23; 2009 c.595 §557]

SYLLABUS

Proposed OSU Graduate Certificate in Public Health (GCPH)

Total Credits Required = 19

| | Course Title | Credits |
|--|--|---------|
| MPH Core Courses
(16 credits) | H 512 Environmental and Occupational Health | 3 |
| | H 524 Introduction to Biostatistics | 4 |
| | H 525 Principles and Practices of Epidemiology | 3 |
| | H 533 Health Systems Organization | 3 |
| | H 571 Principles of Health Behavior | 3 |
| Electives
(3 credits) | H 530 Health Policy Analysis | 3 |
| | H536 Healthcare Organizational Theory and Behavior | 3 |

H 512 Environmental and Occupational Health

Survey of basic concepts and issues in environmental and occupational health. Environmental and occupational hazards that affect human health are examined in the context of current social, political, and regulatory pressures. Topics include current issues, food protection, basic principles of toxicology and risk assessment, indoor and air pollution, drinking water and wastewater, solid and hazardous waste disposal, pesticides and health issues, radiation, and occupational injury. Global environmental health issues are included in discussions as time permits.

H 524 Introduction to Biostatistics

Quantitative analysis and interpretation of health data including probability distributions, estimation of effects, and hypothesis-tests such as Chi-square, one-way ANOVA, and simple linear regression.

H 525 Principles and Practice of Epidemiology

History of epidemiologic thought; measures of disease frequency and effect; etiologic fraction; design strategies; sources of imprecision and bias; basic epidemiological terminology.

H 533 Health Systems Organization

Examines the nature of health and health care services and reviews the role of government and the free market on health services. Alternative ways of organizing, financing, and delivery of health care services are explored.

H 571 Principles of Health Behavior

Theoretical approaches to behavior change in health promotion/education research and practice; factors influencing health behaviors, ethical behavior change issues, behavioral interventions for special populations.

H 530 Health Policy Analysis

Analysis of public policies affecting health care programs, services and organizations and the impact of those programs on citizens; processes by which health policy proposals are generated, promoted, defeated, modified and implemented.

H536 Healthcare Organizational Theory and Behavior

Administrative practice in health care settings with emphasis on long-term care and acute care services. Provides a framework for health care systems and managerial process and roles. Focus on operations, planning, marketing, human resources, finance, productivity and control as well as emerging trends in health services.

OSU Libraries
Collection Development

Library Evaluation for Category I Proposal

Graduate Certificate in Public Health

Title of Proposal

Public Health

Department

Health and Human Services

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

☐ inadequate to support the proposal (see budget needs below)

☐ marginally adequate to support the proposal

☒ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: \$0

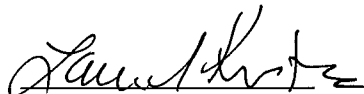
Ongoing (annual): \$0

Comments and Recommendations:

Date Received: 10/3/11

Date Completed: 10/10/11


Laurel Kristick
Subject Librarian


Signature

Steven Sowell
Head of Collections & Resource Sharing

 10/11/11
Signature Date

Faye Chadwell
University Librarian

 10/17/11
Signature Date

Public Health Certificate Program
Budget for years 1 - 4

24-Oct

| | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | |
|------------------------------|-----------|-----------|-----------|---------------|------------|-----------|------------|---------------|--------|------------|------|---------------|--------|------------|------|---------------|
| | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | | | | | | | | | | | | | |
| Faculty | 0.15 | \$ 17,277 | 0.24 | \$ 18,300 | 0.57 | \$ 36,336 | 0.16 | \$ 17,416 | 0.73 | \$ 45,065 | - | \$ - | 0.73 | \$ 46,418 | - | \$ - |
| Grad Assistants | - | \$ - | 0.49 | \$ 33,000 | - | \$ - | 0.49 | \$ 33,990 | 0.49 | \$ 35,010 | - | \$ - | 0.49 | \$ 36,060 | - | \$ - |
| Support Staff | - | \$ - | 0.20 | \$ 7,104 | - | \$ - | 0.20 | \$ 7,317 | 0.20 | \$ 7,537 | - | \$ - | 0.20 | \$ 7,763 | - | \$ - |
| Fellowships/Scholarships | | | | | | | | | | | | | | | | |
| OPE | - | \$ 11,210 | - | \$ 4,618 | - | \$ 14,884 | - | \$ 4,756 | - | \$ 23,667 | - | \$ - | - | \$ 24,377 | - | \$ - |
| Nonrecurring | | | | | | | | | | | | | | | | |
| Personnel subtotal | 0.15 | \$ 28,488 | 0.93 | \$ 63,022 | 0.57 | \$ 51,220 | 0.85 | \$ 63,479 | 1.42 | \$ 111,278 | - | \$ - | 1.42 | \$ 114,618 | - | \$ - |
| Other Resources | | | | | | | | | | | | | | | | |
| Library/Printed | | | | | | | | | | | | | | | | |
| Library/Electronic | | | | | | | | | | | | | | | | |
| Services & Supplies | | | \$ 11,978 | | \$ 1,479 | \$ 11,521 | | \$ 15,000 | | \$ - | | \$ 15,450 | | \$ - | | |
| Equipment | | | | | | | | | | | | | | | | |
| Other Expenses | | | | | | | | | | | | | | | | |
| Other Resources subtotal | \$ - | \$ 11,978 | \$ 1,479 | \$ 11,521 | \$ 15,000 | \$ - | \$ 15,450 | \$ - | | | | | | | | |
| Physical Facilities | | | | | | | | | | | | | | | | |
| Construction | | | | | | | | | | | | | | | | |
| Major Renovation | | | | | | | | | | | | | | | | |
| Other Expenses | | | | | | | | | | | | | | | | |
| Physical Facilities subtotal | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| TOTAL EXPENSE BUDGET | \$ 28,488 | \$ 75,000 | \$ 52,699 | \$ 75,000 | \$ 126,278 | \$ - | \$ 130,068 | \$ - | | | | | | | | |

| | | | | | | | | |
|------------------------|-----------|--|-----------|--|------------|--|------------|--|
| TUITION REVENUE BUDGET | \$ 35,416 | | \$ 88,540 | | \$ 141,664 | | \$ 177,080 | |
|------------------------|-----------|--|-----------|--|------------|--|------------|--|

| | | | | | | | | |
|-----------------------|-------|--|--------|--|--------|--|--------|--|
| REVENUE minus EXPENSE | 6,928 | | 35,841 | | 15,386 | | 47,012 | |
|-----------------------|-------|--|--------|--|--------|--|--------|--|

| | | | | | | | | |
|--------------------|-----|--|-----|--|-----|--|-----|--|
| % of Total Revenue | 20% | | 40% | | 11% | | 27% | |
|--------------------|-----|--|-----|--|-----|--|-----|--|

| | | | | | | | | |
|--------------------|-------|--|--------|--|--------|--|---------|--|
| Fund Balance | 6,928 | | 42,769 | | 58,155 | | 105,168 | |
| % of Total Revenue | 20% | | 48% | | 41% | | 59% | |

Public Health Certificate Program
Expense Budget for years 1 - 4

24-Oct

| | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | |
|------------------------------|--------|-----------|------|---------------|--------|-----------|------|---------------|--------|------------|-----|---------------|--------|------------|-----|---------------|
| | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | | | | | | | | | | | | | |
| Faculty | | | | | | | | | | | | | | | | |
| Course Development Stipend | | | | | | | | | | | | | | | | |
| H571 | | | | \$ 2,500 | | | | | | | | | | | | |
| H525 | | | | \$ 2,500 | | | | | | | | | | | | |
| H533 | | | | \$ 2,500 | | | | | | | | | | | | |
| H512 | | | | | | | | \$ 2,500 | | | | | | | | |
| H536 | | | | | | | | \$ 2,500 | | | | | | | | |
| H524 | | | | | | | | \$ 2,500 | | | | | | | | |
| H530 | | | | | | | | \$ 2,500 | | | | | | | | |
| Salaries | | | | | | | | | | | | | | | | |
| Prog Dir (M. Harvey) | 0.05 | \$ 8,007 | | | 0.05 | \$ 8,248 | | | 0.05 | \$ 8,495 | | | 0.05 | \$ 8,751 | | |
| Assoc Prog Dir (T. Eversole) | 0.10 | \$ 9,270 | | | 0.10 | \$ 9,548 | | | 0.10 | \$ 9,835 | | | 0.10 | \$ 10,130 | | |
| Instructor #1 | | | 0.08 | \$ 3,600 | 0.08 | \$ 3,708 | | | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Instructor #2 | | | 0.08 | \$ 3,600 | 0.08 | \$ 3,708 | | | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Instructor #3 | | | 0.08 | \$ 3,600 | 0.08 | \$ 3,708 | | | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Instructor #4 | | | | | 0.08 | \$ 3,708 | | | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Instructor #5 | | | | | 0.08 | \$ 3,708 | | | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Instructor #6 | | | | | | | 0.08 | \$ 3,708 | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Instructor #7 | | | | | | | 0.08 | \$ 3,708 | 0.08 | \$ 3,819 | | | 0.08 | \$ 3,934 | | |
| Grad Assistants | | | | | | | | | | | | | | | | |
| Prog Mgr (Grad #1-TBA) | | | 0.49 | \$ 33,000 | | | 0.49 | \$ 33,990 | 0.49 | \$ 35,010 | | | 0.49 | \$ 36,060 | | |
| Prog Mgr (Grad #2-TBA) | | | | | | | | | - | \$ - | | | - | \$ - | | |
| Support Staff | | | | | | | | | | | | | | | | |
| Office Coord (R. Thayer) | | | 0.20 | \$ 7,104 | | | 0.20 | \$ 7,317 | 0.20 | \$ 7,537 | | | 0.20 | \$ 7,763 | | |
| Fellowships/Scholarships | | | | | | | | | | | | | | | | |
| OPE | | \$ 11,210 | | \$ 4,618 | | \$ 14,884 | | \$ 4,756 | | \$ 23,667 | | | | \$ 24,377 | | |
| Nonrecurring | | | | | | | | | | | | | | | | |
| Personnel subtotal | 0.15 | \$ 28,488 | 0.93 | \$ 63,022 | 0.57 | \$ 51,220 | 0.85 | \$ 63,479 | 1.42 | \$ 111,278 | - | \$ - | 1.42 | \$ 114,618 | - | \$ - |
| Other Resources | | | | | | | | | | | | | | | | |
| Library/Printed | | | | | | | | | | | | | | | | |

Public Health Certificate Program
Expense Budget for years 1 - 4

24-Oct

| | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | |
|------------------------------|--------|-----------|-----|---------------|--------|-----------|-----|---------------|--------|-----------|-----|---------------|--------|-----------|-----|---------------|
| | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus | FTE | From PHHS | FTE | From E-Campus |
| Library/Electronic | | | | | | | | | | | | | | | | |
| Services & Supplies | | | \$ | 11,978 | \$ | 1,479 | \$ | 11,521 | \$ | 15,000 | | | \$ | 15,450 | | |
| Equipment | | | | | | | | | | | | | | | | |
| Other Expenses | | | | | | | | | | | | | | | | |
| Other Resources subtotal | \$ | - | \$ | 11,978 | \$ | 1,479 | \$ | 11,521 | \$ | 15,000 | \$ | - | \$ | 15,450 | \$ | - |
| Physical Facilities | | | | | | | | | | | | | | | | |
| Construction | | | | | | | | | | | | | | | | |
| Major Renovation | | | | | | | | | | | | | | | | |
| Other Expenses | | | | | | | | | | | | | | | | |
| Physical Facilities subtotal | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - |
| GRAND TOTAL | \$ | 28,488 | \$ | 75,000 | \$ | 52,699 | \$ | 75,000 | \$ | 126,278 | \$ | - | \$ | 130,068 | \$ | - |

Public Health Certificate Program

24-Oct

Revenue Budget for years 1 - 4

Revenue Assumptions:

| | | |
|---------------------------------|----|-----|
| MPH Tuition per SCH | | |
| Resident | \$ | 466 |
| Non-Resident | \$ | 749 |
| Avg annual SCH load per student | | 9.5 |
| Dept portion of revenue | | 80% |

| | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
|----------------------|------------|-----------|------------|-----------|------------|------------|------------|------------|
| | Enrollment | Revenue | Enrollment | Revenue | Enrollment | Revenue | Enrollment | Revenue |
| Tuition Revenue | | | | | | | | |
| Certificate Students | 10 | | 25 | | 40 | | 50 | |
| Graduate Students | | | | | | | | |
| | 10 | \$ 35,416 | 25 | \$ 88,540 | 40 | \$ 141,664 | 50 | \$ 177,080 |

| | | | | | | | | |
|--------------|--------|-------|--------|--------|---------|--------|---------|---------|
| | 28,488 | 6,928 | 52,483 | 36,057 | 126,277 | 15,387 | 130,066 | 47,014 |
| | | 20% | | 41% | | 11% | | 27% |
| fund balance | | 6,928 | | 42,985 | | 58,372 | | 105,387 |
| | | 20% | | 49% | | 41% | | 60% |

Notice of Intent to Offer an Educational Program Gainful Employment Electronic Announcement #5

1. Institution Name: Oregon State University (OSU) College of Public Health and Human Sciences

2. OPEID Number: 003210-00

3. Program Name: Graduate Certificate in Public Health (GCPH)
Program CIP Code: (512201) supported by this documentation

4. Narrative description of how the institution determined the need for the program.

This program will address the following need:

The minimum qualifications for Health Administrators employed at County health departments are outlined in Oregon Administrative Rules. The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health (CEPH). These are: Biostatistics; Epidemiology; Environmental health sciences; Health services administration; and Social and behavioral sciences relevant to public health problems. Approximately 1 in 3 County Health Administrators lack such training as documented by triennial reviews of Local Health Departments. Health plans for such departments must include a plan of corrective action. The GCPH is designed to meet that need, allowing working professionals to complete the requirement without travel or disrupting their work. Credit may transfer into OSU's Master of Public Health degree.

- The institution was made aware of this need through Tom Eversole's involvement with the Conference of Local Health Officials (CLHO) and a request from Oregon Public Health Division to offer the certificate.
- No program is being replaced
- The program will be offered in response requests from CLHO and to the state health division for Oregon State University to do so. See attached letters from Tom Engle and Kathleen O'Leary.

Background summary of need:

Oregon Public Health Division (OPHD) has requested that OSU offer the online certificate so that employees of county health departments may meet minimum job qualifications. According to a 2008 survey of local health departments by the Coalition of Local Health Officials, (www.oregon.gov/DHS/ph/lhd/docs/capacity-assessment-report-final-10-08.pdf) health departments statewide were assessed as having only 57% of the required capacity as measured using national standards by the National Association of City and County Health Officials. The study called for an additional 394 FTE of public health workers to meet Oregon's current need. Additionally:

- Oregon's public health workforce is inadequate, and needs are growing.
- Between 1980 and 2000, the US population grew by nearly 55 million, yet the public health workforce declined by 55,000. *
- 23% of the nation's Public Health workforce is eligible to retire within the next 5 years.
- Many among the workforce lack public health training and are not well prepared to conduct population based approaches, which is the heart of the profession.
- The Association of Schools of Public Health (ASPH) estimates that schools of public health will need to train three times the number of graduates over the next 12 years to meet workforce needs. For Oregon, that means increasing from approximately 80 to 240 public health graduates per year.

- Interest in academic preparation is growing, and Oregon is not recruiting or graduating the number of public health students it could. In 1997 and 2003 the number of MPH applicants was 133 and 348 respectively. About 60% of applicants are accepted into MPH programs. In 2002 and 2005, the number of graduates was 44 and 78 respectively. Current capacity will not meet the workforce needs (est. 240 MPH graduates/year) for a fully functioning, robust public health system once developed.

*Data from: UCLA Public Health Magazine, UCLA School of PH, June, 2008, pp. 12 – 16.

5. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.

The minimum qualifications for Health Administrators employed at County health departments are outlined in Oregon Administrative Rules. The OPHD, Oregon's state health division, has recognized that at least a third of the senior level administrative and clinical staff in local health departments (LHDs) are under-prepared according to Statute and Standards for public health hiring in Oregon (See Attachment, Minimum Standards for Local Health Departments in Oregon). OPHD has found that neither geographic location nor employee cohort is associated with better preparation of public health staff, and has identified an urgent and ongoing need for the GCPH among staff.

Course content was designed in accordance with requirements outlined in Oregon Administrative Rules. Course content, program length, and academic level are identical to courses offered through the Council on Education for Public Health (CEPH) accredited Oregon Masters of Public Health (OMPH) Program. Admission requirements and prerequisites were identified in consultation with the OMPH Program and university guidance. Information about course content, target students and potential employers was received from discussions with OPHD and CLHO, a governance body consisting of county health administrators and representing county boards of health.

6. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the Department upon request.

No wage analysis for the target student audience was conducted.

7. Narrative description of how the program was reviewed developed or approved.

The GCPH was originally developed in 2008 by Oregon Health Sciences University (OHSU) in conjunction with OMPH. The program was presented by OHSU to the Conference of Local Health Officials, representing county health departments (potential employers of graduates) for review and endorsement. It was approved by the Provosts Council of the Oregon University System in May 2008 and delivered for the first time by OHSU that fall. As outlined in a Memorandum of Agreement (attached) the OMPH Dean's Oversight Council coordinates administrative oversight of the certificate program and approves this institution to offer the certificate program. The program was reviewed by OSU faculty for program integrity through the institution's Category 1 Proposal process for new graduate certificates. OSU received a letter of support from the Conference of Local Health Officials in October 2011.

8. Date of the first day of class. Include both:

☐ First day the program was or will be offered by the institution: 9 JAN 2012

☐ Day to begin disbursing Title IV funds to students enrolled in the program: 1 JAN 2012

Tom Eversole _____ October 19, 2011
Director of Strategic Development, OSU College of Public Health and Human Sciences

From: Tom R ENGLE [mailto:tom.r.engage@state.or.us]
Sent: Monday, June 06, 2011 8:17 AM
To: Eversole, Tom - HHS
Subject: Minimum Standards

Tom Eversole -

I am writing to you as the Director of Strategic Development for a CPHHS at OSU.

I hope that you will encourage OSU to develop a program that will provide opportunities for local health administrators in Oregon to meet their minimum standards. One of the critical needs we have in this state is assurance that our public health leadership is qualified and up to date on public health science. We need a mechanism for administrators to receive core public health education in a way that acknowledges the challenges of state geography and distances, and the challenge of time constraints of a working leadership.

The current minimum standards for local health administrators:

"The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health. In 2008 these are: Biostatistics, Epidemiology, Environmental health sciences, Health services administration, and Social and behavioral sciences relevant to public health problems. The Administrator must demonstrate at least 3 years of increasing responsibility and experience in public health or a related field."

If a local health administrator does not meet the minimum standard, we ask that they have a plan in place to achieve the standard and we give them time to secure the course work. Currently there is no distance learning option in the Oregon system and administrators much go outside Oregon to try and find the courses.

thank you for the consideration.

tom

Tom Engle RN, Oregon Public Health
Director, Office of Community Liaison
800 NE Oregon St., Ste 930
Portland, Oregon 97232

Excerpt from: OREGON ADMINISTRATIVE RULES

6/25/2008

MINIMUM STANDARDS FOR LOCAL HEALTH DEPARTMENTS IN OREGON

PUBLIC HEALTH ADMINISTRATOR RESPONSIBILITIES AND QUALIFICATIONS

Statutory Authority:

431.416 Local public health authority or health district; duties. The local public health authority or health district shall:

- (1) Administer and enforce the rules of the local public health authority or the health district and public health laws and rules of the Department of Human Services.
- (2) Assure activities necessary for the preservation of health or prevention of disease in the area under its jurisdiction as provided in the annual plan of the authority or district are performed. These activities shall include but not be limited to:
 - (a) Epidemiology and control of preventable diseases and disorders;
 - (b) Parent and child health services, including family planning clinics as described in ORS 435.205;
 - (c) Collection and reporting of health statistics;
 - (d) Health information and referral services; and
 - (e) Environmental health services. [1961 c.610 §8; 1973 c.829 §23; 1977 c.582 §28; 1983 c.398 §4; 2001 c.900 §150]

=====

OAR 333-014-0070 Organization. Each county and district health department shall:

- (1) Employ a qualified administrator who is responsible for the operation of the health department....

RESPONSIBILITIES OF THE PUBLIC HEALTH ADMINISTRATOR

- Responsible for assuring that ORS 431.416, regarding the local public health authority and public health laws and rules, is appropriately administered and enforced
- Develops and recommends public health policies; recommends the establishment and revision of rules and regulations; prepares various statistical, financial and special reports
- Plans, organizes and directs the work of professionals, technical and clerical personnel; establishes operational methods and procedures
- Develops, directs and monitors the budget and financial management systems for the local public health services
- Provides leadership with the local jurisdiction for overall health planning and development including assessing public health service needs in the county or health district; completes annual local health plan
- Directs operational analysis, program evaluation, standards development, research and planning programs of the department and management information systems
- Represents the county or district department in negotiation and coordination of public health services with the community, state and federal governments, and the Conference of Local Health Officials

- Insures performance of quality assurance activities, and that federal and state government regulations are met
- Represents the agency to community groups, other agencies and the media
- Participates in disaster preparedness planning and response as applicable
- Serves as liaison with state and national health organizations

MINIMUM QUALIFICATIONS

The Administrator must have a Bachelor degree plus graduate courses (or equivalents) that align with those recommended by the Council on Education for Public Health. In 2008 these are: Biostatistics, Epidemiology, Environmental health sciences, Health services administration, and Social and behavioral sciences relevant to public health problems. The Administrator must demonstrate at least 3 years of increasing responsibility and experience in public health or a related field.

=====

OAR 431.345 Minimum standards for financial assistance to local boards of health.

In order to establish criteria for local boards of health to qualify for such financial assistance as may be made available, the Oregon Health Authority, upon receipt of written approval from the Conference of Local Health Officials shall adopt minimum standards governing:

- (1) Education and experience for professional and technical personnel employed in local health departments, such standards to be consistent with any applicable merit system.
- (2) Organization, operation and extent of activities which are required or expected of local health departments to carry out their responsibilities in implementing the public health laws of this state and the rules of the Oregon Health Authority. [1967 c.146 §5 (enacted in lieu of 431.320); 1977 c.582 §23; 2009 c.595 §557]

**MOU for new Online Program Development between
College of Public Health and Human Sciences
and
OSU Extended Campus**

| |
|--|
| OSU Graduate Certificate in Public Health |
|--|

OSU Extended Campus welcomes this opportunity to make this graduate program available to a worldwide audience. The OSU Graduate Certificate in Public Health (GCPH) will be an important addition to OSU online programs.

This funding and development agreement is made contingent upon full curricular approval of the new certificate program and posting to the OSU Catalog.

Program Personnel

Coordination

The College of Public Health and Human Sciences (hereafter referred to as “the College/School”) agrees to assign a year-round (12 month) program coordinator to serve as the main contact person to coordinate development of this degree program with Ecampus and to assist with marketing, and any issues that may arise. Position funding is described below. Coordination will include:

- Assisting Ecampus with marketing strategies, structuring academic advising, facilitating communications between Ecampus and instructors/course developers;
- Coordination and communications between the program and the College and other administrative units to ensure policy and procedures are in place to facilitate the offering of this program to distance students.

Program Coordinator/Director: Tom Eversole (tom.eversole@oregonstate.edu; 541-737-3827)

Administrative Support Staff: tbd

Funding Overview with Details of Budget Transfer per Program Component

For coordination, course development, and program delivery:

Total Funding = \$130,680 (recurring and non-recurring)

- Funds will be disbursed to the College per the agreements below;
- Ecampus will assume no direct payroll.

Budget will be transferred to the College as follows:

Non-recurring Total= \$33,700

1. Course development

○ \$30,000

- \$5,000 per course.
- Develop 6 existing OSU courses for online delivery: H512, H524, H530, H533, H536 and H 571.(see Course Development Plan, below)
 - Funds will be budget transferred to the academic department for support of course development only after a course is:

- deemed complete and up to standards,
- and has been reviewed and approved by the appropriate designee of the College in collaboration with the Ecampus Director of Project Development and Training.

2. Equipment/Supplies

- \$2,700
 - For purchase of 30 additional licenses of STATA to expand capacity on the Student Computing Services computers to support program needs.
 - Funding does not support infrastructure.
 - Transferred upon signing of this agreement.

3. End-of-Project Report

- \$1,000
 - Transferred upon completion of the project and acceptance of the final report (description below).

Recurring Total= \$96,980

Staffing

- Course development coordination, two positions.
 - Program Coordinator/Director
 - \$62,480 total; \$31,240 per year, for two years
 - First payment of \$31,240 will be budget transferred to the Department upon signing of the MOU
 - Administrative Support Staff
 - \$34,500 total; \$17,250 per year, for two years
 - First payment of \$17,250 will be budget transferred to the Department upon signing of the MOU
 - Ecampus will assume no direct payroll.

Understanding of Program Delivery, Course Development and Collaboration

- Students may enroll as distance certificate seeking students in this program effective Fall term, 2012. If students are enrolled in OSU graduate school, credit earned online may apply to a degree.
- Course development will start summer term 2012 and will be completed by the end of Summer term, 2013.
- The College will develop a total of 6 courses for online delivery through Extended Campus.
 - When development is complete, the College/Schools must give approval for on-going offerings of each course in order to accommodate student demand for the course and timely progress towards degree completion, and to allow Ecampus to recoup development costs over time.
 - The sequence and timing of course design, development, and offering are delineated in the Development Plan below.
 - Preliminary syllabi for each of the courses are to be submitted to Ecampus prior to course development.
- Courses will be collaboratively assessed, planned, designed, and developed by the content providing faculty (Course Developer) or their representatives with the Ecampus Project Development and Training unit (PDT).

- The Ecampus contact for course development is: Dianna Fisher, Director of PDT: dianna.fisher@oregonstate.edu; 541-737-8658.
- All courses making up the distance certificate will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs. All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Blackboard course management system.
- The Course Developers, under the guidance of the appointed program Coordinator, will engage in continued collaboration with PDT from project inception and will ensure course completion and approval of the course *prior to the start of registration of the initial term of offer*. Completion status of the course is determined by the Extended Campus Director of Project Development and Training in consultation with the College designee. Courses will be reviewed by designee(s) from the College/Schools and Ecampus upon completion and approval prior to initial course offering.
- If the course is not complete in Blackboard and ready to be taught prior to the beginning of registration for the initial term of offer, the PDT Director will consult with the Program Coordinator/Director concerning advisability of course cancellation.
- As delineated in the existing MOU with the College, Ecampus will provide (at no project cost) basic course development and production including: instructional design with best practices covering accessibility and copyright, project management, media development, Blackboard course development, training, marketing, and on-going student and instructor support.

Use of Course and Materials

The Course Developers will have control of the substantive and intellectual content of materials subject to review and approval of the College/School. Course Developers shall receive credit as a named author or a principal developer of the course. The College/School may add additional authors in accordance with their contribution to the course and as determined by the Course Developers. Course Developers have the right to remove his or her name from the course at any time, in coordination with the academic department and Extended Campus. The College/School can appoint others to teach the courses. Consistent with the rules of the State Board of Higher Education, the Board owns the course and materials, and OSU shall have the exclusive right to offer the course, whether through internet, video transmission, IP Video, interactive TV, or by other means, to any student at any location.

End-of-Project Report

Please submit a final report after completion of the project to include:

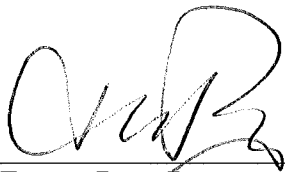
- Description of the development process,
- Two-year schedule for continued course and program delivery,
- Student feedback on their experience taking the courses,
- Data on course evaluation/assessment outcomes,
- Faculty response to the development activity,
- Final expense report,
- Plans for program sustainability.

After submission and acceptance of the final report, the Ecampus review team will verify that all program components are in place upon which time the remaining funds will be released.

Funding Agreement Terms

The funding agreements in this document are contingent upon completion of course development and offering as described above, and summarized in the Course Development Plan. Changes to the agreements, timetables or funding will be based on written agreement between the College and Ecampus designees. The funding agreements are subject to renegotiation if course development and delivery do not proceed according to the accepted Course Development Plan, with course development completed by the end of Spring term, 2014.

Signatures below indicate acceptance of these terms and conditions, which supersede any prior development funding agreement(s) for this program and/or the courses contained therein.



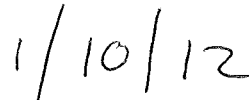
Tammy Bray, Dean
College of Public Health & Human Sciences



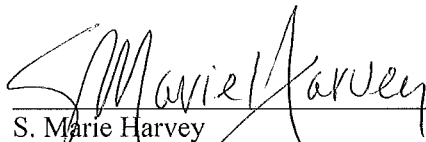
Date



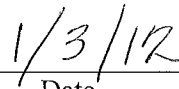
Lisa Templeton, Executive Director
OSU Extended Campus



Date



S. Marie Harvey
Associate Dean for Research and Graduate Programs
College of Public Health and Human Sciences



Date



Tom Eversole,
Director of Strategic Development
College of Public Health & Human Sciences



Date

Course Development Plan

| Course | Credits | Develop | Initial Offering | Faculty Assigned |
|--|---------|---------------------------------|------------------|--|
| H 533 Health Systems Organization | 3 | Summer 2012 | Fall 2012 | Tom Eversole, DVM and/or Chunhuei Chi, ScD |
| H 525 Principles and Practices of Epidemiology | 3 | Developed at no cost to project | Winter 2013 | Sue Carozza, PhD |
| H 571 Principles of Health Behavior | 3 | Fall 2012 | Spring 2013 | Deborah John, PhD and/or Karen Elliot, PhD |
| H 512 Environmental and Occupational Health | 3 | Winter 2013 | Summer 2013 | Shelley Su, PhD |
| H 524 Introduction to Biostatistics | 4 | Summer 2013 | Fall 2013 | Adam Branscum, PhD |
| H 530 Health Policy Analysis | 3 | Summer 2013 | Winter 2014 | Stephanie Bernell, PhD |
| H536 Organizational Theory and Behavior | 3 | Fall 2013 | Spring 2014 | Nancy Seifert, PhD |

Oregon State University
Extended Campus
Revised PROGRAM DEVELOPMENT GRANT BUDGET
Proposal
FY 2012 and FY 2013

Project Title: OSU Graduate Certificate in Public Health
Sponsoring College: College of Public Health and Human Sciences
Contact: Tom Eversole Phone: 737-3827 Email: tom.eversole@oregonstate.edu

| <i>Category/Description</i> | <i>Explanation</i>
NOTE: 2 year budget | <i>*College
Matching</i> | <i>Requested
Ecampus
Funds</i> |
|--|---|------------------------------|--|
| Faculty Stipends | | | |
| Debra John | development of H 571 | | \$5,000 |
| Sue Carozza | development of H 525 | | N/A |
| Tom Eversole | development of H 533 | | \$5,000 |
| Shelley Sue | development of H 512 | | \$5,000 |
| Nancy Seifert | development of H536 | | \$5,000 |
| Adam Branscum | development of H 524 | | \$5,000 |
| Stephanie Bernell | development of H 530 | | \$5,000 |
| | | | |
| Salary | | | |
| Program Director
(Marie Harvey) | 0.05 FTE (33% OPE)
Program oversight & advising | \$19,696 | |
| Associate Program
Director
(Tom Eversole) | 0.25 FTE (40% OPE)
Engagement of LHD students and
external stakeholders;
applications, Graduate School
liaison, program & faculty
coordination | | \$62,480 |
| Office Coordinator
(Thayer) | 0.30 FTE (65% OPE)
Clerical and office support,
liaison with E-campus, course
scheduling | | \$34,500 |
| Total Personnel | | \$19,696 | \$126,980 |
| | | | |
| Total Hardware/Software
and Technical Support | \$2,700 to purchase 30 additional
licenses of STATA, which online
students will need on the
Student Computing Services
computers | \$0 | \$2700 |
| | | | |
| TOTAL Project Expense | | \$19,696 | \$130,680 |

-----Original Message-----

From: Harvey, Marie [<mailto:Marie.Harvey@oregonstate.edu>]

Sent: Wednesday, September 21, 2011 8:21 PM

To: Paula Gubrud-Howe

Subject: Memorandum of Agreement regarding the graduate certificate in public health administered by the OMPH

Paula,

Thanks for checking in. Much appreciated. We did finally find a copy of the signed MOU. I have attached. And, yes, we confirmed at our last DOC meeting that the understanding allows any partner to offer a certificate program. OSU is planning to offer a graduate certificate in Public Health. My understanding was that SON was not currently accepting students into their certificate program. Is this correct and do you know if you will continue to be offering it in the future? Yes, lets discuss and coordinate our efforts. Thanks again, Marie

S. Marie Harvey

Associate Dean for Research and Graduate Programs Professor of Public Health
College of Public Health and Human Sciences Oregon State University

124 Women's Building

Corvallis, OR 97331

phone 541-737-3824 fax 541-737-4230

From: Paula Gubrud-Howe [<mailto:gubrudp@ohsu.edu>]
Sent: Friday, September 23, 2011 10:42 AM
To: Harvey, Marie
Cc: Deborah Messecar
Subject: RE: Memorandum of Agreement regarding the graduate certificate in public health administered by the OMPH

Marie,

Yes, you are correct, we are not currently excepting students. We are in the process of curriculum revision work and I hope to begin accepting students for next fall (a year from now) so yes we are planning on offering a certificate in the future.

Paula

Paula Gubrud EdD RN FAAN
Associate Dean for Academic Partnerships, Technology & Simulation Oregon Health & Science University School of Nursing

Oregon Consortium for Nursing Education
Co-Director & Clinical Education Redesign Project OHSU-SON SN-ADM
3455 SW U. S. Veterans Hospital Road
Portland Oregon 97239-2901
Office 311
Tel 503-494-3490
gubrudp@ohsu.edu

-----Original Message-----

From: Harvey, Marie [<mailto:Marie.Harvey@oregonstate.edu>]
Sent: Wednesday, September 21, 2011 8:21 PM
To: Paula Gubrud-Howe
Subject: Memorandum of Agreement regarding the graduate certificate in public health administered by the OMPH

Paula,

Thanks for checking in. Much appreciated. We did finally find a copy of the signed MOU. I have attached. And, yes, we confirmed at our last DOC meeting that the understanding allows any partner to offer a certificate program. OSU is planning to offer a graduate certificate in Public Health. My understanding was that SON was not currently accepting students into their certificate program. Is this correct and do you know if you will continue to be offering it in the future? Yes, lets discuss and coordinate our efforts. Thanks again, Marie

S. Marie Harvey
Associate Dean for Research and Graduate Programs Professor of Public Health
College of Public Health and Human Sciences Oregon State University
124 Women's Building
Corvallis, OR 97331
phone 541-737-3824 fax 541-737-4230

Public Health Certificate Program

24-Oct

Budget for years 1 - 4

| | Year 1 | | | |
|-------------------------------------|-------------|------------------|-------------|------------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | 0.15 | \$ 17,277 | 0.24 | \$ 18,300 |
| Grad Assistants | - | \$ - | 0.49 | \$ 33,000 |
| Support Staff | - | \$ - | 0.20 | \$ 7,104 |
| Fellowships/Scholarships | | | | |
| OPE | - | \$ 11,210 | - | \$ 4,618 |
| Nonrecurring | | | | |
| Personnel subtotal | 0.15 | \$ 28,487 | 0.93 | \$ 63,022 |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | | | \$ 11,978 | |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | | \$ - | | \$ 11,978 |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | | \$ - | | \$ - |
| TOTAL EXPENSE BUDGET | | \$ 28,487 | | \$ 75,000 |

| | | |
|-------------------------------|------------------|--|
| TUITION REVENUE BUDGET | \$ 35,416 | |
|-------------------------------|------------------|--|

| | | |
|------------------------------|--------------|--|
| REVENUE minus EXPENSE | 6,929 | |
|------------------------------|--------------|--|

Public Health Certificate Program

24-Oct

Expense Budget for years 1 - 4

| | Year 1 | | | |
|-------------------------------------|------------------|------------------|------------------|------------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | | | | |
| Course Development Stipend | | | | |
| H571 | | | | \$ 2,500 |
| H525 | | | | \$ 2,500 |
| H533 | | | | \$ 2,500 |
| H512 | | | | |
| H536 | | | | |
| H524 | | | | |
| H530 | | | | |
| Salaries | | | | |
| Prog Dir (M. Harvey) | 0.05 | \$ 8,007 | | |
| Assoc Prog Dir (T. Eversole) | 0.10 | \$ 9,270 | | |
| Instructor #1 | | | 0.08 | \$ 3,600 |
| Instructor #2 | | | 0.08 | \$ 3,600 |
| Instructor #3 | | | 0.08 | \$ 3,600 |
| Instructor #4 | | | | |
| Instructor #5 | | | | |
| Instructor #6 | | | | |
| Instructor #7 | | | | |
| Grad Assistants | | | | |
| Prog Mgr (Grad #1-TBA) | | | 0.49 | \$ 33,000 |
| Prog Mgr (Grad #2-TBA) | | | | |
| Support Staff | | | | |
| Office Coord (R. Thayer) | | | 0.20 | \$ 7,104 |
| Fellowships/Scholarships | | | | |
| OPE | | \$ 11,210 | | \$ 4,618 |
| Nonrecurring | | | | |
| Personnel subtotal | 0.15 | \$ 28,487 | 0.93 | \$ 63,022 |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | | | | \$ 11,978 |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | \$ - | \$ - | \$ 11,978 | |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | \$ - | \$ - | \$ - | |
| GRAND TOTAL | \$ 28,487 | \$ 75,000 | | |

Public Health Certificate Program

24-Oct

Revenue Budget for years 1 - 4

Revenue Assumptions:

MPH Tuition per SCH

Resident \$ 466

Non-Resident \$ 749

Avg annual SCH load per student 9.5

Dept portion of revenue 80%

| | Year 1 | |
|-----------------------------|------------|-----------|
| | Enrollment | Revenue |
| Tuition Revenue | | |
| Certificate Students | 10 | |
| Graduate Students | | |
| | 10 | \$ 35,416 |

Public Health Certificate Program

24-Oct

Budget for years 1 - 4

| | Year 2 | | | |
|-------------------------------------|-------------|------------------|-------------|------------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | 0.57 | \$ 36,336 | 0.16 | \$ 17,416 |
| Grad Assistants | - | \$ - | 0.49 | \$ 33,990 |
| Support Staff | - | \$ - | 0.20 | \$ 7,317 |
| Fellowships/Scholarships | | | | |
| OPE | - | \$ 14,884 | - | \$ 4,756 |
| Nonrecurring | | | | |
| Personnel subtotal | 0.57 | \$ 51,220 | 0.85 | \$ 63,479 |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | \$ | 1,479 | \$ | 11,521 |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | \$ | 1,479 | \$ | 11,521 |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | \$ | - | \$ | - |
| TOTAL EXPENSE BUDGET | \$ | 52,699 | \$ | 75,000 |

| | | | |
|-------------------------------|-----------|---------------|--|
| TUITION REVENUE BUDGET | \$ | 88,540 | |
|-------------------------------|-----------|---------------|--|

| | | | |
|------------------------------|--|---------------|--|
| REVENUE minus EXPENSE | | 35,841 | |
|------------------------------|--|---------------|--|

Public Health Certificate Program

24-Oct

Expense Budget for years 1 - 4

| | Year 2 | | | |
|-------------------------------------|-------------|------------------|-------------|------------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | | | | |
| Course Development Stipend | | | | |
| H571 | | | | |
| H525 | | | | |
| H533 | | | | |
| H512 | | | | \$ 2,500 |
| H536 | | | | \$ 2,500 |
| H524 | | | | \$ 2,500 |
| H530 | | | | \$ 2,500 |
| Salaries | | | | |
| Prog Dir (M. Harvey) | 0.05 | \$ 8,248 | | |
| Assoc Prog Dir (T. Eversole) | 0.10 | \$ 9,548 | | |
| Instructor #1 | 0.08 | \$ 3,708 | | |
| Instructor #2 | 0.08 | \$ 3,708 | | |
| Instructor #3 | 0.08 | \$ 3,708 | | |
| Instructor #4 | 0.08 | \$ 3,708 | | |
| Instructor #5 | 0.08 | \$ 3,708 | | |
| Instructor #6 | | | 0.08 | \$ 3,708 |
| Instructor #7 | | | 0.08 | \$ 3,708 |
| Grad Assistants | | | | |
| Prog Mgr (Grad #1-TBA) | | | 0.49 | \$ 33,990 |
| Prog Mgr (Grad #2-TBA) | | | | |
| Support Staff | | | | |
| Office Coord (R. Thayer) | | | 0.20 | \$ 7,317 |
| Fellowships/Scholarships | | | | |
| OPE | | \$ 14,884 | | \$ 4,756 |
| Nonrecurring | | | | |
| Personnel subtotal | 0.57 | \$ 51,220 | 0.85 | \$ 63,479 |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | | \$ 1,479 | | \$ 11,521 |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | | \$ 1,479 | | \$ 11,521 |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | | \$ - | | \$ - |
| GRAND TOTAL | | \$ 52,699 | | \$ 75,000 |

Public Health Certificate Program

24-Oct

Revenue Budget for years 1 - 4

Revenue Assumptions:

MPH Tuition per SCH

Resident \$ 466

Non-Resident \$ 749

Avg annual SCH load per student 9.5

Dept portion of revenue 80%

| | Year 2 | |
|-----------------------------|------------|-----------|
| | Enrollment | Revenue |
| Tuition Revenue | | |
| Certificate Students | 25 | |
| Graduate Students | | |
| | 25 | \$ 88,540 |

Public Health Certificate Program

24-Oct

Budget for years 1 - 4

| | Year 3 | | | |
|-------------------------------------|-------------|-------------------|-----------|---------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | 0.73 | \$ 45,063 | - | \$ - |
| Grad Assistants | 0.49 | \$ 35,010 | - | \$ - |
| Support Staff | 0.20 | \$ 7,537 | - | \$ - |
| Fellowships/Scholarships | | | | |
| OPE | - | \$ 23,667 | - | \$ - |
| Nonrecurring | | | | |
| Personnel subtotal | 1.42 | \$ 111,277 | - | \$ - |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | \$ | 15,000 | \$ | - |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | \$ | 15,000 | \$ | - |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | \$ | - | \$ | - |
| TOTAL EXPENSE BUDGET | \$ | 126,277 | \$ | - |

| | | | |
|-------------------------------|-----------|----------------|--|
| TUITION REVENUE BUDGET | \$ | 141,664 | |
|-------------------------------|-----------|----------------|--|

| | | | |
|------------------------------|--|---------------|--|
| REVENUE minus EXPENSE | | 15,387 | |
|------------------------------|--|---------------|--|

Public Health Certificate Program

24-Oct

Expense Budget for years 1 - 4

| | Year 3 | | | |
|-------------------------------------|-------------|-------------------|-----------|---------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | | | | |
| Course Development Stipend | | | | |
| H571 | | | | |
| H525 | | | | |
| H533 | | | | |
| H512 | | | | |
| H536 | | | | |
| H524 | | | | |
| H530 | | | | |
| Salaries | | | | |
| Prog Dir (M. Harvey) | 0.05 | \$ 8,495 | | |
| Assoc Prog Dir (T. Eversole) | 0.10 | \$ 9,835 | | |
| Instructor #1 | 0.08 | \$ 3,819 | | |
| Instructor #2 | 0.08 | \$ 3,819 | | |
| Instructor #3 | 0.08 | \$ 3,819 | | |
| Instructor #4 | 0.08 | \$ 3,819 | | |
| Instructor #5 | 0.08 | \$ 3,819 | | |
| Instructor #6 | 0.08 | \$ 3,819 | | |
| Instructor #7 | 0.08 | \$ 3,819 | | |
| Grad Assistants | | | | |
| Prog Mgr (Grad #1-TBA) | 0.49 | \$ 35,010 | | |
| Prog Mgr (Grad #2-TBA) | - | \$ - | | |
| Support Staff | | | | |
| Office Coord (R. Thayer) | 0.20 | \$ 7,537 | | |
| Fellowships/Scholarships | | | | |
| OPE | | \$ 23,667 | | |
| Nonrecurring | | | | |
| Personnel subtotal | 1.42 | \$ 111,277 | - | \$ - |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | | \$ 15,000 | | |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | \$ | 15,000 | \$ | - |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | \$ | - | \$ | - |
| GRAND TOTAL | \$ | 126,277 | \$ | - |

Public Health Certificate Program

24-Oct

Revenue Budget for years 1 - 4

Revenue Assumptions:

MPH Tuition per SCH

Resident \$ 466

Non-Resident \$ 749

Avg annual SCH load per student 9.5

Dept portion of revenue 80%

| | Year 3 | |
|-----------------------------|------------|------------|
| | Enrollment | Revenue |
| Tuition Revenue | | |
| Certificate Students | 40 | |
| Graduate Students | | |
| | 40 | \$ 141,664 |

Public Health Certificate Program

24-Oct

Budget for years 1 - 4

| | Year 4 | | | |
|-------------------------------------|-------------|-------------------|-----------|---------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | 0.73 | \$ 46,418 | - | \$ - |
| Grad Assistants | 0.49 | \$ 36,060 | - | \$ - |
| Support Staff | 0.20 | \$ 7,763 | - | \$ - |
| Fellowships/Scholarships | | | | |
| OPE | - | \$ 24,377 | - | \$ - |
| Nonrecurring | | | | |
| Personnel subtotal | 1.42 | \$ 114,618 | - | \$ - |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | \$ | 15,450 | \$ | - |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | \$ | 15,450 | \$ | - |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | \$ | - | \$ | - |
| TOTAL EXPENSE BUDGET | \$ | 130,068 | \$ | - |

| | | | |
|-------------------------------|-----------|----------------|--|
| TUITION REVENUE BUDGET | \$ | 177,080 | |
|-------------------------------|-----------|----------------|--|

| | | | |
|------------------------------|--|---------------|--|
| REVENUE minus EXPENSE | | 47,012 | |
|------------------------------|--|---------------|--|

Public Health Certificate Program

24-Oct

Expense Budget for years 1 - 4

| | Year 4 | | | |
|-------------------------------------|-------------|-------------------|-----------|---------------|
| | FTE | From PHHS | FTE | From E-Campus |
| Personnel | | | | |
| Faculty | | | | |
| Course Development Stipend | | | | |
| H571 | | | | |
| H525 | | | | |
| H533 | | | | |
| H512 | | | | |
| H536 | | | | |
| H524 | | | | |
| H530 | | | | |
| Salaries | | | | |
| Prog Dir (M. Harvey) | 0.05 | \$ 8,750 | | |
| Assoc Prog Dir (T. Eversole) | 0.10 | \$ 10,130 | | |
| Instructor #1 | 0.08 | \$ 3,934 | | |
| Instructor #2 | 0.08 | \$ 3,934 | | |
| Instructor #3 | 0.08 | \$ 3,934 | | |
| Instructor #4 | 0.08 | \$ 3,934 | | |
| Instructor #5 | 0.08 | \$ 3,934 | | |
| Instructor #6 | 0.08 | \$ 3,934 | | |
| Instructor #7 | 0.08 | \$ 3,934 | | |
| Grad Assistants | | | | |
| Prog Mgr (Grad #1-TBA) | 0.49 | \$ 36,060 | | |
| Prog Mgr (Grad #2-TBA) | - | \$ - | | |
| Support Staff | | | | |
| Office Coord (R. Thayer) | 0.20 | \$ 7,763 | | |
| Fellowships/Scholarships | | | | |
| OPE | | \$ 24,377 | | |
| Nonrecurring | | | | |
| Personnel subtotal | 2.02 | \$ 114,618 | - | \$ - |
| Other Resources | | | | |
| Library/Printed | | | | |
| Library/Electronic | | | | |
| Services & Supplies | | \$ 15,450 | | |
| Equipment | | | | |
| Other Expenses | | | | |
| Other Resources subtotal | \$ | 15,450 | \$ | - |
| Physical Facilities | | | | |
| Construction | | | | |
| Major Renovation | | | | |
| Other Expenses | | | | |
| Physical Facilities subtotal | \$ | - | \$ | - |
| GRAND TOTAL | \$ | 130,068 | \$ | - |

Public Health Certificate Program

24-Oct

Revenue Budget for years 1 - 4

Revenue Assumptions:

MPH Tuition per SCH

Resident \$ 466

Non-Resident \$ 749

Avg annual SCH load per student 9.5

Dept portion of revenue 80%

| | Year 4 | |
|-----------------------------|------------|------------|
| | Enrollment | Revenue |
| Tuition Revenue | | |
| Certificate Students | 50 | |
| Graduate Students | | |
| | 50 | \$ 177,080 |

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin – Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☒ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

____ Reorganization of the College of Education ____

Sept. 15, 2011

Department/Program:

College:

Education _____

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Sign (Dept Chair/Head; Director) Date

Sign (Dean of College)

Date

Print (Department Chair/Head; Director)

Print (Dean of College)

Sam Stern

5/17/11

Abbreviated Category I
Reorganization of the College of Education
Executive Summary
July 6, 2011

The College of Education will be reorganized as a “college of the whole.” Faculty in the current Department of Science and Mathematics Education (SMED) in the College of Science will be administratively joined with faculty in the College of Education in the same organizational structure. Funding for the SMED faculty will continue to come through the College of Science but the dean of Education will administer this money as part of the overall Education budget.

The proposed change administratively consolidates and focuses the work of faculty from the Department of Science & Mathematics Education (College of Science) into the College of Education poised to create a nationally/internationally recognized signature program for OSU in the fields of science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. This administrative change creates an innovative partnership between the Colleges of Education and Science. The partnership is built on the premise that developing understandings in STEM and cultural and linguistic diversity is necessary in an increasingly complex, global society. These foci for the College complement and directly support the OSU Strategic Plan and the three signature areas of excellence. The direct partnership with Science provides a model for expanding collaborations in research and programmatic activities across OSU colleges including Forestry, Agriculture, Engineering, Public Health and Human Science, and Liberal Arts. An MOU between the deans of Science and Education filed with the Provost will govern this partnership in the long-term.

Administration and staff in the current structure are supported by 10.25 FTE and the new structure will be made up of 11.0 FTE. The major transition cost is a six-month 1039 appointment of the retiring associate dean to facilitate the transfer of scheduling, budgetary, and other administrative tasks. The new administrative budget will be just over 80% of the current administrative budget. The savings comes from eliminating department chairs and better alignment of tasks among administrative, faculty and staff. The proposed structure also allows some flexibility for adding administrative support as the new college and partnership with Science takes shape.

The faculty and staff have already been at work anticipating this reorganization. SMED faculty served on governance committees in Education in FY11. SMED and Education faculty have worked together to successfully hire one new Provost position. SMED and Education faculty have also worked together as a design team for the proposed Center for Research in Lifelong STEM Learning.

**Reorganization of the College of Education
Oregon State University**

[Name(s) of Proposing College(s) or School(s)] College of Education

[Name of Proposing Department(s) or Program(s)] College of Education

[CIP* Number from the Office of Institutional Research] 130101

**Classification of Instructional Program number*

CPS Tracking #: _____

[Date of Proposal] Spring 2011

[Proposed Effective Date or Term] Fall 2011

- A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

College of Education

- B. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).**

Administrative Structure. The College of Education includes the Cascades Campus and all references to the College organization assume programmatic connections to the Cascades Campus. The College of Education will be reorganized as a “college of the whole.” Faculty in the current Department of Science and Mathematics Education (SMED) in the College of Science will be administratively joined with faculty in the College of Education in the same organizational structure. Figure 1a shows the current organizational structure and Figure 1b shows the new organizational structure. Standing committees that exist in current College of Education will provide faculty governance. During AY 2010-11, Science and Mathematics Education faculty participated on College of Education governance committees. In a college of the whole senior faculty will assume leadership of degree programs through a faculty advisory group that periodically meets with the Associate Dean of Academic Affairs. Table 1 outlines the contrast between the current and proposed administrative structure. The current administrative structure of 10.25 FTE includes 0.5 FTE for the chair of SMED and 4.0 FTE in office staff. The structure for the new administration is a total of 11.225 FTE including 0.125 FTE in collaboration with Science for director of the proposed *Center for Research in Lifelong STEM Learning*, an additional 0.5 FTE of staff that comes with SMED, and 0.6 FTE in administrative transition expense (6 months). The Budget Outline pages show, in addition to

Abbreviated Category I: Reorganization of College of Education

the administrative changes, the addition of a Provost position from a successful search this year. Possible future positions are not shown nor are anticipated salary raises.

| Current College | 10.25
FTE | Proposed College | 11.725
FTE |
|---|----------------------|---|-----------------------|
| Dean | 1.0 | Dean | 1.0 |
| Associate Dean
(Operations) | 1.0 | Associate Dean Research | 0.5 |
| Assoc. Academic
Affairs (6 months) | 0.25 | Associate Dean Academic
Affairs | 0.5 |
| Advisors | 2.0 | Advisors | 2.0 |
| Department chairs
(including SMED) and
coordinators | 1.75 | | |
| | | Director of Licensure | 0.75 |
| Assessment
Coordinator | 0.25 | Director of Assessment
and Accreditation | 0.75 |
| | | Office Manager | 1.0 |
| Office Staff | 4.0 | Office Staff + 0.5 from
SMED | 4.5 |
| | | <i>Transition Associate Dean
(Operations 1039/6 mos.)</i> | 0.6 |
| | | STEM Research Center
Director (with Science) | .125 |

Table 1. College of Education Current and Proposed Administrative Leadership + FTE Contribution with Science for STEM Research Center Director

Abbreviated Category I: Reorganization of College of Education

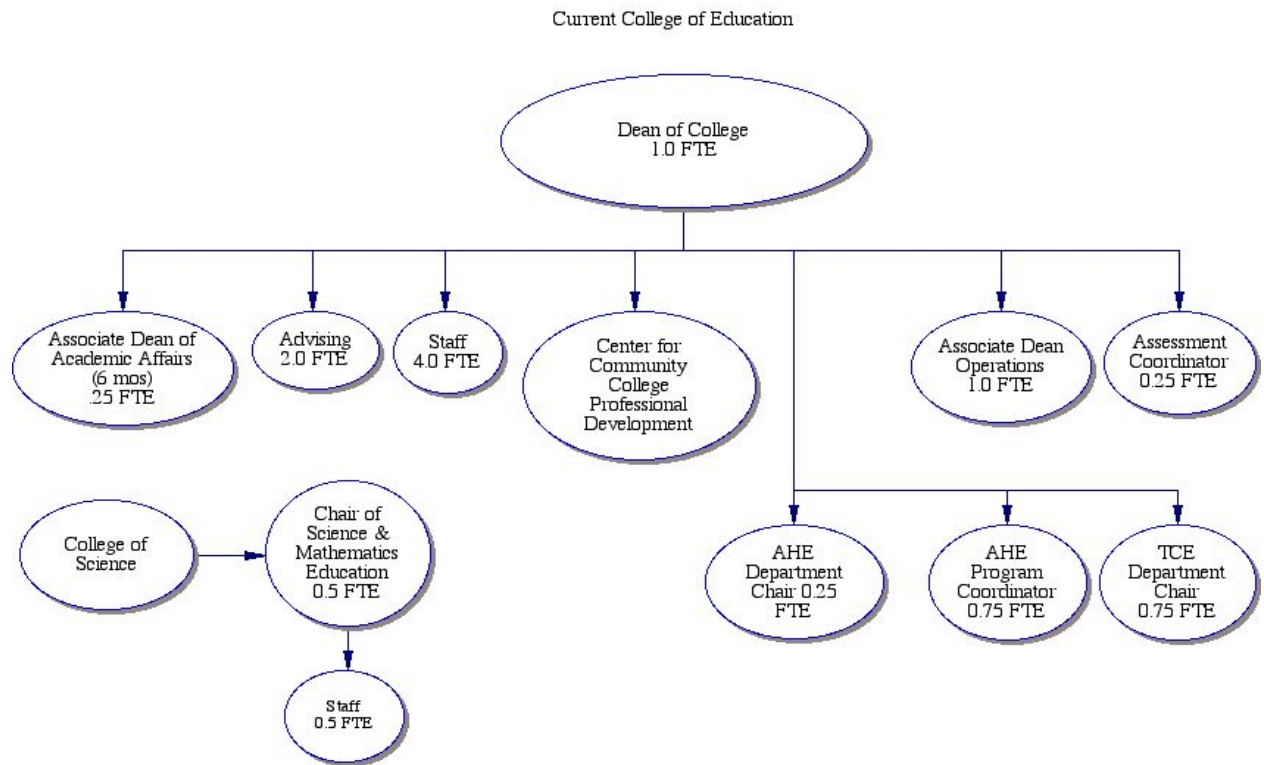


Figure 1a: Current College Organizational Structure.

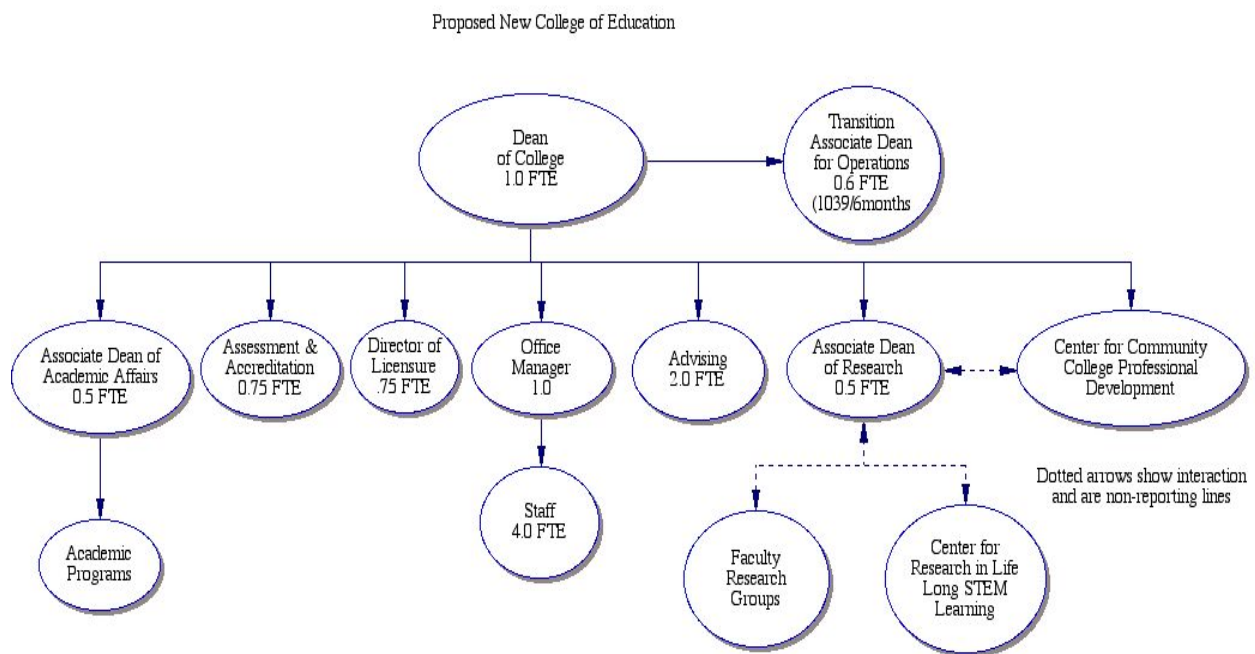


Figure 1b: College of the whole organizational structure.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

1. Explain how the program or unit's current objectives, functions, and/or activities will be changed. How will the reorganized program be stronger than the existing program?

The proposed change administratively consolidates and focuses the work of faculty from the Department of Science & Mathematics Education (College of Science) into the College of Education poised to create a nationally/internationally recognized signature program for OSU in the fields of science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. This administrative change creates an innovative partnership between the Colleges of Education and Science. The partnership is built on the premise that developing understandings in STEM and cultural and linguistic diversity is necessary in an increasingly complex, global society. These foci for the College complement and directly support the OSU Strategic Plan and the three signature areas of excellence. The direct partnership with Science provides a model for expanding collaborations in research and programmatic activities across OSU colleges including Forestry, Agriculture, Engineering, Public Health and Human Science, and Liberal Arts. The mergers enable more strategic use of faculty to develop and implement program innovations and create opportunities that propel the university towards preeminence among land grant and other universities nationally and internationally.

There are already substantive signs of this partnership between Education and MS&ED taking shape through significant work underway since the fall of 2010. A Reorganization Committee representing all major departments started work in October 2010. The College of Education, in partnership with Science and Mathematics Education (SM&ED), held open forums for broad discussion of this venture. SM&ED faculty participated in the College of Education governance committees and the chair of SM&ED met with the Dean's Council throughout the year. SM&ED faculty is working with the dean and architects to be located in the renovated Education Hall.

The program descriptions below describe a reduced set of program offerings as a first step in concentrating faculty energies in order to better link research and program design and delivery. These changes impact programs in diversity, adult and higher education, counseling, and science and mathematics education.

This proposal also describes a process by which faculty will optimize reorganization by re-conceptualizing and coordinating programs resulting in stronger, more compelling doctoral, masters, and undergraduate experiences for students. This new organization will combine two on-line programs at the masters level creating an efficiency of scale with a broader reach in distance delivery. Consistent with the overall College mission, citizens of Oregon, the nation, and the world will have access to a unique program that supports lifelong learning and education in the science and technology arenas. Finally, this reorganization forges a substantive partnership with faculty in the College of Science. This gives institutional

expression to the principle that research in curriculum, instruction, and free-choice learning is rooted in the content of the disciplines.

The merging of the College of Education and the Department of Science and Mathematics Education will form a college with programmatic and research focus in two areas: (a) professional practices in and studies of teaching and learning in STEM, and (b) professional practices in and studies of teaching and learning in cultural and linguistic diversity. The mission, vision, and core values of the College express its position within the mission of the University and its contribution to OSU's signature areas of excellence.

Vision

The College of Education is an international leader in innovative research and the preparation of scholars and lifelong learning leaders in two signature areas critical to an increasingly complex and global society: science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. Through our research and professional preparation, we contribute to the development of a literate citizenry prepared to be engaged, reflective, creative, and caring members of their communities, as well as the world.

Mission

The College of Education, in association with a College of Science partnership, develops multi-culturally competent researchers, scholars, learning leaders and practitioners who make a difference by promoting innovation, social justice, and lifelong learning with a focus on STEM and cultural and linguistic diversity. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

Values and Beliefs

- We believe that the discovery, dissemination, and application of knowledge in STEM disciplines must be situated in a context of social justice that acknowledges and embraces cultural and linguistic diversity.
- We value a collaborative, interdisciplinary approach to research and to teaching learners of all ages and cultural and ethnic backgrounds.
- Our programs are informed by research and our research is informed by our practice as educators.

Goals

- Conduct research that fosters a deeper understanding of STEM learning across the lifespan.
- Conduct research that furthers our understanding of the impact of cultural and linguistic diversity in a global society.
- Work with the Cascades Campus and in partnership with colleagues across the campus including those in OSU's proposed Center for Research in Lifelong STEM Learning, Western Center for the Study of Community Colleges, and Center for Teaching and Learning, to infuse our research and academic programs with interdisciplinary and multicultural approaches to learning.
- Work collaboratively with colleagues across Oregon and the nation in school districts, community colleges, free-choice learning institutions, community-based organizations, and other national centers such as the Center for the Advancement of Informal Science Education (CAISE) based in Washington, DC.
- Expand our capacity to meet the needs of learners of all ages who are from culturally and linguistically diverse backgrounds.

Faculty Development

A major component in reorganization is an overall alignment of tenure-track faculty roles on research and academic programs. This section provides guidelines for work to be done during the next year in examining faculty position descriptions, as well as instructor roles in program content, administration and delivery. This section also outlines a general approach to promotion and tenure to be reviewed by the faculty and the new dean. OSU Cascades faculty will be full participants in this process.

From the OSU Academic Affairs [<http://oregonstate.edu/admin/aa/>]

"Academic employees are engaged in a wide variety of activities, including teaching, research, creative activity, extending the university's programs and expertise to regional, national, and international publics, and providing service to the University and profession... Development of the position description should be done in consultation with the academic employee, but final authority for assigning duties and establishing a position description rests with the supervisor... A minimum of 15% should be allocated to scholarly and creative activity for all professorial rank faculty..."

Tenure-Track Faculty. In general tenure-track faculty positions will have job responsibilities distributed across Teaching, Research, and Service. The proportion will vary by academic rank, the nature of research within the sub-discipline, and availability of external funding. A research-oriented faculty is committed to seeking external support for research but sub-disciplines vary with respect to the amount of available research dollars. Tenure-track faculty at the OSU Cascades campus will possibly have different opportunities, but their positions will

be viewed in the same way as the Corvallis campus. Position descriptions will recognize these differences by adjusting expectations across teaching, research, and service. Within teaching, tenure-track faculty will have a portion of their load allocated toward graduate student advising. Particular consideration will be given to advising during dissertation and thesis writing.

Instructors. Instructors and senior instructors will have fixed-term appointments with primary responsibilities for instruction. A 100% teaching load will be reviewed in the coming year by faculty and dean. A full-time teaching load will be the benchmark by which teaching portions of tenure-track faculty will be judged. This load will vary based on the proportion of undergraduate and graduate courses and class size. A portion of an instructor position may be allocated to running the day-to-day work of a program. This may include, but is not limited to, scheduling program meetings, working with faculty to work out staffing, coordinating admissions, advising students, and helping to coordinate faculty research on and evaluation of programs. A portion of instructor time may also be allocated to scholarly accomplishments as described in OSU's Promotion and Tenure Guidelines (<http://oregonstate.edu/facultystaff/handbook/>), "scholarly accomplishment requires peer-review and dissemination" (Academic Appointment Guidelines, September 2008).

Professional Faculty. Professional faculty in the College will have roles in "academic support, administrative support, and student support units" (Academic Appointment Guidelines, September 2008). The proposed Assessment, Licensure, and Accreditation position is an example of professional faculty. This position will have a central role in coordinating the complex process of professional teacher licensure in the state as well as state and national professional accreditation processes.

Managing Joint Faculty. The joint venture between the College of Education and College of Science brings tenure-track faculty and instructors from Science and Mathematics Education in the College of Science into the administrative structure of the College of Education. The Science funded faculty will report to the Dean of Education. The deans of both colleges will manage the joint enterprise. Promotion and tenure will start in the College of Education with appropriate review in the College of Science to be determined by the two deans.

Implementation and Timeline

The faculties in this joint partnership have invested considerable time and effort in good faith to create a significant venture for OSU. This effort suggests a bright future for creating national leadership and world recognition in education in STEM and cultural and linguistic diversity. It is expected that the approval process will take some time but implementation must be ready. The following timeline puts in place a plan for achieving the launch of the new College.

July 1, 2011: The new College of Education will create a strategic partnership between the Colleges of Education and Science. This will formally close the Department of Science and Mathematics Education in the College of Science.

Spring/Summer 2011

- Initiate planning for new web presence
- Engage with the Advisory Board and other external constituencies to determine major branding elements
- Communicate with existing and future graduate students the nature of the proposed changes and the timeline for approval.
- Begin stake holding with other units in the University concerning vision and mission of the new College and open discussions concerning strategic hires of joint benefit.
- Begin process of filling administrative positions.

Standing committees for governance will be reviewed and begin work in September 2011.

Academic Affairs Committee. Function and authority: Academic program issues of the College. The functions of the Academic Affairs Committee will include: Assurance of fit of curriculum proposals with long-range goals of the College; elimination of duplication of effort; assurance of integrity of proposed course or program objectives, content, and evaluation; academic standing of students; student advising policies; program accreditation; and assurance that the best interests of students, programs, and the College are being met. Make recommendations to the Dean and to the Faculty Senate's Curriculum Committee regarding substance of Category II proposals. Make recommendations to the Academic Staff as a whole on Category I proposals.

Personnel Affairs Committee. Function and authority: Advise the Dean on policies related to personnel matters, including search and appointment, promotion and tenure, performance review, salary determination, professional development, and grievance. Personnel policy deliberations need to recognize that academic staff may hold appointment in one or more other units outside the College and this context must be taken into consideration. Academic staff at or above the level being evaluated must do evaluation of the dossiers of candidates for indefinite tenure and/or promotion, and recommendations to the Dean will be purview of academic staff only. Evaluation of dossiers for tenure and promotion will be given first priority in terms of the Committee's workload. Should other personnel matters need immediate attention, sub-committees to the Personnel Affairs Committee that include additional academic staff will be appointed as needed by the Dean.

Cultural and Social Affairs Committee. Function and authority: Advise the Dean and Staff on matters pertaining to strengthening the College's internal organizational culture, including cultural competence, and social relations, as well as social events such as awards and recognition, health and wellness, graduation, and retirement.

Financial Affairs Committee. Function and authority: Advise the Dean on financial matters and policies pertaining to the College, including long-range fiscal planning, facilities, technology, resource generating, and budget allocation.

Ad hoc Committees. The Dean will appoint other committees or sub-committees to standing committees as necessary to the work of the College.

Fall, 2011

Charge relevant committees to begin deliberations on, and generate recommendations, for:

- Possible name change of the college
- Coordination of doctoral programs
- Coordination of Ecampus programs
- Coordination and development of the double degree and graduate pathways for teacher licensure
- Review of tenure-track and instructor position descriptions
- Refine budget projects for FY12
- Work with deans of Education and Science to formulate P&T procedures

Programmatic Structure

With this reorganization, College faculty members take the first step in aligning tenure-track faculty with each academic program. Four programs have been put on hold in recognition of the over-extension of program offerings by faculty and are noted in bold. All programs are described below forming the backdrop next year for faculty review for further coordination and consolidation. Following this section, Figure 2 shows the current alignment of faculty to programs. There is a complete listing of faculty by name and position in the Appendix. Programs labeled as “online” are purely distance delivered. Programs labeled as “hybrid” are offered off site as face-to-face classes supplemented by distance delivery. Otherwise the program is delivered on campus.

What follows is an outline of programs in place for Fall 2011.

Program Codes

Teacher & Counselor Education

- | | | |
|----|--------------------|--|
| 1. | DD | Education Double Degree (with elementary and secondary licensure)
BA/BS |
| 2. | EDM | Education Masters Degree (online) |
| 3. | COUN | Counseling Doctoral program PhD (hybrid) |
| 4. | CPD | Continuing Professional Development for Educators |
| | ELDP | Education Doctoral program PhD (on hold) |
| | MAT (2yr) | Elementary Master of Arts in Teaching (MAT) 2-Year (on hold) |
| | MAT (Immer) | Elementary Master of Arts in Teaching (MAT) Immersion (on hold) |
| | MS | Counseling Masters program (on hold) |

Adult & Higher Education

- | | | |
|----|------|--|
| 5. | CCLP | Community College Leadership Program EdD/PhD in Education
(hybrid) |
| 6. | OHRE | Organization and Human Resource Education EdM in Education
(hybrid) |
| 7. | CSSA | College Student Services Administration EdM/MS |

Science & Mathematics Education

- | | | |
|-----|----------|--|
| 8. | SME | Middle and High School math/science MA/MS |
| 9. | K12/FCL | K-12 and free-choice learning leaders (online) MA/MS |
| 10. | Sci/Math | Concentrations in K12, Collegiate Teaching, Free-Choice Learning PhD
in Education |

Cascades Campus

- | | |
|-----|--|
| MS | Counseling |
| MAT | Early Childhood & Elementary Teaching |
| MAT | Middle & High School Teaching |
| MAT | Language Arts (Separate proposal to rename to MAT in Humanities) |

Abbreviated Category I: Reorganization of College of Education

| Outline of Programs | | | |
|--|--|---|-------------|
| Program Codes | Degree Program Title | Degree Area of Concentration | Degree Type |
| Teacher & Counselor Education | | | |
| DD | Education Double Degree | Elementary and secondary teacher licensure | BA/BS |
| EDM | Education Master's degree | | EdM |
| COUN | Counseling Doctoral program (hybrid) | | PhD |
| CPD | Continuing Professional Development for Educators | | NA |
| ELDP | Education Doctoral program (on hold) | | EdD/PhD |
| MAT (2 yr) | Elementary Master of Arts in Teaching 2-Year (on hold) | | MAT |
| MAT (Immersion) | Elementary Master of Arts in Teaching Immersion (on hold) | | MAT |
| MS | Counseling Master's program | | MS |
| Adult & Higher Education | | | |
| CCLP | Community College Leadership program | | EdD/PhD |
| OHRE | Organization and Human Resource Education | | EdM |
| CSSA | College Student Services Administration | | EdM/MS |
| Science & Mathematics Education | | | |
| SME | Middle and High School math/science | Teacher Licensure | MA/MS |
| K12/FCL | K-12 and free-choice learning leaders (online) | | MA/MS |
| Sci/Math | SME Doctoral program | K12, College Teaching, Free-Choice Learning | PhD |
| Cascades Campus | | | |
| MS | Counseling | | MS |
| MAT | Early Childhood & Elementary Teaching | | MAT |
| MAT | Middle & High School Teaching | | MAT |
| MAT | Language Arts (new proposal for MAT in Humanities) | | MAT |

Figure 2: Alignment of Faculty with Programs

| Programs | | | UG | | | | Graduate | | | | | | | | Cascades | | | |
|----------------------|----------|---------------------------|----|-----|------|-------------------|----------|-----------------------|-----|-------|-----|-------------------|------|------|----------|-----|---|--|
| Faculty | | | DD | PHD | | | | Masters Online/Hybrid | | | | Masters On Campus | | | | | | |
| (©=Cascades) | FTE | Expertise | | SME | CCLP | TE Lead (on hold) | Coun | EDM | K12 | OHR E | FCL | CPD | CSSA | Coun | | SME | | |
| Professors | | | | | | | | | | | | | | | | | | |
| Flick | 1 | Science-K12 | X | X | | | | | | | | | | | | X | | |
| Enoch's | 1 | Science-K12 | | X | | | | | | | | | | | | | | |
| Dirking | 0.5 | Science-FCL | | X | | | | | | | | | | | | | X | |
| Falk | 0.5 | Science-FCL | | X | | | | | | | | | | | | | X | |
| Dick | 0.1 | Math-college | | X | | | | | | | | | | | | | | |
| Russ Eft | 1 | Adult/higher ed | | X | | | | | | | | | | | | | X | |
| Carbon, J © | .8 | Secondary ed | | | | | | | | | | | | | | | | |
| Stern | 1 | Adult/higher ed | | X | | | | | | | | | | | | | | |
| Niles | Emeritus | Math-K12 | | | | | | | | | | | | | | | X | |
| Associate Professors | | | | | | | | | | | | | | | | | | |
| van Zee* | 0.25 | Science-K12 | | X | | | | X | | | | | | | | X | | |
| Kang | 1 | Science-K12 (Extension) | | X | | | | | | | | | | | | | | |
| Engle | 1 | Adult/Higher Ed Aca. Home | | X | | | | | | | | | | | | | | |

Abbreviated Category I: Reorganization of College of Education
Category I Proposal

| | | | | | | | | |
|-----------------------------|----------------|------------------------------|---|---|---|---|---|---|
| Diemen | 1 | Counseling | | | X | | X | |
| Elliott | 1 | Math-K12 | | X | | | X | |
| Higgins | 1 | Math-K12 | X | | X | X | | |
| Rubel, D. | 1 | Counseling | | | X | | X | |
| Winograd | 1 | Read/literacy | X | | X | X | | |
| Assistant Professors | | | | | | | | |
| Rowe | 0.25 | Science-FCL | | X | | X | | |
| Coles | 1 | EOP | | | | | | |
| Ciechanowski | 1 | ESOL/bilingual | X | X | X | X | X | |
| Cowing © | 1 | ECE/elem. | | | | | | X |
| Orozco, R | 1 | Multicultural & Soc. Studies | X | X | X | | X | |
| White, J | leaving Spring | Adult/higher ed | | | | | X | |
| Fixed Term | | | | | | | | |
| Gray | 1 | Science-K12 | | | | | X | |
| Biles © | 1 | Counseling | | | | | | X |
| Bottoms | 1 | Science -k12 | X | | X | X | | |
| Coplay | 1 | SMILE | | | | | | |
| Drake-Clark | 1 | Adult\higher ed | | X | | X | | |
| Dublin-Lee | 0.75 | Adult/K-12 | X | X | | X | | |
| Eakins, G | 0.49 | Counseling | | | | | X | |
| Helback | 1 | Science-k12 | X | | | X | | |

Abbreviated Category I: Reorganization of College of Education
Category I Proposal

| | | | | | | | | | | | | | | | | |
|----------------|----------|------------|---|--|--|---|--|--|--|--|--|--|--|--|--|---|
| Mohamed-Finn © | 1 | Counseling | | | | | | | | | | | | | | X |
| O Malley, N | 1 | ECE/el | X | | | | | | | | | | | | | |
| O Malley, M | 1 | Ss - Sec E | X | | | | | | | | | | | | | |
| Stephens | retiring | Ss - Sec E | X | | | | | | | | | | | | | |
| Stroud © | 1 | Counseling | | | | | | | | | | | | | | X |
| Roth © | 1 | Counseling | | | | X | | | | | | | | | | |
| Platt © | 1 | Sec Ed | | | | | | | | | | | | | | X |
| Burgle, J © | 1 | | | | | | | | | | | | | | | |
| Greene © | 1 | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|--------------|--|--|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTALS | | | 11 | 11 | 4 | 5 | 3 | 4 | 2 | 3 | 3 | 0 | 1 | 3 | 6 | 6 |
| Tenure-Track | | | 5 | 10 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 0 | 1 | 2 | 5 | 2 |

| UG | | | | | Graduate | | | | | | | | |
|----|-----|------|----|------|----------|-----|-----------------------|-----|-----|-------------------|------|-----|--|
| | | | | | PHD | | Masters Online/Hybrid | | | Masters On Campus | | | |
| | | | | | OHR | | | | | | | | |
| DD | SME | CCLP | TE | Coun | EDM | K12 | E | FCL | CPD | CSSA | Coun | SME | |

| | | |
|------------|-------|---|
| Full | 5.9 | |
| Associate | 7.25 | |
| Assistant | 4.25 | |
| Instructor | 15.24 | |
| | 32.64 | Does not include those retiring, leaving, or emeritus |

2. Explain how outcomes in the newly organized program or unit will be assessed.

Assessing the outcomes of the College reorganization will use a three-fold model: Process, Progress, and Product. For Process, we will document organizational meetings through minutes and documents. For Progress, we will assess if significant tasks outlined in this proposal and specified in the process documents were completed in a timely manner. For Product, the person in the Assessment position will lead faculty in reviewing the accomplishments at the end of each year. The ongoing goal will be for new assessment routines and procedures to evolve into practice, which can be used to evaluate the end products of this reorganization.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

The reorganization structure shown in Figure 1b indicates a dean and two associate deans along with a professional faculty position for Director of Licensure and another for Assessment and Accreditation. This organization creates efficiencies in faculty and administration with better alignment of work between administration, faculty, and staff positions.

Further, as shown in Figure 2, there are programs where there is a need for realignment of tenure-track faculty. Some realignment will come from moving faculty from programs now on hold. Additional realignment will come from faculty discussions concerning consolidation of online programs (i.e. EDM, K12/FCL) and review of existing programs for additional consolidation and collaboration (e.g. PhD programs). Current searches will also help with the alignment of tenure-track faculty with programs in the areas of: (a) the double degree (creating a STEM-focused elementary program), (b) educational policy in adult and higher education, and (c) English as a second language endorsement program.

In addition to an associate dean, Figure 1b shows a position for Assessment and Accreditation. This position has a primary focus in creating a culture of assessment within the College. The licensure and accreditation requirements for professional programs carry specific expectations for ongoing assessment. University accreditation is also building a culture of assessment within the institution as a whole. This position will be charged with building an infrastructure that supports data collection guided by faculty objectives for program research and evaluation. The person in this position will have a terminal degree in a relevant field of educational research to guide and coordinate the study of program effectiveness, producing data valuable for research, and at the same time generating the evidence required for program licensure and accreditation.

A current listing of faculty is in the Appendix. Examining Figure 2, there are 21 tenure-track (17.4 FTE) and 16 full or part-time instructors and professional faculty (15.24 FTE). The Appendix also lists, adjuncts and part-time faculty who contribute directly to College of Education's programs. While consolidation will significantly reduce term-to-term hiring, specialized expertise from working professionals are a significant and a valuable part of all professional programs. Term-to-term faculty who have specialized professional expertise will continue in the program.

F. Relationship of the proposed unit to the institutional mission.

1. How will the proposed program or unit support OSU's mission and goals?

- OSU's mission and goals focus on providing outstanding academic programs, excellent teaching and learning environments and substantial increased revenues that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. This new college will support OSU's achievements through the following efforts: A portion of our externally-funded research directly addresses enhancing teaching and learning, particularly in STEM, and through our courses, seminars and conferences, includes distribution of research results to practicing teachers, university professors and free-choice educators here at OSU, around Oregon and the nation.
- We are focusing on cultural and linguistic diversity in learning communities, which supports the preparation of talented young people from all backgrounds, resulting in the benefits cultural diversity brings to the mainstream STEM community, as well as increasing the number of non-traditional, under-represented STEM professionals.
- Our externally funded research also addresses analysis of both free-choice/informal and formal learning environments (K-12 as well as higher education) for evidence of practice that facilitates the development of young people as critical thinkers in their discipline of choice.
- By informing the practice of STEM educators through our research and collaborations, we directly impact the nation's future STEM leaders. Our scholarly activities provide scenarios in which culturally diverse and inclusive learning environments create culturally competent, analytically minded professionals who then are able to interact with peers to optimize brainstorming, idea formulation, and ultimately innovation.
- We collaborate with other OSU colleges and departments (Engineering, Oceanic and Atmospheric Sciences, Physics) to study learners and the learning process, optimize instruction, and assess learning outcomes, thereby developing lifelong learners capable of contributing to the innovation that occurs at OSU, as well as within STEM industries.
- We study the human aspects of tackling issues of societal concern in the 21st century; namely, the learning processes and methods involved in educating the public in both formal and free-choice learning environments about complex issues--clean technology, environment, health and population. It is not enough to understand the science and technology; we also must understand how people learn and make decisions on complex issues in order to be effective at creating significant change. This relates directly to OSU's signature areas of distinction.
- Our externally-funded research on lifelong learning contributes understanding about the mental and physical health of the world's population since research documents that active learning throughout one's life is a major component of wellbeing and a healthy, long life.

- Our externally-funded research impacts both pre- and post-college; therefore, through our scholarly activities and academic programs we expand the reach of OSU beyond current students to make a positive impact in the lives of persons yet to attend college, as well as professionals who have matriculated from the University.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

We will use our current research and academic strengths to leverage the necessary breadth in undergraduate and graduate programs from the division and across the University. We will build a shared vision for this newly reorganized College by engaging faculty in other colleges in focused discussions about collaborative externally-funded research and assistance in understanding research-based approaches to creating effective teaching and learning environments. We envision that lifelong learning will encompass all program levels in the current College and do so in innovative and collaborative ways that strengthen our alignment with the goals of the Division of Arts and Sciences, as well as the Divisions of Earth Systems Science, Health Sciences, and Business and Engineering. From a shared, campus-wide vision for the College will come proposals for faculty hires that complement the research and programmatic interests across departments and colleges. Early candidates for these discussions are faculties in: Psychology, History, Philosophy, Ethnic Studies, Statistics, Physics, and Mathematics.

Research is the foundation that drives innovation in the design of effective academic programs, new learning environments, the creation of educationally productive social structures, and innovations in lifelong learning opportunities. Currently Science and Mathematics Education faculty receive over \$250,000 per year per FTE in external research funding. Within the envisioned new College design, this funding level will serve as a base for developing more robust external funding across a larger faculty. Through strategic hires and new research-oriented job descriptions, we anticipate additional increased funding through inter-departmental collaborations across the University. The department currently has active relationships with faculty in the Colleges of Science, Liberal Arts, Engineering, Agricultural Sciences, Forestry and Public Health and Human Sciences. Mindful of the innovative approach we are taking to education and learning with particular focus on STEM and cultural/linguistic diversity, we anticipate national and international interest in our research agenda and continued healthy funding from National Science Foundation (programs in Research on Learning in Formal and Informal Settings, Human Resource Development and Undergraduate Education), NOAA, NASA, Department of Agriculture and Department of Commerce (workforce development). In addition we anticipate interest from private foundations including the Kauffman, Noyce, Kellogg and Spencer Foundations.

The College will become **the** source of information in the state, region and nation on life-long learning in STEM education with special emphasis on cultural and linguistic diversity. The College will work closely with the new Center for Research in Lifelong STEM Learning to design and maintain information databases that will also meet the needs of accreditation from NCATE,

TSPC, and CACREP as well as be a model for the campus in demonstrating a “culture of assessment” for University accreditation.

The new College will examine the valuable lessons learned from Science and Mathematics Education and College of Education faculty as they have experimented with innovative methods of distance and on-campus program delivery. We will learn from and preserve highly successful programs and streamline, redesign and focus others to support faculty research, particularly in the two areas of excellence, STEM learning and cultural/linguistic diversity. Advancing innovative learning in the 21st century, the College will mine and develop the rich resource of the Internet and distance delivery in order to enrich the education of Oregon citizens and the nation in the areas of STEM and cultural diversity. Externally funded research will enhance this resource and build new knowledge about learning in technologically integrated environments.

H. Relationship of Programs to Other OUS Institution

The following programs are unique to or have unique features in the OUS system: Double Degree, MS online, PhD in Counseling*, CCLP*, and AE-OHRE*.

****PhD Counseling***

PSU offers school and clinical mental health counseling MS programs. UO offers a counseling psychology PhD program.

****CCLP***

There are generic educational leadership programs, but none are focused solely on community college leadership.

****AE-OHRE***

PSU does offer programs in adult education; they do not offer the part-time option for working professionals.

EdM online

- Portland State University offers a Curriculum and Instruction Master’s Degree program (MA/MS) for licensed teachers or professionals in related fields; courses are available on campus only.
- The University of Oregon has a master’s degree in Curriculum and Teacher Education (MS). This is a part-time with courses are available on campus only and many are cross-listed with undergraduate courses.
- Eastern Oregon University offers a Master of Science degree. Some courses are offered face-to-face on campus or on site, only required courses are available online.

MS online

This is the only online MS in the OUS system offering concentrations in K12 Math education, K12 science education, and Free-Choice Learning.

Ph.D. in Mathematics or Science Education.

Portland State University also offers a PhD in math education from the Mathematics Department. UO offers an EdD in educational leadership.

I. Professional Accreditation

The following programs hold national or state accreditation by the indicated organizations:

- Counseling program – Council on Accreditation for Counseling and Related Educational Programs (CACREP)
- Teacher Education – National Council for Accreditation of Teacher Education (NCATE) and Oregon Teacher and Standards and Practices Committee (TSPC)

Budget Pages

The budget analysis shows the proposed new administration cost compared to the current cost. The new organization offers efficiencies some reduced costs following the transition period of about one year. As outlined in Table 1, administrative functions have been redistributed away from department chairs and to the Dean's office. In addition, staff positions have been replaced to create efficiencies benefiting programs and faculty. Additional transition costs include the development of a professionally designed newsletter for broad distribution to alumni and friends (\$10,000) and redesign of the web site to highlight the four program units and research foci of faculty (\$10,000). The web site will foreground the major educational and research emphases of STEM education and cultural and linguistic diversity education.

All other costs associated with the current College of Education and Department of Science and Mathematics Education will remain the same in the new structure. These include but are not limited to, faculty salaries and services and supplies.

Appendix: Faculty Resources

Tenure-Track Faculty

Allan Brazier (Professor)
Jay Carbon (Cascades) (Professor)
Kathryn Ciechanowski (Assistant Professor)
Derron Coles, with Equal Opportunities Program (Assistant Professor)
Kathleen Cowing (Cascades) (Assistant Professor)
Thomas Dick, mathematics (Professor)
Lynn Dierking (Professor)
Cass Diemen (Associate Professor)
Molly Engle (Associate Professor)
Larry G Enoch's (Professor)
Rebekah Elliott (Associate Professor)
John Falk (Professor)
Larry Flick (Professor)
Nam Hwa Kang (Associate Professor)
Karen Higgins (Associate Professor)
Rick Orozco (Assistant Professor)
Shawn Rowe, with Sea Grant Extension (Assistant Professor)
Deborah Rubel (Associate Professor)
Darlene Russ-Eft (Professor)
Sam Stern (Professor)
Ken Winograd (Associate Professor)

Fixed-term

John Baek (Assistant Professor, Senior Research)
Kathy Biles (Cascades) (Instructor)
Jessie Buhrle (Cascades) (Instructor)
Shelley Dubkin-Lee (Instructor)
Donna Drake-Clark (Instructor)
Gene Eakin (Director Student Services, Head Advisor)
Ron Gray (Instructor)
Marla Greene (Cascades) (Instructor)
Sue Helback (Instructor)
Joyce Mphande-Finn (Cascades) (Instructor)
Mike O'Malley (Instructor)
Nell O'Malley (Instructor)
Carolyn Platt (Cascades) (Instructor)
Kay Stephens (Instructor)
Daniel Stroud (Cascades) (Instructor)
Emily van Zee, Ph.D. (Associate Professor, Part-time)

Professional Faculty

SueAnn Bottoms, Education
Allan Brazier, Education Dean
Ryan Collay, M.S. SMILE
Alicia Christensen, M.S. SMILE
Jay Well, M.S. SMILE
Gene Newburg, Education advisor
Matt Lewis, Academic Advisor

Emeritus Faculty

Margaret Niess (Professor Emeritus)

Adjunct Faculty

Mamta Accapadi (Student Life)
Tracy Bentley-Townlin (Student Life)
David Craig (Residential Education)
Eric Hansen (Housing & Dining)
Don Johnson (Program & Marketing)
Kerry Kincanon (Head Advisor)
Bob Kerr (Greek Life)
Tom Kirch (Recreational Sports)
Jeff Malone (Academic Advisor)
Janet Nishihara (Educational Opportunities Program)
Larry Roper (Student Affairs)
Tom Scheuermann (Housing & Dining)
Kristin Winter (Orientation)
Melissa Yamamoto (Educational Opportunities Program)
Jessica White (Education)

1039 Faculty

Alex Sanchez, Ph.D.
Chris Ward, Ph.D.

Part-time Faculty

The College has a varying number of part-time faculty from term-to-term. Some of these could be consolidated to form full-time positions. Some of these part-time faculty provide valuable specialized expertise and experience.

Collaborative Faculty

Engineering
Science
Psychology

Staff, Corvallis

Kristin Kinman - *Administrative Program Asst.*
Lynda Thomas - *Reception, Student Services*
Biana Weatherford - *Reception, Student Services*
Laurie Brendle-Sleipness - *Admin Program Asst*



College of Science, Office of the Dean

Oregon State University, 128 Kidder Hall, Corvallis, Oregon 97331-4608

T 541-737-4811 | F 541-737-1009 | www.science.oregonstate.edu | science@oregonstate.edu

May 30, 2011

Dr. Larry Flick
Department of Science and Mathematics Education
College of Science
Corvallis, OR 97331

Dear Larry:

I wanted to express my enthusiastic support for the Category I proposal outlining the merger of Science and Mathematics Education and the College of Education. I see this as a tremendous opportunity for the two units to establish national prominence in research and teaching about STEM education.

I am very committed to the development of a reorganized College of Education that will foster research, teaching, and outreach in education with a focus on science, technology, engineering, and mathematics (STEM), with a strong commitment to cultural and linguistic diversity. This provides a truly unique opportunity for the College of Education and the College of Science to work together to create a single unit committed to pursuing fundamental knowledge, understanding, and application about how students of all ages learn in our increasingly diverse and technological society. It is an exciting prospect and something that OSU is uniquely suited to pursue because of the success you have all created over the years.

Dean Stern and I have drafted an MOU for the Provost that articulates our joint commitments for CoED to continue and build the work of the Department of Science and Mathematics Education and for COS to continue and build the financial support for the mission of CoED.

I wish you and your colleagues the best in this innovative endeavor. Please let me know if I can help in any way.

Best regards,

A handwritten signature in black ink, appearing to read "S. H. Bloomer".

Sherman H. Bloomer
Dean, College of Science

From: "Stern, Sam" <sam.stern@oregonstate.edu> **Date:** Tue, 31 May 2011 15:46:46 - 0700 **To:** "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu> **Cc:** Sherm Bloomer <Sherman.Bloomer@oregonstate.edu> **Subject:** Request for liaison letter of support...

Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a "faculty of the whole" and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomers'. The Education Double Degree, master's degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
<http://oregonstate.edu/education>

From: Ramaswamy, Sonny **Sent:** Tuesday, June 21, 2011 8:51 AM **To:** Stern, Sam **Cc:** Thompson, Greg; Green, Cary **Subject:** Re: Request for liaison letter of support...

Good morning, Sam. My sincere apologies — I meant to respond to you sooner, but somehow it got away from me.

At the outset, congratulations to you and your college on articulating an outstanding vision for a College of Education that will focus on our strengths at Oregon State University. It will indeed allow us to carve out a comparative advantage and niche, which, as it develops, will be hard to beat.

As Dean of the College of Agricultural Sciences, I do have a few suggestions about the proposal, which may have overlooked some collaborative opportunities.

As you know, there are significantly broader efforts in the realm of STEM education at Oregon State University, than just that undertaken within the College of Science — with scientists, engineers, and mathematicians in the Colleges of Agricultural Sciences, Engineering, and Forestry, along with scientists in Health and Human Sciences, Veterinary Medicine, and Pharmacy, it is a seriously missed opportunity to create that comparative advantage that you have so well articulated in the proposal.

There are a number of institutions that can offer STEM educational opportunities, but Oregon State is in a unique position because of the broader representation of the relevant disciplines. I would like to see that breadth reflected in the proposal and also ways to engage the latter institutions in helping realize the vision of an internationally recognized program in STEM disciplines.

Secondly, and more importantly for the College of Agricultural Sciences, I was disappointed that Agricultural Education was not even mentioned as potential partners and adjunct faculty in the proposal — maybe it was just an oversight, but I hope that it will be corrected. Our faculty have always been adjunct faculty members in the College of Education, and I hope that our faculty would continue to be adjunct faculty members and continue within the licensure faculty. I believe our faculty have a lot to offer as adjunct faculty and have indicated a desire to work with the PhD students in the College of Education. Not only does the latter enhance the breadth of the programs in the College of Education, it is critical for our Agricultural Education faculty and students.

I hope the College of Education would consider these opportunities for a broader partnership and collaborations within their proposal, and that the broader opportunities described above are incorporated into the proposal as it is revised. Please do let me know if you wish to discuss this further.

Thanks for giving us the opportunity to respond to your Category 1 proposal, and thanks

for considering our suggestions.

--

Sonny Ramaswamy
Reub Long Professor and Dean
Director, Oregon Agricultural Experiment Station
College of Agricultural Sciences
126 Strand Agriculture Hall
Oregon State University
Corvallis, OR 97331

Tel: 541-737-2331
Fax: 541-737-4574
Email: sonny@oregonstate.edu
url: <http://agsci.oregonstate.edu/>

From: "Stern, Sam" <sam.stern@oregonstate.edu> **Date:** Tue, 31 May 2011 15:46:46 - 0700 **To:** "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu> **Cc:** Sherm Bloomer <Sherman.Bloomer@oregonstate.edu> **Subject:** Request for liaison letter of support...

Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a "faculty of the whole" and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomers'. The Education Double Degree, master's degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean

College of Education, OSU

Corvallis, OR 97331-3502

Phone: 541.737.6392

Email: sam.stern@oregonstate.edu

<http://oregonstate.edu/education>

From: "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>

Date: June 23, 2011 8:40:54 AM PDT

To: "Stern, Sam" <sam.stern@oregonstate.edu>

Subject: CoE Proposed Changes

Dear Sam:

I have reviewed the proposed changes for the College of Education outlined in the abbreviated cat 1, including the org chart and the statements involving mission and goals. I am fully supportive of the plan as it is detailed in the document. Assuming that you don't encounter bureaucratic obstacles beyond your span of control, I also think the proposed timeline is achievable.

I'm especially pleased by your focus on STEM learning, which is, to my mind, not only a strategically smart direction for CoE to be going but also represents a real opportunity for distinction for OSU.

Let me know if I can help support this in any way as it moves forward.

Larry

Larry Rodgers, Dean
College of Liberal Arts
Oregon State University

From: "Bray, Tammy" <Tammy.Bray@oregonstate.edu>
Date: June 30, 2011 9:05:32 PM PDT
To: "Stern, Sam" <sam.stern@oregonstate.edu>
Cc: "Flick, Larry" <flickl@science.oregonstate.edu>
Subject: **Letter of support**

Dear Sam and Larry:

Congratulations to both of you – one is taking on the new responsibility and one is embracing the new adventure (you know who is who - :-))!

My apology for this tardy email of support of your abbreviated Category 1 proposal entitled "Reorganization of the College of Education". I am very supportive of your restructuring and appreciate your emphasis on administrative efficient and the focus on STEM. Your embracing the entire education programs at OSU including Cascade as a whole is commendable. However, as I am reading this proposal, I did not see any mention of the programs in our college. I am wondering if your reorganization will change the professional relationship between College of Education and College of PHHS? I am talking about the current two programs in CPHHS, early childhood development and education (double degree) and physical education teacher education (master degree). Will we continue the double degree program of our students in HDFS with you as currently structured? Will we continue to prepare and receive our Physical Education Teacher Education licensure from you? I think I know the answers, but I just need some assurance.

Again, my apology for this late response, I should have started earlier on my reading assignment. Thanks for the opportunity to review the proposal.

Tammy

--

Tammy Bray, PhD
Dean
College of Health and Human Sciences
Executive Dean
Division of Health Sciences
Oregon State University
123 Women's Building
Corvallis, OR 97331-6102

Telephone - 541-737-3256
Fax - 541-737-4230

Michelle Mahana - Assistant to the Dean
Email address - michelle.mahana@oregonstate.edu

Budget Outline Form

Estimated Costs and Sources of Funds for Merger of SMED with Education

| Budget for FY11 | | | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|---------------|--------------|-----------------------------------|--|---|---|---|--------------------|
| | FTE | FTE
SMED | From Current
Budgetary
Unit | Institutional
Reallocation
from Other
Budgetary
Unit | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From Fees,
Sales and
Other Income | LINE ITEM
TOTAL |
| Personnel | | | | COS/SMED | | | | |
| Administration (include FTE) | 6.250 | 0.500 | \$512,587 | \$41,000 | | | | \$553,587 |
| Faculty (Include FTE) | | | | | | | | \$0 |
| Part-time Instructors | | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Support Staff (Include FTE) | 4.000 | 0.500 | \$123,468 | \$16,968 | | | | \$140,436 |
| Student workers | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| OPE | | | \$297,552 | \$28,006 | | | | \$325,558 |
| Nonrecurring | | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | | \$0 |
| Newsletter | | | | | | | | \$0 |
| Web Design | | | | | | | | \$0 |
| Other Resources | | | | | | | | \$0 |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | | | | | | \$0 |
| Equipment | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | | \$0 |
| Physical Facilities | | | | | | | | \$0 |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | | \$0 |
| GRAND TOTAL | 10.250 | 1.000 | \$933,607 | \$85,974 | \$0 | \$0 | \$0 | \$1,019,581 |

Budget Outline Form
Estimated Costs and Sources of Funds for Merger of SMED with Education

| Budget Difference for FY12 | | Column A | Column B | Column C | Column D | Column E | Column F |
|--------------------------------------|---------------|-----------------------------------|--|---|---|---|--------------------|
| | FTE | From Current
Budgetary
Unit | Institutional
Reallocation
from Other
Budgetary
Unit | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From
Fees,
Sales and
Other
Income | LINE ITEM
TOTAL |
| Personnel | | | COS/SMED | | | | |
| Administration (include FTE) | 6.625 | \$444,980 | \$41,000 | | | | \$485,980 |
| Faculty (Include FTE) (Provost hire) | 1.000 | \$56,000 | | | | | \$56,000 |
| Part-time Instructors | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Support Staff (Include FTE) | 4.500 | \$130,792 | \$16,968 | | | | \$147,760 |
| Student workers | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| OPE | | \$236,020 | \$28,006 | | | | \$264,026 |
| Nonrecurring | | | | | | | \$0 |
| Admin (1039/6 months) | 0.600 | \$100,949 | | | | | \$100,949 |
| Newsletter | | \$10,000 | | | | | \$10,000 |
| Web Design | | \$10,000 | | | | | \$10,000 |
| Other Resources | | | | | | | \$0 |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | | | \$0 |
| Equipment | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | \$0 |
| Physical Facilities | | | | | | | \$0 |
| Construction | | | | | | | \$0 |
| Major Renovation | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | \$0 |
| GRAND TOTAL | 12.725 | \$988,741 | \$85,974 | \$0 | \$0 | \$0 | \$1,074,716 |

Budget Outline Form
Estimated Costs and Sources of Funds for Merger of SMED with Education

| Budget Difference for FY13 | | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|---------------|-----------------------------|--|--|-------------------------------------|-----------------------------------|------------------|
| | FTE | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds and Other Grants | From Fees, Sales and Other Income | LINE ITEM TOTAL |
| Personnel | | | COS/SMED | | | | |
| Administration (include FTE) | 6.625 | \$444,980 | \$41,000 | | | | \$485,980 |
| Faculty (Include FTE) (Provost Hire | 1.000 | \$56,000 | | | | | \$56,000 |
| Part-time Instructors | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Support Staff (Include FTE) | 4.500 | \$130,792 | \$16,968 | | | | \$147,760 |
| Student workers | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| OPE | | \$236,020 | \$28,006 | | | | \$264,026 |
| Nonrecurring | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | \$0 |
| Newsletter | | | | | | | \$0 |
| Web Design | | | | | | | \$0 |
| Other Resources | | | | | | | \$0 |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | | | \$0 |
| Equipment | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | \$0 |
| Physical Facilities | | | | | | | \$0 |
| Construction | | | | | | | \$0 |
| Major Renovation | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | \$0 |
| GRAND TOTAL | 12.125 | \$867,792 | \$85,974 | \$0 | \$0 | \$0 | \$953,766 |

Budget Outline Form
Estimated Costs and Sources of Funds for Merger of SMED with Education

| Budget Difference for FY14 | | | | | | | |
|--------------------------------------|---------------|---|--------------------------------|---|---|---|--|
| | | | Column A | Column B | Column C | Column D | Column E |
| | FTE | | From Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit
COS/SMED | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From Fees,
Sales and
Other
Income |
| Personnel | | | | | | | LINE ITEM
TOTAL |
| Administration (include FTE) | 6.625 | 0 | \$444,980 | \$41,000 | | | \$485,980 |
| Faculty (Include FTE) (Provost Hire) | 1.000 | 0 | \$56,000 | \$0 | | | \$56,000 |
| Part-time Instructors | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Support Staff (Include FTE) | 4.500 | 0 | \$130,792 | \$16,968 | | | \$147,760 |
| Student workers | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| OPE | | | \$236,020 | \$28,006 | | | \$264,026 |
| Nonrecurring | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | \$0 |
| Newsletter | | | | | | | \$0 |
| Web Design | | | | | | | \$0 |
| Other Resources | | | | | | | \$0 |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | | | \$0 |
| Equipment | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | \$0 |
| Physical Facilities | | | | | | | \$0 |
| Construction | | | | | | | \$0 |
| Major Renovation | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | \$0 |
| GRAND TOTAL | 12.125 | | \$867,792 | \$85,974 | | | \$953,766 |

Carolyn,

I asked Dr. Nama Kang to chair a committee to provide feedback on your proposal for the MAT at Cascades. They took a very thorough look at your plans and reflection on the relationship of an MAT and MS degrees. I would be please to answer any questions you have. But I urge you to contact Nama directly related to her committee's thinking.

Larry

Lawrence B. Flick, Professor & Chair

Department of Science and Mathematics Education

College of Science -- Oregon State University

253 Weniger Hall, Corvallis, OR 97331

541-737-3664 (voice) 541-737-1817 (FAX)

FlickL@science.oregonstate.edu

<http://smed.science.oregonstate.edu/>



Before printing this e-mail, ask yourself if it's necessary. Think Green!

Begin forwarded message:

From: Namhwa Kang <kangn@imap.science.oregonstate.edu>

Date: June 7, 2011 12:35:08 PM PDT

To: Lawrence Flick <flickl@science.oregonstate.edu>

Cc: SueAnn Bottoms <SueAnn.Bottoms@oregonstate.edu>, higginsk@oregonstate.edu, Ron Gray <ron.gray@science.oregonstate.edu>

Subject: Cascade MAT feedback

Larry,

We had a productive meeting this morning regarding the Cascade MAT program. We came up with the following recommendations:

1. We suggest that the MAT program runs as one program with four tracks including science and math education.
2. As one program, the MAT could use the current courses including pre-requisites that all students in the four tracks can take together.
3. Each track can be differentiated in the following ways: (1) taking two subject-specific pedagogy courses and (2) 9 credit content courses.

The suggestions are based on two main considerations: (a) differentiations between MAT and MS and (b) resources on Cascade campus. We believe that the differentiation between the MAT and MS would also help NCATE and TSPC.

Karen strongly recommended for the Cascade to use Studio classes in Bend.

Hope this helps.

Nama

Extend from OSU-Main to OSU-Cascades

MAT: Integrated Science Education Area of Concentration
MAT: Advanced Mathematics Education Area of Concentration

Oregon State University
College of Education and OSU-Cascades
CPS Tracking #83047
December 2011

1. Program Description

a. Program title, level:

- This proposal seeks to extend the Master of Arts in Teaching (MAT) in Integrated Science Education and the MAT in Advanced Mathematics Education from OSU-Main to the OSU-Cascades branch campus. OSU-Cascades has previously been granted approval to offer the MAT in Language Arts Education (that includes the MAT in Social Science Education) for those students seeking licensure to teach at the middle and high school grade levels.
- **CIP #s : 131311 – Teaching: Advanced Mathematics Education**
131316 – Teaching: Integrated Science Education

Table 1: Classification of Instructional Programs (CIP) Numbers:

CIP #: **131311**

Title: Mathematics Teacher Education.

Definition: A program that prepares individuals to teach mathematics programs at various educational levels.

CIP #: **131316**

Title: Science Teacher Education/General Science Teacher Education.

Definition: A program that prepares individuals to teach general science programs, or a combination of the biological and physical science subject matter areas, at various educational levels.

(Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)

b. OSU Main campus department and school/college under which the program is offered:

- Department of Teacher and Counselor Education, College of Education

c. Who will be the administrators of the OSU-Cascades program?

- Marla Hacker, Dean of Academic Programs
- Lawrence Flick, Dean of the College of Education
- Carolyn Platt, Program Lead, MAT

d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicate how each course will be offered at OSU-Cascades [resident course {COCC, OSU} distance education, web, etc.].

Table 2: Proposal Summary: MAT in Integrated Science Education and MAT in Advanced Mathematics Education

NEW

- *Degrees:* **MAT in Integrated Science Education (CIP #: 131316)**
MAT in Advanced Mathematics Education (CIP #: 131311)
- *Academic Units:* **Department of Teacher and Counselor Education,
College of Education and OSU-Cascades**
- *Course Designators:* **TCE and SED (existing)**
- *Proposed Effective Term:* **Summer Term 2012 (Banner: 201300)**

- The academic program is the OSU Master of Arts in Teaching offered through the College of Education's Professional Teacher Education Program. Currently OSU-Cascades, by MOU approval, offers the MAT in Language Arts Education for pre-service teachers who wish to teach at the secondary level (5th-12th grades). This program (which includes course work, clinical experience and national exams) complies with the licensure standards and requirements of the Oregon Teacher Standards and Practices Commission (TSPC) to teach language arts or social studies upon successful completion of the degree program. Students receive an Oregon Initial 1 teaching license in addition to the Masters' degree.

The intent of this proposal is to extend the current MAT degree in Integrated Science Education and MAT in Advanced Mathematics Education, housed at OSU-main campus, to the OSU-Cascades campus for students who wish to teach middle and high school math or science. The degree name would be Master of Arts in Teaching in either Integrated Science Education or Advanced Mathematics Education, depending on the concentration of courses, the student teaching experience, and the national exams the student completes.

The original OUS approval for OSU to offer an MAT included the science and math tracks. The MAT degree has since extended to the Cascades campus in the form of an

MAT in Language Arts Education and Corvallis now offers a Masters in Science Education (MS) and a Masters in Mathematics Education (MS). Faculty in Corvallis' Science and Math Education department (SMED) and the College of Education reviewed this MAT MOU in relation to the MS degree awarded on main campus and offered the following recommendations:

- 1) That the MAT program runs as one program with areas of concentration (endorsements-- language arts, social studies, science and math);*
- 2) That all students take several of the current MAT educational theory and pedagogical courses together; and*
- 3) That each area of concentration (endorsement for licensure) be differentiated in the following ways: (1) taking subject specific pedagogy courses (language arts, math or science education) and (2) graduate level content courses (English, math, science) in support of the specific MAT degree program.*

The faculty goes on to state, "These suggestions are based on two main considerations: (a) differentiations between MAT and MS; and (b) resources on the OSU-Cascades campus. We believe that the differentiation between the MAT and MS [degrees] would also help NCATE [our national program accreditation body] and TSPC." (Dr. Namhwa Kang, email correspondence to Dean Flick, June 7, 2011)

The MAT degree is generally considered to be a pre-service degree that requires education classes in order to meet state licensure requirements, and emphasizes advanced course work in a specific academic discipline to enhance one's knowledge in that subject area. Furthermore, it focuses on educating the candidate in practical teaching skills for use as a teacher, as opposed to focusing on performing research in the educational field, which is traditionally the MS degree. The MAT degree is often advantageous to middle school and secondary school teachers because it allows them to focus on subject area knowledge in their undergraduate program and then acquire pedagogical skills in their graduate studies.

The original MAT approved for OSU in 1991 consisted of a minimum of 48 graduate credits distributed as follows:

- ♦ Six hours of graduate professional core courses in Education Foundations,
- ♦ Eighteen to twenty one hours of graduate professional course work in the teaching specialty,
- ♦ Fifteen to eighteen hours of graduate professional internship, and
- ♦ Nine hours of graduate electives in subject matter specialization.

This proposal calls for a minimum of 68 graduate credit hours, which brings the MAT in Integrated Science Education and the MAT in Advanced Mathematics Education in line with the current MAT in Language Arts Education.

The MOU for the MAT to be offered at the OSU-Cascades campus (approved in 2009) changed the required number of graduate elective credits in subject matter specialization from nine to "between 6 and 8 hours", and the current MAT with the Language Arts area of concentration follows that requirement.

The MAT for the preparation of secondary teachers is designed “considering empirical research on teaching. Students completing the program will have expert knowledge both in their academic fields and in pedagogical knowledge....Acquisition of the pedagogical content knowledge, gained by teaching experience, requires not only the depth and breadth in each of the knowledge bases, but also in a heavily field-based program stressing reflection upon subject matter, instructional decision and their consequences in the classroom.” (Proposal for the Initiation of a Master of Arts in Teaching, Oregon State University College of Education Extended OSSHE Format for Category 1 Proposals, 1990).

In addition to the course requirements for MAT degree completion, students must submit a Professional Portfolio and sit for an oral examination in the final term of enrollment. These requirements are coordinated through TCE 524, the capstone course entitled “Teacher as a Reflective Practitioner”. Graduate School approved faculty from TCE sit on the orals and score the portfolios, and the addition of mathematics and science education student orals will not require any further staffing for the oral exams.

The target date for beginning enrollment for this academic program is June 25, 2012. The MAT program at OSU-Cascades is based on a cohort model in which all members begin the program coursework in the summer term together. Approval for the extension of this MAT will need to occur by the end of February 2012 in order to accept applications for admission and obtain student teaching placements, which begin in the late summer.

The existing MAT in Language Arts Education degree at OSU-Cascades operates in full cooperation with the Corvallis faculty and extending the graduate education degree to an MAT in Integrated Science Education and an MAT in Advanced Mathematics Education builds upon an existing focus on Science, Technology, Engineering and Mathematics (STEM) education at OSU. OSU-Cascades has a strong core MAT in place, one that is recognized by school districts throughout Oregon and, increasingly, the nation, as well as by the Teacher Standards and Practices Commission (TSPC)-- the state educators’ licensing board. The Central Oregon school districts have asked us to move forward with the extension of the MAT to science and mathematics as quickly as possible, as they are currently employing temporary teachers with emergency licenses who have no pedagogical training in the teaching of these subjects.

Audit sheets for the MAT in Integrated Science Education and the MAT in Advanced Mathematics Education appear below. Each area of concentration would build upon the approved graduate professional core and professional internship offerings around which the OSU-Cascades MAT in Language Arts Education is centered. Students enrolled in the science or mathematics areas of concentration would add the appropriate math and science methods coursework as well as graduate level content work.

All courses would be offered at OSU-Cascades by Graduate School approved faculty. OSU-Cascades has faculty in place to teach the Professional Core classes, the internship course work, and staff the oral examinations. OSU-Cascades will hire a full-time, tenure track faculty member to teach six of the SED courses, plus adjuncts who are teachers of

science and math in the secondary schools for the additional six courses to be taught in SED. The graduate level subject specific course work in math or science will be taught by the math and science faculty already in place at OSU-Cascades.

Graduate Professional Core Classes in Education Foundations

TCE 512 (3): Psychology of Adolescents
TCE 520 (3): Classroom Management and Discipline
TCE 524 (2): Teacher as a Reflective Practitioner (Capstone)
TCE 528 (3): Using Assessment to Improve Instruction
TCE 545 (3): Planning Curriculum Aligned to Standards
TCE 549 (3): Teaching in a Differentiated and Diverse Classroom
TCE 599 (1): Professional Formation

CREDITS: 18

Math or science endorsements subject specific pedagogy

SED 511 (3): Analysis of Classrooms I
SED 512 (3): Technology Foundations for Teaching Math and Science
SED 513 or 514 (3): Inquiry in Science and Science Education OR Inquiry in Mathematics and Mathematics Education
SED 515 (3): Analysis of Classrooms II
SED 518 (3): Analysis of Classrooms III
SED 552 or SED 553 (3): Mathematics Methods: Practicum I OR Science Methods: Practicum I
SED 573 or 574 (4): Science Pedagogy and Technology 1 OR Mathematics Pedagogy and Technology I
SED 576 or 577 (4): Science OR Mathematics Pedagogy II

CREDITS: 26

Graduate Professional Internship

TCE 509 (3): Practicum/First student teaching placement
TCE 510 (13): Internship/ Second student teaching placement
NOTE: 509 and 510, spread over 3 terms, gives our students the authorization to teach in Middle and High School levels

CREDITS: 16

Math or Science Graduate Content Coursework

Graduate work at the 500 level will support the specific MAT area of concentration and will meet the approval from the corresponding Corvallis faculty.

CREDITS: 6-8

e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU main campus program:

The proposed design of the MAT in Integrated Science Education and in Advanced Mathematics Education follows the approved MAT for OSU and OSU-Cascades. The specific program minimum

requirements listed in 1.d. for the degree audit closely parallel those of the original CAT 1. At the same time, the intended specific course selections to fulfill the graduate professional course work in the teaching specialty closely parallel the course work in the MS on the main campus. OSU main campus has chosen to offer the MS degree in Science or Mathematics Education because of its organizational association with the College of Science. OSU approved the MAT degree being offered at OSU-Cascades seven years ago with the MAT in elementary education and three years ago with the MAT in Language Arts Education (that includes social science) for the secondary level authorization in teaching. The MAT at Cascades is “already crafted as a very high quality program in concert with the Corvallis MS [degree]” (Dean Larry Flick, email correspondence, October 21, 2011 to Dr. Platt) and the addition of the science and mathematics areas of concentration will assure that the nature of the master’s level Professional Teacher Education Licensure and Masters Programs will extend the teaching practices, content and research to OSU-Cascades’ campus.

f. List any special requirements or pre-requisites for admission to the program at OSU-Cascades:

Students must demonstrate the following criteria:

- ♦ Completed bachelor’s degree from an accredited higher education institution (prior to enrollment).
- ♦ Minimum GPA of 3.0 in the last 90 quarter hours of graded undergraduate work and all work completed thereafter.
- ♦ Competence in science or math demonstrated through the completion of appropriate course content work.
- ♦ 60 hours of volunteer and observation experience with middle and high school students, with at least 30 hours in the public school classroom.
- ♦ Effective oral and written communication.
- ♦ Completion of TCE 560 Research in Learning (or equivalent) and TCE 499 Civil Rights in Education.
- ♦ Satisfactory answers to “good conduct” questions as required by the Oregon Teacher Standards and Practices Commission (TSPC)
- ♦ Sincere and appropriate desire to become a public school teacher and an understanding of the demands placed on a teacher.
- ♦ Passing results on: (1) either the EAS, California Basic Education Skills Test (CBEST) or all three subtests of the PRAXIS PPST, (2) the ORELA multiple subjects’ exam, (3) the ORELA Civil Rights exam, and (4) the NES content exams required for licensure in the endorsement area (language arts, social studies, math or sciences).

g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?

The OSU-Cascades MAT programs are nationally accredited through the National Council for Accreditation of Teacher Education (NCATE) as well as regionally accredited through the Northwest Commission on Colleges and Universities (NWCCU). Additionally, OSU-Cascades is approved to offer professional teacher licensure programs by the Oregon Teacher Standards and Practices Commission (TSPC).

2. Demand

a. List any similar programs offered at the proposed or nearby location.

OSU-Cascades currently offers an MAT in Elementary Education as well as an MAT in Language Arts Education. Other universities such as George Fox University and Eastern Oregon University offer the MAT in a hybrid (distance and limited location) model. There is consistent and very strong support for OSU resident graduate programs in education for Central Oregon by regional superintendents, teachers, school boards and community patrons.

b. Provide evidence of need for the program at the new locations.

The extension of the MAT in Integrated Science Education and in Advanced Mathematics Education is central to President Ray's vision for the OSU-Cascades' campus and Central Oregon region as a strong presence in STEM (Science, Technology, Engineering, and Math) practice and research. The education of excellent math and science teachers in the middle and high school levels is a well-documented national need. The superintendents of our six Central Oregon school districts have asked OSU-Cascades to extend the MAT to science and math to fulfill the vacancies for teachers in these subject areas. Currently, local school districts have had to hire some math and science teachers without any pedagogical background via provisional/emergency licenses.

c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will prospective students to be enrolled be selected?

OSU-Cascades plans to award between 10 and 20 MAT in Integrated Science Education and MAT Advanced Mathematics Education degrees per year over the next five years:

Year 2012: 10 degrees
Year 2013: 15 degrees
Year 2014: 15 degrees
Year 2015: 20 degrees
Year 2016: 20 degrees

OSU-Cascades utilizes a Cohort model, with the students commencing their program in the summer term. Enrollment limitation would be subject to funding, staffing requirements prescribed by NCATE, and student teaching placement opportunities. Prospective students will be selected through the criteria outlined above with particular attention paid to academic ability, depth of knowledge in content area, experience with middle and high school students, and dispositional characteristics that indicate the likelihood of professional success in the classroom.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

OSU-Cascades will hire one full-time, tenure track, faculty member with STEM Education background who will serve as course instructor, advisor, and act as liaison with STEM research on the main campus. This person will be expected to teach six courses. (This is the teaching load specified for tenure track, full time faculty at OSU-Cascades.) In addition, we will continue our instructor model that works closely with the Central Oregon school districts to identify talented practitioners to teach as adjuncts for the

remaining six methods courses. We will also nominate to the Graduate School current OSU-Cascades science and math faculty to teach the graduate level content courses once these people are determined.

Adjunct instructors at OSU-Cascades are paid per course they teach. In addition to the contracted amount for the course, OSU-Cascades pays into the PERS or other benefit program in which the instructor is invested (a percentage amount based on the number of courses being taught).

Current faculty who will continue to teach core professional courses in the MAT program include:

| | |
|-------------------------|---|
| Jay Casbon, Ed.D.: | TCE 499 Civil Rights in Education
TCE 560 Research in Learning |
| Dennis Lynn, Ph.D.: | TCE 512 Psychology of the Adolescent |
| Phil Hoffman, Ph.D.: | TCE 520 Classroom Management and Discipline |
| Carolyn Platt, Ph.D. | TCE 524 Teacher as a Reflective Practitioner
TCE 560 Research in Learning
TCE 599 Professional Formation |
| Cate Denson Hill, MAT: | TCE 549 Teaching in a Differentiated and Diverse Classroom |
| Laura Sugden, MAT: | TCE 545 Planning Curriculum Aligned to Standards
TCE 525 Curriculum Implementation & Instructional Strategies
TCE 528 Using Assessment to Improve Instruction |
| Ann Owings Allred, MAT: | TCE 509 Practicum-First Authorization
TCE 510 Internship-Second Authorization |

New Hires: One new, full time, tenure track, SMED faculty member will be hired to teach six of the following courses, as well as adjuncts to teach the remaining six courses, to be approved by the Graduate School:

SED 511 (3): Analysis of Classrooms I
SED 512 (3): Technology Foundations for Teaching Mathematics and Science
SED 513 or 514 (3): Inquiry in Science and Science Education OR Inquiry in Mathematics and Mathematics Education
SED 515 (3): Analysis of Classrooms II
SED 518 (3): Analysis of Classrooms III
SED 552 or SED 553 (3): Mathematics Methods: Practicum 1 OR Science Methods: Practicum I
SED 573 or 574 (4): Science Pedagogy and Technology 1 OR Mathematics Pedagogy and Technology I
SED 576 or 577 (4): Mathematics Pedagogy and Technology II OR Science Pedagogy and Technology

b. Estimate the number and type of support staff needed to provide the program at the new location.

OSU-Cascades has in place the support staff needed for this program and they include:

Placement Coordinator: 1 (will move from .49 to .75 FTE) This person secures and coordinates the student teaching placements.

Licensure and Administrative Coordinator: 1 (already 1.0 FTE) This person coordinates all testing and licensing requirements, as well as annual state and national accreditation reports.

Educational Librarian: 1 (already at 1.0 FTE)

We will need to hire two Student Teacher Evaluators, one who is licensed to teach in Oregon and endorsed in mathematics, and one who is licensed to teach in Oregon and endorsed in science, who will work on a part-time basis, with the amount of appointment to be dependent upon the number of enrolled students in student teaching practicums and internships. These field evaluators are paid on a formula based on number of students they oversee, number of visits made to the site, and the distance to the site. There are fees attached to the student teaching internship courses (TCE 509 and 510) to cover these costs.

The new and expanded hires are reflected in the budget submitted with this proposal. Please see the budget notes as well for clarification.

4. Other Resources

a. Describe facilities necessary to offer the program at the new locations.

Classroom and support facilities are in place in the OSU-Cascades building (Cascades Hall) and will be available in the new building for OSU-Cascades into which the graduate programs will move in early June. Laboratory sections of the science courses will meet in middle school and high school labs in the Bend LaPine schools, as well as in the laboratory classroom in Cascades Hall. All classrooms are multi-media equipped. The educational library is incorporated into the Central Oregon Community College/OSU-Cascades Library.

b. Indicate how library needs will be met.

Library Support for the MAT in Advanced Mathematics and MAT in Integrated Science Education Areas of Concentration on OSU-Cascades Campus

OSU-Cascades' library services offers the collections and services described below in support of the proposed MAT in Advanced Mathematics and MAT in Integrated Science Education Concentrations at the OSU-Cascades Campus. Portions of the curriculum for this program are identical to the existing MAT Secondary education programs and similar to existing programs in Corvallis so OSU Libraries already provides much of the support the program is expected to need.

Periodicals

OSU Libraries provides access to the article databases essential for education research including *ERIC*, *Education Research Complete*, and *PsycINFO*. In addition to the many titles available electronically through these subscriptions, the Libraries also subscribe to core journals publishing research in Education and related fields. Periodicals are purchased electronically whenever possible, providing equal access to students and faculty regardless of campus.

Currently the Valley Library receives print subscriptions to the National Council of Teachers of Mathematics publications. Of particular interest to the secondary program will be *The Mathematics Teacher* and *Mathematics Teaching in the Middle School*. Articles from these print journals are available to Cascades students and faculty through the Scan and Deliver program which sends scanned copies of materials held by the Valley Library to requestors' email, generally within 24 hours. If Cascades decides immediate access to these titles is crucial, the titles are available to institutions for \$104 per year (each.) An additional NCTM publication, *The Journal of Research in Mathematics Education* is also available via Scan and Deliver or Cascades could add a print subscription for \$161 annually.

The Libraries also subscribe to the National Science Teacher Association titles *Science Scope* and *The Science Teacher*. These are available electronically back to around 2005 and older volumes are held at the Valley Library and available to OSU-Cascades faculty and students through the Scan and Deliver service.

Monographs and Media

OSU-Cascades currently maintains a strong local collection of education materials purchased to complement the collection at Valley Library. We anticipate some additional need for materials that specifically cover mathematics and science education theory and pedagogy at the middle and high school level. An additional \$500 per year for at least the first two years would allow the library to purchase, in consultation with the faculty, any needed core materials.

OSU Libraries also participate in Summit, a consortium of academic libraries in Oregon, Washington, and now Idaho. This participation gives OSU-Cascades faculty and students access to the collections (both books and videos) of more than 35 additional libraries, twenty of which also offer masters-level education programs.

c. Indicate how students at the new location will receive student services (e.g. academic advising):

OSU-Cascades has a complete student services and academic support system in place to serve its students, including academic advisors, counselors, career services and student activities. The in-program faculty in TCE does the bulk of advising for MAT students. The Licensure Coordinator assists in advising on licensure issues.

5. Budgetary Impact

a. Indicate the estimated cost of the program for the first four years of its operation. Use the Budget Outline and Budget Outline instructions forms on the Forms and Guidelines website.)

OSU-Cascades funds its program costs, as well as all administrative costs, through the tuition revenue generated by FTE enrollment. There is complete separation of funds and budget from OSU main campus. The largest expense to extend the two MAT areas of concentration will center on hiring faculty with science and math education experience.

The library will need to acquire some materials specific to math and science education. There is an annual library budget in place for TCE that will go towards supporting these purchases. See library needs assessment section.

Marketing of the science/math areas of concentration, business cards, and office set up for the new faculty hire will be minimal and therefore will impact the OSU-Cascades' budget only slightly. (See the attached budget pages.) OSU-Cascades markets the graduate programs (MAT in Language Arts Education and Counseling) together through printed materials, media and information sessions. A budget already exists for this effort. The majority of applicants use the OSU-Cascades' website and this will be updated to reflect the extension of the MAT in Advanced Mathematics Education and the MAT in Integrated Science Education once they are approved. OSU-Cascades will announce the availability of the new programs (once approved) to our school districts through a monthly meeting of Superintendents which Becky Johnson, Vice President for OSU-Cascades, attends.

Please see Budget Attachments for specific anticipated costs for the extension of the MAT to science and mathematics.

b. If the program will be financed from existing resources:

1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.

See 5.a. above plus appendices.

2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.

See 5.a. above plus appendices.

6. Draft of the MOU—the following template is required.

a. The program title and limitations (if any):

M.A.T. in Integrated Science Education and M.A.T. in Advanced Mathematics Education

b. What are the responsibilities of the OSU-Cascades campus administration, faculty and staff in order for the program to be delivered at OSU-Cascades?

Marla Hacker, Dean of Academic Programs and Dennis Lynn, Director of Graduate Programs, will oversee the administration, faculty and staff involved in this extension. Enrollment Management and Student Affairs already serve OSU-Cascades students. Carolyn Platt, as program lead for the MAT, will provide the program supervision and administration.

c. What are the responsibilities of the OSU-Main campus administration, faculty and staff in order for the program to be delivered at OSU-Cascades?

The College of Education will continue to be the academic home for the Teacher and Counselor Education program at OSU-Cascades. The MAT is tightly connected with the governance structure of OSU's College of Education and is represented on the Dean's Council. Programmatic decisions, curriculum, and faculty hiring are coordinated and approved in consultation with the Dean of the College of Education or his designee, along with the Vice President and Academic Dean on the OSU-Cascades campus and the Graduate School on the main campus.

d. Provide documentation of discussion of the proposal for the new program with the faculty of the sponsoring department on the Corvallis campus.

The extension of the MAT to include Integrated Science Education and Advanced Mathematics Education at OSU-Cascades has the full support of the OSU College of Education faculty and

administrators. See attached emails between OSU-Cascades and Corvallis departments and faculty, as well support letters from the Bend LaPine School District, OSU-Cascades largest school district partner.

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2012-2013

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE)(3.0 FT) | 97,248 | | | | | 97,248 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (.75 FTE) | 21,510 | | | | | 21,510 |
| Fellowships/Scholarships | | | | | | |
| OPE | 55,488 | | | | | 55,488 |
| | | | | | | |
| Non-recurring | 10,000 | | | | | 10,000 |
| Personnel Subtotal | 184,246 | | | | | 184,246 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | 500 | | | | | 500 |
| Library/Electronic (use existing) | | | | | | 0 |
| Supplies and Services | 9,000 | | | | | 9,000 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 9,500 | | | | | 9,500 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 193,746 | | | | | 193,746 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2013-2014

Indicate the year: _____ First _____ ☒ Second

_____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE)(3.5) | 107,778 | | | | | 107,778 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff -share existing (.75) | 22,370 | | | | | 22,370 |
| Fellowships/Scholarships | | | | | | |
| OPE | 58,137 | | | | | 58,137 |
| | | | | | | |
| Non-recurring:Start-up | | | | | | 0 |
| Personnel Subtotal | 188,285 | | | | | 188,285 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | 500 | | | | | 500 |
| Library/Electronic (Use existing) | | | | | | 0 |
| Supplies and Services | 10,200 | | | | | 10,200 |
| Equipment | | | | | | 0 |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 10,700 | | | | | 10,700 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 198,985 | | | | | 198,985 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2014-2015

Indicate the year: _____ First _____ Second

_____ X _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE)(3.5) | 107,796 | | | | | 107,796 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff -(1.0) | 31,020 | | | | | 31,020 |
| Fellowships/Scholarships | | | | | | |
| OPE | 61,333 | | | | | 61,333 |
| | | | | | | |
| Non-recurring: start-up | | | | | | 0 |
| Personnel Subtotal | 200,149 | | | | | 200,149 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic (use existing) | | | | | | 0 |
| Supplies and Services | 10,400 | | | | | 10,400 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 10,400 | | | | | 10,400 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 210,549 | | | | | 210,549 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2015-2016

Indicate the year: _____ First _____ Second

_____ Third _____ X _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) (3.5) | 110,652 | | | | | 110,652 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff: share existing (1.0) | 32,262 | | | | | 32,262 |
| Fellowships/Scholarships | | | | | | |
| OPE | 63,963 | | | | | 63,963 |
| | | | | | | |
| Non-recurring | | | | | | 0 |
| Personnel Subtotal | 206,877 | | | | | 206,877 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic (use existing) | | | | | | 0 |
| Supplies and Services | 10,600 | | | | | 10,600 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 10,600 | | | | | 10,600 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 217,477 | | | | | 217,477 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Notes

1.0 Assist Prof - 12 mo + 6 part-time @ 3,500 ea + 2 field supervisors @3900

Increase to .75

For employees listed above

Recruitment and Moving Exp

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

TT + 4% + 6 PT + 4 FS
N/A

For employees listed above

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator+2% inflation

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

TT +4%, 6PT + 4FS

For employees listed above

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator+2% inflation

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

TT +4%, 6PT + 4FS

For employees listed above

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator +2% inflation

Executive Summary for the MOU Proposal to extend from OSU-main campus to OSU-Cascades campus:

MAT in Integrated Science Education (CIP: 131316)
MAT in Advanced Mathematics Education (CIP: 131311)

This MOU seeks to extend the Master of Arts in Teaching (MAT) in Integrated Science Education and Master of Arts in Teaching (MAT) in Advanced Mathematics Education, housed at OSU-main campus, to the OSU-Cascades campus for students who wish to teach middle and high school mathematics or science. Oregon State University extended the MAT in Language Arts Education to OSU-Cascades three years ago. This move will build upon the MAT areas of concentration to be offered at OSU-Cascades.

MOU Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

MOU to extend program from OSU to OSU-CASCADES

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization -- moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

MAT in Integrated Science Education
MAT in Advanced Mathematics Education

Effective Date:

2012
2012

Department/Program:

Teacher and Counselor Education

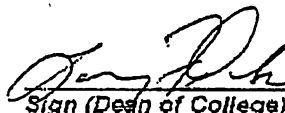
College:

College of Education

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

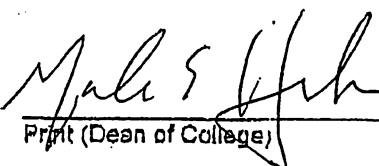

Sign (Dept Chair/Head; Director)

12/9/11
Date


Sign (Dean of College)

12/12/11
Date


Print (Department Chair/Head; Director)


Print (Dean of College)

The BFP group approved proposal 83047 today. It notes a minor error in the budget. The faculty salaries for years 2 and 3 are 107778 and 107796, which does not reflect an appropriate inflation factor.

W. Loveland

Review of Food, Culture and Social Justice Proposals

What we are asked to consider

There are two proposals to establish (1) a graduate *minor* and (2) a *graduate certificate* in Food Culture, and Social Justice. Comments specific to each follow general comments about both the proposals.

General comments

1. Significant concerns are raised in the liaison communications, not all of which are addressed, especially for the certificate program.
2. Liaison comments are co-mingled between minor and certificate. Concerns are different for each one and hence review of each of the above proposals (one a Cat II and the other is a Cat I) is made difficult.

Food, Culture, and Social Justice Graduate Minor

Definition of a graduate minor

(<http://oregonstate.edu/ap/curriculum/policies.html#38>)

"A graduate minor is an academic area that clearly supports the major. It consists of a group of related courses totaling at least 15 credits in a specific topical area. On a master's or doctoral program, a minor may be:

- an academic area available only as a minor,
- a different major,
- the same major with a different area of concentration,
- an approved major at another institution in the Oregon University System, or
- an integrated minor. An integrated minor consists of a series of cognate courses from two or more areas. These courses must be outside the major area of concentration, with most of the courses being outside the major department. The graduate faculty member representing the integrated minor must be from outside the major department.

Although the courses in a graduate minor may be from more than one academic department, one academic unit/program must be responsible for directing the minor. Necessary facilities and faculty expertise to support the minor must be available. For a graduate minor to appear on a student's official academic record and transcript, the minor must be listed on the student's approved degree program."

Process: Needs a cat II

Graduate Minor Comments and Observations

- A minor in Food, Culture and Social Justice is proposed. There is no major in this field, and according to the curriculum guidelines this is fine.
- However, minors should be in "clear support of the major" (see guidelines) and it's not clear which majors would be interested in taking this minor. Liaison emails suggest that the Nutrition and Exercise Sciences Department students might choose this minor, but the faculty in this Department had several issues with the proposal. Students in Applied Anthropology (originators of this proposal) may also wish to take this minor. In this context, it is important to list the

prerequisites for the proposed courses- these are hard to find in the catalog and from the information provided (see table below).

- At least 15 credits in a specific topical area are required for a minor for Masters' students and 18 credits for PhD students. Table 1 below lists the courses proposed. Concerns include:
 - Only 5 courses + 1 project blanket course are provided in the minor (not much choice of courses). Another course (XX 599 Introduction to Food Systems: Global, Regional and Local) seems to have been proposed from reading the liaison emails, but is not listed in the minor.
 - Only one of these courses is a stand-alone graduate level course (Research methods in food culture and social justice). When the xx599 course is counted the number of stand-alone courses is two, which is still quite low.
 - Was addition of Social Justice an afterthought? The original proposal title reads "Food and Culture."

Food, Culture and Social Justice Graduate Certificate

Definition of a graduate certificate

The Graduate Certificate Program at Oregon State University is a structured progression of graduate-level courses that constitute a coherent body of study with a defined focus within a single discipline or a logical combination of disciplines. It is designed for a student who has completed a baccalaureate degree and is in pursuit of advanced-level learning. Students desiring a graduate certificate must be admitted to the university as a credential-seeking graduate student, but are not required to be on track for a specific degree. There is no formal committee requirement for graduate certificates. Certificate students are subject to all general policies governing the courses for the master's degree.

The graduate certificate curriculum consists of a minimum of 18 graduate credits, and may include a final project, portfolio, or report for integration of the sequence of course materials. All graduate student programs of study submitted to the Graduate School must consist of, at a minimum, 50 percent graduate stand-alone courses. The remaining credits may be the 500 component of 400/500 slash courses. No final examination is required.

Process: Needs a Cat I proposal

Comments and Observations

- Note that this is not a stand-alone certificate and must be taken in conjunction with a "degree program"- assumption is that the degree program being referred to is a graduate degree program. The originators of the proposal made this change at a later stage and the proposal was resubmitted. This change is critical in answering the "need" question. Since the certificate is not a stand-alone, it will only be seen as added value to students who are majoring in other areas and obtain this certificate along the way. If the "degree program" that is being referred to is an undergraduate degree program, then there still is the issue of demand for this certificate among potential employers that needs to be addressed (but not by the grad council).
- What is the need for a certificate if you can get a minor? Who would choose a minor vs. certificate and why? Numbers need to be shown for how many would choose a minor vs. a certificate.
- Significant concerns are raised in the liaison communications with respect to the weak scientific/technical content of the certificate. A course has been added to address some of the comments, although it is not clear that a Category II proposal has been submitted for that course (it will be offered by another College). Another fix to address this issue is to have this certificate be taken in conjunction with a degree program and not as a stand-alone.
- The certificate has five core courses and a total (minimum) of 23 credits need to be taken. The five core courses, totaling 18 credits, along with 1 credit of Food Projects and 1 credit of Capstone Portfolio form the 20 credit core. Students are required to take 1 additional elective; ten potential elective courses are listed. One of the core courses is new (ANTH 547) and another one is in the

works (Intro to Food Systems: Local to Global) based on several e-mail exchanges in the liaison section. Currently, the only material that we have is a list of topics for the course and the instructors who would teach these topics. There is talk of splitting the ANTH 4/586 course to a stand-alone graduate course. Concerned that even if the ANTH 586 is made a graduate level course, the total number of graduate only course credits (not including blanket courses) will total eleven. This is on the borderline of 50+ percent grad courses for a graduate program.

- More details are needed on how the team taught course (Food Systems...) will add to the faculty load. Also, are there plans of compensation for teaching this course? If so state this in the budget.
- Faculty time for the students' capstone portfolio- need details on what mentoring the portfolio entails; reduce max number of students advised per faculty to 3 or 4 based on projected enrollments. Also, a comment is made that the hiring of the program coordinator will help reduce the load of reviewing capstone portfolios. Please elaborate- will this person be grading the portfolios and mentoring students?
- How will the learning outcomes be assessed? Please provide a matrix linking each learning outcome to the assessment method.

Figure 1: Food, Culture, and Society Course Information and Comments

| Course #/Name | Minor | Cert | Credits | Existing? New? | Prerequisites | Comments |
|--|-------|------|--|---|---|---|
| ANTH 547: Research methods in Food, Culture and Social Justice | X | X | 4 | New, course number does not exist, unclear if Cat II has been filed | Not sure, none listed in syllabus | CLO 5 is vague; also assessment needs explanation. This would be a stand-alone grad course. |
| ES 499/599: Food and Ethnic Identity-Eating at the Border | X | X | Variable, but 3 for this special topics course | Existing | None mentioned | Does not have learning outcomes for either undergrad or grad. No differentiation for grad assessment. There is a potential to double count the Empty Bowls service project with 444/544 |
| ANTH 444/544: Nutritional Anthropology | X | | 4 | Existing, not being taught in FY11-12 | Enforced- ANTH 110 or 210 and ANTH 240 or 330 | Concerned that the proposed 544 activity (committee oversight and reading group) tests higher learning levels |
| HIST 599: Food in World History | X | | 4 | Existing | None mentioned | No comments |
| ANTH 486/586: Anthropology of Food | X | X | Variable, but 4 credits for this topic | Existing | Recommended ANTH 370 or graduate standing | No comments |
| WS 465/565: Women, weight, and body image | X | | 3 | Existing | | No access to syllabus |
| HIST 416/516: Food in World History | | X | 4 | Existing | | Grad learning outcomes are not higher order outcomes, not separate assessment for grad students |
| AREC 599: Food Systems: Local to Global | | X | 3 | New course, not clear if Cat II has been developed | | This would be a new, stand-alone course |
| ANTH 406/506: Projects | X | X | 1 | Existing | | |
| ANTH 406/506: Capstone Course | X | X | 1 | | | |

DATE:

DRAFT

CATEGORY I REVIEW TEMPLATE

PROPOSAL NAME:

PROPOSAL CONTACTS:

GC REVIEWERS:

1. PROGRAM DESCRIPTION
2. MISSION STATEMENT
3. ACCREDITATION
4. NEED (Evidence of market demand)
5. OUTCOMES AND QUALITY ASSESSMENT
6. PROGRAM INTEGRATION AND COLLABORATION
7. FINANCIAL STABILITY
8. EXTERNAL REVIEW

DATE: February 21, 2012

DRAFT

CATEGORY I REVIEW

PROPOSAL NAME: Graduate Certificate in Public Health (GCPH)

PROPOSAL CONTACTS: Marie Harvey & Tom Eversole

GC REVIEWERS: Carolyn Aldwin & Andrew Plantinga

1. PROGRAM DESCRIPTION:

- a. Currently, GCPH can be offered by OSU, OHSU, and PSU as part of the *collaborative OMPH program*
- b. *Proposal is for CPHHS to offer it through OSU and through E-campus*
- c. *Curriculum depends on existing on-campus classes; E-campus versions will need to be developed*
- d. *Current faculty will deliver on-campus and E-campus versions*
- e. *Targeted at mid-career professionals in Oregon*
- f. *Fulfills an accreditation requirement to provide continuing education*

Problems:

- g. *Anticipated enrollment based on the assumption of a “fully functioning, robust public health system.” What if this doesn’t happen? What is the current enrollment in the online program offered by OHSU?*
- h. *Who are our competitors? Specifically, note from OHSU (Paula Gubrud) states that they are putting their GCPH program back on line in fall 2012. How will that affect our enrollment? Also, note from Tom Engle suggests that courses are available outside of Oregon.*

- i. Who exactly will be teaching the e-campus version? Concern that it will affect resources needed for on-campus program
 - j. Assuming that the e-campus version will be taught primarily by lecturers and GTAs, who will be supervising them?
 - k. How will the E-campus version handle the prerequisites for Biostatistics and Epidemiology? Will mid-career professionals have the same preparation as on-campus MPH students?
- 2. MISSION STATEMENT – fine
- 3. ACCREDITATION – NA
- 4. NEED (Evidence of market demand)
 - a. Strong support from PH community stake holders, citing need for training at Oregon State University
 - b. Again, based on optimistic assumptions and issues of overlap with OHSU and other institutions
 - c. Logical to provide data on experience at OHSU
- 5. OUTCOMES AND QUALITY ASSESSMENT
 - a. Description is fine, but
 - b. Who is supervising GTAs? Pre-requisites?
- 6. PROGRAM INTEGRATION AND COLLABORATION
 - a. Again, what is overlap with OHSU?
- 7. FINANCIAL STABILITY
 - a. Looks ok, based on projected estimates
 - b. BUT, no funding to supervise GTAs/Instructor
- 8. EXTERNAL REVIEW
 - a. Very strong support
 - b. OHSU again

Review Panel report of Oregon State University's Graduate Programs in Geology and Geography

1. Overall Recommendation:

Expand the Geography Graduate Program

Maintain the Geology Graduate Program

2. Summary of Findings and Recommendations

Both graduate programs are small in size, but of very high quality and populated by excellent faculty and graduate students. Overall performance indicators, in terms of external funding productivity, research publication, and graduate placement, all compare favorably to competing programs in the Geosciences. Graduate education thrives within both programs despite resource constraints, especially within Geography. Program personnel in Geosciences, moreover, play a critical role in graduate training across campus, with teaching and advising efforts that benefit allied programs in natural resources and environmental sciences. We have identified five key areas in which these programs are in need of increased resources.

1. The Geography program requires an **infusion of new faculty FTE** in order to maintain its viability, but we also believe that faculty in other OSU graduate programs (e.g., Forestry, Marine Resource Management) could be recruited to teach dedicated graduate (as opposed to so-called “slash”) courses in support of graduate education and training.
2. The **high proportion of slash courses** in the Geology graduate program is also a problem, although this issue (as well as some others delineated throughout this report) may be resolved when the Geosciences graduate programs are integrated within COAS in the coming year.
3. Recruitment of the best students in both Geosciences graduate programs is compromised by the **inequity of TA and RA stipends** relative to those in other Colleges at OSU. This issue is also impacting the morale of the Geosciences student body and needs to be resolved prior to the merger into COAS.
4. The Geosciences graduate programs also have some key infrastructure needs that must be addressed soon: (i) increased **suitable space for research laboratories and graduate student offices**, and (ii) **enhanced computer technology capabilities and support**, specifically acquisition of both hardware and software, as well as better computer lab accessibility for students.
5. Finally, we believe Geosciences graduate students would benefit from further **professional development in the areas of teacher training and grant proposal preparation**.

Detailed findings

Introduction

This review of the Geography and Geology graduate programs in the Department of Geosciences at OSU was undertaken by a committee consisting of: Peter Schiffman (Geology, U.C. Davis), Paul Robbins (Geography, U. Arizona), Anne MacDonald (GeoEngineers, Portland), James Strittholt (Conservation Biology Institute, Corvallis), and Walt Loveland (Chemistry, OSU). The review is based upon an extensive self-study document prepared by Geosciences, as well as on meetings conducted with OSU administrators, faculty and students on February 27th and 28th, 2011. This report uses the organizational template suggested by the OSU Graduate Council

Inputs

1. The fit of the mission etc.

Geography

The fit of the Geography program to both college and university mission is strong. Specifically, Geography faculty research and graduate training focuses closely on topics including: maintenance of sustainable marine ecosystems, measurement and provisioning of water resources, and the linkages between resource availability, natural hazards, and political conflicts. These match directly with OSU strategic initiatives in the area of a “healthy planet” and College of Science efforts to match basic research with practical policy to advance human and ecosystem health.

Geology

The fit of the Geology program to both college and university mission is similarly strong: Geology faculty research and graduate training focuses on topics including volcanic and tectonic hazards, economic geology, hydrogeology, Earth surface processes, and climate and biogeochemical cycles. The Geology faculty also has strong research and teaching ties with a wide range of groups on the OSU campus.

2. Quality of students

Data on student quality/admissions selectivity were provided for three graduate programs: Geography, Geology, and the interdisciplinary Water Resources program housed in the Graduate Council, but strongly supported by Geosciences faculty advisors. Objective measures of student quality (i.e., GPAs and GRE scores) were highest for matriculated students in Water Resources, lowest for Geography, and intermediate in Geology. This is explained by the dominant “audience” for each of these programs: the Water Resources program is relatively unique in the western United States, and completely unique within the Oregon higher education system.

The Geography program dominantly attracts students who intend to carry their graduate education only through a Master's level before embarking upon their professional careers. The Geology program attracts a more typical blend of Master's and Doctorate graduate students, with commensurately higher entering qualifications.

Selectivity on the part of the admitted students is also an important consideration. Relative student quality is measured as the average of GPA and GRE scores (exclusive of analytical writing, which is not uniformly available). The "quality" ratio of matriculated students to those who refused their OSU admissions offer was 99% in Geology, 96% in Water Resources, and 92% in Geography. This indicates that OSU is not losing their "best" applicants in Geology, but may be in Geography. Nonetheless, the overall quality of geography graduate students is consistent and strong. Students in this program have shown a notable ability to secure fellowships and scholarships, as well as external support from agencies including the National Science Foundation. There is some reported modest difficulty retaining the very best students in the area of human dimensions and social/environmental issues, owing to competition from parallel institutions, including University of Oregon. The overall success rate for students in finding external funding and their excellent post-graduation placement speaks to the strength of the program in maintaining a strong student pool this regard, however.

3. Admissions selectivity

Admissions selectivity can be measured in a number of ways. Geology has the highest applicant: matriculated ratio (nearly 11:1), while Geography and Water Resources are comparable (6:1 and 4:1, respectively). With respect to qualifications, as measured by the average of GPA and GRE category scores (exclusive of analytical writing), matriculated students are slightly (2-3%) better qualified than the entire applicant pool across all three programs. Using this same "quality" measure and comparing admitted to rejected students, the OSU programs are only slightly more selective: admitted students score 3% higher than rejected applicants in Geology, and 8 and-9% higher, respectively, in Geography and Water Resources.

Geography

The percentage of applicants admitted between 2005 and 2009 averaged 39% in Geography, and 51% in Water Resources. Compared to peer institutions, the Quantitative GRE scores of OSU Geography students is 30 points lower (see Table 3 of the self study report). No similar data are available for Water Resources students. Average quantitative GRE scores for admitted Geography students fall only marginally below those of peer institutions.

Geology

The GPA and quantitative GRE scores of admitted and matriculated students are very high, but the GRE scores are lower than those at peer institutions by nearly 80 points (see data from Table 3 of the self-study report). Between 2005-2009, 399 students applied to the Geology graduate program and 133 of these (or 33%) were granted admission.

4. Level of financial support of students

In the current and near-future economic climate, financial support for students is imperative. Geosciences graduate students are at the bottom of the pay scale on the OSU campus. This issue is affecting student morale and potentially will affect the ability to be competitive in recruiting the highest quality graduate students into these programs. Once student stipends are made comparable to those of other COAS students, we suggest that the OSU Geosciences program compare stipends to those of their peer institutions on an “affordability” basis as a means of evaluating the competitiveness of student support.

Geography

This program periodically admits some students without financial support but some of these students have been given teaching assistantships, so only a small proportion of students are self-funded.

Geology

This program does not admit students without a promise of financial support. Since 2005, 93 % of graduate students have had either a TA or RA stipend, and 96% have had a tuition fee waiver. Students expressed concern regarding the security of their grants over their degree programs.

5. Curriculum strength

All students take a course in Geosciences Communication, which provides an introduction to research methods and provides the opportunity to develop a thesis proposal. This course also begins the development of a graduate student cohort. Cohort development is strengthened by an orientation field trip (Geology graduate students) or GE0534 (Field Research in Physical Geography). The Geology graduate students expressed interest in further tailoring of these courses to match the skill levels of incoming students.

The Geology graduate program has elected to maintain strengths in three main areas: (1) Volcanology and Igneous Petrology (VIPR) (i.e., volcanology, igneous petrology, economic geologic) (2) Structural Geology/Geophysics/Tectonics (including neotectonics and earthquake geology), and (3) Surface Earth processes

and history (i.e., Earth system history, hydrology and hydrogeology, geomorphology, and climate and biogeochemical cycles). The number and range of course offerings are good to strong in each of these categories: 10 courses listed for VIPR, 6 courses listed for structural geology/tectonics/ geophysics, and 12 courses listed in surficial processes and history. The course offerings are strengthened when geography courses are included: geography course are useful to increasing degrees from areas 1 to 3. There are a significant proportion of offerings as joint upper division/graduate “slash” courses (an average of 46%, ranging from 33-52% per school year from 2005-2010), which proves somewhat problematic for Masters students interested in attaining a degree within 2 years. Students are sent to other departments as needed (e.g., mathematics, chemistry, civil engineering) for specialized advanced analytical training.

Geography graduate curriculum focuses largely in the area of physical geography, techniques, and resource management. In the area of Geographic Information Science, the curriculum is thoroughly rigorous and includes fully updated techniques and methods.

A crucial area of program success has been the creation and flourishing of the graduate program in Water Resources. That degree area has consistently attracted, retained, and graduated students with higher GREs and GPAs than the other units within Geosciences, and represents a signature program area for Oregon State University that is unavailable elsewhere. That program’s success has been predicated on utilizing already existing resources (especially faculty advising time and GTA lines), moreover, with little additional institutional support. Further modest investment in this area, therefore, will likely pay dividends in terms of matriculation, graduation, placement and increasing program and university profile.

6. Quality of personnel and adequacy to achieve mission and goals

Geography

The Geography program is extremely small in comparison to peer institutions, with 7 current FTE. These numbers are further constrained in their ability to deliver graduate teaching and advising, owing to faculty commitments to key programs, especially E-campus courses and the GIS certificate. Nevertheless, the program has maintained a relatively short time to graduation, successful pursuit of external funding sources support students, and excellent graduate placement.

Geology

There are currently only 10 faculty FTE in the Geology program, which is small relative to comparably ranked programs (most of which are in the 20+ range). The small size of the Geology faculty restricts its ability to comprehensively offer graduate courses in some programs areas (particularly structural geology/ tectonics and stratigraphy/sedimentary petrology) and eliminates the option to provide

coverage in other Geoscience topics (e.g., paleontology, which is comprehensively provided at the University of Oregon).

7. Quality of organizational support

The impending merger with COAS should have a positive effect on the Geology graduate program as students will have more access to COAS courses, facilities, and faculty. The campus has created 32 new positions across campus of which one position will come to Geosciences, in Geography. The College of Sciences is trying to assist Geosciences with their space needs by providing storage space off-campus for collections, thus freeing up space in Wilkinson Hall.

Productivity

1. Level and quality of student performance

Geography and Geology

Completion and retention rates in the program meet and exceed those of comparable programs, with very good time-to-degree for both Masters and PhD students. These students, moreover, demonstrate high levels of productivity when involved in faculty research, with research presentation at international meetings (including venues like the Association of American Geographers and the Ecological Society of America, the Geological Society of America, and the American Geophysical Union) as well as co-authored publications (in outlets including *Land Use Policy*, *Bulletin of the Geological Society of America*, *Journal of Geophysical Research*, *Geophysical Research Letters*, *Earth and Planetary Sciences Letters*). Graduate students in Geology have also received prestigious national fellowships (i.e., NSF IGERT and Research Fellowships, NASA Space Grant Fellowships).

2. Level and quality of faculty performance

The Geography faculty maintains rates of publication and citations per publication (2.22 – double that of those programs compared) far higher than peer institutions, indicating an extremely high level of productivity as well as a very high individual and institutional profile. Publications are consistently in major and high profile outlets. Approximately 80% of faculty members hold grants, a high rate relative to peer institutions.

In terms of research productivity (e.g., % with extramural grants and publications/year), the Geology faculty ranks well with peer institutions (see compilation of data from recent NRC report on graduate programs, as summarized in Table 47 of the self-study document).

3. Viability of scholarly community within which students can interact

The scholarly community within the Geosciences graduate programs remains at a good size to represent a breadth of investigations. This provides a benefit to graduate students directly or indirectly; after OSU, these students are not likely to work in a professional world composed solely of those similarly trained. Continued efforts to build a cohort across the department are encouraged to provide a strong level of investment in their colleagues' research. Furthermore, the OSU scholarly community has been robust and attractive to graduate students regionally for over 30 years thanks to the faculty, students, and programs in the Colleges of Oceanography and Atmospheric Sciences, Forestry, Agriculture, Engineering and Arts and Sciences, along with the contribution of the USDA Forest Services' Forest Science Lab (FSL) and related facilities such as the HJ Andrews Experimental Forest. [n.b., Although it is not within the control of OSU, disinvestment in FSL by the federal government and key retirements by USFS personnel within the next decade could reduce the quality of this interaction in the area of surface processes.]

Geography

The high ratio of students to faculty, coupled with high levels of research and instructional commitments on the part of Geography faculty, make student interaction with faculty more difficult, though there is little evidence of an impaired intellectual atmosphere. Graduate students report very high satisfaction both with the quality of their interactions with their major professor as well as overall intellectual interactions with their peers. Then program also facilitates student access to linked research groups across campus.

Geology

Although there are only 10 faculty members in Geology, the close proximity between Geology and COAS greatly increases the number of potential scholars available to Geology graduate students. Also, the University of Oregon's Geology Department is relatively close, and some OSU students have taken graduate courses in Eugene.

Outcomes

1. Professional viability of graduates

Geography and Geology

A central measure of program productivity and success is the excellent record of graduate placement. The direction and emphases of graduate employment reflects program strengths, moreover, specifically in crucial, applied, problem-solving areas in natural resource management. Graduates are consistently employed in key sectors, including state land management agencies (e.g. National Parks Service),

non-governmental and multi-lateral institutions (e.g. World Bank), and private sector areas (e.g. environmental consulting). The range and prestige of these institutions speaks directly to the overall success of the graduate training mission of the program, along with the list of peer institutions to which many students go on for further study or employment. Multiple specific elements contribute to this effective professionalization, including a well-established, cohort-centered approach (reflected in things like the annual field camp and student-student mentoring activities) as well as an effective effort to network students with potential employers. This has unquestionably produced a viable scholarly community.

2. Satisfaction of students and graduates

The Department of Geosciences can't guarantee office space to new graduate students, but has been able to do so to date. Most students don't like their assigned spaces because most offices have no windows. Some have expressed frustration with privacy issues, particularly as it pertains to accomplishing their research – some students reported conducting telephone interviews on their cell phones in the hallways or empty classrooms rather than in their crowded offices. There is also no communal space for graduate students to meet and, e.g., eat their lunch.

Geology

When interviewed, the Geology graduate students expressed their happiness with choosing the OSU graduate program, primarily because of the reputation of their research advisors. It was also pretty evident that they didn't choose this program because of the quality of the facilities or the financial support that was offered them. The TA stipend inequity issue is having an adverse affect on graduate student morale. The students also expressed concern about the seismic safety hazard in Wilkinson Hall. Students felt that laboratory safety issues are not well addressed, and that some are expected to establish these for their own labs. Students who work with rocks noted the lack of suitable space for rock crushing/sample preparation. Students expressed unhappiness with the limited number of graduate course offerings: many are so-called "slash" courses (offered to both grads and undergrads) but campus only allows 50% of grad courses for degree requirements. Curriculum in slash classes is generally less advanced. Courses offered through COAS help because none are slash. Students would welcome a dedicated proposal writing class in fall quarter. They felt that Geosciences 518, offered in winter quarter, is not filling their needs (e.g., many felt that many of the topics covered were too elementary). Students felt that they need more teacher-training to be better TA's: they feel that the single day course they currently receive is not adequate. Students felt they have very little input into suggesting seminar speakers.

Geography

Geography students uniformly reported satisfaction in their choice to come to OSU, specifically citing the high caliber of the faculty. Some Geography students stated a concern about the uneven and low levels of assistantship stipends. Students also explicitly expressed concern about the work levels and work/life balance of their professors: “burning the candle at both ends”.

3. Rankings/ratings

Geography

NRC rankings of the Geography program released in 2010 show a reputational rank range of 15-38, among 49 doctoral programs overall. Most notable in terms of comparative achievement, OSU’s program performed in the top-ten of smaller programs for Placement Rate of students, confirming internal assessment of the very high rate of success in training students for professional activities.

Geology

In the recent NRC survey of graduate programs, the OSU Geology program ranked well relative to peer institutions. Overall, it ranked 38th amongst 140 programs in the “reputational” category and 56th in the “statistical” category.

Conclusion and recommendations:

Both of these graduate programs are of excellent quality, but the Geography program is in dire need of FTE infusion to maintain its viability. We offer the following recommendations on issues we feel need to be addressed:

1. Need for Geography FTE

Across the university, but especially in any new CEOAS formation, there will be increasing demands for human dimensions expertise, spatial and spatiometric analysis, as well as synthesis experience and theory. Larger interdisciplinary solicitations from NSF (coupled natural human system research, LTER, ULTRA, etc.) and other agencies - which require human dimensions participation - will create further demand in these areas. Given the development of such solicitations and an overall increase in demand for science-society collaboration, as well as human dimensions and global change adaptation research and training, the need for ongoing development of faculty strengths in geographic science is not only desirable, but likely inevitable. In this sense, if there is not a strong Geography program when this area of critical work begins, the university and CEOAS will likely have to *create one*. The committee concludes, therefore, given the demonstrated current efficiencies and strengths of the graduate program in Geography, which will be the only PhD-granting unit performing human dimensions research in the new

unit, it would be advisable to “double-down” on the existing program and support its expansion precisely into these area of human-environment research, environmental management, and spatially-explicit resource planning (the program’s historic strengths).

This would represent a reversal of the current trajectory. Despite dramatically increasing productivity of individual geography faculty, increasing advising by individual faculty, and a relatively short time to degree, the diminution of faculty FTE over time (from 11 to 7), has led to a decreasing GRA opportunities and funding, with a concomitant decrease in graduate admissions in the program. In terms of the overall resources and time available to meet multiple goals, the Geography unit has reached an apparent breaking point and requires reinvestment. Given the likelihood of an additional retirement within the next five-years, moreover, the window for retaining the program’s viability is time-limited.

To that end, there is a demonstrable need to expand the core Geography faculty if the program is to remain viable and crucial graduate training is to continue. There are several key areas where hires in geography might foster effective cross-campus collaborations and external funding flows, including biogeography, science / policy analysis, coastal marine spatial planning and the geography of food security. Most urgent, however, especially for leveraging synergies in allied units (e.g. the new climate center), *three* key hires would maintain the viability of the unit and its critical role across campus:

- 1) Human dimensions of global change adaptation and sustainability science
- 2) Environmental risks and hazards
- 3) Geographic information science, modeling, in the area of adaptation and risk

2. Need to increase number of dedicated graduate courses in Geosciences.

Geosciences can’t continue to rely on other units on campus to provide dedicated (i.e., non-slash) courses for Geology and Geography graduate students. This issue is less significant for Geology graduate students as they have access to courses offered through COAS. An infusion of faculty FTE for Geography would improve this situation for their graduate students.

3. Need for resolving stipend inequity for graduate students

This issue is undermining student morale and must be resolved prior to the merger with COAS. We recommend that stipends for Geosciences graduate students should be identical to those in COAS.

4. Need for increased laboratory and graduate space for teaching and research missions.

One of the principal challenges for the future health of the Geology and Geography graduate programs is the lack of adequate research and teaching space. The self-study reports that as of 2006, the Geosciences Department had 9563 ft² of research space and 10285 ft² of office space. The relevant University metrics for this department would indicate the research space should be 19194 ft² and the office space should be 11879 ft², deficits of 9631 and 1594 ft². In 2007, the department requested 1700 ft² of office space, 4200 ft² of lab space and 2900 ft² of storage space. In the intervening time, the situation has worsened, as the research funding of the department increased. Without new or renovated facilities, growth of the graduate and research programs will be limited. Additional space is needed for graduate student offices and laboratories, graduate instruction, graduate student communal space, and faculty research. Apart from computer facilities, the majority of space in Wilkinson Hall has not been renovated in four decades.

The space deficit is significant (11,225 ft²) but not overwhelming. The ultimate solution would be a new Geosciences building built in cooperation with other groups in the Earth Sciences Division. However, given this building is not on the current OSU building priority list, that solution is decades away.

The Department needs to develop a realistic plan to address space issues in the short and medium term. The forthcoming merger of Geosciences with COAS may offer opportunities to increase the space available for Geosciences. The review panel urges the Department to make a series of realistic shorter-term estimates for various plans to address space issues. One of these plans should deal with various options for the renovation/remodeling of Wilkinson Hall. (We understand Wilkinson Hall was built to accommodate the addition of another floor for the building although the need for seismic retrofitting may impact that option). The review panel encourages the Department to develop a set of smaller short-term projects that will improve the quality of the present space and increase it in modest increments. The Department needs to seek external funding for these improvements in cooperation with the College of Science, the Earth Sciences Division and the OSU Foundation.

5. Need for enhanced computing facilities

Geography and related disciplines are growing increasingly dependant on high-end computer mapping technologies including remote sensing and geographic information systems (GIS). Modeling and statistical software is becoming increasingly demanding as it keeps pace with rapid advances in computer hardware. In order to attract and keep high-quality students, it is imperative for any modern Geography department to remain at the forefront of these technologies.

Currently, students of the Department of Geosciences have various computer facilities for their use. There is 30-seat Digital Earth Classroom (Wilkinson 210), which is largely used for teaching, the small Terra Cognita Lab (Wilkinson 208), and even smaller Graduate Student Research Facility (Wilkinson 106). Graduate students working under some faculty also have access to additional computing facilities for their research. The Digital Earth facility is primarily for teaching but allows some use by students for research.

Based on the site visit, review of facility specifications, discussions with faculty, and interviews with graduate students, the current computing facility is not fully meeting the current demand by students and will deteriorate without clear planning for the future. There is an overwhelming sense of frustration by the students in terms of not having the computing tools available to do their best work. Students frequently reported that they had to resort to purchasing their own hardware and software in order to carry-out their classroom work and research, because these resources were not being provided or were not easily accessible by the department. In order to remain a strong Geosciences department, close and continued attention to the computing facility is fundamentally important.

The following recommendations are -

1. Consider developing a lab similar to Digital Earth (~15-20 stations) to be used exclusively for research. This would relieve pressure on the Digital Earth Classroom and dramatically improve the current demand for dedicated computer facilities for graduate students.
2. A hardware upgrade policy should be formalized that maximizes graduate student access to the most current technology.
3. Current hardware performance is generally good, but some number of machines should be dedicated as state-of-the-art machines and reserved for projects that are computationally demanding. Most computers are using fast processors but are beginning to lag on RAM and video card speed. Hard drive space is also limiting in some instances and relatively inexpensive to address. Computers built for spatial analysis and visualization need to keep pace with the technology.
4. Student access to current resources should be improved and the changes clearly communicated to students. Some facilities should be available to graduate students 24/7.
5. For those students with heavy computer needs, a dedicated workstation should be assigned for their research.

6. Software review should be regularly conducted with student involvement and the most useful packages maintained, including the high-end functions that are often not included in base packages.

6. Need for improved professional development for graduate students in the areas of teacher training and proposal writing.

We recommend that Geosciences establish a 1 unit, fall quarter-length TA training course that brings up real, on-going issues that TA's are facing as well as topics such as syllabus development. Revise Geosciences 518 into 2 separate courses. Create a writing class for all new students, and a separate (NSF-style) proposal writing class for PhD students who have already completed a MS thesis.

OSU Graduate Council

**Pre-review of the COE Reorganization/COE & SMED Merger
Category I Proposal**

Notes of Interest

Pre-reviewers: Cass Dykeman & Michael Lerner

In reference to graduate programs, we identified two areas to note: (1) comments by the AG and CPHHS liaisons, and (2) impact on graduate programs if Category I proposal is approved.

Area 1: Liaison Comments

From Ag Dean:

Secondly, and more importantly for the College of Agricultural Sciences, I was disappointed that Agricultural Education was not even mentioned as potential partners and adjunct faculty in the proposal — maybe it was just an oversight, but I hope that it will be corrected. Our faculty have always been adjunct faculty members in the College of Education, and I hope that our faculty would continue to be adjunct faculty members and continue within the licensure faculty. I believe our faculty have a lot to offer as adjunct faculty and have indicated a desire to work with the PhD students in the College of Education. Not only does the latter enhance the breadth of the programs in the College of Education, it is critical for our Agricultural Education faculty and students.

Reply from COE Dean:

Sonny: A combination of factors brings this revised Cat. I document for the College of Education to you at this time. I hope you will find the revisions made in response to your quite relevant observations on pages 4-5 satisfactory. Suffice it to say that the environment for producing this document have been a bit strained. I appreciated our conversation some weeks ago and let me assure you that I do not intend to run a second rate college. There is far too much talent and opportunity at OSU to settle for anything less than state and national leadership in STEM education and cultural and linguistic diversity. We will soon be announcing an extremely successful round of new hires.

From CPHHS Dean:

However, as I am reading this proposal, I did not see any mention of the programs in our college. I am wondering if your reorganization will change the professional relationship between College of Education and College of PHHS? I am talking about the current two programs in CPHHS, early childhood development and education (double degree) and physical education teacher education (master degree). Will we continue the double degree program of our students

in HDFS with you as currently structured? Will we continue to prepare and receive our Physical Education Teacher Education licensure from you? I think I know the answers, but I just need some assurance.

Reply from COE Dean:

Tammy: A combination of factors brings this revised Cat. I document for the College of Education to you at this time. I hope you will find the revisions made in response to your quite relevant observations on pages 4-5 satisfactory. Your comments about the Cat I has allowed me voice in a small way my interest in discussing with you the value of growing a Consumer and Family Studies endorsement program as well as continuing to work on a STEM-focused elementary education program. I think these two areas have significant possibilities in helping to advance your public health interests and open research possibilities within Education.

Area 2: Impact on Graduate Programs

1. No graduate degrees are eliminated (*i.e.*, EdD, EdM, MS, MAT, PhD).
2. No graduate major is eliminated (*i.e.*, Adult Education, Education, Education, college Student Services Administration, Counseling, Teaching, Mathematics Education, Science Education).
3. No MAT content area is eliminated (*i.e.*, Advanced Mathematics Education, Integrated Science Education, Language Arts Education—Cascades campus only, Biology Education, Chemistry Education, Physics Education, Elementary Education, Family and Consumer Sciences Education).
4. Admissions to the following Graduate Areas of Concentrations of the following majors of the following degrees (*i.e.*, Concentration/Major/Degree) are on indefinite hold on the Corvallis Campus: *Teacher Leadership/Education/PhD*.
5. Admissions to the following content areas of the MAT are on indefinite hold on the Corvallis Campus: *Elementary Education*.

n.b., The reason for these holds: (1) current discussions about integration of TCE and SMED offerings, and (2) strategic realignment of the COE to the STEM and CLD foci.

6. Admissions to the following Graduate Areas of Concentrations of the following majors of the following degrees (*i.e.*, Concentration/Major/Degree) are on indefinite hold on the Corvallis Campus: *Clinical Mental Health Counseling/Counseling/MS*.

n.b., This hold was done: (1) to support enrollment growth at Cascades by creating a "signature program" for that campus, (2) to support the Corvallis campus mandate from the Higher Ed Board to provide access to counselor training across the state through the Counseling Academic Unit's long standing (since 1976) Ecampus graduate concentration of School Counseling/Counseling/MS, and (3) to allow the faculty in counseling Corvallis to focus on STEM motivation and achievement in their training of counselors.



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin – Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☒ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

____ Reorganization of the College of Education ____

Sept. 15, 2011

Department/Program:

College:

Education _____

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Sign (Dept Chair/Head; Director) Date

Sign (Dean of College)

Date

 5/17/11

Print (Department Chair/Head; Director)

Sam Stern

Print (Dean of College)

Abbreviated Category I
Reorganization of the College of Education
Executive Summary
July 6, 2011

The College of Education will be reorganized as a “college of the whole.” Faculty in the current Department of Science and Mathematics Education (SMED) in the College of Science will be administratively joined with faculty in the College of Education in the same organizational structure. Funding for the SMED faculty will continue to come through the College of Science but the dean of Education will administer this money as part of the overall Education budget.

The proposed change administratively consolidates and focuses the work of faculty from the Department of Science & Mathematics Education (College of Science) into the College of Education poised to create a nationally/internationally recognized signature program for OSU in the fields of science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. This administrative change creates an innovative partnership between the Colleges of Education and Science. The partnership is built on the premise that developing understandings in STEM and cultural and linguistic diversity is necessary in an increasingly complex, global society. These foci for the College complement and directly support the OSU Strategic Plan and the three signature areas of excellence. The direct partnership with Science provides a model for expanding collaborations in research and programmatic activities across OSU colleges including Forestry, Agriculture, Engineering, Public Health and Human Science, and Liberal Arts. An MOU between the deans of Science and Education filed with the Provost will govern this partnership in the long-term.

Administration and staff in the current structure are supported by 10.25 FTE and the new structure will be made up of 11.0 FTE. The major transition cost is a six-month 1039 appointment of the retiring associate dean to facilitate the transfer of scheduling, budgetary, and other administrative tasks. The new administrative budget will be just over 80% of the current administrative budget. The savings comes from eliminating department chairs and better alignment of tasks among administrative, faculty and staff. The proposed structure also allows some flexibility for adding administrative support as the new college and partnership with Science takes shape.

The faculty and staff have already been at work anticipating this reorganization. SMED faculty served on governance committees in Education in FY11. SMED and Education faculty have worked together to successfully hire one new Provost position. SMED and Education faculty have also worked together as a design team for the proposed Center for Research in Lifelong STEM Learning.

**Reorganization of the College of Education
Oregon State University**

[Name(s) of Proposing College(s) or School(s)] College of Education

[Name of Proposing Department(s) or Program(s)] College of Education

[CIP* Number from the Office of Institutional Research] 130101

**Classification of Instructional Program number*

CPS Tracking #: 82222

[Date of Proposal] Spring 2011

[Proposed Effective Date or Term] Fall 2011

- A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

College of Education

- B. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).**

Administrative Structure. The College of Education includes the Cascades Campus and all references to the College organization assume programmatic connections to the Cascades Campus. The College of Education will be reorganized as a “college of the whole.” Faculty in the current Department of Science and Mathematics Education (SMED) in the College of Science will be administratively joined with faculty in the College of Education in the same organizational structure. Figure 1a shows the current organizational structure and Figure 1b shows the new organizational structure. Revised standing committees that exist in current College of Education will provide faculty governance. During AY 2010-11, Science and Mathematics Education faculty participated on College of Education governance committees. In a college of the whole senior faculty will assume leadership of degree programs through a faculty advisory group that periodically meets with the Associate Dean of Academic Affairs. Table 1 outlines the contrast between the current and proposed administrative structure. The current administrative structure of 11 FTE will lose department chair FTE and pick up an assistant to the dean plus a 3-year contribution to the *Center for Research in Lifelong STEM Learning*.

Abbreviated Category I: Reorganization of College of Education

| Current College | 11.0 FTE | Proposed College | 10.125 FTE | Current Cost | New Cost | Incr. Cost |
|---|-----------------|--|-------------------|--------------------------------------|---------------------|-------------------|
| Dean | 1.0 | Dean | 1.0 | \$60,702
(Stern stipend for dean) | \$199,665 | \$138,963 |
| | 0 | Acting Associate Dean Research | 0 | 0 | \$5000 | \$5000 |
| Associate Dean (Operations) | 1.0 | Associate Dean Academic Affairs | 1.0 | \$154,818 | \$186,000 | \$31,182 |
| Advisors | 2.0 | Advisors | 2.0 | | | 0 |
| Department chairs (including SMED) and coordinators | 1.75 | | 0 | \$122,579 | 0 | -\$122,579 |
| Instructor | 1.0 | Director of Licensure | 1.0 | \$82,500 | \$102,900 | \$20,400 |
| Assessment Coordinator | 0.25 | Director of Assessment and Accreditation | 0 | | | 0 |
| 0.5 from SMED | | Assistant to Dean | 1.0 | \$54,522 *
.5 =
\$27,261 | \$66,000 | \$38,738 |
| Admin. Prog. Assistant | 1.0 | Administration Manager | 1.0 | \$55,545 | \$75,693 | \$20,148 |
| Office Staff | 3.0 | Office Staff | 3.0 | Lynda Laurie | Lynda Laurie
Amy | 23,943 |
| | 0 | STEM Research Center Director (with Science) | .125 | 0 | \$37,500 | \$37,500 |
| | | Interest on loan | | | | |

Table 1. College of Education Current and Proposed Administrative Leadership + FTE Contribution with Science for STEM Research Center Director.

Abbreviated Category I: Reorganization of College of Education

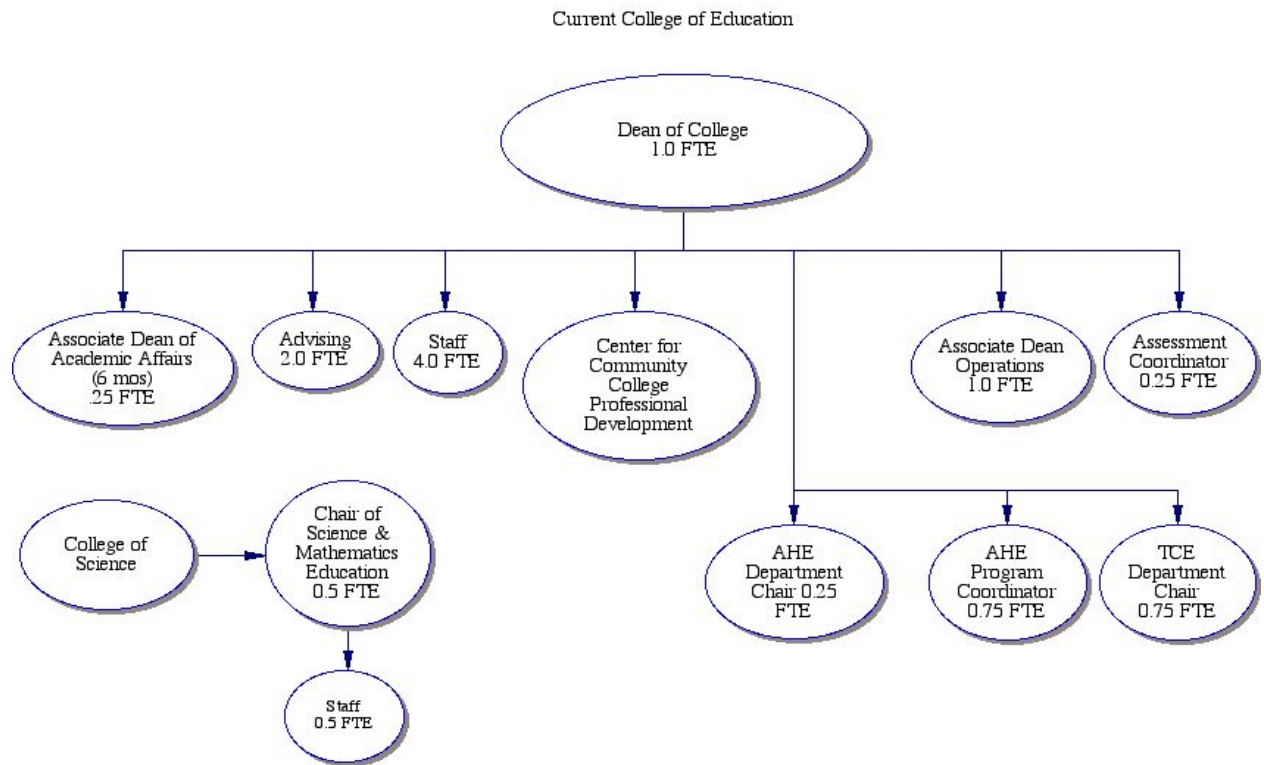


Figure 1a: Current College Organizational Structure.

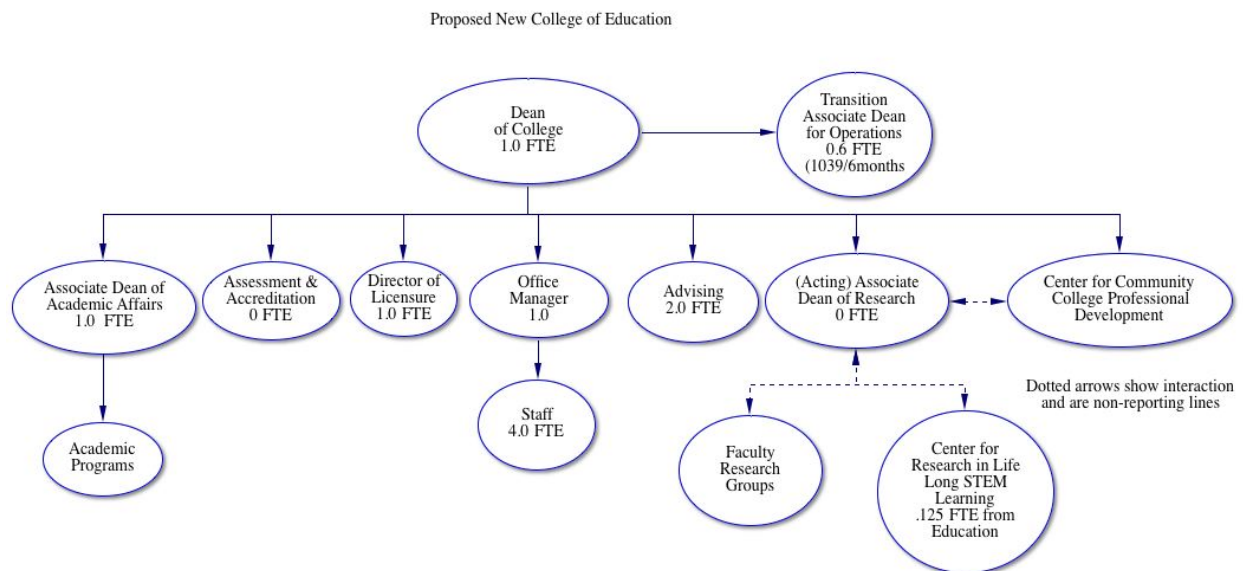


Figure 1b: College of the whole organizational structure.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

1. Explain how the program or unit's current objectives, functions, and/or activities will be changed. How will the reorganized program be stronger than the existing program?

The proposed change administratively consolidates and focuses the work of faculty from the Department of Science & Mathematics Education (College of Science) into the College of Education poised to create a nationally/internationally recognized signature program for OSU in the fields of science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. This administrative change creates an innovative partnership between the Colleges of Education and Science. The partnership is built on the premise that developing understandings in STEM and cultural and linguistic diversity is necessary in an increasingly complex, global society.

[added 3/6/12]

These foci for the College complement and directly support the OSU Strategic Plan and the three signature areas of excellence. The direct partnership with Science provides a model for expanding collaborations in research and programmatic activities across OSU colleges including Forestry, Agriculture, Engineering, Public Health and Human Science, Business, and Liberal Arts. SMED has a longstanding relationship with Agricultural Education where instructors in their program enter the science education PhD program and faculty teach in the SMED PhD program. Education maintains a close relationship with CPHHS where graduates from Human Development and Family Sciences go on to earn teaching credentials in elementary education (double degree), physical education (MAT), and become endorsed in Consumer and Family Studies (double degree). The three broad areas encompassed by these teaching credentials have a significant impact on student understanding of public health at the K12 level. There is also an ongoing involvement of faculty from several colleges who serve on graduate committees in SMED and Education. There is great potential in capitalizing on the numerous outreach activities in STEM education across many colleges in the university as research sites for examining ways to improve and extend the reach of OSU in this critical area.

There are already substantive signs of this partnership between Education and SMED taking shape through significant work underway since the fall of 2010. A Reorganization Committee representing all major departments started work in October 2010. The College of Education, in partnership with Science and Mathematics Education (SMED), held open forums for broad discussion of this venture. SMED faculty participated in the College of Education governance committees and the chair of SMED met with the Dean's Council throughout the year. SMED faculty is working with the dean and architects to be located in the renovated Education Hall.

[Added 3/5/12]

Current programs in the College rely heavily on part-time faculty. Adult and Higher Education (AHE) uses 6 part-time faculty (no benefits) across three programs: College Student Services Administration (CSSA), Community College Leadership PhD (CCLP), and Organization and Human Resource Education EdM in Education (hybrid). CSSA current has no tenure-track faculty and is run through campus-based adjuncts from non-academic units. The viability of this program is in question and is current under review. Teacher and Councilor Education (TCE) uses 24 part-time faculty (no-benefits) across four programs: Double Degree, Education Masters (online), Continuing Professional Development (online), Counseling PhD (hybrid). TCE has 10 professorial rank faculty. Counseling and CCLP PhD programs are severely understaffed. CCLP will completed a new hire for fall 2011 and will likely complete another for fall 2012. The structure in the Double Degree utilizes classroom supervisors hired on a per-observation basis. These part-time clinical faculty are not well integrated into the program and this structure is under review. New programmatic responsibilities are being worked out such that specific tenure-track faculty are directly responsible for specific programs.

Consolidating Program Offerings

- ELDP Education Doctoral program PhD (on hold)
- MAT (2yr) Elementary Master of Arts in Teaching (MAT) 2-Year (on hold)
- MAT (Immer) Elementary Master of Arts in Teaching (MAT) Immersion (on hold)
- MS Counseling Masters program (on hold)

With this reorganization, College faculty members take the first step in aligning tenure-track faculty with each academic program. Four programs have been put on hold in recognition of the over-extension of program offerings by faculty and are noted in bold. All programs are described below forming the backdrop next year for faculty review for further coordination and consolidation. Following this section, Figure 2 shows the current alignment of faculty to programs. There is a complete listing of faculty by name and position in the Appendix. Programs labeled as “online” are purely distance delivered. Programs labeled as “hybrid” are offered off site as face-to-face classes supplemented by distance delivery. Otherwise the program is delivered on campus.

Further, as shown in Figure 2, there are programs where there is a need for realignment of tenure-track faculty. Some realignment will come from moving faculty from programs now on hold. Additional realignment will come from faculty discussions concerning consolidation of online programs (i.e. EDM, K12/FCL) and review of existing programs for additional consolidation and collaboration (e.g. PhD programs). Current searches will also help with the alignment of tenure-track faculty with programs in the areas of: (a) the double degree (creating a STEM-focused elementary program), (b) educational policy in adult and higher education, and (c) English as a second language endorsement program.

SMED PhD and MS licensure cohort are operated by 7.25 FTE of professorial rank faculty and one instructor.

This new organization will combine two on-line programs at the masters level creating an efficiency of scale with a broader reach in distance delivery. Consistent with the overall College mission, citizens of Oregon, the nation, and the world will have access to a unique program that supports lifelong learning and education in the science and technology arenas. Finally, this reorganization forges a substantive partnership with faculty in the College of Science. This gives institutional expression to the principle that research in curriculum, instruction, and free-choice learning is rooted in the content of the disciplines.

Vision

The College of Education is an international leader in innovative research and the preparation of scholars and lifelong learning leaders in two signature areas critical to an increasingly complex and global society: science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. Through our research and professional preparation, we contribute to the development of a literate citizenry prepared to be engaged, reflective, creative, and caring members of their communities, as well as the world.

Mission

The College of Education, in association with a College of Science partnership, develops multi-culturally competent researchers, scholars, learning leaders and practitioners who make a difference by promoting innovation, social justice, and lifelong learning with a focus on STEM and cultural and linguistic diversity. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.

Values and Beliefs

- We believe that the discovery, dissemination, and application of knowledge in STEM disciplines must be situated in a context of social justice that acknowledges and embraces cultural and linguistic diversity.
- We value a collaborative, interdisciplinary approach to research and to teaching learners of all ages and cultural and ethnic backgrounds.
- Our programs are informed by research and our research is informed by our practice as educators.

Goals

- Conduct research that fosters a deeper understanding of STEM learning across the lifespan.
- Conduct research that furthers our understanding of the impact of cultural and linguistic diversity in a global society.
- Work with the Cascades Campus and in partnership with colleagues across the campus including those in OSU's proposed Center for Research in Lifelong STEM Learning,

Western Center for the Study of Community Colleges, and Center for Teaching and Learning, to infuse our research and academic programs with interdisciplinary and multicultural approaches to learning.

- Work collaboratively with colleagues across Oregon and the nation in school districts, community colleges, free-choice learning institutions, community-based organizations, and other national centers such as the Center for the Advancement of Informal Science Education (CAISE) based in Washington, DC.
- Expand our capacity to meet the needs of learners of all ages who are from culturally and linguistically diverse backgrounds.

Faculty Development

A major component in reorganization is an overall alignment of tenure-track faculty roles on research and academic programs. This section provides guidelines for work to be done during the next year in examining faculty position descriptions, as well as instructor roles in program content, administration and delivery. This section also outlines a general approach to promotion and tenure to be reviewed by the faculty and the new dean. OSU Cascades faculty will be full participants in this process.

From the OSU Academic Affairs [<http://oregonstate.edu/admin/aa/>]

“Academic employees are engaged in a wide variety of activities, including teaching, research, creative activity, extending the university's programs and expertise to regional, national, and international publics, and providing service to the University and profession... Development of the position description should be done in consultation with the academic employee, but final authority for assigning duties and establishing a position description rests with the supervisor... A minimum of 15% should be allocated to scholarly and creative activity for all professorial rank faculty...”

Tenure-Track Faculty. In general tenure-track faculty positions will have job responsibilities distributed across Teaching, Research, and Service. The proportion will vary by academic rank, the nature of research within the sub-discipline, and availability of external funding. A research-oriented faculty is committed to seeking external support for research but sub-disciplines vary with respect to the amount of available research dollars. Tenure-track faculty at the OSU Cascades campus will possibly have different opportunities, but their positions will be viewed in the same way as the Corvallis campus. Position descriptions will recognize these differences by adjusting expectations across teaching, research, and service. Within teaching, tenure-track faculty will have a portion of their load allocated toward graduate student advising. Particular consideration will be given to advising during dissertation and thesis writing.

Instructors. Instructors and senior instructors will have fixed-term appointments with primary responsibilities for instruction. A 100% teaching load will be reviewed in the coming year by faculty and dean. A full-time teaching load will be the benchmark by which teaching portions of

tenure-track faculty will be judged. This load will vary based on the proportion of undergraduate and graduate courses and class size. A portion of an instructor position may be allocated to running the day-to-day work of a program. This may include, but is not limited to, scheduling program meetings, working with faculty to work out staffing, coordinating admissions, advising students, and helping to coordinate faculty research on and evaluation of programs. A portion of instructor time may also be allocated to scholarly accomplishments as described in OSU's Promotion and Tenure Guidelines (<http://oregonstate.edu/facultystaff/handbook/>), "scholarly accomplishment requires peer-review and dissemination" (Academic Appointment Guidelines, September 2008).

Professional Faculty. Professional faculty in the College will have roles in "academic support, administrative support, and student support units" (Academic Appointment Guidelines, September 2008). The proposed Assessment, Licensure, and Accreditation position is an example of professional faculty. This position will have a central role in coordinating the complex process of professional teacher licensure in the state as well as state and national professional accreditation processes.

Managing Joint Faculty. The joint venture between the College of Education and College of Science brings tenure-track faculty and instructors from Science and Mathematics Education in the College of Science into the administrative structure of the College of Education. The Science funded faculty will report to the Dean of Education. The deans of both colleges will manage the joint enterprise. Promotion and tenure will start in the College of Education with appropriate review in the College of Science to be determined by the two deans.

Implementation and Timeline

The faculties in this joint partnership have invested considerable time and effort in good faith to create a significant venture for OSU. This effort suggests a bright future for creating national leadership and world recognition in education in STEM and cultural and linguistic diversity. It is expected that the approval process will take some time but implementation must be ready. The following timeline puts in place a plan for achieving the launch of the new College.

July 1, 2011: The new College of Education will create a strategic partnership between the Colleges of Education and Science. This will formally close the Department of Science and Mathematics Education in the College of Science.

Spring/Summer 2011

- Initiate planning for new web presence
- Engage with the Advisory Board and other external constituencies to determine major branding elements
- Communicate with existing and future graduate students the nature of the proposed changes and the timeline for approval.
- Begin stake holding with other units in the University concerning vision and mission of the new College and open discussions concerning strategic hires of joint benefit.

Abbreviated Category I: Reorganization of College of Education

- Begin process of filling administrative positions.

Standing committees for governance will be reviewed and begin work in September 2011.

Academic Affairs Committee. Function and authority: Academic program issues of the College. The functions of the Academic Affairs Committee will include: Assurance of fit of curriculum proposals with long-range goals of the College; elimination of duplication of effort; assurance of integrity of proposed course or program objectives, content, and evaluation; academic standing of students; student advising policies; program accreditation; and assurance that the best interests of students, programs, and the College are being met. Make recommendations to the Dean and to the Faculty Senate's Curriculum Committee regarding substance of Category II proposals. Make recommendations to the Academic Staff as a whole on Category I proposals.

Personnel Affairs Committee. Function and authority: Advise the Dean on policies related to personnel matters, including search and appointment, promotion and tenure, performance review, salary determination, professional development, and grievance. Personnel policy deliberations need to recognize that academic staff may hold appointment in one or more other units outside the College and this context must be taken into consideration. Academic staff at or above the level being evaluated must do evaluation of the dossiers of candidates for indefinite tenure and/or promotion, and recommendations to the Dean will be purview of academic staff only. Evaluation of dossiers for tenure and promotion will be given first priority in terms of the Committee's workload. Should other personnel matters need immediate attention, sub-committees to the Personnel Affairs Committee that include additional academic staff will be appointed as needed by the Dean.

Cultural and Social Affairs Committee. Function and authority: Advise the Dean and Staff on matters pertaining to strengthening the College's internal organizational culture, including cultural competence, and social relations, as well as social events such as awards and recognition, health and wellness, graduation, and retirement.

Financial Affairs Committee. Function and authority: Advise the Dean on financial matters and policies pertaining to the College, including long-range fiscal planning, facilities, technology, resource generating, and budget allocation.

Ad hoc Committees. The Dean will appoint other committees or sub-committees to standing committees as necessary to the work of the College.

Fall, 2011

Charge relevant committees to begin deliberations on, and generate recommendations, for:

- Possible name change of the college
- Coordination of doctoral programs

Abbreviated Category I: Reorganization of College of Education

- Coordination of Ecampus programs
- Coordination and development of the double degree and graduate pathways for teacher licensure
- Review of tenure-track and instructor position descriptions
- Refine budget projects for FY12
- Work with deans of Education and Science to formulate P&T procedures

Programmatic Structure

With this reorganization, College faculty members take the first step in aligning tenure-track faculty with each academic program. Four programs have been put on hold in recognition of the over-extension of program offerings by faculty and are noted in bold. All programs are described below forming the backdrop next year for faculty review for further coordination and consolidation. Following this section, Figure 2 shows the current alignment of faculty to programs. There is a complete listing of faculty by name and position in the Appendix. Programs labeled as “online” are purely distance delivered. Programs labeled as “hybrid” are offered off site as face-to-face classes supplemented by distance delivery. Otherwise the program is delivered on campus.

What follows is an outline of programs in place for Fall 2011.

Program Codes

Teacher & Counselor Education

- | | | |
|----|--------------------|--|
| 1. | DD | Education Double Degree (with elementary and secondary licensure)
BA/BS |
| 2. | EDM | Education Masters Degree (online) |
| 3. | COUN | Counseling Doctoral program PhD (hybrid) |
| 4. | CPD | Continuing Professional Development for Educators |
| | ELDP | Education Doctoral program PhD (on hold) |
| | MAT (2yr) | Elementary Master of Arts in Teaching (MAT) 2-Year (on hold) |
| | MAT (Immer) | Elementary Master of Arts in Teaching (MAT) Immersion (on hold) |
| | MS | Counseling Masters program (on hold) |

Adult & Higher Education

- | | | |
|----|------|--|
| 5. | CCLP | Community College Leadership Program EdD/PhD in Education
(hybrid) |
| 6. | OHRE | Organization and Human Resource Education EdM in Education
(hybrid) |
| 7. | CSSA | College Student Services Administration EdM/MS |

Science & Mathematics Education

- | | | |
|-----|----------|--|
| 8. | SME | Middle and High School math/science MA/MS |
| 9. | K12/FCL | K-12 and free-choice learning leaders (online) MA/MS |
| 10. | Sci/Math | Concentrations in K12, Collegiate Teaching, Free-Choice Learning PhD
in Education |

Cascades Campus

- | | |
|-----|--|
| MS | Counseling |
| MAT | Early Childhood & Elementary Teaching |
| MAT | Middle & High School Teaching |
| MAT | Language Arts (Separate proposal to rename to MAT in Humanities) |

Abbreviated Category I: Reorganization of College of Education

| Outline of Programs | | | |
|--|--|---|-------------|
| Program Codes | Degree Program Title | Degree Area of Concentration | Degree Type |
| Teacher & Counselor Education | | | |
| DD | Education Double Degree | Elementary and secondary teacher licensure | BA/BS |
| EDM | Education Master's degree | | EdM |
| COUN | Counseling Doctoral program (hybrid) | | PhD |
| CPD | Continuing Professional Development for Educators | | NA |
| ELDP | Education Doctoral program (on hold) | | EdD/PhD |
| MAT (2 yr) | Elementary Master of Arts in Teaching 2-Year (on hold) | | MAT |
| MAT (Immersion) | Elementary Master of Arts in Teaching Immersion (on hold) | | MAT |
| MS | Counseling Master's program | | MS |
| Adult & Higher Education | | | |
| CCLP | Community College Leadership program | | EdD/PhD |
| OHRE | Organization and Human Resource Education | | EdM |
| CSSA | College Student Services Administration | | EdM/MS |
| Science & Mathematics Education | | | |
| SME | Middle and High School math/science | Teacher Licensure | MA/MS |
| K12/FCL | K-12 and free-choice learning leaders (online) | | MA/MS |
| Sci/Math | SME Doctoral program | K12, College Teaching, Free-Choice Learning | PhD |
| Cascades Campus | | | |
| MS | Counseling | | MS |
| MAT | Early Childhood & Elementary Teaching | | MAT |
| MAT | Middle & High School Teaching | | MAT |
| MAT | Language Arts (new proposal for MAT in Humanities) | | MAT |

Figure 2: Alignment of Faculty with Programs

| Programs | | | UG | | | | Graduate | | | | | | | | Cascades | | |
|----------------------|----------|---------------------------|----|-----|------|-------------------|----------|-----------------------|-----|-------|-----|-------------------|------|------|----------|-----|---|
| Faculty | | Expertise | DD | PHD | | | | Masters Online/Hybrid | | | | Masters On Campus | | | | | |
| (©=Cascades) | FTE | | | SME | CCLP | TE Lead (on hold) | Coun | EDM | K12 | OHR E | FCL | CPD | CSSA | Coun | | SME | |
| Professors | | | | | | | | | | | | | | | | | |
| Flick | 1 | Science-K12 | X | X | | | | | | | | | | | | X | |
| Enoch's | 1 | Science-K12 | | X | | | | | | | | | | | | | |
| Dirking | 0.5 | Science-FCL | | X | | | | | | | | | | | | | X |
| Falk | 0.5 | Science-FCL | | X | | | | | | | | | | | | | X |
| Dick | 0.1 | Math-college | | X | | | | | | | | | | | | | |
| Russ Eft | 1 | Adult/higher ed | | | X | | | | | | | | | | | | X |
| Casbon, J © | .8 | Secondary ed | | | | | | | | | | | | | | | |
| Stern | 1 | Adult/higher ed | | | X | | | | | | | | | | | | |
| Niess | Emeritus | Math-K12 | | | | | | | | | | | | | | | X |
| Associate Professors | | | | | | | | | | | | | | | | | |
| van Zee* | 0.25 | Science-K12 | | X | | | | X | | | | | | | | X | |
| Kang | 1 | Science-K12 (Extension) | | X | | | | | | | | | | | | | |
| Engle | 1 | Adult/Higher Ed Aca. Home | | | X | | | | | | | | | | | | |

Abbreviated Category I: Reorganization of College of Education
Category I Proposal

| | | | | | | | | |
|-----------------------------|----------------|------------------------------|---|---|---|---|---|---|
| Dykeman | 1 | Counseling | | | X | | X | |
| Elliott | 1 | Math-K12 | | X | | | X | |
| Higgins | 1 | Math-K12 | X | | X | X | | |
| Rubel, D. | 1 | Counseling | | | X | | X | |
| Winograd | 1 | Read/literacy | X | | X | X | | |
| Assistant Professors | | | | | | | | |
| Rowe | 0.25 | Science-FCL | | X | | X | | |
| Coles | 1 | EOP | | | | | | |
| Ciechanowski | 1 | ESOL/bilingual | X | X | X | X | X | |
| Cowin © | 1 | ECE/elem. | | | | | | X |
| Orozco, R | 1 | Multicultural & Soc. Studies | X | X | X | | X | |
| Bottoms | 1 | Science -k12 | X | | X | X | | |
| White, J | leaving Spring | Adult/higher ed | | | | | X | |
| Fixed Term | | | | | | | | |
| Gray | 1 | Science-K12 | | | | | X | |
| Biles © | 1 | Counseling | | | | | | X |
| Coplay | 1 | SMILE | | | | | | |
| Drake-Clark | 1 | Adult\higher ed | | | X | X | | |
| Dublin-Lee | 0.75 | Adult/K-12 | X | | X | X | | |
| Eakins, G | 0.49 | Counseling | | | | | X | |
| Helback | 1 | Science-k12 | X | | | X | | |

Abbreviated Category I: Reorganization of College of Education
Category I Proposal

| | | | | | | | | | | | | | | | | |
|----------------|----------|------------|---|--|--|---|--|--|--|--|--|--|--|--|--|---|
| Mohamed-Finn © | 1 | Counseling | | | | | | | | | | | | | | X |
| O Malley, N | 1 | ECE/el | X | | | | | | | | | | | | | |
| O Malley, M | 1 | Ss - Sec E | X | | | | | | | | | | | | | |
| Stephens | retiring | Ss - Sec E | X | | | | | | | | | | | | | |
| Stroud © | 1 | Counseling | | | | | | | | | | | | | | X |
| Roth © | 1 | Counseling | | | | X | | | | | | | | | | |
| Platt © | 1 | Sec Ed | | | | | | | | | | | | | | X |
| Burgle, J © | 1 | | | | | | | | | | | | | | | |
| Greene © | 1 | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|--------------|--|--|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTALS | | | 11 | 11 | 4 | 5 | 3 | 4 | 2 | 3 | 3 | 0 | 1 | 3 | 6 | 6 |
| Tenure-Track | | | 5 | 10 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 0 | 1 | 2 | 5 | 2 |

| UG | | | PHD | | | | Graduate | | | | Masters On Campus | | | | |
|----|--|--|-----|-----|------|----|-----------------------|-----|-----|---|-------------------|-----|------|------|-----|
| | | | | | | | Masters Online/Hybrid | | | | | | | | |
| | | | | | | | OHR | | | | | | | | |
| | | | DD | SME | CCLP | TE | Coun | EDM | K12 | E | FCL | CPD | CSSA | Coun | SME |

| | | |
|------------|-------|---|
| Full | 5.9 | |
| Associate | 7.25 | |
| Assistant | 5.25 | |
| Instructor | 14.24 | |
| | 32.64 | Does not include those retiring, leaving, or emeritus |

2. Explain how outcomes in the newly organized program or unit will be assessed.

Assessing the outcomes of the College reorganization will use a three-fold model: Process, Progress, and Product. For Process, we will document organizational meetings through minutes and documents. For Progress, we will assess if significant tasks outlined in this proposal and specified in the process documents were completed in a timely manner. For Product, the person in the Assessment position will lead faculty in reviewing the accomplishments at the end of each year. The ongoing goal will be for new assessment routines and procedures to evolve into practice, which can be used to evaluate the end products of this reorganization.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

The reorganization structure shown in Figure 1b indicates a dean and two associate deans along with a professional faculty position for Director of Licensure and another for Assessment and Accreditation. This organization creates efficiencies in faculty and administration with better alignment of work between administration, faculty, and staff positions.

Further, as shown in Figure 2, there are programs where there is a need for realignment of tenure-track faculty. Some realignment will come from moving faculty from programs now on hold. Additional realignment will come from faculty discussions concerning consolidation of online programs (i.e. EDM, K12/FCL) and review of existing programs for additional consolidation and collaboration (e.g. PhD programs). Current searches will also help with the alignment of tenure-track faculty with programs in the areas of: (a) the double degree (creating a STEM-focused elementary program), (b) educational policy in adult and higher education, and (c) English as a second language endorsement program.

In addition to an associate dean, Figure 1b shows a position for Assessment and Accreditation. This position has a primary focus in creating a culture of assessment within the College. The licensure and accreditation requirements for professional programs carry specific expectations for ongoing assessment. University accreditation is also building a culture of assessment within the institution as a whole. This position will be charged with building an infrastructure that supports data collection guided by faculty objectives for program research and evaluation. The person in this position will have a terminal degree in a relevant field of educational research to guide and coordinate the study of program effectiveness, producing data valuable for research, and at the same time generating the evidence required for program licensure and accreditation.

A current listing of faculty is in the Appendix. Examining Figure 2, there are 21 tenure-track (18.4 FTE) and 16 full or part-time instructors and professional faculty (14.24 FTE). The Appendix also lists, adjuncts and part-time faculty who contribute directly to College of Education's programs. While consolidation will significantly reduce term-to-term hiring, specialized expertise from working professionals are a significant and a valuable part of all professional programs. Term-to-term faculty who have specialized professional expertise will continue in the program.

F. Relationship of the proposed unit to the institutional mission.

1. How will the proposed program or unit support OSU's mission and goals?

- OSU's mission and goals focus on providing outstanding academic programs, excellent teaching and learning environments and substantial increased revenues that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. This new college will support OSU's achievements through the following efforts: A portion of our externally-funded research directly addresses enhancing teaching and learning, particularly in STEM, and through our courses, seminars and conferences, includes distribution of research results to practicing teachers, university professors and free-choice educators here at OSU, around Oregon and the nation.
- We are focusing on cultural and linguistic diversity in learning communities, which supports the preparation of talented young people from all backgrounds, resulting in the benefits cultural diversity brings to the mainstream STEM community, as well as increasing the number of non-traditional, under-represented STEM professionals.
- Our externally funded research also addresses analysis of both free-choice/informal and formal learning environments (K-12 as well as higher education) for evidence of practice that facilitates the development of young people as critical thinkers in their discipline of choice.
- By informing the practice of STEM educators through our research and collaborations, we directly impact the nation's future STEM leaders. Our scholarly activities provide scenarios in which culturally diverse and inclusive learning environments create culturally competent, analytically minded professionals who then are able to interact with peers to optimize brainstorming, idea formulation, and ultimately innovation.
- We collaborate with other OSU colleges and departments (Engineering, Oceanic and Atmospheric Sciences, Physics) to study learners and the learning process, optimize instruction, and assess learning outcomes, thereby developing lifelong learners capable of contributing to the innovation that occurs at OSU, as well as within STEM industries.
- We study the human aspects of tackling issues of societal concern in the 21st century; namely, the learning processes and methods involved in educating the public in both formal and free-choice learning environments about complex issues--clean technology, environment, health and population. It is not enough to understand the science and technology; we also must understand how people learn and make decisions on complex issues in order to be effective at creating significant change. This relates directly to OSU's signature areas of distinction.
- Our externally-funded research on lifelong learning contributes understanding about the mental and physical health of the world's population since research documents that active learning throughout one's life is a major component of wellbeing and a healthy, long life.

- Our externally-funded research impacts both pre- and post-college; therefore, through our scholarly activities and academic programs we expand the reach of OSU beyond current students to make a positive impact in the lives of persons yet to attend college, as well as professionals who have matriculated from the University.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

We will use our current research and academic strengths to leverage the necessary breadth in undergraduate and graduate programs from the division and across the University. We will build a shared vision for this newly reorganized College by engaging faculty in other colleges in focused discussions about collaborative externally-funded research and assistance in understanding research-based approaches to creating effective teaching and learning environments. We envision that lifelong learning will encompass all program levels in the current College and do so in innovative and collaborative ways that strengthen our alignment with the goals of the Division of Arts and Sciences, as well as the Divisions of Earth Systems Science, Health Sciences, and Business and Engineering. From a shared, campus-wide vision for the College will come proposals for faculty hires that complement the research and programmatic interests across departments and colleges. Early candidates for these discussions are faculties in: Psychology, History, Philosophy, Ethnic Studies, Statistics, Physics, and Mathematics.

Research is the foundation that drives innovation in the design of effective academic programs, new learning environments, the creation of educationally productive social structures, and innovations in lifelong learning opportunities. Currently Science and Mathematics Education faculty receive over \$250,000 per year per FTE in external research funding. Within the envisioned new College design, this funding level will serve as a base for developing more robust external funding across a larger faculty. Through strategic hires and new research-oriented job descriptions, we anticipate additional increased funding through inter-departmental collaborations across the University. The department currently has active relationships with faculty in the Colleges of Science, Liberal Arts, Engineering, Agricultural Sciences, Forestry and Public Health and Human Sciences. Mindful of the innovative approach we are taking to education and learning with particular focus on STEM and cultural/linguistic diversity, we anticipate national and international interest in our research agenda and continued healthy funding from National Science Foundation (programs in Research on Learning in Formal and Informal Settings, Human Resource Development and Undergraduate Education), NOAA, NASA, Department of Agriculture and Department of Commerce (workforce development). In addition we anticipate interest from private foundations including the Kauffman, Noyce, Kellogg and Spencer Foundations.

The College will become **the** source of information in the state, region and nation on life-long learning in STEM education with special emphasis on cultural and linguistic diversity. The College will work closely with the new Center for Research in Lifelong STEM Learning to design and maintain information databases that will also meet the needs of accreditation from NCATE,

TSPC, and CACREP as well as be a model for the campus in demonstrating a “culture of assessment” for University accreditation.

The new College will examine the valuable lessons learned from Science and Mathematics Education and College of Education faculty as they have experimented with innovative methods of distance and on-campus program delivery. We will learn from and preserve highly successful programs and streamline, redesign and focus others to support faculty research, particularly in the two areas of excellence, STEM learning and cultural/linguistic diversity. Advancing innovative learning in the 21st century, the College will mine and develop the rich resource of the Internet and distance delivery in order to enrich the education of Oregon citizens and the nation in the areas of STEM and cultural diversity. Externally funded research will enhance this resource and build new knowledge about learning in technologically integrated environments.

H. Relationship of Programs to Other OUS Institution

The following programs are unique to or have unique features in the OUS system: Double Degree, MS online, PhD in Counseling*, CCLP*, and AE-OHRE*.

****PhD Counseling***

PSU offers school and clinical mental health counseling MS programs. UO offers a counseling psychology PhD program.

****CCLP***

There are generic educational leadership programs, but none are focused solely on community college leadership.

****AE-OHRE***

PSU does offer programs in adult education; they do not offer the part-time option for working professionals.

EdM online

- Portland State University offers a Curriculum and Instruction Master’s Degree program (MA/MS) for licensed teachers or professionals in related fields; courses are available on campus only.
- The University of Oregon has a master’s degree in Curriculum and Teacher Education (MS). This is a part-time with courses are available on campus only and many are cross-listed with undergraduate courses.
- Eastern Oregon University offers a Master of Science degree. Some courses are offered face-to-face on campus or on site, only required courses are available online.

MS online

This is the only online MS in the OUS system offering concentrations in K12 Math education, K12 science education, and Free-Choice Learning.

Ph.D. in Mathematics or Science Education.

Portland State University also offers a PhD in math education from the Mathematics Department. UO offers an EdD in educational leadership.

I. Professional Accreditation

The following programs hold national or state accreditation by the indicated organizations:

- Counseling program – Council on Accreditation for Counseling and Related Educational Programs (CACREP)
- Teacher Education – National Council for Accreditation of Teacher Education (NCATE) and Oregon Teacher and Standards and Practices Committee (TSPC)

Budget Pages

The budget analysis shows the proposed new administration cost compared to the current cost. The new organization offers efficiencies some reduced costs following the transition period of about one year. As outlined in Table 1, administrative functions have been redistributed away from department chairs and to the Dean's office. In addition, staff positions have been replaced to create efficiencies benefiting programs and faculty. Additional transition costs include filling the positions of dean's assistant and an office manager. We are also developing of a newly designed web site to highlight the four program units and research foci of faculty. The web site will foreground the major educational and research emphases of STEM education and cultural and linguistic diversity education.

All other costs associated with the current College of Education and Department of Science and Mathematics Education will remain the same in the new structure. These include but are not limited to, faculty salaries and services and supplies.

Appendix: Faculty Resources

Tenure-Track Faculty

SueAnn Bottoms, Education
Jay Carbon (Cascades) (Professor)
Kathryn Ciechanowski (Assistant Professor)
Derron Coles, with Equal Opportunities Program (Assistant Professor)
Kathleen Cowing (Cascades) (Assistant Professor)
Thomas Dick, mathematics (Professor)
Lynn Dierking (Professor)
Cass Diemen (Associate Professor)
Molly Engle (Associate Professor)
Larry G Enoch's (Professor)
Rebekah Elliott (Associate Professor)
John Falk (Professor)
Larry Flick (Professor)
Nam Hwa Kang (Associate Professor)
Karen Higgins (Associate Professor)
Rick Orozco (Assistant Professor)
Shawn Rowe, with Sea Grant Extension (Assistant Professor)
Deborah Rubel (Associate Professor)
Darlene Russ-Eft (Professor)
Sam Stern (Professor)
Ken Winograd (Associate Professor)

Fixed-term

John Baek (Assistant Professor, Senior Research)
Kathy Biles (Cascades) (Instructor)
Jessie Buhrle (Cascades) (Instructor)
Shelley Dubkin-Lee (Instructor)
Donna Drake-Clark (Instructor)
Gene Eakin (Director Student Services, Head Advisor)
Ron Gray (Instructor)
Marla Greene (Cascades) (Instructor)
Sue Helback (Instructor)
Joyce Mphande-Finn (Cascades) (Instructor)
Mike O'Malley (Instructor)
Nell O'Malley (Instructor)
Carolyn Platt (Cascades) (Instructor)
Kay Stephens (Instructor)
Daniel Stroud (Cascades) (Instructor)
Emily van Zee, Ph.D. (Associate Professor, Part-time)

Professional Faculty

Allan Brazier, Education Dean
Ryan Collay, M.S. SMILE
Alicia Christensen, M.S. SMILE
Jay Well, M.S. SMILE
Gene Newburg, Education advisor
Matt Lewis, Academic Advisor

Emeritus Faculty

Margaret Niess (Professor Emeritus)

Adjunct Faculty

Mamta Accapadi (Student Life)
Tracy Bentley-Townlin (Student Life)
David Craig (Residential Education)
Eric Hansen (Housing & Dining)
Don Johnson (Program & Marketing)
Kerry Kincanon (Head Advisor)
Bob Kerr (Greek Life)
Tom Kirch (Recreational Sports)
Jeff Malone (Academic Advisor)
Janet Nishihara (Educational Opportunities Program)
Larry Roper (Student Affairs)
Tom Scheuermann (Housing & Dining)
Kristin Winter (Orientation)
Melissa Yamamoto (Educational Opportunities Program)
Jessica White (Education)

1039 Faculty

Alex Sanchez, Ph.D.
Chris Ward, Ph.D.

Part-time Faculty

The College has a varying number of part-time faculty from term-to-term. Some of these could be consolidated to form full-time positions. Some of these part-time faculty provide valuable specialized expertise and experience.

Collaborative Faculty

Engineering
Science
Psychology

Staff, Corvallis

Kristin Kinman - *Administrative Program Asst.*
Lynda Thomas - *Reception, Student Services*
Biana Weatherford - *Reception, Student Services*
Laurie Brendle-Sleipness - *Admin Program Asst*



College of Science, Office of the Dean

Oregon State University, 128 Kidder Hall, Corvallis, Oregon 97331-4608

T 541-737-4811 | F 541-737-1009 | www.science.oregonstate.edu | science@oregonstate.edu

May 30, 2011

Dr. Larry Flick
Department of Science and Mathematics Education
College of Science
Corvallis, OR 97331

Dear Larry:

I wanted to express my enthusiastic support for the Category I proposal outlining the merger of Science and Mathematics Education and the College of Education. I see this as a tremendous opportunity for the two units to establish national prominence in research and teaching about STEM education.

I am very committed to the development of a reorganized College of Education that will foster research, teaching, and outreach in education with a focus on science, technology, engineering, and mathematics (STEM), with a strong commitment to cultural and linguistic diversity. This provides a truly unique opportunity for the College of Education and the College of Science to work together to create a single unit committed to pursuing fundamental knowledge, understanding, and application about how students of all ages learn in our increasingly diverse and technological society. It is an exciting prospect and something that OSU is uniquely suited to pursue because of the success you have all created over the years.

Dean Stern and I have drafted an MOU for the Provost that articulates our joint commitments for CoED to continue and build the work of the Department of Science and Mathematics Education and for COS to continue and build the financial support for the mission of CoED.

I wish you and your colleagues the best in this innovative endeavor. Please let me know if I can help in any way.

Best regards,

A handwritten signature in black ink, appearing to read "S. H. Bloomer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Sherman H. Bloomer
Dean, College of Science

From: "Stern, Sam" <sam.stern@oregonstate.edu> **Date:** Tue, 31 May 2011 15:46:46 - 0700 **To:** "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu> **Cc:** Sherm Bloomer <Sherman.Bloomer@oregonstate.edu> **Subject:** Request for liaison letter of support...

Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a "faculty of the whole" and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomers'. The Education Double Degree, master's degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
<http://oregonstate.edu/education>

From: Ramaswamy, Sonny **Sent:** Tuesday, June 21, 2011 8:51 AM **To:** Stern, Sam **Cc:** Thompson, Greg; Green, Cary **Subject:** Re: Request for liaison letter of support...

Good morning, Sam. My sincere apologies — I meant to respond to you sooner, but somehow it got away from me.

At the outset, congratulations to you and your college on articulating an outstanding vision for a College of Education that will focus on our strengths at Oregon State University. It will indeed allow us to carve out a comparative advantage and niche, which, as it develops, will be hard to beat.

As Dean of the College of Agricultural Sciences, I do have a few suggestions about the proposal, which may have overlooked some collaborative opportunities.

As you know, there are significantly broader efforts in the realm of STEM education at Oregon State University, than just that undertaken within the College of Science — with scientists, engineers, and mathematicians in the Colleges of Agricultural Sciences, Engineering, and Forestry, along with scientists in Health and Human Sciences, Veterinary Medicine, and Pharmacy, it is a seriously missed opportunity to create that comparative advantage that you have so well articulated in the proposal.

There are a number of institutions that can offer STEM educational opportunities, but Oregon State is in a unique position because of the broader representation of the relevant disciplines. I would like to see that breadth reflected in the proposal and also ways to engage the latter institutions in helping realize the vision of an internationally recognized program in STEM disciplines.

Secondly, and more importantly for the College of Agricultural Sciences, I was disappointed that Agricultural Education was not even mentioned as potential partners and adjunct faculty in the proposal — maybe it was just an oversight, but I hope that it will be corrected. Our faculty have always been adjunct faculty members in the College of Education, and I hope that our faculty would continue to be adjunct faculty members and continue within the licensure faculty. I believe our faculty have a lot to offer as adjunct faculty and have indicated a desire to work with the PhD students in the College of Education. Not only does the latter enhance the breadth of the programs in the College of Education, it is critical for our Agricultural Education faculty and students.

I hope the College of Education would consider these opportunities for a broader partnership and collaborations within their proposal, and that the broader opportunities described above are incorporated into the proposal as it is revised. Please do let me know if you wish to discuss this further.

Thanks for giving us the opportunity to respond to your Category 1 proposal, and thanks

for considering our suggestions.

--

Sonny Ramaswamy
Reub Long Professor and Dean
Director, Oregon Agricultural Experiment Station
College of Agricultural Sciences
126 Strand Agriculture Hall
Oregon State University
Corvallis, OR 97331

Tel: 541-737-2331
Fax: 541-737-4574
Email: sonny@oregonstate.edu
url: <http://agsci.oregonstate.edu/>

From: "Stern, Sam" <sam.stern@oregonstate.edu> **Date:** Tue, 31 May 2011 15:46:46 - 0700 **To:** "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu> **Cc:** Sherm Bloomer <Sherman.Bloomer@oregonstate.edu> **Subject:** Request for liaison letter of support...

Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a "faculty of the whole" and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomers'. The Education Double Degree, master's degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean

College of Education, OSU

Corvallis, OR 97331-3502

Phone: 541.737.6392

Email: sam.stern@oregonstate.edu

<http://oregonstate.edu/education>

From: "Stern, Sam" <sam.stern@oregonstate.edu> **Date:** Tue, 31 May 2011 15:46:46 - 0700 **To:** "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu> **Cc:** Sherm Bloomer <Sherman.Bloomer@oregonstate.edu> **Subject:** Request for liaison letter of support...

Larry, Sonny, and Tammy,

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I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
<http://oregonstate.edu/education>

From: "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>

Date: June 23, 2011 8:40:54 AM PDT

To: "Stern, Sam" <sam.stern@oregonstate.edu>

Subject: CoE Proposed Changes

Dear Sam:

I have reviewed the proposed changes for the College of Education outlined in the abbreviated cat 1, including the org chart and the statements involving mission and goals. I am fully supportive of the plan as it is detailed in the document. Assuming that you don't encounter bureaucratic obstacles beyond your span of control, I also think the proposed timeline is achievable.

I'm especially pleased by your focus on STEM learning, which is, to my mind, not only a strategically smart direction for CoE to be going but also represents a real opportunity for distinction for OSU.

Let me know if I can help support this in any way as it moves forward.

Larry

Larry Rodgers, Dean
College of Liberal Arts
Oregon State University

From: "Stern, Sam" <sam.stern@oregonstate.edu> **Date:** Tue, 31 May 2011 15:46:46 - 0700 **To:** "Rodgers, Lawrence" <Larry.Rodgers@oregonstate.edu>, Sonny Ramaswamy <Sonny.Ramaswamy@oregonstate.edu>, "Bray, Tammy" <Tammy.Bray@oregonstate.edu> **Cc:** Sherm Bloomer <Sherman.Bloomer@oregonstate.edu> **Subject:** Request for liaison letter of support...

Larry, Sonny, and Tammy,

Attached is the abbreviated Category I proposal that describes the reorganization of the College of Education. Major elements include the formation of a "faculty of the whole" and elimination of academic departments; inclusion of faculty and programs formerly in the Department of Science and Mathematics Education in the College of Science; and emphasis on STEM (science, technology, engineering, and math) education and cultural and linguistic diversity. This proposal has been developed over the past year by faculty, and has my support and Sherm Bloomers'. The Education Double Degree, master's degree teacher education programs in your colleges, accreditation, and teacher licensure remain a priority and will continue to be supported by the reorganized College of Education.

I hope you will each prepare a brief liaison letter of support that can be included with the proposal.

Do let me know if you have any questions or concerns.

Best, Sam

Sam Stern, Professor & Dean
College of Education, OSU
Corvallis, OR 97331-3502
Phone: 541.737.6392
Email: sam.stern@oregonstate.edu
<http://oregonstate.edu/education>

From: "Bray, Tammy" <Tammy.Bray@oregonstate.edu>
Date: June 30, 2011 9:05:32 PM PDT
To: "Stern, Sam" <sam.stern@oregonstate.edu>
Cc: "Flick, Larry" <flickl@science.oregonstate.edu>
Subject: **Letter of support**

Dear Sam and Larry:

Congratulations to both of you – one is taking on the new responsibility and one is embracing the new adventure (you know who is who - :-))!

My apology for this tardy email of support of your abbreviated Category 1 proposal entitled "Reorganization of the College of Education". I am very supportive of your restructuring and appreciate your emphasis on administrative efficient and the focus on STEM. Your embracing the entire education programs at OSU including Cascade as a whole is commendable. However, as I am reading this proposal, I did not see any mention of the programs in our college. I am wondering if your reorganization will change the professional relationship between College of Education and College of PHHS? I am talking about the current two programs in CPHHS, early childhood development and education (double degree) and physical education teacher education (master degree). Will we continue the double degree program of our students in HDFS with you as currently structured? Will we continue to prepare and receive our Physical Education Teacher Education licensure from you? I think I know the answers, but I just need some assurance.

Again, my apology for this late response, I should have started earlier on my reading assignment. Thanks for the opportunity to review the proposal.

Tammy

--

Tammy Bray, PhD
Dean
College of Health and Human Sciences
Executive Dean
Division of Health Sciences
Oregon State University
123 Women's Building
Corvallis, OR 97331-6102

Telephone - 541-737-3256
Fax - 541-737-4230

Michelle Mahana - Assistant to the Dean
Email address - michelle.mahana@oregonstate.edu

Budget Outline Form

Estimated Incremental Costs for Merger of SMED with Education

| Budget for FY13 | | | | | | | | |
|---|---------------|--|-----------------------------------|--------------------------------|---|---|---|--------------------------|
| | | | Column A | Column B | Column C | Column D | Column E | Column F |
| | FTE | | From Current
Budgetary
Unit | Cost in
Reorganized
Unit | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From Fees,
Sales and
Other Income | Incremental
Costs B-A |
| Personnel | | | | | | | | |
| Administration (include FTE)+OPE | 7.000 | | \$420,599 | \$493,565 | | | | \$72,966 |
| Faculty (Include FTE) | | | | | | | | \$0 |
| Part-time Instructors | | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Support Staff (Include FTE)+OPE | 4.000 | | \$82,806 | \$141,693 | | | | \$58,887 |
| Student workers | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| Development Officer (shared with
CLA) | | | | \$30,000 | | | | \$30,000 |
| Portion of Research Center
Startup support | | | \$37,500 | \$30,000 | | | | -\$7,500 |
| Nonrecurring | | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | | \$0 |
| Newsletter | | | | | | | | \$0 |
| Web Design | | | | | | | | \$0 |
| Other Resources | | | | | | | | \$0 |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | | | | | | \$0 |
| Equipment | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | | \$0 |
| Physical Facilities | | | | | | | | \$0 |
| Construction | | | | | | | | \$0 |
| Major Renovation (bridge loan) | | | | \$80,000 | | | | \$80,000 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | | \$0 |
| GRAND TOTAL | 11.000 | | \$540,905 | \$775,258 | \$0 | \$0 | \$0 | \$234,353 |

Budget Outline Form
Estimated Incremental Costs for Merger of SMED with Education

| Budget Difference for FY14 | | Column A | Column B | Column C | Column D | Column E | Column F |
|---|---------------|-----------------------------------|--------------------------------|---|---|---|--------------------------|
| | FTE | From Current
Budgetary
Unit | Cost in
Reorganized
Unit | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From
Fees,
Sales and
Other
Income | Incremental
Costs B-A |
| Personnel | | | | | | | |
| Administration (include FTE)+OPE | 7.000 | \$420,599 | \$513,308 | | | | \$92,709 |
| Faculty (Include FTE) | | | | | | | \$0 |
| Part-time Instructors | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Support Staff (Include FTE)+OPE | 4.000 | \$82,806 | \$147,361 | | | | \$64,555 |
| Student workers | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| Development Officer (shared with
CLA) | | | \$30,000 | | | | \$30,000 |
| Portion of Research Center Startup
support | | \$37,500 | \$30,000 | | | | -\$7,500 |
| Nonrecurring | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | \$0 |
| Newsletter | | | | | | | \$0 |
| Web Design | | | | | | | \$0 |
| Other Resources | | | | | | | \$0 |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | | | \$0 |
| Equipment | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | \$0 |
| Physical Facilities | | | | | | | \$0 |
| Construction | | | | | | | \$0 |
| Major Renovation (bridge loan) | | | \$60,000 | | | | \$60,000 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | \$0 |
| GRAND TOTAL | 11.000 | \$540,905 | \$780,668 | \$0 | \$0 | \$0 | \$239,763 |

Budget Outline Form
Estimated Incremental Costs for Merger of SMED with Education

| Budget Difference for FY15 | | Column A | Column B | Column C | Column D | Column E | Column F |
|---|---------------|-----------------------------------|--------------------------------|---|---|--|--------------------------|
| | FTE | From Current
Budgetary
Unit | Cost in
Reorganized
Unit | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From Fees,
Sales and
Other
Income | Incremental
Costs B-A |
| Personnel | | | | | | | |
| Administration (include FTE)+OPE | 7.000 | \$420,599 | \$533,840 | | | | \$113,241 |
| Faculty (Include FTE) | | | | | | | \$0 |
| Part-time Instructors | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Support Staff (Include FTE)+OPE | 4.000 | \$82,806 | \$153,255 | | | | \$70,449 |
| Student workers | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| Development Officer (shared with
CLA) | | | \$30,000 | | | | \$30,000 |
| Portion of Research Center
Startup support | | \$37,500 | \$30,000 | | | | -\$7,500 |
| Nonrecurring | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | \$0 |
| Newsletter | | | | | | | \$0 |
| Web Design | | | | | | | \$0 |
| Other Resources | | | | | | | \$0 |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | | | \$0 |
| Equipment | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | \$0 |
| Physical Facilities | | | | | | | \$0 |
| Construction | | | | | | | \$0 |
| Major Renovation (bridge loan) | | | \$40,000 | | | | \$40,000 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | \$0 |
| GRAND TOTAL | 11.000 | \$540,905 | \$787,095 | \$0 | \$0 | \$0 | \$246,190 |

Budget Outline Form
Estimated Incremental Costs for Merger of SMED with Education

| Budget Difference for FY16 | | Column A | Column B | Column C | Column D | Column E | Column F |
|---|--------------|-----------------------------------|--------------------------------|---|---|--|--------------------------|
| | FTE | From Current
Budgetary
Unit | Cost in
Reorganized
Unit | From Special
State
Appropriation
Request | From Federal
Funds and
Other Grants | From Fees,
Sales and
Other
Income | Incremental
Costs B-A |
| | | | | | | | |
| Personnel | | | | | | | |
| Administration (include FTE)+OPE | 7.000 | \$420,599 | \$555,194 | | | | \$134,595 |
| Faculty (Include FTE) | | | | | | | \$0 |
| Part-time Instructors | | | | | | | \$0 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Support Staff (Include FTE)+OPE | 4.000 | \$82,806 | \$159,385 | | | | \$76,579 |
| Student workers | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| Development Officer (shared with
CLA) | | | \$30,000 | | | | \$30,000 |
| Portion of Research Center
Startup support | | \$37,500 | \$30,000 | | | | -\$7,500 |
| Nonrecurring | | | | | | | \$0 |
| Admin (1039/6 months) | | | | | | | \$0 |
| Newsletter | | | | | | | \$0 |
| Web Design | | | | | | | \$0 |
| Other Resources | | | | | | | \$0 |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | | | \$0 |
| Equipment | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal | | | | | | | \$0 |
| Physical Facilities | | | | | | | \$0 |
| Construction | | | | | | | \$0 |
| Major Renovation (bridge loan) | | | \$20,000 | | | | \$20,000 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal | | | | | | | \$0 |
| GRAND TOTAL | 4.000 | \$540,905 | \$794,579 | | | | \$253,674 |

Proposed Graduate Council 2011-2012 Committee Assignments

| <u>Committee</u> | <u>Proposed Term</u> | <u>Proposed Members</u>
(* = internal lead) |
|--|-----------------------------------|---|
| Program Reviews | | |
| Exercise and Sport Science | 11/21/2011 | Coakley |
| Zoology | 11/7/2011 | Filtz |
| Community College Leadership Program | 2/2/2012 | Levine |
| Public Policy | 5/18/2012 | Coakley |
| Horticulture | 5/29/2012 | Lach |
| Physics | Spring 2012 | Narayanan |
| Review Follow-ups* | | |
| Food Science & Technology | Fall 2011 | Russ-Eft/Kioussi |
| Mechanical Engineering | Fall 2011 | Wolpert/Cebra |
| Agriculture (Mag) | Fall 2011 | Kioussi/O'Reilly |
| Biological and Ecological Engineering | Spring 2012 | Colwell/King (Nancy) |
| Environmental Sciences | Spring 2012 | Grosskopf/Narayanan |
| Awards | | |
| Laurels Block Graduate Program | Dec.15, 2011-Jan, 31, 2012 | Lach, Filtz + 3 outside members |
| Oregon Lottery Scholarship
<i>3 members</i> | Winter/Spring – March 2012 | Dykeman, Coakley, Narayanan |
| Bayley/Yerex Fellowships
<i>3 members</i> | Winter 2012 – February 2012 | Levine, Semevolos, Science Rep |
| Frolander Outstanding GTA Award
<i>2 members</i> | Spring 2012 – April 2012 | Forestry and Ag Reps |
| CGS/UMI Dissertation and
WAGS/UMI Thesis Awards
<i>2 members</i> | CGS – May 2012
WAGS –July 2012 | Aldwin, Ag Rep |
| Excellence in Graduate Mentoring Award
<i>2 members</i> | Spring 2012 | Steel, Grad Student + Aldwin,
Semevolos |
| Other | | |
| Grievance Committee(s) | Ad Hoc | 2 Graduate Council Members
1 graduate student member |
| Distance Education Committee Liaison | All year | |

3.6.2011

GRADUATE COUNCIL THREE-YEAR REVIEW OF THE GRADUATE PROGRAM IN FOOD SCIENCE & TECHNOLOGY

March 2012

The Graduate Council conducted a site review of the undergraduate and graduate programs in the Department of Food Science and Technology on March 3 and 4, 2008. This review was undertaken in conjunction with an external review team as well as a Curriculum Council team, with the latter team focusing on the undergraduate program. The present report represents a three-year follow-up of the graduate program review.

Darlene Russ-Eft (College of Education), who was an original member of the graduate review committee, conducted the follow-up review, first on February 17, 2011 and again on February 7, 2012. The review consisted of meetings of about one hour each with the department head, Robert McGorin. The reason for the delay involved the need for FST to implement most of the recommendations.

Summary of the Specific Recommendations

These fell broadly into three categories: (a) Research capabilities and faculty resources, (b) Graduation education and issues of graduate students, and (c) Facilities and administration. Each of the recommendations, along with specific actions, appears in the attached report from Robert McGorin.

A. Research Capabilities and Faculty Resources

1. The Department should have a long-term plan of action for increasing linkages with relevant federal and state agencies, as well as continued linkages with private industry. Such linkages may help with future research funding.
2. The faculty is encouraged to continue to build linkages with other departments within the College of Agricultural Sciences (CAS) and outside of CAS, including Business and Forestry.
3. Attention should be paid to mentoring and supporting new faculty in their efforts to obtain research funding.
4. The Department should consider establishment of a more organized mechanism for gaining stakeholder inputs to planning. Involving relevant stakeholders may help to highlight the need for additional research funding for the department.

B. Graduate Education and Issues for Graduate Students

5. The Department should consider developing a comprehensive plan for recruitment of minority students. In particular, the current admission process has the potential to let qualified minority candidates slip through the cracks.
6. The last Graduate Program Review identified the high number of international graduate students. Some progress has been made, but further attention needs to be placed on recruiting domestic graduate students.
7. The self-study document prepared by the Department identified that there has been a drop in Ph.D. candidates over the past four years from 19 students in 2003-4 to 7 students in 2006-7. More energy and attention needs to be paid to recruiting Ph.D. students and to the graduate student experience. The review team felt a lack of enthusiasm among the graduate students and faculty on the Corvallis campus.
8. Continue the leadership and mentorship of graduate students in the Astoria facility, including the monthly graduate student meetings to discuss research. The graduate students in the Astoria facility were very satisfied with the leadership and mentorship that they experienced. They appeared to be working well as a team, and the facilities were considered adequate.
9. Efforts should be made to continue to develop processes to ensure communication and linkages among on-campus and off-campus graduate students and faculty. This may help to solve the issue of enthusiasm, given perceived satisfaction with leadership and mentorship in the Astoria facility. Some possibilities include but are not limited to: (a) scheduling on-campus seminars and other similar activities such that they do not conflict with off-campus activities, (b) scheduling off-campus seminars that do not conflict with on-campus activities and courses, and (c) providing a van for students to travel to campus or to one of the off-campus facilities as a group.
10. Attention should be focused on increasing the number of graduate advisors and mentoring new faculty into that role. The self-study document noted that five graduate advisors accounted for over 55% of the graduate degrees awarded. Furthermore, three of the five advisors have either retired or have been reassigned to new positions.
11. The Department must further evaluate 400/500 “slash” courses, and especially examine the consistency with which such courses are taught across the curriculum. Graduate students complained that they have to seek courses through forestry and toxicology to fill out their credit requirements. The Department self-study mentioned that all faculty members are expected to develop a graduate course in their areas of expertise that will be taught every other year. Such development would provide a great addition to the program.
12. Efforts should be made to increase teaching opportunities to graduate students, particularly through increasing the number of Teaching Assistantships. The department should continue to develop graduate teaching assistants for courses with large enrollments. It would seem that MS students could be utilized for some of the graduate teaching assignments. A second year MS student should be capable of picking up some of the TA load, at least for some of the

lower level courses. For Ph.D. students who want teaching experience, the Department could consider offering course credit in return for teaching.

13. The previous Graduate Program Review identified a concern about the lack of consistency in communicating information about the program requirements, particularly the preliminary written exams. Concerns still exist regarding the qualification exam. The purpose and the rationale of this exam were not clear to the review team. The multiple levels of screening and testing of graduate students seem unnecessary. It is suggested some streamlining could take place and not utilize the “optional” exam. The present approach also seems to leave the program open for criticism as arbitrary
14. The previous Graduate Program Review identified that the FST seminar program was of concern. Over the past years no major restructuring has been done. There appear to be no scheduled seminars, and when they do occur, they are not well attended by faculty or students. Both students and faculty expressed interest in improving the current seminar status, and this should be given priority attention.
15. Graduate students must find a funded lab to undertake research, and there are no rotations within labs and disciplines. This may lead to issues as to exposure of students to the various science and technology techniques and approaches as well as possible personnel conflicts. The Department should consider instituting some form of lab rotation process for graduate students.
16. The Department should continue to conduct annual reviews with graduate students. It can help to keep graduate students on track and can serve to “catch” struggling or failing students.
17. The Department should continue to conduct surveys of recent graduates, as this provides valuable feedback.

C. Facilities and Administration

18. The Department is encouraged to develop a space and equipment utilization plan. Certainly Wiegand Hall is an older building, but attention should be placed on replacing old equipment and obtaining new equipment, such as autoclaves, cold storage units, freezers, and centrifuges.
19. An area of concern for graduate students involves the lack of a graduate student lounge. As part of the space utilization plan, the Department should consider creating a graduate student lounge separate from the undergraduate student lounge.

Third-year Graduate Program Progress Summary (2008-2011)

Food Science & Technology

Oregon State University

March 12, 2012

Prepared by:

Robert McGorrin

Department Head, Food Science & Technology

Recommendations of Graduate Program Review – March 4, 2008

1. *The Department should have a long-term plan of action for increasing linkages with relevant federal and state agencies, as well as continued linkages with private industry. Such linkages may help with future research funding.*

Progress since review: During the last three years' annual FST Faculty Retreats, part of the agenda has been devoted to pursue new research funding opportunities. At the 2011 Faculty Retreat, a live video conference was established with four USDA national program leaders in agriculture and food science research, specifically to explore potential future grant opportunities in food quality, food safety, research on specialty crops, and national needs Ph.D. training grants. Department faculty have established several stakeholder groups (Fruit & Vegetable industry; Brewing industry; Wine industry; Cheese and Dairy industry) that are actively involved, give input about research projects, and have provided lobbying support for research funding and highlighting the importance of the department's education, research, and outreach missions to help preserve Experiment Station funding in the state legislature.

2. *The faculty is encouraged to continue to build linkages with other departments within the College of Agricultural Sciences (CAS) and outside CAS, including Business and Forestry.*

Progress since review: Faculty in the Department are continuing to build collaborative relationships with other departments within the College of Agricultural Sciences. Most notable are the following strong research connections: Brewing Science with hops and barley breeding in Crop & Soil Science Dept., Food Chemistry with wheat breeding program in Crop & Soil Science; Flavor Chemistry with viticulture program in Horticulture; FST Enology with viticulture program in Horticulture; Value-Added Fruits and Vegetables with faculty in the Linus Pauling Institute and the specialty organic fruits breeding program in Horticulture; Fermentation Biotechnology with Biochemistry and with the nanotechnology program in Environmental & Molecular Toxicology. Opportunities are emerging with the hire of several new faculty, including the department head of Animal & Rangeland Science and newly-forming collaborations in dairy processing (FST Artisan cheese program) and collaborative opportunities with a newly-approved Food Safety Systems position; meat science and seafood protein

functionality collaborations with the new Director of the Seafood Research and Education Center in Astoria.

Across Colleges and Divisions, several research collaborations are building. One relates to the newly formed (2010) Oregon Wine Research Institute and its emerging connections with faculty in Business. Several faculty in Food Science are members of the Wine Research Institute. The Institute Director (a faculty member in the Department) is interested in forming collaborations with the College of Public Health & Human Sciences. A strong research collaboration has been forged with faculty in the Department of Wood Science & Engineering in the College of Forestry. The chemistry of cellulose nano-crystals and wood polymer composites is being translated to collaborative research in Food Science with carbon nano-fiber applications for packaging films, compression board made of grape pomace, and analytical techniques to measure polymer film strength. The most notable new collaboration was forged among Food Science, Crop & Soil Science, and the College of Engineering related to the OSU mini-malter project. This involved the construction by students of an innovative piece of equipment for the malting of small batches of barley to test the suitability of limited amounts of experimental varieties for brewing applications. The story was reported in 2011 in the *Oregonian*: <http://www.bit.ly/IBJt5V> and the Corvallis Gazette-Times: http://www.gazettetimes.com/news/local/article_8c963374-4e0a-11e0-994e-001cc4c002e0.html

3. *Attention should be paid to mentoring and supporting new faculty in their efforts to obtain research funding.*

Progress since review: New faculty have been assigned peer mentors who are available to provide discussions relative to research programs, Extension, P&T, and faculty success. During the annual FST Faculty Retreat, we have divided faculty into brainstorming teams to discuss research ideas, ideas for collaborative projects, funding sources, etc. in which new faculty actively participate. New faculty also work with the department head to obtain advice for sources of funding, as well as input and advice on grants. The College offers a grant-writing workshop that new faculty have been encouraged to attend.

4. *The Department should consider establishment of a more organized mechanism for gaining stakeholder inputs to planning. Involving relevant stakeholders may help to highlight the need for additional research funding for the department.*

Department faculty have established several stakeholder groups (Fruit & Vegetable industry; Brewing industry; Wine industry; Cheese and Dairy industry) that are actively involved, give input about research projects, and have provided lobbying support for research funding and highlighting the importance of the department's education, research, and outreach missions to help preserve Experiment Station funding in the state legislature. The Department is currently working to develop an advisory board primary whose mission would be to provide stakeholder input for strategic planning, employer feedback, and fundraising.

5. *The Department should consider developing a comprehensive plan for recruitment of minority students. In particular, the current admission process has the potential to let qualified minority candidates slip through the cracks.*
6. *The last Graduate Program Review identified the high number of international graduate students. Some progress has been made, but further attention needs to be placed on recruiting domestic graduate students.*
7. *The self-study document prepared by the Department identified that there has been a drop in Ph.D. candidates over the past four years from 19 students in 2003-4 to 7 students in 2006-7. More energy and attention needs to be paid to recruiting Ph.D. students and to the graduate student experience. The review team felt a lack of enthusiasm among the graduate students and faculty on the Corvallis campus.*

Progress since review (Sections 5-7): Faculty have been aware of the need to recruit domestic and minority graduate students in order to provide a workforce that satisfies the hiring needs of the domestic food industry. The Department has implemented a process to increase and broaden recruitment of U.S. minority students by identifying/flagging minority applicants on the applicant sheets before they are routed to the faculty. Asian students currently comprise the Department's major proportion of U.S. minority students. Historically, the department had a predominant population of international graduate students. In 1995-96, the percentage of FST domestic graduate students was 25%, increasing to 38% in 2006-07 at the end of the previous review. The FST graduate student admission profile from Fall 2007-2011 is shown in Table 1. Continual progress has been made in recruiting more domestic graduate students during the past several years, and the current percentage of domestic students is trending around 48%. Over the past several years since the last review, the enrollments have increased from 7 to an average of 13.4 Ph.D. students (see Table 3 following Recommendation # 10). The population of Ph.D. graduate students has stabilized at 75% on-campus, and 25% located in Astoria.

**Table 1. Food Science & Technology Graduate Student Admission Profile
(Fall 2007 – Fall 2011)**

| Term | New Enrollments | | | Composition | | |
|----------------|-----------------|------------|------------|-------------|------------|-----------------|
| | Total | M.S. | Ph.D. | Male | Female | Domestic |
| 2007-08 | 12 | 10 | 2 | 5 | 7 | 7/12 |
| 2008-09 | 10 | 8 | 2 | 1 | 9 | 3/10 |
| 2009-10 | 12 | 10 | 2 | 7 | 5 | 6/12 |
| 2010-11 | 12 | 9 | 3 | 4 | 8 | 7/12 |
| 2011-12 | 12 | 11 | 1 | 5 | 7 | 5/12 |
| Average | 11.6 | 9.6 | 2.0 | 4.4 | 7.2 | 5.6/11.6 |

8. *Continue the leadership and mentorship of graduate students in the Astoria facility, including the monthly graduate student meetings to discuss research. The graduate students in the Astoria facility were very satisfied with the leadership and mentorship that they experienced. They appeared to be working well as a team, and the facilities were considered adequate.*
9. *Efforts should be made to continue to develop processes to ensure communication and linkages among on-campus and off-campus graduate students and faculty. This may help to solve the*

issue of enthusiasm, given perceived satisfaction with leadership and mentorship in the Astoria facility. Some possibilities include but are not limited to: (a) scheduling on-campus seminars and other similar activities such that they do not conflict with off-campus activities, (b) scheduling off-campus seminars that do not conflict with on-campus activities and courses, and (c) providing a van for students to travel to campus or to one of the off-campus facilities as a group.

Progress since review (Sections 8-9): Continuous opportunities for remote participation of graduate students and faculty in activities occur among campus with the department's two branch stations at the OSU Seafood Research and Education Center in Astoria, and at the Food Innovation Center in Portland. Due to the distance (3.5-hour drive each way from Astoria; 2-hour drive from Portland), students routinely participate in department, graduate, and faculty seminars by Polycom videoconferencing. They often drive to campus to participate in thesis defense seminars. An annual hands-on smoked seafood workshop is being taught at the OSU Seafood Research and Education Center over a weekend experience. This allows students from Corvallis to visit Astoria to stay over and participate in the event, and serves multiple functions as a learning, social, and friendship-building experience. In the past several years, the director of the Food Innovation Center has encouraged and promoted the opportunity for graduate students to conduct research and product development projects at the Center. An additional way for graduate students at the branch stations to bond with their campus-based colleagues is through their graduate representatives. Two graduate student representatives are elected each year to serve the graduate student interests. Currently one of the graduate student representatives is based at the Astoria Seafood lab, and the other is on campus. The graduate student representatives serve as advocates for fellow FST graduate students, are peer resources of information concerning graduate student life in the department, and help to resolve questions and problems of fellow students.

10. *Attention should be focused on increasing the number of graduate advisors and mentoring new faculty into that role. The self-study document noted that five graduate advisors accounted for over 55% of the graduate degrees awarded. Furthermore, three of the five advisors have either retired or have been reassigned to new positions.*

Progress since review: Faculty have devoted renewed attention to building the number of graduate advisees in the department. Newer FST faculty hires are contributing to increased productivity in graduate student advising and mentoring. Differences among faculty in the Department continue relative to the size of their research groups and the number of graduate students they advise. This is directly related to their ability to attract funding, greater difficulties in attracting competitive federal funding, as well as variations in funding emphasis which are related to a particular sub-specialty of food science (e.g., food microbiology vs. food engineering). Faculty discussion has also focused on the relative research productivity merits of hiring post-doctoral scholars or faculty research assistants versus graduate student trainees. However, the rapid increases in the department's undergraduate majors have necessitated increasing the numbers of TA's to help teach the numerous laboratory course sections related to the FST major (see recommendation #12).

The department continues to monitor enrollment and graduation metrics relative to FST graduate program performance. Graduate student statistics reported in the previous ten-year

review ended with the 2006-07 academic year for an enrollment of 29 graduate students (22 M.S., 7 Ph.D.) (Table 2). Since the previous review, FST graduate student enrollments remained stable for two years, then increased by over 30% to a total enrollment of 38 graduate students (25 M.S., 13 Ph.D.) in 2011-12 (Table 3).

**Table 2. Food Science & Technology Graduate Enrollments and Degree Rates
(Fall 1995 – Spring 2007)**

| Term | Enrollments | | | Degrees | | |
|----------------|-------------|-------------|-------------|-------------|------------|------------|
| | Total | M.S. | Ph.D. | Total | M.S. | Ph.D. |
| 1995-96 | 35 | 15 | 20 | 12 | 7 | 5 |
| 1996-97 | 32 | 17 | 15 | 12 | 8 | 4 |
| 1997-98 | 34 | 20 | 14 | 8 | 4 | 4 |
| 1998-99 | 30 | 17 | 13 | 13 | 8 | 5 |
| 1999-00 | 31 | 17 | 14 | 10 | 6 | 4 |
| 2000-01 | 38 | 21 | 17 | 3 | 2 | 1 |
| 2001-02 | 33 | 16 | 17 | 12 | 8 | 4 |
| 2002-03 | 39 | 14 | 25 | 13 | 9 | 4 |
| 2003-04 | 34 | 15 | 19 | 10 | 3 | 7 |
| 2004-05 | 32 | 19 | 13 | 11 | 7 | 4 |
| 2005-06 | 35 | 22 | 13 | 14 | 8 | 6 |
| 2006-07 | 29 | 22 | 7 | 11 | 10 | 1 |
| Average | 33.5 | 17.9 | 15.6 | 10.7 | 6.7 | 4.1 |

**Table 3. Food Science & Technology Graduate Enrollments and Degree Rates
(Fall 2007 – Spring 2011)**

| Term | Enrollments | | | Degrees | | |
|----------------|-------------|-------------|-------------|------------|------------|------------|
| | Total | M.S. | Ph.D. | Total | M.S. | Ph.D. |
| 2007-08 | 32 | 17 | 15 | 15 | 13 | 2 |
| 2008-09 | 30 | 19 | 11 | 7 | 6 | 1 |
| 2009-10 | 30 | 17 | 13 | 7 | 3 | 4 |
| 2010-11 | 37 | 22 | 15 | 9 | 7 | 2 |
| 2011-12 | 38 | 25 | 13 | | | |
| Average | 33.4 | 20.0 | 13.4 | 9.5 | 7.3 | 2.3 |

The number of Ph.D. candidates is trending upwards to levels previously achieved in the department over 8 years ago. The number of M.S. candidates exceeds Ph.D. students by a factor of two. The reasons for these increases are redoubled efforts by the faculty to obtain grant funding and recruit more graduate students into the program. Since the previous review, total grants and contracts increased by over 60% from \$800,000 to currently \$1.3 million. New campus-based programs, such as the Provost's initiative, were also noted as opportunities to attract greater numbers of outstanding students to the FST graduate program.

11. *The Department must further evaluate 400/500 "slash" courses, and especially examine the consistency with which such courses are taught across the curriculum. Graduate students complained that they have to seek courses through forestry and toxicology to fill out their credit*

requirements. The Department self-study mentioned that all faculty members are expected to develop a graduate course in their areas of expertise that will be taught every other year. Such development would provide a great addition to the program.

Progress since review: A core curriculum of required courses is taken by graduate students in the FST program (see Appendix.) This includes MB 540/541 Food Microbiology, BEE 572 Introduction to Food Process Engineering, and a choice of any two of FST 522 Food Chemistry Fundamentals, FST 523 Food Analysis, or FST 525 Food Systems Chemistry. These are the core “slash” courses taught in the Department, and each require additional learning outcomes and/or assignments for the graduate-level (see Appendix). Additionally, FST Faculty have an expectation to develop and teach a graduate-level class in their area of specialty every other year. Thus far, FST faculty have developed three “stand-alone” graduate level courses which are taught as electives: FST 514 Health Benefits of Functional Foods, Nutraceuticals, and Dietary Supplements (3 cr.); FST 628 Flavor Chemistry; and FST 641 Processing Wheat and other Small Grains: A Molecular View. One barrier to developing additional graduate level elective courses is potential low class enrollments, depending on the number of students in the program at the time in a particular area of specialty. The department will continue to explore additional offerings of graduate elective courses in the future, and to partner with programs such as Environmental & Molecular Toxicology or Nutrition to attract a broader graduate student enrollment.

12. *Efforts should be made to increase teaching opportunities to graduate students, particularly through increasing the number of Teaching Assistantships. The department should continue to develop graduate teaching assistants for courses with large enrollments. It would seem that MS students could be utilized for some of the graduate teaching assignments. A second year MS student should be capable of picking up some of the TA load, at least for some of the lower level courses. For Ph.D. students who want teaching experience, the Department could consider offering course credit in return for teaching.*

Progress since review: Since summer 2010, a new departmental teaching requirement was instated, which requires both M.S. and Ph.D. graduate students in Food Science & Technology to participate in a structured teaching experience. M.S. students are required to serve as a Teaching Assistant for 2 credits, whereas Ph.D. students are required to serve as a Teaching Assistant for 4 credits. This was initiated by a recommendation from the FST Graduate Committee, following considerable faculty discussion over the period of a year. Key events that drove this decision were two successive 15% cuts in the College’s FY 2009-2011 Experiment Station budget, and a difficult period resulting from this starting in FY 2009, during which all department-funded Teaching Assistantships were permanently eliminated. Assessment of student performance for the new department teaching requirement is by the lead instructor for the course in which the student is participating. The objective of this requirement is to provide students an opportunity to improve their basic knowledge and communication skills within their scientific discipline. Graduate students who have academic career objectives will also be able to document the teaching experience on their transcripts. When FST graduate students serve as a TA, they register for the Teaching Practicum class (FST 509 or 609) and receive course credits with a letter grade. Each student will be observed in their teaching experiences by a Food

Science & Technology faculty member as part of their professional development. All teaching observations will be shared with the student.

13. *The previous Graduate Program Review identified a concern about the lack of consistency in communicating information about the program requirements, particularly the preliminary written exams. Concerns still exist regarding the qualification exam. The purpose and the rationale of this exam were not clear to the review team. The multiple levels of screening and testing of graduate students seem unnecessary. It is suggested some streamlining could take place and not utilize the "optional" exam. The present approach also seems to leave the program open for criticism as arbitrary*

Progress since review: Since the last graduate program review, the preliminary written examination requirement was eliminated for Ph.D. students in the FST graduate program. This preliminary written exam was typically administered after graduate students had completed their coursework, usually in the second year of their program, and often involved development of a research proposal on a topic related to, but different from, their thesis project. The purposes of this previous written exam were to evaluate the student's qualifications as a Ph.D. candidate, to identify deficiencies in the student's training, and to prepare the student for the oral preliminary exam.

After evaluation of the Ph.D. degree requirements by the FST Graduate Committee, it was decided that the purpose for the preliminary written examination was redundant with that of the Ph.D. qualifying examination that was instituted in 2006. The purpose of the qualifying exam is to evaluate a student's qualifications and potential for success in the Ph.D. program. Qualifications include competence in basic and applied sciences, ability to discuss and evaluate scientific research relevant to Food Science, ability to formulate and express ideas, ability to critically evaluate the food science literature, and ability to speculate intelligently. The no more than two-hour exam consists of a student preparing a 15-20 minute PowerPoint presentation critically evaluating a research paper selected by the committee from the relevant literature close to the student's area. The oral presentation is followed by an open-ended discussion and questioning by the committee, which is meant to serve as a catalyst for a broader discussion about how one asks scientific questions, designs experiments, and evaluates data. Therefore, the exam assesses the student's scientific understanding of food science principles and their critical thinking abilities, and does not focus exclusively on the paper. The examination committee consists of two members of the FST Graduate Committee, plus three FST faculty on a rotating basis, excluding the student's major professor. Because of the high amount of service effort and degree of FST specialization required, faculty from other departments do not serve on the FST qualifying exam committees, however they routinely serve on our graduate students' thesis committees. Additional details about the FST qualifying exam are found in the FST Graduate Handbook: <http://oregonstate.edu/dept/foodsci/graduate/Y%20GradHandBook2011-12.pdf>

14. *The previous Graduate Program Review identified that the FST seminar program was of concern. Over the past years no major restructuring has been done. There appear to be no scheduled seminars, and when they do occur, they are not well attended by faculty or students. Both*

students and faculty expressed interest in improving the current seminar status, and this should be given priority attention.

Progress since review: The department has put renewed efforts into offering several FST seminar series. The Fall seminar series include presentations by FST faculty and outside speakers. Since many of our faculty have overlapping interests in Fermentation Science, the Food Science seminars are co-sponsored with the Wine Research Institute. The graduate student seminar series is scheduled during the Winter and Spring quarters (see example schedule for Spring 2011 in Appendix). A change since the review is that all M.S. and Ph.D. students are required to register in FST 507/607 Graduate Seminar for both Winter and Spring term (2 credits required), for which they receive a letter grade. Students enrolled in the seminar class who are not presenting will receive a P/N grade, which is based on attendance (>80% attendance = P grade). Additional details are provided on pages 9 and 15 of the FST Graduate Handbook: <http://oregonstate.edu/dept/foodsci/graduate/Y%20GradHandBook2011-12.pdf>

15. *Graduate students must find a funded lab to undertake research, and there are no rotations within labs and disciplines. This may lead to issues as to exposure of students to the various science and technology techniques and approaches as well as possible personnel conflicts. The Department should consider instituting some form of lab rotation process for graduate students.*

Progress since review: There was considerable discussion about this idea among the department faculty. Whereas from an outsider's perspective a rotation process may make sense, there was a general consensus that the different non-intersecting disciplinary programs (chemistry, microbiology, engineering) within the department preclude this from easily being implemented. In specific instances where the graduate student's research project has a interdisciplinary focus, cross-training is already occurring (for example, between flavor chemistry and dairy processing; or small fruits and horticulture). However, an across-the-board rotation process was viewed as difficult to implement. Many of the research deliverables for commodity-funded projects are on tight scheduling, and student research productivity would be negatively affected in some cases. In other instances, there are large variations in funding among the different research groups in the department, which prevents rotation from happening easily. We will continue to be aware of this opportunity, but at present time don't envision an easy mechanism to implement it as a standard graduate student training practice.

16. *The Department should continue to conduct annual reviews with graduate students. It can help to keep graduate students on track and can serve to "catch" struggling or failing students.*

The FST graduate faculty adhere to this policy as a standard practice. The annual evaluation of graduate students conducted by their major advisor includes an assessment of the student's knowledge in their research area, laboratory proficiency, ability to communicate research results and findings, and overall progress towards completion of their degree.

17. *The Department should continue to conduct surveys of recent graduates, as this provides valuable feedback.*

Progress since review: Surveys of recent graduates and alumni will continue to be performed on a frequent basis. A new development is that exit interviews are being conducted by the department head with graduate students as they leave the program. This has been incorporated as a standard practice as part of the Department's new Graduate Assessment Plan. During the interview, the students will be given opportunity to describe their experiences – good and bad – with the program as well as suggestions for improvements. Student feedback will be used to inform program improvements.

18. *The Department is encouraged to develop a space and equipment utilization plan. Certainly Wiegand Hall is an older building, but attention should be placed on replacing old equipment and obtaining new equipment, such as autoclaves, cold storage units, freezers, and centrifuges.*

Progress since review: The department has developed a detailed space plan in conjunction with University Facilities Services, which denotes the utilization of research laboratory, teaching laboratories, pilot plant and classroom space in Wiegand Hall. Priority space renovation and remodeling plans for Wiegand Hall are currently being prepared in conjunction with a request for coordinated fundraising activities by the College of Agricultural Sciences. Food Science and Animal & Rangeland Science are the two lead departments for this activity. The large bank of eight walk-in coolers and freezers in Wiegand Hall were replaced since the previous review at a cost of \$500,000. These facilities support the graduate research programs in Food Science.

Space utilization plans for the Pilot Creamery and dairy and enology laboratories have also been prepared for those department-related activities which are conducted in space in Withycombe Hall. A major remodeling of the Pilot Creamery and adjacent laboratory space was recently completed.

19. *An area of concern for graduate students involves the lack of a graduate student lounge. As part of the space utilization plan, the Department should consider creating a graduate student lounge separate from the undergraduate student lounge.*

Progress since review: The Department has considered creating a separate graduate student lounge, however there is presently no available space in Wiegand Hall. Additional feedback is there is a strong working relationship between undergraduate students and graduate students in the Department, and this may create additional boundaries which are not currently present. Both our graduate and undergraduate students have common professional interests and participate in Food Science Club activities, and with the Student Association of the Institute of Food Technologists. There is not the typical age/ maturity difference observed in other majors between graduate and undergraduate students, since many of our undergraduate students are transfer students and upperclassmen. Undergraduate students typically take core sciences classes their first two years outside of the department.

APPENDIX

I. Graduate Coursework Student Learning Outcomes

The majority of Food Science & Technology graduate coursework is provided via “slash” courses, that is, courses that are directed to both senior level undergraduate and graduate students. The learning outcomes are differentiated for each.

Core Curriculum Required Courses

MB 440/540 – Food Microbiology

1. Retain specialized language relevant to food microbiology.
2. Demonstrate basic knowledge about food microbiology and food-borne pathogenic microorganisms in general and detailed understanding of important aspects of the role in human disease and food contaminations.
3. Demonstrate understanding of research methods that permits them to read articles from current journals and extract pertinent information and judge the quality of the work described.
4. Retain key concepts relevant to food microbiology and food-borne microbial pathogens.

Additional learning outcomes for graduate students taking FST 540:

5. In addition to the previously described learning outcomes, graduate students will communicate scientific concepts and analytical arguments clearly and concisely, both orally and in writing.

BEE 472/572 – Introduction to Food Process Engineering

Upon completion of the course, students will be able to:

1. Analyze and solve Newtonian and non-Newtonian fluid flow problems.
2. Estimate the thermodynamic properties of process streams.
3. Perform material and energy balances around process units.
4. Calculate heat transfer coefficients of process streams.

Additional learning outcomes for graduate students taking FST 572:

5. Identify funding agency Request-for-Proposals of relevance to the course.
6. Synthesize a coherent proposal including budget.

Pick any two of the following five chemistry courses:

FST 422/522 – Food Chemistry Fundamentals

1. Students will be able to name and describe the chemical structures of the major components of foods (water, proteins, carbohydrates, and lipids) and selected minor components (e.g., pigments, additives, and/or flavor compounds).
2. Students will be able to give a molecular rationalization for the observed physical properties and reactivity of major food components.
3. Students will be able to provide a theoretical explanation for observed extents and rates of reactions that are common to foods.
4. Students will be able to predict how processing conditions are likely to change the reactivity of food components.
5. Students will be able to predict how changes in overall composition are likely to change the reactivity of individual food components.
6. Students will be able, through critical evaluation, to determine approaches that may be used to control the reactivity of those food components that are likely to impact the overall quality of finished products.

Additional learning outcomes for graduate students taking FST 522:

7. Students will be able to critically evaluate original research papers in food chemistry.
8. Students will be able to develop hypotheses, design experiments, and evaluate experimental data pertaining to chemistry-based food phenomena.

FST 423/523 – Food Analysis

1. Students will develop knowledge of representative techniques of macro- and micro-component food analysis. At the conclusion of the course students should be capable of:
 - ◆ naming and describing the general principle of a range of methods available for common analytical problems including nutritional food labeling.
 - ◆ describing in detail the basis and application of methods practiced in laboratory.
 - ◆ demonstrating laboratory proficiency in the application of traditional methods of analysis.
 - ◆ exercising judgment in the selection of a suitable method for specific analytical situations - taking into account sample preparation, necessary analytical equipment/instrumentation, required detection limit, sensitivity and interferences.
2. Students will increase their skills in reading and writing technical papers. The ability to analyze and interpret food analytical data will be demonstrated through a series of laboratory reports throughout the term.

Additional learning outcomes for graduate students taking FST 523:

3. Designing experiments (or an experiment) to solve practical concerns related to foods and agricultural products

FST 425/525 – Food Systems Chemistry

1. Students will be able to give **molecular-level** explanations for observed phenomena related to the major components of foods and beverages: as raw materials, and as they change during processing, storage. Or consumption.
2. Students will be able to predict how processing conditions are likely to change the physical and chemical characteristics of food components.
3. Students will be able to predict how changes in food formulations, raw material composition, or processing conditions are likely to change the characteristics of foods and their components.
4. Students will be able, through critical evaluation, to determine approaches that may be used to control the properties (e.g., color, texture, storage stability) of selected foods.
5. Students will be able to effectively summarize in writing scientific literature addressing complex food systems.
6. Students will be able to constructively critique the writing of peers, and to accept and incorporate feedback in their own writing.

Additional learning outcomes for graduate students taking FST 525:

7. Students will be able to develop hypotheses, design experiments, and evaluate experimental data pertaining to complex food phenomena.
8. Students will be able to critically evaluate original research papers in food chemistry.

FST 628 – Flavor Chemistry

1. Describe the general principles of a range of methods available for flavor isolation and analysis.
2. Exercise judgment in the selection of a suitable methods for flavor isolation and analysis based on the analytical objectives and sample matrix.
3. Describe the principles of flavor interactions with other food components
4. Name the most important aroma compounds in dairy, fruits and wines and describing their contributions to the aroma characteristics.

FST 641 - Processing Wheat and Other Small Grains: A Molecular View

1. Describe the path of wheat, and other small grains, from harvest, through milling and baking or other processing, to storage and consumption.
2. Describe the scientific and technological foundation required of a cereal product researcher or a skilled technical or artisan baker.
3. Describe and discuss:
 - grain structure and anatomy
 - the genetics of wheat grain texture
 - the relationship of wheat grain texture to grain fracture mechanics,

- the basics of dough rheology and the physical chemistry of dough strength and stress relaxation, and the relationship of these phenomena to the craft of bread-making.
 - the influence of selected enzyme technologies on cereal processing, storage, and consumption
 - the influence of starch in bread-making
4. Synthesize the preceding into a coherent whole to be able to compare how differences in raw materials, ingredients, or process affect both intermediate processes and final outcomes.
 5. Describe the chemical and physical phenomenology of the **process** of bread-making, including ingredient effects, pre-ferments, dough mixing, bulk dough fermentation, the importance of dough resting, dough shaping, proofing, the inter-relationships of mixing, bulk fermentation, and proofing times, and the transformation of dough to bread in the oven.
 6. Identify raw material composition required to produce specified end-products.
 7. Demonstrate an understanding of selected structure-function relationships of polymers and their relevance in selected cereal processing and storage operations.
 8. Read and understand scientific literature relevant to the science of milling and baking and demonstrate ability to coherently summarize their findings orally and in writing

FST 607 Seminar *(Students are required to register for two terms):*

1. Winter term: Students will learn methods and approaches for giving effective seminars
2. Spring term: Each PhD student will present a 50-min departmental seminar, on a topic chosen in consultation with their thesis advisor

FST 609 Teaching Practicum *(Students are required to register for four credits):*

Students must be able to demonstrate ability to present labs/lectures, work with individuals in groups or in laboratory, participate in designing specific lab exercises, grading lab reports and/or quizzes, and participating in lab preparation and/or clean-up.

Elective Courses

FST 420/520 – Sensory Evaluation of Food

1. To understand principles of physiology, psychology and measurement upon which methods of sensory testing are based.
2. To gain factual knowledge in sensory evaluation techniques.
3. To apply statistical knowledge in analyzing sensory data.
4. To apply their knowledge to real-world problems in the food and/or consumer product industry and food research.
5. To be able to design and execute a sensory study independently and to effectively communicate the results

Additional learning outcomes for graduate students taking FST 520:

6. Graduate students will conduct a final project related to his or her thesis work. Each student will individually consult with the course instructor about the project before undertaking.

FST 421/521 – Food Law

1. Students will be able to recall major food safety and food labeling laws and regulations and be able to explain their implications.
2. Students will understand and be able to explain the scientific bases of representative food laws and regulations.
3. Students will have a working familiarity with administrative law (rulemaking, enforcement tools, grievance channels, etc.)
4. Students will have the ability to access and work with statutes, regulations, and cases related to food law.
5. Students will be able to recognize and apply the basic analytical thought processes used in legal reasoning.

Additional learning outcomes for graduate students taking FST 521:

6. Students will be able to recognize and explain the government's application of risk analysis in the regulatory management of food safety.
7. Students will be able to use the federal government's evidence-based review system for drawing conclusions as to the validity of food-related health claims.

FST 460/560 – Brewing Science

1. articulate the technological processes and sequences required to malt grain, produce wort and ferment & finish beer
2. identify raw material composition and processing regimes required to produce a desired product
3. design a beer that meets generally acceptable standards
4. troubleshoot production practices when defects appear

Additional learning outcomes for graduate students taking FST 560:

5. identify and analyze 5-10 studies on a topic relevant to course content
6. synthesize a coherent written critique of those studies

FST 461/561 – Brewing Analysis

1. perform analytical measurements on raw materials and finished products for the purpose of assessing their quality
2. interpret analytical data from quality measurements for material specification sheets for the purpose of assessing their quality
3. identify and describe aromatic and flavor impacts and defects in commercial beer
4. This is a Writing Intensive Course (WIC) and has the following additional learning outcomes related to written communication in Fermentation Science:
 - a. develop a written processing and testing regime for producing a specified beer style
 - b. maintain a comprehensive record of laboratory work in a notebook
 - c. write a concise report of the development and analysis of a trial of different brewing variables
 - d. critique scientific writing and incorporate peer and instructor feedback into revisions of their own writing.

Additional learning outcomes for graduate students taking FST 561:

5. research a technical brewing problem, analytical method or beer style
6. lecture undergraduate students on this topic
7. develop a laboratory exercise on this topic
8. write a technical report in journal manuscript form

FST 466 – Wine Production Principles

1. Understand, apply, and analyze the principles of wine production, encompassing the varietal and stylistic variations commonly encountered in modern wine production facilities.
2. Be knowledgeable in the biochemistry, chemistry and microbiology of all aspects of wine production, including stages from berry development through fermentation, bottling and aging. Be able to apply this knowledge if employed in a commercial wine operation.

FST 467/567 – Wine Production, Analysis, and Sensory Evaluation

1. All students will be able to:
 - a. Produce red and white wine
 - b. Understand the principles of wine sensory evaluation
 - c. Have the ability to identify and name wine aromas and wine defects
 - d. Determine the chemical and microbial condition of musts and wines
 - e. Describe the influence of various wine production practices on the chemical and sensory composition of wines

Additional learning outcomes for graduate students taking FST 567:

2. Design and undertake an additional project in the area of wine chemistry, microbiology, or sensory that utilizes and expands on material presented in class.
3. Critically evaluate two assigned scientific articles in the following way:
 - a. Critically evaluate the claims made in the two papers by first determining what the claims were
 - b. Identifying the specific experiments that provide the data used as evidence to support those claims
 - c. Evaluate the evidence for each claim and discuss validity of the claims given the evidence

FST 479/579 – Fermentation Microbiology

1. Be able to correlate defects or alterations in microbial metabolism with overproduction of metabolites used as food ingredients.
2. With respect to specific fermented foods and beverages, be able to rationalize how and why the process of fermentation results in major changes to raw agricultural products.

Additional learning outcomes for graduate students taking FST 579:

1. Be able to write a critical evaluation of the claims of an assigned scientific article.
2. Teach class about a fermented food or beverage or food ingredient not covered by instructor in a 15-min oral presentation given in groups of 2 or 3 students.

FST 490/590 – Food Processing Calculations

7. Explain in technical and lay terms the fundamental principles of thermal processing, freezing, drying, intermediate moisture technology and high pressure processing.
8. Explain in technical and lay terms how these technologies depend on engineering properties that are intrinsic to foods (e.g., thermal conductivity, thermal diffusivity, moisture monolayer values, pH, a_w , etc.) and operational parameters (e.g., retort temperature, processing time, etc.) to produce foods that are safe, profitable and meet the quality expectations of the consumer.
9. Communicate effectively to other processors, consumers and regulatory officers the benefits and limits of each food processing technology covered in this course.
10. Use quantitative predictive models in process and product development supported by Excel spreadsheets for each food processing technology covered in this course.
11. Use critical thinking to identify solutions to product safety and quality problems.

Additional learning outcomes for graduate students taking FST 590:

12. Prepare a mini-lecture on a topic not covered in class.
13. Prepare a written critical review on a topic not covered in class.

FST 491/591 – Food Processing Calculations Laboratory

1. Identify key pieces of equipment for food processing and the utilities (steam, processing water, compressed air, etc.), and the temperature and flow control devices required for their operation.
2. Explain in technical and lay terms the operational principles of food processing.
3. Communicate to consumers and regulatory officers the benefits and limits of processing technologies.
4. Use Excel spreadsheets to implement quantitative predictive models in process and product development.
5. Use critical thinking and Excel spreadsheets to identify solutions to product safety and quality problems.

Additional learning outcomes for graduate students taking FST 591:

6. Design, execute and analyze experiments to validate a process using engineering models.
7. Synthesize predictive model calculations and experimental validation data into an oral group presentation.

FST 495/595 – Food Packaging

1. Identify current and future raw materials for use in food packaging
2. Identify major conversion technologies transforming a raw material into a packaging solution

3. Explain in technical and lay terms the differences of the conversion technologies so as to be able to make recommendations for the selection of a technology for a given product
4. Assess the impact of the key properties on the functional properties for each raw material used for packaging (e.g., impact of the fiber length on the mechanical properties of paper, effect of hydrophobic/hydrophilic nature of polymers on the moisture and gas permeability of plastic films)
5. Use critical thinking to identify packaging solutions to product safety and quality problems that are also attractive to consumers
6. Communicate effectively to consumers and regulatory officers the benefits and limits of packaging technologies with a particular emphasis on safety and environmental impact
7. Understand the role of packaging as the communication interface between producers and consumers

FST 511/NFM 511 - Health Benefits of Functional Foods, Nutraceuticals and Dietary Supplements

1. The student will be able to recognize the structures of the major bioactive food constituents that are being incorporated into functional foods. Know their sources, solubility properties, stabilities, and how they are absorbed and metabolized.
2. The student will be able to critically evaluate the trade literature as to the scientific validity of marketing claims.
3. The student will be able to recognize functional food products that are nutritionally logical, technically feasible, and that also are in compliance with FDA regulatory guidelines.
4. The student will be able to understand the differences between a dietary supplement and a functional food/nutraceutical, and the labeling/marketing around these substances.
5. The student will be able to become aware of specific research areas within functional foods, nutraceuticals, and dietary supplements

II. Food Science Graduate Seminar Schedule – Spring 2011

| Wk | Date | Title | Speaker |
|----|--------|---|--------------------------------|
| 1 | Mar 29 | INTRODUCTION | |
| 2 | Apr 5 | The Effects of Ethanol on the Absorption of Volatile Sulfur Compounds in Wine on SPME Fiber | Peter Davis |
| 3 | Apr 12 | NO SEMINAR | |
| 4 | Apr 19 | Traceability for Specialty Crops / Methods for Reducing <i>Vibrio vulnificus</i> in Raw Oysters and Seafood Safety | Lisa Weller/
Jing Mou |
| 5 | Apr 26 | Fluid Milk Shelf Life in Oregon: An Overview of Fluid Milk Quality | Liam Wustenberg |
| 6 | May 3 | Characteristics of Deacetylation and Depolymerization of β -chitin from Jumbo Squid (<i>Dosidicus gigas</i>) Pens | Joo-Yeoun Jung |
| 7 | May 10 | Analysis of Hop-derived Terpenes Using Headspace SPME and GC/FID | Peter Wolfe |
| 8 | May 17 | The Impact of Malolactic Fermentation on Red Wine Color and Color Stability | Tresider Burns |
| 9 | May 24 | The impact of taste and retronasal odor on vegetable liking | Arthi Padmanabhan |
| 10 | May 31 | Effect of Alkaline Processing on Lignocellulosic Reactivity | Supaporn
Sophonputtanaphoca |

Carolyn,

I asked Dr. Nama Kang to chair a committee to provide feedback on your proposal for the MAT at Cascades. They took a very thorough look at your plans and reflection on the relationship of an MAT and MS degrees. I would be please to answer any questions you have. But I urge you to contact Nama directly related to her committee's thinking.

Larry

Lawrence B. Flick, Professor & Chair

Department of Science and Mathematics Education

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Before printing this e-mail, ask yourself if it's necessary. Think Green!

Begin forwarded message:

From: Namhwa Kang <kangn@imap.science.oregonstate.edu>

Date: June 7, 2011 12:35:08 PM PDT

To: Lawrence Flick <flickl@science.oregonstate.edu>

Cc: SueAnn Bottoms <SueAnn.Bottoms@oregonstate.edu>, higginsk@oregonstate.edu, Ron Gray <ron.gray@science.oregonstate.edu>

Subject: Cascade MAT feedback

Larry,

We had a productive meeting this morning regarding the Cascade MAT program. We came up with the following recommendations:

1. We suggest that the MAT program runs as one program with four tracks including science and math education.
2. As one program, the MAT could use the current courses including pre-requisites that all students in the four tracks can take together.
3. Each track can be differentiated in the following ways: (1) taking two subject-specific pedagogy courses and (2) 9 credit content courses.

The suggestions are based on two main considerations: (a) differentiations between MAT and MS and (b) resources on Cascade campus. We believe that the differentiation between the MAT and MS would also help NCATE and TSPC.

Karen strongly recommended for the Cascade to use Studio classes in Bend.

Hope this helps.

Nama

Extend from OSU-Main to OSU-Cascades

MAT: Integrated Science Education Area of Concentration
MAT: Advanced Mathematics Education Area of Concentration

Oregon State University
College of Education and OSU-Cascades
CPS Tracking #83047
December 2011

1. Program Description

a. Program title, level:

- This proposal seeks to extend the Master of Arts in Teaching (MAT) in Integrated Science Education and the MAT in Advanced Mathematics Education from OSU-Main to the OSU-Cascades branch campus. OSU-Cascades has previously been granted approval to offer the MAT in Language Arts Education (that includes the MAT in Social Science Education) for those students seeking licensure to teach at the middle and high school grade levels.
- *CIP #s* : **131311 – Teaching: Advanced Mathematics Education**
131316 – Teaching: Integrated Science Education

Table 1: Classification of Instructional Programs (CIP) Numbers:

CIP #: **131311**

Title: Mathematics Teacher Education.

Definition: A program that prepares individuals to teach mathematics programs at various educational levels.

CIP #: **131316**

Title: Science Teacher Education/General Science Teacher Education.

Definition: A program that prepares individuals to teach general science programs, or a combination of the biological and physical science subject matter areas, at various educational levels.

(Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)

b. OSU Main campus department and school/college under which the program is offered:

- Department of Teacher and Counselor Education, College of Education

c. Who will be the administrators of the OSU-Cascades program?

- Marla Hacker, Dean of Academic Programs
- Lawrence Flick, Dean of the College of Education
- Carolyn Platt, Program Lead, MAT

d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicate how each course will be offered at OSU-Cascades [resident course {COCC, OSU} distance education, web, etc.].

Table 2: Proposal Summary: MAT in Integrated Science Education and MAT in Advanced Mathematics Education

NEW

- *Degrees:* **MAT in Integrated Science Education (CIP #: 131316)**
MAT in Advanced Mathematics Education (CIP #: 131311)
- *Academic Units:* **Department of Teacher and Counselor Education,
College of Education and OSU-Cascades**
- *Course Designators:* **TCE and SED (existing)**
- *Proposed Effective Term:* **Summer Term 2012 (Banner: 201300)**

- The academic program is the OSU Master of Arts in Teaching offered through the College of Education's Professional Teacher Education Program. Currently OSU-Cascades, by MOU approval, offers the MAT in Language Arts Education for pre-service teachers who wish to teach at the secondary level (5th-12th grades). This program (which includes course work, clinical experience and national exams) complies with the licensure standards and requirements of the Oregon Teacher Standards and Practices Commission (TSPC) to teach language arts or social studies upon successful completion of the degree program. Students receive an Oregon Initial 1 teaching license in addition to the Masters' degree.

The intent of this proposal is to extend the current MAT degree in Integrated Science Education and MAT in Advanced Mathematics Education, housed at OSU-main campus, to the OSU-Cascades campus for students who wish to teach middle and high school math or science. The degree name would be Master of Arts in Teaching in either Integrated Science Education or Advanced Mathematics Education, depending on the concentration of courses, the student teaching experience, and the national exams the student completes.

The original OUS approval for OSU to offer an MAT included the science and math tracks. The MAT degree has since extended to the Cascades campus in the form of an

MAT in Language Arts Education and Corvallis now offers a Masters in Science Education (MS) and a Masters in Mathematics Education (MS). Faculty in Corvallis' Science and Math Education department (SMED) and the College of Education reviewed this MAT MOU in relation to the MS degree awarded on main campus and offered the following recommendations:

- 1) That the MAT program runs as one program with areas of concentration (endorsements-- language arts, social studies, science and math);*
- 2) That all students take several of the current MAT educational theory and pedagogical courses together; and*
- 3) That each area of concentration (endorsement for licensure) be differentiated in the following ways: (1) taking subject specific pedagogy courses (language arts, math or science education) and (2) graduate level content courses (English, math, science) in support of the specific MAT degree program.*

The faculty goes on to state, "These suggestions are based on two main considerations: (a) differentiations between MAT and MS; and (b) resources on the OSU-Cascades campus. We believe that the differentiation between the MAT and MS [degrees] would also help NCATE [our national program accreditation body] and TSPC." (Dr. Namhwa Kang, email correspondence to Dean Flick, June 7, 2011)

The MAT degree is generally considered to be a pre-service degree that requires education classes in order to meet state licensure requirements, and emphasizes advanced course work in a specific academic discipline to enhance one's knowledge in that subject area. Furthermore, it focuses on educating the candidate in practical teaching skills for use as a teacher, as opposed to focusing on performing research in the educational field, which is traditionally the MS degree. The MAT degree is often advantageous to middle school and secondary school teachers because it allows them to focus on subject area knowledge in their undergraduate program and then acquire pedagogical skills in their graduate studies.

The original MAT approved for OSU in 1991 consisted of a minimum of 48 graduate credits distributed as follows:

- ♦ Six hours of graduate professional core courses in Education Foundations,
- ♦ Eighteen to twenty one hours of graduate professional course work in the teaching specialty,
- ♦ Fifteen to eighteen hours of graduate professional internship, and
- ♦ Nine hours of graduate electives in subject matter specialization.

This proposal calls for a minimum of 68 graduate credit hours, which brings the MAT in Integrated Science Education and the MAT in Advanced Mathematics Education in line with the current MAT in Language Arts Education.

The MOU for the MAT to be offered at the OSU-Cascades campus (approved in 2009) changed the required number of graduate elective credits in subject matter specialization from nine to "between 6 and 8 hours", and the current MAT with the Language Arts area of concentration follows that requirement.

The MAT for the preparation of secondary teachers is designed “considering empirical research on teaching. Students completing the program will have expert knowledge both in their academic fields and in pedagogical knowledge....Acquisition of the pedagogical content knowledge, gained by teaching experience, requires not only the depth and breadth in each of the knowledge bases, but also in a heavily field-based program stressing reflection upon subject matter, instructional decision and their consequences in the classroom.” (Proposal for the Initiation of a Master of Arts in Teaching, Oregon State University College of Education Extended OSSHE Format for Category 1 Proposals, 1990).

In addition to the course requirements for MAT degree completion, students must submit a Professional Portfolio and sit for an oral examination in the final term of enrollment. These requirements are coordinated through TCE 524, the capstone course entitled “Teacher as a Reflective Practitioner”. Graduate School approved faculty from TCE sit on the orals and score the portfolios, and the addition of mathematics and science education student orals will not require any further staffing for the oral exams.

The target date for beginning enrollment for this academic program is June 25, 2012. The MAT program at OSU-Cascades is based on a cohort model in which all members begin the program coursework in the summer term together. Approval for the extension of this MAT will need to occur by the end of February 2012 in order to accept applications for admission and obtain student teaching placements, which begin in the late summer.

The existing MAT in Language Arts Education degree at OSU-Cascades operates in full cooperation with the Corvallis faculty and extending the graduate education degree to an MAT in Integrated Science Education and an MAT in Advanced Mathematics Education builds upon an existing focus on Science, Technology, Engineering and Mathematics (STEM) education at OSU. OSU-Cascades has a strong core MAT in place, one that is recognized by school districts throughout Oregon and, increasingly, the nation, as well as by the Teacher Standards and Practices Commission (TSPC)-- the state educators’ licensing board. The Central Oregon school districts have asked us to move forward with the extension of the MAT to science and mathematics as quickly as possible, as they are currently employing temporary teachers with emergency licenses who have no pedagogical training in the teaching of these subjects.

Audit sheets for the MAT in Integrated Science Education and the MAT in Advanced Mathematics Education appear below. Each area of concentration would build upon the approved graduate professional core and professional internship offerings around which the OSU-Cascades MAT in Language Arts Education is centered. Students enrolled in the science or mathematics areas of concentration would add the appropriate math and science methods coursework as well as graduate level content work.

All courses would be offered at OSU-Cascades by Graduate School approved faculty. OSU-Cascades has faculty in place to teach the Professional Core classes, the internship course work, and staff the oral examinations. OSU-Cascades will hire a full-time, tenure track faculty member to teach six of the SED courses, plus adjuncts who are teachers of

science and math in the secondary schools for the additional six courses to be taught in SED. The graduate level subject specific course work in math or science will be taught by the math and science faculty already in place at OSU-Cascades.

Graduate Professional Core Classes in Education Foundations

TCE 512 (3): Psychology of Adolescents
TCE 520 (3): Classroom Management and Discipline
TCE 524 (2): Teacher as a Reflective Practitioner (Capstone)
TCE 528 (3): Using Assessment to Improve Instruction
TCE 545 (3): Planning Curriculum Aligned to Standards
TCE 549 (3): Teaching in a Differentiated and Diverse Classroom
TCE 599 (1): Professional Formation

CREDITS: 18

Math or science endorsements subject specific pedagogy

SED 511 (3): Analysis of Classrooms I
SED 512 (3): Technology Foundations for Teaching Math and Science
SED 513 or 514 (3): Inquiry in Science and Science Education OR Inquiry in Mathematics and Mathematics Education
SED 515 (3): Analysis of Classrooms II
SED 518 (3): Analysis of Classrooms III
SED 552 or SED 553 (3): Mathematics Methods: Practicum I OR Science Methods: Practicum I
SED 573 or 574 (4): Science Pedagogy and Technology 1 OR Mathematics Pedagogy and Technology I
SED 576 or 577 (4): Science OR Mathematics Pedagogy II

CREDITS: 26

Graduate Professional Internship

TCE 509 (3): Practicum/First student teaching placement
TCE 510 (13): Internship/ Second student teaching placement
NOTE: 509 and 510, spread over 3 terms, gives our students the authorization to teach in Middle and High School levels

CREDITS: 16

Math or Science Graduate Content Coursework

Graduate work at the 500 level will support the specific MAT area of concentration and will meet the approval from the corresponding Corvallis faculty.

CREDITS: 6-8

e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU main campus program:

The proposed design of the MAT in Integrated Science Education and in Advanced Mathematics Education follows the approved MAT for OSU and OSU-Cascades. The specific program minimum

requirements listed in 1.d. for the degree audit closely parallel those of the original CAT 1. At the same time, the intended specific course selections to fulfill the graduate professional course work in the teaching specialty closely parallel the course work in the MS on the main campus. OSU main campus has chosen to offer the MS degree in Science or Mathematics Education because of its organizational association with the College of Science. OSU approved the MAT degree being offered at OSU-Cascades seven years ago with the MAT in elementary education and three years ago with the MAT in Language Arts Education (that includes social science) for the secondary level authorization in teaching. The MAT at Cascades is “already crafted as a very high quality program in concert with the Corvallis MS [degree]” (Dean Larry Flick, email correspondence, October 21, 2011 to Dr. Platt) and the addition of the science and mathematics areas of concentration will assure that the nature of the master’s level Professional Teacher Education Licensure and Masters Programs will extend the teaching practices, content and research to OSU-Cascades’ campus.

f. List any special requirements or pre-requisites for admission to the program at OSU-Cascades:

Students must demonstrate the following criteria:

- ♦ Completed bachelor’s degree from an accredited higher education institution (prior to enrollment).
- ♦ Minimum GPA of 3.0 in the last 90 quarter hours of graded undergraduate work and all work completed thereafter.
- ♦ Competence in science or math demonstrated through the completion of appropriate course content work.
- ♦ 60 hours of volunteer and observation experience with middle and high school students, with at least 30 hours in the public school classroom.
- ♦ Effective oral and written communication.
- ♦ Completion of TCE 560 Research in Learning (or equivalent) and TCE 499 Civil Rights in Education.
- ♦ Satisfactory answers to “good conduct” questions as required by the Oregon Teacher Standards and Practices Commission (TSPC)
- ♦ Sincere and appropriate desire to become a public school teacher and an understanding of the demands placed on a teacher.
- ♦ Passing results on: (1) either the EAS, California Basic Education Skills Test (CBEST) or all three subtests of the PRAXIS PPST, (2) the ORELA multiple subjects’ exam, (3) the ORELA Civil Rights exam, and (4) the NES content exams required for licensure in the endorsement area (language arts, social studies, math or sciences).

g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?

The OSU-Cascades MAT programs are nationally accredited through the National Council for Accreditation of Teacher Education (NCATE) as well as regionally accredited through the Northwest Commission on Colleges and Universities (NWCCU). Additionally, OSU-Cascades is approved to offer professional teacher licensure programs by the Oregon Teacher Standards and Practices Commission (TSPC).

2. Demand

a. List any similar programs offered at the proposed or nearby location.

OSU-Cascades currently offers an MAT in Elementary Education as well as an MAT in Language Arts Education. Other universities such as George Fox University and Eastern Oregon University offer the MAT in a hybrid (distance and limited location) model. There is consistent and very strong support for OSU resident graduate programs in education for Central Oregon by regional superintendents, teachers, school boards and community patrons.

b. Provide evidence of need for the program at the new locations.

The extension of the MAT in Integrated Science Education and in Advanced Mathematics Education is central to President Ray's vision for the OSU-Cascades' campus and Central Oregon region as a strong presence in STEM (Science, Technology, Engineering, and Math) practice and research. The education of excellent math and science teachers in the middle and high school levels is a well-documented national need. The superintendents of our six Central Oregon school districts have asked OSU-Cascades to extend the MAT to science and math to fulfill the vacancies for teachers in these subject areas. Currently, local school districts have had to hire some math and science teachers without any pedagogical background via provisional/emergency licenses.

c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will prospective students to be enrolled be selected?

OSU-Cascades plans to award between 10 and 20 MAT in Integrated Science Education and MAT Advanced Mathematics Education degrees per year over the next five years:

Year 2012: 10 degrees
Year 2013: 15 degrees
Year 2014: 15 degrees
Year 2015: 20 degrees
Year 2016: 20 degrees

OSU-Cascades utilizes a Cohort model, with the students commencing their program in the summer term. Enrollment limitation would be subject to funding, staffing requirements prescribed by NCATE, and student teaching placement opportunities. Prospective students will be selected through the criteria outlined above with particular attention paid to academic ability, depth of knowledge in content area, experience with middle and high school students, and dispositional characteristics that indicate the likelihood of professional success in the classroom.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

OSU-Cascades will hire one full-time, tenure track, faculty member with STEM Education background who will serve as course instructor, advisor, and act as liaison with STEM research on the main campus. This person will be expected to teach six courses. (This is the teaching load specified for tenure track, full time faculty at OSU-Cascades.) In addition, we will continue our instructor model that works closely with the Central Oregon school districts to identify talented practitioners to teach as adjuncts for the

remaining six methods courses. We will also nominate to the Graduate School current OSU-Cascades science and math faculty to teach the graduate level content courses once these people are determined.

Adjunct instructors at OSU-Cascades are paid per course they teach. In addition to the contracted amount for the course, OSU-Cascades pays into the PERS or other benefit program in which the instructor is invested (a percentage amount based on the number of courses being taught).

Current faculty who will continue to teach core professional courses in the MAT program include:

| | |
|-------------------------|---|
| Jay Casbon, Ed.D.: | TCE 499 Civil Rights in Education
TCE 560 Research in Learning |
| Dennis Lynn, Ph.D.: | TCE 512 Psychology of the Adolescent |
| Phil Hoffman, Ph.D.: | TCE 520 Classroom Management and Discipline |
| Carolyn Platt, Ph.D. | TCE 524 Teacher as a Reflective Practitioner
TCE 560 Research in Learning
TCE 599 Professional Formation |
| Cate Denson Hill, MAT: | TCE 549 Teaching in a Differentiated and Diverse Classroom |
| Laura Sugden, MAT: | TCE 545 Planning Curriculum Aligned to Standards
TCE 525 Curriculum Implementation & Instructional Strategies
TCE 528 Using Assessment to Improve Instruction |
| Ann Owings Allred, MAT: | TCE 509 Practicum-First Authorization
TCE 510 Internship-Second Authorization |

New Hires: One new, full time, tenure track, SMED faculty member will be hired to teach six of the following courses, as well as adjuncts to teach the remaining six courses, to be approved by the Graduate School:

SED 511 (3): Analysis of Classrooms I
SED 512 (3): Technology Foundations for Teaching Mathematics and Science
SED 513 or 514 (3): Inquiry in Science and Science Education OR Inquiry in Mathematics and Mathematics Education
SED 515 (3): Analysis of Classrooms II
SED 518 (3): Analysis of Classrooms III
SED 552 or SED 553 (3): Mathematics Methods: Practicum 1 OR Science Methods: Practicum I
SED 573 or 574 (4): Science Pedagogy and Technology 1 OR Mathematics Pedagogy and Technology I
SED 576 or 577 (4): Mathematics Pedagogy and Technology II OR Science Pedagogy and Technology

b. Estimate the number and type of support staff needed to provide the program at the new location.

OSU-Cascades has in place the support staff needed for this program and they include:

Placement Coordinator: 1 (will move from .49 to .75 FTE) This person secures and coordinates the student teaching placements.

Licensure and Administrative Coordinator: 1 (already 1.0 FTE) This person coordinates all testing and licensing requirements, as well as annual state and national accreditation reports.

Educational Librarian: 1 (already at 1.0 FTE)

We will need to hire two Student Teacher Evaluators, one who is licensed to teach in Oregon and endorsed in mathematics, and one who is licensed to teach in Oregon and endorsed in science, who will work on a part-time basis, with the amount of appointment to be dependent upon the number of enrolled students in student teaching practicums and internships. These field evaluators are paid on a formula based on number of students they oversee, number of visits made to the site, and the distance to the site. There are fees attached to the student teaching internship courses (TCE 509 and 510) to cover these costs.

The new and expanded hires are reflected in the budget submitted with this proposal. Please see the budget notes as well for clarification.

4. Other Resources

a. Describe facilities necessary to offer the program at the new locations.

Classroom and support facilities are in place in the OSU-Cascades building (Cascades Hall) and will be available in the new building for OSU-Cascades into which the graduate programs will move in early June. Laboratory sections of the science courses will meet in middle school and high school labs in the Bend LaPine schools, as well as in the laboratory classroom in Cascades Hall. All classrooms are multi-media equipped. The educational library is incorporated into the Central Oregon Community College/OSU-Cascades Library.

b. Indicate how library needs will be met.

Library Support for the MAT in Advanced Mathematics and MAT in Integrated Science Education Areas of Concentration on OSU-Cascades Campus

OSU-Cascades' library services offers the collections and services described below in support of the proposed MAT in Advanced Mathematics and MAT in Integrated Science Education Concentrations at the OSU-Cascades Campus. Portions of the curriculum for this program are identical to the existing MAT Secondary education programs and similar to existing programs in Corvallis so OSU Libraries already provides much of the support the program is expected to need.

Periodicals

OSU Libraries provides access to the article databases essential for education research including *ERIC*, *Education Research Complete*, and *PsycINFO*. In addition to the many titles available electronically through these subscriptions, the Libraries also subscribe to core journals publishing research in Education and related fields. Periodicals are purchased electronically whenever possible, providing equal access to students and faculty regardless of campus.

Currently the Valley Library receives print subscriptions to the National Council of Teachers of Mathematics publications. Of particular interest to the secondary program will be *The Mathematics Teacher* and *Mathematics Teaching in the Middle School*. Articles from these print journals are available to Cascades students and faculty through the Scan and Deliver program which sends scanned copies of materials held by the Valley Library to requestors' email, generally within 24 hours. If Cascades decides immediate access to these titles is crucial, the titles are available to institutions for \$104 per year (each.) An additional NCTM publication, *The Journal of Research in Mathematics Education* is also available via Scan and Deliver or Cascades could add a print subscription for \$161 annually.

The Libraries also subscribe to the National Science Teacher Association titles *Science Scope* and *The Science Teacher*. These are available electronically back to around 2005 and older volumes are held at the Valley Library and available to OSU-Cascades faculty and students through the Scan and Deliver service.

Monographs and Media

OSU-Cascades currently maintains a strong local collection of education materials purchased to complement the collection at Valley Library. We anticipate some additional need for materials that specifically cover mathematics and science education theory and pedagogy at the middle and high school level. An additional \$500 per year for at least the first two years would allow the library to purchase, in consultation with the faculty, any needed core materials.

OSU Libraries also participate in Summit, a consortium of academic libraries in Oregon, Washington, and now Idaho. This participation gives OSU-Cascades faculty and students access to the collections (both books and videos) of more than 35 additional libraries, twenty of which also offer masters-level education programs.

c. Indicate how students at the new location will receive student services (e.g. academic advising):

OSU-Cascades has a complete student services and academic support system in place to serve its students, including academic advisors, counselors, career services and student activities. The in-program faculty in TCE does the bulk of advising for MAT students. The Licensure Coordinator assists in advising on licensure issues.

5. Budgetary Impact

a. Indicate the estimated cost of the program for the first four years of its operation. Use the Budget Outline and Budget Outline instructions forms on the Forms and Guidelines website.)

OSU-Cascades funds its program costs, as well as all administrative costs, through the tuition revenue generated by FTE enrollment. There is complete separation of funds and budget from OSU main campus. The largest expense to extend the two MAT areas of concentration will center on hiring faculty with science and math education experience.

The library will need to acquire some materials specific to math and science education. There is an annual library budget in place for TCE that will go towards supporting these purchases. See library needs assessment section.

Marketing of the science/math areas of concentration, business cards, and office set up for the new faculty hire will be minimal and therefore will impact the OSU-Cascades' budget only slightly. (See the attached budget pages.) OSU-Cascades markets the graduate programs (MAT in Language Arts Education and Counseling) together through printed materials, media and information sessions. A budget already exists for this effort. The majority of applicants use the OSU-Cascades' website and this will be updated to reflect the extension of the MAT in Advanced Mathematics Education and the MAT in Integrated Science Education once they are approved. OSU-Cascades will announce the availability of the new programs (once approved) to our school districts through a monthly meeting of Superintendents which Becky Johnson, Vice President for OSU-Cascades, attends.

Please see Budget Attachments for specific anticipated costs for the extension of the MAT to science and mathematics.

b. If the program will be financed from existing resources:

1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.

See 5.a. above plus appendices.

2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.

See 5.a. above plus appendices.

6. Draft of the MOU—the following template is required.

a. The program title and limitations (if any):

M.A.T. in Integrated Science Education and M.A.T. in Advanced Mathematics Education

b. What are the responsibilities of the OSU-Cascades campus administration, faculty and staff in order for the program to be delivered at OSU-Cascades?

Marla Hacker, Dean of Academic Programs and Dennis Lynn, Director of Graduate Programs, will oversee the administration, faculty and staff involved in this extension. Enrollment Management and Student Affairs already serve OSU-Cascades students. Carolyn Platt, as program lead for the MAT, will provide the program supervision and administration.

c. What are the responsibilities of the OSU-Main campus administration, faculty and staff in order for the program to be delivered at OSU-Cascades?

The College of Education will continue to be the academic home for the Teacher and Counselor Education program at OSU-Cascades. The MAT is tightly connected with the governance structure of OSU's College of Education and is represented on the Dean's Council. Programmatic decisions, curriculum, and faculty hiring are coordinated and approved in consultation with the Dean of the College of Education or his designee, along with the Vice President and Academic Dean on the OSU-Cascades campus and the Graduate School on the main campus.

d. Provide documentation of discussion of the proposal for the new program with the faculty of the sponsoring department on the Corvallis campus.

The extension of the MAT to include Integrated Science Education and Advanced Mathematics Education at OSU-Cascades has the full support of the OSU College of Education faculty and

administrators. See attached emails between OSU-Cascades and Corvallis departments and faculty, as well support letters from the Bend LaPine School District, OSU-Cascades largest school district partner.

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2012-2013

Indicate the year: X First Second

 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE)(3.0 FT) | 97,248 | | | | | 97,248 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (.75 FTE) | 21,510 | | | | | 21,510 |
| Fellowships/Scholarships | | | | | | |
| OPE | 55,488 | | | | | 55,488 |
| | | | | | | |
| Non-recurring | 10,000 | | | | | 10,000 |
| Personnel Subtotal | 184,246 | | | | | 184,246 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | 500 | | | | | 500 |
| Library/Electronic (use existing) | | | | | | 0 |
| Supplies and Services | 9,000 | | | | | 9,000 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 9,500 | | | | | 9,500 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 193,746 | | | | | 193,746 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2013-2014

Indicate the year: _____ First _____ ☒ Second

_____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE)(3.5) | 107,778 | | | | | 107,778 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff -share existing (.75) | 22,370 | | | | | 22,370 |
| Fellowships/Scholarships | | | | | | |
| OPE | 58,137 | | | | | 58,137 |
| | | | | | | |
| Non-recurring:Start-up | | | | | | 0 |
| Personnel Subtotal | 188,285 | | | | | 188,285 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | 500 | | | | | 500 |
| Library/Electronic (Use existing) | | | | | | 0 |
| Supplies and Services | 10,200 | | | | | 10,200 |
| Equipment | | | | | | 0 |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 10,700 | | | | | 10,700 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 198,985 | | | | | 198,985 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2014-2015

Indicate the year: _____ First _____ Second

_____ X _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE)(3.5) | 107,796 | | | | | 107,796 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff -(1.0) | 31,020 | | | | | 31,020 |
| Fellowships/Scholarships | | | | | | |
| OPE | 61,333 | | | | | 61,333 |
| | | | | | | |
| Non-recurring: start-up | | | | | | 0 |
| Personnel Subtotal | 200,149 | | | | | 200,149 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic (use existing) | | | | | | 0 |
| Supplies and Services | 10,400 | | | | | 10,400 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 10,400 | | | | | 10,400 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 210,549 | | | | | 210,549 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Science and Math Education

Academic Year: 2015-2016

Indicate the year: _____ First _____ Second

_____ Third _____X_____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|--------------------------------|---|---|---|--------------------------------------|-----------------|
| | From Current
Budgetary Unit | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income | LINE ITEM TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) (3.5) | 110,652 | | | | | 110,652 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff: share existing (1.0) | 32,262 | | | | | 32,262 |
| Fellowships/Scholarships | | | | | | |
| OPE | 63,963 | | | | | 63,963 |
| | | | | | | |
| Non-recurring | | | | | | 0 |
| Personnel Subtotal | 206,877 | | | | | 206,877 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic (use existing) | | | | | | 0 |
| Supplies and Services | 10,600 | | | | | 10,600 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 10,600 | | | | | 10,600 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 217,477 | | | | | 217,477 |

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

Notes

1.0 Assist Prof - 12 mo + 6 part-time @ 3,500 ea + 2 field supervisors @3900

Increase to .75

For employees listed above

Recruitment and Moving Exp

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

TT + 4% + 6 PT + 4 FS
N/A

For employees listed above

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator+2% inflation

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

TT +4%, 6PT + 4FS

For employees listed above

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator+2% inflation

Budget Outline Form
Estimated Costs and Sources of Funds for Proposed Program

TT +4%, 6PT + 4FS

For employees listed above

Supplies, Professional Dev, Travel, including Field Supervisors/Placement Coordinator +2% inflation

Executive Summary for the MOU Proposal to extend from OSU-main campus to OSU-Cascades campus:

MAT in Integrated Science Education (CIP: 131316)
MAT in Advanced Mathematics Education (CIP: 131311)

This MOU seeks to extend the Master of Arts in Teaching (MAT) in Integrated Science Education and Master of Arts in Teaching (MAT) in Advanced Mathematics Education, housed at OSU-main campus, to the OSU-Cascades campus for students who wish to teach middle and high school mathematics or science. Oregon State University extended the MAT in Language Arts Education to OSU-Cascades three years ago. This move will build upon the MAT areas of concentration to be offered at OSU-Cascades.

MOU Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one: MOU to extend program from OSU to OSU-CASCADES

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization -- moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

MAT in Integrated Science Education
MAT in Advanced Mathematics Education

Effective Date:

2012
2012

Department/Program:

Teacher and Counselor Education

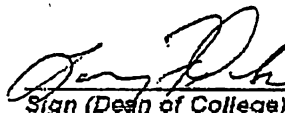
College:

College of Education

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

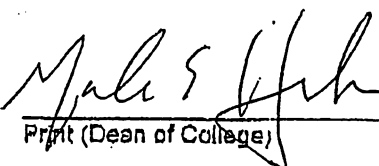

Sign (Dept Chair/Head; Director)

12/9/11
Date


Sign (Dean of College)

12/12/11
Date


Print (Department Chair/Head; Director)


Print (Dean of College)

The BFP group approved proposal 83047 today. It notes a minor error in the budget. The faculty salaries for years 2 and 3 are 107778 and 107796, which does not reflect an appropriate inflation factor.

W. Loveland

Proposal for Graduate Options

Proposal.

To create a Graduate Option that would appear on the official academic record and transcript for a student. The definition of an option at the graduate level is as follows:

A graduate option consists of a minimum of 12 designated quarter credits of related coursework, comprised of coursework offered by the sponsoring unit as well as by other academic units. The option may be comprised of specific courses, completion of a designated number of credits from a longer list of alternative courses, or a combination of specific and alternative course lists. Approved options may be added to a graduate Program of Study, and approved by the faculty advisor(s) and the director of the sponsoring unit. When the unit submits the final examination card to validate awarding of the major to the Graduate School, the unit will also validate that the requirements of the option have been completed.

To create, change, or drop an option, departments submit a Category II proposal. The proposal must contain a list of courses as they will appear in the OSU Catalog and documented liaison with all departments involved. The proposal must also list the graduate faculty and appropriate facilities associated with delivery of the option (necessary facilities and faculty expertise to support the option must be available). Upon approval by the Graduate Council and the Curriculum Council, the option will appear in the OSU catalog and an option code will be created for use within the Banner system.

Concept.

The graduate-level option would be similar to the options that are currently available at the undergraduate level. The options will facilitate tracking and degree accountability of graduate students pursuing specialized areas of study within a graduate degree program. The options differ from an Area of Concentration (see background below) in that the designated students will be assigned a specific option code within the Banner system and the option will appear on the academic transcript. The use of Banner option codes necessitates a restriction of graduate options to recurring areas of study.

Implementation Considerations.

Oversight over the faculty who participate in a particular option (teaching courses or serving on committees) will be left to the director of the degree program. The Graduate School will verify that all faculty listed on the program plan are associated with the degree program. The director of the degree program is responsible for validating that coursework on the program plan are adequate to satisfy option requirements and that the faculty committee is comprised of appropriate faculty academically qualified to represent the option.

Declaration of an option is not required. The decision to declare an option should be made by the individual student and their faculty committee.

Conversion from an “area of concentration” to an option is not required. Degree programs may contain both areas of concentration and options.

Proposed change to current OSU Policy: <http://oregonstate.edu/ap/curriculum/policies.html#40>

Options

Options are for students of a specific major. An option is one of several distinct variants of course aggregations within a major that focus on an area of study designed to provide a student with specialized knowledge, competence, and skills while sharing a minimum core of courses.

Options consist of a minimum of 21 designated quarter credits of related course work, 15 of which must be at the upper-division level.

For an undergraduate option to appear on a student's official academic record and transcript, the student must make application to the Registrar's Office at the same time formal application is made for a degree. The Graduation Audit from the Registrar's Office will list the option as well as the major and degree. This audit is sent to the student's dean for certification of the option at the same time the student is cleared for graduation.

To create, change, or drop an option, departments submit a [Category II proposal](#). Proposals must contain a list of courses as they will appear in the OSU Catalog and documented liaison with all departments involved.

- Courses required for an option may not count towards a minor in the same field of study. Students may not take an option and a minor from the same field of study.
- Options must be approved by all academic units involved.
- Courses may be selected from those offered by the sponsoring unit as well as by other academic units.
- Course substitutions must be approved by the dean of the sponsoring college, who must certify that all requirements are fulfilled.

Proposed change:

Options are for students of a specific major. An option is one of several distinct variants of course aggregations within a major that focus on an area of study designed to provide a student with specialized knowledge, competence, and skills while sharing a minimum core of courses.

An undergraduate option consist of a minimum of 21 designated quarter credits of related course work, 15 of which must be at the upper-division level. For an undergraduate option to appear on a student's official academic record and transcript, the student must make application to the Registrar's Office at the same time formal application is made for a degree. The Graduation Audit from the Registrar's Office will list the option as well as the major and degree. This audit is sent to the student's dean for certification of the option at the same time the student is cleared for graduation.

A graduate option consists of a minimum of 12 designated quarter credits of related coursework, comprised of coursework offered by the sponsoring unit as well as by other academic units. The option may be comprised of specific courses, completion of a designated number of credits from a longer list of alternative courses, or a combination of specific and alternative course lists. Approved options may be added to a graduate Program of Study, and approved by the faculty advisor(s) and the director of the sponsoring unit. When the unit submits the final examination card to validate awarding of the major to the Graduate School, the unit will also validate that the requirements of the option have been completed.

To create, change, or drop an option, departments submit a [Category II proposal](#). Proposals must contain a list of courses as they will appear in the OSU Catalog and documented liaison with all departments involved.

- Courses required for an option may not count towards a minor in the same field of study. Students may not take an option and a minor from the same field of study.
- Options must be approved by all academic units involved.
- Courses may be selected from those offered by the sponsoring unit as well as by other academic units.
- Course substitutions must be approved by the dean of the sponsoring college, who must certify that all requirements are fulfilled.
- For graduate options, the category II proposal must also list the graduate faculty and appropriate facilities associated with delivery of the option (necessary facilities and faculty expertise to support the option must be available).

Background.

Table 1 below shows the minimum credit hours for various degree programs at OSU.

Table 1. Minimum Credit Hours for OSU Degree Programs

| | Major | Minor | Option |
|---------------|---------------|-------|--------|
| Undergraduate | 36 | 27 | 21 |
| Masters | 45 | 15 | 12* |
| Doctorate | 108 beyond UG | 18 | 12* |

* - Proposed

Graduate Area of Concentration:

An area of concentration is a subdivision of a major or minor in which a strong graduate program is available. They may be shown on the student's program of study, but they are not listed on the student's transcript. Areas of concentration are listed in the OSU Catalog.

The Graduate School provides departments instructions for adding/dropping areas of concentration for their graduate major and minor offerings in conjunction with the annual production of the Graduate Catalog. In addition to this annual process, departments may change their areas of concentration at any time without having to do a full curriculum proposal (unless the proposed change would constitute a major shift in the thrust of the program, in which case a more comprehensive curriculum proposal may be required). Any new courses would need to be submitted for approval as [Category II proposals](#).

To change an area of concentration, the graduate department or program should submit a memo to the Associate Dean of the Graduate School specifying:

- the curriculum and faculty associated with the new area,
- how the new area differs from other areas that exist, and
- evidence of appropriate liaison with other programs that may be affected.

If approved by the Graduate School, the changes will appear in the OSU Catalog, and students may use the new area on their programs of study.

Ref: <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#90>

Graduate Minor:

A graduate minor is an academic area that clearly supports the major. It consists of a group of related courses totaling at least 15 credits in a specific topical area. On a master's or doctoral program, a minor may be:

- an academic area available only as a minor,
- a different major,
- the same major with a different area of concentration,

- an approved major at another institution in the Oregon University System, or
- an integrated minor. An integrated minor consists of a series of cognate courses from two or more areas. These courses must be outside the major area of concentration, with most of the courses being outside the major department. The graduate faculty member representing the integrated minor must be from outside the major department.

Although the courses in a graduate minor may be from more than one academic department, one academic unit/program must be responsible for directing the minor. Necessary facilities and faculty expertise to support the minor must be available. For a graduate minor to appear on a student's official academic record and transcript, the minor must be listed on the student's approved degree program.

To create, change, or drop a graduate minor, departments submit a [Category II proposal](#).

To propose a graduate minor, units without an approved graduate major must include in their proposal:

- Identification of the academic unit/program responsible for the minor.
- Listing of a sufficient number of approved and related graduate course offerings to support the minor, at least 15 credits. Please list courses as they will appear in the OSU Catalog.
- Identification of sufficient faculty expertise and facilities to support the minor.
- Liaison with other academic units must be addressed.

Ref: <http://oregonstate.edu/ap/curriculum/policies.html#38>

Graduate Major.

A graduate major is the area of academic specialization, approved by the State Board of Higher Education, in which the student chooses to qualify for a graduate degree. Upon completion of a graduate degree, the degree awarded and the graduate major are listed on the student's transcript. To create, or change an undergraduate or graduate major or certificate, units must submit a [Category I Proposal](#). An [Abbreviated Category I](#) is necessary to do any of the following:

- Rename a major
- Move responsibility for an academic program
- Merge or split an academic unit
- Terminate a degree, certificate, or academic unit
- Suspend or reactivate a degree, certificate, or academic unit

Ref: <http://oregonstate.edu/ap/curriculum/policies.html#36>

Review – Department of Zoology Oregon State University

7 NOVEMBER 2011

Overall Recommendation

The Department of Zoology has a tradition of leadership in teaching, research, and service; and this Department is thus a ‘point of pride’ for Oregon State University. However, the Department’s ability to maintain and to extend those traditions urgently requires expanded and redirected resources. We recommend:

- that the program (faculty and graduate students) be expanded
- that GTA stipends be increased substantially,
- that the infrastructure be improved and modernized.

Further, ongoing planning for the reorganization and integration of the Department into a School of Life Sciences within the College of Science should proceed in a manner that provides efficiencies and opportunities for collaboration, but does not compromise the high quality of the existing Zoology program.

Executive Summary

We live in *The Century of Biology*, and the various disciplines of the biological sciences have direct environmental, biomedical, and economic impact on Oregon. OSU’s Department of Zoology is a world-class department. It provides exceptional leadership and service to biological education, research, and outreach and thus effectively serves the community, State of Oregon, and Nation. The Department encompasses all levels of biological organization (molecular to evolutionary), and it actively promotes research and teaching that cross and integrate these disciplinary levels. Its goals mesh tightly with the University’s mission. It is central to the University’s and Oregon’s future.

The Department’s success and strong reputation trace directly to its prestigious faculty, who bring broad disciplinary strength in fields such as marine ecology, conservation, evolutionary biology, physiology, and genomics. Recent hires (junior, mid-career) are superb and promise continued leadership, despite pending retirements. Faculty run high-profile programs (PISCO and COMPASS) that have positive ecological and economic impacts on the State and region. Museum

collections (arthropod, amphibians & reptiles, bird, mammal, fish) are important resources for the region and maintain a long commitment to natural organisms; this is especially important given that no state natural history museum serves this function.

The graduate program attracts excellent students, as evidenced by high percentage of fellowship awardees, and generally serves them well, as evidenced by placement in postdoctoral and faculty positions. The undergraduate program in Biology is staffed mainly by Zoology faculty and effectively serves large numbers of students with diverse career trajectories. The graduation rate is equivalent to OSU's graduation rate.

A new Chair has revamped departmental governance. These new approaches are promising.

Primary and conspicuous concerns include the lack of a strategic plan, appallingly low stipends for graduate students, inadequate advising for undergraduates, OSU's inappropriate diversion of grant overhead to subsidize the educational responsibilities of the University, the lack of central planning to modernize research and teaching spaces, and the need of the Department to take a more proactive role in defining its own identity and in directing new hiring initiatives.

Participants and Order of Events

Off-campus participants include **Dr. Margaret Harmon** (ScienceMedia, Inc.), **Dr. Raymond B. Huey** (Professor, Department of Biology, University of Washington), and **Dr. Kenneth P. Sebens** (Director, Friday Harbor Laboratories and Professor of Biology, University of Washington). On-campus participants include **Dr. Gary Beach** (Office of Academic Affairs and International Programs), **Dr. Katharine Field** (Associate Professor, Microbiology, and Director, BioResource Research Interdisciplinary Biosciences Major), **Dr. Theresa Filtz** (Associate Professor, College of Pharmacy), **Dr. Martin Fisk** (Associate Dean, Graduate School), **Dr. Jack Higginbotham** (President, Faculty Senate, Professor of Nuclear Engineering and Radiation Health Physics), and **Dr. Brenda McComb** (Dean, Graduate School).

The Review commenced with a dinner meeting on the evening of 6 November 2011. The full Review team was present. The next day we met sequentially with **Dr. Virginia Weis** (Chair, Department of Zoology), **Dr. Vincent Remcho** (Associate Dean for Research, Graduate Studies & Administration, College of

Science), the chairs of key Program Committees, representative undergraduates and graduates, Zoology faculty, and again with **Chair Weis**. In addition we toured Oregon State Arthropod Collection, several faculty labs, and the Human Anatomy and Physiology teaching labs.

Summary of Areas Needing Support from the School, College, and Provost

- Decouple funding of the research and educational missions. Specifically, educational programs should be funded from the E&G budget, not from research overhead.
- Immediately work with the Department to increase graduate stipends (see below).
- Ensure that funds generated *by faculty efforts* (e.g., summer and e-campus courses, grant-generated returned overhead, building use credits) are available to the Department to foster self-directed initiatives.
- Evaluate and pursue options to renovate Cordley Hall to ensure that needed infrastructural upgrades can support modern research and animal-care requirements, and that instructional laboratories will be sufficient to meet the needs of growing numbers of undergraduates. Begin evaluating the need for a new building, given Cordley's age and condition.
- Develop centralized assessment of educational activities and of successes. In particular, collect post-graduation data (job placement) for BS, MS, and PhD students.
- Continue to work with the Department to support mid-career and spousal hires. OSU and the Department have a strong record here.
- Ensure that endowment income is being used only for its stated purposes and not diverted to centralized programs.

Summary of Areas Needing Support from the Department

Substantially increase graduate stipends and bring them at least to parity with peers in related units. The viability of the graduate program (and the ability to bring in and retain top faculty) is in doubt unless the Department does this.

Solving this problem will probably involve either increased support from the College, or reducing the number of stipends provided, *even if this requires reducing the undergraduate educational mission*. The Department must take the lead here.

Develop a comprehensive and quality strategic plan with particular attention to planning for and leading faculty hiring initiatives.

The Department urgently needs to develop a comprehensive strategic plan that defines its scope, strengths, identity, and mission. The plan should also develop explicit goals and justifications for hiring initiatives (see below). This plan can help the Department to *anticipate* retirements of highly influential senior faculty as well as to foster expansion into emerging disciplines. We encourage annual and targeted retreats that focus discussions on an immediate to decadal time frame, as appropriate.

As part of its strategic plan, Zoology should proactively plan and guide new hiring initiatives rather than passively responding to initiatives developed by the upper administration. Of course, Zoology has prospered from some initiatives (e.g., Dee Denver from the CGBI cluster hire in 2005). Even so, Zoology should take advantage of its national prominence and drive the development of new initiatives for group hires.

Make expansion of the diversity of the faculty and of graduate students an explicit goal of the strategic plan.

As part of its strategic discussions, the Department should consider transitioning into a Biology Department that can better encompass contemporary dimensions of integrated biological research (see below). This will require both development of a clearer mission and identity, and coordination with other departments. It is also desirable that the transition does not cause the Department's and its students' strong current identification with Zoology and organismal biology to be lost.

Continue and expand recent initiatives to improve and streamline faculty governance and activities.

The graduate program is strong but needs true graduate lecture courses, as this will enable faculty to share their expertise at a high level ¹. The Department must

¹ Faculty who develop and teach a new graduate –lecture course should of course

make sure that graduate seminars (Z507) are offered regularly (or reduce requirements in this area), and that graduate “career skills courses” are available (career development, ethics, research tools and techniques). Survey current graduate students to gauge their needs and desires with respect to graduate course offerings.

Enhance the Departmental seminar series. Add periodic faculty “mini-symposia,” in which three or four faculty give short talks. This is cost effective and can help promote Departmental cohesion and integration.

Pursue opportunities (training grants, individual grants) that can provide more research assistantships for graduate students, many of whom teach excessively during their graduate careers.

Without delay, implement required training for graduate students in the ethical conduct of research and teaching.

Hire professional undergraduate advisors for upper-division students. Thus use faculty as career and research advisors, and not as program advisors. This will not only enhance the advising, but also reduce workloads on faculty. Given the number of Zoology students, the E&G budget should pay for these advisors.

Provide space for an undergraduate meeting place (lounge) to foster collegiality.

Increase opportunities for undergraduate students to gain needed writing skills (e.g., research papers, theses, proposals).

Provide centralized career, internship, research and employment advice for undergraduates. Provide career guidance into fields that do not require a post-graduate degree.

Develop an undergraduate capstone class that promotes the professional development of students.

General Notes on the Undergraduate Program

1. **Quality of Students:** : Average SAT scores and high school GPAs of undergraduate students entering Zoology are higher than the overall OSU

receive some relief from undergraduate duties.

averages, in some cases substantially so (for example, Verbal and Writing SAT scores). Enrollments are growing much faster in Zoology than overall at OSU.

2. Curriculum Strength: Students strongly identify themselves as “Zoologists”, and feel that Departmental courses are excellent. However, they identified several issues (below) that can be solved by having professional advisors and by revising aspects of the curriculum:

a) **Lack of timely information prevents students from taking advantage of all the Department has to offer.** Some upper classmen stated that they were unable to take some advanced courses because they hadn’t taken the prerequisites in time. [Whether this reflects a structural or advising problem, or bad planning by students, is unclear.] As a result, students take some courses that were available to them rather than those that met their interests and needs. The department should consider means to making the path to upper level Zoology courses easier to navigate. This could involve clarifying prerequisites on the checklist of courses, using professional advisers, and training advisers on the dynamics of sequential scheduling. Courses that fulfill more than one requirement could increase scheduling flexibility and help students to get the most from their tuition dollar. Every student we spoke with had credits far in excess of requirements for graduation; taking excess credits should be a choice, not a necessity.

b) **Writing skills should be emphasized whenever possible.** Most of the undergraduates that we met had never written a term paper in their discipline. The intent of the Writing Intensive Curriculum (WIC) at OSU to provide opportunities to write within the discipline is not being fulfilled with the current use of History of Science courses to meet the Zoology students WIC requirements. Providing students with opportunities to write in their major field is crucial to their future success. We recognize that new writing assignments will add a burden on teaching staff, but more appropriate WIC courses must be developed in Zoology.

c) **Lack of options:** Students felt that their intellectual and career development needs would be better served if more focused options were available within their major.

3. Level and Quality of infrastructure: Cordley Hall is very old, and the facilities are inadequate for contemporary biological research and for modern laboratory instruction. Noted were the “brownout instructions” on laboratory doors and the loss of valuable materials during recent power outages (e.g. freezer failures). The two Anatomy and Physiology teaching labs run approximately 12

hours a day, and additional space is needed to meet increasing demand for this important course. The long-term solution will be to build a new. A short-term solution could be achieved by renovating and expanding teaching lab space, adding backup generators, providing climate control, renovating and expanding collection space, and providing space for small-group teaching initiatives.

4. Productivity, level and quality of student performance: Many undergraduates in Zoology have participated in research, but they seem to find research opportunities fortuitously (e.g., from interactions with TAs) or from other departments (e.g., Fisheries and Wildlife). Professional advisors could serve as gateway for research, internships, scientific meetings, and employment opportunities, which will help prepare undergraduates for their careers.

5. Viability of the scholarly community: Some students do not feel part of the Zoology community. Various clubs are available to them but are not Zoology specific. In addition some students feel too over-committed to participate in club activities, such that their current sense of connectivity to the Zoology Department comes mainly from working in labs or taking classes. Several steps could address this problem:

a) Have an undergraduate lounge that will promote informal learning, interactions, and collegiality. Ideally, the lounge **would be located in an accessible area and would have seating, bulletin and white boards, and cooking facilities (microwave)**. Suitable models are lounges in the Honors College and in the Fisheries and Wildlife Department.

b) **Many departments help foster a sense of community** by offering an introductory (100-level, 1-credit) class that highlights faculty programs and interests, introduces advisers, builds skills such as library research, and promotes professional and experiential opportunities, such as clubs and international experiences.

6. Outcomes, professional viability of graduates: Undergraduates feel that their degree will help them enter post-graduate programs (biomedical, biological) but not pursue other careers. Professional advisers could provide such career counseling, and the availability of options would help students plan their paths.

7. The department has fallen behind in conducting peer evaluations of teaching. Such evaluations are crucial for promotion and tenure dossiers. **Without delay, the department needs to implement teaching evaluation and program-assessment practices.**

8. Enhance student and alumni tracking: The ability of departments to appreciate and respond to changing student needs requires (in part) quantitative data from surveys of graduating seniors and of recent alumni. However, the response rate of current surveys is very low and needs to be improved.

General Notes on the Graduate Program

1. Quality of the students, admissions selectivity, student performance, and professional viability: Students admitted to the graduate program have a very high average undergraduate GPA (3.7 average) and GRE scores in 60 to 90th percentile. Admissions selectivity appears excellent but the data are not fully available to gauge how accepted students compare to matriculated students. While in the program, students win many awards and NSF fellowships and are productive with publications.

The graduate program has an excellent internal and external reputation. The graduate students are very positive, interactive, and productive. They consider the Department's program to be excellent and are very pleased with their experience. Faculty stated that they limit the number of graduate students they supervise so they can offer support and nurture the students. Graduate students said that their field and laboratory experiences have been extensive and productive, and that they often have the chance to travel for research and to present papers at national and international meetings. Many have been strongly supported through the PISCO program and have become important contributors to marine ecology. The graduate students were less pleased with their overall preparation to enter the job market, although they said that Zoology PhDs have successfully obtained postdoctoral and faculty positions.

2. Level of student financial support: The initial offer of five years of support for incoming graduate students is very positive and attractive, and many other departments do not do this. However, the GTA stipends (discussed above) are so low that they hamper the recruitment of some top students, as many prospective students do not even bother to apply after learning about the low stipends. In addition, faculty should increase their efforts to provide GRAs and training-grant positions, so that students need to TA less often than many currently do.

3. Curricular strength and viability of the scholarly community: Graduate students stated that graduate seminar offerings were insufficient, given that they are required to take several Zoology seminars. Indeed, the number of graduate

seminars has declined over the past five years, and no seminars are available in some terms. In response, faculty noted that lots of seminars are offered across campus. However, these types of seminars do not seem to meet the degree requirements. Moreover, graduate students want to attend seminars presented by Zoology faculty and to interact more with and be taught by the nationally renowned researchers. The Department should review the Zoology graduate-seminar program (degree requirements, offerings) to remedy this situation.

The students also wanted more dedicated graduate-level courses. Currently, they are forced to take mostly 400/500 level courses (upper-level courses that require an additional project from graduate students). They noted that these courses are not taught at a graduate level, and do not foster interactions among graduate students. This paucity of dedicated graduate courses is unfortunate, given the high quality of the Department's faculty. Faculty responded that some graduate-level classes they have offered have not been taught because of under-enrollment, and that the ever increasing demands of undergraduate teaching may not allow them time to design and teach additional graduate-level courses. [As noted above, this could be ameliorated by reducing the undergraduate load of participating faculty.] Graduate-level courses in grant preparation, writing and other basic skills are provided and are popular and commendable.

4. Adequacy and quality of faculty personnel: The quality of Zoology faculty is high, and the faculty includes National Academy members, have active grant support, and strong international reputations. OSU obtains high rankings nationwide among ecology graduate programs—despite not having an ecology program—partly based on the reputation of Zoology faculty. Unfortunately, faculty lines have been lost to retirement over the last 10 years, and the department will struggle to maintain status in the future if this trend continues.

The undergraduate drain on graduate teaching and diminishment of faculty lines is not unique to this department, and needs correction. We suggest that the department ensures that every Zoology faculty member teach both graduate (at least periodically) and undergraduate classes. This would provide better balance of educational efforts and enhance morale. Creating an inter-departmental Ecology and Evolution graduate program, or other inter-departmental programs, might also enhance the availability of graduate-level courses - — this approach apparently works well in the cell and molecular area (MCB). In addition, creation of a first-year required course series, which could include ethics and professional skills, would foster interactions among graduate students. We suggest that strategic planning (further elaboration below) be utilized to ensure continuing and future success and reputation of the department.

5. Level and quality of infrastructure and organizational support: See undergraduate program notes above.

Need for Strategic Planning

The Department has not developed a strategic plan, such that planning for future hires and directions appears undirected and thus problematic. Moreover, faculty felt that recent hiring trajectories were guided by higher-level initiatives, and not by the Department's needs.

We strongly encourage the Department to develop a clearer mission and identity, which will allow them to formulate a strategic hiring plan for the next decade. This is especially important given the pending retirement of key senior faculty. We recognize that any decadal plan must be general and flexible. Even so, the Department should be able to establish broad priorities and then seek the resources necessary for implementing their priorities. Increases in tuition revenues should open opportunities for new hires, but the Department needs to become more pro-active in guiding hiring initiatives.

Given the forthcoming reorganization at the College level, the Department needs to articulate how it wants to be integrated into the new structure. This will require both development of a clearer mission and identity, and coordination with other departments. Becoming a "Biology" department could be more attractive to students than the narrower and now less common "Zoology". Becoming an "Integrative Biology" Department is another option. However, any transition should be structured so that the students and faculty are able to maintain their strong programs in zoology, organismal biology, animal biology, ecology, and physiology.

3/27/12

DRAFT

Category I Abbreviated Proposal Review: Program Merger: Department of Animal and Rangeland Sciences

Proposal Contacts: James Males, Mike Borman, (Dodi Reesman)

Graduate Council Reviewers: Andrew Plantinga, Stacy Semevolos

1. Program Description: Department of Animal Sciences and Department of Rangeland Ecology and Management will be merged into the Department of Animal and Rangeland Sciences (AnRS) as part of the strategic restructuring plan of OSU. The intent is to enhance synergy among faculty in livestock production, animal welfare and behavior, and forage management. The new department will eliminate previous options associated with AS and REM, changing to options of Science or Management in Animal Sciences.

Questions:

- Will the MS/PhD degree names be changed as well? If so, this change should be listed on the first page of the proposal along with the current changes to B.S. names. Does the termination of options for Animal Sciences and Rangeland Ecology and Management affect the graduate degrees?
- If the current graduate degrees are combined into one M.S. and one Ph.D. degree in the combined department, what will the new requirements be for these programs? Which program will they be modeled after? What courses will be required, etc? What is the current graduate enrollment if the goal is to have 8 MS and 3PhD students per year? How many faculty are there in each of the current "signature" areas of graduate training? How will 5 additional FTEs help these? It seems that the identified priority 5 FTEs may not fit neatly into any of these signature areas.
- Will the proposed tracks of Science and Management also apply to graduate students or will there be different ones?

2. Mission Statement – fine

3. Accreditation – Should strengthen RS and improve changes for accreditation through Society of Range Management.

4. Need (Evidence of market demand) – 87% of Oregon in rangeland or forest and half of this land is grazed by livestock. Strong need in Oregon for both animal sciences and rangeland management. Stakeholders depend on extension programs and training of students in these fields.

5. Outcome and Quality Assessment – With regards to Graduate Education, no real outcomes assessments are given. Mainly listed are goals for enrollment, GRE scores, etc.

6. Program Integration and Collaboration – see above regarding combine graduate degree requirements.

7. Financial Stability –5 FTE faculty lines promised by Sonny.

8. External Review – relationship with Ag program at Eastern Oregon University

Materials linked from the April 11, 2012 Graduate Council agenda.

April 6, 2012

Dear all,

Attached you will find a draft of the 5-year strategic plan for the Graduate School. This is the result of 4 meetings of a 16 member committee, hours of subcommittee work, input from 171 graduate students, and review by the entire committee of an earlier draft. Via this email I am asking the planning committee to review the plan yet again and we also ask for comments from the Graduate Council, the Graduate School and the Research Office. Once we have comments back from everyone we will craft another draft and prepare a 2-3 page executive summary that captures the main points, and then share the draft with the Provost to make any final changes and determine the next best steps for release to campus.

Please direct your comments and suggestions to Courtney Everson (eversonc@onid.orst.edu), who will work with us to compile all comments and help us prepare the final draft. We will need your comments by no later than **April 23rd, 2012**.

We look forward to your suggestions,

Courtney Everson, GRA
Theresa Filtz, co-Chair of the planning committee
Brenda McComb, co-Chair of the planning committee

**Planning the Future of Student-Centered Graduate Education
at Oregon State University: A Five-year Agenda**

Introduction

As the state's land, sea, space, and sun grant institution, Oregon State University (OSU) offers graduate programs in a broad array of fields including both traditional disciplines as well as transdisciplinary programs aimed to promote fundamental understanding, create solutions to global challenges, and address emerging opportunities. Oregon State University offers 80 graduate degree majors with flexibility that allows students to assemble programs suited to their academic and career goals.

This document is the culmination of a planning process to align the strategic direction of the Graduate School with the strategic directions of the university.

Our **vision** is to position OSU to be a leader in graduate training in the U.S. and globally, and also to be a leader in exploring new approaches to graduate training. The 5-year agenda outlined herein will directly contribute to the advancement of excellence and innovation in graduate education at Oregon State University, while also supporting university enrollment goals and serving as a primary contributor to OSU's three signature areas and the university's mission.

Mission of the Graduate School

The Graduate School contributes to OSU's goal of achieving top ten land grant status by providing leadership in all aspects of graduate education, through advocacy for the critical importance of the graduate enterprise to the university's mission, and by providing core centralized services to the graduate community. In partnership with the Graduate Faculty, the Graduate School plays a leadership and advocacy role to ensure that OSU attracts the best graduate students and delivers a compelling and high-quality graduate experience that prepares them to create new ideas and knowledge, to educate others, to make positive impacts on society, and to lead innovation.

Alignment of Graduate Education with OSU's Strategic Directions

OSU has identified three signature areas of distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. These three signature areas contribute to the overarching goal of fostering exceptional educational, research, and outreach initiatives that sustain human well-being and improve the quality of human life. Graduate Education at OSU is at the interface between those using knowledge and those developing knowledge. Our graduate programs must train a diverse student body in core disciplinary principles while also encouraging collaboration and effective communication across disciplines in an effort to solve complex societal problems.

OSU has two broad commitments toward this goal: (1) to lead in developing a globally competitive workforce and an informed and capable citizenry; and (2) to address multifaceted national and global challenges that resist simple technical or social solutions.

The OSU strategic plan additionally articulates three more specific goals:

Goal 1: Provide outstanding academic programs that further strengthen performance and pre-eminence in the three Signature Areas of Distinction. We will focus repositioning and development of new graduate programs to align with the three signature areas, and we will work to increase graduate and professional student enrollment to 25% of the OSU student population, as directed by the OSU strategic plan.

Goal 2: Provide an excellent teaching and learning environment and attain student access, persistence, and success through graduation and beyond that matches the best land grant universities in the country.

Goal 3: Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources to achieve Goal 2.

The Planning Process

The details describing our planning process can be found in Appendix 1. Briefly, we were a 16-member committee representing many academic programs and administrative offices to guide the development of this plan:

Barbara Bond, Director of Postdoctoral Programs, Graduate School
Bella Bose, Associate Director, School of Electrical Engineering and Computer Science
Jim Coakley, Associate Dean, College of Business
Tracy Daugherty, Distinguished Professor, English
Dan Edge, Head, Department of Fisheries and Wildlife
Courtney Everson, Doctoral Candidate, Applied Medical Anthropology, Graduate Research Assistant for the Graduate School
Theresa Filtz, Associate Professor, Pharmacy and Co-Chair of the Planning Committee
Kevin Gable, Professor, Chemistry
Rich Holdren, Associate Vice President, Research Office
Sunil Khanna, Associate Provost for International Programs
David King, Associate Provost, Outreach and Engagement
Brenda McComb, Dean, Graduate School and Co-Chair of the Planning Committee
Lisa Templeton, Executive Director, Extended Campus
Becky Warner, Senior Vice Provost, Academic Affairs
Jessica White, Assistant Director for Co-Curricular Learning, Center for Teaching and Learning
Tom Wolpert, Professor, Botany and Plant Pathology

The committee was co-chaired by Theresa Filtz and Brenda McComb and we relied heavily on information and contributions from Courtney Everson. Courtney also facilitated in-person open forums and online mechanisms to seek input from students as well as direct involvement in drafting this plan. The ideas generated from the committee and the student contributions were summarized and structured to form the goals and objectives of this plan. See Appendix 2 for a list of our peer institutions used in this planning process and Appendix 3 for select internal metrics data used as the basis for identifying issues and generating approaches, provided by Institutional Research and compiled by Courtney Everson.

Unless otherwise indicated, the action items herein are assumed to be the responsibility of the Graduate School to implement over the next five years.

Overarching Goals of the 5-year Agenda

GOAL 1. Increase our graduate student population to 25% of total university enrollment through recruitment and retention of high achieving and diverse students

More effective recruiting, retention and timely graduation will be needed to meet the dual expectations of program excellence and increased graduate student enrollment on the OSU main campus as well as enrollment on the Eastern Oregon University campus,

Cascades Campus, and Hatfield Marine Science Center. Competitive financial assistance is such an integral component of recruitment, retention and support that it is addressed separately in the last section of this plan (Goal 3). In Goal 1, we will target and support programs to recruit and retain the best and brightest graduate students in the world with a specific focus on the inclusion of under-represented minorities, including students with disabilities. We must provide all graduate students with effective mentoring and other support structures necessary for success in their graduate programs, in their search for employment, and in their post-graduation careers.

Objective 1.1. Effectively recruit high achieving students and insure representation of under-represented minorities

We need a coordinated recruiting system that integrates efforts at the program and unit levels with centralized support to achieve goals for all programs across the campus (see Appendix 4 for our enrollment plan). These efforts must ensure that under-represented minorities are reflected in our student body at least in proportion to those in our geographic region.

Action Items

1.1.1: Poll individual programs to identify the extent, types and success of recruitment activities currently occurring at the program and unit levels at OSU.

1.1.2: Identify programs with the capacity for growth and develop enrollment growth strategies for each of these programs. Recruitment efforts will focus on these programs.

1.1.3: Develop and disseminate information on best practice guidelines for recruitment based on findings from 1.1.1 and 1.1.2, and other sources such as the Council of Graduate Schools and the published literature.

1.1.4: During recruiting activities and orientation, provide information to applicants and matriculants on navigating the financial aid, payroll, and human resource systems at OSU.

1.1.5: Create and distribute recruiting materials to programs and units that focus on commonalities: Corvallis and its environs, student support services at OSU, Graduate School processes and procedures, interdisciplinary resources, information on fees, books, printing, parking and the cost of living in Corvallis, among others (see Open Forums Findings Report for more information about this identified need).

1.1.6: Provide support to programs in an effort to enhance their recruitment efforts, such as site visits, visits to campus, recruiting information and online recruiting efforts.

1.1.7: Use central resources to represent OSU's graduate programs at national

conferences where recruitment of under-represented minorities is a high priority (e.g., SACNAS, ABRCAMS, etc.) and assess effectiveness of these efforts.

Objective 1.2. Increase the efficiency of the application and matriculation process, and improve timely and clear communication with applicants and matriculants

Both faculty and applicants to degree programs have expressed frustrations with the application processes at OSU. To improve the matriculation yield, improve student satisfaction from day zero, and improve efficiencies, the application and matriculation processes need to be assessed and revised to meet the needs of faculty and students.

Action Items

1.2.1: Identify and employ software that allows a one-stop application website, including a “progress bar” with estimated time to a decision, and program contacts. All materials for an application, including letters of recommendation and official transcripts, will be submitted and tracked via this site and data will be harvested from the system to populate annual reports back to programs on all aspects of student progress.

1.2.2: Develop mechanisms that allow individual programs to waive application fees if desired in return for compensation to the Graduate School for lost revenue.

Objective 1.3. Provide centralized support for best practices in graduate education and professional development

Currently, approximately a third of our doctoral students and a fourth of our masters students are either not graduating or taking longer than eight years and four years, respectively, to complete their programs. There are multiple causes and impediments to timely completion, and we should address as many as possible to ensure that students are given every opportunity to complete their degrees in a timely and successful manner. Success will require graduate student-specific support to demonstrate the value of the degree, improve the likelihood of persistence, and increase timely completion rates.

Action Items

1.3.1: Provide a template to each program incorporating common features and best practices regarding support and guidance for graduate student success, including counseling for career options upon graduation.

1.3.2: Develop additional, specific guidelines and dissemination of best practices to programs and units to ensure support for under-represented minorities who often face unique barriers to success.

1.3.3: Provide at least three pedagogical and/or motivational workshops per year to graduate students relevant to all aspects of student progress through and persistence in graduate studies.

1.3.4: Monitor the success of recruitment and retention efforts and provide an annual report to each graduate program.

Objective 1.4. Ensure that student services provided on campus are graduate-student focused and specifically meet the unique needs of graduate students

Most services available to students at OSU aim to serve the overall student population, including both undergraduate and graduate students. Graduate students commonly face different obstacles or needs than undergraduates, especially among under-represented minorities, international students, non-traditional and part-time students, students with families, and distance education students. Increased efforts are required to gauge and effectively address the particular needs of the diverse community of graduate students.

Action Items

1.4.1: Evaluate the needs of graduate students for specific support services, including specialized career counseling, family and life issues, financial needs, and cultural awareness (particularly for international and first-generation students). Where possible, evaluate and prioritize these needs in relation to students' abilities to complete degrees in a timely manner.

1.4.2: In collaboration with the Division of Student Affairs, develop and enhance support services specific to graduate students and that effectively meet the diverse and unique needs identified in 1.4.1. Ensure that graduate student needs are integrated into student services as standards of practice.

Objective 1.5. Improve mentoring and advising relationships between students and graduate faculty

Studies have shown that the quality of the student and faculty advisor relationship is central to student persistence in graduate programs, timely graduation, and career success.

Action Items

1.5.1: Institute a mentoring orientation session for all incoming faculty, and require completion of an on-campus or online mentoring training module prior to appointment as Graduate Faculty, and assess the effectiveness of this effort.

1.5.2: Provide two workshops each year for advisors and students, respectively, on effective mentoring and advising, focusing on the difference between mentoring and advising, and assess their effectiveness.

1.5.3: Develop a rubric and online mechanism for student assessment of the quality of faculty mentoring and advising. Ensure that the rubric provides guidelines and informs students about what effective advising/mentoring should look like so that students may truly evaluate the effectiveness of advising/mentoring.

1.5.4: Work with the Provost's Office and Faculty Senate to elevate advising and mentoring of graduate students as specific evaluation items in the promotion and tenure decision and the annual performance evaluation.

1.5.5: Alter the term of appointment to the OSU graduate faculty from indefinite to a five-year, renewable term. Utilize data gathered from 1.5.3, as well as each faculty member's own interest and role in continuing as a Graduate Faculty Member, to assess faculty for renewal. Work with department/unit/program chairs to decide on reappointments and also to help faculty with advising/mentoring issues.

Objective 1.6. Improve Communication among the Graduate School, Graduate Students and Graduate Faculty.

Open Forums with graduate students, sponsored by the Graduate School, provided the opportunity to hear student concerns and revealed the frequency of common misconceptions among the graduate student population. Similarly, Graduate Faculty familiarity with Graduate Council policies and Graduate School procedures is sometimes incomplete. Although faculty have been graduate students themselves somewhere, few have been OSU graduate students. Communication needs to be improved so that all stakeholders are aware of and have quick access to information on policies, procedures, fees and support services when they need it. Groups of students who are at particular risk for discontinuation need to be targeted for increased intervention and improved success.

Action Items

1.6.1: Restructure and upgrade the Graduate School website to more effectively provide information to prospective and current students and faculty. Include software that allows visible and consistently updated pages and notices on Graduate School policy and procedural changes for both graduate students and faculty.

1.6.2: Assess the utility of the current use of Facebook and the Grad Connections Newsletter to provide news and information to students. Increase or alter information provided through social media outlets based on findings.

1.6.3: Provide a mechanism annually to gather student and faculty feedback, particularly relating to progress being made through the implementation of this plan.

1.6.4: Identify groups of students, based on 1.6.3 and in consultation with program directors and advising services, whose needs require particular attention to ensure retention and success. Develop targeted programs to identify at-risk students early and try to improve persistence in the degree program.

1.6.5: Work with the International Programs Office to identify the particular informational needs of international students regarding OSU graduate policies and procedures, and develop materials for graduate program directors, faculty and students addressing the international graduate student experience at OSU.

Indicators of Success for Goal 1

1. An increased total number of applications to OSU's graduate programs
2. Increased overall GPA and GRE scores in the matriculant pool
3. Increased yield of matriculating students from accepted applicants
4. Increased number of matriculants from under-represented minorities
5. Reduction in time from a completed submission to a decision
6. Reduction in the net cost of the application/enrollment/matriculation process
7. Improved level of satisfaction expressed by students and faculty with regards to the application and matriculation processes
8. By 2014, each program will have a detailed guide for graduate student success
9. The four-year graduation rate for masters students and eight year graduation rates for doctoral students will have increased by 2017
10. The four year graduation rate for masters students and eight year graduation rates for doctoral students will be increased by a similar amount to the above for under-represented minorities (e.g. women in STEM fields, racial minorities)
11. Increased student satisfaction with graduate studies at OSU reflected in the Graduate School's exit surveys
12. Increase in the scope and effectiveness of graduate student-focused services provided on campus
13. Increase in the number of graduate student contacts with student support services
14. Majority of graduate students using student support services rating the quality of services received as good to excellent.
15. Increased number of positive assessments by students of faculty mentoring and advising
16. Fewer complaints received by the Graduate School, CAPS, and the Ombuds office regarding student relationships with major advisors
17. Increase in positive responses to questions regarding communication during annual feedback mechanisms (e.g., open forums, online surveys, exit surveys, etc.) from both students and faculty.
18. Decrease in the number of inaccurate perceptions by students expressed during annual feedback mechanisms.
19. Increased persistence of all students but particularly those who are at high risk for drop-out.

GOAL 2. Continuously Improve Program Quality

OSU desires to become a top ten land grant university by 2025. To do so, most perceive that we need to grow the graduate student population to 25% of the student body, and to improve national awareness and the reputations of our graduate programs. Simultaneously, we need to ensure that the quality of incoming students, courses, curricula, and mentoring is maintained and continually improved to be successful.

Objective 2.1. Improve the national stature and reputation of OSU graduate programs

The Graduate School will work with departments, colleges, and graduate programs to strategically realign graduate degrees around the university's signature areas, thus increasing our opportunities for national recognition in areas of excellence in graduate education. Restructuring will likely include coalescence of new or existing graduate degrees into umbrella programs that would house multiple transcript-visible options, but different models for cooperation including confederations of existing degrees, or new interdisciplinary single degree programs may evolve from the process. Additionally, we need to ensure that our M.S. and Ph.D. degree program graduates are trained for a variety of career options both inside, and more importantly, outside of academia. We need to provide a well-trained workforce for a rapidly-changing future.

Action Items

2.1.1: Survey graduate program directors, department chairs, and college deans to identify disciplines around which we can build umbrella or interdisciplinary graduate programs.

2.1.2: Create task forces around areas of excellence (e.g. Conservation Biology, Plant Science, Ecology) and support creative restructuring efforts and advocacy for faculty release time to pursue Category I proposals when needed.

2.1.3: Support restructuring of degree programs to be responsive to the needs of an expanded list of potential employers in all sectors, including government, industry, and non-governmental organizations as well as academia.

2.1.4: In collaboration with the Research Office, develop incentives for Principal Investigators to balance hiring of doctoral students with post-doctoral fellows.

2.1.5: Facilitate conversations among program faculty, students and potential employers to enable degree programs to revise curricula to keep abreast of the evolving skills and training required for newly-emerging career opportunities both inside and outside of academia.

2.1.6: Work with University Relations and Marketing to regularly promote graduate education inside and outside the university.

Objective 2.2. Improve quality assessment of graduate programs

Continuous quality improvement requires the articulation of a comprehensive and consistent set of metrics by which to assess graduate programs. Ideally, these metrics will be used to compare graduate programs across the university, to benchmark improvement internally, and to compare our programs to peers for the purposes of accreditation, program improvement, recruitment and stakeholder investment.

Action Items

2.2.1: The Graduate School will work with the University Assessment Council, the Graduate Council, Institutional Research, and the Academic Programs, Accreditation, and Assessment (APAA) office to develop a set of metrics for consistent comparison of graduate program quality over time (trends) and with our peer institutions. These data should be collected centrally and reported annually to programs. Additionally, these metrics will form the core of the university accreditation data on graduate programs and the self-study for decadal external graduate program reviews. Because programs are diverse, the Graduate School will work with each program to identify any additional program specific metrics that ensure a meaningful reflection of the program trends and comparisons with programs at peer institutions.

2.2.2: Along with the Assessment Council, help graduate programs to develop effective full-cycle assessment programs that align with accreditation and graduate program review needs of the university, and guide them in effective use and reporting of assessment data.

2.2.3: Annually provide training sessions for graduate program directors to discuss on-going assessment needs, reporting requirements, new policies and procedures, dissemination of best practice information, and progress in meeting the goals of the strategic plan.

2.2.4: Every fall term, provide an orientation program for new graduate program directors to provide essential information (hard copy and online) on the management of a graduate program, including OSU Graduate Council rules and policies, best practices, expectations, and support services.

Objective 2.3. Improve the quality and accessibility of graduate courses

To continuously improve the quality of the graduate student experience at OSU, we need to expand the number of stand-alone graduate courses and ensure that they are being taught at regular, predictable and reasonable intervals. Access to stand-alone courses has been articulated by OSU graduate students since the early 1990s as a prime issue. The Graduate Council has focused on this issue on many occasions, but it continues to be one of the top graduate student concerns at decadal program reviews and in open forum discussions.

Action Items

2.3.1: Work with graduate programs, colleges and departments to communicate the value of offering stand-alone graduate courses.

2.3.2: Identify incentives to reduce the number of intermingled undergraduate/graduate (a.k.a. "slash") courses. Advocate for university investment of resources to increase the availability of stand-alone graduate courses. Require more extensive justification in the Category II process for the creation of new slash courses, explaining why a stand-alone graduate course is not being proposed in preference to the slash course.

2.3.3: Propose a policy change to the Graduate Council that would decrease the number of slash courses allowed on a graduate program of study from 50% of total credits to 50% of all didactic (non-blanket) courses.

2.3.4: Develop assessment procedures to ensure that remaining slash courses provide effective mechanisms for meeting the rigor and depth of knowledge expected by graduate students. Consult with program directors and department chairs to remedy concerns related to slash courses.

2.3.5: Ensure that graduate courses listed in the catalog are offered regularly and predictably by working with graduate programs on course scheduling, and assess barriers to achieving predictability and regularity in course offerings. Ensure scheduling of all graduate level core courses is completed at least 3 years into the future.

2.3.6: Offer workshops designed to enhance effectiveness of graduate courses both on campus and Ecampus by working with the Center for Teaching and Learning and collaborating with chairs/deans/directors from programs who have successfully developed an independent graduate curriculum. Graduate courses need to have the disciplinary depth and rigor appropriate to graduate education, while also allowing for interdisciplinary communication to efficiently use teaching resources and successfully deliver material. Consider the creation of modular course units to address the needs of different populations of graduate students; for example, an introductory module to introduce interdisciplinary students to a topic or approach, and more advanced units to address the in-depth training required for students in the discipline.

Objective 2.4. Grow the number of graduate faculty and their capacity to train students

To increase the graduate student population at OSU, increase our national stature and rankings, and increase the training options for existing students, we need to increase the number of OSU faculty involved in graduate education, and in particular, involvement in Ph.D. training specifically.

Action Items

2.4.1: Contact all tenured and tenure-track faculty who are not currently a graduate faculty member to discuss and assess their capability to advise graduate students. Encourage them to participate in graduate education. If a faculty member is not interested in becoming a graduate faculty member, determine why and attempt to provide incentives for involvement.

2.4.2: Working with graduate program directors, the Graduate School will contact PhD scientists and scholars in the region who might be qualified to serve as graduate faculty through a courtesy appointment and assess their capability to advise a student. Make special efforts to recruit graduate faculty who are under-represented minorities. Provide direct support efforts to ensure that off-campus graduate faculty have the information, tools, skills and university support to perform well as a graduate advisor.

Objective 2.5. Improve and enhance transdisciplinary and interdisciplinary opportunities in graduate education

To stay current, relevant and attractive to prospective students and employers, graduate degree programs need to continuously evolve to encompass emerging disciplines, anticipate skills needed by a future employer, and enable the creation of new knowledge at the boundaries of disciplinary fields. Many perceive OSU to have relatively low barriers to interdisciplinary and transdisciplinary collaborations, and we consider this a strength to be celebrated and supported. However, participation in degree programs outside of one's departmental home are sometimes perceived to have "less value" to a faculty member's career advancement and to the base budget of the home department. In concert with OSU's Research Agenda, we need to foster policies and incentives that promote faculty involvement in transdisciplinary and interdisciplinary research and graduate training opportunities. Appendix 6 outlines a draft proposal to facilitate tracking and valuing of the contributions of faculty to interdisciplinary programs.

Action Items

2.5.1: Support opportunities for new transdisciplinary and interdisciplinary collaborations for graduate students by rewarding the contributions of faculty to existing and new interdisciplinary and transdisciplinary programs (see Appendix 6 for draft proposal for accounting of interdisciplinary efforts).

2.5.2: Work with the Academic Programs, Assessment and Accreditation office (and perhaps the Oregon University System) to streamline the creation of new transdisciplinary and interdisciplinary graduate programs on a trial basis. We suggest a six year trial period before formal Category I applications are required or a decision to terminate is made.

2.5.3: In collaboration with the Research Office, sponsor workshops to facilitate idea development and support proposal writing for new NSF IGERT programs and other interdisciplinary training grants.

2.5.4: Explore potential funding sources, possibly from the private sector, to support new interdisciplinary and transdisciplinary graduate programs, including "IGERT-like" programs.

Objective 2.6. Increase the number of joint degree graduate programs within OSU and with other institutions

To expand opportunities for our students while simultaneously maximizing efficient use of resources, we need to facilitate the completion of agreements to expand joint degree offerings and shared degree programs.

Action Items

2.6.1: In collaboration with the Office of International programs, the Academic Programs, Assessment and Accreditation office, and ultimately, the Oregon University System, develop a process for approval of new joint international and joint domestic

degree programs including programs with other state of Oregon Institutions (e.g. OHSU).

2.6.2: Develop a co-terminal degree program for high achieving undergraduates who as seniors can begin graduate coursework and thesis planning that is applied toward a masters degree.

Indicators of Success for Goal 2

1. An increase in OSU's scores on the NRC criteria for rankings of graduate programs (see Appendix 5)
2. Increased satisfaction and employment-in-their-field of masters and doctoral alumni
3. Development of effective full-cycle assessment programs, and implementation of changes to achieve improvement based on assessment results
4. Development and use of consistent metrics for meaningful comparisons with peer institutions
5. Improvements in quality and delivery of internal program metrics over a five-year time span
6. Decreased number of slash courses offered
7. Increased number of stand-alone graduate courses offered at the 500 and 600 level
8. Reduced complaints regarding slash courses during annual graduate student feedback mechanisms
9. Reduced complaints regarding the predictability of graduate course offerings during annual graduate student feedback mechanisms
10. Increase in the percentage of the total student body that is graduate students
11. Increase the number of graduate faculty qualified to advise doctoral and masters students.
12. Improvement in student assessment of faculty mentoring and advising
13. Increased number of interdisciplinary and transdisciplinary graduate programs
14. Increased enrollment in and graduation from interdisciplinary degree programs
15. Increased faculty participation in interdisciplinary programs
16. More IGERT and "IGERT-like" proposals submitted and funded, with a goal of being awarded up to one per year for the next three years, and then an additional three programs in the following two years
17. An increase in number of students and faculty involved in international research
18. An increase in student access to domestic institutions with unique facilities (e.g. the Pacific Northwest National Laboratory) to enhance specific training and internship opportunities
19. An increase in the number of shared degree programs within OSU and with other institutions in Oregon and the region
20. Establishment of a co-terminal degree program for selected graduate programs

GOAL 3: Grow and Invest Resources to Enhance Graduate Education Opportunities

Attracting students, providing them with an opportunity to succeed, and ensuring a reasonable time to degree completion are all at least partially contingent on financial

support for graduate students at OSU. Strategic allocation of financial resources will help us to grow enrollment, provide support for students and provide value-added opportunities that enable the long term success of our alumni.

Objective 3.1. Create new or restructured graduate programs where there is capacity

Several colleges have few or no graduate programs (especially doctoral programs), but with modest investments in faculty lines, could develop viable graduate programs.

Action Items

3.1.1: Consult with the College of Liberal Arts and the College of Business to explore the possibilities of developing new graduate programs with a focus on doctoral program development, and support efforts as needed.

3.1.2: Explore the restructuring of existing programs or development of new programs that contribute to our signature areas of excellence in other colleges as well (see Objective 2.1).

Objective 3.2. Create endowments for graduate fellowships

In order to achieve parity with our peer institutions, we must meet the goal of having greater than 70% of all doctoral students supported on an assistantship or fellowship, and to do this, we will need to increase fellowship opportunities.

Action Items

3.2.1: Establish a greater number of OSU Graduate Fellowships by working with the OSU Foundation and the academic Deans to identify donors and by raising the priority of graduate student funding at the college and university levels.

Objective 3.3. Incentivize assistantship opportunities for graduate students

The undergraduate enrollment at OSU increased by 5.4% during the 2010-11 academic year, and is predicted to increase by 2-3% per year in the near future. The number of graduate teaching assistantships (GTAs) did not increase proportionately even though GTAs can facilitate success of undergraduate students. Increasing the number of GTA positions is not only an effective means to support increased numbers of graduate students, but they also support undergraduate student access and success. To this end, we encourage colleges and departments to invest in GTA positions in relation to the number of undergraduates in their college/department, thereby increasing the quality of graduate education and financial support for graduate students.

Further, the number of postdoctoral positions has been increasing 5% per year while the number of GRA positions has increased only 1% per year. As the research agenda grows its efforts in three strategic areas (see <http://oregonstate.edu/research/research-agenda.html>) and increases its involvement in commercialization, graduate training

should be a key part of that effort. We need to rebalance the growth in postdoctoral positions and GRA positions to provide more support for graduate students

Action Items

3.3.1: Provide training and incentives for expanded GTA positions to ensure that increases in GTA positions follow increases in undergraduate enrollment in each college. Work to identify those undergraduate programs targeted for increases in enrollment, and work with college deans to encourage them to invest in GTA positions to meet the needs of the undergraduate program while also improving and investing in graduate education.

3.3.2: Finalize development of a Certificate in University Teaching, which will provide an 18-credit opportunity for advanced training in university teaching in an effort to provide a high level of training for those students planning a career in academia.

3.3.3: In collaboration with the Center for Teaching and Learning, develop workshops that provide training for new GTAs.

3.3.4: Work with programs to ensure that GTA positions that are available within departments, but not filled within departments, are advertised broadly.

3.3.5: Incentivize the hiring of graduate research assistants (GRAs) by allocating a limited number of tuition remissions to GRAs based on university research agenda and strategic enrollment goals.

Objective 3.4. Assess and revise GTA salaries and allocation across and within colleges and programs

The issue of inequities in terms of salary and expected effort among GTA positions across colleges and departments is a perennial issue with graduate students. Some of the salary differentials occur due to market factors that are beyond the control of the university or graduate programs. Nevertheless, efforts should be made to advocate for reductions in salary inequities where possible and investigate the re-allocation of resources to improve access to the baccalaureate core and other areas where demand is high.

Action Items

3.4.1: Conduct a comprehensive assessment of current GTA salaries across colleges, investigate gross salary inequities and recommend revisions as appropriate. In particular, in situations where GTAs from two different departments are being paid different wages for the same work (e.g. serving in the same course), efforts need to be made to correct the differential.

3.4.2: Assess the allocation of GTA positions across programs and advocate for revisions or additional resources to ensure that the number of GTA positions within a program is sufficient to support undergraduate classroom instruction needs. Encourage

departments to invest in GTA positions where higher undergraduate classroom demand is present.

3.4.3: Assess the number of fellowship and scholarship awardees by graduate program and determine the reasons for any inequities in awards among programs. If a fellowship or scholarship program is not meeting an adequate return on investment, or disadvantages applicants in one program relative to another, then we will revise the nomination and application guidelines to ensure that students from all programs can compete fairly for available resources.

Objective 3.5. Increase the number of GTAs funded by Ecampus revenue.

Ecampus undergraduate course offerings and degree programs are growing at a rapid rate. To meet the need for instruction of these courses, graduate students can be employed as GTAs. Students may be trained in online learning techniques through Ecampus training, CTL training or earning a Certificate in University Teaching focused on online learning and instruction methods.

Action Items

3.5.1: Identify areas for growth in undergraduate and graduate Ecampus programs by working with academic units and Ecampus. Where undergraduate courses are offered online, consider opening courses with capped enrollment and obvious demand, and use the additional revenue to support necessary additional GTA positions. We will encourage units to invest in GTAs to both enable undergraduate learning, while also providing experience for graduate students in online instruction.

3.5.2: Provide training opportunities for GTAs in online instructional techniques in collaboration with the CTL.

Objective 3.6. Target centrally-administered fellowships, scholarships and other resources to support the goals of this strategic plan.

Fellowships, scholarships, and other financial resources are critical to graduate student funding and success, and are also prime pathways for helping to meet the goals and objectives of this plan and the university's mission. We recommend ongoing assessment and subsequent revisions to fellowships, scholarships and other financial resource programs as a means to achieving Graduate School and university targets.

Action Items

3.6.1: Re-evaluate the fellowships, scholarships, and other financial resources provided to students on campus to assess the return on our investment in achieving the goals and objectives outlined in this plan, and to re-invest strategically with priority given to the following:

- Programs in one of the signature areas of excellence identified in the OSU strategic plan

- Programs demonstrating excellence in all aspects of graduate education
- Programs which are implementing a plan to improve program effectiveness.

3.6.2: Annually assess whether scholarship and fellowship awards are meeting enrollment, diversity, retention, and completion goals and revise guidelines iteratively as needed to improve selection procedures and achieve goals.

Indicators of Success for Goal 3

1. Increased number of graduate students
2. Addition of new graduate programs in Colleges of Business and Liberal Arts
3. Increase in total dollars raised per year in support of graduate fellowships, scholarships, and other forms of support for our graduate students within the Graduate School and among colleges
4. Increase in number of graduate students recruited to serve as GRAs on research projects addressing the OSU Research Agenda
5. Increase in the number of GTA FTE within each college proportional to the number of undergraduates
6. Assessment of the relevance and effectiveness of the Certificate in University Teaching and other teaching workshops for employment success through Graduate School exit surveys and alumni surveys
7. Improved GTA salary competitiveness and equity across programs
8. Increased number of graduate scholarship and fellowship awardees
9. Increased number of GTAs assigned to online courses.
10. Number of students completing the optional Certificate in University Teaching each year
11. Improvement in achieving goals articulated for each scholarship and fellowship program

Appendix 1. The Planning Process

This planning process began in Fall 2011 with the formation of the planning committee who agreed to assist with the development of this strategic plan. This committee represents faculty at multiple levels in their university careers and across disciplines, graduate programs and colleges. The committee was selected due to the diversity of expertise each brought to the table and their demonstrated commitment to and experience with excellence in graduate education. The committee met four times during the fall and winter terms, and subsequently, developed three core themes for improving the graduate student experience, advancing high-quality graduate education, and meeting enrollment goals:

1. Student Recruitment, Retention and Support
2. Ensuring Program Excellence
3. Growing Opportunities for Financial Support

Three sub-committees of the planning committee were then organized around the identified core themes. Each sub-committee met through fall and winter terms, and drafted their ideas and approaches to addressing each of these core themes by identifying specific goals, tactics to achieve the goals, and metrics to measure success toward achievement of goals. Following receipt of sub-committee drafts, Brenda McComb, Courtney Everson and Theresa Filtz worked to write a cohesive, final draft plan. This draft plan then went through a targeted, soft launch process with key individuals and entities to receive feedback and recommendations for revision. The following individuals and entities were included in this targeted, soft launch process: the planning committee, the Graduate School leadership team, and the Graduate Council. The final plan was delivered to Sabah Randhawa, Provost and Executive Vice President of OSU, for review and approval. The final plan was made publically available in Spring 2012, and the five-year starting mark for this plan is summer term 2012.

At the heart of the planning process was the need for accurate, up-to-date internal metrics for OSU as well as external data and best practices from peer institutions (see Appendix 2 for list of peers) and the published literature. The planning committee developed a list of requested internal and external metrics and best practices, and requests were fulfilled by Courtney Everson in collaboration with Institutional Research and Sal Castillo. Select internal metrics are included in Appendix 3. The data gathered allowed the planning committee to make evidence-based decisions regarding the 5-year agenda and future of graduate education at OSU, while also helping to ensure that the 5-year plan aligns with emerging best practices and trends in graduate education at a national level. Specifically, data allowed the planning committee to: 1) identify areas of current strength and those in need of improvement; 2) prioritize issues and organize into priority goals for this strategic plan; 3) analyze how OSU compares to peer institutions;

4) develop best practices to insure the competitiveness and innovativeness of graduate education at OSU; and 5) identify gaps in the current data collection systems at OSU, which constitutes a priority need for insuring compliance, accreditation, and continued graduate education excellence.

In addition to the data and metrics provided to the planning committee, Courtney Everson worked collaboratively with key graduate student leaders to solicit ideas and concerns from the OSU graduate student body via four facilitated in-person open forums on the OSU campus, as well as through an online interface designed to engage students not located in Corvallis or otherwise unable to make on-campus sessions. The student leaders working with Courtney on this initiative were:

Angela Baxter, MAIS Student, Director of Graduate Affairs for ASOSU
Ashley Bromley, Masters Student, Vice President of Organizing for CGE
Dennis Dugan, Masters of Public Policy Student, GTA for Team Liberation
Harmony Burright, Masters Student, President of OSU Chapter of MBB
Kim Ogren, Masters Student, Member of OSU Chapter of MBB
Miriah Russo, PhD Student, Vice President of OSU Chapter of MBB

In total, 171 students contributed ideas to us through these forums. Their input fell into three broad thematic categories:

1. Graduate Student Experiences, Quality of Life & Support Systems
2. Academic Programs & Quality of Education
3. Graduate School Costs, Funding & Employment.

The student-identified themes corresponded broadly with the themes identified by the planning committee. While specific issues raised by the students provided additional insight from the student perspective, the emerging ideas remained complementary to those addressed by the planning committee. Student ideas generated were incorporated into the themes addressed by the planning committee to the degree possible. Some comments and suggestions made by students were better handled more immediately by the Graduate School outside of the planning process, and some simply required additional communication to correct erroneous perceptions by students. A full findings report from this open forums project can be located here:

http://oregonstate.edu/dept/grad_school/openforums/OpenForums_FinalReport_Feb12.pdf

Appendix 2. Peer Institutions for the purposes of this planning process:

For purposes of providing background in this document and our strategic planning purposes, the Provost and Dean have settled on the following list of aspirational peer institutions.

Cornell University
Michigan State University
Ohio State University
Pennsylvania State University
Texas A&M University
University of Arizona
University of California, Davis
University of Illinois, Urbana-Champaign
University of Wisconsin, Madison
North Carolina State University

Appendix 3. Select Internal Metrics used in this planning process.

| Metric | SUMMARY ANSWER |
|--|---|
| <i>Student & Program Characteristics (** indicates this is a NRC Criterion)</i> | |
| Graduate students enrolled in Fall term by year | Fall 2011: 3001 graduate students; 775 non-degree seeking students; 580 first professional (total: 4356) |
| Graduate students enrolled in Fall term by degree | Fall 2011: 1693 for Master's; 1308 for Doctorate; 775 for Non-degree grad; 580 For First Professional |
| Proportion of the total student body who are graduate and professional school students | Fall 2011: 14.34% (3581 total grads/professional, excluding non-degree seeking students; 24,977 total student body) |
| Proportion of graduate students and first professional students from underrepresented groups (racial and gender diversity)** | <p>Fall 2011: 50.16% women* (all fields, grad & first prof combined; 47.04% women for grad only, 68.10% women for first prof only)</p> <p>15.24% racial minorities* (all fields, grad & first prof combined; 13.24% racial minorities for grad only, 28.28% for first prof only)</p> <p>*Note: non-degree seeking grad students are included, based on 4356 total grads and first profs</p> |
| Proportion of international graduate and first professional students** | <p>Fall 2011: 19.67% total* (all fields, grad & first prof combined; 22.25% for grads only, 2.93% for first prof only)</p> <p>Note: non-degree seeking grad students are included, based on 4356 total grads & first profs</p> |
| Masters, Doctorates, and First Professional Graduates per year** | 2010 - 2011: 745 Master's, 174 Doctorates, 141 First Professional |
| Percentage of students completing Master's and PhD degrees** | <p>62% 8-year graduation rate for PhD (Avg. over F1996 to F2003 cohort)</p> <p>76% 4-year graduation rate for Master's (Avg. over F1996 to F2007 cohort)</p> |
| Average time to degree completion (Master's and PhD)** | 8 years for PhD; 4 years for Master's |
| Proportion of graduate students on GTA and GRA** | 56.95% (855 GTAs, 854 GRAs; Percentage based on graduate student total of 3001 for Fall 2011) |
| Proportion of graduate students on fellowships** | 3.33% (100 students on fellowship; Percentage based on graduate student total of 3001 for Fall 2011) |
| PhD Student : Faculty Ratio** | 1:1 |
| Student Credit Hours (SCH) generated in graduate courses per year | Total: 129,791/year (Fall 2010: 44,656, Winter 2011: 43,337; Spring 2011: 41,798) |
| <i>Faculty Characteristics (** indicates this is a NRC Criterion)</i> | |
| Graduate Faculty FTE | Fall 2011: 1108.4 grad faculty FTE (those approved to teach grad courses <i>or</i> direct grad theses/dissertations) |
| Graduate courses taught per year per | Fall 2011: 2.4 average grad faculty courses taught per grad |

| | |
|---|---|
| graduate faculty member | faculty member (including theses and blanketed number courses) |
| Number of graduate faculty involved in interdisciplinary programs/degrees** | <p>50.41% approved to direct in established interdisciplinary programs (551 interdisciplinary approved out of 1093 total approved to direct)</p> <p>23.33% approved to direct in two or more disciplines, excluding established interdisciplinary programs above (255 approved in 2 or more out of 1093 total approved to direct)</p> |
| Number of graduate faculty from underrepresented groups (racial and gender diversity)** | <p>Fall 2011*: 35% women; 13.85% racial minority</p> <p>*Note: based on total of 1220 grad faculty approved to <i>either</i> teach or direct</p> |

Oregon State & National Underrepresented Groups Composition (Gender & Racial Minority) – 2010 Data

| METRIC | US | Oregon | OSU Graduate Students |
|--------------------------------------|-------------|-----------|-----------------------|
| Population | 308,745,538 | 3,831,074 | 4,356 |
| Gender | | | |
| Female | 50.80% | 50.50% | 50.16% |
| Male | 49.20% | 49.50% | 49.84% |
| Race | | | |
| White persons | 72.40% | 83.60% | 59.11% |
| Black persons | 12.60% | 1.80% | 1.24% |
| American Indian and Alaska Native | 0.90% | 1.40% | 0.85% |
| Asian/Pacific Islander | 5.00% | 4.00% | 6.04% |
| Persons reporting two or more races | 2.90% | 3.80% | 2.59% |
| Persons of Hispanic of Latino origin | 16.30% | 11.70% | 4.52% |
| International | | | 19.67% |
| Declined/missing | | | 5.98% |

Appendix 4. Enrollment Plan:

OSU Graduate enrollment: growing toward the 25% goal

Fall 2011 Graduate Students (from IR)

- Over 5600 applications
- 3776 graduate students (15.1% of all OSU students)
 - 1790 women, 1986 men
 - 134 U.S. Minorities (3.5% of Graduate students)
- And an additional 580 Professional students (2.3% of all OSU students)
- 857 International Graduate Students (15.3% of Graduate Students)
- 142 INTO Graduate Pathway students
- 235 Graduate students took courses only through Ecampus
- 124 graduate students at the Cascades Campus

Issues

- Post doc numbers increasing @ 5% / yr. Doctoral students increasing @ 1% / yr.
- Some programs have capacity for growth, some do not;
- New programs and new degrees can be developed; on campus and Ecampus
- Fellowship support is a significant recruiting tool; but we need to recruit
- International student applications = 2500/year; a small proportion are accepted.
- Many extension faculty and some other T/TT faculty off campus are not advising graduate students

Proposed Strategies

- ***Waiver of Tuition on full indirect return research grants***
 - Incentivize faculty to include students on grants
 - Cost of ~\$5 million per year; potentially offset by increased grants
- ***Create endowments for Graduate Fellowships***
 - Work with you to bring funds to the Foundation
 - Each Fellowship requires a \$750,000 endowment
 - Provosts Distinguished Fellowship recruiting; allocate all funds this year
- Focus efforts on Recruiting, Retention and Assessment
 - Full cycle assessment of the Graduate Student Experience
- Facilitate ***development of new programs***, e.g.
 - PhD Public Policy
 - MA in Women Studies
 - Masters of Business Admin and Accounting
 - Certificate in University Teaching
- ***Ecampus Graduate Programs*** – potential to add 300-400 more students
- Engaging unengaged faculty as student advisers: Extension, Cascades, Exp. Stns
- International Admissions
 - Pathway programs
 - Revise TOEFL and IELTS to be program specific
 - Joint and Dual degree programs

- Supporting new faculty: recruiting and mentoring workshops
- Increase GTA appointments proportional to undergraduate enrollment increases.

DRAFT

Appendix 5. The primary NRC criteria determining rankings include:

1. Number of PhD students graduated
2. Ph.D./Faculty ratio
3. Percentage of students completing Ph.D. degree
4. Time to degree
5. Financial support
6. Full financial support
7. Fellowship
8. GRE
9. Publication
10. Publication per faculty
11. Number of citations per publication
12. Grant
13. Racial and gender diversity
14. Gender diversity
15. International students
16. Involvement with interdisciplinary work
17. Placement
18. Perception by peers

Appendix 6. Accounting of interdisciplinary efforts.

Interdepartmental graduate programs at OSU are growing in number and in enrollment. Such cross-cutting, often trans-disciplinary programs take advantage of the expertise residing in multiple administrative units to enhance the educational opportunities for students. Because of the hierarchical nature of universities, departments are distinct administrative units that receive funding and other forms of support to allow undergraduate and graduate programs to flourish. But graduate programs are not always cleanly aligned with departments, especially in the case of interdepartmental programs. Many Department Heads are concerned that the contributions made by their faculty and their departmental resources to interdepartmental programs are not fully accounted for during annual or periodic assessments of their department's success. We provide an accounting mechanism that ensures that departments receive appropriate credit for contribution to multiple graduate programs while also ensuring that graduate programs can be effectively assessed during graduate program reviews.

To facilitate the accounting it is important to recognize that graduate programs are distinct from departments even when the department is the administrative home for a graduate program. Graduate Faculty in a program can come from a number of different administrative units on campus. Hence the issue of accounting for people, money and time separately by department and by graduate program is important even for graduate programs housed within a department.

We provide an example of such accounting using hypothetical data for student head count in Environmental Sciences Graduate Program (table 1). The home department of the adviser of each graduate student is used to align that student with an academic unit. Similar matrices can be formed for faculty FTE devoted to teaching courses to students in various programs based on SCH's taken by students in each Graduate Program. Another table could be developed for square foot office or lab space or other departmental resources allocated to students in each graduate program.

Table 1. A HYPOTHETICAL EXAMPLE of the home department of graduate student advisers used to align graduate students among various graduate programs with departments.

| Graduate Programs | Departments | | | | | Total |
|-------------------|-------------|-----|-----|-------------|-----|-------|
| | Zoology | BPP | F&W | Geosciences | FES | |
| Env. Science | 20 | 15 | 15 | 12 | 6 | 62 |
| Zoology | 45 | 0 | 1 | 1 | 0 | 47 |
| BPP | 0 | 45 | 0 | 0 | 1 | 46 |
| Fisheries | 0 | 0 | 30 | 1 | 0 | 31 |
| Wildlife | 0 | 0 | 45 | 1 | 6 | 52 |
| FES | 0 | 0 | 2 | 2 | 52 | 56 |
| Other ID programs | 12 | 3 | 8 | 25 | 11 | 59 |
| Total | 77 | 63 | 93 | 42 | 76 | |

These matrices can be used to demonstrate departmental success and commitment more fully, and also used to illustrate the effectiveness of graduate programs in cutting across administrative boundaries. For instance without such an approach, an analysis of the Zoology graduate students would reflect only 45 students enrolled, while accounting for contributions to interdisciplinary programs would ensure that the full 77 students were reflected in their departmental assessments. Similarly a Graduate Program Review of Zoology would reflect 47, not 45 students if several graduate faculty in Zoology were in other academic departments, and a graduate program review for Environmental Sciences would include all 62 students advised by faculty from 5 departments.

Development of these matrices annually, with separate accounting of current students and graduates, would allow monitoring of trends in both departmental and graduate program contributions to graduate education at OSU. Should financial or space resource allocation need to consider students who are members of interdisciplinary programs then a more complete accounting of departmental contributions is possible.



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☒ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Reorganize the College of Liberal Arts into Six Schools

7/2012

Department/Program:

College:

Liberal Arts

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Sign (Dept Chair/Head; Director)

Date

Sign (Dean of College)

Date

Print (Department Chair/Head; Director)

LARRY RODGERS
Print (Dean of College)

Abbreviated Category I Proposal to Reorganize the College of Liberal Arts into Six Schools

As part of OSU reorganization, we are proposing to re-structure the College of Liberal Arts at Oregon State University to capitalize on existing and potential partnerships for delivering strong undergraduate and graduate programs that reflect and extend the strengths of CLA/OSU. The proposal descriptions reflect the reconfiguration of thirteen units (11 departments and two programs) recreated as five new schools with constituent programs. The proposed School configurations echo the merger last year of Economics, Political Science, and Sociology into the School of Public Policy. The Liberal Studies Program will continue to be administered through the CLA Dean's office and managed by the CLA Head Advisor. The merger and realignment does not affect the delivery of any existing undergraduate or graduate programs, although we believe it positions the College of Liberal Arts to create new interdisciplinary programs in the future and to maintain and build on existing strengths in graduate programs.

Reorganization: Establishment of Schools in the College of Liberal Arts

**College of Liberal Arts (CLA)
Oregon State University**

**March 2012
Proposed Effective Term: Summer 2012**

CPS Tracking #: 83297

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reasons for the proposed change.

As part of OSU reorganization, we are proposing to re-structure the College of Liberal Arts at Oregon State University to capitalize on existing and potential partnerships for delivering strong undergraduate and graduate programs that reflect and extend the strengths of CLA/OSU. The proposal descriptions reflect the reconfiguration of thirteen units (11 departments and two programs) recreated as five new schools with constituent programs. The proposed School configurations echo the merger last year of Economics, Political Science, and Sociology into the School of Public Policy. The Liberal Studies Program will continue to be administered through the CLA Dean's office and managed by the CLA Head Advisor. The merger and realignment does not affect the delivery of any existing undergraduate or graduate programs, although we believe it positions the College of Liberal Arts to create new interdisciplinary programs in the future and to maintain and build on existing strengths in graduate programs.

Table 1. College of Liberal Arts Proposed Reorganization Summary

Reorganization

- CPS #: **83927**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83927>
- CIP #: **Not applicable**
- SIS #: **Not applicable**
- Degree Types Offered: **(No Change: see the summary table in this proposal or OSU's online Catalog)**
- Program Types: **(No Change: Undergraduate degrees and certificates; Graduate degrees)**
- Academic Home: **College of Liberal Arts**
- Options: **(No Change: see the summary table in this proposal or OSU's online Catalog)**
- Areas of Concentration: **(No Change: see OSU's online Catalog)**
- Undergraduate Minors: **(No Change: see the summary table in this proposal or OSU's online Catalog)**
- Graduate Minors: **(No Change: see the summary table in this proposal or OSU's online Catalog)**
- Course Designators: **(No Change)**
- Delivery Mode and Location: **(No Change)**
- Unique Admission Requirements: **(No Change)**
- Enrollment Limitations: **None** (No Change to existing enrollment policies and practices)
- Accreditation: **Music Education** (existing) and **Public Policy** (planned: future)
- Proposed Effective Date: **Summer Term 2012** (preference) or **Fall Term 2012** (Banner 201300 or 201301)

New

- School of Arts and Communication
- School of History, Philosophy, and Religion
- School of Language, Culture, and Society
- University School of Psychological Science
- School of Public Policy
- School of Writing, Literature, and Film

Terminate

- Department of Anthropology
- Department of Art
- Department of English
- Department of Ethnic Studies
- Department of Foreign Languages and Literatures
- Department of History
- Department of Music
- Department of Philosophy
- Department of Psychology
- Department of Speech Communication
- New Media Communication Program
- Women Studies Program

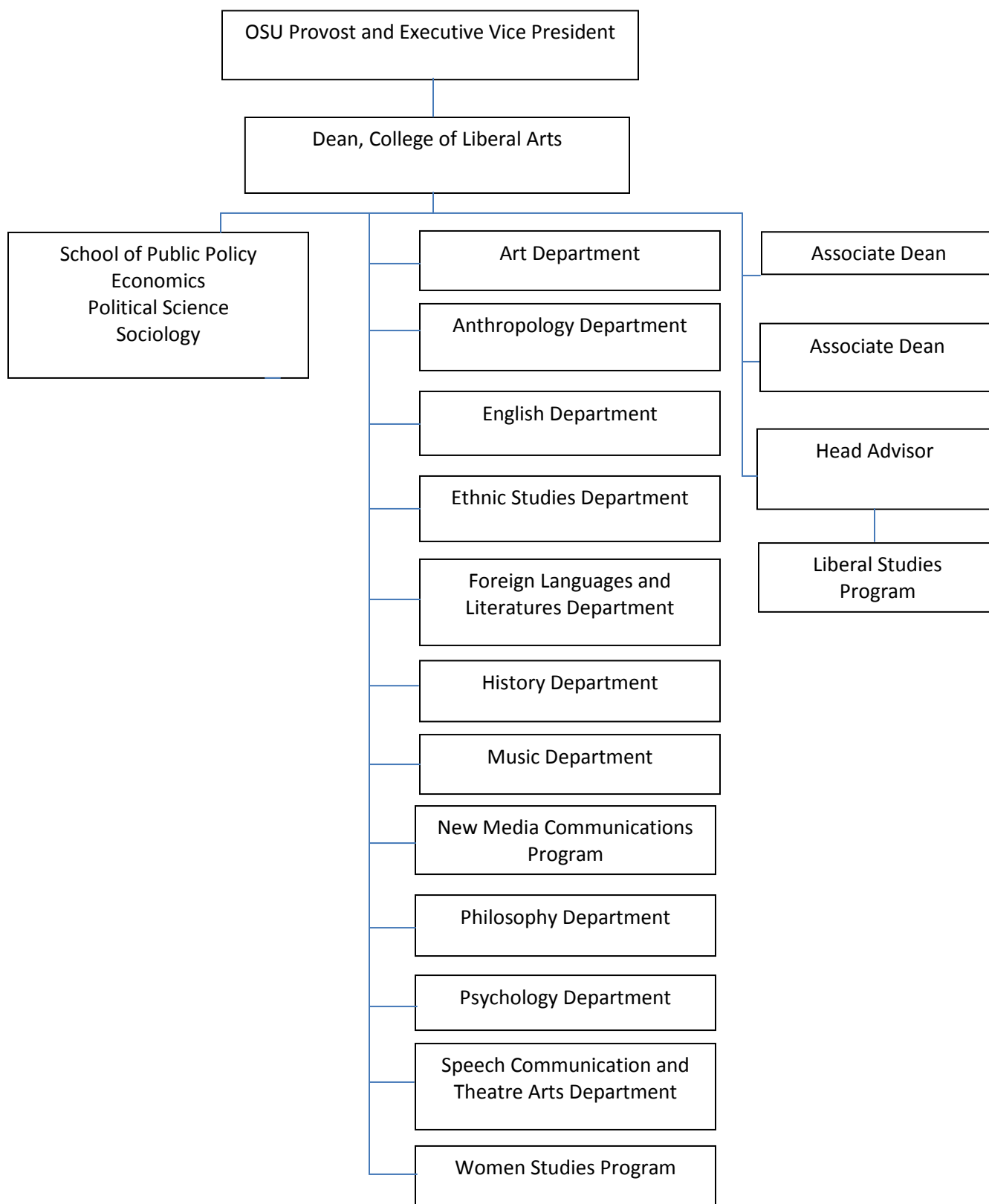
B. Organizational Structure

Table 2. Current and Proposed Organizational Structure of the College of Liberal Arts.

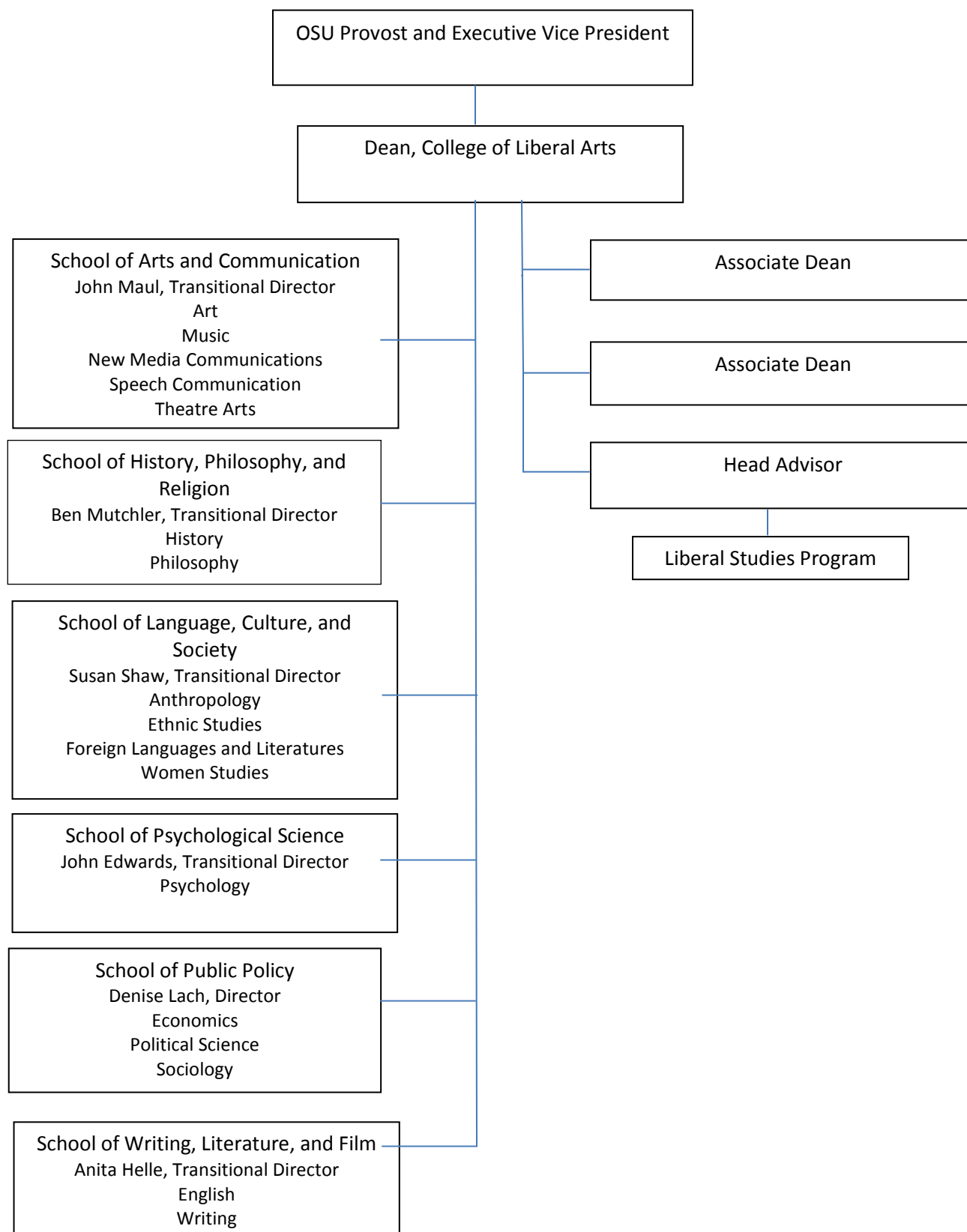
| Current Organization | Proposed Organization (Programs) |
|---|--|
| <p><u>Anthropology Department</u></p> <ul style="list-style-type: none"> • BA, BS in Anthropology • Options: Archeology/Physical Anthropology; Biocultural; Cultural Anthropology, General Anthropology (ECampus Only) • UG Certificates: Language in Culture; Medical Humanities • UG Minor: Anthropology • MA/PhD in Applied Anthropology • G Minors: Anthropology; Applied Anthropology <p><u>Ethnic Studies Department</u></p> <ul style="list-style-type: none"> • BA, BS in Ethnic Studies • U Minor: Ethnic Studies • G Minor: Ethnic Studies <p><u>Foreign Languages and Literatures Department</u></p> <ul style="list-style-type: none"> • BA in French • BA in German • BA in Spanish • U Minors: Asian Languages and Cultures, French, German, Russian, Spanish • UG Certificates: Language in Culture; Latin American Affairs, Russian Studies • MA in Contemporary Hispanic Studies • G Minor: Foreign Languages and Literatures <p><u>Women Studies Program</u></p> <ul style="list-style-type: none"> • BA, BS in Women Studies • UG Certificate: Women Studies • UG Minor: Women Studies • MA in Women Studies • G Minor: Women Studies | <p><u>School of Language, Culture, and Society</u></p> <ul style="list-style-type: none"> • Anthropology • Ethnic Studies • Foreign Languages and Literatures • Women Studies <p>No changes to degree programs or options.</p> |
| <p><u>Art Department</u></p> <ul style="list-style-type: none"> • BA/BS Major and Options: Art History (BA); Fine Arts (BA/BS) • BFA Applied Visual Arts and Options: Fine Arts, Graphic Design • UG Minor: Art History; Visual Arts • G Minor: Art <p><u>Music Department</u></p> <ul style="list-style-type: none"> • BA/BS Major and Options: Composition and Recording and Editing; Instrumental Performance; Music Education; Piano Performance; Popular Music Studies; Vocal | <p><u>School of Arts and Communication</u></p> <ul style="list-style-type: none"> • Art • Communication • Music • New Media Communication • Theatre <p>No changes to degree programs or options.</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> Performance • UG Minors: Music; Popular Music Studies • G Minor: Music • MAT Music Education | |
| <u>New Media Communications Program</u> <ul style="list-style-type: none"> • BA/BS Major in Digital Communications Arts • and Option: New Media Communication • UG Minors: Multimedia; New Media Communications | |
| <u>Speech Communication Department</u> <ul style="list-style-type: none"> • BA/BS Major and Options: Communication; Theatre Arts • G Minor: Speech Communication | |
| <u>History Department</u> <ul style="list-style-type: none"> • BA Major in History • U Minor: History • UG Minor: History • MA/MS/PhD in History of Science • G Minors: History, History of Science | <u>School of History, Philosophy, and Religion</u> <ul style="list-style-type: none"> • History • Philosophy <p>No changes to degree programs or options.</p> |
| <u>Philosophy Department</u> <ul style="list-style-type: none"> • BA/BS Philosophy • U Minor: Philosophy • U Certificate: Applied Ethics, Medical Humanities, Peace Studies, Religion and Culture • MA Applied Ethics • G Minor: Philosophy | |
| <u>English Department</u>
English <ul style="list-style-type: none"> • BA/BS in American Studies (OSU Cascades) • BA Major in English • U Minor: English • U Certificate: Medical Humanities • MA in English • G Minor: English | <u>School of Writing, Literature, and Film</u> <ul style="list-style-type: none"> • Writing • Literary Studies • Film Studies <p>No changes to degree programs or options.</p> |
| Writing <ul style="list-style-type: none"> • UG Minor: Writing • MFA in Creative Writing • G Minor: Creative Writing | |
| <u>Psychology Department</u> <ul style="list-style-type: none"> • BA/BS Major and Minor: Psychology • G Minor: Psychology | <u>School of Psychological Science</u> <p>No changes to degree programs or options.</p> |
| <u>Liberal Studies Program</u> <ul style="list-style-type: none"> • BA/BS Major: Liberal Studies Options: New Media Communications; Pre-Education | <u>Liberal Studies Program</u> <p>No changes to degree programs or options.</p> |
| <u>CLA Programs and Initiatives (Dean's Office)</u> <ul style="list-style-type: none"> • Environmental Humanities Initiative • Medical Humanities (U Certificate) | <p>No changes to programs or initiatives.</p> |

Current College of Liberal Arts Organizational Chart



College of Liberal Arts Proposed Organizational Chart



Configuration of Programs

Overview:

The reconfiguration of the College of Liberal Arts is the forward-looking product of a two-year process of intensive and thoughtful college-wide deliberation. Beginning in 2009, faculty in the College conducted extensive dialogue within and across existing Departments through public meetings, online forums, ad-hoc committees, and, in some cases, facilitated conversations. Faculty in all 13 previously existing departments and programs participated in these discussions. Faculty input on reorganization is provided in each School description.

The basic function of research, teaching, and service remain the same through the College. Rationale, mission, functions, and program strengths are identified in area descriptions below. Nothing has changed about our programs and degrees offered, so our previously approved graduate and undergraduate assessment plans remain in place. Program liaisons (unpaid) serve as curricular and scheduling leads in all units.

The new configuration of Schools is represented in the following descriptions.

School of Arts and Communication

The merger of the Departments of Art, Music, Speech Communication, and the New Media Communications (NMC) program in the College of Liberal Arts into a new School of Arts and Communication (SAC) will build on shared disciplinary foci and practice. Art, Music, Speech (with Theatre), as well as NMC, have a history of collaborations and associations spanning three decades. Music and Theatre have participated in the Department of Art's interdisciplinary precollege program Jumpstart since 1995. The Department of Speech Communication and the University Theatre have been linked through common curriculum and resource sharing for over five decades. New Media Communication's curriculum was developed by faculty in Art, Music, Speech Communication, and the former Department of Journalism. Art and Music both share curriculum with NMC, and one faculty member in New Media Communication has his tenure home in Music. The Theatre option of Speech Communication frequently shares classes and creates joint projects with the Department of Music. The various arts and disciplines within the proposed school have long provided a significant outlet for creative endeavor to students all across campus and from a wide variety of academic majors. In doing so SAC programs from music to art to theatre to

forensics and film-making represent one of the most visibly striking and vibrant public faces of the university. The (proposed) School of Arts and Communication is a logical merger of five significant majors/degree options that have historically collaborated, shared curriculum and developed new programs. The proposed school began the reorganization process in Fall of 2009, with a series of meetings that included the Chairs of Art, Music, Speech Communication, and the NMC Program Director. In January of 2010 the first meeting of all faculty/staff in the three departments and one program included presentation of the merger proposal and the solicitation of faculty input/participation in creating the basic administrative structure. That meeting led to the formation of six “task force” committees who submitted documents in support of the development of the school, including administrative structure, school vision, and its overall mission. A subsequent meeting (conducted by an outside facilitator) was held in the spring of 2010, and in a near unanimous vote, faculty concurred that if restructuring was inevitable, these areas were best suited to merge and become the face of the visual, performing and communication arts at OSU. The (proposed) SAC met as a whole again at the beginning of Winter and Spring Terms of 2011. At the latter meeting faculty and staff were asked to respond to a questionnaire addressing fundamental concerns and challenges of the ongoing restructuring; the response data demonstrate a fundamental recognition of the challenges of creating the new school as well as solid support for it. In Winter 2012 faculty in the proposed school were again invited to respond to the details of the proposed merger to both the current transitional director and to the Dean of the College of Liberal Arts; all who responded voiced support for the overall merger. In short, the (proposed) School of Arts and Communication has and will confirm OSU's significance as a vigorous social, economic, and artistic force through contributions to the cultural life of geographic and virtual communities at all levels.

School of History, Philosophy, and Religion

The School of History, Philosophy, and Religion will be sustained by the notion that the dialogue between disciplines within the School will enhance a core mission of OSU and higher education generally: the creation of educated citizens. Each area – history, philosophy, and religious studies – offers an essential means of orienting the present moment. History explores how and why the change occurs over time, highlighting alternatives left behind and the ways in which the past unfolds into the present; Philosophy eyes the future, presenting different means of exploring the world as it ought be and the values and principles that we might use to bring that world into being; religious studies contemplates the ways in which the world's major spiritual traditions have been brought to bear in society, politics, and culture. While majors and minors will not be altered with the creation of the School – students who do not have an interest beyond their major should not feel the

School's presence in any palpable way – the curious will have the opportunity to think about the collective ways in which these three disciplines help us understand the past, negotiate the present, and chart the future. Faculty in the proposed School met in several different formats during academic year 2010-2011. Each department continued meetings that had been launched the prior year to discuss the reorganization at the university. In November 2010, an ad hoc committee, comprised of faculty in both Philosophy and History, met biweekly (and sometimes more frequently) to discuss an administrative structure and set of working principles for the School. Based on those meetings, both faculties decided to move forward with the proposed School, and at our first School meeting on June 6, 2011, faculty voted for the School's new name: History, Philosophy, and Religion. That "history" and "philosophy" might appear in the title seems self-evident; the addition of "religion" to the title of the School reflects the fact that there is substantial interest by School faculty in the study of religion, whether from an historical, philosophical, or religious studies perspective.

School of Language, Culture, and Society

The School of Language, Culture, and Society builds on Anthropology, Ethnic Studies, Foreign Languages and Literatures, and Women Studies' existing academic and research priorities in global justice, with particular emphases in food insecurity and sovereignty, Latino/a studies, and social and environmental justice. The structure of the School generates greater collaboration across disciplines in teaching and scholarship and helps support faculty in innovative teaching, grant-writing, and engaged scholarship within an international and multicultural context. Additionally, as part of its emphasis on global justice, the School is committed to improving the climate for students and faculty/staff of color and increasing diversity on campus. Each of the four units has a coordinator who facilitates class scheduling, fixed term hires, undergraduate curriculum development, and student service. Additionally, each unit also elects a representative who becomes part of the School's Advisory Council, along with the coordinators. The Advisory Council works with the Director on issues of policy and planning. The School also has a fulltime undergraduate advisor for Anthropology, Ethnic Studies, and Women Studies (Foreign Languages has a .25 undergraduate advisor in the unit), as well as a fulltime undergraduate advisor for the Anthropology online major and a .25 undergraduate advisor for the online Women Studies major. Each unit also has a graduate coordinator. Furthermore, the faculty have created a promotion and tenure policy for the School that has been accepted by the Senior Vice Provost. In addition to undergraduate degrees, these units offer an MA and PhD in Applied Anthropology, an MA in Contemporary Hispanic Studies, an MA in Women Studies, and primary and secondary areas in the MAIS. Current conversations are focusing on possible shared degrees in social justice studies that draw on the

perspectives and contributions of all four units, as well as those of the School of Public Policy. The realignment allows opportunities for greater collaboration in teaching, research, and service than has been experienced under the current departmental model. Colleagues across disciplines now have opportunities to teach together, to develop shared projects in engaged scholarship, to serve on committees together, and to develop the School's emphases on global justice, international exchange, and community involvement. At its fall 2011 retreat, the faculty and staff of Anthropology, Ethnic Studies, Foreign Languages and Literatures, and Women Studies voted 30-4 in favor of the proposal to create the School of Language, Culture, and Society.

School of Public Policy

As a result of an approved Abbreviated Category I proposal the Departments of Economics, Political Science, and Sociology along with the Masters in Public Policy program merged to create a School of Public Policy. We continue to offer undergraduate degrees in three of the four programs and expect to offer a PhD in Public Policy in AY 2012-13. We continue to offer undergraduate minors in Economics, Political Science, and Sociology, and graduate minors in Political Science and Sociology. No change was made to any of the degree programs, concentrations, or minors through the Category I process. The School of Public Policy demonstrates CLA's commitment to promoting the OSU Strategic Plan in which scientists and other scholars at OSU are contributing knowledge and expertise to three strategic areas. It also describes our commitment to creating a ranked Public Policy program for the Pacific Northwest that draws on the strength of existing OSU programs. After considerable debate and multiple meetings during 2009-2010, an Abbreviated Category I proposal was created and reviewed by all faculty as well as Deans and other University leaders. After suggested revisions were integrated into the proposal, an almost unanimous vote of the faculty approved the creation of a School of Public Policy (one person voted against the merger). The CLA Dean approved the proposal and the budget needed to create the new School, and the proposal was reviewed and revised through the academic program review process with a vote to approve by the Faculty Senate in June 2011.

School of Psychological Science

The School of Psychological Science will be constituted as a name change and a refocusing of the mission of the Department of Psychology. As is currently the case, Psychology will play a central role in the University's educational mission (through a very large major, a large presence in the Baccalaureate Core, and providing necessary coursework for outside degrees), research mission, and public service mission. Psychological Science as a topic is centrally important for the

University's signature areas of "Improving Human Health and Wellness" and "Promoting Economic Growth and Social Progress". There is also relevance to the Sustainable Earth Systems signature area. More generally, citation analyses show that psychology is a "hub science" that feeds information into other areas. The faculty associated with the proposed School see it as the provider of such information to the campus community, as a campus driver of collaborative enterprises relevant to psychological science, as a campus resource for psychological expertise, and as a place of convergence for the community of people on campus whose work involves psychological science in some capacity. We have active relationships with psychologists all across campus, and have been part of collaborations and initiatives involving every college on campus. The nomenclature shift from "Psychology" to "Psychological Science" is designed to emphasize the unit's scientific orientation to questions of behavior and cognition. Psychology has always had such an orientation, but sometimes outsiders, especially students, do not understand this. This can lead to problems when, for instance, students are surprised at the scientific content they find in our classes. Note too that this nomenclature is consistent with that of our field's research-based professional organization, the Association for Psychological Science (APS). The Psychology faculty discussed its reorganizational options extensively over multiple meetings, and the proposed option was adopted with no dissent.

School of Writing, Literature, and Film

The proposed School of Writing, Literature, and Film is configured as a name change and reorganization of constituent areas of the English Department. The name change and reorganization makes explicit the multiple disciplines offered within the academic unit and creates synergistic opportunities for students across programs. Following on-cycle academic program review in 2007, redesign of the unit was already underway at the beginning of the OSU reorganization period. An ad-hoc reorganization team of junior and senior faculty met for two years (2009-11) to study and consider all reasonable reorganization options. The School structure was developed to preserve and create intellectual cohesion among disciplines that are closely allied in their focus and student outcomes—all are textual disciplines. Given its broad mission to foster 21st century literacies for an educated citizenry, the School maintains collaborative linkages with other Schools, to the exclusion of none. The School brings together faculty who typically prepare graduate and undergraduate students for challenging careers in teaching, writing, and research. Reorganization includes streamlining of four areas of literary studies into one literature area, with strengths in material approaches to literature and transnational literary studies. Over the next 5-10 years, the faculty see themselves building upon established graduate programs (an MFA in

Creative Writing and an MA in English), with the goal of growing these programs to 70 - 80 students, and adding a “partner” low-residency MFA program at OSU Cascades. The name change also calls attention to our expansive embrace of writing programs—in aggregate, the largest of any single academic unit in OUS (foundational writing skills, Ecampus and on-campus writing minor, Baccalaureate Core Writing I and II, INTO/International Pathways writing, and MFA). Explicit reference to film highlights the coursework and research activity already present in the proposed School and enables us to consider transcript-visible options for graduate and undergraduate areas where film exists. Approximately 500-600 undergraduate students from around the university are enrolled in film courses in the School each year (an equivalent of a minor is already being offered). Over three decades, film has already evolved as a co-discipline of English studies, teaching many of the same skills (in most community colleges and Oregon high schools, film counts as a literature elective). The School maximizes existing resources by bringing together adjunct film faculty in CLA with capacity to deliver elective courses and advise theses. Direction of graduate MFA/MA and writing programs remains the same as before reorganization. Faculty fully support reorganization and voted unanimously to support the proposed new School configuration in October 2011.

C. Objectives, functions (instruction, research, people served) and activities of proposed units

The fundamental objectives and functions of the academic units do not change. All programs in all of the proposed Schools will continue to have responsibility for instruction, research and/or creative activity, and outreach and engagement. The students and community members served do not change as a result of reorganization.

All programs in all Schools will have developed program outcomes for student learning. Program assessment will continue to be the responsibility of School assessment coordinators. Outcomes developed for the programs do not change as a result of reorganization.

1. Impact on undergraduate programs

No changes are being proposed in undergraduate majors, minors, options, or certificates. All undergraduate programs will continue to be offered. There will be no impact on delivery of Baccalaureate Core, DPD, or courses currently offered by CLA programs.

Undergraduate majors and minors (Fall, 2011 degree enrollment):

School of Arts and Communications

| | |
|---------------------------------------|----------|
| Art (Art & Applied Visual Art) Majors | 263 |
| Art Minors | 86 |
| Music Majors | 118 |
| Music Minors | 35 |
| New Media Comm option | 304 |
| New Media Comm Minors | 30 |
| Speech Comm/Pre-Comm Majors | 221 |
| Speech Comm Minors | 53 |
| Theatre Option | 23 |
| Theatre Minors | <u>8</u> |
| Total | 1141 |

School of History, Philosophy, and Religion

| | |
|------------------|-----------|
| History Major | 312 |
| History Minor | 123 |
| Philosophy Major | 70 |
| Philosophy Minor | <u>62</u> |
| Total | 567 |

School of Language, Culture, and Society

| | |
|---------------------------------|-----|
| Anthropology Majors | 535 |
| Anthropology Minors | 30 |
| Ethnic Studies Majors | 39 |
| Ethnic Studies Minors | 11 |
| Spanish Majors | 108 |
| Spanish Minors | 329 |
| French Majors | 25 |
| French Minors | 57 |
| German Majors | 55 |
| German Minors | 52 |
| Asian Lang. and Cultures Minors | 54 |
| Women Studies Majors | 40 |

| | |
|----------------------|-----------|
| Women Studies Minors | <u>28</u> |
| Total | 1363 |

School of Public Policy

| | |
|--------------------------|-----------|
| Economics Majors | 164 |
| Economics Minors | 26 |
| Political Science Majors | 253 |
| Political Science Minors | 32 |
| Sociology Majors | 294 |
| Sociology Minors | <u>56</u> |
| Total | 825 |

School of Writing, Literature, and Film

| | |
|----------------|------------|
| English majors | 300 |
| English minors | 10 |
| Writing minors | <u>119</u> |
| Total | 429 |

School of Psychological Sciences

| | |
|-------------------|------------|
| Psychology Majors | 700 |
| Psychology Minors | <u>132</u> |
| Total | 832 |

2. Impact on Graduate Programs

All graduate programs (MA, MS, MAIS, Ph.D.) continue to be offered. There is no immediate change in graduate program degrees. As part of its long-term vision and mission, the School reorganization will make it possible for CLA to develop strategically focused graduate programs distinctive to OSU and OUS.

Graduate majors and minors (Fall, 2011 degree enrollment):

School of Arts and Communication

Music Education (MAT)

| | |
|--------------------------|-----------|
| MAIS (primarily Sp/Comm) | <u>19</u> |
| Total | 28 |

School of History, Philosophy, and Religion

| | |
|----------------------------------|----------|
| History of Science (MA, MS, PhD) | 13 |
| Applied Ethics (MA) | 9 |
| MAIS (History & Philosophy) | <u>9</u> |
| Total | 31 |

School of Language, Culture, and Society

| | |
|--|-----------|
| Anthropology (MA, PhD) | 41 |
| Women Studies (MA) | 5 |
| Contemporary Hispanic Studies | 9 |
| MAIS (Ethnic Studies) | 7 |
| MAIS (Foreign Languages and Literatures) | 10 |
| MAIS (Anthropology) | 2 |
| MAIS (Women Studies) | <u>12</u> |
| Total | 86 |

School of Public Policy

| | |
|-------------------------|----|
| Master of Public Policy | 65 |
|-------------------------|----|

School of Writing, Literature, and Film

| | |
|---------------------------|----------|
| Master of Arts in English | 20 |
| MFA in Creative Writing | 24 |
| MAIS (English) | <u>7</u> |
| | 51 |

School of Psychological Science

| | |
|-------------------|---|
| MAIS (Psychology) | 6 |
|-------------------|---|

Note: CLA is an active participant in the MAIS degree program. The MAIS degree is awarded by the Graduate School. Enrollment signifies one 15 credit hour field selected by a student.

3. Impact on Undergraduate and Graduate Advising

There is no change to the current advising structure in majors and minors or graduate studies in CLA as a result of reorganization. First year undergraduate advising will continue to be conducted by the CLA Advising Office and all programs have advising processes in place. This advising structure will not change. There are no foreseeable impacts on student access. Graduate program coordinators will administer the graduate programs in each school, as they do currently.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

The reorganization of the College of Liberal Arts does not require additional or new resources. The combination of units under a single administrative structure rather than the creation of new units is being done for strategic reasons. The reorganization does not require new personnel or facilities. Changes in location of personnel are not required by the reorganization. There will be some minimal costs associated with letterhead, webpage and signage changes, which will be covered by E-campus revenue, as they are currently.

The major budgetary impact to the College of Liberal Arts lies in the transfer of 16 chair salaries and stipends to six full-time directors. Overall, the proposed reorganization is estimated to result in a net savings of \$111,500. Details regarding the budgetary impact of the proposal are in the Appendix and Budget Outline pages.

Current faculty resources, Fall 2011 (all tenure/tenure-line faculty plus instructors who have served for three years or more at 0.75 FTE or above; faculty CVs are available on request):

School of Arts and Communication

List of Faculty

Bowker, Judith (Associate Professor) 1.0 FTE

Brooke, Sandra (Associate Professor, Cascades Campus) 1.0 FTE

Brudvig, Robert (Associate Professor) 1.0 FTE

Bull, Tina (Music Education Coordinator) 1.0 FTE

Bushnell, Bobette (Instructor) 1.0 FTE

Caldwell, George (Associate Professor) 1.0 FTE

Campbell, Katherine (Professor) 1.0 FTE

Carlson, Marlan (Professor) 1.0 FTE

Chapman, Christopher (Assistant Professor) 1.0 FTE
Dollar, Natalie (Associate Professor, Cascades Campus) 1.0 FTE
Ferguson, Anne (Instructor) 1.0 FTE
Froehlich, Nancy (Assistant Professor) 1.0 FTE
Goodnow, Trischa (Professor) 1.0 FTE
Green, Julie (Associate Professor) 1.0 FTE
Hadley, Katherine (Instructor) 1.0 FTE
Headrick, Charlotte (Professor) 1.0 FTE
Helman, Elizabeth (Instructor) 1.0 FTE
Hiratsuka, Yuji (Professor) 1.0 FTE
Iltis, Robert (Associate Professor) 1.0 FTE
Jeffers, Rebecca (Faculty Research Assistant) 0.76 FTE
Jordon, Shelley (Professor) 1.0 FTE
Kesterson, Todd (Senior Instructor) 1.0 FTE
Kincaid, Samuel (Instructor) 1.0 FTE
Loges, William (Associate Professor) 1.0 FTE
Marks, Andrea (Associate Professor) 1.0 FTE
Mason, Barbara (Associate Professor) 1.0 FTE
McCabe, Rachelle (Professor) 1.0 FTE
Moore, Mark (Professor) 1.0 FTE
Myers, Andrew (Instructor) 0.75 FTE
Patton, Kevin (Assistant Professor) 1.0 FTE
Peltomaki, Kirsi (Associate Professor) 1.0 FTE
Poppino, Richard (Associate Professor) 1.0 FTE
Porrovecchio, Mark (Assistant Professor) 1.0 FTE
Root, Elizabeth (Assistant Professor) 1.0 FTE
Rossi, Marion (Associate Professor) 1.0 FTE
Sanders, Judith (Instructor) 1.0 FTE
Sayre, Henry (Distinguished Professor, Cascades Campus) 1.0 FTE
Silveira, Jason (Assistant Professor) 1.0 FTE
Voorhees, Gerald (Assistant Professor) 1.0 FTE
Walker, Gregg (Professor) 1.0 FTE
Wright, Amanda (Instructor) 1.0 FTE
Xue, Lei (Assistant Professor) 1.0 FTE

Zielke, Steven (Professor) 1.0 FTE

Professional Faculty

Chandler, Loril (Assistant to Director) 1.0 FTE

Hoflich, Cheryl (Office Manager) 1.0 FTE

Maul, John (Professor and Director) 1.0 FTE

Oliveros, Felix (Academic Advisor) 1.0 FTE

Russell, Douglas (Senior Faculty Research Assistant) 1.0 FTE

Classified Staff

Elle, Joyce (Office Specialist 2) 1.0 FTE

Richardson, Kenneth (Stage Production Coordinator) 0.75 FTE

Rossi, Kim (Office Specialist 2) 1.0 FTE

Sneller, Erin (Public Information Representative 1) 1.0 FTE

Theatre Arts TBA (Office Specialist 1) 1.0 FTE

School of History, Philosophy, and Religion

List of Faculty

Arnold, David (Instructor) 1.0 FTE

Blumenthal, James (Associate Professor) 1.0 FTE

Carson, Mina (Associate Professor) 1.0 FTE

Campbell, Courtney (Professor) 1.0 FTE

Chappell, Marisa (Associate Professor) 1.0 FTE

Clough, Sharyn (Associate Professor) 1.0 FTE

Ferngren, Gary (Associate Professor) 1.0 FTE

Goodrich, Charles (Instructor) 0.75 FTE

Guerrini, Anita (Professor) 1.0 FTE

Hamblin, Jacob (Assistant Professor) 1.0 FTE

Husband, William (Professor) 1.0 FTE

Ip, Hung-yok (Associate Professor) 0.75 FTE

Kaplan, Jonathan (Associate Professor) 1.0 FTE

Katz, Jonathan (Professor) 1.0 FTE

Kopperman, Paul (Professor) 1.0 FTE

Leibowitz, Flo (Professor) 1.0 FTE

Luft, David (Professor) 1.0 FTE
 Madison, Rodney (Instructor) 0.75 FTE
 Moore, Kathleen Dean (Professor) 1.0 FTE
 Mutschler, Ben (Associate Professor) 1.0 FTE
 Orosco, Joseph (Associate Professor) 1.0 FTE
 Osborne, Michael (Professor) 1.0 FTE
 Ritzheimer, Kara (Assistant Professor) 1.0 FTE
 Rubert, Steven (Associate Professor) 1.0 FTE
 Sarasohn, Lisa (Professor) 1.0 FTE
 Sarbacker, Stuart (Assistant Professor) 1.0 FTE
 Shay, Steven (Instructor) 0.75 FTE
 Smith, Stacey (Assistant Professor) 1.0 FTE
 Thompson, Allen (Assistant Professor) 1.0 FTE
 Uzgalis, William (Professor) 1.0 FTE
 von Germeten, Nicole (Associate Professor) 1.0 FTE
 Vogt, Anthony (Instructor) 0.75 FTE

Professional Faculty

Bishop, David (Academic Coordinator, SHPR) 1.0 FTE
 Curtis, Patty (Office Manager, History) 1.0 FTE
 Howard, Dwane (Assistant to the Director, SHPR) 1.0 FTE
 Robertson, Lois (Office Manager, Philosophy) 1.0 FTE

School of Public Policy

List of Faculty

Akins, Brie (Instructor) 0.5 FTE
 Akins, Scott (Associate Professor) 1.0 FTE
 Barker, Kristen (Associate Professor) 1.0 FTE
 Below, Amy (Assistant Professor) 1.0 FTE
 Bernell, David (Assistant Professor) 0.75 FTE
 Burkhardt, Brett (Assistant Professor) 1.0 FTE
 Clark, Doug (Instructor) 0.5 FTE
 Cramer, Lori (Associate Professor) 1.0 FTE

Edwards, Mark (Associate Professor) 1.0 FTE
Emerson, Patrick (Associate Professor) 1.0 FTE
Färe, Rolf (Professor) 1.0 FTE
Gallagher, Sally (Professor) 1.0 FTE
Hammer, Roger (Associate Professor) 0.75 FTE
Henderson, Sarah (Associate Professor) 1.0 FTE
Inderbitzen, Michelle (Associate Professor) 1.0 FTE
Jennings, Breandan (Instructor) 1.0 FTE
Johnson, Allison (Assistant Professor) 1.0 FTE
Lach, Denise (Professor) 0.83 FTE
Li, Hu-yu (Associate Professor) 1.0 FTE
McGough, Bruce (Associate Professor) 1.0 FTE
Meng, Qinglai (Associate Professor) 1.0 FTE
Nelson, Camille (Instructor) 1.0 FTE
Nelson, Michael (Instructor) 1.0 FTE
Ortiz, Steve (Associate Professor) 1.0 FTE
Plaza, Dwaine (Professor) 1.0 FTE
Pugatch, Todd (Assistant Professor) 1.0 FTE
Sahr, Robert (Associate Professor) 1.0 FTE
Schroeder, Liz (Assistant Professor) 1.0 FTE
Solberg, Rorie (Associate Professor) 1.0 FTE
Stanley, Kathleen (Instructor) 1.0 FTE
Steel, Brent (Professor) 1.0 FTE
Sykes, Jennifer (Assistant Professor) 1.0 FTE
Tremblay, Carol (Professor) 1.0 FTE
Tremblay, Vic (Professor) 1.0 FTE
Valls, Andrew (Associate Professor) 1.0 FTE
Whitehead, Katie (Instructor) 1.0 FTE

Professional Faculty

Cross, Mecila (School Administrator) 1.0 FTE

Classified Staff

Herrera, Betu (OS2) 1.0 FTE

Jackson, Patricia (OS1) 1.0 FTE

Relyea, Laura (OS2) 1.0 FTE

E-Campus Instructors at variable FTE AY 2011-2012

Bostian, AJ

Rowe, Olha

Champlin, Dell

Sharp, Shayla

Conway, Bryan

Stefanovich, Mark

Helmick, Mark

Tekin-Koru, Ayça

Hubbard, Monica

Tichen, Seth

Marshall, Kandice

Wolters, Erica

School of Language, Culture, and Society

List of Faculty

Boudraa, Nabil (Associate Professor) 1.0 FTE

Brauner, David Ray (Professor) 1.0 FTE

Cardenas, Norma L. (Assistant Professor) 1.0 FTE

Carpena-Mendez, Fina (Assistant Professor) 1.0 FTE

Casanova, Florencia Olivia (Instructor Study Abroad Summer/Fall) 1.0 FTE

Chavarria-Bechtel, Loren (Senior Instructor) 1.0 FTE

Cheyney, Melissa Jean (Assistant Professor/Graduate Advisor) 1.0 FTE

Davis, Emily (Instructor) 1.0 FTE

Davis, Loren Gerald (Associate Professor) 1.0 FTE

Doyle, Andrea (Instructor) 1.0 FTE

Duncan, Patti L (Associate Professor) 1.0 FTE

Escala, Anuncia (Senior Instructor) 1.0 FTE

Freehling-Burton, Kryn (Instructor) 1.0 FTE

Garcia, Kay S. (Professor) 1.0 FTE

Gross, Joan E. (Professor) 1.0 FTE

Hansen, Tobin M. (Instructor) 1.0 FTE

Hayashi, Elaine Webster (Instructor) 1.0 FTE

Heiduschke, Sebastian (Assistant Professor) 1.0 FTE

Kalter, Alan L. (Instructor) 1.0 FTE

Krause, Joseph T. (Professor) 1.0 FTE

Lee, Janet (Professor) 1.0 FTE

Leoni, Christopher Morris (Instructor) 1.0 FTE
 Liggett, Catherine E. (Instructor) 1.0 FTE
 Mathewson, Margaret S. (Instructor) 1.0 FTE
 Macfarlan, Shane (Visiting Faculty) 1.0 FTE
 Mc Cullough, Brenda Gayle (Senior Instructor) 1.0 FTE
 Mc Murray, David A. (Associate Professor) 1.0 FTE
 Minc, Leah D. (Associate Professor) 1.0 FTE
 Morrill, Angie (Instructor) 1.0 FTE
 Nakajima, Setsuko (Senior Instructor) 1.0 FTE
 Nakamura, Fumiko (Instructor) 0.75 FTE
 Palacios, Angela Patricia (Instructor) 1.0 FTE
 Price, Lisa M. L. (Professor) 1.0 FTE
 Ren, Guobin (Instructor) .75 FTE
 Robelo, Lucia F. (Instructor) 1.0 FTE
 Rolston, Irene Louise (Instructor) 1.0 FTE
 Rosenberger, Nancy (Professor) 1.0 FTE
 Sakurai, Patricia A. (Associate Professor) 1.0 FTE
 Schuster Provaznikova, Ludmila (Instructor) 0.75 FTE
 Shaw, Susan Maxine (Transitional Director) 1.0 FTE
 Shirazi, Mehra A. (Assistant Professor) 1.0 FTE
 Thompson, Robert (Associate Professor) 1.0 FTE
 Tilt, Bryan D. (Associate Professor) 1.0 FTE
 Trujillo, Juan Antonio (Assistant Professor/Graduate Advisor) 1.0 FTE
 Warren, Ana Luz (Instructor) 1.0 FTE
 Wood, Guy H. (Professor) 1.0 FTE
 Xing, Jun (Professor, on leave) 1.0 FTE
 Yu, Shiao-Ling Lucy (Associate Professor) 1.0 FTE

GTAS (AY 2011-2012) - 55

Advisors

Kellar, Brenda Marcell (Ecampus Adviser) 1.0 FTE
 Price, Michael G. (Undergraduate Adviser) 1.0 FTE

Professional Faculty

Bentley, Karen (Office Manager) 1.0 FTE

Mills, Karen Faye (Program Assistant to Director) 1.0 FTE

Classified Staff

Rianda, Leonora (Women Studies and Ethnic Studies) 1.0 FTE

Wardrip, Loretta (Anthropology) 0.5 FTE

Wyant, Laurie (Foreign Languages and Literatures) 1.0 FTE

E-campus Instructors at variable FTE AY 2011-2012

Al-Saaidi, Faiza Ahmed

Kubein, Adele

Asinjo, Robert

Kudlacek, Trina

Banks, R.

Littke, Amanda

Barkemeyer, Karen

Little, Peter

Beged-Dov, Yael

Morrison, C.

Briggs, Cynthia

Nolan, Mary

Brown, Sean

Palmer, Callie

Casas, Ruben

Petts, Jamie

Doyle, Andrea

Polcene, Paige

Eichelberger, Justin

Prats, David

Esterberg, KirstinFreeman, Julianne

Price, S.

French, James

Rowe, Olga

Galipeau, Brendan

Ruder, B.

George, Jessica

Schindell, Jennifer

Green, Amanda

Sharp, Shayla

Hernandez, Cuauhtli

Shrefler, Nathan Laurence

Hoffman, Dominique

Snyder, Susanna

Holden, Madrona

Van Bronkhorst Kelly Marie

Ireland, Heather

Van Londen, Pam

Kellar, Brenda

Watson, Annaliese

Knapp, Dante

Wills, Samuel

Krebbs, Jason

Woods, Michael

Yu, Larry

School of Psychological Science

List of Faculty

Becker-Blease, Katherine (Assistant Professor) 1.0 FTE
 Bernieri, Frank (Associate Professor) 1.0 FTE
 Brown, Rebecca (Instructor) 0.96 FTE
 Crowley, Michael (Instructor and Advisor) 0.87 FTE
 Daniels, Elizabeth Daniels (Assistant Professor OSU-Cascades) 1.0 FTE
 Dilts, Rachel (Instructor) 0.96 FTE
 Edwards, John, (Associate Professor and Chair) 1.0 FTE
 Hu, Juan (Instructor) 1.0 FTE
 Kerr, David (Assistant Professor) 1.0 FTE
 Klubnik, Cynthia (Instructor) 1.0 FTE
 Lewis, Teri Lewis (Assistant Professor) 1.0 FTE
 Lien Mei (Associate Professor) 1.0 FTE
 O’Laughlin Matthew (Instructor) 0.72 FTE
 Petty, Kristen (Instructor) 1.0 FTE
 Ryan, Lawrence (Associate Professor) 1.0 FTE
 Saturn, Sarina (Assistant Professor) 1.0 FTE
 Sherman, Aurora (Assistant Professor) 1.0 FTE
 Watkins, Patti (Associate Professor) 1.0 FTE
 Wolsko, Christopher (Assistant Professor OSU-Cascades) 1.0 FTE

Professional Faculty

Dodsworth, Shirley (Office Manager) 1.0 FTE
 Deuver, Teri (Advisor) 1.0 FTE

25+ Affiliates have agreed to be in informal association with the proposed School (no formal appointment through Psychology)

School of Writing, Literature, and Film

List of Faculty

Anderson, Chris (Professor) 1.0 FTE
 Barbour, Richmond (Professor) 1.0 FTE
 Betjemann, Peter (Associate Professor) 1.0 FTE
 Biespiel, David (Instructor) 1.0 FTE
 Brasted-Maki, Don (Instructor) 1.0 FTE
 Brock, Isabelle (Instructor) 0.75 FTE
 Browne, Neil (Associate Professor - OSU Cascades) 1.0 FTE
 Burton, Vicki Tolar (Professor) 0.5 FTE + 0.5 FTE WIC
 Bushnell, J.T. (Instructor) 1.0 FTE
 Connor, Roby (Instructor) 1.0 FTE
 Daugherty, Tracy (Distinguished Professor) 1.0 FTE
 Davison, Neil (Associate Professor) 1.0 FTE
 Ede, Lisa (Professor) 0.75 FTE
 Elbom, Gilad (Instructor) 1.0 FTE
 Freeman, Meghan (Assistant Professor) 1.0 FTE
 Garceau, Demaris (Instructor) 1.0 FTE
 Gottlieb, Evan (Associate Professor) 1.0 FTE
 Harrison, Wayne (Instructor) 1.0 FTE
 Helle, Anita (Professor) 1.0 FTE
 Holmberg, Karen (Associate Professor) 1.0 FTE
 Jameson, Sara (Senior Instructor) 1.0 FTE
 Kunert, Steven (Senior Instructor) 1.0 FTE
 Larison, John (Instructor) 1.0 FTE
 Lawler, Barry (Senior Tenured Instructor) 0.50 FTE
 Leeson, Ted (Senior Tenured Instructor) 0.50 FTE
 Lewis, Jon (Professor) 1.0 FTE
 Malewitz, Raymond (Assistant Professor) 1.0 FTE
 Meyers, Susan (Assistant Professor) 1.0 FTE
 Olson, Rebecca (Assistant Professor) 1.0 FTE
 Robinson, David (Distinguished Professor) 0.38 FTE + Center Humanities/Eng 0.62 FTE
 Rodgers, Susan (Associate Professor) 1.0 FTE
 Sandor, Marjorie (Professor) 1.0 FTE

Schwartz, Robert (Professor) 0.33 FTE
 Scribner, Keith (Associate Professor) 1.0 FTE
 St. Jacques, Jillian (Instructor) 1.0 FTE
 Williams, Tara (Associate Professor) 1.0 FTE

Professional Faculty

Leen, Ann (Office Manager) 1.0 FTE

Classified Staff

Felicia Phillips, OS2 1.0 FTE

Ecampus Instructors at Variable FTE

| | |
|-------------------|------------------|
| Carpenter, Claire | DeTar, Elizabeth |
| Chapman, Cynthia | Ghasedi, Sarah |
| DeSoyza, Kushlani | Peters, Patrick |

Adjunct Faculty in Film Studies (adjunct faculty normally offer at least one elective film course per academic year and agree to serve on thesis committees).

Bernell, David (Assistant Professor/Political Science)
 Boudraa, Nabil (Associate Professor/French and North African film)
 Duncan, Patti (Associate Professor/Film and Women's Studies)
 Heiduschke, Sebastian (Assistant Professor/German film)
 Leibowitz, Flo (Professor, Philosophy)
 Shirazi, Mehra (Assistant Professor/Women Studies and film)
 Wood, Guy (Professor/Hispanic/Western European film)

E. Funding Sources: state sources, federal funds, other funds as specified.

There will be no change in the sources of funding due to the CLA reorganization.

F. Relationship of the proposed unit to the institutional mission

The re-organization within the College of Liberal Arts furthers OSU's institutional mission in three significant ways. First, we want to underscore that the reorganization does not alter majors and minors within CLA, and so the proposal is at base a means of offering more opportunities to students and faculty, rather than displacing what is already done so well in CLA. Second, while maintaining all majors and minors, the reorganization facilitates the possibility of interdisciplinary work, emphasizing the ways in which particular disciplinary methods are complementary means of understanding profound questions that are delineated in OSU's areas of distinction. Sustainable ecosystems, human health and wellness, and the promotion of social economic progress are problems of such magnitude that the richest possible understanding will of necessity see the relation between different ways of asking questions and pursuing answers. Finally, the reorganization furthers OSU's core project of creating an educated citizenry. In placing disciplines in dialogue with one another within Schools, and Schools in dialogue with one another within the College, the new units have the potential to more forcefully highlight the essential relation between Liberal Arts and the goal of educating citizens, both at OSU and beyond.

G. Long range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

Teaching: The proposed Schools will deliver strong undergraduate and graduate majors, minors, and certificate programs in the liberal arts disciplines; increase involvement in international opportunities including development of student/faculty exchange partnerships; and leverage new School structures to develop robust disciplinary and interdisciplinary graduate programs that capitalize on OSU strengths and strategic plans.

Research and Creative Activity: As long-range goals, each School plans to increase external funding for research and creative efforts to support high expectations for CLA faculty productivity and student training. We will capitalize on new School structures by bringing together faculty and students in multi- and interdisciplinary efforts. Finally, we plan to increase our international research presence.

Outreach and Service: The proposed Schools will develop and implement strong E-campus programs/majors so that students around the state, country, and world can benefit from OSU teaching excellence; provide professional development opportunities for faculty and staff to

increase their skills and capacities to deliver expertise as needed in professional and local communities; and, participate as effective members of the OSU community in governance, administrative, and other responsibilities.

The College of Liberal Arts continues to develop E-campus courses that provide a regular source of revenue for new and continuing programs. Involvement in OSU INTO is also providing revenue for teaching innovations, especially those related to international programs. And, increased external funding can bring with it recovered indirect resources that can be directed to improving faculty success and productivity.

H. Relationship of the proposed unit to programs at other institutions in the state.

All of the sub-units within each School have already been approved within the OUS system. While individual faculty may collaborate with colleagues from other OUS institutions, units within the proposed School do not have formal collaborations with the other universities. The proposal would not change the relationship to OUS or other institutions in the state.

Appendix A: Budget outline pages

The budget figures listed here are incremental budgets, including increases to budgets planned for the development of the School.

The four budget years are in current dollars and have not been adjusted for any raises provided (including the FY12 raises) or increases in OPE costs. Any such budget adjustments will increment the budgets of the constituent parts of the proposed School in the same manner as for other units in the College. The annual service and supplies expenditures are arbitrarily divided between the stationary and equipment categories.

New costs for the Schools are listed on the attached sheets. These include:

- a) One time costs in the first and second years for some minor renovation of space for the School offices and for moving and consolidation (from Foundation funds, shown as “other budgetary authority”). Note that some of the first year costs have already been paid.
- b) One time costs over the first two years to replace stationary and signage as necessary (from Foundation funds, shown as “other budgetary authority”). A good part of these costs have already been paid. The balance will come from Foundation or College fund balance.
- c) Compensation for the School Directors are shown as new costs, as these are new positions. However, they are more than offset by the savings from compensation previously allocated to department and program chairs. Previously, there were 16 different units whose heads received salary increments at a total cost of about \$377,000. The new costs for the six school directors averages \$25,000 per position for a total of \$150,000 in salary and about \$187,500 in total costs (salary and OPE). These costs have already been budgeted for the transitional leaders in each program.
- d) There will be some realignment of staff positions and ranks in the new school as unit offices are consolidated. For example, assistants to the School Directors were rebudgeted at a base salary of \$48,000 annually, for a total net cost increase of \$45,000 (salary and OPE). Those costs have already been budgeted, but will be covered as savings from consolidation and restructuring of support positions through attrition.

- e) Addition of 2.0 FTE advisors to support the growth in Liberal Arts majors, and to professionalize advising throughout the College. The College has one of these advisors with funds the Provost committed in Spring, 2011. A second position will be filled as demand is assessed in different areas. The cost of that second position is estimated at \$67,500 salary and OPE.

The net change in costs are:

| | | |
|---------|-------------------------------|-------------|
| Income: | Programmatic savings: | \$377,000 |
| | Foundation, fund balance: | \$30,000 |
| | Provost funding advisor: | \$63,000 |
| Costs: | School Director compensation: | (\$187,500) |
| | Net staff changes: | (\$45,000) |
| | 2 new advisors: | (\$126,000) |
| Net: | | \$111,500 |

A 4% annual inflationary increase is included in the costs after AY2012-13. After the first year it is assumed that the Provost's allocation for an advisor is in the "current budgetary unit".

As you know, the College of Liberal Arts has gone through a two-year process of realignment from 17 separate units into six schools. The attached expedited Category I proposal has been developed by leaders and faculty in the College to describe the impacts of that realignment. As per agreement with Larry Rodgers, the Provost, and the Faculty Senate Executive Committee, we are submitting this proposal as an omnibus proposal modeled on the passage of the HHS reorganization proposal. We invite your comments, questions, and concerns about the proposal before we move further through the approval process. If we do not hear from you by Friday, February 10, we will assume that you have minimal or no concerns. Thank you, in advance, for taking the time to read and share with appropriate faculty and leaders in your College.

Mike Oriard
Associate Dean
College of Liberal Arts

From: Hoffman, Mark **Sent:** Friday, March 23, 2012 11:57 AM **To:** Oriard, Michael **Cc:** Serewis, Helene **Subject:** RE: liaison

Michael:

As you know I support this. I will provide comments below. The will be somewhat brief, if you feel they need to be more detailed just let me know.

“ I support the proposal presented by CLA. This is the type of reorganization that was undertaken in the College of Public Health and Human Sciences. It has proven to be an effective structure and I am confident it is a good approach for CLA.”

mah

Mark Hoffman, PhD, ATC Associate Dean for Undergraduate Programs
NATA Research and Education Foundation President
College of Public Health and Human Sciences
Oregon State University
Milam 112
Office 541-737-6787 Lab 541-737-6899 Fax 541-737-6914
mark.hoffman@oregonstate.edu

From: Oriard, Michael **Sent:** Friday, March 23, 2012 11:35 AM **To:** Hoffman, Mark **Cc:** Serewis, Helene **Subject:** FW: liaison

Mark:

You may recall that we bumped into each other outside the library after the deadline passed for liaison comments, and you mentioned that if your endorsement was still needed, you'd be happy to provide it. I just attended a meeting with various chairs of Faculty Senate

committees on the proposal, and I was told that having your comments would be useful. Could you fire off a note expressing your support, and “reply to all” so that it goes to Helene Serewis, the dean’s assistant, who can upload it to the proposal.

Thanks,

Mike

From: Lundy, James R **Sent:** Thursday, February 02, 2012 8:19 AM
To: Oriard, Michael **Subject:** RE: liaison

Michael

I will provide you a more formal response after I hear from COE School Heads (presuming I hear anything from them). Personally I am very supportive of the merger/realignment.

In reading through the proposal I noticed that in some places the School of Psychological Sciences is referred to as the University School of Psychological Sciences and in some places "University" is not included. Which is intended and if University is intended, why is the modifier used?

Thanks
Jim

James R. Lundy, Ph.D., P.E.
Executive Associate Dean
College of Engineering
Oregon State University
(541) 737-5235

Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Omnibus School Change, CLA
 Academic Year: 2012-2013

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|--|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) --School director stipends, six | \$150,000 | | | | | \$150,000 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) 2 FTE advisors, staff salary adjustments | \$78,000 | \$42,000 | | | | \$120,000 |
| Fellowships/Scholarships | | | | | | |
| OPE | \$67,500 | \$21,000 | | | | \$88,500 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | \$295,500 | \$63,000 | | | | \$358,500 |
| Other Resources | | | | | | |
| Library/Printed | As currently | | | | | |
| Library/Electronic | As currently | | | | | |
| Supply and Svcs:.,stationary, mktg | \$5,000 | | | | | \$5,000 |
| Equipment | | | | | | |
| Other Expenses-stipend, support | | | | | | |
| Other Resources Subtotal | \$5,000 | | | | | \$5,000 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | One time | \$25,000 | | | | \$25,000 |
| Other Expenses | Moving | \$5,000 | | | | \$5,000 |
| Physical Facilities Subtotal | 0 | \$30,000 | | | | \$30,000 |
| GRAND TOTAL | 300,500 | \$93,000 | | | | \$393,500 |

Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Omnibus School Change, CLA

Academic Year: 2013-2014

Indicate the year: _____ First X Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|--|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) --School director stipends, six | \$156,000 | | | | | \$156,000 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) 2 FTE advisors, staff salary adjustments | \$124,800 | | | | | \$124,800 |
| Fellowships/Scholarships | | | | | | |
| OPE | \$92,040 | | | | | \$92,040 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | \$372,840 | | | | | \$72,840 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs:.,stationary, mktg | \$5,000 | | | | | \$5,000 |
| Equipment | | | | | | |
| Other Expenses-stipend support | | | | | | \$5,000 |
| Other Resources Subtotal | \$5,000 | | | | | |
| Physical Facilities | | | | | | |
| Construction | One time | \$10,000 | | | | \$10,000 |
| Major Renovation | Moving | \$5,000 | | | | \$5,000 |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | \$0 | \$15,000 | | | | \$15,000 |
| GRAND TOTAL | \$377,840 | \$15,000 | | | | \$392,840 |

Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Omnibus School Change, CLA
 Academic Year: 2014-2015

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|--|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) --School director stipends, six | \$162,240 | | | | | \$162,240 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) 2 FTE advisors, staff salary adjustments | \$129,792 | | | | | \$129,792 |
| Fellowships/Scholarships | | | | | | |
| OPE | \$95,722 | | | | | \$95,722 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | \$387,754 | | | | | \$387,754 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs:,stationary, mktg | | | | | | |
| Equipment | | | | | | |
| Other Expenses-stipend support | | | | | | |
| Other Resources Subtotal | \$0 | | | | | \$0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | \$0 | | | | | \$0 |
| GRAND TOTAL | \$387,754 | | | | | \$387,754 |

Budget Outline Form: Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Omnibus School Change, CLA
 Academic Year: 2015-2016

Indicate the year: _____ First _____ Second
 _____ Third **X** _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|--|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) --School director stipends, six | \$168,730 | | | | | \$168,730 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) 2 FTE advisors, staff salary adjustments | \$134,984 | | | | | \$134,984 |
| Fellowships/Scholarships | | | | | | |
| OPE | \$99,550 | | | | | \$99,550 |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | \$403,264 | | | | | \$403,264 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs:.,stationary, mktg | | | | | | |
| Equipment | | | | | | |
| Other Expenses-stipend support | \$0 | | | | | \$0 |
| Other Resources Subtotal | \$0 | | | | | \$0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | \$0 | | | | | \$0 |
| GRAND TOTAL | \$403,264 | | | | | \$403,264 |

Helene Serewis (College Approver - Liberal Arts) February 10, 2012 6:49pm

Returning proposal so that originator may upload liaison.

John Edwards February 13, 2012 11:01am

A request for comments was sent to an associate dean in each of the academic colleges: Carol Brown, Business; Gary Delander, Pharmacy; Robert Duncan, COAS; Kenneth Winograd, Education; Cary Green, Agricultural Sciences; Mark Hoffman, Health and Human Sciences; Edward Jensen, Forestry; James Lundy, Engineering; Janine Trempey, Science. No one expressed any concerns.

John Edwards February 25, 2012 10:27am

2-24-12: Proposal was edited to reflect changes requested by CLA Curriculum Committee.

Helene Serewis (College Approver - Liberal Arts) February 27, 2012 9:35am

The CLA Curriculum Committee approves this proposal.

Sarah Williams (Curriculum Coordinator) March 23, 2012 11:33am

Returning to Originator for revisions following the Academic Programs Review.

Sarah Williams (Curriculum Coordinator) April 9, 2012 9:01am

The proposal is now ready for review by the Budgets and Fiscal Planning Committee.



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☒ Reorganization – moving responsibility for an academic program from one unit to another
- ☒ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

School of Design and Human Environment
College of Business

July 1, 2012

Department/Program:

College:

Design and Human Environment
Graphic Design

Public Health and Human Sciences
Liberal Arts

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

See attached signature pages for signatures of Chair and Deans

Sign (Dept Chair/Head; Director)

Date

Sign (Dean of College)

Date

Print (Department Chair/Head; Director)

Print (Dean of College)



Category I Proposal Transmittal Sheet

Title of Proposal:
School of Design and Human Environment
College of Business

**I certify that the proposal has been reviewed and approved by the appropriate
Department and College committees:**

A handwritten signature in cursive script that reads "Leslie D. Burns".

Leslie Davis Burns, Chair
Dept of Design and Human Environment

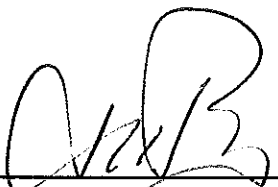
February 23, 2012
Date




Category I Proposal Transmittal Sheet

Title of Proposal:
School of Design and Human Environment
College of Business

I certify that the proposal has been reviewed and approved by the appropriate
Department and College committees:



Tammy Bray, Dean
College of Public Health and Human Sciences

Date

Ilene Kleinsorge, Dean
College of Business

Date

Larry Rodgers, Dean
College of Liberal Arts

Date



Category I Proposal Transmittal Sheet

Title of Proposal:

School of Design and Human Environment

College of Business

**I certify that the proposal has been reviewed and approved by the appropriate
Department and College committees:**

Tammy Bray, Dean
College of Public Health and Human Sciences

Date

Ilene Kleinsorge

Ilene Kleinsorge, Dean
College of Business

3/6/12

Date

Larry Rodgers

Larry Rodgers, Dean
College of Liberal Arts

3/7/12

Date

Abbreviated Category I Proposal to
Create a School of Design and Human Environment
College of Business
Oregon State University

Executive Summary

This proposal is to 1) create a School of Design and Human Environment bringing together the current Department of Design and Human Environment (currently in the College of Public Health and Human Sciences) and the Graphic Design program (currently in the College of Liberal Arts) and 2) align the School of Design and Human Environment within the College of Business. The proposal is a result of several years of conversations among the faculty and administration in these units and is fully supported by the faculty in DHE, Graphic Design, and the College of Business. A separate Category I proposal to create a BFA major in Graphic Design is currently under review. No changes are being proposed in the undergraduate or graduate majors in current programs in DHE: Apparel Design (BS, HBS), Interior Design (BS, HBS), Merchandising Management (BS, HBS) or Design and Human Environment (MA, MS, PhD).

Objectives, Functions, and Activities of the Proposed School of Design and Human Environment

1. To prepare future leaders in the global textile, apparel, interior/residential design, graphic design, and associated marketing and retailing industries. Undergraduate and graduate professional programs in the School of Design and Human Environment will build upon current strengths in DHE and Graphic Design. Graduates of the School of Design and Human Environment will mesh creative confidence, technical skill, evidence-based knowledge, and socially responsible ethics to effectively approach the design and merchandising processes from innovation/design solutions to market/user acceptance.
2. To advance knowledge, policies, and practices in the design and merchandising of sustainable and functional design communications and environments. Research and creative activities in the proposed School will address essential industry, community, and individual needs with a focus on sustainable design processes from innovation/design solution to market/user acceptance -- thus enhancing OSU's research/creative activity enterprise in 1) Functional/Sustainable Design and 2) Consumer/User Behavior related to designed environments.

Rationale

One of OSU's Signature Areas of Distinction is to Promote Economic Growth and Social Progress. OSU is particularly poised to promote economic growth and social progress in Oregon and beyond through the educational, research, and outreach programs of the proposed School of Design and Human Environment. OSU is the only university west of the Rockies that offers Bachelors through PhD degrees in the programs offered through Design and Human Environment. As such, OSU is uniquely positioned to move sustainable and innovative design education and research to the next level by bringing together our design and merchandising programs together within the College of Business. The proposed School of DHE will serve as the

primary higher education partner for the design and creative services industries in Oregon through the enhancement of already strong industry ties to companies involved with functional apparel design and merchandising (e.g., Nike, Columbia Sportswear, Adidas), housing/residential design and remodeling (e.g., Neil Kelly Company), commercial design (e.g., Smith/CFI, Herman Miller), graphic design (Nike, Ziba Design, Adidas), and associated retailers (e.g., Macy's, Nordstrom, Target), fostering a growing and healthy economy in Oregon and beyond.

The proposed School of DHE will also leverage already strong ties to the Colleges of Business and Engineering as well as enhancing current collaborations with the Center for Healthy Aging Research, Center for Healthy Children and Families, and faculty in the Colleges of Agricultural Sciences and Liberal Arts.

Budget Analysis

A five-year estimated budget was developed by the Health Sciences and Business and Engineering Business Centers. This budget reflects increased revenue primarily through differential tuition which allows for growth in faculty and staff positions. An initial differential tuition proposal has been approved including a multi-year phase-in.

*Abbreviated Category I Proposal to
Create a School of Design and Human Environment
College of Business
Oregon State University*

Date of Proposal: February 2012
Proposed Effective Date: July 1, 2012
CPS #: 83339

Current Structure and Department Name
Department of Design and Human Environment
College of Public Health and Human Sciences

Graphic Design program
College of Liberal Arts

CIP #: 190905

Undergraduate degrees

- Apparel Design (BS, HBS), CIP #190901
- Graphic Design (BFA) pending approval -- currently an option in BFA in Applied Visual Arts/ART/CLA), CIP #500401

Notes: A Category I proposal to create a BFA in Graphic Design is currently under review (CPS # 82870). A proposal to change the course designator from ART to GD for Graphic Design courses has been approved by the Curriculum Council conditional on the creation of a Graphic Design major.

- Interior Design (BS, HBS), CIP #500408
 - Interior Design option
 - Housing Studies option
- Merchandising Management (BS, HBS), CIP #190203

Undergraduate minor

- Merchandising Management

Graduate degrees

- M.S., M.A., Ph.D. in Design and Human Environment, CIP #190905
 - Current areas of concentration: Human/Consumer Behavior, Cultural and Historic Aspects of the Near Environment, Design in the Near Environment, Merchandising Management and Textiles.

Graduate minor

- Design and Human Environment

Proposed Structure and School Name

School of Design and Human Environment

College of Business

Proposed CIP: 190905

Undergraduate degrees

- Apparel Design (BS, HBS)—no changes are being proposed
- Graphic Design (BFA) – see notes above
- Interior Design (BS, HBS) –no changes are being proposed
 - Interior Design Option – no changes are being proposed
 - Housing Studies Option – no changes are being proposed
- Merchandising Management (BS, HBS)—no changes are being proposed

Undergraduate minor

- Merchandising Management – no changes are being proposed

Graduate degrees – no changes are being proposed

- M.S., M.A., Ph.D. in Design and Human Environment
 - Areas of concentration: Human/Consumer Behavior, Cultural and Historic Aspects of the Near Environment, Design in the Near Environment, Merchandising Management, and Textiles.

Graduate minor – no changes are being proposed

- Design and Human Environment

Describe Reasons for the Proposed Change

New School: Reorganization / Merger / Rename

- CPS #: **83339**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83339>
- CIP #: **190905**
- SIS #: **NA**
- Degree Types: **Bachelor of Science (BS), Bachelor of Fine Arts (BFA), Master of Science (MS), Doctorate (PhD)**
- Program Type: **Undergraduate and Graduate**
- Academic Home: **School of Design and Human Environment in the College of Business**
- Options: **No change**
- Undergraduate Minors: **No change**
- Course Designators: **DHE** (Existing—No change; change Graphic Design course designators from **ART** to **GD**)
- Delivery Mode and Location: **On-campus/OSU-Main**
- Unique Admission Requirements: **Apparel Design, Graphic Design, and Interior Design use a pre-/pro- model for admissions**
- Enrollment Limitations: **None (initially)**
- Accreditation: **None initially** (Not accredited) Following approval, Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) submissions are planned
- Proposed Start Date: **Summer Term 2012** (Banner 201300)

School of Design and Human Environment

Historical Background and Timeframe of Conversations for the Proposed Change

The Department of Design and Human Environment (DHE) was established in 1908 as the Department of Domestic Arts. Over the past 104 years, the Department has evolved, adapted, and changed to meet the needs of society, industries, and students in Oregon and beyond. This has resulted in several mergers of related programs and subsequent name changes, changes in undergraduate majors, the establishment of a master's program in 1931, the creation of an Industry Advisory Board in 1986, and the establishment of a Ph.D. program in 1993. Currently, the Department is administered within the College of Public Health and Human Sciences. The name Design and Human Environment (DHE) was approved in 2004. Since the creation of the College of Health and Human Sciences in 2004 (and the subsequent name change to the College of Public Health and Human Sciences in 2011), PHHS has invested in DHE with a focus on: 1) building strategic research areas in functional design and consumer behavior (and hired faculty

accordingly); 2) investing in research infrastructure; 3) enhancing collaborations across campus; and 4) enhancing already strong industry connections. During the past six years, undergraduate and graduate enrollments increased 35% to approximately 624 undergraduate majors (730 with Graphic Design) and 39 graduate students (M.S., M.A., and Ph.D.).

During this same time, the College of Health and Human Sciences embarked on a process for becoming an accredited College of Public Health and Human Sciences. Whereas there was a desire for continued collaborations among faculty in DHE and other units in PHHS related to health and the built environment, the exploration of opportunities that might exist with alternative organizational alignments for DHE was encouraged. In 2009 the Dean of the College and Liberal Arts and the Dean of the College of Health and Human Sciences asked faculty in the Department of Design and Human Environment and the Graphic Design program to explore opportunities for bringing together OSU's design and merchandising programs under a single administrative unit. For the past two+ years faculty in the Graphic Design program and in the Department of Design and Human Environment have been meeting together on a regular basis to discuss multiple opportunities for shared curriculum, student engagement, research, and creative scholarship. Students have also been engaged in joint projects, e.g., 2010 Recycled Fashion Show, 2011 and 2012 DHE/Graphic Design Career Symposia. Based on these conversations and to enhance these collaborations and the educational opportunities for students, faculty in both units approached our respective deans about the possibility of creating an administrative unit that would bring OSU's design and merchandising programs together.

In Fall 2009, Dean Kleinsorge, College of Business, appointed a task force of faculty from the College of Business, DHE, and Graphic Design with the charge to "make a recommendation regarding the opportunity to create (what was then being referred to as) a "School of Design and Merchandising" within the College of Business." The task force conducted a "SWOT analysis" of the opportunity and recommended that "the Deans consider this opportunity and work through budget allocation issues" necessary for such a unit to be created. The task force also outlined an "implementation process and timeframe." During conversations among faculty and the deans during Winter and Spring Terms 2010, it was clear that a separate unit budget needed to be created. At the time, DHE's unit budget did not include infrastructure support (e.g., undergraduate advising, research and graduate program support, etc.) that were administered at the college level. For the unit to transfer to another college, funding for these support processes needed to be determined and allocated.

In July 2010, Deans Bray, Kleinsorge, Adams, and Rodgers met with Leslie Burns (Chair, DHE) and Andrea Marks (Coordinator, Graphic Design) to discuss the next steps in bringing the design programs together under a single administrative unit and to what college that unit might report. As a result of this meeting with the deans, Burns and Marks were given the "green light" to develop a proposal to create a School of Design and Human Environment. The recommendation was that the proposed School of DHE would remain in the College of Public Health and Human Sciences until the School was financially independent and/or the college became an accredited College of Public Health and Human Sciences. The proposed School would then transfer to the "Healthy Economy" division, affiliated with the College of Business and College of Engineering (the exact structure was not decided). In Fall 2010, faculty in DHE and Graphic Design

unanimously agreed to develop an abbreviated Category I proposal to create a School of Design and Human Environment.

After much discussion and evaluation of several names for the proposed School, faculty in DHE and Graphic Design decided to propose the name *School of Design and Human Environment* as reflective of the proposed programs in the School.

Three aspects of the proposal needed to be approved prior to the submission of the abbreviated Category I proposal:

- 1) Approval of differential tuition for undergraduate students in DHE. Differential tuition was approved to begin Fall 2011 and is reflected in the budget information. A subsequent proposal to increase the differential tuition is currently under review.
- 2) Approval of a Category I proposal to create a BFA in Graphic Design.
- 3) Approval of an MOU to transfer the Graphic Design program to the Department of Design and Human Environment.

During the 2010-2011 academic year, an initial differential tuition was approved for undergraduate students in DHE, a Category I proposal to create a major in Graphic Design was developed, and an MOU to transfer the Graphic Design program to DHE was created.

In Summer 2011, Provost Randhawa met with Deans Bray, Rogers, and Kleinsorge. They decided that the proposed School of Design and Human Environment might be better served if the transition of the School to the College of Business was moved forward during the 2011-2012 academic year. Therefore, an MOU to transfer a combined DHE/Graphic Design unit from CPHHS and CLA to the College of Business was created.

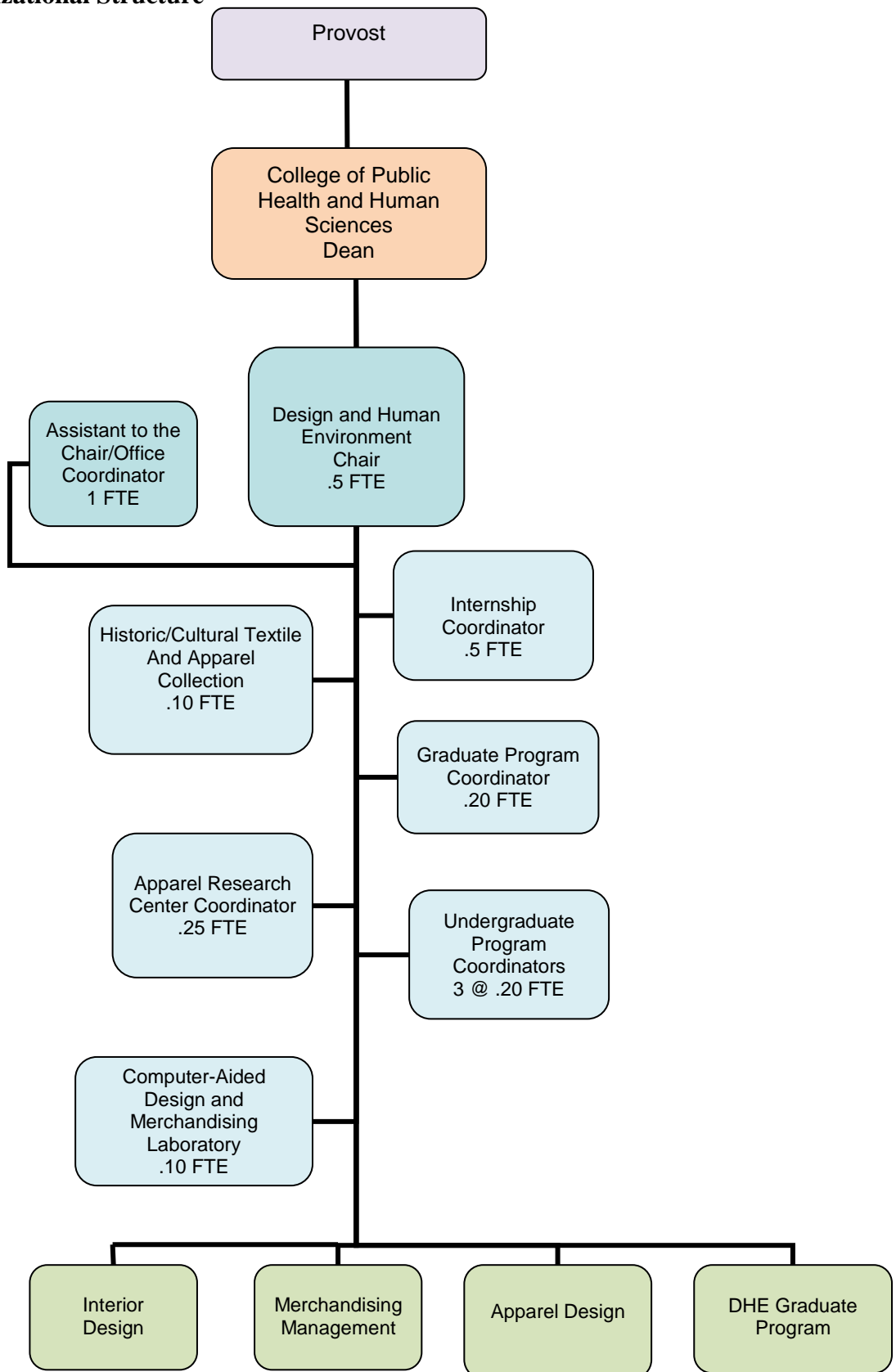
The MOU to transfer Graphic Design to DHE and the MOU to transfer the combined DHE/Graphic Design unit to the College of Business have both been signed by all affected administrators and have been approved by Provost Randhawa.

Therefore, all the necessary steps have been completed for this abbreviated Category I proposal to be submitted for review.

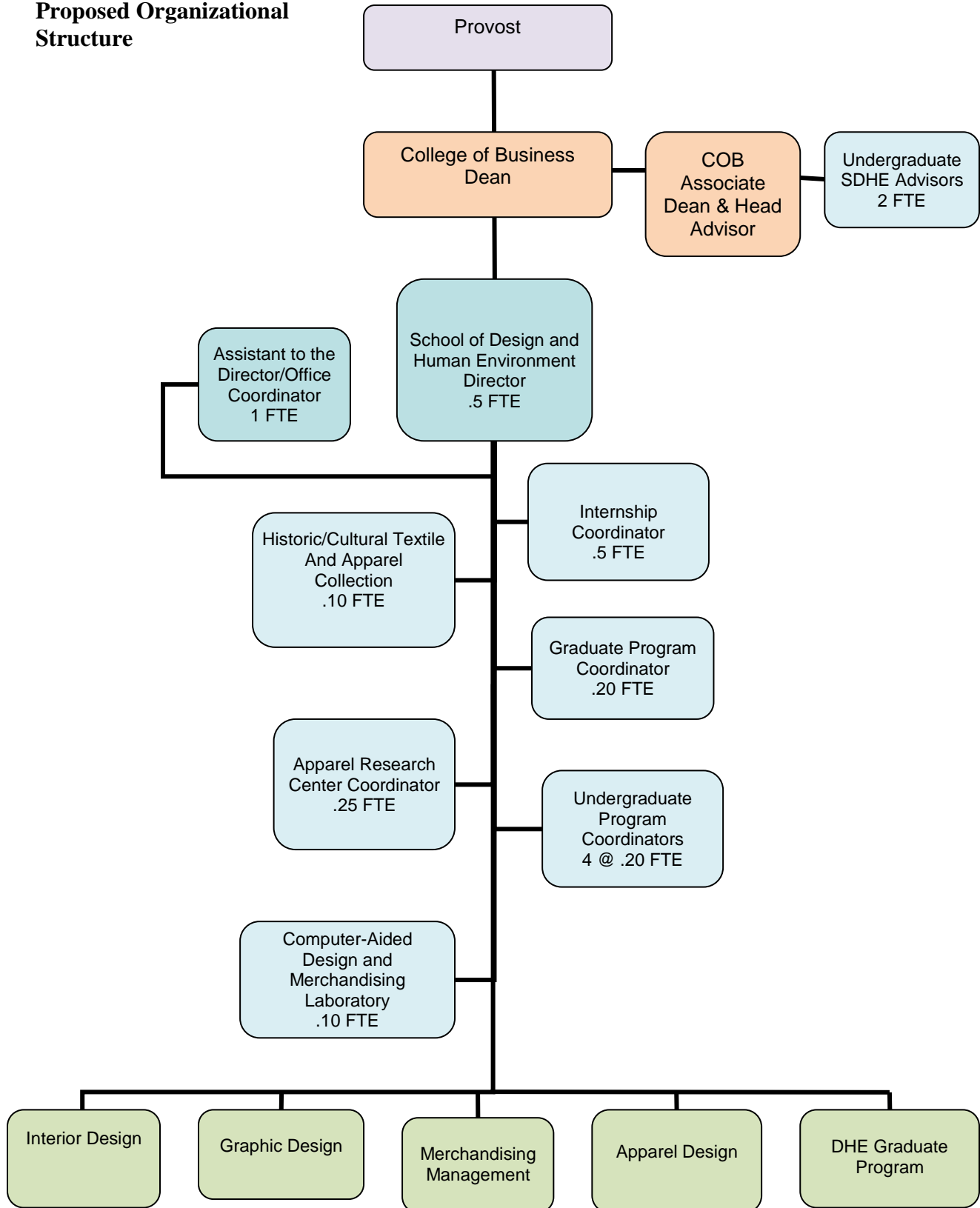
Organizational Structure

The proposed School of Design and Human Environment would be housed within and administered through the College of Business with the unit head of the School reporting to the Dean of the College of Business. See Current and Proposed Organizational Structure charts on the following pages.

Current Organizational Structure



Proposed Organizational Structure



Objectives, Functions, and Activities of the Proposed Unit

School of Design and Human Environment

1. To **prepare future leaders** in the global textile, apparel, interior/residential design, graphic design, and associated marketing and retailing industries.

Undergraduate and graduate professional programs in the School of Design and Human Environment will build upon current strengths in DHE and Graphic Design. Graduates of the School of Design and Human Environment will mesh creative confidence, technical skill, evidence-based knowledge, and socially responsible ethics to effectively approach the design and merchandising processes from innovation/design solutions to market/user acceptance. Students will have opportunities to work with award-winning faculty in research/creative activities, experiential learning, internships, leadership and professional development opportunities, and global experiences. Currently, the Department of Design and Human Environment is the only university unit west of the Rockies to offer bachelors through Ph.D. degree programs in design and human environment specialty areas. This distinction would also fall on the proposed School.

2. To advance knowledge, policies, and practices in the design and merchandising of sustainable and functional design communications and environments.

Research and creative activities in the proposed School will **address essential industry, community, and individual needs** with a focus on sustainable design processes from innovation/design solution to market/user acceptance -- thus enhancing OSU's research/creative activity enterprise in the following areas:

- **Functional/Sustainable Design:**

Current research/scholarship includes:

- Development and consumer testing of environmentally responsible textiles made from agricultural by-products
- Development and consumer testing of high performance sports apparel designs
- Assessment of thermal properties of military helmets, sports apparel, and other functional apparel designs
- Assessment of design and functionality of aging-in-place technologies
- Development of visual design strategies and innovations that consider audience, content, and delivery from historical and cultural dimensions

- **Consumer/User Behavior:**

Current research/scholarship includes:

- Effect of website design on consumer decision making and online purchases
- Effect of the design of children's environments on children's behavior and learning
- Effect of design of learning environments (including digital technology) on students' learning
- Consumer responses to marketing efforts related to corporate/social responsibility
- Marketing and personal factors contributing to unhealthy consumer behavior

The foundations of degree programs, and of research and creative scholarship, are: sustainability, social responsibility, creative problem solving, collaboration, human development across the lifespan, and interdisciplinary approaches.

Assessment and Accreditation

Student learning objectives for the undergraduate and graduate programs will not change.

Assessment processes will include a combination of:

- Review of student work including professional portfolios in relation to specific learning objectives identified
- Feedback from internship supervisors
- Feedback from the Industry Advisory Board regarding topic/content areas and skills that will be needed by current and future professionals
- Feedback from students who participated in the internship program
- Focus groups with senior students to assess perceived competency in selected process and content skills
- Focus groups with graduate students to assess perceived competency in selected process and content skills

Upon the creation of the proposed School, accreditation by the Council for Interior Design Accreditation (CIDA) is planned. The CIDA accreditation process is currently underway with the self-study to be submitted January 2014. Upon the creation of the proposed School, the School will take the lead in seeking accreditation of OSU by the National Association of Schools of Art and Design (NASAD). The accreditation covers all art and design programs at an institution.

The College of Business is accredited by the Association to Advance Collegiate Schools of Business. The academic programs within the proposed School of Design and Human Environment do not include the minimum number of business courses necessary to be included in this accreditation. Therefore, the proposed School will not affect the College of Business' accreditation.

Why a "School"?

Academic subdivisions vary among universities and consistent definitions and/or criteria do not exist. However, at OSU, a School is typically an academic subdivision within a College that includes multiple disciplines (the Graduate School is an exception to this general definition). Size of unit, as reflected in number of students and/or number of faculty also appears to be unwritten criteria; although current Schools vary in both number of students served and number of faculty administered within the subdivision. The proposed School of Design and Human Environment is similar to other Schools on the OSU campus in that it brings together multiple disciplines within an administrative subdivision that will serve over 700 undergraduate majors and 40 graduate students. Although the current number of faculty in the proposed School is relatively small compared to other Schools at OSU, increased number of faculty are planned as budgets will allow. Currently, the College of Business does not have subdivisions. A School designator will be an important means for communicating the distinction between the accredited College of Business and the accredited School of Design and Human Environment as distinct accredited programs under a single administrative umbrella.

Relationship of the Proposed Units to the Institutional Mission Strategic Initiative Alignment

Why Design and Merchandising? Why Oregon? Why OSU?

Why Design and Merchandising?

Although there are multiple definitions of, methods of, and approaches to “design”, from the perspective of the design disciplines taught at OSU (apparel design, graphic design, interior design), design is user-centered, focusing on the needs, wants, and limitations of the end user of the design. In addition, the design programs at OSU are guided by a philosophy of sustainable design, in which environmental concerns are reflected in design solutions. The design disciplines taught at OSU are all involved in finding solutions to problems with an ultimate goal of commercialization of design innovations. Indeed, industries in which design graduates devote their careers are demanding graduates entering the workforce possess a new set of strategic skills including “design thinking”, merchandising, and commercialization. Designers need to be strategic and tactical and must be able to work in multi-disciplinary teams. Although the designing of objects can involve techniques associated with the fine arts (e.g., silkscreening, photography, etc), the design disciplines taught at OSU are closely aligned not only with each other but also with engineering and business.

“Merchandising” refers to the methods, practices, and operations (including market research, development of new products, and coordination of manufacture and marketing) used to promote and sell categories of products and services. Although merchandising can be applied to any product category or service, OSU’s Merchandising Management program focuses on product categories and retailing services associated with soft goods and designed environments; i.e., apparel and accessories, interior design, graphic design, and residential design. As such, the design and merchandising programs in the proposed School of DHE are integrally connected with integrated curriculum and research/scholarship.

Why Oregon?

The strategic plans of the City of Portland, the Portland Development Commission, the Oregon Economic and Community Development Department, and Oregon Business Plan all include design and creative services as selected targeted growth industries to further position the region as an international sustainable design center. The City of Portland Economic Development Strategy has a goal of creating 10,000 jobs within the next five years in design and creative services. Indeed, the City of Portland, Portland Development Commission, and higher education have come together to create DesignForum/PDX, a cross-disciplinary resource for the broader design community in the Portland metropolitan area. Board members of DesignForum/PDX include industry representatives from graphic design, industrial design, interior design, architecture, and apparel design in addition to university administrators. The overarching goal of DesignForum/PDX is “solidifying Portland’s standing as a global hub for design and innovation” (Oregon Business, December 2, 2010). Companies with design and merchandising headquarters in Oregon include Nike, Columbia Sportswear, Adidas America, Pendleton Woolen Mills, KEEN Footwear, Ziba Design and dozens of smaller apparel, graphic and interior design firms (most of which are entrepreneurial).

More specifically, however, the Athletic and Outdoor Industry is one of Portland Development Commission's five targeted industry clusters for resource investments (the other's being Clean Tech, Advanced Manufacturing, Software, and Research and Commercialization). Anchored by the "big 3 global corporations" (Nike, Columbia Sportswear, and Adidas America), the Portland metropolitan area is home to over 300 apparel, outdoor, and athletic design and merchandising companies with a statewide employment of over 14,000. Nike is Oregon's only Fortune 500 company. Indeed, as noted by the PDC in a recent (2010) report: "What Hollywood is to the movie industry, Portland is to the Athletic and Outdoor Industry". http://www.pdc.us/bus_serv/target_industries/t-activewear.asp. Whereas, this specific initiative may appear to primarily benefit apparel/footwear design and merchandising programs at OSU, given the size and scope of this industry cluster, these global companies hire apparel designers, industrial designers, graphic designers, interior designers, and merchandising professionals with an emphasis on product development and design overall. For example, Angela Snow, the Creative Director of Apparel for Nike is a alumnus of OSU's Graphic Design program.

Why OSU?

One of OSU's Signature Areas of Distinction is to Promote Economic Growth and Social Progress. OSU is particularly poised to promote economic growth and social progress in Oregon and beyond through the educational, research, and outreach programs of the proposed School of Design and Human Environment. OSU is the only university west of the Rockies that offers Bachelors through PhD degrees in the programs offered through Design and Human Environment. As such, OSU is uniquely positioned to move sustainable and innovative design education and research to the next level by bringing together our design and merchandising programs together within the College of Business. The proposed School of DHE will serve as the primary higher education partner for the design and creative services industries in Oregon through the enhancement of already strong industry ties to companies involved with functional apparel design and merchandising (e.g., Nike, Columbia Sportswear, Adidas), housing/residential design and remodeling (e.g., Neil Kelly Company), commercial design (e.g., Smith/CFI, Herman Miller), graphic design (Nike, Ziba Design, Adidas), and associated retailers (e.g., Macy's, Nordstrom, Target), fostering a growing and healthy economy in Oregon and beyond.

The proposed School of DHE will also leverage already strong ties to the Colleges of Business and Engineering as well as enhancing current collaborations with the Center for Healthy Aging Research, Center for Healthy Children and Families, and faculty in the Colleges of Agricultural Sciences and Liberal Arts.

Changes in Resources Needed

Funding the School of Design and Human Environment

Investment in the Future

It is estimated that an investment of \$350,000 over the next 4 years will be needed for the creation of the proposed School. The investment would be used to hire tenure/tenure track faculty, instructors, support staff (one additional professional advisor), and related increased services and supplies needed to create the School and to align with the College of Business. This investment will be achieved through differential tuition. This investment will be in addition to the current budget for DHE and the Graphic Design portion of the Department of Art's E&G budget.

Differential Tuition

Effective Fall Term 2011, undergraduate students majoring in the professional programs in the Department of Design and Human Environment are paying the following differential tuition:

Pre-Apparel Design: additional \$5/credit hour

Pre-Interior Design: additional \$5/credit hour

Apparel Design: additional \$5/credit hour

Interior Design: additional \$5/credit hour

Merchandising Management: additional \$5/credit hour

An application for incremental increases in the differential tuition is being submitted to increase the differential tuition for DHE students (including Graphic Design). An analysis by the Business and Engineering Business Center (12/16/2011) indicated that the increased revenue through the differential tuition will be:

FY12: \$107,880

FY13 estimate: \$275,000

FY14 estimate: \$375,000

Distribution of E&G Investments for New Faculty, Support Staff, and Services & Supplies

Note: this is an addition to the current DHE and Graphic Design E&G funds

T/TT average/9-month = \$75,000 + \$36,000 OPE (\$111,000 total)

Instructor average/9-month = \$40,000 + \$22,400 OPE (\$62,400 total)

Support Staff average = \$40,000 + \$22,400 OPE (\$62,400)

Inflation is estimated at 4% per year

| Academic Year | FY13 | FY14 | FY15 | FY16 |
|---------------|----------|-----------|----------|---------|
| T/TT | | \$115,440 | | |
| Instructors | | \$64,896 | \$67,492 | |
| Support Staff | \$62,400 | | | |
| Services & | \$25,000 | \$5,000 | \$5,000 | \$5,000 |

| | | | | |
|------------------------------|-----------|-----------|-----------|-----------|
| Supplies | | | | |
| Total/year | \$87,400 | \$185,336 | \$72,492 | \$5,000 |
| Cumulative increase | \$87,400 | \$272,736 | \$345,228 | \$350,228 |
| Differential Tuition revenue | \$275,000 | \$375,000 | \$375,000 | \$375,000 |

Teaching/Research Faculty FTE by Year

| Academic Year | FY 13 | FY 14 | FY 15 | FY16 |
|---------------|-------|-------|-------|------|
| T/TT | 10 | 11 | 11 | 11 |
| Instructors | 4.5 | 5.5 | 6.5 | 6.5 |
| Other | 2 | 2 | 2 | 2 |
| Total | 16.5 | 18.5 | 19.5 | 19.5 |

Revenue Diversification

Although differential tuition will allow the School to grow to meet student demands, diversification of revenue beyond differential tuition will allow the School to evolve and develop. Because of the strong ties with Oregon companies, development efforts related to endowments for professorships are already underway. The Department of Design and Human Environment has had an active Industry Advisory Board since 1986. Members of the Industry Advisory Board are in the process of creating a Development Council for the School. Working with a development officer for the School, the School Director will create a development plan and spend a high proportion of his/her time further cultivating donor relationships. The Apparel Research Center was created in 2011 and will be funded through a combination of client-based fees and contracts, research grants, and endowments and will contribute overhead to the School. As future funding allows, the School of Design and Human Environment will be positioned to expand degree and research/creative activity programs in areas such as footwear design and development -- in collaboration with faculty in the College of Engineering.

Enrollment Trends and Projected Enrollments

Three undergraduate programs in the proposed School admit students into a pre-professional program and then at the end of their first year or the beginning of their second year, students apply to the professional program and are admitted into a cohort based on studio capacity of 22-24/students per studio. For Fall 2011, 48 students were admitted into the professional Apparel Design program, 24 students were admitted into the Interior Design program, and 22 students were admitted into the Graphic Design program. Undergraduate enrollments steadily increased from 2004-2010 at which time enrollment management strategies were implemented to stabilize enrollments necessary to maintain quality programs. With the current and proposed faculty positions, an undergraduate enrollment of 700-750 undergraduate majors and graduate enrollment of 30-35 graduate students are considered optimal.

Undergraduate and Graduate Enrollment – Fall Term 4th week

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 ¹ | 2013 ¹ | 2014 ¹ |
|--|------|------|------|------|------|------|------|------------------|-------------------|-------------------|-------------------|
| Apparel Design
(pre-and pro-) | 133 | 121 | 119 | 118 | 137 | 168 | 178 | 157 | 180 | 200 | 200 |
| Interior Design
(pre-and pro-) | 148 | 186 | 196 | 210 | 216 | 177 | 194 | 168 | 180 | 180 | 180 |
| Housing Studies ²
(pre-and pro-) | 46 | 52 | 61 | 84 | 88 | 83 | 49 | 23 | NA | NA | NA |
| Graphic Design
(pre-and pro-) | NA | NA | NA | NA | 132 | 132 | 140 | 106 ³ | 86 | 90 | 90 |
| Merchandising
Management | 213 | 242 | 233 | 269 | 280 | 266 | 265 | 276 | 290 | 300 | 300 |
| Total UG | 540 | 601 | 609 | 681 | 853 | 826 | 826 | 730 | 736 | 750 | 750 |
| Total GRAD | 21 | 23 | 21 | 31 | 28 | 24 | 30 | 39 | 35 | 35 | 35 |

¹Projected

²Interior Design and Housing Studies are a consolidated major beginning Fall 2010. The last Housing Studies cohort will graduate Spring 2012

³In 2011, Graphic Design professional program went from a “2-studio cohort” to a “1-studio cohort”

Decision Making Process

The aspiration to create a School of Design and Human Environment has been part of the strategic plan for the Department of Design and Human Environment since 2004, conditional on additional funding. Since that time, targeted faculty hires, increased research infrastructure, and growth in instructional capacity have been put into place. Conversations between faculty in DHE and Graphic Design regarding a joint unit began in 2009. The present proposal is a culmination of several years of conversations, meetings with deans and other administrators, work of several cross-unit task forces, and multiple retreats. Below is a general outline of the primary decision making processes and “milestones.”

- Fall 2009: faculty in Graphic Design and Design and Human Environment started meeting on a regular basis to develop a plan for creating a School that would bring together DHE and the Graphic Design program.
- November 2009: a task force of faculty in DHE, Graphic Design, and Business was created to explore merging, what was then referred to as, a School of Design and Merchandising with the College of Business. A final report was submitted to Deans

Kleinsorge and Bray in January, 2010. The task force conducted a “SWOT analysis” of the opportunity and recommended that “the Deans consider this opportunity and work through budget allocation issues” necessary for such a unit to be created.

- November 2009: Leslie Burns and Jim McAlexander met with the College of Business Dean’s Circle of Excellence (industry executives) to get feedback on the idea of a school of design within the College of Business.
- December 4, 2009: faculty met with Dean Tammy Bray (HHS) about opportunities for a joint DHE and Graphic Design unit within the CPHHS.
- January 15, 2010: faculty met with Dean Ilene Kleinsorge (COB) about opportunities for a joint DHE and Graphic Design unit within the COB.
- February 4, 2010: DHE faculty met with members of the DHE Industry Advisory Board and student leaders and solicited feedback regarding opportunities for a joint DHE and Graphic Design unit and the impact of differential tuition. Feedback was very positive for both initiatives.
- February 10, 2010: Leslie Burns met with Chairs in CLA who were initiating the creation of, what was then referred to as, a School of Performing and Interactive Arts in CLA to explore opportunities for collaboration. The conclusion was that it made sense for the two initiatives (School of DHE and School of Performing and Interactive Arts) to move forward as separate proposals.
- February 26, 2010: faculty in DHE and Graphic Design met with Dean Larry Rodgers (CLA) about opportunities for a joint DHE and Graphic Design unit within the CLA.
- July 2010: Deans Bray, Kleinsorge, Adams, and Rodgers met with Leslie Burns and Andrea Marks to discuss the next steps in bringing the design programs together under a single administrative unit and to what college that unit might report. Conclusion was for Burns and Marks to develop an abbreviated Category I proposal for a School to initially be administered by CPHHS and then moved to the Division of Business and Engineering at a later date.
- Fall 2010: faculty in DHE and Graphic Design unanimously agreed to develop an abbreviated Category I proposal to create a School of Design and Human Environment.
- February 3, 2011: faculty in DHE met with the DHE Industry Advisory Board to discuss merging with Graphic Design, creating a School, organizational alignment opportunities, and external support needed for the School.
- Winter-Spring 2011: an MOU to transfer Graphic Design to DHE was developed and reviewed by the Department of Art, CLA, and CPHHS.
- Winter-Spring 2011: A Category I proposal to create a BFA major in Graphic Design was drafted.
- Summer 2011: Provost Randhawa met with Deans Bray, Rogers, and Kleinsorge. The recommendation was for a proposed School of Design and Human Environment combining the current DHE and Graphic Design be transferred to the College of Business in FY13.
- Fall 2011: an MOU to transfer a combined DHE/Graphic Design to COB was developed and reviewed by CLA, CPHHS, and COB.
- September 21, 2011: Deans Bray and Kleinsorge attended the DHE/Graphic Design faculty retreat to voice support of the proposed School and answer questions.

- Fall 2011, DHE and Graphic Design faculty created three task forces to identify transition issues and timeframe for conversations and decisions for bringing together DHE and Graphic Design:
 - Faculty Governance/Promotion and Tenure
 - Curriculum
 - Student Engagement
- Fall 2011: Leslie Burns met with Dean Kleinsorge on a regular basis to discuss issues with transferring the joint DHE/Graphic Design unit to the COB.
- Fall 2011: Leslie Burns, Andrea Marks, Kim McAlexander (Head advisor in CPHHS), Brenda Saltee (Head Advisor in Business), and Carol Brown (Associate Dean of the College of Business) met to discuss and plan advising transitions. An advising transition team will meet through Winter and Spring Terms 2012 to assure a smooth transition for students in this process.
- February 3, 2012: At their college faculty meeting, the College of Business faculty unanimously endorsed the integration of a proposed School of DHE into the College of Business.
- A joint DHE/COB Integration task force comprised of faculty and staff was appointed by Dean Kleinsorge with the charge to “analyze and make recommendations to faculty and the dean *for operational structures, processes, and policies* for the successful integration of DHE and COB. The recommendations should reflect operational efficiency and result in DHE and COB faculty and staff having a sense of community and inclusion.” The first meeting of the task force was March 2012 with periodic meetings throughout Spring Term.

In addition, over the course of two years, Leslie Burns has met with Shawn Scoville, Kevin Heaney, and Julie Brandis from the OSU Foundation regarding a fund-raising/development plan for the School.

Lastly, over the course of two+ years, faculty in DHE and Graphic Design have reviewed and provided input on several drafts of this proposal and are in unanimous support of the proposal.

School of Design and Human Environment Faculty

- Leslie Burns *, Ph.D., Professor and Chair
Merchandising management and consumer behavior
- Hsiou-Lien Chen *, Ph.D., Associate Professor
Functional/sustainable textiles; sustainable agricultural by-products for textile end uses
- Brigitte Cluver, Ph.D., Research Associate/Instructor, Coordinator of the Apparel Research Center
Functional/sustainable textiles; sustainable agricultural by-products for textile end uses
- Sandy Dawson, M.S., Instructor/Internship Coordinator

Merchandising management and consumer behavior

- Marianne Egan, M.S., Instructor
Apparel Design
- Nancy Froehlich M.F.A.: Assistant Professor
Graphic Design
- Christine Gallagher, M.F.A., Instructor
Graphic Design
- Minjeong Kim *, Ph.D., Associate Professor, Coordinator of the Merchandising Management Program
Merchandising management and consumer behavior
- Seunghae Lee, Ph.D., Associate Professor
Interior Design for aging populations
- Andrea Marks *, M.F.A, Associate Professor, Coordinator of the Graphic Design Program
Graphic Design
- Kathy Mullet *, Ph.D., Associate Professor, Coordinator of the Apparel Design Program
Functional Apparel Design
- Elaine Pedersen *, Ph.D. Associate Professor, Curator, Historic/Cultural Textile and Apparel Collection
Historic/cultural aspects of the near environment including human behavior related to apparel design
- Marilyn Read, Ph.D., Associate Professor, Coordinator of the Interior Design Program
Interior Design across the lifespan
- Peggy Suzio, M.S., Instructor
Interior Design
- Carmen Steggell *, Ph.D., Associate Professor, Coordinator of the DHE Graduate Program and Housing Studies Option in Interior Design
Housing Studies and aging-in-place technologies
- Elif Tural, Ph.D., Research Associate
Interior Design/Housing Studies

*Tenured

Letters of Support from Industry Partners

Forthcoming

Email received March 2, 2012

Leslie,

As a proud alumnus of the program, I am in full support of the creation of a School of Design and Human Environment in the College of Business at OSU. Your program is strong, and is the fuel behind the workforce for many industry businesses in Portland and beyond.

I am excited to see this come to fruition!

Sincerely,

Suzanne Peters
Class of '83

Suzanne Peters, Broker
cell: 503.709.7956
suz@suzannepeters.com



Meadows Group Inc., Realtors
12655 Southwest North Dakota Street
Tigard, Oregon 97223

www.SuzannePeters.com

Suzanne is a DHE alum and Chair of the OSU Design Network Steering Committee. The OSU Design Network is a division of the OSU Alumni Association.

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Email received March 5, 2012

Hi Leslie,

I am very excited and in full support of the creation of a School of Design and Human Environment in the College of Business at OSU. I think it will give the students a great competitive advantage in the industry. In my 20 years at Nike, I have had the opportunity to hire and mentor many students, it has been my experience that students who have a foundation in Business make the best candidates and become very successful employees. Understanding Business fundamentals with talent in Design is the perfect partnership between Art and Science. This Art and Science is at the core of every meeting, successful collection, and ultimately the success of companies like Nike.

Thank you for recognizing this, and preparing your students for future success.

Sincerely,

Janet Moss
Nike, Inc.
Director of Women's Product Operations

Janet Moss | Nike, Inc. | One Bowerman Dr | Beaverton, Or 97005 | 503-61-3413

Janet is a DHE alum and member of the DHE/Graphic Design Industry Advisory Board

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Email received March 5, 2012

I am in full support of the creation of a School of Design and Human Environment in the College of Business at OSU.

Lisa Mance, IIDA
Interior Designer
Arbuckle Costic Architects
363 State Street
Salem, OR 97301
503.581.4114

Accessibility Form

An Accessibility Form is not required for this proposal.

Library Evaluation

A Library Evaluation is not required for this proposal.

School of Design and Human Environment Faculty

- Leslie Burns *, Ph.D., Professor and Chair
Merchandising management and consumer behavior
- Hsiou-Lien Chen *, Ph.D., Associate Professor
Functional/sustainable textiles; sustainable agricultural by-products for textile end uses
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Historic/cultural aspects of the near environment including human behavior related to apparel design
- Marilyn Read, Ph.D., Associate Professor, Coordinator of the Interior Design Program
Interior Design across the lifespan

- Peggy Suzio, M.S., Instructor
Interior Design
- Carmen Steggell *, Ph.D., Associate Professor, Coordinator of the DHE Graduate Program
and Housing Studies Option in Interior Design
Housing Studies and aging-in-place technologies
- Elif Tural, Ph.D., Research Associate
Interior Design/Housing Studies

*Tenured

February 2012

**Proposal to Increase Differential Tuition
Department of Design and Human Environment
College of Public Health and Human Sciences
College of Business
Oregon State University**

Request

The College of Public Health and Human Sciences and the College of Business requests that, effective Fall Term 2012, the Department of Design and Human Environment be permitted to increase differential tuition for students in the following undergraduate professional programs.

Year 1 – 2012-2013

Pre-Apparel Design: \$10/SCH

Pre-Interior Design: \$10/SCH

Pre-Graphic Design: \$10/SCH (Category I proposals to create Graphic Design pre-professional and professional degree programs and to transfer these programs to DHE are currently under review)

Merchandising Management: \$10/SCH

Apparel Design: \$20/SCH

Interior Design: \$20/SCH

Graphic Design: \$20/SCH (Category I proposals to create Graphic Design pre-professional and professional degree programs and to transfer these programs to DHE are currently under review)

Year 2 – 2013-2014

Pre-Apparel Design: \$15/SCH

Pre-Interior Design: \$15/SCH

Pre-Graphic Design: \$15/SCH

Merchandising Management: \$15/SCH

Apparel Design: \$25/SCH

Interior Design: \$25/SCH

Graphic Design: \$25/SCH

Current differential tuition for all DHE majors (pre-Apparel Design, Pre-Interior Design, Merchandising Management, Apparel Design, and Interior Design) is \$5/SCH.

The requested increase in differential tuition is in alignment with differential tuition assessed to Oregon State University students majoring in similar undergraduate professional programs:

Pre-Engineering: \$17/SCH

Engineering: \$34/SCH

Business Administration: \$11/SCH

Costs of materials used by students in studio and laboratory courses are covered by separate course fees and are not affected by the proposed increase in differential tuition.

Justification

Since the creation of the College of Health and Human Sciences in 2004 and the College of Public Health and Human Sciences in 2011, PHHS has invested in DHE with a focus on: 1) building strategic research areas in functional design and consumer behavior (and hired accordingly), 2) enhancing research infrastructure, 3) enhancing collaborations across campus, and 4) enhancing already strong industry connections. Undergraduate enrollment in DHE is approximately 650 undergraduate majors with an additional 80 majors in Graphic Design. Differential tuition is a necessary budgetary component for continued growth and development of design and merchandising programs at OSU. An initial differential tuition level went into effect Fall 2011 with the intention that incremental increases would be phased in over a 2-3 year period. An Abbreviated Category I proposal is currently under review which would move the administrative responsibilities of Graphic Design to DHE and the combined DHE and Graphic Design programs to the College of Business within the Division of Business and Engineering.

DHE currently offers undergraduate degrees in Apparel Design, Interior Design, and Merchandising Management. A Category I proposal is currently under review that would create a major in Graphic Design which would be administered in DHE. Graduates of these programs mesh creative confidence, technical skill, evidence-based knowledge, and socially responsible ethics to effectively approach the design and merchandising processes from innovation/design solutions to market/user acceptance. Students study all aspects of the supply chain including textiles/materials, design, global sourcing, marketing, and retail distribution; all taught from a social/corporate responsibility and sustainability framework. Students work with award-winning faculty in research/creative activities, experiential learning, internships, global experiences, and leadership and professional development opportunities. Graduates of the undergraduate programs in DHE are in high demand by industry because of their professional and leadership experiences, their knowledge of the supply chain, and their evidence-based problem solving approaches to design and merchandising operations. Graduates go on to design and management positions within the growing design, creative services, and retailing industries in Oregon and beyond.

The strategic plans of the City of Portland, the Portland Development Commission, the Oregon Economic and Community Development Department, and Oregon Business Plan all include design and creative services as selected targeted growth industries to further position the region as an international sustainable design center. The City of Portland Economic Development Strategy has a goal of creating 10,000 jobs within the next five years in design and creative services. Indeed, the City of Portland, Portland Development Commission, and higher education have come together to create DesignForum/PDX, a cross-disciplinary resource for the broader design community in Portland metropolitan area. Board members of DesignForum/PDX include industry representatives from graphic design, industrial design, interior design, architecture, and apparel design in addition to university administrators. The overarching goal of DesignForum/PDX is “solidifying Portland’s standing as a global hub for design and innovation” (Oregon Business, December 2, 2010). Companies with design headquarters in Oregon include

Nike, Columbia Sportswear, Adidas America, Pendleton Woolen Mills, KEEN Footwear, Ziba Design and dozens of smaller apparel, graphic and interior design firms (most of which are entrepreneurial). Enhancing OSUs already strong industry ties to companies involved with functional apparel design and merchandising (e.g., Nike, Columbia Sportswear, Adidas), residential design and remodeling (e.g., Neil Kelly Company), commercial design (e.g., Smith/CFI, Herman Miller), graphic design (Nike, Ziba Design, Adidas), and associated retailers (e.g., Macy's, Nordstrom, Target) will foster a growing and healthy economy in Oregon and beyond.

Quality instruction within these design and merchandising professional programs requires a number of courses taught in a studio and laboratory format including the need for specialized equipment and extended instructional contact hours. Apparel Design and Interior Design professional program curricula is heavily studio and lab-based. Both facility size/design and faculty time limit the number of students who can enroll in studio and laboratory courses. With the high demand in Apparel Design, Interior Design, and Merchandising Management programs, resources are needed to continue to offer these specialized technical studio and laboratory experiences for students.

In addition, because of the high demand for courses in these program areas, aging specialized equipment and facilities in the department have experienced severe wear and tear. With increased use of technology in these programs, constant upgrades to specialized equipment and facilities are needed. In addition, up-graded gallery and demonstration space is needed. The funds from differential tuition will enable the department to provide safer, better equipped, and more effective facilities for our students.

The department has a basic computer-aided design laboratory (partially funded through Technology Resource Fees) providing students with access to and experience with basic design software. However, these professional programs also require advanced specialized digital equipment including 3D design software, specialized scanners, digital printers for textiles, and access to online trend forecasting and materials data bases. Funds from differential tuition will help make it possible to offer students opportunities to engage with this specialized software and equipment, thus making them more competitive in the marketplace.

Because Oregon State University is not located in a metropolitan area, it is often difficult to bring students in contact with practicing designers and merchandisers. Therefore, one of the priorities of the department is to establish a stronger program of visiting professionals for a number of purposes including serving as jurors of student projects, conducting portfolio reviews, and giving lectures and workshops. In this way students and faculty will come in contact with a greater diversity of styles, approaches, and ideas that would greatly enhance the design and merchandising programs.

Lastly, tuition and fees including differential tuition associated with these specialized undergraduate professional programs in DHE will remain less than the tuition and fees charged for design and merchandising programs at other institutions. For example, a student majoring in Apparel Design at OSU paying out-of-state tuition (including the proposed differential tuition)

would still pay less tuition and fees than if she/he were enrolled in a program at a private design school.

Cost Comparison of Tuition and Fees for an Apparel Design 4-year Bachelors Degree 2011-2012: Full-time Degree-seeking Student (Professional Program)

| OSU | Tuition (academic year) | Fees (academic year) | Total: Tuition and Fees (academic year) |
|--|-------------------------|----------------------|---|
| OSU in state | \$6,453 | \$1,372 | \$7,825 |
| Proposed in state w/differential tuition | \$7,128 | \$1,372 | \$8,500 |
| OSU out-of-state | \$20,169 | \$1,372 | \$21,541 |
| Proposed out-of-state w/differential tuition | \$20,844 | \$1,372 | \$22,216 |
| Other Institutions | | | |
| Art Institute of Portland | \$21,645 | \$844 | \$22,489 |
| Art Institute of Los Angeles | \$23,310 | \$1,008 | \$24,318 |
| Fashion Inst of Design & Merchandising* | \$25,265 | \$545 | \$25,810 |
| Parsons The New School for Design** | \$38,510 | \$460 | \$38,970 |

*AA in Fashion Design; B.S in Business Management

** BFA

Access, affordability, and student choice of undergraduate major

The faculty in Design and Human Environment are sensitive to the additional financial burden differential tuition will place on our students. Therefore, DHE will initially set aside 10% of the differential tuition received from students majoring in these undergraduate programs and make these funds available for needy students enrolled in the programs. In addition, it will be a priority of our future fund-raising and development efforts to increase the number of scholarships available to our students beyond this initial funding level. The scholarship funding made available through the differential tuition will be included in the College of Public Health and Human Sciences existing process for undergraduate scholarships. Through a variety of communications (e.g., email, web, faculty announcements), all students are informed by the faculty and advisors of the scholarship process. A college-wide committee made up of faculty and advisors selects students to receive these scholarships. Recipients for these scholarships will be evaluated based on their FAFSA index of financial need as well as academic ability.

Student Consultation and Support

This proposal for differential tuition has been shared with the DHE Industry Advisory Board, a group that includes industry executives and Presidents of the five student organizations in the department. Through this group, students' perspectives on the differential tuition proposal were solicited and taken into account as the proposal was developed. Student leaders were asked to garner input from other students and share this input with the DHE faculty. Input received focused on students' understanding of the need for differential tuition, their excitement about the educational opportunities that differential tuition may offer, and their concerns regarding the additional financial burden.

Upon approval of the differential tuition proposal, students will be informed on the change in tuition through several means including: 1) postcard sent to their home address with a short explanation, website link, and contact information, 2) email to all current students with a short explanation, website link, and contact information, and 3) website that will fully explain the purpose of the differential tuition and give specific examples of what the funds will be used for.

Therefore, the College of Public Health and Human Sciences, the College of Business, and the Department of Design and Human Environment request permission to increase differential tuition for undergraduate professional programs in the Department of Design and Human Environment. Funds from the differential tuition will assure the growth and development of quality design and merchandising programs needed for the economic development of Oregon. The differential tuition will also assure continued high quality educational opportunities with emphases on advanced technical skills, corporate responsibility and sustainability, leadership opportunities, internships, and global experiences.

January 2012

Memorandum of Understanding

**Between the College of Public Health and Human Sciences, College of Business, and
College of Liberal Arts for the Transfer of the Graphic Design program to the
Department of Design and Human Environment**

Purpose of the Transfer:

The Graphic Design program is currently an option within the Applied Visual Arts BFA degree program within the Department of Art in the College of Liberal Arts. The transfer of the Graphic Design program to the Department of Design and Human Environment would leverage OSU resources to better meet the needs of current and future students and the industries served in Oregon and beyond.

Justification:

The design and creative services industries are vitally important to the economy of Oregon. Design and creative services industries include companies that focus on design and marketing of a variety of products and services including apparel, footwear and other accessories, outdoor gear, packaging, and consumer products for specific target customers. For example, the Athletic and Outdoor Industry Cluster has been identified by the Portland Development Commission as one of five targeted industry clusters for enhanced growth and investment for future economic development (the other four being Clean Tech, Software, Advanced Manufacturing, and Research and Commercialization). Anchored by the “big 3” (Nike, Columbia Sportswear, and Adidas America) Portland is home to over 300 Athletic and Outdoor companies all of which focus on design, marketing, and merchandising. Statewide, over 700 companies employ over 14,000 individuals with a payroll of nearly \$1.2 billion. Indeed, as the Portland Development Commission noted in a recent report (<http://pdxeconomicdevelopment.com/cluster-activewear.html>) “what Hollywood is the movie industry, Portland is to the Athletic and Outdoor Industry.”

In addition, the strategic plans of the City of Portland, the Portland Development Commission, the Oregon Economic and Community Development Department, and Oregon Business Plan all include design and creative services as selected targeted growth industries to further position the region as an international sustainable design center. Other companies with design headquarters in Oregon include Pendleton Woolen Mills, LaCrosse/Danner, KEEN Footwear, Nau, S Group, Ziba Design and dozens of smaller apparel, graphic and interior design firms (most of which are entrepreneurial). PDC also notes “talent is essential to this cluster’s success”. As the only academic unit West of the Rockies to offer bachelors through Ph.D. in design and merchandising specialty areas, DHE is the primary higher education partner for these important segments of the Oregon economy. The transfer of the Graphic Design program to DHE will bring together the design and merchandising programs at OSU to:

- Prepare future leaders in apparel design and merchandising, interior and residential design, graphic design, design communications, and soft goods retailing for the growing design and creative services industries in the Portland metropolitan area and beyond.
- Enhance the research/creative scholarship enterprise through multidisciplinary collaborations among scholars of design (apparel, graphic, interior, and industrial), consumer behavior, and merchandising with a focus on design and merchandising processes from innovation/design solution to market/user acceptance.

Timeframe for Conversations and Faculty Input:

In 2009 the Deans of the Colleges and Liberal Arts and Health and Human Sciences encouraged faculty in the Department of Design and Human Environment and the Graphic Design program to explore opportunities for bringing together OSU's design and merchandising programs under a single administrative unit. For the past two years faculty in the Graphic Design program and in the Department of Design and Human Environment have been meeting together on a regular basis to discuss multiple opportunities for shared curriculum, student engagement, research, and creative scholarship. Students have also been engaged in joint projects, e.g., 2010 Recycled Fashion Show, 2011 DHE Career Symposium. Based on these conversations and to enhance these collaborations and the educational opportunities for students, faculty in both units approached our respective deans about the possibility of creating an administrative unit that would bring OSU's design and merchandising programs together.

In July 2010, Deans Bray, Kleinsorge, Adams, and Rodgers met with Leslie Burns (Chair, DHE) and Andrea Marks (Coordinator, Graphic Design) to discuss the next steps in bringing the design programs together under a single administrative unit and to what college that unit might eventually report. As a result of that meeting with the deans, Burns and Marks were given the "green light" to develop a proposal to create a School of Design and Human Environment that would report to HHS until 2013-14 at which time it would be transferred within the "Healthy Economy" division. In Fall 2010, faculty in DHE and Graphic Design unanimously agreed to develop an abbreviated Category I proposal to create a School of Design and Human Environment. A necessary component of that proposal is to transfer the Graphic Design program to the Department of Design and Human Environment. All faculty members in DHE and Graphic Design program are very supportive of this transfer. Upon the approval of the faculty, John Maul (Department Chair of Art) and Leslie Burns (Department Chair of DHE) met and also agreed with this transfer. In January 2011 the Provost requested an MOU outlining the specific agreements between the Colleges of Liberal Arts and (Public) Health and Human Sciences related to the transfer of university resources associated with the Graphic Design program. During Summer 2011, the decision was made that the Department/School of Design and Human Environment would be transferred to the College of Business. Therefore, this MOU is to transfer the Graphic Design program to DHE. A second MOU will outline the transfer of DHE to COB.

Conditions and Effective Date

Currently, Graphic Design is an option within the Applied Visual Arts Undergraduate Major. A Category I proposal is currently under review to create an undergraduate major in Graphic Design. This MOU is conditional on the approval of the Graphic Design major. The MOU will be effective when the Graphic Design major is approved. Until that time, the Department of Art will be responsible for the administration, management, and expenditures associated with the Graphic Design program.

I. Transfer of Academic Personnel

a. Tenure-home transfer

Tenure-home for the one tenured faculty member in Graphic Design (Marks) and one tenure-track faculty member (Froelich) will be transferred from Art to DHE.

b. Budget transfer

- i. The base budget (i.e., salary and OPE) for two professorial rank faculty and two instructor positions currently funded in the College of Liberal Arts will be transferred to the Department of Design and Human Environment. The positions include:
 1. Associate Professor, tenured, 1.0 FTE
 2. Assistant Professor, tenure-track 1.0 FTE
 3. Instructor 1, fixed-term, 1.0 FTE. Based on 1.0 FTE = teaching 36 credits/academic year in accordance with HHS Faculty Workload policy.
 4. Instructor 2, fixed-term, .50 FTE. Based on 1.0 FTE = teaching 36 credits/academic year in accordance with HHS Faculty Workload policy

See attached Summary of Instructional Responsibilities as justification for the transfer of the faculty positions.

- ii. Starting with Fall Term 2012 or when the Graphic Design major is approved, course fees associated with the Graphic Design courses listed below will be deposited into the appropriate course fee account in DHE. New financial indexes will be created for these course fees.

c. Faculty Space

Office space and primary studio space for the Graphic Design faculty will be located in the West end of Milam Hall -- current home of the Department of Design and Human Environment. University classrooms, as available, will be used for course offerings.

II. Transfer of Graphic Design Majors

Currently, Graphic Design is an option within the Applied Arts Undergraduate Major. A Category I proposal is currently under review to create an undergraduate major in Graphic Design. Upon approval of the Category 1 proposal, students currently coded as Applied Arts majors with a Graphic Design option will be coded as Graphic Design majors. This major code will be transferred to DHE.

- a. Students' catalog year will be honored for program requirements including having access to Art courses (not listed below in the courses to be transferred to DHE).
- b. Within two years of the program transfer, curricular proposals to change degree requirements will be submitted which will phase-out Art courses (not listed below) as required courses within the Graphic Design major.
- c. Within two years of the program transfer, the curricular and budgetary impacts of the phase-out of Art courses (not listed below) as required courses within the Graphic Design major will be reviewed and agreements revised, if needed.

III. Management Costs

- a. The Department of Design and Human Environment will assume the management costs for Graphic Design upon the effective date noted above. This includes the salaries and benefits for DHE administrative and support staff.

IV. Other Commitments

- a. All future income generated by the Graphic Design faculty and courses in fees, summer term instruction, and Ecampus instruction will flow through DHE.
- b. All costs associated with the Graphic Design program will be assumed by DHE upon the effective date noted above.

V. Curriculum Development and Management

- a. The management (course assignment, instruction, facilities, and course assessment) of the following ART courses will be transferred to DHE upon the effective date noted above. A Category II curriculum proposal to change the course designator for these courses has been approved by the Curriculum Council conditional on the approval of the Category I proposal to create a major in Graphic Design.

ART 225. Introduction to Graphic Design (4)

ART 226. Typography: The Letter (4)

ART 228. Graphic Design Processes (4)

ART 325. Graphic Design: Collaborative Processes (4)

ART 326. Typography: Expressive (4)

ART 327. Typography: Advanced Structures (4)

ART 328. New Media (4)

ART 369. Graphic Design History (3)

ART 412. Contemporary Issues in Design (3)

ART 419. Senior Portfolio (2)

ART 420. Graphic Design: Pre-Press (4)

ART 428. Senior Thesis Project (4)

ART 421. Information and Publication Design (4)

ART 423. Experimental Typography (4)

ART 424. Visual Identity Systems (4)

ART 425. Environmental and Exhibition Design (4)

ART 427. Package Design (4)

ART 429. Graphic Design Studio (4)

Note: Graphic Design students will enroll in DHE 410 Internship instead of ART 410 Internship.

b. Undergraduate Student Advising

Graphic Design undergraduate students will initially be advised through the centralized PHHS Advising Office upon the effective date noted above. Two new undergraduate advisors will be hired and will transfer to COB when DHE transfers to COB. Graphic Design faculty will continue to advise undergraduate students on career-related matters.

VI. Space and Infrastructure

- a. As noted under Section I, space assigned to faculty for their offices and studios will be reassigned in Milam Hall.
- b. Equipment purchased and fund balance from the 2010-2011 TRF funding cycle will be transferred to DHE. DHE will assume responsibility for installation of equipment. See attached spreadsheet for the equipment and fund balance information.

VII. Fund Account Transfers

- a. Current active grants for Graphic Design faculty will be transferred from the CLA ORG code to the COB ORG code. All new grant awards by Graphic Design faculty will be assigned to the appropriate COB ORG. All new grant proposals will go through COB.
- b. Upon the effective date noted above, the budget amount outlined above will be transferred to the appropriate accounts designated by COB.

Instructional Responsibilities of Graphic Design Faculty for Graphic Design Courses

| Fall | Winter | Spring |
|--|--|--|
| ART 225 Section 1
(4) | ART 228 (4) | ART 226 (4) |
| ART 225 Section 2
(4) | ART 326 (4) | ART 325 (4) |
| ART 327 (4) | ART 412 Section 1
(3) | ART 419 (2) |
| ART 328 (4) | ART 412 Section 1
(3) | ART 420 (4) |
| ART 369 (3) | ART 422 (4) | ART 423 (4) |
| ART 424 Section 1
(4) | ART 427 Section 1
(4) | ART 425 (4) |
| ART 424 Section 2
(4) | | ART 428 Section 1
(4) |
| | | ART 428 Section 2
(4) |
| ART 429 (4) | ART 429 (4) | ART 429 (4) |
| | | |
| Total Fall
8 courses
31 credits | Total Winter
7 courses
26 credits | Total Spring
9 courses
34 credits |
| | | |
| Marks**:
2 courses
8 credits | Marks:
1 course
3 credits | Marks:
2 courses
8 credits |
| Froehlich**:
2 courses
8 credits | Froehlich:
1 course
3 credits | Froehlich:
2 course
8 credits |
| Instructor 1
3 courses
11 credits | Instructor 1
3 courses
12 credits | Instructor 1
3 courses
12 credits |
| Instructor 2
1 course
4 credits | Instructor 2
2 courses
8 credits | Instructor 2
2 courses
6 credits |

Electives/Optional Courses – these courses will be scheduled as future resources allow

ART 421 (4)

ART 423 (4)

ART 425 (4)

ART 427 (4)

** Teaching FTE for Marks and Froehlich to be consistent with HHS Faculty Workload Policy

January 2012

Memorandum of Understanding

Between the College of Public Health and Human Sciences and College of Business for the Transfer of the Department of Design and Human Environment to the College of Business

Purpose of the Transfer:

The Department of Design and Human Environment is currently administered by the College of Public Health and Human Sciences. The transfer of the Department of Design and Human Environment to the College of Business aligns these units to better meet the strategic plan of Oregon State University; enhance synergies among the design, business, and engineering programs; and leverage resources for providing outstanding educational programs.

Justification:

The design and creative services industries are vitally important to the economy of Oregon. Design and creative services industries include companies that focus on design and marketing of a variety of products and services including apparel, footwear and other accessories, outdoor gear, packaging, and consumer products for specific target customers. For example, the Athletic and Outdoor Industry Cluster has been identified by the Portland Development Commission as one of five targeted industry clusters for enhanced growth and investment for future economic development (the other four being Clean Tech, Software, Advanced Manufacturing, and Research and Commercialization). Anchored by the “big 3” (Nike, Columbia Sportswear, and Adidas America) Portland is home to over 300 Athletic and Outdoor companies all of which focus on design, marketing, and merchandising. Statewide, over 700 companies employ over 14,000 individuals with a payroll of nearly \$1.2 billion. Indeed, as the Portland Development Commission noted in a recent report (<http://pdxeconomicdevelopment.com/cluster-activewear.html>) “what Hollywood is the movie industry, Portland is to the Athletic and Outdoor Industry.”

In addition, the strategic plans of the City of Portland, the Portland Development Commission, the Oregon Economic and Community Development Department, and Oregon Business Plan all include design and creative services as selected targeted growth industries to further position the region as an international sustainable design center. Other companies with design headquarters in Oregon include Pendleton Woolen Mills, LaCrosse/Danner, KEEN Footwear, Nau, S Group, Ziba Design and dozens of smaller apparel, graphic and interior design firms (most of which are entrepreneurial). PDC also notes “talent is essential to this cluster’s success”. As the only academic unit West of the Rockies to offer bachelors through Ph.D. in design and merchandising specialty areas, DHE is the primary higher education partner for these important segments of the Oregon economy.

Lastly, *design thinking*, as a process for problem solving has become part of contemporary design and engineering practice as well as a foundation perspective in business and management. The rationale is that by understanding the processes designers use in problem solving, students across disciplines can be better equipped to innovate at a higher level. Thus, bringing design thinking expertise to the College of Business will build on the current momentum in higher education for design thinking education.

Timeframe for Conversations and Faculty Input:

In July 2010, Deans Bray, Kleinsorge, Adams, and Rodgers met with Leslie Burns (Chair, DHE) and Andrea Marks (Coordinator, Graphic Design) to discuss the next steps in bringing the design programs together under a single administrative unit and to what college that unit might eventually report. As a result of that meeting with the deans, a task force was created by Dean Kleinsorge, co-chaired by Burns (DHE) and McAlexander (BA) and included faculty from DHE, Graphic Design, and Business to explore transferring DHE (with Graphic Design) to the COB. The Task Force report recommended that the respective Deans and faculty continue to explore this reorganization. In January 2011, faculty from DHE and Graphic Design met with Dean Kleinsorge to discuss the transfer and benefits to both units. It was clear that vision and budgetary issues needed to be resolved prior to a transfer. Since January 2011, Burns and Dean Bray worked with the HSBC in separating the DHE budget so that the budget transfer could be as smooth as possible. Since 2010 faculty in DHE, Graphic Design, and Business have continued to enhance collaborations and foster partnerships in graduate and undergraduate education and in research and to build a common vision for a combined unit. During Summer 2011, the decision was made that the Department/School of Design and Human Environment would be transferred to the College of Business. All faculty in DHE, Graphic Design, and College of Business are supportive of this transfer. Therefore, this MOU is to transfer the DHE (including Graphic Design) to the COB. A second MOU outlines the transfer of Graphic Design to DHE.

Conditions and Effective Date

I. Transfer of Academic Personnel

a. Tenure-home transfer

Tenure-home for the all tenured faculty members in DHE and Graphic Design and for all tenure-track faculty members in DHE and Graphic Design will be transferred to COB.

b. Budget transfer

- i. As of July 1, 2012, the base budget for DHE, including the budget transfer for the Graphic Design program, will be transferred to COB.
- ii. Starting with Fall Term 2012, course fees associated with DHE and Graphic Design courses will be deposited into the appropriate course fee

account in COB. New financial indexes will be created for these course fees.

c. Faculty Space

Office space and primary studio space for the DHE/Graphic Design faculty will be located in the West end of Milam Hall -- current home of the Department of Design and Human Environment. University classrooms, as available, will be used for course offerings.

II. Transfer of Majors

Students currently coded as Pre-Apparel Design, Apparel Design, Pre-Interior Design, Interior Design, Pre-Graphic Design, Graphic Design, and Merchandising Management will be transferred to COB.

III. Management Costs

- a. The COB will assume the management costs for DHE/Graphic Design starting July 1, 2012. This includes the salaries and benefits for DHE administrative and support staff.

IV. Other Commitments

- a. Starting July 1, 2012, all future income generated by the DHE/Graphic Design faculty and courses in fees, summer term instruction, and Ecampus instruction will flow through COB.
- b. Starting July 1, 2012, all costs associated with DHE/Graphic Design will be assumed by COB.

V. Curriculum Development and Management

- a. The management (course assignment, instruction, facilities, and course assessment) of all DHE courses and the following ART courses will be transferred to COB starting July 1, 2012. A Category II curriculum proposal to change the course designator for these courses has been approved by the Curriculum Council conditional on the approval of the Category I proposal to create a Graphic Design major.
 - ART 225. Introduction to Graphic Design (4)
 - ART 226. Typography: The Letter (4)
 - ART 228. Graphic Design Processes (4)
 - ART 325. Graphic Design: Collaborative Processes (4)
 - ART 326. Typography: Expressive (4)
 - ART 327. Typography: Advanced Structures (4)

ART 328. New Media (4)

ART 369. Graphic Design History (3)

ART 412. Contemporary Issues in Design (3)

ART 419. Senior Portfolio (2)

ART 420. Graphic Design: Pre-Press (4)

ART 428. Senior Thesis Project (4)

ART 421. Information and Publication Design (4)

ART 423. Experimental Typography (4)

ART 424. Visual Identity Systems (4)

ART 425. Environmental and Exhibition Design (4)

ART 427. Package Design (4)

ART 429. Graphic Design Studio (4)

Note: Graphic Design students will enroll in DHE 410 Internship instead of ART 410 Internship.

b. Undergraduate Student Advising

DHE/Graphic Design undergraduate students will be advised through the centralized COB Advising Office. DHE/Graphic Design faculty will continue to advise undergraduate students on career-related matters.

VI. Space and Infrastructure

- a. As noted under Section I, space assigned to faculty for their offices and studios will be reassigned in Milam Hall.

VII. Fund Account Transfers

- a. Current active grants for DHE/Graphic Design faculty will be transferred to the COB ORG code. All new grant awards by DHE/Graphic Design faculty will be assigned to the appropriate COB ORG. All new grant proposals will go through COB.
- b. As of July 1, 2012, the budget amount outlined above will be transferred to the appropriate accounts designated by COB.

Email received on:
February 23, 2012

Leslie,

I have read the abbreviated Category 1 proposal to create the School of Design and Human Environment within the College of Business. I whole-heartedly support the proposal.

Beyond that, I am excited about a School at OSU that focuses on the process of design and treats it as a more general problem. It is that general process of design that links DHE to the engineering design thread that runs through the programs of MIME. With the new School's move to the College of Business and membership in the Division of Business and Engineering, I believe there will be many new opportunities for creation of integrated courses, collaborative research projects and other faculty collaboration. I look forward to this great arrangement.

Thanks,
Rob

Robert B. Stone, Ph.D. | Professor and Interim Head | School of Mechanical, Industrial and Manufacturing Engineering | Oregon State University
208 Rogers Hall | Corvallis, OR 97331 | Direct: 541.737.3638 | Fax: 541.737-2600 | **Go Beavs!**
mime.oregonstate.edu

Email received on March 1, 2012

Good morning Leslie,

Thank you for sharing the abbreviated Category 1 proposal for the creation of the School of Design and Human Environment.

I am very supportive of this proposal. Because the Department of Horticulture has strong industry ties to the landscape design and resource management service industry, I envisage a strong collaboration with the proposed School. This collaboration will especially be fruitful with respect to training the new sustainable design professionals for urban and peri-urban areas; and, specifically, the Portland Metropolitan area.

All the best in the creation of the School. I look forward to the opportunity to create interdisciplinary teaching, learning and research opportunities across our units.

Sincerely,

Anita Nina Azarenko
Professor and Head
Horticulture and Community Food Systems
ALS 4017
Oregon State University
Corvallis, OR 97331
(541) 737- 5475

**Abbreviated Category I Proposal to Create
School of Design and Human Environment
College of Business**

| | FY 12 DHE | Est FY13 DHE/GD |
|--|------------------------|------------------------|
| Allocation from Base Budget | \$ 1,307,373.00 | \$ 1,307,373.00 |
| Transfer from CLA | | \$ 260,398.00 |
| Fund new advisor ¹ | \$ 60,000.00 | \$ 122,400.00 |
| Fund new faculty ² | | |
| Additional S&S | | \$ 25,000.00 |
| Adjusted Base Budget | \$ 1,367,373.00 | \$ 1,715,171.00 |
| <u>Revenue</u> | | |
| Student Fees | \$ 15,339.00 | \$ 15,339.00 |
| Resource Fee Compensation | \$ 168,150.00 | \$ 168,150.00 |
| Summer Session | \$ 149,032.00 | \$ 175,000.00 |
| Grad Student Remission | \$ 217,149.00 | \$ 217,149.00 |
| Returned Overhead | \$ 3,797.00 | |
| INTO | \$ 16,648.00 | \$ 16,648.00 |
| Differential Tuition | \$ 107,880.00 | \$ 275,000.00 |
| Grad Health Insurance | \$ 36,265.00 | \$ 36,265.00 |
| E-Campus | \$ 9,376.00 | \$ 9,376.00 |
| Salary increases funded centrally | \$ 25,000.00 | \$ 50,000.00 |
| Total Available Resources | \$ 2,116,009.00 | \$ 2,678,098.00 |
| <u>Expense Summary</u> ³ | | |
| Salaries | \$ 1,161,285.00 | \$ 1,468,190.00 |
| OPE | \$ 749,902.00 | \$ 869,923.00 |
| Other ⁴ | \$ 70,000.00 | \$ 97,800.00 |
| Total Expenses | \$ 1,981,187.00 | \$ 2,435,913.00 |

¹ transfer from PHHS

² funded through differential tuition

³ a 4% annual inflation increase is included for salaries, OPE, and other expenses

⁴ Includes services, supplies, and computer support

note: any end-of-year surplus/carry over will be used for program enhancement and/or faculty developn

| Est FY14 DHE/GD | Est FY15 DHE/GD | Est FY16 DHE/GD |
|------------------------|------------------------|------------------------|
| \$ 1,307,373.00 | \$ 1,307,373.00 | \$ 1,307,373.00 |
| \$ 260,398.00 | \$ 260,398.00 | \$ 260,398.00 |
| \$ 122,400.00 | \$ 122,400.00 | \$ 122,400.00 |
| \$ 180,336.00 | \$ 247,828.00 | \$ 247,828.00 |
| \$ 30,000.00 | \$ 35,000.00 | \$ 40,000.00 |
| \$ 1,900,507.00 | \$ 1,972,999.00 | \$ 1,977,999.00 |
| | | |
| \$ 15,000.00 | \$ 15,000.00 | \$ 15,000.00 |
| \$ 168,150.00 | \$ 168,150.00 | \$ 168,150.00 |
| \$ 175,000.00 | \$ 175,000.00 | \$ 175,000.00 |
| \$ 217,149.00 | \$ 217,149.00 | \$ 217,149.00 |
| | | |
| \$ 16,648.00 | \$ 16,648.00 | \$ 16,648.00 |
| \$ 375,000.00 | \$ 375,000.00 | \$ 375,000.00 |
| \$ 36,265.00 | \$ 36,265.00 | \$ 36,265.00 |
| \$ 9,376.00 | \$ 9,376.00 | \$ 9,376.00 |
| \$ 25,000.00 | | |
| \$ 2,938,095.00 | \$ 2,985,587.00 | \$ 2,990,587.00 |
| | | |
| \$ 1,641,918.00 | \$ 1,782,595.00 | \$ 1,853,899.00 |
| \$ 963,120.00 | \$ 1,024,045.00 | \$ 1,065,007.00 |
| \$ 101,712.00 | \$ 105,780.00 | \$ 110,011.00 |
| \$ 2,706,750.00 | \$ 2,912,420.00 | \$ 3,028,917.00 |

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Carol Brown (College Approver - Business) March 5, 2012 4:47pm
Proposal has gone through all appropriate reviews within the College of Business.

Gary Beach (Curriculum Coordinator) March 8, 2012 2:37pm
Per an email request received from Leslie Burns, Chair of the Department of Design and Human Environment, the proposal is being sent back so that additional documents can be added.

--Gary

Gary Beach (Curriculum Coordinator) March 8, 2012 3:09pm
Except for Illene Kleinsorge's signature page, which will be posted to the CPS shortly, the proposal is now ready for review by the Budgets and Fiscal Planning Committee.

--Gary

Walter Loveland (Budgets and Fiscal Planning Committee) March 16, 2012 9:42am
The BFP group and the Director of Budgets suggest the budget be revised to indicate the total incremental cost to the University of the program. At present, after two years of funding for a new advisor and/or faculty position, the cost disappears from the budget. It should continue for the entire project lifetime. There is an additional question which the Director of Budgets is resolving as to the actual magnitude and details of the Provost's support.

Leslie Burns March 22, 2012 2:30pm
A revised budget has been attached. The earlier version included incremental increases (e.g., funding a new advisor) in the budget in the following year's base budget. The revised version indicates the line items across the entire project lifetime instead.

Walter Loveland (Budgets and Fiscal Planning Committee) April 13, 2012 10:49am
Please fix the following problems in the budget: (a) all salaries and expenses should be adjusted for inflation with time. (You pick the inflation factor). (b) Under "Expense Summary" there is a category marked "Other". Please give examples of what is involved here. (c) Under Revenue there is a category called misc (salary raises) We assume this refers to monies provided by the Provost for routine salary increases. Can you please describe this category in that way, if that is the intent. If something different is meant, please describe it. Upon receipt of the revised proposal, it will be automatically approved without further review.

Leslie Burns April 13, 2012 4:22pm
A revised 4-year budget is attached including: a) 4% annual inflation increase is included for salaries, OPE, and expenses; b) the "Other" category under Expenses is clarified -- it includes services, supplies, and computer support, c) the Misc category for revenue is clarified and now refers to centrally funded salary increases.

Fall 2011 New Graduate Teaching Assistant Orientation Summary

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) supports excellence in teaching and learning in the academic curriculum and learning in co-curricular settings. In the fall of 2011, the CTL facilitated its first New Graduate Teaching Assistant (GTA) Orientation on September 15 & 16, 2011. Day 1 on September 15, 2011 was designed for and delivered to new international students in partnership with the Division of International Programs. Day 2 on September 16, 2011 was designed for and delivered to all new GTAs, including international GTAs, in partnership with the Graduate School. This summary was prepared by CTL staff to provide the Oregon State University community a summary of the event's impact.

1. OSU Graduate Student Enrollment*

Fall 2011

| | |
|-----------------------------------|------|
| New Graduate Student Enrollment | 786 |
| Total Graduate Student Enrollment | 3776 |

*Data collected from the Office of Institutional Research OSU Enrollment Summary 2011

2. Fall 2011 New GTA Orientation Attendance

| | Total
Registered | Total
Attended | Ag | COAS | Ed | Engr | For | Grad | LA | Pharm | PHHS | Sci |
|---|---------------------|-------------------|----|------|----|------|-----|------|----|-------|------|-----|
| Day 1: September 15, 2011
(international GTAs) | 47 | 36 | 2 | 0 | 1 | 18 | 1 | 1 | 1 | 2 | 1 | 9 |
| Day 2: September 16, 2011
(all GTAs) | 223 | 167 | 13 | 1 | 10 | 48 | 3 | 2 | 36 | 4 | 9 | 41 |

3. New GTA Orientation Learning Outcomes and Assessment: Day 1 (for international GTAs) (n=24)

| As a result of participating in the orientation, international students will have knowledge of: | Pre-orientation score | Post-orientation score |
|---|---|------------------------|
| | 1 = None, 2 = Limited, 3 = Some, 4 = Much | |
| 1. General education requirements in the United States | 2.54 | 3 |
| 2. US student expectations of a university experience | 2.71 | 3 |
| 3. OSU's institutional culture | 2.5 | 3 |
| 4. Campus resources available to students and teachers | 2.54 | 2.91 |
| 5. Cultural norms regarding an individual's personal space | 2.92 | 3.08 |
| 6. Appropriate GTA and student relationships | 2.83 | 3.17 |
| 7. Nonverbal communication of US students | 2.75 | 3 |
| 8. Appropriate student and GTA classroom behavior | 2.88 | 3.21 |

4. New GTA Orientation Learning Outcomes and Assessment by College: Day 1 (for international GTAs) (n=24)

| College: | Agriculture
(2) | | Education
(1) | | Engineering
(8) | | Forestry
(1) | | Grad School
(2) | | Pharmacy
(2) | | PHHS
(1) | | Science
(7) | |
|-----------|--------------------|------|------------------|------|--------------------|------|-----------------|------|--------------------|------|-----------------|------|-------------|------|----------------|------|
| Question: | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |

*Refer to questions in Section 3

Scale: 1=None, 2=Limited, 3=Some, 4=Much

| | | | | | | | | | | | | | | | | |
|----|---|-----|---|---|------|------|-----|---|-----|-----|-----|-----|---|---|------|------|
| 1. | 3 | 2.5 | 3 | 2 | 2.75 | 3 | 3 | 4 | 1.5 | 4 | 1.5 | 3.5 | 2 | 2 | 2.71 | 2.86 |
| 2. | 3 | 2 | 4 | 2 | 2.75 | 3.13 | 3 | 4 | 2 | 4 | 2 | 3.5 | 2 | 3 | 2.86 | 2.71 |
| 3. | 3 | 2.5 | 4 | 2 | 2.6 | 2.86 | 3 | 4 | 1.5 | 4 | 2.5 | 3.5 | 2 | 3 | 2.14 | 2.71 |
| 4. | 4 | 2 | 4 | 2 | 2.75 | 3 | 2 | 4 | 2.5 | 3.5 | 1 | 4 | 1 | 3 | 2.43 | 2.57 |
| 5. | 4 | 3 | 4 | 2 | 2.86 | 3.1 | 4 | 4 | 3 | 2.5 | 1.5 | 3.5 | 1 | 2 | 3 | 3.29 |
| 6. | 4 | 2.5 | 4 | 3 | 2.86 | 3.33 | 3 | 4 | 1 | 4 | 2 | 3.5 | 1 | 4 | 3.29 | 2.57 |
| 7. | 4 | 2 | 4 | 3 | 2.75 | 3.25 | 3 | 3 | 2 | 4 | 2 | 3.5 | 2 | 3 | 2.71 | 2.57 |
| 8. | 4 | 2.5 | 4 | 3 | 2.86 | 3.25 | 2.5 | 2 | 2.5 | 4 | 2.5 | 3.5 | 1 | 4 | 3 | 3 |

5. New GTA Orientation Learning Outcomes and Assessment: Day 2 (for all GTAs) (n=88)

| As a result of participating in the orientation, graduate students will have knowledge of: | Pre-orientation score | Post-orientation score |
|--|-----------------------|------------------------|
| 1 = None, 2 = Limited, 3 = Some, 4 = Much | | |
| 1. OSU instructional policies and procedures | 2.24 | 3.44 |
| 2. Demographics and dynamics of OSU's student population | 2.4 | 3.43 |
| 3. Coalition of Graduate Employees | 2.19 | 2.92 |
| 4. Syllabus requirements and creation techniques | 2.31 | 3.17 |
| 5. Effective presentation skills | 3.22 | 3.42 |
| 6. Ways to engage students in the classroom | 2.98 | 3.31 |
| 7. Campus resources available to students and teachers | 2.42 | 3.35 |

6. New GTA Orientation Learning Outcomes and Assessment by College: Day 2 (for all GTAs) (n=88)

| College: | Agriculture (10) | | COAS (1) | | Education (8) | | Engineering (21) | | Forestry (3) | | Liberal Arts (15) | | Pharmacy (1) | | PHHS (5) | | Science (25) | |
|----------------------------------|------------------|------|----------|------|---------------|------|------------------|------|--------------|--|-------------------|------|--------------|------|----------|------|--------------|------|
| Question: | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| *Refer to questions in Section 5 | | | | | | | | | | Scale: 1=None, 2=Limited, 3=Some, 4=Much | | | | | | | | |
| 1. | 2.5 | 3.3 | 2 | 4 | 1.88 | 3.75 | 2.2 | 3.14 | 2.33 | 2.67 | 2.13 | 3.47 | 2 | 4 | 2.2 | 2.6 | 2.3 | 3.2 |
| 2. | 2.7 | 3.1 | 3 | 4 | 2.13 | 3.86 | 2.57 | 3.33 | 2.67 | 3.67 | 2.26 | 3.53 | 2 | 4 | 2.2 | 3 | 2.2 | 3.4 |
| 3. | 2.2 | 3.4 | 1 | 3 | 3.38 | 3.25 | 2.2 | 2.71 | 2.67 | 2.67 | 1.8 | 2.93 | 2 | 4 | 1.8 | 2.2 | 2 | 2.9 |
| 4. | 2.1 | 3.6 | 1 | 4 | 2 | 3.25 | 2.62 | 3.19 | 2.67 | 2 | 2.3 | 3.2 | 2 | 4 | 2.25 | 2.5 | 2.2 | 3.12 |
| 5. | 3 | 3.5 | 3 | 3 | 3.36 | 3.62 | 3.24 | 3.29 | 4 | 4 | 3.2 | 3.5 | 3 | 4 | 3.5 | 3 | 3.25 | 3.33 |
| 6. | 3.2 | 3.5 | 3 | 3 | 2.88 | 3.5 | 2.86 | 3.04 | 3.3 | 3.3 | 2.9 | 3.6 | 3 | 4 | 3.6 | 3 | 2.76 | 3.28 |
| 7. | 2.6 | 3.4 | 2 | 3 | 2.88 | 3.62 | 2.3 | 3.38 | 3 | 2 | 2.3 | 3.5 | 2 | 4 | 2.25 | 2.5 | 2.04 | 3.36 |

Greetings OSU colleagues:

In fall 2011, the Center for Teaching and Learning (CTL) facilitated its first New Graduate Teaching Assistant (GTA) Orientation in September. Day 1 on September 15, 2011, was designed for and delivered to new international students in partnership with the Division of International Programs. Day 2 on September 16, 2011, was designed for and delivered to all new GTAs, including international GTAs, in partnership with the Graduate School.

Support for and attendance at the event exceeded our expectations. Twenty-six colleagues from across campus, including faculty, staff, and veteran GTAs, designed and delivered 30+ sessions to over 200 new GTAs at the two-day event. Assessment of the event was positive, with attendees' mean scores indicating that considerable gains were made with respect to our learning outcomes as a result of the event.* Additionally, attendees rated the event high with respect to clarity, organization, delivery, as well as ability to stimulate thinking and promote a welcoming environment. Scores and information by college can be found in the attached summary document.

The CTL will be facilitating New Graduate Teaching Assistant Orientation again this fall on September 13-14, 2012. A formal invitation to new GTAs to participate along with registration information will follow in the coming months as we collaborate with the Graduate School in promoting the event. When you receive the announcement later this summer, please pass the information along to your new incoming GTAs. We greatly appreciate your assistance in spreading the word about the event in encouraging new GTAs to participate.

Between now and then, we welcome your inquiries as well as any feedback you may have regarding how the CTL can best support your GTAs.

Best,
Jessica White and Robin Pappas

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*Note: a few anomalies were noted in our findings by college. On Day 1 (for international GTAs), attendees from the College of Agricultural Sciences and College of Education (n=3) reported post-test scores that were lower than pre-test scores in all eight learning areas. Given the structure of the pre-test/post-test assessment, it is possible that survey was a bit confusing to some respondents. Staff members are reviewing the instrument and reviewing the literature to determine whether there are other possibilities for these unusual responses.

Pilot Program: International Graduate Students from India

Admitting Students with 3-Year Undergraduate Degree

Recruitment of top-quality international graduate students by US universities is facing new and perhaps sustained challenges amid changing geopolitical circumstances around the globe. A large number of US universities are adopting innovative recruitment strategies to grow their international student enrollments, especially international graduate student enrollments. At Oregon State, in order to meet the goals in the University's Strategic Plan, the discussion to increase international graduate student enrollment has focused on implementing key strategies, including improving the visibility of OSU amongst top-quality institutions worldwide, enhancing our recruitment strategies, streamlining the graduate admissions process, reducing decision-making time on graduate applications, and offering competitive funding in the form of assistantships/fellowships.

Although OSU's current graduate admissions policy allows programs to apply for exceptions for deserving students¹, it prohibits the acceptance of students with a 3-year undergraduate degree from India into OSU's master's programs. While OSU's doctoral programs have benefited greatly from the presence of international students, our master's programs have not been able to take advantage of a growing market of top-quality undergraduate students from India – a country with a long-standing tradition of higher education and with one of the fastest growing economies in the world.

In fall 2011, under the direction of the Provost and Executive Vice President, the Division of International Programs constituted a taskforce² to review and discuss our current graduate admissions policies and to examine the possibility of considering students with 3-year undergraduate degree from India for admissions into our master's programs. The findings of the taskforce and the concept of the pilot were discussed with the leadership and faculty in the Colleges of Business and Public Health and Human Sciences.

The taskforce recommended admitting a specified number of high-achieving students with a three-year undergraduate degree from top-tiered accredited Indian universities into our MBA and MPH programs for two years (2013-2015). At the end of the pilot period, the taskforce, along with leadership in the two Colleges, will evaluate the outcome of the program based on standardized criteria to measure student success.

The pilot program will involve accepting a limited number, to be specified by the two Colleges, of top-quality students with an undergraduate degree from certain top-ranked and accredited Indian universities. Under the pilot program, faculty in both the MBA and MPH programs at OSU will review applications using program-specific admissions criteria. Once admitted, the students' performance will be tracked for grade point average and graduation rates.

¹ The Graduate Council in 2007-2008 reviewed the graduate admissions criteria and discussed admission of students with 3-year Bachelor's degree specifically from Bologna¹ countries. The GC concluded that, "...as long as the exception process is clearly articulated and there is a process available, we should continue to allow the department chairs and admissions groups to decide which 3-year degrees are equivalent" (GC Meeting minutes, February 1, 2007).

² Taskforce members: Amy McGowan, Brenda McComb, Gigi Bruce, Jim Coakley, Sunil Khanna, and Valerie Rosenberg.

At the end of this period, a team of faculty and administrators from the COB, PHHS, the Graduate School, will review the program and report the outcome to the Provost and Executive Vice President so that modification and or continuation of the program can be considered.

Higher Education System in India: An Overview

Since the system of higher education in India differs from the United States, it is important to understand some of the key characteristics, including the three-year undergraduate degree program and the accreditation system, that are unique to the Indian system. Although India's higher education system is rapidly transforming, it owes much to India's colonial past. The Indian university system follows a three-tiered degree structure – undergraduate, master, and doctorate and a network of colleges affiliated with degree granting universities. While the instruction takes place in affiliated colleges, the university is responsible for drafting and revising the syllabi, conducting examinations, and awarding degrees.

Accreditation and Assessment of Higher Education

In order to regulate the higher education system, the Indian government established the University Grants Commission (UGC) in 1956 and adopted the University Grants Commission Act (UGC Act)³. The UGC Act defines the UGC as the apex charged with regulating the quality of higher education in India. The UGC accredits all federally-funded or state-funded universities. It also maintains a rigorous database of government-accredited universities eligible to award degrees. In 1994, the UGC founded the National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA) to improve the quality of higher education and to establish a nation-wide system of accreditation and assessment of universities/institutions that are funded by the Federal or state government. Both the NAAC and the NBA recruit university vice-chancellors, deans, principals, and department heads to serve as members of these national-level accrediting bodies.

The primary responsibility of both the NAAC and the NBA is to assess and accredit universities based on a clearly defined process⁴ and criteria that include the curriculum, teaching and student assessment, infrastructure and resources, student support, and institutional management. Institutions that complete the process successfully and qualify for accreditation are graded on a 100-point scale⁵. The UGC website provides a list of all accredited universities/institutions⁶. These include institutions of national importance, universities (federally or state funded), and “deemed universities.”

³ Under the UGC Act, “...the right of conferring or granting degrees shall be exercised only (a) by a University established or incorporated by or under the Central Act, or a State Act; or (b) by an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees.” For additional details, please see The University Grants Commission Act 1965 and Rules and Regulations Under the Act. University Grants Commission, Government of India, 2002. (http://www.ugc.ac.in/policy/ugc_act.pdf)

⁴ A university undergoes the accreditation process in a step-wise manner under the guidance of the NAAC. First, the university prepares a self-study report which is evaluated by the NAAC. This evaluation is followed by a site visit by the NAAC team of accreditors. Finally, based on the outcomes of the first two steps, the NAAC awards accreditation and assigns an accreditation grade to the university.

⁵ Grade A = 85-100; Grade B = 70-85; Grade C = 55-70. The grading scale is heavily weighed (70%) toward teaching and learning resources. The remaining 30 points are used to evaluate institutional management and sports.

⁶ Please also see <http://www.ugc.ac.in/>.

Accredited universities in India award three-year Bachelor Degrees in arts (B.A.), science (B.Sc.), and commerce (B.Com.). Each Bachelor degree can be awarded as a “pass or general” or as an “honors” degree. All “pass or general” degrees require students to study English and one Indian language in addition to two or three core disciplinary areas. All “honors” degrees require students to complete coursework in an area of specialization in addition to taking courses in “subsidiary” and “qualifying” disciplines. The key distinguishing feature here is that, unlike in the US universities, Indian universities do not designate the subsidiary or qualifying courses as “background” or “baccalaureate core.”

Pilot Program: Scope and Structure

The Graduate School and the academic colleges, with oversight from the Graduate Council and support from the Division of International Programs will work to implement the pilot. The pilot is designed to identify and recruit top-quality graduate students to the two professional degree programs (MBA and MPH), and to increase diversity in our international graduate student population. OSU’s partnership with INTO University Partnerships allows us a strategic advantage to use their global recruitment network and experience to market OSU’s programs, assist in identifying top-quality students, and facilitating recruitment of the students to OSU’s MBA and MPH programs.

The Colleges of Business and Public Health and Human Sciences have agreed to accept a maximum number of 15 students each. The following minimum criteria for admission will be used to ensure that the programs only accept top-quality students into the two professional degree programs (see Diagram 1). Each College also requires letters of recommendation, statements of objectives, etc.

Minimum OSU Evaluation Criteria

1. OSU GPA requirement: ‘First Class’ or 60% out of 100% is generally equivalent to a ‘B’ average. Minimum GPA varies by individual school grading scale. Students must have 60% on the last two years of graded undergraduate coursework and any work completed after the undergraduate degree.
2. English Language Requirements

| | |
|-------|---|
| TOEFL | Paper - 550, Internet - 80 (with minimum sub-scores of 18)
Paper - 500, Internet - 61 (possible Conditional Admission) |
| IELTS | 6.5
6.0 (possible Conditional Admission) |

MBA Admissions Criteria

1. Only students with an undergraduate degree from a UGC accredited or NAAC designated as “A or above” ranked university in India will be allowed to apply under the pilot program (see Annexure 1).
2. Minimum acceptable undergraduate GPA is a ‘First Class’ 60% out of 100%, which is generally equivalent to a ‘B’ average. Minimum GPA varies by individual school grading scale. Students must have ‘First Class’ on the last two years of graded undergraduate coursework and any work completed after the undergraduate degree.

3. Minimum acceptable language proficiency score is 575 on the paper-based TOEFL test; 91 total with minimum subscores of at least 22 on the internet-based version or a minimum score of 7 on the IELTS. The OSU MBA program does not offer conditional admission.
4. Minimum acceptable GMAT is 500, and verbal, quantitative, and analytical writing sub-scores in at least the 20th percentile.

MPH Admissions Criteria

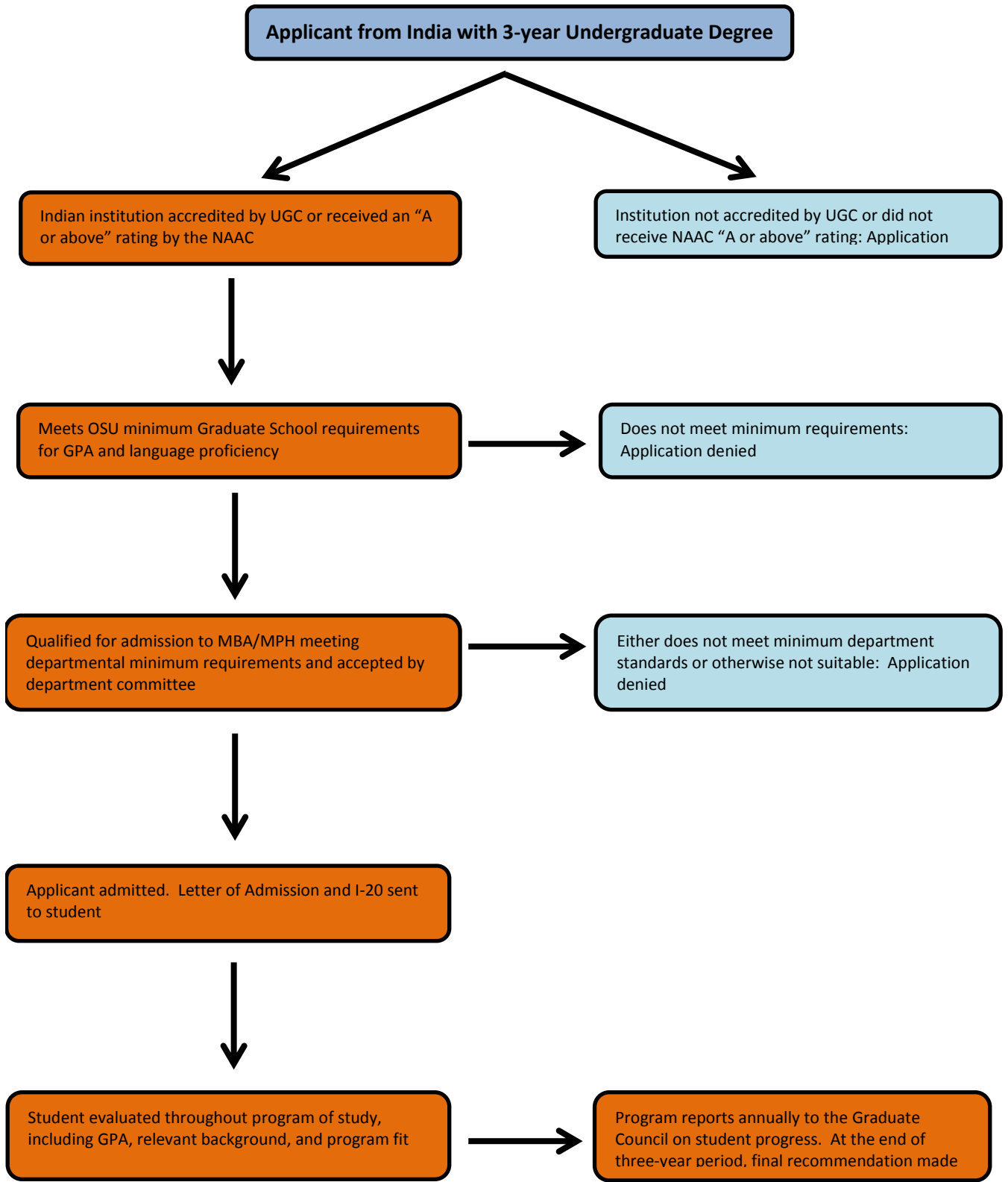
1. Only students with an undergraduate degree from a UGC accredited or NAAC designated as “A” ranked university in India will be allowed to apply under the pilot program (see Annexure 1).
2. Priority will be given to students interested in the Biostatistics and Epidemiology tracks in the MPH program.
3. Minimum acceptable undergraduate GPA is 60% out of 100% on the last two years of graded undergraduate coursework and any work completed after the undergraduate degree.
4. Prerequisite coursework: Students requesting admission to a specific program area will have successfully completed significant undergraduate foundational coursework in their area of interest. All MPH tracks require successful completion of an undergraduate course in statistics. In some instances, a lack of prerequisite entrance coursework may result in provisional program admission.
5. Minimum acceptable language proficiency score is 550 on the paper-based TOEFL; 80 total with minimum subscores of at least 18 on the internet-based version or a minimum score of 6.5 on the IELTS. Conditional admission may be considered in some cases.
6. Minimum acceptable GRE scores are generally around 500 in each GRE category (verbal and quantitative) and a minimum score of 4.5 in the analytical category is used as the guideline for acceptance to the MPH program. MPH applicants may submit MCAT scores.

Evaluation of the Pilot Program

Standardized data on student performance will be used to evaluate the outcome of the pilot program on an annual basis.

1. Grades in individual courses
2. Overall GPA
3. Graduation Rates

Diagram 1: Admissions Criteria for the Three-Year Undergraduate Degree Pilot Program



Annexure 1: Indian Universities Accredited by the University Grants Commission (UGC) or National Assessment and Accreditation Council (NAAC)

Note: This is a comprehensive list that includes names and locations of universities accredited either by the UGC or by NAAC. This list includes only those NAAC accredited universities that have received an A or higher accreditation grade. Unlike the NAAC, the UGC does not use a grading system for accreditation.

Arunachal Pradesh

1. Rajiv Gandhi University, Itanagar (UGC)

Assam

2. Assam University, Silchar (UGC)
3. Tezpur University, Tezpur (UGC)

Andhra Pradesh

4. Andhra University, Visakhapatnam* (NAAC Grade = A)
5. Maulana Azad National Urdu University, Hyderabad (UGC)
6. Osmania University, Hyderabad* (NAAC Grade = A+)
7. University of Hyderabad, Hyderabad* (NAAC Grade = A+)

Bihar

8. Central University of Bihar, BIT Campus, P.O. - B.V. College, Patna (UGC)

Chhatisgarh

9. Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhatisgarh (UGC)

Delhi

10. Guru Gobin Singh Indraprastha University, Delhi (NAAC Grade = A)
11. Jamia Millia Islamia, Jamia Nagar, New Delhi* (UGC)
12. Jawahar Lal Nehru University, New Mehrauli Road, New Delhi* (UGC)
13. Jamia Hamdard University, Delhi (NAAC Grade = A)
14. Indian Institute of Foreign Trade, New Delhi* (NAAC Grade = A)
15. Indira Gandhi National Open University, New Delhi (UGC)
16. The University of Delhi, Delhi* (UGC)

Gujarat

17. Central University of Gujarat, Gandhinagar (UGC)
18. Veer Narmad South Gujarat University (UGC)
19. Dr. Babasaheb Ambedkar Open University, Ahmedabad (UGC)
20. Hemchandracharya North Gujarat University (UGC)
21. Maharaja Sayajirao University of Baroda (UGC)
22. Gujarat University (UGC)
23. Sardar Patel University, Vallab Vidyanagar (UGC)
24. Saurashtra University, Rajkot (UGC)

Himachal Pradesh

25. Central University of Himachal Pradesh, Dharamashala (UGC)

Haryana

26. Central University of Haryana, Gurgaon (UGC)
27. Kurukshetra University, Kurukshetra (UGC)
28. Maharshi Dayanand University, Rohtak (UGC)

Jammu & Kashmir

29. Central University of Kashmir, Srinagar (UGC)
30. Central University of Jammu, Jammu (UGC)

Jharkhand

31. Central University of Jharkhand, Ranchi (UGC)

Karnataka

- 32. Bangalore University, Karnataka* (NAAC Grade = A+)
- 33. Central University of Karnataka, Gulbarga (UGC)
- 34. Manipal University, Mangalore, Karnataka* (NAAC Grade = B+)

Kerala

- 35. Central University of Kerala, Kasaragod (UGC)

Madhya Pradesh

- 36. The Indira Gandhi National Tribal University, Amarkantak (UGC)
- 37. Dr. Harisingh Gour Vishwavidyalaya, Sagar (UGC)

Maharashtra

- 38. Bharti Vidyapeeth University/Pune, Maharashtra (NAAC Grade = A)
- 39. Gohkale Institute of Politics & Economics/Pune, Maharashtra (NAAC Grade = A+)
- 40. Mumbai University/Mumbai, Maharashtra* (NAAC Grade = A+)
- 41. Symbiosis International University/Pune, Maharashtra* (NAAC Grade = A)
- 42. Tata Institute of Social Science/Mumbai, Maharashtra* (NAAC Grade = A+)
- 43. Pune University (UGC)
- 44. Rashtrasant Tukadoji Maharaj Nagpur University (UGC)
- 45. Dr. D.Y. Patil Vidyapeeth (UGC – Deemed)
- 46. Narsee Monjee Institute of Management Studies (UGC – Deemed)

Mizoram

- 47. Mizoram University, Aizwal (UGC)

Meghalaya

- 48. North Eastern Hill University, Shillong (UGC)

Manipur

- 49. Manipur University, Imphal (UGC)

Nagaland

- 50. Nagaland University, Campus Kohima, Lumani (UGC)

Orissa

- 51. Central University of Orissa, Koraput (UGC)

Pondicherry

- 52. Pondicherry University, Puducherry* (UGC)

Punjab

- 53. Central University of Punjab, Bathinda* (UGC)
- 54. Punjab University (UGC)
- 55. Guru Nanak Dev University (UGC)
- 56. Lovely Professional University (UGC)

Rajasthan

- 57. Central University of Rajasthan, Jaipur (UGC)

Sikkim

- 58. Sikkim University, Sikkim (UGC)

Tamil Nadu

- 59. Alaagapa University, Karaikudi (NAAC Grade = A)
- 60. Anna University, Chennai* (NAAC Grade = A+)
- 61. Bharatiar University, Coimbatore* (NAAC Grade = A)
- 62. Central university of Tamil Nadu, Tiruvarur (UGC)
- 63. Periyar University, Salem (NAAC Grade = B+)
- 64. University of Madras, Chennai* (NAAC Grade = A)

Tripura

- 65. Tripura University, Suryamaninagar, Agartala (UGC)

Uttar Pradesh

- 66. Aligarh Muslim University, Aligarh* (UGC)
- 67. Babasaheb Bhimrao Ambedkar University, Lucknow (UGC)
- 68. Banaras Hindu University, Varanasi* (UGC)
- 69. Shobit University, Noida (UGC)
- 70. University of Allahabad, Allahabad* (UGC)
- 71. Amity University (UGC)

Uttarakhand

- 72. Hemwati Nandan Bahuguna Garhwal University, Srinagar, Garhwal (UGC)

West Bengal

- 73. Visva Bharati, Shantiniketan (UGC)
- 74. Calcutta University (UGC)

*The MBA program will consider applicants who have received an undergraduate degree from these universities.

Materials linked from the May 9, 2012 Graduate Council agenda.

Remote Participation Report

Summary of Informal Emails

Marty Fiske:

There are a couple things to think about on the remote participation form.

One is the survey that the Graduate Council requested the Graduate School do to determine if departments and graduate faculty at exams had any issues with remote participation. I looked at those surveys as they came in and there were a few participants that said the remote participation impaired their ability to evaluate the student. This was a small number of responses, ~1%. We could stop conducting this survey. Bruce may not know that I reviewed these forms and what the outcome was.

The other form is the one that informs the department chair that there will be a remote exam and, I think, requires the chair's signature, to allow it. It also has the list of requirements for remote participation that were set up by the Graduate Council. The Graduate Council Rep is supposed to affirm that the requirements have been met and return the form with the exam paperwork. I think this form is still needed. Bruce is sure to be on top of the details related to this reporting.

Bruce Rettig:

Staff members I talked with were not aware that they should be giving them to me. I have not researched this thoroughly, but I think the forms may have been scanned into student records and then shredded. However, the staff members I talked with confirm Marty's impression that most reports include no comments. The most frequent comments relate to inconvenience when a telephone or Skype connection was broken and time was needed to restore the link.

On the other hand, communication with staff reveals that many faculty and students need guidance and ask questions about what they need to do and how they should be proceeding. If you examine the form at http://oregonstate.edu/dept/grad_school/Survival_Guide/Graduate_Forms/Remote.pdf, you will see that it includes notification of seven conditions for the examination: advance agreement by student and committee members, two-way audio-video unless major professor approves and audio only when student is at remote, advance distribution of visual aids and other materials, all parties participating for the full duration of the meeting (exam), major professor agreement to oversee logistics, student or program responsible for any costs required, and a public presentation by the PhD student of dissertation findings even if the final examination itself takes place by distance. Also, the form insures that the department head or graduate program director is kept informed of the frequency of remote participation.

It may be helpful to recall that the current policy/arrangement has been in place for approximately two years. It was last approved on January 22, 2010, announced publicly later that year and began to be used at an increasing rate as that academic year went by. See <http://oregonstate.edu/senate/committees/gradcncl/min/2010/20100122.html>. The minutes did record Theresa Filtz's suggestion that the policy be tried for one year and then made permanent or modified. At the end of one year, Marty was to report his survey results and the Council could decide on any changes that are appropriate (See Theresa's motion for approval). For a variety of reasons, Marty did not have the opportunity to report to the Graduate Council. I agree that the current process is widely accepted and that the Council would be likely to either make it permanent or amend the policy. Perhaps Brenda has heard complaints about the process. None have come to me. My suggestion would be to continue operating without change until the Graduate Council has an opportunity to review the policy.

I will leave it to Brenda and Carolyn whether changing this policy should go on the Graduate Council agenda this spring or whether this is an issue for the Graduate Council to take up next year. Finally, the language approved by the GC did include the sentence "Appeals for exceptions to this policy may be

addressed to the Dean of the Graduate School.” This provides Brenda the flexibility to experiment with alternative approaches while waiting for the Graduate Council to pick up the issue.

Theresa Filtz:

I agree that it is time for the GC to re-examine the issue and consider making remote participation more of a normal mode. My sense of the GC at the time was that the approvals were part of the pilot project and intended to be re-examined.

April 24, 2012

DRAFT OUTLINE

GRADUATE COUNCIL MANUAL

TASKS

I. PROGRAM REVIEWS

- a. All graduate programs are reviewed every 10 years (or more frequently if there is evidence of problems which need to be monitored).
- b. Reviews are organized by Graduate School who identifies a lead external reviewer (after consultation with department/program chair); Assoc. Dean from Graduate School participates; Grad Council provides in-house reviewer; community reviewers sometimes included. Writing responsibility is distributed across the reviewers, but external reviewer has overall responsibility.
- c. Review is presented to Grad Council; then department/program chair and dean is invited in. Review is revised per Grad Council and department/program chair input and then voted on by Grad Council and sent to Dean of Graduate School as well as program/department chair and Dean of College.
- d. Academic Plan is then prepared by department/program chair with input from faculty and Dean of College and submitted to Graduate School and Graduate Council. Presentation to Provost (or designee) with attendance at meeting by Graduate School Dean (or designee), Grad Council representative and Chair.
- e. Three year follow-up is written by original graduate representative from current Grad Council which gathers information from department/program chair and Dean of College (or designee) on progress on Academic Plan. This report is presented to Graduate Council by original representative and voted on. Attendance by department/program chair is not required unless Grad Council representative identifies significant problems. Report sent to Graduate School. In the case of significant problems, additional follow-up reviews and/or an accelerated review timeline may be required.

See

http://oregonstate.edu/dept/grad_school/Graduate_Council/Program_Review_Guidelines.pdf.

II. CATEGORY I REVIEWS

There are two types of reviews, Full CAT I and Abbreviated CAT I. Full CAT I is to create new degree program or certificate, administrative unit, or deliver existing program at new location, and requires OUS approval. Abbreviated CAT I is for renaming existing units, merging, splitting, or relocating units. CAT I's are submitted through Curricular Planning System (CPS) to Grad Council Chairs.

See <http://oregonstate.edu/ap/curriculum/cati.html>.

- a. Primary reviewer (often from college) and secondary reviewer are assigned by Grad Council chair.
- b. Review draft and attend Academic Planning Committee (APC) meeting; inform Grad Council re potential problems, if any. Focus should be on:
 - a. whether there are sufficient graduate faculty to support program;
 - b. whether Graduate School requirements are being met (e.g., 50% stand along graduate classes or credit requirements);
 - c. If assessment plans are in place;
 - d. If appropriate liaisons have been conducted.
- c. Review submission (can use attached template) and present to Graduate Council
- d. Graduate Council votes and submits to Graduate School. NOTE: can put on hold if serious problem identified or can approve provisionally pending additional information.

III. CATEGORY II REVIEWS

CAT II reviews are to create new classes or modify existing ones. CAT II's are also submitted through CPS but to reviewers identified by Graduate Council.

- a. College representative takes primary responsibility; secondary reviewer is for consultation. Problems can be presented to whole Graduate Council.
- b. Reviews should focus on:
 - i. Whether OSU syllabus requirements are being met (see http://oregonstate.edu/ap/curriculum/policies/S_syllabus.html);
 - ii. If appropriate liaisons have been included to prevent duplication across departments.
 - iii. For slash classes, if appropriate additional graduate level work is required.

IV. POLICY

The Graduate Council oversees policies, procedures, and requirements of graduate education, in consultation with Graduate School. Issues may be presented to the Graduate Council from faculty, GC representatives, or the Graduate School.

V. AWARDS

Graduate Council representatives work in conjunction with the Graduate School in reviewing applications for awards. These include:

- Laurels Block Graduate Program (2 GC + 3 outside members)
- Oregon Lottery Scholarship (3 members)
- Bayley/Yerex Fellowships (3 members)
- Frolander Outstanding GTA Award (2 members)
- CGS/UMI Dissertation and WAGS/UMI Thesis Awards (2 members)
- Excellence in Graduate Mentoring Award (2 members)

VI. AD HOC COMMITTEES

- a. Grievance Committee (2 GC + 1 student members)
- b. Distance Education Liaison
- c. Others, such as IGERT reviews

GRADUATE COUNCIL CHAIR TASKS

- I. Make certain that colleges have representatives (in consultation with Faculty Senate President)
- II. Assign representatives to committees and review panels, as appropriate, in consultation with Graduate School
- III. Schedule and conduct meetings
- IV. Arrange agenda to facilitate timely review processes
- V. Edit and distribute minutes
- VI. Maintain close liaison with Graduate School concerning program reviews, policy, procedures, and new initiatives.
- VII. Maintain liaison with other Faculty Senate committees, as appropriate
- VIII. Prepare annual report



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☒ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization -- moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Graduate Degrees in Environmental Engineering 6/1/12

Department/Program:

College:

Chemical, Biological and Engineering
Environmental Engineering (CBEE)

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Gregory L. Rorer 11-7-11
Sign (Dept Chair/Head; Director) Date

Scott A. Ashford 11/17/11
Sign (Dean of College) Date

Gregory L. Rorer
Print (Department Chair/Head; Director)

Scott A. Ashford
Print (Dean of College)

Proposal for MS, MEng, PhD Graduate Degrees in Environmental Engineering

Executive Summary

Institution and Program

Oregon State University, School of Chemical, Biological and Environmental Engineering

Program Description

The proposed program seeks to establish discipline-specific graduate degrees in environmental engineering within the School of Chemical, Biological and Environmental Engineering (CBEE) at Oregon State University (OSU). Degrees to be offered include Master of Science (MS), Masters of Engineering (MEng), and Doctor of Philosophy (PhD). A graduate minors in Environmental Engineering will be offered. The program will be directed towards advanced studies related to traditional environmental engineering focus areas of water and wastewater treatment, industrial and hazardous wastes management, solid wastes, groundwater remediation, air pollution control, and sustainability within the built environment. Graduates will be employable environmental engineering positions within consulting firms; federal, state and local governments; and regulated industries. Graduates will and also be able to pursue further graduate education or academic positions in teaching and research.

Evidence of Need

The evidence of need is shown by the continued demand for our graduate students with an environmental engineering emphasis in the market place. The employers of our graduates for the last 10 years who graduated with either a Chemical Engineering or Civil Engineering graduate degree with an environmental engineering emphasis cover state, national and international consulting firms, governmental agencies and regulated corporations. Our graduates have consistently found employment upon graduation in professional positions.

Target Population

Students to be served include B.S./B.A. graduates in environmental, civil and chemical engineering seeking advanced education with an environmental engineering emphasis. Students without B.S./B.A. degrees in engineering can be accepted into the program by taking prescribed remedial coursework.

Institution: Oregon State University
College/School: College of Engineering
Department/Program: School of Chemical, Biological and Environmental Engineering
CPS Tracking #:87814
December 2011

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number (*contact your Registrar or campus Institutional Research office for this number*).

CIP # 14.1401

Title: Environmental/Environmental Health Engineering

Definition: A program that prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of systems for controlling contained living environment and for monitoring and controlling factors in the external natural environment, including pollution control, waste and hazardous material disposal, health and safety protection, conservation, life support, and requirements for protection of special materials and related work environments.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The proposed program establishes discipline-specific graduate degrees in environmental engineering within the School of Chemical, Biological and Environmental Engineering (CBEE) at Oregon State University (OSU). A graduate offering with an emphasis on environmental engineering has existed in the School since its adoption in 2007 with graduate students obtaining M.S., M.Eng., or Ph.D. degree in "Chemical Engineering." Before 2007, graduate students with an environmental engineering emphasis obtained M.S., M.Eng., or Ph.D. degrees in "Civil Engineering" through the Department of Civil, Construction and Environmental Engineering.

The national trend is for environmental engineering programs in departments and schools with chemical engineering programs to have separate graduate degrees. This separation of degrees is much less common when environmental engineering programs are housed within civil and environmental engineering departments because of the broader nature of “civil engineering” which encompasses several disciplines (structural, transportation, geotechnical and water resources engineering). There are five programs in the United States with combined chemical and environmental engineering with a single administrative unit: University of Arizona, University of California-Riverside, University of Toledo, Yale University, and Oregon State University. Of these programs, both the University of Arizona and Yale University offer discipline-specific graduate degrees in environmental engineering.

The objective of this proposal is to create discipline-specific graduate degrees which reflect the graduate curriculum requirements for environmental engineering within CBEE. Degrees to be offered include Masters of Science, Masters of Engineering, and Doctor of Philosophy. Other programs on campus will be able to offer graduate minors in Environmental Engineering. The program will be directed towards advanced studies related to the traditional environmental engineering areas of concentration: water and wastewater treatment, industrial and hazardous wastes management, solid wastes, groundwater remediation, air pollution control, and sustainability within the built environment. Graduates will be able to be employed in environmental engineering positions in consulting firms; federal, state and local governments; and regulated industries and also be able to pursue further graduate education or academic positions in teaching and research.

MS, MENG, PhD in Environmental Engineering (CIP # 141401)

- Degree Types:
 - Master of Science (MS)**
 - Master of Engineering (MEng)**
 - Doctor of Philosophy (PhD) and Bachelor of Science (BS)**
- Program Type: **Graduate**
- Academic Home: **School of Chemical, Biological, and Environmental Engineering**
- Areas of Concentration:
 - Air Pollution Control**
 - Groundwater Remediation**
 - Industrial and hazardous Wastes Management**
 - Solid Wastes**
 - Sustainability Within the Built Environment**
 - Water and Wastewater Treatment**
- Graduate Minor: **Environmental Engineering**

- Course Designator: **ENVE** (existing)
- Delivery Mode and Location: **On-Campus/OSU-Main**
- Enrollment Limitations: **None**
- Accreditation: **None**
- Proposed Effective Date: **Summer Term 2012**

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Graduate courses presently offered with an environmental engineering course designator (ENVE) within CBEE are listed below. Additional courses will not be required to support the proposed degrees.

ENVE 521. Water and Wastewater Characterization (4) (slash course with ENVE 421)

PREREQ: ENVE 321 or ENVE 322

ENVE 522. Environmental Engineering Design (4) (slash course with ENVE 422)

PREREQ: ENVE 421

ENVE 525. Air Pollution Control (3) (slash course with ENVE 425)

PREREQ: ENVE 321 or ENVE 322

ENVE 531. Fate and Transport of Chemicals in Environmental Systems (4) (slash course with ENVE 431)

PREREQ: (CH 123 or CH223 or CH 226H) and (CH 440 or CHE 331) and (ENVE 321 or ENVE 322) and ENVE 421

ENVE 532. Aquatic Chemistry: Natural and Engineered Systems (4)

PREREQ: CH221, CH222, CH 223 or equivalent. COREQ: ENVE 536 and/or OC 652

ENVE 534. Physical and Chemical Processes for Water Quality Control (4)

COREQ: ENVE 532

ENVE 535. Physical and Chemical Processes for Hazardous Waste Treatment (4)

COREQ: ENVE 532

ENVE 536. Aqueous Environmental Chemistry Laboratory (1)

COREQ: ENVE 532

ENVE 541. Microbial Processes in Environmental Systems (4)

ENVE 542. Microbial Process Design for Municipal and Hazardous Wastes (4)

PREREQ: ENVE 541

ENVE 554. Groundwater Remediation (4)

PREREQ: ENVE 514

ENVE 556. Sustainable Water Resources Development (3) (slash course with ENVE 456)

It is expected that ENVE 521 and ENVE 522 (both “slash” courses) will be removed from the curriculum as graduate courses during the 2011-2012 academic year, but retained in their ENVE 421 and ENVE 422 formats for the undergraduate degree.

Descriptions of the proposed degree requirements for the M.S., M.Eng., and Ph.D. degrees in environmental engineering are described in detail in Appendix 1.

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The program will be delivered on-campus through classroom and laboratory formats. There are no plans to offer these degrees through E-Campus.

- e. Ways in which the program will seek to assure quality, access, and diversity.

The program will continue to seek to recruit students nationally and internationally. The program with its associated degrees will be advertised through traditional channels such as brochures, mailing and our website. Typically, the numbers of inquiries for graduate admission with an environmental emphasis are about one hundred per year resulting in about 20 to 30 graduate applications. About one quarter of the applications are from international students and about one half are from women. Underrepresented students are encouraged to apply for admission in all recruiting materials and all efforts are made to provide financial aid to all qualified underrepresented students. Mailing lists from the McNair Scholars Directory, the California Forums for Diversity in Graduate Education, the Society for the Advancement of Chicano and Native American Students and other appropriate sources will be used to advertise the degree offerings.

Graduate admission requirements are a B.S. or B.A. degree in engineering. Students without an engineering degree (e.g. environmental science degree) will be required to complete a set of remedial engineering courses upon entrance to the program which are described in Appendix 1.

To be admitted to the graduate degrees, students must have an undergraduate grade point average (GPA) of 3.00 (on a 4-point scale) for the last graded 90 quarter or 60 semester credit hours. The minimum GRE score is 1100 (combined verbal and quantitative). For international students, the minimum TOEFL score is 580 (or iBT of 18 on each section). GRE exams are required for all applicants except those with degrees from the College of Engineering at OSU. For Fall Term 2011 graduate admits who chose an environmental engineering area of concentration, the average GPA on

the last 90 quarter hours was 3.41; the average verbal GRE score was 595; and the average quantitative GRE score was 700.

Financial aid is presently offered to students through GTAs, GRAs, and university and school scholarships and fellowships. Nearly all of the present graduate students in the program seeking M.S. and Ph.D. degrees are at least partially funded. Students seeking M.Eng. degrees are ineligible for financial aid as this is a coursework only degree.

- f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The number of graduate students in CBEE with an environmental engineering emphasis is typically from 20 to 40 persons. Presently, the student enrollment is seventeen M.S., six M.Eng., and six Ph.D. students, a total of twenty-nine. The new enrollment for Fall Term 2011 was seven M.S., two M.Eng. and no Ph.D. students. The number of M.Eng. students is expected to increase in the future because of increasing enrollment of INTO students.

- g. Expected degrees/certificates produced over the next five years.

The expected number of graduates per year from the program should be about eight M.S., two to eight M.Eng., and two Ph.D. students.

- h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

The students to be served are primarily expected to be full-time, traditional students. The program has traditionally had a small number of part time students who are working in the Corvallis area. It is expected that the student population will be about 75% US and 25% international, although the mix will depend heavily upon the INTO enrollment.

- i. Adequacy and quality of faculty delivering the program.

CBEE presently has about 20 faculty all in which have graduate status. There are seven faculty members who have a strong emphasis in environmental engineering. These seven faculty teach all of the undergraduate and graduate environmental engineering courses plus some undergraduate and graduate courses in the general CBEE curriculum. All seven faculty members have active research programs and advise graduate students with the environmental engineering area of concentration.

- j. Faculty resources – full-time, part-time, adjunct.

The faculty members with an emphasis within the environmental engineering area of concentration include:

Dr. Mark Dolan. Ph.D. from Stanford University. Associate Professor. Professional emphasis includes microbial process, bioremediation, groundwater treatment, and biological wastewater treatment.

Dr. Stacy Harper. Ph.D. from Oregon State University, Assistant Professor (joint appointment with Environmental Toxicology). Professional emphasis includes environmental toxicology, fate and transport of chemicals in the environment, and toxicity of nanoparticles.

Dr. Jeff Nason. Ph.D. from University of Texas, Austin. Assistant Professor. Professional emphasis includes water treatment, particles interaction dynamics, and emerging contaminants.

Dr. Lewis Semprini. Ph.D. from Stanford University. Distinguished OSU Professor. Professional emphasis includes microbial processes, bioremediation and groundwater treatment. Serves as Executive Chair of the OSU Subsurface Biosphere Initiative.

Dr. Dorthe Wildenschild. Ph.D. from Technical University of Denmark. Associate Professor. Professional emphasis includes groundwater remediation, transport in porous media and small-scale visualization techniques.

Dr. Kenneth Williamson. Ph.D. from Stanford University. Emeritus Professor. Professional emphasis includes sustainable engineering, biological treatment, and environmental policy.

Dr. Brian Wood, Ph.D. from University of California, Davis. Full professor. Professional emphasis includes transport phenomenon, transport in porous media, and applied engineering mathematics.

All of the faculty members presently teaching in the program or advising graduate students are full-time except Dr. Williamson who is half time and Dr. Harper who has a joint appointment. There is presently no adjunct faculty members.

k. Other staff.

Dr. Mohammad Azzizian. Research Assistant Professor. Ph.D. from Oregon State University. Professional emphasis is in analytical techniques for measurement of environmental contaminants.

Dr. Azzizian teaches one graduate laboratory course and serves as manager of the environmental engineering laboratory and as an active research faculty working on several grants.

l. Facilities, library, and other resources.

Computer, teaching and research laboratories and faculty offices are presently located in Merryfield and Owen Halls. Computer services are provided through the College of Engineering and include access to graduate-level software packages for analysis and design. Graduate students are provided offices in Merryfield and Owen Halls. No changes in the needed library resources or library use are required as students with an environmental engineering emphasis are presently enrolled and the program is not expected to substantially grow by adoption of these degrees.

m. Anticipated start date.

June 1, 2012.

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

The environmental engineering degrees will support OSU's mission and goals through education, research and service by providing graduates with expertise in environmental engineering analysis and design. These degrees will provide access for national and international students as well as OSU's environmental, chemical and civil engineering undergraduates. OSU's strong commitment to maintaining environmental quality and sustainability will be further enhanced by the addition of these degrees.

- b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

The broad nature of the proposed environmental engineering degrees contributes to all of OSU's strategic priorities including sustainable earth ecosystems, improving health and wellness, and promotion of economic growth and social progress. Technologies to maintain clean water, air and land resources are essential for all of these priorities.

- c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

OSU and OUS strategic goals overlap in general and the addition of the environmental engineering graduate degree will support both. Seeking to serve the citizens of Oregon, identifiable advanced education in environmental engineering will provide for optimal statewide development through lower costs and reduced environmental impacts.

- d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

Environmental engineering as a profession is dedicated to solving a variety of societal needs related to social, economic and environmental challenges. Oregon's greatest 21st Century challenge will be how to provide adequate infrastructure for its population growth and economic development without sacrificing its clean water, air and land resources. The graduates with these degrees will be ideally suited to enter Oregon's workforce and provide leadership, expertise and innovation for the tasks at hand.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There are no plans to accredit the graduate degrees in environmental engineering.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Not applicable.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

The undergraduate program in environmental engineering is accredited by the Accrediting Board of Engineering and Technology (ABET).

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Accreditation of the degrees is not a goal. ABET does not allow accreditation of undergraduate and graduate degrees at the same institution in the same program.

4. Need

a. Evidence of market demand.

Taken from the American Academy of Environmental Engineers's website, the market demand for environmental engineers is described as:

"The area commonly described as environmental protection or management is very broad. However, the large majority of people employed in this general career area are scientists and engineers.

Environmental engineering training offers you opportunities to work in any aspect of environmental protection. The major areas include air pollution control, industrial hygiene, radiation protection, hazardous waste management, toxic materials control, water supply, wastewater management, storm water management, solid waste disposal, public health, and land management. And, within each of these major categories are many sub-specialties.

Environmental engineering provides limitless opportunities as to type of work, for whom you work, and where you work. A career in environmental engineering provides a comfortable salary, job security, and considerable personal satisfaction.

- **Competitive salaries** --- As the 1990's drew to a close, B.S. degree engineers were receiving starting salaries ranging from \$36-\$42,000 with some as much as \$48,000; with a Masters degree, \$40-\$45,000; and with a Ph.D., \$42-\$50,000. A licensed engineer (it takes a minimum of four years of post B.S. degree experience to qualify) with five years experience can expect to earn \$50-\$60,000. Along with salary come the standard fringe benefits of vacation, insurance, etc.
- **Job security** --- Since before the turn of this century, there have always been many more jobs than environmental engineers to fill them. So, you will never be out of work."

The best evidence of market demand is the continued demand for our graduate students with an environmental engineering area of concentration in the market place. The employers of our graduates for the last 10 years who graduated with either a Chemical Engineering or Civil Engineering graduate degree with an environmental engineering area of concentration are shown in Appendix 2. Our graduates have always found excellent opportunities in the field both nationally and internationally.

- b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable.

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.

There is a continued demand for environmental engineers in both Oregon and the Pacific Northwest. In the past, our graduates have filled many of these positions in both private consulting, governmental agencies and regulated industries.

- d. Manner in which the program would address the civic and cultural demands of citizenship.

Graduate students with advanced degrees in environmental engineering will have a unique professional expertise which will support their civic lives through a greater knowledge base for personal, local and statewide decisions related to environmental quality. Such civic issues (i.e. climate change) continue to become increasingly complex and technical and desperately call for informed technical input. Graduates in environmental engineering will be able to be important contributors as society seeks to find optimal solutions to a wide variety of environmental problems and their associated management.

Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The learning outcomes and the proposed assessment methods are listed below for each proposed degree.

**Evaluated Graduate Learning Objectives/Outcomes for Ph.D., M.S., and M.Eng. Programs
Environmental Engineering, College of Engineering**

| Ph.D. Outcomes | MS Outcomes | MEng Outcomes |
|--|--|--|
| <p>Outcome 1: Scholarship
The student will be able to identify and conduct original research resulting in a significant contribution to knowledge in the fields spanned by Chemical, Biological and Environmental Engineering (CBEE) and to effectively communicate this work to a technically literate audience.
This will be assessed using the Ph.D. Qualifier Examination, Ph.D. Thesis and Final Oral Examination ("Defense").</p> | <p>Outcome 1: Scholarship
The student will be able to conduct original research and assemble a creative new body of work in the fields spanned by CBEE and to effectively communicate this work to a technically literate audience.
This will be assessed using the M.S. Thesis and Final Oral Examination.</p> | <p>Outcome 1: Scholarship
The student will be able to assemble a presentation synthesizing aspects of core knowledge in the fields spanned by CBEE and to effectively communicate this work to a technically literate audience.
This will be assessed using the M.Eng. Final Oral Examination.</p> |
| <p>Outcome 2: Mastery of Subject Material
The student will be able to think critically, creatively and to address technical problems in the fields spanned by CBEE.
This will be assessed through satisfactory completion of the graduate program of study, as well as course summaries written by the instructors.</p> | <p>Outcome 2: Mastery of Subject Material
The student will be able to think critically, creatively and to address technical problems in the fields spanned by CBEE.
This will be assessed through satisfactory completion of the graduate program of study, as well as course summaries written by the instructors.</p> | <p>Outcome 2: Mastery of Subject Material
The student will be able to think critically, creatively and to address technical problems in the fields spanned by CBEE.
This will be assessed through satisfactory completion of the graduate program of study, as well as course summaries written by the instructors.</p> |
| <p>Outcome 3: Ethical Conduct
Students will be educated in ethical and responsible conduct in research and professional activities.
This will be assessed through satisfactory completion of the graduate seminar (CHE507), as well as ethical completion of the Ph.D. Qualifier Examination and the Ph.D. Thesis and Final Oral Examination.</p> | <p>Outcome 3: Ethical Conduct
Students will be educated in ethical and responsible conduct in research and professional activities.
This will be assessed through satisfactory completion of the graduate seminar (CHE507), as well as ethical completion of the M.S. Thesis and Final Oral Examination.</p> | <p>Outcome 3: Ethical Conduct
Students will be educated in ethical and responsible conduct in professional activities.
This will be assessed through satisfactory completion of the graduate seminar (CHE507), as well as ethical completion of the M.Eng. Final Oral Examination.</p> |

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

A mapping of the assessment method for each degree is shown below.

Ph.D. degree:

Mapping Guide for the Ph.D. Degree – *Environmental Engineering*

The main activities are listed for each outcome. Other activities may also support the outcomes, but data will be collected for those listed using the described method.

| Activities
↓ | <i>Learning Outcomes and Evidence: Graduate students in the Ph.D. program will demonstrate</i> | | |
|--|--|---|---|
| | Outcome 1: Scholarship
Identify and conduct original research, scholarship or creative endeavors; communicate with peers | Outcome 2: Mastery of Subject Field
The student will be able to think critically, creatively and to address technical problems in field | Outcome 3: Ethical Conduct
Conduct professional activities in an ethical and responsible manner |
| 1. Completion of Coursework | | Completion of Program of Study; Course Summaries for Core Courses in ENVE program (ENVE 531, ENVE 532, ENVE 534, ENVE 536 and ENVE 541) | |
| 2. Seminar Series | | | Completion of Program of Study showing participation in CHE 507 seminar |
| 3. Ph.D. Qualifier Exam | Filled individual examiner's rubrics and committee summary rubric | | Filled individual examiner's rubrics and committee summary rubric |
| 4. Ph.D. Thesis and Final Oral Exam | Filled individual examiner's rubrics and committee summary rubric | | Filled individual examiner's rubrics and committee summary rubric |

M.S. degree:

Mapping Guide for the M.S. Degree – *Environmental Engineering*

The main activities are listed for each outcome. Other activities may also support the outcomes, but data will be collected for those listed using the described method.

| Activities
↓ | Learning Outcomes and Evidence: Graduate students in the M.S. program will demonstrate | | |
|---|--|---|---|
| | Outcome 1: Scholarship
Identify and conduct original research, scholarship or creative endeavors; communicate with peers | Outcome 2: Mastery of Subject Field
The student will be able to think critically, creatively and to address technical problems in field | Outcome 3: Ethical Conduct
Conduct professional activities in an ethical and responsible manner |
| 1. Completion of Coursework | | Completion of Program of Study; Course Summaries for Core Courses in ENVE program (ENVE 531, ENVE 532, ENVE 534, ENVE 536 and ENVE 541) | |
| 2. Seminar Series | | | Completion of Program of Study showing participation in CHE 507 seminar |
| 3. M.S. Thesis and Final Oral Exam | Filled individual examiner's rubrics and committee summary rubric | | Filled individual examiner's rubrics and committee summary rubric |

M.Eng. degree:

Mapping Guide for the M.Eng. Degree – *Environmental Engineering*

The main activities are listed for each outcome. Other activities may also support the outcomes, but data will be collected for those listed using the described method.

| Activities
↓ | Learning Outcomes and Evidence: Graduate students in the M.Eng. program will demonstrate | | |
|-----------------|--|---|---|
| | Outcome 1: Scholarship
Conduct literature research on a CBEE related process and assemble an oral presentation summarizing the process; communicate with peers | Outcome 2: Mastery of Subject Field
The student will be able to think critically, creatively and to address technical problems in field | Outcome 3: Ethical Conduct
Conduct professional activities in an ethical and responsible manner |

| | | | |
|------------------------------------|---|---|---|
| 1. Completion of Coursework | | Completion of Program of Study; Course Summaries for Core Courses in ENVE program (ENVE 531, ENVE 532, ENVE 534, ENVE 536 and ENVE 541) | |
| 2. Seminar Series | | | Completion of Program of Study showing participation in CHE 507 seminar |
| 3. Final Oral Exam | Filled individual examiner's rubrics and committee summary rubric | | Filled individual examiner's rubrics and committee summary rubric |

- c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Various performance indicators will be collected including:

- Number of applicants, offers and acceptance rates
 - Academic qualifications of applicants and accepted students
 - Retention and graduation rates
 - Employment upon graduation
 - Student satisfaction from exit interviews
 - Employer satisfaction
- d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

All faculty members who identify with the environmental engineering graduate program are active in research including funded projects. For the six faculty listed in Section 1, the present research funding is about \$2 million per year. The scholarly publication rate for these faculty combined is about 15 to 20 refereed journal articles per year.

Performance parameters continually collected by the College of Engineering include:

- Scholarly publication
- Participation in professional meetings, conferences and workshops
- External funding for research
- Number and magnitude of proposals written
- Participation in professional societies, committees, boards, and commissions
- Commercial development including disclosures, patents and start-up companies

These indicators are evaluated each year in the faculty member's annual review.

6. Program Integration and Collaboration

- a. Closely related programs in other OUS universities and Oregon private institutions.

There is a graduate program at Portland State University which offers M.S., M.Eng. and Ph.D. degrees in Civil and Environmental Engineering; there is also a graduate program at the Oregon Health and Science University/Oregon Graduate Institute (OSHU/OGI) which offers M.S. and Ph.D. degrees in Environmental Science and Engineering.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The proposed graduate degrees in environmental engineering complement both the PSU and OHSU/OGI offerings. The PSU program in environmental engineering is strongly focused upon water quantity and quality issues, similar to the Water Resources Engineering degrees offered by the OSU Graduate School. The OGI program in environmental science and engineering is strongly focused upon biogeochemical processes and groundwater remediation. Neither of these programs have a strong emphasis upon traditional environmental engineering focus areas in the built environment.

The faculty members within CBEE have collaborated in the past with both the PSU and OGI programs. Joint proposals and projects have been conducted with both programs and the OSU environmental engineering faculty members have had substantial interaction with PSU faculty around the establishment of Oregon's Built Environment and Sustainable Technologies (BEST) Signature Research Center. Future collaborations are expected as appropriate.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable.

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

No impact on other programs is expected.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

The support of these graduate degrees is part of the College of Engineering's present budget and future strategic plan. No changes to present plans for financial viability, funding, recruitment of faculty or library support are expected (see Table 1).

- b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

The research programs associated with the proposed degree are located in Merryfield and Owen Halls and are funded by support to CBEE and the on-going research program. The present estimated costs for the graduate program for an environmental engineering area of concentration are about \$1 million per year including state support and external research grants and contracts (Table 2 which is in a file in additional materials). We have listed an added cost in future years of approximately \$2000 per year for new brochures and changes to the webpage.

- c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

The COE strategic plan sets expectations of 3 M.Eng./M.S. students and 4 Ph.D. students per research active faculty by 2025. This would put the total graduate enrollment for the three degrees at about 40 to 50 students.

- d. Resources to be devoted to student recruitment.

Present resources for student recruitment include the costs of brochures, mailing, and webpage maintenance. This commitment of resources is expected to continue in the future and will be supplemented with small funding (~\$2,000 per year, inflated by 2.5% per year) as mentioned above.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

The proposed external reviews of this program include:

Dr. John Ferguson
Professor
Department of Civil and Environmental Engineering

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Dr. Alexandre F. T. Yokochi

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To: Kenneth Williamson

From: Alex Yokochi, Chair of Graduate Committee

A handwritten signature in black ink, appearing to read "Alex", written over the "From:" line.

Subject: Proposed Environmental Engineering Graduate Degree

The Graduate Committee in CBEE fully supports the proposal addition of M.Eng., M.S., and Ph.D. degrees in environmental engineering within the School. These degrees will provide a clearer distinction between the environmental and chemical engineering graduates. The offerings of degrees in chemical and environmental engineering will assist the Graduate Committee in both attracting excellent students nationally and internationally and in advising graduate students within the School related to required coursework.

From: Koretsky, Milo D.
Sent: Monday, November 28, 2011 4:05 PM
To: Williamson, Kenneth J.
Subject: EnvE Proposal

To: Kenneth Williamson

From: Milo Koretsky, Chair of the Curriculum Committee, School of Chemical, Biological, and Environmental Engineering

The Curriculum Committee in the School of Chemical, Biological, and Environmental Engineering is supportive of the offering of M.Eng., M.S., and Ph.D. degrees in environmental engineering. This proposal requires no new courses or curricular changes from our present offerings.

Milo Koretsky
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December 5, 2011

Professor Kenneth J. Williamson
School of Chemical, Biological and Environmental Engineering
Oregon State University
102 Gleeson Hall
Corvallis, OR 97331-2702

Dear Dr. Williamson:

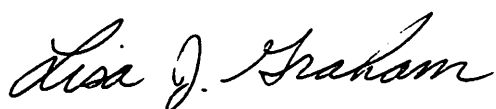
I am writing in support of the addition of Environmental Engineering to the graduate degrees offered at Oregon State University. As the Chief Operating Officer (COO) of Bend Research Inc., I know first-hand of the importance of this type of expertise and the demand that exists for graduates with this type of degree.

By way of introduction, Bend Research is a private research, development, and manufacturing company focused on the advancement of our clients' best new medicines. We provide pharmaceutical formulation and dosage-form support, assist in process development and optimization, manufacture clinical trial quantities of drug candidates in our current Good Manufacturing Practice (cGMP) facility, and advance promising drug candidates from conception to commercialization. Bend Research has more than 240 employees based in four state-of-the-art facilities in Bend, Oregon, USA.

Given the size and scope of the work we perform, environmental engineering plays a key role in our work, in terms of experimental design, process design, waste mitigation, and waste treatment, as well as figuring significantly into our Environmental Health and Safety (EH&S) procedures.

At Bend Research, we view our role as a good corporate citizen as an important one, so having access to employees who can help us enhance sustainability and mitigate the environmental impact of our work is vital to us. The addition of such a degree to OSU's offering would certainly assist us in our efforts.

Sincerely,



Lisa J. Graham, Ph.D., P.E.



Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Graduate Degrees in Environmental Engineering 6/1/12

Department/Program:

College:

Chemical, Biological and Engineering (COE)
Environmental Engineering (CBEE)

☒ Faculty Guidelines

(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)

☒ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Margery L. Rorner 11/7/11
Sign (Dept Chair/Head; Director) Date

Gregory L. Rorner
Print (Department Chair/Head; Director)



University Libraries
Oregon State University, 121 The Valley Library, Corvallis, Oregon 97331-4501
Phone 541-737-3411 | Fax 541-737-3453

Library Evaluation for Category I Proposal

MEng, MS and PhD Degrees in Environmental Engineering
Title of Proposal

Chemical, Biological & Ecological Engineering
Department

Engineering
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
- ☐ marginally adequate to support the proposal
- ☒ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:

Ongoing (annual):

Comments and Recommendations: None.

Date Received: 11/15/11

Date Completed: 11/27/11

Margaret Mellinger
Subject Librarian

Margaret Mellinger
Signature

Steven Sowell
Head of Collections & Resource Sharing

Steven Sowell 11/27/11
Signature Date

Faye Chadwell
University Librarian

Faye Chadwell 11/29/11
Signature Date

Oregon State University Libraries Evaluation of the Collection Supporting a Proposed Classification of Instructional Program in Environmental Engineering (M.Eng., M.S., Ph.D.)

Summary

As noted by the Category 1 Proposal "A graduate offering with an emphasis on environmental engineering has existed in the School [of Chemical, Biological and Environmental Engineering] since its adoption in 2007, with graduate students obtaining M.S., M.Eng. or Ph.D. degree in Chemical Engineering." Additional courses will not be required to support the proposed degrees. In the past several years, OSU Libraries has been building up collections in the broad subject areas of water resources, environmental engineering, ecological engineering and sustainability. Because of this focus, and the fact that no new courses are proposed, the OSU Libraries' resources are currently adequate to support the proposed ENVE program. Students and faculty should understand that OSU Libraries collections are not as broad or deep as some of the institutions named in the Category I Proposal as having comparable programs (Yale University, the University of Arizona, and University of California, Riverside).

Monographs

A search of the OSU Libraries' Catalog revealed 857 titles classified under the subject heading "environmental engineering." While University of Arizona and Yale University libraries hold more titles in environmental engineering, OSU students, faculty and researchers have access to over 1,000 additional environmental engineering books through the Summit consortial catalog of the Orbis/Cascade Alliance, to which OSU Libraries belong. Books requested through Summit are delivered to OSU Libraries within three to five working days. In addition, ENVE students and faculty may suggest book titles for the OSU Libraries to purchase.

Appendix A provides a brief comparison between OSU; Yale; University of California, Riverside; University of Arizona; University of Toledo; and the Summit catalog.

Serials/Journals:

Thomson Reuters' *Journal Citation Reports* provides impact factor metrics for the category of Environmental Engineering. Fifteen of the top 20 journals (by impact factor) in this category are held at OSU Libraries in print and/or online. OSU Libraries has current subscriptions to sixteen of the top journals in the Water Resources category. Students may find that journals they need for the graduate level curriculum in Environmental Engineering are lacking at OSU. Interlibrary Loan (ILL) can fill this gaps, but students and faculty should be aware that they need to have ILL accounts and be prepared to wait a few days for articles.

Appendix B gives listings by impact factor of the top 20 journals in the category of Environmental Engineering Appendix C gives a listing by impact factor of the top 20 journals in the Water Resources category

Electronic Access to Journals:

OSU Libraries' subscriptions to online journal packages, such as Springer, Wiley, and Elsevier have expanded electronic access and in most cases cover the years 1995 – present.

A new service from Interlibrary Loan, called Scan and Deliver, allows students, faculty and staff to order articles from the OSU Libraries print collection for online delivery.

Subject-Specific Indexes and Abstracts

OSU Libraries subscribes to the following online databases that can be useful for identifying literature in environmental engineering:

- Academic Search Premier (1975 – present)
- Compendex (1970 - present)
- Environment and Energy Publishing (2007-present)
- Environmental Sciences & Pollution Management
 - Ecology Abstracts [part of ESPM] (1982-present)
 - Environmental Engineering Abstracts [part of ESPM] (1990-present)
 - Pollution Abstracts [part of ESPM] (1981-present)
 - Sustainability Science Abstracts [part of ESPM] (1995-present)
 - Water Resources Abstracts [part of ESPM] (1967-present)
- GeoRef (1785 – present)
- Reaxys
- SciFinder Scholar (1907- present)
- Science Citation Index [Web of Science] (1965- present)

In addition to the databases listed, online handbooks and encyclopedias (CRC Handbook of Chemistry and Physics, UXL Encyclopedia of Water Science), and online standards (ASTM) may be useful for course work and research.

Library staff and expertise:

Librarian support for this program as proposed is Margaret Mellinger, the OSU Libraries liaison to the College of Engineering.

Respectfully submitted,

Margaret Mellinger, OSU Librarian

11/28/11

Appendix A: Monographs

Comparison of number of monographs: OSU and Summit and comparator institutions.

| Subject Heading | OSU | Summit
(incl.
OSU) | Yale | UCR | Univ.
Toledo | Univ.
Arizona |
|---------------------------|-----|--------------------------|------|-----|-----------------|------------------|
| Environmental Engineering | 857 | 1,860 | 1271 | 815 | 237 | 1412 |

Appendix B: Environmental Engineering (ISI)

Top 20 journals by ISI Impact Factor.

| Journal Title | ISSN | Impact Factor | Print held at OSU | Online held at OSU |
|---|-----------|---------------|----------------------------|---------------------------------------|
| Energy Education Science and Technology | 1301-8361 | 9.333 | None | none |
| Environmental Science & Technology | 0013-936X | 4.827 | v.1 (1967)-v.37(2003) | Jan. 01, 1967-present |
| Applied Catalysis B-Environmental | 0926-3373 | 4.749 | v.1 (1992) – v.28 (2000) | Jan. 01, 1995 – present |
| Water Research | 0043-1354 | 4.546 | v.1 (1967)-v. 39 (2005) | Jan. 01,1995 – present |
| International Journal of Greenhouse Gas Control | 1750-5836 | 4.081 | None | April 01, 2007 – present |
| Journal of Hazardous Materials. | 0304-3894 | 3.723 | None | Jan. 01, 1995 – present |
| International Journal of Life Cycle Assessment | 0948-3349 | 3.148 | None | 1997 – present |
| Chemical Engineering Journal | 1385-8947 | 3.074 | v.63 (1996) – v.115 (2005) | Jan. 15, 1997 – present |
| Environmental Modelling & Software | 1364-8152 | 2.871 | None | Jan. 01, 1997 – present |
| Journal of Cleaner Production | 0949-6526 | 2.430 | None | None |
| Waste Management | 0956-053X | 2.358 | None | None |
| Ecological Engineering | 0925-8574 | 2.203 | None | Jan. 01,1995 – present |
| Building & Environment | 0360-1323 | 2.131 | v.11 (1976) – v.34 (1999) | Jan. 01, 1995 – present |
| Indoor Air | 0905-6947 | 2.029 | None | Mar.01, 1998 – Nov.09, 2010 (embargo) |
| Resources Conservation and Recycling | 0921-3449 | 1.974 | None | None |
| Stochastic Environmental Research & Risk Assessment | 1436-3240 | 1.777 | None | None |
| Ambio | 0044-7447 | 1.705 | v.1 (1972) – V. 35 (2006) | Jan. 01 2000 – present |
| Environmental Geochemistry and Health | 0269-4042 | 1.667 | None | Jan. 01, 1997-Dec. 31, 2009 |
| Journal of the Air and Waste Management Association | 1096-2247 | 1.567 | v.43 (1993) – v. 59 (2009) | Nov. 01, 2001 |

Appendix C: Water Resources (ISI)

Top 20 journals by ISI Impact Factor.

| Journal Title | ISSN | Impact Factor | Print held at OSU | Online held at OSU |
|---|-----------|---------------|---------------------------------|--|
| Water Research | 0043-1354 | 4.546 | v.1 (1967)-v.39 (2005) | Jan. 01,1995 – present |
| Water Resources Research | 0043-1397 | 2.737 | v.1 (1965) – v.44 (2008) | Jan. 01, 1965 – present |
| Journal of Hydrology | 0022-1694 | 2.514 | v.1 (1963) – v.315 (2005) | Jan. 01, 1995 – present |
| Advances in Water Resources | 0309-1708 | 2.477 | v.1 (1977) – v.13 (1990) | Jan. 01, 1995-present |
| Hydrology and Earth System Sciences | 1027-5606 | 2.463 | None | 1997-present |
| Water Resources Management | 0920-4741 | 2.201 | v.1 (1987) – v.18 (2004) | Jan. 01, 1997 – present |
| Vadose Zone Journal | 1539-1663 | 2.133 | None | Aug. 01, 2002 – present |
| Journal of Contaminant Hydrology | 0169-7722 | 2.124 | v.1 (1986) – v.81 (2005) | Jan. 01, 1995 – present |
| Irrigation Science | 0342-7188 | 2.113 | v.2 (1980) – v.23 (2004/5) | Jan.01, 1997 – Nov. 09, 2010 (embargo) |
| Hydrological Processes | 0885-6087 | 2.068 | None | Jan. 01, 2002 – present |
| Aquatic Conservation – Marine and Freshwater Ecosystems | 1052-7613 | 1.968 | v.10 (2000) – v.14 (2004) | Jan. 01, 2005-Dec. 31, 2009 |
| Environmental Toxicology | 1520-4081 | 1.932 | None | Jan. 01, 1999 – present |
| Catena | 0341-8162 | 1.893 | v.1 (1973) – v.64 (2005) | Jan. 01, 2006-Dec. 31, 2009 |
| Desalination | 0011-9164 | 1.851 | v.1(1966) – v.99 (1994) | Jan. 01, 1995-present |
| River Research and Applications | 1535-1459 | 1.822 | v.18 (2002) – v.20 (2004) | Jan. 01, 2005-Dec. 31, 2009 |
| Natural Hazards and Earth System Sciences | 1561-8633 | 1.792 | None | Jan. 01, 2001-present |
| Agricultural Water Management | 0378-3774 | 1.782 | v.1 (Dec.1976) v.38 (1998/1999) | None |
| Stochastic Environmental Research and Risk Assessment | 1436-3240 | 1.777 | None | None |
| Water Air and Soil Pollution | 0049-6979 | 1.765 | v.1 (1971) – v.159 (2004) | Jan. 01, 1997-present |
| International Journal of Sediment Research | 1001-6279 | 1.708 | None | None |

Faculty resources – full-time, part-time, adjunct.

The faculty members with an environmental engineering emphasis include:

Dr. Mark Dolan. Ph.D. from Stanford University. Associate Professor. Professional emphasis includes microbial process, bioremediation, groundwater treatment, and biological wastewater treatment.

Dr. Stacey Harper. Ph.D. from Oregon State University. Assistant Professor (joint appointment with EMT). Professional emphasis includes toxicity of environmental pollutants and nanoparticles, bioassay testing methods.

Dr. Jeff Nason. Ph.D. from University of Texas, Austin. Assistant Professor. Professional emphasis includes water treatment, particles interaction dynamics, and emerging contaminants.

Dr. Lewis Semprini. Ph.D. from Stanford University. Distinguished OSU Professor. Professional emphasis includes microbial processes, bioremediation and groundwater treatment. Serves as Executive Chair of the OSU Subsurface Biosphere Initiative.

Dr. Dorte Wildenschild. Ph.D. from Technical University of Denmark. Associate Professor. Professional emphasis includes groundwater remediation, transport in porous media and small-scale visualization techniques.

Dr. Kenneth Williamson. Ph.D. from Stanford University. Emeritus Professor. Professional emphasis upon sustainable engineering, biological treatment, and environmental policy.

Dr. Brian Wood, Ph.D. from University of California, Davis. Full professor. Professional emphasis includes transport phenomenon, transport in porous media, and applied engineering mathematics.

All of the faculty members presently teaching in the program or advising graduate students are full-time except Dr. Williamson who is half time. There are presently no adjunct faculty members.

Other staff.

Dr. Mohammad Azzizian. Research Assistant Professor. Ph.D. from Oregon State University. Professional emphasis upon analytical techniques for measurement of environmental contaminants.

Dr. Azzizian teaches one graduate laboratory course and serves as manager of the environmental engineering laboratory and as an active research faculty on several grants.

Table 2. Estimated Present Expenditures for Graduate Program- Environmental Engr Area of Concentration-2011-2012

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Institution: Oregon State University

Program: Chemical, Biological and Environmental Engineering

Academic Year: 2011-2012

Indicate the year: First Second
 Third Fourth

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | \$175,000 | | | \$120,000 | | |
| Graduate Assistants (Include FTE) | \$18,500 | | | \$150,000 | | |
| Support Staff (Include FTE) | \$5,000 | | | \$22,000 | | |
| Fellowships/Scholarships | \$4,250 | | | | | |
| OPE | \$61,000 | | | \$42,000 | | |
| Nonrecurring | | | | \$45,000 | (student workers) | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | \$14,000 | | | \$184,000 | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$277,750 | | | \$521,000 | | |

| Grad Term | LFM Name | Degree | Current Position |
|-----------|--------------------------------|--------|--|
| 200502 | Bennett, Joelle Louise | MS | PE, HRD Engineering Inc. Portland |
| 201103 | Berggren, Dusty Rose Verna | MS | CH2M Hill Corvallis |
| 201103 | Bertrand, Danielle | MS | MWH Americas, Sacramento |
| 200601 | Blatchford, Christina Elaine | MS | Engineer, Golder Associates, Tucson, AZ |
| 201002 | Bloomquist, Donald James | MS | Assoc. Environmental Eng., MWH, Broomfield, CO |
| 200503 | Brown, Shane Adam | PHD | Asst. Prof in Engineering Educ, Washington State Univ. |
| 200300 | Cannon, La Marr Jewell | MS | Maine NEMO Coordinator (Nonpoint Education for Municipal officers) |
| 200103 | Cantaloub, Michael George | MS | Working for Contractor at the Hanford Site |
| 200202 | Causse, Benoit Stephane | MS | Environmental Eng., Georgia Environmental Protection Division, Watershed Protection Branch |
| 199703 | Chang, Soon Woong | MS | Korean Society of Environmental Engineers |
| 199801 | Chang, Soon Woong | PHD | Korean Society of Environmental Engineers |
| 200203 | Charr, Gregory Daniel | MS | City of Portland Bureau of Environmental Svcs. |
| 200000 | Chu, Min-Ying | MS | PHD Stanford - Sr. Assoc at ENVIRON Intl Corp. |
| 200000 | Colwell, Neal Thomas | MS | Assoc. Engineer, Kjeldsen, Sinnock & Neudeck Inc./Sr. Engineer, Stantec |
| 200203 | Connor, Stephanie | PHD | Research Associate, California Institute of Technoogy |
| 199703 | Curtis, Beverly Jane | MS | Siltronics, Albany |
| 200302 | Davis, Brian Michael | PHD | PE, PG, Sr Environmental Scientist, Metropolitan Council, MN |
| 199802 | Degher, Alexandra Burns | MS | Worldwide Hardware LCA and EOL Program Manager, HP, Portland |
| 200401 | Degher, Alexandra Burns | PHD | Worldwide Hardware LCA and EOL Program Manager, HP, Portland |
| 200603 | Dewis, Kylee | MENG | Water Quality Specialist, HDR Engineering, WA |
| 200402 | Djokotoc, Diana | MS | WaferTech |
| 200101 | Dover, Thomas Wayne | MS | Director Mid-Atlantic Techonology, Research & Innovation Center, Bayer. |
| 200603 | Farthing, Kevin T | MS | Engineer at KJ Environmental Management Inc. |
| 200200 | Fernandes, Levi Michael | MS | Environmental Eng., Kennedy/Jenks Consultants, Portland |
| 200802 | Glock, Tyson L | MENG | Staff Engineer, GeoTrans Inc., Phoenix, AZ |
| 201002 | Goby, Jeffrey Dean | MS | Unemployed |
| 199602 | Gottipati, Sarayu | MS | (Veeramachaneni) Lead - Web Technology at SuperMedia |
| 200801 | Grenz, Natalie | MS | PE, VP at Multi/Tech Engineering Services Inc., Salem, OR |
| 2007 | Gutierrez, Diana | MS | LEED & Sustainable Site Consultant, Baltimore, MD |
| 200501 | Harrington, Stephanie Jeanelle | MS | Sr. Environmental Scientist, Cambria Science and Communication, Santa Barbara |
| 201003 | Harrington, Stephanie Jeanelle | PHD | Water Resources facilitation, assessment, education, advising and program development/implementation |
| 200301 | Haubrick, Lance Thomas | MS | GIS Specialist/Civil Engineer, US Forest Service |
| 200300 | Isaias-Vera, Mario Alejandro | MS | Technical Contact Wastewater System Upgrades, US Forest Service |
| 201001 | Janskik, Danielle Patricia | MS | PNNL |
| 200400 | Jeong, Ju Yong | MS | Contractor Hanford Site |
| 199802 | Jitnuyanont, Pardi | MS | Technology Assessment and Resource Recovery, Westpoint Wastewater Treatment Facility, Seattle |
| 199703 | Johnson, Kent Arthur | MS | Manager at Engineered Process Solutions, Portland |
| 2007 | Jones-Stanley, Brandon | MENG | CH2M Hill?? |
| 199902 | Keeling, Matthew Thomas | MS | Central Coast Regional Water Quality Control Board, State of California |
| 200600 | Kegley, Laura Jean | MS | (Farthing) Eugene Water & Electric Board |
| 199701 | Kim, Young | MS | Director of Research and Business and Professor of Environmental Engineering at Korea University |
| 200002 | Kim, Young | PHD | Director of Research and Business and Professor of Environmental Engineering at Korea University |
| 201101 | Lambert, Adam L | MS | PhD Student with Wood |
| 201103 | Lauchnor, Ellen Grace | PHD | Post-doc at Montana State |
| 2006 | Lee, Jae-Hyuk | PHD | Unknown |
| 200100 | Lee, Jae-Hyuk | MS | Unknown |
| 2000 | Lee, Jason | MS | Unknown |
| 200500 | Li, Jun | MS | PhD OSU Chemistry, Research Assoc (Post Doc) OSU |
| 200303 | Lim, Hee Kyung | MS | Sacramento, Married to Jae-Hyuk |
| 200102 | Lotrario, Joseph Bryce | PHD | Unknown |
| 200000 | Louie, Erika Nino | MS | Process Engineer, CH2M Hill |
| 201002 | Maguire, Ian Richard | MS | Environmental Engineer, Ash Creek Associates, Portland |
| 200500 | Maremanda, Bhargavi | MS | Carollo Engineer |
| 200203 | Martinez-Prado, Maria Adriana | PHD | Teacher/Researcher, Dept of Chemical Engineering, Institute of Tecnology in Durango, Mexico |
| 200903 | Mathes, Kristen Elizabeth | MENG | Assoc. Engineer, CH2M Hill |
| 200301 | Mathias, Maureen Anne | MS | Research Engineer, Office of Water Programs, California State University |
| 200301 | Mc Kone, Shawn Michael | MS | Environmental Engineer, Washington State Department of Ecology |
| 2007 | Michalsen, Mandy Marie | PHD | Engineering Consultant, Hart Crowser, Seattle, WA |
| 200402 | Michalsen, Mandy Marie | MS | Engineering Consultant, Hart Crowser, Seattle, WA |
| 201103 | Mustafan, Nizar | PHD | Post Doc, University of western Ontario |
| 200301 | Nale, Carmen Evonne | MS | Black and Veatch, Lake Oswego, OR |
| 200200 | Osathaphan, Khemarith | PHD | Lecturer, Dept of Environmental Engineering, Chulalongkorn University |
| 200101 | Pang, Incheol | MS | Restoration Development Branch, Naval Facilities Engineering Service Center |
| 2006 | Peevers, Richard | MENG | Project Manager, Ausenco Vector and Whittle Consulting, Sacramento, CA |
| 200402 | Pon, George Wei-Hsiang | PHD | Bioremediation & treatability Center, Innovative Engineering Solutions Inc. |
| 2006 | Poor, Cara | PHD | Clinical Assistant Professor, Dept. of Civil and EnvE, Washington State University |
| 199901 | Robertson, Cassandra Lee | MS | Local song writer and Performer |
| 200002 | Rogers, Derek Stephen | MS | Consulting Firm, Arizona |
| 200103 | Rungkamol, Darin | MS | Consulting Firm Thailand |
| 200101 | Saathoff, Robert Kenneth | MS | Hewlett Packard, Corvallis |
| 200903 | Sabalowsky, Andrew | PHD | Post Doc, Montana State |
| 200500 | Sadi, Supriyadi | MS | Seeking PHD in Radiation Health Physics at OSU |
| 200603 | Saini, Gaurav | MS | Postdoctoral Researcher, University of Delaware |
| 201003 | Saini, Gaurav | PHD | Postdoctoral Researcher, University of Delaware |
| 201103 | Sandborgh, Sean Christopher | PHD | Project Manager at Locu Technologies |
| 200901 | Satomi, Nobuhiko | MENG | Nihon Parkerizing Co. Ltd, Japan |
| 200403 | Sattayatewa, Chakkrid | MS | PhD Illinois Institute.E.I.T., Research Assoc., Illinois Institute of Technology |
| 201001 | Schaerer, Morgan Ann | MS | CH2M Hill, Corvallis |
| 200402 | Schwab, Kristen E | MS | Unknown |
| 200400 | Shanmuganathan, Saravanan | MS | Project Engineer, The Source Group, Los Angeles, CA |
| 199803 | Shim, Jae Hwang | MS | Consulting Firm, Corvallis |
| 201002 | Sprick, Matthew Scott | MS | Chief Operating Officer, Pacific NW Publishing, Eugene, OR |
| 201102 | Stankus, Dylan Paul | MS | Unemployed (7/8/11) |
| 200400 | Stouder, Matthew Aaron | MS | Civil Engineer, City of Springfield Public Works, OR |
| 200401 | Stull III, Paul Denning | MS | PE, Assoc. Environmental Engineer, AMEC Earth and Environmental Inc., Portland, OR |
| 200901 | Taylor, Anne Elizabeth | PHD | Postdoctoral Researcher, OSU Crop and Soil Science |
| 200400 | Tejasen, Sarun | PHD | Asst. Professor, Urban Hydrology, Environmental Engineering, Chulalongkorn University, India |
| 200102 | Thompson, Robert Everett | MS | Thompson & Co. Inc. Civil Contractors |
| 200201 | Timmins, Brian Hales | MS | Director, Environmental Technologies LLC, Portland, OR |
| 199800 | Tovanaboot, Adisorn | MS | Deceased 12/20/2000 |
| 199900 | Vancheeswaran, Sanjay | MS | Client Account Manager, CH2M Hill, Santa Ana, CA |
| 200603 | Vuppala, Chaithanya Rekha | MS | MWH Americas, Bend, OR |
| 200103 | Wright, Scott Alan | MS | PhD in ElecE at Univ. Michigan, Co-Founder and Director of the Board of Globe Shares |
| 2006 | Xu, Zhihua | MS | Senior Engineer, GAI Consultants Inc, Orlando, FL |
| 200402 | Yu, Seungho | PHD | Head Researcher, Korean Ministry of Environment ?? |
| 200403 | Zentner, Matthew Aron | MS | PhD OSU Geosciences (Geography) 2010, Hydrologist, US Dept. of Defense |

Appendix 1

Program Requirements for MEng, MS and PhD Degrees in Environmental Engineering

Oregon State University MEng Degree Program in Environmental Engineering

Program Philosophy

The Master of Engineering (MEng) degree provides students with the option of obtaining a Master's-level degree, but without the research component requirement associated with the traditional Master of Science degree (MS).

The MEng is a coursework-only Master's degree of 45 credits based on curricula that allow graduate students to efficiently focus on the academic courses that are most relevant to their professional objectives. The specific learning outcomes for this degree differ from those of the MS program, because MEng students will not be required to learn research methods or to conduct independent research. Rather, the emphasis is on acquiring specific job-related knowledge and skills as currently presented in existing graduate level courses.

The MEng is now offered because professional engineering societies and industry are calling for a Master's degree as the entry-level engineering degree. Furthermore, many graduate students are interested in pursuing more advanced studies in specialized areas, but a career in research is not their professional goal. For part-time students, the MEng program can be more feasible and attractive than an MS program due to the lack of a thesis or project requirement. Thus, the MEng offers these students a viable alternative to the MS degree.

1.1 MEng Thesis Requirement

The MEng degree in Environmental Engineering does not have a Thesis requirement.

1.2 Minimum Academic Requirements for the MEng Degree

The MEng degree is intended for students who wish to pursue a "coursework only" graduate degree in Environmental Engineering. The MEng degree program requires a minimum of 45 credit hours in graduate-level coursework. This includes 21 credits in the Major field (Environmental Engineering), 15 credits in the Minor field, and an additional 9 credits of approved coursework. If a minor is declared, the student's advisory committee must include a faculty member from the minor department. Approximately two-thirds of the work (30 graduate credits) should be listed in the major field and one third (15 graduate credits) in the minor field. The program of study is developed under the guidance of the major professor and minor professor, when a minor is included, and signed by those professors and chair of the academic unit before filing in the Graduate School. Credit hours used in one Master's Program Form may not be used in an additional Master's Program Form for another degree.

All MEng degree students must earn a cumulative 3.00 GPA for courses listed in their graduate program of study. Any course in their graduate program of study with a grade of C- or lower must be repeated. They must also maintain a cumulative 3.00 GPA for all courses taken at OSU as a graduate student.

1.3 Residence Requirements

After admission to the graduate program, 30 OSU graduate credits as a degree-seeking graduate student are required in residence. Unless on approved Leave of Absence, all graduate students in graduate programs must register continuously for a minimum of 3 graduate credits, excluding summer session, until their degree is granted.

1.4 Registration Requirements

Full-time status as a graduate student is defined by Oregon University System (OUS) as enrollment in 9 credits per term.

1.5 Graduate Study Program

A MEng degree student is required to file a program of study with the Graduate School **before completing 18 hours of graduate credit**. A student who does not file a program of study within the specified deadline will not be allowed to register for the next term.

1.6 Time Limit

All work toward a MEng degree must be completed within 7 years.

1.7 Final Oral Examination

The MEng degree requires a comprehensive Final Oral Examination. The student will arrange a time that is acceptable for all committee members, and then schedule a two-hour exam through the Graduate School. The exam will consist of a 30 minute presentation prepared and delivered by the candidate that provides a meaningful evaluation and reflection on experiences gained in coursework completed toward the degree, followed by questions from the committee on the candidate's presentation and knowledge gained from the candidate's coursework. The 30 minute presentation should highlight the following items:

1. A statement of the candidate's professional goals for obtaining the MEng degree.
2. An overview on how the MEng coursework, including both Major and Minor areas, provided the preparation needed to achieve the candidate's professional goals.
3. A highlight of examples from class projects, homework, job search efforts, etc. that illustrate and elaborate on Item 2.

The MEng candidate must also provide a two-page MEng Coursework Program Summary Statement that highlights items 1 to 3 above, to be handed in at the beginning of the Final Oral Examination.

2. Course Requirements

2.1 Major Courses (21 credits)

The Environmental Engineering Program offers the following core courses which must be taken for graduate credit for the major in Environmental Engineering.

| | | |
|----------|-----|---|
| CHE 525 | (4) | Chemical Engineering Analysis |
| ENVE 532 | (4) | Aquatic Chemistry: Natural and Engineered Systems |
| ENVE 535 | (4) | Physical and Chemical Processes for Hazardous Waste Treatment |
| ENVE 536 | (1) | Aqueous Environmental Chemistry Laboratory |
| ENVE 541 | (4) | Microbial Processes in Environmental Systems |
| ENVE 507 | (3) | Seminar (F, W, S) |

For all new graduate students, the enrollment in Seminar (ENVE 507) is required for the first academic year (F, W, S). Attendance in the ENVE 507 Seminar is required for all graduate students.

A M.Eng. candidate without a B.S. degree in Environmental Engineering (or equivalent Engineering degree) must take the following courses in addition to the ENVE core:

Pre-requisite courses (completion required before taking ENVE core courses)

Math through Differential Equations

One year of General Chemistry

One year of Physics

CBEE 211 (3) Material Balances and Stoichiometry

ENVE 322 (4) Fundamentals of Environmental Engineering

Co-requisite courses

ENVE 421 (4) Water and Wastewater Characterization

ENVE 422 (4) Environmental Engineering Design

CE 547 (4) Water Resources Engineering I: Principles of Fluid Mechanics

2.2 Minor Courses (15 credits)

A graduate minor is an academic area that clearly supports the major. Neither the Graduate School nor the School of CBEE require a student to pursue an academic minor outside of their major area of study. If a minor is desired, the minor can be one of several choices:

- (1) the same academic area as the major with a different area of concentration,
- (2) an academic area available only as a minor (from another program at OSU),
- (3) a different major,
- (4) an approved major at another institution in the OUS,
- (5) an integrated minor.

Students pursuing a minor will need a Minor Professor to oversee the completion of their academic minor. For option (1) above, the Minor Professor is an ENVE faculty member. For options (2-5), the Minor Professor would be chosen from graduate faculty in the academic area of interest. Option (4), an integrated minor, consists of a series of cognate courses from two or more academic areas outside the major area of concentration (limit of one ENVE course in an integrated minor). The Minor Professor for an integrated minor must be from **outside** the ENVE program and represent (at least one of) the academic area(s) of interest.

A list of courses offered by the Environmental Engineering Program that are often part of a minor in same academic area as the major, but with a different area of concentration, are:

| | | |
|----------|-----|---|
| ENVE 525 | (3) | Air Pollution Control |
| ENVE 531 | (4) | Fate and Transport of Chemicals in Environmental Systems |
| ENVE 542 | (4) | Microbial Process Design for Municipal and Hazardous Wastes |
| ENVE 554 | (4) | Groundwater Remediation |
| ENVE 556 | (3) | Sustainable Water Resources Development |
| ENVE 599 | | Selected Topics |
| ENVE 505 | | Reading and Conference |

Reading and Conference, ENVE 505, is used only occasionally and may be taken as a minor ENVE course but is handled on a case-by-case basis with a faculty member willing to act as instructor for the course. No more than 6 credits of blanket-numbered courses, courses that contain a zero as the middle digit (ENVE #0#), may be applied toward the minimum-45-credit Master's degree.

2.3 Transfer of Credits from MEng to MS or PhD Program

If a student enrolled in the Environmental Engineering MEng program later decides to pursue an MS or PhD degree, then credits obtained in the MEng degree can be transferred to the MS degree or PhD degree program, subject to approval by the student's MS or PhD Committee.

2.4 Graduate Level Course Requirement

At least 50% of the total coursework for the MEng degree must be "graduate level only" courses. True "graduate level only" courses are at the 500 level and are not cross-listed at the 400 level. All 600 level courses are graduate level only.

3. Advisor & Committee

3.1 Advisor Selection

The Environmental Graduate Committee Chair will serve as the advisor to all MEng degree candidates.

3.2 Committee Selection & Duties

The Committee will consist of at least three members of the graduate faculty: the Environmental Graduate Committee Chair, one additional faculty member in the Major field, and one faculty member in the Minor field. The Committee will perform the following duties: 1) Review and approve the student's program of study, including the student's Minor field of coursework study; 2) participate in the Final Examination (see section 1.7).

**School of Chemical, Biological and Environmental Engineering
Oregon State University**

**MEng Degree Curriculum in Environmental Engineering
(45 credits, rev. 9-30-11)**

| Cr. | YEAR 1 | | | |
|-------|---|--|---|-------------------------------------|
| | Fall | Winter | Spring | |
| 1 | CHE 525
CHE Analysis

4 credits | ENVE 541
Microbial Proc
in Env. Syst.

4 credits | ENVE 535
Phys + Chem
Proc for ENVE

4 credits | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | ENVE 532
Aqueous
Chem.

4 credits | ENVE 531
Transp. + Fate
Organic Chem.

4 credits | ENVE 525
Air Pollution

3 credits | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | ENVE 556
Sustainable
Water Res.
Engr.

3 credits | |
| 9 | ENVE 536
Aq. Chem. Lab
1 credit | Grad
Minor #3

3-4 credits | | |
| 10 | | | | Grad
Minor #1

3-4 credits |
| 11 | Grad
Minor #4

3-4 credits | Grad
Minor #5

3-4 credits | | |
| 12 | | | | |
| 13 | | | | |
| 14 | Grad
Minor #2

3 credits | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | CHE 507
Seminar | CHE 507
Seminar | CHE 507
Seminar | |
| Total | 13-17 | 14-17 | 8-15 | |

Notes:

- Graduate ENVE Core, 20 credits: ENVE 507(3x1), CHE 525(4), ENVE 532(4), ENVE 536(1), ENVE 535(4), ENVE 541(4) [Seminar (ENVE 507) is required for all terms]
- Take 1 of ENVE 525, ENVE 556 and ENVE531. (Depending upon progress, these courses could be distributed into Year 2).
- Graduate Minor: 15+ credits, typically 4-5 courses. (Depending upon progress, these courses could be distributed into Year 2).

Total Graduate Credits: 45+

Coursework Credits: 45 minimum (20 Graduate ENVE Core and 15 Graduate Minor, 10 general engineering).

**Oregon State University
MS Degree Program in Environmental Engineering**

1. Program Philosophy

1.1 MS Thesis Academic Requirement

A M.S. Thesis is required for the M.S. degree in Environmental Engineering. The M.S. Thesis must have one or more of the following elements: contribution to theory; development of new method for scientific investigation; generation of new data which clearly contribute to science and engineering.

1.2 Minimum Academic Requirements for the MS Degree

The M.S. degree program requires a minimum of 45 graduate credit hours, 36 credits of which are reserved for course work and 9 credits for the M.S. Thesis. However, the M.S. Thesis effort will reflect the requirements of the M.S. Thesis stated above, typically up to a year of research effort has been expended to complete the M.S. Thesis. Two-thirds of the work (30 credits including 9 credits for the Thesis) must be in the major field and one-third (15 credits) in the minor field. No more than 6 credits of blanket-numbered courses, courses other than thesis or project that contain a zero as the middle digit (ENVE #0#), may be applied toward the minimum-45-credit Master's degree. Credit hours used in one master's program may not be used in an additional master's program.

All M.S. degree students must earn a cumulative 3.00 GPA for courses listed in their graduate program of study. Any course in their graduate program of study with a grade of C- or lower must be repeated. They must also maintain a cumulative 3.00 GPA for all courses taken at OSU as a graduate student.

1.3 Residence Requirements

After admission to the graduate program, 30 OSU graduate credits as a degree-seeking graduate student are required in residence. Unless on approved Leave of Absence, all graduate students in graduate programs must register continuously for a minimum of 3 graduate credits, excluding summer session, until their degree is granted.

1.4 Registration Requirements

Full-time status as a graduate student is defined by the Oregon University System (OUS) as enrollment in 9 credits per term. M.S. students on GTA (Graduate Teaching Assistant) and GRA (Graduate Research Assistant) appointments are required to register for a minimum of 12 credits each term of the appointment. Graduate Assistants whose appointments range between 0.15 and 0.29 FTE (Full Time Equivalent) may register for a maximum of 15 credits per term. Those whose appointments range from 0.30 and 0.49 FTE may register for no more than 12 credits per term.

1.5 Graduate Study Program

Each M.S. degree student is required to find an Advising Professor before the end of their second term of coursework. The student must file a program of study with the Graduate School **before completing 18 hours of graduate credit**. A student who does not file a program of study within the specified deadline will not be allowed to register for the next term.

1.6 Time Limit

All work toward a M.S. degree must be completed within 7 years.

1.7 Final Examination

Successful completion of a final oral examination is required for all M.S. degrees. The examination committee is nominated by the student's advisor, subject to the approval of the CBEE School Head and the Graduate School.

M.S. Thesis. An examination copy of the M.S. Thesis must be presented to the Graduate School **two weeks prior to the final oral examination**. Additional examination copies of the thesis are distributed by the student at this time to other members of the examining committee, including the Graduate Council Representative.

The committee will consist of at least four members of the graduate faculty: two in the Major field, including the student's advisor/major professor; one in the Minor field; and a Graduate Council Representative. **It is the student's responsibility** to obtain his or her own Graduate Council Representative from a list provided by the Graduate School.

Oral Examination. The final oral examination must be scheduled through the Graduate School and also must be announced in the School of CBEE not less than one week prior to the date of the examination. The final examination should be scheduled for two hours. No more than half of the examination period should be devoted to the presentation and defense of the thesis; the remaining time can be spent on questions that assess the student's knowledge of the major and minor fields. One dissenting vote is permitted for the M.S. degree and no more than one re-examination is permitted.

2. Course Requirements

2.1 Major Courses (30 credits)

The Environmental Engineering Program offers the following core courses which must be taken for graduate credit for the major in Environmental Engineering.

| | | |
|----------|-----|---|
| CHE 525 | (4) | Chemical Engineering Analysis |
| ENVE 532 | (4) | Aquatic Chemistry: Natural and Engineered Systems |
| ENVE 535 | (4) | Physical and Chemical Processes for Hazardous Waste Treatment |

| | | |
|----------|-----|--|
| ENVE 536 | (1) | Aqueous Environmental Chemistry Laboratory |
| ENVE 541 | (4) | Microbial Processes in Environmental Systems |
| ENVE 507 | (3) | Seminar (F, W, S) |

For all new graduate students, the enrollment in Seminar (ENVE 507) is required for the first academic year (F, W, S). Attendance in the ENVE 507 Seminar is required for all graduate students. Additional elective courses in the Major area and thesis credits will constitute the remainder of the required Major coursework.

A M.S. candidate without a B.S. degree in Environmental Engineering (or equivalent Engineering degree) must take the following courses in addition to the ENVE core:

Pre-requisite courses (completion required before taking ENVE core courses)

Math through Differential Equations

One year of General Chemistry

One year of Physics

CBEE 211 (3) Material Balances and Stoichiometry

ENVE 322 (4) Fundamentals of Environmental Engineering

Co-requisite courses

ENVE 421 (4) Water and Wastewater Characterization

ENVE 422 (4) Environmental Engineering Design

CE 547 (4) Water Resources Engineering I: Principles of Fluid Mechanics

2.2 Minor Courses (15 credits)

A graduate minor is an academic area that clearly supports the major. Neither the Graduate School nor the School of CBEE require a student to pursue an academic minor outside of their major area of study. If a minor is desired, the minor can be one of several choices:

- (1) the same academic area as the major with a different area of concentration,
- (2) an academic area available only as a minor (from another program at OSU),
- (3) a different major,
- (4) an approved major at another institution in the OUS,
- (5) an integrated minor.

Students pursuing a minor will need a Minor Professor to oversee the completion of their academic minor. For option (1) above, the Minor Professor is an ENVE faculty member. For options (2-5), the Minor Professor would be chosen from graduate faculty in the academic area of interest. Option (4), an integrated minor, consists of a series of cognate courses from two or more academic areas outside the major area of concentration (limit of one ENVE course in an integrated minor). The Minor Professor for an integrated minor must be from **outside** the ENVE program and represent (at least one of) the academic area(s) of interest.

A list of courses offered by the Environmental Engineering Program that are often part of a minor in same academic area as the major, but with a different area of concentration, are:

| | | |
|----------|-----|---|
| ENVE 525 | (3) | Air Pollution Control |
| ENVE 531 | (4) | Fate and Transport of Chemicals in Environmental Systems |
| ENVE 542 | (4) | Microbial Process Design for Municipal and Hazardous Wastes |
| ENVE 554 | (4) | Groundwater Remediation |

| | | |
|----------|-----|---|
| ENVE 556 | (3) | Sustainable Water Resources Development |
| ENVE 599 | | Selected Topics |
| ENVE 505 | | Reading and Conference |

Reading and Conference, ENVE 505, is used only occasionally and may be taken as a minor ENVE course but is handled on a case-by-case basis with a faculty member willing to act as instructor for the course. No more than 6 credits of blanket-numbered courses, other than thesis, may be applied toward the minimum-45-credit Master's degree.

2.3 Graduate Level Course Requirement

At least 50% of the total coursework for the MS degree must be "graduate level only" courses. True "graduate level only" courses are at the 500 level and are not cross-listed at the 400 level. All 600 level courses are graduate level only. The 9 credits of M.S. Thesis (ENVE 503) count towards the 50% "graduate level only" requirement.

3. Advisor & Committee

3.1 Advisor Selection

All new graduate students arriving fall term must have a Thesis Advisor (Major Professor) by the end of the following winter term. M.S. Thesis Advisor/Major Professor selection is a three-step process. The Environmental Graduate Committee Chair coordinates each step of the advisor selection process described below.

In the first step, the students learn about the current research opportunities within the School. During fall term, new graduate students must attend ENVE seminar (ENVE 507). At this seminar faculty will present their present research interests and opportunities for new graduate students in their research group.

In the second step of the advisor selection process, following their introduction to faculty in the ENVE seminar, the new graduate students are strongly encouraged to make appointments with individual faculty members to further discuss the research projects they are most interested in. This process must be completed by the second week of the following winter term. The new graduate students then fill out the "New Graduate Student Thesis Advisor Preferences" form where they list and rank their top three "faculty member & project" choices. This form must be submitted to the Environmental Graduate Committee Chair by the end of the second week of winter term.

In the third step of the advisor selection process, the faculty will meet to discuss the new graduate student preferences as detailed in the completed "New Graduate Student Advisor Preferences" forms. The faculty member then contacts the student(s) they are interested in and makes an offer to each student to join the research group. This process is to be completed by the end of the seventh week of winter term. If the student accepts a faculty member's offer, then both faculty member and the student complete and sign the "Major Professor Selection for New Graduate Students" letter. This form is submitted to the Environmental Graduate Committee Chair by the last week of winter term.

The student cannot accept more than one offer. Furthermore, it is not allowed for any student to change his/her choice of a final Major Professor after signing the "Major Professor Selection for New graduate Students" letter, unless the student is placed under extraordinary circumstances which they have discussed with the Environmental Graduate Committee Chair. In situations where no faculty member accepts a new student, the Environmental Graduate Committee Chair or a designated faculty member will work with the School Head to place the student. If a student needs to change his/her advisor because of funding reasons, the student must contact the Environmental Graduate Committee Chair, and the Environmental Graduate Committee Chair or a designated faculty member will work with the School Head to place the student. If a suitable placement cannot be found, the student will be advised to seek a Masters of Engineering degree, MEng, which does not have a thesis component.

The Environmental Graduate Committee Chair is the faculty academic advisor for all Environmental graduate students who have not yet selected a Major Professor/Thesis Advisor. After the student has secured a Major Professor, the major Professor assumes all academic advising responsibilities for the student.

The Graduate School requires that new graduate students secure a Major Professor/Thesis Advisor before completing 18 credits towards the graduate program of study.

3.2 Committee Selection & Duties

The Committee will consist of at least four members of the graduate faculty: the student's Major Professor/Thesis Advisor, one additional faculty member in the Major field, one faculty member in the Minor field, and a Graduate Council Representative. It is the student's responsibility to obtain his or her own Graduate Council Representative from a list provided by the Graduate School.

The Committee will perform the following duties: 1) Review and approve the student's Graduate Study Program for the MS degree in Environmental Engineering, including the student's Minor field of coursework study; 2) participate in the Final Examination (see section 1.7).

**School of Chemical, Biological and Environmental Engineering
Oregon State University**

**M.S. Degree Curriculum in Environmental Engineering
(45 credits, rev. 9-30-11)**

| Cr. | YEAR 1 | | | YEAR 2 | | | | | |
|-------|---|--|---|---|---|---|----|----|----|
| | Fall | Winter | Spring | Fall | Winter | Spring | | | |
| 1 | CHE 525
CHE Analysis

4 credits | ENVE 541
Microbial Proc
in Env. Syst.

4 credits | ENVE 535
Phys + Chem
Proc for ENVE

4 credits | ENVE 503
MS Thesis

variable
credit | ENVE 503
MS Thesis

variable
credit | ENVE 503
MS Thesis

variable
credit | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | ENVE 532
Aqueous
Chem.
4 credits | Grad
Minor #2

3-4 credits | Grad
Minor #4

3-4 credits | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | ENVE 536
Aq. Chem. Lab
1 credit | Grad
Minor #3

3-4 credits | Grad
Minor #5

3-4 credits | | | | | | |
| 9 | Grad
Minor #1

3 credits | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | ENVE 507
Seminar | ENVE 507
Seminar | ENVE 507
Seminar | | | | | | |
| Total | 12 | 12 | 12 | | | | 12 | 12 | 12 |

Notes:

- Graduate ENVE Core, 20 credits: ENVE 507(3x1), CHE 525(4), ENVE 532(4), ENVE 536(1), ENVE 535(4), ENVE 541(4)
- Seminar (ENVE 507) is required for all three terms in the first year (if possible)
- M.S. Thesis, 9+ credits: only 9 thesis credits are counted toward degree requirements; however, thesis credits can exceed 9 units total to meet graduate assistantship requirements (e.g. 12 credits per term)
- Graduate Minor: 15+ credits, typically 4-5 courses. Depending upon the demands of your research assistantship, these course can be distributed into Year 2

Total Graduate Credits: 45+

Coursework Credits: 36 minimum (21 Graduate Major and 15 Graduate Minor)

M.S. Thesis Credits: 9

DOCTORAL DEGREE PROGRAM

Doctor of Philosophy in Environmental Engineering

1. General Requirements

The Doctor of Philosophy degree is granted primarily for creative scholarly achievements. There is no rigid credit requirement; however, the equivalent of at least three years of full-time graduate work beyond the bachelor's degree is required.

A Ph.D. degree student in the School of Chemical, Biological, and Environmental Engineering must include a minimum of 108 credits on his/her doctoral program. A minimum of one full-time academic year (at least 36 credits) should be devoted to the preparation of thesis. A minimum of one full-time academic year of regular non-blanket course work (at least 36 credits) must be included on the doctoral program. No more than 15 credits of blanket-numbered courses, other than thesis, may be included in the minimum 108-credit program. Coursework completed as part of a Master's degree (M.S. or M.Eng.) can be transferred for credit towards the doctoral degree with the consent of the student's doctoral committee.

A Ph.D. candidate without a M.S. degree in Environmental Engineering must take the following six ENVE core courses:

| | | |
|----------|-----|---|
| CHE 525 | (4) | Chemical Engineering Analysis |
| ENVE 532 | (4) | Aquatic Chemistry: Natural and Engineered Systems |
| ENVE 535 | (4) | Physical and Chemical Processes for Hazardous Waste Treatment |
| ENVE 536 | (1) | Aqueous Environmental Chemistry Laboratory |
| ENVE 541 | (4) | Microbial Processes in Environmental Systems |
| ENVE 507 | (3) | Seminar (1 credit each term, F,W,Sp) |

A Ph.D. candidate without a B.S. degree in Environmental Engineering (or equivalent Engineering degree) must take the following courses in addition to the ENVE core:

Pre-requisite courses (completion required before taking ENVE core courses)

Math through Differential Equations

One year of General Chemistry

One year of Physics

CBEE 211 (3) Material Balances and Stoichiometry

ENVE 322 (4) Fundamentals of Environmental Engineering

Co-requisite courses

ENVE 421 (4) Water and Wastewater Characterization

ENVE 422 (4) Environmental Engineering Design

CE 547 (4) Water Resources Engineering I: Principles of Fluid Mechanics

There are five steps to be completed towards a Ph.D. degree:

- (1) Approval of graduate study program
- (2) Oral qualifying examination
- (3) Preliminary examination
- (4) Final oral examination
- (5) Thesis submission

2. Graduate Program of Study

2.1 Selecting a Doctoral Committee

The doctoral committee will consist of a *minimum* of five members of the graduate faculty, including the Major Professor and one additional Environmental Engineering faculty member, one faculty from each declared minor field, and a Graduate Council Representative. It is the student's responsibility to obtain his or her own Graduate Council Representative from a list provided by the Graduate School. The doctoral committee will review and approve the student's program of study for the PhD degree and participate in all formal committee meetings and student examinations required for the PhD degree, including the preliminary and final exams.

2.2 Filing a Program of Study with the Graduate School

A graduate student who holds a master's degree must file a program of study form with the Graduate School by the end of their first academic year of enrollment as a doctoral student. A graduate student who *does not* hold a master's degree in Environmental Engineering must file a program of study form with the Graduate School by the end of the fifth quarter of enrollment as a doctoral student. If the program of study form is not filed within the specified deadline, the student will not be allowed to register for the next term.

2.3 Approval of the Program of Study

The student's doctoral program of study is formulated and approved subject to departmental policies at a **formal meeting** of his/her doctoral committee. Unlike other formal committee meetings, the program meeting does not need to be scheduled in advance with the Graduate School, but all committee members, including the Graduate Council Representative, must be present. The student must be registered for a minimum of 3 credits for the term in which the program meeting is held.

It is recommended that graduate students have their program of study approved as soon as sufficient information on the proposed research topic is obtained to define the scope of the thesis. When the program of study is approved by the doctoral committee, the department head, and the dean of the Graduate School, it becomes the obligation of the student to complete the requirements as formulated. Changes in the program may be made by submitting a Petition for Change Form available from the Graduate School.

3. Residence Requirement

After admission to the doctoral program, students must spend at least three terms of full-time graduate academic work (at least 9 credits/term) on site at the Corvallis campus and a minimum of 36 graduate credits (from Oregon State University) must be completed as a Ph.D. student. Unless on approved Leave of Absence, all graduate students in graduate programs must register continuously for a minimum of 3 graduate credits, excluding summer session, until their degree is granted.

4. Advisor Selection

Because the Graduate School requires that new graduate students secure a Major Professor/Thesis Advisor before completing 18 credits toward their graduate program of study, graduate students admitted fall term must select a Thesis Advisor (Major Professor) by the end of the following winter term. Many incoming PhD students arrive at OSU having already secured a Ph.D. Major Professor/Thesis Advisor through previous agreement. For those students who have not secured a Ph.D. Major Professor/Thesis Advisor before arriving to campus, selection is a three-step process. The Environmental Graduate Committee Chair coordinates each step of the advisor selection process described below.

In the first step, students learn about the current research opportunities within the department. During fall term, new graduate students attend Seminar (ENVE 507) where faculty will present their present research interests as well as discuss opportunities for new graduate students in their research group.

As a second step, students are strongly encouraged to make appointments with individual faculty members to further discuss potential research projects. The new graduate students then complete the "New Graduate Student Thesis Advisor Preferences" form. This process must be completed and the form submitted to the Environmental Graduate Committee Chair by the end of the second week of winter term.

In the third step of the advisor selection process, the faculty will meet to discuss the new graduate student preferences as detailed in the completed "New Graduate Student Advisor Preferences" forms. The faculty member then contacts the student(s) they are interested in and makes an offer to each student to join the research group. This process is to be completed by the end of the seventh week of winter term. If the student accepts a faculty member's offer, then both faculty member and the student complete and sign the "Major Professor Selection for New Graduate Students" letter. This form is submitted to the Environmental Graduate Committee Chair by the last week of winter term.

The Environmental Graduate Committee Chair is the academic advisor for all graduate students who have not yet selected a Major Professor/Thesis Advisor. After the student has secured a Major Professor, the Major Professor assumes all academic advising responsibilities for the students.

In situations where no match is found between a faculty member and a new student, the Environmental Graduate Committee Chair or a designated faculty member will work with the School Head to place the student. If a suitable placement cannot be found, the student may be advised to seek a Masters of Engineering degree, M.Eng., which does not have a research and thesis component.

5. Oral Qualifying Examination

An Oral Qualifying Examination is required of all PhD candidates prior to the Preliminary Exam. The purpose of the exam is to ensure that each PhD candidate has a mastery of basic Environmental Engineering subjects. The Oral Qualifying Exam is a CBEE School requirement and should be taken upon completion of the first year of coursework. A committee consisting of a minimum of 3 Environmental Engineering graduate faculty members, including the Environmental Graduate Committee Chair, will administer the examination.

The exam should be scheduled for two hours and will consist of an oral examination of the candidate's breadth of understanding of fundamental Environmental Engineering knowledge.

One dissenting vote is permitted, but **no re-examination is permitted**. Failure to pass the qualifying exam will result in termination of the student's PhD candidacy. In appropriate cases, students may choose to complete a M.Eng. degree upon termination of their PhD candidacy.

6. Preliminary Examination

There are two components to preliminary examinations in the School of Chemical, Biological, and Environmental Engineering: (1) the Written Preliminary Examination, and (2) the Oral Preliminary Examination.

The written preliminary exam followed by an oral defense is intended to evaluate a PhD student's ability to utilize scientific literature, to think critically, to write creatively, to articulate ideas, and to demonstrate understanding of his/her specific field of study. The Preliminary Examination will consist of both written and oral parts. The oral part of this examination will also evaluate the student's breadth of knowledge in areas of broader focus, yet related to the area of research. Generally, the oral part of the exam will begin with an approximately 45 minute presentation by the student, in which he/she presents her research, and thus, the report contents. This will be followed by a question and answer session in which the committee can address both the research itself and also more general knowledge. Preliminary exams should be scheduled for *at least two hours*.

6.1 Written Preliminary Examination

The Written Preliminary Exam must be completed prior to the Oral Preliminary Exam. Candidates must write a proposal on their thesis topic and distribute it to their doctoral committee members at least *one week prior* to the date of the Oral Preliminary Exam.

Guidelines for the Written Research Proposal

This examination will also test the student's ability to develop, investigate, and defend their original research idea. The originality, scholarly quality, and the technical feasibility of the research proposal will be evaluated.

The format of the written research proposal required for the Preliminary Exam is as follows.

1. The report is intended to contain a summary of the student's research, to demonstrate knowledge in the area of research, progress so far, expected results, and a timeline for completing the research and thus to graduation.
2. This 'report' style document should contain an introduction, literature review, outline of major hypotheses, discussion of methods that will be used to test the hypotheses, preliminary findings up to the point of the exam, a summary, and a timeline indicating roughly when key elements of the research will be completed. Such a report would likely serve as a basis for the first several chapters of the PhD candidate's dissertation.
3. The written research proposal is limited to *fifteen single-spaced pages* (including references, timeline, etc.)
4. The written research proposal must be written by the PhD candidate with limited input from the thesis advisor.

6.2 Oral Preliminary Examination

The Oral Preliminary Examination is conducted by the student's doctoral committee and should cover the student's knowledge in his/her major and minor subjects. The examination consists of an oral defense of the proposal submitted in the Written Preliminary Examination on the candidate's proposed research topic. However, no more than one-half of the time should be devoted to specific aspects of the thesis project. The first part of the examination (i.e., the presentation and defense of the student's thesis proposal) is generally presented as a seminar to the student's doctoral committee. This portion should last no longer than 30 to 45 minutes. The committee will then ask questions relating to the thesis proposal, the candidate's course work, or the student's research. All members of the doctoral committee, including the GCR, are expected and encouraged to participate in examining the student. No committee member should be allowed to monopolize the examination, and the student must be given an adequate and fair opportunity to respond to the questions.

The examination will be scheduled for *at least two hours*, and the examination date must be scheduled with the Graduate School *at least one week in advance*.

If more than one negative vote is recorded by the examining committee, the candidate will have failed the oral examination. Only one re-examination is permitted.

At least one complete academic term must elapse between the time of the Oral Preliminary Examination and the Final Oral Examination. If more than five years elapse between these two examinations, the candidate must take another Oral Preliminary Examination.

7. Thesis

All PhD candidates must submit a thesis embodying the results of research and presenting evidence of originality and ability in independent investigation. The thesis must constitute a valid contribution to knowledge in the field of study, and must be based on the candidate's own investigation, including one or more of the following elements:

- Contribution to theory
- Development of new method for scientific investigation
- Generation of new scientific data which clearly contribute to the development of sciences
- Development and/or novel implementation of a numerical model

The thesis must reflect a mastery of the literature of the subject and be written in scientific format.

7.1 Graduate School Thesis Regulations

Regulations concerning the doctoral thesis are the same as those for the master's degree with the following exceptions:

- (1) An examination copy of the thesis must be presented to the Graduate School (and the doctoral committee members) *at least two weeks prior* to the final oral examination:

- (2) Within *six weeks* of the final oral examination, two final copies of the thesis must be submitted to the OSU library and one extra copy of the abstract and title page must be deposited unbound with the Graduate School.

8. Final Oral Examination

After completion of or while concurrently registered for all work required by the program, the student must pass a final oral examination. The final oral examination must be scheduled with the Graduate School *not less than two weeks* prior to the date of the examination. The final oral examination must be announced in the School of Chemical, Biological, and Environmental Engineering *no less than two weeks* prior to the examination date.

The thesis defense portion of the final oral examination is open to all interested persons. After the open portion of the exam, the examining committee excludes all other persons and continues with the examination of the candidate's knowledge of the field of study and the evaluation of the candidate's performance. The oral final examination should be scheduled for *at least two hours*.

8.1 Re-examination

The candidate is expected to defend their thesis during the final oral exam and show a satisfactory knowledge of his or her field. If more than one negative vote is recorded by the examining committee, the candidate has failed the examination. **Only one re-examination is permitted.**

8.2 Timing

The final oral examination must be taken within five years after the oral preliminary examination. If more than five years elapse, the candidate is required to take another oral preliminary examination. The student must be registered for at least 3 credits during the term the final examination is to take place.

December 9, 2011

To: Whom it may concern

From: Kenneth Williamson, Professor

Subject: Liaisons for Environmental Engineering Graduate Degrees Cat. 1 Proposal

Liaison comments were requested from the following person and organization both internal and external to OSU.

Internal to OSU

College and University Administration

Caru Green, Assistant Dean of Academic Programs, CAS

cary.green@oregonstate.edu

Jim Lundy, Executive Associate Dean, COE Jim.Lundy@oregonstate.edu

Sherman Bloomer, Dean, COS Sherman.bloomer@orst.edu

Hal Salwasser, Dean, COF Hal.salwasser@orst.edu

Tammy Bray, Dean, Public Health and Human Sciences,

trammy.bray@oregonstate.edu

Walt Loveland, Chair, Budgets and Fiscal Planning Committee

lovelanw@onid.orst.edu

Carolyn Aldwin, Chair, Graduate Council

carolyn.aldwin@oregonstate.edu

Mike Bailey, Chair, Curriculum Council

mike.bailey@oregonstate.edu

Brenda McComb, Dean, Graduate School

Brenda.mccomb@oregonstate.edu

Chairs and Heads

Biological and Ecological Engineering

John Bolte, Head john.bolte@oregonstate.edu

Crop and Soil Science

Russ Karow, Head russell.s.karow@orst.edu

Microbiology

Theo Dreher, Chair theo.dreher@oregonstate.edu

Forest Engineering, Resources and Management

Thomas Maness, Head thomas.maness@oregonstate.edu

Forest Ecosystems and Society

Paul Doescher, Interim Head paul.doescher@oregonstate.edu

Civil and Construction Engineering

David Trejo, Acting Head david.trejo@oregonstate.edu

Mechanical Engineering

Robert Stone, Acting Head rob.stone@oregonstate.edu

Electrical Engineering and Computer Science

Terri Fiez, Head Terri.fiez@oregonstate.edu

Nuclear Engineering

Kathy Higley, Head Kathryn.higley@oregonstate.edu

Water Resources Program

Mary Satelman, Director santelmm@geo.oregonstate.edu

Water Resources Engineering

Steve Lancaster, Associate Director

Stephen.Lancaster@geo.oregonstate.edu

Water Resources Science

Roy Hagerty, Associate Director hagertr@geo.oregonstate.edu

Water Resources Policy

Courtland Smith, Associate Director csmith@oregonstate.edu

Environmental Science Program

Andy Blaustein, Director blaustea@science.oregonstate.edu

Bioresource Research Program

Kate Field, Director kate.field@oregonstate.edu

Agricultural and Resource Economics

Susan Capalbo, Head capalbos@onid.orst.edu

Environmental and Molecular Toxicology

Craig Marcus, Head craig.marcus@oregonstate.edu

Public Health

Marie Harvey, Chair Marie.harvey@oregonstate.edu

External

Civil and Environmental Engineering, PSU

Scott Wells, Chair
scott@eas.pdx.edu

Environmental Science, PSU
Linda George, Chair georgel@pdx.edu

Environmental Studies, UO
Matthew Dennis, Graduate Studies mjdennis@uoregon.edu
Alan Dickman, Director adickman@uoregon.edu

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head tebo@ebs.ogi.edu

Copies of the letters of response are attached. No concerns were raised with the proposal.

Summary of Liaison Comments from OSU:

Terri Fiez, EECS:
Looks fine to me.

Robert Stone, MIME
MIME has no concerns with your proposal and supports it.

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trammy.bray@oregonstate.edu

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lovelanw@onid.orst.edu

Carolyn Aldwin, Chair, Graduate Council carolyn.aldwin@oregonstate.edu

Mike Bailey, Chair, Curriculum Council mike.bailey@oregonstate.edu

Brenda McComb, Dean, Graduate School Brenda.mccomb@oregonstate.edu

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Bioresource Research Program

Kate Field, Director kate.field@oregonstate.edu

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Environmental and Molecular Toxicology

Craig Marcus, Head craig.marcus@oregonstate.edu

Public Health

Marie Harvey, Chair Marie.harvey@oregonstate.edu

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scott@eas.pdx.edu

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Matthew Dennis, Graduate Studies mjdennis@uoregon.edu
Alan Dickman, Director adickman@uoregon.edu

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head tebo@ebs.ogi.edu

Copies of the letters of response are attached. No concerns were raised with the proposal.

Williamson, Kenneth J.

From: Fiez, Terri
Sent: Wednesday, November 23, 2011 11:46 AM
To: Williamson, Kenneth J.
Subject: RE: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

Ken,
Looks fine to me.
Terri

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 10:16 AM
To: Fiez, Terri; Roy Haggerty
Subject: FW: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:57 AM
To: Bolte, John; 'russell.s.karow@orst.edu'; 'Dreher, Theo'; Maness, Thomas; Maness, Thomas; Trejo, David; Stone, Rob; 'Terri.feiz@oregonstate.edu'; Higley, Kathryn A; 'santelmm@geo.oregonstate.edu'; 'Stephen.Lancaster@geo.oregonstate.edu'; Smith, Court; Blaustein, Andy; 'Field, Kate'; Capalbo, Susan M - ONID; Marcus, Craig; Harvey, Marie; 'hagertr@geo.oregonstate.edu'
Subject: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Biological and Ecological Engineering
John Bolte, Head

Crop and Soil Science
Russ Karow, Head

Microbiology
Theo Dreher, Chair

Forest Engineering, Resources and Management
Thomas Maness, Head

Forest Ecosystems and Society
Tom Adams, Head

Civil and Construction Engineering
David Trejo, Acting Head

Mechanical Engineering
Robert Stone, Acting Head

Electrical Engineering and Computer Science
Terri Feiz, Head

Nuclear Engineering
Kathy Higley, Head

Water Resources Program
Mary Satelman, Director

Water Resources Engineering
Steve Lancaster, Associate Director

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Andy Blaustein, Director

Bioresource Research Program
Kate Field, Director

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Susan Capalbo, Head

Environmental and Molecular Toxicology
Craig Marcus, Head

Public Health
Marie Harvey, Chair

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

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Please review the attached materials or send to the appropriate person in your unit and send comments, concerns, or support to me by December 1, 2011. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

KJW

Kenneth J. Williamson

Professor

School of Chemical, Biological and Environmental Engineering

541-737-6836

cell 541-752-3319

kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Robert B. Stone, Ph.D. [Rob.Stone@oregonstate.edu]
Sent: Tuesday, November 29, 2011 9:12 AM
To: Williamson, Kenneth J.
Subject: Re: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

Ken,

MIME has no concerns with your proposal and supports it. Thanks,

Rob

Robert B. Stone, Ph.D.
Professor and Interim Head
School of Mechanical, Industrial and Manufacturing Engineering
Oregon State University
208 Rogers Hall
Corvallis, Oregon 97331
Phone: 541-737-3638
rob.stone@oregonstate.edu
designengineeringlab.org

On Nov 26, 2011, at 4:02 PM, Williamson, Kenneth J. wrote:

Please note that the reply date was wrong....it should be December 8th

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:57 AM
To: Bolte, John; 'russell.s.karow@orst.edu'; 'Dreher, Theo'; Maness, Thomas; Maness, Thomas; Trejo, David; Stone, Rob; 'Terri.feiz@oregonstate.edu'; Higley, Kathryn A; 'santelmm@geo.oregonstate.edu'; 'Stephen.Lancaster@geo.oregonstate.edu'; Smith, Court; Blaustein, Andy; 'Field, Kate'; Capalbo, Susan M - ONID; Marcus, Craig; Harvey, Marie; 'hagertr@geo.oregonstate.edu'
Subject: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Biological and Ecological Engineering
John Bolte, Head

Crop and Soil Science
Russ Karow, Head

Microbiology
Theo Dreher, Chair

Forest Engineering, Resources and Management
Thomas Maness, Head

Forest Ecosystems and Society
Tom Adams, Head

Civil and Construction Engineering
David Trejo, Acting Head

Mechanical Engineering
Robert Stone, Acting Head

Electrical Engineering and Computer Science
Terri Feiz, Head

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Water Resources Program
Mary Satelman, Director

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Steve Lancaster, Associate Director

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Roy Hagerty, Associate Director

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Environmental Science Program
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Bioresource Research Program
Kate Field, Director

Agricultural and Resource Economics
Susan Capalbo, Head

Environmental and Molecular Toxicology
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Public Health
Marie Harvey, Chair

FROM: Kenneth Williamson

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Brad Tebo [tebo@ebs.ogi.edu]
Sent: Monday, December 05, 2011 8:42 PM
To: Williamson, Kenneth J.
Subject: Re: Cat. 1 for New Graduate Degrees in Environmental Engineering

Hi,

We have no objection to your proposed degrees.

Regards,
Brad

Bradley M. Tebo, Ph.D.
Professor and Division Head
Division of Environmental & Biomolecular Systems
Co-Director, Institute of Environmental Health
Oregon Health & Science University
20000 NW Walker Road
Beaverton, OR 97006

phone: 503-748-1992
fax: 503-748-1464
email: tebo@ebs.ogi.edu
web: <http://www.ebs.ogi.edu/tebo>
<http://www.ebs.ogi.edu/faculty/tebo>

On Nov 26, 2011, at 4:02 PM, Williamson, Kenneth J. wrote:

Please note that the reply date is wrong....it should be December 8th

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:53 AM
To: scott@eas.pdx.edu; georgel@pdx.edu; mjdennis@uoregon.edu; adickman@uoregon.edu; tebo@ebs.ogi.edu

Cc: Williamson, Kenneth J.

Subject: Cat. 1 for New Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Civil and Environmental Engineering, PSU
Scott Well, Chair

Environmental Science, PSU
Linda George, Chair

Environmental Studies, UO
Matthew Dennis, Graduate Studies Alan Dickman, Director

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

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Thank you for your time and input.

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Professor
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cell 541-752-3319
kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Alan Dickman [adickman@uoregon.edu]
Sent: Tuesday, November 29, 2011 9:48 AM
To: Williamson, Kenneth J.
Cc: Matthew Dennis; Andrew Marcus; Dana Johnston
Subject: Re: Cat. 1 for New Graduate Degrees in Environmental Engineering

Dear Kenneth:

I see no overlap with the Environmental Studies graduate program at the University of Oregon and your proposed new graduate degree in Environmental Engineering.

I wish you the best as you proceed with plans to develop this program.

Sincerely,

Alan

Alan Dickman

Director, Environmental Studies Program
Sr Instructor, Res. Assoc. Professor, Biology and Environmental Studies

office: 302 Pacific Hall
voice: 541 346-2549
facsimile: 541 346-2543

mail: Department of Biology, 1210 University of Oregon, Eugene, Oregon 97403-1210
internet: <http://biology.uoregon.edu/people/Dickman/dickman.php>
Environmental Studies: <http://envs.uoregon.edu/>

On Nov 28, 2011, at 3:37 PM, Williamson, Kenneth J. wrote:

Sorry...KJW

From: Alan Dickman [<mailto:adickman@uoregon.edu>]
Sent: Saturday, November 26, 2011 6:32 PM
To: Williamson, Kenneth J.
Cc: Matthew Dennis
Subject: Re: Cat. 1 for New Graduate Degrees in Environmental Engineering

Hi Kenneth

It looks like you forgot to include the attachment. I didn't get it, in any case. I don't recall getting anything back in October.

Alan

PS to Matt -- comments always welcome, but I'll coordinate a response on this

Alan Dickman

Director, Environmental Studies Program
Sr Instructor, Res. Assoc. Professor, Biology and Environmental Studies

office: 302 Pacific Hall
voice: 541 346-2549
facsimile: 541 346-2543

mail: Department of Biology, 1210 University of Oregon, Eugene, Oregon 97403-1210
internet: <http://biology.uoregon.edu/people/Dickman/dickman.php>
Environmental Studies: <http://envs.uoregon.edu/>

On Nov 26, 2011, at 4:02 PM, Williamson, Kenneth J. wrote:

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KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:53 AM
To: scott@eas.pdx.edu; georgel@pdx.edu; mjdennis@uoregon.edu; adickman@uoregon.edu; tebo@ebs.ogi.edu
Cc: Williamson, Kenneth J.
Subject: Cat. 1 for New Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Civil and Environmental Engineering, PSU
Scott Well, Chair

Environmental Science, PSU
Linda George, Chair

Environmental Studies, UO
Matthew Dennis, Graduate Studies Alan Dickman, Director

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head

FROM: Kenneth Williamson

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kenneth.williamson@oregonstate.edu

<Proposal.pdf>

Williamson, Kenneth J.

From: Mary Santelmann [santelmm@onid.orst.edu]
Sent: Thursday, December 08, 2011 5:06 PM
To: Williamson, Kenneth J.
Subject: RE: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

Ken,

I have no objection to making this change and providing students with an opportunity to represent their area of concentration in graduate school on their transcripts.

Best,

Mary

From: Williamson, Kenneth J. [<mailto:Kenneth.Williamson@oregonstate.edu>]
Sent: Wednesday, November 23, 2011 9:57 AM
To: Bolte, John; russell.s.karow@orst.edu; Dreher, Theo; Maness, Thomas; Maness, Thomas; Trejo, David; Stone, Rob; Terri.feiz@oregonstate.edu; Higley, Kathryn A; santelmm@geo.oregonstate.edu; Stephen.Lancaster@geo.oregonstate.edu; Smith, Court; Blaustein, Andy; Field, Kate; Capalbo, Susan M - ONID; Marcus, Craig; Harvey, Marie; hagertr@geo.oregonstate.edu
Subject: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Biological and Ecological Engineering
John Bolte, Head

Crop and Soil Science
Russ Karow, Head

Microbiology
Theo Dreher, Chair

Forest Engineering, Resources and Management
Thomas Maness, Head

Forest Ecosystems and Society
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cell 541-752-3319
kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Scott Wells [scott@cecs.pdx.edu]
Sent: Wednesday, November 23, 2011 11:37 AM
To: Williamson, Kenneth J.
Subject: RE: Cat. 1 for New Graduate Degrees in Environmental Engineering

Ken: Thanks for the notice – your Envir Engr students really need this to go through. I am on my way to Brazil for a few days – let's catch up one of these days. I thought you weren't doing this anymore? Cheers, Scott

From: Williamson, Kenneth J. [mailto:Kenneth.Williamson@oregonstate.edu]
Sent: Wednesday, November 23, 2011 9:53 AM
To: scott@eas.pdx.edu; georgel@pdx.edu; mjdennis@uoregon.edu; adickman@uoregon.edu; tebo@ebs.ogi.edu
Cc: Williamson, Kenneth J.
Subject: Cat. 1 for New Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

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Scott Well, Chair

Environmental Science, PSU
Linda George, Chair

Environmental Studies, UO
Matthew Dennis, Graduate Studies Alan Dickman, Director

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Bradley Tebo, Division Head

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Sherman Bloomer, Dean, COS Sherman.bloomer@orst.edu

Hal Salwasser, Dean, COF Hal.salwasser@orst.edu

Tammy Bray, Dean, Public Health and Human Sciences,

trammy.bray@oregonstate.edu

Walt Loveland, Chair, Budgets and Fiscal Planning Committee

lovelanw@onid.orst.edu

Carolyn Aldwin, Chair, Graduate Council carolyn.aldwin@oregonstate.edu

Mike Bailey, Chair, Curriculum Council mike.bailey@oregonstate.edu

Brenda McComb, Dean, Graduate School Brenda.mccomb@oregonstate.edu

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Kathy Higley, Head Kathryn.higley@oregonstate.edu

Water Resources Program

Mary Satelman, Director santelmm@geo.oregonstate.edu

Water Resources Engineering

Steve Lancaster, Associate Director

Stephen.Lancaster@geo.oregonstate.edu

Water Resources Science

Roy Hagerty, Associate Director hagertr@geo.oregonstate.edu

Water Resources Policy

Courtland Smith, Associate Director csmith@oregonstate.edu

Environmental Science Program

Andy Blaustein, Director blaustea@science.oregonstate.edu

Bioresource Research Program

Kate Field, Director kate.field@oregonstate.edu

Agricultural and Resource Economics

Susan Capalbo, Head capalbos@onid.orst.edu

Environmental and Molecular Toxicology

Craig Marcus, Head craig.marcus@oregonstate.edu

Public Health

Marie Harvey, Chair Marie.harvey@oregonstate.edu

External

Civil and Environmental Engineering, PSU

Scott Wells, Chair
scott@eas.pdx.edu

Environmental Science, PSU
Linda George, Chair georgel@pdx.edu

Environmental Studies, UO
Matthew Dennis, Graduate Studies mjdennis@uoregon.edu
Alan Dickman, Director adickman@uoregon.edu

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head tebo@ebs.ogi.edu

Copies of the letters of response are attached. No concerns were raised with the proposal.

Williamson, Kenneth J.

From: Fiez, Terri
Sent: Wednesday, November 23, 2011 11:46 AM
To: Williamson, Kenneth J.
Subject: RE: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

Ken,
Looks fine to me.
Terri

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 10:16 AM
To: Fiez, Terri; Roy Haggerty
Subject: FW: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:57 AM
To: Bolte, John; 'russell.s.karow@orst.edu'; 'Dreher, Theo'; Maness, Thomas; Maness, Thomas; Trejo, David; Stone, Rob; 'Terri.feiz@oregonstate.edu'; Higley, Kathryn A; 'santelmm@geo.oregonstate.edu'; 'Stephen.Lancaster@geo.oregonstate.edu'; Smith, Court; Blaustein, Andy; 'Field, Kate'; Capalbo, Susan M - ONID; Marcus, Craig; Harvey, Marie; 'hagertr@geo.oregonstate.edu'
Subject: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Biological and Ecological Engineering
John Bolte, Head

Crop and Soil Science
Russ Karow, Head

Microbiology
Theo Dreher, Chair

Forest Engineering, Resources and Management
Thomas Maness, Head

Forest Ecosystems and Society
Tom Adams, Head

Civil and Construction Engineering
David Trejo, Acting Head

Mechanical Engineering
Robert Stone, Acting Head

Electrical Engineering and Computer Science
Terri Feiz, Head

Nuclear Engineering
Kathy Higley, Head

Water Resources Program
Mary Satelman, Director

Water Resources Engineering
Steve Lancaster, Associate Director

Water Resources Science
Roy Hagerty, Associate Director

Water Resources Policy
Courtland Smith, Associate Director

Environmental Science Program
Andy Blaustein, Director

Bioresource Research Program
Kate Field, Director

Agricultural and Resource Economics
Susan Capalbo, Head

Environmental and Molecular Toxicology
Craig Marcus, Head

Public Health
Marie Harvey, Chair

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

The attached Category I proposal describes our proposed new graduate degrees in Environmental Engineering. In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your Department, School or Program of our intent to make this curricular change. The entire packet of materials for the proposal can be viewed at <https://secure.oregonstate.edu/ap/cps/proposals/view/82814>.

Please review the attached materials or send to the appropriate person in your unit and send comments, concerns, or support to me by December 1, 2011. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

KJW

Kenneth J. Williamson

Professor

School of Chemical, Biological and Environmental Engineering

541-737-6836

cell 541-752-3319

kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Robert B. Stone, Ph.D. [Rob.Stone@oregonstate.edu]
Sent: Tuesday, November 29, 2011 9:12 AM
To: Williamson, Kenneth J.
Subject: Re: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

Ken,

MIME has no concerns with your proposal and supports it. Thanks,

Rob

Robert B. Stone, Ph.D.
Professor and Interim Head
School of Mechanical, Industrial and Manufacturing Engineering
Oregon State University
208 Rogers Hall
Corvallis, Oregon 97331
Phone: 541-737-3638
rob.stone@oregonstate.edu
designengineeringlab.org

On Nov 26, 2011, at 4:02 PM, Williamson, Kenneth J. wrote:

Please note that the reply date was wrong....it should be December 8th

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:57 AM
To: Bolte, John; 'russell.s.karow@orst.edu'; 'Dreher, Theo'; Maness, Thomas; Maness, Thomas; Trejo, David; Stone, Rob; 'Terri.feiz@oregonstate.edu'; Higley, Kathryn A; 'santelmm@geo.oregonstate.edu'; 'Stephen.Lancaster@geo.oregonstate.edu'; Smith, Court; Blaustein, Andy; 'Field, Kate'; Capalbo, Susan M - ONID; Marcus, Craig; Harvey, Marie; 'hagertr@geo.oregonstate.edu'
Subject: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Biological and Ecological Engineering
John Bolte, Head

Crop and Soil Science
Russ Karow, Head

Microbiology
Theo Dreher, Chair

Forest Engineering, Resources and Management
Thomas Maness, Head

Forest Ecosystems and Society
Tom Adams, Head

Civil and Construction Engineering
David Trejo, Acting Head

Mechanical Engineering
Robert Stone, Acting Head

Electrical Engineering and Computer Science
Terri Feiz, Head

Nuclear Engineering
Kathy Higley, Head

Water Resources Program
Mary Satelman, Director

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Steve Lancaster, Associate Director

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Roy Hagerty, Associate Director

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Bioresource Research Program
Kate Field, Director

Agricultural and Resource Economics
Susan Capalbo, Head

Environmental and Molecular Toxicology
Craig Marcus, Head

Public Health
Marie Harvey, Chair

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Brad Tebo [tebo@ebs.ogi.edu]
Sent: Monday, December 05, 2011 8:42 PM
To: Williamson, Kenneth J.
Subject: Re: Cat. 1 for New Graduate Degrees in Environmental Engineering

Hi,

We have no objection to your proposed degrees.

Regards,
Brad

Bradley M. Tebo, Ph.D.
Professor and Division Head
Division of Environmental & Biomolecular Systems
Co-Director, Institute of Environmental Health
Oregon Health & Science University
20000 NW Walker Road
Beaverton, OR 97006

phone: 503-748-1992
fax: 503-748-1464
email: tebo@ebs.ogi.edu
web: <http://www.ebs.ogi.edu/tebo>
<http://www.ebs.ogi.edu/faculty/tebo>

On Nov 26, 2011, at 4:02 PM, Williamson, Kenneth J. wrote:

Please note that the reply date is wrong....it should be December 8th

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:53 AM
To: scott@eas.pdx.edu; georgel@pdx.edu; mjdennis@uoregon.edu; adickman@uoregon.edu; tebo@ebs.ogi.edu

Cc: Williamson, Kenneth J.

Subject: Cat. 1 for New Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Civil and Environmental Engineering, PSU
Scott Well, Chair

Environmental Science, PSU
Linda George, Chair

Environmental Studies, UO
Matthew Dennis, Graduate Studies Alan Dickman, Director

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

The attached Category I proposal describes our proposed new graduate degrees in Environmental Engineering. In accordance with the liaison criteria in the OSU Curricular Procedures Handbook, this memo serves as notification to your external program or unit of our intent to make this curricular change.

Please review the attached materials or send to the appropriate person in your unit and send any comments, concerns, or support to me by December 1, 2011. Your timely response is appreciated.

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Thank you for your time and input.

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Alan Dickman [adickman@uoregon.edu]
Sent: Tuesday, November 29, 2011 9:48 AM
To: Williamson, Kenneth J.
Cc: Matthew Dennis; Andrew Marcus; Dana Johnston
Subject: Re: Cat. 1 for New Graduate Degrees in Environmental Engineering

Dear Kenneth:

I see no overlap with the Environmental Studies graduate program at the University of Oregon and your proposed new graduate degree in Environmental Engineering.

I wish you the best as you proceed with plans to develop this program.

Sincerely,

Alan

Alan Dickman

Director, Environmental Studies Program
Sr Instructor, Res. Assoc. Professor, Biology and Environmental Studies

office: 302 Pacific Hall
voice: 541 346-2549
facsimile: 541 346-2543

mail: Department of Biology, 1210 University of Oregon, Eugene, Oregon 97403-1210
internet: <http://biology.uoregon.edu/people/Dickman/dickman.php>
Environmental Studies: <http://envs.uoregon.edu/>

On Nov 28, 2011, at 3:37 PM, Williamson, Kenneth J. wrote:

Sorry...KJW

From: Alan Dickman [<mailto:adickman@uoregon.edu>]
Sent: Saturday, November 26, 2011 6:32 PM
To: Williamson, Kenneth J.
Cc: Matthew Dennis
Subject: Re: Cat. 1 for New Graduate Degrees in Environmental Engineering

Hi Kenneth

It looks like you forgot to include the attachment. I didn't get it, in any case. I don't recall getting anything back in October.

Alan

PS to Matt -- comments always welcome, but I'll coordinate a response on this

Alan Dickman

Director, Environmental Studies Program
Sr Instructor, Res. Assoc. Professor, Biology and Environmental Studies

office: 302 Pacific Hall
voice: 541 346-2549
facsimile: 541 346-2543

mail: Department of Biology, 1210 University of Oregon, Eugene, Oregon 97403-1210
internet: <http://biology.uoregon.edu/people/Dickman/dickman.php>
Environmental Studies: <http://envs.uoregon.edu/>

On Nov 26, 2011, at 4:02 PM, Williamson, Kenneth J. wrote:

Please note that the reply date is wrong....it should be December 8th....

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

From: Williamson, Kenneth J.
Sent: Wednesday, November 23, 2011 9:53 AM
To: scott@eas.pdx.edu; georgel@pdx.edu; mjdennis@uoregon.edu; adickman@uoregon.edu; tebo@ebs.ogi.edu
Cc: Williamson, Kenneth J.
Subject: Cat. 1 for New Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Civil and Environmental Engineering, PSU
Scott Well, Chair

Environmental Science, PSU
Linda George, Chair

Environmental Studies, UO
Matthew Dennis, Graduate Studies Alan Dickman, Director

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

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Thank you for your time and input.

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

<Proposal.pdf>

Williamson, Kenneth J.

From: Mary Santelmann [santelmm@onid.orst.edu]
Sent: Thursday, December 08, 2011 5:06 PM
To: Williamson, Kenneth J.
Subject: RE: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

Ken,

I have no objection to making this change and providing students with an opportunity to represent their area of concentration in graduate school on their transcripts.

Best,

Mary

From: Williamson, Kenneth J. [<mailto:Kenneth.Williamson@oregonstate.edu>]
Sent: Wednesday, November 23, 2011 9:57 AM
To: Bolte, John; russell.s.karow@orst.edu; Dreher, Theo; Maness, Thomas; Maness, Thomas; Trejo, David; Stone, Rob; Terri.feiz@oregonstate.edu; Higley, Kathryn A; santelmm@geo.oregonstate.edu; Stephen.Lancaster@geo.oregonstate.edu; Smith, Court; Blaustein, Andy; Field, Kate; Capalbo, Susan M - ONID; Marcus, Craig; Harvey, Marie; hagertr@geo.oregonstate.edu
Subject: Cat. 1 Proposal for Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Biological and Ecological Engineering
John Bolte, Head

Crop and Soil Science
Russ Karow, Head

Microbiology
Theo Dreher, Chair

Forest Engineering, Resources and Management
Thomas Maness, Head

Forest Ecosystems and Society
Tom Adams, Head

Civil and Construction Engineering
David Trejo, Acting Head

Mechanical Engineering
Robert Stone, Acting Head

Electrical Engineering and Computer Science
Terri Feiz, Head

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Water Resources Program
Mary Satelman, Director

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Steve Lancaster, Associate Director

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Courtland Smith, Associate Director

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Bioresource Research Program
Kate Field, Director

Agricultural and Resource Economics
Susan Capalbo, Head

Environmental and Molecular Toxicology
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Marie Harvey, Chair

FROM: Kenneth Williamson

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Thank you for your time and input.

KJW

Kenneth J. Williamson
Professor
School of Chemical, Biological and Environmental Engineering
541-737-6836
cell 541-752-3319
kenneth.williamson@oregonstate.edu

Williamson, Kenneth J.

From: Scott Wells [scott@cecs.pdx.edu]
Sent: Wednesday, November 23, 2011 11:37 AM
To: Williamson, Kenneth J.
Subject: RE: Cat. 1 for New Graduate Degrees in Environmental Engineering

Ken: Thanks for the notice – your Envir Engr students really need this to go through. I am on my way to Brazil for a few days – let's catch up one of these days. I thought you weren't doing this anymore? Cheers, Scott

From: Williamson, Kenneth J. [mailto:Kenneth.Williamson@oregonstate.edu]
Sent: Wednesday, November 23, 2011 9:53 AM
To: scott@eas.pdx.edu; georgel@pdx.edu; mjdennis@uoregon.edu; adickman@uoregon.edu; tebo@ebs.ogi.edu
Cc: Williamson, Kenneth J.
Subject: Cat. 1 for New Graduate Degrees in Environmental Engineering

DATE: October 17, 2011

TO:

Civil and Environmental Engineering, PSU
Scott Well, Chair

Environmental Science, PSU
Linda George, Chair

Environmental Studies, UO
Matthew Dennis, Graduate Studies Alan Dickman, Director

Division of Environmental and Biomolecular Systems, OHSU
Bradley Tebo, Division Head

FROM: Kenneth Williamson

SUBJECT: Curriculum Liaison

The attached Category I proposal describes our proposed new graduate degrees in Environmental Engineering. In accordance with the liaison criteria in the OSU Curricular Procedures Handbook, this memo serves as notification to your external program or unit of our intent to make this curricular change.

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Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

KJW

Kenneth J. Williamson

Professor

School of Chemical, Biological and Environmental Engineering

541-737-6836

cell 541-752-3319

kenneth.williamson@oregonstate.edu

Table 1. New Resources

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Chemical, Biological and Environmental Engineering

Academic Year: 2012-2013

Indicate the year: x First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | 0 | | | | | 0 |
| Graduate Assistants (Include FTE) | 0 | | | | | 0 |
| Support Staff (Include FTE) | 0 | | | | | 0 |
| Fellowships/Scholarships | 0 | | | | | 0 |
| OPE | 0 | | | | | 0 |
| Nonrecurring | 0 | | | | | 0 |
| Personnel Subtotal | 0 | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | 0 | | | | | 0 |
| Library/Electronic | 0 | | | | | 0 |
| Supplies and Services | \$2,000 | | | | | \$2,000 |
| Equipment | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Other Resources Subtotal | \$2,000 | | | | | \$2,000 |
| Physical Facilities | | | | | | |
| Construction | 0 | | | | | 0 |
| Major Renovation | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Physical Facilities Subtotal | 0 | | | | | 0 |
| GRAND TOTAL | \$2,000 | | | | | \$2,000 |

Table 1. New Resources

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Chemical, Biological and Environmental Engineering

Academic Year: 2013-2014

Indicate the year: First x Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | 0 | | | | | 0 |
| Graduate Assistants (Include FTE) | 0 | | | | | 0 |
| Support Staff (Include FTE) | 0 | | | | | 0 |
| Fellowships/Scholarships | 0 | | | | | 0 |
| OPE | 0 | | | | | 0 |
| Nonrecurring | 0 | | | | | 0 |
| Personnel Subtotal | 0 | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | 0 | | | | | 0 |
| Library/Electronic | 0 | | | | | 0 |
| Supplies and Services | \$2,050 | | | | | \$2,050 |
| Equipment | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Other Resources Subtotal | \$2,050 | | | | | \$2,050 |
| Physical Facilities | | | | | | |
| Construction | 0 | | | | | 0 |
| Major Renovation | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Physical Facilities Subtotal | 0 | | | | | 0 |
| GRAND TOTAL | \$2,050 | | | | | \$2,050 |

Table 1. New Resources

Institution: Oregon State University

Program: Chemical, Biological and Environmental Engineering

Academic Year: 2014-2015 _____

Indicate the year: _____ First _____ Second
 x _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | 0 | | | | | 0 |
| Graduate Assistants (Include FTE) | 0 | | | | | 0 |
| Support Staff (Include FTE) | 0 | | | | | 0 |
| Fellowships/Scholarships | 0 | | | | | 0 |
| OPE | 0 | | | | | 0 |
| Nonrecurring | 0 | | | | | 0 |
| Personnel Subtotal | 0 | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | 0 | | | | | 0 |
| Library/Electronic | 0 | | | | | 0 |
| Supplies and Services | \$2,100 | | | | | \$2,100 |
| Equipment | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Other Resources Subtotal | \$2,100 | | | | | \$2,100 |
| Physical Facilities | | | | | | |
| Construction | 0 | | | | | 0 |
| Major Renovation | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Physical Facilities Subtotal | 0 | | | | | 0 |
| GRAND TOTAL | \$2,100 | | | | | \$2,100 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Institution: Oregon State University
 Program: Chemical, Biological and Environmental Engineering
 Academic Year: 2015-2016

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | 0 | | | | | 0 |
| Graduate Assistants (Include FTE) | 0 | | | | | 0 |
| Support Staff (Include FTE) | 0 | | | | | 0 |
| Fellowships/Scholarships | 0 | | | | | 0 |
| OPE | 0 | | | | | 0 |
| Nonrecurring | 0 | | | | | 0 |
| Personnel Subtotal | 0 | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | 0 | | | | | 0 |
| Library/Electronic | 0 | | | | | 0 |
| Supplies and Services | \$2,150 | | | | | \$2,150 |
| Equipment | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Other Resources Subtotal | \$2,150 | | | | | \$2,150 |
| Physical Facilities | | | | | | |
| Construction | 0 | | | | | 0 |
| Major Renovation | 0 | | | | | 0 |
| Other Expenses | 0 | | | | | 0 |
| Physical Facilities Subtotal | 0 | | | | | 0 |
| GRAND TOTAL | \$2,150 | | | | | \$2,150 |

1. Review - College Approver - Engineering

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *February 10, 2012 11:18am*

Comments

Sarah Williams (College Approver - Engineering) February 10, 2012 11:18am
Returning to Originator to upload additional document. SW

2. Originator Response

[Kenneth Williamson](#) Emeritus Appointment / Sch of Civil/Constr Engr, *February 10, 2012 11:37am*

Comments

Kenneth Williamson February 10, 2012 11:37am
Done...KJW

3. Review - College Approver - Engineering

Approved by [Mario Magana](#) Associate Professor / Sch Elect Engr/Comp Sci, *February 15, 2012 12:33pm*

Comments

Mario Magana (College Approver - Engineering) February 15, 2012 12:33pm
Liansons don't have objections and all other criteria are satisfied.

4. Review - Curriculum Coordinator

Approved by [Gary Beach](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *February 27, 2012 10:48am*

Comments

Gary Beach (Curriculum Coordinator) February 27, 2012 10:48am
This proposal was submitted, by email notification, to the Budgets and Fiscal Planning Committee for their review on February 10, 2012. --Gary

5. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), *March 15, 2012 2:21pm*

DATE: May 20th 2012

CATEGORY I REVIEW – Graduate Programs in Environmental Engineering (EE)

GC REVIEWER – Vinod Narayanan

BRIEF BACKGROUND – EE program resides within the School of Chemical Biological and Environmental Engineering. Previously, it was housed in the Civil, Construction and Environmental Engineering Department. In either case, students specializing in EE were/are awarded Civil engineering or Chemical Engineering degrees. As a "truth in advertising" the ChemE faculty would rather that the EE majors got EE degrees. This sentiment has been apparently felt by the EE grad students as well for several years. What is sought through this Cat I is discipline-specific graduate degrees in Environmental Engineering (MS, MEng, PhD).

REVIEWER COMMENTS – This is a pretty straightforward proposal. No new courses are being proposed; need is well documented; faculty have been teaching courses and mentoring students in this area- it is just that students will now be able to call themselves EE graduates. So, there is no major change. The faculty and courses currently exist to support this graduate program and nothing much changes. Between 20 and 40 students exist in this program on average. This will only be an on-campus program. Liaison comments were all positive and supported this change.

1. Need for this graduate program – the need is not an issue here since this program has existed for several years; students have been placed in industry, government agencies, internationally, and in academia.
2. Implementation – all courses exist and no major changes are needed; faculty are already bringing in grants to support students
3. Resources – faculty, staff, infrastructure – all are in place

At the APC there was only one issue pertinent to the GC that was brought up. This pertained to the need to revise the Learning Outcomes to be consistent with those set by the GC as well as the assessment plan for these outcomes. This change has since been incorporated into the Cat I. Other comments are listed per the suggested review outline.

1. MISSION STATEMENT – consistent with OSU strategic priorities in sustainable earth systems, improving health and wellness and promotion of economic growth and social progress.
2. ACCREDITATION – no accreditation is sought for the graduate degrees
3. NEED (Evidence of market demand) – exit student employment data is provided strongly suggesting need. Support letter from Bend Research is also provided.

4. OUTCOMES AND QUALITY ASSESSMENT – completed, no big issues here. Only needs a clarification regarding the assessment of Outcome 3 – The assessment plan for ethical conduct includes completion of CHE 507 Seminar – please describe how ethical aspects are integrated into this seminar series.
5. PROGRAM INTEGRATION AND COLLABORATION – no collaboration is proposed. PSU and OHSU/OGI offer programs in environmental science and/or engineering. OSU program complements these. It is the only program with strong emphasis in traditional EE focused on the built environment.
6. FINANCIAL STABILITY – stable; faculty line and TA support already exists; students are funded through GTAs and GRAs. All listed faculty are active in research.
7. EXTERNAL REVIEW – list of reviewers have been suggested external to the State.



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☒ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Graduate Certificate in College and University Teaching

September 2012

Department/Program:

College:

Brenda McComb

Brenda McComb

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Brenda McComb 4/5/12
Sign (Dept Chair/Head; Director) Date

Brenda McComb 4/5/12
Sign (Dean of College) Date

Brenda McComb
Print (Department Chair/Head; Director)

Brenda McComb
Print (Dean of College)

Executive Summary

The certificate curriculum was developed by the campus wide committee described in 1.b. The 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current OSU graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. This proposed certificate has three primary goals:

- 1) To elevate the quality of instruction provided to OSU undergraduate students by Graduate Teaching Assistants (GTAs) by offering graduate students training and development opportunities related to pedagogy and engagement.
- 2) To create a cadre of highly skilled graduate teaching assistants at OSU. Not only will these GTAs provide valuable instruction to OSU undergraduates, they may eventually assist in the training of less experienced graduate students. We anticipate that this program, and the possibility of serving in an advanced mentorship role, will be attractive enough that it will help recruit highly capable graduate students to OSU.
- 3) To enhance the initial employability, preparedness, and early career development of graduate students who have completed this graduate certificate at OSU.

The proposed 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. The general structure of the certificate is

- core coursework (8 credits)
- specialized coursework and experiences (4 credits)
- supervised teaching internship (3 credits)
- capstone teaching portfolio (3 credits)

Graduate students completing this Graduate Certificate program will receive a formal, transcript-visible credential and will be better prepared to compete in the national and international marketplace for highly sought after faculty positions in colleges and universities. The certificate in College and University Teaching will be granted through the Graduate School.

Students who successfully complete all experiences associated with the graduate certificate will have the skills and knowledge to:

- Describe and discuss key theories, orientations, models, and principles of learning and development in adulthood
 - As measured by the successful completion of AHE 553 and all related assignments and the development of a capstone portfolio
- Develop a college and university course, including the creation of a course syllabus with learning outcomes, a plan for assessing student learning, and related and engaging instructional activities
 - As measured by the successful completion of AHE 547 and all related assignments and the development of a capstone portfolio
 - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio
- Design and deliver quality instructional activities to college and university students and make changes to instruction in response to feedback from students, peers, and colleagues
 - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio

- Identify key instructional issues or trends within a specific discipline or area of professional interest
 - As measured by the successful completion of specialized coursework and/or workshops and all related assignments and the development of a capstone portfolio
- Conduct a self-appraisal of instructional skills, identify areas of improvement, and articulate a philosophy of teaching
 - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
 - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio

The funding to support this program will be provided through the Graduate School with a commitment from the Provost to increase the Graduate School recurring budget to cover annual costs for a 0.5 FTE Program Director, administrative support and instructor time.

Oregon State University
Graduate Certificate in College and University Teaching

Preliminary Draft of the Category 1 proposal
CPS tracking #: To Be Determined
March 2012

1. Certificate Program Overview

a.

CIP#: 131299

Title: Teacher Education and Professional Development, Specific Levels and Methods, Other.

Definition: Any instructional program in teacher Education and professional development not listed above. *Examples: [Distance Learning Teacher], [Online Teaching], Postsecondary Instructor Education], [College Teaching].*

b. Brief overview including description and rationale:

1. The proposed certificate is an outgrowth of several years of conversations involving numerous faculty members and administrators who are interested in improving the quality of undergraduate learning and in enhancing graduate students' professional development in the area of teaching. These conversations revealed widespread interest in and support for the development of a centralized educational opportunity for OSU graduate students. To move this general interest forward to action, in the fall of 2008, the Dean of the Graduate School invited a committee to develop a curriculum proposal leading to the establishment of a graduate certificate in teaching and learning. The committee members at that time included: Gary DeLander, Toni Doolen, Robert Duncan, Larry Enochs, Cary Green, Jeff Hale, Ed Jensen, Bob Mason, Peter Saunders, Greg Thompson, Sue Tornquist, Janine Trempy, and Jessica White. Considerable progress was made toward envisioning a graduate certificate program in college and university teaching. In the summer of 2011, Brenda McComb, Dean of the Graduate School, reconvened many members of the original work group to continue work. Members of that second committee included Gary DeLander, Toni Doolen, Robert Duncan, Larry Enochs, Cary Green, Mark Hoffman, Ed Jensen, Robert Mason, Brenda McComb, Susan Shaw, Greg Thompson, Janine Trempy, and Jessica White.

The proposed certificate has three primary goals:

- 1) To elevate the quality of instruction provided to OSU undergraduate students by Graduate Teaching Assistants (GTAs) by offering graduate students training and development opportunities related to pedagogy and engagement.
- 2) To create a cadre of highly skilled graduate teaching assistants at OSU. Not only will these GTAs provide valuable instruction to OSU undergraduates, they may eventually assist in the training of less experienced graduate students. We anticipate that this program, and the possibility of serving in an advanced mentorship role, will be attractive enough that it will help recruit highly capable graduate students to OSU.

- 3) To enhance the initial employability, preparedness, and early career development of graduate students who have completed this graduate certificate at OSU.

The proposed 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. The general structure of the certificate is

- core coursework (8 credits)
- specialized coursework and experiences (4 credits)
- supervised teaching internship (3 credits)
- capstone teaching portfolio (3 credits)

The core courses will focus on educational/learning theory and instructional strategies for working with adult learners. The specialized coursework will include student-selected coursework, workshops, and/or other approved experiences appropriate to the student's field of study. The supervised teaching internship will allow students to engage in supervised field experiences to practice and refine instructional skills. The capstone teaching portfolio will provide a culminating professional development experience for students.

Graduate students completing this Graduate Certificate program will receive a formal, transcript-visible credential and will be better prepared to compete in the national and international marketplace for highly sought after faculty positions in colleges and universities. In the past fifteen years, more than 45 leading doctoral degree granting universities have launched Preparing Future Faculty (PFF) programs (see <http://www.cgsnet.org/Default.aspx?tabid=226>) with goals similar to those associated with the proposed certificate. OSU graduate students who receive the graduate certificate in College and University Teaching will be better positioned to compete for jobs with those students who have participated in Preparing Future Faculty and similar programs and will have opportunities to develop competencies related to teaching.

The certificate in College and University Teaching will be granted through the Graduate School. There are currently five interdisciplinary and multi-departmental graduate programs housed in the Graduate School. Because this certificate has a strong interdisciplinary emphasis, in that it intends to attract students from all colleges on campus, and because the Graduate School has traditionally been the administrative home for interdisciplinary graduate programs, this organizational structure is critical to the successful creation and deployment of the certificate at OSU. Furthermore, housing this program in the Graduate School reinforces the campus wide reach of the program while leveraging scarce resources and fostering a cross and multi-disciplinary structure. Core coursework for the certificate will be offered in partnership with the College of Education. Other colleges and units will provide the remaining coursework and experiential opportunities.

Table 1. Summary of Proposed New Program

| |
|---|
| NEW: |
| <ul style="list-style-type: none">Title: Graduate Certificate in College and University Teaching (CIP#131299) |
| Program Type: |
| <ul style="list-style-type: none">Graduate, multidisciplinary |
| Ares of Concentration |
| <ul style="list-style-type: none">None |
| Academic Unit Home: |
| <ul style="list-style-type: none">Graduate School |
| Delivery Mode and Location: |
| <ul style="list-style-type: none">OSU Main CampusOSU Ecampus |
| Accreditation: |
| <ul style="list-style-type: none">None |
| Effective Term |
| <ul style="list-style-type: none">Fall 2012 |

c. When will the program be operational, if approved?

Fall, 2012, or as soon as feasible.

2. Course of Study

a. Briefly describe the proposed curriculum.

The certificate curriculum was developed by the campus wide committee described in 1.b. The 18-credit graduate certificate in College and University Teaching is designed to provide advanced coursework and experiential learning opportunities to current OSU graduate students who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation. Once this program is in place and it has been assessed and should there be market demand, the certificate may be made available via Ecampus for students beyond the OSU campus.

Recipients of the certificate will effectively facilitate undergraduate student learning at the college and university level and possess experience and skills needed to support successful career paths in higher education or other related settings. Graduate students who envision careers beyond university instruction in fields such as business or engineering will also benefit from this certificate, as the proposed curriculum will focus on how to facilitate adult learning, whether that be through instructing students in the

classroom, designing and delivering corporate training sessions, or leading design teams in industry. Additionally, the intentionally flexible curriculum will allow students to create learning opportunities that are most applicable to their circumstances and needs.

The graduate certificate curriculum will be extremely valuable to OSU Graduate Teaching Assistants who engage in the broad range of instructional assignments, including developing and teaching their own classes, leading labs and recitations, or engaging in other responsibilities meant to provide support to faculty members. It is anticipated that this foundational knowledge of teaching and learning will improve the quality of the student experience for those undergraduates who are enrolled in courses that utilize OSU GTAs for instructional and support activities.

The certificate curriculum is comprised of

- Core coursework, required by all students seeking the certificate (8 credits)
 - AHE 547: Instructional Strategies for Adult Learners (4 credits)
 - AHE 553: Adult Learning and Development (4 credits)
- Specialized coursework and experiences, specific selection of which will be determined by students and the program(s) for which they teach (4 credits)
 - Discipline-specific courses approved by the Graduate Teaching Certificate Committee. These courses may include any of the following and may include others as disciplines deliver additional for-credit experiences:
 - AED 553: Applied Instructional Strategies (3 credits)
 - AHE 507: Seminar in GTA Training and Development (1 credit)
 - MB 699: Special Topics/Student Success in the Classroom (2 credits)
 - SED 596: Methods of College Teaching in Mathematics and Science (3 credits)
 - SED 599: Communicating Ocean Sciences to Informal Audiences (3 credits)
 - WR 520: Studies in Writing (4 credits)
 - WS 535: Feminist Teaching and Learning (3 credits)
 - ECAMPUS COURSE ON ONLINE LEARNING (under development) (3 credits)

OR

- Workshops offered by the Center for Teaching and Learning (CTL) and Teaching Across the Curriculum (TAC). Similar to the academic courses, one credit shall be equivalent to ten hours of workshop attendance, two credits shall be equivalent to 20 hours of workshop attendance, three credits shall be equivalent to 30 hours of workshop attendance, and four credits shall be equivalent to 40 hours of workshop attendance. To receive credit for CTL or TAC workshops attended, students must register in advance and attend the entire workshop. Attendance sheets managed by the CTL and TAC will provide documentation of registration and attendance. Students will register for academic credits associated with their level of workshop attendance. Students must maintain a reflective journal for all workshops attended and then submit a reflective paper after all workshops are completed that analyzes and synthesizes ideas from the various workshop topics and addresses how they applied what they learned from the workshops to an actual teaching/learning

situation. Credits will be assigned to an IST 599 course based on number of workshops successfully completed.

- IST 610: Supervised teaching internship (3 credits) [Category II proposal under consideration]
 - The internship will be supervised by a faculty member affiliated with the certificate program who will maintain regular contact with students and site supervisors, guide interns in activities designed to maximize learning and skill development, and assign final grades. An internship could include activities associated with a traditional GTA assignment on the OSU campus, an experience at another college, university, community college, or another approved experience.
- IST 607: Capstone teaching portfolio (3 credits) [Category II proposal under consideration]
 - The culminating experience will be the development of an individual teaching portfolio which may contain elements such as a statement of teaching philosophy, curriculum vitae, a video recording and analysis of the student's teaching, samples of graded student work, student, peer, or supervisor evaluations of teaching, video sample course materials such as course syllabi, learning activities, assessment tools, and uses of technology to support learning. The capstone teaching portfolio will be guided and instructed by the Director of the certificate program as part of a graded for-credit course.

The core courses will focus on adult learning theory and on instructional strategies for adult learners. The intent of the core coursework is to provide a solid theoretical and pedagogical foundation for working with adult learners. The specialized coursework comprises practitioner specific skill development, workshops, and/or other sessions appropriate to students' fields of study. The intent of the specialized coursework/experiences is for students to identify and participate in other opportunities that address learning specific to their discipline or a particular area in which they require further training. The supervised teaching internship is intended to support students in their "hands-on" instructional experiences where they are encouraged to hone their skills and reflect upon the experiences in thoughtful and purposeful ways with a university faculty member. The capstone teaching portfolio is meant to provide a culminating experience for students whereby they demonstrate and articulate their knowledge and skills in the area of teaching and learning.

Based on a recent survey of OSU graduate students (see Section 4: Evidence of Need for Additional Details), it is expected that there also will be a strong demand among some graduate students for taking some of the coursework without completing the entire certificate. For some graduate students, their schedules may prohibit them from completing the full 18 credits, or they may already possess some prior skills or training. Students actively pursuing the certificate will be offered priority registration for the two core class (AHE 547 and AHE 553), the supervised teaching internship (IST 610), and the capstone teaching portfolio (IST 607) after which graduate students at large will be permitted to enroll.

It is also expected that some students may wish to be admitted to the certificate program after completing some of the required or specialized coursework. Petitions to

be admitted under these circumstances and transfer existing work to meet the requirements of the certificate will be considered on a case by case basis.

b. Describe new courses; include proposed course numbers, titles, credit hours, and course descriptions.

No new courses are proposed in conjunction with this certificate. Coursework and experiences will be offered in partnership with the College of Education and other colleges and units as deemed appropriate.

c. Provide a discussion of any non-traditional learning modes to be utilized in the new courses, including, but not limited to: 1) the role of technology, 2) the use of career development activities such as internships.

Technology, primarily via Blackboard, will be used to support ongoing communication with on-campus students pursuing the certificate and to maintain a virtual community during experiences such as the internship and the capstone experience.

This program will offer a blend of theoretical and practical learning approaches. The supervised internship and capstone portfolio experiences are critical to the overall design of the graduate certificate and will solidify learning by contextualizing pedagogical training and promoting professional development. Because this certificate program will attract graduate students from a wide range of degree programs across campus at OSU, it will have an added benefit of providing a cross-disciplinary learning experience for graduate student participants.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Students who successfully complete all experiences associated with the graduate certificate will have the skills and knowledge to:

- Describe and discuss key theories, orientations, models, and principles of learning and development in adulthood
 - As measured by the successful completion of AHE 553 and all related assignments and the development of a capstone portfolio
- Develop a college and university course, including the creation of a course syllabus with learning outcomes, a plan for assessing student learning, and related and engaging instructional activities
 - As measured by the successful completion of AHE 547 and all related assignments and the development of a capstone portfolio
 - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio
- Design and deliver quality instructional activities to college and university students and make changes to instruction in response to feedback from students, peers, and colleagues
 - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
- Identify key instructional issues or trends within a specific discipline or area of professional interest

- As measured by the successful completion of specialized coursework and/or workshops and all related assignments and the development of a capstone portfolio
- Conduct a self-appraisal of instructional skills, identify areas of improvement, and articulate a philosophy of teaching
 - As measured by the successful completion of AHE 510/610 and all related assignments and the development of a capstone portfolio
 - As measured by the successful completion of AHE 507/607 and all related assignments and the development of a capstone portfolio

e. Is there a maximum time allowed for a student to complete this program? If so, please explain.

The graduate certificate program is designed to be completed in two years. Though the certificate committee believes that a cohort approach would enhance students' experience, it was recognized that students would desire the opportunity to enter the program at different times given the demanding and varied schedules of graduate students at OSU. Students will be bound by all standard Graduate School policies and timelines (e.g., completing a Master's degree within a 7-year time period) regardless of progress toward completion of the graduate certificate.

3. Accreditation of the Program

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

NA

b. If applicable, does the proposed program meet professional accreditation standards?

NA

4. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

There is currently no centralized professional development program at OSU designed to provide advanced coursework and experiential learning opportunities to current graduate students or those beyond campus who plan to pursue careers in teaching and instruction in higher education settings or who plan to pursue careers that require similar skill sets in facilitation.

The Center for Teaching and Learning offers a campus-wide new GTA orientation, a variety of GTA-focused workshops, and a newly developed leadership opportunity for veteran GTAs called the GTA Fellows Program. This proposed certificate will collaborate with these and other existing campus efforts to increase the depth and breadth of offerings for GTAs.

Other seminars and lectures are offered on an ad hoc or intermittent basis to students in specific degree programs. Similarly, specific courses aimed at GTA development are offered by various units independently on a smaller scale. However, none of these activities has been integrated to create a meaningful or structured learning opportunity resulting in a formal certificate credential. This proposed certificate intends to create a rigorous, centralized, and efficient means for graduate students to acquire the skills and knowledge needed to compete successfully for future university teaching positions.

In comparison with other colleges and universities nationally, a recent study of structured professional development opportunities for graduate and professional students (Kalish, et al, 2009) found that of the 258 institutions studied, 81 (31.4%) already had well developed certificates related to teaching and learning, with six others having a program under development. Of the very high research institutions in the study, 45 (52.9%) had graduate certificate programs. In this respect, OSU is lagging behind its peers in the delivery of structured training and development opportunities to its graduate students. Clearly, creation of this certificate does not position OSU as a leader in the preparation of future college and university faculty members. But it *will* contribute toward filling the gap between professional development opportunities offered at OSU and those that have been offered at peer institutions for well over a decade.

Similarly, in its recent Assessment of the Research Doctorate, the National Research Council collected extensive data related to the quality of doctoral programs. Whether the institution, program, or both offered “Organized training to help students improve teaching skills” was among a list of types of student support for which data were collected. The inclusion of this item in this critical national study is another clear indicator of the importance of launching this graduate certificate program. Indeed, the reasons for offering this certificate program are clear, compelling, and well-documented. To responsibly serve our undergraduate and graduate students requires us to provide such professional development opportunities.

It is important to note that this commitment to graduate student development is consistent with the *Oregon State University Strategic Plan-Phase II, 2008-2013*. Within the plan, and despite daunting economic challenges statewide, OSU has confirmed its commitment to providing outstanding academic programs that further strengthen its performance and pre-eminence within its three signature areas of excellence (Goal #1). Within this goal, the University’s leaders have stated that “rais[ing] the profile of graduate education at OSU through repositioning of existing programs and introducing targeted new programs to support OSU’s three areas of excellence” is an important initiative toward meeting this objective. Similarly, in meeting the goal of providing an excellent teaching and learning environment (Goal #2), the quality of teaching skills is highlighted as crucial. Accordingly, steps must be taken to “Ensure all teaching faculty contribute to a learner-centered academic experience.” This proposed graduate certificate in college and university teaching represents a collective institutional effort to raise the profile of graduate education campus-wide and foster excellence in teaching among those graduate students who are responsible for considerable portions of the university’s instruction.

- b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.**

“Re-envisioning the PhD” (Nyquist & Woodford, 2000), a project located at the University of Washington Graduate School (see http://depts.washington.edu/envision/project_resources/index.html), attempted to answer the question, “How can we re-envision the Ph.D. to meet the needs of the society of the 21st Century?” The researchers interviewed and surveyed leaders in higher education, K-12 education, doctoral students, government agencies, business and industry, and foundations to learn their concerns about the way US doctoral education has been conducted in the modern era. Among the findings was the following concern voiced by institutions of higher education:

Lack of pedagogical training means that new faculty are not prepared to teach today’s students at these colleges and universities. The main preparation for new faculty has been teaching assistantships, so they are limited in their teaching repertoire by the nature of their particular assignment—usually in a discussion section or laboratory for a large lecture class, often without supervision or adequate mentoring. (p. 13)

Pruitt-Logan, Gaff, and Jentoft (2002) and Gaff, Pruitt-Logan, Sims, and Denecke (2003) summarized recent research by stating that, generally, doctoral students want to see “a closer relationship between doctoral preparation and the realities of faculty work and similar views among new faculty members” (p. 11). They reported that the literature cites interest among doctoral students for more professional development opportunities during their doctoral preparation including more teaching preparation. Given that about half of doctoral students pursue careers in academia, attention to better preparation of college and university faculty members is critical to addressing these concerns.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

In fall 2011, OSU enrolled over 3600 graduate students in a wide variety of academic programs. Of those graduate students, 1,729 were Master’s students, 1230 were doctoral students, and 659 were non-degree seeking students. In a recent OSU Advanced Degree Recipients Exit Survey, about 20% of respondents indicated that they intended to pursue careers in college and university teaching. Additional data collected from recent Graduate School open forums as part of a strategic planning process indicate that graduate students are seeking more professional development opportunities and more training regarding teaching and class management. OSU graduate students are increasingly aware of the availability of such opportunities at peer institutions and see the clear disadvantage they face as a result of not having access to such programs. Hence, we estimate that as many as 150 graduate students will be interested in the proposed graduate certificate in a given year. However, because of budget constraints, the program is planned for a maximum capacity of 30 students per year with approximately 60 students matriculating at any given point in time. Should student demand to pursue this certificate consistently exceed capacity in future years, consideration will be given to expanding the program and the additional resources necessary to do so.

A survey of all graduate students enrolled during winter term 2009 was conducted to assess interest in this proposed program. A total of 455 responses was received.

Respondents were nearly evenly divided between doctoral and master's degree students. Thirty-nine percent were first-year graduate students, 23 percent were in their second year, 15 percent were in their third year, and the remaining 22 percent had been graduate students for more than three years. Respondents were fairly well distributed among the graduate programs across campus. Forty-five percent (n=205) of respondents indicated that they were extremely interested (6 on a scale of 1-6) in improving their teaching skills while at OSU. Thirty-one percent (n=140) were extremely likely to take one or more courses for credit in order to improve and document teaching skills. Fifty-four respondents indicated that it was extremely likely that they would take courses offered via Ecampus to improve teaching skills. Seventy-eight respondents indicated that they would be extremely likely to complete an entire 18-credit transcript-visible set of courses that would result in a graduate certificate in college and university teaching.

To further examine the demand for a full graduate certificate, several cross tabulations were calculated. Respondents who indicated that they would be extremely likely (6 on 1-6 scale) to complete an entire 18-credit graduate certificate were equally divided between students enrolled in doctoral and master's degrees.

In regard to respondents' major areas of study, the largest numbers of respondents who indicated they would be extremely likely to complete the proposed graduate certificate were enrolled in programs in education (n=17 or 23% of education respondents) and health and human sciences (n=14 or 19% of PHHS respondents). Among other areas of study, 10% (n=5) of agricultural sciences respondents, 29% (n=7) of liberal arts respondents, 6% (n=5) of engineering respondents, 11% (n=4) of forestry respondents, 13% (n=7) of science respondents, and 50% (n=5) of MAIS respondents indicated that they would be extremely likely to complete the proposed graduate certificate.

Understanding that intention and behavior are not perfectly correlated, we are confident that an annual cohort of 30 students would enroll in the proposed 18-credit graduate certificate. Thirty students represent only 38% of the 78 respondents who indicated that they would be extremely likely to complete the entire certificate program. We consider this to be a conservative estimate with good reliability for curricular planning purposes.

d. Are there any other compelling reasons for offering the program?

Graduate student development, while not new, is an emerging field of research that has arisen in response to the success of national Preparing Future Faculty programs and the identification of graduate students as a relatively underserved and understudied student population on US campuses. A thorough review of the literature by the certificate committee revealed six areas most commonly cited as essential for graduate student development and preparation:

1. Establishment of and engagement with a sense of community (Austin, 2002; Golde, 2005; Lovitts and Nelson, 2000; Luft, Kurdziel, Roehring, and Turner, 2004; Tinto, 1993; White and Nonnamaker, 2008)

- a. Peer community, including other graduate students at their home or another institution, for purposes of communicating across disciplines and normalizing the graduate experience

- b. Academic community, including faculty and postdoctoral fellows to promote academic mastery in appropriate disciplinary areas
 - c. Professional community, including faculty and colleagues, to facilitate the transition to various career paths via networking and socialization to the profession
- 2. Mentorship and/or advising with a key individual or with key individuals who show keen interest in the student's development and preparation (Austin, 2002; Leigh, 2001)
- 3. Supervised and reflective professional experience opportunities (Austin, 2002; Murphy, 2008)
- 4. Career development support (Austin, 2002; French, 2006; Golde, 2005)
- 5. Department feedback, support, and involvement (Barrington, 2001; Luft, Kurdziel, Roehring, and Turner, 2004; Smith, 2001)
- 6. Facilitation of broadly defined "teaching" skills (model proposed by Simpson and Smith, 1993; other citations include Smith, 2001; Takalkar, Micceri, and Eison, 1993)
 - a. Scholastic skills (e.g., mastery of subject matter, ability to advise students into the professional field, general recognition of importance of teaching)
 - b. Planning skills (e.g., course material selection, class session preparation, consideration of learning styles)
 - c. Management skills (e.g., administrative responsibilities, response to disciplinary or academic dishonesty issues, knowledge of important policies)
 - d. Presentation and communication skills (e.g., written and oral communication, use of technology, leading class discussion and lecturing)
 - e. Evaluation and feedback skills (e.g., development of good tests and evaluation measures, engagement in effective grading and providing feedback to students, modification of instructional approaches as needed)
 - f. Interpersonal skills (e.g., strategies for motivating students and working with diverse student populations)
 - g. Pedagogical skills (e.g., understanding of and development of approaches to teaching and learning that reflect knowledge of the art and science of teaching)

The committee believes that the proposed graduate certificate program addresses each of these essential elements: community (through shared coursework with students across disciplines), mentorship (through the Director (see 6c) and course instructors), supervised opportunities (through the supervised internship), career development support (through the capstone teaching portfolio), department support (through the incorporation of specialized coursework), and development of teaching skills (through the core courses, specialized courses, and CTL workshop offerings).

- e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).**

None.

- f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.**

Within the proposed two-year time frame, all core courses will be offered at least twice to accommodate graduate students' varied schedules. Internship (IST 610) and Capstone (IST 607) courses will require considerable out-of-class work on the part of the student and will allow for flexibility in scheduling.

5. Similar Programs in the State

a. List all other closely related OUS programs.

There is no closely related OUS graduate certificate. Portland State University currently offers a graduate certificate in Teaching Adult Learners. The PSU certificate is designed for teachers and instructors who already have advanced degrees, many of whom have been teaching or training in vocational technical fields but now wish to pursue a formal credential. This proposed certificate is intended for OSU graduate students who wish to further develop their teaching and facilitation skills while seeking their respective degrees so that they may utilize these skills immediately in undergraduate class settings and graduate with credentials that may position them better for employment.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All resources necessary for the Graduate Certificate in College and University Teaching are located at OSU.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There are no projected impacts on other institutions in terms of student enrollment and/or faculty workload. There is no similar graduate certificate offered at either UO or PSU.

6. Resources

a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request. See Appendix B.

AHE 547: TBD
AHE 553: TBD
AED 553: Misty Lambert
AHE 507: Jessica White
MB 699: Janine Trempy
SED 596: TBD
SED 599: Alicia Christensen/Shawn Rowe
WR: Susan Meyers
WS 535: Susan Shaw

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first

four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?

No new faculty members are needed in conjunction with this certificate program, but resources are needed for a program director, program GTA, administrative support, and term-to-term instructors for additional sections of the AHE core courses (see section 6c). Funding for these positions will be provided by the Graduate School.

c. Estimate the number and type of support staff needed, if any in each of the first four years of the program.

Administrative support staff at .25 FTE will be needed to deliver this Graduate Certificate in each of the first four years of the program.

Additional support in the way of a .49 FTE GTA will be needed to provide additional support and program management. Eventually and ideally, the GTA selected for this position will be someone who has completed the certificate and can serve as a mentor to those currently in the program.

A part-time Director of Graduate Student Development (.50 FTE) will be needed to administer the program. As this certificate is not connected with any other academic degree offering, the Director will be responsible for all aspects of the graduate certificate program including: program development and planning; assuring that core classes are staffed appropriately and taught regularly; coordinating with those academic units offering specialized coursework in conjunction with the certificate; collaborating on the development and delivery of CTL and TAC workshops geared toward graduate student development, especially those that may be attended by students completing the certificate; recruiting and admitting students; monitoring student progress; managing program resources; and working with a Graduate Teaching Certificate Committee to oversee the certificate program. The Director will also instruct the supervised teaching internship (IST 610) and the capstone teaching portfolio (IST 607) courses. The Director will be selected from among current OSU staff or faculty.

Additional resources will be needed to staff required core classes including AHE 547 and AHE 553 (once each academic year). Currently, these courses are offered only via Ecampus in conjunction with an online degree offered through the College of Education.

d. Describe the adequacy of student and faculty access to library and department resources that are relevant to the proposed program.

See Appendix E for the Library report. There are no issues with access.

e. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

The library suggested purchase of Multicultural Education & Technology Journal (\$491), which has been highly requested through interlibrary loan in the last 2 years.

- f. Identify any unique resources, beyond those on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?**

None.

DRAFT

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Appendix A: Course Descriptions

AED 553. APPLIED INSTRUCTIONAL STRATEGIES (3). Fall. Lambert.

Helps students in the identification and development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. Safety is a primary focus.

AHE 507: GTA TRAINING (1). Fall, Winter, Spring. White

AHE 547. INSTRUCTIONAL STRATEGIES FOR ADULT LEARNERS (4). TBA.

Exploration of and practice using instructional strategies to enhance adult learning. Acquisition of an instructional strategy tool kit as well as a method for evaluating adult learning events. This course is repeatable for a maximum of 60 credits.

AHE 553. ADULT LEARNING AND DEVELOPMENT (4). Fall. TBA.

Introduce participants to key theories, orientations, models, and principles of learning and development in adulthood.

IST 607: SEMINAR (1-5/1-16) [Category II proposal under consideration]

IST 610: INTERNSHIP (1-18/1-15) [Category II proposal under consideration]

MB 699: SUCCESS IN THE COLLEGE CLASSROOM (2). Winter. Trempy.

SED 596. METHODS OF COLLEGE TEACHING IN MATHEMATICS AND SCIENCE (3).
Spring. Enochs.

Focuses on methods and problems in planning and implementing mathematics or science instruction at the college level. Particular emphasis is placed upon selecting teaching strategies, organizing materials, and evaluating student assessment.

SED 599: COMMUNICATING OCEAN SCIENCES TO INFORMAL AUDIENCES (3), Winter,
Christensen and Rowe

WS 535. FEMINIST TEACHING AND LEARNING (3). Fall. Shaw.

Focuses on the experiences and practices of the feminist classroom. Key components of the class include issues associated with the identity and development of the teacher as well as the development of skills to help facilitate understanding, empowerment, and the personal and social agency of students.

WR 520: STUDIES IN WRITING (4), Winter. Meyers

Selected topics in rhetoric and composition.



Coalition of Graduate Employees

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unite@cge6069.org

To Whom It May Concern:

The Coalition of Graduate Employees (CGE) supports the Category 1 proposal to develop a graduate certificate in college and university teaching. We share the goals of (1) improving the quality of education provided to OSU undergraduates by GTAs, (2) creating GTAs with greater teaching skills, and (3) increasing the employability of OSU graduate students interested in pursuing careers in college and university teaching.

We believe the proposed certificate will incentivize participation in existing classes and workshops aimed to increase the quality of graduate student teaching. This curriculum's dual focus on both formal training in teaching theory and practical pedagogy will help produce well rounded and better prepared graduate educators. The certificate will also recognize the work of graduate students who have pursued excellence in teaching and, when properly implemented, improve their employability after they complete their degrees.

Coupled with continued and broadened initiatives around training for beginning GTAs, the creation of this certificate will begin to increase the quality of education offered to OSU undergraduates. It is our hope that efforts such as this will contribute to a larger dialogue on campus around the value of graduate teaching and the need to support and train GTAs and to recognize the value and quality of their work. We support the creation of the graduate certificate in college and university teaching as part of a larger initiative to increase the quality of graduate teaching at OSU.

On behalf of CGE,

A handwritten signature in black ink, appearing to read 'S. Ashley Bromley'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

S. Ashley Bromley
Vice President of Organizing
Coalition of Graduate Employees, AFT Local 6069



Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Certificate Program in College and University
Teaching _____

____ Sept. 2012 ____

Department/Program:

College:

____ Graduate School ____

____ Graduate School ____

- ☐ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Brenda McCombs 4/5/12
Sign (Dept Chair/Head; Director) Date

Brenda McCombs
Print (Department Chair/Head; Director)

Appendix E.

Oregon State University Libraries Evaluation of the Collection Supporting: Proposal for a new Instructional program for a graduate Certificate in College and University Teaching

Oregon State University
Graduate School

This library assessment reviews the monographic and serials collections as related to the New Instructional Program for a Graduate Certificate in College and University Teaching.

Summary

We compared Oregon State University Libraries' monographic collections to those of Colorado State, Washington State and North Carolina State University, all participants in the Preparing Future Faculty program. Overall, the book collection is adequate to serve the needs of this program. Some gaps, such as curriculum evaluation, can be addressed using the current education monographs budget. Student and faculty needs can also be filled by either our consortial lending agreements with the Orbis-Cascade Alliance (Oregon-Washington libraries) or Interlibrary Loan services.

For serials, we reviewed the OSU collections using the ISI-Thompson *Journal Citation Report* (JCR) list of the top 20 titles in Education & Educational Research and the *Eigenfactor* ranking for journals in Education & Educational Research and Educational Psychology. OSU owns 48 out of the top 53 JCR and *Eigenfactor* journals in Education and Educational Psychology. The journal collection is adequate to support the graduate certificate course but we would encourage the purchase of *Multicultural Education & Technology Journal* (\$491), which has been highly requested through interlibrary loan in the last 2 years.

Monographs:

We compared Oregon State University Libraries monographic collections to those of Colorado State, Washington State and North Carolina State University. All three institutions are part of the Preparing Future Faculty program, have a similar course structure to the proposed program and are considered OSU Peer Institutions. Appendix A shows the monographic holdings in the main areas of emphasis for the New Instructional Program for a Graduate Certificate in College and University Teaching at OSU as compared to these peer-institutions.

We reviewed a list of Library of Congress Subject Headings that reflects the content of the program. The OSU holdings were compared against the average unique holdings from the three institutions. OSU Libraries' holdings are adequate, especially given that this will be a more practical than theoretical program. Three areas can be improved upon: curriculum evaluation, college teaching, and effective teaching. These gaps can be addressed through the purchase of materials in these areas using the current education monographs budget. The areas can further be supplemented either through the borrowing of materials from the Orbis-Cascade Alliance or via Interlibrary Loan.

Students in this program will very likely benefit from practical books that provide examples of classroom activities or assessment techniques they can do. The current education monographs budget can support the purchase of these materials.

Serials/Journals:

JCR/Eigenfactor rankings

We compared the OSU Libraries' journal holdings against the list of the twenty top education journals in the Education & Education Research category listed in Thompson-ISI's *Journal Citation Report (JCR)* and from the Education & Educational Research and Educational Psychology categories from the *Eigenfactor* site. *JCR* ranks journals by impact factor. The category of Education and Educational Research contains journals relevant to higher education but also other grade levels so journals not relevant to higher education or college teaching and those not in English were removed from the list. *Eigenfactor* is similar to *JCR* but the score is based on an estimate of the percentage of time that library users spend with that journal. We looked at the top 20 journals for each of the two categories (educational research and educational psychology) from the *Eigenfactor* site. We removed non-English language journals and journals clearly focused on primary and secondary education. We merged all three lists and removed duplicates for a total of 53 journals. Of these, only 4 are not owned by OSU and one was cancelled in 2009 (*Metacognitive Learning*).

Interlibrary Loan

A review of interlibrary loan requests indicates that there are some journals that receive heavy use; *Multicultural Education and Technology Journal*, *Educational Administration Quarterly* and *Journal of College Student Retention*.

Faculty publishing

We checked the online databases to see what journals faculty in the College of Education are publishing in to see if OSU Libraries subscribes to these journals. This helps us establish the breadth of the collection. We removed those journals not relevant to higher education. We identified seventeen journals where College of Education faculty members have published recently. OSU Libraries currently subscribes to fourteen of these publications.

The *JCR* highly ranked journals we do not own, *Academy of Management Learning & Education*, *Educational Policy*, *Journal of Educational and Behavioral Statistics*, and *Journal of Psychoeducational Assessment*, are all recognized research journals. Since the program is focused on practical work more than theoretical work, adding these titles is probably not necessary given the large number of education journals the library owns. However, we would encourage the purchase of *Multicultural Education & Technology Journal* for a 2-3 year trial period (\$491). This journal has been highly requested through interlibrary loan and the topic is clearly of interest. While the program is adequately supported without immediate access to this title, this is a highly relevant topic for new faculty and, should funding be available, would be a valuable addition to the collection. After the end of the trial period, usage statistics will be used to determine if the subscription should be retained or cancelled.

The primary concern with the education journals is the large numbers that have an embargo on them meaning that the most current year is not available. The students and faculty can supplement what they need through interlibrary loan services but this should be monitored to see if there are any journals that are highly requested as a result of this program. In that case, it may be less expensive to purchase a subscription to the journal than acquire the articles through interlibrary loan.

The list of journals and our holdings can be found in Appendix B.

Electronic Access to Journals:

OSU Libraries' subscriptions to online journal packages include important educational publishers such as Sage, Springer, and Wiley. The recent addition of *PsycArticles* has increased our online access to educational psychology journals.

Subject-Specific Indexes and Abstracts:

OSU Libraries subscription databases that can be useful for Graduate Certificate in College and University Teaching include:

- *ERIC* (1966-present)– Index to research articles, government and independent reports and conference papers covering all areas of education at all levels. The database contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.
- *Education Research Complete* (Varies by title)- covers all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. Education Research Complete provides indexing and abstracts for more than 1,500 journals, as well as full text for more than 750 journals, and includes full text for more than 100 books and monographs, and for numerous education-related conference papers. *Educators Reference Complete* (1980-present)- Contains more than 1,100 periodicals and 200 reports from the U.S. Department of Education.
- *PsycINFO* (1887-present)Index to journal articles, series and books for all areas of psychology including animal, applied, clinical, developmental, educational, general, human experimental, general, physiological, social and sport psychology, and treatment and prevention. Full text to many of these articles (1985-)is available through *PsycArticles*.
- *Psychology and Behavioral Sciences Collection* (1965-present) – a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.
- *Professional Development Collection* - Designed for professional educators, this database provides a highly specialized collection of nearly 520 high quality education journals, including more than 350 peer-reviewed titles. This database also contains more than 200 educational reports. *Professional Development Collection* is the most comprehensive collection of full text education journals in the world.

Subject Librarian Support:

OSU Libraries has an Education librarian, Stefanie Buck. Stefanie Buck is also the librarian for Psychology. Subject librarians in other disciplines, such as mathematics or science, to support participants in the program who are interested in discipline specific topics are also available for research and consultation.

Summary:

OSU Libraries' collections are adequate to support the New Instructional Program for a Graduate Certificate in College and University Teaching as proposed. However, we would like to suggest the addition of *Multicultural Education & Technology Journal* to the collection on a trial basis.

Respectfully submitted by:

Stefanie Buck
Ecampus and Instructional Design Librarian
Liaison to the College of Education

Appendix A: Monograph Holdings

| Core Subject Headings | Oregon State (ORE) | NCSU (NRC) | Colorado State (COF) | Washington State (NTE) | OSU Rank Among Peers | OSU Compared to Lowest Peer | OSU Compared to Highest Peer | OSU Compared to Average | OSU Compared to Median |
|--------------------------------|--------------------|--------------|----------------------|------------------------|----------------------|-----------------------------|------------------------------|-------------------------|------------------------|
| Adult education | 686 | 1,052 | 657 | 793 | 3 | 104% | 65% | 86% | 93% |
| College Teaching | 391 | 611 | 588 | 446 | 4 | 88% | 64% | 77% | 76% |
| Curriculum evaluation | 55 | 92 | 59 | 95 | 4 | 93% | 58% | 73% | 73% |
| Curriculum planning | 523 | 752 | 554 | 856 | 4 | 94% | 61% | 78% | 80% |
| Educational evaluation | 198 | 308 | 214 | 292 | 4 | 93% | 64% | 78% | 78% |
| Educational Psychology | 652 | 728 | 477 | 662 | 3 | 137% | 90% | 104% | 99% |
| Educational technology | 463 | 773 | 518 | 605 | 4 | 89% | 60% | 79% | 82% |
| Effective teaching | 221 | 354 | 371 | 236 | 4 | 94% | 60% | 75% | 75% |
| Instructional systems design | 112 | 181 | 141 | 107 | 3 | 105% | 62% | 83% | 89% |
| Mastery learning | 7 | 8 | 8 | 9 | 4 | 88% | 78% | 88% | 88% |
| Mathematics Study and Teaching | 668 | 982 | 292 | 800 | 3 | 229% | 68% | 97% | 91% |
| Science study and teaching | 629 | 879 | 321 | 723 | 3 | 196% | 72% | 99% | 93% |
| Learning, Psychology of | 802 | 1,030 | 909 | 982 | 4 | 88% | 78% | 86% | 85% |
| Total | 4,917 | 7,068 | 4,705 | 6,021 | 3 | 105% | 70% | 87% | 90% |

Appendix B: Journal Holdings

| | Abbreviated Journal Title | Print | Online | ILL Requests (2 yrs) |
|-------------|--------------------------------------|-----------|------------------------|----------------------|
| JCR | ACAD MANAG LEARN EDU | No | No | |
| JCR,
EER | AM EDUC RES J | 1964- | *** | 14 |
| JCR | AUSTRALAS J EDUC TEC | *** | 1985- | |
| EER | BRIT EDUC RES J | *** | 1990-2010
(Embargo) | |
| JCR,
EER | BRIT J EDUC TECHNOL | *** | 1998-2010
(Embargo) | |
| P,E | BRIT J EDUCA PSYCHOL | 1931-1996 | 1997-2010
(Embargo) | |
| FAC | Change | 1970-2004 | 1990-2010
(Embargo) | |
| FAC | Community College Journal | 1992-2011 | 2000- | |
| JCR | COMPUT EDUC | 1982-2005 | 1995- | |
| P,E | CONTEMP EDUC PSYCHOL | 1981-1998 | 1995- | |
| JCR,
EER | EDUC EVAL POLICY AN | 1987-2008 | 2005- | |
| EER | EDUC LEADERSHIP | 1943-2008 | 1943- | |
| EER,
FAC | EDUC POLICY | No | No | |
| P,E | EDUC PSYCHOL REV | *** | 1993- | |
| P,E | EDUC PSYCHOL US | 1981-2008 | 1985- | |
| JCR | EDUC RESEARCHER | 1972-2008 | **** | 12 |
| EER | EDUC TECHNOL SOC | *** | 1998- | 13 |
| P,E | EDUCA PSYCHOL UK | *** | 1990-2010
(Embargo) | |
| | Educational administration quarterly | 1969-1996 | *** | 18 |
| FAC | Educational Assessment | *** | 1993-2010
(Embargo) | |
| FAC | Educational Forum | 1936-2008 | 2005-2010
(Embargo) | |

| | | | | |
|-------------|---|-----------|------------------------|----|
| | Educational media international. | No | 1998-2010
(Embargo) | 15 |
| EER | ETR&D | 1989-2007 | 1997- | |
| | Harvard educational review | 1937-2010 | 1984- | 23 |
| JCR | HEALTH EDUC RES | *** | 2008-2010
(Embargo) | |
| EER | HIGH EDUC | *** | 1997- | |
| EER | INT J SCI EDUC | 1997-2006 | 1997- | |
| FAC | International Journal of Training & Development | No | No | |
| JCR | INTERNET HIGH EDUC | *** | 1998- | |
| EER | J COMP ASSIST LEARN | *** | 1998-2010
(Embargo) | 11 |
| P,E | J CREATIVE BEHAV | 1967-1992 | 2005-2010
(Embargo) | |
| EER | J CURRICULUM STUD | 1997-2006 | 1997-2010
(Embargo) | |
| JCR | J EDUC BEHAV STAT | No | No | |
| EER | J EDUC POLICY | *** | 1999-2010
(Embargo) | |
| P,E | J EDUC PSYCHOL | 1910-2011 | 1910- | |
| P,E | J EDUC PSYCHOL CONS | *** | 1990-2010
(Embargo) | |
| EER | J EDUC RES | 1920-2008 | 1974- | |
| JCR | J ENG EDUC | 1993-1995 | 2000- | |
| JCR,
FAC | J EXP EDUC | 1932-2008 | 1994- | |
| EER | J HIGH EDUC | 2001- | 1930- | |
| JCR | J LEARN SCI | *** | 1991-2010
(Embargo) | |
| P,E | J PSYCHOEDUC ASSESS | No | No | |
| JCR | J RES MATH EDUC | 1970- | *** | |
| JCR,
EER | J RES SCI TEACH | 1963-2004 | 1996- | |
| JCR,
EER | J TEACH EDUC | *** | 1997- | |

| | | | | |
|-------------|--|-----------|------------------------|----|
| FAC | Journal of College Student Development | 1988-2006 | 2003- | |
| | Journal of college student retention : Research, theory & practice | No | No | 16 |
| FAC | Journal of Experimental Education | *** | 1994-2010
(Embargo) | |
| FAC | Journal of Extension | 1970-1993 | 1970- | |
| | Journal of Hispanic Higher Education | No | No | 11 |
| | Journal of studies in international education | No | No | 10 |
| FAC | Journal of Technology Education | | 1989- | |
| FAC | KEDI Journal of Educational Policy | *** | 2006- | |
| JCR | LANG LEARN TECHNOL | *** | 1997- | |
| P,E | LEARN INIDIVD DIFFER | *** | 1996- | |
| JCR | LEARN INSTR | *** | 1995- | |
| JCR | METACOGN LEARN | *** | 2008-2009 | |
| | Multicultural Education | 2001- | 2005- | 22 |
| | Multicultural Education & Technology Journal | No | No | 39 |
| FAC | Multicultural Perspectives | 2005-2010 | 1999- | |
| FAC | New Directions for Evaluation | | 2006-2010
(Embargo) | |
| FAC | Performance and Instruction | 1986-1996 | | |
| EER | PHI DELTA KAPPAN | 1928- | 1992- | |
| JCR | PHYS REV SPEC TOP-PH | *** | 2005- | |
| | Professional development in education | *** | 2009-2010
(Embargo) | 11 |
| EER | RES HIGH ED | 1981-2004 | 1997- | |
| JCR,
EER | REV EDUC RES | 1931-2008 | *** | 17 |
| EER | REV HIGH EDU | *** | 1996- | |
| JCR | REV RES EDUC | 1973-2003 | *** | |
| JCR,
EER | SCI EDUC | 1929-2004 | 1996- | |
| JCR,
EER | SCI STUD READ | *** | 1997-2010
(Embargo) | |
| JCR | SECOND LANG RES | *** | 1997- | |

| | | | | |
|-----|--|-----------|------------------------|----|
| EER | STUD HIGH EDUC | *** | 1990-2010
(Embargo) | |
| | System: An International Journal of Educational Technology and Applied Linguistics | No | No | 14 |
| EER | TEACH COLL REC | 1970-2006 | *** | |
| EER | TEACH TEACH EDUC | 1985-2005 | 1995- | 15 |
| | Teacher Education Quarterly | *** | 2005- | 10 |
| FAC | Teacher Educator | 1999-2008 | 1997- | |
| FAC | The American journal of evaluation. | *** | 1998-2001 | 14 |
| FAC | Training & Development Journal | *** | 2001- | |
| | Urban education (Beverly Hills, Calif.) | 1970-1998 | *** | 12 |

JCR= In top twenty *JCR* journals

EER = In top twenty *Eigenfactor* list for Education and Educational Research

P,E = In top twenty *Eigenfactor* list for Psychology, Educational

FAC= Journal where faculty in the College of Education have published

Faculty CVs are on file and would be attached upon request.

Representatives from Colleges involved in development of the Certificate Proposal. All were involved over the past several years to develop this.

Gary DeLander, College of Pharmacy

Toni Doolen, College of Engineering

Robert Duncan, College of Earth, Ocean and Atmospheric Sciences

Larry Enochs, College of Education

Cary Green, College of Agricultural Sciences

Jeff Hale, College of Liberal Arts

Ed Jensen, College of Forestry

Bob Mason, College of Science

Greg Thompson, College of Agricultural Sciences

Sue Tornquist, College of Veterinary Sciences

Janine Trempy, College of Science

Jessica White, Center for Teaching and Learning

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in College and University Teaching
 Academic Year: 2012-2013

Indicate the year: XX First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|---------------------------------------|--|---|---|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | .50FTE Director/\$35,000
.25FTE Adjunct/\$3,000
AHE 547)
.25FTE Adjunct/\$3,000
AHE 553) | | | | | \$41,000 |
| Graduate Assistants (Include FTE) | .49FTE/\$22,000 | | | | | \$22,000 |
| Support Staff (Include FTE) | .25FTE/\$8,800 | | | | | \$8,800 |
| Fellowships/Scholarships | \$0 | | | | | \$0 |
| OPE | .50FTE Director/\$11,230
.25FTE Adjunct/\$860
.25FTE Adjunct/\$860
.49FTE GTA/\$121
.25FTE Support/\$2,518 | | | | | \$15,589 |
| Nonrecurring: | \$0 | | | | | |
| GTA Fee subsidies (\$300/per term) | \$900 | | | | | \$900 |
| GTA Health Insurance (\$715/per term) | \$2145 | | | | | \$2,145 |
| Personnel Subtotal | \$90,434 | | | | | \$90,434 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | | | | | |
| Library/Electronic | \$491 | | | | | \$491 |
| Supplies and Services | \$200 (copies, software
licenses) | | | | | \$200 |
| Equipment | \$1,000 | | | | | \$1,000 |
| Other Expenses | \$1,000 (professional dev.) | | | | | \$1,000 |
| Other Resources Subtotal | \$2,691 | | | | | \$2,691 |
| Physical Facilities | | | | | | |

| | | | | | | |
|-------------------------------------|----------|--|--|--|--|-----------------|
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$93,125 | | | | | \$93,125 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in College and University Teaching

Indicate the year: First XX Second
 Third Fourth

Prepare one page each of the first four years

Academic Year: 2013-2014

| | Column A | Column B | Column C | Column D | Column E | Column F |
|---------------------------------------|--|---|---|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and
Other Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | .50FTE Director/\$36,400
.25FTE Adjunct/\$3,120 AHE 547)
.25FTE Adjunct/\$3,120 AHE 553) | | | | | \$42,640 |
| Graduate Assistants (Include FTE) | .49FTE/\$22,880 | | | | | \$22,880 |
| Support Staff (Include FTE) | .25FTE/\$9,152 | | | | | \$9,152 |
| Fellowships/Scholarships | \$0 | | | | | \$0 |
| OPE | .50FTE Director/\$11,630
.25FTE Adjunct/\$894
.25FTE Adjunct/\$894
.49FTE GTA/\$126
.25FTE Support/\$2,617 | | | | | \$16,161 |
| Nonrecurring: | \$0 | | | | | \$0 |
| GTA Fee subsidies (\$300/per term) | \$900 | | | | | \$900 |
| GTA Health Insurance (\$715/per term) | \$2,145 | | | | | \$2,145 |
| Personnel Subtotal | \$93,878 | | | | | \$93,878 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | | | | | \$0 |
| Library/Electronic | \$0 | | | | | \$0 |
| Supplies and Services | \$200 (copies, software licenses) | | | | | \$200 |
| Equipment | \$1,000 | | | | | \$1,000 |
| Other Expenses | \$1,000 (professional dev.) | | | | | \$1,000 |
| Other Resources Subtotal | \$2,200 | | | | | \$2,200 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |

| | | | | | | |
|-------------------------------------|----------|--|--|--|--|-----------------|
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$96,078 | | | | | \$96,078 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in College and University Teaching
 Academic Year: 2014-2015

Indicate the year: XX First Second
XX Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|---------------------------------------|--|---|---|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | .50FTE Director/\$37,856
.25FTE Adjunct/\$3,245 AHE 547)
.25FTE Adjunct/\$3,245 AHE 553) | | | | | \$44,346 |
| Graduate Assistants (Include FTE) | .49FTE/\$23,795 | | | | | \$23,795 |
| Support Staff (Include FTE) | .25FTE/\$9,518 | | | | | \$9,518 |
| Fellowships/Scholarships | \$0 | | | | | \$0 |
| OPE | .50FTE Director/\$12,046
.25FTE Adjunct/\$930
.25FTE Adjunct/\$930
.49FTE GTA/\$131
.25FTE Support/\$2,722 | | | | | \$16,759 |
| GTA Fee subsidies (\$300/per term) | \$900 | | | | | \$900 |
| GTA Health Insurance (\$715/per term) | \$2,145 | | | | | \$2,145 |
| Nonrecurring: | \$0 | | | | | \$0 |
| Personnel Subtotal | \$97,463 | | | | | \$97,463 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | | | | | |
| Library/Electronic | \$491 | | | | | \$491 |
| Supplies and Services | \$200 (copies, software licenses) | | | | | \$200 |
| Equipment | \$1,000 | | | | | \$1,000 |
| Other Expenses | \$1,000 (professional dev.) | | | | | \$1,000 |
| Other Resources Subtotal | \$2,691 | | | | | \$2,691 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |

| | | | | | | |
|-------------------------------------|-----------|--|--|--|--|------------------|
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$100,154 | | | | | \$100,154 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: Graduate Certificate in College and University Teaching
 Academic Year: 2015-2016

Indicate the year: First Second
 Third XX Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|---------------------------------------|--|---|---|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | .50FTE Director/\$39,370
.25FTE Adjunct/\$3,375 AHE 547)
.25FTE Adjunct/\$3,375 AHE 553) | | | | | \$46,120 |
| Graduate Assistants (Include FTE) | .49FTE/\$24,747 | | | | | \$24,747 |
| Support Staff (Include FTE) | .25FTE/\$9,899 | | | | | \$9,899 |
| Fellowships/Scholarships | \$0 | | | | | \$0 |
| OPE | .50FTE Director/\$12,479
.25FTE Adjunct/\$967
.25FTE Adjunct/\$967
.49FTE GTA/\$136
.25FTE Support/\$2,831 | | | | | \$17,380 |
| GTA Fee subsidies (\$300/per term) | \$900 | | | | | \$900 |
| GTA Health Insurance (\$715/per term) | \$2,145 | | | | | \$2,145 |
| Nonrecurring: | \$0 | | | | | \$0 |
| Personnel Subtotal | \$101,191 | | | | | \$101,191 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | | | | | |
| Library/Electronic | \$0 | | | | | \$ |
| Supplies and Services | \$200 (copies, software licenses) | | | | | \$200 |
| Equipment | \$1,000 | | | | | \$1,000 |
| Other Expenses | \$1,000 (professional dev.) | | | | | \$1,000 |
| Other Resources Subtotal | \$2,200 | | | | | \$2,200 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |

| | | | | | | |
|-------------------------------------|-----------|--|--|--|--|------------------|
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$103,391 | | | | | \$103,391 |

1. Review - College Approver - Graduate School

Approved by [Brenda Mc Comb](#) Dean / Graduate School Admin, May 1, 2012 10:04am

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, May 2, 2012 4:13pm

Comments

Sarah Williams (Curriculum Coordinator) May 2, 2012 4:13pm
This proposal is ready for review by Budgets and Fiscal Planning.

3. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), May 4, 2012 10:35am

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) May 4, 2012 10:35am
The only note we add is that the student's advisor should be aware that the student is enrolling in this program. That should happen as part of the program meeting but may not.

**Graduate Certificate in College and University Teaching
CPS # 83870**

Graduate Council Member Pre-Review

General Impressions:

1. The authors presented a strong rationale for this graduate certificate.
2. The proposed curriculum was strong.
3. The proposed GLOs and assessment plan were sufficient.
4. The projected on-campus enrollment seemed accurate.

Proposal Questions:

1. The letter from Gary Delander was not a letter but simply a list of those involved in the development of the proposal. This list also appeared in the proposal. Is there a missing letter?
2. Since many enrollees in this certificate will be master's students does a 600-level number for the capstone make sense? *As we are unsure the number of master's versus doctoral students who will enroll in the certificate, we can certainly list the course at a 500-level or a 600-level, perhaps even cross list it if that is an option. As this course is still in proposal form (ready to be submitted to the Category II process) that change can be made relatively easily. We welcome the Grad Council's input.*
3. Is there missing a letter from the graduate dean committing to cover the expenses for offering this certificate?
4. Is there missing a liaison letter from the lead of the AHE program supporting the use of AHE courses? *Regarding the liaison letters, the committee that was assembled by Dean McComb and who drafted the proposal represent all of the Colleges and programs that will be contributing to the program. There is specific mention in the proposal that the Graduate School has committed to covering staffing and instructional expenses and there is a specific letter of support from the Dean of the College of Education referencing the use of AHE courses. Beyond that, I believe the committee thought that additional letters of support would be redundant.*
5. Is there missing a liaison letter from the lead of the IST program supporting the use of IST courses?
6. Is there missing a liaison letter from the lead of the MB program supporting the use of MB courses?
7. Is there missing a liaison letter from the lead of the SMED program supporting the use of SMED courses?
8. Is there missing a liaison letter from the lead of the WR program supporting the use of WR courses?
9. Is there missing a liaison letter from the lead of the WS program supporting the use of WS courses?
10. Is there missing a letter of support from ECampus?
11. Since IST 599 doesn't exist why not use AHE 508 workshop for the workshop credits? *The committee believed that a significant portion of the required coursework for the certificate should be offered via the certificate's academic home (in this case, the Graduate School). While leveraging existing coursework make sense, it is also important that the certificate have coursework that is unique to it and is not affiliated with any*

specific academic unit. Along with the proposals to create IST 610 and 607, we will submit a Cat II for IST 599 if necessary.

12. What is the Cat II status for IST 610 and IST 607? Also, wouldn't it be easier to use the existing AHE 610 and 607? *Both IST 610 and 607 are still in proposal form and ready to be submitted to the Category II process. We welcome guidance as to when this should be done so as to best coordinate with the Category I process. In response to why we are proposing two new IST courses rather than tapping into existing AHE courses, the committee believed that a significant portion of the required coursework for the certificate should be offered via the certificate's academic home (in this case, the Graduate School). While leveraging existing coursework make sense, it is also important that the certificate have coursework that is unique to it and is not affiliated with any specific academic unit.*
13. What is the Cat II status for the ECampus course on Online Learning?
14. This proposal includes a request for approval to offer this certificate via ECampus. Is there a missing discussion on how this certificate is to be offered via ECampus?

Policy Questions:

1. Given that one of the main beneficiaries of this certificate will be undergraduate education, why is the Graduate School solely responsible to fund this certificate?
2. What are the opportunity costs to graduate education of the Graduate School funding this certificate?

-Respectfully submitted by Cass Dykeman

Materials linked from the May 23, 2012 Graduate Council agenda.

Review Panel Report: Oregon State University Environmental Sciences Graduate Program

OVERALL RECOMMENDATION

The Review Panel recommends that the Environmental Sciences Graduate Program (ESGP), a multi-disciplinary program at Oregon State University offering PSM, MS, MA and PhD degrees be maintained. The mission of the ESGP is very much in alignment with the University's mission to promote environmental progress; the challenge is to maintain high quality and provide evidence of success of graduates of this program. Program continuity by engagement and participation of more active faculty is essential for the future success of the program. Faculty need to be given a sense of 'ownership' in the program.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Environmental Sciences Graduate Program is currently academically administered and financially categorized under the Graduate School. Given its multi-disciplinary nature, the Graduate School provides a natural home.

The Graduate School provides some funding for administration and other purposes, however, the main support for graduate students falls to the major professor or their departments. The College of Science has also provided funding in the form of GTAs for basic biology classes. However, the Dean of the College of Science has indicated that future GTA funding for students in this program is not guaranteed. This funding model is precarious, especially in the face of the current budgetary climate. Unfortunately the panel could only identify this problem---we were unable to solve it, however a few suggestions are mentioned below.

Given the current funding model, we do not recommend that the program increase their admissions.

The budget from the previous four years provided on p. 38 of the Self Study report suggests that the year-end balances could be used to support approximately two graduate students per year. Perhaps the faculty in the program could pursue an IGERT in one or more of the thematic areas. If this is successful, graduate student support could be guaranteed for several years.

In other programs on campus, revenue from the professional side is used to subsidize the Master's and PhD students. Perhaps that could be pursued here as well.

A related issue is the fact that faculty currently have little incentive to participate in the program, particularly as major professors. Apparently some financial incentive has been given in some past years, which might address this problem. According to the self study document, roughly only 10% of the graduate faculty have participated as major professors. ESGP students often end up as 'second class citizens', especially in terms of funding. Students within the various disciplines are generally given higher priority in their respective Departments.

The program is truly multidisciplinary, with almost 150 faculty listed as members of the ESGP faculty. They hail from across the OSU campus, as well as agencies such as the USEPA. While it is impressive to see such a large faculty listing, it is clear from the Self Study report that very few of these faculty have actually participated in the program over the past few years. Again it might be helpful to reinstate financial incentives.

There are three required ES courses. Students then choose among eight tracks, with approved lists of course offerings. This cross-disciplinary focus is both a strength and weakness of this program. The panel suggests streamlining the tracks (the self study notes that the water resources track may be eliminated due to overlap, but the Deans and Directors recommend keeping it as it offers a niche not available in water resources). The Natural Resources track may overlap with the Master's in Natural Resources degree. We also recommend streamlining/updating the course offerings within the tracks, perhaps with student and faculty input.

The program relies heavily on its web pages to attract applicants and inform current students of program requirements. These need to be regularly updated (since our review, these pages have been updated).

Given the fact that students in this program do not have a natural common home (other than the graduate school), there is little chance for students to form an 'esprit de corps' other than that formed when they take the core ES courses in the winter term. Modern technology could afford students a virtual home, which we encourage the students to pursue. We would also recommend moving the ES courses to the fall term for entering students. Another issue that needs attention is inequality in student salary across Departments within ESGP and between students in the home Department and ESGP.

The panel recommends that the program reconsider the current policy that students follow the requirements of the respective Departments of their major professor in completing their degree, which are being undertaken. A uniform policy concerning exams, for example requiring only oral exams should be considered. Also, it would be helpful to provide major professors with an 'information packet' concerning the program requirements.

The requirement that incoming students have a major professor is reasonable for the MS and PhD students (PSM students do not have this requirement), however it appears that the Director, Andy Blaustein, is bearing the biggest burden in finding and contacting matches. Although the program has set up its own web-based admissions, which is excellent, there are apparently still problems with incentives for faculty to participate in committee work. This again goes back into faculty buy-in for the program. It is recommended that the Director, the Dean of the Graduate School, and the Deans of the participating Colleges meet to discuss ways in which faculty engagement can be enhanced. Perhaps an IGERT and/or graduate internship opportunities could motivate faculty into participating more actively in the program.

The interdisciplinary nature of the program makes the administration of the program complex. Luckily, the leadership has been enthusiastic and energetic under both Bill Winner and Andy Blaustein, and the staff (Linda James) has been indispensable. Reduction in staff support would be devastating, an increase would be more than welcome.

Students can easily fall through the cracks in this type of program. We recommend that students be evaluated annually (a standard form for students to ask their advisors to complete might work). Also, we recommend that the program keep track of completion rates, time to completion and student placement after graduation.

The current ES core teaching staff is excellent---enthusiastic, talented, and excited about the resourcefulness of their students. There is, however, no clear plan for long term teaching of these courses.

Introduction

This was the first review of the graduate program in Environmental Sciences (ESGP) since its approval in Winter 1998. The stated goals of the review were to assess: the direction and growth of the program, funding adequacy, adequacy of core courses, and the program's ability to meet employer demands.

The review took place on June 3, 2009 at the Memorial Union. Because of the interdisciplinary nature of this program, no specific on-site tour of facilities was undertaken as a part of the review.

The participants on the review team included: Alison Power (Dean of the Graduate School at Cornell University), Susan Walls (Florida Integrated Science Center), and two members of the Graduate Council: Vinod Narayanan (Engineering) and Shawna Grosskopf (Liberal Arts). The team was provided with guidelines as well as an excellent Self Study Report prepared by Dr. Andrew Blaustein (program director) and coordinators Kimi Grzyb and Kathleen Kraska before the review. We were also provided copies of the Category I proposal establishing the program.

Present as observers were Sally Francis, Dean of the Graduate School and Martin Fisk, Associate Dean. Nagwa Naguib from the Graduate School also attended.

We first met with Dr. Andrew R. Blaustein, ESGP director, who provided us with a very helpful summary of the written report. We then met with three of the seven deans involved in this program (Sherman Bloomer, Dean of the College of Science, Larry Curtis, Associate Dean, Agricultural Sciences, and Larry Rodgers, Dean of the College of Liberal Arts). Next we met with the faculty teaching the core courses (William Hogsett, EPA, Eric Seabloom, Zoology, Elizabeth Borer, Zoology), followed by meetings with graduate students, graduate faculty, and a closing session with the director and administrative assistant Linda James.

All participants were extremely open and helpful. The panel members appreciated the professional conduct of the review visit as well as the documents provided to us. We were provided ample time to

pose questions, and we believe that the participants were given ample time to provide opinions, comments and suggestions for improving the program.

The rest of the report follows the outline for the review panel report provided by the Graduate School.

INPUTS

1. Fit of the Mission of the Program with college and university missions

The stated mission of Oregon State University (<http://oregonstate.edu/mission/>) is to promote economic, social, cultural and environmental progress for people across Oregon, the nation and the world through our graduates, research, scholarship, outreach, and engagement. By providing a cross-cutting platform across several disciplines such as Zoology, Forestry, Liberal Arts, Agricultural Sciences, and Oceanic and Atmospheric Sciences, the ES Graduate Program fits well with OSU's mission of affecting environmental, social and economic progress. The graduates from this program are trained to analyze environmental systems and predict changes in the environment as well as manage environmental resources. The ESGP is housed at the Graduate School and hence transcends the mission of each of its participating Colleges.

A unique aspect of the ESGP is that it is a Joint Campus program between Oregon State, University of Oregon and Portland State Universities. Faculty and students researchers participate in a Joint Campus conference once a year. The review team considers this conference to be of great value to students since it gives the students exposure to the diverse, yet complementary nature of environmental sciences. There were some concerns expressed related to the low turnout at a recent Joint conference. This review team was not privy to the structure of the ESGP at UO and PSU and hence cannot suggest ways of improving participation. However, the low attendance of participating faculty and Deans with the Review team indicates that the inter-disciplinary inter- institutional nature of this program is both its uniqueness as well as its challenge. One suggestion is to coordinate reviews of the ESGP at all three institutions or to have Directors of the ESGP from UO and PSU provide input on their respective programs to the review team.

At OSU, the ES Graduate Program has eight tracks: Biogeochemistry, Ecology, Environmental Education, Natural Resources, Quantitative Analysis, Social Science, and Water Resources, in addition to a Professional Science Masters' track. The Director has informed the Review Committee that two other tracks are in the planning stages, one of which is Conservation Biology. The Director further informed the Review team that only three of these eight tracks, namely Ecology, Social Science, and Professional Science Masters had the largest enrollments. **This observation, coupled with the other regarding lack of active faculty participation except for a select group, suggests that elimination of tracks with low enrollment should be considered.** While such a move would not necessarily change the financial situation, it would help in two ways: (a) present a more coherent front to the Program, and (b) reduce the burden of processing some additional applications.

2. Quality of Students

ESGP students consistently have GPA's over 3.0 and GRE scores that are competitive with the national averages (as determined in 2000). For all degree programs in the ESGP, a high proportion of applicants

and graduating students are female and either international or non-residents of Oregon. Students are resourceful, with many of them garnering their own funding and being recognized with a variety of honors and awards. Several have published in peer-reviewed scientific journals and given presentations at professional meetings.

3. Admissions selectivity

From 2004 to 2008, the number of applications to the ESGP that were received, followed by the number of students admitted, were as follows: 2004, 17 (3); 2005, 9 (7); 2006, 23 (12); 2007, 26 (10), and 2008, 22 (7). This resulted in an overall average rejection rate of 56.4%, ranging from 22.2 to 82.3%. The primary reason that applicants are not admitted to the program is the inability of a student to secure a major professor prior to admission (not a requirement of PSM students). The Program Director exerts a considerable amount of time and energy in attempting to match the interests of prospective students with those of ESGP faculty. This is an example of a task with which the Program Director needs the participation of his ESGP colleagues (see below).

4. Level of financial support of students

Many students receive external financial support and/or GRA's through their major professor's department, however support is not guaranteed. The self-study report notes that 56% of ES graduate students worked in non-university funded jobs during graduate school, compared to 35% of OSU graduate students overall. There are no ESGP fellowships available. **To compete for, recruit and sustain high quality graduate students, teaching stipends need to be increased (both in terms of number of stipends available and the funding amount per stipend).** There are only 6 annual GTA positions available for students, offered in conjunction with the Biology undergraduate program, each at \$1,380.00/month. These are mostly funded through the College of Sciences, and are not guaranteed. Moreover, because some GTA's receive stipends from their respective home departments, and departments vary in funding available for stipends, GTA's perceive that there is a disparity in stipend amounts for the same workload. **Funding mechanisms for GTA's should perhaps be standardized, if possible.** Other possibilities for students to earn income in their academic field of study are described below.

5. Curriculum strength

The required core courses (ENSC 515, 520 and 508) are well-structured, relevant to current environmental issues, and germane to the mission and goals of the ESGP. In addition to these three classes, graduate students are required to take up to one additional course from an approved list of core courses to comprise a total of 9-12 credits of a core curriculum. The required and approved additional core courses address contemporary needs of prospective employers in both the public and private sectors. Additional courses are required to fulfill degree requirements, and the number of these needed vary with program of study. In theory, the lists of available courses are sufficiently diverse to allow students the flexibility to design a course of study tailored to their particular interests, whether more academic or applied. However, it is not clear how many of these courses are actually offered on a regular basis. A course that appears to be lacking, but which would be beneficial to students, is one on Professional Development (e.g. one that covers development of a curriculum vitae, statements of teaching and research, interview skills). This might be offered as a workshop at the annual meeting.

6. Quality of personnel and adequacy to achieve mission and goals

The credentials of the faculty available for participation in the ESGP are stellar. A pivotal concern is the general lack of faculty participation in the program, which undoubtedly could be increased by offering incentives. Faculty participation is needed for service on committees (e.g. admissions), as well as for teaching. The Program Director has had little support from his colleagues with detailed decision-making processes. The faculty who have been involved in teaching the core courses (Borer, Hogsett and Seabloom) are extremely creative, vibrant and enthusiastic, with excellent research credentials. They should be recognized for their commitment to the program (as should the Director). Participation by other faculty is greatly needed, however, to allow these faculty the opportunity to rotate out and teach other classes in their areas of specialties.

Administrative support: The program is understaffed. Linda James does an excellent job as the singular support person for this program. **The addition of even modest additional support, such as a work study student, could potentially improve administration, especially if that person also had expertise to provide website support, a skill which is needed.**

7. Level and quality of infrastructure

The Environmental Sciences graduate program is a purely interdisciplinary degree program involving eight colleges with degrees granted through the Graduate School; ESGP does not have its own physical facilities. The Director and Student Services Manager reside in offices in Cordley Hall which are shared with the Environmental Science Distance program, Entomology, Science Pre-Education and first and second year Biology/Zoology students. The program also receives support from the College of Science Management Center (Cindy Alexis and Leah Quinlivan handled ESGP finances and are moving to the Arts and Sciences Business Center); Dr. Ursula Bechert manages student recruitment, mentoring and outreach for the PSM Program in Environmental Sciences and Andrea Wirth is the Geosciences and Environmental Sciences librarian. Although library budgets have declined, roughly half of the monographs in the environmental sciences section have been purchased since 2000. OSU subscribes to 18 of the 20 top journals in the environmental science area. Given that materials are available through Summit and Interlibrary loan, library services are probably adequate.

All participating faculty have home departments or agencies other than Environmental Science. There are no dedicated facilities for the graduate students in the program, which probably contributes to the perceived lack of cohesion and communication among these students. Although a physical home would certainly be welcome, the social infrastructure and communication among students and between faculty and students could be enhanced even without such a home. During our visit with graduate students, many suggestions were made, including setting up an online communication network among the students themselves (see section on student satisfaction below for more recommendations). **We recommend that the ESGP include student representatives on program committees (which will be done starting this Fall), make Fall orientation a community-building event by inviting returning students and faculty, consider moving required courses to the Fall term, and schedule an annual review of students to provide feedback on their progress.**

8. Quality of Organizational Support

The Graduate School provides financial support for the Environmental Sciences Graduate Program, which includes funding for the Director and Student Services Manager for the program. As mentioned in the previous section, additional staff support services are provided by the College of Science Management Center, which appears to be moving to the Arts and Sciences Business Center. Dr. Ursula Bechert provides services to the PSM Program in Environmental Sciences as part of her duties as director of off-campus programs.

According to the self study report, as of FY08 the program no longer receives funding from other units. Since FY04, there has been a positive end of year balance, which presumably could have been used to invite seminar speakers or finance graduate students. The report notes that the ESGP was awarded an additional \$19,000 in 2008/2009 by the Graduate School which was to be spent on travel and student support by June 2009.

The review committee would recommend additional funding for FTE staff or student workers to help with the web and perhaps an Associate Director, however the persistent positive balances need to be addressed.

The organizational structure as it stands looks fine on paper, however, the support provided by the ESGP advisory committee and the Graduate admissions committee is lacking what economists call incentive compatibility. Participation on these committees is entirely voluntary with 'rotating faculty'. In practice, it appears that participation on the admissions committee in particular, falls on a few faculty---currently the Director has apparently been bearing the major burden which is considerable given the requirement that all ESGP students (except PSM students) must have a major professor to be admitted. It is unlikely that students themselves can identify and convince one of the over 100 faculty listed as participating ESGP graduate faculty to be their major professor. Again, these faculty all have home departments and agencies, to which they have obligations and students to support and mentor. Although there were financial incentives in the past, currently there is no real incentive to actively participate as a major professor or committee member in this program. Although the problem is easy to identify, our review committee does not have a remedy, other than to refer the problem to the participating deans.

PRODUCTIVITY

1. Level and quality of student performance

The review committee's meeting with Environmental Science graduate students suggested that the majority of students are bright, articulate, and thoughtful. The quality of their academic performance was somewhat more difficult to evaluate based on the information provided in the program's self-study.

Indicators of student performance for doctoral and research master's students include numbers of publications, numbers of presentations at national meetings, and grants received. While there is evidence that some students are presenting their research regularly at national meetings, it is not clear how common this is among the students. Numbers of publications in peer-reviewed publications are limited. Students appear to be applying for, and receiving, various small grants, but it is not clear

whether they have been applying for national awards such as NSF Graduate Research Fellowships, EPA STAR fellowships, or NSF Doctoral Dissertation Improvement Grants. Success in these highly competitive national grant programs would be a clear signal of high quality student performance. However, faculty assistance is necessary to inform students about these opportunities and guide them through the application process, so a lack of these awards does not mean that the students could not be competitive with faculty guidance.

Students in the Professional Science Master's program who are not carrying out research would not necessarily be expected to publish, present at meetings, or apply for grants. While GPA in coursework might be an appropriate indicator of performance for these students, the most useful indicator is likely job placement. As noted below under Outcomes, the data on job placement is minimal. **We recommend a concerted effort to collect such data in a systematic way, though we recognize that this probably could not be done without additional administrative assistance.**

Other measures of student performance, such as time to degree and completion rates, can be useful indications of the success of a graduate program. Those data were not available to the review team and therefore cannot be evaluated. **Again, we recommend that the program systematically collect these data in collaboration with the Graduate School, to the extent that resources permit.**

2. Level and quality of faculty performance

Overall, the Environmental Sciences Graduate Program faculty are demonstrably outstanding. They have garnered numerous honors and awards and have highly successful research programs funded by NSF, EPA, NIH, DOE, USDA, CDC, US Forest Service, and many other government agencies, foundations, and non-governmental organizations. Curriculum vitae indicate excellent publication records for many faculty members. Many of these faculty would be excellent advisors and mentors to Environmental Science students. However, it is the impression of the review team that relatively few of these faculty actually advise students. Instead, it appears that only a handful of faculty members are actively engaged in the program, either teaching core courses and/or advising students. Relatively few faculty came to the review team's scheduled meeting with faculty. Moreover, there is some concern that a number of the active faculty are at or close to retirement. **To ensure a successful program, it is essential to provide incentives to engage faculty, particularly early to mid-career faculty with active research programs.**

3. Viability of scholarly community

Due to a lack of centralized space for Environmental Science graduate students, the ES scholarly community is less than the sum of its parts. Some students expressed strong feelings of isolation and a lack of interactions with other students and faculty in the program. The students who expressed the most satisfaction had identified with the scholarly community in their home department (e.g., Zoology), rather than Environmental Science. **It is clear to the review committee that the program needs additional attention from faculty to build and sustain a viable scholarly community.**

OUTCOMES

1. Professional viability of graduates: The stated vision of the ESGP is to develop a strong

interdisciplinary graduate program that prepares graduate students for employment in academia, government agencies, and private industries. Thus far, 56.5% of ESGP students have secured employment after graduation, and 100% of these positions were directly related to ESGP degree training. The data on job placement that were provided to the review team did not appear to be comprehensive, hence it is difficult to judge outcomes with any confidence.

With the exception of one student placed at a Turkish university, none of the placements listed in the self-study report were academic. Since the data were sparse, it is possible that there have been other academic placements. Unlike placements in the private sector, these would be relatively easy to find using simple web searches. Assuming that the data are accurate and academic placement has been rare for Environmental Science students, it would be useful to determine whether students are encouraged to consider an academic career, or whether the program actively directs them toward other professional options. It is telling that a survey of current students indicates that the students do not expect assistance from their major professor in seeking employment. Traditionally, the faculty advisor is the single most important source of advice regarding academic employment. The program course offerings are sufficiently diverse to provide a broad knowledge base that is adequate for students that wish to pursue an academic career, along with opportunities for specialization. But the surveys indicate that **enhanced career services, for both academic and non-academic careers, are essential for students to succeed in realizing their professional potential.**

For those interested in employment opportunities with both state and federal agencies, there are on-line sources of information (see Attachment 1) that would be helpful for students to consult in designing a course of study that is best suited for their particular career interests. By informing themselves of the prerequisites for employment with these agencies, and by becoming aware of existing student employment opportunities, students can potentially enhance their professional viability upon graduation.

2. Student Satisfaction

The review team met with several graduate students in the ES program, including the PSM program. The team also evaluated the satisfaction section of the self-study report and e-mails received after the review. This section presents our findings of satisfaction of students currently enrolled in the program as well as that of the alumni. It affords several recommendations on how to improve student satisfaction by some simple means. In general, the students were very appreciative of the opportunity to be pursuing an inter-disciplinary degree in the ES. They were very positive about the efforts of both the Director, Dr. Blaustein, as well as the administrative assistant, Linda James.

The current student satisfaction survey indicates that students are in general satisfied with their experience in the ESGP, and very satisfied with their major advisors. Three areas have been indicated by students in the survey as less than satisfactory: Departmental advising/guidance, the level of financial support, and somewhat with the resources available for student research. Our meeting with the students also revealed that these areas needed to be addressed. We observed that student satisfaction was related substantially to the home Department of the ES student. For example students in the Department of Zoology (the Director's home unit) were very satisfied with their experience while those

in other Departments were less than satisfied in several areas. Some of their concerns, along with recommendations, are indicated below.

Several students commented on inconsistencies in the expectation level of each faculty member on their dissertation committees. ESGP faculty echoed this comment as well. Students were also concerned with the multiple requirements (coursework as well as examination policies) that needed to be satisfied.

The ESGP needs to have a consistent policy on requirements for students. This policy should clearly lay out the examinations and coursework.

Faculty who wish to mentor students in ESGP should be made aware of this policy and the differences between Departmental and ESGP students.

Faculty who participate in the ESGP students' committee, in particular, the GCR, should be made aware of the policies of the program.

The Director of ESGP should meet with the Deans/ Heads/ Chairs of participating Colleges/Departments to ensure that students are not made to jump through two hurdles-- one for their department and the other for ESGP.

With the exception of the Joint-campus conference, students were mostly unaware of the advantages of the Joint-campus program, such as being able to take courses at either UO or PSU.

The Director should meet with his counterparts at UO and PSU and discuss which of the courses in their institutions are equivalent to those in the OSU program.

The Joint campus advantages, as well as procedures, should be clearly identified on the website of all three campus programs.

Several students remarked that they faced an "Identity crisis" –This is a challenge with any program that transcends a single Unit level. With the exception of the first year, students are not in classes together.

A seminar series that meets one or two term a year, in which each student presents his/her ongoing research, would help in bringing students together. A venue for students to meet gives them a chance to discuss their experiences and research. The Director or one of the core faculty could facilitate the seminar series (although the annual inter campus conference does help serve this purpose).

Students had resolved to form an e-mail listing by the end of our meeting with them- this could be a simple, no-cost mechanism to connect students. Students could self-organize social events and such other activities. The recommendation is for the ES administration to formalize this listing of students and keep it current. A formal ESGP Graduate Student Association would probably be useful for continuity.

With the exception of Zoology students, ES students felt that they were treated as "second class citizens" within their departments: Teaching Assistantships and office space were offered to other students within their Departments prior to the ES students. This is a serious concern that needs to be addressed since there is little incentive for faculty to mentor ES students.

The Director needs to meet with Deans/Head/Chairs of participating Units and ensure that ES students are treated in the same manner as other students within the participating Units. This treatment includes: (a) equal opportunity to obtain TAs, office space as regular students (we have learned that office space will be available for 10-12 students this fall), and (b) equal pay scale for TAs

within the unit. The committee realizes that this recommendation is very challenging to implement since the Director does not really have any “carrots” to offer to the Unit Heads/Chairs.

Although not explicitly mentioned by the students, the Director brought to the review team’s attention dissatisfaction among ES students with regards to the disparity in salary scale across the program. See the discussion above on level of financial support for students.

There was a strong desire by all students to see an updated course listing provided on the website as well as on the brochures of the tracks. The Director informed us that the website was being redesigned to address this concern.

The Director appoints “Track Leads” who can update and maintain the course listing in their tracks, perhaps with student input. The Director would have to provide some incentive for the track lead or negotiate with the unit heads to count this towards the Lead’s service obligation.

The PSM students had a more cohort sense than the other tracks-- this is to be expected considering the structure of their program. However, they felt a disconnect with the rest of the ES program.

Recommendation: Drs. Blaustein and Bechert need to discuss how to better integrate and enrich the experiences of the two groups of students.

3. Rankings/Ratings

The major sources of graduate program rankings, the National Research Council’s Assessment of Research Doctorate Programs and U.S. News and World Report, do not include rankings of graduate programs in Environmental Science. Using rankings for biology programs, conservation biology programs, or even ecology programs, is tenuous, since Environmental Science is a highly interdisciplinary program that includes faculty from the social sciences as well as a variety of biophysical sciences. The review team was unable to identify a useful source of ratings for environmental science graduate programs.

The self study document points out the OSU is highly ranked in the area of research productivity in conservation biology according to a recent paper in *Conservation Biology*. Although this isn’t directly linked to ESGP, this certainly could be used as part of a recruiting effort.

The committee recommends that the ESGP track completion rates and time to completion of their students.

Conclusions

The overall recommendation of the panel is that the Environmental Sciences Graduate Program be retained. Steps to improve the Program are presented in the Summary of Findings as well as the Detailed Report above and include the following:

- Review tracks, streamline where there are low enrollments and redundancy with other programs
- Update course lists for tracks, perhaps with appointed track leaders and student input
- Keep web pages updated, including links to PSU and University of Oregon programs; additional staff or student worker help is recommended
- Work with Deans to provide incentives for faculty participation in the program as major professors, committee members and core teachers
- Collect consistent data on completion rates, time to completion and student placement after graduation. Also provide annual student reviews
- Consider moving core courses to fall term to build student esprit de corps, include returning faculty and students to fall orientation, encourage formation of student e-mail list, student seminar series and a formal ESGP Student Association
- Have a consistent policy on requirements for students, including examinations and coursework
- Work with Deans, Chairs etc to ensure that ES students are on par with students in the participating units
- Enhanced career services for both academic and non-academic careers

Attachment 1

For those interested in employment opportunities with both state and federal agencies, students should be advised at the start of their degree program to consult websites such as <http://www.usajobs.gov/> for examples of prospective employment opportunities in their field of interest, and to pay particular attention to the required educational and experiential qualifications listed for a given position. Such consultation will aid in designing a course of study that is best suited for their particular career interests. Another means by which the professional viability of students can be enhanced would be to take advantage of student career opportunities that are available within at least some federal science agencies (e.g. U.S. Geological Survey, U.S. Fish & Wildlife Service and the USDA Forest Service). Within these agencies, there is a Student Educational Employment Program (SEEP) that has two components, the Student Temporary Employment Program (STEP) and the Student Career Experience Program (SCEP) (<http://www.usgs.gov/ohr/student/benefit/seep.html>). *Pending available federal funds*, this opportunity is available to all levels of students: high school, vocational and technical, associate degree, baccalaureate degree, graduate degree, and professional degree students. In the STEP program, job opportunities offer temporary employment that can provide students with a valuable work experience. Employment can range from summer jobs to positions that can last as long as student status is maintained (in one-year increments or less). The duties do not have to relate to a chosen academic field of study. Students in this program may be eligible for conversion to SCEP positions. The SCEP option offers valuable work experience directly related to a student's academic field of study. It provides formal periods of work and study while attending school. The program is designed to be a partnership between the student, his or her academic institution, and the federal agency. SCEP combines academic classroom learning with practical, on-the-job experience and provides students with paid work experience in their field of study. The SCEP may lead to permanent employment after you graduation and upon meeting the necessary position requirements. Agencies such as the U.S. Geological Survey want to attract students who demonstrate the talent, skills, and abilities the USGS needs. USGS student vacancies are highly competitive. Moreover, in some situations, students may be eligible for tuition assistance.

Environmental Science Graduate Program (ESGP) 3 –year Follow-up Review

A three-year follow-up meeting was held between Andy Blaustein, Director of the ESGP and Vinod Narayanan, representing the Graduate Council on May 10th 2012. The meeting lasted approximately 30 minutes. Both went over the Action Plan and Andy provided updates on the actions taken towards addressing concerns in the Program Review. The Review Panel report and the Action Plan are attached for reference.

As a brief background, ESGP is an interdisciplinary program that is housed in the Graduate School. It is unique in that it is a Joint-campus program between PSU, OSU and UO. It has eight tracks of specialization- Biogeochemistry, Ecology, Environmental Education, Natural Resources, Quantitative Analysis, Social Science, Water Resources, and PSM in Environmental Science. The Program was reviewed in Spring (June 3rd) 2009 by a team consisting of Alison Power (Dean of Graduate School at Cornell), Susan Walls (Florida Integrated Science Center), and two members of the Graduate Council, Shawna Grosskopf (lead) and Vinod Narayanan. The overall recommendation was that the program be maintained at its current level. Several recommendations were made in the report to which the Director prepared an Action Plan. This action plan was subsequently discussed in a meeting with the Provost in 2009.

Current Status of the ESGP- The ESGP continues to flourish with a current enrolment of 58 students. Approximately 19 students have been accepted into the program for next year of which about 10 students are expected to show up. Andy Blaustein continues to be the Director of the Program, and a new Associate Director (25% FTE) has been added. A Program Administrative Assistant works with the Director and co-Directors in running the ESGP. The ESGP office was vacated for the COS Business Office in 2009 and is now housed in Geosciences. Students have their offices in Strand Hall.

Updates in each of the areas identified in the Review Panel Report and Action Plan are provided below.

- Funding Model-
 - a. Uncertainty with GTA lines- “The Graduate School provides some funding for administration and other purposes, however, the main support for graduate students falls to the major professor or their departments. The College of Science has also provided funding in the form of GTAs for basic biology classes. However, the Dean of the College of Science has indicated that future GTA funding for students in this program is not guaranteed.”

3-year Update- The funding model remains the same. The Director mentioned that there is a new Dean for College of Science so he does not know about support yet per se but the Dean seems very supportive. There continue to be at least 6 TA lines given annually to ESGP and the Director believes that so long as the Biology Chair does not change, and

the demand for undergraduate biology courses continues to increase, this will continue to be the case. This year, ESGP was given 10 TA lines. “In other programs on campus, revenue from the professional side is used to subsidize the Master’s and PhD students.”

3-year Update- There has been no communication between the Directors of the ESGP and PSM programs about the issue of funding ESGP students with revenue from the PSM program.

- b. “A related issue is the fact that faculty currently have little incentive to participate in the program except for the fact that they can get some good graduate students, particularly as major professors. Apparently some financial incentive has been given in some past years, which might address this problem.”

3-year Update- There is no major change in funding levels from the Graduate School; hence no incentives can be provided to the home Departments of participating faculty members.

- c. “Although the program has set up its own web-based admissions, which is excellent, there are apparently still problems with incentives for faculty to participate in committee work. This again goes back into faculty buy-in for the program. It is recommended that the Director, the Dean of the Graduate School, and the Deans of the participating Colleges meet to discuss ways in which faculty engagement can be enhanced. Perhaps an IGERT and/or graduate internship opportunities could motivate faculty into participating more actively in the program.”

3-year Update- There is still lack of financial incentive for faculty to participate in committee work. Thus far, there has been no preparation of IGERTs and other collaborative proposals to boost faculty engagement.

- Curriculum-

- a. “Review tracks, streamline where there are low enrollments and redundancy with other programs”

3-year Update- A reasonable justification was provided for not reducing the number of tracks in the program. The Water Resources Science Director asked the ESGP Director to retain the Water Resources Track. Elimination of tracks might prove problematic since ESGP is a Joint-campus program. The director is working towards implementing a new track in Disease Ecology. The Director also proposed a track in Environment and the Humanities twice to Liberal Arts but has not received a response.

- b. “Update course lists for tracks, perhaps with appointed track leaders and student input”

3-year Update- The list of courses is being updated regularly. There are no incentives for folks to volunteer to be track leaders.

- c. “Keep web pages updated, including links to PSU and University of Oregon programs; additional staff or student worker help is recommended”

3-year Update- The Director has engaged the help of student workers to keep the webpage updated. It is however still difficult to find a link to the Joint-campus program on the ES website. The Director has assured that this problem will be fixed ASAP.

- d. “Work with Deans to provide incentives for faculty participation in the program as major professors, committee members and core teachers”

3-year Update- There has not been a change in budget to the ESGP for financial incentives encouraging faculty participation. The Director does offer some form of support to students in the ESGP, be it in the form of travel grants or small research support (~\$500).

One major issue at the time of review was that two of the faculty who were teaching the core courses in ESGP were leaving OSU. Since then, the Director has hired (using the existing budget) a part-time Associate Director, Carolyn Fonyo, to teach these core courses. This arrangement provides some permanence to the core course instructors. The Associate Director also helps the Director in reviewing graduate applications.

- e. Joint-campus conference- 3-year Update- Each year, in spring term, students and faculty from UO, OSU and PSU take part in a Joint-campus conference in ES. The Director reported an issue with this year’s conference, which was to be hosted by PSU. At the last moment, the PSU Chair of ES decided not to host the conference citing financial reasons. The OSU Director and UO Director have since managed to convince PSU to host the conference; however, the conference will now occur in Fall instead of Spring 2012, creating logistical difficulties due to teaching commitments among others.

- “Collect consistent data on completion rates, time to completion and student placement after graduation. Also provide annual student reviews”

3-year Update- The new Administrative Assistant has started keeping a list of alumni from the ESGP in order to track placement. According to the Action plan, student reviews were being conducted for some students (~10 per year). However, the Director was burdened with performing all reviews. With the hiring of the Associate Director, this burden is to be shared in the future.

- “Consider moving core courses to fall term to build student esprit de corps, include returning faculty and students to fall orientation, encourage formation of student e-mail list, student seminar series and a formal ESGP Student Association”

3-year Update- A new Associate Director is now in charge of the core-courses. The Director mentioned that core courses remain in winter for a variety of reasons. Student offices have been provided in Strand Hall. However, this building is scheduled to be demolished perhaps next year and an alternate office space will need to be found. In order to build camaraderie amongst students, there was an initiation to have an annual dinner at the Associate Director's house for ESGP students. Some students have organized get group together. There is an active student email list.

- "Have a consistent policy on requirements for students, including examinations and coursework"

3-year Update- The Directors reports that a consistent policy exists and is clearly stated on the website. However, implementation of the policy still needs work. Some faculty choose to ask for written examination of students, which is not stated on the ESGP guidelines.

- "Work with Deans, Chairs etc to ensure that ES students are on par with students in the participating units"

3-year Update- TA salaries remain low in ESGP, similar to zoology TA salaries. The Director has initiated travel and small research grants for ESGP students.

Environmental Science Graduate Program Review Action Plan

General Statements:

--On 15 September, Linda James, the Administrative Assistant for ESGP resigned to pursue graduate education. She was the Administrative Assistant for 10 years.

-- This position not filled until 1 December. I ran the program with little assistance until 1 December.

--The ESGP now has one part-time (.4) Administrative Assistant and one part-time work-study student.

--The ESGP office, student lounge, offices and mailboxes were vacated for the COS Business Affairs on 15 September.

--ESPG office is now housed in Geosciences

--Students need offices and the Graduate Dean has helped to identify areas where offices may be found. Sherm Bloomer is also involved in finding office space for students.

--This year, we had about 100 applications for ESGP.

1. Review tracks, streamline where there are low enrollments and redundancy with other programs

Some tracks have relatively low enrollments but there is no harm that we can see in keeping them. Removing and streamlining tracks is problematic because this is not just interdisciplinary across campus it is interdisciplinary among three campuses.

Certain tracks appear to overlap with other programs:

Example--Water Resources Track is fundamentally different from Water Resources Science which is geared more toward Hydrology/Geology rather than ecology. At the urging of the Water Resources Science Director--Mary Santelmann and in a meeting with Graduate Deans and other IDP directors--we are keeping our track in Water Resources.

2. Update course lists for tracks, perhaps with appointed track leaders and student input

At this point, the tracks will remain the same. We have interest in adding tracks in Conservation and Disease Ecology. Discussions about these tracks are being initiated with appropriate departments.

A recent proposal primarily by the College of Liberal Arts that there be a major/program in Environment and the Humanities has been discussed. I believe that the original proposal concerned both undergraduate and graduate levels. I proposed the possibility that Environment and the Humanities would be an ideal track in ESGP. I have had little response about my proposal.

Track leaders are a good idea. But we need incentives for this to work.

3. Keep web pages updated, including links to PSU and University of Oregon programs; additional staff or student worker help is recommended

I have one part time administrative assistant (.4 FTE) who is attempting to do this. I recently searched for another part time person to assist with this. I believe that Hou Truong, may take this position part time. He is an expert computer and web person who currently works on campus part time. Negotiations are occurring.

4. Work with Deans to provide incentives for faculty participation in the program as major professors, committee members and core teachers

We have a Dean's meeting in June where this will be addressed.

5. Collect consistent data on completion rates, time to completion and student placement after graduation. Also provide annual student reviews

We have attempted to collect these data and what we have is in our Self-Study Report.

Annual Reviews are done for several students per quarter. Again, I have to do most of this myself. So, I do about two or three per quarter.

6. Consider moving core courses to fall term to build student esprit de corps, include returning faculty and students to fall orientation, encourage formation of student e-mail list, student seminar series and a formal ESGP Student Association

Core Courses were taught by Drs. Eric Seabloom and Elizabeth Borer along with Dr. William Hogsett, Seabloom and Borer left for the University of Minnesota

just before the courses were to be taught this year. Dr. Hogsett along with a graduate TA took this course over. The course is being taught in winter until we find a solution as to who will be teaching it.

I strongly urge the university to dedicate one FTE to ESGP to teach the core courses. Dedicated FTEs exist in Environmental Sciences/Studies at our sister campuses (University of Oregon and Portland State). We are the only campus that does not have dedicated person/persons to teach in the core courses.

A student e-mail list has been initiated.

7. Have a consistent policy on requirements for students, including examinations and coursework

I am working on that but most of our policy is consistent and is written on the web page.

8. Work with Deans, Chairs etc to ensure that ES students are on par with students in the participating units

We need incentives for Chairs, Deans etc. to want Interdisciplinary students in their program. In many departments, there is no difference in attitude or relationship among ESGP students and others in the home department of the major professor. I do not see this as a big problem except in a few instances. In fact, I have dedicated funds every year for travel to meetings and for research supplies to ALL students who have applied. These types of funds are not available to students in many departments. This year, for example, I have partially funded 9 ESGP students to travel to professional meetings to present research papers. This is an excellent incentive and I know that the students and their professors are very appreciative when receiving these funds.

9. Enhanced career services for both academic and non-academic careers

I need to get help with this. Mostly, my Administrative Assistant has been handling this.

10. Incentives for faculty to participate

In the past substantial funding was provided to the home department for each student participating in IDPs.

11. Student Seminars

Inter-campus conference: We have a full day of student seminars every year that switches between campuses. Students also present papers at BGSS (Biology Graduate Student Symposium).

12. Orientation

We have this every fall.

13. Students on committees

We are in the process of doing this.

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☒ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

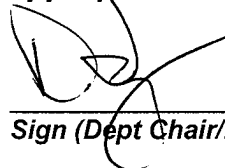
Effective Date:

Terminate the Master of Business and Engineering (MBE) in Constr. Engineering Management

Department/Program:
School of Civil and Construction Engineering

College:
Engineering

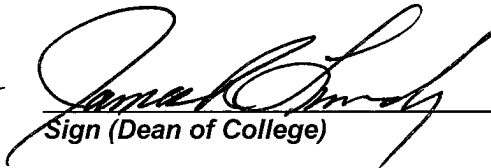
I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:



Sign (Dept Chair/Head; Director)

3/30/12

Date



Sign (Dean of College)

4/3/12

Date

David Trejo

Print (Department Chair/Head; Director)

Print (Dean of College)



School of Civil and Construction Engineering

Oregon State University, 220 Owen Hall, Corvallis, Oregon 97331-3212

Phone 541-737-4934 | Fax 541-737-3052 | <http://cce.oregonstate.edu>

Executive Summary – Termination of the Master of Business and Engineering (MBE) degree in Construction Engineering Management

The Master of Business and Engineering (MBE) Program in the School of Civil and Construction Engineering was established in 2005 with the objective of offering a broader education in construction engineering and management and business. Although there has been modest enrollment (<8) in the MBE program, enrollment has further decreased and there are currently only three (3) students enrolled in the program. This proposal is to eliminate the MBE program yet still offer students the same classes through the graduate program in Construction Engineering Management in the School of Civil and Construction Engineering.

All classes required for the MBE will continued to be offered and all students currently in the program will be allowed to complete their MBE degrees. However, if a student prefers to transfer to the M.Eng or M.S. degrees in Construction Engineering Management within the Civil and Construction Engineering program, the students will be allowed to do so. It is anticipated that the elimination of the MBE program will have no effect on existing students.



School of Civil and Construction Engineering
Oregon State University, 220 Owen Hall, Corvallis, Oregon 97331-3212
T 541-737-4934 | F 541-737-3052 | <http://cce.oregonstate.edu>

PROPOSAL TO TERMINATE MASTER OF BUSINESS AND ENGINEERING (MBE) DEGREE IN CONSTRUCTION ENGINEERING MANAGEMENT

Oregon State University
College of Engineering
School of Civil and Construction Engineering
Proposal by: David Trejo
Banner SIS Major number: 3380
CPS#: 8 3 2 7 2
January 12, 2012
Proposed Effective Date: March 1, 2012

- 1. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.** 1a CIP#: 143301 1b The Master of Business and Engineering (MBE) program in the School of Civil and Construction Engineering was established in 2005 with the objective of offering a broader education in construction engineering and management and business. Although there has been modest enrollment (<8) in the MBE program, enrollment has further decreased and there are currently only three (3) students enrolled in the program. This proposal is to terminate the MBE program yet still offer students the same classes through the graduate program in Civil Engineering in the School of Civil and Construction Engineering.

All classes required for the MBE will be continued to be offered and all students currently in the program will be allowed to complete their MBE degrees. However, if a student prefers to transfer to the M.Eng. or M.S. degrees in Civil Engineering they will be allowed to do so. It is anticipated that the termination of the MBE program will have no effect on existing students.

- 2. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).** College of Engineering, School of Civil and Construction Engineering.
- 3. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.** Not applicable.²
- 4. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.** None.
- 5. Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.** Not applicable – MBE program is being terminated.

- 6. Relationship of the proposed unit to the institutional mission.** This program supported the Oregon State University mission, but students have been much more interested in enrolling in the Civil Engineering graduate program and focusing their studies on Construction Engineering Management. The program in Civil and Construction Engineering allows students to get a minor in the MBA program and this will replace the MBE program.
- 7. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).** Not applicable.
- 8. Relationship of the proposed unit to programs at other institutions in the state.**
Not applicable.
- 9. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.** Not applicable. This program is not accredited.

Appendices:

- **Transmittal Sheet:** Attached.
- **Budget Table:** Attached
- **Library Evaluation:** Not applicable.
- **Liaisons:** Ilene Kleinsorge; Scott Ashford; Jim Lundy; Terri Fiez; Robert Stone; Greg Rorrer; Kathryn Higley

Jameson, Sandy

Subject: FW: Termination of MBE Degree in COstruction Engineering Management

From: Lundy, James R
Sent: Friday, March 09, 2012 3:18 PM
To: Trejo, David
Subject: Re: Termination of MBE degree

David
Sorry for the delay. I strongly support termination of this degree.

Jim

From: Higley, Kathryn A
Sent: Friday, March 09, 2012 3:34 PM
To: Trejo, David; Lundy, James R
Cc: Jameson, Sandy
Subject: RE: Termination of MBE degree

I am okay with termination.

Kathy

Kathryn A. Higley, PhD, CHP

Professor and Head
Dept. of Nuclear Engineering & Radiation Health Physics
100 Radiation Center
Oregon State University Corvallis, OR 97331-5902
541.737.0675 (w)
541.737.0480 (fax)
kathryn.higley@oregonstate.edu

From: Trejo, David
Sent: Friday, March 09, 2012 3:03 PM
To: Lundy, James R; Higley, Kathryn A
Cc: Jameson, Sandy
Subject: RE: Termination of MBE degree

Jim and Kathy;
We've received comments from all except you on this. Could you please let us know if you have any issues with us terminating the degree? Thanks.
David

From: Trejo, David
Sent: Friday, March 09, 2012 3:01 PM
To: Jameson, Sandy
Subject: FW: Termination of MBE degree

From: gregory.rorrer@oregonstate.edu [<mailto:gregory.rorrer@oregonstate.edu>]
Sent: Saturday, March 03, 2012 11:59 AM

To: Trejo, David
Subject: Re: Termination of MBE degree

CBEE concurs with this decision. Regards, Greg Rorrer
Sent via BlackBerry from T-Mobile

From: Robert B. Stone, Ph.D. [<mailto:Rob.Stone@oregonstate.edu>]
Sent: Thursday, March 01, 2012 8:32 PM
To: Trejo, David
Cc: Ashford, Scott; Lundy, James R; Rorrer, Gregory L.; Fiez, Terri; Higley, Kathryn A; Kleinsorge, Ilene - COB; Jameson, Sandy
Subject: Re: Termination of MBE degree

Dave,

MIME is good with your termination of the degree.

Rob

Robert B. Stone, Ph.D. | Professor and Interim Head | School of Mechanical, Industrial and Manufacturing Engineering | Oregon State University
208 Rogers Hall | Corvallis, OR 97331 | Direct: 541.737.3638 | Fax: 541.737-2600 | **Go Beavs!**
mime.oregonstate.edu

From: Fiez, Terri
Sent: Thursday, March 01, 2012 8:00 PM
To: Trejo, David
Cc: Ashford, Scott; Lundy, James R; Stone, Rob; Rorrer, Gregory L.; Higley, Kathryn A; Kleinsorge, Ilene - COB; Jameson, Sandy
Subject: Re: Termination of MBE degree

Fine with eecs

Terri Fiez
Head & Professor
School of EECS
Oregon State University

-----Original Message-----

From: Ashford, Scott
Sent: Tuesday, February 28, 2012 7:46 PM
To: Trejo, David
Subject: Re: Termination of MBE Degree in COstruction Engineering Management

I support termination. Scott

Sent from my iPhone

On Feb 28, 2012, at 6:24 PM, "Trejo, David" <David.Trejo@oregonstate.edu> wrote:

> Scott;
> See below. I spoke with Jim and we both feel the degree should be terminated. Any political issues if we move ahead and terminate the program instead of suspending it as Ilene suggests?

> David

From: Trejo, David
Sent: Tuesday, February 28, 2012 4:57 PM
To: Kleinsorge, Ilene - COB
Cc: Jameson, Sandy; Coakley, James - COB
Subject: RE: Termination of MBE Degree in COstruction Engineering Management

Ilene;

Thanks for the prompt response and good point on the suspension as opposed to termination. I will look into this and get back to you.

David

From: Kleinsorge, Ilene - COB
Sent: Tuesday, February 28, 2012 12:28 PM
To: Trejo, David
Cc: Jameson, Sandy; Coakley, James - COB
Subject: RE: Termination of MBE Degree in COstruction Engineering Management

David

We do not have concerns about your decision. However, may I suggest you suspend the degree rather than terminate the degree. A suspension would allow you to offer it again in the future without going through the university system for approval. As we offer develop and deliver an MBA in a hybrid on-line version, you may find it easy to offer the degree in a similar format using our courses and the degree will be more attractive to students at a distance.

Just a thought.

Ilene

Ilene K. Kleinsorge, Ph.D.
Dean
College of Business
Oregon State University
541-737-6024

From: Trejo, David
Sent: Thursday, March 01, 2012 6:55 PM
To: Ashford, Scott; Lundy, James R; Stone, Rob; Rorrer, Gregory L.; Fiez, Terri; Higley, Kathryn A; Kleinsorge, Ilene - COB
Cc: Jameson, Sandy
Subject: Termination of MBE degree

Hi all;

I hope the term is going well. You are being contacted as "liasons" for our proposal to terminate the MBE degree in our School. The program currently has three students and two of these students will likely graduate next term. Because enrollment has never exceeded ~8 students and current numbers are very low, we feel it is in the best interest of our School, College, and the University to terminate the degree. I have initiated the process of terminating the degree and you have been identified as "liasons," potential people/programs that may be affected by the change. I believe that terminating the degree will have limited, if any, impact on any of your Schools/Departments as enrollment has been mostly limited to civil and construction engineering students, but it is at the same time important that you know of the

potential changes and impacts. Could you please let me know if you or your School/Department has any concerns will terminating the degree and if so, what are the concerns? Thanks!

David

David Trejo, PhD, PE
Acting Head, Professor and Hal D. Pritchett Endowed Chair
220 Owen Hall
School of Civil and Construction Engineering
Oregon State University
Corvallis, Oregon 97331
(O) 541.737.4934

From: Trejo, David
Sent: Tuesday, February 28, 2012 10:30 AM
To: Kleinsorge, Ilene - COB
Cc: Jameson, Sandy
Subject: Termination of MBE Degree in COstruction Engineering Management

Hello Ilene;

I hope the term is going well. I want to bring you up to speed on the MBE program in our School – I believe David Sillars has already discussed this with you. Currently, the program has three students and two of these students can graduate within the next term. Because enrollment has never exceeded ~8 students and current numbers are very low, we feel it is in the best interest of our School, College, and the University to terminate the degree. I have initiated the process of terminating the degree. I believe that terminating the degree will have limited, if any, impact on the COB, but wanted to pass this by you. Could you please let me know if you or the COB have any concerns will terminating the degree?

Thanks!

David

David Trejo, PhD, PE
Acting Head, Professor and Hal D. Pritchett Endowed Chair
220 Owen Hall
School of Civil and Construction Engineering
Oregon State University
Corvallis, Oregon 97331
(O) 541.737.4934

From: Trejo, David
Sent: Friday, May 04, 2012 3:19 PM
To: Jameson, Sandy
Subject: FW: MBE

-----Original Message-----

From: Kleinsorge, Ilene - COB
Sent: Thursday, May 03, 2012 10:27 PM
To: Trejo, David
Cc: Matson, Susan - COB; Kleinsorge, Ilene - COB
Subject: MBE

David

The College of Business does not have any problem with the elimination of the MBE.

Good luck with your decision.

Ilene

Ilene Kleinsorge
Dean
College of Business
541-737-6024

Sent from my iPad

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: School of Civil and Construction Engineering

Indicate the year: X First Second
 Third Fourth

Program: Masters of Business and Engineering

Academic Year: AY 2011-2012

Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
|-------------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Graduate Assistants (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Support Staff (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Fellowships/Scholarships | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OPE | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Nonrecurring: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Personnel Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library/Electronic | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supply and Svcs.: stationary, mktg | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities | | | | | | |
| Construction | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Major Renovation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| GRAND TOTAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: School of Civil and Construction Engineering
 Program: Masters of Business and Engineering
 Academic Year: AY 2012 - 13

Indicate the year: First X Second
 Third Fourth
Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
|--|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Graduate Assistants (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Support Staff (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Fellowships/Scholarships | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OPE | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Nonrecurring: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Personnel Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library/Electronic | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supply and Svcs., stat, trvl, misc, X2 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities | | | | | | |
| Construction | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Major Renovation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| GRAND TOTAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: School of Civil and Construction Engineering
 Program: Masters in Business and Engineering
 Academic Year: AY 2013 – 14

Indicate the year: First _____ Second _____
 X _____ Third _____ Fourth _____
Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
|--|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Graduate Assistants (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Support Staff (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Fellowships/Scholarships | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OPE | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Nonrecurring: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Personnel Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library/Electronic | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supply and Svcs., stat, trvl, misc, X2 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities | | | | | | |
| Construction | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Major Renovation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| GRAND TOTAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: School of Civil and Construction Engineering
 Program: Masters of Business and Engineering
 Academic Year: AY 2014 -15

Indicate the year: _____ First _____ Second
 _____ Third X Fourth
Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
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Income | Column F
LINE
ITEM
TOTAL |
|-------------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Graduate Assistants (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Support Staff (Include FTE) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Fellowships/Scholarships | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| OPE | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Nonrecurring: | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Personnel Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources | | | | | | |
| Library/Printed | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library/Electronic | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Supply and Svcs.; stationary, mktg | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Resources Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities | | | | | | |
| Construction | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Major Renovation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Physical Facilities Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| GRAND TOTAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

1. Review - College Approver - Engineering

Approved by [Robert Paasch](#) Associate Professor / Sch of Mech/Ind/Mfg Engr, April 15, 2012 9:57am

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, April 23, 2012 3:48pm

Comments

Sarah Williams (Curriculum Coordinator) April 23, 2012 3:48pm

This proposal has been reviewed by Academic Programs and is ready for review by Budgets and Fiscal Planning.

3. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), May 4, 2012 10:37am

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) May 4, 2012 10:37am

Please change the first year budget to be a no cost budget unless you really think that there is an incremental cost of the proposal in the first year. If you really think so, the OPE needs to be added

4. Originator Response

[Sandra Jameson](#) Head Advisor / Sch of Civil/Constr Engr, May 4, 2012 4:58pm

Comments

Sandra Jameson May 4, 2012 4:58pm

We have revised the Budget Year 1 to reflect \$0 spent. We have also added an additional email from Ilene Kleinsorge.

5. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), May 4, 2012 5:01pm

Action Plan and Follow-up (2009–2012)

May 23, 2012

How Recommendations from the May 2009 Graduate Program Review have been addressed Department of Biological & Ecological Engineering

GRADUATE PROGRAM

| <i>Panel Recommendation</i> | <i>Panel Assessment</i> | <i>BEE Response</i> | <i>Detailed Actions</i> | <i>Lead role</i> | <i>Follow-up</i> |
|--|--|--|--|-------------------------------|--|
| 1. Develop greater investment in the departmental instructional programs by the College of Engineering | Additional funding needed in Water Resource Engineering | We agree, but this has been a challenging area. | 1. Work with COE Dean to identify additional funding and investment opportunities to support BEE programs. | Department Head | Remains challenging due to decreased investment by the state. Differential tuition (ca. \$100K now kept by COE) may be a source of funds; however, would require changes in COE; a new COE dean may consider this |
| 2. Build a unifying framework around the discipline of Biological Engineering | Current program organized around application areas | We view Ecological Engineering as distinct from Biological Engineering, based on the science of Ecological Systems rather than Biology. | 1. Arrange meeting with COE Dean, CBEE Head to discuss additional linkages between CBEE, BEE | Department Head | Clearly related to Item 3. There is now a BEE curriculum coordinator at the undergraduate and graduate levels. Has led to streamlining curriculum discussions (mostly at undergraduate level); grad level distinction is already strong. |
| 3. Meet with CBEE group to develop joint vision/mission/goals | Current structure considered sub-optimal | We currently coordinate curriculum; have engaged in additional conversations in the past without significant results. Future conversations should include Forest Engineering and possibly Wood Science and Engineering | 1. Arrange meeting with COE Dean, CBEE Head to discuss additional linkages between CBEE, BEE.
2. Explore additional opportunities for linkages with FE, WSE | Department Head | Note linkage with Item 2. Still limited success in working with CBEE. However, there has been progress in working with FE and WSE towards the development of a School of Natural Resources Engineering (see note at end of table for details). Anticipate support from the new dean of COA. |
| 4. Develop recruitment plan for high-quality graduate students, including diversity plan | Identify additional needs for research in areas of Department strength | Agreed. | 1. Develop recruitment plan addressing diversity, quality
2. Explore additional funding opportunities for bringing in exceptional graduate students | Department Graduate Committee | Diversity is noted to be good. It is “near the top” for COE and higher than national averages. This might also develop this fall as the School of Natural Resources progresses. Donors could provide targeted fellowships. |
| 5. Provide greater | Need to explore | Agreed. We have no | 1. Identify issues relate to | Departmental | TAs still do not exist in BEE; however, |

| | | | | | |
|--|---|--|--|---------------------------------|---|
| opportunities for graduate students to obtain teaching experience | strategies for including, assessing teaching experiences | teaching assistantships, so other mechanisms need to be identified | non-TA grad student teaching experiences
2. Develop plan for providing additional teaching opportunities
3. Develop funding plan to support grad student teaching experiences
4. Development assessment methods | Graduate committee | this has been an area of active improvement. Graduate students are or will be engaged in:
1) teaching in area of expertise,
2) undergraduate mentoring,
3) e-campus coursework.
The build-up to e-campus classes is notable and is well-supported at this stage of development |
| 6. Add Graduate Student to our Graduate Committee | improved communication between students, faculty would be helpful | Agreed. | 1. Add graduate student to BEE Graduate Committee. | Department Head | Done. |
| 7. Encourage graduate students to apply for university and external awards to enhance program visibility | | Agreed. This is part of our existing efforts | 1.Continue existing efforts in this area
2. Identify new opportunities related to grad student awards | Departmental Graduate Committee | This has started. Examples are recent awards of EPA Star and NSF Graduate Student Fellowship grants. |
| 8. Consider development of NSF REU program | May enhance recruiting success of undergraduate and underrepresented groups | Agreed. We are expanding our efforts in this area | 1. Continue to identify REU opportunities | Graduate Faculty | An application for an REU is pending. BEE is participating with Inst. for Water and Watersheds Willamette Water 2100 (WW2100), a large multi-departmental grant. Both Tullos and Selker have programs (see note at end of table for details). |
| 9.Reactivate External Advisory Group | | Agreed. | 1. Schedule annual advisory board meetings starting early 2010 | Department Head | Done. Two meetings in the last year. |
| 10. Develop mechanism to track student performance | | This is generally handled by the major professor | 1. Explore whether additional mechanisms are needed to track student performance | Departmental Graduate Committee | BEE is using the new OSU electronic tracking system. Audits for graduate students are in place. Exit interviews now conducted. No post-graduate tracking is occurring at this time although addresses/contact information is maintained. |
| 11. Develop a Departmental Seminar Series | This would be helpful for student to gain understanding of current | Agreed, but available resources limit our capacity to be responsive. | 1. Explore funding mechanism, possible collaborations with other units/programs to deliver relevant seminar series | Department Head | This is underway using a traditional model (current topic is Climate Change). Also, professional development seminar is conducted for undergraduate students. |

| | | | | | |
|--|---|--|--|--|--|
| | understanding of
Biological &
Ecological
Engineering
research | | | | |
|--|---|--|--|--|--|

Functions of the School of Natural Resources Engineering:

- Recruiting
- Program marketing, web site maintenance
- Awarding "school based" scholarships (as opposed to departmental ones)
- Curriculum changes (interdepartmental committees)
- Class scheduling
- ABET accreditation
- Outreach
- Seminars / continuing education

Functions of the Departments

- Faculty mentoring, P&T
- Staffing
- Research functions
- Student advising
- Outreach related to departmental research

Internship opportunities. More info at: <http://eco-informatics.engr.oregonstate.edu/> for the ecoinformatics program run by Desiree Tullos. John Selker also has been teaching a Soil Physics field course in Chile providing an opportunity for graduate and undergraduate students to get field experiences in an international setting.

On May 9th 2012, Tom Wolpert met with Robert Stone the Interim Head of the school of Mechanical, Industrial and Manufacturing Engineering (MIME) and David Cann, the Associate Head for Graduate Education. The meeting was held as part of the 3-year follow up on the Action Plan developed by the school in response to the 24 recommendations provided in the review of the Mechanical Engineering Graduate Program conducted May 5-4, 2008. The action plan submitted to the Provost and Graduate School, dated June 2, 2008, is included below. Imbedded in the action plan and written in italics, are the follow up responses to the action plan as provided on May 9th, 2012:

Mechanical Engineering Graduate Degree Program Action Plan in Response to the Review of 2 June 2008

Prepared by David Cann (12 Dec 08)
Associate Head for Graduate Education
School of Mechanical, Industrial, and Manufacturing Engineering

The review committee conducted an on-site interview on May 4-5, 2008 and a written report was submitted on 2 June 2008. The report contains a total of 24 recommendations; this document details the specific actions being taken by the ME program in response to these recommendations. Given that it is not possible to implement all of these recommendations in the short term, each action lists the appropriate priority.

Recommendation 1: Identify specific, existing collaborative interactions with international institutions and develop a plan for how these could be expanded within the programmatic effort, e.g., summer exchange program, semester abroad for collaborative research, etc.

Action: The ME program has existing, but informal, exchange programs with Germany and Japan. Such programs are best initiated by individual faculty members with specific research collaborations. Therefore, mechanisms for expanding our current portfolio will be discussed with the ME faculty. Priority = Low.

Follow up: Currently, no formal program for international collaborative interactions has been developed. However, such interactions continue to proceed on an individual basis. Additionally, plans are currently underway to implement a graduate student exchange program with Sweden.

Recommendation 2: The Graduate Program Chair should investigate building on existing links with institutions in China and determine whether it is possible to use current opportunities to expand the contribution of Chinese students to the ME program.

Action: The ME program is a charter participant in the graduate-level INTO program and, if successful, this may increase the number of Chinese students in our graduate program. In the initial years it will be limited to 4 to 8 per year, but could grow into significantly larger numbers. Priority = Currently being implemented.

Follow up: The School is engaged with the INTO program at OSU and as such includes the participation of Chinese students. No additional programs are planned.

Recommendation 3: The Graduate Program Chair needs to develop a full recruiting plan with a budget.

Action: A detailed recruiting plan with a budget will be developed by the end of the 2008-9 academic year with guidance from the MIME recruiting committee. Given current budget predictions it is unlikely that significant resources can be made available for the near future. Priority = Moderate.

Follow up: Efforts toward Graduate Student recruitment have been significantly increased and appear to be increasingly successful. For example, the school now invites and funds up to 20 candidates a year for campus interviews. Last year's recruiting efforts resulted in the matriculation of 30 graduate students.

Recommendation 4: Submit a proposal to the National Science Foundation to establish a Research Experience for Undergraduates (REU) site in ME. If such a proposal is funded it will give ME faculty access to some of the best and most highly motivated undergraduates in the United States. The effectiveness of these sites in recruiting top students into graduate school has been widely documented. They also increase recruiting opportunities for domestic PhD students.

Action: The annual deadline for the REU site proposals is in August. A team of faculty in MIME will submit a proposal in August 2009. Priority = Moderate.

Follow up: REUs are obtained on an individual level by faculty. Currently, plans are being developed for a possible site under the theme "Engineering for Good". Also, a newly recruited faculty member has had prior experience directing an REU site and will be considered a resource for developing a proposal at OSU.

Recommendation 5: Reduce required course credits to Graduate School minimums. Such a reduction would facilitate flexibility and allow students to take courses (including some at the undergraduate level) outside ME and outside the College of Engineering.

Action: The ME graduate faculty recently (5 Dec 2008) voted to reduce the total number of course credits from 36 to 30 for the MS degree. A similar initiative is under consideration for the PhD degree. Priority = Already implemented for MS, High priority for PhD.

Follow up: As indicated, this was completed for MS degrees in 2008 and recently also completed for Ph.D. degrees. For the latter, a reduction of 54 course credits to 48 was approved.

Recommendation 6: Emphasize the option to develop flexible interdisciplinary programs of graduate study when promoting the graduate program (e.g. on the ME program web page and in the department offer letter).

Action: The faculty of MIME are currently developing research clusters to help define our research activities. Most of these are highly interdisciplinary in nature and will be used on all external publications and websites, etc. Priority = Being Implemented Currently.

Follow up: The School anticipates defining a suite of approximately 12 individual, transcript-visible options for their graduate programs under proposed new guidelines as provided by the Graduate School. Among these will be a "flexible" option.

Recommendation 7: Continue providing the Graduate Communication Seminar and consider expanding it to two quarters or possibly the entire year.

Action: From a practical standpoint, this recommendation cannot be implemented without an increase in the number of faculty. Priority = Low.

Follow up: The Graduate Communication Seminar is still offered on a yearly basis. Currently, resources are insufficient to consider a higher frequency.

Recommendation 8: Provide graduate opportunities for international exchange and collaboration.

Action: Similar to Recommendation 1. The ME program has existing, but informal, exchange programs with Germany and Japan. Such programs are best initiated by individual faculty members with specific research collaborations. Therefore, mechanisms for expanding our current portfolio will be discussed with the ME faculty. Priority = Low.

Follow up: Such opportunities are available on an individual, faculty-initiated basis.

Recommendation 9: Establish graduate cooperative agreements for industry internships.

Action: This topic will be brought to the attention of the MIME Industrial Advisory Board. If positively received, MIME faculty will develop a strategy for implementing this using a similar structure to the successful MECOP program for undergraduate students. Priority = Moderate.

Follow up: The School has developed formal exchange fellowships with both Intel and Blount International Inc. Additionally, plans are underway to develop additional fellowship opportunities with other companies that have strong research interactions with MIME.

Recommendation 10: Increase the opportunities for graduate student presentations.

Action: All of the specialization groups within ME currently have seminar series (2 of them associated with a formal course number, the others are run on a more informal basis). Priority = Already Implemented.

Follow up: Currently, 4-5 different seminar programs exist within the School. Each of these offers opportunities for graduate student presentations. The School estimates that most students present 1-2 formal presentations over the course of their graduate careers.

Recommendation 11: The School should consider forming a faculty “vision” or “long-range planning” committee. Encouraging widespread faculty participation would help to foster a sense of collaboration and shared sense of future.

Action: An MIME-wide Vision Committee was initiated in 2007-8. It meets regularly addressing strategic issues facing the School. Priority = Already Implemented.

Follow up: The Vision Committee has been suspended due to excessive committee assignments for faculty. However, work of this nature continues under the Graduate Program Committee.

Recommendation 12: Consider the role of the Qualifying Examination and whether it is being used in the most effective way.

Action: The Qualifying Examination has only been in operation in its current format since the 2007-8 academic year. An assessment of its effectiveness would be appropriate within the next academic year. Priority = Moderate.

Follow up: The requirement for qualifying examinations had only recently been implemented at the time of the review making it impossible to adequately assess. The requirement has now been in place four years and appears to be working as intended. It provides an early and effective means to evaluate future student success toward a higher degree.

Recommendation 13: Metrics for graduate student success should be identified and tracked.

Action: We are currently developing a number of tracking systems that will include the ability to identify students progress in the program of study, and other accomplishments outside the classroom. Priority = Currently Being Implemented.

Follow up: Adequate tracking of graduate student success was deemed impractical, as an appropriate database is not readily available. Additionally, efforts along this line are increasingly being discussed as part of a possible University effort. School plans will develop in parallel with those of the institution.

Recommendation 14: Form a Graduate Student Awards Nomination Committee.

Action: The responsibility for nominating graduate students for awards currently lies with the Graduate Program Committee. At a future faculty meeting, we will seek input from the faculty to determine if the MIME Awards committee is a more appropriate committee to handle graduate student nominations. Priority = Low.

Follow up: An Awards Committee has been established that encompasses considerations for faculty, staff and students.

Recommendation 15: The School should clarify/develop policies regarding the formation and maintenance of graduate committees and publication requirements for graduate degrees.

Action: This issue will be brought up at a MIME GPC meeting during this academic year. Priority = Moderate.

Follow up: The School follows the recommendation of the Graduate School for forming graduate student committees. No consensus has been reached on the publication requirements for graduate degrees and is not considered likely. This is due to the diversity of programs included within the school. For example, some programs involve explicit intellectual property agreements that preclude publication.

Recommendation 16: Form a Faculty Awards Committee. This committee should identify outstanding faculty and help nominate them for Fellow status in their respective societies and national awards available through professional societies such as MRS and ASEE.

Action: The current MIME Awards Committee is currently charged with this task. Priority = Already Implemented.

Follow up: See Recommendation 14.

Recommendation 17: The School should provide travel funds on a competitive basis (maybe matched by the Graduate School) to encourage graduate (particularly doctoral) student attendance at conferences.

Action: There are currently funds available for PhD students to receive \$500 to help defray costs of presenting at conferences. Currently only students that have passed their Prelim Exam are eligible, but if additional funds can be made available it will be expanded. Priority = Already Implemented.

Follow up: Funds for individual students have been increased from \$500 to \$1000. Also, students can now compete for funds following completion of their qualifying exams (previously-upon completion of their preliminary exam). This allows for more students to compete and to attend conferences earlier in their academic program. The School funds from 10-20 students per year.

Recommendation 18: The School should consider forming a student organization within ME.

Action: This issue will be brought up at the next scheduled meeting with the graduate students to see if there is interest amongst the students to initiate a student organization. Priority = Moderate.

Follow up: A graduate student-initiated organization has been developed in the School. The School contributes \$1000/year to help defray organization expenses through an account independently handled through the OSU Memorial Union. In exchange for funding, the student organization contributes to the graduate recruitment activities of the School.

Recommendation 19: The School should improve tracking for graduate alumni.

Action: As mentioned above, we are currently developing a number of tracking systems for our graduate students. The initial efforts are aimed at incoming and existing students, but maintaining communication with alumni will be included in the tracking system. Priority = Currently Being Implemented.

Follow up: This has not been aggressively pursued. However, increased voluntary contacts have been facilitated through professional networks such as "LinkedIn".

Recommendation 20: The School should consider creating a curriculum committee to periodically review programmatic needs and teaching activities.

Action: The responsibilities for the review and maintenance of the ME graduate curriculum lies with the ME Graduate Program Committee. Priority = Already Implemented.

Follow up: This activity is currently handled by the Graduate Program Committee.

Recommendation 21: Clarify on the web and any published documents the course requirements and how students can satisfy these requirements.

Action: The ME graduate program web sites were updated in the 2007-8 academic year and now accurately reflect all course requirements. Priority = Already Implemented.

Follow up: The web site is consistently maintained and periodically updated.

Recommendation 22: Provide access to student training in aspects of entrepreneurship either through the College of Engineering and/or Business and establish mechanisms for exposing students to ongoing entrepreneurial activities within the College.

Action: Students will be made aware of courses on entrepreneurship offered for graduate students. Priority = Moderate.

Follow up: At the time of the review, enrollment opportunities for MIME students in these programs was limited. This has been addressed and students can now participate in both the College of Engineering and Business programs.

Recommendation 23: Maintain the graduate student directory and keep School web site current.

Action: The web site was updated significantly in the 2007-8 academic year. Priority = Already Implemented.

Follow up: The graduate student directory is updated annually and other web functions on an 'as need' basis.

Recommendation 24: Encourage student participation on committees.

Action: The ME GPC will allow a graduate student representative to attend meetings as needed. Priority = High.

Follow up: A formal policy for graduate committee participation has not been developed. However, student participation is encouraged in a range of School functions.

Additional follow up discussions: Due to the recent (2007) fusion of graduate programs into a single School, the School has indicated an interest in having all their graduate programs assessed in unison. This includes the Mechanical Engineering and Industrial Engineering degree programs, as well as the interdepartmental Materials Science degree program which is administered by MIME. The School would appreciate this consideration by the Graduate Committee.



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☒ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Proposal for the Initiation of a New Instructional Program

Leading to the Master of Science/Master of Arts Degree in Communication

Effective Date:

September 2010

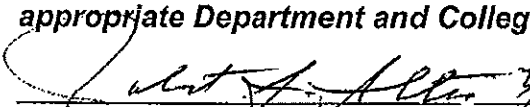
Department/Program:

Speech Communication Department

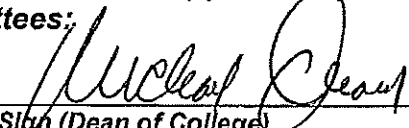
College:

College of Liberal Arts

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:


Sign (Dept Chair/Head; Director)

3/24/10
Date


Sign (Dean of College)

5/17/10
Date

ROBERT S. ILLIS CHAIR
Print (Department Chair/Head; Director)

Michael Oriand
Print (Dean of College)

Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

**Oregon State University
College of Liberal Arts
Department of Speech Communication**

Executive Summary:

This Master of Science/Master of Arts (M.S./M.A.) in Communication provides a discipline-based, integrated study of communication and rhetoric structured around a core of fundamental theories, methodologies, and applications. While speech communication departments at some universities in the United States feature only rhetoric (such as public address, argumentation, persuasion, or media) or only communication (communication in personal contexts such as intercultural, small group, organizational, or family) in their graduate degrees, this program follows a more comprehensive model that combines both rhetoric and communication under the umbrella label of Communication. In keeping with the discipline of Speech Communication, this M.S./M.A. program addresses the means, functions, and goals of symbolic human interaction. The range of approaches to course offerings within this M.S./M. A. program includes theoretical, pragmatic, epistemological, and critical perspectives.

Students pursuing this degree will combine advanced study in a selection of topics including but not limited to persuasion and argumentation, conflict management and resolution, cultural (family, sex and gender, relational) and intercultural communication, and organizational and group issues, thus preparing students for doctoral study in communication and rhetoric or for careers as communication professionals. Students who do not continue to doctoral level study can pursue careers in law, training and development, advocacy, human resources, mediation and facilitation, group and organizational consulting, politics, community leadership and development, post-secondary college instruction, public relations, and other areas.

This graduate program drives Oregon State University's (OSU's) commitment to "sustain human well being and improve the quality of human life." This program engages personal well being, the public life of Oregon, the critical issues of the nation, and the pressing concerns of the global society because communication and oral rhetoric comprise the heart of the "human system." Producing experts in oral argument who excel in promoting effective interpersonal and small group processes provides a citizenry with the means and tools for grappling with complex, intractable, and fractious issues at all levels.

Program objectives in keeping with OSU's Strategic Plan-Phase II:

- i. To equip students with the practical and cognitive skills for critical thinking and information assessment so students may design solutions to problems in dynamic

professional contexts influenced by political and social trends, including interpersonal and intercultural communication challenges as well as questions regarding persuasion and argument

ii. To produce creative problem solvers, students equipped with tools both for managing interpersonal human interaction in innovative ways and for creating and teaching others to create productive, oral arguments to inspire critical thinking through constructive debate

iii. To mentor students to grow leadership responsibilities so students serve as social resources for understanding, interpreting, analyzing and explaining communication processes in the increasingly “congested and troubled” local and global milieus

iv. To produce communication professionals who promote understanding and collaboration in human interactions within and across cultures, professionals who not only recognize human difference and embrace diversity but also teach effective interpersonal communication practices, model and provide vital argument strategies, and possess and present tools for achieving understanding among citizenry

v. To generate and increase students' commitments as dynamic agents of social change action able to manage communication consequences in personal, local, regional, national, and global contexts, including managing issues that resist simple technical or social solutions

vi. To offer students a comprehensive, in-depth grounding in communication and rhetorical scholarship, a well developed facility to conduct effective research, and a mentored experience in training and practice of effective communication techniques

vii. To prepare this generation of communication professionals to cope with the social, cultural and organizational challenges posed by new technologies

viii. To attract the best students in communication and oral rhetoric to Oregon State University by providing a program focused on information and skills vital to human processes at local and global levels: interpersonal communication, small group work, social influence, and oral rhetoric

ix. To produce leaders who value respect, integrity, and social responsibility, leaders able to achieve accountability through an understanding of guiding theory in the field and who also excel at communication and oral rhetoric to engage present and future inquiry into such areas as high-impact, public policy issues as well as other significant questions regarding human interaction in multiple contexts

x. To enhance Communication (COMM) faculty experience through teaching and advising high-quality graduate students

xi. To provide course work that serves as a resource for graduate and undergraduate students across Oregon State University

b. This program advances OSU's commitment as a public university to engage the public life of Oregon; universities not only train professionals, they educate citizens. Likewise, the fields of rhetoric and communication adhere to traditional commitments to enhance public life and generate coherence among citizens. These commitments increase the potential for this M.S./M.A. to produce more effective civic participants in interpersonal relationships, in social forums, and for society in general, in addition to shaping future leaders for the state of Oregon.

c. This program meets the needs of the state of Oregon by producing students capable of helping people adapt to changes in the Oregonian way of life, including changes in the personal lifestyles as the economy moves toward a focus on high-tech and service industries. Families and individuals will need to cope with increasing effects of social and institutional demands. Citizens of Oregon also will be facing an increasingly difficult set of social and political challenges, including decisions about natural resources, taxes, health care, education, etc. In a state where the value of citizen involvement remains high, this M.S./M.A. will help meet Oregon's need for active, interpersonal interchange within personal relationships where functional and generative communication is critical as is the need for skilled citizen leaders who can facilitate high quality public discussion and argument.

Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

**Oregon State University
College of Liberal Arts
Department of Speech Communication**

Description of Proposed Program

1. Program Overview

a. CIP number

b. This Master of Science/Master of Arts (M.S./M.A.) in Communication provides a discipline-based, integrated study of communication and rhetoric structured around a core of fundamental theories, methodologies, and applications. While speech communication departments at some universities in the United States feature only rhetoric (such as public address, argumentation, persuasion, or media) or only communication (communication in personal contexts such as intercultural, small group, organizational, or family) in their graduate degrees, this program follows a more comprehensive model that combines both rhetoric and communication under the umbrella label of Communication. In keeping with the discipline of Speech Communication, this M.S./M.A. program addresses the means, functions, and goals of symbolic human interaction. The range of approaches to course offerings within this M.S./M. A. program includes theoretical, pragmatic, epistemological, and critical perspectives.

Students pursuing this degree will combine advanced study in a selection of topics including but not limited to persuasion and argumentation, conflict management and resolution, cultural (family, sex and gender, relational) and intercultural communication, and organizational and group issues, thus preparing students for doctoral study in communication and rhetoric or for careers as communication professionals. Students who do not continue to doctoral level study can pursue careers in law, training and development, advocacy, human resources, mediation and facilitation, group and organizational consulting, politics, community leadership and development, post-secondary college instruction, public relations, and other areas.

The Speech Communication faculty delayed this M.S./M.A. proposal until faculty numbers and breadth reached appropriate levels. With the hiring of a new faculty member in intercultural communication in Fall 2008, key faculty now are in place and sufficient faculty resources exist to implement the program. Courses in this department presently used for the M.A.I.S constitute a substantial basis for an M. A. program; only moderate alterations in requirements and the addition of a limited number of new graduate courses are necessary to support an M.S./M.A.

c. This M.S./M.A. program will be operational Winter 2013.

2. Purpose and Relationship of Proposed Program to Oregon State University's Mission and Strategic Plan

a. This graduate program drives Oregon State University's (OSU's) commitment to "sustain human well being and improve the quality of human life." This program engages personal well being, the public life of Oregon, the critical issues of the nation, and the pressing concerns of the global society because communication and oral rhetoric comprise the heart of the "human system." Producing experts in oral argument who excel in promoting effective interpersonal and small group processes provides a citizenry with the means and tools for grappling with complex, intractable, and fractious issues at all levels.

Program objectives in keeping with OSU's Strategic Plan-Phase II:

- i. To equip students with the practical and cognitive skills for critical thinking and information assessment so students may design solutions to problems in dynamic professional contexts influenced by political and social trends, including interpersonal and intercultural communication challenges as well as questions regarding persuasion and argument
- ii. To produce creative problem solvers, students equipped with tools both for managing interpersonal human interaction in innovative ways and for creating and teaching others to create productive, oral arguments to inspire critical thinking through constructive debate
- iii. To mentor students to grow leadership responsibilities so students serve as social resources for understanding, interpreting, analyzing and explaining communication processes in the increasingly "congested and troubled" local and global milieus
- iv. To produce communication professionals who promote understanding and collaboration in human interactions within and across cultures, professionals who not only recognize human difference and embrace diversity but also teach effective interpersonal communication practices, model and provide vital argument strategies, and possess and present tools for achieving understanding among citizenry
- v. To generate and increase students' commitments as dynamic agents of social change action able to manage communication consequences in personal, local, regional, national, and global contexts, including managing issues that resist simple technical or social solutions
- vi. To offer students a comprehensive, in-depth grounding in communication and rhetorical scholarship, a well developed facility to conduct effective research, and a mentored experience in training and practice of effective communication techniques
- vii. To prepare this generation of communication professionals to cope with the social, cultural and organizational challenges posed by new technologies
- viii. To attract the best students in communication and oral rhetoric to Oregon State University by providing a program focused on information and skills vital to human

processes at local and global levels: interpersonal communication, small group work, social influence, and oral rhetoric

ix. To produce leaders who value respect, integrity, and social responsibility, leaders able to achieve accountability through an understanding of guiding theory in the field and who also excel at communication and oral rhetoric to engage present and future inquiry into such areas as high-impact, public policy issues as well as other significant questions regarding human interaction in multiple contexts

x. To enhance Communication (COMM) faculty experience through teaching and advising high-quality graduate students

xi. To provide course work that serves as a resource for graduate and undergraduate students across Oregon State University

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c. This program meets the needs of the state of Oregon by producing students capable of helping people adapt to changes in the Oregonian way of life, including changes in the personal lifestyles as the economy moves toward a focus on high-tech and service industries. Families and individuals will need to cope with increasing effects of social and institutional demands. Citizens of Oregon also will be facing an increasingly difficult set of social and political challenges, including decisions about natural resources, taxes, health care, education, etc. In a state where the value of citizen involvement remains high, this M.S./M.A. will help meet Oregon's need for active, interpersonal interchange within personal relationships where functional and generative communication is critical as is the need for skilled citizen leaders who can facilitate high quality public discussion and argument.

3. Course of Study

a. The proposed curriculum:

| | |
|-----------|---|
| 3 credits | COMM 520 Introduction to Graduate Study in Communication |
| 3 credits | COMM 588 Survey of Rhetorical Theory and Research |
| 3 credits | COMM 589 Survey of Communication Theory and Research |
| 3 credits | COMM 517 Research Methods in Communication |

| | |
|---------------|---|
| 3 credits | COMM 565 Research Methods in Rhetoric |
| 3 credits | COMM 590 Graduate Seminar in Rhetoric |
| 3 credits | COMM 591 Graduate Seminar in Communication |
| 3 credits | COMM 515 Research Methods in Communication |
| 3 credits | COMM 565 Research Methods in Rhetoric |
| 12-15 credits | COMM electives (additional courses, including practica and an internship option) |
| 6-9 credits | Thesis |
| 12 credits | Minor area of study (as approved) |
| Total | = 50-55 credits |

Students wishing to pursue a non-thesis degree will be encouraged to enroll in the M.A.I.S. program where both thesis and project options are available.

b. Course descriptions and explanations:

COMM 520 Introduction to Graduate Study in Communication already exists. The course description reads, "Introductory graduate seminar in the field of communication. Emphasis on the breadth and depth of the discipline, graduate study, and research directions."

COMM 588 Survey of Rhetorical Theory and Research: A survey of Western rhetorical oral traditions from 500 B.C. to the present, this course examines theories of argument and persuasion in public contexts. Some developments in rhetorical theory are investigated by tracing the relationships between rhetoric and historical events or social movements.

COMM 589 Survey of Communication Theory and Research: A survey of Western communication theories deriving from quantitative, qualitative and critical perspectives. Course will include contexts such as conflict management, cultural and intercultural communication, organizational communication, and relational communication.

COMM 517 Research Methods in Communication: This course is designed to train students how to evaluate and also perform qualitative communication research. In order to accomplish this, the assumptions and theoretical traditions of qualitative research will first be established, along with highlighting the role of the researcher in qualitative inquiry. Students will then be introduced to a variety of research methods, including interviews, focus groups, case studies, and participant observation. In order to demonstrate understanding of different data collection techniques, students will engage in practice

assignments to personally experience the challenge inherent in qualitative research. Different approaches to qualitative data analysis will be covered, and finally, ethical issues with regard to conducting qualitative communication research will be discussed.

COMM 565: Research Methods in Rhetoric: This course will explore different approaches to rhetorical criticism practiced in the Twentieth- and Twenty-first Century. Focusing on the preeminent methods that have generated a substantial corpus of criticism, the course will examine how, in each method, rhetorical texts are selected, what contexts are deemed relevant, what aspects of the text warrant attention, and what ends the critic aims to accomplish. This will be accomplished by reading a selection of works exemplary of each mode of criticism and applying our understanding to a substantial work of rhetorical criticism.

COMM 590 Graduate Seminar in Rhetoric: Offers an in-depth exploration into a narrowly focused topic in speech and rhetoric. The seminar will consist of interactive discussion and investigative research regarding the topic. The topic for this Speech Communication seminar will rotate among rhetorical theory; rhetoric in specific, historical eras; and rhetorical criticism.

COMM 591 Graduate Seminar in Communication: Offers an in-depth exploration into a narrowly focused topic in communication. The seminar will consist of interactive discussion and investigative research regarding the topic. The topic for the seminar will rotate among conflict management, organizational and small group communication, intercultural communication, and relational communication.

Each faculty member in the Speech Communication Department will provide one, targeted seminar to be offered in rotation for **COMM 590** and **COMM 591**. Each faculty member will focus their seminar on their general area of expertise and may change the specific topic within that area to reflect current trends in the field. (See Appendix A for examples.) Students and major advisors may take advantage of the interrelationships among topics available during that student's two-year program (for example, conflict management and environmental rhetoric or intercultural communication and rhetorical criticism in speech) to negotiate a coherent program of study for each individual student.

These six basic courses (**COMM 515, 565, 588, 589, 590, and 591**) provide graduate students two important perspectives on the communication discipline--one a broad, wide-ranging discussion of the discipline and one a narrow, closely-focused examination of a single area. The two survey courses each extend students' breadth and depth of knowledge about the discipline as a theoretical and historical whole and provide students with a range of ideas for areas of study to use in their individual programs. The two methods courses provide students with the opportunity to develop research skills appropriate to graduate level extended research. Each targeted seminar, on the other hand, offers a model of in-depth study into a single area of rhetoric and a single area of communication.

Combined with these six basic courses, **COMM 520** introduces students to the rigors and structures of graduate study. Students learn requirements of graduate study—such as the construction of a comprehensive literature review—and review epistemological differences that dictate methodological choices. Students can select areas of study and methodologies to serve

those ends from information they gather 1) in this course in conjunction with experiences students have investigating narrow topics, 2) in the two targeted seminars, and 3) in consultation with their major advisors. Students then can select electives that help inform their particular foci.

At a minimum, three of these five courses will be offered each fall term: **COMM 520**, one of the survey courses, and the complementary topics course. Each fall, the survey/topics pair will rotate; the rhetorical pair will be offered one fall and the communication pair the next. Each winter, the opposite survey course will be offered and each spring its complementary topics course will be offered. Additionally, the methods courses will alternate one Winter and one Spring. With this rotation, graduate students in the program will have access to seven, graduate-only courses in this department in their first years and a sixth course in the fall of their second years, bringing their graduate-only course total to 7 courses (3 credits each), or 21 credits. Together with 9 thesis credits, students would therefore accumulate 30 credits of graduate-only course work. If students include no other graduate-only courses in their programs, they will still meet the 50/50 requirement of the Graduate School. If students enroll in other graduate-only seminars in our department or in their minor areas, they will further exceed the number of courses listed in that requirement.

Elective courses qualifying for the M.S./M.A. requirement include (but are not limited to)

- COMM 518** Interpersonal Communication Theory and Research
- COMM 522** Small Group Communication Theory and Research
- COMM 526** Intercultural Communication: Theories and Issues
- COMM 527** Cultural Codes in Communication
- COMM 530** Theoretical Issues in Communication Inquiry
- COMM 532** Gender and Communication
- COMM 540** Theories of Conflict and Conflict Management
- COMM 542** Bargaining and Negotiation Processes
- COMM 544** Third Parties in Dispute Resolution Mediation
- COMM 546** Communication in International Conflict and Disputes
- COMM 554** Advanced Argumentation
- COMM 556** Rhetoric: 500BC to 500 AD
- COMM 558** Rhetoric: 500AD to 1900
- COMM 559** Contemporary Theories of Rhetoric
- COMM 560** Rhetoric of Revolutionaries and Reactionaries 1750-1900
- COMM 562** Rhetoric of Revolutionaries and Reactionaries 1900-Present
- COMM 566** Ethics of Rhetoric
- COMM 572** The Rhetoric of Popular Culture
- COMM 576** Issues in the Freedom of Speech
- COMM 578** Political Campaign Rhetoric
- COMM 580** History of Media Communication
- COMM 582** Media in Culture and Society
- COMM 584** Media Criticism
- COMM 586** Media Aesthetics
- COMM 512** Special Topics

COMM 524 Communication in Organizations: Theories and Issues will be eliminated from the regular curriculum and will become one of the rotating graduate seminars (**COMM 591**) in Communication.

Sample courses of study are provided in Appendix B.

c. Non-traditional learning modes: Internships and practica are standard components of most communication curricula. In addition, some courses will be available via interactive video from Bend, OR.

d. As specific learning outcomes, students will:

- i. Exhibit an appropriate level of knowledge of core areas in communication and rhetorical theory, research, and practice as well as an appropriate level of knowledge for specialty course topics as applicable.
- ii. Manage and solve communication problems in professional and civic contexts by selecting expedient means from communication and rhetorical theory and research.
- iii. Maximize the dynamic, cross-disciplinary character of rhetoric and communication through an innovative thesis design that integrates the minor area.
- iv. Synthesize and apply the personal, professional, and civic responsibilities of communication specialists in courses, practica, internships, and departmental interactions.
- v. Employ ethical practices for communication specialists and promote ethical use of rhetoric and communication in all contexts.

4. Recruitment and Admission Requirements

a. The program will attract students already interested in OSU, but also a much larger pool of applicants who seek concentrated graduate study in Communication will find this M.S./M.A. attractive. The Department of Speech Communication regularly receives inquiries from potential students who want to do graduate study in Communication but who seek a discipline-based degree rather than an interdisciplinary degree. The number of graduate programs in communication is insufficient and inadequate in the state of Oregon. A standard M. A. program at OSU would draw to this state numerous students whose needs are not met by the M.A.I.S.

b. In addition to meeting the admission requirements of the Graduate School at OSU, students seeking admission will need to meet the following criteria:

- i. Show significant preparation in communication studies, typically a B.A./B.S. in Speech Communication or a closely related field
- ii. Demonstrate a 3.0 or better G.P.A. in their communication course work
- iii. Submit a Graduate Record Exam

iv. Provide a writing sample

c. The total number of graduate students will be limited by the capacity of faculty to administer reasonable advising and mentoring through a student's program including a thesis process. Since the faculty size may change, graduate students will be admitted at a ratio of 4:1 to the number of current faculty. Although that formula would allow about 32 students in the start-up year, trends suggest that this target number of students would not be reached for several years.

5. Accreditation of the program

- a. N/A
- b. N/A
- c. N/A

6. Evidence of Need

a. Evidence of student interest

i. Lack of Alternatives in the State: This program is essential because no such program exists in Oregon; the only other graduate program available is offered at Portland State University, but that program does not contain a significant rhetoric component. A discipline-based program similar to this one was abandoned in 1991 at the University of Oregon when that institution eliminated its Department of Speech, thereby abolishing not only the M.S./M.A. program but also the only Ph.D. program in the state. At present, no graduate program in Communication is available outside of the Portland area.

ii. Evidence from Previous Enrollment (See Appendix C): Most of the M.A.I.S. graduate students we have served have been from the state of Oregon. We would continue to attract these students, but also we would attract others who have gone out of state for standard (i.e., non-M.A.I.S.) programs. The desire for an M.S./M.A. program is evident in M.A.I.S. students; over the past 3 years 86%, 87% and 83% respectively named Speech Communication areas for two of their three major areas of study. These students earn approximately 36 of their 48 credits from this department. That percentage indicates the department already serves graduate students in a capacity approaching the M. A. level, but it also indicates the students' intent to design a program for themselves that more closely aligns with a traditional M.S./M.A. program.

While some students find that the M.A.I.S. meets their needs, many express disappointment about their inability to access an M.S./M.A. at OSU. This department also has had students who have applied to Ph.D. programs only to discover, with regret, that some of those programs do not recognize the M.A.I.S. degree and require the graduate to complete additional courses before entering that program.

iii. Mutual Need for Funding: The department needs disciplined-based graduate students to fill graduate teaching assistantships for Baccalaureate Core courses that

serve both Speech Communication majors and departments across the campus; graduate students need the funding available to them through GTA positions. An M.S./M.A. will provide a mutually beneficial opportunity for graduate students, for the department, and for numerous other university programs that depend on those basic courses.

b. Needs for Employment: The career paths graduates would follow include numerous areas of the job market, including human resource and human resource management, organizational development, training and development, public and community leadership and development, health communication, advocacy, mediation/facilitation/conflict resolution, public service, public participation processes, politics, post-secondary college instruction, public relations, and others. The demand is high regionally, nationally, and globally for individuals trained to lead groups and also to work effectively in groups; to provide conflict and interpersonal communication training within communities and organizations; to advocate successfully in various venues and contexts; to argue persuasively and ethically as leaders in groups and organizations; and to design, implement, and lead development plans in national and international venues.

c. Number and Characteristics of Students to be Served: Using the past six year period as an indicator, the department will serve 18 to 29 graduate students annually in the next few years. That number will increase as funding levels increase based on past indicators. For example, at the highest funding levels, the department served the highest number of graduate students who named two areas of Speech Communication in their M.A.I.S. programs; that correlation indicates that as funding levels rise, more students will be interested in the M.S./M.A. program.

The composition of the graduates in the program can be projected from the history of students in the M.A.I.S. program who have named Speech Communication as one or more of the three areas of study. Of those graduate students, typically, $\frac{1}{2}$ to $\frac{2}{3}$ will be female, $\frac{1}{5}$ to $\frac{1}{3}$ will be non-residents, up to $\frac{1}{10}$ will be international scholars, and between $\frac{1}{10}$ and $\frac{1}{8}$ will be minority.

d. Other Compelling Reasons for Offering the Program:

i. The recent economic plunge in the United States demonstrates the key role communication plays in civic life and social behaviors. Many economists have explained that economic theory did not effectively predict the severity of the downturn in large part because those theories did not account for the "real-life" functions and consequences of human interaction that play such key roles in economic investment. This M.S./M.A. integrates both rhetoric and interpersonal communication, thus graduating individuals well prepared to address exactly those issues of interpersonal communication and public discourse.

ii. OSU has more graduate, Communication faculty than any other Communication program in Oregon and therefore can take the lead in this discipline in the state.

iii. Current and ongoing developments in technology create significant social changes rapidly; social organizations in Oregon will accrue critical benefits from expertise and training offered by communication experts.

- iv. This program complements emerging graduate offerings in the College of Liberal Arts.
 - v. Students have only one practical alternative in the state of Oregon and none outside of the Portland area.
 - vi. Students seeking graduate work in rhetorical theory and practice within the Speech Communication field must go out of state; no Oregon option exists.
 - vii. This program will attract strong graduates in communication, helping to grow OSU traditions in the liberal arts areas.
 - viii. A comprehensive masters degree program in Communication serves the university overall. In addition to attracting top graduate students, it will provide graduate teaching assistants of a quality and quantity appropriate to serve undergraduate students in Baccalaureate Core Communication classes.
- e. Special Interest Groups: American Society for Training and Development, Public Relations Association, Association for Conflict Resolution, Toastmasters International
- f. Program Availability: The Communication Area of the Speech Communication Department intends to maintain its continuing commitment to offering a significant number of evening courses at the graduate level. Opportunities also exist at OSU Cascades Campus in Bend, OR where students could obtain a limited number of graduate courses offered as "slash" courses offered by one faculty member there. Several graduate-level courses also are offered regularly at the OSU campus during summer school, including courses that can be taken during the zero-week offering where students attend one-week courses consisting of eight-hour sessions for 5 days. In addition, the department historically has occasionally offered a 400/500 level course online.

Outcomes

7. Program Evaluation

- a. Evidence that program objectives have been met:
 - i. Faculty will meet annually to review the performances of all graduate students with regard to their course work and progress in their programs. A letter reflecting this assessment will be sent to each student.
 - ii. Faculty will conduct exit interviews with all graduate students at the end of every two years. In addition, faculty will conduct exit interviews with graduates who complete their programs.
 - iii. Theses will be reviewed by a faculty committee on a bi-annual basis.

- iv. Records of alumni activity, in particular employment history, will be charted.
- b. Biennial review: Based on the information from 7a, the faculty will conduct a biennial review of program requirements and procedures. The program will be modified as needed to insure it meets its goals and provides a compelling learning experience.

8. Assessment of Student Learning

Graduate Assessment Plan (Master's programs)

1. **Program Information:**

| | |
|---------------------|-----------------------------------|
| Program | M.A./M.S. in Speech Communication |
| Department/School | Speech Communication |
| College | Liberal Arts |
| Report Submitted by | Trischa Goodnow |

2. **Program Outcomes**

| |
|--|
| Provide the Student Learning Objectives/Outcomes for your Master's program. |
| <p>Outcome 1: Students will be able to identify important problems, pose relevant questions, and conduct original research that extends knowledge of Speech Communication. This requires developing novel and original arguments based on empirical evidence and theoretical justification. This will be demonstrated through discrete research as found in a thesis.</p> <p>Outcome 2: Students will achieve mastery of substantive knowledge in Speech Communication demonstrated through proficiency in relevant methodological and theoretical perspectives.</p> <p>Outcome 3: Students will develop a strong background in scholarship from the area's two related perspectives, interpersonal and small group communication and rhetorical and social influence.</p> <p>Outcome 4: Students will be able to identify ways that Speech Communication can inform discussions of pressing social, environmental, ethical, and/or public issues and be able to communicate these perspectives to relevant audiences.</p> <p>Outcome 5: Students will learn to conduct activities in an ethical manner.</p> |

3. **Measurement** – Provide a detailed narrative or schematic to articulate how all the outcomes will be measured for all outcomes.

| |
|---|
| a) Describe the methods you will use to assess each outcome. |
| <p>Students conduct independent research with oversight by a major professor. This is accomplished in research seminars and as a thesis project. The research product is evaluated so that faculty can assess the qualifications of the student as an independent scholar. Documentation of deficiencies that delay or inhibit successful completion of the degree are noted and reviewed on an annual basis by the Director of Graduate Studies and the student's major professor.</p> <p>Students in the program must maintain a high level of achievement in all coursework. This includes not only the core curriculum but also courses outside of the program. If performance in</p> |

course work proves unsatisfactory, the student will meet with the major professor and Director of Graduate Studies to develop an educational plan for addressing difficulties.

Each student must enroll in the required core curriculum which is designed to provide reading breadth in the field but also to provide ongoing opportunities to refine skills in research, writing, and in formulating original scholarship.

The Director of Graduate Studies will track information about the program including the number of applicants, offers, and acceptances on a yearly basis; retention and graduation rates; and postgraduate employment. Information about all students' background qualifications (e.g., undergrad/grad degrees, schools attended, GPA, GRE scores, etc.) will be collected and reviewed on an annual basis.

The Director of Graduate Studies will bring assessment information to Speech Communication graduate committee regularly for review and input. At one meeting each year, the full assessment package will be discussed in detail to determine if program goals are being met. As evidence is collected that curriculum, program requirements or any other aspect of the program needs improvement, the graduate committee will move to make necessary changes.

b) Describe and attach any measurement tools to be used (exam results, performance criteria, evaluation/performance rubrics, etc.,)

In addition to tracking assessment indicators described above, the Director of Graduate Studies will be responsible for collecting and maintaining information including, but not limited to:

- Number of applicants, offers, and acceptance

- Characteristics of incoming students including previous degrees, GPA, GRE scores

- Retention and graduation rates

- Employment rates and characteristics of employment (e.g., sector, position)

- Student satisfaction/feedback (as measured through student evaluations)

4. **Please provide a skeletal assessment plan (Mapping Guide) for your program:**

Provide a skeleton plan describing the specific activities and assessment method for each outcome.

Outcome 1: This will be addressed through the required thesis which includes enrollment in COMM 406.

Outcome 2: This will be achieved through enrollment in the core curriculum courses: COMM and additional elective courses and seminars.

Outcome 3: This will be achieved through enrollment in the core curriculum courses: and additional elective courses and seminars.

Outcome 4: This can be achieved in several ways, including participation in the intellectual life of the university, especially by attending public lectures, and by communicating students' own research through participation in the Speech Communication Colloquium series, attending conferences, online commentary, and/or submission of research for publication.

Outcome 5: Students who work with human subjects in research will participate in a training course to subject their work to Oregon State University's Institutional Review Board.

5. **Other activities that have informed decision making:**

Please report on any other activities that you feel fall under assessment that were not captured above. This may include general satisfaction surveys, employer input, or other initiatives that

| |
|--|
| contribute to student learning or program improvement. |
| n/a |

Integration of Efforts

9. Similar Programs in the State

a. Other Closely Related Programs: The only closely related program exists at Portland State University since the University of Oregon eliminated its Department of Speech, both undergraduate and graduate programs, in 1991.

Presently, the University of Oregon (U of O) offers only one program that might appear to relate to this M.S./M.A., an M.A./M.S. in Communication and Society, a division of the School of Journalism and Communication. As is noted in the liaison letter from the Dean of the School of Journalism and Communication at the U of O, their program differs significantly from the OSU program; Dean Gleason writes that the concentration in communication and rhetoric “distinguishes” the two programs. The scope of the U of O program differs significantly from that of the proposed OSU degree. Information published on its website explains that the U of O program reflects a strong mass media concentration; for example, the two, required, core courses for the M.A./M.S. examine mass communication and society and mass communication theories. The central focus is mass communication with topics like international communication or communication diversity as electives set in a context of media institutions. Likewise, the graduate certificate offered at U. of O. for communication ethics centers around mass media, training graduates in “ethical decision-making strategies covering a variety of media. . . .” (from the website)

The only overlap mentioned in Dean Gleason’s response cites the possibility that a student at OSU might design a course of study featuring a major emphasis in conflict management and conflict resolution; he mentions a possible overlap with the U of O degree in Conflict and Dispute Resolution. To that point, Dr. David Frank, Director of the U of O Robert Clark Honors College responds that “[t]he proposal you have included places a much-needed focus on the study of communication and rhetoric.” He further describes the OSU proposal as “the only systematic graduate program in communication between Portland and Humboldt State University in California,” asserting that the OSU program would “serve a unique function.” Dr. Frank offers his “full endorsement” of this proposed degree program.

Portland State University (PSU) offers an M.A. in Communication but does not include graduate study in rhetoric. Dr. Cynthia-Lou Coleman, Chair of the Department of Communication at PSU, describes the OSU program as “distinct” from the PSU M.A. and asserts that “the OSU program differs from ours at Portland State. Our program is quite broad in scope, and we offer no courses in rhetoric, argument, conflict and negotiation.” She cites that electives may be the only possible points of overlap because “[i]n terms of requirements, the programs are quite different and I see no overlap between the PSU master’s program and the one proposed at OSU.” According to its department website, PSU’s Department of Communication has 5 full-time,

graduate faculty who hold Ph.D.s in Communication and one faculty member whose Ph.D. is in political science who also serves as a department faculty member. In addition, two fixed-term faculty hold Ph.D.s. In contrast, the department at OSU has 11 faculty with Ph.D.s in Communication, including faculty in both areas of rhetoric and communication.

According to its website, none of the Ph.D. faculty at the Department of Communication at Portland State University focuses primarily on rhetoric and public address. In addition, topics of conflict mediation and resolution are housed in a separate department, the Department of Conflict Resolution, which brings together several disciplines concentrating on peace building, international contexts, mediation and negotiation. PSU's Department of Communication strengths seem to be in mass communication, organizational communication, intercultural communication, and gender communication. OSU's Communication program strengths include conflict and negotiation, classical and contemporary rhetoric, argument and advocacy discourse, persuasion, interpersonal and intercultural communication, organizational communication, and media aesthetics. The OSU program provides a significantly different program to students who can integrate rhetoric and communication combining, for example, contemporary rhetoric, conflict negotiation, advocacy discourse, organizational communication, media aesthetics, and intercultural communication.

b. Program Cooperation with Existing Programs: While the departments at PSU and OSU share some concentrations, each has developed unique curricular areas. Graduate students at either institution could benefit from the individual strengths of the other department. We envision working with PSU so that M.S./M.A. students could, when feasible, take some course work at the sibling institution. OSU students could enroll in specialty courses offered by PSU faculty and PSU students could elect from the range of OSU rhetoric courses not otherwise available to them.

c. Projected Impact on Other Institutions' Enrollment: The M.S./M.A. program we propose will not draw students away from PSU because the nature of the programs is critically different. In addition, students will be deterred by the geographic distance between PSU and OSU. Since interaction between the programs will likely be constituted of particular offerings used only by certain students in each program, an M.S./M.A. program at OSU might contribute some modest course enrollment at PSU and vice-versa.

Resources

10. Faculty

a. List of faculty

i. Recurring appointment faculty (e.g., tenure-track)

Dr. Judith Bowker, Associate Professor, Ph.D., University of Oregon (gender and family communication, communication theory, interpersonal communication)

Dr. Bobette Bushnell, Instructor, Ph. D., Oregon State University (small group communication, nonverbal communication, training)

Dr. Natalie Dollar, Associate Professor, Ph.D., University of Washington (communication theory, intercultural communication, ethnography), OSU-Cascades campus

Dr. Trisha Goodnow, Professor, Ph.D., University of Pittsburgh (visual rhetoric, rhetorical criticism, semiotics, argumentation)

Dr. Robert Iltis, Associate Professor, Ph.D., University of Wisconsin (public address, argumentation, classical rhetoric, propaganda, ethics of rhetoric)

Dr. Mark Moore, Professor, Ph.D., Indiana University (rhetorical theory, rhetorical criticism, media criticism, environmental rhetoric, argumentation)

Dr. Mark Porrovecchio, Assistant Professor, Ph. D., University of Pittsburgh (rhetoric, history of speech communication, pragmatism, forensics).

Dr. Elizabeth Root, Assistant Professor, Ph.D., University of New Mexico (intercultural communication, instructional communication, qualitative research methods)

Dr. Gerald Voorhees, Assistant Professor, Ph.D., University of Iowa (new media communications, rhetorical theory, rhetorical criticism)

Dr. Gregg Walker, Professor, Ph.D., University of Kansas (conflict, negotiation, mediation, research methods, argumentation, organizational communication)

Beginning Fall 2012, we will have an additional faculty member in Organizational Communication. An offer has been made and is in the negotiation stage.

ii. All **COMM** faculty who hold a Ph.D. are members of OSU's graduate faculty. The Communication area also employs a number of regular, part-time faculty.

b. New Faculty Needed: None.

c. New Support Staff Needed: None; this program can be maintained with current support personnel.

11. Reference Sources

a. Library Resources Audit:

According to the Category I Library Assessment Guidelines, the library audit occurs "after completion of a draft review meeting with Academic Planning and Assessment." Loretta Rielly, Humanities/Social Sciences Librarian, explained she would do a preliminary assessment after the proposal was approved at the college level.

12. Facilities, Equipment, and Technology

a. Necessary Unique Resources: None.

b. New Resources Needed: None.

13. External Reviewers

Ann Gill, Colorado State University*
David Henry, University of Nevada, Las Vegas
Dennis Jaehne, San Jose State University
Michael Salvador, Washington State University*
Benjamin Broome, Arizona State University
Betsy Wackernagel-Bach, University of Montana

*OSU Peer institution

14. Budgetary Impact

a. Estimated Cost of the Program: The budget outline sheet will be presented in accordance with the Category I Guidelines after the conclusions following a draft review meeting with Academic Planning and Assessment.

b. Required Federal or Other Grant Funds: None.

c. Budget Impact: No new resources are needed. The M.S./M.A. program in Communication can be supported without compromising existing Communication undergraduate and minor programs. The curriculum changes will include adding 4 new graduate courses (a total of 12 credits) to the Communication curriculum; one graduate course (**COMM 524**, a total of 3 credits) will be eliminated from the regular curriculum and subsumed into the graduate seminar rotation.

The addition of those four course slots can be accomplished without new resources. Two years ago the department began offering a 3-credit graduate-only seminar; that course could be used as one of the 4 slots necessary. Two more slots could be gained by changing faculty options for **COMM 412/512**, a topics course. During 2006-7 and 2007-8 **COMM 412/512** was offered more than twice a year. Reducing 2 faculty options for that course opens 2 more course slots that could be used for the M.S./M.A. Eliminating 2 sections of **COMM 412/512** does not eliminate any regular graduate or undergraduate courses, but it does reduce the number of 400-level courses available for undergraduates. This reduction may not create enrollment issues; distribution of undergraduates to other 400-level courses may occur. Faculty agreed that if pressure for 400-level courses increases (as evidenced by sizes of waiting lists for courses), slightly larger class sizes for other 400-level courses being offered (an increase of 1-3 students per 400-level course) could constitute a possible solution. This plan, then, accrues 2 new slots by eliminating 2 412/512 offerings and 1 slot by subsuming the current, stand-alone graduate course for a total of 3 new course slots on existing schedules. In addition, as noted earlier, with the restructuring we have gained two new courses with the reduction of the Chair's course release. We have also gained one-half FTE in the tenure rank, adding three additional slots.

The last course slot necessary to implement this M.S./M.A. program can be created by reducing a required, basic theory course (**COMM 321**) from 4 to 3 offerings a year. This course is taught by full-time faculty. Until 2004, **COMM 321** had been offered regularly 3 times a year;

the department increased the offerings to 4 times a year in 2004 to reduce enrollment pressure on the course. The course now is offered regularly both during the summer session and online, so the enrollment pressure has decreased and the course may be reduced again to being offered 3 times a year. The scheduling slot made available by that reduction will be used for the fourth graduate-only course for this M.S./M.A.

The only other costs associated with this degree are administrative costs; current departmental infrastructure—including the Graduate Director and office management--is sufficient to accommodate this change, so no new resources will be necessary.

Appendix A

Three syllabi for example courses for COMM 590 and 591

COMM 590: Communication and the Environment

COMM 590: Feminist Rhetorical Theory

COMM 591: Social Identity in the Workplace

SYLLABUS SAMPLE 1

COMM 599: Topics in Speech Communication: Communication and the Environment

3 Course Credits: Course meets 3 hours per week in lecture

Spring 2006

Dr. Mark Moore

Office: Shepard Hall, Rm 102

Office Phone: 7-5387

E-mail: mmoore@oregonstate.edu

Office Hours: Tuesdays, 2:00-3:00pm; Thursdays, 2:00-4:00pm

Course Description

Communication and the Environment is designed to help students become more critical producers and consumers of environmental discourse. Through the course readings, class discussions, student research papers and assignments, the course explores the concepts of "nature" and the "environment" with respect to what they entail as communication phenomena. The course also considers the problems we face as humans communicating about the environment, along with the conflicting values, meanings, and modes of discourse that define nature and construct socially what we understand as the environment. To do this, the major premises and arguments for and against conservation and environmentalism will be examined, as well as the ways in which these premises and arguments influence environmental policy and the environmental movement as a whole. Therefore, we will study the natural environment as it is described through various types of discourse by focusing on the ways in which communication creates, shapes, and maintains our perceptions of reality and/or social reality. In doing so, the course will cover the following four units in this order: 1) A Communication Perspective of the Environment; 2) Environmental and Conservation Argument; 3) Communication and Environmental Policy; 4) Communication and the Environmental Movement.

Learning Outcomes

Upon completion of this course, students can be expected to:

- analyze substantive discourse and issues in public environmental controversies.
- critically examine how environmental arguments implicate audiences and structure audience responses to environmental problems.
- synthesize and locate sound ethical arguments for conservation and environmental policy-making.
- be more critical producers and consumers of environmental discourse with greater oral and written, environmental communication proficiency.

- evaluate and apply environmental communication skills and knowledge of environmental conflicts to the practical challenges of current environmental problems.

Course Schedule

Week One: April 4

- Introduction to the course.
- A Communication Perspective for the Environment.
- INSTRUCTIONS FOR ORAL PRESENTATION

Week Two: April 11

- Communication Perspective for the Environment.
- Environmental and Conservation Arguments.
- Read: KB&H, Chapters 1, 2, & 3. ECY, Chapter 1.
- INSTRUCTIONS FOR TERM PAPER ASSIGNMENT
- INSTRUCTIONS FOR LEADING GROUP DISCUSSIONS

Week Three: April 18

- Environmental and Conservation Arguments.
- Read: KB&H, Chapters 4 & 5; ECY, Chapter 1.

Week Four: April 25

- Environmental and Conservation Arguments.
- Read: ECY, 10, 12 & 2.
- LEAD GROUP DISCUSSIONS

Week Five: May 2

- Communication and Environmental Policy.
- Read: KB&H, Chapter 6; ECY, Chapters 8 & 11.

- GROUP DISCUSSIONS
- ORAL PRESENTATIONS

–Term paper purpose statement due

Week Six: May 9

–Communication and Environmental Policy.

–Read: KB&H, Chapter 7; ECY, Chapter 6.

- ORAL PRESENTATIONS
- GROUP DISCUSSIONS

Week Seven: May 16

–Communication and Environmental Policy.

–Read: KB&H, Chapter 8; ECY, Chapter 4.

- ORAL PRESENTATIONS
- GROUP DISCUSSIONS

Week Eight: May 23

–Communication, Environmental Policy, and the Environmental Movement

–KB&H, Chapter 9; ECY, Chapters 7 & 9.

- ORAL PRESENTATIONS
- GROUP DISCUSSIONS

Week Nine: May 30

–Communication and the Environmental Movement.

–Read: ECY, Chapters 3, 5, & 9.

- ORAL PRESENTATIONS
- GROUP DISCUSSIONS

Week Ten: June 6

–Communication and the Environmental Movement

–TERM PAPER DUE, WITH INFORMAL PRESENTATION

Key to Abbreviations: KB&H = Kempton, Boster, & Hartley text

ECY = The Environmental Communication Yearbook, vol. 1

Assigned Reading

Willett Kempton, James S. Boster, and Jennifer A. Hartley, *Environmental Values in American Culture*. Cambridge, Mass.: The MIT Press, 1996.

The Environmental Communication Yearbook, vol. 1. Susan L. Senecah (Ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Inc, 2004.

Course Assignments

Oral Presentation: Each student will be assigned a class date for the purpose of giving an oral presentation and then leading a question/answer period on a particular aspect of a current debate over a perceived environmental problem. The environmental problem to be considered for this class will be on the controversy of global warming. Students will provide a full-sentence outline to class members on the day of presentation that will include at least seven sources on the topic outside of class readings. Students should expect to speak for about 15-20 minutes and then lead a question/answer period for about the same length of time. The overall presentation will be worth 100 points. More specific details will be given with the instructions, but keep in mind that the focus of the presentation should be kept on the way that communication plays a role in the nature of the controversy. Attendance on presentation days is mandatory.

Class Discussion Leadership: Each student will lead two class discussions on two of the assigned readings in the syllabus. More specific instructions will be given during the second week of class but students should give a summary or overview of the reading assignment and then lead a discussion of it based on a set of discussion questions prepared in advance. On the day that you lead your discussion you will turn in a copy of the questions with a summary of what you think would be a fitting response to each question. Of course, the success of such an assignment will demand that all students have completed the reading assignment to be discussed and are prepared to engage in discussion. Each assignment is worth 50 points. Attendance on days when group discussions are lead is mandatory.

Term Paper: For this paper, each student will select a current and controversial environmental problem, examine that problem, explain how communication plays a role in it, and then offer potential ways in which communication can play a role in its resolution. The paper will be worth 150 points. Specific details will be given with the instructions during the second week of class.

Point Value for Assignments

| | |
|----------------------------|---------------------|
| Oral Presentation | 100 |
| Discussion Leader (2 X 50) | 100 |
| Term Paper | <u>150</u> |
| | 350 points possible |

Grading Scale

| |
|---------------|
| 315-350 A/A- |
| 280-314 B+/B- |
| 245-279 C+/C- |
| 210-244 D+/D- |
| -209 F |

Course Requirements

Oral presentations must be given on the assigned date and accompanied by a full-sentence outline to be distributed in class on the day of the presentation.

Group discussions to be lead will cover various assigned class readings that will include a list of discussion questions prepared in advance of the day discussions are conducted.

The topic for the term paper must be approved by submitting a purpose statement at midterm and the term paper itself must be turned in on the assigned date, in class.

Late presentations, discussions, and papers will only be accepted with the instructor's approval, and if approved there will be an appropriate point-value reduction for the assignment.

All graded written materials (outlines, papers, etc.) must be typed.

Due to the amount of group interaction and oral presentation, class attendance is essential to the success of each individual student and to the course as a whole.

All electronic devices and cell phones must be tuned off and put away during class.

Statement Regarding Students with Disabilities

“Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

Statement on Academic Dishonesty

Academic dishonesty is absolutely not tolerated. Link to Statement of Expectations for Student Conduct, i.e., cheating policies <http://oregonstate.edu/admin/achon.htm>

SAMPLE SYLLABUS 2

COMM 590
Feminist Rhetorical Theory
Fall 2010

Dr. Trischa Goodnow
204 Shepard Hall
737-5392
tgoodnow@oregonstate.edu
Office Hours: M 11:30-1, W 9-10 and by appointment

Objectives: During the course of this term we will explore the entrance of a feminist perspective into the realm of rhetorical study, examine the ways in which feminist theory has been articulated as rhetorical theory, and consider feminist rhetoric itself as an alternative to the traditional patriarchal rhetoric studied since the beginning of the art.

Learning Outcomes: Upon completion of the course, students will be able to

1. Identify and explain points of difference between traditional rhetorical theory and feminist rhetorical theory
2. Explain constructs that support a particular, feminist rhetorical theory
3. Locate and identify alternative ways to engage points of difference with others, ways juxtaposed to the traditional means espoused in standard, public speaking protocols
4. Articulate criticisms of feminist theory

Text: Course packet provided by University Readers. Here is the purchase information: Detailed instructions are available at www.universityreaders.com/students/instructions/

Your custom course materials published by University Readers contain required readings that have been carefully selected for this course. If you hope to do well in this course, it is highly recommended that you purchase the course pack and always stay on top of your reading. To purchase your course materials, please visit University Readers at www.universityreaders.com and click the white "STUDENTS BUY HERE" button located within the red "Students" section in the upper-right corner of our home page. You will create an account and be prompted to choose your state and institution. Easy-to-follow instructions will lead you through the rest of the purchasing process. Payment can be made by all major credit cards or electronic check. Your order is then processed and shipped out to you (orders are typically processed within 24 hours and often same day). Shipping time will depend on the selected shipping method. If available for your course, you will also be emailed instructions on how to download a FREE 20% PDF download so you can get started on your required readings right away. If you have any difficulties, please e-mail orders@universityreaders.com or call 800.200.3908.

You should bring your reading packet to class.

Assignments:

Grades will be based on the following assignments:

| | |
|-----------------------------|---------|
| Reaction Papers/Question | 100 pts |
| Literature Review | 200 pts |
| Final Paper | 300 pts |
| Presentation | 100 pts |
| Non-Speech Experience Paper | 50 pts |

Reaction Papers: Each week on Monday you will turn in a one page, typed and proofread reaction paper to the readings. This paper is due by the end of class. If you are not in class on a Monday, the reaction paper must be in my mailbox by the time I return from class. I will not accept late papers or papers via email. This paper should NOT be a summary of the reading. Nor should it be an assessment of the quality of the reading. Rather, you should engage the material. What do you think about the reading? What does it make you think about? Do you agree or disagree? Is there something that confuses you? The purpose of these papers is first, to make sure you've done the reading, but secondly, and more importantly, to make sure you've thought about the issues raised. This will lead to more productive discussions in class. To gain full points on the reaction papers you must illustrate that you're thinking critically about the readings. The papers will be graded with the following points: 10 points means you've done a good job engaging the material, 5 points means you've done an adequate job and zero points means you barely tried. You must also proofread. If there are more than two errors, I will return the paper to you with zero points. There are eight weeks of readings. The Foss and Griffin reading is due Thanksgiving week. During the first month of the term (by Oct. 31), you should come talk to me in my office. We'll have a little meet and greet in my office during the first two weeks that will count for the first reaction paper. This will be the 10th reaction paper. Each one is worth 10 points. Total: 100 points. **I WILL NOT ACCEPT REACTION PAPERS LATE OR VIA EMAIL!**

Literature Review: You will choose either one Feminist theory or one Feminist theorist that we study this term and conduct a literature review. If you choose the theory option you will examine the theory and reactions to it and ways in which others have used the theory. If you choose the theorist you will examine their body of work and how they have developed their theory(ies). This is a 7-10 page paper that follows the guidelines below except for the number of sources. This should be appropriate to the topic. This paper is due November 19.

Final Paper: You have several options for the final paper. These are to be typed and proofread. All options require a page length of 15 to 20 pages. Pages should be numbered with one inch margins. You should NOT have a cover page. The first page should ONLY include the title of your paper. The final page should include your name. Each paper will include a MINIMUM of eight outside sources. These sources should be scholarly sources. The following will NOT be counted toward the required total of sources: wikis, dictionaries, any readings from the course packet, more than one source from a webpage. You may include the above, but they will not count toward the required total. If you use a source, cite it. If I discover plagiarism (using another person's words or ideas without giving them credit), you will receive a "0" for the

assignment. You should cite these sources according to the APA style manual. If you do not know how to cite according to this style, you can reference the Department of Speech Communication website: <http://oregonstateedu/dept/speech/writing.html>. You can also access the APA style manual at the library. Failure to follow this style manual or any of these instructions will result in a full letter grade deduction for this assignment.

All essays should follow the following outline: introduction (attention getter, thesis statement, preview of how you will proceed in the paper), the body (this is a clear explanation of two to four arguments you wish to make in your paper with each argument be explained separately) and conclusion (review of main arguments, restate thesis, and concluding statement).

Options:

- A)** Choose one theory essay that we have read this term and refute it. We will read several essays that take issue with previous feminist theory. You should not just parrot these criticisms. While you may share some of their concerns, you should expand their logic, approach from a different angle, or explain your own critiques. The idea here is that feminist rhetorical theory is evolving and no theory is considered a law. Your job here is to challenge assumptions and advance theory by pointing out where a particular theory falls short.
- B)** Choose one theory essay that we have read this term and extend it. Theory is a starting point in the humanities. Consider the essay you've chosen. Are there weaknesses? Are there areas that have not been fully developed? In this paper, you might talk about ways that this theory could be used in areas the author(s) did not think about. The idea here is to think more broadly about the proposed theory.
- C)** Choose one rhetorical theory that you have studied in another class that would not be considered a feminist rhetorical theory. Using theory or theories we study this term draw a comparison between the traditional theory and the feminist rhetorical theory. In what ways are they similar? Where are the differences? Are the theories compatible or are they mutually exclusive? In this paper you will explore the place of the feminist theory in relation to traditional rhetorical theory.
- D)** For the final option, you may choose to explore one piece of contemporary rhetoric using one of the Feminist theories we explore this term. This is essentially a rhetorical criticism using Feminist theory. You will choose one speech act (either verbal or nonverbal/visual) and apply a feminist theory to draw conclusions. The essays on the Grimké sisters, Barbara Jordan, and Bernadette Devlin are examples of this assignment. However, you should not be constrained by methods used in these articles. The purpose here is to test the validity of the theory in practical application.

Papers are due Monday of finals week at 5 p.m.

Presentation: During the course of the term, you will lead a discussion of your topic for the literature review on the appropriate day in class. You will begin with a 15 to 20 minute lecture that covers your research. You will then lead the class in a discussion of the reading for that day.

Non-Speech Experience: One of the arguments that is made in a variety of ways in Feminist Rhetorical Theory is that women often seek alternative rhetorical outlets to public speaking. During the first three weeks of the term, you will experience one of these ways. You have two options: 1) *Birth* 2) *Unraveling the Ribbon*. *Birth* and *Unraveling the Ribbon* are plays sponsored by various organizations and the University Theatre. *Birth* explores the idea of women's ownership of the birth process while *Unraveling the Ribbon* examines how breast cancer impacts relationships. *Birth* will take place on Thursday, Friday, and Saturday Oct. 9-11 at 7:30 in the Lab Theatre and on Sunday Oct. 12 at 2 in the Lab. Your admission is free (you will have to give your name at the box office). *Unraveling the Ribbon* opens the following weekend Oct. 16-18 at 7:30 in the Lab Theatre. Admission is free. Upon seeing one of the shows, you will write a two page reaction paper. This paper should not be about the quality of the production. Rather, the critique should engage the content of the play. How does it communicate its message to the audience? What is the message? How would this differ from a speech on the same topic? Is this a more or less effective way to communicate the message? What are the advantages and disadvantages of communicating through this medium? The paper should be typed and proofread. It is due October 22 in class.

Tentative Schedule

| | | |
|-------|------------------------|---------------------------|
| 9.29 | Intro | |
| 10.1 | Sarah Palin | |
| 10.6 | First entries | 1-26 |
| 10.8 | Womanization | 27-34 |
| 10.13 | The Grimke Sisters | 35-54 |
| 10.15 | One Woman, One Vote | |
| 10.20 | Jordan and Devlin | 55-78 |
| 10.22 | Mother Jones | 79-100 |
| 10.27 | Dow | 101-112 |
| 10.29 | Blankenship, et. al. | 113-126 |
| 11.3 | Blair, et. al. | 127-154 |
| 11.5 | Clinton and Obama | |
| 11.10 | Wood | 155-176 |
| 11.12 | Biesecker and Campbell | 179-208 |
| 11.17 | Condit | 209-234 |
| 11.19 | Foss and Griffin | 235-251 |
| 11.24 | No Class | |
| 11.26 | Video | Foss and Griffin Reaction |
| 12.1 | Catch up... | |
| 2.3 | | |

SYLLABUS SAMPLE 3

COMMUNICATION & SOCIAL IDENTITY IN THE DIVERSE WORKPLACE

COMM 591

Department of Speech Communication
Oregon State University
Spring, 2008

Shepard Hall, Room 208
(541) 737-5396
Email: drwalls@orst.edu

Course Overview: A focus on diversity in the workplace responds to demographic changes and anticipates future cultural shifts in the work place by framing diversity as a process and a resource to be leveraged rather than as a problem to be solved. To be successful, managers must learn to integrate different viewpoints to enhance creative problem solving, task performance and leadership ability. In short, the organization of the future will be increasingly heterogeneous. Therefore, many of the key opportunities and challenges for diverse workplaces will center around people from different cultures working together effectively.

Course Credit Hours: 3

Course Objectives:

- ❑ Demonstrated knowledge, synthesis and critical assessment of fundamental theories of social identity and their impact on workplace relations and related outcomes
- ❑ Analysis, evaluation and understanding of theoretical concepts of social identity such that students can make use of and challenge theories of social identity
- ❑ Application and integration of personal experiences with social identity theories and principles via experiential assignments

Course Format: This course will begin with an overview of diversity issues in the workplace. More specifically, the goal of this course is to teach students how to make strategic use of intercultural and other synergies to help organizations improve market penetration, employee engagement, customer loyalty and the bottom line. To this end, we will examine organizational strategies for creating and sustaining a workforce which is inclusive of difference of race, gender culture and personal values.

Course Methodology: Instructional activities consist of both lecture and discussion although I will try to emphasize the latter as much as possible. The success of this course is predicated upon highly interactive methods of teaching. Thus, students who offer original perspectives and who integrate examples from other contexts will be rewarded. This course requires on significant writing assignment as well as several short analytic papers and responsibility for one presentation.

Student Accommodations

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

Academic Integrity

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and other sanctions as specified in the academic integrity policies of the individual colleges. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.

Assignments

Your Area of Interest/Area of Honest Inquiry/Hot Button/Rationale/Other

During the first part of this course, you are expected to select an article (academic or popular culture), a film clip, or a book or maybe even a picture/photo that focuses on an area of interest to you related to social identity at work. Your topic may be linked to your thesis or project, to something you always wanted to explore or to something that you think is connected to a current event of interest. Your objective is to bring the article to class and conduct a mini-presentation of the issue to the class. Specifically, using 5-7 minutes, overview the topic and then using another 5-7 minutes lead us in a brief discussion about the relevance of the topic to workplace social identity and to our previous discussion of Chapters 1, 2 and 9 in the Allen text. This is considered part of your participation grade and will be assessed largely as "pass/fail" in terms of meeting the basic requirements outlined herein.

Presentation: Leading A Class Discussion

Each student will be responsible for a presentation which will articulate framing questions, offer an interpretive context, and introduce other resources relevant to a specific text, film clip or other course material. The format is flexible and can be, for example, an individual oral presentation, a structured debate with guest speakers or a video you make addressing the issues. This presentation will require you to exhibit careful analysis, creativity, originality and strong presentation skills. In essence, you will be given a portion of the class in which to lead discussion on a specific topic. Your goal is to teach the rest of us; give us some knowledge, awareness and skills that we can use in our professional lives. *See the last page of this syllabus (articles for student-led presentations) for a list of the possible articles from which to choose your class presentation topic. They are available on a first-come, first-served basis.*

Note: This presentation is in addition to your presentation of your major paper, which occurs at the end of the term.

Individual Experiential Paper (IEP): Being Exposed to Diversity

The purpose of this assignment is to expose you to a new situation that required to carefully observe your surroundings and asks you to both describe what you felt and what other individuals might feel about having you among them. Your assignment is to go by yourself (you may not take anyone with you) to a place you have not been before and to observe what you see (and participate if appropriate). Please note that these two conditions (going by yourself and doing something you have not done before) are important. After your field experience, you will write a 4-5 page paper that includes the following:

- ✓ Date and address of where the experience took place
- ✓ Length of time you were there
- ✓ Brief description of the setting
- ✓ Your reaction to the situation in terms of your behavior and feelings
- ✓ The reaction of the other individuals toward you
- ✓ What this experience teaches you about being different from others in your environment
- ✓ How such an experience might influence your development in you were to work in such a setting for a major period of your life
- ✓ Concluding comments

Listed below are some examples of places other students have visited:

- A protestant visits a Buddhist service
- A man takes a “Lamaze” class
- A Caucasian visits a Black church or student organization
- A student of color visits a resource center for a different minority group (e.g., Native American visits Asian cultural center)
- An atheist or agnostic visits any institution of faith (e.g, church, synagogue, etc.)
- A hearing individuals visit a school for the deaf
- A man visits a maternity clinic
- A student visits “dignity village” (Portland) or other local “homeless” shelter
- A younger person visits an assisted living facility for the elderly
- A single person visits a children’s nursery at times to include observation of the dropping off and picking up of children by their parents
- An able person visits student disabled services to learn about the range of disability issues the organization deals with
- Other

Do not choose to visit a setting where you might feel like an intruder into someone’s privacy. In some situations, you may need to get permission to observe the group. Use your good judgment. *Do not place yourself in a situation that is physically dangerous.* Choose a setting that you truly want to learn about so you don’t feel like an undercover agent. The papers are due at the end of

the term and must be double-spaced, and typewritten with 1-inch margins. They will be evaluated on the extent to which they are clearly organized, with no grammatical or spelling errors. In writing your paper, make sure to make specific references to readings and their content and to appropriately reference work when you draw from readings and other literature.

Short Analytic Papers (HBR Case Studies)

For your choice of any 3 of the 5 topics below, develop a focused, cleanly written 2-4 page analysis addressing the issues raised in each question. For each paper, a well-thought out argument is required; to that end, use the questions below as a “jumping off” point for developing your perspective of the issues raised in the case. Each paper is worth 20 points and is due on or near the date the topic is discussed in class.

1. How do stereotypes around leadership styles work to the “disadvantage of both men and women” in “Three Men, Two Women on a Raft?” What really happens in Raft No. 4 to undermine the team’s effectiveness?
2. At the close of “It Wasn’t About Race. Or Was It?”, Jack Parson must come up with an agenda for the Wednesday morning meeting. What are the underlying issues in the case? What should he do?
3. Based on the “Case of the Religious Network Group”, how should corporations “accommodate diverse religious practice and spiritual values” in the workplace setting? If you select #3, you must also do #5.
4. In “Mommy-track Backlash”, what are the work/life balance issues Jessica feels are clouding the waters for her in terms of making an equitable decision regarding her employees? What would you do and why?
5. In “Dear White Boss”, what parallels do you see with the Connor case study? (#3 above). For this case study, respond with a letter of reply as the “white boss.” If you select #5, you must also do #3.

Note: As an alternative to one or more of the suggested topics above, individual students are welcome to propose their own arguments for short analytic papers. These topics must derive from particular course readings. My consent is required before submission.

Participation

Class participation is central part of the learning process in this course. Classes may include discussions, role plays, pre-class/in-class writing, debates and guest lectures. Each student is expected to attend class fully prepared, complete assignment by due dates and contribute to class discussion. Additionally, students are expected to frame appropriate questions in anticipation of question and answer sessions with guest speakers.

Major Paper

Final papers can focus on one of two specific contexts:

1. A specific domestic social identity group
2. A specific organization or industry

Within the context of your choice, you have two options for completing your paper:

Option One involves conducting primary or secondary research on a specific topic of interest to develop implications for practice. For example, you might focus on performance, creativity, innovation or small group performance. Then, using your variable of interest, tell me what specific actions you would recommend be taken or avoided to a) promote and sustain an inclusive workforce, b) make welcome a particular employee subculture or c) more effectively recruit and also retain diverse employees and so forth.

Option Two involves choosing a specific organizational context and using course materials to develop a manual that would provide diagnostic questions for the resolution of conflict due to the integration of specific forms of diversity. Your manual might include suggestions for conflict de-escalation in specific situations and recommendations for conflict management system design, including specific steps an organization might take to anticipate and mitigate potential conflict due to diversity in the first place.

Each student must make a 12-minute presentation of his work. Presentations will be held on the last day of class or in the final exam time slot (not decided yet). Your goal is to teach the rest of us; give us some knowledge, awareness and skills that we can use in our professional lives.

Course Assignments

| | | |
|----------------------------------|------------|----|
| Individual Experience Paper | 75 | |
| HBR Case Study (3 at 25pts each) | 75 | |
| Class discussion | | 50 |
| Major Paper | 200 | |
| Presentation of Major Paper | 50 | |
| Participation | 50 | |
| Total Points | 500 | |

Tentative Course Schedule

| Date | Class Activity | Readings Covered/Assignments Due |
|---------------|--|--|
| <u>Week 1</u> | | |
| T, 4/1 | Course Introduction | |
| R, 4/3 | Why examine social identity at work? | Allen, Ch. 1 and Ch. 9 |
| <u>Week 2</u> | | |
| T, 4/8 | Power | Allen, Ch. 2 |
| R, 4/10 | Power cont. . . . | |
| <u>Week 3</u> | | |
| T, 4/15 | Social Identity at Work (your interests) | Students bring article, film clip, book or picture |
| R, 4/17 | Your issues cont. | |
| <u>Week 4</u> | | |
| T, 4/22 | Class | Allen, Ch. 5 |
| R, 4/24 | Class cont . . . | *Mommy-Track Backlash due. |
| <u>Week 5</u> | | |
| T, 4/29 | Gender | Allen, Ch. 3; <i>Read Tannen's Power of Talk</i> |
| R, 5/1 | Gender cont. . . | *Three Men, Two Women due; Class discussion leader |
| <u>Week 6</u> | | |
| T, 5/6 | Religion | <i>Read Cash & Gray, 2000.</i> |
| R, 5/8 | Religion cont. . . | *Religious Group Network due; Class discussion leader |
| <u>Week 7</u> | | |
| T, 5/13 | Sexual Orientation | Allen, Ch. 6 |
| R, 5/15 | Sexual orientation cont. . . | Class Discussion Leader |
| <u>Week 8</u> | | |
| T, 5/20 | Race | Allen, Ch. 4 |

| | | |
|---------|------------------|---|
| R, 5/22 | Race cont. . . . | <i>*About Race or Was it?
and *Dear White Boss
due.; Class discussion
leader</i> |
|---------|------------------|---|

Week 9

| | | |
|---------|---------|---|
| T, 5/27 | Ability | Allen, Ch. 7; <i>Read Wendt
& Slonaker, Sr., (2006)</i> |
|---------|---------|---|

| | | |
|---------|---------------------|---|
| R, 5/29 | Ability cont. . . . | Class discussion leader;
IEP due. |
|---------|---------------------|---|

Week 10

| | | |
|--------|-----|--|
| T, 6/3 | Age | Allen, Ch. 8; <i>Class
discussion leader;
Read Paul & Townsend,
1993; Wilson, 2006</i> |
|--------|-----|--|

| | | |
|--------|---------------|--------------------------|
| R, 6/5 | Age cont. . . | Major Papers due. |
|--------|---------------|--------------------------|

****Case studies (short analytic papers); the two on race [5/22] are linked so that both must be completed. Complete any three of the five.***

Regular italics, no asterisk, are supplemental readings designed to be read along with the Allen text.

Student-Led Discussion Articles

Brief, A. P., Buttram, R. T., Reizenstein, R. M., Pugh, S. D., Callahan, J. D., McCline, R. L., & Vaslow, J. B. (1997). Beyond good intentions: The next steps toward racial equality in the American workplace. *Academy of Management Executive*, 11, 4, 59-72.

Greenblatt, E. (2002). Work/life balance: Wisdom or whining. *Organizational Dynamics*, 31, 2, 177-193.

Kelly, E. (2008). Accommodating religious expression in the workplace. *Employee Rights and Responsibilities Journal*, 20, 45-56.

Pati, G. C. & Bailey, E. K. (1995). Empowering people with disabilities: Strategy and human resource issues in implementing the ADA. *Organizational Dynamics*, 24, 52-68.

Rupp, D. E., Vodanovich, S. J. & Crede, M. (2006). Age bias in the workplace: The impact of

ageism and causal attributions. *Journal of Applied Psychology*, 36, 6, 1337-1364.

Trau, R. N. C. & Hartel, C. E. J. (2007). Contextual factors affecting quality of work life and career attitudes of gay men. *Employees Rights and Responsibilities Journal*, 19, 207-219.

Note: These articles are not in the reserve reading packet; please locate online.

Appendix B

Examples of schedules for M.S./M.A. students for 2006-7 and 2007-8:

Using the schedule of graduate courses offered in 2006-7 and 2007-8 (with the modifications projected to 2009-2010), these three fictional grad students could take these courses to complete their programs. Electives are noted in italics:

Gregory Graduate

Interest: Sustainability, Mediation and Facilitation

First Year 2006-7

Fall: 200701

Grad Seminar (520)

Hist/Th Comm (589)

Hist/Th Rhet (588)

Winter: 200702

Target Sem Comm (591)

Comm Res Meth (515)

Internat Conflict (546)

Spring: 200703

Target Sem Rhet (590)

Rhet Res Meth (565)

Minor (Forestry)

Initial Committee Meeting

Second Year 2007-8

Fall: 200801

Ethnography (516-method)

Bargaining (542)

Minor (Forestry)

Winter: 200802

Intercultural (526)

Media Criticism (584)

Minor (Forestry)

Spring: 200803

Minor (Forestry)

Thesis (6 credits)

Defense

Total: 54 credits

Geraldine Graduate

Interest: Peace, community relations or politics

First Year 2006-7

Fall: 200701

Grad Seminar (520)

Hist/Th Comm (589)

Hist/Th Rhet (588)

Winter: 200702

Target Sem Comm (591)

Comm Res Meth (515)

Internat Conflict (546)

Spring: 200703

Target Sem Rhet (590)

Rhet Res Meth (565)

Minor (Ethnic Studies)

Initial Committee Meeting

Second Year

Fall: 200801

Bargaining (542)

Comm Resrch Methods (514)

Minor (Ethnic Studies)

Winter: 200802

Small Group (522)

Intercultural (526)

Minor (Ethnic Studies)

Spring: 200803

Minor (Ethnic Studies)

Thesis (6 credits)

Defense

Total: 54 credits

Grady Graduate

Interest: Law, persuasion

First Year 2006-7

Fall: 200701

Grad Seminar (520)

Hist/Th Comm (591)

Hist/Th Rhet (590)

Winter: 200702

Target Sem Comm (589)

Comm Res Meth (515)

Minor (Political Sci)

Spring: 200703

Target Sem Comm (588)

Rhet Res Meth (565)

Cont Theor Rhet (559)

Initial Committee Meeting

Second Year

Fall: 200801

Rhet 500-500 (556 or 558)

Adv Argumentation (545)

Minor (Political Sci)

Winter: 200802

Comm Res Methods (514)

Internat Conflict (546)

Minor (Political Sci)

Spring: 200803

Minor (Political Sci)

Thesis (6 credits)

Defense

Total: 54 credits

Appendix C

History: Student Demographics

| MAIS Students | | | | | | Residency | | | Ethnicity | | | | | |
|---------------|-------------------|----------------------|---------------------|--------|------|-----------|-----------|-------|-----------|------------|-------|-------------|----------|----------|
| | Total
for Year | Two
COMM
Areas | One
COMM
Area | Female | Male | OR | Out State | Int'l | White | Am. Indian | Asian | African Am. | Hispanic | Declined |
| 2003-04 | 27 | 12 | 15 | 17 | 10 | 21 | 4 | 2 | 23 | 2 | 1 | | | 1 |
| 2004-05 | 29 | 20 | 9 | 19 | 10 | 22 | 5 | 2 | 24 | 3 | 1 | | | 1 |
| 2005-06 | 25 | 18 | 7 | 16 | 9 | 20 | 3 | 2 | 23 | | 1 | | | 1 |
| 2006-07 | 23 | 20 | 3 | 14 | 9 | 19 | 4 | 0 | 21 | | | 1 | 1 | |
| 2007-08 | 15 | 12 | 3 | 14 | 9 | 13 | 2 | 0 | 13 | | | 1 | 1 | |
| 2008-09 | 18 | 15 | 3 | 8 | 9 | 13 | 4 | 0 | 12 | | | | 1 | 4 |

| MAIS Degrees Awarded | | | | | | Residency | | | Ethnicity | | | | | |
|----------------------|----------------------|----------------------|---------------------|--------|------|-----------|-----------|-------|-----------|------------|-------|-------------|----------|----------|
| | Total
for
Year | Two
COMM
Areas | One
COMM
Area | Female | Male | OR | Out State | Int'l | White | Am. Indian | Asian | African Am. | Hispanic | Declined |
| 2003-04 | 10 | 1 | 9 | 9 | 1 | 6 | 2 | 2 | 7 | | 1 | 1 | | 1 |
| 2004-05 | 0 | | | | | | | | | | | | | |
| 2005-06 | 8 | 4 | 4 | 4 | 4 | 8 | | | 7 | 1 | | | | |
| 2006-07 | 5 | 4 | 1 | 5 | 0 | 5 | | | 5 | | | | | |
| 2007-08 | 8 | 7 | 1 | 5 | 3 | 5 | 3 | 0 | 8 | | | | | |
| 2008-09* | 2 | 2 | | 2 | | 2 | | | 1 | | | 1 | | |

* Summer 2008

Appendix D

Faculty Curriculum Vitae

**Judith Bowker
Bobette Bushnell
Natalie Dollar
Trischa Goodnow
Robert Iltis
Mark Moore
Mark Porrovecchio
Elizabeth Root
Gerald Voorhees
Gregg Walker**

DRAFT LETTER
9 March 2011 (CLC)

Dear Professor Iltis:

Thank you for contacting the Department of Communication with the news that Oregon State University hopes to house a master's program, and I appreciate the opportunity to review your packet.

Based on the information, the OSU program differs from ours at Portland State. Our program is quite broad in scope, and we offer no courses in rhetoric, argument, conflict and negotiation. Our main core courses engage students in three areas of theory and three areas of methods. Speaking briefly our required theory courses cover (1) Social, Institutional and Media Theories, (2) Cognitive and Relational Theories, and (3) Critical and Cultural Theories. Our three required research courses entail qualitative, quantitative and critical methodologies.

In terms of requirements, the programs are quite different and I see no overlap between the PSU master's program and the one proposed at OSU. Indeed, the only areas where I see similarities are with the electives. For example, you note that each OSU faculty member will teach a seminar in her or his area of expertise, such as intercultural communication. To that end, we do have graduate faculty who teach, for example, intercultural communication as their area of expertise. But, unlike OSU, we typically teach courses in media studies, political communication, new technologies in mass media, health communication, metaphor, and conversation analysis.

In summary, I find the OSU program distinct from the master's in communication at Portland State, and wish you every success.

/s/ CLC

Chandler, Loril

From: Iltis, Robert
Sent: Wednesday, April 27, 2011 3:33 PM
To: Chandler, Loril
Subject: FW: Request for Liaison, MA/MS Proposal, OSU
Attachments: DRAFT LETTER.docx

e-mail 1

Robert S. Iltis, Ph.D.
Associate Professor
Department of Speech Communication
Shepard Hall
Oregon State University
Corvallis, OR 97331
541-737-2461
541-737-4443 (fax)

From: Cynthia-Lou Coleman [<mailto:ccoleman@pdx.edu>]
Sent: Wednesday, March 09, 2011 3:59 PM
To: Iltis, Robert
Cc: Jeffrey D. Robinson; Grant Farr
Subject: RE: Request for Liaison, MA/MS Proposal, OSU

Prof. Iltis:

Thank you for the opportunity to review the materials for the OSU master's program. I will make sure our department graduate advisor and the dean's office gets a copy for their files.

I am happy to write a letter that supports the program, which is substantively different from ours. Your focus in rhetoric, argumentation and conflict makes it quite distinctive. I have drafted a letter (attached): let me know if this meets your needs and, if so, I will send you a clean copy.

Success, Cindy Coleman

Cynthia-Lou Coleman, Chair
Department of Communication
Portland State University

Website: <http://www.pdx.edu/communication/cynthia-lou-coleman-0>
Blog: <http://nativescience.wordpress.com/>

From: Iltis, Robert [<mailto:riltis@oregonstate.edu>]

Professor Cynthia-Lou Coleman, Chair
Department of Communication
Portland State University
Portland, Oregon 97403

Dear Professor Coleman:

In September 2001 Professor David Ritchie provided a favorable liaison letter to Dr. Gregg Walker for our department's Master of Arts proposal in Communication. Unfortunately, budget constraints in the College of Liberal Arts required the tabling of that proposal and others in the college. With a more favorable economic scenario the Department of Speech Communication is resubmitting the proposal. I am writing to request again a liaison letter.

We hope to complement your excellent program's focus on Urban Life, Media Theories; Critical, Cultural and Relational Theories and Cognitive Theories. Our proposed program's strengths include conflict and negotiation, classical and contemporary rhetoric, argument and advocacy discourse, persuasion, interpersonal and intercultural communication, organizational communication, and media aesthetics. The O.S.U. program will provide a significantly different program to students who can integrate rhetoric and communication combining, for example, contemporary rhetoric, conflict negotiation, advocacy discourse, organizational communication, media aesthetics, and intercultural communication.

We believe that graduate students at either institution could benefit from the individual strengths of the other department. We envision working with your program so that M.S./M.A. students could, when feasible, take some course work at the sibling institution. O.S.U. students could enroll in specialty courses offered by P.S.U. faculty and P.S.U. students could elect from the range of O.S.U. rhetoric courses not otherwise available to them.

The proposal is fundamentally the same as the one Dr. Ritchie reviewed in 2001, except that we will offer an MS option as well as the MA.

I have attached the current draft of the proposal as well as a copy of your letter from 2001.

It is facile to say that your time is valuable, but it is true. I regret requesting an update of an old letter, but members of the University Curriculum Committee properly reasoned that new liaison letters would be prudent. Too much time has passed.

Of course I am happy to answer any questions you may have about the proposal.

Sincerely,

Robert S. Iltis, Ph.D.
Chair
Department of Speech Communication
Shepard Hall 104
Oregon State University
Corvallis, OR 97331

541-737-2461
541-737-4443 (fax)



UNIVERSITY OF OREGON

School of Journalism and Communication

December 9, 2010

Robert S. Iltis, Ph.D., Chair
Department of Speech Communication
Shepard Hall 104
Oregon State University
Corvallis OR 97331

Dear Professor Iltis:

Thank you for the opportunity to again review the Master of Arts degree program in Communication.

As I wrote when reviewing the proposal in September 2001, the proposed program's focus on communication and rhetoric distinguishes it from the graduate programs offered in the University of Oregon School of Journalism and Communication.

I will note that the proposal does propose "conflict management and resolution" as a major option. This option may overlap with the UO's Master's Degree Program In Conflict and Dispute Resolution, <http://conflict.uoregon.edu/>.

Sincerely,

Tim Gleason
Edwin L. Artzt Dean
Professor of Journalism

OFFICE OF THE DEAN

1275 University of Oregon, Eugene OR 97403-1275 T (541) 346-3739 F (541) 346-0682 <http://jcomm.uoregon.edu>

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act



UNIVERSITY OF OREGON

Dear Dr. Walker:

I am delighted that you have asked me to offer my judgment on your M.A. proposal. As you know, the University of Oregon was forced to eliminate its Speech department, leaving a significant void in our curriculum and leaving students interested in pursuing graduate work in non-mediated communication with very few choices of programs in the Pacific Northwest. I hold a Ph.D. in Rhetoric and Communication, and am qualified to assess the proposed program.

The proposal you have included places a much-needed focus on the study of communication and rhetoric. The program objectives, clearly set forth in the first paragraph of the proposal, would provide graduate students with refined insight on the functions played by symbols in human society. While other disciplines touch upon the symbol, the field of communication and rhetoric places the symbol at the center of research and instruction. Scholars of communication and rhetoric build on a heritage of some 2,000 years, providing theoretical insight and practical guidance on the most important problems in society. Without question, students entering and graduating from OSU with a M.A. in Communication would be well prepared to enter careers in marketing, public and community relations, and a host of other occupations.

As part of the curriculum, the program would offer coursework in organizational communication, rhetoric theory, and a number of other curricular options. Oregon State would have the only systematic graduate program in communication between Portland and Humboldt State University in California. The program would serve a unique function and offer an essential discipline to students.

ROBERT D. CLARK HONORS COLLEGE

1293 University of Oregon · Eugene OR 97403-1293 · (541) 346-5414

Oregon State has the faculty and the facility to offer a graduate degree, and I give my full endorsement of the proposal you have included. You have developed a strong proposal, deserving adoption. If I can be of assistance, I am hopeful you will contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "David A. Frank".

David A. Frank, Ph.D.

Director

Robert D. Clark Honors College
University of Oregon



Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal: Effective Date:
Proposal for the Initiation of a New Instructional Program September 2010
Leading to Master of Science/Master of Arts Degree in Communication

Department/Program: College:
Department of Speech Communication College of Liberal Arts

- X Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
X Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

 3/24/10
Sign (Dept Chair/Head; Director) Date

Robert Iltis
Print (Department Chair/Head; Director)

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

Title of Proposal

Speech Communication

Department

College of Liberal Arts

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☒ marginally adequate to support the proposal
☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1

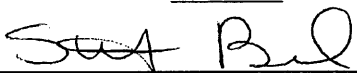
Monographs \$500/year
New journals \$5,433/year
Total \$5,933/year

Ongoing (Annual)

Monographs \$500/year
New journals \$5,433/year
Total \$5,933/year

Comments and Recommendations:

Date Received: 10/5/2010


Subject Librarian

Date Completed: 10/19/2010

10/19/2010
Signature

Head of Collection Development

Signature

Date

University Librarian

Signature

Date

Oregon State University Libraries

Collection Evaluation for the proposed MA in Speech Communication

Overview

In response to the Category I Proposal submitted by the Speech Communication Department, I reviewed the monographs collection, including the age of the OSU collection, the number of monographs published in the discipline, use of the current collection as well as the number of titles being published in the discipline. I also compared some of this data with other institutions with programs similar to the one being proposed. For serials, I reviewed the journals with the highest impact factor, compared this to our holdings, usage statistics, journals titles recommended by *Magazines for Libraries*¹, the journals cited by faculty, and journals where our faculty have published. I also solicited journal title recommendations from the faculty. In general, the monographic holdings compare favorably to other institutions but purchasing has declined significantly in the last decade and the collection is not adequate to maintain an MA program. The collection is also missing several core journals in the discipline. This is especially crucial when considering an MA program that requires a thesis.

Comparator Institutions Overview

I reviewed the current collection against 4 comparator institutions recommended by the Speech Communication faculty. These institutions were selected because they are considered a) peer-institutions of Oregon State and b) they offer an MA program that is comparable in course work and course offering to the proposed OSU program. All are MA programs with the exception of NCSU which also offers a PhD. I reviewed the class lists to see if generally the curriculums are comparable. They require fewer credit hours for the MA program than the proposed OSU program.

| Institution | | Credit hours | MA Thesis |
|---------------------|-----------------------------|--------------|-----------|
| Colorado State | Communication Studies | 27 credits | Yes |
| San Diego State | School of Communication | 30 credits | |
| Cal State Fullerton | College of Communications | 30 credits | Yes |
| NCSU | Department of Communication | 27 credits | Comps |

Collections - Monographs

The Category I proposal identifies four areas of concentration for the MA program.

- Persuasion and argumentation
- Conflict management and resolution
- Cultural and intercultural communication
- Organizational and group issues

Speech Communication is interdisciplinary. Students and faculty doing research in speech communication use the collections in the areas of philosophy, rhetoric, political science, history, mass media, psychology, business and education. This assessment used subject areas rather than call numbers due to the interdisciplinary nature of the subject.

The last assessment of the communications collection was done in 2000. That assessment acknowledges that in conjunction with collections in other disciplines “the collection is able to support the department at a much higher level - at a level 3b or 3c” but the summary of that assessment concluded that “the collection is barely able to

¹ Katz, B. & Katz, L.S. (2010). *Magazines for Libraries*. New York: Bowker. Despite the title of the book, this source lists recommended academic and scholarly journals as well as magazines in many different disciplines.

support Masters level research and should be brought to and maintained at a 3c level.² Overall, the picture is one of an aging collection unable to keep up with publishing trends.” Since then, the number of monographs purchased for the collection has decreased in all but a few areas which makes is unlikely that the collection is now at the 3c level.

Comparing our holdings to other libraries is not a perfect indicator, since we do not have collection ages for these institutions and we do not know which of those titles are for graduates or undergraduates. I used selected Library of Congress Subject Headings, based on the areas that the program wants to emphasize, to make the comparison. This indicates that there are gaps in our collections. Overall, OSU has from 58-93% of the number of titles owned by the comparator institutions depending on the subject area. The largest gaps (under 55%) are in **conflict management, crisis management, discourse analysis, mediation (international), negotiation, and visual communication**. Our collection in the subject heading of communications is equal to Cal State Fullerton but less that Colorado State (82%), San Diego State (74%), and NCSU (70%). See Appendix A for OSU holdings compared to peer institutions.

Speech Communications is a discipline that still relies on monographic literature. This based on a conversation with the Speech Communications faculty and the library use statistics for selected subject headings. Usage of monographs is quite high, indicating that the need for a healthy book budget to continue the support of the program. See Appendix B: Use Statistics. Access to print materials (books, videos) can always be supplemented with Summit and Interlibrary Loan materials. However, there are always costs involved with Summit and Interlibrary Loan and the OSU Libraries cannot be only a borrower but also needs to be a lender in the alliance. To rely solely on other collections for books is not advisable.

Since we are purchasing far fewer items than in the past, we are also looking at an older collection which is an area of concern. In some areas of the discipline, such as the history of rhetoric, this is not a major problem but it is in political discourse, mass media and visual communication, for example. MA students and faculty will require access to the latest research. Again, I used subject headings rather than call numbers. In all but 3 areas, **mass media, rhetoric--philosophy, rhetoric--political aspects (United States)** and **visual communication**, the number of books purchased has declined by an average of 33% between 1991-2000 and 2001-2010. See Appendix C: OSU Breakdown by Age of Collection.

I searched YBP, our book vendor service database, to get an overview of how many titles were published for certain Library of Congress subject areas in 2009, 2008 and 2007 to see if the number of items publish has increased, decreased or remained stable. In all areas the number of titles published has increased from anywhere from 27% to 100% (average of 240 titles in selected areas). See Appendix D: Monographs published in selected areas in the last 3 years.

The current book budget for Speech Communications is:

| | |
|--------------|------------------------------------|
| Firm | \$995 (12 books/year) ³ |
| Approval | \$8,700 (112 book/year) |
| Total | \$9,695 |

Firm order books are selected by the subject librarian or used to purchase faculty requests. The approval books come in under the YBP approval plan and are primarily university press titles.

I asked several of the peer- institutions⁴ about their budgets for Speech Communications but only one was willing to provide the information. Again, the interdisciplinary nature of the study makes it hard to compare budgets.

² Conspectus Level 3c is considered the level necessary to support advanced study in an MA program

³ Average cost of a social sciences monograph is \$77. Per YBP Annual Book Price Update 2009/2010.

⁴ The librarian asked me not to include the institution's name.

| | Institution A |
|----------|------------------------------------|
| Firm | 3,000 (30 books/year) ⁵ |
| Approval | 3,500 (40 books/year) |
| Students | 36 |

The OSU budget is quite comparable for purchasing scholarly and academic sources (YBP Approval) but Speech Communication also requires trade publications. If we want to maintain the collection and keep up with publishing output, I recommend supplementing the firm book budget by 50% raising the book budget to \$1,500. This would allow us to purchase an additional 20 books per year. In the first 2 years, we can build up the areas which are currently less well developed and then use the funds to improve the collection overall in the coming years. This should help create a robust collection and we can continue to supplement the collection with Summit and Interlibrary Loan.

Recommendations:

- Increase the firm order book budget by \$500.

⁵ This librarian estimated the cost of a title at about \$98.

Collections-Serials

The last assessment of the Communications collection was done in 2000. The summary of that assessment concluded that “the journal collection is very low - an absolute minimum to support our programs. “ As with all other programs, Speech Communication has had serials cancellations in the last few years.

To review the journals holdings, I

1. Used Journal Citation Reports to see which journals have the highest impact factor⁶ and compare this to what titles OSU owns
2. Reviewed where our faculty are publishing
3. Reviewed what journals the faculty are citing in their research
4. Reviewed ILL statistics to see what faculty and students in Speech Communication are requesting most frequently
5. Reviewed list of journals recommended by *Magazines for Libraries* for Communications

Indexes and Abstracts

Discoverability is not as difficult as it used to be with the advent of Google Scholar. It is much easier to locate citations to articles in journals that are not included in a major index but a search in Google Scholar will not locate all of the literature on a given topic. Access to the major indexing sources is a must especially for an MA program where comprehensive research is required.

Magazines for Libraries lists the recommended journals for a specific discipline. It also includes where these journals are indexed. There are 52 indexes listed. Not all of these are completely relevant, such as the *American Bibliography of Slavic and East European Languages* or *Index Islamicus*, but appear on the list because a specific journal is indexed there. *Magazines for Libraries* lists the following as important indexes for communications related topics: America, History and Life, ComAbstracts, Linguistics and Language Behavior Abstracts, MLA, Peach Research Abstracts, PsycInfo, Sociological Abstracts, Social Sciences Citation Index, Social Sciences Abstracts, and Violence and Abuse Abstracts. See Appendix E: Databases for Communication Studies for a complete list.

OSU provides online access to all of these except Peace Studies Abstracts, Social Sciences Abstracts and Violence and Abuse Abstracts. There are no journals indexed in these databases that are not indexed elsewhere. Other relevant indexes to which OSU has access includes Communications and Mass Media, Education Research Complete, Education Reference Complete, Psychology and Behavioral Sciences Collection, Psychology Collection, Social Services Abstracts and Women's Studies International. We have access to the major indexes and do not need to purchase any additional databases. We do need to make sure, however, that databases that are crucial to communication studies are maintained.

Serials

Serials are always a challenge since they are an ongoing financial investment and costs generally increase every year. We can use Interlibrary Loan to supplement journal needs but this too can become expensive and may even be more expensive than actually purchasing the journal itself.

⁶ This is a quantitative measure that reflects the frequency with which the "average article" in a given scholarly journal has been cited in a particular year or period. Used in citation analysis, Impact Factors are calculated each year by the Institute for Scientific Information.

I compiled a list of 105 journals based on the factors of use⁷, impact, citing and publishing by faculty, recommendations by faculty, interlibrary loan requests and recommendations by *Magazines for Libraries*. Of those journals, OSU libraries does not own 38 titles (27%), either in print or online, which is not an unreasonably large number. However, there are some journals that are high impact and high use that OSU does not have and should acquire to support the program. See Appendix F for a Journal Summary including the selection criteria.

For the high impact journals, as determined by Journal Citations Reports, OSU Libraries owns 21 out of 55 titles (38%). Two of these titles are particularly important since they also have the highest impact factor; *Journal of Computer Mediated Communication* and the *Journal of Communication*.

Interlibrary Loan data indicates there were over 400 interlibrary loan requests for communication related journals in 2009. The data cannot tell us who requested the item (which department) but does tell us if the person is undergraduate, graduate or faculty. Of the 400 requests, 247 were from faculty or graduate students (62%). Of the 15 top requested journal articles, we do not own 8. Several of these journals are high impact journals. Journals with the highest number of interlibrary loan requests were:

| Journal Title | OSU Holdings /online | OSU holdings /print | Impact factor | times cited by OSU faculty | times OU faculty published | 2009 Uses | 2010 Uses | ILL(Fac/Grad) |
|---|-----------------------|----------------------|---------------|----------------------------|----------------------------|----------------|-----------|-----------------|
| College Composition and Communication | 1990- | 1971- | | | | n ⁸ | n | 18 |
| Communication Studies | 1997- | 1989-2006 | | | | 70 | 20 | 12 |
| Mass Communication and Society | 0 | 0 | | | | 0 | 0 | 11 |
| Science Communication | 0 | 0 | 1.054 | 1 | | n | n | 11 |
| Health Communication | 0 | 0 | 1.277 | | | n | n | 9 |
| Journal of Communication | 2006-2009 (Cancelled) | 1951-2005 | 2.415 | 27 | 2 | 131 | 81 | 9 |
| Political Communication | 0 | 0 | 1.282 | 3 | | n | n | 9 |
| Language and Intercultural Communication | 0 | 0 | | | | n | n | 6 |
| Rhetoric Review | 1982- | 1989-2008 | | | | n | n | 6 |
| Communication Quarterly | 1976- | 1976-2006 | | | | n | n | 5 |
| Communication Research | 1997- | 1974-2007 | 1.354 | 20 | 1 | 162 | 113 | 5 |
| Critical Studies in Mass Communications | 1997- | 1984-1999, 2000-2006 | 0.333 | 2 | | | | 5 |
| Information, Communication and Society | 0 | 0 | | | | n | n | 5 |
| Journalism and Mass Communication Quarterly | 0 | 1995- | 0.362 | 1 | | n | n | 5 |
| Southern Communication Journal | 1997- | 1988-2006 | | 1 | | n | n | 5 |

OSU Libraries had access to several Wiley journal packages in the past through a consortial agreement. This agreement ended in 2009 and OSU lost access to some important, high-impact journals in the field. These include Communication Theory, Human Communication Research, Journal of Communication, and Journal of Computer Mediated Communication. All four are Wiley titles. Three additional titles that are high impact or have been recommended by the faculty. The high impact journals are also the most expensive but need to be considered if we are to support a MA program.

⁷ Usage data is not available for all titles

⁸ Not available

| Journal title | Holdings | Impact factor | # of times cited by OSU faculty | # times published in | 2009 Uses | 2010 Uses | ILL (Fac/grad) | Cost |
|---|-----------------------|---------------|---------------------------------|----------------------|-----------|-----------|----------------|----------------|
| Journal of Communication | 2006-2009 (Cancelled) | 2.415 | 27 | 2 | 131 | 81 | 9 | \$1,034 |
| Journal of Computer Mediated Communication | 2006-2009 (Cancelled) | 3.639 | | | n | n | | \$1,034 |
| Human Communication Research | 2006-2009 (Cancelled) | 2.2 | 6 | 1 | 73 | 41 | | \$1,034 |
| Communication Theory | 2006-2009 (Cancelled) | 1.208 | 2 | 4 | 16 | 8 | | \$1,138 |
| Negotiation Journal (Faculty recommendation) | 0 | 0.725 | | | | | | \$780 |
| Environmental Communication: Journal of Nature and Culture (Faculty recommendation) | 0 | 0.185 | | | | | | \$413 |
| TOTAL | | | | | | | | \$5,433 |

Putting together all of the criteria of use, impact, citing and publishing, interlibrary loan requests and faculty recommendations, there are 6 titles I recommend adding to the collection.

Recommendation:

- The library does not need to purchase any additional databases/indexes.
- Purchase subscriptions to:
 - Journal of Communication
 - Journal of Computer Mediated Communication
 - Human Communication Research
 - Communication Theory
 - Negotiation Journal
 - Environmental Communication: Journal of Nature and Culture

Summary

The library collection is currently small but provides a good beginning foundation for an MA in Speech Communication, especially when it comes to the monographs. The journal collection requires some additional resources. If we want to maintain and grow the library collection for Speech Communication and support a growing student population, I recommend the following:

| | |
|--------------|--------------|
| Monographs | \$500/annual |
| New Journals | \$5,433/year |
| Total | \$5,933 |

Appendix A: OSU Holdings Compared to other Institutions/Summit

| LCSH | OSU | Colorado State | San Diego State | Cal State Fullerton | NCSU | OSU compared to lowest peer | OSU compared to median | Summit |
|-----------------------------------|--------------|----------------|-----------------|---------------------|---------------|-----------------------------|------------------------|--------|
| Arbitration International | 113 | 95 | 174 | 113 | 136 | 119% | 74% | 780 |
| Communication | 1,678 | 2,028 | 2,267 | 1,635 | 2,398 | 103% | 70% | 23,179 |
| Conflict management | 394 | 679 | 681 | 449 | 752 | 88% | 52% | 1,883 |
| Crisis management | 74 | 188 | 154 | 103 | 143 | 72% | 48% | 416 |
| Discourse Analysis | 361 | 966 | 815 | 437 | 934 | 83% | 37% | 2,868 |
| English language - Rhetoric | 1,248 | 1,848 | 1,713 | 1,679 | 1,938 | 74% | 68% | 4,370 |
| Intercultural communication | 434 | 590 | 612 | 429 | 592 | 101% | 71% | 1,566 |
| Interpersonal communication | 395 | 501 | 515 | 372 | 574 | 106% | 77% | 1,551 |
| Mass Media | 1,417 | 2,256 | 2,130 | 1,723 | 2,352 | 82% | 60% | 7,966 |
| Mediation | 89 | 123 | 136 | 100 | 143 | 89% | 65% | 1,161 |
| Mediation, International | 31 | 44 | 69 | 50 | 89 | 70% | 45% | 152 |
| Negotiation | 136 | 210 | 256 | 158 | 243 | 86% | 53% | 968 |
| Oratory | 356 | 384 | 342 | 329 | 293 | 122% | 93% | 1,536 |
| Persuasion (Rhetoric) | 110 | 191 | 188 | 113 | 182 | 97% | 58% | 430 |
| Political oratory – United States | 54 | 100 | 84 | 54 | 82 | 106% | 64% | 107 |
| Reasoning | 336 | 381 | 389 | 261 | 406 | 129% | 83% | 1,312 |
| Rhetoric | 1,804 | 2,742 | 2,571 | 2,207 | 2,732 | 82% | 66% | 10,717 |
| Rhetoric – philosophy | 88 | 131 | 122 | 62 | 114 | 142% | 67% | 374 |
| Visual Communication | 141 | 236 | 163 | 155 | 350 | 91% | 47% | 595 |
| TOTAL | 9,259 | 13,693 | 13,381 | 10,429 | 14,453 | 89% | 64% | |

Appendix B: Usage Statistics of OSU Collections for Selected LCSH areas⁹

| LCSH | Titles for 2000+ | 30+ | 20-29 | 15-19 | 10-14 | 5-9 | 1-4 | 0 | % of collection that circulated in 2009/2010 |
|-----------------------------|-------------------------|------------|--------------|--------------|--------------|------------|------------|----------|---|
| Communication | 31 | 1 | 0 | 1 | 3 | 7 | 13 | 6 | 80% |
| Conflict Management | 104 | 0 | 0 | 2 | 6 | 28 | 44 | 24 | 77% |
| Intercultural Communication | 114 | 1 | 1 | 2 | 11 | 27 | 46 | 26 | 77% |
| Mediation | 15 | 0 | 0 | 0 | 13 | 7 | 4 | 3 | 160% |
| Rhetoric | 45 | 0 | 1 | 3 | 3 | 12 | 18 | 8 | 82% |

⁹ Circulation statistics may include multiple copies of a title

Appendix C: OSU Breakdown by Decade (Age of Collection)

| LCSH | 2001-2010 | 1991-2000 | 1981-1990 | Total | % difference
1991-2000 &
2001-2010 |
|--|--------------|--------------|--------------|-------|--|
| Arbitration International | 1 | 7 | 3 | 113 | -30% |
| Communication | 247 | 400 | 410 | 1,678 | -38% |
| Communication – Sex differences | 14 | 22 | 12 | 50 | -36% |
| Communication in small groups | 4 | 8 | 6 | 24 | -50% |
| Communication in social action | 8 | 0 | 0 | 8 | +100% |
| Conflict management | 139 | 175 | 61 | 394 | -21% |
| Crisis management | 27 | 29 | 16 | 74 | -7% |
| Discourse Analysis | 97 | 131 | 93 | 361 | -26% |
| English language - Rhetoric | 234 | 334 | 591 | 1,248 | -30% |
| Intercultural communication | 148 | 185 | 67 | 434 | -30% |
| Interpersonal communication | 86 | 103 | 112 | 395 | -17% |
| Mass Media | 407 | 383 | 311 | 1,417 | +6% |
| Mediation | 22 | 46 | 19 | 89 | -52% |
| Mediation, International | 2 | 22 | 3 | 31 | -91% |
| Negotiation | 26 | 34 | 37 | 136 | -24% |
| Oratory | 26 | 32 | 26 | 356 | -19% |
| Persuasion (Rhetoric) | 17 | 32 | 28 | 110 | -47% |
| Political oratory – United States | 13 | 18 | 23 | 54 | -28% |
| Reasoning | 59 | 79 | 101 | 336 | -26% |
| Rhetoric | 373 | 497 | 372 | 1,804 | -25% |
| Rhetoric – philosophy | 20 | 29 | 27 | 88 | -31% |
| Rhetoric – political aspects | 83 | 51 | 22 | 157 | +62% |
| Rhetoric – political aspects – United States | 72 | 34 | 19 | 125 | +111% |
| Visual Communication | 67 | 40 | 27 | 141 | +67% |
| TOTAL TITLES | 1,555 | 2,183 | 2,386 | | |

Appendix D: Monographs published in selected areas in the last 3 years

| Published by year (YBP). Restricted to General academic, Advanced academic | | LCSH | | 2009 | 2008 | 2007 | % increase 2008-2009 |
|--|--|------|--|-------------|------------|------------|-----------------------|
| Communication | | | | 993 | 518 | 437 | 48% (475 titles) |
| Conflict management | | | | 98 | 72 | 52 | 27% (26 titles) |
| Communication in groups | | | | 4 | 1 | 2 | 75% (3 titles) |
| Crisis Management | | | | 31 | 20 | 15 | 35% (11 titles) |
| Discourse Analysis | | | | 164 | 82 | 72 | 50% (82 titles) |
| Intercultural Communication | | | | 48 | 21 | 22 | 56% (27 titles) |
| Mediation | | | | 22 | 27 | 16 | 19% (5 titles) |
| Mediation, International | | | | 4 | 0 | 4 | 100% (4 title) |
| Rhetoric | | | | 391 | 196 | 213 | 50% (195 titles) |
| Visual Communication | | | | 36 | 15 | 17 | 58% (21%) |
| TOTAL TITLES | | | | 1552 | 834 | 740 | Average of 52% |

YPB may not include all publishers in the field.

Appendix E. OSU Databases that Index Communications Journals

| Database Title | Online access | Print access | # of Comm. Journals indexed |
|---|-----------------|-------------------------|-----------------------------|
| Communication Abstracts | 1982- | 1978-1995 | 29 |
| Sociological Abstracts | 1963- | 1953-1995 | 22 |
| PsycInfo | 1887- | 1927-1977 | 17 |
| Linguistics & Language Behavior Abstracts | 1973- | 0 | 17 |
| Social Sciences Citation Index | 1970- | Unclear from bib record | 16 |
| Peace Research Abstracts | 0 | 0 | 16 |
| MLA | 1926- | 1956-1987 | 13 |
| America: History and Life | 1964- | 0 | 12 |
| Communication and Mass Media Collection | 1980- | | |
| Education Research Complete | Varies by title | | |
| Education Reference Complete | 1980- | | |
| Psychology and Behavioral Sciences Collection | 1966- | | |
| Psychology Collection | 1980- | | |
| Social Services Abstracts | 1980- | | |
| Women's Studies International | 1972- | | |

Appendix F: Databases for Communication Studies (Based on Magazines for Libraries journal listings)

| Databases¹⁰ | OSU Online Access | OSU Print Access | # of Communication Journals Indexes |
|---|--------------------------|-------------------------|--|
| America: History and Life | 1964- | 0 | 12 |
| Communication Abstracts | 1982- | 1978-1995 | 29 |
| Linguistics and Language Behavior Abstracts | 1973- | 0 | 17 |
| MLA | 1926- | 1956-1987 | 13 |
| Peace Research Abstracts | 0 | 0 | 16 |
| PsycInfo | 1887- | 1927-1977 | 17 |
| Sociological Abstracts | 1963- | 1953-1995 | 22 |
| Social Sciences Citation Index | 1970- | Unclear from bib record | 16 |
| Social Sciences Abstracts | 0 | 0 | 22 |
| Violence and Abuse Abstracts | 0 | 0 | 12 |

¹⁰ Databases selected based on the number of communications journals indexed according to *Magazines for Libraries*.

Appendix F: Journal Summary (sorted alphabetically)

Codes:

| | | | |
|-------|---|------|---|
| MFL= | Listed in <i>Magazines for Libraries</i> as an important journal | C= | Journals OSU Speech Communications faculty have cited |
| MFLx= | Listed in <i>Magazines for Libraries</i> as a basic journal in the discipline | HI= | JCR High Impact Journals |
| P= | Where OSU faculty in Speech Communications have published | ILL= | Requested via Interlibrary Loan |
| U= | High use journals | R= | Recommended by Speech Comm. faculty |

| Code | | OSU Holdings/online | OSU holdings/print | Impact factor | # of times cited by OSU faculty | # times published in | 2009 Uses | 2010 Uses | ILL(Fac/Grad) |
|----------------|---|-----------------------|--------------------|---------------|---------------------------------|----------------------|-----------|-----------|----------------|
| MFL | American Communication Journal | 1997- | 0 | | | | 0 | 0 | |
| MFLx | Argumentation and Advocacy | 1992- | 1988-1998 | | | | 0 | 0 | |
| U, | Business and society review | 1974- | 1974-1998 | | | | 24 | 26 | |
| ILL | College Composition and Communication | 1990- | 1971- | | | | n | n | 18 |
| MFL, | Communication and Critical/Cultural Studies | 0 | 0 | | | | n | n | |
| MFLx, | Communication Education | 1997- | 1976-2006 | | 16 | | n | n | 2 |
| MFLx, P, HI, C | Communication Monographs | 1997- | 1976-2006 | 1.18 | 35 | 2 | n | n | |
| MFL, | Communication Studies | 1997- | 1989-2006 | | | | 70 | 20 | 12 |
| MFLx | Communication Reports | 1988- | 1989-2006 | | | | 5 | 4 | 4 |
| MFL, | Mass Communication and Society | 0 | 0 | | | | 0 | 0 | 11 |
| ILL | Communication Research Reports | 1988- | 1995-2006 | | | | n | n | 3 |
| MFLx | Communication Research Trends | 1999- | 0 | | | | 49 | 19 | |
| U | Communication Review | 0 | 0 | | | | n | n | 3 |
| HI, ILL | Science Communication | 0 | 0 | 1.054 | 1 | | n | n | 11 |
| MFL | Communication Teacher | 0 | 0 | | | | n | n | 2 |
| MFL, C, P, HI | Communication Theory | 2006-2009 (Cancelled) | 1991-2005 | 1.208 | 2 | 4 | 16 | 8 | |
| MFL | Communication World | 1984- | 0 | | | | n | n | |
| | Communications | 0 | 0 | | | | n | n | 3 |
| HI | Comunicar | 0 | 28 | 0.022 | | | | | |
| R | Conflict Resolution Quarterly | 0 | 0 | | | | | | |

| Code | | OSU Holdings/online | OSU holdings/print | Impact factor | # of times cited by OSU faculty | # times published in | 2009 Uses | 2010 Uses | ILL(Fac/Grad) |
|---------------------|--|-----------------------|------------------------|---------------|---------------------------------|----------------------|-----------|-----------|----------------|
| U, | Critical arts | 1992- | 0 | | | | 75 | 17 | |
| HI, ILL | Health Communication | 0 | 0 | 1.277 | | | n | n | 9 |
| C, HI | Cyberpsychology and Behavior | 2000-2010 | 0 | 1.591 | 1 | | n | n | |
| | Discourse (Berkley) | 2000- | 0 | | | | | | 3 |
| HI | Discourse : studies in the cultural politics of education | 1999-2009 | | 1.016 | | | 16 | 17 | |
| MFL, HI, C | Discourse and Society | 1999- | 1999- | 1.3 | 1 | | n | n | |
| HI | Discourse Studies | 0 | 0 | | | | n | n | 3 |
| U, | Educational technology research and development | 1989- | 1989-2007 | | | | 110 | 86 | |
| MFL, C | Electronic Journal of Communication Online | 0 | 0 | | 1 | | n | n | |
| HI, R | Environmental Communication: Journal of Nature and Culture | 0 | 0 | 0.185 | | | n | n | |
| ILL, C | European Journal of Communication | 0 | 0 | | 1 | | 0 | 0 | 4 |
| U, | FSB : Fortune Small Business | 1999- | 0 | | | | 151 | 126 | |
| HI | Harvard International Journal of Press/Politics | 1999-2000 | 0 | 1.167 | | | n | n | |
| MFLx, P, U, HI, ILL | Journal of Communication | 2006-2009 (Cancelled) | 1951-2005 | 2.415 | 27 | 2 | 131 | 81 | 9 |
| P | Health Communication | 0 | 0 | | 1 | | | | |
| MFLx, P, C, U, HI | Human Communication Research | 2006-2009 (Cancelled) | 1985-2005 | 2.2 | 6 | 1 | 73 | 41 | |
| C, HI, ILL | Political Communication | 0 | 0 | 1.282 | 3 | | n | n | 9 |
| HI | INTERACT STUD | 0 | 128 | 0.776 | | | | | |
| C, HI | International Journal of Advertising | 2000- | 0 | | 13 | | n | n | |
| MFL | International Journal of Communication | 2007- | 0 | | | | n | n | |
| C, P, U, HI | International Journal of Conflict Management | 1997-2005 | 0 | | 6 | 1 | 65 | 45 | |
| HI | International Journal of Press/Politics | 0 | 18 | 0.833 | | | | | |
| C, HI | International Journal of Public Opinion | 1996-1998 | 0 | | 1 | | n | n | |
| HI | Javnost | 0 | 0 | 0.18 | | | | | |
| U, | Journal for quality and participation | 1995- | | | | | 98 | 80 | |
| P, HI | Journal of Advertising | 1972- | 1987-1989
1984-2008 | 1.165 | 37 | 5 | n | n | |

| Code | | OSU Holdings/online | OSU holdings/print | Impact factor | # of times cited by OSU faculty | # times published in | 2009 Uses | 2010 Uses | ILL (Fac/Grad) |
|---------|--|----------------------------|--------------------|---------------|---------------------------------|----------------------|-----------|-----------|----------------|
| P | Journal of Advertising Research | 1965- | 1960-1997 | 0.8 | 31 | 3 | n | n | |
| MFLx, C | Journal of Applied Communication Research | 1997- | 1986-2006 | 0.933 | 2 | | n | n | 3 |
| HI | Journal of Applied Communications Research | 0 | 0 | 0.933 | | | | | |
| C | Journal of broadcasting & electronic media | 1985- | 1985-1998 | 0.449 | 2 | | n | n | |
| HI | Journal of Business and Technical Communications | 0 | 0 | 0.545 | | | | | |
| ILL | Language and Intercultural Communication | 0 | 0 | | | | n | n | 6 |
| MFL | Journal of Communication Inquiry | 1997-1998 | 0 | | | | 7 | 6 | 2 |
| MFL, HI | Journal of computer mediated communication | 2006-2009 (Cancelled) | 0 | 3.639 | | | n | n | |
| U, | Journal of contingencies and crisis management | 1993-2009 (12 mo. Embargo) | 0 | | | | 38 | 23 | |
| U, | Journal of corporate citizenship | 2001- | 0 | | | | 67 | 1 | |
| | Journal of Family Communication | 0 | 0 | | | | | | 2 |
| C, HI | Journal of Health Communication | 0 | 0 | 1.344 | 11 | | n | n | |
| MFL | Journal of Intercultural Communication | 2006- | 2005-2006 | | | | n | n | |
| MFL | Journal of International and Intercultural Communication | 0 | 0 | | | | n | n | |
| U, | Journal of international business studies | 1970- | 1970-2007 | | | | 42 | 13 | |
| HI | Journal of Language and Social Psychology | 0 | 412 | 0.519 | | | | | |
| U, | Journal of leadership & organizational studies | 2002- | 0 | | | | 55 | 16 | |
| C, HI | Journal of media economics | 1994-2009 (cancelled) | 0 | | 1 | | 0 | 1 | |
| C | Journal of Narrative Life and history | Ceased | | | 3 | | n | n | |
| MFL | Journal of Nonverbal Behavior | 1997- | 1987-2004 | | | | n | n | |
| U, | Journal of popular culture | 1990- | 1967-2006 | | | | 269 | 286 | |
| U, | Journal of productivity analysis | 1997- | 1998-2004 | | | | 129 | 52 | |
| U, | Journal of public affairs | 2001-2005 | 0 | | | | 38 | 40 | |
| U, | Journal of small business and entrepreneurship | 2003- | 0 | | | | 72 | 3 | |
| U, | Journal of small business management | 1971- | 1978-1997 | | | | 30 | 27 | |
| MFL, P | Journal of Social and Personal Relationships | 1999- | 1993-2007 | 0.969 | 29 | 5 | n | n | |
| ILL | Rhetoric Review | 1982- | 1989-2008 | | | | n | n | 6 |
| MFL | Journalism and Mass Communication Educator | 1995-2009 | 0 | | | | | | |

| Code | | OSU Holdings/online | OSU holdings/print | Impact factor | # of times cited by OSU faculty | # times published in | 2009 Uses | 2010 Uses | ILL(Fac/Grad) |
|-------------------|--|----------------------------|----------------------|---------------|---------------------------------|----------------------|-----------|-----------|----------------|
| C, P | Journalism Quarterly | 0 | 1928-1994 | | 10 | 1 | n | n | |
| U, C | Language & Communication | 1995- | 0 | 0.791 | 2 | | 45 | 25 | |
| MFLx | Communication Quarterly | 1976- | 1976-2006 | | | | n | n | 5 |
| U, | Leadership quarterly | 1995- | 0 | | | | 242 | 129 | |
| HI | Management Communications Quarterly | 0 | 475 | 0.848 | | | | | |
| MFLx, P, HI, C | Communication Research | 1997- | 1974-2007 | 1.354 | 20 | 1 | 162 | 113 | 5 |
| HI | Media International Australia | 0 | 75 | 0.153 | | | | | |
| C | Media Culture and Society | 1999- | 1987-2007 | 0.741 | 1 | | 34 | 29 | |
| HI | Media Psychology | 0 | 0 | 1.321 | | | 0 | 0 | |
| HI, C | Narrative inquiry | 0 | 0 | 0.714 | 1 | | n | n | |
| R | Negotiation Journal | 0 | 0 | 0.725 | | | 7 | 1 | |
| P, HI | New Media and Society | 0 | 0 | 1.326 | | 1 | n | n | |
| HI | Personal Relationships | 2002-2009 | 0 | 1.385 | | | n | n | |
| MFL | Philosophy and Rhetoric | 2000- | 1974- | | | | n | n | |
| U, | Place branding and public diplomacy | 2007-2009 (12 mo. Embargo) | 0 | | | | 63 | 1 | |
| MFLx | Critical Studies in Mass Communications | 1997- | 1984-1999, 2000-2006 | 0.333 | 2 | | | | 5 |
| MFL | Popular Communication | 0 | 0 | | | | 0 | 0 | 2 |
| C | Public Culture | 1988- | 1999-2005 | 0.85 | 4 | | n | n | |
| P, HI, C | Public Opinion Quarterly | 1937- | 2004-2006 | 1.588 | 84 | 2 | n | n | |
| HI | Public Relations Review | Cancelled | 568 | 0.628 | | | | | |
| U, | Public relations tactics | 1994- | 0 | | | | 23 | 33 | |
| C, P, HI | Public Understanding of Science | 1999- (3 mo. Embargo) | 0 | 1.981 | 4 | 2 | n | n | |
| MFL | Qualitative Research Reports in Communication | 2005- | 2002-2006 | | | | 0 | 0 | |
| MFLx, P, C, U, HI | Quarterly Journal of Speech | 1997- | 1928-2006 | 0.395 | 22 | 3 | n | n | |
| ILL | Research in Social Movements, Conflict and Change (Series) | 0 | A few | | | | | | 2 |
| HI | Research on Language and Social Interaction | 0 | 434 | 0.903 | | | | | |
| MFL | Review of Communication | 0 | 0 | | | | n | n | 2 |

| Code | | OSU Holdings/online | OSU holdings/print | Impact factor | # of times cited by OSU faculty | # times published in | 2009 Uses | 2010 Uses | ILL(Fac/Grad) |
|----------|--|-----------------------------|--------------------|---------------|---------------------------------|----------------------|-----------|-----------|----------------|
| ILL | Rhetoric and Public Affairs | 2000-0 | 2000-2005 | | | | | | |
| | Information, Communication and Society | 0 | 0 | | | | n | n | 5 |
| MFL | Rhetoric Society Quarterly | 1997- | 1988-2006 | | | | 0 | 0 | |
| C | Journalism and Mass Communication Quarterly | 0 | 1995- | 0.362 | 1 | | n | n | 5 |
| | Social Justice: A journal of crime, conflict and world order | 0 | 0 | | | | | | 2 |
| MFLx | Southern Communication Journal | 1997- | 1988-2006 | | 1 | | n | n | 5 |
| C | Speech Communication | | | | | | | | |
| U, | Studies in media & information literacy education | 2001-2009 (18m mo. Embargo) | 0 | | | | 91 | 40 | |
| C, HI | Technical Communication | 1992- | 1975-2010 | 1.064 | 7 | | n | n | |
| U, | Technovation | 1995- | 0 | | | | 67 | 74 | |
| C, P, HI | Telecommunications Policy | 1995- | 0 | 0.969 | 9 | 1 | n | n | |
| MFL | Text and Performance Quarterly | 2007-2009 (Cancelled) | 1993-2006 | | | | n | n | |
| HI | Text Talk | 0 | 75 | 0.635 | | | | | |
| HI | TJDSCHR COMMUNWET | 0 | 15 | 0.026 | | | | | |
| HI | Translator | 0 | 58 | 0.107 | | | | | |
| MFL | Vital Speeches of the Day | 1934- | 1934-1996 | | | | n | n | |
| MFL | Web Journal of Mass Communication Research | 0 | 0 | | | | n | n | |
| MFLx, U | Western Journal of Communication | 1992- | 1992-2006 | | | | 33 | 25 | 3 |
| MFL, U | Women's Studies in Communication | 1998- | 1992- | | | | 84 | 39 | 3 |
| P, C | Written Communication | 1997- | 1991- | 0.633 | 3 | | n | n | |

MS /MA Degree in Communication

Faculty List (All Vitae are on file)

Judy Bowker, Ph.D., Associate Professor

Bobette Bushnell, Ph.D., Instructor

Trischa Goodnow, Ph.D., Associate Professor

Robert Iltis, Ph.D., Associate Professor

Mark Moore, Ph.D., Professor

Mark Porrovecchio, Ph.D., Assistant Professor

Elizabeth Root, Ph.D., Assistant Professor

Judi Sanders, J.D., Adjunct Instructor

Gerald Voorhees, Ph.D., Assistant Professor

Gregg Walker, Ph.D., Professor

Celeste Walls, Ph.D., Associate Professor



Department of Speech Communication,
Oregon State University, 104 Shepard Hall, Corvallis, Oregon 97331-6199
T 541-737-2461 | F 541-737-4443 | <http://oregonstate.edu/dept/speech>

April 20, 2011

To: University Curriculum Council

From: Robert S. Ittis, Department of Speech Communication

Subject: Liaison Responses for MS/MA Proposal

Please note that we have included our responses to liaison letters in the liaison pdf's. We incorporated responses to points raised by the liaisons into the proposal that the CLA Curriculum Committee approved.

Hello Gary,

I hope your summer has gone well also.

You are correct – we approved the MA, MS in Communication proposal at our last meeting.

There were no fundamental budgetary issues with this proposal – all members in attendance voted to approve the proposal. Please use this email as the formal written confirmation of the FY11 BFP Committee's approval of this proposal.

Thanks,
Steve Hoelscher
541-737-6631

To the Graduate Council: Responses to questions received October 20, 2011

1. We were not able to find the responses to CLA Liaison.

Responses to the CLA liaisons were integrated into the text of the proposal. For clarity, we have attached copies of both the liaison comments and our responses to those comments. Please note in our responses the specific item and line for each reply or change we made.

2. We were confused by a statement at the bottom of page two of the English Liaison document. The liaison letter indicates that when graduate students name Speech Communication as both their first and second areas, they complete their masters' work using only 9 credits outside the department. Yet page 12 of the proposal states that these students earn 36 of their 48 credits from the Communications department. Please explain the disparity, and how this meets the MAIS requirement of 15 credits from each of the three areas.

The confusion may stem from two points: the 36/48 is an average and the 15-credit presumption is incorrect. After we explain these figures, however, we also will explain how these figures must now be adjusted to reflect changes in the MAIS program, changes that occurred after this proposal began its journey through the university system.

First, the 36/48 comparison cited in the observation above is explained in the text as an average based on the average ratio drawn from the 3-year record of students who named Speech Communication as 2 of their 3 areas. The statement reads that "[t]hese students earn approximately 36 of their 48 credits from this department." In the MAIS program operating at the writing of this proposal, some 2-area students earned as many as 39/48 credits from our department; others earned fewer than 39/48. The average was 36/48. We were demonstrating the existing reliance by 2-area, MAIS students on our program for 4/5 of the courses they use to complete their degrees. Our argument throughout the proposal is that 1) we already are providing a significant proportion of a 2-area graduate students' degrees and 2) the majority of our MAIS students are 2-area Comm students. These figures were evidence to support our argument.

With limited changes in our program, we can offer to these students—who are at present trying to maximize their work in our discipline—an MA/MS focused on Speech Communication. Those curriculum changes on our part also would open new possibilities for us to attract prospective graduates from across the nation who are looking for an MA/MS program in Speech Communication. We make these arguments in our proposal.

The second part of your question—and the second part of the confusion with these figures--results from an inaccurate presumption. As cited below, at the time of the writing of this document and also after the recent MAIS changes, the MAIS required a minimum of 9 credits in each of the 3 fields of study rather than 15 as cited in the question. Therefore, if a student elected two areas of Comm, that student could complete as many as 39 credits divided between the two Comm areas, taking only 9 more credits outside Comm in the third

area.

Program Requirements

The Master of Arts in Interdisciplinary Studies (MAIS) degree is granted for attainment of broad, advanced knowledge and achievement integrated from three fields of study. Any graduate major or minor may serve as a field for this degree. Two of the three fields may be from one department if the areas of concentration within these two fields are different. **A minimum of 9 credits in each of the three fields of study is required.** The degree requires a minimum of 49 credits, including 4 credits of course work on interdisciplinary research methods.

As the third part of our response to your inquiry, we will explain how these figures must now be adjusted in this MA/MS document to reflect changes in the MAIS program. The MAIS requirement of total credits has changed since this document was submitted to the council; the “48” credit requirement has changed to “49” in the document and will be used in this answer as the minimum graduate credits required for an MAIS degree. In addition, the MAIS program now requires that 4 of those 49 credits consist of 3 credits of IST 512 and 1 credit of IST 511. As a consequence, MAIS students now will divide their 3 areas of concentration among 45 credits (instead of the 48 credits in the old program). At present, then, a 2-area Comm graduate could enroll in as many as 36 of 45 credits. Although the actual numbers have changed slightly, the new ratio of the number of credits in Speech Communication to the number of credits in the program changes only very slightly. (Old ratio of $39/48 = .81$; new ratio of $36/45 = .80$)

3. We were not able to find a clear distinction between the MA and the MS degree requirements within the proposal.

In clarifying this point, we have altered the language in 3.b. to include:

“Students pursuing the Master of Arts degree must show foreign language proficiency (including American Sign Language) equivalent to that attained at the end of a second-year university course in that language with a grade of “C” (2.0) or better. The foreign language requirement must be completed before the student takes the final oral examination for the degree.”

We believe the M.A. option is appropriate for students pursuing certain areas of study, such as intercultural communication, or for students intending on pursuing Ph.D. work in Communication or Rhetoric. The M.S. option is appropriate for

students intending the Masters degree to be a terminal degree.

4. The Category 1 lists Fall 2011 as the implementation date. (pg 4, item 1c)

We continue to reset the date to the nearest possible start time; we will continue to make this change as the proposal moves through committees. The date has been changed to Winter 2013.

5. We are concerned with the extensive use of slash courses in the proposal. If the thesis credits are removed from the equation, at least 41% of the course work is slash courses. Since the proposal is for building an MA/MS degree with a projection of 20 students, why not develop the proposal with more stand-alone graduate coursework? What is driving the choice of using slash courses in the curriculum?

We have several responses to this concern. First, the related item in Question 6 has been rectified. We concur that methods courses should be offered at the graduate level as stand alone courses. To that end we have added two methods courses to the required graduate class load, one in Communication Research Methods and one in Rhetorical Research Methods. This increases the required stand alone graduate course load for MA/MS students to 21 required stand alone credits not including the 6-9 thesis credits.

We believe these totals to be consistent with other MA/MS programs in the College of Liberal Arts. For example, English, with 4 credit courses, requires only 4 stand alone courses, allowing 16 credits of slash course work, Women Studies requires 21 stand alone credits with 12-13 credits of slash course work permitted.

Consequently, requiring 21 stand alone credits is appropriate.

6. Related to the point above, we note that the research methods courses are slash courses. We believe it may be more appropriate to use stand-alone graduate coursework for research methods.

See answer to Question 5 and 3A in the proposal.

7. Given the large percentage of slash courses, would this degree program really be an option for OSU Communication undergraduates?

Even without the addition of the two stand alone methods courses, a large percentage of our M.A.I.S. students come from our undergraduate population. Of the current group of MAIS students only one comes from outside of Oregon State University. While this may seem to diminish the need for the degree outside of OSU, the difficulty in recruiting students has been in the offering of the M.A.I.S. degree rather than a discipline based degree.

8. Pg 9, item 3d – Learning outcomes. The third learning outcome suggests

the thesis will integrate the minor area. However, the curriculum proposed does not specify the requirement for a minor area. Please explain.

The curriculum proposed specifies 12 credits of a minor area of study under 3A, Proposed Course of Study.

9. The proposal cites that the GRE will be required for admission, but does not specify minimum scores. How will the results of the GRE be used in the selection decisions? (pg 10)

Because of the recent changes in the GRE exam, we feel that it would be premature to cite a minimum score at this time. However, as we collect data and begin to assess how GRE scores correlate to graduate success we may put in place a minimum score. We would note that the History of Science Masters requires a GRE without citing a minimum score.

10. On page 11 (item 6aiii), the proposal seems to justify the need for this degree program because GTAs are needed to teach lower-division Communication classes. From the university perspective, and giving consideration to the lost revenue associated with tuition remission, it would seem that the use of professional faculty to deliver classes would be more cost effective. The GTA positions should be used to attract highly qualified candidates for the degree program.

We want to attract excellent scholars from our discipline to OSU to pursue graduate course work. Students' opportunities to earn Graduate Teaching Assistantships operate as enhancements for this program rather than justifications for a need. If we can attract high quality students whose interests are directly targeted to Speech Communication, we can focus our courses and our student research endeavors on discipline-based issues and discipline-based inquiries. We have sufficient professional faculty to deliver courses; we would make choices about course instruction based on who can provide the finest service to students and to the department.

11. Is data available on the current enrollments in the UO and PSU Master in Communication degree programs?

The School of Communication and Journalism at the UO accepts between 110 and 120 applicants for ALL of its Masters programs.

David Sandin of Portland State reports they have 40 graduate students currently in their program.

12. Pg 12, item 6b – Needs for employment:

What are the specific labor market projections (Oregon and US) for master's graduates from CIP # 09.0101? (n.b., <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88045>)

We attempted to access the information at the site provided. However, no information was available. Further, we would note that this information is not required of degree programs, and, therefore, has not been provided.

13. To the point that many of the MA/MS students will come from the MAIS program:

• Can placement results from past MAIS-dual-communication-area graduates be provided? The proposal makes very general statements regarding demand for graduates from this degree program. It would seem that the placement results of past graduates could be used to demonstrate demand and the types of career opportunities available.

Because we do not have placement results from MA/MS graduates, it would seem that placement results from the MAIS would be misleading as to the desire for the MA/MS degree. We can, however, summarize some trends in our MAIS students and their course of action after receiving the MAIS degree:

Community College or University Instruction: 12

College Recruitment: 2

Ph.D. Programs: 6

Management 4

Law 2

• Is there any data to suggest the number of students who are currently pursuing the MAIS with a concentration in Communication that would opt to switch to a Communication master's degree?

In responding to a query sent to current MAIS students with a Communication concentration, 15 students responded. 12 stated that they would switch should the MA/MS become available, 2 stated that they would not switch because of the status of their current program but would have entered as an MA/MS student had the option been available. One student would not switch as, though Communication is her concentration, her main area is Theatre, which is listed under Communication.

14. Is there data on the number of alumni from the MAIS with a dual concentration in Communication that would have instead opted for a Master in Communication?

We do not have specific numbers at this time. However, three years ago, we did do a survey of 14 then-current MAIS students and who would switch to the MA/MS and at that time all said they would.

15. Pg 14, Item 8. Assessment. The proposal indicates that assessment will be based on individual courses and the evaluation of the thesis. If so, then the learning outcomes need to be mapped to the specific courses in which they are evaluated and assessed. Given the current emphasis within the university on assessment, a more thoughtful program for assessment should be included in the program.

We have revised the assessment plan to be in line with current master's program plans. See section 8 in the proposal.

16. The proposed budget does not seem to reflect the diversion of faculty time for teaching additional stand-alone graduate classes and guiding up to 32 thesis projects. If it is budget neutral with no additional faculty resources, then what impact would this degree program have on the quality of the current undergraduate program?

Since we initially proposed this program, our faculty has changed to the benefit of the MA/MS proposal. We have gained an additional .5 FTE is a Provost's Initiative Hire whom we share with New Media Communications. Further, with the College reorganization, we have gained two courses. This occurred with the elimination of the Chair's position who was granted a three course release for Chair duties. In the current structure, the Department Liaison has only a single course release. Thus, the Department nets two additional courses, for a total of five additional courses since the MA/MS was first proposed. In addition, our increasing presence in e-campus provides ample opportunities for undergraduates in our program.

We are currently chairing 20 MAIS committees. With 10 and 1/2 full time faculty, that averages approximately 2 committees each in the proposed MA/MS program. Given that at certain times, particular faculty have chaired between 5 and 7 committees, three seems reasonable.

When the proposal has been revised, please re-submit the proposal using the CPS. If you wish this proposal to be re-considered at the next Graduate Council meeting on 2 November, we will need the revised proposal one week before that date. However, we would encourage you to take all the time necessary to make a full response to the Council's concerns.

(comment from Walter Loveland on October 19, 2011 10:33 pm)

Ittis, Robert

From: Ittis, Robert
Sent: Wednesday, March 24, 2010 2:22 PM
To: Ahearn, Kerry
Subject: COMM MA/MS

Hello Kerry,

Our proposal for an MA/MS in Communication has now been pre-vetted by college and university administration, and will be sent to the CLA Curriculum Committee in the next couple of days.

This note is to thank you and our colleagues in English for your thoughtful responses to the proposal. Faculty members across campus have been pressed to do “more with less” and we appreciate the time your faculty devoted toward improving our proposal. You'll find below responses to each comment. My thanks to Judy Bowker in our department, who developed these responses and took the lead in incorporating the responses into the final document.

Overall, we made some changes in the language in the document to reflect our focus on rhetoric in the oral tradition to help clarify our emphasis and delineate it from a focus in rhetoric and composition. For example, we changed the course description for COMM 588 from “a survey of Western rhetorical traditions from 500 B.C. to present. . .” to “a survey of Western rhetorical oral traditions from 500 B.C. to present. . . .”

One writer objected to “d, iv, v, and vi” (meaning 6d). The writer also questioned the phrase, “more communication faculty,” which appears in 6d, ii.

6d. ii. In section 9a of this document, we report the number of graduate faculty for P.S.U. and O.S.U. That section also describes in more detail differences between the P.S.U. and O.S.U. programs. To clarify our description, however, we have changed the language in this M.A. proposal document from “more Communication faculty” to “more Communication graduate faculty.”

6d. iv. We have changed the language in this item from the MA complements “an emerging set of graduate offerings” to “emerging graduate offerings.” Indeed, any new offerings in New Media, Women’s Studies, Ethnic Studies, Political Science, History, English, and Anthropology (as well as other areas including some science topics) complement students’ foci in communication or rhetoric in those areas.

6d. v. Portland State University is the only other public university offering an M.A. in Speech Communication in Oregon. The University of Oregon does not offer this degree. Other options for students such as private universities, online degrees, or entities such as the University of Phoenix may be available.

6d. vi. This statement is true. Students wanting to study rhetoric in Speech Communication at the graduate level must go out of state.

When we wrote “additional courses from other departments,” we intended to convey our flexibility to allow students some leeway in designing their programs. We do not anticipate that a graduate student in this program will draw from other departments except to complete her/his minor or to include in his/her program a specialty course directly related to the focus of the program. In our department, we offer a sufficient number of graduate-only courses for students to comply with the 50/50 Graduate School

requirement.

For example, a student who might use courses in the English Department would be one who desires an English minor for their Speech Communication M.A./M.S. That student would need approval by and authorization from the English Department as well as approval from his/her committee to name English as a minor. The only other use of English courses by students in the Speech Communication M.A./M.S. program might involve an occasional, “specialty” course that uniquely fits the student’s program focus.

The other issue, New Media, operates in a like manner. At O.S.U. New Media is a separate area from Speech Communication. A student might choose New Media as a minor area of study or might include a New Media course (by approval of both her/his committee and the New Media Department) for a specific purpose.

We do not anticipate that graduate students will take many classes in other departments; our curriculum provides a complete menu of courses and a sufficient number of graduate-only courses to fulfill their program needs. We do, however, experience the occasional circumstance when an M.A.I.S. student will draw 3 credits from a department outside the Speech Curriculum; we wanted to extend that same flexibility to M. A./M.S. students.

We added this paragraph to 3b to explain:

“At a minimum, three of these five courses will be offered each fall term: **COMM 520**, one of the survey courses, and the complementary topics course. Each fall, the survey/topics pair will rotate; the rhetorical pair will be offered one fall and the communication pair the next. Each winter, the opposite survey course will be offered and each spring its complementary topics course will be offered. With this rotation, graduate students in the program will have access to five, graduate-only courses in this department in their first years and a sixth course in the fall of their second years, bringing their graduate-only course total to 6 courses (3 credits each), or 18 credits. Together with 9 thesis credits, students would therefore accumulate 27 credits of graduate-only course work. If students include no other graduate-only courses in their programs, they will still meet the 50/50 requirement of the Graduate School. If students enroll in other graduate-only seminars in our department or in their minor areas, they will further exceed the number of courses listed in that requirement.”

Regarding concerns about budget and committee work: the Department of Speech Communication participates in the M.A.I.S. program and offers two areas of concentration, one in Rhetoric and Social Influence and one in Interpersonal and Small Group Communication. Graduate students routinely name Speech Communication as both their first and second areas; those graduate students complete their masters’ work using only 9 credits outside our department. Because we have such a large number of graduate students and such a large number of graduate students who primarily take only our courses, our department has in place the necessary graduate-school relationships and protocols. We have a Graduate Director who screens applicants and convenes conferences or committee meetings as necessary to discuss questions about applicants. Our faculty meets regularly to vet applicants. The Graduate Director acts as advisor to all incoming graduate students; within the first quarter, she/he helps students select an appropriate committee chair. Some of our cohorts of graduate students have created informal “graduate student groups” and the Graduate Director has contributed to those efforts and the meetings of the groups. (The present cohort has not formed such a group.) The Graduate Director also attends regional and national conferences and recruits new students; the Graduate Director (and other faculty) also often sponsors graduate students to attend these conferences both for personal enrichment and for professional experience. Our Graduate Director will continue in that role with the M.A./M.S. No change in budget is

necessary.

Regarding GTAs, the department long has had in place a mandatory, week-long, GTA orientation training before classes begin in Fall; weekly-convened GTA training and instruction during all three quarters; and close supervision through classroom observation as well as oral and written criticisms. Both COMM 111 and COMM 114 are directed by a faculty member who meets with GTAs weekly to supervise their progress as teachers. In addition, the faculty as a whole meets regularly to discuss the program progress of all graduate students. These systems are in place and will not require budgetary changes when the M.A. begins to operate.

With regard to scheduling matters, we have plotted out a two-year model of course schedules (using the example of the schedule we used in the previous two years) and have been successful at incorporating courses necessary for the M.A./M.S. while retaining a sufficient number and kind of courses for undergraduates. Since we have such a large contingent of graduate students completing the M.A.I.S., we already have in place four courses that operate in a fashion similar to the five courses we name in the proposal; in other words, we currently offer COMM 520 and three topics courses. To accommodate the M.A., we need only to change one of our three topics courses to a survey course and add the second survey course. These changes do not accrue any costs.

In addition, we have juggled our curriculum over the last five years several times and have found the right “fit” for the rotating graduate-only courses. To put the M.A./M.S. in place, the sum total increase in number of classes to our curriculum will be the addition of one course. We recognize, however, that the number of courses is not the only change that will occur. We also have considered the qualitative changes to the curriculum, including relative sizes of methodology courses (which we already offer in significant numbers to accommodate undergraduate enrollment) and other upper-division offerings (as we anticipate higher enrollment of graduates in the “slash” courses). We have used these considerations as we organized the new, two-year schedule and have been able to accommodate the changes.

Again, we thank you for the careful consideration of this proposal.

Iltis, Robert

From: Ahearn, Kerry
Sent: Wednesday, March 04, 2009 8:52 AM
To: Iltis, Robert
Subject: RE: Liaison Request, Proposed MA in Communication

Hello, Robert.

A big step forward! I read your proposal this morning, and it all looks good to me. English will support you in any way we can in all the transitions. My only worry is the statement that Speech can support the M.A. program without any added budget.

At your convenience, we could get together to talk about the following, among others:

1. The admissions committee work is considerable.
2. GTA orientation and supervision (our Director of Writing now replaces the former Composition Coordinator, and either arrangement involves a reduced teaching load--providing coherence in the GTA-taught courses and guidance/community in the GTA academic experience is a job).
3. English also has a Graduate Coordinator--we are redefining the duties right now--who advises, runs a fall-term M.A. Writing Group to help with thesis preparation, and receives a one-course reduction. The M.F.A. side has a Director, similarly defined.
4. Speech will have a new relationship with the Graduate School--the requirements for the M.A. degree involve 50% 500-only work which thesis and donut-course hours only help to cover, and even without that pressure, scheduling becomes a bit more complicated (Ann Leen in English is a genius at this sort of thing)
5. did someone say "four-credit conversion"?

Cheers,
Kerry

March 3, 2009

TO: Dr. Kerry Ahearn, Chair, Department of English, Oregon State University
FROM: Robert S. Iltis, Chair, Department of Speech Communication, Oregon State University
SUBJECT: Curriculum Liaison, MA in Communication, Oregon State University
The attached Category I proposal describes a new MA degree program at Oregon State University. In accordance with the liaison criteria in the Curricular Procedures Handbook at Oregon State University, this memo serves as notification to your of our intent to make this curricular change.

Please review the enclosed/attached materials and send your comments, concern, or support to me by March 11. An e-mail response will suffice.
Your timely response is appreciated. As per Oregon State University procedures, please note that a lack of response will be interpreted as support.
Thank you for your time and input.

<<2008MAproposal.doc>>
Robert S. Iltis, Ph.D.
Chair
Associate Professor
Department of Speech Communication
Shepard Hall
Oregon State University
Corvallis, OR 97331
541-737-2461
541-737-4443 (fax)

Ittis, Robert

From: Ahearn, Kerry
Sent: Wednesday, March 04, 2009 2:39 PM
To: Ittis, Robert
Subject: MA Proposal response

Hello, Robert.

I sent your attachment to selected faculty here, and I will forward you the comments as they come in. My faculty assumes that the proposal will be closely read at PSU and the U of O, among other places, and wants to play a similar role in advance. Please see below.

Cheers,
Kerry

Chair, Department of English
240D Moreland Hall
Oregon State University
Corvallis, OR 97331
541 737-1634
kahearn@oregonstate.edu

On first read, the claims on under "d", iv, v, vi are somewhat questionable. Can it really be true that this there are "more communication faculty" than in any program in Oregon?

Can it really be true (vi) that there are no other degree options for students in "rhetorical theory and practice" in Oregon? We might want to nicely and candidly raise a question about this one by reminding Robert that graduate students can take an MA with emphasis in rhetoric and writing in English, and that we intend to keep this in our revised MA program. There's a point early where "additional courses from other departments" are mentioned. We could ask how they envision drawing upon the resources of courses in rhetoric and composition, advanced writing, rhetorical theory in English studies. Seems relevant since we have a graduate area.

I'm also really curious about how new media fits in. There could be increasing competition for new media students at the graduate level—we ("we," as in the rhetoric and writing group, see this as a huge, huge area, and want to stay involved where appropriate—we're already involved with the writing minor there anyway). The proposal is extremely general on the highly significant point of relations to "other programs emerging in CLA" (see again d, iv, v, vi).

Ittis, Robert

From: Ahearn, Kerry
Sent: Thursday, March 05, 2009 3:18 PM
To: Ittis, Robert
Subject: MA Proposal Response

Hello, Robert.

I paste another response below. Thanks.

Kerry

Chair, Department of English
240D Moreland Hall
Oregon State University
Corvallis, OR 97331
541 737-1634
kahearn@oregonstate.edu

I've looked at the proposal, and have flagged some points for your attention.

It stands to reason that stepped-up attention to student access be seen as a justification for a discipline-based program in

Communication. I note that it is not only COMM 111 but COMM 114 and (some) COMM 218 that may be covered by graduate students in the program.

The proposal does not address pedagogical practicum courses or TA training, although it does make brief mention (7c) of "internships and practica as a common feature of communications programs." In our experience, pre-service orientation and guidance (prior to the fall term of teaching), continuous assessment and training in the first term of teaching are the bare minimums for any peer institution working with grad TAs. Costs associated with pedagogical training and faculty supervision include cost of covering practicum courses and some course down time for faculty charged with scheduling and administration of a multi-faceted discipline-based program in which the whole university is served by well-trained GTAs.

In our experience in English, the quality of grad students is essential to a successful program and effective teaching university-wide. From this standpoint, I am encouraged by the mention of graduate record exams, but minimum scores are not noted.

The proposal does not clarify how the 50/50 grad school requirement will be met. I assume (since they are not in the present catalogue), that new courses ENG 590, 591, 588, 589 are being created (perhaps as well the 2 "research methods courses," although I'm not sure) in order to meet that component. How does the creation of new 500-only courses bear on program costs? What will be a "full load" for faculty supervising GTAs?

I'd like to see some fleshing out around two points in particular on page 10/d/iv, v, vi. Which "emerging sets of grad offerings in CLA" are complemented? The proposal notes that other similar comm. programs in the state (e.g. PSU) do not offer training in the historical depth of rhetorical traditions. However, OSU/English offers a graduate area in rhetoric and writing with appropriate sequences in the history of rhetoric.

We are familiar with some of the differences in rhetoric offered within English departments and communication departments, but we might want to minimize potential overlaps there. Our WR gtas would not be able to meet requisite teaching of writing courses in COMM courses, and perhaps

COMM students would not fulfill the “public address” requirements in our rhetoric and writing advanced courses. Still, we should note that OSU does offer and intends to continue to offer (in our revised MA proposal) a rhetoric and writing graduate strand.

Hope this helps.

Iltis, Robert

From: Iltis, Robert
Sent: Wednesday, May 12, 2010 2:23 PM
To: McMurray, David
Subject: RE: Liaison request

Thanks, David. We will.

Robert S. Iltis, Ph.D.
Chair, Department of Speech Communication
Oregon State University
541-737-2461
541-737-4443 (fax)

From: McMurray, David
Sent: Wednesday, May 12, 2010 2:21 PM
To: Iltis, Robert
Subject: Re: Liaison request

Robert, Our Department has reviewed your Cat 1 proposal and we were impressed by the way you plan to organize the curriculum. We would just ask that you take into consideration the presence in Anthropology of courses that would be complimentary, particularly in the area of language and communication.

Good luck with your new MA/MS.

David McMurray
Chair, Anthropology Department
Oregon State University

From: Robert Iltis <riltis@oregonstate.edu>
Date: Wed, 12 May 2010 14:07:50 -0700
To: David McMurray <david.mcmurray@oregonstate.edu>
Subject: Liaison request

Hi David,

I'm requesting an expedited liaison regarding my department's MA/MS proposal. The CLA Curriculum Committee noted that we had not sought liaison with Anthropology regarding your department's emphasis in Language and Cross Cultural Communication in your MA program. I'm glad the committee noted the oversight, and apologize for not seeking liaison at the beginning of the process.

Our proposal includes a minor. While the specific outcomes of our respective programs differ, we will encourage students to draw on your coursework as a resource, and to minor in Anthropology.

I'm sending a copy of our proposal.

Robert S. Iltis, Ph.D.
Chair, Department of Speech Communication
Oregon State University
541-737-2461
541-737-4443 (fax)

5/25/2011

Iltis, Robert

From: Iltis, Robert
Sent: Tuesday, May 11, 2010 5:46 PM
To: Beachley, Michael; Bowker, Judy; Bushnell, Bobette; Chandler, Loril; Goodnow, Trischa; Moore, Mark; Porrovecchio, Mark; Root, Elizabeth M.; Walker, Gregg; Walls, Celeste
Subject: FW: MA in COMM

Anticipating another possible liaison question, I asked David Bernell for this letter. Please include.

The Anthro letter should follow tomorrow.

Robert

Robert S. Iltis, Ph.D.
Chair, Department of Speech Communication Oregon State University
541-737-2461
541-737-4443 (fax)

-----Original Message-----

From: Bernell, David
Sent: Tuesday, May 11, 2010 3:25 PM
To: Iltis, Robert
Subject: MA in COMM

Robert,

It was good to run into you earlier today. I'm excited for the MA program you're proposing. As you know, a sizable number of students in the MAIS degree program are really interested in earning an MA in COMM, and this proposal will allow them to do so.

This will have an impact on applications to the MAIS and our overall numbers, by as much as 30-40%. This is not a problem for me at all. We'll end up with students whose interests will represent a stronger fit with the aims of the MAIS.

Also, I've spoken with Sally Francis about this in the past, as she's been supportive of the idea that the MAIS could decrease in numbers as new masters programs are developed in CLA. I can't speak for the Graduate School on this particular proposal, but as for me, as your proposal impacts the MAIS, you've got no opposition.

David

David Bernell
Assistant Professor
Department of Political Science
Director, Interdisciplinary Studies Program (MAIS) Oregon State University
312 Gilkey Hall
Corvallis, OR 97331
541-737-6281

Iltis, Robert

From: Iltis, Robert
Sent: Wednesday, May 12, 2010 5:52 PM
To: Lewis, Jon
Subject: Comm MA/MS
Attachments: Response to Curriculum Comm-5-12-10.doc; 2008MAproposal-final version revised 5-2 (2).doc

Jon,

We worked through the committee's responses, and are resubmitting the proposal for the committee's consideration. Attached please find a letter to the committee, and the revised proposal. Please let us know if you need other documents. Susie Leslie told me by phone that her office works with departments on budget matters and requests the library assessment after the college endorses the academic merits of the proposal. E-mails regarding those matters are in the letter.

Please let me know if I can provide additional material, and thanks in advance for reviewing the resubmission.

Robert

Robert S. Iltis, Ph.D.
Chair, Department of Speech Communication
Oregon State University
541-737-2461
541-737-4443 (fax)

Ittis, Robert

From: Lewis, Jon
Sent: Sunday, May 02, 2010 10:37 AM
To: Ittis, Robert
Subject: Cat 1 proposal

Robert: Two members of the college curriculum committee went over the Speech/Comm Cat 1 proposal. What follows are their comments/suggestions. No doubt you know the drill -- you will need to speak to these comments/suggestions and then resubmit. The timing for resubmission is a little problematic, in that we will have only one more/one last meeting this term (May 15) so if you can get all of these problems solved by then, by all means resubmit -- if not, you will probably have to wait for next fall ... I will make sure that next year's chair has a full record of this first look at the proposal so next year's committee does not simply re-start the process. Feel free to contact me for more details ... JL

Here are the committee's comments/suggestions:

Comments on Category I proposal to create an MS/MA Degree in Communication

- First of all, the proposal should be paginated
- Cat I proposals take sometimes 12 months to approve, so there is little possibility it could be operational by Fall 2010. Perhaps Fall 2011?
- There is no justification given for the existence of an M.S. degree and sometimes it is referred to simply as the M.A. program. It seems rather odd that one would bypass a foreign language requirement for a Masters in Communication. If the M.S. is motivated by a track that requires a focus other than language, that should be spelled out in the proposal.
- P. 5 last paragraph talks about a sixth graduate-only course, but it's not clear what this is.
- Under 7. Change "insure" to "ensure"?
- 14. Budgetary Impact - Faculty have done a good job in figuring out how to offer the requisite number of graduate courses without unduly affecting their undergraduate program. However, it is naïve to think that no new funds will be necessary. At a minimum, we must withhold judgment until the library assessment is completed. Furthermore, it is our understanding that many of the lower division classes that will be taught by the graduate students depend on access funds. If this is to be the only way to fund graduate students, there should be a bit more permanency in the budget. Suzy Leslie is your source on these kinds of matters, we think you should have been in touch with her already so that she could advise you on how to put together the budget section.
- There will also be an increase of workload for both the faculty and the administration. Not only will each faculty member have more graduate students, but they will all be writing theses as opposed to many MAIS students who do papers. Admissions and committee work is considerable and who will mentor and coordinate the GTAs?
- The Titles and numbers of courses listed in the sample syllabi must match the course of study on page 3
- Appendix C shows quite poor graduation rates for MAIS students with a Communication focus. How does this compare with other MAIS students? We think the following possibilities should be explored 1) Are they too lax in who they admit to the program? 2) Does requiring them to teach early and without much training put them at risk of not finishing? These questions should be looked into and addressed before launching a new program that might suffer from the same problems.
- We were concerned with the response to the liaison letters from English. It seemed as if a bridge could be made between Rhetoric and Writing and History of Rhetoric in English and this new program. Instead, the response was to differentiate what they do (oral) from the written word. It

also seems like liaison should have occurred with Anthropology's Language and Cross Cultural Communication MA and with New Media.

Budget Outline Form

Estimated Costs and Sources of Funds for Proposal

Total new resources required to handle the increased workload, if any. If no new resources are required, enter 0.

Institution: Oregon State University
 Program: MA/MS Communication
 Academic Year: 2011-2012

Indicate the year XXX

Prepare one page each of the following:

| | Column A | Column B | Column C |
|-------------------------------------|--------------------------------|---|--|
| | From Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
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Request |
| Personnel | | | |
| Faculty (Include FTE) | | | |
| Graduate Assistants (Include FTE) | | | |
| Support Staff (Include FTE) | | | |
| Fellowships/Scholarships | | | |
| OPE | | | |
| Nonrecurring | | | |
| Personnel Subtotal | 0 | | |
| Other Resources | | | |
| Library/Printed | | 5,933 | |
| Library/Electronic | | | |
| Supplies and Services | 1,000 | | |
| Equipment | | | |
| Other Expenses | 1,500 | | |
| Other Resources Subtotal | 2,500 | | |
| Physical Facilities | | | |
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| Major Renovation | | | |
| Other Expenses | | | |
| Physical Facilities Subtotal | 0 | | |
| GRAND TOTAL | 2,500 | 5,933 | |

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Budget Outline Form

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 Program: MA/MS Communication
 Academic Year: 2011-2012

Indicate the year: _____

Prepare one page each of the following:

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Budget Outline Form

Estimated Costs and Sources of Funds for Proposal

Total new resources required to handle the increased workload, if any. If no new resources are required, enter 0.

Institution: Oregon State University
 Program: MA/MS Communication
 Academic Year: 2011-2012

Indicate the year: XXX

Prepare one page each of the following:

| | Column A | Column B | Column C |
|-------------------------------------|--------------------------------|---|--|
| | From Current
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Reallocation from
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| Personnel Subtotal | 0 | | |
| Other Resources | | | |
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Budget Outline Form

Estimated Costs and Sources of Funds for Proposal

Total new resources required to handle the increased workload, if any. If no new resources are required, enter 0.

Institution: Oregon State University
 Program: MA/MS Communication
 Academic Year: 2011-2012

Indicate the year: _____

Prepare one page each of the following:

| | Column A | Column B | Column C |
|-------------------------------------|--------------------------------|---|--|
| | From Current
Budgetary Unit | Institutional
Reallocation from
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1. Review - College Approver - Liberal Arts

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, June 1, 2011 10:12am

Comments

Sarah Williams (College Approver - Liberal Arts) June 1, 2011 10:12am

Returning to Originator so that he can enter the CIP code on the proposal. SW

2. Originator Response

[Robert Illis](#) Associate Professor / Speech Communication, June 1, 2011 10:34am

Comments

Robert Illis June 1, 2011 10:34am

I submitted the new version, with CIP added. The addition of the CIP was the only change.

RSI

3. Review - College Approver - Liberal Arts

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, June 1, 2011 10:58am

Comments

Sarah Williams (College Approver - Liberal Arts) June 1, 2011 10:58am

Per email from Gary Beach: "The revised proposal has been reviewed and approved by the CLA Curriculum Committee (via a confirmation email from Jon Lewis on Friday, May 27th)." We are moving this proposal along to Budgets and Fiscal Planning. SW

4. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, June 1, 2011 10:59am

Comments

Sarah Williams (Curriculum Coordinator) June 1, 2011 10:59am

Moving this proposal forward to Budgets and Fiscal Planning. SW

5. Review - Budgets and Fiscal Planning Committee

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, September 13, 2011 3:33pm

Comments

Sarah Williams (Budgets and Fiscal Planning Committee) September 13, 2011 3:33pm

Approved by B&FP on June 13, 2011. SW

6. Review - Graduate Committee - Liberal Arts (M-Z)

Sent Back by [Walter Loveland](#), October 19, 2011 10:33pm

Comments

Walter Loveland (Graduate Committee - Liberal Arts (M-Z)) October 19, 2011 10:33pm

The Graduate Council is returning this proposal for clarification of a number of points. Our proposal review team has produced the following report on this proposal.

We have reviewed the Category I proposal for the MA/MS in Communications and believe that additional information about the proposal is needed to inform the deliberations and decision by the council.

- We were not able to find the responses to CLA Liaison.
- We were confused by a statement at the bottom of page two of the English Liaison document. The liaison letter indicates that when graduate students name Speech Communication as both their first and second areas, they complete their masters' work using only 9 credits outside the department. Yet page 12 of the proposal states that these students earn 36 of their 48 credits from the Communications department. Please explain the disparity, and how this meets the MAIS requirement of 15 credits from each of the three areas.
- We were not able to find a clear distinction between the MA and the MS degree requirements within the proposal.
- The Category 1 lists Fall 2011 as the implementation date. (pg 4, item 1c)
- We are concerned with the extensive use of slash courses in the proposal. If the thesis credits are removed from the equation, at least 41% of the course work is slash courses. Since the proposal is for building an MA/MS degree with a projection of 20 students, why not develop the proposal with more stand-alone graduate coursework? What is driving the choice of using slash courses in the curriculum?
- Related to the point above, we note that the research methods courses are slash courses. We believe it may be more appropriate to use

stand-alone graduate coursework for research methods.

- Given the large percentage of slash courses, would this degree program really be an option for OSU Communication undergraduates?
 - Pg 9, item 3d – Learning outcomes. The third learning outcome suggests the thesis will integrate the minor area. However, the curriculum proposed does not specify the requirement for a minor area. Please explain.
 - The proposal cites that the GRE will be required for admission, but does not specify minimum scores. How will the results of the GRE be used in the selection decisions? (pg 10)
 - On page 11 (item 6aiii), the proposal seems to justify the need for this degree program because GTAs are needed to teach lower-division Communication classes. From the university perspective, and giving consideration to the lost revenue associated with tuition remission, it would seem that the use of professional faculty to deliver classes would be more cost effective. The GTA positions should be used to attract highly qualified candidates for the degree program.
 - Is data available on the current enrollments in the UO and PSU Master in Communication degree programs?
 - Pg 12, item 6b – Needs for employment:
 - o What are the specific labor market projections (Oregon and US) for master's graduates from CIP # 09.0101? (n.b., <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?v=55&cid=88045>)
 - o To the point that many of the MA/MS students will come from the MAIS program:
 - Can placement results from past MAIS-dual-communication-area graduates be provided? The proposal makes very general statements regarding demand for graduates from this degree program. It would seem that the placement results of past graduates could be used to demonstrate demand and the types of career opportunities available.
 - Is there any data to suggest the number of students who are currently pursuing the MAIS with a concentration in Communication that would opt to switch to a Communication master's degree?
 - Is there data on the number of alumni from the MAIS with a dual concentration in Communication that would have instead opted for a Master in Communication?
 - Pg 14, Item 8. Assessment. The proposal indicates that assessment will be based on individual courses and the evaluation of the thesis. If so, then the learning outcomes need to be mapped to the specific courses in which they are evaluated and assessed. Given the current emphasis within the university on assessment, a more thoughtful program for assessment should be included in the program.
 - The proposed budget does not seem to reflect the diversion of faculty time for teaching additional stand-alone graduate classes and guiding up to 32 thesis projects. If it is budget neutral with no additional faculty resources, then what impact would this degree program have on the quality of the current undergraduate program?
- In addition the Council discussed this proposal at length and is concerned about the proposal. The overall feeling is that this is a weak Master's program with a coursework degree and a minimal thesis. Part of the justification for the program seems to be recruit graduate students to help teach the large undergraduate course program in Communications. Another possibility would be to employ fixed term instructors to do that teaching. We encourage the proposers to re-build this proposal to create a strong program that builds on the strengths of the faculty. Possible use of Ecampus to deliver the program in a hybrid or on-line version might be productive.

When the proposal has been revised, please re-submit the proposal using the CPS. If you wish this proposal to be re-considered at the next Graduate Council meeting on 2 November, we will need the revised proposal one week before that date. However, we would encourage you to take all the time necessary to make a full response to the Council's concerns.

7. Originator Response

[Trischa Goodnow](#) Professor / Speech Communication, April 18, 2012 11:20am

Comments

Trischa Goodnow April 18, 2012 11:20am

We have revised as requested and added a document in response to Walt Loveland and the Graduate Council's concerns.

June 1, 2012

DRAFT

Proposed Changes to the Graduate Catalog Examination Policy

In some graduate programs, there is confusion as to how preliminary exams differ from comprehensive exams and oral preliminary exams, and whether or not comprehensive exams must have both written and oral components. The purpose of this proposed revision is to clear up sources of confusion in the language, by clearly defining three distinct types of examinations:

- (1) Comprehensives, which focus on the student's knowledge of the overall field, and which may be written and/or oral;
- (2) oral preliminary examination, which focuses on a student's knowledge of his/her specific area, as well as the dissertation proposal defense;
- (3) oral final examination, which is a public dissertation defense.

This is a preliminary draft – I would welcome suggestions to make certain that this is flexible enough to allow for disciplinary differences.

Preliminary Examination

~~The student working toward a doctoral degree must pass a comprehensive preliminary examination. The purpose of this exam is to determine the student's understanding of his or her major and minor fields and also to assess the student's capability for research. Students must enroll for a minimum of 3 credits during terms in which they undertake departmental written or oral preliminary examinations.~~

Graduate Examination Policies

Students must enroll for a minimum of 3 credits during terms in which they undertake graduate examinations.

~~Written~~ Comprehensive Examination

~~The student working toward a doctoral degree must pass a comprehensive preliminary examination (written and/or oral). Most programs require a written comprehensive examination to be taken before the oral preliminary examination. The purpose of this exam is to determine the student's understanding of his or her major and minor fields and also to assess the student's capability for research. If a written examination is required, it~~
This must be completed prior to the oral preliminary examination. The content, length, timing, passing standard, and repeatability of this examination are at the discretion of the major department. The general rules and structure of this examination, however, must be provided in writing to all candidates for this examination and a current copy of these guidelines must be on file with the Graduate School. Copies of the written examination

(questions and student's answers) must be available to all members of the student's doctoral committee at least one week prior to the oral preliminary examination.

Oral Preliminary Examination

The oral examination is taken near the completion of the student's course work. The oral examination is conducted by the student's doctoral committee, and should cover the student's knowledge in his or her ~~major and minor subjects~~ [specialty area\(s\)](#). The exam may cover the student's proposed research topic, although no more than one-half the time should be devoted to specific aspects of the proposal. The examination should be scheduled for at least two hours, and the exam date must be scheduled in the Graduate School at least one week in advance. If more than one negative vote is recorded by the examining committee, the candidate will have failed the oral examination. No more than two re-examinations are permitted by the Graduate School, although academic units may allow fewer re-examinations.

Final Oral Examination

[Students will present their dissertations in a public oral examination. Note that the meeting may be closed to the public when the committee questions the student and deliberates on whether s/he has passed the examination.](#) At least one complete academic term must elapse between the time of the preliminary oral examination and the final oral examination. If more than five years elapse between these two examinations, the candidate will be required to take another preliminary oral examination.

Materials linked from the September 27, 2012 Graduate Council agenda.

From: Mutschler, Ben
Sent: Sunday, September 09, 2012 8:32 PM
To: Coakley, James - COB
Subject: Graduate Program Review -- Philosophy

Dear Jim:

I'm writing to you as Chair of the Graduate Council (I hope I have that right). I am the Transitional Director of the new School of History, Philosophy, and Religion in the College of Liberal Arts, and the Applied Ethics M.A. program is slated for review this spring (2013). When I took over as Transitional Director in Spring 2011, Larry Rodgers and I requested a two-year deferment of the Applied Ethics review. A central figure in the degree program had just retired, we were searching for a replacement hire, and the Dept. as a whole was having intensive conversations on the future of the program. Things have moved forward since then. But it would still be extremely helpful to have the second year of the deferral granted; the program will be in a far stronger position for a productive review next year (2013-14). Would it be possible to schedule a time to chat, either in person or over the phone, about the possibilities here?

All best wishes,
Ben

Ben Mutschler
Director
School of History, Philosophy, and Religion
Oregon State University
Milam 303-E
Corvallis, OR
(541) 737-1268

**Family and Medical Leave Policy for Graduate Students
The Graduate School
Oregon State University**

Section I: Justifications and Objectives

This policy was developed in order to facilitate a Graduate Student's degree obtainment and successful completion of their academic program and career goals. The policy will facilitate the recruitment and retention of Graduate Students from diverse backgrounds and life circumstances. The Graduate School at Oregon State University recognizes that unforeseen life circumstances, as well as planned life events, may occur during the course of a graduate career. The Graduate School recognizes that Graduate Students are holistic individuals who must navigate physical, psychosocial, academic, personal and family needs and events during the course of an advanced degree program, which often spans two (2) to seven (7) years depending on program requirements.

In commitment to increasing the graduating success rate of Graduate Students at Oregon State University, as well as the quality and diversity of graduating students, the Graduate School implements this family/medical leave policy and associated provisions.

Section II: Eligibility

This policy applies to all Graduate Students in good academic standing making satisfactory progress toward degree completion and includes those receiving Graduate Assistantships (GRA/GTA), Graduate Fellowships and other paid positions.¹

Section III: Policy

All eligible Graduate Students may take a minimum of twelve (12) full weeks of a continuous block of approved leave as parental leave or to care for their own serious health condition or that of a family member.² Intermittent leave periods are not available under this policy. If less than twelve (12) continuous weeks of intermittent leave is to be requested for family/medical leave, the Graduate Student is advised to request a regular leave of absence with the Graduate School, or to make arrangements on an individual basis with their academic unit/program.

The Graduate Student must re-enroll in the graduate program in the term directly following the end date of any approved leave. Failure to re-enroll in the term following the end date of the approved leave may result in the student being required to re-apply for admission to the Graduate School.

For parental leave, Graduate Students may take advantage of this family/medical leave policy once per new child. For all other leave due to a serious health condition of the Graduate Student

or his/her family member, only one leave may be granted during the Graduate Student's pursuit of a graduate degree.

If both parents are Graduate Students at OSU, one parental leave period will be shared by both parents.

Section IV: Additional Provisions and Benefits

During the term(s) in which the family/medical leave is approved, the following provisions and benefits apply to all Graduate Students requesting leave:

- 1) Enrollment is not required and there is no penalty for non-enrollment during the approved term of leave;
- 2) An additional one (1) term extension will be given for all courses and program requirements in progress at the beginning of approved leave (such as qualifying examinations, thesis defense, and other program requirements). Academic units, departments, programs, and committee members will honor the one (1) term extension as outlined in this policy; if a student faces barriers in receiving their one-term extension, a grievance may be filed with the Graduate School and the Graduate School will work with the student and their program to develop a plan for the successful continuance and completion of their degree program;
- 3) Graduate Students holding an external fellowship during the term in which leave is requested must work with their external grantors to ensure the student meets the scholarship guidelines/conditions of the award during leave. The Graduate School will provide support to fellowship students if needed in communicating with their external grantors about the requested family/medical leave once the leave is approved. The Graduate School has no control, however, over whether the grantor will approve the leave and continue funding the student, and the Graduate School will not provide alternative funding during approved leave.

Section V: Procedure

To request leave under this policy, a Graduate Student must contact the Office of Human Resources (OHR) at FMLA@oregonstate.edu. OHR notify the Graduate School of the leave request and determination.

¹ *For specific policy governing Graduate Assistant, Graduate Fellow or other paid appointments, please see the Graduate Assistant Family Medical Leave Policy on the OHR website : [provide link].*

² *“Family” is defined as it is defined in the Oregon family Medical Leave Act, which includes same-sex domestic partners. “Parental leave” is defined as it is defined in the Oregon Family Medical Leave Act. “Serious health condition” is a condition that meets the definition of the same term in the federal Family Medical Leave Act.*

**Family and Medical Leave Policy for Graduate Students
The Graduate School
Oregon State University**

Section I: Justifications and Objectives

This policy was developed in order to facilitate a graduate student's degree attainment and successful completion of their academic program and career goals. The policy will facilitate the recruitment and retention of graduate students from diverse backgrounds and life circumstances. The Graduate School at Oregon State University recognizes that unforeseen life circumstances, as well as planned life events, may occur during the course of a graduate career. The Graduate School recognizes that graduate students are holistic individuals who must navigate physical, psychosocial, academic, personal and family needs and events during the course of an advanced degree program, which often spans two (2) to seven (7) years depending on program requirements.

In commitment to increasing the graduating success rate of graduate students at Oregon State University, as well as the quality and diversity of graduating students, the Graduate School implements this family/medical leave policy and associated provisions.

Section II: Eligibility

This policy applies to all graduate students in good academic standing making satisfactory progress toward degree completion and includes, but is not limited to, those receiving Graduate Assistantships (GRA/GTA), Graduate Fellowships and other paid positions.¹

Section III: Policy

All eligible graduate students may take a twelve (12) week continuous block of approved leave as parental leave or to care for their own serious health condition or that of a family member.² Intermittent leave periods (i.e. – multiple leaves of less than 12 weeks) are not available under this policy.

The graduate student must re-enroll in the graduate program in the term directly following the end date of any approved leave. Failure to re-enroll in the term following the end date of the approved leave may result in the student being required to re-apply for admission to the Graduate School.

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During the term(s) in which the family/medical leave is approved, the following provisions and benefits apply to all Graduate Students requesting leave:

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Section V: Procedure

To request leave under this policy, a Graduate Student must contact the Office of Human Resources (OHR) at FMLA@oregonstate.edu. OHR notifies the Graduate School of the leave request and decision.

¹ *For specific policy governing Graduate Assistant, Graduate Fellow or other paid appointments, please see the Graduate Assistant Family Medical Leave Policy on the OHR website: [provide link].*

² *"Family" is defined as it is defined in the Oregon Family Medical Leave Act, which includes same-sex domestic partners. "Parental leave" is defined as it is defined in the Oregon Family Medical Leave Act. "Serious health condition" is a condition that meets the definition of the same term in the federal Family Medical Leave Act.*

Materials linked from the October 11, 2012 Graduate Council agenda.

Prioritized Objectives to Achieve Strategic Plan Goals

Following approval of the Strategic Plan for the Graduate School by Provost Randhawa, we were asked to develop a list of prioritized goals and objectives that we would begin working on immediately. The following represents the list of 3 goals and 9 objectives that we identified as a high priority following a morning long discussion at our annual Graduate School retreat, a process facilitated by Paul Biwan from Human Resources. Those among the Graduate School Leadership identified to lead each effort were agreed upon during a subsequent leadership meeting. The leads for each objective will consider the proposed Action Items, modify these or add their own as needed, and begin moving forward on their assigned objectives. Assistance from Graduate Council members is most welcome!

Goal 1: Increase our graduate student population to 25% of total university enrollment through recruitment and retention of high achieving and diverse students.

Objective 1.1 -- Effectively recruit high achieving students and ensure representation of under-represented minorities. Leads: Fran, Kim, Rosemary

Action Items

1.1.1: Poll individual programs to identify the extent, types and success of recruitment activities currently occurring at the program and unit levels at OSU.

1.1.2: Identify programs with the capacity (sufficient well-qualified faculty, infrastructure, support mechanisms, etc.) for growth, and develop enrollment growth strategies for each of these programs. Recruitment efforts will focus on these programs.

1.1.3: Develop and disseminate information on best practice guidelines for recruitment and admissions based on findings from 1.1.1 and 1.1.2, and other sources such as the Council of Graduate Schools and the published literature.

1.1.4: During recruiting activities and orientation, provide information to applicants and matriculants on navigating the financial aid, payroll, and human resource systems at OSU with a special focus on the increased use and effectiveness of the MyOSU Portal system.

1.1.5: Create and distribute recruiting information to programs and units that focus on commonalities: Corvallis and its environs, student support services at OSU, Graduate School processes and procedures, interdisciplinary resources, information on fees, books, printing, parking and the cost of living in Corvallis, among others (see Open Forums Findings Report for more information about this identified need).

1.1.6: Provide support to programs in an effort to enhance their recruitment efforts, such as site visits, visits to campus, recruiting information and online recruiting efforts.

1.1.7: Use central resources to represent OSU's graduate programs at national and international conferences where recruitment of under-represented minorities and international students is a high priority (e.g., SACNAS, ABRCAMS, etc.) and assess effectiveness of these efforts.

1.1.8: Increase support for dual degree options with professional programs, and develop a process for facilitating the transition of high-achieving undergraduates into graduate programs.

Objective 1.2 --Increase the efficiency of the application and matriculation process, and improve timely and clear communication with applicants and matriculants. Leads: John, Rosemary

Action Items

1.2.1: Identify and employ software that allows a one-stop application website, including a "progress bar" with estimated time to a decision, and program contacts. All materials for an application, including letters of recommendation and official transcripts, will be submitted and tracked via this site and data will be harvested from the system to populate annual reports back to programs on all aspects of student progress.

1.2.2: Develop mechanisms that allow individual programs to waive application fees if desired in return for compensation to the Graduate School for lost revenue.

Objective 1.6 --Improve communication among the Graduate School, graduate students and graduate faculty. Leads: Courtney, Anita, John, Nagwa, Kim

Action Items

1.6.1: Restructure and upgrade the Graduate School website to more effectively provide information to prospective and current students and faculty. Include software that allows visible and consistently updated pages and notices on Graduate School policy and procedural changes for both graduate students and faculty.

1.6.2: Assess the utility of the current use of Facebook and the Grad Connections Newsletter to provide news and information to students. Increase or alter information provided through social media outlets based on findings.

1.6.3: Provide a mechanism annually to gather constructive student and faculty feedback, particularly relating to the progress being made through the implementation of this plan.

1.6.4: Identify groups of students based on 1.6.3 and in consultation with program directors and advising services whose needs require particular attention to ensure retention and success. Develop targeted programs to identify at-risk students early and try to improve persistence in the degree program.

1.6.5: Work with the International Programs office to identify the particular informational needs of international students regarding OSU graduate policies and procedures, and develop materials for graduate program directors, faculty and students addressing the international graduate student experience at OSU.

Indicators of Success for Goal 1

1. Increased total number of applicants to OSU's graduate programs that have the capacity to grow their graduate student population
2. Increased overall GPA and GRE scores in the matriculant pool
3. Increased yield of matriculating students from accepted applicants
4. Increased number of matriculants from under-represented minorities
5. Reduction in time from a completed application to a decision by the program
6. Reduction in the net cost of the application/enrollment/matriculation process
7. Improved level of satisfaction expressed by students and faculty with regards to the application and matriculation processes
8. Increased student satisfaction with graduate studies at OSU reflected in a variety of annual feedback mechanisms including the Graduate School's exit surveys
9. Increase in positive responses to questions regarding communication during annual feedback mechanisms (e.g., open forums, online surveys, exit surveys, etc.) from both students and faculty
10. Decrease in the number of inaccurate perceptions by students expressed during annual feedback mechanisms

Goal 2: Continuously Improve Program Quality

Objective 2.2 – Improve quality assessment of graduate programs; Leads: Anita, Marty, Courtney

Action Items

2.2.1: The Graduate School will work with the University Assessment Council, the Graduate Council, Institutional Research, and the Academic Programs, Accreditation, and Assessment (APAA) office to develop a set of metrics for consistent comparison of graduate program quality over time (trends) and with our peer institutions. These data should be collected centrally and reported annually to programs. Additionally, these metrics will form the core of the university accreditation data on graduate programs and the self-study for decadal external graduate program reviews. Because programs are diverse, the Graduate School will work with each program to identify any additional program specific metrics that ensure a meaningful reflection of the program trends and comparisons with programs at peer institutions.

2.2.2: Along with the Assessment Council, help graduate programs to develop effective full-cycle assessment programs that align with accreditation and graduate program review needs of the university, and guide them in effective use and reporting of assessment data.

2.2.3: Annually provide training sessions for graduate program directors to discuss ongoing assessment needs, reporting requirements, new policies and procedures, dissemination of best practice information, and progress in meeting the goals of this strategic plan.

2.2.4: Every fall term, provide an orientation program for new graduate program directors to provide essential information (hard copy and online) on the management of a graduate

program, including OSU Graduate Council rules and policies, best practices, expectations, and support services.

Objective 2.4 – Grow the number of graduate faculty and their capacity to train students;

Lead: Anita

Action Items

2.4.1: Contact all tenured and tenure-track faculty who are not currently a graduate faculty member to discuss and assess their capability to advise graduate students. Encourage them to participate in graduate education. If a faculty member is not interested in becoming a graduate faculty member, determine why and attempt to provide incentives for involvement.

2.4.2: Working with graduate program directors, the Graduate School will contact PhD scientists and scholars in the region who might be qualified to serve as graduate faculty through a courtesy appointment and assess their capability to advise a student. Make special efforts to recruit graduate faculty who are under-represented minorities. Provide direct support efforts to ensure that off-campus graduate faculty have the information, tools, skills and university support necessary to perform well as a graduate advisor.

Objective 2.5 -- Improve and enhance transdisciplinary and interdisciplinary opportunities in graduate education. Leads: Brenda, Marty, Anita, Barb

Action Items

2.5.1: Support opportunities for new transdisciplinary and interdisciplinary collaborations for graduate students by rewarding the contributions of faculty to existing and new interdisciplinary and transdisciplinary programs. Work with the Office of Budget and Fiscal Planning to develop new funding models for interdisciplinary programs.

2.5.2: Work with the Academic Programs, Assessment and Accreditation office (and perhaps the Oregon University System) to streamline the creation of new transdisciplinary and interdisciplinary graduate programs on a trial basis. We suggest a six year trial period before formal Category I applications are required or a decision to terminate is made.

2.5.3: In collaboration with the Research Office, sponsor workshops to facilitate idea development and support proposal writing for new NSF IGERT programs and other interdisciplinary training grants.

2.5.4: Explore potential funding sources, possibly from the private sector, to support new interdisciplinary and transdisciplinary graduate programs including "IGERT-like" programs.

Indicators of Success for Goal 2

1. Increase in OSU's scores on the NRC criteria for rankings of graduate programs
2. Increased satisfaction and employment-in-their-field of masters and doctoral alumni
3. Development of effective full-cycle assessment programs, and implementation of changes to achieve improvement based on assessment results
4. Development and use of consistent metrics for meaningful comparisons with peer institutions

- 5. Improvements in quality and delivery of internal program metrics over a five-year time span
- 6. Increase in the percentage of the total student body that is graduate students
- 11. Increase in the number of graduate faculty qualified to advise doctoral and masters students
- 12. Improvement in student assessment of faculty mentoring and advising
- 13. Increased number of interdisciplinary and transdisciplinary graduate programs
- 14. Increased enrollment in and graduation from interdisciplinary degree programs
- 15. Increased faculty participation in interdisciplinary programs
- 16. More IGERT and "IGERT-like" proposals submitted and funded, with a goal of being awarded up to one per year for the next three years, and then an additional three programs in the following two years

GOAL 3: Grow and invest resources to enhance graduate education opportunities

Objective 3.1 -- Create new or restructured graduate programs where there is capacity. Leads: Brenda, Anita

Action Items

3.1.1: Consult with the College of Liberal Arts and the College of Business to explore the possibilities of developing new graduate programs with a focus on doctoral program development, and support efforts as needed.

3.1.2: Explore the restructuring of existing programs or development of new programs that contribute to our signature areas of excellence in other colleges as well (see Objective 2.1).

Objective 3.2 -- Create endowments for graduate fellowships Leads: Brenda, Anita

Action Item

3.2.1: Establish a greater number of OSU Graduate Fellowships by working with the OSU Foundation and the academic deans to identify private and industry donors and by raising the priority of graduate student funding at the college and university levels.

Objective 3.3 -- Incentivize assistantship opportunities for graduate students Leads: Marty, Anita, Fran, Brenda

Action Items

3.3.1: Provide training and incentives for expanded GTA positions to ensure that increases in GTA positions follow increases in undergraduate enrollment in each college. Work to identify those undergraduate programs targeted for increases in enrollment, and work with college deans to encourage them to invest in GTA positions to meet the needs of the undergraduate program while also improving and investing in graduate education.

3.3.2: Finalize development of a Certificate in University Teaching that will provide an 18-credit opportunity for advanced training in university teaching in an effort to provide a high level of training for those students planning a career in academia.

3.3.3: In collaboration with the Center for Teaching and Learning, develop workshops that provide training for new GTAs.

3.3.4: Work with programs to ensure that GTA positions available within departments, but not filled within departments, are advertised broadly.

3.3.5: Incentivize the hiring of graduate research assistants (GRAs) by allocating a limited number of tuition remissions to GRAs based on university research agenda and strategic enrollment goals.

Indicators of Success for Goal 3

1. Increased number of graduate students
2. Addition of new graduate programs in Colleges of Business and Liberal Arts
3. Increase in total dollars raised per year in support of graduate fellowships, scholarships, and other forms of support for our graduate students within the Graduate School and among colleges
4. Increase in number of graduate students recruited to serve as GRAs on research projects addressing the OSU Research Agenda
5. Increase in the number of GTA FTE within each college proportional to the number of undergraduates
6. Assessment of the relevance and effectiveness of the Certificate in University Teaching and other teaching workshops for employment success through Graduate School exit surveys and alumni surveys
7. Improved GRA/GTA salary competitiveness and equity across programs
8. Increased number of graduate scholarship and fellowship awardees
9. Increased number of GTAs assigned to Ecampus courses.
10. Number of students completing the optional Certificate in University Teaching each year
11. Improvement in achieving goals articulated for each scholarship and fellowship program

Coakley, James - COB

From: McComb, Brenda
Sent: Tuesday, October 09, 2012 12:55 PM
To: Coakley, James - COB
Cc: Nunnemaker, Vickie L; Naguib, Nagwa; Azarenko, Anita Nina; Fisk, Martin; Garagnani, Rosemary; Henry, John R - ONID; Bond, Barbara; kimcjohnson@gmail.com; Saveriano, Fran; Randhawa, Sabah; Hunter-Zaworski, Katharine
Subject: Prioritized objectives from our strategic plan
Attachments: Prioritized objectives for Strategic Plan goals 100912.docx

Jim,

Attached is a detailed outline of goals and objectives that we intend to focus on for the next few years as an outcome of our strategic planning process and a subsequent graduate school retreat. We welcome input and assistance from members of the Graduate Council.

In fairness to Kimberly Johnson, we did assign her to co-lead a few objectives even though she has not yet formally started with us! So we may need to make a few adjustments as we hear directly from her where she would like to contribute once she begins work with us.

I hasten to point out that we have other initiatives that we are working on as well, even though the attached documents represents our priorities. Specifically in addition to those items on the attached document, we are:

- Exploring hybrid course approaches to better address slash courses
- Developing an RFP to seek ideas from programs on effective recruiting.
- Redefining interdisciplinary and intercollegiate programs and sustainable support for those programs
- Revising the Program Review Guidelines and assisting programs with meeting their needs for data to prepare their self-study documents
- Advancing efforts of the Oregon Council of Graduate Schools
- Developing new admissions procedures for International Students that will better meet the needs for programs.
- Exploring new approaches to building Professional Science Masters programs collaboratively with COS
- Exploring a variety of IT solutions and contribution to upcoming dashboard development (in conjunct with Lois Brooks)
- Online course development for Research Ethics training and for undergrads preparing to enter grad school

...and more. The energy and ideas that result from our leadership team is truly inspiring and I fully expect new initiatives to be proposed regularly that will improve the experience for our graduate students and the effectiveness of our graduate faculty.

brenda

EXTERNAL PANEL REVIEW

**THE GRADUATE PROGRAM IN HORTICULTURE
OREGON STATE UNIVERSITY**

**On site visit, May 31, 2012
Final Report, July 27, 2012**

External Review Team:

Emily Hoover, Department Head and Professor
Department of Horticultural Science
University of Minnesota

Joe Williams, Manager
Corvallis Plant Materials Center
Natural Resource Conservation Service

Joanne Tynon, Associate Professor
Forest Ecosystems and Society
Oregon State University

Denise Lach, Director
School of Public Policy
Oregon State University

OVERALL RECOMMENDATION

Maintain and perfect/refine

SUMMARY OF FINDINGS AND RECOMMENDATIONS

INTRODUCTION

The external review committee organized its review and assessment by the evaluation criteria suggested by the Guidelines for the Review of Graduate Programs offered by the Graduate Council of Oregon State University. The Horticulture Program organized a detailed and comprehensive self-study document that allowed the committee to prepare for the review and explore questions in detail. Interviews with Associate Deans of the College of Agricultural Sciences, and graduate faculty and students in the Horticultural program all revealed uniform support for the program while recognizing resource limitations. The external review committee shares that support, although notes some limitations presented by current methods for organizing the program. Our recommendation, therefore, is for the program to **maintain** its direction while experimenting with new ways for supporting graduate education and students.

DETAILED FINDINGS

1. *The fit of the mission of the program and its relationship to the mission of the academic college(s), and the university mission.*

The link of this graduate program to the overall mission of the college and university are very clear. The three initiatives from the Provost advancing science of sustainable earth ecosystems, improving human health and wellness, and promoting economic growth and social progress are all included within the mission of this graduate program. Within the Department of Horticulture, there are 1.9 FTEs budgeted through E/G funds from the college, with an additional 7.1 FTEs through the experiment station. The program identifies almost 40 faculty as part of this graduate program. The committee concluded that the number of FTEs funded on E/G funds is low compared with teaching expectations. Additionally, given the size and scope of the horticulture industry within the state and the Pacific Northwest region, the overall number of FTEs also seems low (Figure 1 in the review document). Given the few number of faculty, they perform extremely well, increasing the number of graduate students and external funding for their programs to continue to support this important sector of the Oregon economy.

2. *Quality of students and 3. admissions selectivity*

As indicated in the Self Study for the Review of the Horticulture Program (pp. 7-13) the quality of students is generally high although there have been periods in the past when the average GPA dropped below 3.0. GRE scores seemed to be somewhat low, with average scores ranging from less than 1000 to slightly more than 1100. (The review committee did not have comparative data on GRE scores for other programs so cannot comment on whether these are representative of horticulture programs in general.) The fluctuating GPA and GRE scores may be due, at least in part, to the non-competitive admissions process that admits students only when funding is available through a faculty member's grant. We heard from one student, for example, who "networked" into the program through personal contacts in the local community. Without a strong pool of students to select from, faculty who need assistance on research efforts may be taking students who are available rather than excellent. This

noncompetitive process also does not allow the program to systematically recruit and fund a diverse cohort of graduate students.

Recommendations:

- a. *Develop a recruiting effort that targets diverse populations* interested in horticulture. This may be done in conjunction with related programs (e.g., crop and soil science, botany and plant pathology). One idea used successfully in other programs is a “recruitment weekend,” that brings together a group of excellent candidates to learn more about the opportunities available at OSU. Resources at OSU can help identify low-income, first generation, and other non-representative student populations.
- b. *Pursue alternative methods for supporting students beyond external dollars.* These methods could include sharing GTA positions with other programs (e.g., Biology), Laurel Grants to fund tuition, Provost awards, e-campus revenue, etc. These supplementary funds can also be used as incentives for faculty who agree to provide service to the graduate program (e.g., teach horticulture classes). Also see discussion below about financial support.

4. Level of financial support for students

All Horticulture graduate students are funded, with most receiving support from faculty grants. There are currently two GTA positions being funded with e-campus revenue. Students expressed gratitude for the support. Providing support for all graduate students is a definite strength of this program although the source of funding (individual grants) appears to be somewhat problematic for the program as a whole (see comments above about strategic recruiting and diversity). Creating program-based funding sources (e.g., GTAs, Laurel Awards, Provost awards) can allow the Horticulture program to be more strategic in its recruiting and also be used to supplement and/or reward both students and faculty who contribute to the program.

Recommendation:

See recommendation b about developing additional sources of funding to supplement current practices

5. Curriculum strength

For both the MS and PhD degrees, graduates are expected to gain an in-depth knowledge in the discipline (Outcome 2, p. 23 and 24). Given that desired outcome, the committee was surprised that the discipline was not defined through a curriculum for either degree. Curriculum presently is dependent on course selection and scheduling across a number of departments representing numerous disciplines. Graduate students and faculty identified the lack of stand-alone courses within the discipline of horticulture as a weakness and the committee concurs.

The curriculum for this graduate program is flexible. Flexibility within the curriculum has advantages and disadvantages. However, consistency in disciplinary knowledge was expressed as a need by students and faculty as well as a desire for some increase in the structure of curriculum. To maintain flexibility while increasing structure, the committee suggests the

graduate faculty think about a course in analytical skills including statistics, research methods, or equivalent (e.g., handling large data sets and spreadsheets). Additionally, many students take basic science courses such as biochemistry and genetics. The faculty should develop a list of expected learning outcomes for these types of courses so students understand the context of these within the discipline of horticulture.

One of the requirements for the program is a seminar. The committee recommends the faculty require presentation skills to be developed as part of the course. Presently students work with their faculty advisor for the seminar. There are models where students work closely with a different faculty member to increase student-faculty interactions and expose graduate students to different approaches to science.

Recommendations:

c. *Offer courses in innovative ways or in different formats* to take advantage of the expertise within the graduate horticulture faculty on and off campus.

d. *Pursue cross listing courses and/or team teaching critical courses* to meet the disciplinary needs of students in horticulture.

6. Quality of personnel and adequacy to achieve mission and goals

The Department of Horticulture has seen a 46% reduction in the number of faculty which translates to a 37% reduction in FTEs. A strength of the program is the linkage between the graduate program in horticulture with USDA researchers located in Corvallis thus effectively increasing the number of faculty associated with the graduate program to almost 40. The quality of the faculty is excellent. Graduate advising is very strong.

However, because of the federal rules governing USDA researchers, they are not able to be the primary instructor for courses. Thus the number of advisors is certainly adequate for advising, the number of faculty who teach is much smaller.

Recommendation

See recommendation c above

7. Level and quality of infrastructure

Both faculty and students expressed general satisfaction with existing infrastructure (e.g., labs, greenhouses, farms and field sites, computer facilities, office space). Some of the greenhouses are old and unlikely to be repaired due to Historic District rules that govern the OSU campus. While there appears to be generally good connection with the facilities (and faculty and staff) at the North Willamette research station, there was some discussion about the lack of housing facilities at other locations, which limits use/interest by students.

Recommendation:

e. Explore possibility of *creating housing opportunities* at statewide facilities to encourage wider use by Corvallis-based students and faculty. This could be done in conjunction with other programs and units.

8. Quality of organizational support

Both students and faculty expressed strong support and gratitude about the organizational and administrative support provided by the Horticulture program. IT support and administrative support both received high marks. Both students and faculty reported that Anita Azarenko, Head of the Horticulture program, is a strong and effective advocate for the program and is extremely responsive to problems and needs that arise. The grad program director, John Lambrinos, was also recognized as a strong steward of the program as well as a good mentor to all students with problems and concerns.

Students reported that faculty mentoring was inconsistent; some described a strong relationship with their major advisors while others reported a more hands-off style. Both approaches had champions and detractors. Another issue raised by students was the lack of a general orientation (although there is a record of providing this service to students). Students reported that the Student Handbook was out of date.

Recommendations:

- f. Consider a new way of *delivering and/or marketing orientation services* to students. This may be especially important as students begin the program during different terms.
- g. Provide *professional development regarding mentoring relationships* for both faculty and students. The handbook already contains a great example of responsibilities of both parties, and additional information can be provided in seminars, checklists, and trainings.

9. Level and quality of student performance

As indicated in the Self Study for the Review of the Horticulture Program (pp. 51-52), the vast majority of students who have entered the program finished with their intended degree. It is reported that only 9% of students admitted over the review period withdrew from the graduate program. Although data for comparable MS programs were not readily available, it is reported in the U.S. graduate programs in the Agricultural Sciences in 2009 report (National Science Foundation 2010) that the time to degree is significantly below the median of 8.0 years.

Graduate student outputs in the number of publications and presentations are impressive. It was reported that on average the publication rate was 1.5 publications per student in the program since 2006. Graduate students were sole or coauthors on 207 publications and 39 presentations since 2006. Overall, the review committee thought the level of student performance was strong.

Recommendations:

- h. Although student performance overall is good, additional consideration regarding the recruitment of excellent performing students would no doubt increase the level and quality of student performance within the graduate program (see recommendations a and b above).

10. Level and quality of faculty performance

The review committee was impressed overall with the level of faculty performance for the program given the increased workloads due to budget constraints, faculty retirement and a

relatively small amount of FTEs devoted to graduate education. Faculty members generated grants and contracts that totaled more than 18.2 million dollars between fiscal years 2007-2010. These grants and contracts significantly support the graduate program. Graduate students mentioned that faculty members seem happy to work with and mentor students and are very supportive of the graduate program. However, as mentioned earlier in this report, graduate students highlighted the inconsistency of faculty mentoring.

Graduate students liked that faculty members are very engaged with industry, although it was apparent to the review committee that grant research may be different than what industry wants or perceives to need.

Recommendations:

- i. See recommendation e about providing professional development for mentoring students.

11. Viability of scholarly community within which students can interact

Graduate students reported that they were very happy with the opportunity to be able to interact with multiple disciplines within the program. The close proximity of USDA facilities and scientists was identified as a big positive to graduate students, faculty, and the review team. The addition of entomology faculty within the department was mentioned as greatly adding to the overall balance and breadth of the program. It was pointed out that a majority of professional plant breeders in horticulture and crop science are located in the Willamette Valley and serves as another positive addition to the local scholarly community.

Recommendations:

- j. Continue to *pursue and cultivate opportunities for student interaction outside of the horticulture department community*. This could include more interaction with faculty in other OSU Departments such as Crop Science and Botany and Plant Pathology.

12. Professional viability of graduates

Graduate faculty advisors reported that 75% of MS students and 100% of Ph.D. students have produced scholarly output in the form of publications from their theses and dissertations. Graduate students, however, report that they are not having discussions with their advisors early on about how authorship will be/is apportioned. Post-graduation employment data shows that, of those graduates contacted, most are working in a position either directly or somewhat directly related to their degree. A sizeable number of the students contacted are employed in academia, either as tenure-track or non-tenure track faculty. However, only Ph.D. students have a required teaching component in their degree program.

Recommendations:

- k. Consider including *expectations for authorship* to the orientation handbook.
- l. The OSU Graduate School is in the process of offering a teaching certificate. Consider adding this *teaching certificate* to both M.S. and Ph.D. degree programs.

13. Satisfaction of students and graduates

Graduate students expressed satisfaction with being able to design their own program of study. They noted as strengths not having to worry about financial support (they are all funded), the diversity of course offerings, and the diversity of faculty. There is a very active graduate student group that facilitates camaraderie and peer mentoring. Graduates students especially noted that Anita Azarenko, Head of the Horticulture program, makes an effort to come to their meetings. Students remarked that they feel comfortable taking their concerns to either Anita Azarenko or to John Lambrinos, Graduate Program Coordinator. Overall, they feel that the administration, faculty, and office staff are very supportive. They characterized the department as one with “no stress” and a “happy atmosphere.”

Despite the diversity of courses listed in the catalog, many of the courses are not offered. This makes it difficult for students to plan their program of study. Students expressed frustration that there are not enough stand-alone courses and too many slash courses. Students cited a need for a course where they can learn how to write a proposal (e.g., how to do a literature review). Some also expressed a desire for seminars or workshops on how to use shortcuts in Microsoft software programs and how to deal with data management.

Graduate students noted that there are different expectations from different advisors, and that there is no annual GRA review.

Recommendations:

- m. *Streamline course listings* in the catalog by eliminating courses no longer offered. Provide a *list of recommended courses, seminars, and workshops* and what term they are offered.
- n. Consider requiring *annual GRA reviews* so that students and advisors assess progress towards degree completion.

14. Ranks/rating: N/A because of the methodology of the rating organizations

CONCLUSION

The review committee concluded the graduate program in horticulture should be maintained. The recommendations within this report should be followed up with a response on how the program is going to address the issues raised. The committee feels with a few minor changes the program will gain strength within Oregon State University as well as with horticulture programs around the country.

List of recommendations that need to be addressed to continue to strengthen the graduate program in horticulture:

- a. *Develop a recruiting effort that targets diverse populations* interested in horticulture. This may be done in conjunction with related programs (e.g., crop and soil science, botany and plant pathology). One idea used successfully in other programs is a “recruitment weekend,” that brings together a group of excellent candidates to learn more about the opportunities available at OSU. Resources at OSU can help identify low-income, first generation, and other non-representative student populations.
- b. *Pursue alternative methods for supporting students beyond external dollars.* These methods could include sharing GTA positions with other programs (e.g., Biology), Laurel Grants to fund tuition, Provost awards, e-campus revenue, etc. These supplementary funds can also be used as incentives for faculty who agree to provide service to the graduate program (e.g., teach horticulture classes). Also see discussion below about financial support.
- c. *Offer courses in innovative ways or in different formats* to take advantage of the expertise within the graduate horticulture faculty on and off campus.
- d. *Pursue cross listing courses and/or team teaching critical courses* to meet the disciplinary needs of students in horticulture.
- e. Explore possibility of *creating housing opportunities* at statewide facilities to encourage wider use by Corvallis-based students and faculty. This could be done in conjunction with other programs and units.
- f. Consider a new way of *delivering and/or marketing orientation services* to students. This may be especially important as students begin the program during different terms.
- g. Provide *professional development regarding mentoring relationships* for both faculty and students. The handbook already contains a great example of responsibilities of both parties, and additional information can be provided in seminars, checklists, trainings, etc.
- h. Although student performance overall is good, additional consideration regarding the recruitment of excellent performing students would no doubt increase the level and quality of student performance within the graduate program (see recommendations a and b above).
- i. See recommendation e about providing professional development for mentoring students.
- j. Continue to *pursue and cultivate opportunities for student interaction outside of the horticulture department community.* This could include more interaction with faculty in other OSU Departments such as Crop Science and Botany and Plant Pathology.
- k. Consider including *expectations for authorship* to the orientation handbook.
- l. The OSU Graduate School is in the process of offering a teaching certificate. Consider adding this *teaching certificate* to both M.S. and Ph.D. degree programs.
- m. *Streamline course listings* in the catalog by eliminating courses no longer offered. Provide a *list of recommended courses, seminars, and workshops* and what term they are offered.
- n. Consider requiring *annual GRA reviews* so that students and advisors assess progress towards degree completion.

EXTERNAL PANEL REVIEW of

**THE MASTER IN PUBLIC POLICY GRADUATE PROGRAM
OREGON STATE UNIVERSITY**

School of Public Policy
Economics Program
Political Science Program
Sociology Program

May 30, 2012

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OVERALL RECOMMENDATION

Maintain and Perfect.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

While less than a decade old, the School of Public Policy and its Master in Public Policy (MPP) graduate program has recruited diverse and high quality students into a rigorous interdisciplinary program with strengths in research methods, public policy analysis and theory, statistical analysis, and economics. Graduates of the program have secured jobs in the top public and private agencies in Oregon and the United States.

Any observable challenges or issues of the program were of secondary nature and mostly related to the implementation of the growing program and not to the core structure of the program. These challenges and issues include fine-tuning the delivery of the curriculum; uneven distribution of service and leadership that is heavily concentrated upon the School Director and Graduate Program Director; maintaining the quality of the program with its recent and future growth; incorporating learning outcomes of ethics and diversity more firmly into the current curriculum; and improving assessment measures to capture the rigor of the program.

The external review committee organized its assessment of the program and its recommendations by thirteen evaluation criteria suggested by the Guidelines for the Review of Graduate Programs offered by the Graduate Council of Oregon State University. These evaluation criteria are summarized in Table 1 as well as the recommendations to consider for improvements. As stated, the recommendations are for consideration and do not represent absolute procedures for implementation and required action by the School of Public Policy. We note the limitations of our observations and interviews and offer the recommendations with all the humility of three observers who assessed the program in less than 24 hours on May 18, 2012.

Interviews with the Dean of the College of Liberal Arts, faculty in the School of Public Policy, and current students demonstrated *uniform enthusiasm and support* for the MPP program and School of Public Policy. The external review committee shares the enthusiasm and support as expressed by those interviewed on the site visit at Oregon State University. The recommendation, therefore, is for the program to maintain its current trajectory and to perfect its delivery of the program.

TABLE 1. Summary of Evaluation Criteria and Recommendations to Consider for Improvement

| Evaluation Criteria | Recommendation to Consider for Improvement |
|---|---|
| <i>The fit of the mission of the program and its relationship to the mission of the academic college(s), and University mission.</i> | (1) Develop a long-term strategy for incorporating other disciplines and fields at Oregon State University into the MPP program to strengthen the ways in which School of Public Policy addresses the interdisciplinary nature of societal problems and serves as a valuable contributor to the University's commitment to societal outreach and engagement. |
| <i>Quality of Students</i> | (1) Maintain admissions expectations of incoming students;
(2) Seek national data for comparisons of incoming MPP program students to similar university programs to better document student quality. |
| <i>Admission Selectivity</i> | (1) Formalize the pre-screening and recruitment efforts by the Graduate Program Director into written procedures and establish a faculty recruiting committee;
(2) Strengthen and diversify recruitment efforts to maintain and increase applicant numbers. |
| <i>Level of Financial Support of Students</i> | (1) Maintain funding to students;
(2) Develop better approaches to communicate to students about how funding decisions are made;
(3) Attempt to make funding decisions prior to the start of each term. |
| <i>Curriculum Strength</i> | (1) Maintain the rigor in the MPP program especially in the quantitative, economic, and research methods.
(2) Improve the delivery of classes through better sequencing of classes.
(3) Remove unnecessary overlap between classes.
(4) Consider additional emphasis in qualitative analyses.
(5) Create assessment tools to document and measure the reported levels of rigor in the MPP program.
(6) Develop a strategic plan for incorporating ethics and diversity into the curriculum and the accompanying means for assessment.
(7) Develop strategies for overcoming the limitations of "slash courses" for MPP students.
(8) Reassess the purpose and benefits of concentrations offered by the MPP. Establish a procedure for reviewing and updating these offerings. |

| | |
|--|---|
| <i>Quality of personnel and adequacy to achieve mission and goals</i> | <ul style="list-style-type: none"> (1) Develop strategies for formalizing into procedures and distributing the duties performed by the Graduate Program Director; (2) Develop proactive strategies for retaining faculty, particularly new faculty hires; (3) Maintain an incentive structure to motivate faculty to mentor students and seek external funding; (4) Develop a method for monitoring service by faculty for the MPP program. |
| <i>Level and quality of infrastructure</i> | <ul style="list-style-type: none"> (1) Identify strategies for overcoming the negative effects from the physical infrastructure, given financial and spatial constraints. |
| <i>Quality of Organizational Support</i> | <ul style="list-style-type: none"> (1) Develop a plan for forming and using an external advisory committee to support the MPP program. |
| <i>Level and quality of student performance</i> | <ul style="list-style-type: none"> (1) Develop measures of student learning in the MPP program. |
| <i>Level and quality of faculty performance</i> | <ul style="list-style-type: none"> (1) Maintain scholarly trajectory of faculty with an emphasis on developing a culture of writing and securing external funding. |
| <i>Professional visibility of graduates</i> | <ul style="list-style-type: none"> (1) Maintain monitoring of jobs and policy impacts of recent graduates. |
| <i>Satisfaction of students and graduates</i> | <ul style="list-style-type: none"> (1) Maintain and perfect delivery of the program and efforts to meet the expectations of students. |
| <i>Rankings/Ratings</i> | <ul style="list-style-type: none"> (1) Discuss a need and strategies for developing and maintaining a national reputation as one of the best schools in public policy in the United States. |

DETAILED FINDINGS

The fit of the mission of the program and its relationship to the mission of the academic college(s), and University mission.

From climate change to rural poverty, the problems facing society as well as finding any plausible solutions intersect the traditional disciplines found in academia. As a result, universities that are traditionally structured by disciplines can scarcely contribute to solving many of society's most pressing problems. Needed are new interdisciplinary structures. The School of Public Policy and its Master in Public Policy (MPP) program is one interdisciplinary structure at Oregon State University that spans sociology, political science, and economics in educating students through rigorous course work, in

guiding students through on-the-job internships, and in mentoring students towards higher levels of professionalism. The result is high student satisfaction and quality job placements among students in positions where they can make a difference in society.

A university must also approach societal problems from a base of its traditional strengths. The MPP program is built around three traditional disciplines at Oregon State University (sociology, political science, and economics) and also around the study of "outdoor" rural and environmental issues rather than just urban issues, as might be found in many other programs in public affairs and public policy. One of the underlying premises of the MPP program is to build a quality program rooted in the strength of Oregon State University to serve the needs of Oregon, the nation, and the world.

As the School of Public Policy and its MPP program grows into the future, needed is a strategic plan for building the capacity for responding to interdisciplinary nature of societal problems and for incorporating more of the disciplinary strengths found at Oregon State University. Such a plan is critical not just to manage growth at the School of Public Policy and its MPP program but also for a growing university in changing times. Today more than ever, a university must prove how its services contribute to society; the School of Public Policy could provide another means for other disciplines and fields at Oregon State University to achieve greater outreach and engagement.

Recommendation: (1) Develop a long-term strategy for incorporating other disciplines and fields at Oregon State University into the MPP program to strengthen the ways in which School of Public Policy addresses the interdisciplinary nature of societal problems and serves as a valuable contributor to the University's commitment to societal outreach and engagement.

Quality of Students

As indicated in the Self Study for Review of the Master of Public Policy Graduate Program (pages 8-10), the quality of the MPP students is high. The average GPA of incoming students is 3.64 with GRE average scores greater than 600 for quantitative and verbal (800 is the maximum). The average score for GRE-analytical (starting in 2006) is 4.4 (6.0 is the maximum). While national averages for public policy students are unknown to the external review committee, the quality of the MPP students at Oregon State University is high by speculation and by casual observation.

Recommendations: (1) Maintain admissions expectations of incoming students; (2) Seek national data for comparisons of incoming MPP program students to similar university programs to better document student quality.

Admission Selectivity

Through various strategies, including visual brochures, personalized letters, posters, and well-designed websites, the Graduate Program Director has been able to recruit talented and diverse students (see page 11 of Self Study for details). Additionally, the

Graduate Program Director pre-screens all interested students, thereby inviting some applicants to apply and turning others away.

The Self Study (pages 10 and 11) also indicates an increasing number of applicants that reached the mid 50s between 2009 and 2011. The number fell to 39 in 2012. Many public policy and public affairs programs in the United States recorded a similar spike in applications between 2009 and 2010 that likely reflected the election of President Obama and enthusiasm for public service as well as the economic recession. One implication is that the efforts and strategies by the Graduate Program Director may not have mattered as much as broader societal trends.

Recommendations: (1) Formalize the pre-screening and recruitment efforts by the Graduate Program Director into written procedures; (2) Strengthen and diversity recruitment efforts to maintain and increase applicant numbers.

Level of Financial Support of Students

Nearly all MPP students are funded through teaching assistant positions, research assistant positions, or scholarships (see Self Study page 13). Such funding is extremely rare for professional programs across the United States and also a contributor to the quality of graduating students from the MPP program.

From the site visit, students expressed sincere appreciation for the level of financial support. A few expressed concerns about how decisions were made for assigning various assistantships (who gets what position) and when decisions were made (days into the quarter). A need for communicating financial support might be needed more for transfer students or students enrolled in dual programs.

Recommendations: (1) Maintain funding to students. (2) Develop better approaches to communicate to students about how funding decisions are made. (3) Attempt to make funding decisions prior to the start of the quarter.

Curriculum Strength

In nearly all the interviews, one of the reported strengths of MPP program is the analytical rigor in the curriculum, especially in quantitative statistical analysis, economics, and research methods. By casual observation, the level of rigor in the MPP program rivals that of the best in the country.

Current surveys express satisfaction among students and employees as well as solid employment of student graduates (see Self Study pages 37-45). However, better documentation of learning and of the reported high rigor levels is needed. For example, current surveys ask student to express their agreement about the level of rigor in the program but the conceptual meaning and indicators of what “rigor” means remain unknown. Similar comments can be made about self-reported measures of critical thinking. As Universities come under additional scrutiny to measure learning and

document positive outcomes, effort should be devoted toward better assessment of the reported levels of rigor in the program.

From the site visit, students expressed an appreciation for the rigorous training that they were receiving in the MPP program. Some requested better sequencing of classes, coordination among classes, even more quantitative analysis classes, or offering a qualitative analysis class. Some students appreciated the exposure to different statistical software. Minor concerns included an expressed desire to learn more techniques in policy analysis (e.g., benefit cost analysis) and for better scheduling of classes throughout the academic year (apparently many desired classes were offered in the spring quarter the year of the site visit). The next steps should be to perfect the current offering of classes including better sequencing and removal of unwanted overlap. The incorporation of qualitative analysis should be considered.

Substantively the MPP program provides diverse electives that reflect the strength of Oregon State University, including an emphasis on rural studies and environmental issues. The rural emphasis is particularly rare for any MPP program. Views from students and faculty indicated some concern about the number of concentrations, their overlap, and their need. Such concerns are common for public affairs programs as the concentrations are often in a state of constant adaptation and evolution to societal needs and student and faculty interests. While arguably a low priority, the MPP program and the School of Public Affairs should discuss the purpose of current concentrations and the processes for adaptation and evolution over time.

Among the learning outcomes (Self Study page 6) not represented in the curriculum are ethics and diversity. From the site visit, the study of ethics is marginally in the curriculum in the form of IRB certification and possibly as part of research ethics. Similarly, while the MPP program devotes significant attention to diversity in recruitment, it does not provide equal attention to a commitment to diversity in the curriculum. A need for growth in the program is to incorporate ethics and diversity into the core curriculum without adding classes.

Students and faculty strongly supported the internship experience. Faculty report taking time and effort to help with the internship process with students but also accepted the responsibility as part of the job. Unknown is the magnitude and extent of faculty time in supporting the internship experience, monitoring of this time and effort could be incorporated as a formal item on faculty yearly reviews.

Students expressed concern about the quality “slash courses”; that is, courses that combine both graduate and undergraduate students. Students felt such courses were not of graduate-level quality. Students also expressed appreciation for attempts by faculty to deal with slash courses by including extra time after class for discussion. Some hoped that new slash courses could be created that combine MPP and PhD students.

Recommendations: (1) Maintain the rigor in the MPP program especially in the quantitative, economic, and research methods. (2) Improve the delivery of classes through better sequencing of classes. (3) Remove unnecessary overlap between classes. (4) Consider additional emphasis in qualitative analyses. (5) Create assessment tools to document and measure the reported levels of rigor in the MPP program. (6) Develop a strategic plan for incorporating ethics and diversity into the curriculum and the accompanying means for assessment. (7) Develop strategies for overcoming the limitations of “slash courses” for MPP students. (8) Reassess the purpose and benefits of concentrations offered by the MPP.

Quality of personnel and adequacy to achieve mission and goals

Uniform was the admiration from both faculty and students for the Graduate Program Director (Dr. Brent Steel) and the Director of the School of Public Policy (Dr. Denise Lach) in leading the MPP program and the School of Public Policy. Nearly all expressed concerns about the work load on the Graduate Program Director. No clear succession plan for the Graduate Program Director is evident. At least one student indicated that she did not approach the Graduate Program Director out of respect for his time, given his workload. Effort should be given toward translating the efforts by the Graduate Program Director into formal procedures.

Similar uniform admiration was directed toward recent faculty hires and adaptation by some of the current faculty to the new School of Public Policy. Every effort should be taken to proactively retain current faculty, especially the new hires. (Note: there is no indication that current faculty were dissatisfied with the program, hence, this is a “proactive” suggestion.)

Some described the MPP program and the School of Public Policy as requiring a lot of volunteer and committee work and a small group of faculty carrying a large service load. While the new political science hire (the Debach Professorship) and the part-time Director of Public Policy Graduate Programs may possibly alleviate the situation, there needs to be better monitoring of hours spent for service in the MPP program by School of Public Policy faculty. Once those numbers are known, action – if any – can be taken.

There are increasing expectations for grant writing by all faculty in the School of Public Policy. However, not all faculty are trained or experienced in grant writing. While faculty reported efforts to train and mentor faculty in grant writing, concerns remain for some members about writing grants. Some faculty are worried about the role of external grants in securing tenure and expressed uncertainty about whether the measurement of success involves merely applying for a grant or whether it requires the award of a grant.

Retirement of previous faculty has not always been replaced with tenure track faculty -- or even with adjunct positions or instructor positions. Faculty spoke of potential issues

among instructors and tenure track faculty. This is not an issue in the present but may become an issue in the future. The distribution of faculty also affects the distribution of an increasing work load as adjunct and instructor positions do not serve on committees or have the same service responsibilities as tenured track faculty.

Producing rigorously trained MPP students requires advising and mentoring of students. While some students mentioned difficulties in finding a mentor, most were pleased with the quality of mentoring from faculty to student. Part of this success comes from the incentive structure that provides a course offload for mentoring a number of students.

Recommendations: (1) Develop strategies for formalizing into procedures and distributing the duties performed by the Graduate Program Director; (2) Develop proactive strategies for retaining faculty, particularly new faculty hires; (3) Maintain the incentive structure to motivate faculty to mentor students and seek external funding; (4) Develop a method for monitoring service by faculty for the MPP program.

Level and quality of infrastructure

The MPP faculty are physically dispersed across the campus. Faculty and students identified the facilities as a negative for the program. Faculty reported a need for collaboration that often comes from face-to-face daily interactions. Students reported that physical dispersion reduced the availability of some faculty. Faculty also recognized the limitations of space and funding for better facilities from the University.

Recommendation: (1) Identify strategies for overcoming the negative effects from the physical infrastructure given financial and spatial constraints.

Quality of Organizational Support

The MPP program is strongly supported by the leadership at Oregon State University and by the Graduate Program Director and Director of the School of Public Policy. The MPP program also partners with many external actors (e.g., Pacific Northwest Laboratory) and this should continue.

Needed is a stronger presence of an external advisory committee to help with philanthropy, serve students through better curriculum, internships, and job placements, act as an advocate for the program, and help link the MPP program and the School of Public Policy to the Oregon community and beyond. The external advisory committee should also consider members from disciplines across the Oregon State University campus.

The program is in constant adaptation, in part to meet student needs and in response to recent growth. This has led to some issues with consistent delivery and seamless delivery of the curriculum.

Recommendation: (1) Develop a plan for forming and using an external advisory committee to support the MPP program.

Level and quality of student performance

Student performance is high (see Self Study pages 30-34). Of the 77 students who have entered the program since its inception, 65 have graduated and only 11 did not complete the degree. Additionally, many MPP students have received university and professional awards. Similar to documenting the rigor in the MPP program, the current measures of student level and quality of performance are limited by what can be easily measured (e.g., graduation rates and student awards). What is needed is original measures that document performance of the students through learning and development of professional skills as taught in the program.

Recommendation: (1) Develop measures of student learning in the MPP program.

Level and quality of faculty performance

The performance of the faculty in the School of Public Policy is impressive and meets and sometimes exceeds that of peer programs (see Self Study pages 34-36). Some faculty expressed concern about their abilities to write and secure external funding.

Recommendation: (1) Maintain scholarly trajectory of faculty with an emphasis on developing a culture of writing and securing external funding.

Professional visibility of graduates

The Self Study (pages 37-39) provides a list of job placements for recent graduates. Placements reflect the rigor of the program with jobs as economic analysts, data analysts, policy advisors and analysts, and research analysts with government and non government organizations. More than 90 percent of students report their initial graduate status/position directly or was somewhat related to their MPP degree.

Recommendation: (1) Maintain monitoring of jobs and policy impacts of recent graduates.

Satisfaction of students and graduates

The satisfaction of students and graduates is extremely high (see Self Study pages 37-45). Such satisfaction was unanimously repeated by current students on the site visit. Any complaints by current students were on secondary and minor issues and discussed previously in this external report (e.g., course sequencing, incorporation of ethics into the curriculum).

Recommendation: (1) Maintain and perfect delivery of the program and efforts to meet the expectations of students.

Rankings/Ratings

Currently the MPP program is unranked. Accreditation through the National Association of Schools of Public Affairs and Administration (NASPAA) will help with national recognition. An issue that should be discussed is the School's reputation among public affairs programs in the United States, which often builds from work that speaks directly to the fields of public administration, public management, and public policy. It is important to note that a national reputation in public affairs is not a required necessity for a rigorous education in the MPP program. A national reputation will likely have an effect, however, in the ranking of the MPP program by peer institutions, which could affect the recruitment of quality students and quality faculty into the future. Such a discussion should be conducted with caution and respect as current faculty members clearly have their strengths and reputations in their respected fields in economics, political science, and sociology.

Recommendation: (1) Discuss a need and strategies for developing and maintaining a national reputation as one of the best schools in public policy in the United States.

CONCLUSION

The recommendation is to maintain and perfect the MPP program in the School of Public Policy. The program has grown in an upward trajectory of student applicants and numbers and has provided 65 students with a rigorous education and professional experience contributing to their job placement and to their influence in the development of public policy. As the recommendations in this report suggest, the next steps should focus on keeping to the current trajectory, improving the delivery of classes, responding to the growth of the program, and maturing the program as faculty mature that support it.

Additionally, the external review committee supports the trend and forecasts as well as the self recommendations found in the Self Study (pages 47-48). Borrowing from the Self Study as well as the observations of this committee, the challenges in relation to the MPP program will likely include the following:

- (1) The implementation of the PhD program and the taxing of already stretched faculty time and effort.
- (2) A dual effort to decentralize and support the leadership offered by the Graduate Program Director and the Director of the School of Public Policy;
- (3) The implementation of the Oregon Policy Analysis Laboratory (OPAL) and its integration with faculty and students in the School of Public Policy and throughout Oregon State University.
- (4) Completing accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA) and developing strategies for establishing and maintaining a national reputation as one of the top public policy programs in the country.
- (5) Issues of expansion of the program either through electives or concentrations to span more broadly the strengths of Oregon State University to serve its mission of outreach and engagement of the people of Oregon, the nation, and the world.

Oregon State University Department of Physics Academic Program Review

Report of the Review Committee

P. Kornilovich, M. Lerner, W. Pickett, M. Unsworth

The OSU Physics Department has faced challenges over the past decade or more, reflected in their small faculty count, inadequate and deteriorating infrastructure, and challenges in recruiting and retaining the desired number of excellent students. The program has taken innovative steps to deal with these challenges and cope with the constraints, and the program remains a congenial and stable one, albeit ranked very low amongst PhD granting programs nationally. The review panel is encouraged by the program's expectations for a more promising future, based partly on some increase in faculty numbers in recent years, and its willingness to listen to recommendations and consider bold changes that can raise its profile.

The review committee benefited from the detailed self study prepared by the Department and from the well organized and informative full-day visit to the Department.

Mission of the program and its relation to the missions of the University and College.

The department does not have a formal mission statement, but the self study mentioned two broad goals:

- producing graduates whose knowledge of physics distinguishes them as scientifically literate, critical thinkers who are adept at understanding, articulating, and solving problems in science.
- undertaking nationally and internationally recognized research programs and collaborating with industries to apply basic science to technology.

The panel recommends that the program agree upon an official mission statement and post it prominently on its web site. Discussion of this topic may well provide some new viewpoints on its mission and how it is impacted by program size and level of activity.

The department's research program aligns with the Research Agenda articulated by the OSU Research Office, particularly with regard to the healthy spectrum of fundamental and applied research that is conducted collaboratively with external and internal partners. Within these broad goals the department fosters two special themes: (1) advancing the physics curriculum to improve student learning and experience, and (2) developing research, often in collaboration with other organizations inside and outside OSU, to impart to students how physicists approach problem solving by making precision measurements and building an understanding on fundamental principles.

The OSU mission promotes *"economic, social, cultural and environmental progress, to be achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions, and maintaining a rigorous focus on*

academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.”

On the face of it these Signature Areas do not readily fit the program of a typical physics department. The department has however usefully focused its research and graduate teaching along two very relevant lines by strengthening its applied solid state and optics research programs to interface with materials science and computational modeling in other departments and regional industries, and by developing connections with the life sciences through biophysics research applying optics, nanotechnology and computational strengths. This review group agrees that these lines of research focus are appropriate and have much potential for strengthening the graduate program and enhancing faculty productivity. They are less convinced that it is appropriate in the current circumstances to devote significant faculty effort to physics education research, a topic we return to below.

The program's long term and short term goals were presented in the self study. The long term goals, stated briefly, are to: (i) increase research visibility (“publications”), (ii) attend to student placement, (iii) increase extramural funding, (iv) attract excellent new faculty. These are well chosen goals that will strengthen the research effort and the program more broadly. The short term goals are (admirably) specific: (i) increase the number of RA positions, (ii) hire additional faculty, (iii) improve research-related infrastructure, (iv) attract a stronger graduate cohort. The panel has kept these goals in mind while preparing this report.

Admissions selectivity and quality of students

The number of graduate applicants is variable year to year, but appears to be trending lower; this trend is certainly true over a decade or more. This negative slope is due in large part to the decreased number of international applicants, and also likely connected to the reduction in scope of the curriculum as the number of faculty fell. Over the recent 2009-11 period, the average was roughly 90 total applicants. About 25-35% of total applicants are admitted each year, and 35-50% of these admitted students matriculate. Women comprise less than 30% of the applicant pool, and an even lower percentage of matriculants. This gender imbalance reflects a nationwide long term issue for physics programs and is a concern at the American Physical Society level.

The relatively small number of applicants also means the pool of highly qualified applicants is small, thus selectivity is limited. This limited pool may become a significant hurdle in recruiting and retaining research-active new faculty, as well as in growing the graduate program enrollment. A recruiting plan to increase the number of highly qualified applicants, including international applicants, is not in place but should be formulated. Some components of this plan might include: forming a standing recruiting committee with chair serving for several consecutive years; seeking resources and assistance from the graduate school and international office; developing pipelines domestically and internationally; sending research-active and new faculty on recruiting seminars or interview trips; sending top grad students to revisit their alma maters. The program should formulate a plan for assessing which of these (or other) choices are the most effective.

The department supports admitted students for a recruiting weekend, and the percentage of students that accept offers is quite good. To get a handle on the effectiveness of the

recruiting weekend, it will be useful to track the percentage of accepted offers from the students who take advantage of this visit. We note, however, that highly successful programs offer similar visits to the students they make offers to, and it may simply be non-competitive not to do so.

Incoming student metrics, such as GPA and test scores, have remained constant or trended upwards recently. There was one faculty comment about relatively low capabilities of graduate students, but overall faculty views of student quality are good. This conforms to graduate students' views in general of faculty; relationships and perceptions are very positive in both directions. The numbers of students leaving without a PhD degree is high, in the range of 35-50%. This fraction is large, but probably not out of line with many other physics programs. This attrition leaves the perception of a problem, but may simply reflect the complexities of achieving a PhD degree in the midst of many other life decisions.

Level of financial support

The department restricts the number of graduate student offers to ensure that sufficient TA positions are available for incoming and continuing students. Students are supported, at a minimum, by the department on TA or RA appointments for 9 months. Compared to peer institutions, monthly stipends are at least average, possibly somewhat higher. However, some students (a small number, we believe) are not supported fully through the summer as is done at most programs at major universities. Students understand the economics but emphasized that this is a problem, and faculty feel it is a problem not only for the impacted students but also for recruiting. We recommend making it a program priority to find a mechanism to provide 12 months of support for students.

On a separate issue, some students as well as some faculty thought a tiered support system, with higher stipends based on benchmarks (viz. more teaching experience, higher research productivity) would be more equitable than uniform pay, and help to provide incentives. A tiered salary system appears difficult to implement and regulate. However, we heard that some units already do this at OSU so, with input from those units, the idea may be worth exploring.

Curriculum Strength and Areas of Specialization

Teaching in the department is done by the 13 faculty, buttressed by 4-5 fixed-term instructors to enable the delivery of several large foundational (introductory) courses that are required by other departments. The undergraduate program is not being reviewed by this panel, hence undergraduate students were not interviewed for their impressions. However, the undergraduate program affects both the faculty and the TAs, and requires comment.

Undergraduate: lower division. In a large and expanding university, a faculty of 13 that also provides a PhD program in physics requires instructors to handle most lower division courses. With a little experience, instructors can and do become excellent educators, as seems to have occurred at OSU. The fixed term nature of the appointments (often one year, it seemed), with the uncertainty it carries, presents an extra, and unnecessary, challenge to the delivery of the undergraduate curriculum and therefore of the graduate curriculum. Longer term appointments are needed to ensure the stability of these courses, and they will serve the entire department – faculty, students, and instructors – well.

Undergraduate: upper division. The small faculty pool for teaching has posed challenges in providing the depth and breadth of courses that are provided by most PhD granting institutions (which have many more faculty). Physics is an essential foundational discipline for quantitative sciences and engineering, and teaching it with physicists (including instructors) must be protected. The department has addressed this challenge of a restricted teaching pool by providing (1) research area-specific courses only in the areas of graduate research at OSU, and (2) by providing, instead of a large number of specific courses, an innovative curriculum comprising ~10 “Paradigms in Physics,” nine of which are required of each physics major. The ‘Paradigms’ material and their delivery method appear to have been well received. If the faculty can increase by several members, as is their plan and as is supported by this panel (see below), they will have some latitude to begin to fill out their upper division course list. The justification of additional faculty is clear from the large number of students (~2000) that are taught annually.

Graduate curriculum. Some time ago, to accommodate to the low faculty count, the program resolved to focus on teaching graduate courses related to their research expertise (condensed matter experiment, optics, computational physics) at the loss of courses in particle physics and astrophysics. Physics education is also emphasized, due to the interest of several faculty and that science education specifically is not attractive to education colleges. This selection of research areas necessitates that recruiting focus on only those students who have, or are likely to have, interest in these areas. This approach can be said to be working; students definitely aimed at other specialties will not apply. However, by limiting the type of applicants who apply, some excellent applicants will be excluded. Elsewhere in this report the applicant pool is discussed at more length.

The graduate curriculum is definitely constrained by the number of faculty available to teach, even considering the restriction to their own research areas. Group theory; many body theory; exotic phases (viz. superconductors and topological insulators); these are areas of current great importance that can only receive attention if there is growth in the number of faculty.

PSM (Professional Science Masters) program. The department has been encouraged to participate in this PSM program that has been implemented by a few graduate programs at OSU, very successfully in some cases. The PSM program was mentioned several times during the panel visit, and the panel met with the faculty administrator. The program has graduated 4 students total over several years, however only one of them came from outside specifically to take the program. For a program that is intended to attract additional students of a different kind, the level of activity is extremely low. While it is not a huge drain on time (the courses are already in the curriculum), it does require time of the faculty administrator even when inactive (making brochures, filing reports). It seems that this science + business + communication offering is only rarely successful in physics departments, and probably then only in much stronger departments. There is no discernible benefit to the department from this low level of activity. The panel recommends discontinuing the PSM offering, “focus on strengths” is usually the best plan.

Ecampus. OSU has in place its Ecampus model for online teaching that provides strong support and entrepreneurial opportunities for departments. Physics, despite its strength in education and curriculum development as well as expertise in computational physics that might provide benefit for online teaching, has thus far only one faculty member (emeritus)

involved in the Ecampus program. Students are increasingly at home in cyberspace, there is a need for more scheduling flexibility and distance teaching, and there are enough examples in universities elsewhere, that the panel sees this lack as a missed opportunity. In the OSU model of Ecampus there are also financial benefits to participating departments, which could be used to support the graduate program. The department should find a faculty champion and, assuming good faculty support, invest resources in getting an Ecampus program underway,

Quality and Adequacy of Personnel

Chair. This discussion can begin with the lead position, the Chair. The current chair took the position 14 years ago, before the modern practice of targeting the chair position at 3-5 year tenures. The panel addressed this issue of the chair's acceptance and effectiveness, both indirectly and directly. In their interview, the students – while mentioning some issues that are addressed elsewhere in this report – praised the chair for his accessibility: he is felt to be approachable and eager to make the time to talk with students. In the panel's interview with the faculty, the length of service and effectiveness of the chair was brought up. The response, without going into details, was overwhelmingly favorable. The chair consults with the faculty on department issues; he decides on pressing issues when or if discussions bog down (stated positively by the faculty). He does course scheduling, and is recognized for being willing to teach the orphan course that has no other instructor. He teaches a full load, unlike most chairs who get some teaching relief. This full load may be necessitated by the small number of faculty; possibly it may also be enabled to some extent by the small size of the department. The panel encountered no significant negative comment about the chair; the overriding impression is that he goes above and beyond the normal chair's duties to ensure the survival of the department and the success of the students. That said, it seems common knowledge that the chair does not intend to remain in the position for more than two more years. The deans indicated that an outside search is plausible if no obvious candidate arises from within. The panel recommends that the department and deans indeed keep open the option of an open search. An outside person brings in an additional excellent and experienced physicist, and there are numerous examples where an outside person provided a stimulus that would not be possible with an inside, entrenched person.

Office Coordinator. The person identified in this position was praised especially by students but also greatly appreciated by faculty. There is little to add: no problem in this area, quite the opposite: the primary department staff person is admired by all.

Other Departmental Staff. Due to the shortness of the one-day visit, other staff positions were not addressed specifically.

Level and Quality of Infrastructure

The program self study identified infrastructure as one of the difficulties faced by the department. Space *per se* is not the issue; after all, more faculty members were accommodated in earlier years in the same space. However, in what is often referred to as "vintage 1960s laboratory space," modern researchers usually find the space that is available to be unacceptable for precision equipment and measurements that are required for modern experiments. One serious issue for several faculty is vibration level, for which many modern experiments have strict requirements. There are other areas of inadequate

physical infrastructure: sufficient cooling and heating at the appropriate times, and availability of water, gas, and power. On the staffing side, there has been little formal training of students in the machine and electrical shops. On this topic of shop training, the department can consider partnering with other physical science or engineering departments.

Computational infrastructure. Computational physics has a comparatively long history at OSU; its educational presence in this area has national visibility (including a textbook by a faculty member), and there are several researchers with successful programs in computational physics. The infrastructure in this research and teaching area is woefully inadequate. This deficiency highlights what can be characterized as a lack of fair treatment of computational scientists, a feature of many (but not all) campuses. It has long been accepted, and rightfully so, that laboratory scientists and engineers are entitled to the space and infrastructure facilities that will enable modern, competitive research opportunities. With modern accounting methods, it is *space* that is the expensive item, followed by the related infrastructure that enables modern, precision experiments. With computational science growing alongside experimental science and now surpassing purely theoretical science as one of the three pillars of science -- experimental, computational, theoretical -- their infrastructure needs should be recognized and addressed.

Computational physicists require comparatively little space, actually very minor compared to laboratory scientists. The necessities of electrical power and cooling are not inconsequential, but are not great compared to the laboratory scientist. The Physics Department has a useful but comparatively (to peer programs) small room for its computer clusters that is woefully limited in infrastructure: cooling certainly, and almost surely an upgrade in power is necessary. It seems a comparatively minor issue to provide the computational research group with the infrastructure that is necessary to house their computational hardware. The panel was made aware that some faculty have the capability of purchasing more computational hardware, but the infrastructure currently is unsuitable. The panel strongly recommends that the infrastructure be developed to enable the computational physicists to expand their programs and pursue leading-edge research.

Laboratory infrastructure. The available laboratory space in the Weniger Building is widely acknowledged to be unacceptable for most modern laboratories for the condensed matter experimentalists that form part of the core of the departmental plan for hiring. To the University's credit, recent hires have been accommodated with renovations that enable their research at a modern, competitive level. Although the panel hears of plans of a new building in the future ("Pauling II") this addition to infrastructure appears to be years in the future. The panel encourages all involved persons at OSU to support, and facilitate, improvements in the infrastructure for the experimental faculty in Physics. Such improvement, or definite scheduled plans for it, will be necessary to succeed in hiring new faculty who can excel in their research.

Quality of Institutional Support

The panel was not apprised of enough of the history of the physics program at OSU to understand the many issues that have resulted in the low number of faculty in recent years. However, it became clear that the faculty level (FTE) fell from the level of 19 about 2 decades ago, to 9 a decade ago and then to only 8, and then to recover to the 13+1 (one new hire) in 2012. During at least the latter part of this time, the student body at OSU has

grown considerably, and the teaching of physics to physical science, engineering, and bioscience majors has increased greatly. The physics department continues to teach fundamental physics (typically called service courses) to the students in other science areas who must be able to incorporate the fundamental physical laws into their research thinking. With the low number of physics FTE, this teaching has been accomplished by the hiring of fixed-term instructors. This policy has allowed the physics program at OSU to survive.

The panel believes that it is crucial for a major university that the Physics Department is facilitated in a way that it cannot only survive but can thrive and carry out forefront research and train excellent PhD students, in addition to one of its primary educational roles: to educate young scientists in the understanding of, and the disciplinary tenets of, modern physics. The principles of physics underlie the physical sciences and engineering, as has long been recognized, but the precise, quantitative measurements and the problem-solving aspects long associated with physics increasingly underpin leading edge research in the biological sciences. In addition, small programs are increasingly under fire from state and national figures who are attacking higher education. Physics is one of the fundamental disciplines that should be brought up to, and maintained, at critical mass.

Level and quality of student performance

About 10-12 students per year are admitted, a number limited mainly by the availability of TA positions, as there are relatively few RA positions available. About 25-35% of entering students leave the program without a degree, a fraction that is typical of physics programs nationwide. Two or three in recent years leave after receiving an MS degree, and typically 4-5 students progress to doctoral candidacy each year. Time to completion of a PhD is 5-6 years in most cases, comparable to the national norm in physics. Students are expected to be involved in a research program in their second year, with the expectation that some will be taken on as RAs after spending ~2 years as TAs. Talking to the students, the panel got the impression that some felt very integrated into active research groups, had clearly defined research programs and had opportunities to attend conferences etc., whereas others had more difficulty identifying research topics to pursue.

The students were generally satisfied with the level and quality of graduate teaching but mentioned one or two classes that they strongly felt needed oversight by experienced educators: one clear issue was *far too much* homework in one class. Several students would have liked more formal computational physics classes, and stated that the computer facilities were out of date. Other students mentioned a lack of machine shop technical support. There seemed to be little or no interest among the students in developing an internship program with industry or government laboratories. Given the local possibilities, this seems to be an area faculty might revisit and look for opportunities. All students commented very favorably on the willingness of the faculty to provide advice and encouragement. At the risk of repeating ourselves, we again emphasize that the panel was heartened by the camaraderie displayed between all levels within the department.

Level and quality of faculty performance

The faculty members are strained to cover their undergraduate and graduate teaching responsibilities, which they take very seriously. There is impressive enthusiasm facultywide for the innovative teaching approaches for which the department has

established a reputation in recent years. With the exception of a few low scores recently, student evaluations of graduate teaching are good to very good.

The faculty as a whole publish about ten refereed articles per year – a low output for 13 faculty, but undoubtedly influenced by the heavy teaching load, small number of RAs, and the limitations of infrastructure. Average research grant income per faculty member is well toward the low side, but this average hides the success of a few individual research programs. It is particularly encouraging to see the successful programs of several relatively new faculty, including three NSF Career grants. Research grants also clearly show the very effective collaborations that several faculty have developed with researchers in other OSU departments and elsewhere. The panel notes a good range of non-traditional agencies providing funding, particularly the ONAMI program and the Office of Naval Research.

Viability of the scholarly community

Although the students commented on the openness and activity of the faculty, a few faculty do not seem to be active in research. This difference adds to the load of the active faculty who need to serve as major professors to well over the average number of students. The program also creates an additional advising burden by requiring all senior undergraduates to complete a research project, a commendable practice both for attracting good students and for giving them useful experience for future careers but also a drain on faculty time. The recent influx of several new young faculty has shown the benefits that new energy and enthusiasm can bring. If similarly impressive hires can be made over the next few years the department will be re-invigorated. Without such an expansion it is hard to see how the research performance can improve significantly. The faculty who are so inclined will not have the time available for additional grant writing, and without grants there will not be enough RA support to grow the graduate program.

Professional viability of graduates

According to the self study, out of 32 students graduated from the PhD program since 2006, 26 found employment at the time of degree in physics-related jobs. This is a commendable record in these economic times. Out of the 26, nine went into the private sector, three to the National Labs, thirteen to colleges and universities (these include teaching positions at community colleges and post-doctoral research positions at universities), and one became a high-school teacher. This is an example of success that should be kept handy for those who need, or want, to know and use such information.

As for their earlier graduates, the department (and, apparently, the college) does not keep up-to-date information on career progress of its graduates, and with some contact has been lost. While such a database may be difficult to maintain at the department level, it is very important to follow students in their careers. They can share their career path and life experiences with current students and contact with alumni is important to the development effort. The panel makes two recommendations in this area: (1) regularly invite alumni but also physicists from industry and from national labs such as PNNL, LBNL, and LLNL to share with students and faculty their job seeking and working experiences, and (2) engage the college, the university, and alumni organizations to help keep alumni contact information up to date, as it is needed for development purposes.

One of the drawbacks of the small size of the department is the inability to offer a broad curriculum. As mentioned above, the current curriculum is limited to foundational courses (quantum mechanics, electromagnetism, optics, solid-state physics, and computational physics), and a few courses in the areas of research interests of the faculty. Modern technological megatrends, such as mobile devices, green energy, and sustainability, require physical knowledge beyond the traditional set of courses that interface with other fields: chemistry (e.g. batteries), engineering, biology and others. With a large graduate fraction going to industry, it is important that students receive proper training that will make them competitive in today's labor market. One of the benefits of growing the physics program at OSU could be extending the curriculum to include other modern topics, e.g. multiphysics modeling and physics-related courses in engineering departments. The panel recommends that the department consider such extensions as part of its long-term development plan. It might be appropriate to develop some modules in collaboration with other departments.

In conversations with the panel, students mentioned that writing research papers, preparing grant applications, and giving conference presentations are distributed unevenly among the research groups. Many active programs provide such opportunities for development of these and other professional skills. While such a disparity is not unexpected, some students may not receive the training needed later in professional life. The panel recommends finding ways to provide minimal training to everybody. For example, a class or seminar on writing grant proposals may be useful. Again, collaboration with other departments should be considered. There is for example a thriving graduate class on this topic offered in CEOAS.

Satisfaction of students and graduates

The panel found overall satisfaction among graduate students to be high, inspite of the challenges that are mentioned in this report. The students complimented the chair, faculty, and staff for accessibility, openness and dedication. The students feel engaged, most of them enjoy the research they conduct, and the majority consider physics to be their future profession. However, areas for improvement do exist. Several of these items may be addressed in the near term, others are consequences of underfunding that can be improved only on a longer time scale.

- Students are consulted about many aspects of the departmental life. For example, they meet with all new hire candidates and then are asked to provide their impressions. However, it is not clear how students' opinions affect the final decisions.
- Similarly, students do not know what effect their evaluation forms have. The complaint mechanism is not clear to them. The University has support structures but most students are unaware of them.
- There is an employment gap for some students during summer months, which creates financial uncertainty.
- Some students expressed an opinion that lack of differentiation in salary reduces incentives to work harder.
- Machine shop skills are seen by many as beneficial for the future but obtaining training is problematic. Broken equipment takes a long time to have fixed.

- The students would welcome more opportunities to interact, such as what a larger graduate common room would promote. (The panel learned during the tour that attention to this item is already under way.)

Rankings/rating

The National Research Council Assessment of Physics Doctorate programs released in 2010 places OSU in the 140-150 category among 162 programs surveyed. This is acknowledged in the self study to be “quite low”. The panel does recognize that this ranking was based on the data collected in 2005-2006, when the OSU department was small and just began hiring young faculty members. The available ranking is not necessarily representative of the current state of the Department. (The panel is aware that there are gross inaccuracies in the NRC database. It lists in relation to OSU physics: “Total Faculty in 2006” of 30, and “Number of Core and New Faculty in 2006” of 25, which is total fiction. Although those numbers were not used in ranking according to the database, this raises a question about the accuracy of the information on which the ranking was based.)

We note that the previous ranking, released in 1995, placed the OSU graduate physics program at #75, and it can expect to have fallen as the program’s size and activity level decreased since that time. There is, not surprisingly, a very strong correlation between a physics program size and its ranking in the various lists. A benefit of increasing the program size is that it will provide more opportunity to rise in the rankings.

Recommendations to the Deans

The Department of Physics has weathered a difficult era in which faculty numbers dwindled while students, and student credit hours taught, have increased very substantially. This accommodation was accomplished by (i) general tightening of belts, (ii) employing instructors to help with lower division teaching, (iii) by revising their upper division curriculum to deliver several elements of the fundamental physics curriculum while offering ten paradigms in focused form, and (iv) focusing graduate offerings to the research areas of the faculty. The delivery of the undergraduate curriculum has survived, and the education and training of PhD students has been maintained, but the ranking of the graduate program has decreased to the lowest levels of PhD granting institutions.

Physics is the discipline that provides the fundamental physical principles that underlie the physical sciences, all engineering disciplines, and more recently the biological sciences. It is unthinkable that a major PhD granting university can move to the next level in visibility and impact without a thriving Physics Department. It is noteworthy that the OSU Physics Department has begun a recovery, increasing its numbers to 14 faculty in 2012-13. But at this size, it remains a very small program, albeit one on the upturn. The stated goal of the program is to hire four new faculty in the near term (~5 years), as well as replacing two likely retirements.

Based on the dedication of the faculty and the needs of a vigorous physics program at a major university, this panel supports this ambitious but laudable goal, and we recommend that the deans who are involved find the means to achieve this goal. The Physics program must revisit its curriculum and research plans together with its hiring plans, and provide a lucid justification for the direction of the program; additional comments are provided below. The hiring plan written in 2009 is near its end timewise, even if its (understandably

ambitious) goals have yet to be reached. Now is the time to develop a current department plan, including the hiring plan but extending into curricular areas as well. It is necessary for the program to serve its constituency, including projecting that constituency.

I. Our first recommendation to the deans is: support a well prepared and strongly justified department plan from the Physics faculty, including the growth of the tenured faculty by up to four new faculty in the next five years. We provide below our recommendations to the faculty of what is likely to be required of the justification for this expansion.

II. We further recommend to the deans that the pressing infrastructure needs of the Physics Department be addressed in the near term, based on prioritized needs provided by the department.

Recommendations to the Physics Program

The review panel applauds the faculty for its dedication and tenaciousness throughout recent tough times. Their decision and commitment, to survive and to educate their students in spite of small numbers, is inspiring. The program has demonstrated a resiliency that bodes well for the challenging task of moving the program to a more vigorous, more visible, and clearly viable program to serve the State in coming years. The challenges are several, but a concerted effort by administration, faculty, staff, and students can forge the path to a strong Physics program. The way forward will require concerted effort, and this review panel intends their recommendations to be constructive in this effort. The statement of recommendation will be kept very short when the explanation given within this report (above) requires no elaboration.

- A. The *hiring plan* will be central in progressing toward a thriving and improving Physics program. The program has strength in condensed matter physics, in optics, and in computational physics which overlaps other areas (condensed matter, biological, potentially other areas). The program has also accumulated an admirable nucleus in physics education, an area that we want to pinpoint. The national (and state) need for more and better science education and teachers is very real. This area is also receiving focus from federal agencies, up to and including OSTP (Office of Science and Technology Policy, at the White House level). It would be a notable service to the state and country to devote effort and resources to this worthy aim. It is, on the other hand, a somewhat risky strategy upon which to base the recovery of a struggling Physics program. While it is true that federal funding is becoming available in this area, there are possible downsides. One is that the level of funding in the education of physics majors dedicated to secondary school teaching is substantially less than available for the other areas of focus in the program. Fewer students would be supported, likely less visibility will accrue to the program. Secondly, graduate physics programs overwhelmingly attract students interested in *physics research versus education research*, as laudable as the latter may be. While the review panel does not provide an answer to these choices, it does recommend that the Physics program obtain funding profiles and other evidence that will allow them to make projections of research funding (thus student support) that can inform their new department plan.
- B. Create an informative and inspiring official mission statement.
- C. Discontinue PSM offering, focus on strengths.
- D. Find a method to ensure full summer support for students.

- E. Identify faculty/staff leaders and resources to develop an Ecampus program in Physics.
- F. Initiate systematic tracking of the success and career paths of graduates. College or university staff may be available to handle the recordkeeping.
- G. Consider developing a seminar class, possibly shared between undergraduate and graduate students, of visitors and alumni to discuss their careers after obtaining a Physics degree. Studies indicate that most graduate students enter Physics programs thinking of an academic or research career, while there are relatively few positions in those areas. A seminar course, possibly shared between undergraduate and graduate students, of visitors to discuss their careers after obtaining a physics degree can be very informative. This format can also serve other purposes; inviting alumni back to present can help in development.
- H. Formalize communication lines with students.
- I. Consider seriously an open search for the next chair.
- J. Prioritize needs involving improvement of infrastructure; prepare and circulate a document on this issue.
- K. Extend, or institute where necessary, student training: machine shops; writing of publications and grant preparation.
- L. Expand collaboration with other departments, in both teaching and research.
- M. Develop a vigorous but sustainable recruiting plan.

Community College Leadership Program Review - 2012

Materials linked from the October 25, 2012 Graduate Council Agenda.

Review Committee

Brenda McComb, Dean, Graduate School, Oregon State University

Greg Hamann, President, Linn-Benton Community College

Paul Heckman, Associate Dean and Professor, School of Education, UC Davis

Murray Levine, Professor, College of Earth, Ocean, and Atmospheric Sciences, Oregon State University

Jon Louis Dorbolo, Associate Director, Technology Across the Curriculum, Oregon State University

1. Overall Recommendation

Restructure

2. Summary of Findings and Recommendations

- A. Choose a degree focus for the program; either Ed.D applied scholarship or PhD research scholarship.
- B. Improve the design and practice of online instruction by development of guidelines and training for faculty.
- C. Revise the portfolio project to apply consistent expectations and approaches to be communicated early in the program.
- D. Locate and assess a venue for intensive course work sessions that provides strong connectivity for mobile devices and computers, as well as greater travel accessibility.
- E. Develop a program learning objective intended to achieve learner proficiency in managing technological change in the teaching and learning environment.

3. Detailed Findings

Introduction

The overall consensus of the reviewers is that the Community College Leadership Program (CCLP) is an excellent and needed program in which a great deal is going right. Students consistently attested to the value of the curriculum, the relationships formed, and the relevance of these experiences to practice in the world of work. Experts on the review panel confirmed to the need for this program in order to address the changing national and global higher education environment. This is a program to be sustained and strengthened. The recommendations made here are pursuant to that intent.

Community College Leadership Program Review - 2012

Over the past decade, the national dialogue about education has increasingly focused on student success and program, degree, or diploma completion. This is not a passing fad but instead reflects a growing body of evidence that the United States is rapidly losing and in fact has lost its leading role in educational attainment. Where the U.S. once boasted of having the most educated citizenry on the planet, no less than a dozen countries now have a greater percentage of their people obtaining post-secondary degrees and certificates than here in the U.S., and this fact alone greatly jeopardizes our future capacity to compete and succeed in the global marketplace. With the intent of turning around this troubling trend, President George W. Bush instituted “No Child Left Behind” a decade ago and, more recently, President Barack Obama turned his – and our nation’s – attention to our 1600 community colleges. Following suit, the State of Oregon instituted the educational attainment goal of “40-40-20” when it passed Senate Bill 253 in the 2011 Legislative Session, and it is no secret that the center “40” – the one that focuses on Associate’s Degrees and Career-Technical Certificates – is the goal the we are furthest from and therefore requires our greatest attention.

If our community colleges are to succeed in guiding and supporting 40% of Oregon’s people toward the completion of Associate’s Degrees or Career-Technical Certificates, and if our community colleges across the country are to achieve similar goals established by their respective states, then we are going to need to greatly expand the capacity and improve the performance of these critical institutions. And, to accomplish this, we are going to need a new generation of motivated, skilled, and visionary community college leaders.

OSU’s Community College Leadership Program (CCLP) has a long history of being a source for high quality community college leaders in our region. Oregon’s Commissioner for Community Colleges and Workforce Development, as well as numerous community college presidents, vice-presidents, and deans, are all CCLP graduates, and our students and our communities have been the beneficiaries. This role is to be commended and must be preserved – and perhaps even expanded – as the leaders of the CCLP look to the future. Doing so will require these leaders to combine their evident deep passion for the CCLP with a dispassionate objectivity that will allow them to continuously adapt the CCLP in a manner that not just corresponds to but helps guide the evolving role that our community colleges play in the lives of our students, our communities, our states, and our nation. It is with this need in mind that we have reviewed and now provide our commendations and recommendations regarding the Community College Leadership Program at Oregon State University.

Quality of students

It is difficult to assess quantitatively the quality of applicants and incoming students as a standardized test, such as the GRE, is not required, and the GPAs were not available. However, the CCLP web page states that “admission is limited and competitive.” Applicants must have “completed a master’s degree in education or a related field, or the equivalent in post baccalaureate graduate-level course work,” and “need a minimum of three years of professional experience in technical or community colleges or a professional field related to teaching,

Community College Leadership Program Review - 2012

learning and/or leadership.”¹ No indication is given as to how the degrees and work experience are evaluated during the application process.

Admissions selectivity

A sense of admission selectivity can perhaps be made by considering the percentage of students that are accepted to the program. According to Table A in the Self-Study, over the past 10 years a total of 52 students were rejected and 137 were accepted. The number of students that were admitted each year over the past 10 years ranged from 11 to 16, with an average near 14. Clearly, not everyone is accepted, but it is difficult to gain much quantitative information from these numbers.

Related to admission selectivity is the issue of the strength of the applicant pool in both numbers and composition. A strength of the program “has been its ability to attract working professionals from across the country.” Over the past 10 years about half the students are Oregon residents; most non-residents are from Washington, Idaho and California. A few students have come from as far away as Florida, Hawaii and Alaska. Broadening the applicant pool is being attempted by publicizing the program through targeted efforts.²

Level of financial support of students

The program currently does not provide financial support as this is an e-Campus Program and all students are currently employed off-campus.³

Level and quality of student performance

A useful measure of student performance in this Ed.D. and Ph.D. program is the graduation rate. Based on cohorts 10 through 14 (entering 2001 through 2005), about 55% (40 of 72) have graduated (revised version of Table A). The average time to graduation is about 4.1 years. Of the 32 that have not graduated, 9 are still labeled as active. However, it is unlikely that very many of them will eventually graduate given that the longest time for a student to graduate so far has been 6.5 years. For cohorts 15 through 19 (entering 2006 through 2010), 11 have graduated taking an average time of 3.8 years. So, the overall average time to degree appears to be consistent over the past ten years.

A graduation rate of around 50% is probably a reasonable rate for this type of program. Students are usually employed in full-time jobs and receive little financial support. In addition

¹ **Error! Main Document Only.**Community College Leadership Program Self Study. 2012. College of Education. Oregon State University. P.9.

² **Error! Main Document Only.**Community College Leadership Program Self Study. 2012. College of Education. Oregon State University. P.9.

³ **Error! Main Document Only.**Community College Leadership Program Self Study. 2012. College of Education. Oregon State University. P.23.

Community College Leadership Program Review - 2012

after their intensive course work experiences, students do not have the benefit of personal interaction with faculty and peers, as is the case for students in residence on campus. Another measure of student performance would be the advancement in their position subsequent to obtaining their degree. However, this information would require a detailed survey of graduates.

A. Degree Focus

We find that the Community College Leadership Program (CCLP) will benefit by choosing a single degree focus, conferring either a PhD. or Ed.D. Degree. The Ph.D. is a research degree and is most suitable for those wanting to continue to do research and those looking for employment in academia. The Ed.D is appropriate for those desiring to work in leadership positions in community college and similar institutions. Note that although more students in this program now choose the PhD, more students wind up in positions emphasizing leadership rather than research.

The program provided the option of choosing a PhD. degree option over an Ed.D. degree in 2004. That provision appears to also have made a subtle turn from the original purpose of the CCLP noted below. Page 8 of the program's self-study document notes that the PhD. is to be a degree for "scholar researchers," while the Ed.D. is the degree for "scholar practitioners".

The first paragraph on page 6 of the self-study document expands on the description of the purpose of the program by noting the following:

The Community College Leadership Program (CCLP) was established 20 years ago to prepare teachers and administrators for leadership roles in technical and community colleges and similar organizations. The program was developed to serve a growing need in the Northwest Region for leadership preparation for the community college. A local advisory committee of community college leaders developed the components of the program. Over time, the program has managed to maintain its emphasis on serving the need for leadership preparation with an increased emphasis on the application of quality research to the problems and opportunities in community colleges.

This statement suggests that graduates of the CCLP program are prepared to assume leadership roles in their institutions and apply their skills and insights to the problems and opportunities that they will face there. However, it is not clear why the PhD. degree is necessary to do that. In fact, an EdD. degree would seem to better promote the connection between research and practice, theory and action, as discussed below.

In our interviews and meetings with faculty and students, that purpose and the important ways that an Ed.D. may promote leadership and leaders for today's community colleges did not appear to be clear in the mind of the participants, faculty, or students. A few students indicated

Community College Leadership Program Review - 2012

that they chose the PhD. because it took less time to complete a thesis than it did to satisfy the Ed.D. internship requirement. The main reasons for the PhD. that we heard in our conversations suggested that students were choosing a PhD. over an Ed.D. because of the reputation that follows from having a PhD rather than an Ed.D. That is, in this view, the PhD. is recognized more widely and provides greater status and wider career choices to the holder of that degree.

As previously noted, during our meetings with faculty and students, the Harvard Graduate School only offers an Ed.D. Those graduates have career choices. In the experience of some of the review committee members, Colleges and Schools of Education do not value Ed.D. or PhD degrees differently. Nor are specific degrees offered as a reason to support a candidate for a position. Nonetheless, the status issue seems to be most dominant in students' minds in CCLP as they make their decisions about which degree to pursue. And thus, most of the students are seeking the PhD., not the Ed.D., for these presumed status and career advantages.

Lee Shulman has nicely shown that the distinctions between these two degrees are not clear and the issues arising from this lack of clarity are pervasive, especially in Schools and Colleges of Education:

In reality, the distinctions between the programs are minimal, and the required experiences (curriculum) and performances (dissertation) strikingly similar (Anderson, 1983; Dill & Morrison, 1985; Murphy & Vriesenga, 2005). Instead of having two separate entities that effectively accomplish distinct functions, we have confounding and compromise, a blurring of boundaries, resulting in the danger that we achieve rigorous preparation neither for practice nor for research.¹

Shulman and colleagues further argue that scholars, whether practitioners or researchers, have to become stewards of the discipline:

We believe these people are scholars first, in the fullest sense of the word—future leaders who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. We call such people “stewards of the discipline.”²

If all scholars are to reflect these qualities, what then might distinguish the students seeking an Ed. D. from those pursuing the PhD. in CCLP? The self-study document on page 8 suggests that such a distinction rests in students figuring out if they want to become a scholar researcher or a scholar practitioner. That is it.

¹ Lee S. Shulman, Chris M. Golde, Andrea Conklin Bueschel, and Kristen J. Garabedian (April 2006). Reclaiming Education's Doctorates: A Critique and a Proposal. Educational Researcher, Volume 35, Number 3, p. 26.

² Shulman et al, 2006, P. 27.

Community College Leadership Program Review - 2012

The decision to promote scholar researchers seems then to change the purpose of the program from one of preparing “teachers and administrators for leadership roles in technical and community colleges and similar organizations” to one of preparing educational researchers for Tier One universities and other research organizations. As it now stands, a predominant number of students select the PhD. instead of the Ed.D., implicitly suggesting that the program prepares researchers more than it prepares students for leadership roles in community colleges.

To avoid the criticism that Shulman offered earlier—that is, not doing well in preparing researchers or leaders for community colleges—a focus is necessary. If the focus is on preparing researchers, then it is necessary to promote a hefty increase in the required experiences for students to fully realize the range of knowledge and skills required to become educational researchers.

For example, Shulman and his colleagues, who are involved in the Carnegie Initiative on the Doctorate (CID), call for PhD. programs to have a heavy emphasis on a quality research apprenticeship and have a strong intellectual community in which students in a PhD. program perform these apprenticeships. In other words, novice researchers—PhD. students—interact with many different practicing and other peer novices in a strong intellectual community where they learn, hone their skills, and attain knowledge of the stewardship of their discipline.³

Without this kind of development, there is the risk that graduates will not be effective researchers. In Shulman’s eyes, this is one of the greatest challenges facing PhD program in Education.⁴ To address this challenge, Shulman suggests several features of a quality apprenticeship offered to a small number of doctoral students as they take courses during their first three years of their program:

... most students are also immersed in an apprenticeship to scholarly life: conducting research and teaching undergraduate classes. Students quickly transition from consuming to producing research, whether they are incorporated into a faculty member’s ongoing research program (typical in the labor field-based physical, biological, and social sciences) or are producing smaller pieces of scholarship under the tutelage of faculty in courses (usual in the humanities and other social sciences). Once they advance to candidacy, students spend most of their time on their own research and scholarship under the regular mentoring supervision of faculty.

An Ed.D program could go in another direction. In the process, students would gain expertise in what Boyer has called the Scholarship of Application. While not a perfect term, Boyer’s description of it fits well with the purpose earlier noted for the CCLP—preparing leaders for

³ George Walker, Chris M. Golde, Laura Jones, Andrea Conklin Bueschel & Pat Hutchins (2008). The Formation of Scholars: Rethinking Doctoral Education for the Twenty-first Century. San Francisco, CA: Jossey-Bass Publishers, page 4.

⁴ Shulman, 2006, p. 26.

Community College Leadership Program Review - 2012

community colleges. For Boyer, this kind of scholarship, and the kind we imagine for a scholar practitioner who becomes a leader in today's community colleges, involves the following activities:

... we speak of applying knowledge, we do not mean "doing good," although that's important. Academics have their civic functions, which should be honored, but by scholarship of application we mean having professors become what Donald Schon of the Massachusetts Institute of Technology has called "reflective practitioners," moving from theory to practice, practice back to theory, which in fact makes theory, then, more authentic-something we're learning in education and medicine, in law and architecture, and all the rest.⁵

Some of this kind of scholarship is already part of the program, but it seems more in the background than in the foreground. In addition, all of the students spend most of their time in their work settings in their home communities, unlike students who spend full-time in the apprenticeship activities noted by Shulman at their respective university settings of their PhD program. The CCLP students are clearly immersed in their home educational setting, not the university setting, not the intellectual community of the university, but the intellectual community of their cohort and home educational setting.

There, and in their cohort, they can engage well in the scholarship of application. The activities of this kind of scholarship and the qualities of a reflective practitioner and the thought involved in problems of practice can include the following:

(a) recognizing the existence of a problem, (b) defining the nature of the problem, (c) representing information about the problem, (d) formulating a strategy for solving the problem, (e) allocating resources to the solution of a problem, (f) monitoring one's solution of the problem, and (g) evaluating feedback regarding that solution.⁶

High standards of quality exist for evaluating this kind of scholarship. For example, questions like the following can be asked and answered: Is the identified problem being addressed and clearly stated about their work setting? Are the methods being used to understand the data about the problem appropriate and of the best kind? Are the generalizations on which a solution and its evaluation are based reliable and valid? Are the generalizations and solution-based in what is known in the literature? Are the manner and the product of communicating about the nature of the practical problem and its solution clearly and effectively conveyed?⁷

⁵ Ernest L. Boyer (Apr., 1996). The Scholarship of Engagement, *Bulletin of the American Academy of Arts and Sciences*, 49, 7, pp. 18-33, p. 27.

⁶ Robert J. Sternberg (1998) A balance theory of wisdom, pp. 347-365, *Review of General Psychology*, 2,4), p. 352.

⁷ Eugene D. Shapiro and David L. Coleman (September 2000). The Scholarship of Application, *Academic Medicine*, 75, 9, pp. 895-898.

Community College Leadership Program Review - 2012

The answers to these questions and the reflective thought required to answer them is clearly furthered among the cohort members if and when they come together at their monthly gatherings to share and evaluate these experiences, their problems, their solutions, and the evidence being used to provide warrants for these thoughts and actions. In that process, they would then be enacting the scholarship of application and using that scholarship in the leadership practices in their role of leading community colleges.

B. Online Design and Delivery

We find the need for the program to invest earnestly in increasing the quality and consistency of the online elements. Indeed, the program is offered as online learning via OSU Ecampus. We recommend that the program administrators engage professional online learning design expertise in order to structure resources, design, and practices that are appropriate to the online learning mode.

Design for Blackboard usage: Students reported that usage of Blackboard, OSU's Learning Management System (LMS) was inconsistent and sometimes unorganized. Some instructors do not use Blackboard at all and many use it in minimally. We are not urging the use of more technology. The recommendation is to use the online technologies effectively. Students should have a systematic design that reflects a program, provides consistent user-interfaces, and utilizes available tools for appropriate purposes. An online learning design expert will assist in attaining this level of overall and course-level quality.

Instructor training for effective use of technologies: In order to use online technologies effectively instructors must know what capabilities are available, what advantages and disadvantages they have, and how to manage them. This is a training task and such training is available at OSU. The outcome will be more confident and knowledgeable instructors with respect to the means of conducting online learning.

Guidelines for online practice: Students should know what they may expect from instructors in an online learning environment. Some of the expectations will be course and instructor specific. Other factors belong at the program level such as what elements make up a basic online course, interval within which student communications will be responded to, policies for technological issues, to indicate a few. The program will benefit by developing a set of guidelines for online learning that may be applied across the program.

Assessments of technology effectiveness: The program will benefit by conducting periodic assessments of the effectiveness of the technologies and designs. Technology and online learning practices constantly change. A cycle of feedback, reflection, and improvement will keep the online learning aspects of the program current and relevant.

Community College Leadership Program Review - 2012

C. Portfolio Project

We find a need to clarify the forms and expectations of the portfolio option.

Students may take a comprehensive oral or written exam to demonstrate proficiency in all eight learning outcomes or students may choose to submit a professional portfolio in lieu of written examination. To insure uniform quality and substance in all professional portfolios, the student must provide adequate evidence that each program outcome has been accomplished.⁸

Specifications for the portfolios are clearly organized around the program learning outcomes. A significant proportion of students expressed lack of clarity over the design and format of the portfolio. It appears to them that individual instructors have distinct expectations for portfolios. Several students conveyed that they were well into the program before portfolio expectations were resolved.

This seems to review committee members to be a matter of coordination and communication. Faculty should clarify among themselves what forms portfolios may take and what expectations for each of the forms are. These forms and expectations should be provided to students early in the program so that students may build their portfolios with confidence from the onset.

D. Intensive Course Work Venue

We find cause to reconsider location(s) for the intensive course work sessions. Classes are held one weekend per month at Silver Falls. Students travel to this location each month to meet and study with their cohort.

Many learners and faculty value the natural setting and small-community environment of the Silver Falls facility. They experience a serene isolated venue that promotes collaboration and camaraderie. This can be a positive experiential component for learners and faculty in a primarily online program. Program alumni noted that these relationships continue into professional life.

The positives of the Silver Falls venue must be weighed against the deficits, which vary among students. Travel to the site is time consuming. Some students expressed concern that the journey is hazardous in Winter and Spring. Most expressed desire for reliable communication capabilities via cell coverage and wireless connectivity. Neither is reliable or robust at Silver

⁸Community College Leadership Program Self Study, 2012. College of Education. Oregon State University. P.12.

Community College Leadership Program Review - 2012

Falls. This leaves working professional learners out of touch with their families and work. Given that this is a distance degree program offered via OSU Ecampus we may suppose that students already have robust usage of internet and mobile devices in their personal and professional lives. If the program intends to limit access to outside communication during intensive course work sessions, it should be implemented by design and agreement, not as a side-effect of the location.

Our findings indicate the need to reassess the purposes and values of the Silver Falls location. There are many possible outcomes, such as varying locations especially during seasons of inclement weather.

E. Technologies Learning Objective

We find that the program will benefit by developing a learning objective and appropriate course elements that focus on proficiencies in managing technological change within an educational context. This will include capabilities to assess needs and outcomes, research options, and develop effective strategies for emerging technologies. Even a basic familiarity in these areas renders leaders more capable decision makers.

...the planning and management strategies necessary for the successful implementation of new technologies really require a change in the culture of many institutions. A laissez-faire approach to teaching and the use of technology becomes increasingly difficult or expensive as the application of technology to teaching spreads throughout an institution. The danger is that planning and rationalizing the use of scarce resources may lead to top-down management and unacceptable restrictions on academic freedom. One of the most difficult challenges will be to build a postindustrial form of organization, with teaching and administration devolved to small and flexible units in an overall planning and management framework.⁹

The successful use of technology for teaching and learning also demands major changes in teaching and organizational culture. Graduates from CCLP who go on to work as Community College administrators will encounter environments in which technologies are essential elements. No one in higher education is unaffected by technological change. Whether as budget managers or committee members, administrators need to make assessments and decisions about appropriate technologies. A learning objective directed to the technological side of institutions will bring important contemporary knowledge into the program. This development will be consistent with the program goal;

⁹Bates, A.W. 2000. Managing Technological Change: Strategies for College and University Leaders. Jossey-Bass. P.4.

Community College Leadership Program Review - 2012

Understand the role of leadership in instruction, student services, and community college finance.¹⁰

Each of those areas is integrally shaped by information technology. Understanding contemporary institutions for leadership requires awareness of key issues and dynamics of technological change.

4. Conclusion

We find that the Community College Leadership Program (CCLP) is effective and needed. The program succeeds at the mission to prepare community college professionals. Given the national growth of the US community college system this program has contemporary relevance and importance. CCLP stands on a twenty year history and undoubtedly look toward a vibrant future. This review is primarily a commendation of those successes.

Our critical finding concerns the mission of the program;

*The Doctor of Education (Ed.D) and Doctor of Philosophy (Ph.D.) with an emphasis in Community College Leadership at Oregon State University, are designed to prepare professionals whose career path includes that of leadership roles and research in community college education.*⁴

The applied degree and the research degree in education are different paths and distinct professions. CCLP the committee finds that focusing the mission to one degree path will optimize the program resources and provide learners with clearer direction. Rather than choosing a Ph.D track based on intuitions about status, students will be dedicated to academic and career focus from the start with purpose.

How the program addresses this recommendation is a matter for the program and college. The committee members agree that the Ed.D. is the appropriate focus based on student outcomes and the direction of contemporary higher education.

The remaining recommendations concern details and logistics of the program. We believe that the students, faculty, and the program overall will benefit by addressing these findings. We encourage CCLP administration to seek expertise and resources available at Oregon State University in addressing the recommendations.

¹⁰Community College Leadership Program Self Study. 2012. College of Education. Oregon State University. P.11.

⁴ **Error! Main Document Only.**Community College Leadership Program Self Study. 2012. College of Education. Oregon State University. P.10.

Community College Leadership Program Review - 2012

Principally we thank the CCLP and the College of Education for their sincerity and hospitality. We anticipate a bright future for this well conducted and highly needed program.

Embedded Secure Document

The file <http://oregonstate.edu/dept/senate/committees/gradcncl/agen/2012/1025/Diploma.pdf> is a secure document that has been embedded in this document. Double click the pushpin to view.



Current Requirements

| | Graduate Applicants | |
|----------------|--|--|
| TOEFL | Regular Admission | Conditional Admission |
| Paper | 550 | 500-547 |
| Internet (iBT) | 80
Minimum score of 18 on each section
Speaking sub-score of 26 if awarded GTA | 61-79

Or any sub-score less than 18 |
| IELTS | 6.5 | 6.0 |

Exempt from English Language Testing:

- Individuals who have completed a bachelors or master's degree from a regionally accredited institution in the U.S. or other English speaking country (See list below).
- Individuals who are in the process of earning an advanced degree from an accredited institution in the U.S. or another English speaking country may be **conditionally admitted**.
- Citizens of the following countries: Australia, Belize, Canada, Ghana**, New Zealand, Scotland, West Indies, and United Kingdom.

** Exemptions for citizens of African countries are considered on a case-by-case basis if the medium of instruction is English.

Proposed Requirements

| | Graduate Applicants | |
|---|---|-----------------------|
| TOEFL | Regular Admission | Conditional Admission |
| Paper | 525 | 500-524 |
| Internet (iBT) | 70 | 61-69 |
| Internet (iBT)
Applicants
awarded GTA | 80
Speaking & Listening sub-score of 22
Reading & Writing sub-score of 18 | |
| IELTS | 6.0 | 5.5 |

Exempt from English Language Testing:

Applicants who have demonstrated success by achieving an overall GPA greater than 3.0 on a 4.0 scale for 2 or more semesters/quarters in a rigorous undergraduate or postgraduate program in the U.S. or from one of the following English speaking countries**: Australia, Canada, New Zealand, and United Kingdom.

** Exemptions for citizens of African countries are considered on a case-by-case basis if the medium of instruction is English.

Exceptions to the proposed requirements will be considered by the Graduate School Dean on request if :

- Applicants GRE Verbal score is greater than 500 (153 – revised GRE) **OR**
- The Chair of the Graduate Program (or designated faculty) has personally interviewed the student and establishes a plan for language support for the student, if needed, which may include additional English Language Training, **OR**
- Successful completion of language training at INTO-OSU as designated by the Conditional Admission Program -CAP

Community College Leadership Program

Response to the Graduate Council and External Review

November 6, 2012

The Graduate Council and External Review Team examined Self-Study Materials, met with faculty, and traveled to Silver Falls State Park to meet with two cohorts of students. The CCLP Faculty appreciated the Review Team's involvement with both the faculty and the students. Based on this review, the following were the recommendations of the Review Team; and the CCLP faculty members have met several times to review, discuss, and act on the various recommendation. The following describes the work that has been accomplished to date:

1. Overall Recommendation

Restructure, as discussed below.

2. Summary of Findings and Recommendations

A. Choose a degree focus for the program; either EdD applied scholarship or PhD research scholarship.

CCLP Faculty Response:

We wholeheartedly agree with the issue of differentiating the Ed.D. from the Ph.D. The faculty are currently working with the dean and the associate dean of the college to finalize the details of this transition as the entire College of Education is currently examining the requirements for both the Ed.D., applied scholarship, and the Ph.D., research scholarship. It is anticipated that the details of this differentiation will be finalized by the end of this year. All CCLP faculty have been instrumental in working on that examination and in developing a differentiation between the two degrees.

The CCLP faculty members recognize that the degree has and will continue to focus on the Ed.D. applied scholarship to enhance the knowledge, skills, and careers for community college faculty and administrators. Thus, most of the CCLP students will be directed to the Ed.D. At the same time, there is a lack of solid research and scholarship on community colleges; and the program and its faculty can make substantial contributions to the field. We therefore feel that, in any one cohort, there may be one or possibly two students for whom the Ph.D. option would serve best. Some of the differences currently being discussed are listed below:

- Ph.D. student would have to undertake a research internship under the direction of an OSU faculty member. (In contrast, the Ed.D. students would undertake a practically-oriented internship.)
- Ph.D. student would be required to take a written examination that focuses on research and on the community college. This would be done prior to the preliminary oral examination. (In contrast, the Ed.D. students would have the option of undertaking the portfolio or the written examination prior to the preliminary oral examination.)

- Ph.D. student would focus the dissertation on a theoretical issue, and the focus of the dissertation would be on developing or expanding on theory. (In contrast the Ed.D. students would focus on practical issues and/or evaluations of programs of interest.)
- Ph.D. student would have to submit for publication one or more portions of their dissertation prior to the doctoral defense.

B. Improve the design and practice of online instruction by development of guidelines and training for faculty.

CCLP Faculty Response:

The CCLP faculty members feel that the Review Team may have considered the CCLP program to be an online program. In fact, the once a month meetings at Silver Falls fulfill the 30 hours of face-to-face instruction required for three-credit courses. Thus, the online instruction serves as a connection with students during the three weeks after they have returned to their home campuses. That being said, the faculty members recognize that we need to enhance the online instruction for all of the courses. The Review Team made some very specific recommendations, and the faculty members have begun to work on each of these:

Instructor training for effective use of technologies: We began in May 2012, after the Review, to require all CCLP instructors to participate in special training with eCampus. The plan is to continue such training each year.

Design for Blackboard usage: In addition, over the next year, we plan to require each faculty member to meet with and work with an instructional designer from eCampus to restructure the online presence and offerings.

Guidelines for online practice: Once faculty have worked with an instructional designer and restructured their Blackboard site(s), we plan to work with eCampus to develop guidelines for all CCLP faculty to use.

Assessments of technology effectiveness: This is an excellent suggestion, and we plan to undertake such assessments every other year, starting in 2014.

C. Revise the portfolio project to apply consistent expectations and approaches to be communicated early in the program.

CCLP Faculty Response

The CCLP faculty members agree with this recommendation. Currently the portfolio is to undertake a synthesis of the literature, a personal reflection, and then plans for future development in each of eight learning outcomes. We agree that several of these outcomes seem to overlap. Therefore, we have begun a process of examining the CCLP Learning Outcomes and comparing them with the list of six competencies for community college leaders as presented by the American Association of Community Colleges. The plan is to finalize smaller and more distinct list of learning outcomes and to develop more specific guidelines regarding the portfolio by Winter term 2013. In April of 2013, both current cohorts of students who meet at Silver Falls will be introduced to the new listing and guidelines. They will be given a choice as to which they would prefer, along with an evening workshop reviewing those outcomes and drafts of

materials that they have produced. The new portfolio guidelines will be included in the Orientation of new students beginning in Fall 2013.

D. Locate and assess a venue for intensive course work sessions that provides strong connectivity for mobile devices and computers, as well as greater travel accessibility.

CCLP Faculty Response

The CCLP faculty members partially agree with this recommendation. For much of the CCLP program, the students and faculty have met face-to-face at Silver Falls. One of the unique aspects of that arrangement initially was the lack of connectivity. This meant that the busy administrators were forced to “disconnect” and to concentrate on the course content and the cohort member relationships. As technology has progressed, this level of isolation has been diminished, although it is still the case that a single online video can destroy the wireless connection at Silver Falls. Nevertheless, the faculty members feel that it is important for the development of the cohort to continue meeting at Silver Falls for part of the year – specifically in the Fall and Spring terms. Note that the courses meet on campus in May (for the Carpenter Lecture) and in the Summer.

The faculty, however, recognize the need for increased use of technology, as well as some travel difficulties, specifically in the winter months. We, therefore, requested and recently received permission from the dean to move the program to the Wilsonville Training Center of Clackamas Community College. This will require additional expense to the program, but we feel that it will enable greater connectivity for those courses and will reduce the travel hazard.

E. Develop a program learning objective intended to achieve learner proficiency in managing technological change in the teaching and learning environment.

CCLP Faculty Response

The CCLP faculty members agree with this recommendation. As described in C above, there is a current review being undertaken of the learning outcomes for the program. In addition, the faculty members have begun discussing the best approaches to addressing the issue of managing technology change, whether through one of the courses or through the Friday Evening Seminar or some combination of the two.

Proposed Graduate Council 2012-2013 Committee Assignments

| <u>Committee</u> | <u>Proposed Term</u> | <u>Proposed Members</u>
(* = internal lead) |
|---|-----------------------------------|--|
| Program Reviews | | |
| Applied Anthropology | October 1-2, 2012 | Jump, Bond |
| Botany & Plant Pathology | November 29-30, 2012 | Lerner, Tynon |
| Computer Science | Winter 2013 | Plantinga or Ross+ One faculty at large (proposed by the Faculty Senate EC) |
| Electrical & Computer Engineering | Winter 2013 | Plantinga or Ross + One faculty at large (proposed by the Faculty Senate EC) |
| Toxicology | Winter 2013 | Semevolos + One faculty at large (proposed by the Faculty Senate EC) |
| Mathematics | Winter 2013 | Lee + One faculty at large (proposed by the Faculty Senate EC) |
| Chemistry | Spring 2013 | Levine + One faculty at large (proposed by the Faculty Senate EC) |
| Interdisciplinary Studies | Spring 2013 | Semevolos + One faculty at large (proposed by the Faculty Senate EC) |
| Applied Ethics | Spring 2013 | Filtz + One faculty at large (proposed by the Faculty Senate EC) |
| Review Follow-ups* | | |
| Public Health | Spring 2013 | Lach |
| Awards | | |
| Laurels Block Graduate Program | Dec.15, 2012-Jan, 31, 2013 | Lee and one more GC member + 3 outside members |
| Oregon Lottery Scholarship
<i>3 members</i> | Winter/Spring – March 2013 | Coakley, Casbon and Herman |
| Bayley/Yerex Fellowships
<i>3 members</i> | Winter 2013 – February 2013 | Lerner + 2 more GC members |
| Frolander Outstanding GTA Award
<i>2 members</i> | Spring 2013 – April 2013 | Ross and Plantinga |
| CGS/UMI Dissertation and WAGS/UMI Thesis Awards
<i>2 members</i> | CGS – May 2013
WAGS –July 2013 | Jump and Ross |
| Excellence in Graduate Mentoring Award
<i>2 members</i> | Spring 2013 | Chi, Grad Student + Two GC members |
| Other | | |
| Grievance Committee(s) | Ad Hoc | 2 Graduate Council Members
1 graduate student member |
| Distance Education Committee Liaison | All year | |

Growing and Sustaining Interdisciplinary and Intercollegiate Graduate Programs at OSU

Interdisciplinary (ID) programs at OSU may be housed in individual departments (e.g., Forest Ecosystems and Society), individual colleges (e.g., Public Policy) or among Colleges (e.g., Environmental Sciences). Similarly disciplinary programs can be housed in individual departments (e.g., Chemistry), between departments within Colleges (e.g., Masters of Engineering) or among colleges (e.g., Molecular and Cellular Biology). Whereas the opportunities for faculty and graduate students to address complex problems in an interdisciplinary or trans-disciplinary manner often lie at the interface between or among disciplines or institutional units, the flow of resources and faculty lines are often distinct from one academic unit to another. Similarly strong disciplinary programs in areas such as Ecology and Evolutionary Biology are possible, but faculty are distributed among multiple academic units. In an effort to facilitate the growth of interdisciplinary or intercollegiate(IC) degree programs, the Graduate School has been the administrative home for six such programs, several of which have flourished under this structure.

The Role of the Graduate School

The Graduate School can serve as an incubator in developing and administering interdisciplinary and intercollegiate (ID/IC) programs, but it should not become an accumulator of programs. As new programs are proposed and approved, the Graduate School should play an active role in ensuring that the Program Director and support staff, as well as participating academic units, are all working toward a common goal of fostering program growth as evidenced by increased enrollment, regular course offerings, and projected graduation rates that meet or exceed university targets for masters and doctoral programs (2 doctoral students per year/ 5 Masters students per year). After a period of four years the success of the program will be evaluated and if it is succeeding then a new administrative home for the program should be sought using the guidelines provided below. If the program is failing to meet university criteria around enrollment levels or projected graduation rates, then the continuation of the program will be reassessed and if necessary, terminated.

Defining Programs for Graduate School Support

Newly proposed Interdisciplinary and/or intercollegiate (ID/IC) programs which would qualify for initial support from the Provost through the Graduate School would be those that:

1. Involve 3 or more colleges,
2. Involve < 60% of Graduate Faculty from any single academic home unit,
3. Enroll < 60% of students whose major adviser is from a single academic home unit.

Programs not meeting these requirements can still be developed but would be proposed and administered collaboratively between units. Those programs meeting the above criteria would have the Graduate School as their administrative home for four years.

Funding Structure for Newly Proposed ID/IC programs

Newly proposed programs that meet all Category 1 approval processes will be supported by the following Funding Structure for a period of four years:

The Provost via Graduate School will provide funds annually for four years for:

- 0.5 FTE for Program Director
- 0.25 FTE for administrative Assistant
- Up to \$5000 for services and supplies

Participating colleges will provide support for the program via a 3-year MOU for:

- Faculty FTE to teach required courses
- GTAs/GRAs
- Other expenses as required (travel, recruiting, etc.)

Program Assessment and Continual Improvement

The Graduate Program will be reviewed after four years to assess success in program growth and progress of enrolled students. If deemed successful, then the program will then enter the decadal Program Review cycle that is required of all graduate programs. The Graduate School will provide annually data on a set of metrics used in program review so that the faculty, students and administration can be aware of the progress being made by the program. In addition, an annual report of progress on achieving program specific graduate learning outcomes will be provided to the Office of Assessment as is required for all graduate programs.

Funding and Administrative Structure for Successful ID/IC programs

Those programs deemed successful after the 4-year incubation period in the Graduate School will be transitioned to an administrative home in one the participating colleges. The program will have a faculty Curriculum Committee consisting of Graduate Faculty from each of the participating units who will ensure continued involvement of all participating units in curriculum, admissions, and program requirements. Funding for the Program Director FTE and Administrative Support FTE will be transferred from the Provost to the administrative home for three years, at which point participating colleges assume responsibility for continued support for the program via an agreed upon MOU.

Termination or Restructuring of a Program

Should any graduate program be deemed unsustainable as a result of failing to meet university metrics on graduation rates, or the result of a graduate program review, then the Graduate School will work with the Graduate Council and the Program Director to cease further admission to the program and initiate a Category 1 proposal to terminate the degree program. All students enrolled at the time of initiating termination procedures will be allowed to complete their degree, but no new students will be admitted.

An alternative to termination is to restructure a program to better meet both graduate learning outcomes as well as university metrics on enrollment and graduation rates. Restructuring can take many forms but may include merging programs and establishing transcript visible options. Graduate options are created and terminated using a Category 2 process so can be much more responsive to market demands as well as shifting expertise among graduate faculty in the program.

Accounting for Faculty Participation in Interdisciplinary Programs

Because faculty can be members of the Graduate Faculty in multiple degree programs, it is important that their supervisor be able to account for Graduate Faculty participation in all programs with which their faculty are involved during annual PROF reviews, and during annual reports to College Deans and the Provost. Similarly, it is important for the directors of interdisciplinary and intercollegiate graduate programs to report accurately the number of students directed by Graduate Faculty in the programs. The Graduate School has begun tracking participation of faculty as graduate advisers and can assist both the Programs and the Departments in documenting faculty participation. Both the Graduate School and the Provost recognize that receiving recognition for their success is important and that student headcount and student credit hours taught (available from the Registrar) should be reported by both the departments for all of their faculty as well as by the graduate programs for all of their faculty. In essence, students are double counted for purposes of receiving appropriate recognition for contributions to multiple graduate programs by a faculty member whose academic home is in a Department or School or College.

MEMORANDUM

November 30, 2012

TO: Rebecca Warner
Senior Vice Provost, Academic Affairs

FROM: James R. Coakley
Chair, Graduate Council

SUBJECT: Graduate Council Recommendations for the CCLP Graduate Program
Review

The Graduate Council accepts the Graduate Program Review of the Community College Leadership Program (CCLP) with the following amendment:

Rather than supporting the overall recommendation of "Restructure", the Council recommends that the EdD program be maintained and improved, while the PhD program should be suspended until the program develops the faculty and resources needed to produce a consistent stream of PhD scholars (with appropriate graduate funding).



Full Category I and Abbreviated Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals> Please attach Executive Summary, Proposal, Library Evaluation (performed by the Library), Accessibility Form, Letters of Support (External to OSU), Liaison Correspondence (Internal to OSU), Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check One:

Full Proposal (Category I)

[Category I Final Approval: Oregon State Board of Higher Education]

- ☐ New degree program
- ☐ Major (substantive) change in existing program

Abbreviated Proposal (Abbreviated Category I)

[Abbreviated Category I Final Approval: OSU Provost]

- ☒ Rename of an academic program or unit
- ☐ Establishment of a school, department or program
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation of an academic program or unit
- ☐ New certificate program or Administrative unit
- ☐ Establishment of a new college

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

For requests to offer existing certificate and degree programs at new locations, use the Memorandum of Understanding form available at <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>

Title of Proposal:

Effective Date:

Women, Gender, and Sexuality Studies

1/1/13

School/Department/Program:

College:

School of Language, Culture, & Society

Liberal Arts

I certify that the above proposal has been reviewed by the appropriate Department, School, and College Committees. I approve this proposal.

Susan M. Shaw

8/1/12

Sign (Department Chair/Head; Director)

Date

Sign (Dean of College)

Date

Susan M. Shaw

Print (Department Chair/Head; Director)

Print (Dean of College)

**BA, BS, MA IN WOMEN, GENDER, AND SEXUALITY STUDIES
PROPOSAL TO RENAME THE WOMEN STUDIES PROGRAM,
UNDERGRADUATE MINOR, UNDERGRADUATE MAJOR,
AND MASTER OF ARTS DEGREE**

EXECUTIVE SUMMARY

The Women Studies Program proposes to rename the Program and its undergraduate major, undergraduate minor, undergraduate certificate, graduate minor, and MA to Women, Gender, and Sexuality Studies. This change reflects growth in the program as well as national trends in the field. With the addition of new faculty and courses, the Program is now able to offer a breadth of courses in these areas. This name change is enthusiastically supported by our faculty and students and should enhance our ability to recruit for our various degree programs.

**BA, BS, MA IN WOMEN, GENDER, AND SEXUALITY STUDIES
PROPOSAL TO RENAME THE WOMEN STUDIES PROGRAM,
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**BA, BS, MA IN WOMEN, GENDER, AND SEXUALITY STUDIES
PROPOSAL TO RENAME THE WOMEN STUDIES PROGRAM,
UNDERGRADUATE MINOR, UNDERGRADUATE MAJOR,
AND MASTER OF ARTS DEGREE**

Oregon State University
College of Liberal Arts
School of Language, Culture, and Society
Women Studies Program

CIP Number 050207

Date of Proposal: May 30, 2012

Proposed Effective Date: January 1, 2013

CPS Proposal Number:

1. **Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.**

CIP # **050207**

Title: Women's Studies.

Definition: A program that focuses on the history, sociology, politics, culture, and economics of women, and the development of modern feminism in relation to the roles played by women in different periods and locations in North America and the world. Programs may focus on literature, philosophy, and the arts as much as on social studies and policy. Illustrative examples: Women's and Gender Studies.

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

Currently, the program is "Women Studies." We propose to change the name to "Women, Gender, and Sexuality Studies." We also propose to change the name of our undergraduate minor, undergraduate major, and MA degree programs to "Women, Gender, and Sexuality Studies." The name change reflects both changes in the discipline nationally and the addition of faculty in the School of Language, Culture, and Society (SLCS) who can provide courses in sexuality and gender studies that will complement the current offerings in Women Studies.

As the discipline has grown from its roots in the Women's Movement of the late 1960 and early 1970s, it has become more diverse and inclusive, reflecting the intersections of gender, race, and sexual identity and has called into question essential categories of gender and sexuality reflected in binary labels such as "women," "men," "heterosexual," and "homosexual." Many institutions across the country have changed their program or department names to "Women and Gender Studies" or "Women, Gender, and Sexuality Studies" to reflect this shift toward inclusivity and the disruption of binaries. We have chosen to maintain "Women" in the name and have intentionally placed it first in the list as both an acknowledgement of our history and as way to maintain the visibility of women. While we understand that "woman" is a constructed category, we also note the material reality that

individuals who are included in the category experience systematic and institutionalized discrimination based on their inclusion in that category. Therefore, maintaining the visibility of women even as we question the category itself is essential.

Our proposal is also driven by changes in our faculty. As the SLCS has added faculty members, we now have a line devoted to Queer Studies, and we have faculty members who have areas of specialization in gender studies, as well as men and masculinity studies, and indigenous and transnational sexualities studies. So the name change reflects our ability to offer a full curriculum across the spectrum of women, gender, and sexuality studies. Finally, the name change reflects the interests and desires of our students and will likely attract a wider audience for our courses and degree programs.

RENAME

- Proposal Type: **Abbreviated Category I**
- CPS #: **XXXXX**
<https://secure.oregonstate.edu/ap/cps/proposals/view/82222>
- CIP #: **050207**
- SIS #s: **BA,BS 867; MA 8670**

Undergraduate

BA, BS in Women Studies to BA, BS in Women, Gender, and Sexuality Studies (CIP # 050207)

- Degree Types: **Bachelor of Arts (BA) and Bachelor of Science (BS)**
- Program Level: **Undergraduate**
- Academic Home: **School of Language, Culture, and Society**
- Undergraduate Options: **None**
- Undergraduate Minor: **Women Studies to Women, Gender, and Sexuality Studies**
- Course Designator: **WGSS**
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None**
- Accreditation: **N/A**
- Proposed Start Date: **Winter Term 2013**

Graduate

MA in Women Studies to MA in Women, Gender, and Sexuality Studies (CIP # 050207)

- Degree Types: **Master of Arts (MA)**
- Program Level: **Graduate**
- Academic Home: **School of Language, Culture, and Society**
- Graduate Options: **None**
- Areas of Concentration: **Unchanged (5 existing)**
- Graduate Minor: **Women Studies to Women, Gender, and Sexuality Studies**
- Course Designator: **WGSS**
- Delivery Mode and Location: **On-Campus / OSU-Main**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None**
- Accreditation: **N/A**
- Proposed Start Date: **Winter Term 2013**

2. **Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).**

No change.

3. **Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.**

- a. **Explain how the program or unit's current objectives, functions, and/or activities will be changed. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and advising structure and availability. How will the reorganized program be stronger than the existing program?**

The name change will actually reflect changes already underway in the program. We had already developed some courses in gender and sexuality studies, and now we have expanded those options with the addition of new faculty members. In essence, the name change will be catching up with changes that have already happened.

Because Women Studies works from feminist intersectional frameworks, the program has always addressed issues of the social construction of gender and its impact on men as well as women, and we have integrated examination of sexualities throughout our curriculum. The name change reflects the new degree to which we are able to do these things with additional coursework in specialized areas. Our new Queer Studies professor will be developing an entire slate of courses in the area to accompany our existing courses in Queer Theories and Women and Sexuality (soon to be renamed Feminisms and Sexualities). Another professor will be developing a new course in Men and Masculinities. In recent years, we have also added to our curriculum WS 325 Disney: Gender, Race, and Empire; WS 585 Transnational Feminisms; WS 320 Gender and Technology; and WS 340 Gender and Science. We are currently working on proposals for 4/500 courses in Race, Ethnicity, Gender, and Health and Fat Studies. These courses should be submitted through the curricular proposal process during the 2012-2013 academic year. The name change reflects what we have already done in our learning outcomes for the undergraduate and graduate degree programs by emphasizing intersections and inclusivity, and so the name change will not change our existing learning outcomes.

The name change will strengthen the program by offering a more accurate reflection of what we do and providing a wider appeal to diverse students.

- b. **Explain how outcomes in the newly organized program or unit will be assessed.**

We intend to maintain our previously approved BA (CIP#050207) and MA (CIP #050207) outcomes and assessment metrics. These outcomes already reflect the varied emphases of the new name.

4. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

- a. Identify the staffing and resource needs for the proposed program or unit. Note any impact on the budgets of affected programs or units. Provide an analysis of how the resulting programs or units will be adequately staffed and funded.

No impact on staffing will occur. Initially, we will need about \$500 to change business cards and letterhead.

- b. Explain the extent to which affected faculty and personnel support this change.

All of the Women Studies faculty members enthusiastically support this change.

5. Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

- a. Identify the revenue and funding sources for the proposed program or unit (i.e., federal, state, other funding sources).

Funding for new business cards and letterheads will come from the existing services and supplies budget (i.e., internal reallocation of existing resources).

- b. If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment), explain where these resources will be coming from. Specify whether internal reallocation, college, institution, federal, state, private, or other funding sources. [Note: Deans/chairs/heads/directors of units committed to providing additional resources will be required to sign the proposal.]

N/A

- c. Provide an estimated annual budget for the proposed program or unit (see Appendices).

The only expense will be in the first year changing business cards and letterhead.

6. Relationship of the proposed unit to the institutional mission.

- a. How will the proposed program or unit support OSU's mission and goals?

The name change will undergird OSU's stated commitments to diversity, equity, and inclusion. The new name will offer increased visibility for the program and should attract greater interest across a wide variety of current and prospective students.

- b. Describe potential positive and negative impact of the proposed change on the program(s) or unit(s) involved. Identify other OSU programs or units which may be affected, and describe the potential positive and negative impact on their mission and activities.

N/A

7. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

As part of the School of Language, Culture, and Society, we are involved in developing a new slate of courses in Queer Studies. That position is funded through the Provost's Initiative. These courses will be a central part of the Women, Gender, and Sexuality Studies degree programs.

8. Relationship of the proposed unit to programs at other institutions in the state.

- a. What is the current relationship of the proposed program or unit to OUS and other higher education institutions in the state? Describe how this relationship might be altered based on the proposed change.

We are involved with the Northwest Women's Studies Association and through that with other OUS institutions. Those relationships will not be affected by this change.

- b. Describe how the proposed change will affect other constituencies outside of OUS.

The only likely effect will be a wider and more inclusive pool of applicants for our degree programs, particularly the MA.

9. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

Appendices:

- **Transmittal Sheet**
- **Budget Table** (attach current budget and proposed budget)
- **Library Evaluation** (attach library evaluation if the proposal involves an academic program that is substantially changed or expanded)
- **Liaison** (attach all liaison correspondence, both internal to the college/school and with all affected, or potentially affected, academic units and institutions within or outside of OSU)

From: [Shaw, Susan](#)
To: [Wardrip, Loretta](#)
Subject: please print, scan, and email back . . . thanks!
Date: Wednesday, August 29, 2012 9:42:49 AM

From: Sally McWilliams [mailto:mcwil@pdx.edu]
Sent: Wednesday, August 29, 2012 9:33 AM
To: Shaw, Susan
Subject: Re: a favor

Susan, I am happy to hear that OSU is considering a name change from Women's Stuides to Women, Gender and Sexuality Studies. Such a change speaks to the historical roots of our work (with its focus on women) and to the new directions in which the field has expanded.

When we undertook this change at PSU a few years ago, it was for those very reasons. Nomenclature is important as it signifies the scope of the academic work of the unit, but it also connotes some of the underlying philosophy that supports our educational endeavors. On a national level new scholarship into gender, gender expressions, sexuality, and systems of power, to name only a few, is expanding the issues scholars and educators are theorizing and investigating. Our curriculum at PSU was developing similarly. For example, the Program launched a new Sexuality, Gender, and Queer Studies minor, thereby expanding the scope and type of courses we offer. We also have faculty whose scholarship and teaching has moved to include more emphasis on gender and sexuality within a global frame. It was also important for the name to reflect the history of our program in honoring and studying the contributions of women to society and how gendered systems of power impact women. Having seen your proposal for your new MA program and speaking with you, I know that your WS program has developed in similar ways. I hope your proposed name change comes about soon.

Please feel free to use my email as part of your supporting documentation for your proposal (or I can also write something on official letterhead if needed). All the best! Sally

On Wed, Aug 29, 2012 at 8:51 AM, Shaw, Susan <sshaw@oregonstate.edu> wrote:
Hi, Sally. We're changing our name to Women, Gender, and Sexuality Studies, and I'm working on the Abbreviated Category I proposal for that. Would you be willing to send me a short email outlining your support for the name change, perhaps with reference to the reasons PSU changed to that name? Thanks!
Susan

Susan M. Shaw, Ph.D.
Professor of Women Studies
Transitional Director of the School of Language, Culture, and Society

Oregon State University
Corvallis, OR 97331
[541-737-3082](tel:541-737-3082)

--

Sally McWilliams, PhD
Professor & Chair
Department of Women, Gender, and Sexuality Studies
Portland State University
P.O. Box 751
Portland OR 97207-0751
ph. (503) 725-8476

Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Women, Gender, and Sexuality Studies

Jan 1, 2013

Department/Program:

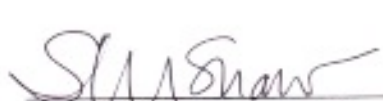
College:

Women Studies

Liberal Arts

- ☐ Faculty Guidelines (<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☐ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.



Sign (Dept Chair/Head; Director)

8/1/12

Date

Susan M. Shew

Print (Department Chair/Head; Director)

**Women Studies (WS) Undergraduate Courses
to be Changed to Women, Gender, and Sexuality Studies (WGSS) Courses**

WS 199 SPECIAL STUDIES (1-3)

Special topics of contemporary relevance to research of women and gender role issues. For students who seek an elementary introduction to a specific realm of women studies. May be repeated for credit when topic varies. This course is repeatable for a maximum of 9 credits.

WS 223 WOMEN: SELF AND SOCIETY (3) Offered in current or future terms Baccalaureate Core Course
Multidisciplinary introduction to women studies. Focuses on the lives and status of women in society and explores ways institutions such as family, work, media, law and religion affect different groups of women. Explores issues of gender, race, class, age, sexual orientation, size and ability. (SS) (Bacc Core Course)

WS 223H WOMEN: SELF AND SOCIETY (3) Offered in current or future terms Baccalaureate Core Course
Multidisciplinary introduction to women studies. Focuses on the lives and status of women in society and explores ways institutions such as family, work, media, law and religion affect different groups of women. Explores issues of gender, race, class, age, sexual orientation, size and ability. (SS) (Bacc Core Course) PREREQS: Honors College approval required.

WS 224 WOMEN: PERSONAL AND SOCIAL CHANGE (3) Offered in current or future terms Baccalaureate Core Course

Examines the way the questioning of traditional gender roles and their accompanying power structures can lead to change in women's personal and public lives. Explores women's heritage and contributions and focuses on issues of self-growth and social movements for change. (SS) (Bacc Core Course)

WS 230 WOMEN IN THE MOVIES (3) Offered in current or future terms Baccalaureate Core Course
Examines ways women are depicted in the movies and how those depictions are created by and create larger social constructions of women. Special attention is given to the intersections of race, class, sexual identity, and age with gender. (Bacc Core Course)

WS 235 GLOBAL WOMEN IN THE MOVIES (3) Offered in current or future terms Baccalaureate Core Course

Explores constructions and practices of gender in a transnational, multi-religious, and global framework by examining a wide variety of films about women around the world. (Bacc Core Course)

WS 235H GLOBAL WOMEN IN THE MOVIES (3) Offered in current or future terms Baccalaureate Core Course

Explores constructions and practices of gender in a transnational, multi-religious, and global framework by examining a wide variety of films about women around the world. (Bacc Core Course) PREREQS: Honors College approval required.

WS 240 WOMEN IN SPORT (3) Offered in current or future terms Baccalaureate Core Course

Focuses on the influence of sport, a gendered institution, on women from cultural, psychosocial, and political perspectives, as well as how influential women can be in redefining sport to be more socially inclusive. Examines intersections of gender with age, social class, income status, race and ethnicity and politics. (Bacc Core Course)

WS 270 VIOLENCE AGAINST WOMEN (3) Offered in current or future terms
Addresses issues of domestic violence, rape, dating violence, as well as contemporary social debates about pornography and the media's impact on increasing violence against women. (SS)

WS 280 GLOBAL WOMEN (3) Offered in current or future terms Baccalaureate Core Course
Focuses on women's experiences throughout the world and examines women's issues and status cross-culturally. (Bacc Core Course)

WS 280H GLOBAL WOMEN (3) Offered in current or future terms Baccalaureate Core Course
Focuses on women's experiences throughout the world and examines women's issues and status cross-culturally. (Bacc Core Course) PREREQS: Honors College approval required.

WS 299 TOPICS IN WOMEN STUDIES (1-6) Offered in current or future terms
Current topics related to women. Description and analysis of different realms of knowledge about gender issues. This course is repeatable for a maximum of 12 credits.

WS 320 GENDER AND TECHNOLOGY (3) Baccalaureate Core Course
Explores women's contributions and focuses in technology fields. Analyzes gendered nature of technology. Theory and practice of technologies. (Bacc Core Course)

WS 325 DISNEY: GENDER, RACE, EMPIRE (3) Offered in current or future terms Baccalaureate Core Course
Explores constructions of gender, race, class, sexuality, and nation in the animated films of Walt Disney, introduces concepts in film theory and criticism, and develops analyses of the politics of representation. (Bacc Core Course)

WS 340 GENDER AND SCIENCE (3) Offered in current or future terms Baccalaureate Core Course
Analyzes the relationship between society and science by explaining technology and science as gendered practices and bodies of knowledge. Focuses on the ways the making of women and men affect the making of science and explores the roles of women in scientific pursuits. (SS) (Bacc Core Course)

WS 380 MUSLIM WOMEN (3) Offered in current or future terms Baccalaureate Core Course
Examines the lives and experiences of Muslim women in Islamic communities around the world from a variety of perspectives in order to highlight issues significant for contemporary Muslim women: family, education, work, politics, health, marriage, divorce, war, and violence. (Bacc Core Course)

WS 399 TOPICS IN WOMEN STUDIES (1-6) Offered in current or future terms
Current topics on women and gender role issues. May be repeated for credit when topic varies. This course is repeatable for a maximum of 12 credits.

WS 399H TOPICS IN WOMEN STUDIES (1-6)
This course is repeatable for a maximum of 12 credits. PREREQS: Honors College approval required.

WS 402 INDEPENDENT STUDY (1-16) Offered in current or future terms
This course is repeatable for a maximum of 16 credits. PREREQS: Departmental approval required.

WS 406 PROJECTS (1-16) Offered in current or future terms
This course is repeatable for a maximum of 16 credits. PREREQS: Departmental approval required.

WS 407 SEMINAR (3)

This course is repeatable for a maximum of 9 credits.

WS 410 INTERNSHIP (1-16) Offered in current or future terms

The internship experience provides the opportunity to gain experience within an off-campus private, public, or community agency or organization which has as one of its goals the improvement of the status of women in society. Students work with an on-site mentor who guides their field experience in collaboration with the internship coordinator in the WS program. Only 6 credits will count toward the Women Studies major. This course is repeatable for a maximum of 16 credits. PREREQS: Departmental approval required.

WS 414 SYSTEMS OF OPPRESSION IN WOMEN'S LIVES (3) Offered in current or future terms

Baccalaureate Core Course

Explores the ways different systems of oppression and discrimination impact women's lives. Examines sexism, classism, racism, and anti-Jewish oppression, as well as discrimination against lesbians, older women, and those who differ in ability and appearance. (SS) (Bacc Core Course) PREREQS: WS 223 and /or instructor approval required.

WS 414H SYSTEMS OF OPPRESSION IN WOMEN'S LIVES (3) Baccalaureate Core Course

Explores the ways different systems of oppression and discrimination impact women's lives. Examines sexism, classism, racism, and anti-Jewish oppression, as well as discrimination against lesbians, older women, and those who differ in ability and appearance. (SS) (Bacc Core Course) PREREQS: WS 223 and Honors College approval required or instructor approval required.

WS 416 THEORIES OF FEMINISM (3) Offered in current or future terms

Explores feminist conceptions about the nature of the world, women's reality and visions for change. Analyzes major issues raised by the women's movement and the development of feminist ideas, as well as provides a critical examination of feminist thought and different theories which comprise it. PREREQS: (WS 223 or WS 224) and /or instructor approval required.

WS 417 FEMINIST PHILOSOPHIES (3)

Diverse forms of feminist philosophy, including a variety of critiques, especially those based on race and class, with in-depth consideration of selected social issues, such as rape and pornography. CROSSLISTED as PHL 417/PHL 517. PREREQS: 6 credits of philosophy or upper-division standing.

WS 420 HATE, RESISTANCE, AND RECONCILIATION (3) Baccalaureate Core Course

Examines hate movements, hate-related activities, and resistant acts and movements. Special attention is given to the role of gender. (Bacc Core Course)

WS 420H HATE, RESISTANCE, AND RECONCILIATION (3) Baccalaureate Core Course

Examines hate movements, hate-related activities, and resistant acts and movements. Special attention is given to the role of gender. (Bacc Core Course) PREREQS: Honors College approval required.

WS 430 WOMEN OF COLOR IN THE U.S. (3) Offered in current or future terms

Explore the contemporary experiences of women of color in the U.S. Develops a framework for analyzing history and experience through the lens of race, ethnicity, class, gender, sexual identity, and national belonging, and examines particular areas of women's lives. PREREQS: WS 223

WS 440 WOMEN AND NATURAL RESOURCES (3) Baccalaureate Core Course

Explores the relationship between women and natural resources. In particular, the course examines the roles of policy, technology, culture, and management in women's use and control of natural resources. (Bacc Core Course)

WS 450 ECOFEMINISM (3) Baccalaureate Core Course

Focuses on the ecological and feminist principles that mediate humanity's relationship with nature. (Bacc Core Course) PREREQS: Upper-division standing.

WS 460 WOMEN AND SEXUALITY (3) Offered in current or future terms WIC Core Course

Explores the historical, theoretical, and political dimensions of female sexuality. The course also examines the basic assumptions about the meaning of female sexuality, how it has been shaped and controlled, and why women's sexuality has been/is a source of both women's liberation and subjugation. (SS) (Writing Intensive Course) PREREQS: (WS 223 or WS 224) and /or instructor approval required.

WS 462 INTRODUCTION TO QUEER STUDIES (3) Baccalaureate Core Course

Introduces key themes and critical frameworks in Lesbian, Gay, Bisexual, Transgendered, and Queer (LGBTQ) Studies. Topics include histories of sexuality; forms of oppression including heterosexism, homophobia, and transphobia; resistance to oppression; violence against LGBTQ people; queer activism; diverse experiences of sexuality; and representations in literature, art, and popular media. (Bacc Core Course) PREREQS: WS 223 or WS 224 or instructor permission.

WS 465 WOMEN, WEIGHT, AND BODY IMAGE (3)

Focuses on women's increasing struggles with weight, eating disorders, and broader body image issues in contemporary society. Explores how social institutions such as media, medicine, government contribute to weight bias and unhealthy standards for appearance. Examines weightism as a system of oppression that intersects with other systems of oppression including sexism, racism, classism, heterosexism, ableism, and ageism. PREREQS: (WS 223 or WS 224)

WS 480 INTERNATIONAL WOMEN (3) Offered in current or future terms Baccalaureate Core Course

Examines the lives and experiences of women in different parts of the world, looking at work, education, the family, the arts and social movements. Explores the comparative realities of various women's struggles for social injustice and studies key definitions and theoretical assumptions relevant to the subject of global feminism. (NC) (Bacc Core Course) PREREQS: (WS 223 or WS 224) and /or instructor approval required.

WS 482 GLOBAL PERSPECTIVES ON WOMEN'S HEALTH (3)

Women's health issues are examined from a global perspective in the context of a woman's life and through a feminist political lens. Central to our discussions will be an analysis of the interplay among race, class, and gender in shaping particular health care outcomes. The course stresses the potential for women's agency and autonomy with respect to improving their health and environments.

WS 486 GLOBAL EXPERIENCE I (1)

Prepares students to participate in a short-term study abroad experience that emphasizes volunteer experiences in women's organizations and analysis from transnational feminist perspectives.

WS 487 GLOBAL EXPERIENCE II (1)

Engages students in a short-term study abroad experience that emphasizes volunteer experiences in women's organizations and analysis from transnational feminist perspectives. PREREQS: WS 486 or WS 586

WS 488 GLOBAL EXPERIENCE III (1)

Students reflect on their short-term study abroad experience by engaging in in-depth transnational feminist analysis of particular aspects of the study abroad experience. PREREQS: (WS 486 and WS 487)

WS 490 SELF-ESTEEM AND PERSONAL POWER (3)

Explores ways to improve self-esteem and develop personal power. Focuses on issues of self and identify, contextualizing these in the ways gender is constructed in society. (SS) PREREQS: Upper-division standing.

WS 495 GLOBAL FEMINIST THEOLOGIES (3) Baccalaureate Core Course

Explores the connections between women's religious experiences around the world and the global problems addressed by feminist theology and spirituality. (Bacc Core Course) PREREQS: WS 223 or WS 224 and junior standing

WS 498 SENIOR SEMINAR (3)

For graduating seniors in women studies. Building on knowledge and experiences acquired in required and elective women studies courses, it focuses on central questions for feminist research. In particular, the course helps students identify their approaches to women's studies scholarship and develop deeper understandings of the process of generating feminist knowledge, especially in relation to gender, race, class, sexuality, and national belonging. PREREQS: (WS 414 and WS 416)

WS 499 TOPICS (1-6) Offered in current or future terms

Topics on contemporary research on women and related public policies. May be repeated for credit when topic varies. This course is repeatable for a maximum of 12 credits. PREREQS: Upper-division standing.

**Women Studies (WS) Graduate Courses
to be Changed to Women, Gender, and Sexuality Studies (WGSS) Courses**

WS 501 RESEARCH AND SCHOLARSHIP (1-16) Offered in current or future terms

This course is repeatable for a maximum of 16 credits.

WS 502 INDEPENDENT STUDY (1-16) Offered in current or future terms

This course is repeatable for a maximum of 16 credits. PREREQS: Departmental approval required.

WS 503 THESIS (1-16) Offered in current or future terms

This course is repeatable for a maximum of 16 credits.

WS 506 PROJECTS (1-16) Offered in current or future terms

This course is repeatable for a maximum of 16 credits. PREREQS: Departmental approval required.

WS 510 INTERNSHIP (1-16) Offered in current or future terms

The internship experience provides the opportunity to gain experience within an off-campus private, public, or community agency or organization which has as one of its goals the improvement of the status of women in society. Students work with an on-site mentor who guides their field experience in collaboration with the internship coordinator in the WS program. This course is repeatable for a maximum of 16 credits. PREREQS: Departmental approval required.

WS 511 ORIENTATION AND PROFESSIONALIZATION I (1) Offered in current or future terms

The WS 511, 512, 513 sequence prepares Women Studies graduate student to succeed in their courses of study and in their chosen profession. WS 511 provides knowledge about Women Studies as a discipline and as a course of study that helps students manage the transition to graduate school. Graded P/N.

WS 512 ORIENTATION AND PROFESSIONALIZATION II (1) Offered in current or future terms

The WS 511, 512, 513 sequence prepares Women Studies graduate student to succeed in their courses of study and in their chosen profession. WS 512 guides students in the development of an intellectual life with a focus on thriving and surviving as scholar in Women Studies. Graded P/N.

WS 513 ORIENTATION AND PROFESSIONALIZATION III (1)

The WS 511, 512, 513 sequence prepares Women Studies graduate student to succeed in their courses of study and in their chosen profession. WS 513 focuses on helping students shape a future that utilizes the graduate degree in Women Studies. It helps students manage the transition of life after the Women Studies Master's program at OSU. Graded P/N.

WS 514 SYSTEMS OF OPPRESSION IN WOMEN'S LIVES (3) Offered in current or future terms

Explores the ways different systems of oppression and discrimination impact women's lives. Examines sexism, classism, racism, and anti-Jewish oppression, as well as discrimination against lesbians, older women, and those who differ in ability and appearance. PREREQS: WS 223 or WS 224 or instructor approval required.

WS 516 THEORIES OF FEMINISM (3) Offered in current or future terms

Explores feminist conceptions about the nature of the world, women's reality and visions for change. Analyzes major issues raised by the women's movement and the development of feminist ideas, as well as provides a critical examination of feminist thought and different theories which comprise it. PREREQS: WS 223 or WS 224 or instructor approval required.

WS 517 FEMINIST PHILOSOPHIES (3)

Diverse forms of feminist philosophy, including a variety of critiques, especially those based on race and class, with in-depth consideration of selected social issues, such as rape and pornography. CROSSLISTED as PHL 417/PHL 517. PREREQS: 6 credits of philosophy or upper-division standing.

WS 518 FEMINIST RESEARCH (4)

Explores the socio-political and historical context out of which traditional research methodologies emerge and the relationship of gender to scientific pursuits. Teaches what it means to do emancipatory anti-sexist and participatory research.

WS 520 HATE, RESISTANCE, AND RECONCILIATION (3)

Examines hate movements, hate-related activities, and resistant acts and movements. Special attention is given to the role of gender.

WS 521 FEMINIST LEADERSHIP AND MANAGEMENT (3) Offered in current or future terms

Consideration of leadership and management through a feminist lens. Through this course participants will explore and develop their own leadership style and examine various contexts in which leadership can occur. This course will also examine principles of effective management within organizations.

WS 522 GRANT WRITING AND DEVELOPMENT FOR FEMINIST ORGANIZATIONS (1) Offered in current or future terms

Provides students with the skills needed to be successful in grant-writing and fund-raising for feminist organizations.

WS 523 COMMUNITY ORGANIZING AND COLLECTIVE ACTION (2)

Addresses relationships between theory and action in feminist context. Explores both social change activism in terms of individual and collective action strategies and social movement theory in historical and contemporary perspectives.

WS 525 GENDER AND TECHNOLOGY (3)

Explores women's contributions and focuses in technology fields. Analyzes gendered nature of technology. Theory and practice of technologies for change and activism.

WS 530 WOMEN OF COLOR IN THE U.S. (3) Offered in current or future terms

Explore the contemporary experiences of women of color in the U.S. Develops a framework for analyzing history and experience through the lens of race, ethnicity, class, gender, sexual identity, and national belonging, and examines particular areas of women's lives. PREREQS: WS 223

WS 535 FEMINIST TEACHING AND LEARNING (3) Offered in current or future terms

Focuses on the experiences and practices of the feminist classroom. Key components of the class include issues associated with the identity and development of the teacher as well as the development of skills to help facilitate understanding, empowerment, and the personal and social agency of students.

WS 540 WOMEN AND NATURAL RESOURCES (3)

Explores the relationship between women and natural resources. In particular, the course examines the roles of policy, technology, culture, and management in women's use and control of natural resources.

WS 550 ECOFEMINISM (3)

Focuses on the ecological and feminist principles that mediate humanity's relationship with nature. PREREQS: Upper-division standing.

WS 560 WOMEN AND SEXUALITY (3) Offered in current or future terms

Explores the historical, theoretical, and political dimensions of female sexuality. The course also examines the basic assumptions about the meaning of female sexuality, how it has been shaped and controlled, and why women's sexuality has been/is a source of both women's liberation and subjugation. PREREQS: WS 223 or WS 224 or instructor approval required.

WS 562 INTRODUCTION TO QUEER STUDIES (3)

Introduces key themes and critical frameworks in Lesbian, Gay, Bisexual, Transgendered, and Queer (LGBTQ) Studies. Topics include histories of sexuality; forms of oppression including heterosexism, homophobia, and transphobia; resistance to oppression; violence against LGBTQ people; queer activism; diverse experiences of sexuality; and representations in literature, art, and popular media. PREREQS: WS 223 or WS 224, or instructor permission.

WS 565 WOMEN, WEIGHT, AND BODY IMAGE (3)

Focuses on women's increasing struggles with weight, eating disorders, and broader body image issues in contemporary society. Explores how social institutions such as media, medicine, government contribute to weight bias and unhealthy standards for appearance. Examines weightism as a system of oppression that intersects with other systems of oppression including sexism, racism, classism, heterosexism, ableism, and ageism. PREREQS: WS 223 or WS 224

WS 580 INTERNATIONAL WOMEN (3) Offered in current or future terms

Examines the lives and experiences of women in different parts of the world, looking at work, education, the family, the arts and social movements. Explores the comparative realities of various women's struggles for social injustice and studies key definitions and theoretical assumptions relevant to the subject of global feminism. PREREQS: WS 223 or WS 224 or instructor approval required.

WS 582 GLOBAL PERSPECTIVES ON WOMEN'S HEALTH (3)

Women's health issues are examined from a global perspective in the context of a woman's life and through a feminist political lens. Central to our discussions will be an analysis of the interplay among race, class, and gender in shaping particular health care outcomes. The course stresses the potential for women's agency and autonomy with respect to improving their health and environments.

WS 585 TRANSNATIONAL FEMINISMS (3)

In this interdisciplinary graduate seminar, students will be introduced to themes and theoretical principles of transnational feminisms, with special emphasis placed on feminist movements of the global South. We will explore colonialism, globalization, nation-building, representation, global economies, militarism, human rights, and politics of gender, race, class, sexuality, and nation.

WS 586 GLOBAL EXPERIENCE I (1) Offered in current or future terms

Prepares students to participate in a short-term study abroad experience that emphasizes volunteer experiences in women's organizations and analysis from transnational feminist perspectives.

WS 587 GLOBAL EXPERIENCE II (1) Offered in current or future terms

Engages students in a short-term study abroad experience that emphasizes volunteer experiences in women's organizations and analysis from transnational feminist perspectives. PREREQS: WS 486 or WS 586

WS 588 GLOBAL EXPERIENCE III (1) Offered in current or future terms

Students reflect on their short-term study abroad experience by engaging in in-depth transnational feminist analysis of particular aspects of the study abroad experience. PREREQS: (WS 586 and WS 587)

WS 590 SELF-ESTEEM AND PERSONAL POWER (3)

Explores ways to improve self-esteem and develop personal power. Focuses on issues of self and identity, contextualizing these in the ways gender is constructed in society. PREREQS: Upper-division standing.

WS 595 GLOBAL FEMINIST THEOLOGIES (3)

Explores the connections between women's religious experiences around the world and the global problems addressed by feminist theology and spirituality. PREREQS: WS 223 or WS 224 and junior standing

WS 599 TOPICS (1-6) Offered in current or future terms

Topics on contemporary research on women and related public policies. May be repeated for credit when topic varies. This course is repeatable for a maximum of 12 credits. PREREQS: Upper-division standing.

From: Susan Shaw <sshaw@oregonstate.edu>

Date: Thu, 31 May 2012 11:40:21 -0700

To: "Helle, Anita" <ahelle@oregonstate.edu>, "Lach, Denise" <Denise.Lach@oregonstate.edu>, "Champeau, Donna" <donna.champeau@oregonstate.edu>, Mina Carson <mcarson@oregonstate.edu>, "Williams, Tara" <Tara.Williams@oregonstate.edu>, "Sakurai, Patti" <psakurai@oregonstate.edu>, "Garcia, Kay" <kgarcia@oregonstate.edu>, "Gross, Joan" <jgross@oregonstate.edu>, "Headrick, Charlotte" <cheadrick@oregonstate.edu>, "Edwards, John" <jedwards@oregonstate.edu>, "Rossi, Marion" <mrossi@oregonstate.edu>, "Mutschler, Ben" <bmutschler@oregonstate.edu>, "Bothwell, Michelle" <Michelle.Bothwell@oregonstate.edu>, "Burns, Leslie" <leslie.burns@oregonstate.edu>, "Walker, Alexis J" <walkera@oregonstate.edu>, "Chappell, Marisa" <Marisa.Chappell@oregonstate.edu>, "Watkins, Patti" <pwatkins@oregonstate.edu>, "Steel, Brent" <bsteel@oregonstate.edu>, "Tolar Burton, Vicki" <vicki.tolarburton@oregonstate.edu>

Subject: liaison

Hi SLCS Transitionals (and Denise) and closely affiliated WS program faculty. I am writing because WS would like to change its name and the name of our degree programs to "Women, Gender, and Sexuality Studies." This change reflects our developing discipline and the courses we are now able to offer across women, gender, and sexuality studies. Our plan is to submit our proposal this summer, once the CLA realignment has been approved, so as not to muddy that water. I'm hoping you'll take a look at our proposal and let me know if you have issues or concerns or if we have your support. So please let me know what you think.

Thanks so much!

Susan

Susan M. Shaw, Ph.D.

Professor of Women Studies

Transitional Director of the School of Language, Culture, and Society

Oregon State University

Corvallis, OR 97331

541-737-3082

From: Carson, Mina
Sent: Thursday, May 31, 2012 11:56 AM
To: Shaw, Susan
Subject: Re: liaison

Susan:

I'm reading this very quickly, but I'm loving it. I don't think any of the old arguments of dilution apply here. I like the name; I think it reflects what you're doing; I think it's just plain good.

Thanks for the opportunity to comment.

Mina

From: Watkins, Patti
Sent: Thursday, May 31, 2012 12:09 PM
To: Shaw, Susan
Subject: RE: liaison

Hi Susan

I think it looks great—well written and great rationale articulated for the change. Indeed, *Fat Studies* highlights intersections with gender as well as sexual identity with a number of chapters in *The Fat Studies Reader* written by and/or about lesbians, gay men, and trans folks. Also, the field has been likened to Queer Studies. So, yes, sounds good to me!

Patti W.

-----Original Message-----

From: Steel, Brent
Sent: Thursday, May 31, 2012 12:12 PM
To: Shaw, Susan
Subject: RE: liaison

Susan,

This sounds like a great idea!

Brent

Brent S. Steel
Director and Professor
Public Policy Graduate Program

Political Science Distance Education
School of Public Policy
300E Gilkey Hall
Oregon State University
Corvallis, OR 97331-6206
(541) 737-6133
<http://oregonstate.edu/cla/mpp/>

From: Bothwell, Michelle
Sent: Thursday, May 31, 2012 12:21 PM
To: Shaw, Susan
Subject: RE: liaison

This is great Susan... makes a lot of sense. I am very supportive of the name change. While I didn't read everything closely, I did catch one spelling/grammar error:

8b -- The only like effect.... The only likely effect...

From: Edwards, John
Sent: Thursday, May 31, 2012 2:42 PM
To: Shaw, Susan
Subject: Re: liaison

I think it's a good idea

John Edwards
Chair, Dept. of Psychology
Oregon State University
- Sent from my iPhone

From: Burns, Leslie
Sent: Thursday, May 31, 2012 2:44 PM
To: Shaw, Susan
Subject: RE: liaison

Hi Susan,

I'm delighted that a proposal is in the works to change the name of Women Studies. That said, my preference would be to change it to Gender and Sexuality Studies. My understanding is that gender studies incorporates traditional women's studies as well as the broader study of the social construction of gender. If this isn't the case, then I'd suggest adding a brief explanation in the proposal as to why "women" is listed but not "men" (as others might have this same

understanding of the definition of gender studies). Plus, I'm all for as short a title/name as possible ☺

Leslie

From: Shaw, Susan
Sent: Thursday, May 31, 2012 2:55 PM
To: Burns, Leslie
Subject: RE: liaison

Thanks, Leslie. It's a question of visibility, and the choice to keep women as the first word was very intentional. While gender is an encompassing term, politically, keeping women visible is really important (so while it's a constructed category, the material reality is that women per se face discrimination as women—it's a balancing act between the idea of social construction and the reality of discrimination). But I do think it's a good idea to go ahead and explain that in the proposal, and I will most definitely do that. Thanks for pointing that out for me! Take care.

Susan

From: Headrick, Charlotte
Sent: Thursday, May 31, 2012 9:38 PM
To: Shaw, Susan
Subject: RE: liaison

Susan, looks good to me.

-----Original Message-----

From: Williams, Tara
Sent: Friday, June 01, 2012 2:47 PM
To: Shaw, Susan
Subject: RE: liaison

Hi Susan,

An excellent proposal, and of course you have my support. It's fabulous that we're expanding offerings in sexuality studies! I have one small question, which doesn't at all rise to the level of a "concern": would it be superfluous to have a sentence explaining why the new title retains the word "women" (which I can imagine might be perceived as covered under "gender")--in other words, why that's still an important and distinct part of the program's identity, tie to existing organizations, etc.?

Thanks for circulating this--

Tara

Tara Williams
Associate Professor
English Department
Oregon State University
238 Moreland Hall
Corvallis, OR 97331-5302
Phone: (541) 737-1642
Fax: (541) 737-3589
tara.williams@oregonstate.edu
<http://oregonstate.edu/cla/wlf/williams>

From: Garcia, Kay
Sent: Sunday, June 03, 2012 11:28 AM
To: Shaw, Susan
Subject: RE: liaison - new name

Hi Susan,

As I told you in person, I think this name change is a very positive reflection of changing times, and I strongly support this change.

I read the proposal carefully, to see if I could make any helpful suggestions, and the only thing I came up with is this: Perhaps it would be appropriate to mention the approval processes for the changes that are already in place, for example, you could mention the approval of new courses by CLA and university curriculum committees. (You did mention the Dean's approval of the new hire.) I think that if these changes have already been approved, that strengthens your case.

Cheers,
Kayla

From: Lach, Denise
Sent: Monday, June 04, 2012 3:07 PM
To: Shaw, Susan; Helle, Anita; Champeau, Donna; Carson, Mina; Williams, Tara; Sakurai, Patti; Garcia, Kay; Gross, Joan; Headrick, Charlotte; Edwards, John; Rossi, Marion; Mutschler, Ben; Bothwell, Michelle; Burns, Leslie; Walker, Alexis J; Chappell, Marisa; Watkins, Patti; Steel, Brent; Tolar Burton, Vicki
Subject: RE: liaison

Susan - this sounds reasonable to me and you make a good argument that you're lining up the name with the expertise/goals of OSU as well as the larger academic community. One thing, will you be known as WGSS (wags...)? Denise

From: Chappell, Marisa

Sent: Tuesday, June 05, 2012 3:40 PM
To: Shaw, Susan
Subject: RE: liaison

Hi Susan,

I fully support the name change and look forward to a continued and deepening relationship between History/SHPR and WGSS!

Best,
Marisa

From: Rossi, Marion
Sent: Monday, June 18, 2012 7:06 AM
To: Shaw, Susan
Subject: Re: liaison

Hi Susan---As usual I'm a day late and (probably) a dollar short by way of responding. Nevertheless, I have looked over your proposal and wish to offer my full support as head of the School of Arts and Communication. The rationale for the name change is compelling, the proposal clear, the impact positive for the college and university. Best wishes throughout the process.

MOR
Marion O. Rossi
(Acting) Director
School of Arts & Communication
Associate Professor & Business Manager
Theatre Arts Program

149 Withycombe Hall
Oregon State University
Corvallis, OR 97331

541-737-4917

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU
 Program: Women Studies
 Academic Year: 2013-2014

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs:,stationary, mktg | 500.00 | | | | | |
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| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 500.00 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU
 Program: Women Studies
 Academic Year: 2014-2015

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
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| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU

Program: Women Studies

Academic Year: 2015-2016

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

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| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU

Program: Women Studies

Academic Year: 2013-2014

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

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| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 500.00 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU

Program: Women Studies

Academic Year: 2014-2015

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

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| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU
 Program: Women Studies
 Academic Year: 2015-2016

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
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| Library/Electronic | | | | | | |
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| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU
 Program: Women Studies
 Academic Year: 2016-2017

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
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| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | 0 | | | | | |

1. Review - College Approver - Liberal Arts

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, September 24, 2012 11:05am

Comments

Sarah Williams (College Approver - Liberal Arts) September 24, 2012 11:05am
Returning to Originator at her request. SW

2. Originator Response

[Susan Shaw](#) Director / Women Studies, September 24, 2012 11:07am

Comments

Susan Shaw September 24, 2012 11:07am
The proposal has been edited to meet guidelines for font style and size.

3. Review - College Approver - Liberal Arts

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, October 16, 2012 1:25pm

Comments

Sarah Williams (College Approver - Liberal Arts) October 16, 2012 1:25pm
Returning to Originator, at her request, to upload documents. SW

4. Originator Response

[Susan Shaw](#) Director / Women Studies, October 16, 2012 2:07pm

Comments

Susan Shaw October 16, 2012 2:07pm
I have made the suggested changes.

5. Review - College Approver - Liberal Arts

Sent Back by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, October 16, 2012 2:14pm

Comments

Sarah Williams (College Approver - Liberal Arts) October 16, 2012 2:14pm
Returning at Originator's request for changes. SW

6. Originator Response

[Susan Shaw](#) Director / Women Studies, October 16, 2012 2:56pm

7. Review - College Approver - Liberal Arts

Approved by [Helene Serewis](#) Exec Asst to-Dean / Liberal Arts Admin, November 2, 2012 2:45pm

Comments

Helene Serewis (College Approver - Liberal Arts) November 2, 2012 2:45pm
The CLA Curriculum Committee approves this proposal. Thank you!

8. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, *November 6, 2012 10:49am*

Comments

Sarah Williams (Curriculum Coordinator) November 6, 2012 10:49am

This proposal is ready for review by the Budgets and Fiscal Planning Committee.

9. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), *November 14, 2012 9:38am*

MEMORANDUM

November 30, 2012

TO: Rebecca Warner
Senior Vice Provost, Academic Affairs

FROM: James R. Coakley
Chair, Graduate Council

SUBJECT: Graduate Council Recommendations for the Physics Graduate Program Review

The Graduate Council accepts the Graduate Program Review of the Department of Physics. The Review Committee was reluctant to make an overall program recommendation, so the Council is adding the following recommendations to the Graduate Program Review.

Overall Recommendation: Significantly restructure.

Related to Recommendation A (hiring plan): The Review Committee noted that there appear to be two distinct areas of emphasis – Physics research and Education research. They suggest that the Physics department should obtain funding profiles in their primary areas of research (condensed matter physics, optics and computation physics), as well as the availability of federal funding for the education of physics majors dedicated to secondary school teaching, and use these projections of research funding to inform decisions regarding hiring of new faculty and admission of graduate students. The development of these projections is also related to recommendation D (find a method to ensure full summer support for students).

The Graduate Council expressed concern that students who write an education-oriented thesis may not have adequate oversight of the educational perspective. The Council recommends that Physics partner with the Science and Math Education (SME) program within the College of Education to consider joint appointments of faculty and add education pedagogy to the Physics degree program. The Physics department should consider requiring that all students who write an education-oriented thesis have a College of Education faculty member on their committee.

Furthermore, if there continues to be an education focus within the Physics degree programs, the pedagogy needs to include instruction in development and delivery of on-line courses.

Related to Recommendations B (create an informative and inspiring official mission statement) and I (consider seriously an open search for the next chair): The Council recommends creation of a vision and mission for the Physics department, and then restructuring the graduate programs within the department to align with this vision and mission. This should include developing a timeline for a change of leadership within the department, and should also inform the hiring of any new faculty into the department. As part of this restructuring, the Council agrees with Recommendation C to discontinue offering of the Professional Science Masters (PSM) degree.

Related to Recommendation M (develop a vigorous but sustainable recruiting plan), the Council agrees with the need to develop a recruiting plan consistent with the recommendation of the Review Committee on page two of the report.

"Some components of this plan might include: forming a standing recruiting committee with chair serving for several consecutive years; seeking resources and assistance from the graduate school and international office; developing pipelines domestically and internationally; sending research-active and new faculty on recruiting seminars or interview trips; sending top grad students to revisit their alma maters. The program should formulate a plan for assessing which of these (or other) choices are the most effective."

In addition, the Council recommends that the department consult with INTO OSU to determine the potential for develop a Graduate Pathway to recruit international students.

The Council agrees with the remaining recommendations of the review without further elaboration.

**Extend: MFA in Creative Writing (Low Residency)
From OSU-Main to OSU Cascades**

**School of Writing, Literature, and Film
College of Liberal Arts**

**March 2012
Proposed Effective Term: Fall 2013**

CPS Tracking #: 83436

1. Program Description

a. Program title, level

- MFA in Creative Writing
- CIP# 231302

CIP # 231302

Title: Creative Writing

Definition: A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts. .

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. OSU main campus department and school/college under which the program is offered.

- School of Writing, Literature, and Film, College of Liberal Arts

c. Who will be the administrator(s) of the OSU-Cascades program?

- Marla Hacker, Dean of Academic Programs
- Neil Browne, Director, American Studies
- A faculty board with representation from English and creative writing at OSU/Corvallis and at OSU Cascades will be created to oversee the program.
- The OSU Low-Residency Faculty Board will be an appointed board consisting of 2 OSU Cascades faculty members, along with 3 members the OSU Corvallis MFA. The Low-Residency MFA Faculty Board would draw on strengths of faculty knowledgeable in low-residency programs to provide artistic and curricular guidance for a 21st century program suited to OSU and the unique opportunities of OSU/Cascades. The Low-Residency Faculty

Board would also be represented in the hiring of a Director through a national search process. Once a Director is hired, the Board would serve in an ongoing function as a recommending body on artistic and curricular direction, while day-to-day operations are in Bend.

- The low-residency program is administered under the same conditions as other graduate programs at OSU-Corvallis, with governing authority ultimately belonging to the Chair of English/Director of the School of Writing, Literature and Film, and local authority on day-to-day operations belonging to OSU-Cascades.
- d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicates how each course will be offered at OSU-Cascades [resident course {COCC, OSU, OU, EOU, other}, distance education, web, etc.].
- The proposed MFA in Creative Writing at OSU-Cascades (low residency) extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The MFA in Creative writing at Cascades—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

Extend

- CPS #: **83436**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83436>
- CIP #: **2321302**
- SIS #: **8920**
- Degree Types Offered: **Master of Fine Arts (MFA)**
- Program Types: **Graduate**
- Academic Home: **Department of English, School of Writing, Literature, and Film, College of Liberal Arts**
- Options: **Not applicable**
- Areas of Concentration: **No change (existing)**
 - Fiction
 - Nonfiction Writing
 - Poetry
- Undergraduate Minors: **Not applicable**
- Graduate Minors: **Creative Writing (existing)**
- Course Designators: **WR (Existing)**
- Delivery Mode and Location: **OSU-Cascades**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None** (enrollment will be reevaluated in five years)
- Accreditation: **None currently** (Submission to the Associated Writing Programs (AWP) to

request a site visit in two years.)

- Proposed Start Date: **Summer Term or Fall Term 2013** (Banner 201300 or 201301)

- The OSU-Cascades MFA Program in Creative Writing is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades MFA Program are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers.
- Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with professional mentors who guide each student's study of craft and provide written commentary on their student's work. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world. Included in the requirements of both professional mentors and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in the packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.
- The OSU-Cascades MFA Program in Creative Writing requires four residencies of eight to ten days for 40 days in residence overall. Residencies are typically scheduled at the beginning of summer and winter terms. Students are required to attend each residency. During the eight- to ten-day residencies at the host campus, students attend workshops, lectures, panel discussions, seminars and literary readings led by the program's professional mentors as well as guest authors and representatives of the publishing industry. During the residency period, students, with the professional mentor's assistance, develop a reading list and study plan for the mentored portion of the term. The goal of each residency is to 1) broaden and deepen each student's knowledge and practice of creative writing; 2) develop a supportive literary community for students that offers encouragement and constructive criticism in workshops, seminars and one-on-one discussions with professional mentors; 3) educate students about publishing and editing through panels and informal conferences involving publishers, editors and agents during the residency period; and 4) generate a list of works to be included in the annotated bibliography.
- Assessment:

Learning Outcomes

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

Outcome 2: Develop and employ methods of intensive revision.

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521 or WR 524), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the "uncanny" novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA

students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

Measurement

Outcome 1: The student's writing is assessed in three ways. Students submit original work to the workshop throughout the two-year program, and receive extensive feedback, both oral and written, from their peers and professional mentor; students enroll in 12 credit hours of thesis/writing and conference, in which they work one-on-one with a professional mentor who assesses their progress; and students take a two-hour oral examination. The exam measures the quality of the thesis's individual parts, as well as how it coheres as whole.

Outcome 2: Students study and practice methods for revision in workshops and in consultation with the professional mentor. In workshop, participants describe, explore, and evaluate the premises of works in progress, with an eye toward editorial improvement. Revised drafts are submitted to the workshop for consideration and further suggestions. In conferences, students present revisions of work, and professional mentors offer both conceptual and sentence-level suggestions, as well as providing literary models that may assist in the revision process.

Outcome 3: Mastery of various literary theories and techniques is assessed through craft courses and workshop. Craft courses involve both critical writing and creative writing: Students study technique as demonstrated in their readings, analyze technique in their critical papers, and practice technique in creative exercises.

Outcome 4: The understanding of the contemporary creative writing field is measured through the oral examination.

Outcome 5: This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's bibliography project, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

- **AUDIT SHEET:**
Master of Fine Arts in Creative Writing

To complete the course of study for the MFA degree in Creative Writing, a minimum of 60 quarter/term hours are required in the following categories:

36 hours/credits in Advanced Fiction Writing / Advanced Poetry Writing and
12 hours/credits in Literary Craft Courses
12 hours/credits in Thesis and/or Writing and Conference

Built into the course work is a sustained critical engagement with a broad range of literature and contemporary writing, which will be demonstrated by an annotated bibliography of at least 60 entries and by the students' participation in literary craft courses during the residencies. This work is equivalent to the literature and composition requirements in the program in Corvallis. Because the low residency program will not be primarily focused on training future teachers, the

requirements in the OSU-Cascades MFA Program in Creative Writing will be tailored to the individual student's need as determined by the student and mentor.

Advanced Creative Writing Courses (a total of 40 credit hours is required). This requirement demands that the student complete ten Advanced Creative Writing courses. The topics will vary. All courses will be offered as 500 level courses only.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)

Thesis/Writing and Conference (a total of 20 credit hours is required).

- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE

Year 1 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop Summer term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Year 2 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop summer term (low-residency):

10 hours WR 503 Thesis

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

All MFA candidates will be required to complete a thesis, which is to be a sustained piece of creative writing of literary merit (for prose, 80-120 pages, and for poetry, 38-45 pages). The thesis will be read by the student's primary advisor and a second reader and approved by the program director. A formal examination will be also required of MFA students. The exam consists of two parts, oral and written, and will usually be given in the student's final term of study, and consists of questions assessing the student's grasp of the history of the genre, the contemporary creative writing situation, influences and models, and matters of craft, all within the context of the student's own writing.

- e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU-Corvallis campus program.
- Though the OSU-Cascades MFA Program in Creative Writing satisfies the same degree as its traditional high residency counterpart in the School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world.
 - The professional mentorship/residency model offers a different approach to delivering the same quality instruction as is offered with the high-residency model. The low-residency

professional mentors are employed on a contract basis which allows the program to assemble highly qualified writers from across the country and represents a cost-savings relative to payroll and benefit costs. The average number of professional mentors, to maintain one-on-one mentoring during off-campus periods is calculated at one professional mentor per four students. The low-residency model emphasizes the professional mentor and student relationship as a way to accelerate learning, thanks in part to the low professional mentor-student ratio and the collaboration of professional mentor and student in designing a program best suited to the student's needs and goals.

- During the mentorship period, students and professional mentors exchange what are referred to as packets. Clear guidelines are provided for regularly scheduled exchanges and responses from the mentor. For each mentoring period of ten weeks (excluding residencies), students submit packets and receive corresponding substantive critical responses from professional mentors at least once a month. A typical packet from the student includes new and/or revised creative work, bibliography of completed reading, critical analysis of reading, and responses to directions and questions from the professional mentor in previous exchange of packets. A typical packet from the professional mentor includes critiques of student's creative work with suggestions for new and substantially revised work, return of student's manuscripts with line-specific suggestions, comments on student's critical analyses of reading assignments, suggestions for related reading to be included in the annotated bibliography, especially books on craft related to student's particular ambitions and style of learning, and individualized instruction about aspects of craft. A student typically studies with a different professional mentor each term and during residencies with several different workshop leaders, thus exposing the student to a variety of literary sensibilities and academic approaches to the study and practice of writing.
 - To graduate, per the established requirements of the OSU-Corvallis high residency program, students must demonstrate expertise in at least one genre and produce a literary work. In addition to required creative work, students are also required to write and present an essay, and to give a public lecture on an issue of literary craft or tradition. The accomplishment of the essay/lecture portion of the graduation requirement is second in importance to the thesis (usually 38 to 45 pages of poetry and 80 to 120 pages in prose). (See also 1.d). The thesis must be defended before a committee of OSU professors.
- f. List any special requirements or prerequisites for admission to the program in Creative Writing at OSU-Cascades
- The requirements will be equivalent to the requirements of the MFA on the Corvallis Campus, with the emphasis shifted to the Advanced Creative Writing and thesis credits.
- g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?
- The program at OSU-Cascades would operate under the accreditation of the English Department and the School of Writing, Literature, and Film.
 - The Associated Writing Programs (AWP) has established standards for low-residency programs, and these will be followed closely in the operation of the program at Cascades. We will invite AWP representatives to Bend for a site visit after two years.

2. Demand

- a. List any similar programs offered at the proposed or nearby location(s).

- In Oregon, there is one, Pacific University; three in Washington, Pacific Lutheran University, Seattle Pacific University, and Goddard's Port Townsend campus. The University of British Columbia has a low-residency program in Vancouver. Naropa in Boulder, Colorado and two southern California low-residency programs round out the competition regionally.

b. Provide evidence of need for the program at the new location(s).

- The Oregon, Washington, and Vancouver low-residency programs are all located west of the Cascades. A program at OSU-Cascades could potentially draw students from Central Oregon, eastern Washington, Idaho, Montana, Nevada, and Northern California. According to the Low Residency MFA Directors' Survey, eight of the 31 programs polled responded that their program is composed of 50% or more in-state students which bodes well for attracting students to an Oregon-based low-residency MFA in Creative Writing program.
- Student populations have grown at state universities and community colleges during the current recession. When the recession ends, the Central Oregon region's population will grow again. Both scenarios contribute to an expected growth in the student population. When family or economics or jobs keep students place-bound, it is the local campus that can offer what they need. However, the MFA in Creative Writing at Cascades will also strive to attract students nationwide. With a strong, nationally recognized pool of professional mentors, the program will draw from across the United States. While serving the region is a central part of the mission of OSU-Cascades, so too is the effort to build nationally known and respected programs in Bend, which in turn contributes to the heightened national visibility of Oregon State University as a whole.
- Therefore, it is important that an OSU-Cascades MFA in Creative Writing program aim to rival the most respected programs in quality and academic rigor. Given the differing goals of the students who enroll, also reinforced by a survey of graduates of other low-residency programs, the great appeal of a low-residency program is its flexibility, which involves the student in the design of his or her individualized curriculum while meeting the requirements of the program itself. The low-residency model attracts more age-diverse applicants annually than the traditional creative writing program. The average age of the student is 36, more in line with the demographic served by OSU-Cascades. Given the population served by OSU-Cascades, the low-residency program will also attract employed students seeking an additional degree while maintaining employment. Low residency answers the requirements of the current economic times as people strive to better position themselves professionally while maintaining employment. The program emphasizes the study of literary craft from within the writer's perspective. It is not, however, a technical or narrow degree. The reading and analytical components of each mentorship period, and the variety of classes and workshops offered during the residency periods, provide well-integrated curricula in the humanities, with the emphasis falling on direction of individual manuscripts, instruction in literary craft, and the actual work of writing. While the balanced study of literature and the craft of writing does make graduates viable candidates for teaching positions, the OSU-Cascades MFA in Creative Writing is not geared toward specifically educating teachers. It can open the doors to many professions, including journalism, editing, marketing and communications and is recognized as important to improve writing, communication and abstract thinking skills in engineering and the sciences.
- For a state university system to offer both a low and high residency MFA in Creative Writing is unique to Oregon and most of the country and would help both programs at both OSU campuses. The OSU-Cascades MFA Program in Creative Writing complements the established high-residency program at OSU Corvallis/School of Writing, Literature, and Film and adds to the breadth of graduate offerings at OSU-Cascades. The addition of a graduate degree in the Liberal Arts creates balance with the current focus on professional graduate programs at Cascades, and also enhances OSU-Cascades' reputation as a well-rounded undergraduate institution, while increasing student enrollment at both the graduate and

undergraduate level. The proposed graduate program underscores OSU-Cascades' growing potential as a destination for writers with national visibility.

c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will prospective students be enrolled be selected?

- AY 2012-2013: 16
- AY 2013-2014: 36
- AY 2014-2015: 40
- AY 2015-2016: 40
- Future enrollment levels will be reevaluated at the five year mark.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

The following list includes Corvallis faculty in the School of Writing, Literature, and Film, who are able to participate in The OSU-Cascades MFA Program in Creative Writing.

-
- Tracy Daugherty, PhD, Distinguished Professor of English and Creative Writing/OSU/Corvallis
- Karen Holmberg, PhD, Associate Professor of English (poetry), OSU/Corvallis
- Ted Leeson, PhD, Senior Instructor, OSU/Corvallis:
- Susan Rodgers, MFA, Associate Professor of English, OSU/Corvallis
- Keith Scribner, MFA, Associate Professor of English, OSU/Corvallis
- Neil Browne, PhD, Associate Professor of English, OSU:
- Henry Sayre, PhD, Distinguished Professor of Art, OSU

The OSU-Cascades MFA Program in Creative Writing will have to hire new professional mentors. As in most low-residency programs, professional mentors are contracted specifically for workshop during the summer periods of service and for extended mentoring. All new professional mentors will be term-limited contract employees, which permits the program and the professional mentors a certain flexibility not possible with a resident faculty. Participation by OSU-Corvallis contracted employees during 9-month period of regular service would be subject to approval by the Director of English/School of Writing, Literature, and Film.

The MFA in Creative Writing (low residency) at OSU-Cascades will offer students a close, sustained working relationship with masters in the field of creative writing, who will function as professional mentors. They will consist of writers who have reached the apex of their profession and are dedicated, committed mentors. The program will build a core mentoring staff, writers who will build extended experience in the program—professional mentors familiar with our format and standards, and able to ensure continuity in the work and development of current students. The program will utilize a rotating pool of highly respected writers.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to facilitate biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model.

- Professional mentors will be drawn from distinguished writers from across the country and internationally who will be contracted on a term to term basis. The importance of a distinguished and artistically diverse pool of accomplished writers who are also excellent teachers can't be underestimated in attracting students and establishing the program's reputation regionally and nationally. In addition, as an extension of the OSU-Corvallis program, the low-residency professional mentors at OSU-Cascades must meet the requirements of instructional faculty as established by OSU-Corvallis standards. Each professional mentor must have at least one book published by a respected press in the genre the professional mentor teaches. Each professional mentor must hold a terminal degree (PhD or MFA).
 - It is important to achieve a balance between the flexibility of part-time mentors and the need for core individuals who work in the program year after year. Given the resources available to the OSU-Cascades program, thanks to its relationship with the OSU-Corvallis MFA program and English department, the OSU-Cascades American Studies program, The Nature of Words and other literary organizations in the region and nation, the OSU-Cascades MFA Program in Creative Writing can assemble a pool of professional mentors of the highest caliber. This strategy guarantees the development of not only a core of accomplished writers and gifted instructors and advisors, but also a rich resource of guest lecturers and panelists qualified to address a wide range topics including perspectives on career, craft and creativity.
- b. Estimate the number and type of support staff needed to provide the program at the new location(s).
- The low-residency program would require a full-time director.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
- The facilities at OSU-Cascades' new graduate center will be used.
- b. Indicate how library needs will be met.
- Library needs will be met in the same way they are met for all Cascades programs. Students can draw on the OSU Cascades and COCC library collections, can order materials from the Valley Library, can access all the same material via databases that all OSU graduate students can access, and students have access to the entire Summit System and the Orbis Cascade Alliance. (See attached letter from library services.)
- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, etc.).
- Students will receive the identical services to which all OSU Cascades students have access. Additionally, support will be offered by the director of the low residency program.

5. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the "Budget Outline" and "Budget Outline Instructions" forms on the Forms and Guidelines Web site.)
- Please see attached documents. OSU Cascades will fundraise to support the OSU-Cascades MFA Program in Creative Writing until it is financially self sustaining.
- b. If the program will be financed from existing resources:
1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.

- The unit will draw funds from existing resources in OSU-Cascades' fund balance in order to start the program, which includes the hiring of a director. The program will support itself on tuition monies once it is underway.
 - 2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.
- There will be no reallocation of resources from OSU Corvallis. There will be no allocation of resources from existing OSU-Corvallis MFA Program in Creative Writing or English/School of Writing, Literature, and Film programs. OSU-Cascades' fund balance will provide the investment to start up the program, and tuition will provide the ongoing monies for the program.



Memorandum of Understanding

Proposal to Extend an Existing OSU Program From OSU-Main (Corvallis) to OSU-Cascades (Bend)

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation,
500 Kerr Administration Building – Oregon State University

For Instructions, see <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process>
Please attach Executive Summary Proposal, Library Evaluation (performed by the library), Letters of Support (if any), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Title of Program (include if it is a major, minor, option or certificate)

Effective Term/Year

Low-Residency MFA in Creative Writing

Fall 2013

School/Department/Program:

College:

School of Writing, Literature, and Film / Dept. of English

CLA

I have reviewed and approve this proposal:

Corvallis-Based Faculty and Administration

Cascades-Based Faculty and Administration

3/6/12

Sign (Dept. Chair/Head; Director)

Date

Anita Helle

Print

2/22/12

Sign (Dept. Chair/Head; Director)

Date

Neil W. Braune

Print

4/2/12

Sign (Dean of College)

Date

Lawrence Rodgers

Print

2/22/12

Sign (Dean of OSU-Cascades)

Date

Marla E. Hacker

Print

4/9/12

Sign

Date

Gary L. Beach

Print

2/22/12

Sign (CEO OSU-Cascades)

Date

Rebecca L. Johnson

Print

OSU Cascades MFA Program in Creative Writing (low residency)

CIP# 231302

Fall 2013

The proposed low-residency MFA in Creative Writing at OSU-Cascades extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades Low Residency MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The low-residency MFA in Creative writing—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades Low Residency MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis high residency MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

The OSU-Cascades MFA Program in Creative Writing (low residency) is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades Low Residency MFA Program are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers.

Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with a writer/faculty member who guides each student's study of craft and provides written commentary on their student's work. Included in the requirements of both faculty and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.

Though the OSU-Cascades MFA Program in Creative Writing (low residency) satisfies the same degree as its traditional high residency counterpart in the proposed School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies.

**Extend: MFA in Creative Writing (Low Residency)
From OSU-Main to OSU Cascades**

**School of Writing, Literature, and Film
College of Liberal Arts**

**March 2012
Proposed Effective Term: Fall 2013**

CPS Tracking #: 83436

1. Program Description

a. Program title, level

- MFA in Creative Writing
- CIP# 231302

CIP # 231302

Title: Creative Writing

Definition: A program that focuses on the process and techniques of original composition in various literary forms such as the short story, poetry, the novel, and others. Includes instruction in technical and editorial skills, criticism, and the marketing of finished manuscripts. .

Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.

b. OSU main campus department and school/college under which the program is offered.

- School of Writing, Literature, and Film, College of Liberal Arts

c. Who will be the administrator(s) of the OSU-Cascades program?

- Marla Hacker, Dean of Academic Programs
- Neil Browne, Director, American Studies
- A faculty board with representation from English and creative writing at OSU/Corvallis and at OSU Cascades will be created to oversee the program.
- The OSU Low-Residency Faculty Board will be an appointed board consisting of 2 OSU Cascades faculty members, along with 3 members the OSU Corvallis MFA. The Low-Residency MFA Faculty Board would draw on strengths of faculty knowledgeable in low-residency programs to provide artistic and curricular guidance for a 21st century program suited to OSU and the unique opportunities of OSU/Cascades. The Low-Residency Faculty

Board would also be represented in the hiring of a Director through a national search process. Once a Director is hired, the Board would serve in an ongoing function as a recommending body on artistic and curricular direction, while day-to-day operations are in Bend.

- The low-residency program is administered under the same conditions as other graduate programs at OSU-Corvallis, with governing authority ultimately belonging to the Chair of English/Director of the School of Writing, Literature and Film, and local authority on day-to-day operations belonging to OSU-Cascades.
- d. Briefly describe the academic program, and provide a program degree audit sheet that lists all courses (including number of credits) and indicates how each course will be offered at OSU-Cascades [resident course {COCC, OSU, OU, EOU, other}, distance education, web, etc.].
- The proposed MFA in Creative Writing at OSU-Cascades (low residency) extends the Advanced Creative Writing workshop-based side of the MFA in Creative Writing on the Corvallis campus and delivers the same high quality training in writing and literary craft. The delivery significantly differs. Studying under a low-residency studio/mentorship model, students in the OSU-Cascades MFA Program must satisfy graduate degree requirements parallel to those established by the OSU-Corvallis MFA in Creative Writing. The MFA in Creative writing at Cascades—through its different delivery method—will add diversity to, not duplication of, the established writing programs at Oregon State University. The OSU-Cascades MFA Program offers a curriculum requiring 60 credit hours, during which students come to develop the skills needed for writing an original book-length creative work. This curriculum is equivalent to the requirements of the OSU-Corvallis MFA: 40 hours in Advanced Fiction Writing / Advanced Poetry Writing and other course work appropriate to the degree, and 20 hours in thesis, writing and conference, or 599 craft courses. Students enroll in at least nine credit hours per term. Students are required to write original fiction, creative nonfiction, or poetry. A project focusing on the craft of writing is required in the form of an essay, lecture or teaching a seminar. The key requirement of the course of study is a creative thesis, an original literary work in the student's chosen genre.

Extend

- CPS #: **83436**
<https://secure.oregonstate.edu/ap/cps/proposals/view/83436>
- CIP #: **2321302**
- SIS #: **8920**
- Degree Types Offered: **Master of Fine Arts (MFA)**
- Program Types: **Graduate**
- Academic Home: **Department of English, School of Writing, Literature, and Film, College of Liberal Arts**
- Options: **Not applicable**
- Areas of Concentration: **No change (existing)**
 - Fiction
 - Nonfiction Writing
 - Poetry
- Undergraduate Minors: **Not applicable**
- Graduate Minors: **Creative Writing (existing)**
- Course Designators: **WR (Existing)**
- Delivery Mode and Location: **OSU-Cascades**
- Unique Admission Requirements: **None**
- Enrollment Limitations: **None** (enrollment will be reevaluated in five years)
- Accreditation: **None currently** (Submission to the Associated Writing Programs (AWP) to

request a site visit in two years.)

- Proposed Start Date: **Summer Term or Fall Term 2013** (Banner 201300 or 201301)

- The OSU-Cascades MFA Program in Creative Writing is comprised of two parts: a mentoring section and a residency section. Central to the OSU-Cascades MFA Program are the residencies and the one-on-one mentoring relationship between student and teacher which, in combination, accelerate the participating students' development as writers.
- Students are not in residence on campus during the mentorship section. They work from a distance. During the off-campus mentorship period, students work one-on-one with professional mentors who guide each student's study of craft and provide written commentary on their student's work. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world. Included in the requirements of both professional mentors and students is a regularly scheduled exchange of packets, which include students' original creative work, responses to reading assignments and responses to the mentor's critiques and advice. Also included in the packet assignments are students' analyses and critical papers in craft, and required entries for an annotated bibliography.
- The OSU-Cascades MFA Program in Creative Writing requires four residencies of eight to ten days for 40 days in residence overall. Residencies are typically scheduled at the beginning of summer and winter terms. Students are required to attend each residency. During the eight- to ten-day residencies at the host campus, students attend workshops, lectures, panel discussions, seminars and literary readings led by the program's professional mentors as well as guest authors and representatives of the publishing industry. During the residency period, students, with the professional mentor's assistance, develop a reading list and study plan for the mentored portion of the term. The goal of each residency is to 1) broaden and deepen each student's knowledge and practice of creative writing; 2) develop a supportive literary community for students that offers encouragement and constructive criticism in workshops, seminars and one-on-one discussions with professional mentors; 3) educate students about publishing and editing through panels and informal conferences involving publishers, editors and agents during the residency period; and 4) generate a list of works to be included in the annotated bibliography.
- Assessment:

Learning Outcomes

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

Outcome 2: Develop and employ methods of intensive revision.

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521 or WR 524), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the "uncanny" novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA

students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

Measurement

Outcome 1: The student's writing is assessed in three ways. Students submit original work to the workshop throughout the two-year program, and receive extensive feedback, both oral and written, from their peers and professional mentor; students enroll in 12 credit hours of thesis/writing and conference, in which they work one-on-one with a professional mentor who assesses their progress; and students take a two-hour oral examination. The exam measures the quality of the thesis's individual parts, as well as how it coheres as whole.

Outcome 2: Students study and practice methods for revision in workshops and in consultation with the professional mentor. In workshop, participants describe, explore, and evaluate the premises of works in progress, with an eye toward editorial improvement. Revised drafts are submitted to the workshop for consideration and further suggestions. In conferences, students present revisions of work, and professional mentors offer both conceptual and sentence-level suggestions, as well as providing literary models that may assist in the revision process.

Outcome 3: Mastery of various literary theories and techniques is assessed through craft courses and workshop. Craft courses involve both critical writing and creative writing: Students study technique as demonstrated in their readings, analyze technique in their critical papers, and practice technique in creative exercises.

Outcome 4: The understanding of the contemporary creative writing field is measured through the oral examination.

Outcome 5: This will be demonstrated by the student's production of original work; by the student's ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student's bibliography project, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately.

- **AUDIT SHEET:**
Master of Fine Arts in Creative Writing

To complete the course of study for the MFA degree in Creative Writing, a minimum of 60 quarter/term hours are required in the following categories:

36 hours/credits in Advanced Fiction Writing / Advanced Poetry Writing and
12 hours/credits in Literary Craft Courses
12 hours/credits in Thesis and/or Writing and Conference

Built into the course work is a sustained critical engagement with a broad range of literature and contemporary writing, which will be demonstrated by an annotated bibliography of at least 60 entries and by the students' participation in literary craft courses during the residencies. This work is equivalent to the literature and composition requirements in the program in Corvallis. Because the low residency program will not be primarily focused on training future teachers, the

requirements in the OSU-Cascades MFA Program in Creative Writing will be tailored to the individual student's need as determined by the student and mentor.

Advanced Creative Writing Courses (a total of 40 credit hours is required). This requirement demands that the student complete ten Advanced Creative Writing courses. The topics will vary. All courses will be offered as 500 level courses only.

- WR 516: ADVANCED COMPOSITION (4 credits)
- WR 524: ADVANCED FICTION WRITING (4 credits)
- WR 541: ADVANCED POETRY WRITING (4 credits)
- WR 548: MAGAZINE ARTICLE WRITING (4 credits)

Thesis/Writing and Conference (a total of 20 credit hours is required).

- WR 503: THESIS
- WR 504: WRITING AND CONFERENCE

Year 1 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop Summer term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Year 2 – 30 credit hours

Workshop January term (low-residency):

10 hours WR 516 (non-fiction), WR 524 (fiction), WR 541 (poetry), depending on genre

Residency: 4 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

Workshop summer term (low-residency):

10 hours WR 503 Thesis

Residency: 6 hours craft course ENG 599X CRAFT TOPICS (fiction genre, poetry genre, etc.)

All MFA candidates will be required to complete a thesis, which is to be a sustained piece of creative writing of literary merit (for prose, 80-120 pages, and for poetry, 38-45 pages). The thesis will be read by the student's primary advisor and a second reader and approved by the program director. A formal examination will be also required of MFA students. The exam consists of two parts, oral and written, and will usually be given in the student's final term of study, and consists of questions assessing the student's grasp of the history of the genre, the contemporary creative writing situation, influences and models, and matters of craft, all within the context of the student's own writing.

- e. Indicate in what ways the proposed program at OSU-Cascades will differ from the OSU-Corvallis campus program.
- Though the OSU-Cascades MFA Program in Creative Writing satisfies the same degree as its traditional high residency counterpart in the School of Writing, Literature, and Film in Corvallis, it differs in that students do not reside on campus for the duration of the graduate program but only during the eight to ten day on-campus residency periods. It will not duplicate, but add diversity to the creative writing offerings at Oregon State University. Also, the low-residency program does not have the primary goal of preparing teachers, so the literature and composition requirements will be shifted to bibliographic aspect of the low-residency program and attendance at craft lectures and literary craft workshops held on site during the residencies. The emphasis is on one-on-one coaching of writing, transmitting professional experience, professional editing, and introduction to the publishing world.
 - The professional mentorship/residency model offers a different approach to delivering the same quality instruction as is offered with the high-residency model. The low-residency

professional mentors are employed on a contract basis which allows the program to assemble highly qualified writers from across the country and represents a cost-savings relative to payroll and benefit costs. The average number of professional mentors, to maintain one-on-one mentoring during off-campus periods is calculated at one professional mentor per four students. The low-residency model emphasizes the professional mentor and student relationship as a way to accelerate learning, thanks in part to the low professional mentor-student ratio and the collaboration of professional mentor and student in designing a program best suited to the student's needs and goals.

- During the mentorship period, students and professional mentors exchange what are referred to as packets. Clear guidelines are provided for regularly scheduled exchanges and responses from the mentor. For each mentoring period of ten weeks (excluding residencies), students submit packets and receive corresponding substantive critical responses from professional mentors at least once a month. A typical packet from the student includes new and/or revised creative work, bibliography of completed reading, critical analysis of reading, and responses to directions and questions from the professional mentor in previous exchange of packets. A typical packet from the professional mentor includes critiques of student's creative work with suggestions for new and substantially revised work, return of student's manuscripts with line-specific suggestions, comments on student's critical analyses of reading assignments, suggestions for related reading to be included in the annotated bibliography, especially books on craft related to student's particular ambitions and style of learning, and individualized instruction about aspects of craft. A student typically studies with a different professional mentor each term and during residencies with several different workshop leaders, thus exposing the student to a variety of literary sensibilities and academic approaches to the study and practice of writing.
 - To graduate, per the established requirements of the OSU-Corvallis high residency program, students must demonstrate expertise in at least one genre and produce a literary work. In addition to required creative work, students are also required to write and present an essay, and to give a public lecture on an issue of literary craft or tradition. The accomplishment of the essay/lecture portion of the graduation requirement is second in importance to the thesis (usually 38 to 45 pages of poetry and 80 to 120 pages in prose). (See also 1.d). The thesis must be defended before a committee of OSU professors.
- f. List any special requirements or prerequisites for admission to the program in Creative Writing at OSU-Cascades
- The requirements will be equivalent to the requirements of the MFA on the Corvallis Campus, with the emphasis shifted to the Advanced Creative Writing and thesis credits.
- g. Is there an accrediting agency or professional society that has established standards for this program? If so, is the program currently accredited? If accredited, what steps would be needed to ensure that accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program offering at a new location?
- The program at OSU-Cascades would operate under the accreditation of the English Department and the School of Writing, Literature, and Film.
 - The Associated Writing Programs (AWP) has established standards for low-residency programs, and these will be followed closely in the operation of the program at Cascades. We will invite AWP representatives to Bend for a site visit after two years.

2. Demand

- a. List any similar programs offered at the proposed or nearby location(s).

- In Oregon, there is one, Pacific University; three in Washington, Pacific Lutheran University, Seattle Pacific University, and Goddard's Port Townsend campus. The University of British Columbia has a low-residency program in Vancouver. Naropa in Boulder, Colorado and two southern California low-residency programs round out the competition regionally.

b. Provide evidence of need for the program at the new location(s).

- The Oregon, Washington, and Vancouver low-residency programs are all located west of the Cascades. A program at OSU-Cascades could potentially draw students from Central Oregon, eastern Washington, Idaho, Montana, Nevada, and Northern California. According to the Low Residency MFA Directors' Survey, eight of the 31 programs polled responded that their program is composed of 50% or more in-state students which bodes well for attracting students to an Oregon-based low-residency MFA in Creative Writing program.
- Student populations have grown at state universities and community colleges during the current recession. When the recession ends, the Central Oregon region's population will grow again. Both scenarios contribute to an expected growth in the student population. When family or economics or jobs keep students place-bound, it is the local campus that can offer what they need. However, the MFA in Creative Writing at Cascades will also strive to attract students nationwide. With a strong, nationally recognized pool of professional mentors, the program will draw from across the United States. While serving the region is a central part of the mission of OSU-Cascades, so too is the effort to build nationally known and respected programs in Bend, which in turn contributes to the heightened national visibility of Oregon State University as a whole.
- Therefore, it is important that an OSU-Cascades MFA in Creative Writing program aim to rival the most respected programs in quality and academic rigor. Given the differing goals of the students who enroll, also reinforced by a survey of graduates of other low-residency programs, the great appeal of a low-residency program is its flexibility, which involves the student in the design of his or her individualized curriculum while meeting the requirements of the program itself. The low-residency model attracts more age-diverse applicants annually than the traditional creative writing program. The average age of the student is 36, more in line with the demographic served by OSU-Cascades. Given the population served by OSU-Cascades, the low-residency program will also attract employed students seeking an additional degree while maintaining employment. Low residency answers the requirements of the current economic times as people strive to better position themselves professionally while maintaining employment. The program emphasizes the study of literary craft from within the writer's perspective. It is not, however, a technical or narrow degree. The reading and analytical components of each mentorship period, and the variety of classes and workshops offered during the residency periods, provide well-integrated curricula in the humanities, with the emphasis falling on direction of individual manuscripts, instruction in literary craft, and the actual work of writing. While the balanced study of literature and the craft of writing does make graduates viable candidates for teaching positions, the OSU-Cascades MFA in Creative Writing is not geared toward specifically educating teachers. It can open the doors to many professions, including journalism, editing, marketing and communications and is recognized as important to improve writing, communication and abstract thinking skills in engineering and the sciences.
- For a state university system to offer both a low and high residency MFA in Creative Writing is unique to Oregon and most of the country and would help both programs at both OSU campuses. The OSU-Cascades MFA Program in Creative Writing complements the established high-residency program at OSU Corvallis/School of Writing, Literature, and Film and adds to the breadth of graduate offerings at OSU-Cascades. The addition of a graduate degree in the Liberal Arts creates balance with the current focus on professional graduate programs at Cascades, and also enhances OSU-Cascades' reputation as a well-rounded undergraduate institution, while increasing student enrollment at both the graduate and

undergraduate level. The proposed graduate program underscores OSU-Cascades' growing potential as a destination for writers with national visibility.

c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will prospective students be enrolled be selected?

- AY 2012-2013: 16
- AY 2013-2014: 36
- AY 2014-2015: 40
- AY 2015-2016: 40
- Future enrollment levels will be reevaluated at the five year mark.

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program at OSU-Cascades, and their tentative teaching assignments. Will new faculty be needed?

The following list includes Corvallis faculty in the School of Writing, Literature, and Film, who are able to participate in The OSU-Cascades MFA Program in Creative Writing.

-
- Tracy Daugherty, PhD, Distinguished Professor of English and Creative Writing/OSU/Corvallis
- Karen Holmberg, PhD, Associate Professor of English (poetry), OSU/Corvallis
- Ted Leeson, PhD, Senior Instructor, OSU/Corvallis:
- Susan Rodgers, MFA, Associate Professor of English, OSU/Corvallis
- Keith Scribner, MFA, Associate Professor of English, OSU/Corvallis
- Neil Browne, PhD, Associate Professor of English, OSU:
- Henry Sayre, PhD, Distinguished Professor of Art, OSU

The OSU-Cascades MFA Program in Creative Writing will have to hire new professional mentors. As in most low-residency programs, professional mentors are contracted specifically for workshop during the summer periods of service and for extended mentoring. All new professional mentors will be term-limited contract employees, which permits the program and the professional mentors a certain flexibility not possible with a resident faculty. Participation by OSU-Corvallis contracted employees during 9-month period of regular service would be subject to approval by the Director of English/School of Writing, Literature, and Film.

The MFA in Creative Writing (low residency) at OSU-Cascades will offer students a close, sustained working relationship with masters in the field of creative writing, who will function as professional mentors. They will consist of writers who have reached the apex of their profession and are dedicated, committed mentors. The program will build a core mentoring staff, writers who will build extended experience in the program—professional mentors familiar with our format and standards, and able to ensure continuity in the work and development of current students. The program will utilize a rotating pool of highly respected writers.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to facilitate biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model.

- Professional mentors will be drawn from distinguished writers from across the country and internationally who will be contracted on a term to term basis. The importance of a distinguished and artistically diverse pool of accomplished writers who are also excellent teachers can't be underestimated in attracting students and establishing the program's reputation regionally and nationally. In addition, as an extension of the OSU-Corvallis program, the low-residency professional mentors at OSU-Cascades must meet the requirements of instructional faculty as established by OSU-Corvallis standards. Each professional mentor must have at least one book published by a respected press in the genre the professional mentor teaches. Each professional mentor must hold a terminal degree (PhD or MFA).
 - It is important to achieve a balance between the flexibility of part-time mentors and the need for core individuals who work in the program year after year. Given the resources available to the OSU-Cascades program, thanks to its relationship with the OSU-Corvallis MFA program and English department, the OSU-Cascades American Studies program, The Nature of Words and other literary organizations in the region and nation, the OSU-Cascades MFA Program in Creative Writing can assemble a pool of professional mentors of the highest caliber. This strategy guarantees the development of not only a core of accomplished writers and gifted instructors and advisors, but also a rich resource of guest lecturers and panelists qualified to address a wide range topics including perspectives on career, craft and creativity.
- b. Estimate the number and type of support staff needed to provide the program at the new location(s).
- The low-residency program would require a full-time director.

4. Other Resources

- a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s).
- The facilities at OSU-Cascades' new graduate center will be used.
- b. Indicate how library needs will be met.
- Library needs will be met in the same way they are met for all Cascades programs. Students can draw on the OSU Cascades and COCC library collections, can order materials from the Valley Library, can access all the same material via databases that all OSU graduate students can access, and students have access to the entire Summit System and the Orbis Cascade Alliance. (See attached letter from library services.)
- c. Indicate how students at the new location(s) will receive student services (e.g., academic advising, etc.).
- Students will receive the identical services to which all OSU Cascades students have access. Additionally, support will be offered by the director of the low residency program.

5. Budgetary Impact

- a. Indicate the estimated cost of the program for the first four years of its operation. (Use the "Budget Outline" and "Budget Outline Instructions" forms on the Forms and Guidelines Web site.)
- Please see attached documents. OSU Cascades will fundraise to support the OSU-Cascades MFA Program in Creative Writing until it is financially self sustaining.
- b. If the program will be financed from existing resources:
1. Describe what the budgetary unit will be doing that is not currently done in terms of additional activities.

- The unit will draw funds from existing resources in OSU-Cascades' fund balance in order to start the program, which includes the hiring of a director. The program will support itself on tuition monies once it is underway.
 - 2. State what these new activities will cost and whether financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. State which resources will be moved and how this will affect those programs losing resources.
- There will be no reallocation of resources from OSU Corvallis. There will be no allocation of resources from existing OSU-Corvallis MFA Program in Creative Writing or English/School of Writing, Literature, and Film programs. OSU-Cascades' fund balance will provide the investment to start up the program, and tuition will provide the ongoing monies for the program.

External letters of support are not required for an MOU for extending existing Corvallis programs to OSU Cascades.

Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:
Low Residency MFA in Creative Writing / Cascades

Effective Date:

Fall 2013


Department/Program:
OSU Cascades / English

College:

CLA

- ☒ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☒ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

 2/20/12 Marla E. Hacker
Sign (Dept Chair/Head; Director) Date Print (Department Chair/Head; Director)

Library Support for the MFA in Creative Writing on Cascades Campus

Cascades' library services offers the collections and services described below in support of the proposed MFA in Creative Writing at Cascades Campus. The curriculum for this program will be identical to the approved program in Corvallis. Consequently, the OSU Libraries already provide much of the support the program is expected to need.

Monographs

Scholarly monographs are the core of Cascades' English Language and Literature collection. We currently collect, in coordination with the Valley Library, monographs and literary texts by and about major American writers. Our local collection is particularly focused on works by Native American, Northwest and Western authors as well as nature and ecology writing. The MFA students' individual needs are expected to be diverse and may often be best served by access to collections beyond OSU. This access is facilitated by our consortial agreements and interlibrary loan services.

The library may need to purchase more monographs in the future to support the MFA literature and craft coursework. This can be done in collaboration with the faculty and students of the program through our Purchase on Demand and Patron Drive Acquisitions services. We plan to focus purchases in Environmental Literature rather than developing a thin and broad literature collection. Currently 11% of the monograph budget goes towards literature. This should remain adequate unless the faculty significantly changes its focus.

Journals

The OSU Libraries subscribe to a range of literary journals. Many core titles such as *Kenyon Review* and *Virginia Quarterly Review* are available electronically. Titles available at Valley Library in Corvallis in print-only, whether the restriction is a result of age, format preference, or publisher availability, are accessible to Cascades students via the Libraries' "Scan and Deliver" program, a service to scan and send electronic copies of articles held in the libraries' print collection.

Cascades also has subscriptions to a few print journals, notably *Publications of the Modern Language Association of America*, along with access to Central Oregon Community College's subscriptions to locally relevant titles such as *High Desert Journal*.

Other important titles such as *New England Review* are included in our state licensed database packages, available online to all members of the OSU community.

Databases

OSU Libraries subscribe to the Modern Language Association (MLA) International Database, a critical resource indexing more than two million books, book reviews,

journal articles, and dissertations back to 1926. This is the primary tool for accessing research and criticism in the language and literature disciplines.

The libraries also subscribe to Project MUSE, a full-text interdisciplinary humanities database and to several JSTOR collections including Arts & Sciences I which includes the full-text of some humanities journals.

All members of the OSU community, including Cascades faculty and students, have online access to OSU Libraries' subscription databases.

Library Staff and Expertise

OSU Libraries English Subject Librarian Stefanie Buck along with the Cascades Librarian will provide needed reference, instruction, and collection support to the program's faculty, staff, and students.

Summary

The OSU Libraries collections are adequate to support the proposed MFA in Creative Writing at the Cascades Campus. The local collection, while small, is focused and addresses the current faculty members' needs and research interests. Additional funding is not needed at this time. If the program grows or its focus shifts, funding may be necessary to build a foundation collection or fill gaps.

Faculty CVs available upon request

OSU Libraries
OSU Cascades Collections

Library Proposal for MOU

Proposal to offer a Master of Fine Arts in Creative Writing
Title of MOU

Department of English/pending School of Writing Literature and Film
Department

College of Liberal Arts
College

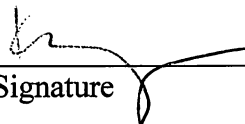
The OSU Cascades librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that the present collections and services are:

- ☐ inadequate to support the proposal
- ☐ marginally adequate to support the proposal
- ☒ adequate to support the proposal

Comments and Recommendations:

The OSU Libraries collections are adequate to support the proposed MFA in Creative Writing at the Cascades Campus. The curriculum for this program will be identical to the existing program in Corvallis. Consequently, the OSU Libraries already provides much of the support the program is expected to need. The local collection, while small, is focused and addresses the current faculty members' needs and research interests. Additional funding is not needed at this time.

Kate Gronemyer
OSU Cascade Librarian



Signature

1/31/2012
Date

Neil - As you know, I'm completely supportive of the low-residency MFA in Creative Writing to be offered through OSU-Cascades, in collaboration with our colleagues in Corvallis. I believe that the strengths of the current faculty in Creative Writing can be combined with a strong group of adjunct faculty mentors to provide a high quality experience for the low-residency students. I understand that the program may not break even right away, and am committing the resources needed to get the program up and running.

Thanks for your efforts in moving this proposal forward.

Becky

Count me on the side of the MFA low-rez; let's get it done.

AH

Anita Helle
Professor of English
Transitional Director of the School of Writing, Literature, and Film
Moreland Hall 238
Oregon State University
Corvallis, Oregon 97331
541-737-1630 (office)
541-737-3589 (fax)
ahelle@oregonstate.edu

Definitely! I support the MFA in creative writing. marla

Dear Neil,

Speaking for both the "Spring Creek Project for Ideas, Nature, and the Written Word" and the nascent "Environmental Humanities Initiative" at Oregon State University Corvallis, I would like to express strong support for the new low-residency MFA program at OSU-Cascades. With its emphasis on environmental writing, the MFA will be an important player in OSU's on-going efforts to provide students the skills and knowledge they will need to be leaders, helping shape our culture's response to the future.

Kathleen Dean Moore
Distinguished Professor
School of History, Philosophy, and Religious Studies

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: X First Second

Program: Low Residency , MFA - Creative Writing

 Third Fourth

Academic Year: 2013-2014

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 77,000 | | | | | 77,000 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 38,144 | | | | | 38,144 |
| Non-recurring | 8,000 | | | | | 8,000 |
| Personnel Subtotal | 123,144 | | | | | 123,144 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 97,620 | | | | | 97,620 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 97,620 | | | | | 97,620 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 220,764 | | | | 184, 645 | 220,764 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Academic Year: 2014-2015

Indicate the year: _____ First _____ x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 86,100 | | | | | 86,100 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,034 | | | | | 41,034 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 127,134 | | | | | 127,134 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 199,360 | | | | | 199,360 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 199,360 | | | | | 199,360 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 326,494 | | | | 425,939 | 326,494 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Indicate the year: _____ First _____ Second
 _____ x _____ Third _____ Fourth

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Academic Year: 2015-2016

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 88,263 | | | | | 88,263 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,679 | | | | | 41,679 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 129,942 | | | | | 129,942 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 217,860 | | | | | 217,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 217,860 | | | | | 217,860 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 347,802 | | | | 485,284 | 347,802 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: _____ First _____ Second

Program: Low Residency , MFA - Creative Writing

_____ Third _____ x _____ Fourth

Academic Year: 2016-2017

Prepare one page each of the first four years

Column A Column B Column C Column D Column E Column F

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 90,491 | | | | | 90,491 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 42,343 | | | | | 42,343 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 132,834 | | | | | 132,834 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 218,860 | | | | | 218,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 218,860 | | | | | 218,860 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 351,694 | | | | 497,668 | 351,694 |

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year One

Director 1.0 FTE @ \$70k + 2 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((70000 * 0.2983) + 15000) + \text{two OSU faculty on summer appointments } \$7000 (0.3233))$
moving \$5000, computer \$3000

\$12,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/2 OSU faculty **\$1,900**, details(lodging: 10 nights@\$110; meals: 10days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/2 guest writers travel **\$4,620**, details(lodging: 10 nights @\$110, meals: 10 days @\$52/day, auto: 2*\$300; airfare: 2*\$1200)

22 guest writers during the year * \$3500 per writer= **\$77,000**

revenue= $(16 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from 2012-13} + \text{no increase in RAM/student}$

tuition: \$11,709/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Two

Director 1.0 FTE @ \$72100 includes 3% salary increase + + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((72100 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$13,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

49 guest writers during the year * \$3500 per writer= **171,500**

revenue= $(36 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,060/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Three

Director 1.0 FTE @ \$74263 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((74263 * 0.2983) + 15000)) + \text{four OSU faculty on summer appointments } \$14000 (0.3233)$

\$14,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue=**(40 HDCT***.83 FTE/HDCT)*3%tuition increase from prior year +no increase in RAM/student

tuition: \$12,422/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Four

Director 1.0 FTE @ \$76491 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((76491 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$15,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,795/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: X First Second

Program: Low Residency , MFA - Creative Writing

 Third Fourth

Academic Year: 2013-2014

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 77,000 | | | | | 77,000 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 38,144 | | | | | 38,144 |
| Non-recurring | 8,000 | | | | | 8,000 |
| Personnel Subtotal | 123,144 | | | | | 123,144 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 97,620 | | | | | 97,620 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 97,620 | | | | | 97,620 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 220,764 | | | | 184, 645 | 220,764 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Academic Year: 2014-2015

Indicate the year: _____ First _____ x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 86,100 | | | | | 86,100 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,034 | | | | | 41,034 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 127,134 | | | | | 127,134 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 199,360 | | | | | 199,360 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 199,360 | | | | | 199,360 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 326,494 | | | | 425,939 | 326,494 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Indicate the year: _____ First _____ Second
 _____ x _____ Third _____ Fourth

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Academic Year: 2015-2016

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 88,263 | | | | | 88,263 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,679 | | | | | 41,679 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 129,942 | | | | | 129,942 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 217,860 | | | | | 217,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 217,860 | | | | | 217,860 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 347,802 | | | | 485,284 | 347,802 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: _____ First _____ Second

Program: Low Residency , MFA - Creative Writing

_____ Third _____ x _____ Fourth

Academic Year: 2016-2017

Prepare one page each of the first four years

Column A Column B Column C Column D Column E Column F

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 90,491 | | | | | 90,491 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 42,343 | | | | | 42,343 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 132,834 | | | | | 132,834 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 218,860 | | | | | 218,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 218,860 | | | | | 218,860 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 351,694 | | | | 497,668 | 351,694 |

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year One

Director 1.0 FTE @ \$70k + 2 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((70000 \times 0.2983) + 15000) + \text{two OSU faculty on summer appointments } \$7000 (0.3233))$
moving \$5000, computer \$3000

\$12,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/2 OSU faculty **\$1,900**, details(lodging: 10 nights@\$110; meals: 10days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/2 guest writers travel **\$4,620**, details(lodging: 10 nights @\$110, meals: 10 days @\$52/day, auto: 2*\$300; airfare: 2*\$1200)

22 guest writers during the year * \$3500 per writer= **\$77,000**

revenue= $(16 \text{ HDCT} \times .83 \text{ FTE/HDCT}) \times 3\% \text{tuition increase from 2012-13} + \text{no increase in RAM/student}$

tuition: \$11,709/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Two

Director 1.0 FTE @ \$72100 includes 3% salary increase + + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((72100 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$13,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

49 guest writers during the year * \$3500 per writer= **171,500**

revenue= $(36 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,060/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Three

Director 1.0 FTE @ \$74263 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((74263 * 0.2983) + 15000)) + \text{four OSU faculty on summer appointments } \$14000 (0.3233)$

\$14,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,422/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Four

Director 1.0 FTE @ \$76491 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((76491 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$15,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,795/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: X First Second

Program: Low Residency , MFA - Creative Writing

 Third Fourth

Academic Year: 2013-2014

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 77,000 | | | | | 77,000 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 38,144 | | | | | 38,144 |
| Non-recurring | 8,000 | | | | | 8,000 |
| Personnel Subtotal | 123,144 | | | | | 123,144 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 97,620 | | | | | 97,620 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 97,620 | | | | | 97,620 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 220,764 | | | | 184, 645 | 220,764 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Academic Year: 2014-2015

Indicate the year: _____ First _____ x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 86,100 | | | | | 86,100 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,034 | | | | | 41,034 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 127,134 | | | | | 127,134 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 199,360 | | | | | 199,360 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 199,360 | | | | | 199,360 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 326,494 | | | | 425,939 | 326,494 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Indicate the year: _____ First _____ Second
 _____ x _____ Third _____ Fourth

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Academic Year: 2015-2016

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 88,263 | | | | | 88,263 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,679 | | | | | 41,679 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 129,942 | | | | | 129,942 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 217,860 | | | | | 217,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 217,860 | | | | | 217,860 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 347,802 | | | | 485,284 | 347,802 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: _____ First _____ Second

Program: Low Residency , MFA - Creative Writing

_____ Third _____ x _____ Fourth

Academic Year: 2016-2017

Prepare one page each of the first four years

Column A Column B Column C Column D Column E Column F

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 90,491 | | | | | 90,491 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 42,343 | | | | | 42,343 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 132,834 | | | | | 132,834 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 218,860 | | | | | 218,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 218,860 | | | | | 218,860 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 351,694 | | | | 497,668 | 351,694 |

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year One

Director 1.0 FTE @ \$70k + 2 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((70000 \times 0.2983) + 15000) + \text{two OSU faculty on summer appointments } \$7000 (0.3233))$
moving \$5000, computer \$3000

\$12,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/2 OSU faculty **\$1,900**, details(lodging: 10 nights@\$110; meals: 10days@\$52/day; mileage: 2 RT=\$280)

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tuition: \$11,709/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Two

Director 1.0 FTE @ \$72100 includes 3% salary increase + + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((72100 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$13,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

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revenue= $(36 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,060/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Three

Director 1.0 FTE @ \$74263 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((74263 * 0.2983) + 15000)) + \text{four OSU faculty on summer appointments } \$14000 (0.3233)$

\$14,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,422/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Four

Director 1.0 FTE @ \$76491 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((76491 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$15,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,795/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: X First Second

Program: Low Residency , MFA - Creative Writing

 Third Fourth

Academic Year: 2013-2014

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 77,000 | | | | | 77,000 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 38,144 | | | | | 38,144 |
| Non-recurring | 8,000 | | | | | 8,000 |
| Personnel Subtotal | 123,144 | | | | | 123,144 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 97,620 | | | | | 97,620 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 97,620 | | | | | 97,620 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 220,764 | | | | 184, 645 | 220,764 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Academic Year: 2014-2015

Indicate the year: _____ First _____ x _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.20 | 86,100 | | | | | 86,100 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,034 | | | | | 41,034 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 127,134 | | | | | 127,134 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 199,360 | | | | | 199,360 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 199,360 | | | | | 199,360 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 326,494 | | | | 425,939 | 326,494 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Program: Low Residency , MFA - Creative Writing

Indicate the year: _____ First _____ Second
 _____ x _____ Third _____ Fourth

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Academic Year: 2015-2016

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Other
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 88,263 | | | | | 88,263 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 41,679 | | | | | 41,679 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 129,942 | | | | | 129,942 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 217,860 | | | | | 217,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 217,860 | | | | | 217,860 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 347,802 | | | | 485,284 | 347,802 |

Total resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: OSU-Cascades

Indicate the year: _____ First _____ Second

Program: Low Residency , MFA - Creative Writing

_____ Third _____ x _____ Fourth

Academic Year: 2016-2017

Prepare one page each of the first four years

Column A Column B Column C Column D Column E Column F

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

| | From Current
Budgetary Unit \$ | Institutional
Reallocation
from Ojher
Budgetary Unit | From Special
State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees, Sales
and Other Income
(Tuition and RAM)
\$ | LINE ITEM TOTAL
\$ |
|-------------------------------------|-----------------------------------|---|---|---|---|-----------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) 1.00 | 90,491 | | | | | 90,491 |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | 42,343 | | | | | 42,343 |
| Non-recurring | | | | | | |
| Personnel Subtotal | 132,834 | | | | | 132,834 |
| | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 218,860 | | | | | 218,860 |
| Equipment | | | | | | |
| Other Expenses (Software) | | | | | | |
| Other Resources Subtotal | 218,860 | | | | | 218,860 |
| | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| Grand Total | 351,694 | | | | 497,668 | 351,694 |

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year One

Director 1.0 FTE @ \$70k + 2 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((70000 \times 0.2983) + 15000) + \text{two OSU faculty on summer appointments } \$7000 (0.3233))$
moving \$5000, computer \$3000

\$12,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/2 OSU faculty **\$1,900**, details(lodging: 10 nights@\$110; meals: 10days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/2 guest writers travel **\$4,620**, details(lodging: 10 nights @\$110, meals: 10 days @\$52/day, auto: 2*\$300; airfare: 2*\$1200)

22 guest writers during the year * \$3500 per writer= **\$77,000**

revenue= $(16 \text{ HDCT} \times .83 \text{ FTE/HDCT}) \times 3\% \text{tuition increase from 2012-13} + \text{no increase in RAM/student}$

tuition: \$11,709/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Two

Director 1.0 FTE @ \$72100 includes 3% salary increase + + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((72100 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$13,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

49 guest writers during the year * \$3500 per writer= **171,500**

revenue= $(36 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,060/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Three

Director 1.0 FTE @ \$74263 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((74263 * 0.2983) + 15000)) + \text{four OSU faculty on summer appointments } \$14000 (0.3233)$

\$14,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,422/grad student for 4 term AY, RAM: \$2195/grad student

Total Budget

Estimated Costs and Sources of Funds for Start-up of Program

Notes Year Four

Director 1.0 FTE @ \$76491 includes 3% salary increase + 4 OSU faculty at 0.10FTE & \$3500 each for summer only

Director: $(\text{SUM}((76491 * 0.2983) + 15000) + \text{four OSU faculty on summer appointments } \$14000 (0.3233))$

\$15,000-general supplies, **\$2,100**-Director professional development & travel

travel summer residency/4 OSU faculty **\$3520**, details(lodging: 20 nights@\$110; meals: 20days@\$52/day; mileage: 2 RT=\$280)

travel fall residency/4 guest writers travel **\$9240**, details(lodging: 20 nights @\$110, meals: 20 days @\$52/day, auto: 4*\$300; airfare: 4*\$1200)

54 guest writers during the year * \$3500 per writer= **\$189,000**

revenue= $(40 \text{ HDCT} * .83 \text{ FTE/HDCT}) * 3\% \text{tuition increase from prior year} + \text{no increase in RAM/student}$

tuition: \$12,795/grad student for 4 term AY, RAM: \$2195/grad student

1. Review - College Approver - Liberal Arts

Approved by [Helene Serewis](#) Exec Asst to-Dean / Liberal Arts Admin, April 20, 2012 12:57pm

Comments

Helene Serewis (College Approver - Liberal Arts) April 20, 2012 12:57pm

The CLA Curriculum Committee approves this proposal.

2. Review - Curriculum Coordinator

Approved by [Sarah Williams](#) Coord-Curriculum / Acad Prgms/Assess/Accred, April 23, 2012 4:12pm

Comments

Sarah Williams (Curriculum Coordinator) April 23, 2012 4:12pm

Following approval of the CLA Curriculum Committee, this proposal is being moved to review by Budgets and Fiscal Planning.

3. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), May 25, 2012 10:01pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) May 25, 2012 10:01pm

The BFP group would like to see a detailed breakdown of the anticipated revenues for this program and a detailed breakout of the personnel, their salaries, FTE and OPE costs

4. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, September 20, 2012 12:03am

Comments

Cornelius Browne September 20, 2012 12:03am

I have added two explanatory paragraphs about hiring in response to questions from the BFP group. The additional paragraphs can be found on page eight, section 3a of the proposal.

Also in response to queries from the BFP group, I have posted a budget addendum under "Other Attachments."

5. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), October 3, 2012 10:50am

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) October 3, 2012 10:50am

This proposal is being returned because the BFP group, the Graduate Council and the Provost have, in the past, indicated that they do not regard programs where large numbers of faculty are appointed at 0.49 FTE as sustainable, appropriate ways to construct programs. While these groups recognize the utility and need for part time faculty, a program that seems to be largely based upon faculty who are not receiving health insurance and retirement benefits is not acceptable. We suggest that these faculty be appointed at > 0.5 FTE allowing them to have full benefits. In addition, it is not clear to us the number of regular OSU faculty and the number of newly hired Cascades faculty participating in this program in each year and how these people are designated in the budget.

6. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, November 8, 2012 5:28pm

Comments

Cornelius Browne November 8, 2012 5:28pm

I have attached a newly revised MOU and budget sheets addressing the BFP group's concerns.

It is essential to understand that, by contrast to tenure-line commitments made by universities in full-residency MFA Programs, prestigious low-residency programs across the country (from Warren Wilson to Sarah Lawrence) recruit their staff from high-profile authors with MFA training to work as professional mentors and to teach in biannual residencies on term contracts. These professional mentors are not physically housed at OSU Cascades Campus. They work from their own home base on a contract basis. They are people who have reached the upper levels of their craft and are not seeking tenure or full time employment at OSU. This is the norm, and is expected by both students and mentors. Of the top-ten-rated low residency creative writing programs in the United States, all function on this model

7. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), November 16, 2012 9:54am

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) November 16, 2012 9:54am

We are returning this proposal for corrections and needed additional information. The items needing attention are: (1) Please edit the proposal to remove the "mfa mou browne .doc (10/03/2012)" and the "MFA Budget Addendum.xlsx" (10/03/2012). We believe these obsolete files could confuse readers. (2) Under Personnel in the budgets, please either footnote the budget page or describe, in the narrative, that the 70K\$ is the salary of the director, the 33.5K\$ is the OPE for that salary (and how that number was estimated). (3) Under Personnel in the budgets, please add the salaries to be paid to OSU faculty participating in the program and the relevant OPE costs (and the basis for the estimates.) (4) Under Supplies and Service, please indicate the breakdown between Supplies and Services (where we understand the Services are the Personal Service Contracts for the "guest faculty" and how these estimates were made.) (5) Indicate the inflation factor used in estimating the expenses in years 2-4. (6) In Column E of the budget, please indicate the estimated revenue from tuition (or other sources) for each year

8. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, November 17, 2012 8:53pm

Comments

Cornelius Browne November 17, 2012 8:53pm

All changes have been made to the budget sheets, and the proposal has been edited to reflect the most recent changes only.

9. Review - Budgets and Fiscal Planning Committee

Sent Back by [Walter Loveland](#), November 19, 2012 3:30pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) November 19, 2012 3:30pm

Please correct errors in the budget

10. Originator Response

[Cornelius Browne](#) Associate Professor / Acad Prog / Student Aff, November 19, 2012 9:16pm

Comments

Cornelius Browne November 19, 2012 9:16pm

Errors in the budget have been corrected, 11/19/12.

11. Review - Budgets and Fiscal Planning Committee

Approved by [Walter Loveland](#), November 20, 2012 1:43pm

Comments

Walter Loveland (Budgets and Fiscal Planning Committee) November 20, 2012 1:43pm

This proposal is approved with the following conditions and advisories. All of the supply expense should be put together in the supplies budget with appropriate adjustments elsewhere. This includes the \$12,000 of general supplies, the \$15,000 of director's supplies and the computer (\$3000) for the director. The Director of the Office of Budgets also advises that the RAM monies are not allocated to the units and you should plan without that revenue.

Final Examination

Successful completion of a final oral examination is required for all master's degrees with the exception of students who complete the nonthesis option under the EdM degree. In those cases, nonthesis EdM students must take a final written examination. Some departments also require the student to pass a written exam prior to the oral exam.

The final oral examination for master's candidates may, at the discretion of the graduate program, consist of a public thesis defense followed by a closed session of the examining committee with the candidate. Under normal circumstances, the final oral examination should be scheduled for two hours.

For master's candidates whose programs require a thesis, not more than half of the examination period should be devoted to the presentation and defense of the thesis; the remaining time can be spent on questions relating to the student's knowledge of the major field, and minor field if a minor is included in the program of study. Graduate faculty serving on thesis-oriented master's degree programs may contribute to the direction of the student's thesis, will assess the student's thesis and his or her defense of it in the final oral examination, will vote to pass or fail the student, and may sign the thesis when it is in acceptable final form. The examining committee consists of at least four members of the graduate faculty—two in the major field, one in the minor field if a minor is included, and a Graduate Council representative. When a minor is not included, the fourth member may be from the graduate faculty at large. All members of the student's graduate committee must approve the scheduling of the final examination.

Students writing a thesis must have a Graduate Council representative on their committee. It is the student's responsibility to obtain his or her own Graduate Council representative from a list provided by the Graduate School. This must be done prior to scheduling the final exam.

When no thesis is involved, not more than half of the examination period should be devoted to the presentation of the research project; the remaining time can be spent on questions relating to the student's knowledge of the major field, and minor field if one is included in the program. For nonthesis master's degree programs, the major professor is responsible for directing and assigning a final grade for the research or culminating project. Other members of the nonthesis committee will assess the student's defense of the project in the final oral examination, as well as the student's knowledge of his or her field, and vote to pass or fail the student. The examining committee consists of three members of the graduate faculty—two in the major field and one in the minor field if a minor is included. When a minor is not included, the third member may be from the graduate faculty at large.

Report on Follow-up Review of the OSU College of Pharmacy Graduate Program

The Graduate Program within Oregon State University's College of Pharmacy was reviewed by a committee appointed by the Graduate Council and Dean of the Graduate School. The review took place in May, 2007 and a report detailing the review and its recommendations was submitted to the Graduate School in July, 2007. The committee reported its observations and recommendations to the Graduate Council in the Fall of 2007. The faculty then developed an Action Plan in response to the twenty-one "short term" recommendations and three "long-term" recommendations provided by the review. This plan was subsequently presented to the Graduate Council and the Provost. On May 5, 2010, committee members Shawna Grosskopf (CLA) and Thomas Wolpert (CAS) met with Gary DeLander (Executive Associate Dean and Chair, Department of Pharmaceutical Sciences) and Theresa Filtz (Chair, Graduate Studies Committee) to discuss progress in carrying forward the Action Plan. Of note, after this review was completed, the Provost appointed a new Dean to the College on Sept 1, 2010, Dr. Mark Zabriskie, previously a faculty member in the Department of Pharmaceutical Sciences at OSU.

These are our findings relative to the Action items that address recommendations made by the 2007 Review Team:

"Short-term" Recommendations:

(1) Hire a faculty member in pharmaceuticals in the area of biopharmaceuticals to build toward a critical mass in this area and to relieve a chronic shortage of faculty expertise in this area of concentration.

(2) Add an additional faculty in pharmacology.

(3) Add an additional faculty in chemical biology whose laboratory is housed within OTRADI's high through-put screening facility. The faculty member is expected to accelerate natural product lead identification and optimization and to catalyze the Department's translational studies with OHSU faculty

(4) Add senior hires to increase leadership, mentorship, and external funding within the Department.

Recommendations 1,2,3 and 5 all suggested additional faculty hires and reflected the college strategic plan but addressing these recommendations is dependent on budgetary opportunities to expand the faculty further, particularly in regards to a senior hire.

Since 2007, the college hired a faculty member, Ganesh Cherala, based in Portland who is a member of the pharmaceuticals group doing clinical pharmacokinetics. They also successfully filled a vacancy created last year (2009) due to the departure of a pharmaceuticals faculty member and a search for a new Corvallis-based pharmaceuticals faculty member is in progress (fall 2010). Finally, the Provost's divisional faculty hiring initiative resulted in funding for a new faculty member in pharmacogenomics with interdisciplinary research interests to be hired in 2011.

The college is also coordinating with OHSU to occupy a new building on the waterfront with additional capacity for the College in Portland and in close proximity

to the OTRADI facility. The facility is being planned with the expectation of an open, collaborative research floor plan and includes space for expansion of faculty in Portland conducting foundational research.

(Also, see #6 with regards to a "senior hire".)

(5) Revitalize the College's presence in the areas of pharmacoeconomics, outcomes, policy, and epidemiology research and pharmacy administration to meet the health needs of the State and the increasing importance of these disciplines.

The college is moving forward with plans, outlined in the self-study, to develop a graduate track in pharmacoeconomics/outcomes/policy/epidemiology with faculty based in Portland and has been successful in attracting two faculty members in this area that have training and capacity to conduct research. An additional hire in this area is in progress (fall 2010). The most direct path to expansion of graduate education in this area may be through collaborative efforts within the new divisional structure. In addition, recent approval by the Graduate Council allowing pursuit of dual degrees will open that door for development of a Pharm.D./MPH program.

(6) Strengthen ties to Chemistry and Microbiology to support program project or training grants consistent with the NIH roadmap and initiatives.

The medicinal chemistry faculty has been meeting with the organic chemistry faculty to build closer ties. Research proposals have been exchanged and further meetings are planned. The college participated in a health sciences division RFP in spring 2010 for pilot project proposals that have an interdisciplinary focus and had one funded. In addition, a joint Natural Products Chemistry position has been approved as part of the Provost's initiative. This position is intended to be a more senior hire and is to be completed this academic year.

(7) Unify the Medicinal Chemistry and Natural Product unit within one building that is equipped to conduct contemporary research in natural products and permit the development of the full potential of this interactive group (faculty and students).

The college continues to seek sufficient space at OSU to re-unite the medicinal chemistry/natural products group into one building. Neither the pharmacy building nor available space at Oak Creek can accommodate the five faculty and labs. The university space committee has been alerted to our needs and the college persists in its efforts to examine opportunities to pursue this goal. At this time, no specific progress has been made beyond that described.

(8) Upgrade the infrastructure in the Pharmacy Building including the installation of emergency power and expansion of the animal quarters.

The college of pharmacy has been nearly continuously upgrading the plumbing, wiring, HVAC systems, lab space and animal facilities in the Pharmacy building and more recently, Oak Creek building, for at least 10 years. An expansion of rodent housing rooms to double the available space and a complete upgrade to isolated housing for sensitive knock-out mouse strains was completed in 2007 and current plans include further updates of this facility. Emergency power is a next priority. A plan and budget does exist for upgrades, but progress is dependent upon the Research Office for funding.

(9) Initiate a weekly seminar program in the Department of Pharmaceutical Sciences that is a blend of outside (academic, pharmaceutical) and student speakers where students are required to give seminars on a recent, noteworthy publication.

The college of pharmacy has a seminar program scheduled at a consistent day and time that accommodates outside speakers from academia and industry. Instead of expanding the seminar program to include students, the department decided to increase the student presentations at their annual retreat to a requirement that every student present every year.

(10) Endorse rigorous safety procedures in all laboratories.

An expanded section on laboratory and chemical safety was added to the graduate student handbook and safety update presentations at the student journal club are now being held on an annual basis.

(11) Establish a mechanism for the intermittent reviews of the graduate curriculum to insure that course requirements and class objectives are met and updated, and clarify classes recommended for the doctoral program.

The college has revitalized a medicinal chemistry course, Phar 540, Natural Products Chemistry. They also have two new courses in pharmacology since May 2007, Phar 565, Mammalian Molecular Genetics, crosslisted with MCB, and Phar 563, Cancer and Chemoprevention. Assessment of the Graduate Program has also been incorporated into the overall assessment processes for the College.

(12) Add a graduate pharmacology class to the graduate curriculum.

See #11 above.

(13) Increase TA lines from 7.5 to 10 over the next five-year period to accommodate the increased expansion of the graduate student body.

The college has agreed to increase funding for the graduate program to 10 GTA lines in the coming academic year (2011) at \$23,000 per year plus the health insurance subsidy to maintain national competitiveness.

(14) Increase the teaching/research graduate stipend and offer competitive fellowships to incoming graduate students.

At the time of the review, the college was supporting assistantships at \$20,000/year. As indicated above, this has been increased to \$23,000. Also, it was the perception of the college, based on survey information, that the stipend level was not a factor in decisions to attend graduate school elsewhere. Instead, surveys indicated that the lack of a chance to visit the university was affecting decisions to matriculate. In response, the college elected to participate in the on-campus life sciences graduate recruiting weekend, which has greatly increased recruiting success.

(15) Increase interaction with international students during recruitment and their graduate studies to assess and augment academic, language, and writing skills.

Starting 2006, the college began conducting phone (and internet video) interviews with all international students prior to acceptance to gauge language skills and obtain more information about prior academic and research experiences. All admissions require a formal written essay as well as GRE scores including a writing score. In 2006, the department held a faculty development workshop with Vickie Tolar Burton specifically to discuss issues of teaching improved writing skills to international graduate students. Students with language difficulties are provided guidance on obtaining conversation partners through the ELI and attending weekly conversation instruction. Students and postdocs with significant language difficulties that do not improve with time have been directed to classes at the ELI at

department expense. We note the language classes being offered by INTOSU for international graduate student GTAs in fall term, 2010.

(16) Develop a formal procedure to monitor graduate student progression and identify students in need of help.

In 2004, the department implemented a formal procedure whereby all graduate students are required to submit an electronic annual report on oral presentations, publications, date of most recent committee meeting, and accomplishments over the previous year such as completion of preliminary exams. The department currently monitors preliminary exam completion to help students meet the 10-term deadline. E-mails are sent to all students and their major advisors at the completion of the eighth term (usually winter term of their third year) who have not completed their preliminary exams. Students are reminded of the deadline and provided advising as needed. Following completion of the prelim exam, their progression to degree is monitored. In 2010, the department implemented an annual written assessment for each student and advisor to be completed every year after completion of the oral qualifying exam. The graduate studies committee chair checks with advisors of PhD students completing their fifth year of the program to assess progress and plans for timely completion. To address gaps in monitoring of first year rotation students, in 2010 the department implemented a written research rotation evaluation to support the grade for every term in a student's first year.

(17) Clarify expectations required for graduation (i.e., publications) within the Department.

This recommendation has generated discussion among the graduate faculty. Establishing a uniform number of publications for graduation is not practical given the diversity of research conducted by faculty in the department. A single large publication as a result of the creation and analysis of a new mutant mouse over several years would be sufficient in pharmacology for a PhD project in some cases. However, a student in natural products would be expected to accumulate several first author publications over four years on multiple isolations. Nevertheless, the recommendation has highlighted our need for major advisors to be more explicit with graduate students in their programs regarding expectations for graduation, clearly explaining disciplinary differences and providing examples of previous graduate student accomplishments.

(18) Expand outreach to alumnae from the graduate program, both in industry and academia. Seminars from alumnae would provide excellent opportunities for current students to learn first hand how to make the transition from graduate school to a professional career.

Immediately following the review, the department sent an annual report to graduate program alumni. Annual reports to graduate student alumni have continued. Alumni of the graduate program have been added to the College Advisory Council and the department continues to host alumni meetings, when possible, at regional or national meetings.

(19) Consider contacting pharmaceutical companies with intern programs to see if non-pharmaceutics students (i.e., medicinal chemistry and natural products, pharmacology) could spend 3-6 months in an industrial setting.

Unfortunately, funding for these internships is an issue given that the pharmaceutical companies may provide a stipend but seldom a tuition remission. Students who have always been covered by GRA or GTA fellowships are generally

not interested in interning when they are not eligible for a tuition remission under those circumstances.

(20) Facilitate greater translational research projects through shared lab meetings, additional contact between faculty and students at the Corvallis and Portland campuses, and in active recruitment of new faculty with interdisciplinary interests.

The recommendation was viewed as completely in line with the department's long term goals and relates to comments given for recommendations 1,2,3 and 5 (above).

(21) Maintain and upgrade the College's instrumentation to sustain and augment its contemporary research programs.

Since 2007, the college has invested to upgrade the 300MHz NMR in the Oak Creek facility. Ongoing contributions to the Mass Spec facility have resulted in the addition of four new instruments including a Waters LC-T Premier, an Applied Biosystems 3200 Q Trap LC-MS/MS, a Thermo LTZ-FT-MS Ultra with ECD and an Agilent NanoLC system, and a Waters Ion Mobility Time-of-Flight Mass Spectrometry SYNAPT HDMS System equipped with a Waters NanoAcquity LC system.

"Long-term" Objectives:

(1) Move the College to the OHSU site thereby providing a one-stop program for the professional students and unifying the College's faculty.

This objective has long been part of the college strategic plan. However, space in Portland is at an even greater premium than in Corvallis and poses a significant limitation for unification. At last estimate (proceeding the 2007 review), approximately \$40M to \$60M would be required to purchase laboratory and office space in Portland sufficient to accommodate all faculty. Such an investment would require a major capital campaign. A feasibility study conducted a few years previous to the 2007 review revealed that the college donor base was grossly insufficient to support such a venture. The university did not prioritize such a move in its current capital campaign.

Renting equivalent space in Portland could cost \$1M per year or more considering that the department would require a vivarium and major instrumentation rooms for NMR and mass spectrometers and centrifuges, in addition to standard laboratories, a dark room, tissue culture facilities, an aquaculture facility, a histology room, and a cold room to replicate facilities in Corvallis.

Given the significant expense of faculty unification in Portland, the college does not anticipate such a move in the foreseeable future. However, the college agrees that creating an opportunity for such a move should remain a priority for both the college and the university.

(2) Expand the graduate faculty in all current areas of concentration and add expertise in drug target analysis, toxicology, and proteomics (system biology).

(3) Increase graduate enrollments concomitant with increased external funding.
Long-term objectives 2 and 3 are also part of the college plan.

Materials linked from the January 7, 2011 Graduate Council Agenda.

-----Original Message-----

From: Fisk, Martin

Sent: Wednesday, December 22, 2010 2:09 PM

To: Clarke, Cyril

Cc: Rettig, Bruce; Bermudez, Luiz

Subject: FW: Vet. Med. MS

Cyril,

Here is the basis for my comments on our just completed phone call.

Bruce Rettig and I have read the draft self study document and I examined my notes from previous meetings with you and Sally, plus reviewed what email exchanges I could find about the graduate programs in Veterinary Medicine.

Please correct me if this is not an accurate summary of the history.

The M.S. in Veterinary Science was last reviewed by the Graduate Council in 1996, and it should have been reviewed in the 2006-7 academic year.

Notes from a meeting with you and Sally in December 2007 indicate that you would provide the Graduate School with a proposal for the future of the M.S. in Veterinary Science in February, 2008. At that time there were no Ph.D. students and 5 M.S. students in the program.

You met with Sally on February 25, 2008 to discuss your Category I, and based on notes in our graduate program review data base, the outcome of that meeting was that you were scheduled for a graduate council review in spring or fall 2009.

Although no reviews were conducted in 2009, a Category I proposal was approved for termination of the Ph.D. in Comparative Veterinary Medicine in July 2010. The review of the Veterinary Science M.S. was scheduled for winter 2011. At this time you are requesting another delay to complete the planning related to the reorganization HHS, Pharmacy, and Veterinary Medicine and to decide how the M.S. fits into that reorganization.

Clearly it is time for action with respect to your M.S. degree.

Possible options:

(1) Based on the facts that the M.S. program is in a state of flux and has not been reviewed in 14 years (soon to be 15 years) and your question to me over the phone "Why bring in a team of external reviewers to tell us OSU should have closed down this program years ago?" leads me to believe that the College of Veterinary Medicine should suspend admissions to the program until the three colleges in your division decide how the M.S. in Veterinary Science will be folded into a new degree program.

(2) The Graduate School could grant you a one term delay, with the review being held in spring 2011. I fear that because reviews are based on the history of the program not on

plans for the future, the recommendation of the review panel would be no different from that if the review were held in winter term 2011 - that is the M.S. should be suspended or terminated.

(3) You could take your case to postpone the review until fall term 2011 to the Graduate Council. (Again the review is based on the history of the program and a one-term delay will not significantly change 15 years of history.) The Council's response could be to grant the postponement but requiring a category I proposal in Fall term, but it could also be to suspend admissions to the M.S. in Veterinary Science. Last year the entomology graduate program was in a situation similar to yours and the Council voted to terminate the degree program and recommended suspension of further admissions until final action on program termination and development of new degrees took place. The program was asked to develop an action plan in response to this recommendation. The action plan was forwarded to the Provost for his review. He concurred that admissions to that graduate program should be suspended until further action by the College of Agriculture redefined the program.

(4) Your redefined program would require a Category I proposal defining the new degree with its new requirements, new curriculum, new name, and new graduate faculty. You suggested on the phone that you would like to hold a review so that external reviewers could comment on your proposed reorganization. This is certainly your prerogative and bringing leaders of Veterinary Science programs to campus to consult about your reorganization could be very productive. Unless there is a program review, however, the Graduate Council and Graduate School would not be involved in this process. This review would not substitute for a Graduate Council review, so you would still be faced with options 1, 2, or 3, above.

I think the best path at this time take option (1). Your faculty will still be able to advise students in the other graduate programs.

Yours,

Marty

Dr. Martin Fisk, Interim Dean of the Graduate School

Rm 300 Kerr Admin Bldg

Oregon State University

Corvallis, Oregon, 97330 USA

phone: 541-737-1458

email: martin.fisk@oregonstate.edu

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☒ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Professional Science Masters in Fisheries
and Wildlife Administration

Fall 2011

Department/Program:

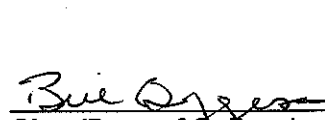
College:

Fisheries and Wildlife

Agricultural Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

 3/11/2010
Sign (Dept Chair/Head; Director) Date

 3/11/10
Sign (Dean of College) Date

W. Daniel Edge
Print (Department Chair/Head; Director)

Sonny Ramaswamy
Print (Dean of College)

Contents

| | |
|---|----|
| Executive Summary..... | 2 |
| 1. Program Description | 3 |
| 2. Relationship to Mission and Goals..... | 15 |
| 3. Accreditation..... | 16 |
| 4. Need | 18 |
| 5. Outcomes and Quality Assessment | 21 |
| 6. Program Integration and Collaboration..... | 22 |
| 7. Financial Sustainability (attach the completed <i>Budget Outline</i>) | 24 |
| 8. External Review..... | 25 |
| References Cited | 26 |

Executive Summary

Fisheries and wildlife resource conservation is a challenging profession involving biological, ecological, management, policy, and social systems. Although many of professionals obtain entry-level positions with B.S. degrees, mid- and upper-level positions typically require additional training. The proposed Professional Science Masters of Fisheries and Wildlife Administration (PSMFWA) degree is designed to provide advanced training for early- and mid-career professionals employed by natural resources agencies and non-government organizations. The PSMFWA degree will assist natural resources agencies and non-government organizations in meeting workforce planning goals and will meet self-improvement goals of current employees.

The PSMFWA is a 57-credit curriculum organized into four main sections: a fish and wildlife core (18 credits), a professional core (18 credits), policy (6 credits), human dimensions (9 credits) and internships (6 credits). It will be taught primarily as a distance, on-line curriculum, although some students may choose to work toward the PSMFWA degree while in-residence at OSU. All of the courses proposed for the PSMFWA degree are already taught in-residence and many are taught on-line. Currently, enough courses are taught on-line to provide students with substantial choice among courses in all curriculum areas. Forty-eight faculty members have agreed to serve as advisors to students for completion of their internships and degree. The PSMFWA degree will be offered as a non-thesis option only, similar to a Masters in Business Administration, Masters of Agriculture, or Masters of Forestry.

We present evidence of need for the PSMFWA from several sources: published literature on workforce planning in natural resources, changes in Masters programs with comparator institutions, and a survey of potential employers. All provide strong support for such a program.

There are no closely related programs in OUS. The Department of Fisheries and Wildlife offers the only degrees related to the fish and wildlife professions in the Oregon University System. A Master of Natural Resources (MNR) degree has just been approved by the Provost's Council and the Sustainable Natural Resources (SNR) Graduate Certificate are related programs because of their general focus on natural resources. Both of these graduate programs target much broader, less well-defined audiences than the narrow professional focus of our PSMFWA degree. Our proposal explains other differences between the degrees and identifies areas of collaboration.

Because we already have a large graduate program substantial new resources are not needed to offer this degree. However, we propose to add staff support to deliver this program. Resources to support these staff will come from revenues generated by our eCampus programs (B.S. and PSMFWA). We estimate an annual cost of \$42,447 to support the program. Revenues from our eCampus program exceeded \$400,000 last year and have increased at a rate of 10-20% per year for several years. We began to offer our BS on-line fall of 2009 and had >75 majors the first term. Thus, we anticipate that revenues from eCampus will easily cover these new costs.

Proposal for New Academic Program
Professional Science Masters of Fisheries and Wildlife Administration

Institution: Oregon State University
College/School: Agricultural Sciences
Department/Program: Fisheries and Wildlife

1. Program Description

a. Proposed Classification of Instructional Programs (CIP):

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Fisheries and wildlife resource conservation is a challenging profession involving biological, ecological, management, policy, and social systems. Although many of professionals obtain entry-level positions with B.S. degrees, mid- and upper-level positions typically require additional training. The proposed Professional Science Masters of Fisheries and Wildlife Administration (PSMFWA) degree is designed to provide advanced training for early- and mid-career professionals employed by natural resources agencies and non-government organizations. The PSMFWA degree will assist natural resources agencies and non-government organizations in meeting workforce planning goals and will meet self-improvement goals of current employees.

Brief Description. The proposed 57-credit PSMFWA curriculum is organized into four main sections: a fish and wildlife core (18 credits), a professional core (18 credits), policy (6 credits), human dimensions (9 credits) and internships (6 credits). It will be taught primarily as a distance, on-line curriculum, although some students may choose to work toward the PSMFWA degree while in-residence at OSU. Many of the courses proposed for the PSMFWA degree are already taught both in-residence and on-line. The only new course required to offer the degree is FW 510, internship. Most faculty listed below have agreed to serve as advisors to students for completion of their internships. The PSMFWA degree will be offered as a non-thesis option only, similar to a Masters in Business Administration, Masters of Agriculture, or Masters of Forestry.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The PSMFWA is a 57-credit curriculum organized into four main sections: a fish and wildlife core (18 credits), a professional core (18 credits), policy (6 credits), human dimensions (9 credits) and internships (6 credits). It will be taught primarily as a distance, on-line curriculum, although some students may choose to work toward the PSMFWA degree while in-residence at OSU. All of the courses proposed for the PSMFWA degree are already taught in-residence and many are taught on-line. Currently, enough courses are taught on-line to provide students with

substantial choice among courses in all curriculum areas. Faculty listed in 6a below have agreed to serve as advisors to students for completion of their internships and degree. The PSMFWA degree will be offered as a non-thesis option only, similar to a Masters in Business Administration, Masters of Agriculture, or Masters of Forestry.

Curriculum List (# eCampus offering; * Graduate only; + offered only at Hatfield Marine Science Center)

Fish and Wildlife Core Courses (18 credits min)

BOT 540 Field Methods in Vegetation Science (4) #
FW 520 Ecology and Management of Marine Fishes (3) #*
FW 521 Aquatic Biological Invasions (4) #
FW 525 Coastal Ecology and Resource Management (5) +
FW 527 Principle of Wildlife Disease (4) #
FW 531 Dynamics of Marine Biological Resources (4) #
FW 535 Wildlife in Agricultural Ecosystems (3) #
FW 545 Ecological Restoration (4)
FW 547 Trophic Cascades (2-3)*
FW 551 Avian Conservation and Management (4) #
FW 553 Forest Wildlife Habitat Management (4)
FW 554 Fishery Biology (4) #
FW 556 Limnology (5)
FW 558 Mammal Conservation and Management (4)
FW 563 Conservation Biology of Wildlife (3) *
FW 564 Marine Conservation Biology (3)
FW 565 Marine Fisheries (4) +
FW 570 Ecology and History of Landscapes of the Columbia Basin (3) #
FW 571 Environmental Physiology of Fishes (4)
FW 572 Advanced Ichthyology (3)
FW 573 Fish Ecology (4)
FW 574 Early Life History of Fishes (4)
FW 579 Wetlands and Riparian Ecology (3) #
FW 580 Stream Ecology (3) *
FW 581 Wildlife Ecology (4) #
FW 586 Genetics and Demography of Small Populations (3) *
FW 590 Coastal Population Genetics and Conservation (6) *+
FW 591 Fish Diseases in Conservation Biology and Aquaculture (4)
FW 597 Aquaculture (3) +
FW 598 Aquaculture Laboratory (3) +
FW 661 Analysis of Animal Populations (5) *
FW 667 Research Perspectives (4) *
GEO 524 International Water Resource Management (3) #
GEO 565 Geographic Information Systems and Science (4) #

MRM 535 Rights Based Fisheries Management (3) #*
SNR 530 Ecological Principles of Sustainable Natural Resources (3) #*
SNR 535 Sustainable Management of Aquatic and Sustainable Resources (3) #*

Professional Cohort Courses (18 credits)

COMM 550 Communication & the Practice of Science (3) #*
[PHL 547](#) Research Ethics (3) #*
PSM 513 Professional Seminar (3) #*
PSM 565 Accounting and Finance for Scientists (3) #*
PSM 566 Management & Marketing Scientific Technologies (3) #*
PSM 567 Innovation Management (3) #*

Policy Courses (6)

FW 620 Ecological Policy (3) #* or FW 517 Fisheries and Wildlife Law and Policy (3)
plus one of the following:
AREC 532 Environmental Law (3) #
ES 544 Native American Law: Tribes, Treaties and the U.S. (3) #
MRM 521 Ocean Law (3) #*
PS 574 Natural Resource Policy and Bureaucratic Politics (4)
PS 575 Environmental Politics and Policy (4) #

Human Dimension Courses (9)

FW 585 Consensus and Natural Resources (3) # **plus** two of the following:
AREC 534 Environmental and Natural Resource Economics (3) #
COMM 542 Bargaining and Negotiation Processes (3)
COMM 540 Theories of Conflict and Conflict Management (3)
SNR 520 Social Aspects of Sustainable Natural Resources (3) #*
SNR 521 Economics of Sustainable Natural Resources Management (3) #*
SNR 522, Basic Beliefs and Ethics in Natural Resources (3) #*
PHL 540 Environmental Ethics (3) #
SOC 580 Environmental Sociology (4) #
SOC 581 Society and Natural Resources (4) #

Internship (6-18)

Total Credits (57 min)

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The PSMFWA degree is envisioned to be mostly on-line, although some students may opt to take some of the listed classes in-residence. Thus, we expect a high level of use of on-line teaching technologies, which the department has been developing since 1995. All classes taught on-line are taught annually, most other classes are taught annually, but some are taught on an alternate year basis. In addition, a new course (FW 510) will provide experiential learning

opportunities for students. The PSMFWA will use two internship experiences for degree completion. All participants will be required to complete a professional development workshop or attend a professional society meeting for 1 credit. The workshop would be special training in their area of expertise (e.g., monitoring techniques, habitat management, harvest management, etc.) and are typically offered by professional societies at the state or national level. Otherwise, they would need to attend a local, regional or national professional society meeting such as the American Fisheries Society, The Wildlife Society or Society for Conservation Biology. All students will participate in a more intensive internship designed to last three months or more. Students will be encouraged to identify possible internship opportunities when they complete their application. Our Internship Coordinator, the student's major professor and a workplace mentor will work with each student to develop an appropriate internship experience. Because all of our students will already be employees of an agency, internships will most likely be special assignments within an agency (e.g., develop a management or recovery plan, develop and lead a public process, etc.) or temporary training in another position or division within their agency. In some cases, it may also be possible for a student to be assigned temporarily to another agency. Some of the letters of support in Appendix D specifically mention an interest in working with students on internships.

e. Ways in which the program will seek to assure quality, access, and diversity.

Academic program quality is assured with our Annual Graduate Student Assessment of progress (http://fw.oregonstate.edu/Graduate%20Information/annual_evaluation.htm). We also conduct a statistical survey of all graduates every three years (Edge 2009). Quality of our research program is assured by the number of publications in national and international journals and competitive grants that faculty and students produce. The Chronicle of Higher Education most recent survey of Ph.D. program productivity (<http://chronicle.com/stats/productivity/>) ranked our Wildlife Science program number one in the nation and our Fisheries Science program number two in the nation. The Oregon University System only had one other number-one-ranked program (UO School of Psychology) and no other number-two-ranked programs.

Access to our graduate degrees is currently restricted by the number of students we can support on Graduate Research Assistantships or Graduate Teaching Assistantships; no students are accepted without some form of support. We anticipate that students in our PSMFWA program will be self-funded or will be supported by their employers. However, because we currently have a large graduate program based on thesis research supporting faculty research programs, we do not have a large capacity for PSMFWA majors. We anticipate many more applicants than we can allow in the program. However, access to graduate classes is enhanced by our on-line classes and we do not anticipate limitations on enrollment in individual classes.

Diversity is major issue for us because the Fisheries, Wildlife and Conservation Biology professions have historically been staffed predominately by white males. By the end of the 09-10 academic year our department will have a diversity and community enhancement plan. However, we have been actively engaged in enhancing diversity for many years. Nine of our last 15 faculty hires have been women and/or minorities. One of our most recent hires under the Tenured Faculty Diversity Initiative will specifically work on diversity recruitment and retention as part of her position. We have a 2+2 program agreement with Tuskegee University that has significantly increased the number of Black Americans in our program. Furthermore,

we have developed an endowed diversity-based scholarship and our block grant for the Oregon Laurels Scholarships designates 50% of those funds to go to underrepresented populations.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The PSMFWA degree is designed for professionals working in the fisheries and wildlife disciplines. We expect to enroll about 10 students per year, after an initial lag time of 2 to 3 years during which time enrollments will build. This expectation is based on the evidence presented in 4a below. We anticipate that we will have awarded 30 PSMFWA degrees by 2016.

| Degree | AY11-12 | AY12-13 | AY13-14 | AY14-15 | AY15-16 |
|--------|---------|---------|---------|---------|---------|
| PSMFWA | 5 | 7 | 10 | 10 | 10 |

g. Expected degrees/certificates produced over the next five years.

| Degree | AY11-12 | AY12-13 | AY13-14 | AY14-15 | AY15-16 |
|--------|---------|---------|---------|---------|---------|
| PSMFWA | 0 | 3 | 10 | 10 | 10 |

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

For admission, students will be required to have earned at least the equivalent of a B.A. or B.S. in one of the following areas of study: fisheries and wildlife, natural and life sciences, natural resource management, forestry, agriculture, environmental studies, or social sciences, AND have five years of professional experience within the natural resources professions. Students must identify a faculty mentor before applying to the program. Professional experience must demonstrate the application of current biological knowledge to problems and programs dealing directly with the fish or wildlife resources (administration, education, research, or management) as a significant portion of job responsibilities. Professional experience provides demonstrated expertise in making decisions in the application of ecology to stewardship and management of fish and wildlife resources and the environment. Technician-level work, such as data collection, surveys, and habitat manipulation conducted under existing protocol or under the specific direction of another, is not considered professional-level experience.

Because this program will be delivered almost entirely on-line we anticipate that approximately 75% of the students will be nonresident. Up to 10% of those may be international students. Enrollment in the PSMFWA will be restricted to currently employed professionals with five years of professional experience. Because of our enrollment requirements and because the degree will be delivered almost entirely on-line most of our students are likely to be nontraditional in the sense that they are on-line majors and they will be older than our typical graduate student body. We anticipate that most will be part-time because they will likely continue to work during their program of study.

i. Adequacy and quality of faculty delivering the program.

See statement in 1e above about our national rankings. Furthermore, our program underwent a comprehensive 10-year review in 2007 and received very high marks for our research, teaching, and outreach. Over 95% of our classes are taught by tenure-track faculty members or courtesy faculty with PhD degrees; we use very few instructors to deliver our academic programs.

j. Faculty resources – full-time, part-time, adjunct.

The following faculty are tenure-track, research, courtesy or adjunct faculty that currently conduct research, teach graduate classes, or advise graduate students in our M.S. and Ph.D. Fisheries Science and Wildlife Science programs. Vita for faculty members are available upon request.

Department of Fisheries and Wildlife faculty that conduct research, teach undergraduate or graduate classes and advise graduate students.

| | |
|---|---|
| Robert Anthony
Courtesy Professor of Wildlife
Leader, Cooperative Fish and Wildlife
Research Unit | Wildlife ecology, population analysis,
environmental contaminants. |
| C. Scott Baker
Professor of Wildlife
Associate Director of The Marine Mammal
Institute | Molecular ecology of marine mammals,
historical demography and population
dynamics of whales, molecular taxonomy,
conservation genetics. |
| Michael Banks
Associate Professor of Fisheries, Director of
Cooperative Institute of Marine Resources
Studies | Genetic characterization of natural
populations, Fishery subjects, aquacultural
species. |
| Jerri Bartholomew
Adjunct Associate Professor of Fisheries
Department of Microbiology | Salmon diseases, fish parasites. |
| Matthew Betts
Adjunct Assistant Professor of Forestry
Forest Ecosystems and Society | Forest wildlife, landscape ecology. |
| George Boehlert
Professor of Fisheries
Director of Hatfield Marine Science Center | Fisheries oceanography, ecology of early life
history stages in fishes, ecology of isolated
oceanic islands and seamounts, fish
reproduction and growth. |
| Mark Camara
Courtesy Assistant Professor of Fisheries
Agricultural Research Service | Quantitative and molecular genetics of
shellfish, genetic analysis of life history traits. |
| John Chapman
Assistant Professor of Fisheries | Marine invertebrates and aquatic invasions. |
| Sandra DeBano
Assistant Professor of Wildlife | Riparian ecology and entomology, aquatic-
terrestrial and riparian-upland linkages, trophic
interactions |
| Bruce Dugger
Associate Professor of Wildlife
Mace Professor of Watchable Wildlife | Ecology, conservation and management of
waterbirds and their wetland habitat. |
| Katie Dugger
Assistant Professor of Wildlife | Avian population modeling, forest bird survival
rates in relation to environmental variables. |
| Jason Dunham
Courtesy Assistant Professor of Fisheries
USGS Forest and Range Ecosystem Science
Center | Landscape ecology of aquatic ecosystems,
conservation biology of focal species, ecology
of natural disturbance, biological invasions,
monitoring |
| Joe Ebersole | Fish habitat relationships, restoration |

| | |
|---|--|
| Courtesy Assistant Professor of Fisheries
U.S. EPA | |
| W. Daniel Edge
Department Head and Professor of Wildlife Ecology | Nongame wildlife, habitat management, wildlife relationships in forest and agricultural ecosystems |
| Clinton Epps
Assistant Professor of Wildlife | Ecology, conservation, and management of mammals; effects of climate and climate change on distribution and demography. |
| M. Jesse Ford
Associate Professor of Fisheries | Paleoecology, Limnology. |
| Eric Forsman
Courtesy Assistant Professor of Wildlife
U.S. Forest Service | Spotted Owls, other forest wildlife |
| Tiffany Garcia
Assistant Professor of Wildlife | Amphibian population decline, animal behavior freshwater community ecology. |
| Guillermo Giannico
Associate Professor of Fisheries
Fisheries Extension Specialist | Fish biology and ecology, aquatic ecology, limnology, fish habitat rehabilitation and conservation, riparian community dynamics |
| Stanley Gregory
Distinguished Professor of Fisheries | Stream ecology, riparian ecology, trophic interactions. |
| Jen Gervais
Assistant Professor of Wildlife | Interactions of contaminants with natural stressors and their effects on population dynamics. |
| Susan Haig
Professor of Wildlife
USGS Forest and Range Ecosystem Science Center | Conservation genetics, avian behavioral ecology. |
| Scott Heppell
Assistant Professor of Fisheries | Physiological ecology of fishes, reproductive life-history of marine fish, impacts of differing strategies on abilities of populations to sustain exploitation. |
| Selina Heppell
Associate Professor of Fisheries | Marine fishes population ecology, life history and population dynamics of marine vertebrates, impacts of invasive species. |
| Alan Herlihy
Professor of Fisheries | Large-scale aquatic ecology, biogeochemistry; quantifying aquatic effects of anthropogenic disturbances; developing survey approaches and indicators for monitoring the ecological condition of aquatic systems. |
| Markus Horning
Assistant Professor of Wildlife | Pinniped ecology, behavioral physiology and ecology of diving animals; population dynamics and life histories of marine mammals. |
| Robert Hughes | Regional aquatic ecology; landscape ecology; |

| | |
|---|---|
| Courtesy Professor | fish assemblage ecology; biomonitoring and bioassessment of aquatic ecosystems. |
| Sherri Johnson
Courtesy Assistant Professor
U.S. Forest Service | Landscape influences on streams; abiotic factors that influence stream biota and ecosystem functions; network/patch dynamics; hierarchical analysis of effects of scale of observation. |
| Patricia Kennedy
Professor of Wildlife | Wildlife ecology and management, conflicts associated with the private and public land management and the ecological impact of agricultural practices on the environment. |
| Michael Kent
Adjunct Professor of Microbiology and Fisheries | Fish Disease, parasitology. |
| Robert Lackey
Courtesy Professor of Fisheries
U.S. EPA | Ecosystem management, ecological risk assessment, ecological policy. |
| Dixon Landers
Associate Professor of Fisheries
U.S. EPA | Limnology. |
| Christopher Langdon
Professor of Fisheries | Molluscan aquaculture, Invertebrate physiology and biochemistry. |
| Douglas Markle
Emeritus Professor of Fisheries | Fish systematic, fisheries ecology and recruitment. |
| Bruce Mate
Professor of Wildlife
Director of Marine Mammal Institute | Marine Mammals, migration of whales. |
| Jessica Miller
Assistant Professor of Fisheries | Ecology of marine and anadromous fishes, fisheries biology, early life history of fishes, larval dispersal. |
| David Noakes
Professor of Fisheries
Senior Scientist, Oregon Hatchery Research Center | Behavior, ecology and evolution of fishes, early development and social behavior, aquaculture, genetics. |
| Gordon Reeves
Courtesy Assistant Professor of Fisheries
U.S. Forest Service | Ecology of anadromous salmonids, stream habitat. |
| W. Douglas Robinson
Associate Professor of Wildlife | Arid land ecology, community ecology, temperate and tropical forest birds community dynamics in fragmented landscapes. |
| Daniel Roby
Courtesy Professor of Wildlife
Assistant Leader, Cooperative Fish and Wildlife Research Unit | Physiological ecology, energetics of birds and mammals, seabird ecology. |

| | |
|--|--|
| Dan Rosenberg
Assistant Professor of Wildlife | Environmental factors affecting the distribution and abundance of animals in managed ecosystems. |
| Phillipe Rossignol
Professor | Mathematical ecological theory and applications in public health and fisheries. |
| David Sampson
Professor of Fisheries | Marine fisheries, stock assessment methods, bioeconomic models of fisheries. |
| Dana Sanchez
Assistant Professor of Wildlife and Extension
Wildlife Specialist | Mammalian space use and habitat selection;
Human-wildlife issues. |
| Carl Schreck
Courtesy Professor of Fisheries
Leader, Cooperative Fish and Wildlife
Research Unit | Fishery biology, genetics and physiology of fish
environmental physiology, aquaculture. |
| Brian Sidlauskas
Assistant Professor of Fisheries | Biodiversity, systematic, evolution, and
conservation of freshwater fishes. |
| Grant Thompson
Courtesy Assistant Professor of Fisheries
National Marine Fisheries Service | Marine fish stock assessment and fishery
harvest theory, statistical methodology, risk
analysis and precautionary approaches
prevention of overfishing. |
| David Wooster
Assistant Professor of Fisheries | Riparian and aquatic ecology and entomology
biological monitoring and assessment, Aquatic-
riparian-upland trophic interactions |

k. Other staff.

The department has over 20 Faculty Research Assistants, 1 Head Advisor, 1 Internship Coordinator/DE Advisor, 1 Office Manager, 2 Office Specialists, 1 Grants and Contracts Technician, 2 IT support staff, 1 facilities manager/aquaculturist.

l. Facilities, library, and other resources.

The Department of Fisheries and Wildlife is housed in two buildings on the main campus and at several locations around the state. In addition, research is conducted at several off-campus facilities. The on-campus buildings include Nash Hall and Weniger Hall. The main campus facilities also include the Valley Library (Liaison pending) and a computer lab in Withycombe Hall. The computer lab is a shared resource with the Animal Science Department. Because most students admitted to the PSMFWA degree will be on-line learners, the current facilities are sufficient for meeting the needs of these students.

Research and instruction, and research support are conducted at several off-campus facilities.

Hatfield Marine Science Center (HMSC)--The HMSC (<http://hmsc.oregonstate.edu/index.html>) is located in Newport, Oregon, approximately 53 mile west of Corvallis. Seven tenure-track faculty members, research faculty an instructor and numerous courtesy faculty members are

housed at HMSC. The HMSC brings OSU's diverse marine science programs together for effective collaboration and higher national and international visibility. The Center plays an integral role in marine and estuarine research and instruction, as a unique laboratory facility serving resident scientists and graduate students, and as a base for oceanographic research. The Department of Fisheries and Wildlife offer 16-24 credits of courses at HMSC during the fall term.

Fish Performance and Genetics Laboratory (FPGL)--The FPGL is located approximately 4 miles northeast of main campus, and is situated on 7 acres of Agricultural Experiment Station land, adjacent to the Willamette River. The FPL consists of four main buildings, and an outside cement pad area for large fish rearing tanks. The facility is ideal for performance testing, physiological assessments, and behavior observations. This laboratory also allows for testing the genetic bases of phenotypic traits. In addition, research on the effects of various toxicants have been and are being conducted. The laboratory has a large number of rearing units, thus permitting replication of experimental units. In addition, the abundant, constant temperature, pathogen-free water is ideal for the rearing of Northwest fishes. The facility has the ability to raise fish over their entire life cycle; it also has the capacity to cool and heat water. In addition, the FPGL has a warm water facility that is used for rearing tilapia and zebrafish.

Oak Creek Biology Lab (OCBL)--The OCBL is located approximately 4 miles northwest of main campus, and is situated within the boundary of McDonald Forest on approximately 8 acres. The facility consists of eight buildings with five currently in use. Previous work at this facility was aquatic toxicology. Present use is now related to avian research; the facility is actively being used by a faculty member and graduate students. There is also a small apartment on this site, which is occupied by a student caretaker.

Fairplay Facility--This facility is located 4 miles north of main campus on 8.34 acres of university property on the corner of Hwy 20 and Conifer St. The facility consists of five main buildings and a mobile home used as the residence of a caretaker. The facility is used by several faculty members and graduate students for storage and staging areas for field equipment (i.e., travel trailers, boats, snowmobiles, etc.). There are two large barns and an open bay pole barn for storage. At the entrance to facility is an office building, which is periodically used for processing of field samples. A cinder block building is also used for processing samples, and is designated for development as a lab for amphibian work. Another cinder block building previously used by ODFW fish pathology has been recently transferred to the department and has been designated as storage by facilities services.

Oregon Hatchery Research Center (OHRC)--The OHRC (<http://www.dfw.state.or.us/OHRC/>) is a research facility located on Fall Creek off of Hwy 34, approximately 35 miles southwest of Corvallis. The OHRC is an innovative facility designed to address both practical management issues and fundamental research questions. The OHRC is owned by the Oregon Department of Fish and Wildlife (ODFW) and is operated jointly by ODFW and the Oregon State University, Department of Fisheries and Wildlife. The OHRC investigates the differences that may exist between fishes from hatchery and wild origins, in relation to the management and conservation of Oregon's native fish species. The design and construction of the facility, which opened in

October 2005, allow for a wide range of research, including tests of conventional hatchery procedures as well as innovative experimental analyses under controlled environmental conditions. Major research features of the OHRC include: controlled environment space, with the availability of either ambient water or water that can be sterilized and recirculated at controlled temperatures; extensive dry lab research space; a large number of tanks of various sizes for controlled rearing of experimental fish; and four very large simulated stream channels. The OHRC provides residential dormitory space, office space and research space for research collaborators. We anticipate continuing research collaborations with colleagues from management agencies, OSU and other institutions within Oregon, from universities and management agencies in other states, and with colleagues from other countries. Another major function of the OHRC is education and outreach. This includes design features to encourage the public to visit and tour facilities, to internship programs with universities and colleges across Oregon, to electronic and conventional print publication of information about the activities of the OHRC.

Hyslop Farm Small Mammal Enclosures--The department maintains a series of small mammal enclosures at Hyslop Farm, a Crop and Soil Science facility. The 12.25 acre site includes 24, 0.5-acre rodent-proof enclosures. The site, which is approximately 10 miles north of Corvallis is leased from Crop and Soil Science and has been used for ecological risk assessment and wildlife damage management research.

m. Anticipated start date.

If approved, the program will become operational in fall 2011. We will begin promoting the PSMFWA degree as soon as we receive its approval. The first student will graduate from the program during academic year 2012-2013.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

Our current graduate program is among the largest at OSU and thus supports OSU's goals for access and student learning. The Professional Science Masters degrees are a high priority for OSU. See 1e above regarding our national rankings based on scholarship and faculty productivity, which are the highest in OUS. Many of our faculty serve on state or federal panels, task forces, endangered species recovery teams, as editors of scientific journals, etc., as well as the normal complement of college and university committees.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

OSU's Strategic Plan, Phase II identified science of sustainable Earth ecosystems as a signature area of distinction. Conservation and management of vertebrate organisms is central this signature area. Vertebrate organisms have captured the imagination of the American public and conserving these organisms is a high priority based on national and state policies and funding levels. The PSMFWA program will support research, teaching and outreach related to

sustainability, ecosystem services, ecology and management of vertebrate species, communities and their habitats and ecosystems.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

Professional Science Masters degrees are a high priority for OUS. See 1e and 2a above. We train many of the fisheries and wildlife professionals in the state and region and have good to excellent employment statistics (Edge 2009). We employ over 350 people on an annual basis with our grants and contracts. Furthermore, fish and wildlife resources, which our graduates manage, have substantial economic impact in Oregon. Based on a 2009 economic survey ([http://www.dfw.state.or.us/agency/docs/Report_5_6_09--Final%20\(2\).pdf](http://www.dfw.state.or.us/agency/docs/Report_5_6_09--Final%20(2).pdf)), Oregonians and visitors spent \$2.5 billion dollars per year on fishing, hunting, shellfishing and wildlife viewing activities and equipment. Other states around the country report similar statistics. The long-term sustainability of this economic engine is dependent on effective management of these resources. Graduates of our PSMFWA degree will rapidly advance in the employment structure of the agencies they currently work for.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

See 2c above for ways in which the program meets state's economic capacity. The teaching, research and outreach of the department are central to meeting the state's environmental challenges and opportunities. The science we are engaged in is central to concepts of sustainability, ecosystem services and natural resources management. We estimate that there are approximately 3,500 fish and wildlife professionals in the state of Oregon employed by state and federal agencies or non-government organizations. Graduates of the PSMFWA program will be promoted to mid- to high-level positions within their agencies and will therefore have significant impact on management of natural resources within Oregon.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There is no organization that accredits a PSMFWA degree. However, the three primary professional societies (American Fisheries Society, Society for Conservation Biology, and The Wildlife Society) all have specific missions and codes of ethics, but these societies do not accredit academic programs.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Both the American Fisheries Society (AFS [<http://www.fisheries.org/afs/certification.html>]) and The Wildlife Society (TWS [http://joomla.wildlife.org/index.php?option=com_content&task=view&id=29&Itemid=234]) have certification programs designed to certify professionals at two levels (Associate and full certification). However, certification is not a requirement for employment in most state or federal agencies. Undergraduates of our programs generally qualify for certification depending on electives they choose in their programs. The proposed program of study will enable all graduates to become certified as either a Certified Fisheries Biologist (AFS) or Certified Wildlife Biologist (TWS). Both certification programs require the completion of a rigorous program of study, typically accomplished by a B.S. degree. The most common deficiencies in candidates for certification for either program are the number of policy or human dimensions courses. All students in our program will be advised to consider course-work requirements for certification. Certification for both professions also requires five years of professional work experience. Because enrollment in the PSMFWA degree will be limited to employees with five years of professional experience, all students completing the PSMFWA degree will be certifiable by one of these two professional societies.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable—see 3a and 3b above.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Not Applicable.

4. Need

a. Evidence of market demand.

Evidence of need for a PSMFWA comes from several sources: published literature on workforce planning in natural resources, changes in Masters programs with comparator institutions, and a survey of potential employers. Workforce planning is a huge issue in the natural resources market place (Berkson et al. 2009, Julian and Yeager 2002, National Research Council [NRC] 2000, U.S. Department of Commerce [USDC] and U.S. Department of Education [USDE] 2008). The primary employers of fisheries and wildlife graduates are state and federal natural resources agencies. Most of these agencies experienced huge workforce expansions during the period from the early 1970s to the mid 1980s as a consequence of numerous environmental laws at both the state and federal level. Examples of federal legislation include the National Environmental Quality Act, the Endangered Species Act, Clean Water Act, Federal Land Policy and Management Act, and the National Forest Management Act; most states passed related laws during the same time period. Most state and federal natural resources agencies are experiencing large retirement pulses as their workforce grays (Julian and Yeager 2002). This retirement pulse and the subsequent workforce planning ramifications have been the subject of numerous articles in the natural resources literature in recent years (Berkson et al. 2009, Julian and Yeager 2002, NRC 2000, USDC and USDE 2008). In addition to challenges of finding sufficient, well-trained fish and wildlife biologists, employers are also calling for additional knowledge, skills and abilities (KSAs) from employees including interpersonal communications, conflict resolution, leaderships and teamwork skills, policy, ethics, budget development and administration, and human dimensions of fish and wildlife management (Baydack et al. 2009, Bissonette et al. 2000, Bleich and Oehler 2000, Millenbah and Wolter 2009, Stauffer and McMullin 2009, The Wildlife Society 2009). These KSAs are particularly important as employees of natural resources agencies move up the career ladder.

Many of our comparator institutions have begun offering similar non-thesis masters degrees. In 2005, only 2 of 60 member institutions of the National Association of University Fish and Wildlife Programs offered non-thesis masters degrees in fish and/or wildlife science. In 2009, that number had grown to 18. Only 1 of these institutions (Texas A & M) offers part of their degree on-line.

A market survey of potential employers indicates that the need for non-thesis masters degrees and additional training is high. We estimate that there are approximately 3,500 fish and wildlife professionals in the state of Oregon employed by state and federal agencies or non-government organizations, and most western states would have a similar number. In the fall of 2008 we conducted an on-line survey of approximately 90 state and federal fish and wildlife agencies. Division (fish, wildlife, marine) administrators in state agencies or regional human resources administrators of federal agencies were the target of our survey. Although the response rate was poor (21%; 16 of 78 valid email addresses), the results suggests a strong

demand for an on-line, non-thesis masters in fish and wildlife. Eighty-one percent of respondents stated that their employees would benefit from an on-line masters degree. All respondents indicated that their agency had from 2 to more than 5 employees that would benefit from such a degree (the modal response was 3 employees). Half of the respondents stated their agency has a policy of supporting employees in advance training and an additional 6 of 16 stated they may be able to support employees. When asked what types of support an agency might offer an employee, 63% (10 of 16) would pay tuition, 63% would offer salary support, and 50% would allow a leave of absence for advanced training. When asked what KSAs employers hoped an employee might receive in such a program, the responses were consistent with the literature cited above. In addition to advanced training in fish and wildlife ecology and conservation science, employers commonly cited human dimensions of fish and wildlife, budget development and administration, interpersonal communication, media relations, policy and ethics as desired KSAs.

Oregon State University offers thesis-based Masters of Science degrees in Fisheries or Wildlife Science. Our MS degrees provide training for researchers and managers in natural resources and typically requires two field seasons of data collection for a thesis. The OSU's Survey Research Center conducts a survey of our past 3 graduating classes every 3 years. The results from the past 3 surveys (9 graduating classes) have been remarkably consistent (See Edge 2009, the most recent): response rate was good (~60%), over 60% of B.S. graduates have permanent employment in natural resources within 3 years, and employment success with a masters degree is greater than 95%. For many years, a Masters degree was considered the entry level degree in the fish and wildlife professions. Our surveys suggest that a substantial number of B.S. graduates become permanently employed in natural resources agencies and that essentially all of our masters graduates get jobs. Taken together, these statistics suggest that there are insufficient numbers of graduates with masters and a large number of permanent employees in the workplace with B.S. degrees that might benefit from additional education. Our traditional thesis-based M.S. degree is not feasible for permanent employees because of the extensive period of data collection required for a thesis.

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable—there are no other similar programs in the state.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

The data and literature cited in 4a represent national workforce needs in the fish and wildlife professions. However, most of the letters of support in Appendix D are from state or regional natural resources agencies. These letters do not provide estimates of number of employees that might seek a PSMFWA degree, but all imply there will be a high level of interest among employees for the degree. We suspect that our enrollment goals can be met from the state and regional service area alone, but because the degree will be available completely on-line we will market the degree nationally and internationally.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Knowledge of environmental stewardship and conservation of fish and wildlife resources will become increasingly important as the U.S. population increases and as climate change places additional stress on ecosystems. This program will train professionals that will assist the public in understand their civic and cultural responsibilities for maintaining intact ecosystems.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The proposed PSMFWA degree is an integrated curriculum designed to provide advanced, professional training in four areas: (1) core knowledge in fish or wildlife biology, ecology and management; (2) professional skills and abilities; (3) human dimensions of natural resources management; and (4) natural resources policy. In addition, each student will participate in an intensive internship experience engaging students in real world work situations involving technical problems, teamwork, communication skills, and decision-making. Specific learning outcomes for each of the major components of the PSMFWA degree are listed below.

Fish or Wildlife Biology, Ecology and Management

Graduates of the PSMFWA will have an in-depth understanding of:

- nature and characteristics of ecosystems;
- complex interrelationships among biological, physical, and human components of ecosystems;
- spatial and temporal variation in ecosystem structure and processes;
- linkages and interfaces of terrestrial and aquatic systems;
- ecosystems as context for the dynamics and adaptation of populations and life histories;
- application of ecosystem principles in development and implementation of holistic, synthetic approaches to management; and
- information requirements to support application of conservation principles and develop approaches for specific ecosystems or specific organisms within these ecosystems.

Professional Skills and Abilities

Graduates of the PSMFWA will have an understanding of:

- basic concepts in practical accounting and finance, marketing, project management, and entrepreneurship,
- interpersonal and organizational communication styles,
- ethical issues in scientific and social settings, and
- how to apply scientific knowledge in a variety of settings and by working as part of a multi-disciplinary team.

Human Dimensions of Natural Resources Management

Graduates of the PSMFWA will be able to:

- identify interactions between human ecology and nature; and
- incorporate social information (e.g., demographics, environmental policy, economic systems) in development of conservation plans and natural resource decision making.

Natural Resources Policy

Graduates of the PSMFWA will have an understanding of:

- fundamental operations and assumptions of human institutions, including politics,

- economics, culture, history and social/value systems; and
- how natural resources are affected by actions dependent on human philosophy, ethics, world views, religion, and psychology.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

We conduct a statistical survey of all graduates every three years (Edge 2009). This survey asks respondents to characterize the importance of different Knowledge, Skills and Abilities in their current jobs and ask how well our program trained them in those areas. Questions specific to the PSMFWA learner outcomes will be added to the survey and responses will be stratified by degree. Thus, we will have graduates self-assessment of the importance of individual learner outcomes and how well we prepared them in each area. We will also conduct follow-up surveys with employers to determine: (1) if the training we provide is still relevant to their needs, and (2) if the employees that recently completed their degrees were well trained in the areas identified in our learner outcomes.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

See 3b above for certification requirements. Because all students admitted to the program will be currently employed professionals, employment success will be 100%. We anticipate that most will be promoted by their employers within a year or two of completing the program.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The science we are engaged in is central to concepts of sustainability, ecosystem services and natural resources management. See 1e above. We are arguably the best graduate program in OUS.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

There are no closely related programs in OUS. The Department of Fisheries and Wildlife offers the only degrees related to the fish and wildlife professions in the Oregon University System. A Master of Natural Resources (MNR) degree has just been approved by the Provost's Council and the Sustainable Natural Resources (SNR) Graduate Certificate are related programs because of their general focus on natural resources. Both of these graduate programs target much broader, less well-defined audiences than the narrow professional focus of our PSMFWA degree. Furthermore, the Professional Science Core classes and the internship requirement in the PSMFWA make our degree very different in focus than the MNR degree, which concentrates on interdisciplinary studies and includes a capstone project. Because our degree is much more focused on the fish and wildlife professions and professional-level training for currently employed professionals, we believe there will be very little overlap in student interests in these very different degrees. A student pursuing a MNR degree may elect to include our Fisheries Management Certificate as an area of emphasis but this training would still be very different than the professional core training and internship we have proposed.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

There are no closely related programs in OUS. The Department of Fisheries and Wildlife offers the only degrees related to the fish and wildlife professions in the Oregon University System. OSU is currently the only university in OUS offering professional science masters degrees and currently offers PSM degrees in Applied Biotechnology, Applied Systematics in Botany, Environmental Science, and Applied Physics. Except for the professional science core classes, these programs are unrelated to the proposed PSMFWA degree. Many of our graduate classes are taken by students in Environmental Sciences, Forest Science, Rangeland Ecology and Management, Sustainable Natural Resources and Zoology. A few of our graduate classes are taken by students at other OUS institutions, primarily UO. As mentioned above in 6a, two other graduate programs at OSU, the MNR and the SNR, require some of the same classes as in the PSMFWA degree. For example the SNR lists five of the same classes listed in two sections of the PSMFWA degree and the MNR degree list six of 18 classes in the ecology/production area and eight of 21 classes in the human systems area that are on the course lists for PSMFWA. We believe that students pursuing a PSMFWA degree will be drawn from a different potential client base and therefore having students pursuing these different degrees are likely to increase enrollment in the on-line classes more than compete for students in these programs. Thus, we will be collaborating in that Fisheries and Wildlife faculty teach some of the classes listed in both the MNR and SNR programs; having increased enrollment will help us achieve minimum enrollment requirements for these classes. Our faculty may also elect to advise MNR students on their capstone projects.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

We do not anticipate any major impacts to our unit or other units on campus. We anticipate increased interest in our graduate programs and the number of potential students contacting our faculty. However, because enrollment will be limited to current professionals with at least 5 years of professional experience and because we believe we only have capacity for approximately 10 students/year, the PSMFWA degree will be a minor component of our graduate program.

We do not anticipate significant impacts on other units because this degree is unique to our program (see response in 6a and 6b above), and because enrollment will be limited to professionals already in the workplace. Because we will limit enrollment, some students applying to the PSMFWA program may elect to enroll in the MNR degree and thus, we expect interest in our program to increase enrollment in the MNR degree. Students pursuing the MNR degree may seek Fisheries and Wildlife faculty to mentor them on their capstone projects, but we do not believe that the PSMFWA program will cause a workload problem. We have 48

faculty members who have expressed an interest in serving as major advisors for students in the PSMFWA program. Given that we will limit enrollment to 10 students per year, we have the additional capacity to mentor the few MNR students that are doing fish and wildlife related capstone projects.

7. Financial Sustainability (attach the completed *Budget Outline*)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Because we already have a large graduate program substantial new resources are not needed to offer this degree. However, we propose to add staff support to deliver this program. Resources to support these staff will come from revenues generated by our eCampus programs (B.S. and PSMFWA). We estimate an annual cost of \$42,447 to support the program. Revenues from our eCampus program exceeded \$400,000 last year and have increased at a rate of 10-20% per year for several years. We began to offer our BS on-line fall of 2009 and had >75 majors the first term. Thus, we anticipate that revenues from eCampus will easily cover these new costs.

One 0.25 FTE PSMFWA degree Director/Advisor (Appendix A)

One 0.20 FTE PSMFWA Distance Degree Coordinator (Appendix A)

One 0.1 FTE for clerical support (Appendix A)

The College of Agricultural Sciences has a priority staffing process for allocating FTE to replace faculty loss to attrition or for developing new positions. Because of our unit metrics we have been successful in the process in refilling or acquiring new positions for years. Because of our national and international reputation we easily recruit and retain new faculty.

Minor additional library resources will be required to offer this degree (see library assessment—Appendix B) . The scientific and technical literature required are largely available for the M.S. and Ph.D. programs we currently offer but additional funds will be required for the on-line support.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

No unique resources are necessary to offer this degree.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

Not all faculty members will have the capacity to advise PSMFWA majors. However, 21 have specifically said they would advise students admitted to the PSMFWA. Thus, with 10 majors per year the student/faculty ratio for advising will be $10/21 = 0.5$. Combined with our current graduate degrees we might anticipate having a maximum of 100 students enrolled during any term. All faculty listed in 1j above have advised graduate students and many teach graduate

classes. If all graduate students including PSMFWA are considered then the student faculty ratio would be $100/47 = 2.1$.

d. Resources to be devoted to student recruitment.

Because the degree will be offered predominately on-line, eCampus will develop a comprehensive marketing plan. In preparing for our market survey (4a) we developed a comprehensive list of natural resources employers that can be used to recruit students.

8. External Review

(if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

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Executive Summary

Fisheries and wildlife resource conservation is a challenging profession involving biological, ecological, management, policy, and social systems. Although many of professionals obtain entry-level positions with B.S. degrees, mid- and upper-level positions typically require additional training. The proposed Professional Science Masters of Fisheries and Wildlife Administration (PSMFWA) degree is designed to provide advanced training for early- and mid-career professionals employed by natural resources agencies and non-government organizations. The PSMFWA degree will assist natural resources agencies and non-government organizations in meeting workforce planning goals and will meet self-improvement goals of current employees.

The PSMFWA is a 57-credit curriculum organized into four main sections: a fish and wildlife core (18 credits), a professional core (18 credits), policy (6 credits), human dimensions (9 credits) and internships (6 credits). It will be taught primarily as a distance, on-line curriculum, although some students may choose to work toward the PSMFWA degree while in-residence at OSU. All of the courses proposed for the PSMFWA degree are already taught in-residence and many are taught on-line. Currently, enough courses are taught on-line to provide students with substantial choice among courses in all curriculum areas. Forty-eight faculty members have agreed to serve as advisors to students for completion of their internships and degree. The PSMFWA degree will be offered as a non-thesis option only, similar to a Masters in Business Administration, Masters of Agriculture, or Masters of Forestry.

We present evidence of need for the PSMFWA from several sources: published literature on workforce planning in natural resources, changes in Masters programs with comparator institutions, and a survey of potential employers. All provide strong support for such a program.

There are no closely related programs in OUS. The Department of Fisheries and Wildlife offers the only degrees related to the fish and wildlife professions in the Oregon University System. A Master of Natural Resources (MNR) degree has just been approved by the Provost's Council and the Sustainable Natural Resources (SNR) Graduate Certificate are related programs because of their general focus on natural resources. Both of these graduate programs target much broader, less well-defined audiences than the narrow professional focus of our PSMFWA degree. Our proposal explains other differences between the degrees and identifies areas of collaboration.

Because we already have a large graduate program substantial new resources are not needed to offer this degree. However, we propose to add staff support to deliver this program. Resources to support these staff will come from revenues generated by our eCampus programs (B.S. and PSMFWA). We estimate an annual cost of \$42,447 to support the program. Revenues from our eCampus program exceeded \$400,000 last year and have increased at a rate of 10-20% per year for several years. We began to offer our BS on-line fall of 2009 and had >75 majors the first term. Thus, we anticipate that revenues from eCampus will easily cover these new costs.

Category I Proposal Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:

Effective Date:

Professional Science Masters of Fisheries and Wildlife Administration

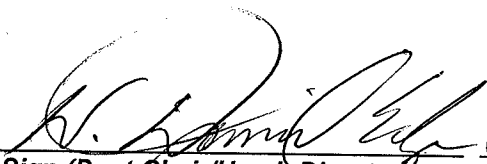
Department/Program:
Fisheries and Wildlife

College:

Agricultural of Sciences

- ☒ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☒ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.


Sign (Dept, Chair/Head; Director) Date 8 Oct 2010

W. Daniel Edge

8 Oct., 2010

Print (Department Chair/Head; Director)

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

Professional Science Master of Fisheries and Wildlife Administration
Title of Proposal

Fisheries and Wildlife
Department

Agricultural Sciences
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☒ marginally adequate to support the proposal
☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:
\$2,500

Ongoing (annual):
\$5,350

Comments and Recommendations:

Core collections are at risk due to flat budgets. Year 1 costs address improving students' access to targeted information. Ongoing costs reflect database and e-book purchases.

Date Received: 3/15/10

Date Completed: 4/12/10

Janet Webster
Subject Librarian

Janet Webster
Signature

Jennifer NuteFall
Head of Collection Development

Jennifer NuteFall
Signature

10/7/10
Date

Faye Chadwell
University Librarian
Faye Chadwell

Faye Chadwell
Signature

10/7/10
Date

Comments Concerning Liaison Responses and Request Letter

Liaison requests with the draft Category I proposal attached were email on 19 February 2010 with a response requested by 8 March 2010. The liaison message clearly stated that lack of response would be interpreted as support of the proposal. The original message and the responses to our proposal are listed below. We received 11 responses to our liaison request; all were supportive of our proposal; five offered helpful suggestions or comments that we respond to in each of the paragraphs below.

Bill Lunch suggested another Political Science course (PS 574) be added to the list of courses in the policy section of our curriculum. We agree that the course is very appropriate for the proposed curriculum and we added the course to our list.

Russ Karow from Crop and Soil Sciences suggested a course in employee management or “personnel management for dummies.” We have elected not to include such a course in the curriculum for two reasons. First, because all or out students will be early to mid-career professionals, it is likely most will have had substantial employee management experience. Second, the most appropriate course at OSU in this area, BA 553, Human Resources Management, requires a prerequisite that most or all of our students would not have had.

Badege Bishaw, Director, Sustainable Natural Resources Graduate Program, provided several comments, suggestions and expressed a concern. He suggested that two SNR courses (522 and 540) be considered in our curriculum. We added SNR 522, Basic Beliefs and Ethics in Natural Resources to our Human Dimensions section. We elected not to add SNR, 540 Global Environmental Change to the list because our students will be employed natural resources professionals and likely will be very familiar with most of the topics presented in that class. Dr. Bishaw pointed out that 10 students per year was realistic based on the SNR program. We will initially limit enrollment to 10 students because we are uncertain the level of effort advising these students will take and we will ramp the program up slowly until faculty become more familiar with advising these students. However, we anticipate that many more students will apply than will be accepted. Dr. Bishaw points out that courtesy faculty cannot be paid to teach or advise students. We expect our courtesy faculty members to participate in advising students and graduate teaching to the extent possible given their appointments as a condition of their courtesy faculty appointments, and do not anticipate paying them for those services. We list 11 courtesy faculty members in our faculty list and all teach and/or advise graduate students currently. Dr. Bishaw points out that it would be good for the proposal to include some statements of collaboration and complementarily to the SNR and MNR program at OSU. We concur and have added text to sections 6a and 6b in our proposal. Dr. Bishaw also expressed a concern about sharing some of same faculty as potential student advisors, and tapping some of the same Natural Resources professionals as potential pool of students. We address these concerns in our revised proposal (sections 6a, b and d), but basically believe that our potential pool of students is very different than students that might seek a MNR degree and that OSU has sufficient capacity to accept students in both programs.

Susan Capalbo from Agricultural and Resource Economics offered several suggestions. First, she pointed out that our distinction between "policy" and "human dimensions" seemed arbitrary, with courses about law in both, and with no economics courses in either. We concur and moved a law course from the human dimension list to the policy list. We also added AREC 534, Environmental and Natural Resource Economics to the human dimensions section and AREC 532, Environmental Law to the policy section. We elected not to remove SNR 521 from our list of courses as she suggested because we want to retain as much flexibility for our on-line students as possible. Because all of our students will be currently employed by natural resources agencies, it seems likely they will face scheduling conflicts and we would like to retain that flexibility. Next, Dr. Capalbo observed that about half of the policy and human dimensions classes are in FW and that the students could elect a program that was dominated by FW classes. The FW classes that are required in each of these sections, give students discipline-specific training that we believe is needed. However, we concur that students would be better served by taking classes from other departments/disciplines. We have added additional courses from other departments (AREC, COMM, PS and SNR) in both sections, and we have changed the lists to prevent students from taking more than one FW class in each section.

Robert J. McGorin from Food Science & Technology related a concern about how this is a true graduate degree versus a BS with additional slash classes. He implied that the comment came from a faculty member who didn't read all the details of the proposal and we believe that probably explains the comment. However, in response, the PSMFWA degree will require 57 credits, at least half of which will be graduate only courses. The degree will also require two internships and will provide early and mid-career professionals the type of training that state and federal agencies want their employees to obtain.

Original Liaison Request

From: Edge, W. Daniel - FW

Sent: Friday, February 19, 2010 9:48 AM

To: CAS Dept Heads; CAS Deans; Salwasser, Hal; Jensen, Edward C.; McComb, Brenda; Maness, Thomas; McLain, Tom; Doescher, Paul; Bishaw, Badege; Bloomer, Sherman - COS; Bechert, Ursula; Mason, Robert; Beatty, Joseph - Email Forward; Andrew R. Blaustein; Menge, Bruce; Wolf, Aaron; Rodgers, Lawrence; Oriard, Michael; Hale, Jeffrey; Kaplan, Jonathan - ONID; Lunch, William; Gallagher, Sally; Iltis, Robert; Steel, Brent; Xing, Jun; Duncan, Robert Ames; Abbott, Mark Richard; Harte, Michael James; Loveland, Walter D - ONID; Francis, Sally K.; Fisk, Martin

Cc: Leslie, Susie; Dowhower, Dan; FW Faculty

Head/Chair/Director:

The attached Category I proposal describes a new Professional Science Masters in Fisheries and Wildlife Administration that we propose to begin offering the fall of 2011. The degree will be delivered entirely on-line, but we anticipate there may be some students in residence.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your college/department/program of our intent to develop and offer this new degree. Please review the attached materials and send your comments, concerns, or support to me by 8 March 2010. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support of our proposal.

Thank you for your time and input.

Dan Edge

W. Daniel Edge
Department Head
Department of Fisheries and Wildlife
Oregon State University, 104 Nash
Corvallis, OR 97331-3803
Voice: 541-737-2910; FAX -3590
daniel.edge@oregonstate.edu
<http://fw.oregonstate.edu/>

**General Learning Outcomes (GLOs)
Approved by the Faculty Senate
Thursday, January 13th, 2011**

As a result of successfully completing the requirements toward the Ph.D., students shall: (a) produce and defend an original significant contribution to knowledge; (b) demonstrate mastery of subject material; and (c) be able to conduct scholarly activities in an ethical manner. Additional outcomes, the assessment of all outcomes and the specification of learning objectives related to these outcomes are to be carried out at the program level and reviewed periodically.

These outcomes are to be assessed at the program level.

- Outcome (a) is already part of the assessment performed at the final oral exam and the GCR is specifically required to raise this metric.
- Outcome (b) is part of every unit's requirements for students and is assessed by course work grades, and preliminary examinations.
- Outcome (c) is new and will require the units to be sure the students are informed/trained as to what is required to conduct scholarly activities in an ethical manner. There is an array of methods the units could choose to use, such as the Grad School course on RCR, Ph 574, and other courses, instruction in research groups, etc.

Materials linked from the February 25, 2011 Graduate Council agenda.

From: Wilcox, Anthony
Sent: Friday, February 18, 2011 3:37 PM
To: Fisk, Martin; Loveland, Walter D - ONID
Cc: Beach, Gary; Naguib, Nagwa; Bray, Tammy
Subject: Re: Nutrition and Exercise Sciences Graduate Programs - Site Visit

Marty and Walt,

A difficulty I have with denying my request for delaying by one term the time of the EXSS grad program review is that the original scheduled time for the review (08-09) was premature, which was not the case for the Nutrition review. There is no compelling logic that the two programs be concurrently conducted. I do understand that grad program reviews can be conducted at intervals shorter than 10 years, but there must be a significant reason for doing so given the investment of faculty time involved (time taken from other work) and the expenses associated with a review, and I am not aware of any compelling reason for the EXSS grad program review to have been earlier than normal process call for.

Yes, Sally granted an extension, which allowed the Nutrition grad program to take hold and grow with the then recently hired faculty and grad program director. That program review will happen Spring term. As noted below, an unanticipated major reorganization has been called for by the University, which intersects with the College's strategic initiative to become an accredited College of Public Health & Human Sciences, and this has consumed significant faculty and administrative effort. At least 15 faculty searches are occurring in the College this year, ten in our school, with extensive time devoted to the screening, interviews and selection processes. We must be mindful of what is realistically feasible for faculty to accomplish in addition to their appropriate focus on achievement in teaching and research.

Given that the 2-year extension was given for a program review that was at least 1-year prematurely scheduled, I think it is entirely reasonable under current circumstances to request that the review be conducted one term later, in Fall 2011. So I ask for your reconsideration.

Thanks,
Tony

From: "Fisk, Martin" <Martin.Fisk@oregonstate.edu>
Date: Wed, 16 Feb 2011 10:31:35 -0800
To: Tony Wilcox <anthony.wilcox@oregonstate.edu>
Cc: "Beach, Gary" <Gary.Beach@oregonstate.edu>, "Naguib, Nagwa" <Nagwa.Naguib@oregonstate.edu>, "Loveland, Walter D - ONID" <lovelanw@onid.orst.edu>
Subject: RE: Nutrition and Exercise Sciences Graduate Programs - Site Visit

Tony,

The Graduate School researched the history of the review of the Exercise and Sport Science and Nutrition graduate degrees.

Nutrition was last reviewed in the 1998-9 academic year and was scheduled for review in 2008-9. Exercise and Sport Science was last reviewed in the 1999-2000 academic year and was also scheduled for 2008-9.

You must have requested a postponement of those 2008-9 reviews and Sally granted you a two-year

postponement to this academic year, 2010-11.

The Guidelines for Graduate Program Reviews indicates that postponements are normally granted for one year.

"Programs may request a postponement of a scheduled Graduate Council Program Review by presenting a compelling case to the Graduate School for the Dean's review and approval. If approved, postponement is normally granted for one year only."

On October 7, 2010 the Graduate Council established principles for allowing postponement of Graduate Program Reviews. These are:

"1. When synchronizing within plus/minus one year with either professional reviews or accrediting body reviews; when and if requested.

"2. When eliminating the program.

"3. When reorganizing and a Category I proposal will be used to change the program. In this case a one year postponement will be approved and the Cat I must be submitted within that year. If the Cat I is not submitted, the review will take place a year from the originally scheduled date."

The Category I proposal mentioned in 3 above refers to changes in the degree, not changes in the administrative structure of the college.

Finally, graduate program reviews are very important for maintaining and improving the quality of graduate education at OSU, and they are the only mechanism the university has to review the quality of graduate education and to suggest changes. The schedule and outcomes of graduate program reviews is now included in the accreditation report of the university. Nutrition and Exercise and Sport Science are only two of five graduate programs that have not been reviewed in the past 10 years. Other programs not reviewed are being eliminated or are will be reviewed this academic year.

Because of the importance of reviews to the university and because your degree programs have already received a two year postponement, and your request does not fit the principles set by the Council, I think it is not appropriate to grant another postponement to your review. If there are other factors not included in your email, please let me or Walt Loveland know about them.

Yours,
Marty

Dr. Martin Fisk, Interim Dean of the Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
phone: 541-737-1458
email: martin.fisk@oregonstate.edu

From: Wilcox, Anthony
Sent: Friday, February 11, 2011 5:20 PM
To: Naguib, Nagwa; Fisk, Martin
Cc: Beach, Gary
Subject: Re: Nutrition and Exercise Sciences Graduate Programs - Site Visit

Nagwa, Marty and Gary,

The Nutrition graduate faculty have drafted their self study and are reviewing it, as well as actively considering who may serve as external reviewers (it will be faculty from other institutions only, as that is most appropriate for this grad program). I will try to get the names and suggested dates to you next week.

The dietetics option within the Nutrition major is undergoing reaccreditation this year, with the site visit scheduled for March 28 & 29. The dietetic option accounts for 90+% of the undergraduate majors in Nutrition, so it is appropriate for the reaccreditation to stand as the review of the undergraduate program.

The Movement Studies in Disability masters program was discontinued with the program reductions enacted by President Ray in Fall 2009.

It has been impossible for us to devote the time and attention necessary to conduct the EXSS grad and undergrad program reviews this year, and I am requesting permission for this to be delayed into next year (e.g., Fall 2011).

It may be more appropriate for me to meet with you to discuss this matter, but briefly, the reason we are requesting this delay is because our programs have been thoroughly engaged in the intense work related to reorganizing the departments in CHHS into Schools, and I have been responsible for much of that work: writing the Category I, leading faculty in the programs that will become the School of Biological & Population Health Sciences (epidemiology; biostatistics; environment, safety & health; exercise & sport science; nutrition) in the process to determine our School's governance (P&T procedures; curriculum procedures; program governance). In addition, we have numerous faculty searches underway, which has taken considerable time and energy. And related to that, we are particularly short-handed in faculty in the EXSS program, so it has not be feasible to appoint someone to take the lead in managing the self-study. Fortunately, such has not been the case in Nutrition, so we've been able to prepare that self-study.

I suspect that requests for delays come to you at times, and that the normal response is to deny them. I hope the Gradu School recognizes the extraordinary circumstances that have been created by the University mandate to reorganize our academic units, which has compounded the work we in CHHS are doing as we also pursue becoming an accredited college of public health & human sciences. We are also managing as best we can the increase in enrollments in our majors and our courses while being short-handed with tenured and tenure-track faculty.

I will also add that our EXSS doctoral program has been ranked in the past year by both the NRC and the American Academy of Kinesiology & Physical Education (now the National Academy of Kinesiology), and the latter ranking placed us at 8th in the country. So we are not speaking about a program that is in disarray. Rather, we must recognize that we are able to accomplish only a finite number of important tasks, and at this time, we cannot give the program review the time, effort and thought it deserves. I am optimistic that we can do so if we were granted permission to conduct the review in fall term of the 2011-12 academic year.

As noted, I would like to meet with you to discuss this further.
Thanks for your consideration of this request.

Tony

.....
Anthony Wilcox, Chair
Nutrition & Exercise Sciences
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Oregon State University
Corvallis OR 97331

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anthony.wilcox@oregonstate.edu

From: "Naguib, Nagwa" <Nagwa.Naguib@oregonstate.edu>
Date: Tue, 8 Feb 2011 15:50:03 -0800
To: Tony Wilcox <anthony.wilcox@oregonstate.edu>
Cc: "Fisk, Martin" <Martin.Fisk@oregonstate.edu>, "Beach, Gary" <Gary.Beach@oregonstate.edu>
Subject: Nutrition and Exercise Sciences Graduate Programs - Site Visit

Hi Tony,

It is time for us to start selecting reviewers and schedule the Site Visit for the upcoming Graduate Program Reviews for:

1. **Exercise and Sport Science**
2. **Movement Studies in Disability**
3. **Nutrition**

As you know, #1 and #3 above have an undergraduate review as well. For the sake of the Graduate Reviews, the Graduate School will need a list of names for suggested reviewers, both Peers and Potential Employers, as well as the blackout dates when your dean, faculty, etc. CANNOT meet with the reviewers. Once we receive this information, Marty Fisk will start working on contacting the reviewers. Please let me know if you have any questions regarding the above.

Nagwa

Nagwa R. Naguib
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oregonstate.edu/dept/grad_school

**Review Panel Report
Oregon State University**

Science and Mathematics Education Graduate Program

Graduate Review Panel

Carolyn Aldwin, HHS (Internal Reviewer)

James Coakley, Business (Internal Reviewer)

Dawn Granger, Principal, Corvallis High School (Potential Employer)

Thomas Koballa, Georgia Southern University (Peer Reviewer)

January 5, 2011

OVERALL RECOMMENDATION

In light of the pending repositioning of the Science and Mathematics Education Department within the College of Education, the Review Panel's focus was not exclusively retrospective. **Had the review been conducted under stable circumstances, the Panel's recommendation would be to maintain the Science and Mathematics Education Graduate Program. Given the present context, however, the Review Panel recommends that the Program be restructured.** Restructuring efforts should highlight the pivotal role of the Science and Mathematics Education Graduate Program to the formation of a research-focused College of Education and the significant value of establishing a university-wide Science, Technology, Engineering, and Mathematics (STEM) Center. The challenge for the program is to maintain high quality MS and PhD degree offerings and provide evidence of effectiveness of program features and success of program graduates. Program continuity through the engagement of faculty outside of the Department of Science and Mathematics Education and aggressive recruitment of a diverse student population is essential for the future success of the program. The program faculty needs to play an active role in the restructuring of the College of Education, ensuring that adequate resources are available to sustain research-based science and mathematics degree offerings and provide for the collection and analysis of data to inform future program revisions.

General Recommendations

- The Department should incorporate under-represented populations into the applicant characteristics statistics, and begin tracking these statistics by degree option to accurately assess the quality of incoming students.
- The Department should track student credit hour generation across the different degree options and by individual faculty members in order to better understand how the workload is distributed.
- Data should be gathered on an ongoing basis regarding the career success for all program graduates. This information should be collected and evaluated for programmatic improvement for all of the master's and doctoral programs.
- The Department should compile summary performance data to allow for a more informed assessment of the level and quality of faculty performance.
- Broken and dilapidated furnishings as well as electrical and Internet fixtures should be replaced and/or repaired.
- Develop a plan and secure support from the Deans of the Colleges of Science and Education to regularly update computers and other forms of technology used for instruction and research.
- The Science and Mathematics Education faculty should pursue the establishment of a university-wide Center for Research on Lifelong STEM Learning, but be mindful of the impact of Center affiliation on self-esteem and productivity of faculty and students.

Recommendations for Masters Students

- The availability of on-line courses should be increased; efforts should be made to communicate program needs to other departments that offer desired courses and work begun to develop online options of these courses.
- A course equivalent to history of science or philosophy of science should be made available for mathematics education students.
- The program should provide opportunities for all licensure students to work with 6-12 students from diverse cultural backgrounds, as well as students with special physical, emotional, and learning needs, and to incorporate information on these students into coursework.

Recommendations for the Doctoral Program

- The process of first year advising should be studied and modified to enhance the academic experience for the doctoral students and include student input.
- Consideration should be given to adding learning experiences in science and mathematics teacher education, grant writing, program evaluation, and international education to enhance the marketability of doctoral program graduates.
- Faculty members should evaluate their personal biases/strengths and assess the impact that they might have on student learning in doctoral courses.
- The program faculty should engage the OSU mathematics faculty in conversation about the relationship and overlap between the mathematics education doctoral programs offered in the two departments, with the conversation resulting in a statement that distinguishes the two doctoral degree options.
- The Dean's Office of the College of Science should provide the Department with data on student credit hour generation.
- It is recommended that faculty monitor individual supervision loads and work to equalize the loads over the entire faculty or advocate for additional faculty lines.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Science and Mathematics Education Department supports a strong, focused and successful graduate program. This review comes at a critical time as the Department is to be repositioned within the College of Education. Even within this organizational transition, the Department's faculty remains committed to its mission (developed in 2006) to "[b]etter understand and facilitate the variety of ways in which people of all ages and backgrounds engage in science and mathematics learning throughout their day and lifespan." This mission is reflected in the three foci for their degree programs: K-12,

College Teaching, and Free-Choice Learning; and fits well with the implementation guidelines for the strategic alignment of academic and support units in the OSU Strategic Alignment and Budget Reduction Implementation Plan for 2009-2011.

The Department's graduate program is populated by high quality students who are admitted based on a well-defined process, requiring additional qualitative information beyond the University graduate admission requirements. However, the Department has a limited number of internal scholarships and GTA/GRA positions that are available to students and seems to attract few students from underrepresented populations. To address these challenges, the faculty has initiated actions to obtain GTA/GRA positions for each of its PhD students and to seek scholarships to recruit and retain students from populations traditionally underrepresented in science and mathematics. In order to track the successes of these initiatives, **it is recommended that the Department incorporate underrepresented populations into the applicant characteristics statistics, and begin tracking these statistics by degree option to accurately assess the quality of incoming students.**

The curriculum across the Department's PhD and MS degree options is very strong. The *School-based Master's for K-12* teachers and the *Free-Choice Learning Master's* are innovative programs, in that they provide advanced learning opportunities for persons through online offerings. A limitation for both of these programs is the availability of online course offerings that might be used to fulfill program requirements beyond those offered through the Department. **It is recommended that efforts be made to communicate program needs to other departments that offer desired courses and work begun to develop online options for students.**

The *Professional Teacher Education Master's* program (grades 6-12 science and mathematics) is well conceived and consistent with national recommendations and standards of science and mathematics teacher education programs. The requirement of a history of science or philosophy of science course is also commendable. Unfortunately, a comparable learning experience seems not to be available for mathematics education students. **It is recommended that a course equivalent to history of science or philosophy of science be made available for mathematics education students.**

Among the PhD program's strengths is the emphasis of science and mathematics learning opportunities from birth to death, reflecting the three program strands—K-12, college teaching, and free-choice learning—and an emerging trend in science and mathematics education programs. However, attention need to be given to *learning experiences to enhance the marketability of program graduates (e.g., science/math teacher education, grant writing, international education) and whether the personal biases of faculty may adversely impact student learning*. In addition, **it is recommended that the Department track student credit hour generation across the different degree options and by individual faculty members in order to better understand how the workload is distributed.**

The Department faculty is highly qualified and well suited to fulfill the Department's vision of establishing a Center for Research on Lifelong Science, Technology, Engineering and Mathematics (STEM) Learning and contributing significantly to building a research-focused College of Education. The financial resources available to support the Department seem to be adequate, in large measure due to the faculty's ability to secure external funds through grants and the income generated through online courses. However, the department's infrastructure is in need of immediate attention. With Dr. Flick named the Associate Dean of Academic Affairs for the reorganized College of Education, the Department faculty may wish to learn more about how this new appointment will influence his administrative and instructional duties within the Department. **It is recommended that broken and dilapidated furnishings as well as electrical and Internet fixtures be replaced and/or repaired.**

Faculty and student productivity is very respectable, based on indicators provided. The Department faculty has almost \$4 million in current grants and is highly ranked among PhD granting institutions. Students are satisfied with the financial support provided them by the Department. Students work with faculty to make professional presentations and generate scholarly publications. The scholarly community provided for students by the Department faculty seems exceptional for teacher licensure students, but not all that it could be for PhD students. PhD students seem to be disparate in their feelings of connectedness to each other and the Department. These feelings seem to be linked to the advising approach applied with students during the early semesters of their doctoral work. **It is recommended that the process of first year advising be studied and modified to enhance the academic experience for the doctoral students.**

Evaluation of the professional viability of graduates and student ratings and rankings was hampered by the lack of data. These data could serve an invaluable function for assessing program viability and guiding programmatic improvement. **It is recommended that data be gathered on an ongoing basis regarding the career success for all program graduates.**

DETAILED FINDINGS

Introduction

This review of the Science and Mathematics Education Graduate Program follows an earlier review conducted in 2001 and comes on the heels of an announcement that the Science and Mathematics Education Department will be repositioned within the College of Education as part of a University-wide reorganization. Consistent with the Guidelines for Graduate Council Program Reviews, the objective of the review was to identify and articulate positive suggestions for enhancing the Science and Mathematics Education graduate program.

The review site visit took place on December 6th, 2010, with an organizational meeting of the review panel on the evening of December 5th, 2010. Members of the review panel

included: Dr. Thomas Koballa (Dean, College of Education, Georgia Southern University), Dawn Grander (Principal, Corvallis High School), and two members of the Graduate Council, Dr. Carolyn Aldwin (HHS) and Dr. James Coakley (Business). Members of the panel were provided with the program's Self-Study Report prepared by Dr. Larry Flick (Department Chair) with significant assistance by department secretary Paula Dungjen and doctoral student Teresa Wolfe as well as Dr. Larry Enochs (previous department chair) prior to the site visit. Degree program advising sheets were made available during the visit. Dr. Martin Fisk, Interim Dean of the Graduate School, was present as an observer.

On December 6th, the review team first met with Dr. Larry Flick, Department Chair, who provided a summary of the Self-Study Report and context regarding the Department's pending repositioning within the College of Education. The review panel then met with Dr. Sherman Bloomer, Dean of the College of Science, who described the Department's current status within the College of Science. Next the panel met with the Graduate Program leaders and with the Graduate Program faculty. Following a working lunch, the team toured Department facilities and met separately with groups of doctoral students and licensure students. A teleconference was scheduled with distance education students, but no students called in to speak with the review panel. A closing meeting with Dr. Flick concluded the panel's site visit.

All participants were extremely open and helpful. The review panel appreciated the professional conduct experienced during the site visit and the ample time provided to pose questions and to hear faculty and student opinions, comments, and suggestions for improving the program.

The remainder of the report is organized according to the outline provided by the Graduate School into four sections: Inputs, Productivity, Outcomes, and Conclusion.

Inputs

a. Fit of the mission of the program with the college and university missions

The Strategic Alignment and Budget Reduction Implementation Plan for 2009-2011 (<http://oregonstate.edu/leadership/sites/default/files/budget-documents/implementation-plan-10-8-09.pdf>) provides implementation guidelines for the strategic alignment of academic and support units within Oregon State University. These guidelines call for the creation of four divisions: Arts and Sciences; Business and Engineering; Earth Systems Science; and Health Sciences. The Division of Arts and Sciences is comprised of three Colleges: Science, Education, Liberal Arts. The proposed mission of the Division of Arts and Sciences is to become the intellectual center of Oregon State University, answering the fundamental questions that underlie the natural sciences, the arts, the humanities, and the social sciences (Report to the Strategic Alignment/Budget Reduction Review Committee, Mar 15, 2010, <http://oregonstate.edu/leadership/sites/default/files/budget-documents/mar15-asdiv.pdf>). The Colleges of Science, Education, and Liberal Arts are currently undergoing internal college reorganizations with a proposed consolidation of education-focused departments across the university. The proposal also includes creation

of a cross-disciplinary Center for Research in Lifelong STEM Learning. The Department of Science and Mathematics Education (SMED) within the College of Science is currently in a state of organizational transition with the ensuing uncertainty regarding the final organizational structure and form of the department. Our presumption is that the SMED will remain as a department within the new organizational structure and that SMED will continue to offer the existing graduate programs (PhD and Masters).

Even with this organizational uncertainty, the SMED faculty remain committed to their mission (developed on 2006) to “[b]etter understand and facilitate the variety of ways in which people of all ages and backgrounds engage in science and mathematics learning throughout their day and lifespan.” The faculty believes this mission is unique in that it is focused on investigating and supporting lifelong science and mathematics learning, which in turn supports all three Signature Areas of Distinction of the University. This mission is reflected in the three foci for their degree programs: K-12, College Teaching, and Free-Choice Learning.

b. Quality of students

The SMED has distinctly different degree programs: the PhD in science and mathematics education, the on-line Master’s degree for K-12, the online Free-Choice Learning Master’s degree, and the on-campus Professional Teacher Education Master’s degree. The “Applicant Characteristics” provided in the Self-Study Report (Table I, p. 12) reflects characteristics aggregated across students from all of the degree programs. Overall, the quality of the students appears to be high based on the average GPA of the matriculated students. It should be noted that students admitted to the Professional Teacher Education Master’s program are required to complete “teaching tests” administered by the Oregon Teacher Standards and Practices (OTSP) Commission (ORELA, CBEST and Praxis) by the end of September. Results of these tests may also be used to track the quality of the incoming students.

Over the past three years, 82% of the matriculated students have been female, and the students are predominately domestic (as would be expected for the K-12 and licensure programs). The Department does have a diversity initiative to recruit and retain students from underrepresented populations, and has submitted a proposal to use the Oregon Laurels Block Grant to provide scholarships to support the initiative. However, the Department does not appear to track underrepresented populations as part of the applicant characteristics. **It is recommended that the Department incorporate underrepresented populations into the applicant characteristics statistics, and begin tracking these statistics by degree program to accurately assess the quality of incoming students.**

c. Admissions selectivity

The SMED has a well-defined process for selecting students into the PhD and Master’s degree programs, requiring additional qualitative information beyond the university graduate admission requirements. None of the graduate programs require the GRE or other standardized exam as part of the admissions criteria. Students admitted to the

Professional Teacher Education Master's program are required to complete tests administered by the Oregon Teacher Standards and Practices (OTSP) Commission, but these tests are not part of the admissions criteria. The admissions requirements for the licensure program are consistent with the requirements for licensure programs in the College of Education.

d. Level of financial support for students

The SMED has a limited number of internal scholarships and GTA/GRA positions that are available for their students. The stated goal of the faculty is to obtain a GTA/GRA position for each student within the PhD program. These positions offer full tuition support plus a monthly stipend. The Department faculty acknowledges that it is dependent on the availability of GTA/GRA positions in other departments to meet this goal.

Financial support for the Master's degree programs tends to come from scholarships, both internal to the SMED and external scholarship support available through the University and other Foundations and Organizations (see p. 19 of the Self-Study Report). The SMED students earned approximately 20 scholarships per year over the past three years, suggesting that approximately 25 percent of the student in the Master's degree programs earn some form of financial support.

e. Curriculum strength

The *School-based Master's for K-12* teachers and the *Free-Choice Learning* Master's are innovative programs, in that they provide advanced learning opportunities for persons through online offerings. The Free-Choice Learning program also addresses the unique needs of persons choosing to work in non-formal science and mathematics environments. Both degree options clearly are developing a national audience for OSU programs. Online advising materials, available at the Department's website, present sequences of required coursework for both degree options. Considerable efficiency is achieved by offering coursework required for both programs during the same semester.

The School-Based Master's for K-12 option provides an excellent venue for mid-career professionals to extend their understandings of science and mathematics teaching and learning and to build leadership capacity in these fields. This degree option enrolls about 30 science/mathematics students, according to the Department faculty. This number should be considered the maximum allowable given the faculty resources allocated to the program and the demands associated with project supervision and the oral examination. Department documentation indicates that only Drs. Van Zee and Niess provide program leadership and they teach many of the program courses. They also work directly with students during the oral examination and project phases of the program. Even though the continuous enrollment of 30 students brings the program close to its carrying capacity, the program courses tend to enroll few students each semester. [Tracking trends in enrollment was made difficult by the absence of Fall 2009 course data in Table 5 of the Self-Study Report.]

The Free-Choice Learning Master's option is at the forefront of programs that prepare individuals for working in free-choice science learning environments. However, the program enrolls few students. According to the Department faculty, only 17 students are enrolled in this degree option. Moreover, considerable overlap seems to exist among the three courses that constitute the option's primary strand, SED 582, SED 583, and SED 584, and the nature of the projects (i.e., SED 506) in which students engage may need further clarification.

Regarding both the School-based and Free-Choice Master's programs, the Department faculty expressed concern about the availability of online offerings that might be used to fulfill program requirements beyond those offered through the Department. They described the lack of available online offerings as a significant limitation in both programs. **It is recommended that efforts be made to communicate program needs to other departments that offer desired courses and work begun to develop online options for students.**

The *Professional Teacher Education Master's* program prepares grades 6-12 science and mathematics teachers for public and private schools. Overall, the program is well conceived and consistent with national recommendations and standards of science and mathematics teacher education programs. Entrance into the program is facilitated through prerequisite coursework completed during a student's undergraduate degree program or in the summer prior to beginning the program. Through this cohort program, students may seek subject matter endorsements in one or more science and mathematics content specializations. The program coursework, particularly that involving school-based experiences and the preparation and enactment of two Work Samples, is commendable. Interviews with students confirmed the strength of the program's cohort model, stating that the model provides a mechanism for student support and collaboration. The requirement of a history of science or philosophy of science course is also commendable. Unfortunately, a comparable learning experience seems not to be available for mathematics education students. Also seemingly missing from the program are significant opportunities for students to learn how to work effectively with grades 6-12 students from diverse cultural backgrounds and with special physical, emotional, and learning needs. **It is recommended that:**

- **a course equivalent to history of science or philosophy of science be made available for mathematics education students; and**
- **the program should provide opportunities for all licensure students to work with 6-12 students from diverse cultural backgrounds, as well as students with special physical, emotional, and learning needs, and to incorporate information on these students into coursework.**

The admission of 20-26 students annually, as reported by Department faculty, brings into question the program's overall contribution to the State's need for grades 6-12 science and mathematics teachers. Is the program's production of teachers contributing substantially to the State's teaching population? If not, perhaps the program should be presented as a model program, one that is carefully studied by faculty and students, and

whose innovative processes and outcomes are publicized in order to inform the national discussion on science and mathematics teacher preparation.

The PhD includes coursework in research methodology and research content that one would expect in a highly-rated science and mathematics education doctoral program. The inclusion of research methodology courses outside of the department is commendable, providing students with opportunities for gaining diverse perspectives relative to quantitative or qualitative research methodologies. Another strength of the program is the emphasis on science and mathematics learning opportunities from birth to death, reflecting the three program strands—K-12, college teaching, and free-choice learning—and an emerging trend in science and mathematics education programs. Apparently missing from the program is coursework that is related to expectations associated with many science and mathematics education positions in higher education, including science and mathematics teacher education, grant writing, program evaluation, and international education. Also, the Department's emphasis on the preparation and support of grades 6-12 teachers may provide less than an attractive learning environment for doctoral students interested in science and mathematics education in the elementary grades. **It is recommended that consideration be given to adding learning experiences in science and mathematics teacher education, grant writing, program evaluation, and international education to enhance the marketability of doctoral program graduates.**

The enacted curriculum, reflecting the expertise and interests of individual faculty, was a point of concern among students in the program. Students indicated that doctoral coursework is slanted by faculty expertise and interest. This sometimes adversely impacts the students' course learning experiences. Some students felt that instructors' interests sometimes led to focusing of courses on a narrow field that was outside of the interests of the students. **It is recommended that faculty members evaluate their personal biases/strengths and assess the impact that they might have on student learning in doctoral courses.**

Moreover, faculty pointed out that two doctoral programs in mathematics education are offered at OSU, one by the Department of Science and Mathematics Education and a second by the Department of Mathematics. Conversations with the Science and Mathematics Education faculty suggest that overlap exist between the two doctoral degree options and students may be confused about the worth of the two degrees in terms of future employment. **It is recommended that the program faculty engage the OSU mathematics faculty in conversation about the relationship and overlap between the mathematics education doctoral programs offered in the two departments, with the conversation resulting in a statement that distinguishes the two doctoral degree options.**

The Department's Self-Study Report does not include information on the number of student credit hours generated by the various programs or by individual faculty members. The Department Chair indicated that Student Credit Hours are not regularly tracked, but that these data should be available from the Dean's Office of the College of Science. **It is**

recommended that the Dean's Office of the College of Science provide the Department with data on Student Credit Hour generation.

f. Quality of personnel and adequacy to achieve mission and goals

The Department faculty is highly qualified and well suited to fulfill the Department's mission to "Better understand and facilitate the variety of ways in which people of all ages and backgrounds engage in science and mathematics learning throughout their day and lifespan." In support of this mission, the faculty is distributed across the disciplines of science education and mathematics education to support graduate programs and engage in research that highlight the areas of K-12, college level, and free-choice learning within the two disciplines.

With the repositioning of the Department within the College of Education, the Department faculty is anxious to carve out an identity within this emerging unit. The recent decision to appoint Dr. Larry Flick as the Associate Dean of Academic Affairs for the reorganized College of Education should serve to reduce the anxiety and provide the Department faculty with a voice in how the College is organized and the positioning of the Department within the College.

The Department faculty should work with colleagues in the recognized College of Education to address its short- and long-term goals. Support will likely be found across departments that make up the new College for a vision of lifelong education in STEM and other program areas and for integrating culture and linguistic diversity into coursework and other student learning opportunities. In addition, the Department faculty will want to be involved in the process that leads to the selection of a new Dean for the College of Education, ensuring that the hire understands the history of the Department and its important role in positioning the College as a unit in which research and efforts to garner external funding for scholarly endeavors is highly valued and rewarded.

The Department's faculty is well positioned to provide leadership to the creation of a Center for Research on Lifelong STEM Learning. The Department's goals to establish the Center would leverage the talents of scholars across the OSU campus to build core partnerships and serve to re-conceptualize the meaning of STEM learning at OSU. Great care must be taken to consider the mission of the Department in creating the Center so as not to identify an elite group of scholars and in so doing alienate Department and College of Education faculty and students not invited to affiliate with the Center. If all Department faculty members will be invited to affiliate with the Center, as suggested on page 102 of the Department's Self-Study Report, then it may be possible to allow the Department to serve the function outlined for the Center, at least for the short-term and until the College of Education is fully operational. Faculty from OSU units could be identified as adjunct Department faculty and potential collaborators could be identified as Departmental partners. A true advantage of the Center organization would be to provide emphasis across the STEM disciplines, with attention to engineering and technology that are not noted in the Department's current science and mathematics education degree programs. Creation of the Center will likely raise OSU's profile as a leader in STEM education. **It is recommended that the Science and Mathematics Education faculty pursue the establishment of a university-wide Center for Research on Lifelong**

STEM Learning, but be mindful of the impact of Center affiliation on self-esteem and productivity of faculty and students.

g. Level and quality of infrastructure

The OSU Libraries provide more than adequate support to the Department. Faculty and students cited no problems with securing books, monographs, and journal articles needed for coursework and research. Faculty offices, classrooms, and conference rooms are located on the second floor of Weniger Hall, with a graduate student office and the shared Departmental office on the third floor. Space in Weniger Hall is marginally sufficient for the needs of the Department. Computers and other forms of technology used for instruction and research seem to be adequate for current needs. However, plans for the regular updating of these items that do not rely exclusively on the faculty's ability to secure external funds should be put in place.

The Department's classrooms, laboratories, and conference rooms are in disparate need of new furnishings and updating. Tables and chairs used by students in the Department's classrooms and laboratories are mismatched and in disrepair. Window blinds and overhead lighting fixtures in the Department's classrooms, conference rooms, and laboratories are old and some are broken. Graduate student offices, particularly those on the third floor, are in need of remodeling. Electrical and Internet cables need to be permanently mounted and heating ductwork repaired. **It is recommended that immediate attention be given to the repair and replacement of broken and dilapidated furnishings and fixtures.**

The financial resources available to support the Department seem to be adequate, in large measure due to the faculty's ability to secure external funds through grants and the income generated through online courses. According to the faculty, no funds are available from the College of Science for instructional supplies and materials and computer technology. Purchases needed to support the instructional and research missions of the Department require the use of funds from other sources. The level of support provided Department faculty and students to attend professional meetings and the sources of any support were not disclosed during the panel's site visit or in the Department's Self-Study Report, although subsequent communication revealed that there is little, if any, university support.

h. Quality of organizational support

The Department is currently positioned as a unit of the College of Science, with Dr. Larry Flick as the Chair. It has received strong support from the Dean of the College of Science, Dr. Sherman Bloomer. Evidence of this strong support includes approval for recent faculty hires, the Department's use of space in Weniger Hall, and Dr. Bloomer's decision to maintain control of all science and mathematics education faculty lines as the Department is repositioned within the College of Education. The Department faculty feels most comfortable with Dr. Flick serving as Chair and the leadership that he has provided for programs, faculty and students. As Dr. Flick has recently been named the Associate Dean of Academic Affairs for the reorganized College of Education, the

Department faculty may wish to learn more about how this new appointment will influence his role as Department Chair. Dr. Flick will want to clarify the relationship between these two roles—Department Chair and Associate Dean—and alert faculty to how his position as the Associate Dean will influence his administrative and instructional duties within the Department.

The level of organizational support provided to the Department as a unit of the College of Education is unknown at this time. While it seems reasonable to assume that the Department faculty will remain stable, it is unclear how instructor positions, those of visiting scholars, and office support staff will be situated within the new College. These matters will need to be negotiated with the new Dean of the College.

Productivity

a. Level and quality of student performance

Currently there are more than 100 graduate students, most of whom are in the master's programs. There are two MS degrees in mathematics and in science education, each of which has three concentrations: a grades 6-12 teacher licensure program and two online programs, one of which is focused on free-choice learning. There are also two doctoral programs in mathematics and science education, respectively, which combined have about 30 active students.

To indicate the level of the productivity and performance of the students, the Department's Self-Study Report listed their awards and honors for the past five years. Most of these take the form of tuition support from university sources. This support often averages over \$100,000/year, suggesting that the program's students are competitive financially with other programs.

Five members of the faculty submitted reports of student scholarly work, and the panel was not able to determine whether these works were the products of doctoral or master's students. The panel estimated that there were 32 different students who reported at least one presentation, with some students having many presentations involving multiple faculty members. It would have been helpful to have lists for individual students, indicating whether they are doctoral students or master's students. But it does appear that the faculty actively involves graduate students in their research activities.

b. Level and quality of faculty performance

Assessment of faculty performance was hindered by a lack of summary data within the Self-Study Report. For most of the categories – grants and contracts, awards and honors, and professional service and leadership – the report simply referred the reader back to the faculty vitae. Unfortunately, it is beyond the scope of the committee to provide these summary reports. **It is recommended that the Department compile summary performance data to allow for a more informed assessment of the level and quality of faculty performance.**

However, the Self-Study Report did include two measures of faculty performance. First, the Report indicated that the program faculty is ranked 9th in the nation out of 375, but checking the website revealed that (a) the 375 was for all universities offering PhD programs, and it is not clear how many Science and Mathematics Education graduate programs are represented in the 375 and (b) the z-score (-.52) presented at the website suggests that the Department's productivity rate was slightly below the mean (<http://chronicle.com/stats/productivity/page.php?year=2007&institution=3008&byinst=Go>). Nonetheless, being in the top ten in the nation among Science and Mathematics Education programs is certainly very respectable.

Second, the Self-Study Report also included a table of financial resources to support the program. The table showed that program faculty had almost \$4 million in current grants (see p. 57), which is also very respectable.

c. Viability of the scholarly community for students

The cohort model for the on-campus teacher licensure program appears to work very well. Conversations with students suggest that they are actively engaged in coursework and school-based experiences and supportive of each other.

Unfortunately, none of the online master's students called in during the scheduled teleconference, so the panel was unable to directly assess the effectiveness and needs of that community. The faculty expressed acute awareness of the relatively small number of faculty available to serve students enrolled in the free-choice learning program, and felt that more faculty lines are needed to adequately support this degree option.

The doctoral students appeared to be more disparate in their feelings of connectedness to each other and to the department. One student, a GRA, kept office space in her mentor's lab located across campus from the department, and felt somewhat isolated. This may be an endemic problem for programs that have faculty scattered across departments. Nonetheless, the graduate students seemed reasonably content, but noted three major concerns. First, a relatively few number of faculty shouldered most of the burden for the doctoral students; having a greater number of faculty available as primary mentors would provide for greater diversity of opportunity. Second, students complained about the quality of some of the lectures, observing that the faculty sometimes provided information about new learning approaches and techniques but did not always apply them. Third, stability of funding was a concern for these students. Indeed the Department Chair, Larry Flick, mentioned that there are few dedicated GTA for the doctoral students, and the rest were provided from contributing departments on an *ad hoc* basis or through grant funding secured by Department faculty. The students do appear to enjoy a fairly high level of GRA support. Of these three concerns, the panel saw the heavy burden of doctoral student supervision as a potential weakness to the program. **It is recommended that faculty monitor individual supervision loads and work to equalize the loads over the entire faculty or advocate for additional faculty lines.**

Outcomes

a. Professional viability of graduates

Doctoral students in the program have completed a variety of dissertations that represent current issues facing education in the K-12, collegiate, and community setting. They appear to be well prepared for a variety of leadership positions in their chosen fields.

The graduates of the on-campus teacher licensure master's program are often placed in local schools for their student teaching. It seems from the data presented in the Self-Study Report that many are also hired in these districts. Although the Report did not provide retention data for these teachers, judging from the experience of the Corvallis School District, there is longitudinal success for those teachers hired. **There needs to be data gathered on an ongoing basis regarding the career success for all graduates. This information should be collected and evaluated for programmatic improvement.**

b. Satisfaction of students and graduates

The doctoral students interviewed by the panel seemed satisfied with their financial support despite information provided by the College of Science when they surveyed all doctoral students. There is a clear request that the students be more involved in the decision-making processes related to financial support.

Students also noted that advising is an important consideration during the first year of doctoral work and would like to have improvements made in their advising. Students interviewed by the panel stated that perhaps the advisors are over-extended. Conversations with faculty suggested that two professors are primarily responsible for advising students before students identify major professors to supervise their examinations and dissertation work. Even with relatively light teaching loads, the burden of advising was recognized as contributing significantly to the workload of the two professors. In particular, some doctoral students lamented the lack of a daily presence with their advising professor. However they were very aware of the quality of the advisors and their positions in the "forefront" of the field. **It is recommended that the process of first year doctoral advising be studied, with the inclusion of student input, and improvements be made to the advising process based on the findings of the study.**

The doctoral students interviewed seemed to agree that some of their courses were not as engaging as they would like. The observation was that the instructors often talked about "best practices" but sometimes did not utilize these practices in their own instruction. A positive note that the students also agreed upon was the appreciation of the hands-on and research portions of their coursework. Also noted was a desire to see the coursework in the doctoral program more aligned with the actual research work the students were doing, so that these were mutually supportive.

Master's students enrolled in the 6-12 licensure option are usually with the program only a year. The review panel interviewed several of the students enrolled in this degree option, which is a partnership with the OSU College of Education. The students reported that their classes are adequate. Many teaching candidates enjoyed the school-based experience of their program and were pleased with efforts made to secure placements for them close to their homes. It was clear that the program's cohort structure was a popular strength of the 6-12 licensure option for the students. The students highly valued their relationships with one another and the professors. They were happy with the quality of their supervising teachers and the schools and classrooms in which they were placed. They unanimously reported feeling very well prepared for a teaching career.

c. Rankings/ratings

The OSU science education faculty was ranked 9 out of 375 for scholarly productivity, according to information provided in the Self-Study Report. This is evident in the amount and quality of research experience their students enjoy. However, the ranking is of all universities offering PhD programs, and it is not clear how many Science and Mathematics Education graduate programs are included in the ranking.

Recent NCATE and TSPC accreditation processes were successfully completed. There were recommendations around data collection and diversity in these reviews, which are being addressed. **It is recommended that data collection and analysis should extend beyond teacher candidates enrolled in the 6-12 licensure option and include all program graduates.** This would be especially useful for evaluating the relatively new and unique Free-Choice Learning degree options.

Conclusion

The overall recommendation of the panel is, given the pending repositioning of the Science and Mathematics Education Department within the College of Education, that the graduate program be restructured. Restructuring efforts should highlight the pivotal role of the Science and Mathematics Education Graduate Program to the formation of a research-focused College of Education and the significant value of establishing a university-wide Center for Research on Lifelong STEM Learning. Steps to improve the Program are presented in the Summary of Findings as well as the Detailed Report above and include the following:

- Work with OSU Departments to develop online variants of desirable courses for inclusion as options in the online MS degree programs.
- Encourage the development of a course for mathematics education students that is equivalent to the history of science or philosophy of science courses available to science education students.

- Provide opportunities for all licensure students to learn about and work with 6-12 students from diverse cultural backgrounds and with special physical, emotional, and learning needs into courses and school-based experiences.
- In support of the Program's doctoral degree options,
 - (a) consider adding learning experiences in science and mathematics teacher education, grant writing, program evaluation, and international education to enhance the marketability of graduates;
 - (b) encourage faculty members to evaluate their personal biases/strengths and the impact that they might have on student learning in doctoral courses;
 - (c) distinguish between the mathematics education doctoral programs offered in the Department of Mathematics and the Department of Science and Mathematics Education; and
 - (d) Establish a consistent policy for doctoral student advising based on input from students and faculty.
- Replace broken and dilapidated furnishings in classrooms and laboratories and repair electrical and Internet connections and fixtures.
- Pursue the establishment of a university-wide of Center for Research on Lifelong STEM Learning, but be mindful of the impact of Center affiliation on self-esteem and productivity of faculty and students.
- Secure data on Student Credit Hour generation from the Dean's Office of the College of Science.
- Develop a plan and secure support from the Deans of the Colleges of Science and Education to regularly update computers and other forms of technology used for instruction and research.
- Collect, analyze, and report on an ongoing basis data on completion rates, time to completion and placements of all graduate students. Also, provide annual student reviews and summary evidence of faculty performance.

Attachment A
Graduate Policies to be enforced by the COB

Graduate Policies are listed at <http://catalog.oregonstate.edu/Default.aspx?section=Graduate>

A. Program Admission (see URL <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=36>)

1. University minimum entrance requirements for graduate students including international students (degree recognition, minimum GPA, TOEFL for international students).
 - a) The TOEFL requirements for the MBA are higher than the university minimums, plus the COB has established minimums in each area that are higher than university minimums.
 - b) The current process requires that the college evaluate the candidates and accept them on the Departmental Action Form (DAF) before the graduate school initiates an evaluation of the candidate. Thus there is complete duplication of effort in this area.
 - c) We would use the same procedures as Pharmacy and Vet-Med in coordinating with Admissions and the Registrar regarding admission of students to the MBA program.
2. COB MBA Program minimum entrance requirements (GPA, GMAT, TOEFL, resume, letters of recommendation, etc.) As mentioned above, these criteria are evaluated before the candidate is accepted on the DAF and sent to the graduate school for review.
3. Proof of finances/financial certification requirements for international applicants.

B. Graduate Program policies (see URL <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38>)

1. Policies relating to graduate majors, minors, areas of concentration and graduate certificates. The COB will only administer students seeking the MBA degree. Students pursuing the MAIS with an option in business, or pursuing a minor in business, will continue to be administrated through the major department and the graduate school.
2. Policies relating to reserving credits for graduate courses and transfer credit. All of these policies are currently coordinated with the Registrar's office.
3. Policies relating to registration requirements:
 - a) full time status, including GTA/GRA requirements and international student registration requirements
 - b) maximum load – which is currently enforced by the Registrar
 - c) continuous enrollment policies (minimum registration, leave of absence, unauthorized break in registration). Note that the MBA program is very structured and only allows one elective course. We will request a waiver of the continuous enrollment policy from the Graduate Council since it is intended for thesis and dissertation-based programs.
4. Policies relating to grade requirements, course numbers (including restrictions on use and repetition of courses) and courses graded on a non standard basis.

- a) The COB currently monitors the performance of every MBA student and has a set policy defining academic policies and satisfactory progress requirements in the MBA handbook (see URL http://www.bus.oregonstate.edu/services/graduate/mba_handbook_2009-10.pdf, page 11)
 - b) The COB currently uses our internal Status Report system to monitor the academic progress of all students enrolled in business-managed programs, including the MBA. The college intends to transition to Degree Works once it is implemented within the university. Both of these systems monitor the use of slash and blanket coursework within the program, and will provide notification when students deviate from the satisfactory progress requirements.
5. Petitions for students wishing to deviate from graduate program regulations and procedures. The COB currently uses our Graduate Program Committee to review all petitions regarding the policies and procedures for the MBA.
6. Policies and procedures relating to award of degrees and diplomas. Students would apply directly to the Registrar for graduation, similar to the process used in undergraduate programs.
7. Policies governing graduate work by faculty members, graduate student teaching and graduate appointments. The COB will continue to comply with policies established by the Graduate Council in these areas.
8. Policies relating to dismissal from the graduate program.
 - a) All academic policies and satisfactory progress requirements are defined in the MBA Handbook (see URL http://www.bus.oregonstate.edu/services/graduate/mba_handbook_2009-10.pdf, pp 11-14).
 - b) Note that dismissal from the MBA program does not necessarily mean that a student will be dismissed from the Graduate School. We have two examples of students who were dismissed from the MBA program yet remained as a non-degree graduate student within the university.
9. Participation in enforcing Student Conduct Regulations.
 - a) The COB currently works with Student Conduct for all undergraduate student conduct issues. We would work directly with Student Conduct rather than go through the Graduate School.
 - b) The COB has additional Academic and Professional Standards that were approved by the University Legal Counsel (see URL <http://www.bus.oregonstate.edu/about/professionalstandards.htm>)
10. Participation in Grievance Procedure. Appeal and grievance procedures are included in the COB Academic and Professional Standards (See URL <http://www.bus.oregonstate.edu/about/professionalstandards.htm>) and the MBA Handbook (see URL http://www.bus.oregonstate.edu/services/graduate/mba_handbook_2009-10.pdf).

C. Master's Degree Program policies (See URL <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=39>)

1. General requirements (minimum graduate credits for masters programs including thesis or research in lieu of thesis credits, graduate stand alone course requirements, slash course (400/500) limitations).

The COB currently performs audits on all MBA candidates to ensure they have met requirements for graduation. We expect this task will be performed in Degree Works in a manner similar to undergraduate degree audits.

2. Residence Requirements.
All degree requirements should be encoded in Degree Works and monitored by the COB during the graduation audit.
3. Graduate Study Program (approval, approval of any changes to program).
 - a) The current MBA program consists of 42 hours of required coursework and a minimum of 3 hours of elective. The required coursework is all stand-alone graduate credit, thus all programs will exceed the minimum requirement of at least 50% graduate stand-alone courses.
 - b) The “Program of Study” will be maintained in Degree Works. Again, 14 of the 15 courses are dictated by the degree program. The structured nature of the MBA program reduces the necessity for filing and amending a program plan of study.
 - c) If an MBA student decides to pursue a minor in another discipline, then the MBA program will coordinate with the graduate school to ensure completion of all appropriate requirements for the minor.
4. Time limits for master’s degrees.
The COB monitors the progress of each MBA candidate. We do not anticipate anyone taking longer than 5 years to complete the degree, but will petition the Graduate Council if a special situation occurs where a student will take longer than 7 years to complete the degree (consistent with current Graduate School policies).
5. Thesis requirements for master’s degrees.
The MBA program completes projects, many of which have restricted dissemination due to confidentiality and non-disclosure agreements. We currently do not send copies of the completed projects to the library or to the graduate school.
6. Final Examination requirements.
We currently comply with all policies regarding final examinations for non-thesis programs.

GRADUATE COUNCIL

April 22, 2010

2:30 pm - 128 Kidder Hall

3. MBA Degree Program Outside of the Graduate School - Ilene Kleinsorge, Dean and Jim Coakley, Associate Dean, College of Business (COB)

Loveland began by informing the Council that there have been some correspondences regarding the proposal submitted by Dean Kleinsorge to Provost Randhawa about the MBA degree program transitioning out of the Graduate School (GS). Marty Fisk prepared a response highlighting the Graduate School's current role in monitoring the MBA program.

Dean Kleinsorge proceeded by thanking the Council for giving the College of Business the opportunity to present its proposal. The MBA program is a small program. It graduates sixty students a year, with an average of ninety students in the whole program. There is a need and desire to grow the graduate student population to 20% of the total student population. The MBA has a global graduate distinction. INTO at OSU requested 50 slots in the MBA next year expecting to transition to 40 students. The COB saw the opportunity to grow and started thinking about how to ramp up the program to include the INTO students, as well as recruiting domestic students. In the early 1990's, 62% of the student population was international students. The faculty decided not to have more than 50% international. Currently, the international students form 20% of the total population. They are looking at this transition as part of the strategy to grow a robust MBA program, up to 250 students a year. They would like to eliminate redundancy. The request, as in the case of Veterinary Medicine and Pharmacy, is to take control of the processes from admissions to graduation, while maintaining and retaining the Graduate Council policies. The COB is asking for the Council's advice on how to transition the MBA program from the GS to the COB. She also indicated that Associate Dean Jim Coakley will be in charge of this transition.

Loveland reported that Provost Randhawa is funding this transition as a pilot program. Kleinsorge noted that the extra funds will be used for domestic recruitment. Jim Coakley indicated that the goal is to double or triple the student population and make the process more efficient.

Loveland wondered how to set up a matrix to evaluate the success of the program. Kleinsorge responded that a baseline will be established this May with the MBA Graduate Program Review. The new processes will be reviewed in two years. Tom Wolpert asked about the MBA accreditation process. Kleinsorge responded that accreditation reviews occur every five years. Those include a spot check of what is working and what is not working, an assurance of learning that is very vigorous, learning objectives of the program, external reviewers to judge the students, and several requirements for the faculty. The American Assembly of Collegiate Schools of

Business (AACSB) is the accreditation association which has been in existence for a long time.

Coakley reiterated that the COB monitors its MBA students, which becomes redundant with what the Graduate School performs. The faculty will continue being involved in streamlining the processes.

When asked if the course numbers will be changed from 5xx to 7xx, Kleinsorge responded that they had no intention of making this change. She also indicated that they already control the tuition, are not planning on moving from the Graduate Council as it is responsible for setting up policies for graduate programs, and the strategy is to partner with other programs, e.g. MEng. Coakley pointed out that the MBA is a non-thesis program.

Loveland pointed out that the list prepared by Fisk indicates that professional schools processes are not monitored by the Graduate School. As far as the MBA admission process, Kleinsorge noted that the COB approves the applications for admission, and then send them to the Graduate School for review. Not one application has been denied by the GS. They also do the graduation audits. Their goal is to streamline and get to the potential students in a timely manner, and respond quickly to qualified domestic students. She also indicated that she has had a conversation with Fisk regarding the difficulty in reviewing international transcripts.

Loveland proceeded by saying that other groups on campus might be interested in going this independent route. Fisk stated that there would be no problem for the COB to do their own admission, but this would not apply to other departments or colleges without an accrediting body. These are two different issues. Rick Colwell wondered if the COB was intending to articulate this plan at the upcoming MBA Program Review. Kleinsorge responded that, so far, this is just a proposal and the COB is seeking feedback. It is an opportunity for advice on the transition from the GS and on growing the MBA program. Fisk informed the Council that Dean Sally Francis' opinion is if this proposal is approved, that all the processes for the MBA should be moved out of the GS. He then pointed out that the students will not have a central point to go to and it would create some confusion. Jo Tynon wondered how many students were lost due to the current procedure done through the GS. She pointed out that the longer turnaround in the admissions process is not a good reason for moving forward with this proposal. When asked about the turnaround time for reviewing MBA applications, Rosemary Garagnani indicated that as of that day, there were 26 fall term admits, with a median turnaround of 4.5 days and an average turnaround of 6.8 days. Those admitted include both domestic and international MBA applicants.

Kleinsorge would like the opportunity to meet with the Graduate School to find the most effective way to deal with the transition, and identify best practices. More discussions followed. Once the Graduate School and the COB meet, the Council will revisit the proposal.

Adjourned 4:35 pm

Materials linked from the May 19 Graduate Council agenda.

From: "Coakley, James - COB" <Jim.Coakley@bus.oregonstate.edu>
Date: April 27, 2011 2:53:56 PM PDT
To: "Filtz, Theresa" <theresa.filtz@oregonstate.edu>
Subject: **RE: New Areas of Concentration within the MBA Degree Program**

Theresa,

The MBA_AOCs_Commercialization and MBA_AOCs_Thesis attachments are our proposals for adding new Areas of Concentrations to the exiting MBA program. We have defined the MBA core curriculum, based on the discipline-based learning outcomes that we use for our AACSB accreditation. Our existing MBA becomes the "Commercialization" AOC. We propose adding a "Clean Technology" AOC which will focus on commercialization projects related to clean technology (very similar curriculum), and a "Research Thesis" track designed for those students who intend to continue beyond the MBA into a PhD program or a research position. This AOC uses the same core coursework and replaces the "project" with a thesis.

The MBA_AOC_Supplement attachment provides justification and implementation considerations for the new initiatives. We will continue to use our current faculty to support all three AOCs. Commercialization and Clean Technology will continue to use a three-person business-faculty committee to conduct the project defense and individual oral exam. The Research Thesis will follow the current Graduate Council guidelines regarding the structure of the committee, liaison with the Library, etc.

We currently have 28 tenure/tenure-track faculty and 14 professionally-qualified faculty who participate in delivery and advising of the MBA program. This year, we have hired 11 additional tenure-track faculty. Six are filling existing tenure/tenure-track lines that were vacant and five are growth positions funded through Provost initiatives.

Thanks,
Jim

From: Filtz, Theresa
Sent: Wednesday, April 27, 2011 12:21 PM
To: Coakley, James - COB
Cc: Rettig, Bruce; McComb, Brenda; Fisk, Martin; Naguib, Nagwa
Subject: Re: New Areas of Concentration within the MBA Degree Program

Hi Jim,

I will read over the document. I think that we can get this AOC request on the Grad Council agenda this term, probably for May 19. In the meantime, can you revise the document to either remove the Research track--if you aren't going to pursue this concentration at the moment--or create two separate documents, one with the commercialization and clean technology tracks and the other with the research track. I think that it would be easier for Council to handle them separately.

In regards to making AOCs transcript visible, I had very brief conversations with Walt and Brenda about this (separately). This is partially a matter for the Registrar whose input I'd like to have before or during a Grad Council discussion on the topic. Of course, if the faculty feels strongly that AOCs on transcripts are very important, then difficulties with programming at the Registrar's level shouldn't drive the decision. But I'd like to know how much a burden would be imposed by such a decision. As this is the time of year when the Registrar's office starts to go crazy in preparation for graduation, it

might be prudent to start conversations this summer and punt full consideration of the issue to next year's Council.

Just my thinking on the topic.

Thanks,
Theresa

On Apr 27, 2011, at 10:54 AM, Coakley, James - COB wrote:

Bruce,

We had originally submitted this as a Cat II – so our original intention was to have it reviewed by the Council. We were advised by Gary to withdraw the Cat II and submit as Areas of Concentrations using the guidelines outlined at

URL http://oregonstate.edu/ap/curriculum/policies/G_gradconc.html. This does all fit under the broader issue of having transcript-visible Areas of Concentration at the graduate level, which we started to discuss at the Council and then deferred.

Theresa,

We could probably offer the Clean Technology track under the existing MBA program. We would like to advertise and recruit for this as a specialization within the MBA, so would request that it be approved as an Area of Concentration. We would be willing to defer discussion and approval of the Research Track since that does involve a different focus.

Jim

From: Rettig, Bruce

Sent: Wednesday, April 27, 2011 10:10 AM

To: Coakley, James - COB

Subject: New Areas of Concentration within the MBA Degree Program

Jim, after reviewing the request with Brenda and Marty, we conclude that your request for modifying areas of concentration could be interpreted as a major shift in the thrust of the program. The Graduate School was charged with reviewing and approving areas of concentration on behalf of the Graduate Council, but only for small changes. I am copying Theresa so that she can include your request as an item for Graduate Council review and decision.

I know that you are concerned about the heavy workload faced by the Graduate Council and hoped to avoid delays in getting in the queue for Council review and decision. My response should not be viewed as a critical response to the proposal. It is simply an attempt by the Graduate School to operate with full respect for the Faculty Senate processes and to stay within the limit of our delegated authorities.

R. Bruce Rettig
Associate Dean, Graduate School
300 Kerr Administration Building
Oregon State University
(541) 737-1478

From: Coakley, James - COB

Sent: Thursday, April 21, 2011 4:43 PM

To: Rettig, Bruce

Subject: New Areas of Concentration within the MBA Degree Program

Bruce,

The MBA_AOCs.doc attachment is our proposal for adding new Areas of Concentrations to the exiting MBA program. We have defined the MBA core curriculum, based on the discipline-based learning outcomes that we use for our AACSB accreditation. Our existing MBA becomes the "Commercialization" AOC. We propose adding a "Clean Technology" AOC which will focus on commercialization projects related to clean technology (very similar curriculum), and a "Research Thesis" track designed for those students who intend to continue beyond the MBA into a PhD program or a research position. This uses the same core coursework and replaces the "project" with a thesis.

We will continue to use the current faculty to support all three AOCs. Commercialization and Clean Technology will continue to use a faculty committee to conduct the project defense and individual oral exam. The Research Thesis will follow the current Graduate Council guidelines regarding the structure of the committee, liaison with the Library, etc.

We currently have 28 tenure/tenure-track faculty and 14 professionally-qualified faculty who participate in delivery and advising of the MBA program. This year, we have hired 11 additional tenure-track faculty, five of which are growth positions funded by the Provost initiative.

I have submitted Cat II requests for two of the new courses – BA 566 and ACTG 429/529. The other new course is currently under development – we are looking a multiple programs on campus that offer similar courses focused on the economic impact of environmental change. The most promising at this point is a partnership with Oceanography on the "Business of Climate Change", which would be team-taught by the two colleges. I expect to submit that "BA 534" course for approval over the summer.

Please let me know if you need any additional information.

Thanks,

Jim

James R. Coakley, PhD
Director, Graduate Business Programs
College of Business
Oregon State University
Bexell Hall 200
Corvallis, OR 97331

<MBA_AOC_Supplement.doc><MBA_AOCs.doc>

**Supplemental Information to Support
Areas of Concentration**

Clean Technology Track

Rationale

In the past year, the College has visited with various industry representatives in renewable industries, talked with various stakeholders, and visited universities in several Asian countries. These dialogues lead us to believe that clean technology is a growth area in the Oregon economy, and that there is a growing demand for mid-level managers that understand clean technology, energy-related regulation and managerial skills.

The Clean Technology track is different from those of Portland State University (PSU) and University of Oregon (UO). Currently, PSU is offering the “MBA+” program in which there are two electives from courses throughout the university and two required business courses on sustainability strategy and environmental performance measurement (Managing Sustainable Enterprise and Metrics for Sustainable Enterprise). UO currently offers a joint degree of MBA and JD (Environmental and Natural Resources Law). In 2012, it will offer an MBA option on “Sustainable Business Practices.” A comparison of the proposed courses in our College and course contents in these two schools suggests that ours is more focused and systematic. The strength of our curriculum in this proposal is that it offers a highly integrated body of knowledge and is multi-disciplinary.

A review of IBPs recently completed in our current Commercialization MBA program demonstrates a growing demand for commercialization projects of clean technologies from business corporations and research centers/labs in universities. Over the past five years, 40 percent of the IBPs have focused on the clean technology sector. Listed at Appendix I are the IBPs that fit within our definition of the clean technology sector.

Table 1 provides a comparison of the current Commercialization program and the proposed Clean Technology program. The MBA core curriculum coursework (30 credits) is augmented with two Clean Technology Specific courses (ACTG 524 and BA 534), three Clean Technology Integrated Business Project (CT-IBP) -specific courses (BA 566, BA 567 and BA 568) and one elective course.

Implementation Considerations

The CT-IBP will be managed by John Turner, who will teach the BA 566, BA 567 and BA 568 course sequence. The projects will focus on the commercialization of clean technologies. CT-IBP projects will be identified by the IBP Selection Committee (Tom Dowling and John Turner) as they gather IBP proposals from our various constituents (tech transfer office and business partners). Prior to MBA orientation in the fall, we will work to identify which incoming IBP students will be placed in the CT-IBP track (vs the regular 9-month commercialization track). CT-IBP students will participate in the regular MBA orientation, with special break-out sessions for project presentations.

The proposed class schedule, presented below, is designed to support the 4-term CT-IBP and allows for increased flexibility for the multiple year students to complete the MBA Core Curriculum courses

Planned MBA Class Schedule for 2011-2012

| | | | |
|------|--------|--------|--|
| Fall | Winter | Spring | |
|------|--------|--------|--|

| | | | |
|--------|--------|----------|--|
| BA 528 | BA 531 | BA 543 | |
| BA 560 | BA 540 | BA 550 | |
| BA 562 | BA 555 | BA 572 | |
| BA 569 | BA 561 | BA 568 | |
| BA 590 | BA 567 | Elective | |

Planned Clean Technology Class Schedule for 2011-2012

| Fall | Winter | Spring | Summer |
|---------------|---------------|-----------------|---------------|
| BA 531 | BA 528 | ACTG 524 | BA 550 |
| BA 555 | BA 534 | BA 540 | BA 568 |
| BA 566 | BA 569 | BA 561 | BA 572 |
| BA 562 | BA 590 | BA 567 | |
| | | Elective | |

Table 1. Comparison of current Commercialization program and proposed Clean Technology program

| | Current Commercialization Program | Clean Technology Program |
|--------------------------|---|--|
| Concept | Entrepreneurship and Innovation with focus on the commercialization of technology | Entrepreneurship and Innovation with focus on the commercialization of clean technology |
| Integrative component | IBP | CT-IBP |
| Nominal duration | 9 months | 12 months |
| Exit hurdle | IBP & final examination | CT-IBP & final examination |
| Core Curriculum | 33 credits <ul style="list-style-type: none"> • BA 528 Financial and Cost Analysis • BA 531 Legal Aspects of Tech & E-Bus • BA 540 Corporate Finance • BA 543 Financial Markets & Institutions • BA 550 Organization Management • BA 555 Practical Business Analysis • BA 561 Supply Chain Management • BA 562 Managing Projects • BA 569 Advanced Strategic Management • BA 572 Advanced Information Systems • BA 590 New Product Development | 30 credits <ul style="list-style-type: none"> • BA 528 • BA 531 • BA 540 • Drop BA 543 • BA 550 • BA 555 • BA 561 • BA 562 • BA 569 • BA 572 • BA 590 |
| Additional track credits | NA | 6 credits <ul style="list-style-type: none"> • ACTG 524 Environmental Accounting and Reporting • BA 534: Environmental Economics (replaces BA 543) |
| Project / Thesis | 9 credits | 9 credits |

| | | |
|---------------|--|--|
| | <ul style="list-style-type: none"> • BA560 Venture Planning • BA567 IBP Colloquium • BA 568 IBP | <ul style="list-style-type: none"> • BA 566 Clean Technology Commercialization replaces BA560 • BA567 • BA568 |
| Electives | 3 credits | 3 credits |
| Total credits | 45 credits | 48 credits |

New Course Proposal for MBA Clean Technology Track

BA 566. Clean Technology Commercialization [3]

Students will exercise commercialization concepts on recently awarded Clean Technology patents. Students will learn a process and tools to assess the business viability of a technical idea, and to develop the best business approach for commercialization.

BA 534: Environmental Economics [3] (Please note – this course is still under development)

This course will outline theory and apply concepts related to basic tools of economics used to analyze sustainable natural resources and environmental issues from an economic standpoint. The course is built on the premise that problems arising from the unsustainable use of natural resources can be traced, completely or in part, to failures in market mechanisms or institutions. The course will use lecture format, videos, and in-class group exercises to learn about how economists apply various tools to analyze and address problems relating to the understanding and management of environmental problems and issues.

ACTG 524 Environmental Accounting and Reporting [3]

Covers economic and accounting issues relating to corporate social responsibility and environmental performance. Designed to foster an understanding of how the measurement of social and environmental performance contributes to business goals and strategies. The course provides a framework to help understand the nature, purpose and importance of decision-useful and decision-facilitating CSR and environmental information. PREREQ: BA 528

Proposed new electives for all MBA tracks

BA 5XX. Management of Technology [3]

Examines the technical and managerial challenges of leading innovation in high-tech enterprises and industries. Particular consideration is given to the forces affecting the nature and rate of technological innovation and the managerial alternatives available to both established and entrepreneurial organizations. The course explores sources of innovation, including acquisitions and alliances, real options thinking for investing under uncertainty, managing new ventures and developing effective processes and organizational structures for driving sustainable results.

BA 5XX. Emerging Technologies [3]

This course discusses emerging technologies, how they evolve, how to identify them and the effect of international, political, social, economic and cultural factors on them. Topics covered in the course include accuracy of past technology forecasts, how to improve them, international perspective on emerging technologies, future customer trends and forecasting methodologies such as monitoring, expert opinion, trend analysis and scenario construction.

BA5XX: Environmental Law and Public Policy [3]

Explores fundamental legal and policy issues in environmental law, clean energy and sustainability. Covers federal statutes including the Clean Air Act; the Clean Water Act; CERCLA (the Superfund law); the National Environmental Policy Act; and the Endangered Species Act. Exposes students to the principal approaches to environmental law (litigation, command and control regulation, market incentives, and providing information), as well as to the challenges of setting environmental policy goals and choosing policy targets. Provides exposure to environmental management systems and risk management, environmental permitting, agency aspects of energy projects and contract issues related to buying and selling contaminated property

Research Thesis Track

Rationale

Although our current, IBP-focused MBA program has a number of outstanding characteristics; *e.g.*, it embodies the entrepreneurial emphasis of the College and provides a clear and distinctive character and integrity that sets it apart from many other programs, the program lacks opportunities for students and faculty to engage in joint research. With the demand for MBA education growing, we can expect at least some future students to be interested in engaging in research with COB faculty. This Area of Concentration is meant to offer those students and faculty an opportunity to engage in research within the framework of the MBA program.

Implementation Considerations

Duration: It is intended that the Research Thesis Track be completed over a two-year period. Students will ideally complete the Research Methods and Directed Readings and Conference courses, and defend their thesis proposal, in the first year and engage in the actual thesis research during the second year. There is no preferred sequencing of the non-thesis-related course work, although we recommend an emphasis on thesis work in the second year.

Quality Assurance: Quality of the non-thesis part of program is implicitly assured by the adoption of the core curriculum coursework within the existing MBA program. Quality of the thesis part is assured by means of two measures:

- The discipline-specific part of the BA505 Reading & Conference course is assembled and approved by the discipline faculty and the student's mastery of the material is assured by the associated exam.
- Quality of the thesis (BA503) is assured through the thesis committee, including the graduate school representative.

Resource Requirements: The proposed Research Thesis Track adds two credits to the overall MBA program. However, it replaces nine credits of IBP that require direct faculty teaching resources with ten academic credits that do not require these direct teaching resources.

- Assuming limited graduate student enrollment, the existing BA 596 (Marketing Research Practicum) fulfills the Research Methods requirement without additional faculty cost.
- The Reading & Conference credits will be absorbed by the faculty advisor as an 'investment' in the research engagement.
- The nine credits of current IBP courses (BA560/7/8) will no longer be required and will be absorbed in the Reading & Conference (four credits) and the six thesis credits. As in the case of Reading & Conference, the thesis credits will be absorbed by the faculty advisor.

Hence, relative to the faculty resources required for the IBP-focused program (nine credits), the Research Thesis Track generates ten credits without requiring any (billed) faculty resources.

The Research Thesis Track students must be associated with a thesis committee that has at least two members

of the major (Business). This implies that for each thesis, a business faculty member must be found as the other representative of the 'major' on the thesis committee member. The third committee member—the graduate representative—must be recruited from the University at large. Of course, this assumes that graduate representatives can be found, but since they can be found for all other thesis projects in the University, we see no reason why they should not be found for an MBA Thesis committee. As in the case of Reading & Conference and the Thesis, thesis advisors assume committee membership as part of their advising responsibilities and graduate representatives are not compensated.

The only additional resource claim that applies is space and basic computing facilities. It is common academic practice that research graduate students have their 'own' space where they can work and conduct their research. Our current MBA students have a dedicated common room and a dedicated computer lab with eight computers. These facilities tend to get very crowded and are clearly unsuited to accommodate the future growth of the program. We are in the design phase for the new College of Business Building (Austin Hall). The current concept is to ensure limited but acceptable spatial and computing resources be incorporated into the design that can be dedicated to Research Thesis students.

Table 2: Comparison of current (IBP-based) and proposed Research Thesis programs

| | Current (IBP-based) | Thesis Area of Concentration |
|-------------------------------------|---|---|
| Concept | Commercialization | Students and faculty engage in joint research |
| Integrative component | IBP | Thesis |
| Nominal duration | 9 months | Approximately 2 years |
| Exit hurdle | IBP & final examination | Thesis & final examination |
| Core course credits | 33 credits | 33 credits |
| (From) existing | <ul style="list-style-type: none"> • BA528 Financial and Cost Analysis • BA531 Law & Ethics for New Ventures & Emerging Technologies • BA540 Corporate Finance • BA543 Financial Markets • BA550 Organization Management • BA555 Practical Business Analysis • BA561 Supply Chain Management • BA562 Project Management • BA569 Advanced Strategic Management • BA572 Advanced Information Systems • BA590 New Product Development | <ul style="list-style-type: none"> • BA528 Financial and Cost Analysis • BA531 Law & Ethics for New Ventures & Emerging Technologies • BA540 Corporate Finance • BA543 Financial Markets • BA550 Organization Management • BA555 Practical Business Analysis • BA561 Supply Chain Management • BA562 Project Management • BA569 Advanced Strategic Management • BA572 Advanced Information Systems • BA590 New Product Development |
| Area of Concentration added credits | NA | BA 596 Research Methods or equivalent ¹ (4 credits). If equivalent already completed; replace with elective. |
| Project / Thesis | 9 credits (IBP BA560/7/8) | BA503 Thesis (6 credits) Prereq: BA505 Reading & Conference (4 credits) |

| | | |
|--------------------------------------|------------|---------------|
| Electives | 3 credits | None required |
| Total credits | 45 credits | 47 credits |
| Individual or group project / thesis | Group | Individual |

¹ Students may substitute another 'research methods' course for BA 596 with approval of the thesis committee. The preferred OSU substitutes are

- SOC515. Understanding Social Research (very limited access due to existing demand and prereqs, and
- IE594. Research Methods in Engineering.

Also, some students will already have previous training in research methods. Some OSU-based courses which qualify as such training and which may substitute for BA596 are the following:

- AHE562. Introduction of Research Methods in Education
- ANTH595. Anthropological Research Design
- COMM 514. Communication Research Methods
- DHE594. Research Methods in Design and Human Environment
- PSY560. Advanced Social Research Methods
- SED612. Quantitative Research Design and Critical Analysis

All other cases may be evaluated on an individual basis.

Appendix I. Past IBPs Related to the Clean Technology Sector

| Year | Project Name | Description |
|------|--|---|
| 2006 | Earth Renewal Solutions | product providing an animal waste processing method that increases efficiency and facilitates compliance of livestock operations with government regulations |
| | Precision Agriculture Sensing | a GPS equipped handheld device that accurately and instantly measures water, nitrogen and chlorophyll content in any live deciduous plant leaf enabling customers to design efficient fertilization and irrigation plans that meet their unique needs |
| | Sideways Solutions | offers customers a natural alternative to killing germs in the household. Its product, Grapes of Wrath Disinfectant (GOW), is made from a patented blend of non-toxic ingredients that are deadly to germs, but safe for humans and pets |
| 2007 | Harmony Estates | residential homebuilders that focus on the construction of environmentally sustainable communities |
| | Griswold Water Technologies | provides chemical-free, energy-efficient water treatment solutions |
| | Farm Fuels | sells bio diesel production systems to farmers who have or can grow enough oil feedstock plants to make bio diesel fuel primarily for their own consumption |
| | Small Modular Array Light-water Reactor (SMALR): | a new innovative nuclear reactor design that provides clean, safe, and reliable nuclear power in a conveniently sized modular package |
| 2008 | Organic Herbicide Systems | use the latest scientific advances to provide the most effective, low cost, sustainable bio-herbicide to the organic farming industry |
| | Diatom Semiconductors | make it possible to have affordable household Light Emitting Diode (LED) bulbs that generate quality light |
| | Integrated Pole Solutions | provides utility companies with a solution that mitigates the three main issues facing their utility poles; the use of fewer and less toxic chemicals in treating wood poles; safe and sturdy poles that provide reliable power; and economical electricity for rate payers |
| 2009 | InnoGreen | offered selective organic bioherbicides that will enable grass seed farmers, organic farmers, and golf course managers to effectively control grass weeds in an environmentally friendly way |
| | CommonSensors | offers a complete technical solution to track and assure the quality of temperature perishable products during transportation and storage by monitoring temperature in real time |
| | CLS Xchange | developed a dealer based market for buying and selling recycled nylon |
| | Caspian Cooling Technologies | manufactures and markets central processing unit (CPU) active liquid cooling products based on novel microchannel technology for compact electronic cooling |
| 2010 | Cellulosic Ethanol Production | system that will increase ethanol yield by 30-40% from low cost feed stocks such as straw and corn stalks |
| | Chemical Bath Deposition Process for Solar Panel Manufacture | a new and inexpensive method for depositing thin films for CIGS solar cells over large areas |
| | High Efficiency Solar Energy Collection | enables the supply of high efficiency, small form-factor solar collection panels that are ideally suited for urban environments where space is at a premium |

| | | |
|--|--|--|
| | Novel Biodiesel Production Process | a ground-breaking continuous catalytic system for converting triglycerides and alcohols to biodiesel fuel |
| | Viscoelastic Thermal Compression of Wood | process for manufacturing a high density wood product from low cost woods such as hybrid poplar which would decrease our dependence upon mature Douglas-fir forests in the Pacific Northwest for load-bearing building materials |

Graduate Area of Concentration

Research Thesis

The Research Thesis Area of Concentration (Research Thesis track) offers MBA students and COB faculty with joint research interests an opportunity to engage in research as part of completing the requirements for the MBA degree program. This two-year alternative program includes the 33 credit MBA Core Curriculum plus 14 course and thesis credits. These 14 course and thesis credits include:

- one four-credit course in Research Methods (BA 596). Students may substitute another 'research methods' course for BA 596 with approval of the thesis committee.
- one four-credit BA 505 Reading & Conference consisting of the following:
 - Study of a discipline-specific core literature, determined by the discipline of the student's advisor.
 - Study of a topic-specific literature tuned to the research topic to be addressed in the thesis and determined by the student in collaboration with the thesis advisor.
 - Submission and defense of written Thesis proposal.
- BA 503 Thesis (6 credits).

Table 1. Additional Learning Outcomes for the Research Thesis Track

| Upon completion of Research Thesis track, students will be able to: | Coursework |
|---|-------------------------------|
| Design, execute and report on business research problems and their solutions. To achieve this outcome, students must demonstrate an ability to: | |
| • Inventory the existing academic literature regarding a specific research topic | BA 596, BA 505 |
| • Formulate research questions | BA 596, BA 505 |
| • Formulate a research plan for investigating the research question | BA 596, BA 505 |
| • Execute the research plan; <i>i.e.</i> , collect and analyze the data | BA 503 Thesis |
| • Report on the research findings, both in oral and written formats | BA 503 Thesis |
| • Conduct scholarly activities in an ethical manner | BA 596, BA 505, BA 503 Thesis |

Thesis Faculty Committee: OSU Graduate Council Policy states that graduate level thesis students must be guided by a thesis committee consisting of three or four members. For students pursuing the MBA degree, the committee is made up of the thesis advisor, one other committee member from inside the major field and a Graduate Council representative, the latter selected by the student. If the student intends to pursue a minor in another discipline, a fourth committee member must represent the minor.

Existing Web Content: url:

<http://catalog.oregonstate.edu/MajorDetail.aspx?major=2050&college=02>

Graduate Areas of Concentration

Business administration

The MBA program represents a broad, yet responsive, general management curriculum with an entrepreneurial focus that crosses the functional disciplines of business and is enhanced by advanced management and contemporary topics course work. The MBA program is open to both business and nonbusiness undergraduates. Its advanced management emphasis creates practical value-added content for all students.

The MBA program is intended to provide the broad knowledge and skills necessary to become competent and responsible managers.

Persons interested in the MBA Program should write: Graduate Business Programs, College of Business, Bexell 209, OSU, Corvallis, OR 97331-2603, or e-mail: osumba@bus.oregonstate.edu.

The MBA program is an accelerated management program with an experiential component and an emphasis on innovation, sustainability, technology and entrepreneurship. The program is designed to provide our graduates with the necessary skills to solve complex business problems and to successfully compete in the business marketplace. Foundation courses include such fundamentals as Business Law, Accounting, Finance, and Marketing. Advanced courses explore contemporary business topics in depth, with an emphasis on sustainability, technology, entrepreneurship and innovation in the global economy. Course work is completed in tandem with the experiential component of the program, the Integrated Business Project (IBP).

With the IBP, student teams are tasked with creating fact-based, research-driven business plans for the companies of their choice. Whether developing an entrepreneurial venture from scratch or providing an established business with new direction and growth potential, students become active in their own education. As the cornerstone of the College of Business MBA, the IBP program has a lasting impact, not only on students, but on commerce and industry in Oregon.

The MBA program is an intensive, fast-paced program designed to guide students through a rigorous foundation and core curriculum, while allowing them to pursue their interests and push their boundaries. Throughout, students learn to build teams, integrate disciplines, work under pressure and multitask. In short, the same skills they will rely on when they leave campus.

Proposed New Catalog Content:

MBA Program

The MBA program represents a broad, yet responsive, general management curriculum that crosses the functional disciplines of business and is enhanced by advanced management and contemporary topics coursework. The MBA program is available to students who have completed an undergraduate degree program -- both business and nonbusiness majors. The MBA program is intended to provide the broad knowledge and skills necessary to become competent and responsible managers. The program is designed to provide graduates with the necessary skills to solve complex business problems and to successfully compete in the global business marketplace. Throughout, students learn to build teams, integrate disciplines, work under pressure and multitask. In short, the same skills on which they rely when they leave campus.

The MBA curriculum is based on three levels of course work: foundation knowledge, advanced management topics, and the experiential learning component in the form of an Integrated Business Project (IBP) or research-based thesis. Students without an undergraduate degree in business must first complete a series of undergraduate foundation knowledge courses or the “Essence of Business” summer series. The foundation knowledge coursework provides the fundamental components of business background considered necessary to succeed in subsequent graduate level courses.

Undergraduate foundation knowledge courses

ECON 201 Introduction to Microeconomics (4)
MTH 241 Calculus for Management and Social Science (4)
BA 211 Financial Accounting (4)
BA 213 Managerial Accounting (4)
BA 233 Legal Environment of Business (2)
BA 276 Introduction to Statistical Inference (2)
BA 360 Introduction to Financial Management (4)
BA 351 Managing Organizations (4) or BA 352 Managing Individual and Team Performance (4)
BA 357 Operations Management (4)
BA 390 Marketing (4)

Essence of Business Summer Series

BA 513: The Essence of Business - Business Legal Environment (3)
BA 514: The Essence of Business - Sustainable Business Operations (4)
BA 515: The Essence of Business - Accounting and Finance (4)
BA 516: The Essence of Business - Management and Marketing (4)

The core curriculum of the MBA program is comprised of advanced management courses designed to add significant incremental learning and experiences beyond the foundational knowledge courses and offer students in-depth exposure to current topics in business. The core curriculum is comprised of 33 credit-hours of required coursework used to provide coverage of the MBA Program Core Learning Outcomes derived from accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB). The learning outcomes for the core curriculum and the coverage by corresponding coursework are provided in Table 1:

Table 1. Learning Outcomes for MBA Core Curriculum

| Upon completion of the core curriculum within the MBA program, students will be able to: | Foundation Knowledge Coursework | Advanced Management Coursework |
|--|--|---------------------------------------|
| Understand, analyze and apply accounting information to facilitate strategic decision making | (BA 211 and BA 213) or BA 515 | BA 528 |
| Identify and use analytical tools to measure firm value and manage firm growth through strategies such as mergers, acquisitions, international expansion, and new venture development. | BA 340
or BA 360
or BA 515 | BA 540
BA 543 |
| Demonstrate awareness of economic, environmental, political, ethical, legal and regulatory contexts of global business practice | BA 230
or BA 233
or BA 513 | BA 531 |
| Discuss and analyze how value is created through the integrated production and distribution of goods, services, and information. | BA 357
or BA 514 | BA 561
BA 531 |
| Understand and apply conceptual frameworks and skills required for interpersonal effectiveness as leaders and members of teams and organizations. | BA 351
or BA 352
or BA 516 | BA 560,
BA 562 |
| Use statistical and management science tools to support organizational decision making. | BA 276
or BA 514 | BA 555 |
| Master core marketing concepts and effectively communicate and apply the ideas, strategies and tactics that result from them. | BA 390
or BA 516 | BA 590 |
| Recognize the role of and utilize information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management. | None | BA 572 |
| View and evaluate business plans and activities in an international context. | None | Integrated throughout coursework |

Advanced Management Courses in MBA Core Curriculum

BA 528 Financial and Cost Analysis (3)
 BA 531 Legal Aspects of Tech & E-Bus (3)
 BA 540 Corporate Finance (3)
 BA 543 Financial Markets & Institutions (3)
 BA 550 Organization Management (3)
 BA 555 Practical Business Analysis (3)
 BA 561 Supply Chain Management (3)
 BA 562 Managing Projects (3)
 BA 569 Advanced Strategic Management (3)
 BA 572 Advanced Information Systems (3)
 BA 590 New Product Development (3)

The cornerstone of the MBA program is the experiential learning component which integrates the functional-area coursework throughout the program. The experiential learning component varies depending on the Area of Concentration.

Persons interested in the MBA Program should write: Graduate Business Programs, College of Business, Bexell 209, OSU, Corvallis, OR 97331-2603, or e-mail: osumba@bus.oregonstate.edu.

Graduate Areas of Concentration

Commercialization

The Commercialization Area of Concentration (track) emphasizes innovation, technology commercialization and entrepreneurship to prepare graduates to assume leadership roles in emerging business organizations. The cornerstone of the Commercialization track is the Integrated Business Project (IBP) that serves as the primary tool to integrate the curriculum across functional courses throughout the program and requires students to learn practical business tools by creating and delivering research-driven business plans that focus on the commercialization of new technologies. Most of these technologies come from the OSU Technology Transfer Office or industry partners (ONAMI, OSHU, HP, *etc.*). The IBP has evolved to be the prime distinguishing feature of the Commercialization MBA program at Oregon State University. The Learning Outcomes for the Commercialization track are presented in Table 2.

Table 2. Additional Learning Outcomes for the Commercialization Track

| Upon completion of the Commercialization track, students will be able to: | Coursework |
|---|---|
| Create, build and manage innovative, socially responsible, and sustainable technology-intensive enterprises in a global business environment. To achieve this outcome, students must demonstrate an ability to: | |
| • Develop an investor-ready business plan | IBP (BA560/567/568) |
| • Present a compelling argument for funding | IBP (BA560/567/568) |
| • Formulate strategies to be competitive in an international business environment | BA 569 and IBP (BA560/567/568) |
| • Evaluate the implications of applying concepts of sustainability, ethics and social responsibility to managerial decisions | Core curriculum and IBP (BA560/567/568) |

Advanced Management Courses in Commercialization Track

BA 560 Venture Planning (3)

BA 567 ST/ Colloquium (3)

BA 568 Integrated Business Project (3)

Clean Technology

The Clean Technology Area of Concentration (track) within the OSU MBA program prepares students with a theoretical knowledge of business, entrepreneurship, innovation, commercialization processes, and environmental economics that enables them to apply such knowledge to develop a business proposal for a selected project within the clean technology sector. For the purposes of this track, we define the clean technology sector as a diverse range of products, services and processes including technologies in:

- Alternative energy, such as wind, solar, biofuels, geothermal, tidal power and others;
- Energy storage, including fuel cells, advanced batteries, hybrid systems and others;
- Energy management and transmission, including smart-grid technologies;
- Energy efficiency, including lighting, buildings, glass and others;
- Advanced recycling;
- Water and wastewater;
- Transportation logistics and structures;
- Manufacture, marketing and use of sustainable, natural resources-derived materials such as wood, bamboo, straw and other plant-based goods.
- Manufacturing including advanced packaging, monitoring and control, smart production and others;
- Agriculture including natural pesticides, land management and others.

The Clean Technology track is a one-year program (48 credit hours) with four terms. To achieve the MBA Core and Clean Technology specific learning outcomes, the track consists of a series of ten core curriculum courses (30 credits) augmented with two Clean Technology specific courses (6 credits), three Clean Technology Integrated Business Project (CT-IBP)-specific courses (9 credits) and one elective course (3 credits). The CT-IBP project is a four-term, nine-credit capstone project that integrates the knowledge and skills acquired in the core curriculum courses and allows student to apply them to a real-world business problem. The learning outcomes for the Clean Technology track are presented in Table 3 below.

Table 3. Additional Learning Outcomes for the Clean Technology Track

| Upon completion of Clean Technology track, students will be able to: | Coursework |
|---|--------------------------------|
| Create, build and manage innovative, socially responsible, and sustainable technology-intensive enterprises in a global business environment. To achieve this outcome, students must demonstrate an ability to: | |
| <ul style="list-style-type: none"> • Apply screening tools and the technology commercialization process to develop a business proposal for a selected clean technology project | IBP (BA566/567/568) |
| <ul style="list-style-type: none"> • Present a compelling argument for funding | IBP (BA566/567/568) |
| <ul style="list-style-type: none"> • Formulate strategies to be competitive in an international business environment | BA 569 and IBP (BA566/567/568) |
| <ul style="list-style-type: none"> • Understand core principles and technologies shaping the clean-technology industry | ACTG 524, BA 534 |

Advanced Management Courses in Clean Technology Track

ACTG 524 Environmental Accounting and Reporting (3) (NEW)

BA 534 Environmental Economics (3) (NEW – replaces BA 543 in the Core Curriculum)

BA 566 Clean Technology Commercialization (3) (NEW)

BA 567 ST/ Colloquium (3)

BA 568 Integrated Business Project (3)

Materials linked from the May 19, 2011 Graduate Council agenda (item #3).

From: "McComb, Brenda" <Brenda.McComb@oregonstate.edu>

Date: May 3, 2011 5:23:07 PM PDT

To: "Harvey, Marie" <Marie.Harvey@oregonstate.edu>

Cc: "Khanna, Sunil" <skhanna@oregonstate.edu>, "Filtz, Theresa" <theresa.filtz@oregonstate.edu>, "Garagnani, Rosemary" <Rosemary.Garagnani@oregonstate.edu>

Subject: **Dr. German Escobar's application for admission into OSU's MPH Program**

Dear Marie,

I have discussed German's case with Sunil, Rosemary, Becky Warner, and Theresa Filtz. This seems a precedent setting decision, so Theresa and I agreed that we would like to receive Grad Council guidance before I make a decision on German's admission. Sunil summarizes the situation below. Apparently there are strong feelings about situations like this on the Graduate Council.

Could you please work with Theresa to schedule a time to present the situation and see if the Council wishes to change policy? Thanks so much.

Brenda

Dear Brenda,

At our last meeting, we discussed briefly about Dr. German Escobar's application for admission into OSU's MPH Program. Just to provide a synopsis of this case –

Dr. Escobar's application was deemed ineligible because his medical degree from Colombia is not a Título de Licenciatura, Título de Ingenier, or Título Profesional, Therefore, it was concluded that Dr. Escobar does not hold a degree equivalent to a US bachelors degree and, therefore, is not eligible for application to the graduate program.

I believe there is a case to be made that Dr. Escobar's medical degree can be seen as equivalent to a bachelor's degree in the Colombian education system. In Colombia (see first scanned attachment), there are two ways that an individual can complete an equivalent to an undergraduate education and prepare himself/herself for graduate education. To make this somewhat comprehensible, please see below a quote from the AACRAO Edge database on the overview of the Colombian educational system:

Admission to universities requires a bachillerato and an entrance exam...There are 75 public and private...universities...and 90...university institutions. Coursework at this level is measured in unidades de labor academica/ULA (academic work units). The first level of studies (licenciatura) is 4-5 years long and students are awarded a Titulo de Licenciado (Title of Licentiate) after earning at least 3200 ULAs. The Titulo Profesional (Professional Title) is awarded after the minimum coursework and defense of a thesis. Law, engineering, medicine and dentistry programs are 5 years. Graduate programs require a Titulo de Licenciado or a Titulo Profesional and an entrance examination for admission.

Once students complete their graduate education, they receive a Titulo de Especialista. On the educational ladder attached, you will see that both the four year Titulo de Licenciado and the Titulo Profesional lead to the Titulo Especialista. Please note also that under the Titulo Profesional there are several professional degrees listed. One of those degrees, Titulo de Ingeniero, is listed on the Graduate School website as meeting admissions requirements for graduate study at OSU. It's unclear here why one professional degree would be acceptable when another isn't.

http://oregonstate.edu/dept/grad_school/country_reqs.php

(You will need to choose Colombia from the drop down list to view requirements)

In addition, to the educational structure discussed here, the minimum GPA required for graduate applicants is a 3.5 out of 5.0. Dr. Escobar received a cumulative GPA of 4.22 which, according to AACRAO Edge, is equivalent to an "A" average. Much of the coursework taken also appears to be public health-oriented.

I would, therefore, request that the Graduate School reconsider its assessment of Dr. Escobar's eligibility. I am also requesting Dr. Marie Harvey (Chair, Public Health) to send you her comments/recommendation on Dr. Escobar's application.

Please let me know if you have any questions or need further information.

Sincerely,

Sunil

Sunil Khanna
Associate Provost for International Programs
414 Snell Hall
Oregon State University
541-737-6433

Brenda McComb, Dean
The Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
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Phone: 541-737-4881 , Fax: 541-737-3313

"Trees have a curious relationship to the subject of the present moment. There are many created things in the universe that outlive us, that outlive the sun, even, but I can't think about them. I live with trees." Annie Dillard



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☒ Reorganization -- moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:
**Reorganize the College of Health & Human Sciences
Into the College of Public Health & Human Sciences**

Effective Date:
July 1, 2011


I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

 3-4-11
Chair, Design & Human Environment

 3/7/11
Dean, Health & Human Sciences

 03.02.11
Chair, Human Development & Family Sciences

 3/4/11
Chair, Nutrition & Exercise Sciences

 3/2/11
Chair, Public Health

**Abbreviated Category I Proposal to
Reorganize the College of Health & Human Sciences
Into the College of Public Health & Human Sciences**

Executive Statement

This Abbreviated Category I proposal reorganizes the College of Health & Human Sciences into the College of Public Health & Human Sciences. In so doing, the Departments of Human Development & Family Sciences, Nutrition & Exercise Sciences, and Public Health have been dissolved and reorganized into the School of Biological & Population Health Sciences and the School of Social & Behavioral Health Sciences. The Department of Design & Human Environment remains a department in the College; it has a strategic plan to become a School of Design & Human Environment and align with a different college, which will be presented in a subsequent Abbreviated Category I proposal.

The College is also pursuing accreditation by the Council on Education for Public Health (CEPH) as a college of public health. If the application to become a CEPH-accredited college of public health is successful, accreditation will take effect in 2014.

**Abbreviated Category I Proposal to
Reorganize the College of Health & Human Sciences
Into the College of Public Health & Human Sciences**

**CPS Tracking #: 81646
March 2011**

Institution: Oregon State University
Proposing college: College of Health & Human Sciences
Date submitted: March 4, 2011
Proposed effective date: July 1, 2011

A. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

Current name of the College and its academic units

The College of Health & Human Sciences is currently organized into four academic units:

- Department of Human Development & Family Sciences
- Department of Nutrition & Exercise Sciences
- Department of Public Health
- Department of Design & Human Environment

Proposed name of the College and its academic units

The College will be renamed the College of Public Health & Human Sciences and will be organized into three academic units:

- School of Social & Behavioral Health Sciences
- School of Biological & Population Health Sciences
- Department of Design & Human Environment

Through this Abbreviated Category I proposal, we are proposing to create a College of Public Health & Human Sciences, which will consist of the School of Biological & Population Health Sciences, the School of Social & Behavioral Health Sciences, and the Department of Design & Human Environment. Approval of the reorganization proposed in this Abbreviated Category I has been conducted by votes of the faculty in each of the academic units, with the outcome being overwhelmingly in favor of the proposal.

The College of Health & Human Sciences (CHHS) is pursuing accreditation by the Council on Education for Public Health (CEPH) as a college of public health, which will be named the College of Public Health & Human Sciences (CPHHS). If the application to become a CEPH-accredited college of public health is successful, accreditation will take effect in 2014.

To be a CEPH-accredited college of public health, the College must meet or exceed program standards in five core areas of public health: biostatistics, epidemiology, health promotion & health behavior, health management & policy, and environment, safety & health. In addition, a public-health perspective is to be integrated into each of the college's academic units. The five public health core areas are currently programs within the Department of Public Health, but in an integrated college of public health, the five programs cannot reside in a single department. In addition, OSU's organizational guidelines require that academic units have at least 20 faculty members, and none of the core public health program areas meets OSU's minimum size standard to become a stand-alone academic unit. To simultaneously meet

the CEPH-accreditation requirement to integrate public health programs throughout the College while meeting the University's academic unit-size requirement, the departments of Public Health (PH), Human Development & Family Sciences (HDFS), and Nutrition & Exercise Sciences (NES) will be dissolved and reorganized into two schools: the School of Biological & Population Health Sciences (BPHS) and the School of Social & Behavioral Health Sciences (SBHS).

New college name:

- **College of Public Health & Human Sciences**

New school names:

- **School of Biological & Population Health Sciences**
- **School of Social & Behavioral Health Sciences**

Terminated college/departmental names:

- **College of Health & Human Sciences**
- **Department of Human Development & Family Sciences**
- **Department of Nutrition & Exercise Sciences**
- **Department of Public Health**

The Department of Design & Human Environment (DHE) has developed a strategic plan to become a School of Design & Human Environment that will be aligned with another OSU college and division. An Abbreviated Category I has been drafted that presents the program composition and college affiliation of the proposed School of DHE. It also presents a business plan that will allow DHE to grow to more than 20 faculty by 2013. The Department of DHE will maintain its affiliation with the CPHHS until the Abbreviated Category I establishing the School of DHE is submitted and approved.

B. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

Departments and academic programs within the current CHHS:

Department of Human Development & Family Sciences

Human Development & Family Sciences (BS)*

Options:

Child Development

Human Development & Family Sciences, General

Human Services

Human Development & Family Studies (MS, PhD)

** This degree is offered at both the Corvallis and Cascades campuses.*

Department of Nutrition & Exercise Sciences

Athletic Training (BS)

Exercise & Sport Science (BS)

Options:

Applied Exercise & Sport Science
Fitness & Nutrition
Physical Education Teacher Education
Pre-Therapy & Allied Health
Nutrition (BS)
Options:
Dietetics
Nutrition & Health Sciences
Restaurant/Foodservice Management
Exercise & Sport Science (MS, PhD)
Nutrition (MS, PhD)

Department of Public Health

Public Health (BS)
Options:
Health Management & Policy
Health Promotion & Behavior
Public Health (MPH, PhD)
Concentrations:
Biostatistics (MPH only)
Environment, Safety & Health (MPH, PhD)
Epidemiology (MPH only)
Health Promotion (MPH only)
Health Promotion & Health Behavior (PhD only)
Health Management & Policy (MPH, PhD)
International Health (MPH only)

Department of Design & Human Environment

Apparel Design (BS)
Interior Design (BS)
Options:
Interior Design
Housing Studies
Merchandising Management (BS)
Design & Human Environment (MA, MS, PhD)

Schools, Department and academic programs within the proposed CPHHS:

School of Social & Behavioral Health Sciences

Human Development & Family Sciences (BS)*
Options:
Child Development
Human Development & Family Science, General
Human Services
Public Health (BS)
Options:
Health Management & Policy
Health Promotion & Behavior

Human Development & Family Studies (MS, PhD)

Public Health (MPH, PhD)

Concentrations:

Health Promotion (MPH only)

Health Promotion & Health Behavior (PhD only)

Health Management & Policy (MPH, PhD)

** This degree is offered at both the Corvallis and Cascades campuses.*

School of Biological & Population Health Sciences

Athletic Training (BS)

Exercise & Sport Science (BS)

Options:

Applied Exercise & Sport Science

Fitness & Nutrition

Physical Education Teacher Education

Pre-Therapy & Allied Health

Nutrition (BS)

Options:

Dietetics

Nutrition & Health Sciences

Restaurant/Foodservice Management

Exercise & Sport Science (MS, PhD)

Nutrition (MS, PhD)

Public Health (MPH, PhD)

Concentrations:

Biostatistics (MPH only)

Environment, Safety & Health (MPH, PhD)

Epidemiology (MPH only)

International Health (MPH only)

Department of Design & Human Environment

Apparel Design (BS)

Interior Design (BS)

Options:

Interior Design

Housing Studies

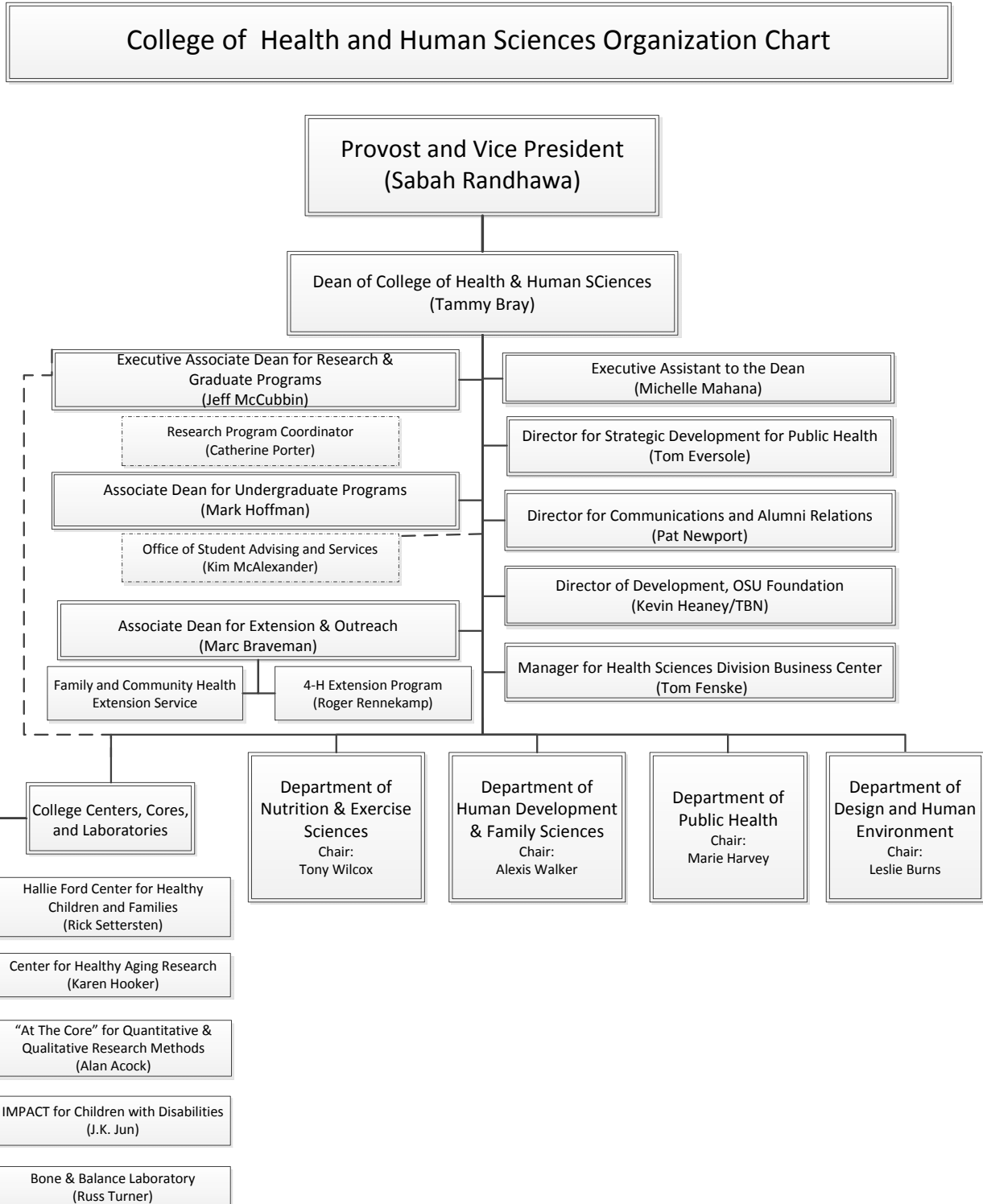
Merchandising Management (BS)

Design & Human Environment (MA, MS, PhD)

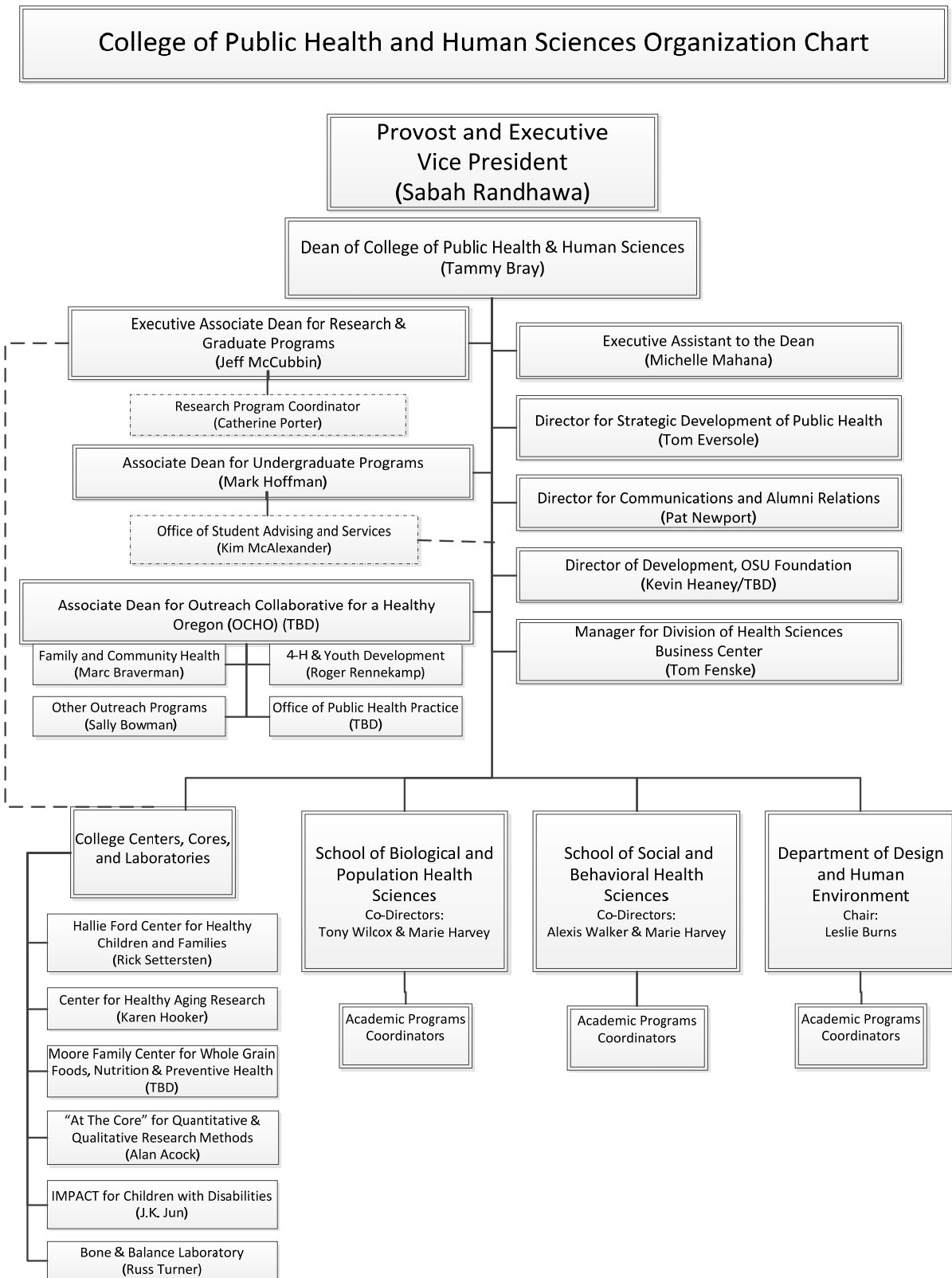
The current and proposed organizational charts are presented on pages 5 and 6.

(continued on page 7)

Current Organizational Chart



Proposed College of Public Health & Human Sciences Organizational Chart



1. Configuration of programs in BPHS, SBHS, and DHE

As described in Section A above, CEPH-accreditation requirements and OSU's organizational guidelines directed decisions by which the HDFS, NES and PH Departments were reorganized into the Schools of BPHS & SBHS. In this Section, the rationale for the configuration of programs within the two schools is provided, which is followed in Section 2 by a description of the process by which faculty input, engagement, and support occurred in the development of the reorganization proposal. See Appendix C for a description of the rationale for naming the schools within CPHHS.

When reconfiguring the programs in HDFS, NES, and PH into two schools, multiple alignments and configurations with collaborative and integrative potential were conceivable. Therefore, a guiding principle in the decision-making process was that, with whichever proposal that advanced, school and program boundaries will be permeable and collaboration among faculty across boundaries will be fostered and encouraged. As is described below, collaboration across schools and programs is structurally embedded in the delivery of the Public Health undergraduate and graduate degrees.

School of Social & Behavioral Health Sciences (SBHS)

When the College of Education (COE) was reorganized in Fall 2009, the Department of Youth Development Education was moved from COE to CHHS, and the faculty joined the Department of HDFS. In the School of SBHS, the academic programs of Human Development & Family Sciences, Health Promotion & Health Behavior, and Health Management & Policy share a focus on behavioral sciences as applied to human health and social and health policy. More specifically, the new SBHS brings together disciplines in public health and human sciences to better understand how behaviors, programs and policies operate at the individual, family, community and societal levels to improve health and quality of life. Examples of cross-disciplinary work among programs that constitute the SSBHS include: interventions that maximize aging in place, prevention programs to enhance the health of children and youth, and development of policies to advance the health of children of immigrants and address health disparities among disadvantaged populations.

School of Biological & Population Health Sciences (BPHS)

The programs in BPHS bring together disciplinary approaches that link individual biology and behavior to population and environmental health: Biostatistics; Environment, Safety & Health (ESH); Epidemiology; Exercise & Sport Science (EXSS); Nutrition (NUTR), and International Health. Epidemiology and biostatistics (E&B) programs are frequently united in schools of public health, and they will be joined as one program within the BPHS. Being complementary applied human science programs was the rationale that brought the EXSS and NUTR programs together into one department at OSU over five years ago. The new BPHS brings together disciplines in public health and human sciences to better understand how environmental factors including food, water, physical activities, carcinogens, pollution, biohazards, etc, influence the development and progression of biological disease. This information is coupled with quantitative methods (epidemiology and biostatistics) to better understand the causes of population-level disease as well as methods of intervention and prevention. Examples of cross-disciplinary approaches among programs that constitute the BPHS include: nutritional epidemiology, physical activity epidemiology, and environmental and occupational health (e.g., workplace ergonomics). Environment, nutrition, and epidemiology are important areas of study in emerging global health issues today and, therefore, logically associate within the proposed school.

Faculty hires in the CPHHS will be designed to build additional collaborative bridges between programs within the Schools and College.

Department of Design & Human Environment

Becoming an accredited College of Public Health & Human Sciences will alter the alignment between the mission and goals of the College and those of DHE. Whereas there was a desire for continued collaborations among faculty in DHE and other units in CPHHS related to health and the built environment, the exploration of alternative organizational alignments for DHE was supported. The Department of DHE will be affiliated with the CPHHS until it is established as a School of DHE. Conversations are ongoing as to the most effective long-term college/divisional alignment for the School of DHE. A subsequent Abbreviated Category I proposal will be submitted to create and align the School of DHE.

2. Development Process for the Proposed Structure

The strategic plan to become an accredited college of public health originated at the administrative level of the CHHS, under the leadership of Dean Bray. The CHHS Administrative Team developed the vision for creating a college of public health that is enriched through collaboration with the instructional, research and Extension programs in human sciences that exist at OSU. In addition, the Administrative Team drafted organizational structure options that incorporated the collaborative and interdisciplinary vision for the new college while also being compliant with CEPH-accreditation requirements and OSU organizational guidelines.

During the 2009-10 academic year, CHHS faculty were updated on the evolving proposal for the CPHHS and the options being considered for its organizational structure through periodic college-wide meetings, department-level discussions in faculty meetings, and regular email updates from the Dean. Several open forums for faculty input were held in May 2010, from which a recommendation arose for the creation of a Faculty Transition Team (FTT) to work with the Administrative Team in finalizing the proposal for the CPHHS and assisting in its implementation. Representative faculty from HDFS, NES, and PH, including faculty with Extension appointments, volunteered and were selected to form the FTT (FTT members are listed in Appendix A). For its work on the creation of the CPHHS, the Administrative Team was renamed the Administrative Transition Team (ATT). The ATT and FTT held several retreats during the summer of 2010, from which the proposal for a 2-school organizational structure emerged (schools as yet unnamed). The vision and rationale for the 2-school model was presented to faculty and staff at the College-wide meeting in September, and the administrative leadership for the schools was announced.

Throughout the Fall 2010 and Winter 2011 terms, faculty meetings were held within each of the two schools to name the respective schools and to develop faculty-governance policies (e.g., promotion and tenure review procedures, curricular development and approval procedures). The rationale for the school names is presented in Appendix C. In each school, faculty have developed and approved promotion and tenure (P&T) procedures that constitute its P&T committee by faculty election through a process that ensures equitable program representation. Curricular procedures were developed to ensure a central role of program faculty in curricular development while also achieving interdisciplinary input in keeping with the affiliation of programs in the respective schools. It is intended that each school will have Program Coordinators, similar to what currently exists in the departments, whose responsibilities will include matters pertaining to program curriculum and its implementation.

Appropriate FTE will be assigned and instructional release time granted for the Program Coordinator role; these details are still being developed.

A proposal to create a School of Design & Human Environment has been part of the strategic plan for the Department of Design & Human Environment since 2004, conditional on additional sources of revenue. Within DHE, targeted faculty hires, increased research infrastructure, and growth in instructional capacity have been put into place. Dean Bray and DHE Faculty have been in conversation with deans from the College of Business and the College of Engineering about alignment of the proposed School of Design & Human Environment within the “Healthy Economy” division. In addition, a proposal has been submitted to implement differential tuition for DHE majors.

C. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

Impact on undergraduate programs

No changes are being proposed in undergraduate majors or minors. All undergraduate majors and minors will continue to be offered.

Undergraduate majors with Fall 2010 enrollment:

School of Social & Behavioral Health Sciences

| | |
|--|------------|
| Human Development & Family Sciences | 785 |
| Pre-Health Management & Policy* | 54 |
| Health Management & Policy (HMP)* | 60 |
| Health Promotion & Health Behavior (HPHB)* | 186 |
| Public Health* | <u>111</u> |
| Total | 1,196 |

* The HMP and HPHB majors were combined into one Public Health major in June 2010; the enrollments in HMP and HPHB reflect students completing those degrees, while the Public Health enrollment reflects newly enrolled majors and students who migrated to the new major from HMP or HPHB.

School of Biological & Population Health Sciences

| | |
|--------------------------|------------|
| Exercise & Sport Science | 1,022 |
| Athletic Training | 44 |
| Pre-Athletic Training | 1 |
| Nutrition | <u>280</u> |
| Total | 1,347 |

Department of Design & Human Environment

| | |
|--------------------------|------------|
| Pre-Apparel Design | 91 |
| Apparel Design | 87 |
| Pre-Housing** | 4 |
| Housing Studies** | 45 |
| Pre-Interiors | 70 |
| Interior Design | 124 |
| Merchandising Management | <u>265</u> |
| Total | 686 |

** Interior Design and Housing Studies majors were consolidated beginning Fall 2010.

Undergraduate program coordinators will administer the undergraduate majors in each school. The curriculum for the Public Health majors is predominantly delivered by faculty in SBHS, but faculty in BPHS also teach courses in the undergraduate Public Health degree program.

As an accredited college of public health, students in the academic disciplines within the CPHHS shall obtain a broad introduction to public health, which includes familiarity with the basic principles and application of epidemiology as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health. Meeting this accrediting requirement will entail some curricular revisions, such as the creation of an introduction to public health course that will be taken by undergraduate students in the College. Such a course is consistent with a national effort to include public health content in the general education curriculum for baccalaureate degrees. In light of the relevance of the public health perspective to modern issues and understanding, the introductory public health course would also be appropriate for consideration for inclusion in OSU's Baccalaureate Core. Faculty within the proposed schools are meeting to consider and propose options regarding how this criterion will be met. Any curricular change proposed to meet the accrediting requirement (new course, course revision, or program requirement revision) will follow School and College curricular procedures, as well as the Category II approval process.

Impact on Undergraduate Advising

Undergraduate advising will continue to be conducted by the College's centralized Advising Office, so there will be no effect on student access to timely and effective academic advising.

Impact on Undergraduate Admissions

There will be no change in admission procedures to the undergraduate majors as a result of College reorganization. The College currently enrolls 3,229 undergraduate students (Fall 2010), which is the 4th-highest undergraduate enrollment among OSU colleges. The Exercise & Sport Science and Human Development & Family Sciences majors have the 3rd and 6th-highest enrollments, respectively, among OSU undergraduate degree programs. All majors in the College have experienced steady growth in enrollment, and that growth is expected to continue.

Impact on Graduate degree programs

No changes are being proposed for graduate degree programs. All of the current graduate degrees will continue to be offered.

Graduate degree programs with Fall 2010 enrollment:

School of Social & Behavioral Health Sciences

| | |
|--|----|
| Human Development & Family Studies (MS, PhD) | 34 |
| Public Health (MPH, PhD) | * |

School of Biological & Population Health Sciences

| | |
|------------------------------------|----|
| Exercise & Sport Science (MS, PhD) | 58 |
| Nutrition (MS, PhD) | 13 |
| Public Health (MPH, PhD) | * |

* There is a combined total of 128 graduate students in the Public Health graduate program, the 4th-highest enrollment among OSU graduate degree programs

Graduate program coordinators will administer the graduate programs in each school. The requirement for an integration of a public health perspective into the curriculum of the academic disciplines within the accredited CPHHS applies also at the graduate-program level. Therefore, through seminars or coursework, the graduate programs in the College must ensure that all graduate students obtain a broad introduction to public health, which includes familiarity with the basic principles and application of epidemiology as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health. As with the undergraduate curricula, faculty will consider and propose course options that will be submitted through College and then OSU curricular procedures.

Outreach and Engagement

The Outreach Collaborative for a Healthy Oregon (OCHO) will be home to all of the outreach and engagement programs of the proposed OSU College of Public Health & Human Sciences. These include the Extension Family and Community Health Program, Extension 4-H Youth Development Program, KidSpirit, Team Oregon, and Public Health Practice. The goal of OCHO is to deliver programs and catalyze partnerships that focus on community-based solutions to public health and human development issues. Faculty affiliated with OCHO will have their academic homes in one of the three schools in the reorganized College of Public Health & Human Sciences.

D. Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.

The rationale for reorganization into a College of Public Health & Human Sciences is strategic. The budgetary impact of reorganization will be minimal, entailing expenditures associated with letterhead and signage conversion, and CEPH accreditation-related expenses. Budget Outline Forms are attached.

E. Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.

There will be no change in the sources of funding with the reorganization of the College of Health & Human Sciences into the College of Public Health & Human Sciences.

F. Relationship of the proposed unit to the institutional mission

With aspirations to become one of America's top-10 Land Grant Institutions, OSU began laying the foundation for a college with a focus on public health in 2002. Establishing an accredited CPHHS in Oregon was proposed in September 2007 and adopted as an institutional goal in March 2009. Improving Human Health and Wellness (Healthy People) emerged in OSU Strategic Plan 2009 as one of three signature areas of distinction to be achieved along with Advancing the Science of Sustainable Ecosystems (Healthy Planet) and Promoting Economic Growth and Social Progress (Healthy Economy). To that end, the Division of Health Sciences, consisting of CHHS and the OSU Colleges of Pharmacy and Veterinary Medicine, was established. Deans of the three colleges and their faculty recognized the opportunity to transform CHHS into a professional college of public health as a forward-thinking and collaborative approach to achieving their Division's goal for Healthy People.

The following mission and vision statements have been developed for the proposed College of Public Health & Human Sciences:

MISSION

Inspired by our mission as a leading land-grant university, we create synergy in teaching, research, and outreach to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, we advance knowledge, policies, and practices that improve population health in communities across Oregon and beyond.

VISION

Lifelong health and well-being for every person, every family, every community.

G. Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).

Teaching: Deliver world-class education in public health and human sciences that improves health and human experience by advancing public health and human science knowledge, policies, and practice.

Research and Creative Activity: Become a national leader in conducting trans-disciplinary, translational research and creative activity in public health and human sciences.

Service: Establish a system of Extension Public Health that networks County Extension Offices with Local Health Departments throughout Oregon to provide consultation and technical assistance for public health practice improvement.

H. Relationship of the proposed unit to programs at other institutions in the state.

Oregon is the only west coast state without a school or college of public health. The proposed change in name and structure is required for the College to become accredited as a College of Public Health & Human Sciences. OSU is the only university in Oregon that offers bachelors, masters, and doctoral-level degree programs in public health. OSU is the only institution in Oregon that provides Masters of Public Health (MPH) education in all five disciplines required for accreditation as a college of public health. OSU is the only university west of the Rockies to offer bachelors through doctoral degrees in Design & Human Environment specialty areas. OSU offers the only accredited bachelor's degree in dietetics (Nutrition) in Oregon, and has one of only two accredited dietetic internship programs in the State (the other being at Oregon Health & Sciences University).

Portland State University (PSU), Oregon Health & Sciences University (OHSU), and OSU are the participating institutions in the accredited Oregon MPH (OMPH) Program. As noted above, OSU is the only institution in Oregon that provides MPH education in all five disciplines required for accreditation as a college of public health. PSU provides education in two of the MPH disciplines (Health Promotion & Health Behavior and Health Management & Policy). The School of Medicine and School of Nursing at OHSU offer a hybrid Epidemiology and Biostatistics MPH track, and the School of Nursing also offers an MPH track in Primary Health Care & Health Disparities.

Transition of CHHS to CPHHS and ultimate withdrawal from the OMPH Program will not jeopardize OSU's accreditation or prevent MPH tracks at OHSU and PSU from continuing and remaining accredited

under the OMPH unit of accreditation. Discussions among OSU, PSU, and OHSU at the dean, provost and president levels have clarified the intent and ability of each institution to continue to provide public health degrees. A collaborative plan for OSU transitioning to an accredited CPHHS and for the OMPH transitioning to a two-institution program without OSU has been arranged with the OMPH leadership and CEPH, the accrediting body.

Continuity in the Human Sciences programs (Design & Human Environment, Human Development & Family Sciences, and Nutrition & Exercise Sciences) leaves relationships with other programs in Oregon intact and unchanged.

I. If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.

The major goal of reorganization of the CHHS is to become an accredited college of public health. To this end, an application to CEPH has been submitted to gain approval to proceed with the self-study process that establishes the basis for accreditation.

The current MPH degree offered by the Department of Public Health is accredited as part of the OMPH collaborative described in Section H above.

The other accredited programs offered in the College will not be impacted by reorganization and by accreditation as a college of public health. The accredited programs are:

- Athletic Training (BS), now offered by NES and will be offered by the Exercise & Sport Science program within BPHS; accredited by the Commission on Accreditation of Athletic Training Education
- Dietetics option of the BS in Nutrition and the Dietetics Internship (post-baccalaureate program), now offered by NES and will be offered by the Nutrition program within BPHS; accredited by the Commission for Accreditation for Dietetics Education of the American Dietetics Association
- Human Services option of the BS in Human Development & Family Sciences, now offered by HDFS and will be offered by the HDFS program within SBHS; accredited by the Council for Standards in Human Service Education

Appendix A. Composition of the Administrative and the Faculty Transition Teams

Health & Human Sciences Administrative Transition Team

Tammy Bray, Dean
Jeff McCubbin, Executive Associate Dean
Alexis Walker, Chair, Human Development & Family Sciences
Tony Wilcox, Chair, Nutrition & Exercise Sciences
Marie Harvey, Chair, Public Health
Leslie Burns, Chair, Design & Human Environment
Tom Eversole, Director of Strategic Development
Marc Braverman, Associate Dean, Extension and Outreach; Program Leader, Family & Community Health
Roger Rennekamp, Program Leader, State 4-H Youth Development
Sally Bowman, Extension and Outreach
Kim McAlexander, Head Adviser
Pat Newport, Marketing & Outreach
Michelle Mahana, Executive Assistant to the Dean
Karen Hooker, Director, Center for Healthy Aging Research
Rick Settersten, Director, Hallie Ford Center for Healthy Children and Families

Health & Human Sciences Faculty Transition Team

Mary Arnold, 4-H & Youth Development
Viktor Bovbjerg, Public Health
Chunhuei Chi, Public Health
Kathy Gunter, Nutrition & Exercise Sciences
Mark Hoffman, Nutrition & Exercise Sciences
Melinda Manore, Nutrition & Exercise Sciences
Leslie Richards, Human Development & Family Sciences
Maret Traber, Nutrition & Exercise Sciences
Anthony Veltri, Public Health

Appendix B. Faculty in the College of Public Health & Human Sciences

(Instructors and professorial-rank, full-time, by unit)

School of Social & Behavioral Health Sciences

Alan Acock, PhD, Distinguished Professor of Family Science; Knudson Endowed Chair in Family Research & Policy
Carolyn Aldwin, PhD, Professor, Human Development & Family Sciences
Mary Arnold, PhD, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Carolyn Ashton, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Shahrnaz Badiie, MS, Instructor, Human Development & Family Sciences
John Baggott, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Stephanie Bernell, PhD, Associate Professor, Health Management & Policy
Lynette Black, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Virginia Bourdeau, MS, Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Sally Bowman, PhD, Professor, Extension Family & Community Health, Human Development & Family Sciences
Jeanne Brandt, MS, Professor, Extension Family & Community Health, Human Development & Family Sciences
Marc Braverman, PhD, Professor, Program Leader, Extension Family & Community Health, Human Development & Family Sciences
Candace Brey, MAT, Senior Instructor, Human Development & Family Sciences
Barbara Brody, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Suzi Busler, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Joseph Catania, PhD, Professor, Health Promotion & Health Behavior
Donna Champeau, PhD, Associate Professor, Health Promotion & Health Behavior
Amelia Cobarrubias, MS, Instructor, Human Development & Family Sciences
Saarah Cofer, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Janice Cowan, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Dana Crawford, MS, Instructor, Human Development & Family Sciences
Inge Daeschel, MS, Instructor, Human Development & Family Sciences
Jamie Davis, BS, Instructor, Extension Family & Community Health, Human Development & Family Sciences
Woody Davis, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Patricia Dawson, MS, Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Peggy Dolcini, PhD, Associate Professor, Health Promotion & Health Behavior
Debra Driscoll, MS, Professor, Extension Family & Community Health, Human Development & Family Sciences
Karen Elliot, PhD, Instructor, Health Promotion & Health Behavior
Joan Engeldinger, MS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Brian Flay, PhD, Professor, Health Promotion & Health Behavior
Robin Galloway, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Kathy Greaves, PhD., Senior Instructor, Human Development & Family Sciences
Jeremy Green, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Doug Hart, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
S. Marie Harvey, DrPH, Professor & Co-Director, Public Health
Wendy Hein, MS, Senior Instructor, Extension 4-H Youth Development, Human Development & Family Sciences
Karen Hooker, PhD, Professor, Human Development & Family Sciences
Maureen Hosty, MS, Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Sharon Johnson, MS, Associate Professor, Extension Family & Community Health, Human Development & Family Sciences
Joy Jones, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences
Nancy Kershaw, MS, Professor, Extension 4-H Youth Development & Extension Family & Community Health, Human Development & Family Sciences
Vanessa Kingensmith, MS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences

Mike Knutz, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Marilyn Lesmeister, PhD, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Shannon Lipscomb, PhD, Assistant Professor, Human Development & Family Sciences

Dennis Linn, PhD, Instructor, Human Development & Family Sciences

Maggie Livesay, BS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences

Kate MacTavish, PhD, Associate Professor, Human Development & Family Sciences

Mario Magaña, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Anne Manlove, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Anne Mannerling, PhD, Instructor, Human Development & Family Sciences

Tracy Martz, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Megan McClelland, PhD, Associate Professor, Human Development & Family Sciences

Wendy McKenna, Instructor, Human Development & Family Sciences

Lori McGraw, PhD, Instructor, Human Development & Family Sciences

Patricia Moran, PhD, Associate Professor, Human Development & Family Sciences

Janet Nagele, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Chris Names, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Cindy Osterland, MS, Senior Instructor, Extension 4-H Youth Development, Human Development & Family Sciences

Judi Peters, BS, Instructor, Extension 4-H Youth Development, Human Development & Family Sciences

Roger Rennekamp, PhD, Professor, Program Leader, Extension 4-H Youth Development, Human Development & Family Sciences

Leslie Richards, PhD, Assistant Professor, Human Development & Family Sciences

Nina Roll, BA, Instructor, Extension Family & Community Health, Human Development & Family Sciences

Pamela Rose, PhD, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Jenny Rudolph, MPA, Instructor, Extension Family & Community Health, Human Development & Family Sciences

Debera Schreiber, MA, Assistant Professor, Extension 4-H Youth Development & Extension Family & Community Health, Human Development & Family Sciences

Candace Scott, MS, Instructor, Human Development & Family Sciences

Nancy Seifert, PhD, Assistant Professor, Health Management & Policy

Rick Settersten, PhD, Professor, Human Development & Family Sciences

Carole Smith, MS, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Joanne Sorte, MS, Senior Instructor, Human Development & Family Sciences

Lynn Steele, MPH, Instructor, Extension Family & Community Health, Public Health

Alexandra Steiner, Instructor, Extension Family & Community Health, Public Health

Sheryl Thorburn, PhD, Associate Professor, Health Promotion & Health Behavior

Cesiah Vega, MS, Instructor, Extension Family & Community Health, Public Health

Jacquie Volkers, MS, Instructor, Extension Family & Community Health, Public Health

Sam Vuchinich, PhD, Associate Professor, Human Development & Family Sciences

Alexis Walker, PhD, Petersen Chair in Gerontology & Family Studies; Professor and Co-Director, Human Development & Family Sciences

Elissa Wells, MS, Assistant Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Dave White, PhD, Associate Professor, Extension 4-H Youth Development, Human Development & Family Sciences

Jaime Williams, MS, Instructor, Extension Family & Community Health, Public Health

Pat Willis, MS, Assistant Professor, Human Development & Family Sciences

Shana Withee, MS, Associate Professor, Extension 4-H Youth Development & Extension Family & Community Health, Human Development & Family Sciences

School of Biological & Population Health Sciences

Melinda Ameele, MS, Instructor & HHS Lifetime Fitness Program Director, Exercise & Sport Science
Ann Asbell, MS, Instructor & Physical Activity Courses Program Director, Exercise & Sport Science
Dana Baxter, BS, RD, Extension Family & Community Health, Nutrition
Stacy Bennett, BS, Extension Family & Community Health, Nutrition
Viktor Bovbjerg, PhD, Associate Professor, Epidemiology
Adam Branscum, PhD, Associate Professor, Biostatistics
Tammy Bray, PhD, Professor & Dean, Nutrition
Brad Cardinal, PhD, Professor, Exercise & Sport Science
Susan Carozza, PhD, Associate Professor, Epidemiology
Renee Carr, MS, Instructor, Extension Family & Community Health, Nutrition
Patricia Case, MS, Associate Professor, Extension Family & Community Health, Nutrition
Jenny Chavez, MS, Extension Family & Community Health, Nutrition
Chunhuei Chi, PhD, Associate Professor, International Health
Mary Cluskey, PhD, RD, Associate Professor & Dietetics Internship Program Director, Nutrition
Barbara Cusimano, PhD, Associate Professor, Exercise & Sport Science
Cathy Dark, MS, Senior Instructor, Exercise & Sport Science
Tina Dodge Vera, MPH, Extension Family & Community Health, Nutrition
Vicki Ebbeck, PhD, Associate Professor, Exercise & Sport Science
Jamie Fitch, BS, RD, Extension Family & Community Health, Nutrition
Janice Gregg, MS, Associate Professor, Extension Family & Community Health, Nutrition
Kathy Gunter, PhD, Assistant Professor, Extension Family & Community Health, Exercise & Sport Science
Kim Hannigan, PhD, ATC, Clinical Assistant Professor, Exercise & Sport Science
Anna Harding, PhD, Professor, Environment, Safety & Health
S. Marie Harvey, DrPH, MPH, Professor & Co-Director, Public Health
Amanda Hatfield, BS, Extension Family & Community Health, Nutrition
Emily Ho, PhD, Associate Professor, Nutrition
Mark Hoffman, PhD, ATC, Associate Professor & Associate Dean for Academic Programs, Exercise & Sport Science
Anne Hoisington, MS, RD, Senior Instructor, Extension Family & Community Health, Nutrition
Glenda Hyde, MS, Instructor, Extension Family & Community Health, Nutrition
Urszula Iwaniec, PhD, Assistant Professor, Nutrition
Deborah John, PhD, Extension Family & Community Health, Exercise & Sport Science
Sam Johnson, PhD, Instructor, Exercise & Sport Science
Donald Jump, PhD, Professor, Nutrition
Peter Lachenbruch, PhD, Professor, Biostatistics
Gianni Maddalozzo, PhD, Senior Instructor, Exercise & Sport Science
Robin Maille, MA, MF, Extension Family & Community Health, Nutrition
Melinda Manore, PhD, RD, Professor, Nutrition
Jeff McCubbin, PhD, Distinguished Professor & Executive Associate Dean, Exercise & Sport Science
John Molitor, PhD, Associate Professor
Jan Ostby, MS, Extension Family & Community Health, Nutrition
Michael Pavol, PhD, Associate Professor, Exercise & Sport Science
Stephanie Polizzi, MS, Instructor, Extension Family & Community Health, Nutrition
Stephanie Russell, BS, Extension Family & Community Health, Nutrition
Elaine Schruppf, MS, Instructor, Extension Family & Community Health, Nutrition
Rochelle Schwab, MS, Instructor & Director of the Faculty/Staff Fitness Program, Exercise & Sport Science
Ingrid Skoog, MS, Instructor & Dietetics Program Director, Nutrition
Janice Smiley, MS, Associate Professor, Extension Family & Community Health, Nutrition
Ellen Smit, PhD, Associate Professor, Epidemiology
Carol Soleau, PhD, Associate Professor, Exercise & Sport Science
Lynn Steele, MPH, Extension Family & Community Health, Nutrition
Kelly Streit, MS, Extension Family & Community Health, Nutrition

Shelley Su, PhD, Instructor, Environment, Safety & Health
Maret Traber, PhD, Professor, Nutrition
Stewart Trost, PhD, Associate Professor, Exercise & Sport Science
Russell Turner, PhD, Professor, Nutrition
Jennifer Vannoy, MS, RD, Instructor, Nutrition
Anthony Veltri, PhD, Associate Professor, Environment, Safety & Health
Anthony Wilcox, PhD, Associate Professor & Co-Director, Exercise & Sport Science
Heidi Wegis, PhD, Clinical Assistant Professor, Exercise & Sport Science
Helena Wolfe, MPH, Extension Family & Community Health, Nutrition
Joonkoo Yun, PhD, Associate Professor, Exercise & Sport Science

Department of Design & Human Environment

Leslie Burns, PhD, Professor and Director, Merchandising Management and Apparel Design
Carol Caughey, MA, Associate Professor, Coordinator of Interior Design
Hsiou-Lien Chen, PhD, Associate Professor, Merchandising Management and Apparel Design/Textiles.
Brigitte Cluver, PhD, Instructor, Manager of the Textiles and Apparel Performance Testing Laboratory,
Merchandising Management, Apparel Design, and Interior Design/Textiles.
Sandy Dawson, MS, Instructor, DHE Internship Coordinator, Merchandising Management
Marianne Egan, MS, Instructor, Apparel Design
Minjeong Kim, PhD, Associate Professor, Coordinator of Merchandising Management
Kwashinta Muljani, MS, Instructor, Interior Design and Housing Studies
Kathy Mullet, PhD, Associate Professor, Coordinator of Apparel Design
Elaine Pedersen, PhD, Associate Professor, Curator, Historic/Cultural Textile and Apparel Collection, Apparel
Design, Merchandising Management, and Interior Design
Gita Ramaswamy, PhD, DHE Graduate Faculty, Adjunct
Marilyn Read, PhD, Associate Professor, Interior Design
Peggy Suzio, MS, Instructor, Interior Design
Carmen Steggell, PhD, Associate Professor, Coordinator of the DHE Graduate Program, Interior Design and Housing
Studies

Appendix C. Rationale for Naming Schools within CPHHS

CHHS Faculty have selected the following names for the two new schools within the College: a) The School of Biological & Population Health Sciences, and b) The School of Social & Behavioral Health Sciences. Faculty chose these names through a deliberative process to clearly and distinctly communicate to prospective faculty and students the expertise and focus for teaching, research and service in each new school.

Names of the schools were also chosen to effectively communicate to the Council on Education for Public Health (CEPH), the body that accredits colleges of public health, that the College addresses the prescribed academic fields required to become accredited. An accredited school or college of public health must provide training in the five areas of knowledge considered basic to public health: biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences. This expectation for required curricular content in social, behavioral, biological, and population health studies is clearly outlined in CEPH accreditation Criterion 2.1 attached.

School of Social & Behavioral Health Sciences

CEPH references the required education in this area as: “Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.” The naming of this school reflects the college’s focus within this field as it applies to public health. For diseases with no medical cure (e.g., AIDS) and those of affluence or poverty (obesity), population-based, social, behavioral, and policy interventions constitute the leading public health approach to improving population health.

The School of Social & Behavioral Health Sciences includes faculty with expertise in health behavior, health disparities, health psychology, human development, family sciences, sociology, and health policy. Faculty conducts research and training on the impact of human behavior and societal conditions on the health of populations. We seek to understand how social systems/policy and behaviors within an environmental context operate at the individual, family, and community levels to affect health. We seek to develop, implement, evaluate and disseminate interventions that facilitate health behaviors to improve health outcomes.

School of Biological & Population Health Sciences

The name of this school aligns with CEPH’s emphasis on biology applied to population health as reflected in its definitions of two of its five core required disciplines housed in this academic unit:

- Environmental health sciences – environmental factors including biological, physical, and chemical factors that affect the health of a community;
- Epidemiology – distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health

The School of Biological & Population Health Sciences investigates the interplay between environmental exposures, human biology, genetics, and chronic diseases that limit our longevity and quality of life. Faculty use state-of-the-art science and quantitative methods to understand how environmental factors including food, water, physical activities, carcinogens, pollution, biohazards, etc, influence the development and progression of biological disease necessary to prevent illness and to improve human health and wellbeing. Using integrated teams of scientists from varied and relevant disciplines, faculty addresses complex hypotheses by identifying environmental biologic health hazards and coupling this

information with quantitative methods to better understand the causes of population-level disease as well as methods of intervention and prevention. This knowledge is then translated into public health initiatives and policies with profound impacts on people's health locally. We focus on diseases that have a high or increasing prevalence in the U.S. population including those related to carcinogens, nutrition, physical activity, and disabilities.

ACCREDITATION CRITERIA

Schools of Public Health

Council on Education for Public Health (CEPH)

2.0 Instructional Programs

2.1 Degree Offerings. The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

The areas of knowledge basic to public health include:

Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;

Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;

Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;

Health services administration – planning, organization, administration, management, evaluation and policy analysis of health and public health programs; and

Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Appendix D. Liaison

The Rationale for Naming Schools within CPHHS document (Appendix C) was distributed to the Provost's Council by Dean Bray. The following response was received:

On 2/7/11 5:16 PM, "Curtis, Larry" <larry.curtis@oregonstate.edu> wrote:

Hello Tammy

Reading through "Rationale for Naming Schools within CPHHS" leaves me with a very positive impression of the progress of you and your faculty in moving towards accreditation as a school of public health. The foci for the two schools seem right on target to me. I also hear you have good candidates for the recruitments you have in progress and are quite inclusive the interview process. I appreciate your collegiality.

Best regards.

Larry

Larry Curtis
Associate Dean
College of Agricultural Sciences
Oregon State University
138 Strand Agriculture Hall
Corvallis, OR 97331
Phone: 541.737.1764
Fax: 541.737.3178

Appendix D. Liaison (continued)

Following unanimous faculty agreement on the proposed name of the School of Social and Behavioral Health Sciences, Alexis Walker spoke with both Denise Lach, incoming Director of the School of Public Policy, and John Edwards, Chair of the Department of Psychology. She told each about the proposed changes in the College, about the creation of a new School, and about the proposed name for the School chosen by the faculty. Both were verbally supportive. She asked them to check with their colleagues and to let her know if they had questions or concerns. She also sent an email to each of them and to Sally Gallagher, Chair of the Department of Sociology, inviting input (see below). None followed up with her regarding the proposed name or any of the other proposed organizational changes.

From: Walker, Alexis J
Sent: Wednesday, October 06, 2010 10:06 AM
To: Edwards, John
Subject: Proposed School Name

Hi John,

Just following up on our conversation this morning.

As I indicated in my phone call, we are proposing to call our new unit (including academic programs in health management and policy, health promotion and health behavior, human development and family sciences, and tenure-line faculty from two Extension programs: 4-H youth development and family and community health) the School of Social and Behavioral Health Sciences. I hope my colleagues in psychology are comfortable with this name—but let me know if you have questions or concerns.

Hope your year is off to a great start!

Alexis

From: Walker, Alexis J
Sent: Wednesday, October 06, 2010 8:57 AM
To: Gallagher, Sally
Subject: New Name and Getting Together

Hi Sally,

Nice to hear your voice today!

As I indicated in my call, we are proposing to call our new unit (including academic programs in health management and policy, health promotion and health behavior, human development and family sciences, and tenure-line faculty from two Extension programs: 4-H youth development and family and community health) the School of Social and Behavioral Health Sciences. I hope my colleagues in sociology are comfortable with this name.

And, let's definitely get together. How about Wednesday, October 13th between 10 and Noon or at 4? If nothing is possible here, I'd need to move to the following week.

Looking forward to seeing you!

Alexis

From: Walker, Alexis J
Sent: Wednesday, October 06, 2010 8:58 AM
To: Lach, Denise
Subject: School Name

Hi Denise,

Great talking with you today!

As I indicated in my call, we are proposing to call our new unit (including academic programs in health management and policy, health promotion and health behavior, human development and family sciences, and tenure-line faculty from two Extension programs: 4-H youth development and family and community health) the School of Social and Behavioral Health Sciences. I hope my colleagues in public policy are comfortable with this name.

And I will definitely let you know as candidates come to campus to interview for our health policy positions. Looking forward to working with you!

Alexis

Liaison Input from the Colleges of Veterinary Medicine and Pharmacy

From: Clarke, Cyril
Sent: Thursday, March 10, 2011 10:03 AM
To: McCubbin, Jeff; Bermudez, Luiz; Leid, Mark
Cc: Bray, Tammy; Zabriskie, Mark
Subject: RE: Please review and comment

Thanks for giving me the opportunity to comment on the proposed names for the new schools within CPHHS. While I recognize that the words "Biological", "Population", "Social" and "Behavioral" are broadly defined descriptions that are or can be applied to other units on campus, none of these describes a particular domain of disciplines that should be exclusive to any particular unit. Furthermore, all of these words would be used to qualify "Health Sciences", which should avoid any confusion.

As you know, the transformation of CHHS into an accredited college of public health is a major strategic goal of the Division of Health Sciences, and I strongly support the reorganization that CHHS must undergo to meet accreditation standards.

Cyril

Cyril R. Clarke, BVSc, MS, PhD
Diplomate ACVCP
Lois Bates Acheson Dean
College of Veterinary Medicine
Oregon State University
200 Magruder Hall
Corvallis, OR 97331-4801
Phone: (541) 737-2098

Fax: (541) 737-4245

E-mail: cyril.clarke@oregonstate.edu

From: Zabriskie, Mark

To: McCubbin, Jeff

Sent: Sun Mar 13 11:59:35 2011

Subject: Re: Please review and comment

I welcome the chance to comment on the proposed naming of the schools within the new College of Public Health and Human Sciences. I believe organizing the new College into 'The School of Biological and Population Health Sciences' and 'The School of Social and Behavioral Health Sciences' is an effective means of arranging the College in a way that both meets the new University requirements for department size and uses descriptors that clearly describe the focus of the academic endeavors within each school. I also understand that, importantly, this organizational structure aligns with the necessary programmatic requirements dictated by the accreditation body for colleges of public health. Because securing an accredited public health program is one of the top priorities of the Division of Health Sciences, I am very much in support of this reorganization of the College of Health and Human Sciences.

Although there may be concerns with the use of descriptors such as 'biological' and 'social' among some units on campus, I believe that such terms broadly apply to disciplines within numerous units and should not be held in reserve for any specific area. And, because the descriptors are used clearly in the context of the Health Sciences, there should be no confusion.

Best regards,

Mark--

Mark Zabriskie, Ph.D.

Professor and Dean

College of Pharmacy

1601 SW Jefferson St

Pharmacy Building, Rm 203

Liaison Input from the College of Science

----- Forwarded Message

From: "Bloomer, Sherman - COS" <Sherman.Bloomer@oregonstate.edu>

Date: Mon, 7 Mar 2011 09:10:19 -0800

To: Tammy Bray <tammy.bray@oregonstate.edu>

Cc: Sabah Randhawa <sabah.randhawa@oregonstate.edu>, "Mason, Robert" <masonr@science.oregonstate.edu>, "Menge, Bruce" <MengeB@oregonstate.edu>, "Dreher, Theo" <theo.dreher@oregonstate.edu>, "Merrill, Gary - COS" <merrillg@science.oregonstate.edu>

Subject: Comments on names for Schools

March 7, 2011

Dear Tammy:

Thanks for the opportunity to have my chairs review the proposal for the structure and names of the new units. One question was just one of clarification....was Biostatistics part of the Epidemiology group in School A?

All of the other comments (from all of the life sciences chairs) expressed concern about the name "School of Biological and Population Health Sciences" for School A. The concern was that Biological is too broad a description of the work of the faculty in the school, even if those reading the title note the "Health" modifier later in the name. The point from the chairs was not one of territoriality, but one of describing the work of our units accurately for students and for those looking at us from the outside. There are very strong programs in parts of health and biomedical sciences in the new College of course---the group working in diet and gene expression through LPI, the bone lab group, and the exercise/aging physiology groups for example. However, my chairs felt there were wide swaths of health-related biological sciences that weren't represented in the new College---proteomics, enzymology, most aspects of microbiology, immunology, disease ecology, comparative anatomy, biophysics, and cell biology just for some examples. If people mistook the title to imply Biological Sciences, the missing pieces are larger (plant sciences, general ecology, etc.). There are also already several programs on campus in Biological Sciences, all with names more specific to the part of biology they pursue (e.g., the Biology Program which is broad, Biomedical Sciences in Vet Med, Pharmaceutical Sciences in Pharmacy, etc.). It seems important that names accurately reflect the focus of particular programs.

None of the Chairs commented on the "Population Health Sciences" part of the title, though it was generally assumed that referred mostly to the epidemiology program within the proposed School.

I believe the point of the concern is to make sure the titles give a clear picture of the focus of the unit (which we appreciate of course is changing). Just to see what some common titles were I took a look at some large Schools of Public Health and some small ones (since we're not going to get as big as Michigan for a while!). It seems the most common names for the units like School A include Environmental Health Sciences, Epidemiology, and Health Science. Perhaps some combination of those would work and provide more clarity on the work of the school?

Let me know if you have any questions or if you'd like to meet with the group of chairs to talk about the issue.

Best regards,

Sherm

Department Structures in Schools of Public Health:

Boston University

Biostatistics
Community Health Sciences
Environmental Health
Epidemiology
Health Law, Bioethics and Human Rights
Health Policy and Management
International Health

Ohio State

Biostatistics
Environmental Health Sciences
Epidemiology
Health Behavior and Promotion
Health Services Management and Policy

Florida

Behavioral Science and Community Health
Clinical and Health Psychology
Speech, Language, and Hearing
Environmental and Global Health
Epidemiology
Biostatistics
Health Science
Health Services Research
Occupational Therapy
Physical Therapy
Public Health
Rehabilitation Sciences

UNC

Biostatistics
Environmental Health and Engineering
Epidemiology
Health Behavior and Health Education
Health Policy and Management
Maternal and Child Health
Nutrition
Public Health Leadership

Washington

Biostatistics
Environmental and Occupational Health Sciences
Epidemiology
Global Health
Health Services

Minnesota

Biostatistics
Environmental Health Sciences
Epidemiology and Community Health
Health Policy and Management

Michigan

Biostatistics
Environmental Health Sciences
Epidemiology
Health Behavior and Health Education
Health Management and Policy

Iowa

Biostatistics
Community and Behavioral Health
Epidemiology

Health Management and Policy
Occupational and Environmental Health

Emory

Behavioral Sciences and Health Education
Biostatistics and bioinformatics
Environmental Health
Epidemiology
Health Policy and Management
Hubert Dept. of Global Health

East Tennessee

Environmental Health
Health Sciences
Biostatistics/Epidemiology
Community Health
Health Services Administration

Loma Linda

Epidemiology and Biostatistics
Environmental and Occupational Health
Global Health
Health Policy and Management
Health Promotion and Education
Nutrition

Albany

Biomedical Sciences
Environmental Health Sciences
Epidemiology and Biostatistics
Health Policy, Management, and Behavior

Sherman H. Bloomer

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128 Kidder Hall
Oregon State University
Corvallis, OR 97331-4608
Ph: 541-737-3877

FAX: 541-737-1009

Sherman. Bloomer @oregonstate.edu ----- End of
Forwarded Message

Response to the Liaison Input from the College of Science

As described in the Abbreviated Category I proposal, the departments of Public Health (PH), Human Development & Family Sciences (HDFS), and Nutrition & Exercise Sciences (NES) will be dissolved and reorganized into two schools: the School of Biological & Population Health Sciences and the School of Social & Behavioral Health Sciences. Distributing programs currently housed in three departments and integrating them into the two schools simultaneously meets the University's academic unit-size requirement and the requirement of the accrediting body for colleges of public health that the public health programs are to be integrated throughout the College. The school names reflect the integration achieved with the respective distribution of programs:

Biological & Population Health Sciences

Environment, Safety & Health

Epidemiology & Biostatistics

Exercise & Sport Science

Nutrition

Social & Behavioral Health Sciences

Health Management & Policy

Health Promotion & Health Behavior

Human Development & Family Sciences

The overarching and inclusive names of the schools were chosen by the faculty through a deliberative process to describe the array of academic disciplines included in each school and to clearly communicate to prospective faculty and students the expertise and focus for teaching, research, and service in each new school. The general terms in the names (*biological*, *social* and *behavioral*) acknowledge that disciplinary foundations for some of the fields encompassed in the schools can be found in the Colleges of Science and Liberal Arts, while the inclusion of *health sciences* in the names communicates the applied nature of the schools' expertise.

Support for the name of the School of Social & Behavioral Health Sciences was received through liaison communication with the chairs of Sociology and Psychology, and the designated director of the School of Public Policy (see Appendix D). Concerns were raised in liaison input from the College of Science over the use of *biological* in the name of the School of Biological & Population Health Sciences (attached) and are addressed below.

As described above and in the Abbreviated Category I, the faculty in the College of Health & Human Sciences were extensively involved in designing the organization of programs into schools in the proposed College of Public Health & Human Sciences, and those in each of the schools selected the name of their respective school. The College conscientiously adhered to University organizational guidelines, accrediting requirements, and principles of faculty governance throughout its reorganization, and the design and names of the schools are outcomes of this diligent process.

The liaison input does not dispute that the name of the School of Biological & Population Health Sciences accurately reflects its program focus and expertise. The expressed concern of the chairs in Science is that at OSU there are "...wide swaths of health-related biological sciences that weren't represented in the new College...." The name is understood as a whole. There is little risk that "students and for those looking at us from the outside" would have difficulty locating the Microbiology, Biology, Biochemistry & Biophysics, Zoology, and Environmental Science programs wherever they are located. The proposed names of the schools and the College, each of which includes *Health Sciences* redirects persons in search of basic science departments to other colleges within the University. The terms in the school name are general, accurate in their description, and not delimiting. They convey applied health-science disciplines. The chairs in the College of Liberal Arts understand and acknowledge this, and know that the name of the School of Social & Behavioral Health Sciences will not cause the mistaken impression that Sociology and Psychology programs are not in their college, nor will it prevent faculty in those disciplines from engaging in research that is health-related.

In closing, we point out that the web-based sampling included in the liaison input about the names of programs in other colleges of public health is misdirected. The examples are not appropriate comparators because:

- None of the selected colleges (or schools) of public health is a college of public health and health sciences, which is a defining feature of our College – only 2 of the 12 colleges have a nutrition program; none have exercise science, human development and family sciences, or Extension. For that reason, the names found in these colleges would not need to be broad enough to encompass the range of programs that exist in our schools.
- The academic units within these selected colleges (or schools) of public health are departments, and so have the narrow specificity of department names. As explained above and consistent with OSU's academic unit-size requirement, the academic units in the College of Public Health & Human Sciences at OSU will be schools. Because schools comprise multiple programs, the name must be broad and encompassing to reflect the commonalities that link and form the rationale for these programs being joined together in a school.

The Response to the Liaison Input from the College of Science was sent to Science with the following message:

From: "Bray, Tammy" <Tammy.Bray@oregonstate.edu>

Date: Thu, 31 Mar 2011 19:44:13 -0700

To: "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu>

Cc: "Randhawa, Sabah" <sabah.randhawa@oregonstate.edu>, "Mason, Robert" <masonr@science.oregonstate.edu>, "Menge, Bruce" <MengeB@oregonstate.edu>, "Dreher, Theo" <theo.dreher@oregonstate.edu>, "Merrill, Gary - COS" <merrillg@science.oregonstate.edu>, Tony Wilcox <anthony.wilcox@oregonstate.edu>, "Eversole, Tom - HHS" <Tom.Eversole@oregonstate.edu>

Subject: Re: Comments on names for Schools

Dear Sherm:

Thank you very much for your input on the names of our new unit (schools) under the proposed College of Public Health and Human Sciences. I appreciate very much you and your team taking the time to review our rationale and process of naming the schools. I have circulated your email input to our leadership team and our Faculty Transition Team seeking their consideration and response to your concerns. (see below response to your input).

I wanted to emphasize that we have intentionally clustered those individual disciplines in each of our schools to create intellectual cohesive connection. For example in School of Biological and Population Health Sciences, most of our new hires in Epidemiology and Biostatistics are biology based in their training, solving health issues related to poor nutrition and physical inactivity at population level. Some of their research falls into the category of 'Nutrition Epidemiology' and/or 'Physical activity epidemiology', which are new emerging fields of Public Health. Our new faculty in biostatistics are coming from biology roots and doing research that links to nutrition and epigenomics, biomarkers of diseases induced by pollutants, missing data that linked to longitudinal analysis of human health during aging, predicted health impact of obesity of children in the vulnerable population, etc. Our faculty in Environment, Safety and Health are (and will be) members of Environmental Health Science Center and some of them are supported by NIEHS funding. Their studies are focusing on the health issues of women and children related to arsenic contaminant in deep well water of rural area in Bangladesh because the surface water is contaminated with pathogens, health issues of migrant workers who are handling various herbicides and pesticides, and hearing lose and other injury of construction workers, etc...

Overall, the focus of our faculty research in the new unit is more applied and translational in addressing health issues at the population level, but the root or the impact of the disease is basic and biological. I know this is a bold move for us, and I believe our new units will change the landscape of our college with minimum confusion among students or faculty who are seeking the basic disciplines of biology. I would like to continue to encourage our faculty in HHS to collaborate with faculty in COS or CLA who are truly the foundational disciplines of our applied health sciences. I hope you and your team in COS are willing to understand and support our tremendous effort of this reorganization and transformation. Thanks again.

Tammy

Subsequent communication between Dean Bloomer and Dean Bray:

On 4/1/11 8:06 AM, "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu> <x-msg://66/sherman.bloomer@oregonstate.edu> > wrote:

Thanks Tammy.

I'll check in with the group at chairs meeting on Tuesday and see if that addresses the concerns the group raised.

Sherm

On Apr 1, 2011, at 9:29 AM, Bray, Tammy wrote:

Hi Sherm,

Thanks. Should I come to your chair meeting to answer any question they might have? Tony Wilcox can join me too. He is the author of our Abb. Category 1 application. Please let me know your meeting time and I will try to make myself available to meet with them if possible. I have a spring quarter College Faculty Meeting on Tuesday from 3:00 – 5:00 that is not movable and a candidate interview from 9:30 – 10:30 that is not easy to move. Other than that, the rest of day, I can either cancel or ask Michelle to change the appointment time. Thanks,

Tammy

On 4/4/11 9:13 AM, "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu> wrote:

Tammy:

Sorry, meant to get back to you Friday so you could plan. It doesn't sound to me like visiting the chair's meeting would be useful. The people with strong opinions retain those strong opinions and I think you clearly outlined the rationale your group followed. I think there's no reason to have the doubters in my group complain at you! Thanks for engaging in the discussion, I think it helped.

Sherm



Oregon Health & Science University • Portland State University • Oregon State University

April 21, 2011

S. Marie Harvey
Professor & Chair
Oregon State University
Department of Public Health
Waldo 406
Corvallis, OR 97331

Re: transition planning between Oregon MPH Program and Oregon State University

Dear Dr. Harvey,

Per your request the following confirms our plans for working together on the changes for both Oregon MPH and Oregon State University. This letter also confirms the commitments made to CEPH, the accreditation body for public health education.

The Oregon MPH intends to transition from a three-institution collaborative program to a two-institution (Portland State University and Oregon Health & Science University). Simultaneously, Oregon State University will transition to a stand-alone College of Public Health and Human Sciences (CPHHS).

Transition planning and communications have been in place for the past year and all levels of the OMPH governance structure have been involved in this planning. These bodies include the Academic Program Council, Coordinating Council, Dean's Oversight Committee, Student Campus Representatives, and the External Advisory Council. This transition plan has the full support of the leadership at each of the three universities.

Assuming our accreditation body, The Council on Education for Public Health (CEPH) accepts OSU's application for CPHHS in July 2011, at that time Oregon MPH will begin notifying all students, current and future, of this change. This will assure students the rights, privileges, and opportunities with the collaborative OMPH Program through July 2014, at which time the collaborative will become the aforementioned two-university program.

Sincerely, *Gregory M. Lee, PhD*

Greg Lee, PhD
Director, Oregon MPH Program
greglee@oregonmph.org
503-725-5106

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: College of Public Health & Human Sciences
 Academic Year: 2011 - 2012

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | \$46,626 | | | | | \$46,626 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$46,626 | | | | | \$46,626 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: College of Public Health & Human Sciences
 Academic Year: 2012 - 2013

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | \$11,700 | | | | | \$11,700 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$11,700 | | | | | \$11,700 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: College of Public Health & Human Sciences
 Academic Year: 2013 - 2014

Indicate the year: First Second
 x Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | \$6,658 | | | | | \$6,658 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$6,658 | | | | | \$6,658 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University
 Program: College of Public Health & Human Sciences
 Academic Year: 2014 - 2015

Indicate the year: First Second
 Third x Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | \$6,858 | | | | | \$6,858 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$6,858 | | | | | \$6,858 |

**Review Panel Report
Oregon State University**

Science and Mathematics Education Graduate Program

Graduate Review Panel

Carolyn Aldwin, HHS (Internal Reviewer)

James Coakley, Business (Internal Reviewer)

Dawn Granger, Principal, Corvallis High School (Potential Employer)

Thomas Koballa, Georgia Southern University (Peer Reviewer)

May 15, 2011

OVERALL RECOMMENDATION

In light of the pending repositioning of the Science and Mathematics Education Department within the College of Education, the Review Panel's focus was not exclusively retrospective. **Had the review been conducted under stable circumstances, the Panel's recommendation would be to maintain the Science and Mathematics Education Graduate Program. Given the present context, however, the Review Panel recommends that the Program be restructured.** Restructuring efforts should highlight the pivotal role of the Science and Mathematics Education Graduate Program to the formation of a research-focused College of Education and the significant value of establishing a university-wide Science, Technology, Engineering, and Mathematics (STEM) Center. The challenge for the program is to maintain high quality MS and PhD degree offerings and provide evidence of effectiveness of program features and success of program graduates. Program continuity through the engagement of faculty outside of the Department of Science and Mathematics Education and aggressive recruitment of a diverse student population is essential for the future success of the program. The program faculty needs to play an active role in the restructuring of the College of Education, ensuring that adequate resources are available to sustain research-based science and mathematics degree offerings and provide for the collection and analysis of data to inform future program revisions.

General Recommendations

- **The Department should incorporate under-represented populations into the applicant characteristics statistics, and begin tracking these statistics by degree option to accurately assess the diversity and quality of incoming students.**
- **Data should be gathered on an ongoing basis regarding the career success for all program graduates. This information should be collected and evaluated for programmatic improvement for all of the master's and doctoral programs.**
- **The Department should track faculty workload across the different degree options in order to better understand how the workload is distributed.**
- **The Department should compile summary performance data to allow for a more informed assessment of the level and quality of faculty performance.**
- **Special attention should be given during the planned move to Education Hall to ensure adequate physical office space is available for both faculty and graduate students.**
- **Develop a plan and secure support from the Deans of the Colleges of Science and Education to regularly update computers and other forms of technology used for instruction and research.**
- **The Science and Mathematics Education faculty should pursue the establishment of a university-wide Center for Research on Lifelong STEM Learning, but be mindful of the impact of Center affiliation on both opportunities for and productivity of faculty and students.**

Recommendations for Masters Students

- The availability of on-line courses should be increased; efforts should be made to communicate program needs to other departments that offer desired courses and work begun to develop online options of these courses.
- A course equivalent to history of science or philosophy of science should be made available for mathematics education students.
- The program should provide opportunities for all licensure students to work with grade 6-12 students from diverse cultural backgrounds, as well as students with special physical, emotional, and learning needs, and to incorporate information on these students into coursework.

Recommendations for the Doctoral Program

- The process of first year advising should be studied and modified to enhance the academic experience for the doctoral students and include student input.
- Consideration should be given to adding learning experiences in science and mathematics teacher education, grant writing, program evaluation, and international education to enhance the marketability of doctoral program graduates.
- Faculty members should evaluate their personal predilections for different didactic modes and assess the impact that they might have on student learning in doctoral courses.
- The program faculty should engage the OSU mathematics faculty in conversation about the relationship and overlap between the mathematics education doctoral programs offered in the two departments, with the conversation resulting in a statement that distinguishes the two doctoral degree options.
- The Dean's Office of the College of Science should provide the Department with data on student credit hour generation.
- It is recommended that faculty monitor individual supervision loads and work to equalize the loads over the entire faculty and/or advocate for additional faculty lines.

NOTE: the Graduate Council requested some additional information from the Department which can be found in Appendix A to this report.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Science and Mathematics Education Department supports a strong, focused and successful graduate program. This review comes at a critical time as the Department is to be repositioned within the College of Education. Even within this organizational transition, the Department's faculty remains committed to its mission (developed in 2006) to "[b]etter understand and facilitate the variety of ways in which people of all ages and backgrounds engage in science and mathematics learning throughout their day and

lifespan.” This mission is reflected in the three foci for their degree programs: K-12, College Teaching, and Free-Choice Learning; and fits well with the implementation guidelines for the strategic alignment of academic and support units in the OSU Strategic Alignment and Budget Reduction Implementation Plan for 2009-2011.

The Department’s graduate program is populated by high quality students who are admitted based on a well-defined process, requiring additional qualitative information beyond the University graduate admission requirements. However, the Department has a limited number of internal scholarships and GTA/GRA positions that are available to students and seems to attract few students from underrepresented populations. To address these challenges, the faculty has initiated actions to obtain GTA/GRA positions for each of its PhD students and to seek scholarships to recruit and retain students from populations traditionally underrepresented in science and mathematics. In order to track the successes of these initiatives, **it is recommended that the Department incorporate underrepresented populations into the applicant characteristics statistics, and begin tracking these statistics by degree option to accurately assess the diversity and quality of incoming students.**

The curriculum across the Department’s PhD and MS degree options is very strong. The *School-based Master’s for K-12* teachers and the *Free-Choice Learning Master’s* are innovative programs, in that they provide advanced learning opportunities for persons through online offerings. A limitation for both of these programs is the availability of online course offerings that might be used to fulfill program requirements beyond those offered through the Department. **It is recommended that efforts be made to communicate program needs to other departments that offer desired courses and work begun to develop online options for students.**

The *Professional Teacher Education Master’s* program (grades 6-12 science and mathematics) is well conceived and consistent with national recommendations and standards of science and mathematics teacher education programs. The requirement of a history of science or philosophy of science course is also commendable. Unfortunately, a comparable learning experience seems not to be available for mathematics education students. **It is recommended that a course equivalent to history of science or philosophy of science in math education be made available for mathematics education students.**

Among the PhD program’s strengths is the emphasis of science and mathematics learning opportunities from birth to death, reflecting the three program strands—K-12, college teaching, and free-choice learning—and an emerging trend in science and mathematics education programs. However, attention needs to be given to *learning experiences to enhance the marketability of program graduates (e.g., science/math teacher education, grant writing, international education) and whether the personal predilections for different didactic modes of faculty may adversely impact student learning*. In addition, **it is recommended that the Department track faculty workload across the different degree options in order to better understand how the workload is distributed.**

- The Department faculty is highly qualified and well suited to fulfill the Department's vision of establishing a Center for Research on Lifelong Science, Technology, Engineering and Mathematics (STEM) Learning and contributing significantly to building a research-focused College of Education. With Dr. Flick named the Associate Dean of Academic Affairs for the reorganized College of Education, the Department faculty may wish to learn more about how this new appointment will influence his administrative and instructional duties within the Department. The financial resources available to support the Department seem to be adequate, in large measure due to the faculty's ability to secure external funds through grants and the income generated through online courses. However, the department's infrastructure is in need of immediate attention. **Special attention should be given during the planned move to Education Hall to ensure adequate physical office space is available for both faculty and graduate students.**

Faculty and student productivity is very respectable, based on indicators provided. The Department faculty has almost \$4 million in current grants and is highly ranked among PhD granting institutions. Students are satisfied with the financial support provided them by the Department. Students work with faculty to make professional presentations and generate scholarly publications. The scholarly community provided for students by the Department faculty seems exceptional for teacher licensure students, but not all that it could be for PhD students. PhD students seem to be disparate in their feelings of connectedness to each other and the Department. These feelings seem to be linked to the advising approach applied with students during the early semesters of their doctoral work. **It is recommended that the process of first year advising be studied and modified to enhance the academic experience for the doctoral students.**

Evaluation of the professional viability of graduates and student ratings and rankings was hampered by the lack of data. These data could serve an invaluable function for assessing program viability and guiding programmatic improvement. **It is recommended that data be gathered on an ongoing basis regarding the career success for all program graduates.**

DETAILED FINDINGS

Introduction

This review of the Science and Mathematics Education Graduate Program follows an earlier review conducted in 2001 and comes on the heels of an announcement that the Science and Mathematics Education Department will be repositioned within the College of Education as part of a University-wide reorganization. Consistent with the Guidelines for Graduate Council Program Reviews, the objective of the review was to identify and articulate positive suggestions for enhancing the Science and Mathematics Education graduate program.

The review site visit took place on December 6th, 2010, with an organizational meeting of the review panel on the evening of December 5th, 2010. Members of the review panel included: Dr. Thomas Koballa (Dean, College of Education, Georgia Southern University), Dawn Grander (Principal, Corvallis High School), and two members of the Graduate Council, Dr. Carolyn Aldwin (HHS) and Dr. James Coakley (Business). Members of the panel were provided with the program's Self-Study Report prepared by Dr. Larry Flick (Department Chair) with significant assistance by department secretary Paula Dungjen and doctoral student Teresa Wolfe as well as Dr. Larry Enochs (previous department chair) prior to the site visit. Degree program advising sheets were made available during the visit. Dr. Martin Fisk, Interim Dean of the Graduate School, was present as an observer.

On December 6th, the review team first met with Dr. Larry Flick, Department Chair, who provided a summary of the Self-Study Report and context regarding the Department's pending repositioning within the College of Education. The review panel then met with Dr. Sherman Bloomer, Dean of the College of Science, who described the Department's current status within the College of Science. Next the panel met with the Graduate Program leaders and with the Graduate Program faculty. Following a working lunch, the team toured Department facilities and met separately with groups of doctoral students and licensure students. A teleconference was scheduled with distance education students, but no students called in to speak with the review panel. A closing meeting with Dr. Flick concluded the panel's site visit.

All participants were extremely open and helpful. The review panel appreciated the professional conduct experienced during the site visit and the ample time provided to pose questions and to hear faculty and student opinions, comments, and suggestions for improving the program.

The remainder of the report is organized according to the outline provided by the Graduate School into four sections: Inputs, Productivity, Outcomes, and Conclusion.

Inputs

a. Fit of the mission of the program with the college and university missions

The Strategic Alignment and Budget Reduction Implementation Plan for 2009-2011 (<http://oregonstate.edu/leadership/sites/default/files/budget-documents/implementation-plan-10-8-09.pdf>) provides implementation guidelines for the strategic alignment of academic and support units within Oregon State University. These guidelines call for the creation of four divisions: Arts and Sciences; Business and Engineering; Earth Systems Science; and Health Sciences. The Division of Arts and Sciences is comprised of three Colleges: Science, Education, Liberal Arts. The proposed mission of the Division of Arts and Sciences is to become the intellectual center of Oregon State University, answering the fundamental questions that underlie the natural sciences, the arts, the humanities, and the social sciences (Report to the Strategic Alignment/Budget Reduction Review Committee, Mar 15, 2010, <http://oregonstate.edu/leadership/sites/default/files/budget->

[documents/mar15-asdiv.pdf](#)). The Colleges of Science, Education, and Liberal Arts are currently undergoing internal college reorganizations with a proposed consolidation of education-focused departments across the university. The proposal also includes creation of a cross-disciplinary Center for Research in Lifelong STEM Learning. The Department of Science and Mathematics Education (SMED) within the College of Science is currently in a state of organizational transition with the ensuing uncertainty regarding the final organizational structure and form of the department. Our presumption is that the SMED will remain as a department within the new organizational structure and that SMED will continue to offer the existing graduate programs (PhD and Masters).

Even with this organizational uncertainty, the SMED faculty remain committed to their mission (developed on 2006) to “[b]etter understand and facilitate the variety of ways in which people of all ages and backgrounds engage in science and mathematics learning throughout their day and lifespan.” The faculty believes this mission is unique in that it is focused on investigating and supporting lifelong science and mathematics learning, which in turn supports all three Signature Areas of Distinction of the University. This mission is reflected in the three foci for their degree programs: K-12, College Teaching, and Free-Choice Learning.

b. Quality of students

The SMED has distinctly different degree programs: the PhD in science and mathematics education, the on-line Master’s degree for K-12, the online Free-Choice Learning Master’s degree, and the on-campus Professional Teacher Education Master’s degree. The “Applicant Characteristics” provided in the Self-Study Report (Table I, p. 12) reflects characteristics aggregated across students from all of the degree programs. Overall, the quality of the students appears to be high based on the average GPA of the matriculated students. It should be noted that students admitted to the Professional Teacher Education Master’s program are required to complete “teaching tests” administered by the Oregon Teacher Standards and Practices (OTSP) Commission (ORELA, CBEST and Praxis) by the end of September. Results of these tests may also be used to track the quality of the incoming students.

Over the past three years, 82% of the matriculated students have been female, and the students are predominately domestic (as would be expected for the K-12 and licensure programs). The Department does have a diversity initiative to recruit and retain students from underrepresented populations, and has submitted a proposal to use the Oregon Laurels Block Grant to provide scholarships to support the initiative. However, the Department does not appear to track underrepresented populations as part of the applicant characteristics. **It is recommended that the Department incorporate underrepresented populations into the applicant characteristics statistics, and begin tracking these statistics by degree program to accurately assess the diversity and quality of incoming students.**

Tables A1 and A2 in the Appendix to the report provide additional data on matriculation and graduation by program. As a whole, the numbers meet or exceed the current guidelines for numbers of students by program.

c. Admissions selectivity

The SMED has a well-defined process for selecting students into the PhD and Master's degree programs, requiring additional qualitative information beyond the university graduate admission requirements. None of the graduate programs require the GRE or other standardized exam as part of the admissions criteria. Students admitted to the Professional Teacher Education Master's program are required to complete tests administered by the Oregon Teacher Standards and Practices (OTSP) Commission, but these tests are not part of the admissions criteria. The admissions requirements for the licensure program are consistent with the requirements for licensure programs in the College of Education.

d. Level of financial support for students

The SMED has a limited number of internal scholarships and GTA/GRA positions that are available for their students. The stated goal of the faculty is to obtain a GTA/GRA position for each student within the PhD program. These positions offer full tuition support plus a monthly stipend. The Department faculty acknowledges that it is dependent on the availability of GTA/GRA positions in other departments to meet this goal.

Financial support for the Master's degree programs tends to come from scholarships, both internal to the SMED and external scholarship support available through the University and other Foundations and Organizations (see p. 19 of the Self-Study Report). The SMED students earned approximately 20 scholarships per year over the past three years, suggesting that approximately 25 percent of the students in the Master's degree programs earn some form of financial support.

e. Curriculum strength

The *School-based Master's for K-12* teachers and the *Free-Choice Learning* Master's are innovative programs, in that they provide advanced learning opportunities for persons through online offerings. The Free-Choice Learning program also addresses the unique needs of persons choosing to work in non-formal science and mathematics environments. Both degree options clearly are developing a national audience for OSU programs. Online advising materials, available at the Department's website, present sequences of required coursework for both degree options. Considerable efficiency is achieved by offering coursework required for both programs during the same semester.

The School-Based Master's for K-12 option provides an excellent venue for mid-career professionals to extend their understandings of science and mathematics teaching and learning and to build leadership capacity in these fields. This degree option enrolls about 30 science/mathematics students, according to the Department faculty. This number should be considered the maximum allowable given the faculty resources allocated to the program and the demands associated with project supervision and the oral examination. Department documentation indicates that only Drs. Van Zee and Niess provide program

leadership and they teach many of the program courses. They also work directly with students during the oral examination and project phases of the program. Even though the continuous enrollment of 30 students brings the program close to its carrying capacity, the program courses tend to enroll few students each semester. [Tracking trends in enrollment was made difficult by the absence of fall 2009 course data in Table 5 of the Self-Study Report.]

The Free-Choice Learning Master's option is at the forefront of programs that prepare individuals for working in free-choice science learning environments. However, the program enrolls few students. According to the Department faculty, only 17 students are enrolled in this degree option. Moreover, considerable overlap seems to exist among the three courses that constitute the option's primary strand, SED 582, SED 583, and SED 584, and the nature of the projects (i.e., SED 506) in which students engage may need further clarification.

Regarding both the School-based and Free-Choice Master's programs, the Department faculty expressed concern about the availability of online offerings that might be used to fulfill program requirements beyond those offered through the Department. They described the lack of available online offerings as a significant limitation in both programs. **It is recommended that efforts be made to communicate program needs to other departments that offer desired courses, such as History of Science and Mathematics Education, and work begun to develop online options for students.**

The *Professional Teacher Education Master's* program prepares grades 6-12 science and mathematics teachers for public and private schools. Overall, the program is well conceived and consistent with national recommendations and standards of science and mathematics teacher education programs. Entrance into the program is facilitated through prerequisite coursework completed during a student's undergraduate degree program or in the summer prior to beginning the program. Through this cohort program, students may seek subject matter endorsements in one or more science and mathematics content specializations. The program coursework, particularly that involving school-based experiences and the preparation and enactment of two Work Samples, is commendable. Interviews with students confirmed the strength of the program's cohort model, stating that the model provides a mechanism for student support and collaboration. The requirement of a history of science or philosophy of science course is also commendable. Unfortunately, a comparable learning experience seems not to be available for mathematics education students. Also seemingly missing from the program are significant opportunities for students to learn how to work effectively with grades 6-12 students from diverse cultural backgrounds and with special physical, emotional, and learning needs. **It is recommended that:**

- **a course equivalent to history of science or philosophy of science specifically targeted at mathematics education be made available for mathematics education students; and**
- **the program should provide opportunities for all licensure students to work with grade 6-12 students from diverse cultural backgrounds, as**

well as students with special physical, emotional, and learning needs, and to incorporate information on these students into coursework.

The admission of 20-26 students annually, as reported by Department faculty, brings into question the program's overall contribution to the State's need for grades 6-12 science and mathematics teachers. Is the program's production of teachers contributing substantially to the State's teaching population? If not, perhaps the program should be presented as a model program, one that is carefully studied by faculty and students, and whose innovative processes and outcomes are publicized in order to inform the national discussion on science and mathematics teacher preparation.

The PhD includes coursework in research methodology and research content that one would expect in a highly-rated science and mathematics education doctoral program. The inclusion of research methodology courses outside of the department is commendable, providing students with opportunities for gaining diverse perspectives relative to quantitative or qualitative research methodologies. Another strength of the program is the emphasis on science and mathematics learning opportunities from birth to death, reflecting the three program strands—K-12, college teaching, and free-choice learning—and an emerging trend in science and mathematics education programs. Apparently missing from the program is coursework that is related to expectations associated with many science and mathematics education positions in higher education, including science and mathematics teacher education, grant writing, program evaluation, and international education. Also, the Department's emphasis on the preparation and support of grades 6-12 teachers may provide less than an attractive learning environment for doctoral students interested in science and mathematics education in the elementary grades. **It is recommended that consideration be given to adding learning experiences in science and mathematics teacher education, grant writing, program evaluation, and international education to enhance the marketability of doctoral program graduates.**

The enacted curriculum, reflecting the expertise and interests of individual faculty, was a point of concern among students in the program. Students indicated that doctoral coursework is slanted by faculty expertise and interest. This sometimes adversely impacts the students' course learning experiences. Some students felt that instructors' interests sometimes led to focusing of courses on a narrow field that was outside of the interests of the students. **It is recommended that faculty members evaluate their predilections for teaching styles and content and assess the impact that they might have on student learning in doctoral courses.**

Moreover, faculty pointed out that two doctoral programs in mathematics education are offered at OSU, one by the Department of Science and Mathematics Education and a second by the Department of Mathematics. Conversations with the Science and Mathematics Education faculty suggest that overlap exist between the two doctoral degree options and students may be confused about the worth of the two degrees in terms of future employment. **It is recommended that the program faculty engage the OSU mathematics faculty in conversation about the relationship and overlap between the**

mathematics education doctoral programs offered in the two departments, with the conversation resulting in a statement that distinguishes the two doctoral degree options.

The Department's Self-Study Report does include information on the number of graduate student committees chaired by individual faculty members, but it would be helpful if the data were broken down by program. **It is recommended that the Department track workload by program more carefully.**

f. Quality of personnel and adequacy to achieve mission and goals

The Department faculty is highly qualified and well suited to fulfill the Department's mission to "Better understand and facilitate the variety of ways in which people of all ages and backgrounds engage in science and mathematics learning throughout their day and lifespan." In support of this mission, the faculty is distributed across the disciplines of science education and mathematics education to support graduate programs and engage in research that highlight the areas of K-12, college level, and free-choice learning within the two disciplines. Additional information on faculty productivity and awards is included in Appendix A.

With the repositioning of the Department within the College of Education, the Department faculty is anxious to carve out an identity within this emerging unit. The recent decision to appoint Dr. Larry Flick as the Associate Dean of Academic Affairs for the reorganized College of Education should serve to reduce the anxiety and provide the Department faculty with a voice in how the College is organized and the positioning of the Department within the College.

The Department faculty should work with colleagues in the recognized College of Education to address its short- and long-term goals. Support will likely be found across departments that make up the new College for a vision of lifelong education in STEM and other program areas and for integrating culture and linguistic diversity into coursework and other student learning opportunities. In addition, the Department faculty will want to be involved in the process that leads to the selection of a new Dean for the College of Education, ensuring that the hire understands the history of the Department and its important role in positioning the College as a unit in which research and efforts to garner external funding for scholarly endeavors is highly valued and rewarded.

The Department's faculty is well positioned to provide leadership to the creation of a Center for Research on Lifelong STEM Learning. The Department's goals to establish the Center would leverage the talents of scholars across the OSU campus to build core partnerships and serve to re-conceptualize the meaning of STEM learning at OSU. Great care must be taken to consider the mission of the Department in creating the Center so as not to identify an elite group of scholars and in so doing alienate Department and College of Education faculty and students not invited to affiliate with the Center. If all Department faculty members will be invited to affiliate with the Center, as suggested on page 102 of the Department's Self-Study Report, then it may be possible to allow the Department to serve the function outlined for the Center, at least for the short-term and until the College of Education is fully operational. Faculty from OSU units could be

identified as adjunct Department faculty and potential collaborators could be identified as Departmental partners. A true advantage of the Center organization would be to provide emphasis across the STEM disciplines, with attention to engineering and technology that are not noted in the Department's current science and mathematics education degree programs. Creation of the Center will likely raise OSU's profile as a leader in STEM education. **It is recommended that the Science and Mathematics Education faculty pursue the establishment of a university-wide Center for Research on Lifelong STEM Learning, but be mindful of the impact of Center affiliation on both opportunity for and productivity of faculty and students.**

g. Level and quality of infrastructure

The OSU Libraries provide more than adequate support to the Department. Faculty and students cited no problems with securing books, monographs, and journal articles needed for coursework and research. Faculty offices, classrooms, and conference rooms are located on the second floor of Weniger Hall, with a graduate student office and the shared Departmental office on the third floor. Space in Weniger Hall is marginally sufficient for the needs of the Department. Computers and other forms of technology used for instruction and research seem to be adequate for current needs. However, plans for the regular updating of these items that do not rely exclusively on the faculty's ability to secure external funds should be put in place.

The Department's classrooms, laboratories, and conference rooms are in disparate need of new furnishings and updating. Tables and chairs used by students in the Department's classrooms and laboratories are mismatched and in disrepair. Window blinds and overhead lighting fixtures in the Department's classrooms, conference rooms, and laboratories are old and some are broken. Graduate student offices, particularly those on the third floor, are in need of remodeling. Electrical and Internet cables need to be permanently mounted and heating ductwork repaired. **Special attention should be given during the planned move to Education Hall to ensure adequate physical office space is available for both faculty and graduate students.**

The financial resources available to support the Department seem to be adequate, in large measure due to the faculty's ability to secure external funds through grants and the income generated through online courses. According to the faculty, no funds are available from the College of Science for instructional supplies and materials and computer technology. Purchases needed to support the instructional and research missions of the Department require the use of funds from other sources. The level of support provided Department faculty and students to attend professional meetings and the sources of any support were not disclosed during the panel's site visit or in the Department's Self-Study Report, although subsequent communication revealed that there is little, if any, university support.

h. Quality of organizational support

The Department is currently positioned as a unit of the College of Science, with Dr. Larry Flick as the Chair. It has received strong support from the Dean of the College of Science, Dr. Sherman Bloomer. Evidence of this strong support includes approval for

recent faculty hires, the Department's use of space in Weniger Hall, and Dr. Bloomer's decision to maintain control of all science and mathematics education faculty lines as the Department is repositioned within the College of Education. The Department faculty feels most comfortable with Dr. Flick serving as Chair and the leadership that he has provided for programs, faculty and students. As Dr. Flick has recently been named the Associate Dean of Academic Affairs for the reorganized College of Education, the Department faculty may wish to learn more about how this new appointment will influence his role as Department Chair. Dr. Flick will want to clarify the relationship between these two roles—Department Chair and Associate Dean—and alert faculty to how his position as the Associate Dean will influence his administrative and instructional duties within the Department.

The level of organizational support provided to the Department as a unit of the College of Education is unknown at this time. While it seems reasonable to assume that the Department faculty will remain stable, it is unclear how instructor positions, those of visiting scholars, and office support staff will be situated within the new College. These matters will need to be negotiated with the new Dean of the College.

Productivity

a. Level and quality of student performance

Currently there are more than 100 graduate students, most of whom are in the master's programs. There are two MS degrees in mathematics and in science education, each of which has three concentrations: a grades 6-12 teacher licensure program and two online programs, one of which is focused on free-choice learning. There are also two doctoral programs in mathematics and science education, respectively, which combined have about 30 active students.

To indicate the level of the productivity and performance of the students, the Department's Self-Study Report listed their awards and honors for the past five years. Most of these take the form of tuition support from university sources. This support often averages over \$100,000/year, suggesting that the program's students are competitive financially with other programs.

Five members of the faculty submitted reports of student scholarly work, and the panel was not able to determine whether these works were the products of doctoral or master's students. The panel estimated that there were 32 different students who reported at least one presentation, with some students having many presentations involving multiple faculty members. It would have been helpful to have lists for individual students, indicating whether they are doctoral students or master's students. But it does appear that the faculty actively involves graduate students in their research activities.

b. Level and quality of faculty performance

Assessment of faculty performance was hindered by a lack of summary data within the Self-Study Report. For most of the categories – grants and contracts, awards and honors, and professional service and leadership – the report simply referred the reader back to the faculty vitae. Unfortunately, it is beyond the scope of the committee to provide these summary reports. The Department did provide summary information on request (see Appendix A). **It is recommended that the Department compile summary performance data to allow for a more informed assessment of the level and quality of faculty performance for future reports.**

However, the Self-Study Report did include two measures of faculty performance. First, the Report indicated that the program faculty is ranked 9th in the nation out of 375, but checking the website revealed that (a) the 375 was for all universities offering PhD programs, and it is not clear how many Science and Mathematics Education graduate programs are represented in the 375 and (b) the z-score (-.52) presented at the website suggests that the Department's productivity rate was slightly below the mean (<http://chronicle.com/stats/productivity/page.php?year=2007&institution=3008&byinst=Go>). Nonetheless, being in the top ten in the nation among Science and Mathematics Education programs is certainly very respectable.

Second, the Self-Study Report also included a table of financial resources to support the program. The table showed that program faculty had almost \$4 million in current grants (see p. 57), which is also very respectable.

c. Viability of the scholarly community for students

The cohort model for the on-campus teacher licensure program appears to work very well. Conversations with students suggest that they are actively engaged in coursework and school-based experiences and supportive of each other.

Unfortunately, none of the online master's students called in during the scheduled teleconference, so the panel was unable to directly assess the effectiveness and needs of that community. The faculty expressed acute awareness of the relatively small number of faculty available to serve students enrolled in the free-choice learning program, and felt that more faculty lines are needed to adequately support this degree option.

The doctoral students appeared to be more disparate in their feelings of connectedness to each other and to the department. One student, a GRA, kept office space in her mentor's lab located across campus from the department, and felt somewhat isolated. This may be an endemic problem for programs that have faculty scattered across departments. Nonetheless, the graduate students seemed reasonably content, but noted three major concerns. First, a relatively few number of faculty shouldered most of the burden for the doctoral students; having a greater number of faculty available as primary mentors would provide for greater diversity of opportunity. Second, students complained about the quality of some of the lectures, observing that the faculty sometimes provided

information about new learning approaches and techniques but did not always apply them. Third, stability of funding was a concern for these students. Indeed the Department Chair, Larry Flick, mentioned that there are few dedicated GTA for the doctoral students, and the rest were provided from contributing departments on an *ad hoc* basis or through grant funding secured by Department faculty. The students do appear to enjoy a fairly high level of GRA support. Of these three concerns, the panel saw the heavy burden of doctoral student supervision as a potential weakness to the program. **It is recommended that faculty monitor individual supervision loads and work to equalize the loads over the entire faculty or advocate for additional faculty lines.**

Outcomes

a. Professional viability of graduates

Doctoral students in the program have completed a variety of dissertations that represent current issues facing education in the K-12, collegiate, and community setting. They appear to be well prepared for a variety of leadership positions in their chosen fields.

The graduates of the on-campus teacher licensure master's program are often placed in local schools for their student teaching. It seems from the data presented in the Self-Study Report that many are also hired in these districts. Although the Report did not provide retention data for these teachers, judging from the experience of the Corvallis School District, there is longitudinal success for those teachers hired. **There needs to be data gathered on an ongoing basis regarding the career success for all graduates. This information should be collected and evaluated for programmatic improvement.**

b. Satisfaction of students and graduates

The doctoral students interviewed by the panel seemed satisfied with their financial support despite information provided by the College of Science when they surveyed all doctoral students. There is a clear request that the students be more involved in the decision-making processes related to financial support.

Students also noted that advising is an important consideration during the first year of doctoral work and would like to have improvements made in their advising. Students interviewed by the panel stated that perhaps the advisors are over-extended. Conversations with faculty suggested that two professors are primarily responsible for advising students before students identify major professors to supervise their examinations and dissertation work. Even with relatively light teaching loads, the burden of advising was recognized as contributing significantly to the workload of the two professors. In particular, some doctoral students lamented the lack of a daily presence with their advising professor. However they were very aware of the quality of the advisors and their positions in the "forefront" of the field. **It is recommended that the process of first year doctoral advising be studied, with the inclusion of student input,**

and improvements be made to the advising process based on the findings of the study.

The doctoral students interviewed seemed to agree that some of their courses were not as engaging as they would like. The observation was that the instructors often talked about “best practices” but sometimes did not utilize these practices in their own instruction. A positive note that the students also agreed upon was the appreciation of the hands-on and research portions of their coursework. Also noted was a desire to see the coursework in the doctoral program more aligned with the actual research work the students were doing, so that these were mutually supportive.

Master’s students enrolled in the 6-12 licensure option are usually with the program only a year. The review panel interviewed several of the students enrolled in this degree option, which is a partnership with the OSU College of Education. The students reported that their classes are adequate. Many teaching candidates enjoyed the school-based experience of their program and were pleased with efforts made to secure placements for them close to their homes. It was clear that the program’s cohort structure was a popular strength of the 6-12 licensure option for the students. The students highly valued their relationships with one another and the professors. They were happy with the quality of their supervising teachers and the schools and classrooms in which they were placed. They unanimously reported feeling very well prepared for a teaching career.

c. Rankings/ratings

The OSU science education faculty was ranked 9 out of 375 for scholarly productivity, according to information provided in the Self-Study Report. This is evident in the amount and quality of research experience their students enjoy. However, the ranking is of all universities offering PhD programs, and it is not clear how many Science and Mathematics Education graduate programs are included in the ranking.

Recent NCATE and TSPC accreditation processes were successfully completed. There were recommendations around data collection and diversity in these reviews, which are being addressed. **It is recommended that data collection and analysis should extend beyond teacher candidates enrolled in the grade 6-12 licensure option and include all program graduates.** This would be especially useful for evaluating the relatively new and unique Free-Choice Learning degree options.

Conclusion

The overall recommendation of the panel is, given the pending repositioning of the Science and Mathematics Education Department within the College of Education, that the graduate program be restructured. Restructuring efforts should highlight the pivotal role of the Science and Mathematics Education Graduate Program to the formation of a research-focused College of Education and the significant value of establishing a university-wide Center for Research on Lifelong STEM Learning. Steps to improve the

Program are presented in the Summary of Findings as well as the Detailed Report above and include the following:

- Work with OSU Departments to develop online variants of desirable courses for inclusion as options in the online MS degree programs.
- Encourage the development of a course for mathematics education students that is equivalent to the history of science or philosophy of science courses available to science education students.
- Provide opportunities for all licensure students to learn about and work with 6-12 students from diverse cultural backgrounds and with special physical, emotional, and learning needs into courses and school-based experiences.
- In support of the Program's doctoral degree options,
 - (a) consider adding learning experiences in science and mathematics teacher education, grant writing, program evaluation, and international education to enhance the marketability of graduates;
 - (b) encourage faculty members to evaluate their personal pedagogical predilections and the impact that they might have on student learning in doctoral courses;
 - (c) distinguish between the mathematics education doctoral programs offered in the Department of Mathematics and the Department of Science and Mathematics Education; and
 - (d) Establish a consistent policy for doctoral student advising based on input from students and faculty.
- Pursue the establishment of a university-wide of Center for Research on Lifelong STEM Learning, but be mindful of the impact of Center affiliation on both opportunity for and productivity of faculty and students.
- Track faculty workload by program.
- Develop a plan and secure support from the Deans of the Colleges of Science and Education to regularly update computers and other forms of technology used for instruction and research.
- Collect, analyze, and report on an ongoing basis data on completion rates, time to completion and placements of all graduate students. Also, provide annual student reviews and summary evidence of faculty performance.

Appendix to the Graduate Program Review, January 2011

Department of Science & Mathematics Education

Table A1. Number of Matriculated Graduate Students by Degree Level, Concentration and Year

| | Concentrations in PhD | | PhD | Concentrations in Licensure | | MS Licens. | Concentrations in Online MS Program | | | MS Online |
|------|-----------------------|----------|-------|-----------------------------|--------------------|------------|-------------------------------------|----------------|-----------------------|-----------|
| Year | PhD Math | PhD Sci. | Total | MS Licens. Math | MS Licens. Science | Total | MS K12 Math | MS K12 Science | MS FCL Math & Science | Total |
| 2005 | 2 | 2 | 4 | 9 | 22 | 31 | 6 | 7 | 0 | 13 |
| 2006 | 3 | 3 | 6 | 7 | 24 | 31 | 6 | 5 | 0 | 11 |
| 2007 | 2 | 3 | 5 | 8 | 19 | 27 | 5 | 12 | 0 | 17 |
| 2008 | 2 | 5 | 7 | 8 | 18 | 26 | 14 | 5 | 4 | 23 |
| 2009 | 0 | 2 | 2 | 4 | 19 | 23 | 15 | 10 | 9 | 34 |
| 2010 | 2 | 4 | 6 | 4 | 9 | 13 | 5 | 9 | 7 | 21 |

Table A2. Number of Graduates by Degree Level, Concentration and Year

| | Concentrations in PhD | | PhD | Concentrations in Licensure | | MS Licen. | Concentrations in Online MS Program | | | MS Online |
|------|-----------------------|-----------|-------|-----------------------------|-------------------|-----------|-------------------------------------|----------------|-----------------------|-----------|
| Year | *PhD Math | *PhD Sci. | Total | MS Licen. Math | MS Licen. Science | Total | MS K12 Math | MS K12 Science | MS FCL Math & Science | Total |
| 2005 | 0 | 2 | 2 | 9 | 22 | 31 | 7 | 7 | 0 | 14 |
| 2006 | 4 | 4 | 8 | 6 | 20 | 26 | 4 | 9 | 0 | 13 |
| 2007 | 2 | 5 | 7 | 9 | 20 | 29 | 3 | 5 | 0 | 8 |
| 2008 | 5 | 3 | 8 | 8 | 19 | 27 | 6 | 1 | 1 | 8 |
| 2009 | 2 | 1 | 3 | 4 | 18 | 22 | 2 | 1 | 0 | 3 |
| 2010 | 0 | 2 | 2 | 4 | 10 | 14 | 2 | 4 | 3 | 9 |

* Within the math and science concentrations, students elect specific course work in either K12 teaching, collegiate teaching, or free-choice learning.

Faculty Performance

Current external funding by SMED faculty averages about \$150,000 per FTE and has been increasing each of the last five years. Faculty receives the majority of funding from NSF, NOAA, Department of Education, and the Noyce Foundation. A cursory examination of vitae suggests that each year tenure-track faculty (5.5 FTE) publish about 25 first-author peer-reviewed papers or chapters. Many more papers are published where faculty are not the first author. Each year, tenure-track faculty successfully competes for peer-reviewed presentation slots at major international conferences, in their respective fields.

Faculty Honors and Awards

Faculty members are recognized locally and nationally for their work. It is hard to summarize the general nature to these awards. Faculty are recognized for both scholarship and leadership within their profession. Below is a sample of awards over recent years.

Dr. Shawn Rowe received the 2011 Emerging Scholar Award from the OSU chapter of Phi Kappa Phi.

The American Association of Colleges recognized Dr. Rebekah Elliott and her collaborative team with the 2010 award for Outstanding Paper in the *Journal of Teacher Education*.

Dr. John Falk and Dr. Lynn Dierking were presented with the *John Cotton Dana Award for Leadership* at the American Association of Museums meeting in L.A. 2010.

Dr. John Falk appointed to the Governor's Task Force on No Oregon Child Left Inside as Oregon University System representative, 2009.

Dr. Larry Flick received the Fred Fox Distinguished Service to Science Education Award from the Oregon Science Teachers Association, 2007.

Draft

Graduate School Strategic Directions

NOTE!!! This is a very preliminary overview of the kinds of directions and investments that the Graduate School Leadership team is considering. **We need input from others** including the Graduate School staff, Graduate Council, Grad Program Directors, Advisers, students and stakeholders to develop a strategic plan. This is a very early first step to understand issues, hear new ideas, set goals, and plan tactics to achieve those goals. The information herein reflects ideas generated from discussions that the Grad Dean has had with the following:

- President Ray
- Provost Randhawa and Vice-Provost Warner
- All academic deans and several Associate Deans
- Dean of Students, Mamta Accapadi
- Vice Provost for International Programs, Sunil Khanna
- Vice President for Research, Rick Spinrad
- Vice Provost for Informational Services, Lois Brooks
- INTO leadership, Amy McGowan and others
- Grad School Leadership
- Graduate Women's Network staff, Beth Rietveld
- Selected graduate students (I am having lunch with 5 students each week)
- Gita Ramaswamy, Director of Assessment
- Bella Bose, EECS
- Affirmative Action Office, Roni Sue
- CGE Leadership
- Director, Human Resources, Jacqueline Rudolph

I will be meeting with

- Graduate program directors and department Heads, by Division
- Graduate Council now and repeated meetings (or a sub-committee) who will help to craft the 5-year plan
- Additional Graduate Students
- Grad Deans at PSU, U of O and WOU
- OSU Foundation

Financial resources available and funding models

Based on our current budget allocations and expenditures we have approximately \$250-\$300k in recurring funds that we should invest strategically in new, long-term initiatives (positions or other recurring efforts) and another \$150-250k per year that we should be spending from our carry over (non-recurring) to make short-term impacts in high return investment areas.

Funding models and administration of existing and future Interdisciplinary programs should be reconsidered. E.g., a shared funding model (Central with Colleges and Ecampus where appropriate) and administratively housed in a home department.

We will be coordinating with the Foundation and Academic Deans to raise money for Scholarships and Fellowships.

Strategic priorities – more background information is needed. For instance, understand how Graduate Programs in peer institutions are structured and function. Have a GRA research all programs offered among our peers and compare theirs to ours. What follows are some initial ideas for short-term improvements. **I need YOUR feedback on areas that we should be considering.**

- A. Recruitment
 - Coordinate efforts among degree programs
 - Focus on those areas with capacity for growth: non-thesis programs and Provost-initiative hire areas.
 - Coordinate with University recruitment efforts, Admissions, Marketing and INTO
- B. Admissions
 - Go paperless in nearly all that we do -- digital transcripts, etc. Coordinate with COB, others.
 - Academic standard = 3.0 gpa; find processes to allow students to meet other competencies.
 - English training through INTO for international students with inadequate English abilities
 - Bacc core training through classes – work with others to identify a path for international students.
- C. Student quality
 - Provost's Fellowships and recruitment – ensure access to all programs
 - Identify, recruit and retain the best and brightest
- D. Enrollment
 - Acquire a list of the new Faculty hires and their areas of expertise – Project potential number of new students as a result of Provost-initiative hires in each grad program – develop an alignment matrix.
 - Grad programs to sunset or restructure -- identify them – e.g., Entomology
 - Interdisciplinary programs to grow – Conservation Biology, Plant Sciences, Environmental leadership, Public Policy(?), Climate Change Science
 - Professional degree growth capacity – develop predictions for future enrollment/capacity. e.g., PSM, MBA, MPP, MPH, MNR, etc. Coordinate recruitment efforts
 - Begin working with Ecampus to assess capacity for growth of graduate degree programs, especially non-thesis degrees.
 - INTO -- internationalization; reduce redundancy among Graduate School, INTO and International Programs office
- E. Time to completion: what are best practices? Assess effectiveness of the continuous enrollment policy. Compare what we do to others. What works best?
- F. Assistantships and scholarships
 - Complete plans to offer a Graduate Teaching Certificate
 - Initiate Foundation efforts around scholarships, fellowships and travel grants with academic Deans

- Align strategic goals for Graduate School with the Research Office and theirs with ours to ensure support for students and post-docs while increasing research capacity
 - Provide incentives for faculty to support PhD students on grants.
- G. Diversity support/enhancement
- Invest in additional diversity recruitment scholarships each year
 - Monitor other diversity efforts and hold programs accountable for investments
- H. Internationalization -- align our strategic goals with INTO and theirs with ours

Space

Request a space audit for the Graduate School and consider how we might arrange ourselves as new people and duties are added.

Professional development

- Staff – Banner, IT, and other training opportunities
- Students –grants, writing, teaching certificate, ethics, value-added training
- Advisers – DPD training; mentoring workshops

Assessment/Accreditation

- Grad Program Review aligned with certification reviews -- reduce redundancy
- Data capture from Banner and on-line documents to assess metrics regularly
- On line exit interviews – adaptive management process; nearly complete.
- Alumni tracking – outcomes assessment. Work with Alumni Association

Possible new positions and investments

New or replacement positions

- Support Staff position (1.0 FTE)
 - Research Office Liaison and Post-doc program oversight (0.5 FTE)
 - Associate Dean replacement (6 mos.) while Fisk is on sabbatical leave
 - IT Technical support (1.0 FTE)
 - Student Intern (0.49 FTE GRA)
 - Recruitment – PD needed; must coordinate with others
- Others????

Possible Investments

Highest Priority by Grad School leadership

- Travel grant (leverage from ASOSU and departments; 10 per term)*
- Web improvements*
- Mentoring and workshops (e.g., Hugh Kearns & Peter Fiske)*
- Develop a “Craigslist” – like site for available TAs; coordinate with the Career Center*
- Revive the proposed TA Certificate Program*
- Continue and Expand Faculty Mentoring*

Other possibilities

- Increase our opportunities for Diversity Fellowships
- Fund and instructor for an expansion of the Ethics course IST520X (1 cr.) to all terms
- Professional Development for Faculty and Staff
- Training in Patent Development
- Campus Visit/Orientation improvements
- Preparing future faculty
- Grant/Dissertation Writing Program
- Summer Research Experience for Undergraduates Program
- Difference, Power and Discrimination training for Grad Advisers
- Develop and support new Interdisciplinary Programs
- Others???

PROGRAM

**Proposal for Delivery of an Existing OSU Program at OSU-
Cascades.**

MAT name change

Submit proposals to: Office of Academic Programs and Academic Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/MOUs/mou.html>.
Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence,
Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Title of Program (include if it is a major, minor, option or certificate)

Effective Date:

Master of Arts Teaching in Humanities

2011

Department/Program:

College:

Teacher and Counselor Education

Education

I have reviewed and approve this proposal:

Corvallis-Based Faculty and Administration

Cascades-Based Faculty and Administration

[Signature] *5/4/11*
Sign (Dept Chair/Head; Director) Date

[Signature] *9/21/11*
Sign (Dept Chair/Head; Director) Date

[Signature] *5/4/11*
Sign (Dean of College) Date

[Signature] *4/21/11*
Sign (Dean of OSU-Cascades)

Sign (Dean, Graduate School- If Grad program)

Sign (CEO of OSU-Cascades)

Oregon State University-Cascades
Proposal to Alter an Academic Program
Executive Summary

OSU-Cascades, in consultation with the Oregon State University College of Education, requests a change in the name of the existing Master of Arts in Teaching (MAT) in Language Arts Education degree to a Master of Arts in Teaching in Humanities. The MAT program prepares students for licensure to teach in middle and high schools throughout Oregon and the nation. The two endorsement areas in which students may concentrate are social studies and language arts. The current degree name (“in Language Arts Education”) does not accurately reflect the scope of preparation our graduates receive. Furthermore, school districts are increasingly moving to an interdisciplinary model of teaching English and social studies, particularly in the middle levels. An MAT in Humanities more accurately reflects the knowledge content, theoretical foundation, curricular study, and pedagogical formation found in the MAT program.

**Oregon State University
Abbreviated Category I Proposal
Rename: MAT in Language Arts Education to
MAT in Humanities**

**CPS Tracking #81959
April 2011**

**Institution: OSU-Cascades
College/School: College of Education
Department/Program: Teacher and Counselor Education (TCE)
CIP Code: 131399**

CIP #: 131399

Title: Teacher Education and Professional Development, Specific Subject Areas, Other.

Definition: Any instructional program in teacher education, specific academic and vocational programs not listed above.

(Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)

1. Program Description

- a. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

OSU-Cascades, in consultation with the College of Education in Corvallis, proposes to change the name of the existing Master of Arts in Teaching (MAT) in Language Arts Education degree to a Master of Arts in Teaching in Humanities.

The OSU-Cascades program prepares educators to teach in the language arts and social studies, and the current term “Language Arts Education” does not adequately describe the scope of preparation our students receive. An MAT in Humanities would more accurately reflect the graduating student’s content knowledge, theoretical foundation, curricular study, pedagogical formation, and objectives of our program. Schools in Central Oregon, as well as around the country, are emphasizing interdisciplinary work in humanities, expecting language arts and social studies teachers to collaborate and coordinate the curriculum and instruction. Preparing language arts and social studies teachers together in a Humanities MAT, similar to the manner in which science and math teachers are prepared, promotes such collaboration.

The MAT program at OSU-Cascades also provides required coursework and experiences for Oregon Initial I Teaching Licenses in language arts and social

studies with an ESOL emphasis. The full-time, 14-month program begins each June and concludes in July of the following year. The OSU-Cascades' Master of Arts in Teaching program is approved by the Oregon Teacher Standards and Practices Commission and is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). All courses are resident courses taught on the OSU-Cascades campus.

| |
|---|
| <p style="text-align: center;">Proposal Summary: Rename</p> <p style="text-align: center;">M.A.T. in Language Arts Education to M.A.T. in Humanities</p> <p style="text-align: center;">OSU-Main and OSU-Cascades</p> <p><u>NEW</u></p> <p>M.A.T. in Humanities (CIP #: 131399)</p> <p><u>TERMINATE:</u></p> <p>M.A.T. in Language Arts Education (CIP#: 131305)</p> |
|---|

- b. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The academic preparation of the OSU-Cascades' MAT students already reflects a Humanities perspective. There will be no change in admission requirements, student learning outcomes and experiences, or advising structure and availability. The objectives, functions, and activities of the existing program are not changing as a result of, or in conjunction with, this name change.

MAT in Humanities Proposed Curriculum Total: 67 hours:

TCE 507 (2) Seminar: Issues in Teaching Language Arts/Social Studies
TCE 509 (3) Practicum: First Authorization (including Sept experience and work
TCE 510 (13) Internship: Student Teaching– Second Authorization (work sample)
TCE 512 (3) Psychology of the Adolescent
TCE 520 (3) Classroom Management and Discipline
TCE 523 (3) Strategies & Organizational Structures for the Mid Level (content specific with technology integrated)
TCE 525 (4) Curriculum Implementation & Instructional Strategies for High School (content specific with technology integrated)
TCE 524 (2) Teacher as Reflective Practitioner (capstone
TCE 528 (3) Using Assessment to Improve Instruction
TCE 545 (3) Planning Curriculum Aligned to Standards (content specific with assessment integrated)
TCE 549 (3) Teaching in a Differentiated and Diverse Classroom
TCE 572 (3) Theoretical Foundations of Language Acquisition (ESOL endorsement)
TCE 573 (3) Instructional Approaches for P-12 English Language Learners (ESOL endorsement)
TCE 576 (3) Language Policy Issues in Bilingual/ELL Education (ESOL endorsement)
TCE 593 (3) Reading and Writing in the Middle and Secondary School

TCE 599 (3) Special Topics: Linguistics for Bilingual/ELL Teachers (ESOL endorsement)

TCE 599 (2) Special Topics: Contemporary Issues for Rural Education

ENG 5XX (8) Graduate level coursework in Subject Area Specialization

- c. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

All coursework is delivered on campus. All classrooms are multimedia equipped. The student teaching practica provide additional learning experience and opportunities to utilize technology.

- d. Ways in which the program will seek to assure quality, access, and diversity.

The proposed name change does not affect quality, access, or diversity. Quality is formally assessed and assured at various points throughout the year: meeting prerequisites for admission, conducting formal observations throughout the year (based on National Council for Accreditation of Teacher Education standards and requirements), assessing academic performance, and passing several national and state licensure examinations.

Students must demonstrate the following criteria prior to admission:

- **Completed bachelor's degree;**
- **Minimum GPA of 3.0 in the last 90 quarter hours of graded undergraduate work and all work completed thereafter;**
- **Three letters of recommendation;**
- **Competence in language arts and social studies;**
- **At least 60 verified hours observation or experience working with middle or high school age students (preferably in a public school)**
- **Demonstrated effectiveness in literacy skills;**
- **Sincere and appropriate desire to become a public school teacher and an understanding of the demands placed on a teacher;**
- **Professional disposition;**
- **Satisfactory answers to "good conduct" questions as required by the Oregon Teacher Standards and Practices Commission (TSPC).**

In addition, we ask that students complete, as prerequisites, the following courses or an equivalent:

TCE 499: Special Topics: Civil Rights in Education (2 credits)

TCE 560: Research in Learning (3 credits)

TCE 599: Special Topics: Professional Formation (1 credit)

Students must receive a "B" grade or higher in each class.

Testing Requirements

Prior to entering the MAT in Language Arts Education program in June, all students must take and pass the California Basic Education Skills Test (CBEST) OR all three subtests of the PRAXIS PPST. In addition, Cohort members must pass the Oregon Educator Licensure Assessment Multiple Subjects Examination (ORELA MSE) Subtests I and II, the ORELA Civil Rights exam, and the NES exam for Language Arts or Social Studies by deadlines specified throughout their resident year.

While admission is selective, the OSU-Cascades MAT program accepts candidates who meet the above criteria and who demonstrate experience working in diverse settings.

- e. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The current cohort has 13 FTE students. OSU-Cascades anticipates awarding 18 MAT in Humanities degrees per year over the next five years. We utilize a Cohort model from June to July (5 terms). Enrollment limitation would be subject to staffing requirements prescribed by NCATE and funding availability. Prospective students will be selected through the criteria outlined above with particular attention paid to academic ability, depth of knowledge in content area, experience with middle and high school students, and dispositional characteristics that indicate the likelihood of professional success in the classroom.

- f. Expected degrees/certificates produced over the next five years.

90 degrees are expected to be awarded over the next five years.

- g. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

This full-time program serves resident, full-time, traditional and non-traditional (mid-career changing) students.

- h. Adequacy and quality of faculty delivering the program.

All faculty involved in delivering the academic program have been approved by the Graduate School at OSU. Everyone holds an earned Masters, Ed.D., or Ph.D.

- i. Faculty resources – full-time, part-time, adjunct.

Full time:

Jay Casbon, Ph.D.

Carolyn Platt, Ph.D.

Part time:

Dennis Lynn, Ph.D.,

Adjunct:

Phil Hoffman, Ph.D.; Cate Denson Hill, MA; Laura Sugden, MA; John Nehl, MA; Ann Allred, MA.

- j. Other staff.

University Supervisors: Student teaching field placement evaluators 2, part-time (Headcount)

Placement Coordinator: 1 fulltime, shared with other programs

Licensure and Administrative Coordinator: 1 fulltime, shared with other programs

Educational Librarian: 1 fulltime, shared with other programs

- k. Facilities, library, and other resources.

Classrooms and support facilities are already in place in the OSU-Cascades building. All classrooms are multimedia equipped. The educational library is incorporated into the Central Oregon Community College/OSU-Cascades Library.

- l. Anticipated start date.

Academic year 2011-2012.

2. Relationship to Mission and Goals

- a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

The proposed name change has been discussed and supported by faculty and administrators at OSU-Cascades and in the College of Education on the main campus. The College of Education at OSU understands that this name change will apply to any MAT degrees awarded on main campus as well. As a branch campus of a land grant university, OSU-Cascades communicates with and responds to the communities comprising Central Oregon. Extensive discussions with the seven regional superintendents demonstrate support for the proposed name change. (See Letters of Support)

- b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

The proposed name change dovetails with OSU-Cascades' strategic priorities and signature areas of focus. The graduate programs in TCE meet the need of the Central Oregon educational community and provide the means for educating the population east of the Cascades. As stated above, OSU-Cascades MAT degree to supports the community's educational and workforce needs. The community, both students and school districts, supports this requested name change. (Letters of Support)

- c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

Until the commencement of OSU-Cascades, Central Oregon's rapidly growing population had been underserved in higher education. The Department of Teacher

and Counselor Education (TCE) has filled a large gap in the need for Central Oregon educators. OSU-Cascades' TCE continue to strive to meet the needs of our school districts and respond to their request for training and professional support where we can. The proposed degree name change to an MAT in Humanities is one such important step.

- d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

The presence of OSU-Cascades, OSU's first branch campus, is addressing the educational and workforce needs in Central Oregon which had been severely underserved until the inception of OSU-Cascades.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The OSU-Cascades MAT program, in affiliation with the College of Education on main campus, is nationally accredited through the National Council for Accreditation of Teacher Education (NCATE), as well as regionally accredited through the Northwest Commission on Colleges and Universities (NWCCU). Additionally, OSU-Cascades is approved to offer professional licensure by the Oregon Teacher Standards and Practices Commission (TSPC).

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

This program meets all of the standards set by its national and state accrediting bodies.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The program already is awarded accreditation. The proposed name change will not affect accreditation or licensure in any way.

4. Need

- a. Evidence of market demand.

OSU-Cascades works in close partnership with the six Central Oregon school districts, the High Desert Educational Services District, and Central Oregon Community College. We seek to change the name of the MAT in Language Arts Education program to bring it in line with the strategic plans of our school districts, which hire our graduates. School personnel expect the educational preparation and practicum experiences of language arts and social studies teacher candidates to demonstrate interdisciplinary competence in the humanities.

We have had extensive discussions with the superintendents and senior administrators of each school district. There is consistent and vocal support for OSU resident graduate programs, including the MAT in Humanities, in teacher education for Central Oregon by regional superintendents, teachers, school boards, and community patrons. Please see the attached letters of support.

- b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There is no other OUS resident teacher education program in Central Oregon.

- c. Manner in which the program would serve the need for improved educational attainment in the region and state.

Situated on the OSU branch campus that serves Central Oregon, OSU-Cascades' MAT program is congruent with the mission, goals, accreditation, and strategic plan of Oregon State University and its College of Education.

- e. Manner in which the program would address the civic and cultural demands of citizenship.

As preparers of future public school educators, the OSU-Cascades' MAT program integrates issues of civic and cultural demands of citizenship in its teaching philosophy and expects its graduates to demonstrate and instill these qualities every day in the students with whom they work.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

As part of NCATE and TSPC accreditation, the OSU-Cascades' MAT program conforms to the rules and regulations driving an outcome-based learning experience. Learning outcome standards from NCATE inform the student academic and practicum experiences. The values and standards that form the core of the conceptual framework for the MAT include knowledge and demonstrated competence in ethics and professionalism, reflective teaching, lifelong learning, and ability to meet the needs of diverse learners. Teacher candidates in the MAT program must demonstrate competency in subject knowledge, pedagogy, professional skills and dispositions in

order to achieve a diploma and be recommended for teaching licensure. The learning outcomes in each of these categories are quantified and reported to NCATE, the OSU College of Education, and TSPC annually. The proposed name change to MAT in Humanities will not affect the learning outcomes in any way.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Multiple assessments of student performance occur throughout the program, which in turn, are reviewed and used to improve the curriculum and instruction. OSU-Cascades submits each syllabus for alignment with the appropriate department on OSU-main campus. We review student evaluations and hold faculty meetings to align and assess course content and student teacher preparation for the middle and high school classrooms. Our field supervisors, who are in the public schools observing our student teachers, bring a professional and community perspective to the program. OSU-Cascades works closely with the Cooperating Teachers, who also evaluate the student teachers on instructional preparation and professional formation. NCATE accreditation requires an annual analysis and reporting of program and student data which the department uses to improve curriculum and instruction.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

In addition to a required grade-point average of 3.0 in all courses, each student must produce two work samples and a Professional Portfolio (complete with oral exam), which meet NCATE and TSPC standards of competence in key areas of teaching. Throughout the student teacher practicum, six formal observations by the university supervisor, six formal observations by the cooperating teacher, and five three way evaluations (student teacher, cooperating teacher, and university supervisor) are conducted. National and state exams certify subject area competence. All of this is considered before recommending program graduates to TSPC for licensure. We provide annual reports on the program and on each student to TSPC and NCATE. The proposed name change to MAT in Humanities will enhance marketability for our graduates and not impinge on performance indicators.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

OSU-Cascades adheres to the same benchmarks and metrics that are expected for faculty on the main campus concerning promotion and tenure, as well as for the process of faculty evaluation.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

OSU-Cascades offers an MAT in Early Childhood and Elementary Education. Other universities such as George Fox University, Concordia University, and Eastern Oregon University offer the MAT in a hybrid (distance and limited on-location) model. There is consistent and vocal support for OSU resident graduate programs in education for Central Oregon by regional superintendents, teachers, school boards, and community patrons.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The Teacher and Counselor Education faculty of OSU-Cascades is connected to, and works closely with, the College of Education on the main campus. Within the branch campus, close collaboration occurs with the programs in MAT Elementary Education, Human Development and Family Sciences, and Counseling. We collaborate, and are open to additional collaboration, with other Oregon institutions that have NCATE accredited status. A name change will not have any impact on current or future collaborations.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

- d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

The requested name change will not impact any other program in areas of budget, enrollment, faculty workload, and facilities. In addition, there will be little impact to OSU-Cascades TCE in these areas because of the name change.

7. Financial Sustainability (attach the completed *Budget Outline*)

- a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Please see attached budget pages for the long-term financial plan (4 year). The proposed name change will have very little cost associated with it and this is reflected in the first year of the budget outlines. Faculty and staff are already in place and there is no additional need for library acquisitions.

- a. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

N/A

- b. Targeted student/faculty ratio (student FTE divided by faculty FTE).

6:1

- c. Resources to be devoted to student recruitment.

The OSU-Cascades budget already covers recruitment costs for TCE program. A limited amount of funds goes into advertising local information sessions. Most students learn about the program from the OSU-Cascades' web site. The full-time faculty conducts the advising and program admission. OSU- Graduate School, in conjunction with the OSU College of Education, admits applicants to the university. The requested program name change will not affect the process in any way, nor will it add any cost to recruitment.

April 12, 2010

To: Oregon State University

OSU-Cascades is requesting a name change for “MAT in Language Arts Education” to “MAT in Humanities.” The proposed name better illustrates the complexity of the program that OSU-Cascades is offering here in central Oregon.

Recently, I interviewed the superintendents in the Bend-La Pine, Sisters, Madras, Culver, Redmond, and Crook County School Districts. All of the superintendents were supportive of the MAT programs initiated by OSU Cascades and were eager to support the program. They were also eager to see an expansion of the education department to include additional opportunities to develop teachers ready to serve in their districts.

Oregon State University needs to respond to the respect and the allegiance of the community by adding additional programs and also making changes that reflect the programs presently being offered.

As a member of the Board of Advisors at OSU Cascades and the OSU College of Education, I urge you to support this name change.

Sincerely,

Kathryn Persing

April 12, 2010

Carolyn Platt, Ph.D.
Instructor and Secondary MAT Advisor
Oregon State University-Cascades Campus
2600 College Way
Bend, OR 97701-5933

Dear Carolyn,

Bend-La Pine Schools strongly support the request to change the name of the current MAT degree program at OSU-Cascades from "MAT in Language Arts Education" to "MAT in Humanities". It appears to be the more appropriate name for the degree program as the program has evolved.

The need for higher education opportunities in Central Oregon is high, and the change in the degree program name should increase the attractiveness of the program to include potential participants looking for a broader application to the degree.

We appreciate OSU-Cascades' efforts to be proactive in meeting the needs of Central Oregon students, and support their continued endeavor to improve on opportunities available to our students.

Sincerely,



Ron Wilkinson
Superintendent
Bend-La Pine Schools

The BFP Committee has fully approved the MAT in Humanities proposal (# 81959;
<https://secure.oregonstate.edu/ap/cps/proposals/view/81959>).

Please pdf and post this email to the CPS website as our committee's feedback on this proposal.

All members in attendance at our meeting today (May 16th) voted unanimously in favor of approving this proposal with no notes or comments.

Thanks,
Steve Hoelscher
BFP Committee Co-Chair

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to MAT in Humanities

Academic Year: 2011-12_____

Indicate the year: X First Second
 Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs:,stationary, mktg | \$350 | | | | | \$350 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | \$350 | | | | | \$350 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to
MAT in Humanities

Academic Year: 2012-13

Indicate the year: _____ First X Second
Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|---------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
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| Library/Electronic | | | | | | |
| Supply and Svcs.;stat, trvl, misc, X2 | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to MAT in Humanities

Academic Year: 2013-14_____

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|---------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
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Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
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| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
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| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to MAT in Humanities

Academic Year: 2014-15 _____

Indicate the year: _____ First _____ Second
 _____ Third X Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
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Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
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TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs:,stationary, mktg | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to MAT in Humanities

Academic Year: 2012-13

Indicate the year: First X Second
 Third Fourth

Prepare one page each of the first four years

| | Column A
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Budgetary Unit | Column B
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Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
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| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs: stat, trvl, misc, X2 | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to
MAT in Humanities

Academic Year: 2013-14

Indicate the year: First Second
 X Third Fourth

Prepare one page each of the first four years

| | Column A
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Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
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| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs.; stat, trvl, misc, X2 | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | | \$0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: OSU-Cascades

Program: Renaming the MAT in Language Arts Education to MAT in Humanities

Academic Year: 2014-15

Indicate the year: First Second
 Third X Fourth

Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
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Sales and Other
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TOTAL |
|-------------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
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| Nonrecurring: | | | | | | |
| Personnel Subtotal | | | | | | |
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| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supply and Svcs: stationary, mktg | | | | | | |
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| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | |
| GRAND TOTAL | | | | | | \$0 |

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

Berg
5/2/11

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☒ Rename of an academic program or unit
- ☒ Reorganization -- moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Merger of the Department of Geosciences with the College of Oceanic and Atmospheric Sciences: Creating the College of Earth, Ocean, and Atmospheric Sciences

1 July 2011

Department/Program:

College:

Geosciences

College of Oceanic and Atmos. Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:


Sign (Dept Chair/Head; Director)

4/8/11
Date


Sign (Dean of College)

4/8/11
Date

Aaron Wolf
Print (Department Chair/Head; Director)

Mark Abbott Sherman Bloomer
Print (Dean of College)

4-8-11

Executive Summary

The creation of the College of Earth, Ocean, and Atmospheric Sciences (CEOAS) is at the heart of a 10-year process to define a new research and education enterprise organized around the interdisciplinary sciences of the Earth, ocean, and atmosphere. It will span the natural science disciplines and create strong linkages with the social sciences both within the new college as well as around the university. The plan is the culmination of an intensive engagement of faculty from the College of Oceanic and Atmospheric Sciences (COAS) and the Department of Geosciences (College of Science).

The new college will prepare students and enable faculty to seek out new ideas and innovative approaches to the complex issues of planetary-scale science. It will bring an entrepreneurial and collaborative spirit to its endeavors, be willing to take risks and to create new partnerships. With its focus on innovation and exploration, the new college will build upon a strong tradition of applied analytical and computational technology and effective fiscal processes. CEOAS will pursue a new model for the integration of research and education, from undergraduate to graduate to post-graduate. The new college will be an “honors college for the Earth sciences,” bringing together the scientific disciplines, research and education through the use of new methods and approaches.

CEOAS will house the undergraduate programs in Geography, Geology, and Environmental Sciences. There will be no changes in the structure or content of these programs as a result of this merger. The new BS in Earth Sciences degree (subject of a separate Category 1 proposal submitted earlier this year, CPS #81399) will retain its three options (assuming that it is approved): Earth Systems, Geology, and Geography. This new Earth Sciences degree with its three options will subsume the existing degrees in Geology and Geography. The Environmental Sciences program (BS and BA) will continue to be supported and structured as it is today, and it will be housed in CEOAS.

The present graduate programs in Oceanic, Earth and Atmospheric Sciences, Geology, Geography, and Marine Resource Management will not change with the merger. Over time, we expect that there will be some changes in course requirements as faculty in the two units work together as one enterprise and as new collaborations form across the Earth System Sciences division and OSU.

Merger of the Department of Geosciences with the College of Oceanic and
Atmospheric Sciences:
Creating the College of Earth, Ocean, and Atmospheric Sciences

Oregon State University
CPS Tracking #82104
April 2011

Proposing Colleges:

College of Oceanic and Atmospheric Sciences and College of Science

Proposing Department:

Department of Geosciences

CIP 400699

Proposal Date:

12 April 2011

Proposed Effective Date:

1 July 2011

A. *College of Earth, Ocean, and Atmospheric Sciences (CEOAS)*

This new name represents the merger of two units, the Department of Geosciences in the College of Science (Geo) and the College of Oceanic and Atmospheric Sciences (COAS). CEOAS will focus on the basic sciences of the Earth system, and the new name captures both the existing strengths of Geo and COAS and opens the door for new programs in research and education regarding our home planet.

Table 1. Summary of Proposed Changes

Departmental Move/Merger:

- Department of Geosciences in the College of Science moved/merged with the College of Oceanic and Atmospheric Sciences

New college name:

- College of Earth, Ocean, and Atmospheric Sciences

Terminate:

- Department of Geosciences in the College of Science
- College of Oceanic and Atmospheric Sciences

Degrees, Minors, Certificate and Courses Move (From College of Science to the proposed College of Earth, Ocean, and Atmospheric Sciences):

- Undergraduate Certificate in Geographic Information Science (CIP # 450799)
- BA, BS in Environmental Sciences (CIP # 030104)
- MA, MS, PhD in Geography (CIP # 450701)

Areas of Concentration

- Geographic Information Science
- Physical Geography
- Resource Geography
- MA, MS, PhD in Geology (CIP # 400601)
Areas of Concentration
 - Glacial Geology
 - Geochemistry, Hydrogeology, Structural Geology
 - Geomorphology
 - Geophysics
 - Igneous Petrology
 - Tectonics
 - Volcanology and Mineral Deposits
- Graduate Certificate in Geographic Information Science (CIP # 450799)
- Graduate Certificate in Water Conflict Management and Transformation (CIP # 030205)

Graduate Minors

- Ecosystem Informatics (CIP # 450799)
- Geography (CIP # 450701)
- Geology (CIP # 400601)

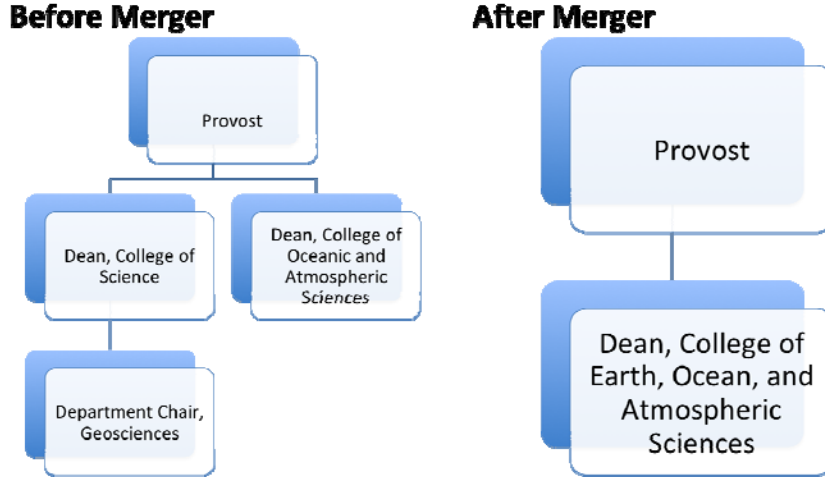
Courses

- All courses with a GEO course designator will move from the College of Science to the proposed College of Earth, Ocean, and Atmospheric Sciences

Effective Term:

- Term associated with final approval (i.e., Summer Term or Fall Term 2011)

B. Organizational structure



C. Objectives, functions, and activities of the new college

The creation of the College of Earth, Ocean, and Atmospheric Sciences is at the heart of a 10-year process to define a new research and education enterprise organized around the interdisciplinary sciences of the Earth, ocean, and atmosphere. It will span the natural science disciplines and create strong linkages with the social sciences both within the new college as well as around the university. The new college will prepare students and enable faculty to seek out new ideas and innovative approaches to the complex issues of planetary-scale science. It will bring an entrepreneurial and collaborative spirit to its endeavors, be willing to take risks and to create new partnerships. With its focus on innovation and exploration, the new college will build upon a strong tradition of applied analytical and computational technology and effective fiscal processes. CEOAS will pursue a new model for the integration of research and education, from undergraduate to graduate to post-graduate. The new college will be an “honors college for the Earth sciences,” bringing together the scientific disciplines, research and education through the use of new methods and approaches.

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CEOAS will be assessed through its impacts on education and research, including:

- Substantially increased participation by undergraduates in research (for example, through lab experience, research projects, senior theses, or internships)
- Increasing quality and diversity of undergraduate majors (for example, participation by underrepresented groups, increasing GPAs among entering students, undergraduate awards, publications in the research literature, etc.)
- Increasing number of interdisciplinary research projects (by both graduate students and by faculty through externally-funded grants) on the Earth system, including the human dimension
- Increasing national and international recognition of faculty through peer-reviewed publications and citations, scientific awards, and leadership of major scientific programs and committees
- Growing partnerships with the private sector in both joint research and education programs, engagement with STEM education programs at OSU and around the nation, and cooperative research with state and local governments.
-

D. Resource needs

No new resources are needed, as this is a merger of two existing programs. No additional staff, programs or new requirements will be created.

The process to create the new College has been led by teams of faculty from the Department of Geosciences and COAS. Beginning with a faculty retreat in June 2010, the Deans have worked with a Faculty Advisory Committee that led the synthesis of work by five faculty committees. The final plan for the integration of the two units came directly from the work of these committees, with substantial input from individual faculty and curricular groups. Over 90% of the Geosciences faculty and 30% of the COAS faculty were directly involved in these committees. Monthly town halls were held to discuss progress, issues, and concerns. The Deans have worked on logistic and administrative issues including an MOU to define the joint commitments, and issues around computing, graduate student support, undergraduate support, and facilities development. On February 25, 2011, the final report was delivered at a joint town hall of the two units. A copy of the final report and a summary of the MOU are included.

E. Funding sources

Funding for CEOAS will be a combination of the existing budgets for Geo and COAS. Details are shown in the budget below. No new resources are required.

Resources*

| | |
|-------------------------|---------|
| OSU Base budget | \$5.9M |
| Returned overhead | \$2.8M |
| Tuition, e-campus, etc. | \$1.5M |
| Total | \$10.2M |

Expenses

| | |
|-----------------------|---------|
| Salaries and benefits | \$9.0M |
| Services and supplies | \$1.1M |
| Total | \$10.1M |

*Resources do not include prior year carryforward amounts.

F. Relationship to the institutional mission

CEOAS is structured to support the fundamental goals of the OSU Strategic Plan:

- Create outstanding academic and student engagement programs, especially in the area of undergraduate and graduate research opportunities and internships;
- Strengthen innovative research activities through the support of interdisciplinary research on the Earth system; and
- Develop strategies and solutions to issues facing Oregon and the world, including the impacts of climate change, natural hazards, and changes in ocean ecosystems.

The new college is clearly aligned with the first Signature Area of Distinction: *Advancing the Science of Sustainable Earth Ecosystems*. Through its support of basic research on the components of the Earth system (its atmosphere, its oceans, and its land surface), CEOAS will be at the forefront of studies of the interactions of the physical, chemical, and biological environment. Moreover, its programs in Geography and Marine Resource Management will also encompass the human dimension of the Earth system. CEOAS will play a supporting role in the other Signature Areas of human health and economic development.

There are no negative impacts on either Geo or COAS, but there are new opportunities for both research and education. Geo faculty will have increased access to COAS technical and administrative infrastructure for

research as well as closer collaborations with COAS faculty. COAS faculty will have opportunities to be more closely engaged in the undergraduate teaching mission. Both units are realigning their curricular groups to deliver a more integrated and interdisciplinary graduate curriculum organized around the primary components of the Earth system.

The new college should open up further collaborations with other units on campus, such as the new School of Public Policy, the Department of Forest Ecosystems and Society, the Department of Crop and Soil Science, the Department of Fisheries and Wildlife, the Department of Zoology, and many others engaged in research and education on the Earth system.

Lastly, CEOAS will be an important component of the Division of Earth System Sciences. It will continue to build research and educational links with the basic and applied research programs in the College of Agricultural Sciences and the College of Forestry, helping to position OSU as the nation's premier academic institution in teaching and research on the Earth as a system.

G. Long-range plans and goals

From the 25 February 2011 report of the Geo and COAS faculty:

Vision Statement:

The College of Earth, Ocean, and Atmospheric Sciences will provide, to Oregon and the world, leadership in observation and understanding of the past, present, and future Earth. The College will have nationally recognized undergraduate and graduate programs in Earth, ocean, atmospheric and environmental sciences; excellence in Earth-, ocean-, and atmospheric-science research in support of society's natural scientists, educators, and resource managers; and leadership and outreach to the public and local, state, national and global stakeholders.

Mission Statement

The mission of the College of Earth, Ocean, and Atmospheric Sciences is to enhance knowledge of the integrated Earth system through innovative and relevant research, engaged teaching, and significant service to the public, policy makers, and professionals. The College of Earth, Ocean, and Atmospheric Sciences pursues its purpose through:

Faculty Excellence. *The College is built on a foundation of diverse, interdisciplinary researchers, educators, and technical staff that fosters collaboration in world-class knowledge discovery and dissemination.*

Earth Observatories. *The College maintains and utilizes state-of-the-art ocean, land, atmospheric and space-based observation platforms from which*

College and affiliated researchers gather essential information about the changing Earth.

Laboratories and Facilities. *World-class laboratory, computing, and archival facilities created and supported by the College give the scientific community access to study of the Earth system from molecular levels to global simulations and allow solution of problems critical to Oregon and the world.*

Education and Guidance. *College faculty educate and mentor the next generations of Earth system scientists and citizens with interdisciplinary curriculum and advanced degree programs with strengths in hands-on and applied research and management projects built on a firm theoretical framework.*

Leadership and Outreach. *The College maintains an active presence in the local, national and global community through outreach, distance learning, and engagement with political and professional leaders.*

In the long-term, the new college will need a state-of-the-art facility to house innovative research and education programs. A preliminary design was funded by the Provost and COAS several years ago, and a rough update was developed last year. The Earth Systems Science Center is part of the Campus Plan and would be located just to the south of the COAS Administration Building. A rough cost estimate is \$75M, which would be raised through both state bonds and private donations.

H. Relationships to other programs in Oregon

The new college will maintain its existing relationships that are primarily based on joint research partnerships and education. For example, the Oregon Climate Change Research Institute is housed in COAS but it provides collaboration opportunities for the University of Oregon, Portland State University, and Oregon Health and Science University. COAS is part of an NSF Science and Technology Center led by OHSU. There are no anticipated changes in these (or future) relationships. However, the new college should foster new opportunities across the state, both with OUS institutions and state agencies. It should also enhance partnerships with federal agencies, especially those with a mission focus such as the US Geological Survey, the National Oceanic and Atmospheric Administration, and the Department of Energy.

I. Professionally-accredited programs

There are no professionally accredited programs in either Geo or COAS.

Abbreviated category 1 proposal. No external letters of support.



Category I Proposal

Guidelines for Addressing Accessibility of New Programs

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibits discrimination against individuals with disabilities and mandates the provision of reasonable accommodations to ensure access to programs and services. Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability.

For questions and assistance with addressing access, please contact the Office of Disability and Access Services (737-4098) or the Office of Affirmative Action and Equal Opportunity (737-3556)

Title of Proposal:
College of Earth, Ocean, and Atmospheric Sciences

Effective Date:

1 July 2011

Department/Program:

College:


College of Oceanic and Atmospheric Sciences

- ☒ Faculty Guidelines
(<http://ds.oregonstate.edu/facultystaff.aspx?Title=ResponsibilitiesFacultyStaff>)
- ☒ Information Technology Guidelines (<http://oregonstate.edu/accessibility/>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.


Sign (Dept Chair/Head; Director)


Date
4/8/11
4/8/11
4-8-11


Print (Department Chair/Head; Director)
Mark Abbott
Aaron Wolf
Sherm Bloomer

Abbreviated category 1 proposal. No impact on library.

Abbreviated category 1 proposal. CV's not required

**Plan for the Integration
of the
College of Oceanic and Atmospheric Sciences
and the
Department of Geosciences
into a new
College of Earth, Ocean, and Atmospheric Sciences**

Final Distribution, 25 February 2011

Document Assembled by:

Kelly Falkner

Roger Nielsen

Tuba Ozkan-Haller

Nicklas Pias

Roger Samelson

Aaron Wolf

Table of Contents:

I Introduction

II. Deans' Perspective

III. Outline of New College Structure

IV. Implementation Timeline

I. Introduction

We present a proposal and implementation plan for the integration of the existing Department of Geosciences and the College of Oceanic and Atmospheric Sciences (COAS) into a new College of Earth, Ocean, and Atmospheric Sciences (CEOAS). This new College will respond to regional, national, and international needs for integrative Earth science education and research, by merging two existing nationally ranked OSU Earth science academic units, and incorporating the existing interdisciplinary undergraduate Environmental Sciences program.

Planning for this integration began with a workshop attended by about 50 members of the OSU faculty on June 4, 2010, to explore the potential of the merger and conduct initial discussions on how this new unit would be structured and governed. The attendees were mostly from COAS and Geosciences, but also from the College of Agriculture and the College of Forestry, including representation of the Environmental Sciences undergraduate program (ESUP). Based on the encouraging results of the workshop,

COAS & Geosciences faculty engaged in a process during the fall of 2010 to produce a plan to accomplish this merger. Four faculty task groups comprised of equal numbers of faculty members from both COAS and Geosciences considered themes of 1) Strategic planning; 2) Faculty development, including promotion and tenure, and hiring; 3) Academic programs and; 4) Rebranding and communications. A fifth joint faculty group, the Next Steps Committee (NSC), coordinated the merger plan development process. The NSC (K. Falkner, R. Nielsen, T. Ozkan-Haller, N. Pisas (chair), R. Samelson, and A. Wolf) provided oversight for the task groups (listed in appendices) and, in consultation with the Deans of COAS and COS, developed a proposed governance structure for the new unit that was consistent with the task-group findings and recommendations. Over 90% of the Geosciences and 30% of COAS faculty participated directly in these coordinated group discussions. The groups reviewed current practices and considered options for the new unit and captured their findings in written documents that are appended to this report. It was recognized from the outset that the themes would result in some degree of redundancy on some issues. However, it was considered important that we have some parallel discussions on the most important topics so as to include a wide range of views on how the new College would function.

The NSC hosted four “Town Hall” meetings during fall 2010 to keep the entire faculty apprised of the plan development process, to address questions, and to invite input. The NSC assembled a draft merger plan based largely on the task group input that was first presented at the final Town Meeting on December 9, 2010, and posted for faculty comment through January 9, 2011. Additional faculty members were entrained with the NSC to revise the draft plan in accordance with faculty feedback.

The resulting plan consists of measured steps to bring about a full merger of the Department of Geosciences, the Environmental Sciences Undergraduate Program and the College of Oceanic and Atmospheric Sciences. Our goal was to preserve the successful aspects of the individual units and recommend new practices that would result in a College that was greater than the sum of its parts. Particular attention was paid to achieving the collective academic and scientific mission while maintaining fiscal health.

The role of faculty in governance has been strong in both units, and it is envisioned that it remain so and even be fortified in key ways. The new unit will be organized on the basis of broadly defined discipline groups as opposed to formal departments. Representatives from these groups will populate committees that will conduct college business. Ongoing strategic planning is considered a key element of business for the new unit. Most importantly it is the vision that this unit strive for excellence in research and undergraduate and graduate education as well as outreach and service. Faculty position descriptions will necessarily vary to assure excellence in the breadth of the unit missions and will serve to manage implementation of this vision. The merger will require changes in the governance hierarchy and support staffing to assure accountability to the unit missions.

The fact that so many already very busy faculty gave substantially of their time and thoughtful energy to this planning process portends well for the new unit. However, the timeline for developing this merger plan was very tight. Several issues remain to be more fully resolved and these are highlighted in the plan. It is expected that others will become apparent in the merger transition. It is envisioned that responsibility to oversee

amendments to the plan will fall to the College Advisory Committee for the new unit. Any amendments should be guided by our goals of building and sustaining a world-class Earth science enterprise while maintaining a culture that encourages and rewards participation of the faculty in governance and planning.

II Deans' Perspective

The integration of the College of Oceanic and Atmospheric Sciences and the Department of Geosciences is at the heart of the 10-year vision to create a new research and education enterprise organized around the interdisciplinary sciences of the Earth, ocean, and atmosphere. It will span the natural science disciplines and create strong linkages with the social sciences both within the new college as well as around the university. The new college will prepare students and enable faculty to seek out new ideas and innovative approaches to the complex issues of planetary-scale science. It will bring an entrepreneurial and collaborative spirit to its endeavors, willing to take risks and to create new partnerships. With its focus on innovation and exploration, the new college will build upon a strong tradition of applied analytical and computational technology and effective fiscal processes. Advanced information technology will be especially important, allowing faculty and students to create and integrate new observing systems and numerical models, pursue real-time and mobile applications, collaborate locally and globally, and ultimately build new approaches to research, teaching, and publishing.

We are at the beginning of a journey to create a new model for the integration of research and education, from undergraduate to graduate to post-graduate. The new college will be an “honors college for the Earth sciences,” bringing together the scientific disciplines, research and education through the use of new methods and approaches.

COAS and Geosciences are both strong units, each with its own successful research and education programs. But while their cultures and business processes are different, they are complementary. Both can learn from each other, and develop new approaches as appropriate. The key to success is to preserve the strengths of each, but evolve as necessary to position the new college for greater success. This document is a framework to guide this integration over the next few years, rather than a detailed implementation plan. It focuses first on the principles that the new college should follow (e.g., develop faculty-driven discipline groups as a key organizational element, rather than a traditional departmental structure) as well as some of the processes that are especially critical for faculty and student success (e.g., aligning diverse position descriptions with the appropriate evaluation processes for promotion and tenure).

Although the undergraduate and graduate curricula are initially separate, the formation of new discipline groups as well as the Category 1 proposal for a new undergraduate program between COAS and Geosciences are immediate steps that will drive the evolution of the new college. Today, faculty are discussing new curricula in biogeochemistry and ecology, as well as new opportunities between Geography and Marine Resource Management. Ultimately, it will be the students that we recruit and graduate who will be at the educational core of the new college.

Establishing a new business center that focuses solely on the needs of the new college is essential. It will require additional positions to meet the college's needs, as the budget alone will be over \$50M/year, comparable to other university business centers. Although it will be one business center, the budgets will be maintained as separate accounts, at least for the first 2-3 years, to ensure that there are no disruptions to the existing services provided by COAS and Geosciences to its faculty, staff, and students. We expect that over time the budget will evolve to support the strategic directions of the college.

The most important and difficult issues concern faculty development (including promotion and tenure) and faculty hiring. A core value is to recognize the diversity of faculty positions and expectations, and thus ensure that there is a close alignment between performance and assessment. Faculty (both tenure-track faculty and non-tenure track instructors) whose primary responsibility is teaching should be assessed more rigorously on educational outcomes than those faculty whose primary responsibility is research. This diversity also carries over into faculty hiring strategies. The college has both teaching and research responsibilities, and this is reflected in the available financial resources. For example, teaching positions are funded through the university budget model that distributes funds based on student credit hours, number of majors, etc., and the new college will hire faculty to meet these curricular needs. New programs (such as the Category 1 proposal now being considered by the university) are one way to increase the number of faculty in addition to growth in existing programs. Similarly, research positions will reflect the levels of returned overhead as well as perceived research opportunities emerging at the federal level. Thus the new college will continue to pursue these complementary paths of education and research, and faculty and instructor hiring strategies will reflect both current needs as well as new opportunities.

The merger of COAS and Geosciences will focus on balancing the needs to preserve existing capabilities as well as developing new capabilities to pursue new directions in both teaching and research. There will not be a rapid (and ultimately disruptive) shift to move towards a college where everyone is the same. Rather, its evolution will be deliberate and informed, recognizing the strength in the diverse and complementary strengths of the faculty.

As the merger process unfolds, it is clear that new resources will be required from the university. The Category 1 proposal identifies the resources needed for the new undergraduate program. A new business center will require 3-4 new FTE. And funds will be needed to bring salaries for GRAs and TAs up to equitable levels. We expect that some of these resources will be made available immediately; others may be phased in over time. However, the Provost has repeatedly stated his commitment and enthusiasm for the new college.

Lastly, we will all need to continue to learn about each other's needs and expectations, and with knowledge comes understanding and trust. We have made significant steps forward, through activities such as this report, sharing ideas about faculty hiring priorities, and planning new undergraduate and graduate curricula. Ultimately, we will build new research programs and recruit a new generation of students, focusing on the

interplay of the Earth, ocean, and atmospheric systems. By focusing on the future, we can ensure that our processes enable us to achieve our vision.

III. Outline of New College Structure

Name, Vision, and Mission Statement

Name:

It is the recommendation of the Faculty of the new college that the new name will be:

College of Earth, Ocean, and Atmospheric Sciences

to be abbreviated CEOAS and pronounced “see-ohs”.

Vision Statement:

The College of Earth, Ocean, and Atmospheric Sciences will provide, to Oregon and the world, leadership in observation and understanding of the past, present, and future Earth. The college will have nationally recognized undergraduate and graduate programs in Earth, ocean, atmospheric and environmental sciences; excellence in Earth-, ocean-, and atmospheric-science research in support of society’s natural scientists, educators, and resource managers; and leadership and outreach to the public and local, state, national and global stakeholders.

Mission Statement

The mission of the College of Earth, Ocean, and Atmospheric Sciences is to enhance knowledge of the integrated Earth system through innovative and relevant research, engaged teaching, and significant service to the public, policy makers, and professionals. The College of Earth, Ocean, and Atmospheric Sciences pursues its purpose through:

Faculty Excellence. *The College is built on a foundation of diverse, interdisciplinary researchers, educators, and technical staff that fosters collaboration in world-class knowledge discovery and dissemination.*

Earth Observatories. *The College maintains and utilizes state-of-the-art ocean, land, atmospheric and space-based observation platforms from which College and affiliated researchers gather essential information about the changing Earth.*

Laboratories and Facilities. *World-class laboratory, computing, and archival facilities created and supported by the College give the scientific community access to study of the Earth system from molecular levels to global simulations and allow solution of problems critical to Oregon and the world.*

Education and Guidance. *College faculty educate and mentor the next generations of Earth system scientists and citizens with interdisciplinary curriculum and advanced degree programs with strengths in hands-on and applied research and management projects built on a firm theoretical framework.*

Leadership and Outreach. *The College maintains an active presence in the local, national and global community through outreach, distance learning, and engagement with political and professional leaders.*

Administrative Structure

The College of Earth, Ocean, and Atmospheric Sciences (CEOAS) will have a lean and efficient administrative structure with key administrative positions working along clear lines of communication and responsibility to support the research, teaching and outreach missions of the College. In turn, the duties of the administrative and support staff will be connected to the needs of the faculty and students along equally clear lines (Figure 1).

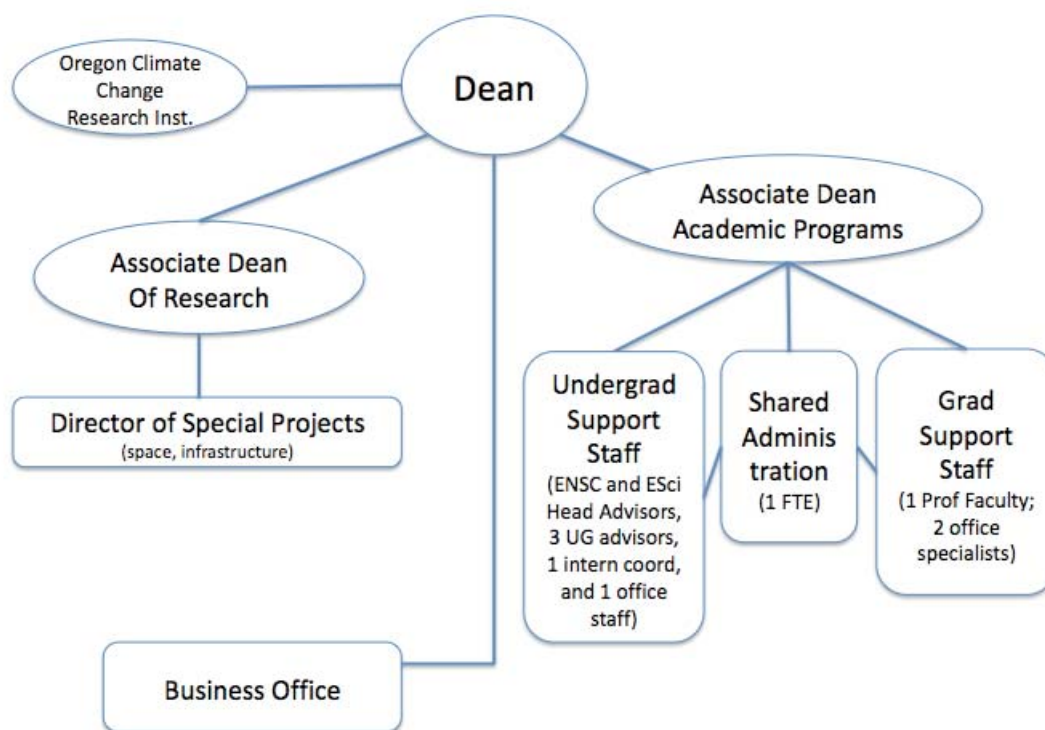


Figure 1. Administrative Structure

Table 1: Administrative positions with their primary responsibilities

| Position | Primary Responsibilities |
|---|--|
| Dean | <ul style="list-style-type: none">• Overall administrative oversight including fiscal management, assessment and strategic planning• Liaison with state, regional and national research organizations• Administrative oversight of research facilities• Oversight of accountability measures, including assessment of student learning outcomes and productivity measures used by internal and external audiences• Faculty and staff hiring, merit/promotion, performance of Faculty (coordinated with Assoc Deans)• Administrative oversight of scheduling, coordinated so as to achieve academic/strategic goals• Alumni Relations and development |
| Associate Dean of Research | Develop strategies for competing with major research initiatives from federal and private funding sources, operational and strategic aspects of space and equipment. Represent College on University wide committees relevant to College research. Interface with other College in the Division. |
| Associate Dean of Academic Programs | <ul style="list-style-type: none">• Assign teaching duties in cooperation with programs. Curriculum coordination.• Chair Instructional Programs Committee.• Manage assessment and advising• Coordinate START (with director or Env Sci Program and Head Advisor of Earth Sci UG degree).• Allocate GTA resources to discipline groups based on their role in course delivery (after consultation with Dean and IPC).• Calculate total GTA needs based on curriculum development and delivery. |
| Director of Special Projects | Chair Research Facilities committee. Develop priorities. Identify initiative opportunities. Oversee facilities and space. |
| Undergraduate Support Staff (Professional Faculty Advisors) | Provide advising to undergraduates in assigned degree major including: <ul style="list-style-type: none">• Degree progress• Course selection• Professional development• Liaise with adjunct faculty• START advising |

| | |
|---|--|
| Undergraduate Support Staff
(Internship Coordinator) | Coordinate undergraduate activities including: <ul style="list-style-type: none"> • START, UG research experiences • UG internship partners • Community colleges • Participate in START advising |
| Graduate Support Staff
(Professional Faculty in Graduate Student Services) | Oversee the primary activities of graduate support office: <ul style="list-style-type: none"> • Support student recruitment • Monitor student progress and success • Support student advising |
| Shared Administration
(Student Administrative Services) | Support administrative tasks required of both graduate and undergraduate academic programs. |

One of our goals will be to integrate the administration of undergraduate and graduate programs to the greatest degree possible. Therefore, individuals in support positions will have primary duties related to either graduate or undergraduate administration, with the expectation that individual roles will cross the grad-undergraduate administrative boundaries during periods when needs are greatest in each. The individual in the “shared administration” will be responsible for working with the Associate Dean of Academic programs and the UG degree program directors to distribute staff support and administrative workload.

A strong tradition of self-governance in both COAS and Geosciences will be maintained through the merger. This will be accomplished via the discipline group organization detailed below. Key faculty committees that will provide guidance to the governance of the new College and their relationship to the college dean is illustrated in Figure 2.

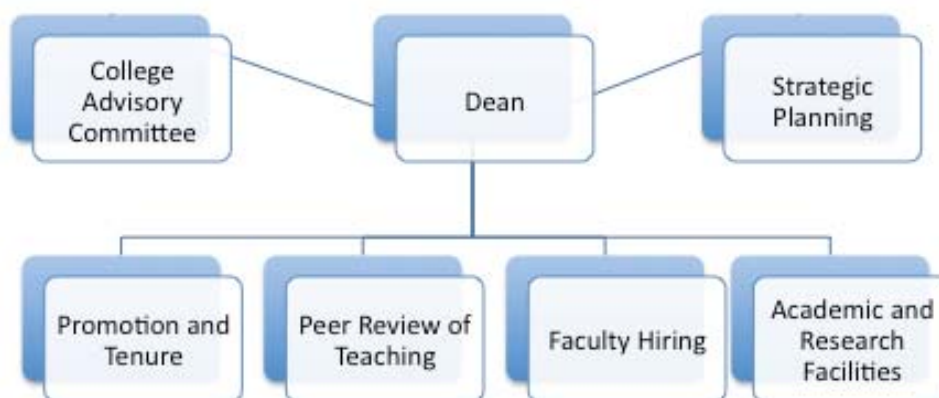


Figure 2. Faculty Committees Reporting Directly to the Dean (CAC, P&T, PRT, FHC, ARF, SPC). The committees reporting to the Associate Deans are: the IPC,

GAC, ESSC, and MRMSC to the AD of Academic Programs; and the SC, SOC and ARC to the AD of Research.

The key faculty committees and their role in the governance of the college are:

Instructional Programs Committee (IPC)

Who: 2-3 representatives from Geology and Geophysics; 1 from Biogeochemistry; 1 from Ecology & Biological Oceanography; 1 from Geography plus the ESUP Director and the MRM Director; 2 from Physics of Oceans and Atmospheres. Selection criteria for individual representatives should be based on interest and engagement in and knowledge of the corresponding degree program. Members will organize curricular groups (primarily consisting of those faculty who deliver the courses in the degree) to help manage each of the graduate and undergraduate degree programs.

Accountability: Dean and Assoc Dean of Academic Program, curricular and discipline groups and MRM and Env. Sci. steering committees. The discipline groups will be responsible for nominating individuals to represent their interests in each degree program.

Responsibilities: Develop procedures on admissions, GTA assignments. Set curriculum priorities. Develop guidelines on advising, student recruitment and assessment goals. Work with the Associate Dean of Academic Programs to secure and allocate resources that would significantly increase the total FTE for GTA support beyond the current level tied to the delivery of existing programs.

Goal: Maintain and integrate current function of COAS instructional program and Geoscience graduate and undergraduate committees.

College Advisory Committee (CAC)

Who: Two representatives from each discipline group, and representatives of the classified staff, non-tenure-track faculty, professional faculty, Faculty Research Assistants, and Student Advisory Committee. Chaired by the Dean.

Accountability: Dean of CEOAS and discipline groups.

Responsibilities: Advisory to Dean CEOAS on budget, hiring strategy, and management issues. Primary mechanism for faculty involvement in faculty governance.

Goal: Integrate current function of COAS and Geosci Advisory committees.

Strategic Planning Committee (SPC)

Who: Two representatives from each discipline group plus outside partners. Chaired by a senior faculty member.

Accountability: Dean of CEOAS and discipline groups.

Responsibilities: Provide comprehensive goals, directing the function (research, education, outreach and development) and assets (people, space and infrastructure) of the College.

Goal: Develop and regularly update a written a strategic plan for the CEOAS, to provide long-term planning recommendations to the CEOAS Dean.

Faculty Hiring Committee (FHC)

Who: Two representatives from each discipline group.

Accountability: Dean of CEOAS and discipline groups.

Responsibilities: Development and implementation of hiring processes, including formulation of hiring plans as recommendations to the Dean.

Goal: Oversee hiring processes and develop short-term and long-term hiring plans for the CEOAS, to provide long-term planning recommendations to the CEOAS Dean. The hiring plans developed by the FHC will balance the research and educational goals of the new unit, including the maintenance and further development of high-quality undergraduate educational programs, and considering other aspects such as facilities and equipment needs for potential candidates in specific research areas.

Peer Review of Teaching Committee (PRT)

Who: Up to two representatives from each discipline group plus student representatives. ~10 individuals, chaired by a senior faculty member. Members will organize subcommittees to help manage individual Peer review cases.

Accountability: Dean and Associate Dean of Academic Programs and discipline groups.

Responsibilities: Conduct peer reviews of faculty according to the College guidelines (once every 5 years for each faculty member). Propose changes to guidelines and make nominations for faculty teaching awards. Coordinate with P&T committee to ensure peer review and promotion timelines coincide.

Goal: Integrate peer review processes from Geosciences and COAS, and facilitate excellence in undergraduate and graduate education by providing critical and constructive reviews of teaching performance.

Graduate Admissions Committee (GAC)

Who: One or two members from each discipline group (decided by discipline groups based on size and need).

Accountability: Assoc Dean of Academic Program and discipline groups

Responsibilities: Facilitate review of student applications, coordinate open houses and student visits. Does not make decisions on acceptance of graduate students. Coordinate annual review of student progress.

Goal: Maintain current function of COAS Grad Admission committee and expand to also include Geosciences applicants.

Promotion and Tenure Committee (P&T)

Who: Up to two members from each discipline group nominated by Dean after consultation with discipline groups, and elected by the faculty. ~10 individuals, chaired by a senior faculty member. Members will form subcommittees organized around individual cases.

Accountability: University P&T committee, Dean and discipline groups.

Responsibilities: Coordinate production and assessment of dossiers for promotion and tenure according to university guidelines.

Goal: Combination and integration of Geosciences and COAS P&T processes.

Academic and Research Facilities Committee (ARF)

Who: One representative from each discipline groups. Chaired by Director of Special Projects.

Accountability: Associate Dean of Research and discipline groups.

Responsibilities: Develop priorities. Identify initiative opportunities. Liaise with library.

Goal: Expand current COAS committee and merge function with Geosciences Library committee.

Safety Committee (SC)

Who: One representative from each discipline group. Chaired by Director of Special Projects.

Accountability: Associate Dean of Research and discipline groups.

Responsibilities: Oversee safety issues for the College, including monitoring lab safety and organizing training sessions for staff and students.

Goal: Combine COAS safety committee with Geo safety coordination functions.

Ship Operations Committee (SOC)

Who: 1-2 representatives from each discipline group plus Ship Operations leadership.

Accountability: Associate Dean of Research and CEOAS Dean.

Responsibilities: Oversee ship operations following the model of the current COAS Ship Ops Committee.

Goal: Conduct ship operations oversight in merged unit.

Alumni Relations Committee (ARC)

Who: One representative from each discipline group. Chaired by a senior faculty member. Dean serves as an ex-officio member.

Accountability: Dean and discipline groups.

Responsibilities: Plan and organize alumni publications (newsletters) and events.

Goal: Provide faculty input on alumni issues and assistance in organization of alumni events.

Environmental Science Undergraduate Program Steering Committee (ESSC)

Who: Representatives from faculty at large, selected by Assoc Dean of Academic Programs and ESUP Director. ~8–12 individuals. Chaired by the ESUP Director.

Accountability: Assoc Dean of Academic Programs, ESUP Director, participating programs and discipline groups.

Responsibilities: Strategic planning (with Director). Set curriculum priorities. Develop procedures on advising. Consult and liaise on teaching assignments and assessment.

Goal: Maintain current function of Environmental Science steering committee.

Marine Resource Management Steering Committee (MRMSC)

Who: Representatives from faculty at large, selected by Assoc Dean of Academic Programs and MRM Director, ~8–12 individuals. Chaired by the MRM Director.

Accountability: Associate Dean Academic Programs, MRM Director, and participating programs and discipline groups.

Responsibilities: Strategic planning. Set curriculum priorities. Develop procedures on advising. Consult and liaise on teaching assignments and assessment.

Goal: Maintain current function of MRM steering committee.

The discipline groups from which committee members are to be drawn, as detailed in the above list of committees, are described below, under Faculty Governance and Discipline Organization.

Faculty Governance and Discipline Organization

The faculty in the CEOAS will be organized into disciplines, following the existing COAS model and with strong parallels to the existing Geoscience model, where the CEOAS Dean will have a role similar to that of the current Geoscience department chair. All CEOAS faculty members and graduate students will belong to one or more of the proposed five discipline groups. Discipline-based organization fosters interdisciplinary research and education and promotes the efficient and flexible use of College-wide resources, and provides for a direct connection between the faculty and the administrative deans of the college. Disciplines and discipline responsibilities will form the basis of representation on most CEOAS committees. The similar functionality of the former department structure for Geosciences is carried forward via the faculty committee and governance structure.

The proposed five discipline groups are (1) Biogeochemistry and Chemical Oceanography, (2) Ecology and Biological Oceanography, (3) Physics of Oceans and Atmospheres, (4) Geology and Geophysics, (5) Geography and Environmental Synthesis. These five groups broadly represent the biogeochemical, living, fluid, solid, and human dimension elements of the Earth sciences. These units will have specific curricular and degree responsibilities, as well as reflecting primary faculty research commonalities. Faculty members were polled regarding their preference of a primary and, if desired, secondary discipline affiliation. The results of this preliminary distribution of faculty into the five groups are summarized in Table 2.

While the Ecology and Biological Oceanography faculty is relatively small at present, the role of aqueous and terrestrial biosphere science in the new College is recognized to be essential. Initially, it may be most effective for the biogeochemical and life-science disciplines to operate as a single discipline. This would better balance numbers between the disciplines and help to assure an equitable committee workload. These two disciplines have natural alignments but can and do have quite distinct research and education foci and approaches. Activities should anticipate the eventual splitting into two disciplines as expansion warrants.

Table 2. Discipline Groups for the College of Earth, Ocean, and Atmospheric Sciences

(Non-italic indicate tenure track faculty, italic indicate research faculty and instructors, (2) indicates faculty's second choice.

| Biogeochemistry and Chemical Oceanography | Ecology and Biological Oceanography | Physics of Oceans and Atmospheres | Solid Earth: Geol./Geoph. | Geography and Environmental Synthesis |
|---|-------------------------------------|-----------------------------------|---------------------------|---------------------------------------|
| Collier | Abbott | Barnes | Brook | Becker, Larry |
| Colwell | Batchelder | Barth | Clark | <i>Becker, Lorene</i> |
| Fisk | Benoit-Bird | Chelton | DeSilva, S. | Campana |
| Goni | Ciannelli | deSzoeko | Dilles | <i>Cook</i> |
| Hales | <i>Davis</i> | Dever | Duncan | <i>Corcoran</i> |
| <i>Haley</i> | Sherr, B. | Freilich | Egbert | <i>Daly</i> |
| Klinkhammer | Sherr, E. | Kosro | Goldfinger | <i>DeSilvia, L.</i> |
| <i>McKay</i> | Spitz | Kurapov | Graham | <i>Emanuel</i> |
| McManus | Waldbusser | Lerczak | Grunder | Gosnell |
| Mix | <i>White</i> | Levine | Haggerty | Harte |
| Prahl | Letelier | Matano | Harris | <i>Jarvis</i> |
| Reimers | | Miller | Holman | Jones |
| Schmittner | | Mote | <i>Keller</i> | <i>Kahn</i> |
| Torres | | Moum | Kent | Lancaster |
| (2)Brook | | Nash | Koppers | Lillie |
| (2)Haggerty | | Samelson | Meigs | Muir |
| (2)Sherr, B. | | Shearman | Nabelek | Nolin |
| (2)Sherr, E. | | Shell | Nielsen | <i>Santelmann</i> |
| (2)Thomas | | Skyllingstad | Ozkan-Haller | Wolf |
| (2) <i>Twohy</i> | | Smyth | <i>Ruggiero</i> | Wright |
| (2)Vong | | Strub | Schultz | (2)Davis |
| (2)Waldbusser | | Thomas | Stoner | (2)Meigs |
| (2) <i>White</i> | | <i>Twohy</i> | <i>Tepley</i> | (2)Mote |
| | | Vong | Trehu | (2) <i>Yalcin</i> |
| | | (2) <i>Corcoran</i> | Vincent | |
| | | (2)Holman | Wheatcroft | |
| | | (2)Ozkan-Haller | <i>Yalcin</i> | |
| | | (2)Schmittner | (2)Campana | |
| | | (2)Spitz | (2) <i>Jarvis</i> | |
| | | | (2) <i>McKay</i> | |
| | | | (2)Wright | |
| | | | (2) Mix | |

Role of Disciplines in College Governance

The responsibilities of the discipline groups are:

- Provide representatives to all faculty governance and degree program steering committees.

- Establish and maintain specific graduate and undergraduate degree programs and options.
- Identify course instructors and take the lead (through their representatives on the IPC and the Assoc. Dean of Academic Programs) on coordinating the delivery of courses with other disciplines .
- Recruit and select graduate students to be admitted
- Assess graduate student status and progress
- Administer the graduate comprehensive examination
- Make faculty recruiting and hiring recommendations to the Dean via the appropriate channels.

Discipline groups explicitly do not:

- Have formal chairs; however, discipline groups are free to self-select faculty members to act as discipline coordinators.
- Allocate space, facilities, financial or administrative staff resources from a central pool.
- Control faculty “slots” for hiring.
- Perform faculty evaluations or recommend compensation levels.
- Review or evaluate faculty contract and grant proposals.

Role of Discipline Groups in Academic Programs

In addition to the specific roles noted above, a key function of the disciplines is to provide faculty governance for the degree programs of the College.

At present three undergraduate degrees are offered by the Department of Geosciences: Geology, Geography and Earth Sciences. A Category 1 proposal is being submitted this academic year to replace these three degrees with a single undergraduate degree in Earth Sciences that will be offered by the new College. The Earth Sciences (ES) degree will have three Options: Geology, Geography and Earth Systems (ESys). The Geography and Earth Systems options will in turn have 4 tracks each. The Geography tracks will be Human Dimensions of Earth Sciences; International Development, Peace, and Security; Geography of Climate and Water; and the undergraduate certificate in Geographic Information Science. The Earth Systems (ESys) tracks will include: Climate; Marine; Land-Water; and Earth Science Education. In addition, the Environmental Science undergraduate program (ESUP) will be administered through the CEOAS. Table 3 lists the responsibility of each discipline for the undergraduate programs of CEOAS.

Table 3. Undergraduate Programs and Discipline Groups

| Biogeochemistry and Chemical Oceanography; | Ecology and Biological Oceanography | Physics of Oceans & Atmospheres | Geology and Geophysics | Geography and Environmental Synthesis |
|--|-------------------------------------|---------------------------------|---|--|
| ESys/Land Water | ESys/Marine Sci. | ESys/Climate | ES/Geology
ES/overall
ES/ESys/overall | ES/Geography
ESys/Education
ESUP |

Note that all members of the college are encouraged to be involved in the undergraduate mission of the new College, and it is emphasized that the undergraduate program and degrees are the responsibility of the whole faculty of the new College. Faculty may engage in undergraduate education in a variety of ways that may include undergraduate teaching, mentoring, research, and/or advising.

CEOAS will offer graduate degrees in four major areas: PhD and MS in Ocean, Earth and Atmospheric Science (OEA), PhD and MS in Geology, PhD and MS in Geography, MS in Marine Resource Management (MRM). In addition, faculty are very active in the three degrees offered through the Water Resources Graduate Program, which is housed in the OSU Graduate School: MS & PhD in Water Resources Science, MS & PhD in Water Resources Engineering, and MS in Water Resources Policy & Management. Within the OEA graduate degrees there are six areas of concentration: Atmospheric Sciences; Biological Oceanography, Chemical Oceanography, Geological Oceanography, Geophysics, and Physical Oceanography. Table 4 lists the responsibility of each discipline for the graduate degrees of CEOAS.

Table 4. Graduate Programs and Discipline Groups

| | | | | |
|---|-------------------------------------|-----------------------------------|------------------------|---------------------------------------|
| Biogeochemistry and Chemical Oceanography | Ecology and Biological Oceanography | Physics of Oceans and Atmospheres | Geology and Geophysics | Geography and Environmental Synthesis |
| OEA/Chem Oc. | OEA/Biol. Oc. | OEA/Phy. Oc. | OEA/Geol. Oc. | Geography |
| OEA/New focus biogeochemistry? | | OEA/Atmos. Sci. | Geology, Geophysics | MRM |

Discipline responsibilities for the graduate and undergraduate programs will be delegated by the Associate Dean of Academic Programs and coordinated across the College through discipline representatives on the Instructional Programs Committee (IPC).

To provide an appropriate number of faculty to match these discipline responsibilities, the IPC will include at least the following number of representatives from the corresponding disciplines: 2-3 from Geology and Geophysics; 1 from Biogeochemistry; 1 from Ecology & Biological Oceanography; 1 from Geography plus the ESUP Director and the MRM Director; 2 from Physics of Oceans and Atmospheres. The formation and maintenance within each discipline of curricular groups responsible for the specific curricular programs assigned to the discipline is the responsibility of the given discipline and the faculty members who associate themselves with the corresponding curriculum. The IPC membership defined here in terms of discipline representatives assures that each curricular group, when formed, will have adequate representation on the IPC. In some cases, curricular groups may include some faculty who are not members of the discipline having responsibility for the given curriculum.

The IPC will in this way include representation for the following curricular programs, through the indicated discipline homes. Individuals may well represent more than one program, and program homes may migrate over time:

Undergraduate Curricula:

Earth Sciences degree coordinator; housed in Geology & Geophysics, would need to consult with Geology, Geography, and Earth Systems reps
Environmental Sciences coordinator; housed in Geography & Env. Syn. and will work with an ESUP steering committee selected in consultation with the contributing programs.

Graduate Curricula:

Geology (could also represent undergrad Geology and Earth Systems tracks in Earth Sciences); housed in Geology & Geophysics
Geological Oceanography; housed in Geology & Geophysics
Geophysics; housed in Geology & Geophysics

Physical Oceanography; housed in Physics of Oceans & Atm.
Atmospheric Sciences; housed in Physics of Oceans & Atm.

Chemical Oceanography; housed in Biogeochemistry

Biological Oceanography; housed in Ecology & Biological Oceanography

Geography (could also represent undergrad Geography track in Earth Sciences); housed in Geography & Env. Syn.

Marine Resources Management; housed in Geography & Env. Syn.

Graduate Program in Water Resources; housed in the Graduate School

The proposed alignment and distribution of responsibilities within the new College for undergraduate and graduate degree programs and other academic program elements is largely incorporated at this stage into other areas of this plan. The separate, but parallel Category I proposal for the merged Earth Sciences undergraduate degree has been submitted, and will be evaluated through the Cat I process in winter and spring 2011. All existing graduate degree programs will be maintained. Dean, discipline, committee and program-director responsibilities for the undergraduate and graduate degree programs are summarized in Figures 1 and 2, and Tables 3 and 4, above.

Brief overview of Category I proposal for joint Earth Sciences BS:

The Department of Geosciences (GEO) and College of Oceanic and Atmospheric Sciences (COAS) propose the creation of a new Bachelor of Science degree in Earth Sciences. The new degree will replace the existing BS degrees in Geography, Geology, and Earth Science currently administered by GEO, as well as the BA Geography and Geology degrees. The new degree will

have three options: Geography, Geology, and Earth Systems. The Geography and Earth Systems options will in turn have tracks designed to train students for specialized career paths such as research, education, or resource management. Connections between Earth Sciences and society, economics, technology, and policy will be highlighted during all phases of the Earth Sciences curriculum.

The proposed program will be among the nation's premier undergraduate Earth Sciences curricula, building on existing strengths at Oregon State University in the sciences of the solid Earth, ocean, and atmosphere; in marine and terrestrial ecology and hydrology; and in natural resource management, environmental policy and sustainability. This preeminent educational program will be compelling and accessible to students with a broad range of interests and career aspirations, and it will engage both science and society in critical issues facing the region, the nation, and the international community. As one of only two "land, sea, space, and sun grant" institutions in the nation, OSU has the responsibility to provide educational leadership in this strategic area and to provide the focused training that will prepare an informed citizenry. The proposed degree merges current independent, high-quality, research-driven educational programs into a unified, multi-disciplinary Earth Sciences curriculum. It takes new advantage of OSU's world-class faculty for undergraduate teaching and advising and provides an opportunity to attract strong, motivated students to a signature program. An added benefit will be new research collaborations that are likely to grow out of the cross-disciplinary teaching partnerships on which the educational program is founded.

Discipline Leadership

The discipline leadership should be defined by each discipline to allow for effective coordination of their responsibilities in delivering the academic and research mission of the College. For example the Geology and Geophysics discipline is not only the largest group but has a large set of responsibilities in the college: overseeing the graduate and undergraduate geology programs, the marine geologic focus in the CEOAS degrees; support of the field camp and a large number of OSU Foundation accounts related to the support of the Geology graduate and undergraduate programs that need to be managed. The oversight of such accounts will be done by the appropriate disciplines.

The Geography and Environmental Synthesis discipline group has some of the same organizational needs as the Geology and Geophysics group. The elected leadership of each of the discipline groups should be proportional to the additional workload to coordinate all their activities. The extent of the required workload, and the level of compensation will be determined by the Dean and Associate Dean of Academic programs in consultation with the disciplines. As the discipline groups evolve and gain or relinquish responsibilities, the role of discipline group coordinators will evolve.

Strategic Planning

Strategic planning will happen in a variety of forms at many different levels in CEOAS. The mission and vision statements for the CEOAS provide the highest level direction. Faculty will develop and regularly update a written strategic plan for the CEOAS, to provide long-term planning recommendations to the CEOAS Dean.

This plan, developed and maintained by the standing Strategic Planning Committee with broad CEOAS faculty representation, will provide comprehensive goals, directing the function (research, education, outreach and development) and assets (people, space and infrastructure) of the college.

Faculty Development

Faculty Position Descriptions

To achieve the goal of maintaining excellence in the broad range of Earth science research, teaching and outreach activities currently conducted with the Department of Geosciences, COAS, and the ESUP, it is recognized as essential that the new College include faculty positions with widely varying position descriptions. In most cases, existing position descriptions for current faculty will be used to define their existing and ongoing roles and support levels in the new merged unit. The proposed continuation of existing position descriptions applies to all faculty positions, including those at the tenure-track, non-tenure-track, professorial, and non-professorial or instructor levels. Support for these existing positions in the new unit will continue at current levels and from existing funding sources. The important role of non-professorial instructors in delivering essential components of the undergraduate curriculum is recognized and confirmed in the proposed merger plan.

New faculty will have position descriptions that clearly outline the parameters and expectations of the position. There will be three basic position descriptions that will define the starting points for development of the specific description associated with a given faculty position: (1) a 9-month, 1 FTE, tenure-track appointment with 100% university support and, currently, a teaching load of roughly 4 courses per academic year; (2) a 12-month, 1 FTE, tenure-track appointment with 30-40% university support and, currently, a teaching load of roughly 1.4 courses per academic year; (3) non-professorial instructor appointments with FTE and support commensurate with teaching load. It is anticipated that there will be opportunities for faculty members to alter the long-term balance of teaching and research in individual job descriptions by negotiation with the Dean; this process is intended to provide a mechanism for the long-term evolution of individual faculty positions to reflect systematic changes in an individual's professional interests and focus, and is specifically not intended as an administrative tool to enforce delivery of or prescribe particular curricular or research program. The continuation of existing position descriptions will extend to continuation of existing sabbatical policies for the existing positions; sabbatical policies for new positions of type (1) and type (2) will follow the respective existing sabbatical policies.

Promotion and Tenure

Promotion and Tenure procedures in COAS and the Department of Geosciences have been very successful. The overall goal in the merger is to take the best from both units to develop promotion and tenure procedures for the new College. Significant changes to existing Promotion and Tenure procedures should not be required, as the current promotion and tenure processes in the two units should generally continue to function well. The primary recommendation is that flexibility in the timing of tenure and promotion decisions be allowed in the new College, to reflect the diversity of position descriptions and types within the merged unit. Specifically, for positions of type (1) above, the tenure and promotion to Associate Professor decisions will typically be made at the same time, after six years of service in the rank of tenure-track Assistant Professor; for positions of type (2) above, the tenure decision will typically be made at the time of decision on promotion to Full Professor, for which application may typically be made at any time after four years in service in the rank of tenure-track Associate Professor. It is anticipated that the new unit will eventually need to consider whether to move, over time, toward a more uniform P&T process that still reflects its diverse education and research mission. Additional recommendations are that a midterm review be performed for all tenure-track and research faculty, and that a more formal periodic review of faculty and Peer Review of Teaching be adopted (more similar to the processes used currently by COAS and as required by the university).

Faculty Hiring

A Faculty Hiring Committee (FHC), which will report to the Dean, will be tasked with the development and implementation of hiring processes, consistent with the long-term plans developed by the Integrated Strategic Planning Committee and with direct input from the faculty through their discipline representatives. The FHC will develop specific, College wide, position-by-position hiring plans as recommendations to the Dean. The membership of the FHC will be detailed above, under Organizational Structure. The hiring plans developed by the FHC will balance the research and educational goals of the new unit, including the maintenance and further development of high-quality undergraduate educational programs, and considering other aspects such as facilities, and equipment needs for potential candidates in specific research areas. The FHC will also provide oversight of hire-of-opportunity processes. The search process for positions announced by the Dean will be managed by position-specific search committees, with membership appointed by the dean and with opportunity for input to the committee from the entire faculty. Most job descriptions for new tenure-track positions are expected to be either type (1) or type (2) above, and the new hires will be expected to excel in both teaching and research consistent with their position description. For positions of type (1), which have a stronger teaching focus and a higher level of formula support, considerations relating to maintenance and development of high-quality educational programs will be of proportionately greater importance. For positions of type (2), which have a stronger research focus, considerations relating to the maintenance and development of high-quality research programs will be weighted more heavily. Intermediate positions, reflecting a blend of education and research considerations, may be created if it is seen in the best interest of the group and if unit financial models allow. In addition, support of the large service teaching role of Geosciences will require that we continue to support and hire faculty at the instructor rank. Those individuals will

continue to deliver approximately half of the student credit hours for the new unit (face to face and Ecampus). Based on long experience in Geosciences, hiring into those positions should be done strategically – thereby ensuring the highest possible quality of instruction.

It is assumed that growth of the teaching program, which is likely given the innovation in programs to come from merger, will be matched by growth in the proportion of salary support for teaching activities. Anticipated increases in numbers of undergraduate majors in the ESys and ESUP Programs will require increased support for professional faculty-rank advising staff, as well as new tenure track faculty and instructors.

Rebranding and Communications

Recommendations regarding the public face of the new College are made on three timescales:

1. Transition period (from 1 Jan to 30 Jun, 2011): Activities necessary to prepare for the new College and to announce its imminent launch.
2. Day One (1, July, 2011): The new College look—determine what our look and feel will be.
3. The longer-term future: How we will market and brand the new College and its exciting future opportunities, particularly for fundraising, recruiting and outreach purposes.

The new College branding should be developed and implemented in collaboration with University and Foundation experts, and with input from the existing Geosciences Board of Advisors. Major branding opportunities to be considered include signage for facilities such as the new Ocean Observatories building on Rt 99 South of town and research vessels. OSU research vessels Wecoma and Elakha currently have old OSU logos which require updating.

IV. Implementation Timeline

Completion and Delivery of Plan

February 2011: This document, the final draft integration plan delivered to the faculty on 25 February 2011, contains an outline of the basic steps needed to achieve the integration, and a corresponding timeline for these steps. The Deans will be responsible for planning and overseeing the associated transition of accounting and university administrative procedures.

Launch of New College

July 1, 2011: The new College of Earth, Ocean, and Atmospheric Sciences will formally begin its existence, replacing the Department of Geosciences and the College of Oceanic and Atmospheric Sciences, which will no longer exist. University course listings will

carry the new EOA designator beginning Fall Quarter 2011 (contingent on approval of Cat 1 proposal).

March to June 2011

March:

- New discipline groups hold initial meetings in order to prepare for the transition and address any new joint academic responsibilities for the 2011–2012 academic year, and choose representatives for 2011–2012 CAC, Strategic Planning, and Faculty Hiring committees.
- Form new College Advisory Committee (CAC).
- Form new Integrated Strategic Planning Committee.
- Engage with Foundation representatives to determine basic branding elements and plan transition activities.
- Initiate planning for unified web presence, including domain name.
- Communicate merger plan to existing and prospective graduate and undergraduate students.
- CAC defines process for selecting individuals to fill administrative positions
- Begin process of filling administrative positions.
- Deans begin to review position descriptions with all faculty.
- CAC and Dean review the structure and responsibilities of faculty governance committees.

Spring Quarter:

- Complete process of filling administrative positions
- April: College Advisory Committee (CAC) and Dean name membership on 2011–12 faculty governance committees.
- Initial meetings of joint 2011–2012 committees, Strategic Planning, Faculty Hiring, Instructional Programs, and Research and Computational Facilities Committees.
- Promotion and tenure recommendations finalized into document for use by 2011–2012 P&T Committee.
- Peer review of teaching recommendations finalized into document for use by 2011–2012 PRT Committee.

July:

- Start of New College

December:

- Finish the first Strategic Plan of the new College.

Summary of the Memorandum of Understanding

A new College of Earth, Ocean, and Atmospheric Sciences between the College of Science and the College of Oceanic and Atmospheric Sciences

Context

The strategic planning and reorganization discussions that the OSU community engaged in during the 2009-2010 academic year made a strong argument for new College-level structure focused on the study of basic Earth system processes. Based on those discussions, the College of Science and the College of Oceanic and Atmospheric Sciences have committed to a joint enterprise that will merge the Department of Geosciences in the College of Science with the College of Oceanic and Atmospheric Sciences. The new entity will be referred to as the College of Earth, Ocean, and Atmospheric Sciences (CEOAS.)

The purpose of this MOU is to document the commitments of CEOAS to continue and build the work of the Department of Geosciences and of COS to continue and build the financial support for the joint mission of CEOAS.

Principles

COS and COAS will be guided by the principles of commitment to success, equity, accountability, transparency, and flexibility throughout the restructuring process. As issues emerge, we will work to resolve them as a partnership, recognizing the interests and capabilities of each partner. Our process will seek out these issues, frame them in the context of our 10-year vision, identify the options, risks, and opportunities, and develop an implementing agreement between the units. The process will be deeply informed by the reports from the faculty working groups that were established to guide the merger. Each implementing agreement will document the expectations of each partner, the planned outcome, and timeline.

Areas of Agreement

Administration

Support costs for the academic and research programs of the new college will be maintained by CEOAS, and investments by COS in the new enterprise will be managed jointly by the deans of CEOAS and COS. CEOAS will manage all grants submitted by CEOAS faculty.

Academics and Advising

CEOAS will continue delivery of service teaching in the earth and environmental sciences and undergraduate degree programs in the broad areas of Environmental

Sciences, Geography, and Geology. CEOAS will maintain viable undergraduate majors in environmental sciences and earth sciences with pathways suitable for students in what are now the geology, geography, earth science, and environmental sciences program. It will also maintain a viable program in the human dimensions of earth sciences, including undergraduate and graduate pathways appropriate for students in what are now the geography programs.

COS will provide access to the COS central undergraduate advising and assessment offices and activities to support the undergraduate programs in CEOAS. COS will commit to providing the same level of funding to CEOAS for faculty and staff support as was budgeted in FY11.

Faculty

Faculty position description, peer review of teaching, professional reviews, merit assessments and post-tenure reviews will be the responsibility of the dean of CEOAS. Promotion and tenure reviews will be managed by CEOAS.

When a COS-funded line comes vacant, that line will be refilled if the productivity outcomes are in place for the unit. If those core missions have not been successfully discharged, the two deans will discuss with the Provost if the vacant line should be refilled in CEOAS or should be reallocated elsewhere. COS may not reallocate a vacant position out of CEOAS without approval from the Provost.

Development

The deans of CEOAS and COS will coordinate fundraising efforts as appropriate given the donor base associated with the former units of Geosciences and COAS. The COS is committed to the success and development of this initiative.

Liaison Correspondence Request

The following request was sent to Deans Adams, Ramaswamy, and Salwasser.

Attached is a draft of our proposal to combine COAS with the Department of Geosciences to create a new college, the College of Earth, Ocean, and Atmospheric Sciences (CEOAS, pronounced "see-ohs"). Sherm and I would like your feedback and comments. We'd like to submit this early next week so that we can get it into the university process this month.

Liaison Correspondence Response – Ron Adams

We received a response from Dean Adams, which expressed his strong support for the proposal and suggested that we highlight the connections between the new college and the Division of Earth System Sciences.

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Liaison Correspondence Response – Sonny Ramaswamy

We received a response from Dean Ramaswamy and two members of his college leadership.

Russ Karow: The group consistently needs to remember that soils are part of Earth Systems. This has been mentioned before with no changes in verbiage made. There are already meaningful interactions among faculty so perhaps they consider they consider soils efforts already part of who they are.

Stella Coakley: I have reviewed the proposal and it appears to reflect an extended process of working with the involved faculty. Geosciences appears to be the unit most impacted by the change. The stated vision and mission sound good, and overall the proposal appears to primarily impact just COAS and Geosciences. Since very little detail is given within the proposal, it is not possible to assess whether an earlier mentioned idea to house the undergraduate 'Environmental Sciences' degree within the new college is being planned or not. I mention that because the degree, while housed entirely within COS currently, has had participation from across the campus and many tracks not necessarily specific to the new college. Moving it there might be a great idea but the minimal information provided leaves it unclear what impact the proposal has on the actual graduate and undergraduate degrees within geosciences, COAS, or environmental sciences.

We noted the linkages with the Department of Crop and Soil Sciences, but also that CEOAS will have maintain and expand its linkages with many other units across campus. We also included material on the undergraduate and graduate degree programs and the impact of the merger.

Liaison Correspondence Request

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Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: X First Second
 Third Fourth
 Program: College of Earth, Ocean, & Atmospheric Sciences
 Academic Year: 2011/2012 *Prepare one page each of the first four years*

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
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|--|---|---|--|---|---|-----------------------------------|

| | | | | | | |
|-------------------------------------|-------|--|--|--|--|--------|
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 5,000 | | | | | 5,000 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | 5,000 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | 5,000 | | | | | 5,000 |
| Physical Facilities Subtotal | | | | | | 5,000 |
| GRAND TOTAL | | | | | | 10,000 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: First x Second
 Program: College of Earth, Ocean, & Atmospheric Sciences Third Fourth
 Academic Year: 2012/2013 *Prepare one page each of the first four years*

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
|-------------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | 2,000 | | | | | 2,000 |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | 2,000 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | 5,000 | | | | | 5,000 |
| Physical Facilities Subtotal | | | | | | 5,000 |
| GRAND TOTAL | | | | | | 7,000 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: First Second
 Program: College of Earth, Ocean, and Atmospheric Sciences x Third Fourth
 Academic Year: 2013/2014 *Prepare one page each of the first four years*

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
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TOTAL |
|-------------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | 0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | 0 |
| GRAND TOTAL | | | | | | 0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University Indicate the year: First Second
 Program: College of Earth, Ocean, and Atmospheric Sciences Third x Fourth
 Academic Year: 2014/2015 Prepare one page each of the first four years

| | Column A
From
Current
Budgetary Unit | Column B
Institutional
Reallocation from
Other Budgetary
Unit | Column C
From Special State
Appropriation
Request | Column D
From Federal
Funds and Other
Grants | Column E
From Fees,
Sales and Other
Income | Column F
LINE
ITEM
TOTAL |
|-------------------------------------|---|---|--|---|---|-----------------------------------|
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | | | | | | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | | | | | | 0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | | | | | | 0 |
| GRAND TOTAL | | | | | | 0 |

Review Panel report of Oregon State University's Graduate Programs in Geology and Geography

1. Overall Recommendation:

Expand the Geography Graduate Program

Maintain the Geology Graduate Program

2. Summary of Findings and Recommendations

Both graduate programs are small in size, but of very high quality and populated by excellent faculty and graduate students. Overall performance indicators, in terms of external funding productivity, research publication, and graduate placement, all compare favorably to competing programs in the Geosciences. Graduate education thrives within both programs despite resource constraints, especially within Geography. Program personnel in Geosciences, moreover, play a critical role in graduate training across campus, with teaching and advising efforts that benefit allied programs in natural resources and environmental sciences. We have identified five key areas in which these programs are in need of increased resources.

1. The Geography program requires an **infusion of new faculty FTE** in order to maintain its viability, but we also believe that faculty in other OSU graduate programs (e.g., Forestry, Marine Resource Management) could be recruited to teach dedicated graduate (as opposed to so-called “slash”) courses in support of graduate education and training.
2. The **high proportion of slash courses** in the Geology graduate program is also a problem, although this issue (as well as some others delineated throughout this report) may be resolved when the Geosciences graduate programs are integrated within COAS in the coming year.
3. Recruitment of the best students in both Geosciences graduate programs is compromised by the **inequity of TA and RA stipends** relative to those in other Colleges at OSU. This issue is also impacting the morale of the Geosciences student body and needs to be resolved prior to the merger into COAS.
4. The Geosciences graduate programs also have some key infrastructure needs that must be addressed soon: (i) increased **suitable space for research laboratories and graduate student offices**, and (ii) **enhanced computer technology capabilities and support**, specifically acquisition of both hardware and software, as well as better computer lab accessibility for students.
5. Finally, we believe Geosciences graduate students would benefit from further **professional development in the areas of teacher training and grant proposal preparation**.

Detailed findings

Introduction

This review of the Geography and Geology graduate programs in the Department of Geosciences at OSU was undertaken by a committee consisting of: Peter Schiffman (Geology, U.C. Davis), Paul Robbins (Geography, U. Arizona), Anne MacDonald (GeoEngineers, Portland), James Strittholt (Conservation Biology Institute, Corvallis), and Walt Loveland (Chemistry, OSU). The review is based upon an extensive self-study document prepared by Geosciences, as well as on meetings conducted with OSU administrators, faculty and students on February 27th and 28th, 2011. This report uses the organizational template suggested by the OSU Graduate Council

Inputs

1. The fit of the mission etc.

Geography

The fit of the Geography program to both college and university mission is strong. Specifically, Geography faculty research and graduate training focuses closely on topics including: maintenance of sustainable marine ecosystems, measurement and provisioning of water resources, and the linkages between resource availability, natural hazards, and political conflicts. These match directly with OSU strategic initiatives in the area of a “healthy planet” and College of Science efforts to match basic research with practical policy to advance human and ecosystem health.

Geology

The fit of the Geology program to both college and university mission is similarly strong: Geology faculty research and graduate training focuses on topics including volcanic and tectonic hazards, economic geology, hydrogeology, Earth surface processes, and climate and biogeochemical cycles. The Geology faculty also has strong research and teaching ties with a wide range of groups on the OSU campus.

2. Quality of students

Data on student quality/admissions selectivity were provided for three graduate programs: Geography, Geology, and the interdisciplinary Water Resources program housed in the Graduate Council, but strongly supported by Geosciences faculty advisors. Objective measures of student quality (i.e., GPAs and GRE scores) were highest for matriculated students in Water Resources, lowest for Geography, and intermediate in Geology. This is explained by the dominant “audience” for each of these programs: the Water Resources program is relatively unique in the western United States, and completely unique within the Oregon higher education system.

The Geography program dominantly attracts students who intend to carry their graduate education only through a Master's level before embarking upon their professional careers. The Geology program attracts a more typical blend of Master's and Doctorate graduate students, with commensurately higher entering qualifications.

Selectivity on the part of the admitted students is also an important consideration. Relative student quality is measured as the average of GPA and GRE scores (exclusive of analytical writing, which is not uniformly available). The "quality" ratio of matriculated students to those who refused their OSU admissions offer was 99% in Geology, 96% in Water Resources, and 92% in Geography. This indicates that OSU is not losing their "best" applicants in Geology, but may be in Geography. Nonetheless, the overall quality of geography graduate students is consistent and strong. Students in this program have shown a notable ability to secure fellowships and scholarships, as well as external support from agencies including the National Science Foundation. There is some reported modest difficulty retaining the very best students in the area of human dimensions and social/environmental issues, owing to competition from parallel institutions, including University of Oregon. The overall success rate for students in finding external funding and their excellent post-graduation placement speaks to the strength of the program in maintaining a strong student pool this regard, however.

3. Admissions selectivity

Admissions selectivity can be measured in a number of ways. Geology has the highest applicant: matriculated ratio (nearly 11:1), while Geography and Water Resources are comparable (6:1 and 4:1, respectively). With respect to qualifications, as measured by the average of GPA and GRE category scores (exclusive of analytical writing), matriculated students are slightly (2-3%) better qualified than the entire applicant pool across all three programs. Using this same "quality" measure and comparing admitted to rejected students, the OSU programs are only slightly more selective: admitted students score 3% higher than rejected applicants in Geology, and 8 and-9% higher, respectively, in Geography and Water Resources.

Geography

The percentage of applicants admitted between 2005 and 2009 averaged 39% in Geography, and 51% in Water Resources. Compared to peer institutions, the Quantitative GRE scores of OSU Geography students is 30 points lower (see Table 3 of the self study report). No similar data are available for Water Resources students. Average quantitative GRE scores for admitted Geography students fall only marginally below those of peer institutions.

Geology

The GPA and quantitative GRE scores of admitted and matriculated students are very high, but the GRE scores are lower than those at peer institutions by nearly 80 points (see data from Table 3 of the self-study report). Between 2005-2009, 399 students applied to the Geology graduate program and 133 of these (or 33%) were granted admission.

4. Level of financial support of students

In the current and near-future economic climate, financial support for students is imperative. Geosciences graduate students are at the bottom of the pay scale on the OSU campus. This issue is affecting student morale and potentially will affect the ability to be competitive in recruiting the highest quality graduate students into these programs. Once student stipends are made comparable to those of other COAS students, we suggest that the OSU Geosciences program compare stipends to those of their peer institutions on an “affordability” basis as a means of evaluating the competitiveness of student support.

Geography

This program periodically admits some students without financial support but some of these students have been given teaching assistantships, so only a small proportion of students are self-funded.

Geology

This program does not admit students without a promise of financial support. Since 2005, 93 % of graduate students have had either a TA or RA stipend, and 96% have had a tuition fee waiver. Students expressed concern regarding the security of their grants over their degree programs.

5. Curriculum strength

All students take a course in Geosciences Communication, which provides an introduction to research methods and provides the opportunity to develop a thesis proposal. This course also begins the development of a graduate student cohort. Cohort development is strengthened by an orientation field trip (Geology graduate students) or GE0534 (Field Research in Physical Geography). The Geology graduate students expressed interest in further tailoring of these courses to match the skill levels of incoming students.

The Geology graduate program has elected to maintain strengths in three main areas: (1) Volcanology and Igneous Petrology (VIPR) (i.e., volcanology, igneous petrology, economic geologic) (2) Structural Geology/Geophysics/Tectonics (including neotectonics and earthquake geology), and (3) Surface Earth processes

and history (i.e., Earth system history, hydrology and hydrogeology, geomorphology, and climate and biogeochemical cycles). The number and range of course offerings are good to strong in each of these categories: 10 courses listed for VIPR, 6 courses listed for structural geology/tectonics/ geophysics, and 12 courses listed in surficial processes and history. The course offerings are strengthened when geography courses are included: geography course are useful to increasing degrees from areas 1 to 3. There are a significant proportion of offerings as joint upper division/graduate “slash” courses (an average of 46%, ranging from 33-52% per school year from 2005-2010), which proves somewhat problematic for Masters students interested in attaining a degree within 2 years. Students are sent to other departments as needed (e.g., mathematics, chemistry, civil engineering) for specialized advanced analytical training.

Geography graduate curriculum focuses largely in the area of physical geography, techniques, and resource management. In the area of Geographic Information Science, the curriculum is thoroughly rigorous and includes fully updated techniques and methods.

A crucial area of program success has been the creation and flourishing of the graduate program in Water Resources. That degree area has consistently attracted, retained, and graduated students with higher GREs and GPAs than the other units within Geosciences, and represents a signature program area for Oregon State University that is unavailable elsewhere. That program’s success has been predicated on utilizing already existing resources (especially faculty advising time and GTA lines), moreover, with little additional institutional support. Further modest investment in this area, therefore, will likely pay dividends in terms of matriculation, graduation, placement and increasing program and university profile.

6. Quality of personnel and adequacy to achieve mission and goals

Geography

The Geography program is extremely small in comparison to peer institutions, with 7 current FTE. These numbers are further constrained in their ability to deliver graduate teaching and advising, owing to faculty commitments to key programs, especially E-campus courses and the GIS certificate. Nevertheless, the program has maintained a relatively short time to graduation, successful pursuit of external funding sources support students, and excellent graduate placement.

Geology

There are currently only 10 faculty FTE in the Geology program, which is small relative to comparably ranked programs (most of which are in the 20+ range). The small size of the Geology faculty restricts its ability to comprehensively offer graduate courses in some programs areas (particularly structural geology/ tectonics and stratigraphy/sedimentary petrology) and eliminates the option to provide

coverage in other Geoscience topics (e.g., paleontology, which is comprehensively provided at the University of Oregon).

7. Quality of organizational support

The impending merger with COAS should have a positive effect on the Geology graduate program as students will have more access to COAS courses, facilities, and faculty. The campus has created 32 new positions across campus of which one position will come to Geosciences, in Geography. The College of Sciences is trying to assist Geosciences with their space needs by providing storage space off-campus for collections, thus freeing up space in Wilkinson Hall.

Productivity

1. Level and quality of student performance

Geography and Geology

Completion and retention rates in the program meet and exceed those of comparable programs, with very good time-to-degree for both Masters and PhD students. These students, moreover, demonstrate high levels of productivity when involved in faculty research, with research presentation at international meetings (including venues like the Association of American Geographers and the Ecological Society of America, the Geological Society of America, and the American Geophysical Union) as well as co-authored publications (in outlets including *Land Use Policy*, *Bulletin of the Geological Society of America*, *Journal of Geophysical Research*, *Geophysical Research Letters*, *Earth and Planetary Sciences Letters*). Graduate students in Geology have also received prestigious national fellowships (i.e., NSF IGERT and Research Fellowships, NASA Space Grant Fellowships).

2. Level and quality of faculty performance

The Geography faculty maintains rates of publication and citations per publication (2.22 – double that of those programs compared) far higher than peer institutions, indicating an extremely high level of productivity as well as a very high individual and institutional profile. Publications are consistently in major and high profile outlets. Approximately 80% of faculty members hold grants, a high rate relative to peer institutions.

In terms of research productivity (e.g., % with extramural grants and publications/year), the Geology faculty ranks well with peer institutions (see compilation of data from recent NRC report on graduate programs, as summarized in Table 47 of the self-study document).

3. Viability of scholarly community within which students can interact

The scholarly community within the Geosciences graduate programs remains at a good size to represent a breadth of investigations. This provides a benefit to graduate students directly or indirectly; after OSU, these students are not likely to work in a professional world composed solely of those similarly trained. Continued efforts to build a cohort across the department are encouraged to provide a strong level of investment in their colleagues' research. Furthermore, the OSU scholarly community has been robust and attractive to graduate students regionally for over 30 years thanks to the faculty, students, and programs in the Colleges of Oceanography and Atmospheric Sciences, Forestry, Agriculture, Engineering and Arts and Sciences, along with the contribution of the USDA Forest Services' Forest Science Lab (FSL) and related facilities such as the HJ Andrews Experimental Forest. [n.b., Although it is not within the control of OSU, disinvestment in FSL by the federal government and key retirements by USFS personnel within the next decade could reduce the quality of this interaction in the area of surface processes.]

Geography

The high ratio of students to faculty, coupled with high levels of research and instructional commitments on the part of Geography faculty, make student interaction with faculty more difficult, though there is little evidence of an impaired intellectual atmosphere. Graduate students report very high satisfaction both with the quality of their interactions with their major professor as well as overall intellectual interactions with their peers. Then program also facilitates student access to linked research groups across campus.

Geology

Although there are only 10 faculty members in Geology, the close proximity between Geology and COAS greatly increases the number of potential scholars available to Geology graduate students. Also, the University of Oregon's Geology Department is relatively close, and some OSU students have taken graduate courses in Eugene.

Outcomes

1. Professional viability of graduates

Geography and Geology

A central measure of program productivity and success is the excellent record of graduate placement. The direction and emphases of graduate employment reflects program strengths, moreover, specifically in crucial, applied, problem-solving areas in natural resource management. Graduates are consistently employed in key sectors, including state land management agencies (e.g. National Parks Service),

non-governmental and multi-lateral institutions (e.g. World Bank), and private sector areas (e.g. environmental consulting). The range and prestige of these institutions speaks directly to the overall success of the graduate training mission of the program, along with the list of peer institutions to which many students go on for further study or employment. Multiple specific elements contribute to this effective professionalization, including a well-established, cohort-centered approach (reflected in things like the annual field camp and student-student mentoring activities) as well as an effective effort to network students with potential employers. This has unquestionably produced a viable scholarly community.

2. Satisfaction of students and graduates

The Department of Geosciences can't guarantee office space to new graduate students, but has been able to do so to date. Most students don't like their assigned spaces because most offices have no windows. Some have expressed frustration with privacy issues, particularly as it pertains to accomplishing their research – some students reported conducting telephone interviews on their cell phones in the hallways or empty classrooms rather than in their crowded offices. There is also no communal space for graduate students to meet and, e.g., eat their lunch.

Geology

When interviewed, the Geology graduate students expressed their happiness with choosing the OSU graduate program, primarily because of the reputation of their research advisors. It was also pretty evident that they didn't choose this program because of the quality of the facilities or the financial support that was offered them. The TA stipend inequity issue is having an adverse affect on graduate student morale. The students also expressed concern about the seismic safety hazard in Wilkinson Hall. Students felt that laboratory safety issues are not well addressed, and that some are expected to establish these for their own labs. Students who work with rocks noted the lack of suitable space for rock crushing/sample preparation. Students expressed unhappiness with the limited number of graduate course offerings: many are so-called "slash" courses (offered to both grads and undergrads) but campus only allows 50% of grad courses for degree requirements. Curriculum in slash classes is generally less advanced. Courses offered through COAS help because none are slash. Students would welcome a dedicated proposal writing class in fall quarter. They felt that Geosciences 518, offered in winter quarter, is not filling their needs (e.g., many felt that many of the topics covered were too elementary). Students felt that they need more teacher-training to be better TA's: they feel that the single day course they currently receive is not adequate. Students felt they have very little input into suggesting seminar speakers.

Geography

Geography students uniformly reported satisfaction in their choice to come to OSU, specifically citing the high caliber of the faculty. Some Geography students stated a concern about the uneven and low levels of assistantship stipends. Students also explicitly expressed concern about the work levels and work/life balance of their professors: “burning the candle at both ends”.

3. Rankings/ratings

Geography

NRC rankings of the Geography program released in 2010 show a reputational rank range of 15-38, among 49 doctoral programs overall. Most notable in terms of comparative achievement, OSU’s program performed in the top-ten of smaller programs for Placement Rate of students, confirming internal assessment of the very high rate of success in training students for professional activities.

Geology

In the recent NRC survey of graduate programs, the OSU Geology program ranked well relative to peer institutions. Overall, it ranked 38th amongst 140 programs in the “reputational” category and 56th in the “statistical” category.

Conclusion and recommendations:

Both of these graduate programs are of excellent quality, but the Geography program is in dire need of FTE infusion to maintain its viability. We offer the following recommendations on issues we feel need to be addressed:

1. Need for Geography FTE

Across the university, but especially in any new CEOAS formation, there will be increasing demands for human dimensions expertise, spatial and spatiometric analysis, as well as synthesis experience and theory. Larger interdisciplinary solicitations from NSF (coupled natural human system research, LTER, ULTRA, etc.) and other agencies - which require human dimensions participation - will create further demand in these areas. Given the development of such solicitations and an overall increase in demand for science-society collaboration, as well as human dimensions and global change adaptation research and training, the need for ongoing development of faculty strengths in geographic science is not only desirable, but likely inevitable. In this sense, if there is not a strong Geography program when this area of critical work begins, the university and CEOAS will likely have to *create one*. The committee concludes, therefore, given the demonstrated current efficiencies and strengths of the graduate program in Geography, which will be the only PhD-granting unit performing human dimensions research in the new

unit, it would be advisable to “double-down” on the existing program and support its expansion precisely into these area of human-environment research, environmental management, and spatially-explicit resource planning (the program’s historic strengths).

This would represent a reversal of the current trajectory. Despite dramatically increasing productivity of individual geography faculty, increasing advising by individual faculty, and a relatively short time to degree, the diminution of faculty FTE over time (from 11 to 7), has led to a decreasing GRA opportunities and funding, with a concomitant decrease in graduate admissions in the program. In terms of the overall resources and time available to meet multiple goals, the Geography unit has reached an apparent breaking point and requires reinvestment. Given the likelihood of an additional retirement within the next five-years, moreover, the window for retaining the program’s viability is time-limited.

To that end, there is a demonstrable need to expand the core Geography faculty if the program is to remain viable and crucial graduate training is to continue. There are several key areas where hires in geography might foster effective cross-campus collaborations and external funding flows, including biogeography, science / policy analysis, coastal marine spatial planning and the geography of food security. Most urgent, however, especially for leveraging synergies in allied units (e.g. the new climate center), *three* key hires would maintain the viability of the unit and its critical role across campus:

- 1) Human dimensions of global change adaptation and sustainability science
- 2) Environmental risks and hazards
- 3) Geographic information science, modeling, in the area of adaptation and risk

2. Need to increase number of dedicated graduate courses in Geosciences.

Geosciences can’t continue to rely on other units on campus to provide dedicated (i.e., non-slash) courses for Geology and Geography graduate students. This issue is less significant for Geology graduate students as they have access to courses offered through COAS. An infusion of faculty FTE for Geography would improve this situation for their graduate students.

3. Need for resolving stipend inequity for graduate students

This issue is undermining student morale and must be resolved prior to the merger with COAS. We recommend that stipends for Geosciences graduate students should be identical to those in COAS.

4. Need for increased laboratory and graduate space for teaching and research missions.

One of the principal challenges for the future health of the Geology and Geography graduate programs is the lack of adequate research and teaching space. The self-study reports that as of 2006, the Geosciences Department had 9563 ft² of research space and 10285 ft² of office space. The relevant University metrics for this department would indicate the research space should be 19194 ft² and the office space should be 11879 ft², deficits of 9631 and 1594 ft². In 2007, the department requested 1700 ft² of office space, 4200 ft² of lab space and 2900 ft² of storage space. In the intervening time, the situation has worsened, as the research funding of the department increased. Without new or renovated facilities, growth of the graduate and research programs will be limited. Additional space is needed for graduate student offices and laboratories, graduate instruction, graduate student communal space, and faculty research. Apart from computer facilities, the majority of space in Wilkinson Hall has not been renovated in four decades.

The space deficit is significant (11,225 ft²) but not overwhelming. The ultimate solution would be a new Geosciences building built in cooperation with other groups in the Earth Sciences Division. However, given this building is not on the current OSU building priority list, that solution is decades away.

The Department needs to develop a realistic plan to address space issues in the short and medium term. The forthcoming merger of Geosciences with COAS may offer opportunities to increase the space available for Geosciences. The review panel urges the Department to make a series of realistic shorter-term estimates for various plans to address space issues. One of these plans should deal with various options for the renovation/remodeling of Wilkinson Hall. (We understand Wilkinson Hall was built to accommodate the addition of another floor for the building although the need for seismic retrofitting may impact that option). The review panel encourages the Department to develop a set of smaller short-term projects that will improve the quality of the present space and increase it in modest increments. The Department needs to seek external funding for these improvements in cooperation with the College of Science, the Earth Sciences Division and the OSU Foundation.

5. Need for enhanced computing facilities

Geography and related disciplines are growing increasingly dependant on high-end computer mapping technologies including remote sensing and geographic information systems (GIS). Modeling and statistical software is becoming increasingly demanding as it keeps pace with rapid advances in computer hardware. In order to attract and keep high-quality students, it is imperative for any modern Geography department to remain at the forefront of these technologies.

Currently, students of the Department of Geosciences have various computer facilities for their use. There is 30-seat Digital Earth Classroom (Wilkinson 210), which is largely used for teaching, the small Terra Cognita Lab (Wilkinson 208), and even smaller Graduate Student Research Facility (Wilkinson 106). Graduate students working under some faculty also have access to additional computing facilities for their research. The Digital Earth facility is primarily for teaching but allows some use by students for research.

Based on the site visit, review of facility specifications, discussions with faculty, and interviews with graduate students, the current computing facility is not fully meeting the current demand by students and will deteriorate without clear planning for the future. There is an overwhelming sense of frustration by the students in terms of not having the computing tools available to do their best work. Students frequently reported that they had to resort to purchasing their own hardware and software in order to carry-out their classroom work and research, because these resources were not being provided or were not easily accessible by the department. In order to remain a strong Geosciences department, close and continued attention to the computing facility is fundamentally important.

The following recommendations are -

1. Consider developing a lab similar to Digital Earth (~15-20 stations) to be used exclusively for research. This would relieve pressure on the Digital Earth Classroom and dramatically improve the current demand for dedicated computer facilities for graduate students.
2. A hardware upgrade policy should be formalized that maximizes graduate student access to the most current technology.
3. Current hardware performance is generally good, but some number of machines should be dedicated as state-of-the-art machines and reserved for projects that are computationally demanding. Most computers are using fast processors but are beginning to lag on RAM and video card speed. Hard drive space is also limiting in some instances and relatively inexpensive to address. Computers built for spatial analysis and visualization need to keep pace with the technology.
4. Student access to current resources should be improved and the changes clearly communicated to students. Some facilities should be available to graduate students 24/7.
5. For those students with heavy computer needs, a dedicated workstation should be assigned for their research.

6. Software review should be regularly conducted with student involvement and the most useful packages maintained, including the high-end functions that are often not included in base packages.

6. Need for improved professional development for graduate students in the areas of teacher training and proposal writing.

We recommend that Geosciences establish a 1 unit, fall quarter-length TA training course that brings up real, on-going issues that TA's are facing as well as topics such as syllabus development. Revise Geosciences 518 into 2 separate courses. Create a writing class for all new students, and a separate (NSF-style) proposal writing class for PhD students who have already completed a MS thesis.

Materials linked from the June 2, 2011 Graduate Council agenda.

-----Original Message-----

From: Filtz, Theresa [mailto:theresa.filtz@oregonstate.edu]

Sent: Wednesday, June 01, 2011 9:31 AM

To: gradcncl@lists.oregonstate.edu

Cc: Rosenberg, Valerie; Khanna, Sunil; Harvey, Marie; Minc, Leah; Garagnani, Rosemary; Naguib, Nagwa

Subject: Appeals process for non-equivalent and international degree holders

Hi,

At our May 19 meeting we had discussed the case of Dr. German Escobar, a MD from Colombia, who wanted to apply to the MPH program. We made a one time exception for him to appeal to the Graduate Admissions Committee (GAC) for admissions.

Leah Minc, Rosemary Garagnani, Brenda McComb, Valerie Rosenberg and I met last week to talk about an appeals process for international graduate student applicants whose professional degree is not considered equivalent to a bachelor's degree. We agreed that the GAC could handle these appeals given guidance. We created a draft of a form (attached) to be used by graduate programs to appeal the rejection of an applicant with a non-equivalent degree. We thought that this may work best as a pilot program to be re-evaluated in six months to a year. We also agreed that, for the pilot program, the GAC would only consider international applicants who met all the requirements for admission, including at least a 3.0 GPA on the last 90 credit hours (or equivalent), at least the minimum acceptable TOEFL scores for regular admission, and had a degree from a recognized international university (a list of which is maintained by OSU).

So, assuming that we have time tomorrow at our meeting, please look over the attached form. I will bring forward the following request for a policy change:

"Graduate programs with an international applicant who does not have a four-year bachelor's or an appropriate alternative degree, e.g. a professional degree of at least four years duration, but who meet all other requirements for admission as a graduate student at OSU, may appeal the admissions denial to the Graduate Admissions Council. The Graduate Admissions Council, based on evidence presented by the graduate program, will determine if the student has sufficiently demonstrated preparedness to enter a graduate program and may provide an exception to allow admissions."

Thanks,
Theresa

Theresa M. Filtz, Ph.D.

Associate Professor of Pharmaceutical Sciences Oregon State University College of Pharmacy Corvallis,
OR 97331

541-737-5802

theresa.filtz@oregonstate.edu

Materials linked from the June 2, 2011 Graduate Council agenda.

From: gradcncl-bounces@lists.oregonstate.edu [mailto:gradcncl-bounces@lists.oregonstate.edu] On Behalf Of Filtz, Theresa
Sent: Wednesday, June 01, 2011 10:08 AM
To: gradcncl@lists.oregonstate.edu
Subject: Critical last minute issues

Dear GC members,

An issue has come up that we need to grapple with on short order. The graduate school has requested that we give them an opinion on the issue below, so I am squeezing time into the agenda tomorrow to discuss this situation. Please read the rest of this email in preparation.

The graduate school has come to us to ask for an opinion on how to proceed in the event that a graduate program is unable to meet its own rules--rules which are more stringent than university policy--and yet refuses to waive those rules for a student in good standing. Please allow me to try to explain by telling a story to protect student anonymity. This story that is a bit of a mix of facts from different scenarios, all of which have occurred at one time or another in my program, to illustrate the problem. I am asking that you keep confidential this story and any accompanying discussion.

Several years ago, there was a graduate student in my PhD program in pharmacy who we accepted enthusiastically, despite some unpleasant interactions between her husband and our graduate program assistant. [The husband kept phoning our assistant for information on his wife's application despite repeated assertions that 1) FERPA rules prevented our discussing his wife's situation with him, 2) we had a procedure for dealing with applications that can take several weeks or even months, and 3) we would not waive our requirement for a GRE score.] The student did quite well in her didactic classes in her first year, i.e. she was a student in good standing. However, in my program, students work in three different labs in each quarter of their first year and then choose a thesis lab at the end of spring term. At the end of spring term for this student, no one in pharmacology wanted her in their lab. No one wanted her because a) she thought that she knew everything and was very resistant to instruction (not so uncommon, but annoying), b) she did not hesitate to complain regularly to our department chair, the dean and even requested meetings with the Provost (unsuccessfully as far as I know) whenever she was unhappy about something, and most importantly, c) her husband would regularly call and berate whoever she was working with, threatening a lawsuit in at least two cases. Interactions were complicated because she did not want to meet alone with any male faculty members and wanted her husband, who was a bully, to be present at all face-to-face meetings. So, we were faced with the problem. We couldn't force her to leave the program--there was no basis in performance for that. She refused to work with the two male faculty members of my four member discipline. The other female faculty member refused to work with her because she threatened a lawsuit (and was the spouse of one of my male colleagues). So, I had to take her on; it was that or open our program to a lawsuit. A further difficulty was that no one else in the pharmacology group would sit on her committee (and she, in return, did not want them). In the end, we had to agree to alter our program requirement that at least two members of the pharmacology discipline sit on a student's PhD thesis committee. In this case, my department chair understood the difficulty of the situation and waived our requirement. She eventually graduated with her degree, although after considerable difficulty and tension.

We now have a very similar situation confronting the graduate school. However, in this case, the department chair and faculty are not so understanding and refuse to waive their rule that at least two members of the specific program must sit on every student committee. This is despite the fact that OSU only requires that each student's committee have one member from their specific program.

So, the graduate school is asking us, as the graduate council, to decide whether the more stringent committee membership requirements of a graduate program can be over-ruled, and allow for a student in good standing to continue in a graduate program and graduate, if they meet all university rules.

I will add the caveat that if we decide that this can not happen, i.e. the graduate school can not over rule the faculty of a graduate program on this issue, what should be done to rescue a student in good standing in this situation?

Thanks,
Theresa

Info on CEOAS merger below.

From: "Duncan, Robert Ames" <rduncan@coas.oregonstate.edu>
Date: June 6, 2011 3:40:36 PM PDT
To: "Filtz, Theresa" <theresa.filtz@oregonstate.edu>
Cc: "Abbott, Mark Richard" <mark@coas.oregonstate.edu>, "Wolf, Aaron - Email Forward" <wolfa@geo.oregonstate.edu>
Subject: questions from GC

Hello Theresa:

Mark Abbott is traveling and asked me and Aaron Wolf to field the questions you sent, following a recent review of the COAS-GEO merger Cat I proposal by the Graduate Council. I hope these answers are clear and sufficient. If not, I'll be ready to discuss further.

Bob Duncan

1. Support staff for Graduate Programs in Geosciences. The same numbers of support staff as currently serve the two graduate programs in COAS (OEAS and MRM) and the two graduate programs in Geosciences (Geology and Geography) will continue in the new College, but responsibilities will be somewhat re-assigned into a Student Services office and a Student Development office. The first will manage most of the administrative details (receiving and circulation of student applications, course scheduling, course evaluations and access, assigns student office space, etc), while the second will support the faculty admissions committee, student funding, progress reports, program committees, conduct new student orientation, recruiting, career counseling, and assessment, etc).
2. The Geosciences and COAS graduate programs will be directed by the Associate Dean for Academic Programs (currently 0.80FTE, but will be 1.0FTE in the new College). The AD works with the faculty committee that monitors student admissions, progress and nominations to the College graduate faculty, and the director of student development, to ensure proper tracking of graduate students in all four programs. Advising graduate students is the responsibility of each student's program committee (led by the major advisor(s)), the director of student development, and the Associate Dean. Progress is reviewed annually by each of the four faculty discipline groups and reported to the director of student development and Associate Dean through the discipline representatives on the faculty graduate admissions committee.
3. The grievance pathway for a graduate student is described in the "Graduate Student Handbook" for COAS students, which will apply to all graduate students in the new College. This augments the "Grievance Procedures for Graduate Students at Oregon State University" which is available from the GSO. Briefly, the student is advised to first resolve the problem informally through consultations with the College, starting with the major advisor or other members of the program committee, followed by the director of student development and/or the Associate Dean, followed by the Dean. If these meetings prove unsatisfactory, the student is given information about the procedure for filing a formal grievance with the University.
4. The faculty committee that coordinates student admissions is currently called the Graduate Admissions Committee, but as noted above, also tracks student progress annually and interacts closely with the student development office. It is correct to say that the GAC does not make admissions decisions, but communicates the decisions of each of the faculty discipline groups to

the student development office and student services office, along with funding assignments (GRAs and GTAs). The student services office then communicates these decisions to University admissions with departmental action forms (DAFs).

Robert Duncan, Associate Dean
Director of Student Programs
College of Oceanic and Atmospheric Sciences
104 COAS Admin Building
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541-737-5189 (office) 541-737-2064 (fax)

From: "Bloomer, Sherman - COS" <sherman.bloomer@oregonstate.edu>
Date: June 6, 2011 3:35:19 PM PDT
To: "Filtz, Theresa" <theresa.filtz@oregonstate.edu>
Cc: "Abbott, Mark Richard" <mark@coas.oregonstate.edu>, "Wolf, Aaron" <Aaron.Wolf@oregonstate.edu>, "Duncan, Robert Ames" <rduncan@coas.oregonstate.edu>, "Beach, Gary" <Gary.Beach@oregonstate.edu>, "Naguib, Nagwa" <Nagwa.Naguib@oregonstate.edu>, "gradcncl@lists.oregonstate.edu" <gradcncl@lists.oregonstate.edu>
Subject: Re: CEOAS merger/reorg Cat I

Theresa:

Mark and I have talked, and we're a bit concerned about adding the MOU as an addendum until Sabah has reviewed and signed it (it's on his desk) If it is helpful, the sections related to budget say:

"Budget transfer and support:

COS will commit to providing the same level of funding to CEOAS for faculty and staff support as was budgeted in FY11 to the Department of Geosciences and the Environmental Sciences Program (see Appendix A) with the specific understandings as outlined in the remainder of this document.

Budget:

Geosciences and Environmental Sciences Undergraduate Program (ESUP) initial budgets will be transferred from the College of Science to CEOAS within two weeks of the initial budget distribution. Allocation of future OSU incremental budget changes attributable to Geosciences and ESUP programs will be calculated by COS accounting support personnel using (as much as possible) the Office of Budget and Fiscal Planning's allocation methodology. COS will notify CEOAS of incremental budget adjustment amounts attributable to Geosciences and ESUP in a timely manner.

This budget arrangement is to ensure that the missions of service teaching, undergraduate education, and research (as detailed elsewhere here) that are currently carried out by the Department of Geosciences are embraced by CEOAS. Once those missions are firmly embedded in the mission and culture of CEOAS the budget investment by COS will be moved into CEOAS as part of the initial budget allocations. This change will require the agreement of both Deans and the Provost. This arrangement will be reviewed after three years to gauge its effectiveness and can be extended for another two years with the approval of the two Deans. After five years, the budgets should be combined, unless there are strong objections from either Dean, in which case, the Deans and Provost will discuss an appropriate arrangement."

Will that address the concerns of the Council?

Sherm

From: Bloomer, Sherman - COS [mailto:sherman.bloomer@oregonstate.edu]

Sent: Monday, June 06, 2011 10:42 AM

To: Filtz, Theresa

Cc: Abbott, Mark Richard; Wolf, Aaron; Duncan, Robert Ames; Beach, Gary; Naguib, Nagwa; gradcncl@lists.oregonstate.edu

Subject: Re: CEOAS merger/reorg Cat I

Theresa:

I'll work with Mark to get you the necessary materials. The MOU is actually already a document that's been signed and forwarded to the Provost, so it's not something that we plan on editing (it does have discussion of a sunset clause in it). It also addresses largely issues of budget, accountability, and responsibilities for management of functions like business and IT. None of it discusses issues of graduate programs or graduate program management, as we tried to be careful to keep the academic program discussion squarely in the academic structure proposal.

Sherm

From: Filtz, Theresa [mailto:theresa.filtz@oregonstate.edu]

Sent: Monday, June 06, 2011 10:09 AM

To: Abbott, Mark Richard; Bloomer, Sherman - COS; Wolf, Aaron; Duncan, Robert Ames

Cc: Beach, Gary; Naguib, Nagwa; gradcncl@lists.oregonstate.edu

Subject: CEOAS merger/reorg Cat I

Hi Mark, Sherm, Aaron and Bob,

The Graduate Council tabled full consideration of your Cat I proposal until our meeting this week on June 9, the final meeting of the year.

In preparation for continued discussion and potential approval of your proposal, the Council is requesting some additional information and a few edits.

1. Can you please send us the complete MOU regarding the transfer of Geosciences out of COS to CEOAS? We only have an abbreviated version in the proposal.

2. Add a sunset clause to the MOU

3. Include a current org chart for COAS to be compared to the new org chart on page 6.

4. Is the Associate Dean for Research a new position? If so, describe the budget source for this position. If there are any other new positions created with the merger, please note those as well and budget source.

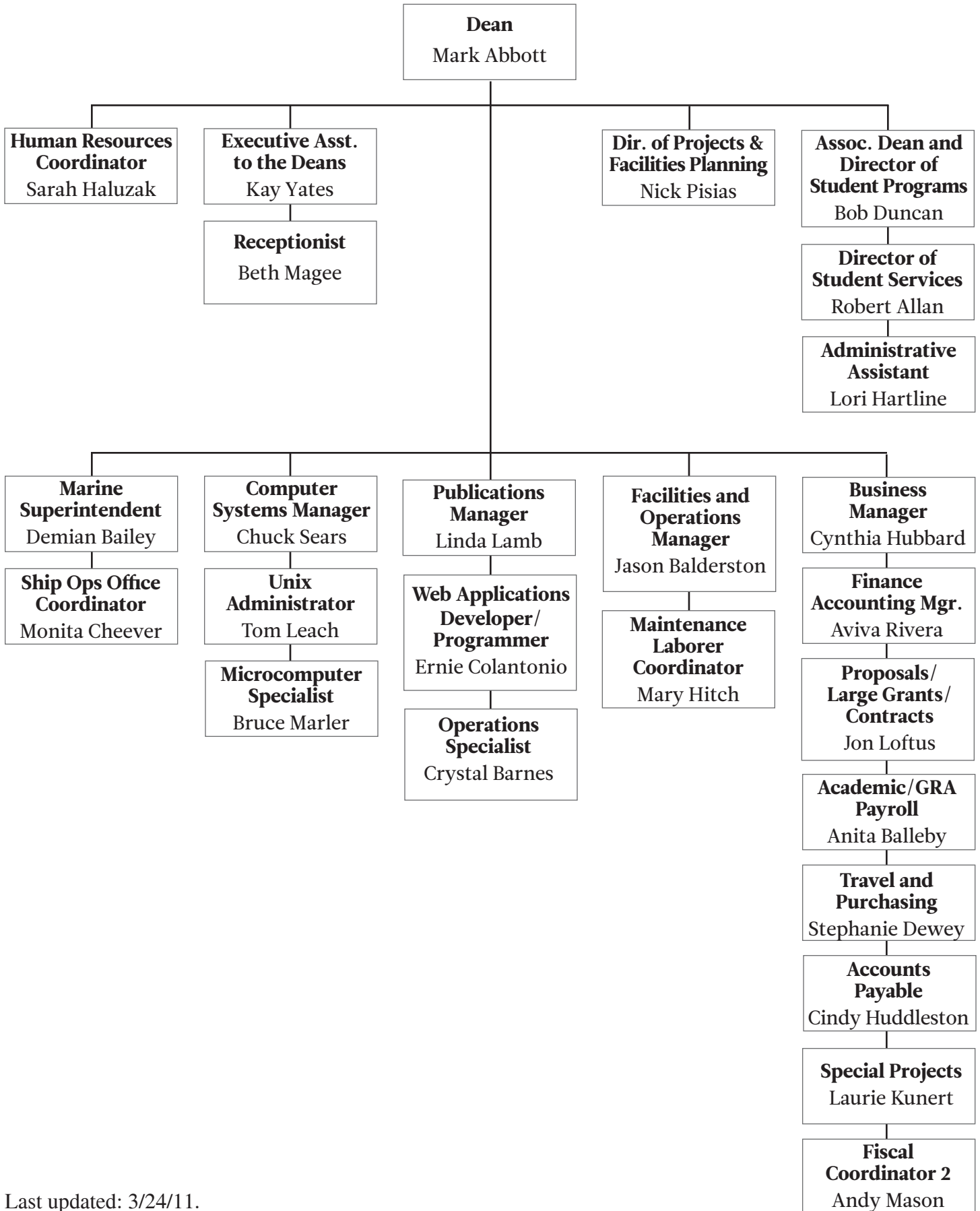
Similarly, where will the budget for the undergraduate support staff and the grad support staff originate? Will these monies also be transferred with the Geosciences department. If so, please provide this detail in the MOU (if not already included).

5. Include a statement in the proposal that the Dean of CEOAS will be responsible for all aspects of the graduate programs in Geography and Geology, including the recommendations that will come forward as a result of program review.

Thanks,
Theresa

Theresa M. Filtz, Ph.D.
Chair, OSU Graduate Council
Associate Professor of Pharmaceutical Sciences
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COAS Organizational Chart



Materials linked from the June 9, 2011 Graduate Council agenda.

From: gradcncl-bounces@lists.oregonstate.edu [mailto:gradcncl-bounces@lists.oregonstate.edu] **On Behalf Of** Filtz, Theresa

Sent: Monday, June 06, 2011 2:36 PM

To: gradcncl@lists.oregonstate.edu

Subject: Grad Council work load for next academic year

Grad Councilors,

I intend to send the letter below to Jack Higginbotham, Faculty Senate President, and Kate Hunter-Zaworski, President Elect. I'm sending it under my own name, not Council's, but in my capacity as outgoing Chair. I welcome comments before I send it at the end of the week.

Thanks,
Theresa

I am writing to you as the outgoing Chair of the OSU Graduate Council, as a Council member for next year, and as a veteran member of the Graduate Council since 2004. I am greatly concerned about the predicted workload to be handled by the Council in the 2011-2012 academic year. Gary Beach of Academic Programs tells us that 24 Cat I or abbreviated Cat I proposals will need to be considered by the Council next year. The influx of proposals beginning this spring has stretched our work load beyond that reasonably to be expected of a volunteer position.

Further, the Council learned recently that a substantial backlog of graduate program reviews needs to be completed within the next two years as part of OSU's re-accreditation. Graduate program reviews are a significant responsibility for Graduate Council members when they are assigned to a review team, and require time in Council meetings to discuss.

The Graduate Council also provides help to the Graduate School to evaluate several competitive fellowship programs including the Lottery Scholarships and the Laurels block grants. The stack of Lottery scholarship applications to be reviewed this year was a foot high. When you add these duties to the need for Council to consider new policy issues related to increased internationalization, desire to grow programs in non-traditional ways, restructuring, and new degree types such as the PSM, the Council agenda and work-load was over-full this year despite a doubling of our meeting frequency to once every week in winter followed by an increase in meeting time. Members of Council are, at times, making a strategic decision to avoid Council meetings because the demands have become too onerous.

So, I am asking for your help in deciding how to reconfigure the workload on the Council to reduce the burden on each faculty member who volunteers to serve. We have some ideas in Council, including reducing the number of readers on a Cat I proposal to two instead of engaging the entire Council. I believe that Curriculum committee is taking this approach. Some additional recruiting of faculty just for graduate program reviews might also help. There is not a consensus on Council regarding whether more members would reduce the burden or simply make it more difficult to find a time to meet, but we need to find ways to alleviate the time commitment.

As for whoever takes over as the new Chair of Graduate Council, I would urge them to consider distributing some of the duties. I believe that a representative from Council should be assigned as liaison to the University Assessment Council and to the academic program pre-proposal

meetings, and allow the Chair to focus on the other duties of the position. Re-distribution will, of course, add an additional burden the Council members.

Thanks,

Theresa

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Reviewer Comments – Cat I MA/MS Communications

Cass Dykeman and I have reviewed the Category I proposal for the MA/MS in Communications and believe that additional information about the proposal is needed to inform the deliberations and decision by the council.

- We were not able to find the responses to CLA Liaison.
- We were confused by a statement at the bottom of page two of the English Liaison document. The liaison letter indicates that when graduate students name Speech Communication as both their first and second areas, they complete their masters' work using only 9 credits outside the department. Yet page 12 of the proposal states that these students earn 36 of their 48 credits from the Communications department. Please explain the disparity, and how this meets the MAIS requirement of 15 credits from each of the three areas.
- We were not able to find a clear distinction between the MA and the MS degree requirements within the proposal.
- The Category 1 lists Fall 2011 as the implementation date. (pg 4, item 1c)
- We are concerned with the extensive use of slash courses in the proposal. If the thesis credits are removed from the equation, at least 41% of the course work is slash courses. Since the proposal is for building an MA/MS degree with a projection of 20 students, why not develop the proposal with more stand-alone graduate coursework? What is driving the choice of using slash courses in the curriculum?
- Related to the point above, we note that the research methods courses are slash courses. We believe it may be more appropriate to use stand-alone graduate coursework for research methods.
- Given the large percentage of slash courses, would this degree program really be an option for OSU Communication undergraduates?
- Pg 9, item 3d – Learning outcomes. The third learning outcome suggests the thesis will integrate the minor area. However, the curriculum proposed does not specify the requirement for a minor area. Please explain.
- The proposal cites that the GRE will be required for admission, but does not specify minimum scores. How will the results of the GRE be used in the selection decisions? (pg 10)
- On page 11 (item 6aiii), the proposal seems to justify the need for this degree program because GTAs are needed to teach lower-division Communication classes. From the university perspective, and giving consideration to the lost revenue associated with tuition remission, it would seem that the use of professional faculty to deliver classes would be more cost effective. The GTA positions should be used to attract highly qualified candidates for the degree program.

- Is data available on the current enrollments in the UO and PSU Master in Communication degree programs?
- Pg 12, item 6b – Needs for employment:
 - What are the specific labor market projections (Oregon and US) for master's graduates from CIP # 09.0101?
(n.b., <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88045>)
 - To the point that many of the MA/MS students will come from the MAIS program:
 - Can placement results from past MAIS-dual-communication-area graduates be provided? The proposal makes very general statements regarding demand for graduates from this degree program. It would seem that the placement results of past graduates could be used to demonstrate demand and the types of career opportunities available.
 - Is there any data to suggest the number of students who are currently pursuing the MAIS with a concentration in Communication that would opt to switch to a Communication master's degree?
 - Is there data on the number of alumni from the MAIS with a dual concentration in Communication that would have instead opted for a Master in Communication?
- Pg 14, Item 8. Assessment. The proposal indicates that assessment will be based on individual courses and the evaluation of the thesis. If so, then the learning outcomes need to be mapped to the specific courses in which they are evaluated and assessed. Given the current emphasis within the university on assessment, a more thoughtful program for assessment should be included in the program.
- The proposed budget does not seem to reflect the diversion of faculty time for teaching additional stand-alone graduate classes and guiding up to 32 thesis projects. If it is budget neutral with no additional faculty resources, then what impact would this degree program have on the quality of the current undergraduate program?

Oregon State University

Review Process for Ecampus Proposals

Programs:

- A. Review by the Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation should take place for all online Ecampus program proposals, including undergraduate and graduate majors, minors, and certificates as well as undergraduate options of majors. The review process will entail the following steps for existing, previously approved programs:
1. Following submission by an academic unit, Ecampus evaluates the proposal to decide if the program should be offered online. This is part of the Ecampus review process. Ecampus evaluates a potential program based on the following criteria:
 - does the subject lend itself to online learning;
 - is there market need;
 - what is the cost to develop; and
 - does the program have potential for financial sustainability over time?
 2. If Ecampus approves the program for distance delivery, the proposal is forwarded to the Office of Academic Programs, Assessment, and Accreditation for review of the program requirements to determine equivalency with the campus-based program.
- B. Review by the Office of Academic Programs, Assessment, and Accreditation will include the following:
1. If a major, which options will be offered?
 2. What are the curricular requirements for the proposed program?
 3. What courses will be offered through Ecampus to meet those requirements?
 4. Are the minimum requirements of the program being met? If not, indicate in what ways the proposed program will differ from the one on the OSU main campus.
- C. As a result of the review by the Office of Academic Programs, Assessment, and Accreditation, a summary evaluation statement will be prepared and forwarded to the Curriculum Council (Graduate Council, if applicable) for its review and approval of the proposal.

- D. The Graduate Council (if applicable) and the Curriculum Council will review the proposal and suggest any needed changes/clarifications along with its approval. The approval is entered into the minutes and posted on the web.
- E. The Office of Academic Programs, Assessment, and Accreditation notifies the academic unit and Ecampus of the proposal's approval. In addition, a CPS (expedited Category II) form is prepared and submitted to the Catalog and Registrar's Office for implementation.
- F. Ecampus and/or academic unit will notify the Office of Academic Programs, Assessment, and Accreditation of any changes to the delivery of an approved program, including notification of its intent to terminate any previously approved online delivered program.
- G. The Office of Academic Programs, Assessment, and Accreditation will maintain a list of all approved Ecampus delivered programs (majors, minors, certificates, and options). Ecampus programs will be placed on the Office of Academic Programs, Assessment, and Accreditation home web page.

Courses:

- A. Ecampus will **not** fund or develop any course that has not been approved through the CPS Category II process. When a course proposal comes to Ecampus that has not been approved by the Curriculum Council, Ecampus will have the proposer submit the course through the regular Category II review process. Ecampus will review the course for online delivery, but will fund the course for development only after it has received Category II approval.
- B. Ecampus will accept course proposals for online delivery only if the course already appears in the OSU Catalog.
 - 1. Ecampus will not send course proposals for additional curricular review because they have already been reviewed and approved and exist in the OSU Catalog.
 - 2. Ecampus will copy the Curriculum Coordinator in the Office of Academic Programs, Assessment, and Accreditation on the approved course proposals.
 - 3. The Curriculum Coordinator will facilitate the implementation of course schedule-type coding by submitting an expedited Category II proposal through the CPS.

Approved by:

Academic Affairs: October 7, 2011

Extended Campus: October 13, 2011

Office of Academic Programs, Assessment, and Accreditation: October 14, 2011

Graduate Council: October xx, 2011

Curriculum Council: October xx, 2011 (Final Approval)

Core Theme 2: Graduate Education and Research

Revised 10/11/11

- McComb and Holdren will be coordinating leadership.
- Graduate Council will serve as the steering committee and leadership body for Core Theme 2.1 and assist with determining performance thresholds for each metric.

Objective 2.1:

Maximize opportunities to attract and train high quality and diverse graduate students who find employment in rewarding professional careers.

Institutional Indicators:

1. GPAs and GRE scores of admitted and entering graduate and professional students. GPA Threshold = 3.0; goal = >3.5; GRE threshold = top 50% of all scores; goal = top 25% of all scores
2. Proportion of the total student body who are graduate and professional school students. Threshold = 15%, goal = 25%.
3. Proportion of students from under-represented groups (ethnic, racial, 1st generation, economic status, women in STEM fields, protected status). Threshold = Proportional representation to peer institutions (where data are available); Goal = proportional representation for Oregon population
4. Average number of doctoral students per Graduate Faculty member. Threshold = 1; goal = 3.
5. Average time to completion for PhD students. Threshold = 6 years; goal = 5 years. For MS/MA students. Threshold = 4 years, goal = 2.5 years.
6. Percentage of students obtaining passing scores on licensing exams and average scores on these exams. Threshold = 95%; goal = 98%
7. Percentage of students employed in their profession after 5 years. Threshold = 80%; goal = 95%.

Objective 2.2:

To foster a research and scholarship environment that is diverse and has a high impact.

Institutional Indicators:

1. Dollar volume of total research enterprise,
2. Dollar volume per T/TT faculty member,
3. Number of books, performances and forms of national awards and recognitions generated/received by faculty, and
4. Economic impact, including;
 - a. Number and dollar volume of Industry agreements
 - b. Number of start-ups,
 - c. Number of licensed technologies,
 - d. Number of industry contracts (including SBIRs and STTRs), and
 - e. Licensing and Royalty revenues.

USDA-NIFA and OSU Internal Review Report – April 24, 2011

Graduate Programs in (1) Animal Sciences and (2) Rangeland Management and Ecology

Oregon State University, Corvallis OR

1. Overall Recommendation: **Restructure** by combining the programs.
2. Summary of Findings and Recommendations
 - a. **Key Issues**
 - i. Faculty FTE are below “critical mass” due to
 1. Lack of replacement faculty FTE over the last two decades
 2. Loss of early career faculty due to unanticipated departure from the institution without replacement
 - ii. Current faculty demographics of both departments are such that reduction of faculty numbers means that fewer students are being trained
 1. The near-retirement stage of some faculty, the administrative and/or undergraduate teaching loads of others, coupled with fiscal considerations to cover the cost of supporting students have impacted the graduate education programs with an adverse impact on the morale of students and faculty alike
 - a. Nonetheless, student consensus indicated that “things have improved”
 2. Interestingly, the faculty:student ratio (Animal Sciences) has not changed indicating a continued commitment of faculty to graduate education
 - iii. E&G budgetary constraints of CAS and departments
 1. Campus administration needs to address the flow of financial resources to the department to support student enrollments
 - a. Provision of funding for GTAs to support the undergraduate education mission of the units (ANS/RME courses) will assist funding for graduate education
 - iv. Faculty Mentoring and Professional Development
 - a. Enhance professional development of new hires which will promote retention of new hires
 - b. Set expectations for instruction of graduate courses by faculty

b. Findings – Recommendations

1. Campus administration must address and fulfill faculty FTE commitments for the new consolidated department: Hire tenure-track FTE (a cluster hire of assistant and associate levels would be most beneficial)
 - a. A combined target of 18-20 faculty is recommended
 - i. 5 FTE immediately as a cluster hire to enhance programmatic developments *including* graduate education opportunity
 - ii. Replacement priority for future FTE due to resignations and retirements to develop and maintain the necessary preeminence for the consolidated unit
2. The consolidated department should merge the two graduate programs to create a modernized graduate education opportunity for MS and PhD degree conferrals
 - a. Develop a modern and comprehensive name
 - e.g., Animal Systems and Range Ecology
 - e.g., Biology of Animals and Ecology of Range
 - b. Develop a graduate education core **plan** that takes advantage of departmental strengths (upon the new FTE hires) and campus opportunities that gives students personalized disciplinary “options”
 - i. Identify minimal core curriculum for MS and PhD programs – develop appropriate core courses for research area of interest/ so students understand what is expected for degree completion and the courses are available for enrollment
 1. Consider if it is a possibility that graded course requirements for a research PhD are too high
 2. Consider a policy/regulation course (perhaps covering both animal science and range issues)
 - ii. Range program – connect and enhance collaboration with water resources and natural resources – research, undergraduate and graduate programs, extension
 - iii. Campus administration should address issues related to advanced degree students being “locked out” of courses in other units
 - iv. Campus administration and the department should develop *an educational think-tank workshop* to develop a consortia to consider novel opportunities for “missing” classes via long distance learning with western states or e-classes
 1. To make gains in this arena, financial resources to bring faculty from disparate sites together to develop are essential with campus IT/interaction modes to “make it happen”

2. Change admission strategy to develop an early (campus compatible) deadline (e.g., January 15) for application review and allowing for competition for fellowships and opportunity to gain the “best crop” of students (this doesn’t preclude continuing admissions beyond the early deadline)
 - a. Consider the balance of OSU vs non-OSU applicants
 - b. Consider opportunities for international students
 - c. Consider opportunities to enhance the diversity of students (both gender and ethnicity)
3. Student Development and Communications
 - a. Improve the mentoring and orientation for 1st yr students (regardless of term admitted)
 - i. Teaching, safety issues, and research should be emphasized
 - b. Convene a session involving students and a faculty committee to consider salary issues – and the equalization of salary base and workload
 - i. Develop a greater faculty-student partnership within the department, which will be especially important for students as the consolidation unfolds
 1. Develop “a consolidated departmental plan” for funding of graduate students that is equitable and openly-communicated with students
 2. Work with administration to gain GTA funding from campus for ANS and RNG courses
 3. Investigate GTA opportunities for program students in other departments
 - c. Communication and mentoring regarding workload balance
 - i. Discussion of expectations with students and mentors
 - d. Focus on communications with students regarding the departmental merger and any potential graduate program merger
 - e. Investigate campus-wide teaching/TA-training programs – require participation if available; consider development of

- a 1 unit grad level “teaching skills class” that all program students must take in their first quarter
- f. Develop student-to-stakeholder interactions
 - i. Consider an annual event to provide interactions which could lead to student-funding development and career opportunities
 - 1. For example:
 - a. Half day of student presentations
 - b. Luncheon
 - c. Half day of stakeholder presentations

3. Detailed Findings

- a. Introduction:
 - i. **Objectives of the review.** The graduate program review was commissioned as part of the 10 yr review process required by the institution. An unusual feature of this review is that it was organized in alignment with the USDA-NIFA external review of the departments of Animal Sciences and Rangeland Ecology and Management. These two departments are planning to merge as of July 1, 2011. The department heads (Jim Males and Mike Borman) have been working with stakeholders, faculty, staff and campus administration to create a strategic vision for the new department. A search for a new head is underway.
 - ii. **Participants.** See iv below and **Attachment 1: Participants**
 - iii. **Order of events.** See **Attachment 2: Review Site Visit Agenda**
 - iv. **Organization of the report.** The report format was organized according to university guidelines. The overall content was defined by a one page sheet provided by the Graduate School entitled “Appendix II: Outline for the Review Panel Report”. Dr. Mary Delany (UC Davis), a member of the USDA-NIFA external review team was identified as the lead for the internal Graduate Program Review and asked to compile the introductory materials and the report as a whole. Dr. Twig Marston (University Nebraska), a member from the USDA-NIFA external review team and OSU-internal team members (Walter Loveland, Carolyn Aldwin, Martin Fiske) participated in the scheduled meetings. The other USDA-NIFA team members (see attachment 1) also provided input by discussion during the site visit. Drs. Delany, Marston, Loveland, and Aldwin held

responsibility for the text based material below (Sections: b. Inputs, c. Productivity, d. Outcomes, e. Conclusion) and overall recommendations.

b. Inputs:

- i. **Mission fit and relationships to college, and university missions.** The strategic plan provided by the merged Department of Animal and Rangeland Sciences addresses teaching, research, and extension. This aligns the department with more than the general connotation of land grant universities; the new department has taken great care in aligning with particular components of both the Oregon State University and College of Agricultural Sciences mission statements. Highlights include the commitment to excellence in the classroom, research, and programming. The department is committed to contributing to Oregon's overall economy. Also, the Animal and Rangeland Sciences strategic plan provides both a science track, which prepares students for veterinary school or graduate school, and an animal management track, which prepares students for careers oriented in animal/range management or related industries. The department is dedicated to using internal staff and external stakeholder inputs to craft its present and future endeavors. The department strategic plan is begins with ambiguously large concepts, but it ends with specific ideas and plans it expects of itself to achieve attainable, high-quality goals.
- ii. **Quality of students/Admissions selectivity.** The rolling admissions format practiced by the department(s) may be an impediment to recruiting the level of scholarly students that would enhance the program. It may also be an impediment for gaining fellowship support for students. The GRE scores of rejected students were often higher than those accepted, and there evidence for declining GRE scores over time.. The stated reason for this policy is that students were taken on as research projects were funded, which leads to selecting for convenience/familiarity rather than excellence. This is partially in response to lack of alternative stable support for graduate students such as GTAs. The department (ANS) has devised a new strategy to raise the credentials (40% percentile threshold for average GRE scores) of incoming students.
- iii. **Level of financial support of students.** The department (ANS) has designed a strategy to provide 0.2 fte which allows for fee remission in return for service activities (assistance with classes). However, there may be discrepancies between the stated FTE and the number of hours worked, which should be corrected. There is an apparent disparity and a lack of communication regarding salary support and opportunities for students to get GTAs. The departments need to spend time developing an improved plan for graduate funding, as does the campus administration. Also surprising was the lack of active participation in

the graduate student union which might provide support for improved [job equity for the graduate students](#)

- iv. **Curriculum strength.** Graduate classes were evaluated on breadth and depth of class offerings. It appears that classes taught both within and outside the home departments are adequate to prepare graduate students for knowledge and research support. Graduate students expect a majority/large percentage of classes to be made available from within the Animal and Rangeland Sciences, which may not be feasible. Students should be realistic in understanding that the breadth of classes needed to provide individually-needed class work will have to encompass several different departments, colleges, and schools within the University. Graduate student surveys indicate student satisfaction in knowledge transfer and course quality. Complaints and concerns center on two areas. First is the number of graduate stand-alone courses as compared to “slash” classes. This is magnified because a vast majority of the graduate students come from OSU undergraduate degree programs, hence, “slash” programs have already been taken to complete B.S. degrees. Compounding this is the critically low number of graduate faculty and their graduate-level teaching loads/expectations. The second problem is the inability of Animal and Rangeland Science graduate students to gain timely admittance into graduate level classes being offered in other departments and colleges or schools. Those specifically mentioned frequently reside in the College of Veterinary Medicine. The inability to enroll in these classes has caused delays in degree completion and student frustration. The unit administration should negotiate with COVM to provide access to their classes, especially in light of the services provided to COVM in terms of access to animals, etc.
- v. **Quality of personnel and adequacy to achieve mission and goals.** The quality of the faculty and the instructors are appropriate to meet the mission/goals of the programs, offering effective opportunities in the lab and field for advanced degrees in the areas outlined, however, the number of faculty are inadequate which has resulted in a low number of trainees (i.e., low faculty numbers and high administration loads, as well as faculty nearing retirement age not taking on students). More students could be accepted than faculty have resources to fund – so in some ways the faculty are appropriately not taking on too many students. However, the number of graduating students does not meet the current university-mandated criteria, which is why we recommend that the graduate programs be merged. Students in a survey expressed strong satisfaction with their mentors (ratings of 4 and 5 from 10 of 16 students that completed the

survey). Also, the low number of faculty means that the diversity of graduate courses offered is lower (students indicated a lack of graduate courses was a problem). As mentioned earlier, many of the classes are “slash” courses, and since many of the students graduated from OSU, they may have already taken these classes. Ultimately, expectations need to be established (perhaps at least a threshold of expectation for graduate education once tenure is achieved; at other institutions it can be an expectation that a faculty member upon advancement will offer a graduate level class in their area of scholarship).

- vi. **Level and quality of infrastructure.** Students are trained at the OSU (Animal Science, campus based) site as well as the Agricultural Research Center (ARC, Eastern Oregon) (Rangeland Ecology Management). Withycomb Hall was mentioned by many administrators and faculty as being in need of renovation to make it a suitable laboratory environment. Problems include leaking roofs. A Nutrition Lab exists where students can run assays or have assays conducted with a sliding payment scale set by the institution. Access to a Reproductive Physiology lab also is an opportunity. A building or animal facilities tour was not part of the review, so the space/infrastructure was not directly assessed nor was discussion held on graduate student study space (cubicles/offices, etc.). The field opportunities and the access to Eastern Oregon labs (Union Station, Burns) seemed high quality (overview by slide presentations). The Burns unit is a partnership with USDA-ARS and apparently has many advantages for laboratory analyses. Students mentioned that access to a high quality molecular/cellular biology techniques (laboratory) course would be a welcome addition.
- vii. **Quality of organizational support.** The Animal Sciences faculty discussed their Graduate Student Handbook as an information-laden resource for students. The students did not see this in the same light. Students entering “off cycle” seem especially at a disadvantage. Annual reviews/performance sheets were part of the mentoring process, although this seemed more like a “check off” than mentoring/professional development. The students appear to be very positive about the seminar course being run by a new faculty member, in which they give presentations (two quarters) and then are exposed to internal faculty presentations. Opportunities for GTA’s (an important form of organization support) are not apparent within the department (which seems odd, given the number of undergraduates being educated, about 430 in ANS and 30 in REM, and given the expected laboratory sessions). This seems to be an issue needing resolution by the campus administration. Communication of opportunities for GTAs in other units should be offered.

c. Productivity:

- i. **Level and quality of student performance.** The review committee was concerned by the data (Appendix K of the self-study) on the number and quality of graduate students. For the **Animal Science** program the number of graduate students declined significantly from 2000 to 2010, mirroring the reduction in FTE and overall demographics of the faculty. In the period from 2002-2003 to 2010-2011 the total number of entering doctoral students was 8 and the total number of entering masters students was 43. Of these masters students it appears that 12 did not complete the program to receive a degree, a 28% attrition rate. For the doctoral students the attrition rate is not easily determined although the NRC data (see below) suggest it was not good. Neither the masters nor the PhD programs appear to meet the University's guidelines for sustainability of graduating 2 PhD students per year and 5 master's students per year. For the **Rangeland** program, a similar decline in student numbers was observed from 2001 to 2010. In the ten year period from 2001 to 2010, 8 students entered the doctoral program and 44 students entered the masters program. The graduation rate for the masters program was excellent with only 3 people leaving without completing a master's degree. The same sustainability problem exists with the Rangeland program as exists in the Animal Science program. **The review committee suggests the two graduate programs be combined to create a more sustainable overall program with areas of concentration in Animal Science and Rangeland.** The choice of a program name for the combined program/degree should be carefully chosen with full all stakeholders and the graduate students being involved.

A second issue is the quality of the graduate students in Animal Science. The average GRE verbal scores of the applicants declined from 582 in 2004-2005 to 430 in 2009-2010. The latter score for a cohort that is primarily native speakers of English is abysmal. A similar decline in GRE quantitative scores from 592 to 450 was noted also. What is paradoxical about these scores is that the average quantitative GRE score of rejected applicants in 2009-2010 was 710. This may be the product of what the department refers to as "rolling admissions" in which students are admitted continuously rather than grouping the applicants and making decisions on an entire group of students. **The review committee suggests graduate applicants be admitted on fixed dates, January and the usual April 15th, so as to make sure that the best students are selected for admission.** Limited current data is available for admissions of Rangeland students but these data suggest a much better set of average GRE scores (650 and 510) but a similar problem with rejected applicants (680 and 560). **The review committee suggests that GRE scores be required for admission to either program.**

- ii. **Level and quality of faculty performance.** The level and quality of faculty performance is best summarized by the NRC metrics discussed below. However the review committee is concerned with another aspect of the faculty situation, the apparent decline in the number of faculty, which certainly affects the number of students in the graduate programs. In Fall 2000, the Animal Science program had 33 non-emeritus tenure-tenure track faculty. By Fall 2010, the number of non-emeritus tenure-tenure track faculty was 24. Approximately 11 faculty had retired or resigned in the intervening years which means there was little replacement of these faculty. Of the current faculty 12 are primarily extension faculty. We understand there is a plan to add five new faculty members to these departments which will help.

Rankings/ratings. The Animal Science program was evaluated in the recent NRC evaluation of quality in graduate education. Oregon State University, as part of its decennial accreditation by the NWCCU, used eight of the NRC metrics to rate its graduate programs. The metrics used were the number of publications per faculty member, the number of citations per publication, the percent of faculty with grant support, the average completion rate of PhD students, the average time to degree of PhD students, the number of PhD students graduated per year, the percent of interdisciplinary faculty and the GRE scores of the entering PhD students. For each metric the score of each graduate program was compared to the mean score of our peer institutions (Auburn, Arizona State, Clemson, Colorado State, Iowa State, Kansas State, Oregon, North Carolina State, Purdue and Washington State). If the score of the OSU program was within two standard deviations of the mean, it was said “to meet expectations”. If the OSU score was more than two standard deviations above the mean, it was said “to exceed expectations”. If the OSU score was less than two standard deviations below the mean, it was said “not to meet expectations”. The Animal Science program did not meet expectations for two metrics (number of publications per faculty member and the percent of faculty with grants), exceeded expectations on one metric (completion rate) and met expectations for all the other metrics. Animal Science calls attention to the issue with the NRC study of how the number of faculty were calculated for each program which was a problem for land grant institutions where graduate faculty are routinely drawn from industry, national laboratories and federal agencies. Overall the Animal Science program is said to “meet expectations.”

- iii. **Viability of scholarly community within which students can interact.** The review team met with 13 students. On an individual basis, it is clear students are

interacting with their research mentors, and they are also interacting amongst themselves (a positive and supportive cohort was interviewed who reported a number of positive efforts, such as a journal club, research presentations, etc.). They clearly would enjoy more opportunities to attend meetings, discuss career options, etc. They were concerned about the departmental merger although they seemed accepting of it; however, there were clear concerns regarding any consolidation of the graduate programs. This means that some “leg work” is necessary to assure them, listen to and evaluate concerns, and promote faculty-based scholarly interactions that they can be a part of – to see the value of the interdisciplinary or multidisciplinary scholarship to their education. It was not clear that the students are interacting with other faculty outside the department, but since the majority of students are M.S., this is not unusual.

d. Outcomes:

- i. **Professional viability of graduates.** There is a clear career path for the range degree students; the animal sciences students seemed less clear as to their opportunities. That is not unusual for ANS students throughout the country as they often start out committed to veterinary school. A key recommendation is to develop an alumni base which these departments should have, given their long history, to help educate the students as to career opportunities (which in fact are very positive opportunities ranging from further professional and research advanced degrees, laboratory research, positions in state and national regulatory agencies and government, positions in agribusiness and allied industries, etc.).
- ii. **Satisfaction of students and graduates.** Student interviews indicated a mix of satisfaction with mentors (despite the scenarios where faculty left the institution) but concern about graduate level classes (perceived lack), lack of training to be a good instructor, negative views of orientation during their first year of the program, and lack of access to techniques-base courses. The students were fierce in their view that the programs (animal and range) were stronger in their “separateness”. They expressed concerns about the job opportunities given the current economic climate. The self study analysis indicated 10 of 16 student responses expressed strong satisfaction (4 and 5) in evaluating their mentoring experiences. The students were “out of the loop” in regard to the departmental merger and we recommend rectifying that by increased communication. Students were happy with the journal club format of one seminar series.

e. Conclusion:

- i. We affirm the value of these advanced degree graduate programs for their contribution(s) to the mission of the land grant institution and in public service to the state of Oregon in educating students. We believe that consolidation of

the two programs along with a concerted effort by faculty (which must include new hires) to enhance aspects of the opportunities for students will result in a unique (there are only three advanced degree programs of this type in the nation), high quality and well-known program with national visibility and many opportunities to engage in international education in the future. Specifically, this consolidated and updated program at OSU has the potential to be the lead and premier unit in promoting science-based knowledge and educated experts (working in the field or voting at the polls) regarding livestock and animal systems and range sciences of the Great Basin, this will bring further visibility to the institution. The current and future (as committed by campus administration) disciplinary-based graduate faculty offer will provide expertise for training in the molecular, cellular, organismal and systems level analysis of animals and the environment – and how the important interactions between these units.

Attachment 1. Participants

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Attachment 2. Review Site Visit Agenda

Animal and Rangeland Sciences

Departmental Review

March 14-17, 2011

Sunday March 13

Afternoon: Convene Boise Airport. Jim Males and Mike Borman will meet and drive to LaGrande, OR

Monday March 14

| | |
|-------------------|---|
| 7:00 am. | Breakfast with Males, Borman, Tim DelCurto (Superintendent EOARC), and Larry Larson (EOU Ag Program Leader) |
| 8:30 am. | Convene with EOU, EOARC Faculty |
| 8:45 – 9:15 am. | Overview of EOARC Burns and Union and EOU facilities |
| 9:15 am | Break |
| 9:30 – 10:30 am. | EOARC Animal and Range Research overview |
| 10:30 – 11:00 am. | EOU Undergraduate Program (Range Major and Animal Sciences Minor) |
| 11:00 – 12:00 pm. | Team and EOARC/EOU Faculty (with box lunches) |
| 12:15 pm. | Leave for Corvallis |
| 7:00 pm. | Dinner for Team and OSU Graduate Program Review Team – Corvallis |

Tuesday March 15

| | |
|-------------------|--|
| 8:00 am. | College of Agricultural Sciences and Extension Administration |
| 9:30- 10:15 am. | Overviews, Departmental (Males and Borman); Undergraduate Program (Jim Hermes); and Graduate Programs (Fred Menino). |
| 10:30 -10:45 am. | Break |
| 10:45 – 12:00 pm. | NIFA and Undergraduate Program Review Team meet with Undergraduate Students |
| | NIFA and Graduate Program Review Team meet with Graduate Faculty Eastern Oregon Faculty available Polycom. |

| | |
|-----------------|---|
| 12:00-1:00 pm. | Working lunch for NIFA, Graduate Program and Undergraduate Program Review Teams |
| 1:00 – 2:00 pm. | Meet with Stakeholders |
| 2:00 – 3:15 pm. | NIFA and Undergraduate Program Review Team meet with Undergraduate Teaching Faculty |
| | NIFA and Graduate Program Review Team meet with Graduate Students |
| 3:15 – 3:30 pm | Break |
| 3:30 – 4:00 pm | OSU Review Teams meet with Males and Borman |
| 4:00 – 5:00 pm | NIFA and OSU Review Teams in Executive Session (if NIFA team is not included in this they will be taken on a tour of farm facilities) |
| 7:30 – 9:00 pm | Reception for Review Team, Faculty, Administrators – Males Home |

Wednesday March 16

| | |
|------------------|--|
| 8:00 – 9:00 am | University Administration |
| 9:30 – 11:00 am | Research Overviews Faculty (Break will be worked in as needed) |
| 11:00 – 12:00 pm | Extension Overview (Jim Thompson) |
| 12:00 – 1:00 pm | Lunch with CAS Unit Leaders |
| 1:15 -2:00 pm | Animal Unit Managers & Laboratory Support Personnel |
| 2:00 | NIFA ReviewTeam Open for Discussion and work on report |

Thursday March 17

| | |
|----------------|---|
| 8:30 – 9:30 am | Exit Interview – College of Agricultural Sciences and Extension Administrative Team |
| 10:00 am | Exit Interview – Animal and Rangeland Sciences Faculty |

Report on the Cat I. proposal to create a School of Integrated Plant, Soil and Insect Science (81957)

The proposal deals with what should be a straight-forward merger of two departments but the following items need further attention.

General comments

While discussed briefly, the driving force behind the merger is not clear. What advantages are gained by the merger? What compensates for the administrative trouble of creating the merger?

Entomology

The "Insect Science" part of the proposal seems weak. There are only two faculty that identify themselves as insect scientists. Is this enough?

The history of a weak, non-sustainable graduate program in Entomology that was terminated/suspended needs to be discussed, in particular, how this will be made into a viable undergraduate program and a graduate minor. The INT headcount in 2010 was criticized in the discussion of the graduate program review. Please reply to these criticisms.

Fiscal Issues

The BFP group requested the budget reflect inflation. It does not. The effect of declining support for the SWPS upon the program should be addressed.

The Curriculum

It is said that there is no set curriculum for graduate degrees. Course work is assigned by program committees. How does one determine when the requirement for a graduate degree is met?

SCH/Faculty ratios

This discussion is hard to follow given the large number of faculty.

BPP

Why do they have no role in this merger? The few sentence discussion of this point seems superficial.

Details

What is "citizen evaluation of teaching"? What is the availability of internships? What is the relation between the current courses and the new courses?

2011

Design and Human Environment

Oregon State University

Regularly scheduled Academic Program Review of the Department

Jana Hawley, Elizabeth Missy Bye, Susan Sokolowski, Tom Wolpert,
Theresa Filtz, Adry Clark, Sara Jameson

July 21, 2011



Table of Contents

| | |
|---|----|
| Executive Summary, Conclusions, and Recommendations | 3 |
| Introduction | 7 |
| Inputs | 8 |
| • Fit of the Mission..... | 8 |
| • Quality of Students and Admissions Selectivity.... | 9 |
| • Level of Financial Support..... | 11 |
| • Curriculum Strength..... | 12 |
| • Level and Quality of Faculty and Adequacy to
Achieve Mission and Goals | 14 |
| • Level and Quality of Infrastructure..... | 15 |
| • Level and Quality of Organizational Support..... | 17 |
| Productivity..... | 17 |
| • Level and Quality of Students..... | 17 |
| • Viability of Scholarly Community..... | 19 |
| Outcomes..... | 19 |
| • Professional Viability of Graduates..... | 19 |
| • Satisfaction of Students..... | 20 |
| • Rankings..... | 22 |

Executive Summary
Review of Design and Human Environment
Oregon State University
April 2011

The Design and Human Environment department has many strengths including hard-working faculty that are committed to a student-centered educational experience. Several key strengths include the fact that DHE is the only Ph.D. program west of the Rocky Mountains, it is located in the center of a vast outdoor apparel industry, and it is in transition to a new academic home providing opportunity to realign itself as a School of Design and Human Environment with special focus on design and consumer behavior. Not surprisingly, reviewers from academia and from industry approached the review from somewhat different perspectives, regarding, for example, overall aspirations for the program, especially regarding curriculum, competitive ranking of programs, and preparation of graduates for working in today's fast-paced design industry.

Currently DHE has a strong national reputation for its traditional broad-based textile, apparel, and interior design program. However, to transition to a School of Design and Human Environment, the Review Committee strongly suggests that a strategic plan be written that includes goal setting, benchmarking, and implementation plans that would better position the School to be a top-rated program. Important to this strategic plan is a focus on WHAT DHE wants to be—a design school or a strong broad-based program that includes design, merchandising, interior design, consumer behavior, and social aspects of design and human environment. Regardless, because of the vast outdoor apparel and sports industry located in the area, it would be strategic to revise the curriculum to better prepare students so they are competitive with the job opportunities in the area. At the same time, it is important to understand that not all students will remain in the Pacific Northwest; therefore a broad-based approach can prepare students for the vast opportunities across the nation and globally

The Review Committee concludes that in order for DHE to become more design focused, attention must be given to the curriculum and the admissions process. Yet, without a strategic plan with a plan for implementation and goal-setting, it is unclear whether DHE wants to be a “design school” or, instead, provide a strong yet broad-based design, merchandising, interior design, and housing program. An assessment of current faculty strengths as compared to a strategic plan of what would be required to be a top-rated Design and Human Environment program needs to occur. As DHE evolves the curriculum, it should continue to build inter-departmental alliances in departments where students can take supporting courses.

Currently, the faculty has a diverse range of expertise; yet only a few faculty have the necessary design background to prepare students in the competitive field of apparel and interior design. According to the DHE program review documents provided by the Department, academic freedom is strongly supported (p. 8). Yet it is generally maintained that the reputation of university programs is supported by faculty that conduct research aligned with the strategic goals of the program. Should ‘design’ be the intent of the new school, much attention needs to be given to building a curriculum, research programs, selective admissions plan, and infrastructure including modern studios and technology support. This may require that some faculty be re-trained with a stronger focus on design;

and research would need to focus on strategic initiatives of the school. As new faculty is hired, it will be critical that the new hires meet the strategic goals of the revised program.

It is recommended that DHE implement a portfolio review as part of the selection process for admittance to the program and that a target date is set to execute this review process sooner rather than later. It is also suggested that DHE identify who their peer institutions are, and conduct a critical review of their programs so that the curriculum at DHE can evolve into a program that stands out among their peers and develops strong DHE graduates. Being mindful that the majority of companies in the Pacific Northwest are outdoor apparel companies, it is critical to seek advice from these industry partners to be able to prepare students for the wide variety of career options at these unique companies. To do this, it is recommended that a critical analysis is made of faculty strengths and a plan is implemented to hire additional faculty that would enhance the revised curriculum.

The Department of Design and Human Environment is challenged with the required relocation to a new 'home,' yet this challenge can also be seen as an opportunity to evolve the program to become even stronger and more closely aligned with needs of industry. The Review Committee encourages DHE to develop a strategic plan that will create a strong place in their new academic home.

Our detailed report follows a summary of strengths and recommendations below.

Comments on the Review Process

The Review Committee would like to mention that the internal review process could have been better. The self-study data requested were (mostly) provided, with the exception of the Graduate School exit survey. However, there was very little analysis and evaluation of the data. A list of thesis titles does not address program outcomes, for example. Further, the Department did not provide a list of goals for the future. The trends and forecasts section was exactly that, a discussion of trends, not a thoughtful evaluation of future opportunities and threats. Goal setting with timelines and benchmarks was missing. Strategic planning is not evident. Overall, the self-study report did not present evidence of critical self-reflection amongst the faculty. They have high aspirations but no evidence of concrete plans to achieve them.

Overview of strengths and recommendations:

Strengths

- Dedicated but over-extended faculty
- Location
- Strong vision but lacking strategic plan to get there
- Broad-based program that meets the mission of the land-grant university
- Internationally recognized faculty with reputations in consumer behavior, functional design, housing, and history.

Overall Recommendation

- The Committee recommends that the DHE Graduate Program be maintained and improved.
- As DHE transitions to a new home, the mission will need to be revisited to make sure it meets the mission of the newly associated College and the strategic direction of DHE.

The Review Committee strongly suggests that a strategic plan be put in place that outlines the path to accomplish the new direction for the School of Design and Human Environment. The remaining recommendations below then follow from the assumption that the Department will be working with a revitalized strategic plan.

Detailed Recommendations

1) Quality of Students and Admissions Selectivity

Undergraduate Program:

- To be a leading undergraduate design program, DHE must change its student quality through its admissions process. It is highly recommended that potential students submit a portfolio or entrance project with their application. If help were needed in developing that requirement, external industry and academic partners would be more than happy to help facilitate expectations.
- It is also recommended that a team of DHE faculty and external advisors manage the admissions process, as the current staff in DHE is not strong enough in modern-day portfolio development and evaluation. Last, DHE should be more selective and focus only on the best student applicants, by reducing its acceptance rate.

Graduate Program:

- To be a leading Graduate Program, DHE must focus on recruiting top graduate students to their program. It is suggested that students interested in the design area should submit a portfolio or entrance project with their application for assessment. DHE could call on external industry and academic partners to assist with the portfolio development and review process.
- DHE faculty also need to focus tightly on research disciplines that are relevant to the newly developed strategic plan. Graduate students must be admitted that support the faculty's research areas while at the same time build the reputation of the program. Strong, focused recruitment efforts will hone the Graduate Program to be highly effective, efficient, and reputation-building.

2) Level of Financial Support

Undergraduate

- The level of financial support should be increased so that there are enough faculty to meet the program needs. Supplemental fees and outside funding are sought to help support these efforts.

Graduate

- The review recommends that the Graduate Program be maintained with current funding for assistantships.

3) Curriculum Strength

Undergraduate

- As DHE repositions into a different academic "home", it must critically analyze the curriculum to best meet the new strategic plan AND the general philosophy of the college for which it is associated.
- If DHE decides to focus on "design," careful attention to how the design industry has exponentially changed in the past 15 years will be critical. Regardless of whether DHE

decides to become a “design” school or an iteration of its current program, all curriculum must evolve to meet the changing needs of society.

- If DHE aspires to be a leading School of Design and Human Environment with a focus in Functional Design and Consumer Behavior, then it must evolve from its current course offerings to one that best matches the revised mission and strategic plan. Attention should be paid to industry and society needs to make sure several key areas of study are offered or required from other programs across campus. For example, for functional design, necessary courses might include mechanical drawing, rendering, 3D, human factors/ ergonomics/ anthropometry/ anatomy, design process/ methodology, graphic design, ideation, mandatory design internships, consumer psychology and perception, textile science classes with attention to performance fabrics, business development, entrepreneurship & innovation, display/ presentation design and modern day portfolio development. Many of these courses can be found in programs across campus, so it will be important to partner with strategic inter-departmental alliances.

Graduate

- The graduate curriculum in DHE must evolve to meet the revised strategic goals and mission of DHE. An analysis of the curriculum as it aligns with the strategic plan and the philosophies of the newly aligned college will be necessary. In the context of developing a detailed strategic plan, it will be important to determine whether the program desires that the majority of its graduate students will become academics or work for industry. Curriculum will need to provide adequate courses to meet these graduation/placement goals.

4) Level and Quality of Faculty and Adequacy to Achieve Mission and Goals

- New faculty hires should be focused on the needs arising from the revised strategic plan. Faculty should conduct research in areas that enhance the reputation of a top Graduate Program. It is recommended that creative scholarship be embraced to increase the stature of the program.

5) Level and Quality of Infrastructure

- The Department needs to raise funds to enhance technology. From computers to laboratory to studio equipment, it is important to provide up-to-date technology for both student learning environments and research purposes.

6) Level and Quality of Organizational Support

- The Department also needs to strongly consider budgeting dollars for computer and equipment upgrades, bringing in external speakers a few times a year (which may not cost much given the concentration of textile industry in Portland), and providing faculty travel funds to defray travel expenses for conferences. These funds may need to come at the expense of a GTA. However, the department should consider submitting for University RERF funds for equipment or appealing to donors.

7) Level and quality of students

Undergraduate

- Per the discussion in the curriculum section, the Undergraduate Program needs to be re-developed so students can focus on a specific subject matter and learn up-to-date skills that will allow them to be more competitive in the job market upon graduation. Careful attention

must be made to hire the right product Design Faculty who understand the Design industry and its modern-day requirements to succeed.

Graduate

- A required graduate seminar needs to be developed that would prepare graduate students on proper format for academic presentations and how to write papers for publication. The seminar series could also be in conjunction with outside industry/research speakers, so students could interface and network with professionals. Graduate students should be strongly encouraged to submit work for publication and to presentations at national/international conferences such as International Conferences related to their area of expertise such as International Textile and Apparel Association; Costume Society; or Surface Design Association.
- DHE should consider as a goal that their graduate students and research be increasingly funded by local industry. To do that, the Graduate Program focus must change to reflect what is really going on in the local industry. Portland, Oregon is known as the Sports Design Product capital of the world, and companies continuously relocate their headquarters to Portland so they can acquire the best talent and create the most innovative products.
- One reviewer advised that DHE immediately re-focus key research so it is relevant to apparel/interior end uses. For example, if textile sustainability is important in the sports apparel industry – the research could be re-focused and better aligned, i.e., find a new recyclable spandex.

8) Viability of the Scholarly Community

- The Department should start a seminar program with external speakers every year. Utilize local (i.e. Portland) industry and/or the advisory board as a source of speakers or revenue to support speakers. Be clearer with graduate students regarding the importance of publishing, grant writing, and contracts with industry.

9) Satisfaction of Students

Undergraduate

- To increase the needs of Undergraduates, a stronger emphasis should be placed on technology across the curriculum. This includes both hardware updates and curriculum that teaches important software functions for both Interior Design and apparel-related applications. For faculty to gain industry experience, it is suggested that faculty development time is provided for faculty internships.

Graduate

- First, the Department needs to look at the Graduate School's exit survey data and provide their own analysis.
- Second, although it is wonderful that the graduate students in the program feel supported and well mentored, there is concern that the students are perhaps a bit too satisfied. Are they being pushed outside of their comfort zones in terms of thinking about design, being creative with materials, or pursuing industry and grant funding? Students who are pushed beyond their comfort zone often rise to the occasion and are able to produce good results.

Introduction

The purpose of this regularly scheduled undergraduate/graduate review of the Department of Design and Human Environment (DHE) at Oregon State University is to recognize and document the program's strengths and weaknesses and make recommendations for improvements that will enhance academic excellence. With forthcoming changes in the College structure and with the University-wide realignments, Design and Human Environment seeks a new academic home via the proposed creation of a School of Design and Human Environment. The Department and its programs have been evolving in order to meet these challenges and take advantage of the subsequent opportunities. Recommendations from this review are intended to guide DHE during this transitional process. All members of the Review Committee were involved in the entire process. Specifically, observations of the Undergraduate Program were conducted on February 2, 2011 by Elizabeth Bye, Susan Solowski, Adry Clark, Gary Beach, and Sara Jameson. Review and documentation of the Graduate Program were conducted by Jana Hawley, Theresa Filtz, Martin Fisk, and Thomas Wolpert.

The report of the Review Committee follows, with recommendations, in these sections:

Inputs:

- Fit of the Mission
- Quality of Students and Admissions Selectivity – Undergraduate and Graduate
- Level of Financial Support – Undergraduate and Graduate
- Curriculum Strength – Undergraduate and Graduate
- Level and Quality of Faculty and Adequacy to Achieve Mission and Goals
 - Number of Personnel, Faculty/Student Ratio, and Workload
 - Productivity of Personnel
 - Student Focus
- Level and Quality of Infrastructure
- Level and Quality of Organizational Support

Productivity:

- Level and Quality of Students – Undergraduate and Graduate
- Viability of the Scholarly Community

Outcomes:

- Professional Viability of Graduates – Undergraduate and Graduate
- Satisfaction of Students – Undergraduate and Graduate
- Rankings

Inputs

Fit of the Mission

Design and Human Environment has developed a mission that aligns well with the mission and goals of the College of Health and Human Services and the University. The Department practices their mission with attention to teaching, scholarship and service with the purpose of improving the lives of people and their designed environments. DHE approaches their curriculum and scholarship interests

with a solid understanding of their multi-disciplinary approach and aligns their programs with strategic initiatives held by the College and University.

Recommendations:

As DHE transitions to a new home, the mission will need to be revisited to make sure it meets the mission of the newly associated College and the strategic direction of DHE. The Review Committee suggests that a strategic plan be put in place that outlines the path to accomplish the new direction for the School of Design and Human Environment.

Quality of Students and Admissions Selectivity**Undergraduate Program:****Evaluation:**

Top ranked undergraduate design programs in the United States are known for their competitive and selective admissions process, including a portfolio review prior to acceptance. Some schools, such as the Fashion Institute of Technology (FIT) in New York City also require a panel interview with faculty, along with sewing and art tests prior to acceptance. The Fashion Institute of Design and Merchandising (FIDM) in Los Angeles has an “entrance project” (even potential merchandising students partake) to which all perspective students must submit with their application. These additional admission requirements provide a more accurate picture of the applicant, their energy towards the program, and their creative potential.

By contrast, currently, DHE has traditional admissions criterion for undergraduates (3.35 GPA, average SAT 1473), The GPA is right at the national average, but slightly below the University and peer institution average. In contrast, the average SAT score is 31% higher than the national pool and 27% higher than University average. The admission rate is also higher than that of peer institutions. This presents a student who is well prepared for university studies.

But the Department does not evaluate potential undergraduate students for their design or creativity skills. By accepting students based only upon their scholastic abilities, DHE is not setting itself up to be a competitive design program in the United States. In addition, DHE admits a very high percentage of applicants to the pre-professional lower division courses- 88% - whereas schools such as the University of Cincinnati’s College of Design, Architecture, Art, and Planning (DAAP) are more selective, only admitting 52% and Otis College of Art and Design in Los Angeles admitting 50% of all applicants. As a result of high acceptance rate of undergraduate majors and without basing acceptance on creative potential, the average quality of undergraduates in the DHE program is bound to be lower than at more selective schools. This can be attributed to the quality of the cohort – “raising the bar” and pushing/competing with each other, which separates the serious from those without the drive and dedication.

The DHE professional programs in Apparel Design and Interior Design admit 72% of applicants to the upper level courses, with an average of 50 Apparel Design and 36 Interior Design students. Criteria include completion of 45 credit hours with a minimum GPA of 2.4. Students are ranked by GPA and accepted based on faculty and their availability.

In addition to selectivity based on grades, the faculty plans to introduce a portfolio review as part of the application process. The Committee strongly supports this decision; however, there is no target

date. GPA is one indicator of potential for success in the design field, and the addition of a portfolio review will allow faculty to review the design thinking and creative abilities of students as well. This should result in a stronger cohort of designers who have the holistic qualities to succeed professionally. The number of students accepted currently results in a student/faculty ratio of 76 to 1, for students to TT faculty, which exceeds a strong student to faculty ratio that is needed to advance in a studio-based curriculum. Studio environments are typically held at approximately 18-20 students based on time and space requirements. A higher standard for acceptance that will result in a reduction of student enrollment, and/or adding faculty, are suggested to improve ratios and quality of personal attention for maximum student learning.

The average matriculated GPA of DHE students is slightly higher than the University's and DHE failure/suspension rate is about third of the University's. When compared to peer institutions, the Department compares favorably in matriculation.

Recommendations:

- To be a leading undergraduate design program, DHE must change its student quality through its admissions process. It is highly recommended that potential students submit a portfolio or entrance project with their application. If help were needed in developing that requirement, external industry and academic partners would be more than happy to help facilitate expectations.
- It is also recommended that a team of DHE faculty and external advisors manage the admissions process, as the current staff in DHE is not strong enough in modern-day portfolio development and evaluation. Last, DHE should be more selective and focus only on the best student applicants, by reducing its acceptance rate.

Graduate Program:**Evaluation:**

As commented above, DHE does not evaluate potential undergraduate students for their design or creativity skills. This is also true at the graduate level where it is even more essential that incoming students have high potential for professional productivity, including scholarship and teaching. At the Graduate level, students should be able to demonstrate a passion for their area of study and communicate why they want to be in the DHE Graduate Program at OSU before being accepted.

The PhD program in DHE started in 1993, and the masters program is 7 years old, with students studying a wide range of disciplines including: Culture, History, Design, Human Behavior, Merchandising and Applied Textiles for Near Environments. This broad-based program compares positively to similar programs at peer land-grant institutions. However, the department lacks enough design focus to develop a strong point of difference and make OSU's DHE stand apart in the Design community. One might even argue that the DHE Graduate Program is sociologically based due to its focus on Design and Human Environments. If the program aspires to be a "design school," it will be necessary to build a unique and focused design program that can be marketed to potential students and the local community. For example, if we know that Portland, Oregon is the sports product design capital of the world, then how should the DHE Graduate Program focus to support this industry better?

Another point of interest when reviewing the DHE Graduate Applicant Characteristics, it was noticed that a considerable percentage (28%) of students show interest in the program and apply, but then

remove their application or refuse the offer of acceptance. It may be worth investigating why potential students discontinued their interest in the DHE program.

There is a rigorous process of review of graduate applicants for the MS and PhD that includes GPA, GRE, TOEFL, statement of professional goals, transcripts and letters of recommendation, but no portfolio review. A DHE faculty member must agree to advise the applicant to confirm admission. There has been growth over the past six years based on increased numbers that indicate the visibility and reputation of the program, though some variation in average credentials. DHE has a goal to increase average GPA and GRE scores of admitted students. The Committee supports the goal to increase the standards for acceptance and work towards increased diversity among graduate and undergraduate students. As more minority undergraduates are graduated, the graduate program can become more diverse.

Recommendations:

- To be a leading Graduate Program, DHE must focus on recruiting top graduate students to their program. It is suggested that students interested in the design area should submit a portfolio or entrance project with their application for assessment. DHE could call on external industry and academic partners to assist with the portfolio development and review process.
- DHE faculty also needs to focus tightly on research disciplines that are relevant to the newly developed strategic plan. Graduate students must be admitted who support the faculty's research areas while at the same time build the reputation of the program. Strong, focused recruitment efforts will hone the Graduate Program to be highly effective, efficient, and reputation-building.

Level of Financial Support**Undergraduate Program:**

During the 2009-2010 academic year, \$74,710 was awarded in undergraduate scholarships. In terms of internship, 47% of Apparel design, 48% of Merchandising and 25% of Interior design/Housing studies students receive paid internships to fund their tuition. For the non paid internships, about half of the students received some type of compensation whether it was in merchandise, or a discount or bonuses.

Recommendations:

- The level of financial support should be increased so that there are enough faculty to meet the program needs. Supplemental fees and outside funding are sought to help support these efforts.

Graduate Program:

The DHE department provides funding for approximately 20 graduate students per year. The vast majority of the funding comes in the form of graduate teaching assistantships (GTAs) with students receiving appointments usually ranging from 0.25- 0.45 FTE (Full Time Equivalent)/appointment. A student with sole responsibility for one course/term is typically assigned a 0.35 FTE. Research assistantships (RAs) are very limited. For example, in the current funding year (FY 2010-2011) 20 students are supported on assistantships with 19 receiving GTAs ranging from 0.25 FTE to 0.45 FTE. In addition, one student is being supported on a combined GTA/GRA with a 0.49 FTE appointment. Salaries for students are approximately \$33,056/FTE/year. In addition, some students are self-funded,

and some GTAs are hired as teaching assistants in other academic units. The decision for determining who receives funding is made by the DHE Graduate Committee in collaboration with the Department chair. Typically, MS students are provided with two years of GTA funding support, and PhD students are provided with three years of funding support.

Recommendations:

- The Review Committee recommends that the Graduate Program be maintained with current funding for assistantships and encourages faculty to pursue grant funding to increase the availability of GRAs.

Curriculum Strength**Undergraduate Program:****Evaluation:**

At the February 2011 DHE Program Review, the Department Chair described that the program was founded in Functional Design and Consumer Behavior. With further investigation, there are many “splinter disciplines” in the current program, including research of local textile fibers, thermal manikin research, historical costume, merchandising, apparel design/pattern making, gerontology, housing, interior design, consumer behavior, cross cultural studies, pattern making/tech design and apparel design. Having so many different lines makes it difficult for DHE to train students sufficiently in any one area and market itself clearly to prospective students. Further, such a diverse curriculum makes it harder to attract funding when donors do not see a clearer picture of the Department’s mission. Universities and colleges with strong Design programs have a more specific focus. Can there be a “Design School” at a land grant institution and still meet the mission of the university? How would tenured faculty be retrained to the expert status they would need to be to offer a more focused curriculum?

Recommendations:

- As DHE repositions into a different academic “home”, it must critically analyze the curriculum to best meet the new strategic plan AND the general philosophy of the college for which it is associated.
- If DHE decides to focus on “design,” careful attention to how the design industry has exponentially changed in the past 15 years will be critical. Regardless of whether DHE decides to become a “design” school or an iteration of its current program, all curriculum must evolve to meet the changing needs of society.
- If DHE aspires to be a leading School of Design and Human Environment with a focus in Functional Design and Consumer Behavior, then it must evolve from its current course offerings to one that best matches the revised mission and strategic plan. Attention should be paid to industry and society needs to make sure several key areas of study are offered or required from other programs across campus. For example, for functional design, necessary courses might include mechanical drawing, rendering, 3D, human factors/ ergonomics/ anthropometry/ anatomy, design process/ methodology, graphic design, ideation, mandatory design internships, consumer psychology and perception, textile science classes with attention to performance fabrics, business development, entrepreneurship & innovation, display/ presentation design and modern day portfolio development. Many of these courses can be found in programs across campus, so it will be important to partner with strategic inter-departmental alliances.

Graduate Program:

Evaluation:

At the February 2011 DHE Program Review, the D School at Stanford University was referenced as the benchmark program. In evaluation, the curriculums between the DHE Graduate Program and the D School will be compared:

To start, the Stanford University D School's mission is "to teach design thinking and innovation methodologies aimed at creating highly leveraged graduates who, acting as change agents, tackle the "wicked problems" of sustainability, renewable energy, technology futures, design-driven behavior change and organizational transformation." By contrast, OSU's DHE's mission is "a multi-disciplinary approach to understanding the interaction between people and the designed environment as that environment affects the social, psychological and physical well-being of individuals, families and communities," according to the self-study. These missions are quite different as the D School program focuses on critical thinking, design process, and innovation, whereas the DHE program does not currently offer any classes in critical thinking and innovation.

To further demonstrate this point, a small listing of D School Graduate Classes is presented:

- The Designer in Society
- Creative Gym: A Design Thinking Skills Studio
- Storytelling and Visual Communication Salon
- Designing for Sustainable Abundance
- Entrepreneurial Design for Extreme Affordability (2 Quarter class)
- Design Garage: A Deep Dive in Design Thinking (2 Quarter class)
- Improv and Design
- Transformative Design
- Creativity and Innovation

The following table was created to classify all DHE classes, by specialty, to show the contrast between both programs:

| | | |
|---------------------------------|--|--|
| Finance
3% (1 class) | Non-Specific
38% (18 classes) | Policy/Legal
6% (3 classes) |
| Historical
10% (5 classes) | Apparel Design & Development
6% (3 classes) | Commercial/Interior Design
6% (3 classes) |
| Merchandising
6% (3 classes) | Theory
10% (5 classes DHE Graduate) | Research
8% (4 classes) |
| Quality
3% (1 class) | Cultural/Demographic
4% (2 classes) | |

Recommendations:

- The graduate curriculum in DHE must evolve to meet the revised strategic goals and mission of DHE. An analysis of the curriculum as it aligns with the strategic plan and the philosophies of the newly aligned College will be necessary. It will be important to determine whether the majority of the graduate students will become academics or work for industry. Curriculum will need to provide adequate courses to meet these graduation/placement goals.

Level and Quality of Faculty and Adequacy to Achieve Mission and Goals

Number of Personnel, Faculty/Student Ratio, and Workload:

DHE has 15 faculty: 9 tenured/tenure track, 4 full-time instructors, 1 part-time instructor and 1 adjunct instructor. The student/faculty ratio is ~ 56 students per faculty or 87 for T/TT faculty. Merchandising courses tend to have more students per faculty, while studio classes tend to be smaller. This is appropriate given the varying pedagogy for each program.

The current DHE faculty of 15 is severely strained in their ability to advance the Department's mission and achieve their goals. The current ratio of T/TT faculty to students is 1/87. This large number coupled with demands for research, grant applications for funding, graduate student and service responsibilities and other expectations for faculty creates an unrealistic environment that prevents the faculty and students from achieving their full potential. If the current plans to add seven tenure/tenure track faculty and instructors over the next few years come to pass, that should help the department to slowly transition to a position of strength. The ratio of graduate students to faculty supports a strong graduate experience.

Quality of Faculty:

Design and Human Environment faculty are nationally and internationally recognized for the teaching and research they do. Much of the good reputation of DHE is based on student-centered learning, service to national organizations and on refereed presentations at national and international meetings. Unfortunately, not enough of these presentations move toward peer-reviewed publications. It is imperative that the faculty move the presentations to published manuscripts or nationally juried exhibitions. In addition, currently, the tenured/tenure-track faculty conducts scholarship in the widely diverse areas that fit the broad mission of the department. However, if DHE plans to become a "School of Design," it will be imperative to review the mission to see if it meets the strategic goals necessary for a school of design and more strategically focus the research. The faculty's commendable strong commitment to student centered learning comes at a detriment to research productivity.

Productivity of Personnel:

In addition to insufficient faculty, the productivity of the current faculty over the past several years has been less than expected with a few notable exceptions. Scholarship appears uneven between faculty and within individual faculty records. The current tenured faculty has the scholarly ability and creative abilities to contribute to the broader academic discourse in their disciplines with the support of additional faculty members to share responsibilities for teaching, mentoring graduate students, and essential department work. The faculty has a strong record of international scholarship, bringing international visibility to the department. However, there is a weak record of recent journal publications which could be improved by turning a good record of presentations into publications. Grant writing has been an area of development for this faculty, and efforts should continue to increase the quality and quantity of grant applications.

Student Focus:

Two particular strengths were observed. The faculty is very student focused despite the low faculty/student ratio, and there is a strong sense of community in the department.

As the only Ph.D. program west of the Rockies with a focus on Design and Human Environment, the Review Committee encourages the faculty to develop a stronger regional perspective and presence. With the proposed School of Design and Human Environment, the diversity of faculty backgrounds, experience and perspective needs to be expanded to build a stronger core focus on functional design and consumer behavior.

Recommendations:

- New faculty hires should be focused on the needs from a revised department curriculum. Faculty should conduct research in areas that enhance the reputation of a top Graduate Program. It is recommended that creative scholarship be embraced for promotion and tenure purposes.

Level and Quality of Infrastructure

The infrastructure will be described and then evaluated according to access, equipment, space, and general impressions.

Description of Infrastructure:

The Department resides in Milam Hall occupying approximately 30% of the building space spread out on several floors. Space occupied by the Department includes various classrooms, faculty office space, graduate student office space, undergraduate advising office space, two apparel design studios, a computer aided design laboratory, an interiors studio with associated resource rooms, textile laboratories including a chemical laboratory and a textile testing facility, and space holding the historic and cultural textile apparel collection.

One apparel design studio houses a variety of sewing equipment including sewing machines, pressing equipment and commercial manikins. Major equipment for industry pattern making, pattern grading and production sewing with industrial sewing machines is housed in another apparel design studio. The computer aided design laboratory utilizes basic AutoCAD software as well as specialized software programs for students to simulate apparel design and production functions. Design functions include creating garment designs and textile designs and producing garment technical drawings. The Computer Aided Design and Drafting (CADD) lab also provides studio courses in both Housing and Interiors design work.

The interiors studio contains drafting facilities for 20 students, and an adjacent interiors resource room contains samples of building and other interiors materials, product and pricing literature, kitchen, bath, and lighting catalogues and specifications, and lighting demonstration equipment. The studios have good natural north and/or west light.

The textile laboratories include a chemical laboratory, as well as a temperature and humidity controlled conditioning room. Combined, the laboratories are equipped with instruments and supplies necessary for the chemical and physical testing of fibers, yarns, and fabrics. These laboratories are used not only for student instruction, but also for faculty research, and for textile testing services for businesses within the industry. The laboratories are equipped to test thermal properties, appearance retention, abrasion resistance, textile strength, colorfastness, color evaluation, fiber identification and various other miscellaneous evaluations. A recent significant addition to these laboratory facilities is the thermal manikin "Newton." The thermal manikin consists of a carbon-epoxy shell with internal

heater elements, temperature sensors, and an integrated fluid supply system to simulate metabolic heat and perspiration levels. The manikin enables testing a garment's insulating capability when exposed to various environmental conditions while the manikin either "walks" or remains stationary.

The historic and cultural textile apparel collection includes approximately 2,000 Euro-American and ethnic apparel pieces and other textile products. The artifacts range in date from an ancient Egyptian textile fragment, c. 1560 BCE to 1980s Euro-American dress and include artifacts from a variety of countries including China, India, Mexico, and Italy. Currently the collection is housed in two spaces in Milam Hall, with a small display case in the hallway.

Graduate students share offices, which is typical at OSU. The offices that were seen appeared to be adequate to their needs for their research and their teaching demands.

Conference room space on the third floor is adequate in size, with natural light.

Evaluation of Infrastructure:

A number of concerns were raised about the infrastructure in DHE, including student access, equipment to provide adequate training for current professional marketplace needs, and space.

Access: Students expressed concerns that the access to the computer-aided design laboratory is limited and in general, there is very little access to department-supported computers and those that are available are often outdated. Additionally, concerns were raised about limited access to the textile apparel collection, suboptimal storage facilities for the collection, and the fact that the collection is not properly cataloged and annotated.

Outdated Equipment: General concern was raised about the textile laboratories. Equipment in both the chemical laboratory and textile-testing laboratory, while functional, is very outdated.

Questions were raised regarding the relevance of student training on this equipment compared to what they would encounter in the "real world." The quality and number of commercial sewing machines in the apparel design studio appeared limited, and in general, studio space and capacity, while currently adequate, is likely soon to present a limiting factor to program growth. The addition of the high-tech thermal manikin "Newton" while an outstanding resource, has only limited utility due to the lack of a properly-outfitted controlled environment chamber.

Space: The historic textile collection needs more space for proper storage and especially for display for teaching purposes.

General Impressions: Considering that DHE promotes itself on interior design, their third floor conference room could and should be a showplace of their design skills.

Recommendations for Infrastructure:

- The Department needs to raise funds to enhance technology. From computers to laboratory to studio equipment, it is important to provide up-to-date technology for both student learning environments and research purposes.

Level and Quality of Organizational Support

The Department has a Graduate Program coordinator, Dr. Carmen Steggell, who receives a one class reduction to serve in this position. The Department devotes a significant percentage of E&G funds to graduate student support in the form of GTAs. This may change with the addition of new faculty. This level of support is commendable and reflects the overall supportive atmosphere of the program that was mentioned by several students.

In contrast, the faculty and students report that there is no funding to support faculty or student travel to conferences and no funding for external speakers. This affects the viability of the scholarly community.

In addition, the students and the Review Committee noted that the equipment available for student training does not meet current industry standards. The graduate students in particular were vocal about their need for working, up-to-date computers in the graduate student offices.

Recommendations:

- The Department also needs to strongly consider budgeting dollars for computer and equipment upgrades, bringing in external speakers a few times a year (which may not cost much given the concentration of textile industry in Portland), and providing faculty travel funds to defray travel expenses for conferences. These funds may need to come at the expense of a GTA. However, the department should consider submitting for University RERF funds for equipment or appealing to donors. Faculty must also become active in grant writing to help support equipment and travel funds.

Productivity:

Level and Quality of Students

Undergraduate Program:

Evaluation:

The current DHE Undergraduate Program provides a very basic understanding of the apparel and interior design industries. Unfortunately, the program is in dire need of updating so there is a sharper focus for students to become experts in specific areas, as opposed to generalists. For example, students coming from the DHE program often do not have adequate skills with Microsoft Office Suite (Word, Excel, etc) or design skills to compete with students from other universities for entry-level positions.

Further, the Design portfolio is the #1 point of difference between DHE students and students from other Design universities. From the samples displayed during the team's visit, DHE student portfolios are often presented poorly (lack of storytelling), with old-fashioned techniques (little computer work, rendering), missing information (seam lines, stitching and technical information) and no examples of ideation/sketching.

Many new graduates from DHE are hired into industry temp jobs for 1-2 years so they can learn the skills they did not get in the Undergraduate Program to become competitive in industry.

Recommendations:

- Per the discussion in the curriculum section, the Undergraduate Program needs to be re-developed so students can focus on a specific subject matter and learn up-to-date skills that will allow them to be more competitive in the job market upon graduation. Careful attention must be made to hire the right product Design Faculty who understand the Design industry and its modern-day requirements to succeed.

Graduate Program:**Evaluation:**

Graduate student performance is hard to measure, as there was little record presented to show what graduate students have accomplished since graduation (except “current placement”). However, what is known based on graduate student interviews is that there is a lack of training and experience in research grant writing, presentation and publishing. Graduate students seek professional development workshops and/or courses to prepare them for professional presentations, academic manuscript writing, vita preparation, and interviewing to name a few. No grant writing courses are currently offered for DHE students. This lack of opportunity means that graduates of the DHE Graduate Program may not be adequately prepared to compete for teaching and research positions at other research institutions where publication and presentation experiences are preferred; hence, DHE graduate students may struggle to succeed.

Many DHE graduate students aspire to be academics and often graduate degrees are not valued in the design industry. However, for those DHE graduate students who do aspire to enter industry upon graduation, there is a disconnect between thesis project subject matter and how the research is relevant to the modern-day and local industry needs. This disconnect makes it difficult for graduates to market themselves for industry jobs, since they would have nothing in common with the companies they are trying to work with. Ideally, a graduate student should be able to obtain a mid management position upon graduation, based upon their focus and expertise in a subject matter.

Recommendations:

- A required graduate seminar needs to be developed that would prepare graduate students on proper format for academic presentations and how to write papers for publication. The seminar series could also be in conjunction with outside industry/research speakers, so students could interface and network with professionals. Graduate students should be strongly encouraged to submit work for publication and to presentations at national/international conferences such as International Conferences related to their area of expertise such as International Textile and Apparel Association; Costume Society; or Surface Design Association.
- DHE should consider as a goal that their graduate students and research be increasingly funded by local industry. To do that the Graduate Program focus must change to reflect what is really going on in the local industry. Portland, Oregon is known as the Sports Design Product capital of the world, and companies continuously relocate their headquarters to Portland so they can acquire the best talent and create the most innovative products.
- One reviewer advised that DHE immediately re-focus key research so it is relevant to apparel/interior end uses. For example, if textile sustainability is important in the sports apparel industry – the research could be re-focused and better aligned, i.e., find a new recyclable spandex. DHE has to run its program like a business now, in order to be successful

and survive in a time when universities are closing down departments that do not generate revenue.

Viability of the Scholarly Community

As noted under “Quality of Organizational support,” the Department does not have a seminar speaker series, does not appear to have a history of bringing industry speakers to campus, and does not support conference travel for students or faculty. Further, the productivity of the faculty, detailed above, is mixed. Students seem to be receiving mixed messages about the importance of publishing. Access to the historical collection appears to be hampered by lack of staff to monitor and maintain the collection.

However, faculty noted that they pay out of pocket to attend conferences and stay current, which is commendable. Faculty also help students in whatever way possible to defray travel expenses for conference attendance and for fashion and industry tours. Once again, this speaks to the support, encouragement and attention from faculty that the graduate students greatly value as strength of this program. The faculty conveys a sense of passion for the discipline, and there is camaraderie among the students. Further, the Department has interdisciplinary collaborations across campus with the Institute on Aging and Women’s Studies. Thus, the morale of the Department and the students seems good.

On campus, the students have started a chapter of the American Association of Textile Chemists and Colorists.

Recommendations:

- The Department should start a seminar program with external speakers. Utilize local (i.e. Portland) industry and/or the advisory board as a source of speakers or revenue to support speakers. Be clearer with graduate students regarding the importance of publishing, grant writing, and contracts with industry.

Outcomes

Professional Viability of Graduates

Positions: Data from the 2010 BS and MS/PhD alumni survey indicate that 90% of the respondents were employed in retail or managerial positions, with 81% in positions that related to their degree. (Missing is the response rate for the full survey.) This indicates strong viability of graduates from DHE.

Internships: Internship is not required in the program, but of students who participate in internship, 73% were offered permanent positions. According to the DHE Self-Study, responses from employers who provided undergraduate and graduate internship opportunities were generally positive.

The Apparel Design, Merchandising Management and Marketing, and the Interior Design programs could improve student academic experience, primarily related to technical experience, specific to their discipline and including experience with current software, CAD, and industrial equipment. Each program must develop a strategic plan to address these areas for improvement. Employers will be

more supportive of the DHE program and its students in terms of hiring and funding if they see evidence that their input is valued and has led to change. Undergraduate students indicated that they felt unprepared for some internships because they were lacking in technical and CAD experience. Students also requested a broader context to many of the merchandising courses which tend to focus more narrowly on apparel. There is also a need for more management content in the merchandising curriculum.

Plans for the Interior Design program to become CIDA accredited should be strongly supported. Additional T/TT faculty will be essential to achieve this goal. Future accreditation by NASAD will require a similar level of investment. Professional accreditation is a good way to strengthen the professional viability of the graduates. Financial investment in expanding and updating the DHE infrastructure and equipment is essential to educate students to be competitive.

The viability of students with a graduate degree is very good for both M.S. and Ph.D. with the majority finding positions in academia or industry, or pursuing an advanced degree. Positions are across the country as well as international

Satisfaction of Students

Undergraduate Program:

Areas in which students expressed satisfaction:

Students expressed satisfaction with graduating from the program with portfolios they view as well-developed. They believe that the programs provide a good understanding of issues related to their field. They particularly liked how study abroad options are well organized and widely available. According to poll of students in 2010, students seem to think academics, advising, library resources, and policies are adequate or better. Alumni survey respondents rated their university experience 3.59/5.0.

Areas in which students expressed concern:

Some of the specific areas of complaints from students included lack of industry specific training, too much focus on apparel, lack of industry experience in faculty, and labs, technology, and equipment that is below industry standards. Students expressed concern about not being career ready coming out of the programs. Specifically they lack specification training and vendor relations background.

Students in the focus group expressed their perception that general classes for all majors have a dominant apparel emphasis, except for History, which is more balanced. This perception of an apparel focus may be because two-thirds of the DHE students are enrolled in Merchandising Management and Apparel (see Self Study p. 13 and 35-36) compared to one-third majoring in Interior Design and Housing. Merchandising Management (Apparel Emphasis) graduates the most undergraduates per year, according to the chair of the department (email). Marketing/ merchandising classes are generally larger classes than studio based classes. Students said that including the merchandising of home furnishings products would support the interior design program and interests. The Review Committee recognizes that interior design accreditation requirements leave little room for electives and this impacts whether ID students have place in their plan of study for merchandising course work.

Students in the focus group expressed frustration that computer labs and software programs are behind advances in the industry. The DHE computer lab in Milam 218 which is funded through TRF grants has the following software programs available to students: Photoshop, Illustrator, AutoCAD, Revit, Google SketchUp, InDesign, Optitex, Retail Pro, and Sourcing Simulator. However, students say they can only get access during class time and they would like more access to the labs outside of class hours.. When they want to do homework after class, they need access to these specific software programs, and the lab they use didn't have that. The students seemed to be referring to a specific lab they used after class, though the specific lab location was not mentioned or seen. Students also said they want more training on how to use software common to their field, such as CAD. They said they have resorted to teaching each other CAD. Currently the students are taught hand-drafting, which students perceive is no longer practiced in industry. Currently computer skills are only taught freshman in two undergraduate courses focused on basic computer training -- DHE 121 Computer Design for Apparel and DHE 182 Computer Assisted Design and Drafting -- and again in their senior year, which means that skills may grow rusty in the interim. Students suggested integrating computer technology into the entire curriculum. According to the Department Chair other software programs are taught/integrated throughout the curriculum, though this focus group expressed a desire for more explicit computer instruction.

Students were overall satisfied with the internship program, but cited the Merchandizing Management program needs more internship options besides retail selling. They would like to apply more of what they're learning in areas such as buying or forecasting.

Other comments included having difficulty staying on the Departmental listserv for receiving departmental e-mails and a lack of writing emphasis, especially style related writing. Finally, faculty were viewed as being too new and lacking industry experience.

Recommendations:

- To meet the needs of Undergraduates, a stronger emphasis should be placed on technology across the curriculum. This includes both hardware updates and curriculum that teaches important software functions for both Interior Design and apparel-related applications. For faculty to gain industry experience, it is suggested that faculty development time is provided for faculty internships.

Graduate Program**Areas in which students expressed satisfaction:**

Graduate students appear to come to the program based on its reputation for being highly supportive. Students mentioned that they were recruited by specific faculty and, with the rare exception, were very satisfied with the program and the mentoring in particular. Student success after graduation appears to be good in terms of securing academic positions at good institutions.

Areas in which students expressed concern:

A few areas in which students would like to see improvement are in access to up-to-date computers, better access to the computer labs, better access to design software, and more access to the historical collection.

The Graduate School exit survey data were not included in the self-study, which is a major means of assessing graduate satisfaction. During the day of the review, these data were made available in a single hard copy.

Recommendations:

- First, the Department needs to look at the Graduate School's exit survey data and provide their own analysis.
- Second, although it is wonderful that the graduate students in the program feel supported and well mentored, there is concern that the students are perhaps a bit too satisfied. Are they being pushed outside of their comfort zones in terms of thinking about design, being creative with materials, or pursuing industry and grant funding? Students that are pushed beyond their comfort zone often rise to the occasion and are able to produce good results.

Rankings

There is no national or international ranking system for programs of textile/apparel/design. However, DHE is well-recognized as the only program west of the Rockies that offers a Ph.D. For Interior Design, the only well-recognized program for ranking is *DesignIntelligence*. However, without Council of Interior Design Accreditation (CIDA), it is doubtful that the Interior Design program would be ranked by *DesignIntelligence*. For purposes of comparison, peer institutions would need to be established so that the program evolves to become a nationally recognized, competitive program that is keenly focused on what it means to be a well-respected School of Design and Human Environment. Comparison to other state universities such as Minnesota State and Colorado State is appropriate because DHE must also meet the University's land-grant mission of serving Oregon's population.

Materials linked from the December 7, 2011 Graduate Council Agenda.

Graduate Council - Proposed Metrics

| | <u>Grad
Assessment</u> | <u>Walt's
Program
Review</u> | <u>NRC</u> | <u>GLO</u> | <u>Grad
School
Proposal</u> | <u>Comments/
Questions</u> |
|--------------------------------------|----------------------------|--------------------------------------|------------|------------|-------------------------------------|-----------------------------------|
| | | | Incomplete | | | |
| | | NB: need comparison w/peers | | | | |
| <u>Grad Applicant Quality</u> | | | | | | |
| GRE/gmat etc. | X | X | | | X | total or subscale? |
| Geographic Origin | | | | | | |
| % of total enrollment | X | | | | X | separate by masters, doctorate? |
| GPA | | X | | | X | |
| Diversity | | | | | X | |
| Acceptance/Matriculation Rates | | X | | | | |
| Gender, Ethnicity, Dom/Int | | X | | | | |
| Diversity recruitment strategy | | X | | | | |
| % of students w/ financial aid | | X | | | | |
| Avg stipend | | x | | | | |
| TA/RA compensation plan | | X | | | | |
| RA:TA distribution | | x | X | | | |
| # students w/ fellowships, schol | | X | | | | |
| | | | | | | |
| <u>Graduate Achievements</u> | | | | | | |
| % successful completion | X | X | | | | |
| Avg. time to Degree | x | X | | | | |
| Avg. score on exams | X | | | | X | |
| % passing scores on nat'l exams | X | X | | | X | Compare to |
| number of students graduating | | X | | | | |
| results of GLOs | | X | | X | | |
| Prod & defend orig work | | | | X | | |
| Demonstrate mastery of field | | | | X | | |
| | | | | | | |
| <u>Program Quality</u> | | | | | | |
| # of students/faculty | X | | | X | X | Total or current? |
| rigorous assessment of prog. | X | | | | | |
| % students employed 2- 5 years | X | X | | | X | 2 or 5 years?
Compare to peer? |
| # doctoral degrees awarded/yr | X | | | | | |
| # of multi-investigator Res. Proj. | X | | | | | |
| # of multi-unit res projects | X | | | | | |
| # of multi-institution. Grants/con | X | | | | | |
| course listings + freq | | X | | | | |
| Safety training | | x | | | | |
| TA training program | | X | | | | |

| | <u>Grad
Assessment</u> | <u>Walt's
Program
Review</u> | <u>NRC</u> | <u>GLO</u> | <u>Grad
School
Proposal</u> | <u>Comments/
Questions</u> |
|---|----------------------------|--------------------------------------|------------|------------|-------------------------------------|-------------------------------------|
| <u>Program Quality (cont'd.)</u> | | | | | | |
| ethics training | | X | x | X | | |
| Student surveys summary | | X | | | | |
| Alumni survey summary | | X | | | | |
| Rankings/Ratings | | X | | | | NRC, US News,
Disciplinary, etc. |
| Disciplinary accreditation | | X | | | | |
| Student orientation | | | X | | | |
| Int'l student orientation | | | X | | | |
| Language screening/support | | | X | | | |
| Writing Instruction | | | X | | | |
| Statistics Instruction | | | X | | | |
| Prizes/awards teaching research | | | X | | | |
| proposal writing instructino | | | x | | | |
| Oncampus grad res. Conf | | | x | | | |
| Active grad student assoc. | | | X | | | |
| staff assigned to 50 | | | X | | | |
| Financial support to 50 | | | x | | | |
| posted acad. Grievance proc. | | | X | | | |
| Dispute resolution procedure | | | x | | | |
| Regular grad program dir. Mtgs | | | X | | | |
| Annual review of doct. Studs. | | | X | | | |
| Teaching training | | | X | | | |
| Travel support | | | X | | | |
| Sum of activities (sum42-58 + 37) | | | X | | | |
| Total faculty | | | X | | | |
| # of allocated faculty | | | X | | | |
| % ass't profs | | | X | | | |
| % tenured faculty | | | X | | | |
| # of core & new faculty | | | X | | | |
| # of students enrolled | | | X | | | |
| Avg ann 1st yr enrollment | | | X | | | |
| | | | | | | |
| <u>Faculty Quality</u> | | | | | | |
| # competititive grants awarded | X | | | | | |
| # creative activities | X | | | | X | |
| books, pubs | X | | | | | |
| Awards | X | X | | | X | |
| total volume of \$\$ | | | | | X | |
| \$\$ volume/faculty member | X | X | | | X | Annual, total,
avg??? |
| Economic Impact | X | | | | X | |
| # grants from industry | X | | | | X | |
| short bios of faculty + pd | | X | | | | |
| refereed pubs over 5 yrs | | X | | | | |
| avg. citation/pub | | X | | | | |
| H index | | X | | | | |

MEMORANDUM OF UNDERSTANDING

College of Business And Graduate School OREGON STATE UNIVERSITY

This memorandum of understanding (MOU) summarizes agreements between the College of Business and the Graduate School to transfer **all** responsibilities for graduate Business Administration programs from the Graduate School to the College of Business. It will be approved by the Provost and Graduate Council.

Responsibilities of the College of Business: The College of Business will continue to deliver graduate business education and implement all relevant Graduate Council policies. The College of Business will assume full responsibility for the Masters of Business Administration at Oregon State University by January 1, 2011. Transition will begin July 1, 2010. -

Responsibilities of the Graduate Council: All curriculum or relevant policy changes in the graduate business programs will be approved by the Graduate Council. The Graduate Council will review the Business Graduate Program procedures in the first half of 2013 to ensure compliance with listed policies and/or new policies approved by the Graduate Council. The metrics for this assessment will be decided in the Fall of 2010 by the Graduate Council. The results of the 2013 review will be used to ascertain the continuation of the College of Business oversight of all responsibilities and the extent of reliance to be placed on the College of Business AACSB maintenance of accreditation review which occurs every five years.

Responsibilities of the Graduate School: The Graduate School will provide advice on all aspects of the transition. To accomplish this, regular meetings will be scheduled between appropriate staff in the College of Business and the Graduate School.

The Graduate School will administer the Graduate Faculty database for faculty in the College of Business who serve on committees of MAIS students and as advisors on business administration minors.

College of Business, Dean

Date_____

Graduate School, Dean

Date_____

Graduate Council Chair

Date_____

Provost

Date_____

Loveland summary of history of TCE Graduate Program Review.

1. In June 2009, a review of the Teacher and Counselor Education (TCE) graduate program was carried out.
2. In Fall 2009, the program review was presented to the Graduate Council and accepted.
3. In Fall 2009, a meeting of the Graduate School Dean, Dean Stern, Sue-Ann Bottoms (TCE) and W. Loveland (representing the review team) was held with the Provost. The graduate program review was discussed. The Provost asked "Where is the Action Plan? The group replied "Whoops" and vowed to provide the action plan ASAP.
4. In Fall, 2010, the TCE action plan to address the review suggestions and comments was delivered to the Graduate School.

In the original graduate program review, the recommendation for TCE was to "Reduce or re-structure" the program. The central criticisms of the program were: (a) insufficient number of tenure track faculty for the size of the program (b) exceptional burden on the tenure track faculty that leads to a reduction in scholarly activity of the faculty and unusual tension or stress amongst the faculty (c) inappropriate use of fixed term faculty (65 fixed term instructors were being employed at < 0.5 FTE, thus not allowing benefits for these employees) (d) need for better student tracking and (e) lack of student financial support.

In the action plan, it was stated that the number of tenure track faculty was being increased from 7 to 9 to serve the needs of about 100 graduate students (with the number of such students staying approximately constant although two sub-programs were being eliminated/suspended). The use of fixed term instructors was defended as being the norm for the field in that there is a preference for using practitioners to teach single one term courses. The lack of student support was attributed to the strong component of distance or part-time students in the program who are not eligible for financial aid.

Concerns remain that the suggestions of the review team to have Ecampus support full time advisor(s) as they do for other programs were not implemented, nor were suggestions to combine some of the fixed term appointments to create tenure track appointments and to simply reduce the total number of students in the program to improve sustainability.

10/14/2010 Graduate Council

Revision of the "Guidelines for the Review of Graduate Programs"

At a meeting with the Provost on Academic Program Reviews, Leslie Burns asked why does the Graduate Council request the specific data that it does in the "Guidelines for the Review of Graduate Programs"? The consensus at the meeting was that this is a reasonable question and that programs should be able to understand why specific data is being requested. Below is a list of questions that are derived from the self study guide.

Assignment. Over the next two weeks could you please review the list and determine questions are important in evaluating a graduate program? And what questions are missing from the list? This will be discussed in two weeks when the Council reviews the self study guide for graduate program reviews.

Introduction

- History of the program.
- Vision, mission, and goals of your program.
- Issues facing the program.
- Programs goals for the review.
- What is your graduate student enrollment?

Inputs

- What is the quality of your incoming students? Provide GPA, GRE, TOEFL scores.
- Admissions selectivity.
- Describe the demographics of your students (minorities, in state, out of state, international, master's degree candidates, Ph.D. candidates) and what your demographic goals are.
- How much financial support do you provide students?
- Describe your curriculum.
- What are your class sizes?
- How many stand alone graduate courses do you offer?
- What are the graduate level learning outcomes of the courses?
- Who are your graduate faculty and how have they contributed to the graduate degree program in the past 10 years?
- How is your program administered?
- What support staff do you have for graduate students?
- What is your process for evaluating and making improvements in your graduate degree?
- Describe facilities include office space, library collections, equipment.
- Financial resources available to the program.

Productivity

- What are your students' times to degree?
- What is the graduation and attrition rates?
- Faculty productivity.
- How many graduate advisees does each member of your graduate faculty have?
- How many stand alone graduate courses do you offer?

Outcomes

- What do students do after graduating from your program?
- Are the students satisfied with the program?
- How does the program rank?
- What are your goals for the next ten years?
- What are your perceived strengths, weaknesses, and needs?

GRADUATE COUNCIL

October 7, 2010

Minutes

Grad Council Members Present: Carolyn Aldwin (HHS), James Coakley (Business), Theresa Filtz (Pharmacy), Michael Kent (Vet Med), Denise Lach (CLA), Murray Levine (COAS), Walt Loveland, Chair (SCI), Jo Tynon (Forestry), Jessica White (Education) and Tom Wolpert (AG SCI).

Grad Council Members Absent: Vinod Narayanan (ENGR)

Ex-officio Members Present: Martin Fisk, Bruce Rettig, Leah Minc (Graduate Admissions Committee)

Support Staff Present: Nagwa Naguib

Guests: Brent Steel, Director, Master of Public Policy;
Joe Beatty, Co-Chair, Zoology;
Gita Ramaswamy, Director, University Assessment

1. Introductions

Walt Loveland asked attendees to introduce themselves.

2. Approval of Minutes – June 3rd, 2010

June 3rd, 2010 minutes approved with no corrections.

Martin Fisk commented on the minutes, #3, page 3, regarding a fix to the Banner system to properly identify who gets credit for advising. It seems that the capability for this fix is present, but that this would require substantial time and effort to input and check the data that is entered into Banner. Carolyn Aldwin responded that she used a BANNER feature when she was at the University of California and that the adjustment is not complex or difficult to implement. This issue will be reevaluated.

3. Summer Actions

Loveland reported that the Graduate Council (GC) participated in a large number of reviews during the summer. He praised the GC members for the work they have done. The Council's work on reviewing the Category II proposals has brought praise from the university and he wanted to let the Council know that their efforts on this and other issues has been appreciated.

He informed the Council that Provost Randhawa was not pleased with the decision by the Entomology Program to not provide a self study for its Program Review. He directed the Graduate School to suspend admitting students to the program for now, until further notice.

4. Agenda for Year

Loveland presented his list of possible GC agenda items for the year. We have thirteen Category I proposals in the pipeline. More are being suggested. He then informed the Council that he had received an email from Dan Edge indicating that both President Ray and Provost Randhawa were in favor of the Category I proposal renaming Fisheries & Wildlife Department to Fisheries, Wildlife and Conservation Biology Department and asking the Council what he needed to do to respond to its request for changes. Loveland replied to Edge that the Council would be happy to review his Cat I proposal but the re-submitted proposal should address the issues raised by the previous review.

5. Request for postponement of Public Policy Graduate Program Review

The Council then started a discussion regarding the requests for postponement of graduate program reviews, and discussed how such requests should be handled. Except for programs that are reviewed by external accrediting bodies, the only assessment of continuing program quality is the graduate program review. Loveland reported that Leslie Burns, President of the Faculty Senate, would like to see a revision of the guidelines to make sure that the required information is being used in the program review. Fisk indicated that the program review guidelines are being revised and will be presented to the Graduate Council soon for their review.

Fisk reminded the Council that the programs start getting reminders from the Graduate School five years in advance of their upcoming review year. Loveland pointed out that, although the program review process focuses on past performance, it provides key information for making forward looking decisions about reorganization and other changes that are needed. Ideally, much of the information should be provided by the Office of Institutional Research to reduce the record keeping and analysis needed by academic programs. Unfortunately, the Office of Institutional Research has had a hard time assembling needed data in a timely manner. A Director of Institutional Research will be hired soon. Interview candidates are most promising and a new hire should go a long way toward resolving this issue.

Nagwa Naguib will send a list of the site visit dates of the upcoming program reviews to the Graduate Council.

Brent Steel, Director, Master of Public Policy Program (MPP), was introduced to the Council. He asked the Council to approve a postponement of the MPP Program Review during the ninth year of its existence (first degree awarded was in 2003) as opposed to the eighth year. The Program is applying for membership to the National Association of Schools of Public Affairs and Administration (NASPAA), a year after which they can apply with NASPAA for accreditation. He then asked for some leeway of one year for the above to be accomplished. He is waiting to hear back from NASPAA regarding their application for membership, and is hoping to know by October 15th. Although informal contacts suggest that the MPP Program exceeds the Association's standards, a full accreditation visit will be required. He would

prefer holding the graduate program review the same year as the accreditation visit.

6. Request of postponement of Zoology Graduate Program Review

Joe Beatty, Executive Associate Chair, Zoology Department was introduced to the Council. He presented the Department's request for postponing the Zoology Graduate Program Review from Winter 2011 to Spring 2011. He indicated that this request is due to the fact that the department is currently involved in three faculty searches, two P&T cases, in addition to the reorganization in the Life Sciences. All these activities require a large amount of committee work.

7. Discussion of 5 and 6 above

Theresa Filtz wondered why a postponement of a program review within the same academic year, should really matter to the Graduate Council. Couldn't the Graduate School make the decision instead? A discussion regarding the criteria and principles for postponement followed and resulted in the following:

Principles for allowing postponement of Graduate Program Reviews:

1. When synchronizing within plus/minus one year with either professional reviews or accrediting body reviews; when and if requested.
2. When eliminating the program.
3. When reorganizing and a Category I proposal will be used to change the program. In this case a one year postponement will be approved and the Cat I must be submitted within that year. . If the Cat I is not submitted, the review will take place a year from the originally scheduled date.

It was also decided that the 10 year review cycle starts when the first student is enrolled in the program

The Graduate Council approved postponement of both the Zoology Graduate Program for a term (Spring 2011) and the Master of Public Policy Graduate Program for one year (2011-12).

8. Accreditation

Loveland indicated that he is the Council's representative on the Accreditation Committee. OSU is the first PAC-10 university to undergo this review by the NWCCU group, after the standards have been changed. We will be evaluated in three areas: undergraduate education, graduate education and research, and outreach and engagement. These areas are called the "Core Themes" of the University. We will be judged by certain "institutional indicators." A request has been made to provide data for these indicators and assign a "grade" for each indicator/objective/Core Theme.

The timeline for this review is:

- Data will be given to the groups by October 15th;
- Preliminary Review by November 30th;

- Report to the Accreditation Committee by December 15th;
- Accreditation Report to be submitted to the NWCCU by end of February 2011.

He then asked Council members their opinion on how to approach this process. Should the Council be divided in two groups, each group would review half of the objectives; or should the whole Council review all the objectives? We will need to define the expectations, and answer Objectives 2.1 & 2.2. The document will be short.

After a short discussion, the Council decided to dedicate meetings at the end of October or early November to work on the Accreditation project, as a group.

9. Assessment:

Gita Ramaswamy, Director of Assessment, presented the Graduate Student Learning Outcomes (GSLO) Based Assessment which she was charged by the Provost to lead. She, with a colleague, led this project at Purdue University.

She indicated that Assessment is the accreditation agency requirement. Assessment needs to be kept simple and meaningful. There is a tie between outcomes assessment and quality of graduate education if we focus on graduate students' success. The most important reasons for dropping out of PhD programs are 1) Lack of mentoring; and 2) Personal reasons (family and cost). The Council of Graduate Schools has conducted major studies of problems with doctoral degree completion. Ramaswamy will forward information about the CGS studies to Council members.

Meeting adjourned 1:00 pm.

**OREGON STATE UNIVERSITY GRADUATE PROGRAM REVIEW
MASTERS OF BUSINESS ADMINISTRATION PROGRAM
COLLEGE OF BUSINESS**

Review Panel Report

June 2010

Panel Members:

Don Wardell, Director Fulltime MBA Program, University of Utah—Peer Reviewer and Panel Chair
Bill Humphreys, President, Citizen Bank—Potential Employer
Walt Loveland, OSU Faculty, Chemistry—Internal Reviewer, Graduate Council
Rick Colwell, OSU Faculty, COAS—Internal Reviewer, Graduate Council

Overall Recommendation:

The review panel generally supports the intention of the College of Business (COB) to expand the Masters of Business Administration (MBA) program. We do believe, however, that the growth needs to be carefully thought out and managed. Specific recommendations related to the expansion, together with a few other recommendations resulting from the panel's site visit, are included in the subsequent section.

Summary of Findings and Recommendations:

In general, the review panel was impressed with the quality of the COB's self study and appreciated the opportunity to learn more about the MBA program through the site visit. We found the college faculty, staff and students to be candid and responsive.

The MBA program focuses on entrepreneurship and innovation. The curriculum consists of 12 core courses, but is really defined by the integrated business project (IBP), which all constituents agreed was the core strength of the program. The IBP allows students to integrate their course material by creating a business plan for the commercialization of a technology developed by faculty members at Oregon State and business partners. The program mainly attracts students from the Willamette Valley area as well as several international students. Students appear to select the program because of its focus on entrepreneurship, its location, the ability to complete the program in one year, and the relatively low tuition.

The current MBA program is small compared to many competing programs across the country. The COB administration acknowledges the small size and desires to increase enrollment substantially in a short period of time. (There are currently approximately 90 students and the goal is to increase the size to approximately 250 students within 5 years. The leadership team suggested that doing so would make the ratio of graduate to undergraduate students in the COB more comparable to the ratio in the University as a whole. Even with the increase, the percentage would

be less than the current 15% value of the ratio of graduate students to total students at OSU. With 250 graduate students and 2500 undergraduate students, the COB would be at only 9%.)

The program faces some large challenges. The COB currently does not have any in-house career services staff. Instead, they rely on the OSU's central career services to meet the needs of students. In contrast, top MBA programs have multiple in-house career services staff members who help to bring recruiters to campus and to prepare students to market themselves and interview effectively. On the other end of the process, the COB lacks scholarship funds to help attract highly qualified students to the program. Finally, the panel is concerned that the compensation package for faculty makes it difficult to attract and retain faculty. Salary compression was identified as a very large problem, with assistant professor salaries being similar to those of associate and full professors (professor/assistant) = 1.11.

Based on the strengths and challenges that we observed, together with the COB's own plans for the future, we identified following recommendations. Most are related to the growth of the program, which is key to increasing revenue to support other initiatives. While generally supportive of growth plans, we believe that there are challenges associated with that growth that need to be considered carefully.

1. **Be careful of a “If we build it they will come” assumption.** The panel was concerned that growing the program might not really be the right thing to do if the COB has to “buy” that growth with scholarships. The IBP projects allow students to think carefully about whether or not there is a market for a particular technology. We encourage the COB to do the same to determine if the MBA product has a strong enough market demand to generate the anticipated growth.
2. **Increase revenue and then add capacity.** Related to the first recommendation, the panel believes that the order in which growth is achieved is important. We inferred from discussions that the current plan is to add new faculty and then to bring in the additional students. Securing funds from central administration for a large number of faculty may be difficult given the current economic climate. If the COB can accommodate demand with the current number of faculty, they should be able to increase revenue that can be used to fund the additional faculty lines.
 - a. Increase tuition to raise revenue. Currently the cost of the program is very low relative to many other programs. Often it is the case that a higher tuition is seen as a signal of quality and can actually increase demand.
 - b. Increase class sizes. The current class cap of 35 is very low compared to many MBA programs. Larger class sizes will allow for more students to move through the program with the same number of faculty. We recognize that doing so will increase grading burden for faculty, but believe that the additional resources make it worth it.

Obviously there is a danger in this strategy, i.e., increasing the number of students without a long term administrative commitment to faculty expansion could lead to an over-burdened faculty

3. **Approach the graduate council with a proposal to streamline the examination process.** Both students and faculty raised concern about the administrative “pain” associated with completing the IBP and the individual oral exam. That pain will grow significantly with the projected growth in student body. Reducing the required committee size for the IBP and removing the oral exam requirement for each student will facilitate making growth feasible.
4. **Be prepared to increase the support staff needed to accommodate the growth.**
 - a. Provide resources to help students to write well. A good portion of the growth is anticipated to come from international students through the INTO program. Students reported that the program is very writing intensive, and students whose native language is not English often face large challenges with writing well. (We recognize that domestic students also have writing problems and that international students bring other advantages, so we are not suggesting that the INTO strategy is misguided.).
 - b. Provide resources for dedicated career services. Given the difficulty of attracting recruiters to OSU, we recommend exploring the possibility of a regional solution to career services. Collaboration with other local programs may provide the scale necessary to attract recruiters.
 - c. While more development staff may not be needed, additional scholarship funds appear to be necessary to compete with local competitors like Willamette.
5. **Be thoughtful about the mix of international to domestic students.** Part of the mission of a land grant institution is to serve the local community. Many in Corvallis and more generally in Oregon feel strongly that the COB should educate the citizens of Oregon.
6. **As part of the follow-up meeting, report on their strategic retreat.** In response to some of the panel’s questions, the COB Leadership Council noted the strategic retreat that will be taking place in summer 2010. Many of the initiatives that are likely to result from the retreat will impact the growth strategy and hence will be related to recommendations resulting from the Graduate Council Review.
7. **Consider revising the mission and vision statements to focus more on the students’ success.** The current statements seem to have an internal focus, whereas a focus on the students and alumni will likely resonate better with potential applicants and the local community. We recommend reviewing Stanford’s Graduate School of Business’s statements as a benchmark.
8. **Investigate ways of communicating information to students.** Students commented that communication was primarily by e-mail, was sometimes late (provided too little notice) and came from various parties. They would appreciate a more centralized and timely method for communicating program information.
9. **The COB should play a predominant role in achieving the University’s strategic plan.** Two of the strengths of the MBA program are entrepreneurship and sustainability. The program is also striving to increase the international focus. These foci are consistent with OSU’s “three Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.” (<http://oregonstate.edu/leadership/strategicplan/>)

Detailed Findings

The following subsections of the report give more detail on what led us to the recommendations in the previous section. As suggested by the Graduate Council, this section is organized around inputs, productivity and outcomes. It begins with a brief introduction and ends with a similarly brief conclusion.

Introduction

As described in the *Guidelines for the Review of Graduate Programs*, the purpose of the review of the MBA program is to “provide an opportunity ... to reflect on the nature of their graduate instruction and develop approaches to enhancing program quality.” It “provides a mechanism for constructive change” and “an opportunity to review, to evaluate, and to plan in a deliberative and collegial setting.” The main objective of the panel was to understand the needs of the MBA program and offer constructive suggestions to the COB and OSU’s administration to improve the program.

The review process began with the COB preparing a self-study document, which the review panel used to gain initial insights about the MBA program and to formulate an initial list of questions and concerns to be explored during the site visit. Prior to the site visit, members of the review panel met on Sunday, May 23 to discuss the process and preliminary impressions of the program. The site visit occurred on Monday, May 24 and consisted of meetings with several constituents of the MBA program, in addition to a working lunch and a wrap-up meeting for the panel to discuss findings and recommendations. The process concluded with the preparation of this report.

Meetings were held with the COB Leadership Council, the Graduate Program Committee, graduate student representatives, MBA faculty representatives, MBA admissions staff and a few outside staff and faculty who have been involved with the IBP. COB Leadership Council participants were Ilene Kleinsorge (Dean), Carol Brown, Jack Drexler and Jim Coakley (Associate Deans) and Malcolm Lemay, Director of Operations. COB faculty members (including those on the Graduate Program Committee) who participated included David Baldrige, Rene Reitsma, Zhaoui Wu, Tom Dowling, John Turner, Roger Graham, Eric Larson, Ping-Hung Hsieh, Don Neubaum, V.T. Raja, and John R. Becker-Blease. A total of 8 students met with the panels, but we did not record their names. The MBA admissions staff who participated (in addition to Associate Dean Coakley) were Clara Horne and Kishani Kaliupahana. The non-COB faculty and staff who met with the panel were Brian Wall (Director, OSU research sponsors), Mark Leid (Pharmacy), Vince Remcho (Chemistry) and Alex Chang (Chemical Engineering).

Inputs

This subsection follows the Graduate Council’s recommended outline. Areas to be addressed include the fit of the mission of the program, the quality of students (including admissions selectivity), the level of financial support for students, the curriculum strength, the quality of personnel to achieve the program’s mission, the level and quality of the infrastructure and the quality of organizational support.

The fit of the mission of the program and its relationship to the mission of the college and the University

The College of Business along with the College of Engineering comprises the Division of Business and Engineering. The focus of this Division is a collaborative effort centered around “innovation” and the “commercialization of research results.” The formation of the Division is in its early stages and is not expected to occur until FY2011 or later. If completed, this Division will support the OSU Strategic Plan goal of “Promoting Economic Growth.”

The ongoing University effort on Strategic Alignment and Budget Reduction is not expected to have any major impact on the College of Business. A possible 10% reduction in the COB budget for either FY11 or the following biennium would impact undergraduate education primarily although such a cut might be financed by delays in filling open positions (due to faculty retirement and/or departure)

Quality of students

One of the aims of the MBA program is to increase the number of students that apply and that are admitted. Specifically, the program would like to increase applications to 200 per year and achieve a recruitment goal of 60 additional students per year. A companion challenge to these goals will be to maintain the number of candidates of reasonably high quality. The self-study sets the standards that the program seeks in their applicants and students by expressing a desire to see the GPA of incoming students rise to 3.5 (up from the 3.3 five year average) and to achieve an increased average GMAT score of enrolled students of 600 (up from the 563 of matriculating students). The plan is to accomplish this by investigating restructuring of the scholarship program by attracting quality students and pursuing additional merit and need-based scholarship support to attract and retain high quality students. Recently, the program secured \$200,000 from the Provost’s scholarship fund for both academic merit and diversity scholarships. The MBA program is also seeking private funding to establish a Minority Graduate Fellowship to support US minority students from within Oregon and out of state.

Admissions selectivity

During the 2004-2008 academic years 64% of the students enrolled in the MBA program were from Oregon and 24% of the students were international. In this same period, 56% of the students were Caucasian. A recruiting plan has been implemented this year in order to boost the number of students that are applying to the program from outside of Oregon and particularly from western states (Self Study, Appendix 5). The plan includes a strategy for increasing the diversity of MBA candidates by traveling to career and graduate school fairs in the Pacific Northwest and by contacting prospective candidates through diversity forums such as the California Forum for Diversity. Newly established relationships with the local chapters of the National Black MBA Association and the National Society of Hispanic MBAs should improve the opportunities to recruit from minority populations. The success of this recruiting plan as it is executed should be examined in the coming years.

The current students with whom the review panel visited stated several ways by which they were attracted to the program. Many of the students had prior degrees from OSU and the students viewed this as being beneficial because it allowed a seamless start to the program. Some students acknowledged that receiving assurance of a GTA or obtaining one of the Laurels Scholarships were enticements. That the program focuses on entrepreneurial development that would complement prior degrees obtained by the student or that would permit exposure to foreign countries (e.g., Asia/China) were also cited as reasons for affiliating with the program. At least one student admitted that they identified strongly with a single faculty member. Life in Corvallis was also noted to be an important consideration in selecting the OSU MBA program, perhaps a reflection of the program's ability to draw students from the Willamette Valley.

Level of financial support of students

The COB seems to follow the “low tuition, low aid” model with respect to the MBA students. Most of the current students are in-state (Oregon) residents who pay tuition of about \$15,000/year.

Of the approximately 90 MBA students in 2009, 13 received some sort of scholarship support while 17 of these students also received assistantships. Of the 17 students receiving some assistantship support, 10 received support from campus units outside of the COB. Of the seven students with assistantships from the COB, each was employed for less than a full GTA position. With budget reduction pending at OSU, the number of students supported by assistantships should decline.

For the most part the scholarships are awards from university-based programs (e.g., Laurels Tuition Support, Oregon Sports Lottery Scholarship, COB Brown/Hertich Scholarships) as opposed to programs funded from outside the university, which are apparently less common than in other graduate disciplines. For the academic year 2010-11, the COB was not successful in its Laurels Block Grant application and no funds were allocated to the COB.

It will be difficult to recruit and retain high quality domestic students with the current level of student support, especially if, as this panel recommends, the MBA tuition is increased.

Curriculum Strength

The MBA curriculum is focused on entrepreneurship and innovation. It is also built around the IBP. Students with an undergraduate degree in something other than business are required to take a set of “foundation” courses, which are undergraduate courses in the main functional areas of business (finance, operations, accounting, marketing and management) in addition to skills classes in math and economics. After completing the foundation classes, these students join those with business undergraduate degrees in the “core” MBA courses. The core classes help to provide context for the IBP and students apply the material that they are learning in the classes to their projects. They also provide a more in-depth look at the major functional areas in business. The IBP is a hands-on learning experience over 3 quarters where students create a business plan for a

technology that has been developed at the University. As mentioned, the students apply material that they learn in their classes to their project, giving them a strong experiential education.

The external reviewer on the committee (Professor Wardell) was surprised to see that the foundations classes were undergraduate classes. While it was a concern for him individually, he recognizes that there is a wide variety of ways to provide students with a foundation for more advanced courses. In particular, the MBA curriculum was very recently reviewed by the College's accrediting body (the Association to Advance Collegiate Schools of Business, or AACSB) and was found to meet standards to be accredited. The AACSB guidelines assure a level of consistency and quality across business schools while at the same time providing flexibility for programs to differentiate themselves. Accreditation suggests that the curriculum is strong and is preparing students for careers in business.

In discussions with all constituents who participated in the program, it became apparent that the IBP defines the MBA at OSU and is considered a major strength of the program. It is an experiential program that focuses on entrepreneurship and innovation, all advertised strengths of the MBA at OSU. In general, students found the IBP to be a very useful and worthwhile opportunity. They also recognized that the coursework was very beneficial and some indicated that for them, it was more conducive to their learning than the projects.

The students also noted that the program was extremely writing intensive. While some of them complained about the quantity, it is the opinion of the committee that the writing requirements very well could be giving OSU graduates an advantage as they seek careers. In at least some committee members' experiences, most employers complain about the writing of graduates from business programs. OSU graduates are likely better writers than graduates of many other programs and hence at an advantage (assuming that they can sell their writing abilities to recruiters).

Because of the writing intensity, students expressed concerns about plans to bring more international students to the program. The faculty and admissions staff at the College also admitted that it represents a challenge. While the students noted that writing was an issue for the international students, they also acknowledged that international students bring diversity to the teams and allow students to learn from each other. Moreover, they acknowledged that in many cases native English speakers also struggle with writing. Students recommended that the COB involve the writing center more heavily in the program, perhaps acting as writing consultants for the projects.

Because of the central role of the IBP, it is worth noting a few other concerns that were raised about the projects. First, participants from different groups believe that the administration (usually termed "bureaucracy" by participants) was cumbersome and detracted from the experience. In particular, the need for a 3-person committee was seen to be excessive and a process hindrance to the project. Second, some student participants felt that not all students should be required to do the IBP. These students recommended that applicants should be evaluated before the program begins to decide

whether they should do the IBP or not. According to the student participants, the decision would be primarily based on the applicant's desire to be an entrepreneur in the future. Students not participating in the IBP could then take more courses, allowing them to specialize in a particular area of emphasis. They also wondered if a 2-year program would be more beneficial, because it would allow more specialization. There was a perception held by some students that the program is a "mile wide and an inch deep." Other suggested improvements to the IBP were a stronger emphasis on the finance component (venture capital) and the possibility of stronger involvement of alumni as mentors.

In conclusion, the curriculum easily meets the needs of the students and the faculty and should be appealing to recruiters. The IBP is a strength of the program and is valued by all constituents. Based on discussions related to the curriculum, the panel recommends the following (given at the beginning of the report but repeated here for emphasis).

- **Approach the graduate council with a proposal to streamline the examination process.** Both students and faculty raised concern about the administrative "pain" associated with completing the IBP and the individual oral exam. That pain will grow significantly with the projected growth in student body. Reducing the required committee size for the IBP and removing the oral exam requirement for each student will facilitate making growth feasible.
- **Be prepared to increase the support staff needed to accommodate the growth.**
 - Provide resources to help students to write well. A good portion of the growth is anticipated to come from international students through the INTO program. Students reported that the program is very writing intensive, and students whose native language is not English often face large challenges with writing well. (We recognize that domestic students also have writing problems and that international students bring other advantages, so we are not suggesting that the INTO strategy is misguided.).
- **Be thoughtful about the mix of international to domestic students.** Part of the mission of a land grant institution is to serve the local community. Many in Corvallis and more generally in Oregon feel strongly that the COB should educate the citizens of Oregon.

Quality of personnel and adequacy to achieve mission and goals

The COB has 35 tenured/tenure-track faculty. Not all of those faculty members participate in the MBA program, however. Within the MBA curriculum, just over half of the classes are taught by tenured/tenure-track faculty members. Professionally qualified faculty teach the remaining courses. (The self-study defines "professionally qualified.") As mentioned in the previous section, the curriculum and program were reviewed by the AACSB and the college was accredited, indicating that instructors are qualified to teach in the program. We have no reason to question the AACSB and concur that the quality of the faculty is sufficiently high to contribute to the mission and goals of the college and program.

Although the existing faculty are of high enough quality, the panel concurs with the college that the number of faculty is lacking and that additional faculty will allow the program to achieve its goals.

The IBP is a high touch project that requires many resources. While it is not a complete time sink for the faculty, growing the size of the faculty will allow the college to meet its goal in growing the student body without reducing the quality of the program.

The current faculty felt that they will be able to attract new faculty to the program for a few reasons. While the teaching load is somewhat higher than at other business schools (tenured faculty teach 6 courses per year and untenured teach 5), the majority of the faculty are able to cover their classes in two quarters, allowing up to six months for research. In addition, research faculty received funding to attend at least one conference per year. They also felt like the location of the University was a big draw. Moreover, they agreed that there is a high degree of collaboration and collegiality, making it an appealing place to work. There was general agreement that Dean Kleinsorge had created a very nice environment for faculty to work.

The panel also concluded that the admissions staff were helping to achieve the goals of the program, although their numbers were small, especially given the desire to grow the program, which will require traveling to neighboring states and reaching out to international students through OSU's INTO program. While the staff members themselves appeared to have high quality, they and others who were interviewed expressed the concern that the scholarship offerings were insufficient to allow the program to grow adequately.

The most pronounced deficiency in terms of meeting the goals of the school was the lack of a local career services presence. The college relies on central career services, who serves the undergraduate population more fully than the graduate. One member of the panel also noted that the central career services appeared to be downsizing, sharing their physical space with student grievance bodies. A career services presence is central to the mission of any MBA program because the quality of the program in most instances is evaluated and judged by employers.

The students with whom we spoke also expressed concern about career services offerings. While they felt that the COB works well with central career services, including having Tuesday evening sessions that provide some networking, there were clear deficiencies. The students specifically mentioned that they would like to see more support from the COB. They also lamented that central career services doesn't differentiate job opportunities between needs for undergraduates and MBA. In some cases, graduating students arrived at an interview arranged by central career services only to find that they were overqualified and the employer was targeting undergraduates.

Based on our discussions regarding personnel, we recommend the following (again repeated from the beginning of the report).

- **Increase revenue and then add capacity.** Related to the first recommendation, the panel believes that the order in which growth is achieved is important. We inferred from discussions that the current plan is to add new faculty and then to bring in the additional

students. Securing funds from central administration for a large number of faculty may be difficult given the current economic climate. If the COB can accommodate demand with the current number of faculty, they should be able to increase revenue that can be used to fund the additional faculty lines.

- Increase tuition to raise revenue. Currently the cost of the program is very low relative to many other programs. Often it is the case that a higher tuition is seen as a signal of quality and can actually increase demand.
- Increase class sizes. The current class cap of 35 is very low compared to many MBA programs. Larger class sizes will allow for more students to move through the program with the same number of faculty. We recognize that doing so will increase grading burden for faculty, but believe that the additional resources make it worth it.
- **Be prepared to increase the support staff needed to accommodate the growth.**
 - Provide resources for dedicated career services. Given the difficulty of attracting recruiters to OSU, we recommend exploring the possibility of a regional solution to career services. Collaboration with other local programs may provide the scale necessary to attract recruiters.
 - While more development staff may not be needed, additional scholarship funds appear to be necessary to compete with local competitors like Willamette.

Level and quality of infrastructure

The College of Business is housed in Bexell Hall, an approximately 80-year old building, which has been remarkably well maintained and renovated. The College has recently announced plans for constructing a new \$50M building which will more than double the space available for the COB. The building is to be ready for occupancy in 2014.

The College features several large computer facilities where state-of-the-art computers are made available for student use. The College supports auxiliary costs associated with printing in these facilities. While commons areas for the MBA students seem to be somewhat limited it is expected that the new building will alleviate this issue. All in all, the physical infrastructure of the MBA program is very nice and better than that of many other OSU programs.

Quality of organizational support

The COB attempts to support the efforts of its faculty by structuring their appointments to be 45% scholarship, 45% teaching and 10% service. Many of the faculty choose to teach their entire load in two quarters, allowing six months of uninterrupted time for scholarly activity. There is some support for summer salaries of some of the faculty along with support for professional travel.

Productivity

Level and quality of student performance

The data that we were provided relative to student performance were non-completion rate and IBP summaries. The college reports that, “on average 13 percent of the students who start the program do not finish due to varying reasons that include work and personal commitments, employment opportunities in other parts of the country or a mismatch between student expectations and program design.” The 13% “dropout” rate appears high and is a concern. (At the University of Utah, the number is below 5%.) We recognize that some factors are out of the COB’s control, but they can have strong influence on the “mismatch between student expectations and program design.” First, they can be careful in their advertising and admissions materials to help potential students understand the curriculum, the IBP and the time commitments. Second, they should take to heart the student recommendation mentioned in the “Curriculum strength” subsection by evaluating students before the program begins to decide whether they should do the IBP or not.

The success of the IBP is a good indicator of student performance. By all accounts the projects are very successful. They are a benefit to the researchers whose technology is being commercialized, they are a great benefit to the students’ learning and they have the potential to bring in money to the University as commercialized technologies become viable in the marketplace. While it is possible that the “clients” with whom we spoke may have represented a biased sample, our discussions with them indicated that students work hard, produce a quality report and make quality recommendations.

Level and quality of faculty performance

Professional accreditation bodies have determined that the MBA faculty meets the expected standard for faculty competence. There is, however, some concern about this performance. OSU has set goals of having its departments, programs and faculty be in the top tier of land grant institutions. In the national rankings of Business Week, the Financial Times, the Wall Street Journal, Forbes and U.S. News and World Report, the OSU MBA program is a bottom tier, un-ranked program. The COB cites the Aspen Institute for Business Education rankings of business schools that have innovative full time MBA programs that integrate social and environmental stewardship into their curriculum and scholarly research. In this survey, OSU’s MBA program ranks 87th of the top 100 programs (147 programs participated).

There is an internal metric about faculty performance where there is some confusion. It was reported by a faculty group to the review team that only about ½ of the faculty hired as assistant professors achieve promotion and tenure at OSU. In some areas, the success rate was reported to be much lower. Dean Kleinsorge reports a very different situation with 94% of assistant professors being promoted in the P&T process. The magnitude of this dichotomy seems unusual.

Scholarly productivity of the faculty seems to be low, especially if they have 20 hours/week (reported by at least one faculty member) for this activity. The publication rate of the tenure track faculty appears to be < 1 paper/year in peer-reviewed journals with some publications appearing in second or third tier journals. The review team recognizes that timelines and other factors related to publishing in top business journals are somewhat different than in other disciplines. For example, the review times for top journals in business are extraordinarily high (at least 4 months for a first review, and typically the time from 1st submission to acceptance is at least one year), which makes it difficult to publish in those outlets frequently. For the most part, however, COB faculty are publishing in lower tier journals, where it should be easier to generate higher numbers. While we did not ask explicitly, it is possible that COB faculty are first submitting at the top-tier outlets, having their papers rejected (after a long review process) and then going to the lower-tier journals.

Viability of scholarly community within which the students can interact

The nature of an MBA program is such that it is not common for students to be participating with business faculty in their own research programs. While it happens in some programs to varying degrees, it is not something that would be expected. On the other hand, the students are very engaged with faculty outside the COB through the IBP. They learn about cutting-edge research that faculty members in the sciences and engineering are conducting to such an extent that they are able to explore the possible market for the technologies. While they are not directly involved in creating the knowledge, they become intimately familiar with the research and benefit therefrom.

Professional viability of graduates

To the best of their ability, the MBA program has tracked the progress of its graduates though this is a difficult task to perform. Information is collected from former students that contact the COB and also from the OSU Foundation records. Graduates of the MBA program were surveyed in March 2010 (see Final Report – Close to the Customer Project). Of the 127 surveys sent 47 responses were received. Over 90% of the alumni that responded were employed either full-time or part-time. MBA students have found positions in a number of organizations in the Pacific Northwest as listed in the Self-Study (pg. 88).

Satisfaction of students and graduates

In general, respondents to the alumni survey noted above were favorable when asked questions related to the value of the MBA program and its contribution to their success. The strongest affirmation of the MBA program showed 80% of the respondents agreeing that the program expanded their career options and 78% of the respondents agreed that the program increased their earning potential. However, survey responses noted that OSU MBA graduates rate the value of their investment in the program below the national median score. The COB believes this low rating to be due to a lack of dedicated career services for students while they are pursuing the MBA degree. Notably absent from the survey were any questions related to the central themes of the MBA, namely the goal of instilling concepts related to innovation and entrepreneurship in the students. Respondents to the survey had the following suggestions:

- Add areas of focus to the program and provide MBA students with more support.
- Provide more professional development activities.
- Provide online opportunities for social networking.

The committee met with approximately 10 students during the review. Comments from these students that represent areas where the program might strive to improve or where the program might be sensitive to student concerns are listed as follows:

- Improve the flow of communication; information regarding presentation requirements or guest speakers seems to be slow in arriving to the students; e-mail is the main form of communication now and perhaps other means need to be considered.
- For those interested in entrepreneurship the IBP is great. However, the COB may want to assess students who want to be entrepreneurs vs. those that would prefer a traditional MBA path; the IBP is good but may be difficult to implement if one has traditional interests in business.
- Some concern was expressed regarding the English quality of incoming students, especially those arriving through the INTO program. The College should have a way of coping with this perhaps by offering more mentoring in writing.
- Flexibility is innate to entrepreneurship but the students sometimes feel locked into an assignment. Consider ways to provide the flexibility for a program that aims to encourage innovation and open thinking.
- For 2-year students, consider additional programs such as investment programs, opportunity to sit on boards, or internships.
- Include more practical learning.
- The career center on campus is the main source of help for finding jobs after their degrees. Can the COB develop something specific to COB graduates?

Rankings/ratings

The COB does not make overt attempts to be ranked in the most visible rankings (e.g., *Business Week*, *US News & World Report*). For example, one part of those rankings that is very important is the average score on the standardized GMAT entrance exam. The COB does not require all students to take the exam, including those who probably have the potential to score high. In particular, they do not require the exam of students with previous master's degrees. Many of those students have degrees from the sciences, engineering and other technology degrees that often score very well on the GMAT. We have also mentioned the lack of a career services presence within the college, which results in placement numbers being far below those that would merit a high ranking.

The one ranking that is important to the college at this point is the Beyond Grey Pinstripes survey and alternative ranking of business schools provided by the Aspen Institute. In 2009, OSU's MBA program ranked 87th in the world on that survey. In our judgment, the Aspen ranking is appropriate for the COB because its mission is to "spotlight innovative full-time MBA programs that are integrating issues of social and environmental stewardship into curricula and research."

Conclusion

The MBA program at OSU's College of Business has several strengths that it can continue to build on. The predominant strength is the Integrated Business Project, which serves the students, the faculty across campus and the community. It is entrepreneurial in nature and allows students to differentiate themselves by creating a business plan for innovative technologies and by improving their writing skills.

The program also faces many challenges, many of which are exacerbated by constrained resources. The COB hopes to expand the size of the program, which will require more resources. The panel feels that a growth strategy is an appropriate one, but will require careful planning and implementation as described in our recommendations. We encourage the leadership team to use the planned retreat to consider our recommendations carefully and to determine the best avenues for program growth that don't sacrifice quality.

Materials linked from the October 14, 2010 Graduate Council agenda.

**Review Panel Report
on the
Graduate Programs in the Department of Teacher and
Counselor Education
in the
College of Education
Oregon State University
Corvallis, Oregon**



Review Committee

Becky Donatelle Associate Professor of Public Health, Oregon State University *

Jane Evans, Principal, North Albany Middle School

**Thomas Greene, Associate Provost and Dean of the Graduate School, University
of Portland**

Arthur Horne, Dean, College of Education, University of Georgia

Walt Loveland, Professor, Department of Chemistry, Oregon State University*

June 8, 2009

- *Representing the Graduate School Council*

Forward: This document is prepared for the OSU Graduate School by the review committee in response to a review of a self-study conducted by the Department of Teacher Education regarding its graduate programs. Findings are based on the material provided and a site visit involving interviews with administration, faculty, staff, and students. This report is written in response to the stated graduate school standards and in compliance with format and procedure directives from the OSU Graduate School. Since the committee was provided with separate self study reports for the counseling and teacher education programs, the committee has responded in kind with separate sections devoted to counseling education and teacher education.

The visitation team met with Sally Francis, Graduate Dean, on Sunday evening, June 7, to review the charge to the review committee and to address any questions or concerns of the reviewers.

Monday, June 8 the following schedule was followed:

- 8:00 - 8:45 am Meet with TCE Department Chair SueAnn Bottoms, Michael Dalton and Mark Stauffer, Power Point Presentation and Overview, Ed Hall (Ed Hall 107)
- 8:45 - 9:30 am Dean, Sam Stern (Ed Hall 215A)
- 9:30 - 10:15 am [Program Administration] Meet with Program Leads - Ed Hall 107:

1. Cass Dykeman, Counseling
2. Jean Moule, Immersion
3. Nora Cohen, 2-year
4. Ken Winograd, 2-year
5. Sue Helback, EdM
6. Kathleen Cowin, MAT Cascades
7. Kathy Biles, Cascades Counseling
8. Sara Williams, Administrative Assistant

10:15 - 10:30 am Break

10:30 - 12:00 pm [Curriculum] Meet with Program Faculty - Ed Hall 107

1. Kathy Biles

2. Gene Eakin
3. Tom Guss
4. Deb Rubel
5. Kay Stephens
6. Joyce Mphande-Finn
7. Daniel Stroud
8. Kathryn Ciechanowski
9. Karen Higgins
10. Lori Blackman
11. Liz White
12. Linda Wallace
13. Jay Casbon
14. Candace Brey
15. Cass Dykeman
16. Jean Moule
17. Nora Cohen
18. Ken Winograd
19. Sue Helback
20. Kathleen Cowin

- | | |
|----------------|---|
| 12:00-1:00 pm | Working lunch for Review Panel (Ed Hall 109) |
| 1:00 - 1:45 pm | Campus Tour (College of Education Ambassadors) |
| 1:45 - 2:45 pm | Work time for Review Panel (Ed Hall 109) |
| 2:45 - 3:00 pm | Break |
| 3:00 - 3:30 pm | Meet with TCE Department Chair SueAnn Bottoms, Michael Dalton, and Mark Stauffer, Ed Hall 109 |
| 4:00 - 5:00 pm | Graduate Students (Conference call (Room 109) students will call in from their intern/practica locations) |
| 5:00 – 6:00 pm | Executive Session Ed Hall 109 |
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Counselor Education Emphasis

1. Overall Recommendation

Reduce and/or restructure with attention given to recommendations from the self study and the graduate school review team's recommendations

2. Summary of Findings and Recommendations

The Counselor Education program is one of the oldest and most established counselor training programs in the country, having initiated counselor education courses in 1916 and degree programs in 1929. It is nationally accredited by CACREP (The Council on Accreditation for Counseling and Related Educational Programs) and was recently reaccredited for seven years, the maximum granted by CACREP. The program is also accredited by NCATE (the National Council for Accreditation of Teacher Education).

The counseling master's programs have two areas of emphasis and students select one of the two, either community counseling or school counseling. The community counseling program will be undergoing change in the near future as CACREP is stopping accreditation of community and instead is accrediting mental health counseling programs. The faculty indicated they would be developing the mental health program offering in the future in time to be ready for the next CACREP accreditation visit. The two master's programs admit approximately 50 students per year. The admissions standard for the master's programs is low, with students who earn an undergraduate grade point average of 3.0 being admitted; if they have a lower gpa they may still be considered for admission. Graduates of the program appear to do well, for they have a "pass rate" of approximately 97% on a national standardized examination, and most obtain relevant employment and state certification or licensure.

The doctoral program in counseling admits approximately 6-10 students per year and is a part-time program, requiring students to complete two courses a quarter for two years, followed by an internship. The program is a blend of on-line and face-to-face, and it is also a CACREP accredited program. Graduates of the program appear to do well in employment, with the majority taking faculty roles in colleges and universities.

Students in both the masters and doctoral programs report satisfaction with their programs and indicate there are good relationships between faculty and students; further the students are, overall, quite satisfied with their programs, based upon follow up surveys and self report of students. However, a limited number of students participated in the follow up evaluation.

It is recommended that, based upon student outcomes (test scores, employment, satisfaction) and national accreditation (CACREP, NCATE) the programs should be continued, but there are suggested steps that faculty are encouraged to take to address specific areas of program integrity. The areas of concern and recommended steps are described below.

3. Detailed Findings

Introduction

Each of the programs reviewed at the masters and doctoral level presented mission statements and the missions as stated were in agreement with the mission statement of the college and the University. The mission seems to be relevant, appropriate, and reflects the commitment that OSU has to the public and to addressing the educational needs of the state and region.

While there is a clearly stated mission, there is concern about the specific lack of direction for the counselor education program, for while there is a mission statement and goals, there does not seem to be a specific plan to carry out the mission. Rather, there seems to be an attempt to use new delivery models (on-line, e-campus) to attempt to deliver as much program as possible with the limited resources available. It may be beneficial to step back and re-focus on the direction of the programs within the college to determine strengths, niche, and other relevant topics, followed by a strategic plan that clearly identifies goals and resources. There seems to be an inadequacy of resources to fulfill the stated mission with the quality expected of a national leading counselor preparation program.

Quality of Students and Admissions Selectivity

The admissions process seems to be missing a pre-screening piece. Currently the admissions process seems to be more oriented toward a self-selection experience, for applicants identify their interests, meet with faculty to discuss their intentions, and then the majority of applicants who follow through are admitted. It may be more beneficial to establish an application and pre-screening process. For example, instead of spending time interviewing an extensive number of applicants for a program, time might be better spent with re-designing the materials in a clear

format that lays out the expectations and time commitment required of the program, including the expected admissions standards. A first level paper-screen might then result in fewer face-to-face interviews being required. The current process is time consuming and focuses away from other duties that may be more beneficial to the school and personnel. A restructured procedure may also help by tightening the selection and admissions process, resulting in fewer admissions but of students who better suited to the programs, thus reducing the numbers of students that do not matriculate for whatever reason. While the graduates of the program appear to do well in placement and employment, there is some level of program-leaving, which indicates that the program may not be targeting the students most appropriate for the program. When as many as one-third do not finish a program, a follow-up survey, study, or exit interview should be conducted.

The graduates do well on national examinations and state and regional placement, which is indicative of talented graduates. On the other hand, most graduate programs require additional criteria of potential success in graduate training, including Graduate Record Examination scores and other indices of potential success.

Level of Financial Support for Students

An area of concern expressed by students was the minimal level of funding available. The programs are presented as part-time graduate programs available to students who are currently employed in relevant work settings, but the lack of sufficient assistantships and other forms of financial aid was voiced by students in the follow-up report completed by graduates. This lack of financial support for students also impacts the quality and experience of doctoral students, for there is a very limited opportunity for students to engage in scholarship, research, and teaching with their advisors or other faculty.

Curriculum Strength

The masters and doctoral programs are nationally accredited, demonstrating that they meet the curricula expectations of at least two national accrediting agencies. The course syllabi appear to have clearly defined objectives and outcomes, and the coursework appears to have sufficient rigor. Clearly the students accomplish sufficient learning to master the national standardized examination required for licensure, and so their achievement appears to be satisfactory.

Quality of Personnel and Adequacy to Achieve Mission and Goals

For the large number of students enrolled, there are insufficient numbers of tenure track faculty available for teaching, research, and mentoring. For 2008 there are four faculty with .500 teaching assignments (full load) and an additional 3 with a lower load (.250 or .125). On the other hand, there are significant numbers of term-to-term faculty employed to offer the courses necessary to staff the programs. Currently, given the number of doctoral students enrolled, the tenure track faculty who are eligible for advising and dissertation direction are supervising large numbers of doctoral students, as many as ten students per faculty member. In their self-study report the faculty identify their shortage of sufficient positions to adequately cover the research supervision and the teaching demands. This has resulted in the move to employ faculty from other institutions to assist with research projects of graduate students or to allowing non-tenure track faculty to direct the student research programs. Additionally, while the plan to develop an alternative dissertation model may be for educational purposes, the faculty move to change the dissertation requirement from a standard dissertation to a series of articles may also be reflective of the inability of faculty to adequately supervise doctoral research programs that result in a fully developed dissertation. The decision to alter the dissertation model should be based on educational expectations rather a limitation of sufficient numbers of faculty.

With approximately 100 graduate students being admitted each year, and with heavy course- oriented degree programs and minimal support staff, the burden on the tenure/tenure-track faculty is exceptional. Research and scholarly activity have largely vanished among the tenure-track faculty members. The “in-print, refereed” publications of the tenure/tenure-track faculty amount to slightly more than 1 paper per faculty member in a five year period. The journals in which the articles appear are not, for the most part, top-tier, but second or third tier. This is not commensurate with a research university and bespeaks more of a “service and teaching emphasis” rather than a research intensive or research extensive graduate program. Again, though, the CACREP and NCATE accreditation visits may have resulted in more in-depth analyses of the scholarship and there may be more substantive work than was identified by this current review team.

The mission of the College of Education includes preparing professionals who excel as educational leaders. This should apply to their faculty and staff first, as they are the leaders and mentors for students. It appears that the workload made it nearly impossible for the current tenure-track faculty to adequately conduct research, remain abreast of current trends and best practices, and keep up with the increasing demands put on schools. While the faculty have managed to do a credible job with

what they have been doing, the longevity of continuing in the same manner may be fairly short and may be reflected in the recent departure of some of the faculty. Faculty and staff we met reported extensive work requirements and high expectations for productivity in teaching and supervision, but with few resources for professional renewal, ongoing scholarly productivity, or innovative approaches to educational practice, beyond the on-line model being developed and delivered. Several faculty suggested that there could be a better use of time; for example having an assistant who would do some of the program processes, including admissions, rather than high paid faculty who engage in administrative or clerical work out of necessity. This may also assist in the student funding issue described earlier.

With the commitment to research, scholarship, and social justice that is advocated by the counseling faculty there is concern about the practice of having instructors supervise Ph.D. dissertations and there is unease over the employment of approximately 65 term-to-term instructors, who are paid <0.50 FTE, making them ineligible for benefits. Many of these people seem to have been employed for multiple years in this category with one person citing ten or more years of employment. This employment model appears to be in conflict with AAUP guidelines on teaching faculty.

The counseling programs have valuable faculty who care very much about their teaching and supervision and they are well-regarded by their students. For the tenure track faculty, though, there is a concern about how they will be able to maintain an adequate program of scholarly research sufficient for them to attain tenure and promotion, and how they will advance themselves as scholars within their field. A reexamination of the plan to employ so many term-to-term instructors may result in an action that would lead to pooling resources to provide for fewer part-time faculty and the employment of more full-time, research/teaching/supervision faculty. Several of the term-to-term positions may be combined to create 1.0 FTE positions that provide benefits. Additionally, Ecampus needs to support staff positions, such as a graduate advisor, to take this and similar chores off of the faculty (along with providing aid for the students in the program). The number of students in the program should be reduced to align better with the number of tenure/tenure-track faculty.

Currently there are, realistically, too many part-time or term-to-term faculty to get a true picture of how they truly teach other than student evaluations Without taking

time to step back and do strategic planning, and without consistent leadership that guides the work and helps faculty stay on target with the mission, the viability of the programs will likely suffer.

All of the steps suggested for reducing term-to-term faculty and increasing the number of tenure track faculty will reduce the net revenue of the College and the TCE department but should result in significant improvements in faculty morale, faculty productivity of scholarship and teaching. Some of the decreased or “missing” revenue resulting from fewer students and additional tenure-track faculty may be recovered from the increased productivity of faculty through research grants and service contracts.

We did not have sufficient information about the three faculty in Bend, such as what credentials they possess, who oversees their work, whether they are tenure track or term-to-term instructors, and the degree of collaboration among the faculty of the various programs. This should be clarified.

Level and Quality of Infrastructure

The counseling programs need to establish a more sophisticated data utilization system. Many programs have developed student information sources that track student progress from the time they apply, all through the academic program, and following up with graduation, licensure, employment, and related information. This information is often used for program evaluation and improvement and includes ongoing sampling of student engagement and recommendations. The counseling faculty did have a survey that students took immediately upon completion of their program, but there was little additional information provided. Perhaps there was substantially more information available from other accreditation visits (CACREP; NCATE) but it was not presented as part of this review. Follow up surveys of one, three and five years out would be informative. This would give the programs an idea of whether graduates stayed in the field, utilized what was taught, or if there were areas for which the graduates were not prepared. Additionally, while there were interviews with supervisors, there was no follow up data on employer satisfaction, job performance, and related information. There was a comment that preparedness was an area of concern for the faculty across the several programs, but there was no follow-up information provided about a plan to address the concerns.

Quality of Organizational Support

Currently there is a need for increased support for the counseling programs. The facilities are presently undergoing a major external renovation and internal

modernization is planned. There is also a need for increased availability of instructional technology updating to keep the extensive on-line programs current and advancing, for as the College moves to increased on-line curricular offerings, there will need to be enhanced technology to foster the delivery of the programs.

Administrators provide support for the programs, but there is a need for overall strategic planning to address resource shortages across the faculty lines.

4. Conclusion:

The graduate programs in counseling are nationally accredited and have a long and rich history of providing counselor education in the state and region. The students appear to be academically capable, though the admissions criteria rely upon individual interviews, an undergraduate gpa of 3.0, and self-selection for the programs, which is insufficient for today's accountability-oriented educational environment. The graduates of the program do well on their professional examinations. The faculty come from very good educational backgrounds and are highly committed to their educational programs. There are insufficient numbers of tenure-track faculty and the ones who are there are under-resourced for adequate scholarship and programs of research, resulting in them taking on a stronger identity as teachers and supervisors rather than as scholar/practitioners or academics with research programs. A strategic review of the programs, students, faculty, procedures, and resources would be beneficial for examining ways of aligning the missions, objectives, goals, and outcomes of each of the programs with the University, the College, and the individual programs.

Teacher Education Emphasis

1. Overall Recommendation

Reduce and/or restructure with attention given to recommendations from the Self Study and the graduate school review team's recommendations.

2. Summary of Findings

Oregon State University has been preparing educators for nearly 100 years resulting in more than 14,000 graduates. The current College of Education was reestablished as an academic unit in 2002. In its earliest form, it was the Department of Industrial Pedagogy and it has been part of the College of Home Economics and Education, the New School of Education, and perhaps other forms. It has three departments: 4-H Youth Development Education, Adult Education and Higher Education Leadership Department, and Teacher and Counselor Education. In the latter, two master degrees (MAT and EdM) are the focus of this review. There are three delivery models for the MAT and EdM is provided on-line. The unit has a doctorate in Teacher Leadership, but the Teacher Education Self Study Notebook did not address this degree and the review team only acquired information about it from interviews. The visit occurred following an National Council for Accreditation of Teacher Education site visit (NCATE) and a Oregon Teacher and Standards (TSPC) site visit with the results of these visits pending.

3. Detailed Findings

Introduction

The fit of the mission of the program and its relationship to the mission of the academic college and the University mission.

The unit provides a strong conceptual framework on which practice is based that includes four core values:

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learning
4. Diversity and Equity

Moreover, it emphasizes the knowledge, skills and dispositions associated with teaching and learning, the K-12 learner, assessment, and the content subject matter. This framework is compatible with national and state standards, the mission of the College of Education and the institution. While the institutional

and college missions and the unit conceptual framework have a degree of alignment, the observation is that the conceptual framework may drive instruction and curriculum, but it is unclear how it drives assessment practices in the unit.

The mission of the College of Education is “to be one of the most exemplary education units in the world”. This mission is guided by creativity, connection, culture, and caring. How these college values are related to the unit conceptual framework values is perhaps implied, but there is no specific documentation showing explicit linkage from mission to framework to practice (curriculum, instruction, and assessment). This linkage might provide greater focus and enhanced effectiveness. While mission statements are by nature lofty, it was the observation of the team that resources are inadequate to support current programming and definitely inadequate for becoming “one of the most exemplary education units in the world.”

Quality of Students and Admissions Selectivity

Admission requirements for the MAT are clearly identified and consistent with many other programs found in the State of Oregon. The requirements appear to be consistent across all three MAT program delivery models. Requirements increase as the candidate approaches clinical practice. The required NCATE Key Assessment table was provided for the MAT program. Attrition in the campus models appears to be about 15% for the years reported. The Cascades cohort model appears to have an attrition rate of about 3% for two years. Attrition rates are cited here as they are often indicative of admission decision success or failure. Team members commented that unit rejection rates appeared low, questioning if the criteria were discriminating.

Admission criteria to the EdM program were found in the required NCATE Key Assessment table and verified through interviews. While the entry criteria seem mostly appropriate, the team expressed concern that no nationally recognized graduate school admission test was required. Attrition in the EdM program is at 13%, but the data collection categories are not consistent across all programs, so while there may be little reason to compare attrition rates across two different degree programs, the inconsistency of measures would make it absolutely meaningless. Again, team members commented that unit rejection rates appeared low, questioning if the criteria were discriminating.

While admission criteria appear standard and observed, rejection rates are low, attrition rates are variable, and there is no cumulative data provided in the Self Study on the admitted students, i.e. average UG GPA, test scores, etc., to examine trends related to profiling admitted students. The review team expressed concerns about the lack of candidate selectivity in some programs.

Interviews with faculty suggest that low rejection rates at admission are associated with a discernment process during the pre-admission advising sessions.

Level of Financial Support for Students

The Self Study indicates that there are no graduate assistantships and graduate students enrolled through Ecampus are not eligible for scholarships. Graduate students applying for on campus graduate programs are eligible for scholarships and the financial support is through the College of Education. In general, faculty interviews indicated inadequate funding for graduate student tuition relief, although scholarships and awards are reported in Appendix D of the Self-Study.

Curriculum Strength

The curriculum in the MAT program appears to address national and state standards and reflect solid professional practice. Curriculum strength at the course level appears well planned with syllabi providing adequate information about the course. Many of the syllabi provide paragraphs describing the relationship of course content to the standards. Some syllabi provide a discussion of the linkages to the unit conceptual framework. Many of the syllabi provide adequate rubrics and protocols for assessment and evaluation. Many individual course assessments/assignments are implicitly linked to the objectives of the course, the unit conceptual framework, and standards, but explicit linkage from conceptual framework to national standards to course objectives to assessment is less frequent. When such linkages are noted in course objectives for example, a key for interpretation is sometimes missing. Such explicit linkage could provide greater focus for students and data about specific course effectiveness in assisting candidate attainment of program outcomes, specifically the knowledge, skills, and dispositions of the unit's conceptual framework. In summary, there is variance in the breadth and depth of information provided to candidates.

Curriculum strength at the program level is positive according to the graduate survey results summarized in Appendix D, although the summary does not

indicate which comments are EdM or MAT, so specific program assessment is limited. In the Self-Study, the data were disaggregated, but the frequencies are not sufficient for valid and reliable conclusions. The MAT is an initial preparation program with numerous assessments described in the various MAT handbooks, Self Study and exhibits. This excellent overview of assessments suggests that the unit provides comprehensive assessment and evaluation practices. No data associated with the assessments was provided. The data associated with the assessments could be used in program evaluation providing a measure of curricular strength beyond the graduate survey self-reported results. Collecting, aggregating and disaggregating data from these various assessments might provide additional data about curricular strength and other program qualities and outcomes. The graduate survey data does provide a metric of the self-reported attainment of knowledge, skills, and dispositions outlined in the conceptual framework. Many of the assessments in courses and program benchmarks could provide useable data for examining program effectiveness beyond graduate self-reported data. Using multiple measures reflects best practice.

The EdM degree appears to have its own conceptual framework (EdM Handbook page 18-19) and program outcomes. It is not explicit about how the EdM conceptual framework and the program outcomes are related to the unit's conceptual framework or state or national standards for advanced practice. All previous statements about the qualities of syllabi, in the MAT program appear to be true of the syllabi in the EdM program. In short, some are detailed and provide the student with the general structure and content of the course, but explicit information about the alignments of conceptual frameworks, objectives, class sessions and assessments are infrequent.

This issue has been wisely noted by the faculty in its own Self Study. In the short term program goals section, the faculty has indicated the need for alignment in recommendations 3 and 5 (Self-Study p. 37 and 38). The team recommends that each program be reviewed for alignment and that the data related to the various assessments be collected, analyzed, and used in driving program direction. This should precede any program or service expansion endeavor. The graduate survey was the only assessment with data provided, beyond enrollment and exit statistics. The team also had questions about the quality of the survey data. Data from multiple assessments for each assessment benchmark are necessary to reflect current best practice.

Quality of Personnel and Adequacy to Achieve Mission and Goals

For the number of students enrolled, there are insufficient numbers of tenure track faculty available for teaching, research, and mentoring. In such heavy course- oriented graduate degree programs with minimal support staff, etc., the burden on the tenure/tenure-track faculty is too large. Research and scholarly activity have suffered, yet the faculty appear committed and resourceful in their dedication to the candidates and programs. Additionally, it appears there are too many part-time or term-to-term faculty to get a true picture of how they teach other than student evaluations. Concerns about the unit's ability to provide cohesive learning experiences because of the number of part time faculty were discussed by the review team. Without taking time to step back and do strategic planning, and without consistent leadership that guides the work and helps faculty stay on target with the mission, the viability of the programs will likely suffer.

Through interviews, the review team noted that fixed term instructors are chairing dissertation committees. This practice seems ill-advised for a research intensive university and should cease.

The review team believes that some of the issues associated with the previously mentioned challenges could be to direct Ecampus to support the unit directly, since the unit is using Ecampus for many course offerings. In particular, Ecampus could fund one or more graduate advisor/grad admissions positions to relieve the burden of the faculty and provide the missing student aid previously mentioned.

The review teams offers these additional suggestions: 1) condense the 65 non-benefits positions to a lesser number of positions that pay benefits, 2) hire new tenure track faculty and reduce the program size so that the load on the faculty is appropriate. Clearly this suggestion is difficult in this fiscal climate, but without some movement in this direction, the program will continue to be compromised and faculty productivity will not address all aspects of the university's mission. These issues are the primary reason for the review team's general recommendation for reduction and or restructuring.

The team did not have sufficient information about the three faculty members in Bend related to the OSU unit. For example, it was unclear who oversees their work, whether they are tenure track or term-to-term instructors, what budgetary resources are available, what governance structure exists, and the degree of collaboration among the faculty of the various programs. This warrants clarification. Faculty interviews provided some information, but Cascade budgetary and personnel authority and the relationship with the College

of Education Dean was not established within the time parameters of the review.

Level and Quality of Infrastructure

Education Hall is over 100 years old. The facility appears to be held together by a complete exterior wrap in cyclone fencing material. Inside there are classrooms, one that appears to be preferred, offices, and basic facilities. Fresh paint and interesting displays are invitational. The historic nature of the building is appreciated, but repairs and remodeling could enhance the learning experience and faculty productivity. Many courses are held in facilities off-campus, in Bend, or on-line, so the Education Hall is not the only learning environment for the College.

A robust data system would assist the faculty in program evaluation and candidate assessment from pre-admission to post-graduation benchmarks. Currently, assessment information and data are limited and therefore the use of data in making data driven decisions are limited and or compromised.

In general, the amount of instructional technology needs to be increased so that on line and in-classroom programs can remain current and advance.

Quality of Organizational Support

It appears to the review committee that there is adequate formal administrative support as outlined in the organizational charts, but some leadership roles are assumed by faculty which the review team believes contributes to the taxing load on the faculty. The review team expressed concerns about the governance issues related to the Cascade campus based program.

Productivity

Level and Quality of Student Performance

Since 2008, all candidates have been required to complete an exit survey at the time of program completion. Since that date, 130 candidates have completed the survey; eighty-six are graduate candidates. The frequencies of response in some programs are too low to ascertain valid and reliable data and Tables 8-10 in the Self-Study may combine initial and advanced teacher preparation results.

Given that teacher candidates in Oregon cannot complete an initial teacher preparation without meeting testing requirements for licensure, it is noted that

initial preparation candidates/completers meet that standard. There is no additional aggregated or disaggregated data in the Self Study or related exhibits that indicate that average scores on such key assessments as work samples I and II, three way evaluation scores for clinical practice, portfolio scores, GPAs, or binary data about meeting program benchmarks on time, etc.

The Self Study did indicate that five to ten graduate candidates each year participate with faculty state level conferences.

The review team notes that many assessments are required of students. Copies of the assessments and the related forms were provided in the exhibits, but no data on the assessments beyond the graduate survey were provided. This void compromises the team's ability to comment further on the level and quality of student performance. Although student interviews, while limited in number, revealed program satisfaction among the candidates.

Level and Quality of Faculty Performance

OSU standards suggest that faculty members are to spend no less than .15 FTE on research, scholarship, or other creative activities. Interview results indicate that most faculty members must devote time beyond the full-time equivalency to accomplish this standard. Members of the review team concluded that the amount of evidence of research, scholarship, and other creative activities is not optimal for the stated goal of becoming one of the top ten land grant universities in the United States. The faculty has scholarly achievements in books, chapters, and articles, presentations, and grants.

Faculty members engage in service. A review of vita and the evidence in the Self Study indicate faculty are active in professional associations, scholarly societies, advisory boards, state committees and commissions, and school boards.

The review has previously noted serious concerns about adequate numbers of full-time tenured and tenure track faculty to support the array of programs. The review team provided some recommendations for consideration.

Viability of Scholarly Community Within Which Students Can Interact

A scholarly community exists within which students may interact. The quality of the community is stretched by inadequate numbers of full-time tenure track faculty, a reliance on part-time fixed term faculty, and the admission of too many candidates for faculty size. It is compromised by an apparent need to explore

more off-campus sites which will eventually commit faculty to more travel time, thus stretching the viability of the scholarly community. The plans for program expansion to other locations that were revealed in the interviews and other documents, seem ill-advised until curricula are aligned, faculty FTE increased, and strategic planning reviewed, etc. In fact, the recommendations and the short term goals for the programs outlined on pages 36-38 of the Self Study should be addressed before program expansion is considered. The Self Study recommendations do not suggest program expansion, but such expansion endeavors were discussed at some length during the interviews.

There appears to be a spirit of community among the faculty, staff, and administration. Interviews with candidates indicate program satisfaction and a high level of engagement in clinical aspects of the MAT program, but there was not sufficient information to conclude that the students felt they were partners in a viable scholarly community. Student interviews were very limited so substantive conclusions were not formed by the review team.

4. Conclusion:

The graduate programs in teacher education are nationally accredited by NCATE and state accredited by TSPC; renewals of these accreditations are pending. The candidates appear to meet admission requirements, stay in their respective programs with some attrition, complete their programs and aggregated data from the graduate survey results suggest candidates are satisfied. Further, candidate interviews indicated they were very enthusiastic about the clinical aspect of the program and their chosen profession. Faculty appear committed and enthusiastic about their work, but collectively indicate that the lack of resources and over extension of administrative and instructional duties compromise the research agenda. Clearly, faculty members are teachers, advisors and supervisors first, with research taking second place, a noble ordering of priorities, but this may not be in keeping with university and college mission statements. The review team has noted concerns in this area. While nationally and state accredited, there was an absence of candidate and program assessment data in the exhibits and Self Study available to the team in the time parameters of this review which compromises the ability to assess the level and quality of student performance or program quality beyond the limited data in the graduate survey. A substantive strategic review that carefully examines all programs, resources, policies, procedures and considers all Self Study recommendations and implements the suggestions from the review committee

would be beneficial in aligning missions, conceptual frameworks, objectives, goals, outcomes, and assessments of each of the programs with University and College missions, plus national and state standards.

The review team recognizes that interviews, exhibits, a Self Study, and a brief site visit have limitations in presenting a comprehensive view of the graduate programs in teacher education. The observations, suggestions, recommendations and opinions in this report are based upon a limited review. However, many of the observations of the team reaffirm the recommendations as found in the Self Study. The conclusion of the review team is to maintain these programs, but with strong encouragement to implement the recommendations in the Self Study and those found in this response before considering any program or location expansion.

Graduate Council Program Review
Teacher and Counselor Education
Reaction/Response to Report of Review Team and Actions Taken to Address Recommendations
August 30, 2010

The faculty and staff welcomed the opportunity to conduct a self-study and participate in an open and thorough review of the program and hope to embrace and utilize the recommendations set forth from the review team. The recommendations come at an opportune time as the University is asking for realignment and restricting to focus more specifically on the Strategic Plan and to address the potential economic impacts to higher education in Oregon.

Several University level initiatives are in play that in addition to the recommendations of the Graduate Review will have long term and significant impact on the College of Education. Additionally, the OUS Task Force on Teacher Education has identified the following as priorities for the state: Follow up surveys of employers of OUS institutions, New Teacher Induction, and a focus on preparing science, technology, engineering, and mathematics (STEM) teachers all of which support the refocus of this new unit. Efforts are also underway to expand programs at the OSU Cascades campus with a focus on education and counseling. Through the university realignment process the College of Education is located within the Division of Arts and Sciences. The new organization of the college will reflect a faculty of the whole including Adult and Higher Education, Teacher and Counselor Education, Science and Mathematics Education (formerly in the College of Science), and the Science and Math Investigative Learning Experiences Program with a focus on science, technology, engineering and mathematics and cultural and linguistic diversity. The faculty from Youth Development Education (YDE) has been moved to the College of Health and Human Sciences).

A preliminary draft of the proposed reorganization/restructure was submitted to the Dean in March (refer to Appendix A). This proposal included a proposed mission statement, research agenda, and organizational structure. The planning group will revisit this proposal in the fall and develop a timeline and implementation plan as part of a modified Category I with the intent that these changes will be effective July 1, 2011. The findings from the self-study and the recommendations of this graduate review will provide useful data for this group and the tasks forces addressing focused issues (refer to Appendix B). Several of the implementation tasks and decisions address concerns raised by this review. The list is by no means complete, but provides the reviewers an idea of the process involved in this restructuring of particular interest to the review committee are the questions related to strategic staffing and programming:

- 1) Align tenured-line and instructor faculty job descriptions to meet the mission of the college and research expectations.

- 2) Pathways for yearly evaluation & Tenure/Promotion reporting structure for all (tenure-line and instructor) faculty.
- 3) Build and strengthen synergies of collaborations on research and programs within college, division, and university.
- 4) Construct infrastructure to support effective and efficient program clusters
- 5) Program sustainability – what number of faculty, graduates, and enrolled students are necessary to make a program viable?
- 6) Where do you invest in programs to sharpen focus?
- 7) What programs are shifted to Cascades or let go?

The approved structure (refer appendix C) would include a Dean, three Associate Dean (one for Research and two for Academic Affairs (Corvallis and Cascades campus). At the time of the preliminary proposal, the Associate Dean position at Cascades did not exist. The Search for the position is currently underway. This position will take the lead on for the administrative, licensure, and accreditation responsibilities for teacher and counselor education at the Cascades campus. The three department chair positions will be eliminated. The programs will be realigned by focus and the expectation is that faculty will work across at least two focus areas. The three focus areas are teaching and learning (doctoral programs), community and organizational leadership and education, and licensure and teacher education.

The Associate Deans of Academic Affairs will have oversight for scheduling and operations, human resources (promotion and tenure, personnel issues, adjunct and term-to-term faculty), accreditation, curriculum reviews, graduate reviews, handbooks, and course catalogs. The Associate Dean of Research will have oversight for establishing and guiding the research agenda, review and approval of proposals, grant administration, and doctoral programs.

The Dean of the College of Education (in collaboration with the Dean of the College of Science) has assigned faculty in the Department of Science and Mathematics Education (SMED) the College of Education (COED) to continue work on realignment and to develop a strategic plan for the transition that will be effective July 1, 2011. To this end the Deans have charged this group with completing a Category I (modified, see Appendix B for details) proposal to address the reorganization/realignment of the college by January 1, 2011

Additionally the Dean of the College of Education has charged the following groups:

1. Search Committees and hiring of three tenure track positions for 2011-2012 academic year (Elementary Science Education, Education Policy, and Cultural and Linguistic Diversity)
2. M.A.T. Task Force
3. Counseling MS Task Force
4. Cascades program expansion Task Force

Counselor Education Emphasis

Overall Recommendation

Reduce and/or restructure with attention given to recommendations from the self study and the graduate school review team's recommendations

Departmental Actions

- A Task Force was formed to review the status of the MS Counseling program on the OSU campus, recommendations (attached, Appendix D) are being sent to the Dean for review on 9/01/2010; and
- The Task Force recommendations address several of the issues raised by the Graduate Review; strategic staffing, delivery method, and refocusing of program.

Response to Summary of Findings and Recommendations

Comment: OSU's Counseling Academic Unit (CAU) recently passed a rigorous national accreditation site visit (CACREP) and passed with no deficits on the 186 standards, an almost unheard occurrence. The CAU has nine core faculty spread across two campus. Both the MS and PhD are fully enrolled with rejections rates that run up to 75%.

Action: During the self-study year two tenure track faculty left the unit, one for another position and one for health reasons. The Counseling Task Force has made recommendations to the Dean to address staffing and delivery concerns, this report will inform the recommendations made by the reorganization work group and be incorporated into the unit's strategic plan.

Quality of Students and Admissions Selectivity

The admissions process seems to be missing a pre-screening piece. Currently the admissions process seems to be more oriented toward a self-selection experience, for applicants identify their interests, meet with faculty to discuss their intentions, and then the majority of applicants who follow through are admitted. It may be more beneficial to establish an application and pre-screening process.

College of Education website:

Master's Candidates (MS with a Major in Counseling)

The minimal prerequisite is a bachelor's degree. Academic background, personal and emotional suitability, volunteer or paid experience in the helping professions, and the educational and professional goals of each candidate are evaluated before admission is granted. Screening includes, but is not limited to, a minimum GPA of 3.0 on the last 90 hours of undergraduate work, three letters of recommendation, and a writing sample. A personal interview is required for

those applicants who meet the initial application criteria. Prior counseling-related academic work from an accredited institution may meet some of the program requirements; however, the core requirements for the M.S. must be taken at Oregon State University. For more information, please consult the Master's Handbook.

Comment: We were confused by the points made in this section given our extensive pre-screening process. A few years ago we rejected the grand-daughter of a powerful state legislator at the pre-screening stage. The state legislator asked for a detailed description of our pre-screening process. After his in-depth review, he accepted our decision without further comment. We usually invite 40% of the paper screenees to campus for an extensive day of interviews including counseling demonstrations. We are unaware of any counseling program that employs a more extensive admissions process. Perhaps we did a poor job describing our admission process to the evaluators from the graduate school.

“The admissions standard for the master's programs is low, with students who earn an undergraduate grade point average of 3.0 being admitted; if they have a lower GPA they may still be considered for admission.” We found this statement in contrast to our experience of high rejection rates for our programs. Last year, only 25% of the applicants to the MS program in Corvallis were admitted.

Level of Financial Support for Students

An area of concern expressed by students was the minimal level of funding available. The programs are presented as part-time graduate programs available to students who are currently employed in relevant work settings.

Historical context: OSU offered their first course in counseling in 1916; only five years after Harvard University presented the first counseling course in the country. In 1932, the Oregon State Board of Higher Education exclusively charged OSU with the mission to provide access to counseling training to the citizens of the State. Following this charge, OSU began a master's degree with a major in Counseling in 1941 and a doctorate with a major in Counseling in 1950. In 1986, the PhD with major in Counseling was one of the first counseling doctorates in the nation to receive the prestigious program accreditation from the Council for Accreditation of Counseling and Related Educational program (CACREP). In 1993, Oregon State Board of Higher Education reasserted its charge to OSU to provide access to counselor training and made a special financial allocation to support the program despite the era's severe financial crisis. In 2001, the College of Education began to offer the PhD with a major in Counseling through E-Campus in order to create access to advanced counseling training for working professionals within the Mid-Willamette Valley. In 2008, the College of Education decided to transition the PhD with a major in Counseling to a hybrid format in order to (1) extend access to advanced counseling training to all Oregon citizens no matter where they resided, and (2) extend access to advanced counseling training across the United States in order to further promote the national

impact of OSU. To assist with this transition, E-Campus provided grant funding to convert all of the courses in the PhD with a major in Counseling to a hybrid format.

Comment: The advanced preparation model, adopted in 2008 is based on a cohort of part-time practitioner leaders who will be employed in the field of counselor education. This model provides practitioners the opportunity to engage in graduate level work while remaining in the field of their chosen area of study.

Comment: A growing number of both established and newly developed doctoral programs are focusing on the preparation of practitioners rather than career researchers (Willis, Inman, & Valenti, 2010). According to Willis, et al. professional doctorates are the fastest growing segment of doctoral education.

Action: The Department will continue to work with Ecampus and the Graduate School to redefine what it means to be a graduate student in the 21st century and how the university structure can support students in these programs. Both Counseling and Teacher Education are state and nationally accredited programs which indicate they meet or exceed standards in their respective fields. Graduate school scholarships are not currently available to students in Ecampus programs, given the growing number of programs perhaps this is an area that should be reconsidered.

Quality of Personnel and Adequacy to Achieve Mission and Goals

Action: The CAU defines “core faculty” as a member of the faculty who possesses a contract that ranges from .49 FTE to 1.0 FTE and includes the following: (1) graduate advising responsibilities, (2) attend faculty meetings on a regular basis, (3) program leadership responsibilities, and (4) graduate faculty status. Under this definition the CAU has nine core faculty spread across two campuses. We do acknowledge that due to unexpected resignations, the CAU faculty is a bit “light” on tenure-track faculty. There are plans to reshuffle the faculty mix and add tenure track members. During the 2010-2011 school year, the CAU will employ five term-to-term instructors. All are experienced OSU instructors with one having 17 years of experience teaching in the CAU. These plans will be provided to the reorganization group and be used to inform the strategic plan of the unit.

Comment: The manuscript option for a thesis is common in the sciences, agriculture, and forestry and is being adopted by the College of Education for the same sound educational reasons; it is a process that prepares candidates to write publishable articles. Upon completion of the thesis or dissertation candidates have two to three articles ready for submission to peer reviewed scholarly journals. Additionally, the Graduate School supports this practice and requires that these articles are related and connected with an introductory chapter, a literature review, and a final chapter that discusses the results and implications of the research.

We did not have sufficient information about the three faculty in Bend, such as what credentials they possess, who oversees their work, whether they are tenure track or term-to-term instructors, and the degree of collaboration among the faculty of the various programs. This should be clarified.

Comment: The three Cascades Counseling faculty are Instructors (Dr. Kathy Biles, Dr. Joyce Mphande-Finn, and Dr. Daniel Stroud). The Cascades faculty and Corvallis faculty have a strong collaborative relationship and meet once a week to talk about curriculum, programming, staffing, etc. Their vitas were part of the appendices and are also available at the following link: <http://oregonstate.edu/education/accreditation/vitae.html> .

Level and Quality of Infrastructure

The counseling programs need to establish a more sophisticated data utilization system.

Action: The restructuring of the College of Education includes reassigning work responsibilities to the five support staff in the unit. This process is part of the overall reorganization and should result in increased efficiencies. The current College of Education data base is quite robust and capable of handling the type of data inquiries required for data driven decision making and continuous program improvement. However, as part of the restructuring the task force has recommended that the Assessment Coordinator review a number of the software systems that have been designed to support NCATE and CACREP accreditation. In the short term support (0.25 FTE) is being provided to support program leads in managing their data.

Quality of Organizational Support

Action: The PhD program with a Major in Counseling utilizes a three-part instructional architecture. Each of the following parts represents approximately a third of total instruction time:

- **Asynchronous Web.** *Platforms:* Blackboard & OSU Media Manager.
- **Face-to-face.** *Platform:* Twice quarterly day-long classes located off-campus at a setting near a major airport (given the nationwide student population).
- **Synchronous Web.** *Platform:* Adobe Connect Pro with a Talking Stick Add-in and Integrated Telephony.

The primary uses of synchronous web are clinical instruction and supervision. In addition to instruction, Adobe Connect Pro is used for oral exams, faculty meetings, faculty training, and student advising sessions. Some of our Ph.D. students will be able to assist in teaching classes in the weekend format and via asynchronous and synchronous instructional technologies. Ph.D. students are currently providing distance supervision to MS students utilizing the HIPAA compliant secure synchronous technology (Adobe Connect Pro). The CAU is, therefore, not only able to provide our Ph.D. students with experience in teaching graduate classes but also in

utilizing two online technologies for instruction and supervision.

Action: As per the Provost, the Department of Teacher and Counselor Education, Adult and Higher Education and the Department of Science and Mathematics Education will merge into one unit. Conversations and strategic planning are underway. This restructuring provides an opportunity to address some of the concerns raised by this review. Refer to introduction and documents in appendices for detailed explanation of this restructuring process.

Conclusion:

A strategic review of the programs, students, faculty, procedures, and resources would be beneficial for examining ways of aligning the missions, objectives, goals, and outcomes of each of the programs with the University, the College, and the individual programs.

Action: CAU's mission statement is the operationalization of a specific long-standing mandate of the Oregon State Board of Higher Education to the CAU. In 1932, the Oregon State Board of Higher Education exclusively charged OSU with the mission to provide access to counseling training to the citizens of the State. Following this charge, OSU began a master's degree with a major in Counseling in 1941 and a doctorate with a major in Counseling in 1950. In 1993, Oregon State Board of Higher Education reasserted its charge to OSU to provide access to counselor training and made a special financial allocation to support the program despite the era's severe financial crisis. Over time, CAU has worked to meet this OSBHE mandate through innovative instructional architectures such as (1) summer sequential instructional platform, (2) expansion to a branch campus, and (3) use of hybrid instruction. Faculty sees a strong inter-linkage between the evolution of the instructional architecture choices and the shifting access needs of Oregon communities. Additional note: the present three-part hybrid instructional architecture has at its base the synchronous web platform Adobe Connect. Our use of Adobe Connect was inspired by the extensive use of this instructional platform by our sister land-grant university: Penn State. In sum, our selection of our present instructional architecture was driven by our specific OSBHE mandate.

Action: College restructure and reorganization through a modified Category I process will address issues raised in this review, the self study and the university's strategic priorities and the OUS recommendations.

Teacher Education Emphasis

Overall Recommendation

Reduce and/or restructure with attention given to recommendations from the Self Study and the graduate school review team's recommendations.

Action: As indicated previously the College of Education will submit a modified Category I proposal addressing issues raised in this and other review processes.

Response to Summary of Findings

The unit has a doctorate in Teacher Leadership, but the Teacher Education Self Study Notebook did not address this degree and the review team only acquired this information about it from interviews.

Action: Dean Stern and Dean Francis agreed that this program would be reviewed for the 2011-2012 Self-Study that includes the Community College Leadership program. The Teacher Education Leadership program is not accepting candidates for the 2010-2011 academic year and will be reviewed as part of the realignment and restructuring of the College and programs.

Action: As part of the reorganization, the task force is reviewing the mission statement and engaging faculty in conversations about the focus and direction of the unit. An all faculty meeting in spring of 2010 included a draft mission statement as well as the other reorganization documents to start the conversation and gather feedback from the larger unit.

Quality of Students and Admissions Selectivity

Admission requirements for the MAT are clearly identified and consistent with many other programs found in the State of Oregon. Team members commented that unit rejection rates appeared low, questioning if the criteria were discriminating.

Interviews with faculty suggest that low rejection rates at admission are associated with a discernment process during the pre-admission advising sessions.

Comment: Graduate level programs in the Teacher and Counselor Education follow the graduate school guidelines for admission. In addition to these guidelines students must have at least 90 hours of experience in a classroom, three letters of recommendation that address the candidate's academic ability, interaction with children, and disposition. A transcript analysis documenting a grade of B or better in all prerequisite and content courses is completed as part of the admission screening process. The review process requires that three faculty individually review the applicants file. During the onsite interviews candidates are required to answer questions related to the unit's conceptual framework.

Action: Although the CBEST has been a required state exam for licensure, it has not been used as an admission requirement. Effective for fall 2011 admissions all applicants into the M.A.T. programs must have a passing score for full admission into the program.

The online EdM program in addition to the graduate school requirements requires applicants to hold a teaching license (meaning they have already passed the required tests), are currently teaching in a K-12 classroom, three letter of recommendation that address the applicants classroom teaching, academic ability, and disposition. Each applicant must write an essay that addresses his/her understanding of diversity and equity in education and a research-based paper on a current educational issue. The admission files are reviewed individually by three faculty members.

Level of Financial Support for Students

The Self Study indicates that there are no graduate assistantships and graduate students enrolled through Ecampus are not eligible for scholarships. Graduate students applying for on campus graduate programs are eligible for scholarships and the financial support is through the College of Education.

Comments: The initial teacher education programs require extensive internship and practicum experiences in class rooms and do not typically offer assistantships. Advanced programs require that the candidate hold a teaching position in a K-12 classroom. Most of the graduate programs in the College of Education are offered through Ecampus as either a full-time program with students immersed in classroom settings or a part-time program where the students are full time practitioners. Both of these options provide student access to a master's program that they might not otherwise have access; an access that is strongly supported by the Land Grant mission of OSU. The immersion program provides students the opportunity to be immersed in school with a student population that reflects the changing diversity of K-12 students in the state and nation. The two-year program provides access to those who are place bound and/or are instructional aides in a district and would not be able to obtain their license in another way.

Action: While there is some financial aid available to these students through sources outside of the University, it is limited. Both Ecampus and the College of Education acknowledge that lack of scholarships is an issue and are committed to seeking ways to support students in these programs. One issue in play is the traditional definition of what it means to be a college student in the 21st century. All of the programs offered through Ecampus and the College of Education are approved graduate programs and are accredited at both the state and national levels. Students in these programs are eligible for federal and state financial aid as well as College of Education scholarships. The scholarships they are not eligible for are graduate school scholarships. These are OSU students in approved programs, why they no longer eligible for graduate school scholarships is a question that warrants further research and conversation.

Curriculum Strength

The curriculum in the M.A.T program appears to address national and state standards and reflect solid professional practice. Curriculum strength at the course level appears well planned with syllabi providing adequate information about the course.

The team recommends that each program be reviewed for alignment and that the data related to the various assessments be collected, analyzed, and used in driving program direction. This should precede any program or service expansion endeavor. The graduate survey was the only assessment with data provided, beyond enrollment and exit statistics. The team also had questions about the quality of the survey data. Data from multiple assessments for each assessment benchmark are necessary to reflect current best practice.

Action: During preparation for this graduate review and other external evaluations the faculty redesigned its assessment system, revised various assessment tools, and created a syllabi template reflecting these changes. The exit surveys have been redesigned and reflect the unit conceptual framework. There are multiple assessment measures with clear metrics that were in place during the review and being used to compare across the various programs. The five key assessments are aligned to the conceptual framework and state and national standards all of which are linked to the program goals and outcomes (See appendix E for conceptual framework, alignment documents, and key assessments). All assessment data is now available (effective 2008-2009,) at the unit level (aggregated, Appendix F) and at the program level (disaggregated, Appendix G).

Quality of Personnel and Adequacy to Achieve Mission and Goals

Action: The unit is currently involved in conversations at both the division and college level about restructuring and staffing. At both levels there is a commitment to retain and recruit quality faculty as financial constraints allow. In discussions at the college level with the potential of moving towards a faculty of the whole (merging three departments) there is increased opportunity to have faculty teaching across programs. The proposal for restructuring of the unit includes developing a strategic plan for the unit that will address the staffing and faculty concerns expressed in this review.

The team did not have sufficient information about the three faculty members in Bend related to the OSU unit. For example, it was unclear who oversees their work, whether they are tenure track or term-to-term instructors, what budgetary resources are available, what governance structure exists, and the degree of collaboration among the faculty of the various programs. This warrants clarification.

Comments: At the time of the review there were two faculty in teacher education, one tenure-track (Dr. Kathleen Cowin) and one tenured (Dr. Jay Casbon). There are now two additional fixed term faculty, one with a doctoral degree and one with a master's degree. Tenure and

promotion comes from the Corvallis campus. Issues of curriculum, accreditation, licensure, and assessment are part of the departmental process as one unit. This information was available during the review as part of the appendices and was also available electronically at <http://oregonstate.edu/education/accreditation/vitae.html>

Level and Quality of Infrastructure Education Hall is over 100 years old. The facility appears to be held together by a complete exterior wrap in cyclone fencing material.

Comment: The fence was to make the building earthquake compliant. Education Hall is currently undergoing major revisions and the College has been temporarily relocated to the 4th floor of Waldo Hall.

A robust data system would assist the faculty in program evaluation and candidate assessment from pre-admission to post-graduation benchmarks. Currently, assessment information and data are limited and therefore the use of data in making data driven decisions are limited and or compromised.

Action: The data system is being upgraded as part of the process of creating a unit wide assessment system. We are in a three-year cycle to revise and refine our process and product based on accreditation reviews and anticipated needs.

Productivity

Viability of Scholarly Community Within Which Students Can Interact

A scholarly community exists within which students may interact. The quality of the community is stretched by inadequate numbers of full-time tenure track faculty, a reliance on part-time fixed term faculty, and the admission of too many candidates for faculty size.

Action: As part of the Provost's initiative, the College will search for three new tenure track faculty: elementary science education, education policy, and cultural and linguistic diversity. These three new faculty will join the College, fall of 2011.

Action: Strategic staffing will be a part of the unit restructuring. This will include but not be limited to a review of current position descriptions, assessment of staffing, and a review of the program offerings in the unit (refer to restructuring document in Appendix B). The creation of an Associate Dean of Research moves forward a strong research agenda for the unit as well as to provide support in grant development and implementation.

Action: Professional programs in teacher and counselor education have historically relied on practitioners as a part of the overall staffing of a unit. This practice is grounded in research and supports both students and faculty in the program as it nourishes the linkage between theory and practice and supports the philosophy of theory into practice.

College of Education Proposal for Strategic Alignment and Budget Reduction

March 15, 2010

1. Overall plan for strategic alignment and budget reduction

In addition to the strategic alignment and budget reduction guidelines, the College of Education proposed changes have been influenced by the university charge to focus on STEM (science, technology, engineering, and math) education and other strategic areas; the need to expand programs at the Cascades Campus; the OUS Task Force on Teacher Education; and a number of state and national education initiatives.

Currently, the College of Education serves about 1,600 students, about 1,300 undergraduates and 300 graduate students. All of the undergraduate students are enrolled in the Education Double Degree, OSU's second largest undergraduate major. As currently organized, the College of Education has three departments and two other units, the Western Center for Community College Professional Development and SMILE (Science and Math Investigative Learning Experiences Program).

Given that one of the College's departments (Youth Development Education) will move to the College of Health and Human Sciences, and another (Adult Education and Higher Education Leadership) is considerably smaller than prescribed by the planning guidelines, it is proposed that the College be organized as a "faculty of the whole," including faculty currently in the Department of Science and Math Education in the College of Science (through a joint venture with the College of Science). Academic and research programs would have a focus on STEM and cultural and linguistic diversity, both areas of great importance to teaching and learning in and out of schools. Research activity will be advanced through a new Center for Research on Lifelong STEM Learning (a joint venture with the College of Science) and the existing Western Center for Community College Professional Development.

The College's mission would be to conduct research and deliver programs toward the improvement of learning and teaching environments situated in multiple social and cultural contexts across the lifespan. In particular, the research efforts and practices focus on STEM learning to produce educated citizens and professionals who are prepared to work on science, mathematics, and technologically challenging societal issues. The program will (a) focus research on understanding STEM learning over a life span in increasingly complex learning and teaching environments, (b) design research to improve educational practices with a focus on cultural and linguistic diversity, and (c) offer compelling academic programs in learning and teaching at the undergraduate (including teacher licensure) and graduate levels informed by research. The focus on STEM learning represents a significant partnership with the College of Science and the Center for Research on Lifelong STEM Learning, building on the expertise of faculty throughout

the university. (See Appendix B for the faculty planning group report on the reorganization of the College. Note that the consideration of a new name for the College has been proposed.)

2. Summary of alignment with academic and administrative guidelines

- The proposed organization of the College of Education (and Learning Sciences) would be a “faculty of the whole,” which, including SMED faculty and education faculty at the Cascades Campus would be about 45 faculty on annual appointment with an FTE of at least 0.5. In addition to the College “faculty of the whole,” there would be two other units, the existing Western Center for Community College Professional Development and the proposed Center for STEM Teaching and Learning.

The Western Center has five fixed-term staff, all of whom are funded through projects, the largest of which is a recurring annual contract of about \$425,000 from the Oregon Department of Education in support of professional development for Oregon community college faculty. Faculty formerly associated with the Department of Adult Education and Higher Education Leadership and others engaged in research related to community colleges will be affiliated with the Western Center.

The Center for Research on Lifelong STEM Learning would promote a holistic, university-wide approach to understanding and supporting cradle-to-grave STEM learning that would accomplish the following:

- Creatively build a nexus and critical mass of inquiry around lifelong STEM learning.
- Build a core partnership among the Colleges of Science, Engineering and Education (and Learning Sciences) to leverage opportunities for external funding of research and programs.
- Re-conceptualize the meaning of STEM learning research by tapping into and supporting the signature areas of scientific and technological distinction at OSU.
- Substantively involve colleagues from across the university in leveraging resources and providing the interdisciplinary base for tackling large STEM-related problems.
- Significantly raise OSU’s profile as a national/international leader in STEM learning research. OSU would become the central source of STEM education information in the state for the legislature, the Oregon Department of Education, and other institutions of higher education.
- Significantly, enhance OSU’s ability to compete for government and private funding in this growing area of national concern and support.

The Center would draw on faculty from multiple colleges (Science, Education, Engineering, COAS, Agriculture, and others) who are already engaged in research on STEM learning and teaching. We do not anticipate substantial first year costs for starting up this Center, as many of the resources and faculty time are already committed in this area. The workgroup is continuing to develop an implementation plan. The Colleges anticipate that the returned overhead from this work will provide the necessary funding for growth of the program (See Appendix C for the faculty planning group report on the proposed Center for Research on Lifelong STEM Learning).

In the proposed organization, SMILE would continue to be a unit within the College of Education, but would transition to be affiliated with the new STEM Center, a university-wide Youth Outreach Center that is being proposed by the SMILE Director and others, or other unit.

- All undergraduate and graduate degree programs offered by the College meet the enrollment guidelines and, with relatively few exceptions, all graduate and undergraduate classes meet the class enrollment guidelines.
 - The proposed organizational structure meets the administrative guidelines (levels of management, minimum number of reports).
3. Rationale for exceptions/disconnects
- SMILE, a unit with less than six direct reports, will continue to operate as a College unit through the 2011-12 year, as plans are made for SMILE to be affiliated with the new STEM Center, a university-wide Youth Outreach Center, or other unit.
4. Budgetary implications
- Over the past two years, the College of Education has made strategic cuts in anticipation of targeted investments. The College will end this fiscal year with a modest fund balance and is prepared to make investments in faculty positions in STEM and other strategic areas. Budget implications of the proposed reorganization include start-up investment in the proposed STEM Center (in partnership with the College of Science), some overlap in College administrative positions during the transition, and opportunity costs associated with the change process.
5. Decision making process
- Discussion and decision making engaged the College Advisory Board, Dean's Council, Department of Science and Math Ed./College of Ed. Planning Committee, and Division of Arts and Sciences Planning Committee. Faculty and staff were engaged in the process through meetings, email, and a BlackBoard web site.

Addendum on planning for the expansion of education offerings at the Cascades Campus

Planning for the expansion of education offerings at the Cascades Campus has been informed by the College Advisory Board (which includes the Bend School Superintendent and a member of the Cascades Campus Advisory Board), discussion of the Dean's Council (which includes Jay Casbon of Cascades Campus), and the results of interviews with Central Oregon school superintendents conducted by Kathy Persing, a member of both the College and Cascades Campus Advisory boards.

Currently, there are five faculty on annual appointment (two tenure-track and three instructors) and about 100 students enrolled in education programs at Cascades Campus in the Counseling MS, Elementary MAT, and Language Arts MAT programs. Plans for expansion include modification of the Language Arts MAT to include social studies education, addition of a science and math MAT, and a series of courses to address continuing education needs of regional teachers. Those courses, when combined with other on-line graduate Education courses, can be used to earn a master's degree in education. With the addition of social studies, science, and math (and expansion of the counseling masters enrollment), enrollment in education programs at the Cascades Campus will grow to about 150 students by 2013. Given the relatively large number of Cascades education students and complexity of their professional programs, it will be especially important for Cascades Campus to plan for additional faculty and a leadership position for education programs with responsibility for curriculum coordination/liaison, scheduling, staffing, and assessment.

Another possibility for expansion of Cascades education programs is in counseling. Currently, the same master's degree in counseling (with school counseling and community counseling options) is offered at both the Cascades and Corvallis campuses. A doctorate in counseling is also offered through Ecampus, managed by faculty at Corvallis. With changes in national accreditation requirements and a suspension of enrollment in the master's degree at the Corvallis campus for the 2010-11 year, we are commissioning a joint Corvallis/Cascades planning group with responsibility for providing analysis and recommendations regarding the future of counseling programs at the Cascades and Corvallis campuses. Specific options to be considered are the consolidation of masters programs (on and off campus) at the Cascades Campus with the doctoral program managed by the Corvallis Campus or clear distinction between the master's programs at the two campuses. It is expected that the planning group will submit their analysis and recommendations to the Dean of Education and OSU Vice President for Cascades Campus before the end of spring term.

Appendix A: Current and Proposed Organizational Structure

Current Organizational Structure

Dean

Associate Dean

Department of Adult Education and Higher Education Leadership

Adult Education EdM; Community College Leadership EdD, PhD; College Student Services EdM, MS

Department of Teacher and Counselor Education*⁺

Education Double Degree BA/BS; Counselor Ed. MS, PhD; Elementary Ed. MAT; On-line EdM; Teacher Leadership PhD; Professional Development (non-degree); University Teacher Licensure

Department of Youth Development Education (4-H)

Science and Math Investigative Learning Experiences (SMILE)

Western Center for Community College Professional Development

**Elementary Ed. MAT, Secondary Language Arts MAT, and Counseling MS degrees are offered at the Cascades Campus*

⁺ Agricultural Ed. MS, Music MAT, Physical Ed. MS, Science and Math Ed. MS are offered in partnership with other colleges

Proposed Organizational Structure

The proposed organization of the College of Education (and Learning Sciences) would be a “faculty of the whole,” which, including Department of Science and Math Education faculty and education faculty at the Cascades Campus would be about 45 faculty on annual appointment with an FTE of at least 0.5. In addition to the College “faculty of the whole,” there would be two other units, the existing Western Center for Community College Professional Development and the proposed Center for STEM Teaching and Learning. SMILE would continue to operate as a unit in the College of Education while transitioning to an affiliation with the proposed STEM Center, proposed university-wide Youth Outreach Center, or other unit. The College of Science would fund positions in the College of Education (and Learning Sciences) and provide support for those positions as at present. Accountability for the productivity of those positions would be from the Dean of Education to the Dean of Science. The College of Education would manage strategy, assignments, and personnel. Promotion and tenure evaluations for jointly funded positions would include both Deans.

During the 2010-11 year, the College will transition from departments to faculty clusters intended to advance curricular development, research, and academic communities. Administrative functions will transition from departments to the central college level. A proposed infrastructure for the College is described in Appendix B.

The College will continue to represent all university teacher education programs, including those at the Cascades Campus, for state licensure, program approval, and national accreditation.

Appendix B: College of Education/Science and Math Ed. Planning Group Report

Proposal for College of Science and College of Education Faculty Collaboration (Preliminary Draft)

The President and Provost provided an image of how learning research might be transformed in a research extensive university. We (the working group for college organization) have taken this invitation seriously to consider how faculty might put forward a mission that positions the unit as a regional, nation, and global leader in research on lifelong STEM focused learning. We also have adhered to the Provost’s recommendations to create synergies of work suggesting that this new unit is a college of the whole. To reflect a research-focused unit and position the college as a partner in a research-oriented division within the university, we propose a new name for this unit of the whole, the **College of Learning Sciences (CLS)**. Through consultation with numerous faculty and former and current administrators, the college working group committee, convened by Deans Sherm Bloomer and Sam Stern, are charged with creating a structure that supports this new vision of a STEM-focused research unit. We propose the following missions and research agenda of the college as well as organizational structures to support them.

Mission Statement

The CLS' mission is to conduct research and deliver programs toward the improvement of learning and teaching environments situated in multiple social and cultural contexts across the lifespan. In particular, the research efforts and practices focus on STEM learning to produce educated citizens and professionals who are prepared to work on science, mathematics, and technologically challenging societal issues. We balance research with the responsibility to serve the learning and teaching professions. We accomplish this balance by (a) focusing research on understanding STEM learning over a life span in increasingly complex learning and teaching environments, (b) designing research to improve educational practices with a focus on cultural and linguistic diversity, and (c) offering compelling academic programs in learning and teaching at the undergraduate and graduate levels informed by research. The focus on STEM learning represents a significant partnership with the College of Science and the Center for the Study of STEM Learning, building on the expertise of faculty across divisions.

Guiding Principles of Organization

- Focus on research in STEM learning and teaching building on the university's land grant mission.
- Organizational support for research agendas that put forward national and internationally recognized scholarship and faculty who are positioned to make serious progress on regional, national, and global issues in lifelong learning and teaching situated in diverse social and cultural contexts.
- Programs at the undergraduate and graduate levels embodying the College's research agenda of *lifelong* learning in culturally and linguistically *diverse* environments.
- Leverage the research of faculty to coordinate and collaborate within division and across division to inform undergraduate STEM education.
- Strong partnership between tenured-line and instructor faculty to ensure high quality research informed programs for all students.

Infrastructure of College

As a college of the whole, we are proposing the following structure and positions for the College of Learning Sciences. Titles for positions are placeholders and will need to consider the University, Division and College reporting structures.

The Dean's office will be supported by (1) Associate Dean of Research and (2) Associate Dean of Academics & Operations. These two Associate Deans will oversee three clusters of programs with support structures to be determined to successfully direct and administer programs in the three clusters. These clusters are: Professional Programs, Doctoral Programs, and Professional Teacher Education Programs. The Associate Dean of Academics will also work closely with the Head Advisor of the undergraduate program and a similar position overseeing initial advising in all graduate programs.

The Associate Dean of Research will focus primarily on assuring faculty are positioned to engage in research and programs to fulfill the College's mission and produce graduates to become scholars in their fields. The Associate Dean will also be a liaison to faculty-affiliated Centers within the college (Western

Center), in the division (Center for Research on STEM Learning), and across the University. Duties include, but not limited to:

- Initiatives for interdisciplinary research efforts and collaboration with other colleges such as engineering, forestry, etc. and national and international institutions
- Infrastructures for increasing the number of grants and contracts submitted and funded
- Expanding the opportunities for non-tenure track faculty to be part of funded research proposals/programs
- Research seminars and professional development
- Scholarship of faculty -- Encourage and track indicators of faculty distinction
- Scholarship of PhD students – Support for doctoral student research publications and scholarly inquiry.
- Fundraise--Expand business and industry partnerships, enhance/increase alumni relations and major gifts, ensure internal funding for pilot projects leading to larger awards

The Associate Dean of Academic Affairs oversees programs, policies, procedures, and initiatives related to undergraduate students and graduate students in professional degrees. These include:

- Recruitment, enrollment, and retention—including initiation and participation in diversity initiatives, support for OSU recruitment efforts and events, enrollment coordination, oversight of college and university graduation requirements, coordination of scholarships and fellowships, oversight of student petitions and grievances, coordination of student clubs and the Honor Board, and coordination of student employment opportunities.
- Coordination of curriculum and advising—including articulation with universities and community colleges, curriculum coordination with OSU, undergraduate degree program, and accreditation by professional societies including teacher licensure.
- Enhancement and assessment of instruction—including student assessment of teaching and advising and program evaluations.
- Coordination of student-related international academic exchanges and agreements

Implementation Tasks and Decisions

Faculty

- 8) Align tenured-line and instructor faculty job descriptions to meet the mission of the college.
- 9) Pathways for yearly evaluation & Tenure/Promotion reporting structure for all (tenure-line and instructor) faculty.
- 10) Build and strengthen synergies of collaborations on research and programs within college, division, and university.
- 11) Construct infrastructure to support effective and efficient program clusters

Programs

- 12) Program sustainability – what number of faculty, graduates, and enrolled students are necessary to make a program viable?
- 13) Sharpen focus on Corvallis campus to Cascades and constructing MS in elementary education.
- 14) Where do you invest in programs to sharpen focus?

15) What programs are shifted to Cascades or let go?

Proposal for a Center for Research In Lifelong STEM Learning (Preliminary Draft)

Sharpening the foci of strengths in the University affords a unique opportunity to forge a high profile alliance between the College of Science and the College of Learning Sciences in the formation of a Research Center for building knowledge about lifelong learning in science, technology, engineering & mathematics (STEM). By establishing one of the first and arguably the most comprehensive centers in the world devoted to research on *lifelong* STEM learning, this Center would position OSU at the forefront of information and innovation in Oregon on issues related to STEM learning and education.

A Center, embodying a substantive partnership among the science, mathematics, engineering, psychology, health, business, policy and education communities and building on existing expertise in STEM learning research, would be a national and international model for fostering productive affinities between scientific research, policy and the learning sciences.

Optimizing lifelong learning research in STEM at OSU will directly support the guiding principles of the Phase II Strategic Plan: (1) maximize student learning and success; (2) maximize recruitment and retention of faculty to advance student success and signature areas of distinction; and, (3) use the strategic plan as a guide to current and future opportunities.

Arguably, all of the complex STEM-related issues facing society in the 21st Century have a significant human component; research on how humans come to understand and behave relative to these issues needs to be part of any solution space. Accordingly, basic and applied STEM learning research must be an integral component of each of the three signature areas of scientific and technological research at OSU.

Mission

A holistic, university-wide approach to understanding and supporting cradle-to-grave STEM learning would accomplish the following:

- Creatively build a nexus and critical mass of inquiry around lifelong STEM learning.
- Build a core partnership among the Colleges of Science, Engineering and Learning Sciences to leverage opportunities for external funding of research and programs.
- Re-conceptualize the meaning of STEM learning research by tapping into and supporting the signature areas of scientific and technological distinction at OSU.
- Substantively involve colleagues from across the university in leveraging resources and providing the interdisciplinary base for tackling large STEM-related problems.
- Significantly raise OSU's profile as a national/international leader in STEM learning research. OSU would become *the* central source of STEM education information in the state for the legislature, the Oregon Department of Education, and other institutions of higher education.
- Significantly, enhance OSU's ability to compete for government and private funding in this growing area of national concern and support.

Metrics & First Year Operation

- No first-year costs; Appoint a point of contact for Center
- Grant expenditures per STEM tenure-track faculty
 - FY09 \$130.5K; with Math \$140K
 - FY10 (to date) \$114.3K [projected \$150K]; with Math \$143K [projected \$190K]
 - FY11 \$300K (est.)
- Prepare Category I proposal and develop business plan
- Develop job descriptions for director and support services
- Engage stakeholders across campus and in the state
 - Oregon Department of Education & Other State Government Departments
 - Major STEM-related institutions and businesses

Need

There is a growing consensus nationwide for a greater focus on understanding and promoting *lifelong* STEM learning; the need for improvements in STEM learning are apparent at both the state and national levels; within the formal school structure grades K to 16 and within the public in general.

- Recently, the National Governor's Council concluded: "Effectively integrating...(STEM) education and its impact on the economic opportunity into the culture is more important today than anyone ever anticipated. Our nation's recent economic struggles, coupled with concerns about career readiness and 21st century jobs, have refocused our attention on infrastructure improvement--both physical and human. At the heart of rebuilding our nation's intellectual infrastructure is a STEM-literate society, students equipped with the STEM skills needed to succeed both in school and career and citizens capable of understanding and making good decisions related to the myriad challenges facing the nation."
- In 2009 an Oregon State Task Force commented: "The State of Oregon, currently ranking 4th in the United States for high tech arena business volume, recognizes the crucial need to generate its own human capital of scientists, engineers, technology leaders, teachers and STEM...-literate citizens."
- Improving college-level instruction in STEM areas, including how to better attract and retain quality students from historically under-represented groups at both the undergraduate and graduate levels, requires high quality research and development.
- While there are over 100 separate STEM education programs supported by the federal government, primary support for STEM educators and students comes through the Department of Education and the National Science Foundation with approximately \$1.2 billion in funding proposed in FY11.

Selected Collaborative Partnerships with Current Funding (Out of about 70 total partnerships)

| <i>National/International</i> | <i>State/Regional</i> |
|---|---|
| <ul style="list-style-type: none">▪ Australian Research Council▪ California State University Long Beach▪ Chuncheon National University of Education▪ Ctr. for Advancement of Informal Science Education▪ Korea Institute for Curriculum and Evaluation▪ Maryland Science Ctr/National Aquarium, Baltimore▪ Montana State University▪ Seoul Metropolitan Office of Education▪ Smithsonian Astrophysical Observatory▪ Smithsonian National Museum of Natural History | <ul style="list-style-type: none">▪ Beaverton School District▪ Chemeketa Community College▪ Eugene School District▪ Lincoln County School District▪ Oregon Coast Aquarium▪ Oregon Museum of Science & Industry▪ Oregon Zoo▪ Redmond School District▪ University of Washington Mathematics Education▪ Vernier Software & Technology |

| | |
|---|--|
| <ul style="list-style-type: none"> ▪ University of Queensland ▪ WestEd, Mathematics Education | <ul style="list-style-type: none"> ▪ Washington State University Engineering ▪ Western Oregon University |
|---|--|

Selected OSU Faculty (out of approx. 60) Invested in Conducting STEM Learning Research

| <i>Dept. of Science & Mathematics Education</i> | <i>Other Faculty</i> |
|--|-------------------------------------|
| John Baek, free choice learning, science | SueAnn Bottoms, education |
| Derron Coles, EOP mathematics | Dan Cox, engineering |
| Lynn Dierking, free choice learning, science | Dedre Demaree, physics |
| Rebekah Elliott, mathematics | Tom Dick, mathematics |
| Larry Enochs, science education | Tevian Drey, mathematics |
| John Falk, free choice learning, science | Barbara Edwards, mathematics |
| Larry Flick, science | Terri Fiez, engineering |
| Nam Hwa Kang, science | Henri Jansen, physics |
| Margaret Niess, emeritus mathematics | Karen Higgins, education |
| Shawn Rowe, free choice learning, science | Milo Koretsky, chemical engineering |
| Emily van Zee, science | Bob Lillie, geoscience |
| | Corine Manogue, physics |
| | Dawn Wright, geosciences |



Strategic Planning Retreat: Minutes

Thursday, August 19, 12:00 – 3:00

1. Overview of our outcomes for the day

- *Articulate planning assumptions for College “transition year” (2010-11)*
- *Develop enhanced plan for reorganization activities during transition year (what, why, who, by when)*
- *Discuss transition year governance process*

2. Review of Sam’s 2009 – 10 goals’ assessment and 2010 – 11 goals

Draft

1. Provide leadership for the development of an abbreviated Category I proposal for College reorganization and associated revisions to College governance.
2. Collaborate with OSU Facilities and architects on the refurbishment of Ed Hall.
3. Prepare for College leadership transition.
4. Prepare for 2012 research sabbatical.

Comments: Consider combining #3 and #4. Add goal related to Division and collaboration with Colleges of Science and Liberal Arts on STEM and cultural and linguistic diversity.

3. Conversation about planning assumptions that inform the College reorganization

Assumptions from Dean’s Council (* for priority)

****New and different relationship between SMED and College of Ed.

**College will look different structurally

**Focus on research

**There will be strategic personnel opportunities (retirements, new positions)

*Will reorganize as “faculty of the whole”

*Focus on STEM and cultural and linguistic diversity

- *Continue existing programs while considering changes/collaborations
- *Continuing association with accrediting bodies is important (NCATE, CACREP, TSPC)
- *Continuing development of Cascades Science/Math MAT
- *Increase collaboration with Cascades Campus
- *Remain open to emerging opportunities

Ongoing refurbishment of Ed Hall

Unfolding developments regarding Division operations

4. Discussion of Planning Group recommendations (handout)

5. Development of enhanced plan for transition year reorganization planning groups

Recommended groups

- A. **College of Education Category I Development Task Force.** Charge: Develop draft of an abbreviated Category I proposal that describes the reorganization of the College of Education. Members: SueAnn Bottoms, Donna Drake-Clark, Ryan Collay, Larry Flick, Darlene Russ-Eft. Timing: September – December 2010.
- B. **STEM Center Planning/Advisory Group.** Charge: Develop Category I proposal for the creation of the STEM Center. Seek engagement and support from within and outside of OSU. Members: TBD. Timing: TBD
- C. **MAT Elementary Task Force.** Charge: Develop Category II proposal describing changes to the Elementary MAT that addresses the College focus on STEM and cultural/linguistic diversity; NCATE/TSPC recommendations; and Graduate School Program Review recommendations. Members: Sue Helback, Ken Winograd, Karen Higgins, Kathleen Cowin. Timing September – November 2010.

6. Follow up...

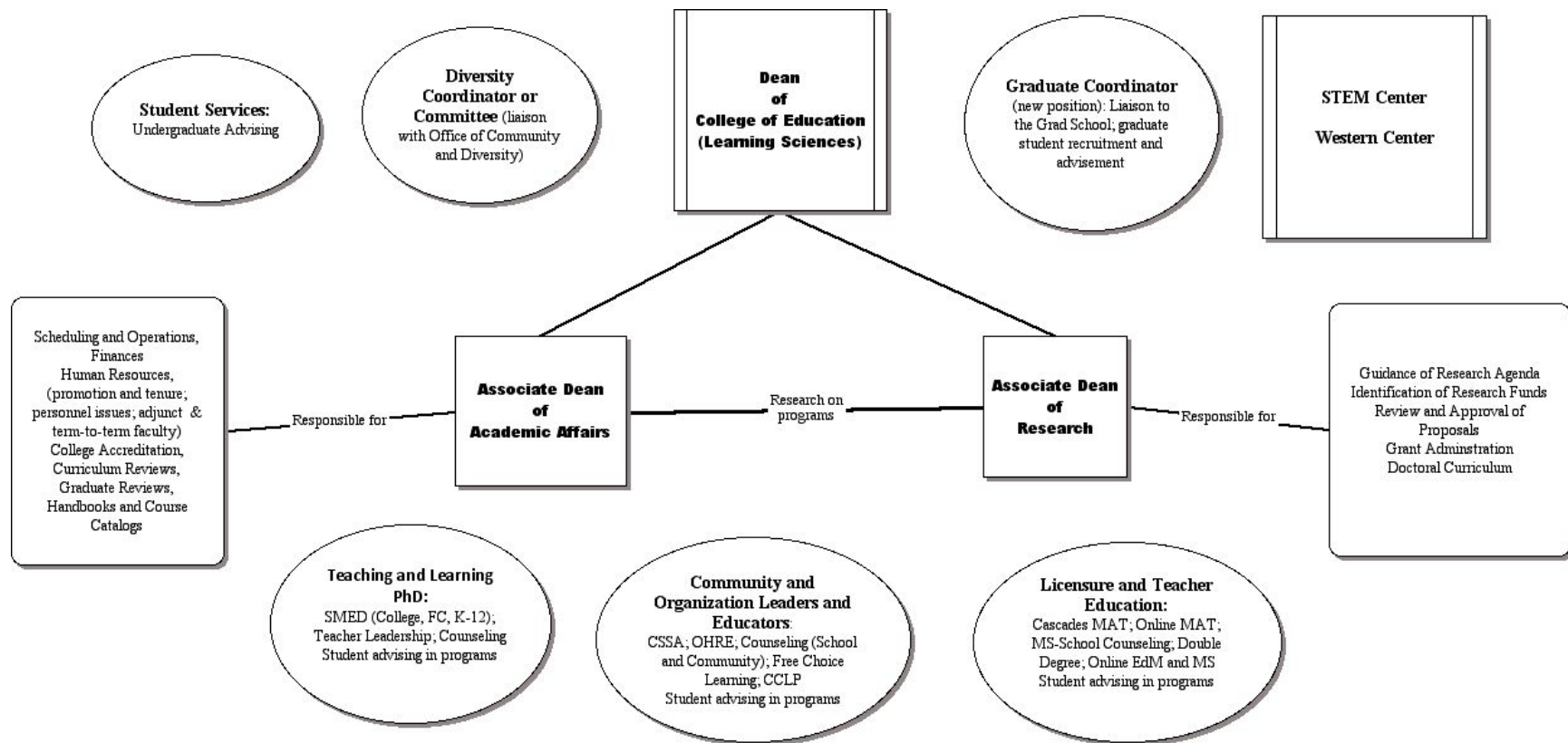
- Communication with faculty/staff regarding roles/responsibilities during transition year for central administration (Dean, Associate Dean, Advisors, Department Heads (Darlene, SueAnn), and all staff.

Appendix C Proposed Organizational Chart

Proposed New Structure

Note: Size of bubbles is arbitrary.

SMED-ED Faculty Collaboration Group: SueAnn Bottoms, Kathryn Ciechanowski, Donna Drake-Clark, Rebekah Elliott, John Falk, Larry Flick, NamHwa Kang, Rick Orozco, Darlene Russ-Eft



Appendix D Recommendations to Dean from Counseling Task Force

September 1, 2010

Dear Dean Stern,

You requested the Counseling Academic Unit prepare a report examining the benefits and costs associated with two scenarios:

1. A Ph.D. in Counseling program with an MS in Counseling program at Cascades only.
2. A Ph.D. in Counseling program with MS in Counseling programs offered through both the Cascades and Corvallis units.

The report from the Counseling Academic Unit Task Force is attached. Dr. Deborah Rubel, Dr. Kathy Biles, and Dr. Gene Eakin were the members of the Task Force preparing this report. We obtained input from staff members Dr. Cass Dykeman and Dr. Lorie Blackman as well as from Teacher and Counselor Education Chair, Dr. SueAnn Bottoms. As per your recommendation, we also had external reviewers examine this report and provide their reaction. The external reviewers were Bryn Browning, Assistant Superintendent of the Hermiston S.D., and Marlys Alger, retired school counselor/administrator from the Jefferson County S.D.

The Counseling Academic Unit Task Force, upon analysis of the benefits and costs associated with the two scenarios as outlined on these next five pages, proposes the MS in Counseling program at the Corvallis Campus:

1. Be offered through e-campus as a three-year part-time program and incorporate the Division/College focus on cultural and linguistic diversity as well as a focus on science, technology, engineering, and mathematics.
2. Utilize a hybrid instructional model such as that utilized in the Ph.D. program. Classroom instruction to be provided in the Salem area and augmented by asynchronous instruction (Blackboard) and HIPAA compliant secure synchronous instruction (Adobe Connect Pro).
3. Admit nine students per cohort into the school concentration (75 credits) and nine students into a child and adolescent clinical mental health concentration (90 credits).
4. Recruit students for both concentrations and particularly the school concentration from rural Oregon and from under-represented populations.
5. Admit students on the normal MS in Counseling program admission timeline of 10/15/10 – 1/15/11 and conduct interviews in 3/11 for a cohort starting date of June, 2011.
6. Apply for an E-Campus Course Development grant during fall quarter, 2010 such that the grant proposal will be approved in time for the course development of the first two classes to be completed in spring, 2011 and offered in summer session, 2011.

Respectfully Submitted,
Counseling Academic Unit Task Force

The Task Force believes the history of the counselor education program at Oregon State University is unique in a number of respects and informs the direction the Counseling Academic Unit should advance the MS in Counseling program. We, therefore, provide you with a summary of that history:

OSU offered their first course in counseling in 1916, only five years after Harvard University presented the first counseling course in the country. In 1932, the Oregon State Board of Higher Education exclusively charged OSU with the mission to provide access to counseling training to the citizens of the State. Following this charge, OSU began a master's degree with a major in Counseling in 1941 and a doctorate with a major in Counseling in 1950. In 1986, the PhD with major in Counseling was one of the first counseling doctorates in the nation to receive the prestigious program accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In 1993, Oregon State Board of Higher Education reasserted its charge to OSU to provide access to counselor training and made a special financial allocation to support the program despite the era's severe financial crisis. In 2001, the College of Education began to offer the PhD with a major in Counseling through E-Campus in order to create access to advanced counseling training for working professionals within the Mid-Willamette Valley. In 2008, the College of Education decided to transition the PhD with a major in Counseling to a hybrid format in order to (1) extend access to advanced counseling training to all Oregon citizens no matter where they resided, and (2) extend access to advanced counseling training across the United States in order to further promote the national impact of OSU. To assist with this transition, E-Campus provided grant funding to convert all of the courses in the PhD with a major in Counseling to a hybrid format.

Scenario 1: Ph.D. Program Only

The Corvallis Campus of the Counseling Academic Unit (CAU) drop their offering of a MS in Counseling to focus on the PhD with a Major in Counseling offering and the MS with a major in Counseling to be offered only at the Cascades Campus.

1. Benefits:

- d. The myriad of TSPC, CACREP, NCATE, OBPLCT administrative requirements as well as the MS student advising demands originally handled by five tenure track faculty would be reduced by no longer offering a Corvallis based MS in Counseling degree. The two tenure track staff thus could devote their full attention to the very successful Ph.D. in Counseling program.

2. Costs:

- d. **Loss of potential MS program revenue:** In the current format, i.e., dissertation credits being paid for via regular campus tuition rather than e-campus (a loss of approximately \$116,812.80 revenue to the College of Education annually), the Ph.D. program is generating \$200,000 revenue for the College of Education annually. The proposed e-campus based MS in Counseling program would provide the College of Education with an additional \$116,812.80 per MS cohort (18 students) or \$350,000 per year when all three MS cohorts have been admitted. This revenue would not only pay for the FTE required for the MS program but also assist in defraying the costs of hiring the tenure track staff needed for the instruction and advising in the Ph.D. program.

- e. **Possible loss of CACREP Accreditation:** Based on the CACREP Accreditation program review team's comments (2008), the CAU believes CACREP will be very concerned that Corvallis-based staff teach at the Ph.D. level but not at the MS level while at the same time those teaching in the MS in Counseling Program at Cascades have limited involvement with the Ph.D. program. Please note that our Ph.D. program would not have nearly the interest it currently has if the program were not CACREP accredited. Graduates seeking positions in counselor education after 2012 need to be graduates of counselor education programs and preferably CACREP counselor education programs. Oregon State University is the only CACREP Ph.D. program on the West Coast. Students apply to our program specifically because it is CACREP accredited.
- c. **Loss of a "lab school" experience for PhD students:** A number of our Ph.D. students intend to seek employment in counselor education. Providing these students with counselor education internship experiences with our staff is an important part of their preparation as counselor educators. With the MS in Counseling program in the part-time hybrid format as proposed, some of our Ph.D. students would be able to assist in teaching classes in the weekend format and via asynchronous and synchronous instructional technologies. Ph.D. students are currently providing distance supervision to MS students utilizing the HIPAA compliant secure synchronous technology (Adobe Connect Pro). The CAU is, therefore, not only able to provide our Ph.D. students with experience in teaching graduate classes but also in utilizing two online technologies for instruction and supervision.
- d. **Loss of core faculty attached to the MS program to assist with unit-wide tasks and campus-wide tasks:** The administrative workload for NCATE, TSPC, and OBLPCT will undoubtedly be diminished without the MS in Counseling program, there will remain, however, CACREP and Graduate School administrative tasks to be dealt with but with far fewer staff to do so.
- e. **Loss of positions for staff who teach MS classes who can also contribute to the Ph.D. program:** If Dr. Dykeman and Dr. Rubel are no longer providing instruction in the MS in Counseling program, they and a tenure track staff we propose be hired in 2012 will teach almost all of the Ph.D. classes. This staffing pattern presents several limitations:
 - i. With three staff members teaching in the Ph.D. program, the unit's flexibility to hire additional staff that has experience teaching courses in which the core staff does not have experience becomes very limited.
 - ii. A staffing pattern that limits Ph.D. student contact to interaction with just a few instructors can lower the credibility of the Ph.D. program. Students have indicated they prefer to interact with a diverse set of professors each with unique professional interests, skill-sets, and research/publishing backgrounds.
- f. **Diminished OSU College of Education identity in K-12 education:** The OSU Counselor Education Unit has been educating school counselors for over 60 years and part of that well-established "footprint" in our State's public educational system will begin to disappear.

Scenario 2: The Corvallis Campus of the Counseling Academic Unit (CAU) offers an MS with a Major in Counseling as well as the PhD with a Major in Counseling. The MS with a Major in Counseling program

will feature the characteristics outlined on the cover letter of this proposal.

Fiscal Considerations and Benefits:

1. The E-Campus Grant will provide approximately \$172,000 revenue of which half will be used to reimburse staff for course development and half retained for administrative costs.
2. The revenue stream of \$116,812.80 per cohort or \$350,000 when three cohorts have been admitted will provide the revenue to not only cover the costs of staffing the MS program but will also provide revenue to assist with staffing the Ph.D. program.

Curricular/Instructional Considerations and Benefits:

1. All courses for the clinical mental health (CMH) program have been approved through the Category II process. The Cascades campus initiated this concentration starting in June, 2010. Some modification of courses will occur as the Corvallis CAU focuses the CMH concentration on child and adolescent counseling.
2. Dr. Dykeman has already led the CAU full- and part-time staff in examining how courses could be offered in a variety of formats in the new hybrid program. The CAU is committed to provide training to all course developers in the use of asynchronous (Blackboard) and HIPAA compliant secure synchronous (Adobe Connect Pro) instructional/supervisory technologies as well as training on each of the following elements that will inform the development of their courses:
 - a. 2009 CACREP Standards.
 - b. Cultural-linguistic competency.
 - c. Science, technology, engineering, math career awareness and counseling interventions for math/science anxiety, etc.
 - d. Issues specific to schools and communities in rural Oregon as identified by the Oregon University System as concerns to be addressed by the OUS, e.g., lower college-going rates for graduates from rural communities.
3. The CAU is rapidly becoming an exemplar in the use of a HIPAA compliant secure synchronous platform (Adobe Connect Pro) for instruction and supervision at the Ph.D. level. Utilization of this technology in the MS in Counseling program will further the CAU's capacity to become a leader for other university programs as well as state agencies and educational entities on the use of this platform for communication, instruction, and supervision for and with individuals and programs throughout the State.
4. Once the CAU has fully implemented the program, it becomes possible to expand the program to offer:
 - a. Licensure Only programs.
 - b. Programs to school districts such as Salem-Keizer to assist their Child Development Specialists in meeting qualifications for the Initial I School Counselor License.
 - c. Licensure II and Continuing Licensure classes for counselors throughout Oregon and the United States.
5. As previously noted, the MS in Counseling program will provide Ph.D. students an opportunity for a counselor education "lab experience."

Staffing Considerations and Benefits:

1. We propose adding a fixed term position in the summer or fall of 2011. This individual will begin to assume administrative responsibility for the MS in Counseling program and assist in instruction and advising in the Ph.D. program.
2. We propose adding a Tenure Track position in the fall of 2012. This individual will teach classes

in both the Ph.D. program and the MS program and assume an advising load in the Ph.D. program in which we currently have two full-time advisors and forty advisees.

3. Note that even with the addition of these two additional positions, during the 2011-12 academic year, 14/52 or 1/3 of classes will need to be taught by part-time staff and during the 2012-13 academic year and each year thereafter, 20/62 classes will be taught by part-time personnel.

Social and Political Capital Benefits:

1. Oregon State University will maintain its well-established “footprint” as a preparer of school counselors.
2. The College of Education would fulfill the OSU Land-Grant mission of meeting the educational needs of citizens throughout the State as well as fulfill the charge the Oregon State System of Higher Education issued on two occasions that the Oregon State University Counseling Academic Unit provide a counselor education program for the State. You will recall that when the Counselor Education Unit had a “summer-sequential” program, students from locations such as Eagle Point, Klamath Falls, Medford, Grants Pass, Newport, Pendleton, LaGrande, and Boardman attended. The proposed MS in Counseling program in a hybrid format will make it even easier for students from “remote” locations to earn an MS in Counseling degree.
3. Child and Adolescent Clinical Mental Health concentration:
 - a. The Task Force would like to acknowledge Dr. Lorie Blackman, Program Lead for the Community Concentration and a school psychologist in the Salem-Keizer S.D., for reminding us of the mental health needs of children and adolescents throughout our State. Statements such as the one below are just one of many we could cite that support Dr. Blackman’s assertion:
 - i. *Many mental disorders have their beginnings in childhood or adolescence.*
 - ii. *The National Health and Nutritional Examination Survey found that 13 percent of children ages 8 to 15 had at least one mental disorder, a rate that is comparable to diabetes, asthma, and other diseases of childhood. Yet, mental disorders often go undiagnosed and untreated for years.*
 - b. <http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml>
 - c. The child and adolescent focus will be unique to the Corvallis Counseling Academic Unit and, thereby, differentiate the Corvallis clinical mental health program from that offered at Cascades.
 - d. The CAU also believes the child and adolescent clinical mental health program will become a signature program: In our awareness there is no other program in the Pacific Northwest with this concentration.

Costs:

1. Though there are staffing costs associated with this program, we have already noted that program revenue should be more than sufficient to cover these costs, help defray the additional staffing requirements of the Ph.D., and any increased infrastructure costs associated with the addition of the program.
2. The NCATE/TSPC and CACREP requirements for data collection, data entry, data processing, and data analysis have increased incrementally in just the past few years and will only continue to increase. Though the need for the infrastructure to accomplish these NCATE/TSPC data tasks is already visibly apparent to Teacher and Counselor Education faculty and Chair, the MS in

Counseling program data requirements reinforce the need for additional infrastructure to meet these data needs.

Additional Considerations:

1. **Employment Projections for School and Clinical Mental Health Counselors:** While the current economic times make it challenging to estimate employment prospects for graduates of this proposed program, there are at least two sources of information that indicate graduates are likely to find positions:
 - a. A New York Times article *Report Envisions Shortage of Teachers as Retirements Escalate* provides a map of the fifty States showing the percentage of teachers nearing retirement age. The report indicates that Oregon, Washington, and Idaho are States with over 50% of teachers being over fifty years of age.
<http://www.nytimes.com/2009/04/07/education/07teacher.html>
 - b. The Bureau of Labor Statistics projects that from 2008-2018 there will be increases in jobs for counselors ranging from 13% to 24%.
<http://www.bls.gov/oco/ocos067.htm> - projections data

Appendix E Conceptual Framework, Alignment Documents Assessment System, and Key Assessments

PTCE Unit Assessment Framework for Initial Teacher Preparation

| NCATE
Domains | PCTE
Conceptual Framework
(Knowledge, Skills
& Dispositions) | Professional Teacher Preparation
Assessment Framework -
Initial Programs Proficiencies
Key Assessments | TSPC Required Proficiencies for Initial Licensure
584-017-0100 |
|---|---|--|---|
| Content Knowledge | Subject Matter | <ul style="list-style-type: none"> • Content knowledge (GPA) • CBEST or PPST • Praxis II or ORELA MSE Subtests I & II • ORELA Civil Rights | 1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level (INTASC 1, 2, 7). |
| Pedagogical Content Knowledge | Subject Matter
Teaching and Learning | <ul style="list-style-type: none"> • Teacher Work Samples (2) • Field experiences: Three-way Evaluations (2) | 3) Candidates engage students in planned learning activities (INTASC 5, 6). |
| Professional and Pedagogical Knowledge | Teaching and Learning | <ul style="list-style-type: none"> • Teacher Work Samples (2) • Field experiences: Three-way Evaluations (2) | 1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level (INTASC 1, 2, 7).

2) Candidates establish a classroom climate conducive to learning (INTASC 3, 4, 5). |
| Student Learning | K-12 Learner
Assessment | <ul style="list-style-type: none"> • Teacher Work Samples (2) • Field experiences: Three-way Evaluations (2) | 2) Candidates establish a classroom climate conducive to learning (INTASC 3, 4, 5).

3) Candidates engage students in planned learning activities (INTASC 5, 6).

4) Candidates evaluate, act upon, and report student progress in learning (INTASC 8). |

| | | | |
|---------------------|--|--|---|
| Dispositions | Ethics & Professionalism

Reflective Practitioner

Diversity & Equity

Lifelong Learners | <ul style="list-style-type: none"> • Field experiences: Three-way Evaluations (2) • Capstone (undergraduate) or Portfolio (graduate) | 5) Candidates exhibit professional behaviors, ethics, and values (INTASC 8, 9, 10). |
|---------------------|--|--|---|

| TERM | COLLECTING DATA | SUMMARIZING AND
REPORTING DATA | DISSEMINATING AND
USING DATA |
|--------|---|--|--|
| FALL | <p><u>Assessment Coordinator:</u>
Will disseminate follow-up candidate survey data; collect employer survey data by end of October.</p> <p><u>Licensure and Field Services Coordinator:</u>
Will ensure that that first field experience evaluation entered into the data base by end of term.</p> <p><u>Program Leads:</u>
Will instruct Supervisors and Cooperating Teachers to complete appropriate evaluations at the mid-term and end of the term.
Will ensure that that field experience evaluations and work sample evaluation are collected and work sample evaluation entered into the data base by end of term.</p> <p><u>Undergraduate and Graduate Admissions & Department Chairs:</u>
Will collect assessment data according to specific program admission timeline.</p> | <p><u>Assessment Coordinator, Technology Specialist & Data Analyzer:</u></p> <p>Will generate the reports through the COED data base on the following assessments:</p> <ul style="list-style-type: none"> • Employee survey data by November 1. • Admission Data | <p><u>Assessment Coordinator:</u></p> <p>Will share annual PTCE Assessment Report results with:</p> <ul style="list-style-type: none"> • Licensure Faculty at Retreat in September • Admissions Committees and Advisors • TSPC Consortium <p>Will share Follow-up Employer Survey data results with:</p> <ul style="list-style-type: none"> • TSPC Consortium • Licensure Faculty • Students and other Stakeholders on Assessment Website <p>Summary of findings</p> <p>Questions raised by data</p> <p>Action steps for improvement</p> |
| WINTER | <p><u>Assessment Coordinator:</u>
Oversees data collection process</p> <p><u>Licensure and Field Services Coordinator:</u></p> | <p><u>Assessment Coordinator, Technology Specialist & Data Analyzer:</u></p> <p>Will generate the reports through the</p> | <p><u>Assessment Coordinator:</u></p> <p>Will share First Field Experience Evaluation & Work sample Evaluation data results</p> |

| | | | |
|---------------|---|---|---|
| | <p>Will ensure that that first field experience evaluation entered into the data base by end of term.</p> <p><u>Program Leads:</u>
Will instruct Supervisors and Cooperating Teachers to complete appropriate evaluations at the mid-term and end of the term.</p> <p>Will ensure that that field experience evaluations and work sample evaluation are collected and work sample evaluation entered into the data base by end of term.</p> <p><u>Undergraduate and Graduate Admissions & Department Chairs:</u>
Will collect assessment data according to specific program admission timeline.</p> | <p>COED database on the following:</p> <ul style="list-style-type: none"> • Admission Data • First Field Experience Evaluation • Work sample I | <p>throughout the term with:</p> <ul style="list-style-type: none"> • Licensure faculty • Admissions Committees and Advisors • TSPC Consortium • Students and other stakeholders <p>Summary of findings</p> <p>Questions raised by data</p> <p>Action steps for improvement</p> <p>NCATE Part C Annual Report (January)</p> <p>AACTE PEDS Annual Report (January)</p> <p>Minority Education Report (February)</p> |
| SPRING | <p><u>Assessment Coordinator:</u>
Will send out reminder for exit survey by 8th week of term</p> <p><u>Field Services Coordinator:</u>
Will ensure that field experience assessments are complete and entered into data base.</p> <p><u>Program Leads:</u></p> | <p><u>Assessment Coordinator, Technology Specialist & Data Analyzer:</u></p> <p>Will generate the reports through the COED data base.</p> <ul style="list-style-type: none"> • Field Experience Evaluation II • Work Sample I & II <p><u>Program Leads:</u></p> | <p><u>Assessment Coordinator:</u></p> <p>Will share Field Experience Evaluation I and Work Sample Evaluation I & II results throughout the term with:</p> <ul style="list-style-type: none"> • Licensure Faculty • Admissions Committees and Advisors • TSPC Consortium • Students and other stakeholders |

| | | | |
|---------------|--|---|--|
| | <p>Will instruct Supervisors and Cooperating Teachers to complete field experiences and work sample evaluations at mid-term and end of term. Will ensure that that field experience evaluations and work sample evaluation are collected and work sample evaluation entered into the data base by end of term.</p> <p><u>Undergraduate and Graduate Admissions:</u>
Will collect the assessment data according to the specific program admission timelines</p> | <p>Will prepare and turn in by end of term the yearly program report to Assessment Coordinator (template)</p> | <p>Summary of findings</p> <p>Questions raised by data</p> <p>Action steps for improvement</p> <p>Title II A IHE Report (April)</p> |
| SUMMER | | <p><u>Assessment Coordinator, Technology Specialist & Data Analyzer:</u>
Will generate reports through the COED database on the following assessments:</p> <ul style="list-style-type: none"> • Candidate Exit Survey • Field Experiences Evaluation II • Work Sample Evaluation II <p>Will prepare the yearly PTCE Unit Assessment Report based on the following information coming from programs at the end of the academic year, admission, mid-point (field experiences), completion (Capstone or Portfolio), and follow-up transition points:</p> <ul style="list-style-type: none"> • the summary of findings • the questions raised by the data • action steps to be taken | <p><u>Assessment Coordinator:</u>
Will share Exit Surveys, Field Experience Evaluation I & II, Work sample I & II findings from programs in aggregated and disaggregated summaries:</p> <ul style="list-style-type: none"> • Licensure Faculty at Retreat in September • TSPC Consortium fall meeting <p><u>Field Services Coordinator:</u>
TSPC Annual Report</p> |

Professional Teacher Education Conceptual Framework

KNOWLEDGE, SKILLS, DISPOSITIONS

Ethics & Professionalism

- Demonstrate ethical and professional behavior in interactions with students, colleagues, families, and ...

Reflective Practitioner

- Adopt and enact classroom practices that reflect broader educational & social issues that have an impact on schools
- Apply reflective practices to practice and to teaching and learning in the

Lifelong Learners

- Participate in professional development
- Collaborate with colleagues in learning communities

Teaching & Learning

K-12 Learner

Assessment

Diversity & Equity

- Believe everyone deserves the opportunity to learn and can learn
- Possess knowledge, skills, & dispositions to serve as professionals who

Subject Matter

Preparing
for a **World**
of
Possibilities

OSU
Oregon State
UNIVERSITY

Appendix F Sample of aggregated data

| PTCE 2008-09
Data | GPA | | CBEST
(passing score = 123*) | | | | | PPST | | | |
|----------------------|------|------------------|---------------------------------|---------|------|------------------------|-----------|-------------------|-------------------|----------------|-----------|
| Program | Avg | %
over
3.0 | Reading | Writing | Math | total
score
mean | %
pass | Reading
(174*) | Writing
(171*) | Math
(175*) | %
pass |
| Ag Ed | 3.31 | 100% | 49 | 40 | 52 | 141 | 100% | | | | |
| Counseling - | 3.37 | 100% | 65 | 41 | 60 | 166 | 100% | 181 | 176 | 185 | 100% |
| DD Elem | 3.31 | 100% | 56 | 45 | 56 | 156 | 100% | | | | |
| DD Sec | 3.46 | 100% | 59 | 47 | 60 | 165 | 100% | | | | |
| MAT-Two year* | 3.32 | 80% | 54 | 47 | 57 | 158 | 96% | | | | |
| MAT-Immersion* | 3.31 | 79% | 52 | 39 | 53 | 145 | 96% | 184 | 177 | 184 | 100% |
| MAT-Cascades | 3.59 | 94% | 64 | 49 | 62 | 174 | 100% | 183 | 180 | 182 | 100% |
| PE | 3.11 | 75% | 57 | 47 | 55 | 159 | 100% | | | | |
| Music | 3.54 | 100% | 55 | 44 | 50 | 149 | 100% | 184 | 179 | 179 | 100% |

| PTCE 2008-09
Data | | ORELA MSE | | | ORELA ESOL | | | Praxis | | | | |
|----------------------|--------------|---------------|-----------|--------------|---------------|-----------|---------------------|-----------|-------------------------------------|------|--------------------|--|
| Program | subtest
I | subtest
II | %
pass | subtest
I | subtest
II | %
pass | Content
Specific | %
pass | # Students
Completing
Program | ESOL | Completion
Rate | |
| Ag Ed | NA | NA | NA | NA | NA | NA | 754 | 100% | 5 | 0 | 80% | |
| Counseling - | NA | NA | NA | NA | NA | NA | 710 | 100% | 9 | 0 | 22% | |
| DD Elem | 264 | 267 | 100% | NA | NA | NA | NA | NA | 28 | 2 | 100% | |
| DD Sec | 273 | 279 | 100% | NA | NA | NA | varies | 100% | 23 | 0 | 96% | |
| MAT-Two year* | 264 | 265 | 87% | 261 | 253 | 100% | NA | NA | 14 | 10 | 36% | |
| MAT-Immersion* | 255 | 256 | 92% | 260 | 253 | 100% | NA | NA | 20 | 12 | 36% | |
| MAT-Cascades | 272 | 273 | 100% | NA | NA | NA | NA | NA | 16 | 0 | 100% | |
| PE | NA | NA | NA | NA | NA | NA | 168, 164,
168 | 100% | 7 | 0 | 86% | |
| Music | NA | NA | NA | NA | NA | NA | 181, 170 | 88% | 7 | 0 | 86% | |

Appendix G Report template of disaggregated data at program level

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

Instructions:

1. Review the attributes of each element (the bulleted items in the box) for NCATE Standard 1. This report contains five elements: 1a, 1b, 1c, 1d, 1f.
2. Read the questions in each element.
3. Review program data for accuracy and analyze based on the questions below.
4. Refer to analysis questions to help you discuss data.
5. At the end of each element, complete the program summary questions to provide an overall analysis.
6. Send completed report electronically to SueAnn

Reference Program Data:

- GPA, CBEST, and ORELA and/or Praxis*
- Work Sample I & II program data*
- Three-way Evaluation program data*
- Candidate Exit Survey Results 2008-09**
- Employer Follow-up Survey Results 2008-09***

*from program spreadsheet

**attachment

***PTCE unit data (not program specific)

Scales:

| | | | |
|--|---|-----------------------------|------------------------|
| Work Sample Scale: 0 to 3 | | | |
| 0 lacking | 1 partially evident or needs improvement | 2 proficient | 3 exemplary |
| Three-way Evaluation Scale: 0 to 3 | | | |
| 0 lacking | 1 partially evident or needs improvement | 2 proficient | 3 exemplary |
| Candidate Exit Survey Scale: 0 to 4 | | | |
| 0 NA | 1 poorly prepared | 2 partially prepared | 3 well prepared |
| 4 exceptionally prepared | | | |

1a. Content Knowledge for Teacher Candidates – Questions 1-3

- Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
- Eighty percent or more of the unit's program completers pass the content examination.

1. What is the overall *content knowledge* of candidates entering the initial licensure programs?

Table 1 Admission GPA (based on 4.00 scale)

| Admission GPA
n = ?? | | |
|-------------------------|--|----------------|
| | GPA
(based on last 90
undergraduate credits) | % over
3.00 |
| Average | | |
| Range | | |

Analysis Questions:

- Reflect on evaluation question #1
- Compare mean GPA to 3.0 GPA
- Comment on % candidates with GPA who did not have a 3.0 GPA

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

1a. Content Knowledge for Teacher Candidates - continued

2. What are the candidates' *general knowledge* and skills in reading, writing, and math upon entering the initial licensure programs?

Table 2 CBEST Test Scores

| | CBEST
(total passing score 123;
41 on subtests)
n = 28 | | | | % Pass Rate |
|---------|---|---------|------|-------|-------------|
| | Reading | Writing | Math | Total | |
| Average | | | | | |
| Range | | | | | |

Analysis Questions:

- Reflect on evaluation question #2
- Compare mean total scores on CBEST or PPST to “passing score” (CBEST: a total of 123 is required for passing; passing score for each section is 41, must have a 37 on one or two sections); see PPST passing scores in table.
- How much do the average scores exceed the passing test score?
- Discuss strengths and weaknesses of subscores: reading, writing, and math and relate to implications to success in program or changes to program.
- Address the subtest with lowest score. How does this data impact your program? Do you have program entry requirements (e.g. 9 credits composition, writing sample, math courses, etc.) or program modifications to address these scores?
- Comment on % candidates passing CBEST or PPST.

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

1a. Content Knowledge for Teacher Candidates - continued

3. What is the overall *content knowledge* of candidates entering clinical practice as measured by tests used for state licensure?

Table 3 ORELA Multiple Subjects Exam (MSE) and ORELA ESOL Test Scores

| | ORELA MSE
(passing score 240)
n = 28 | | | ORELA ESOL
(passing score 240)
n = 1 | | |
|---------|--|------------|--------|--|------------|--------|
| | Subtest I | Subtest II | % pass | Subtest I | Subtest II | % pass |
| Average | | | | | | |
| Range | | | | | | |

Analysis Questions:

- Reflect on evaluation question #3
- Compare subtest scores on ORELA MSE subtests I & II and ESOL subtests I & II (if applicable) to “passing score” (passing score is 240 for each subtest)
- Comment on % candidates passing ORELA MSE & ESOL (if applicable)

or

- Compare mean scores on Praxis II exams to “passing score” (passing scores vary)
- Comment on % candidates passing Praxis upon entry to clinical practice
- How does the candidates’ GPA, CBEST/PPST test scores, and ORELA MSE & ESOL (or Praxis test scores) reflect their ability to teach content in your program?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

| |
|---|
| 1a. Content Knowledge for Teacher Candidates - continued |
|---|

1a. Program Summary Questions

- How does your program address low or non-passing test scores? What is your program policy for not passing? Number of retakes? How do you accommodate candidates who do not pass, such as English Language Learners?
- How do these overall scores inform your program about the teacher candidates content knowledge that they plan to teach and can explain important principles and concepts based on standards?
- Discuss content knowledge course requirements in relation to general knowledge and skills (reading, writing, and math) and in the content area.
- If you have additional data that measures student content knowledge or insight add it and discuss it in your narrative.

REFLECT ON YOUR REPONSES TO QUESTIONS 1-3, INSERT YOUR RESPONSES TO THE PROGRAM SUMMARY QUESTIONS BELOW

End of NCATE Element 1a.

1b. Pedagogical Content Knowledge for Teacher Candidates – Question 4

- Teacher candidates understand the relationship of content and specific pedagogy delineated in professional, state, and national standards.
- Candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and national standards.
- Candidates facilitate student learning of the content through presentation of content in clear and meaningful ways and through integration of technology.

4. What do work sample data suggest about candidates *pedagogical content knowledge*?Table 4 Work Samples I and II: *IV. Conceptual Framework: Rationale/Unit Goals/ Standards (a-c)*

| 3 items (a-c): maximum score = 9* | | |
|-----------------------------------|---------------|----------------|
| | Work sample I | Work sample II |
| | n = | n = |
| Average | | |
| Percentage** | | |
| Ranking (1-4)*** | | |

*based on scale 0 to 3

**Percentage is a calculation of the average scores of the subsection divided by the maximum number of points (score) that can be awarded to the specific section (e.g. 7.3/9 & 6.5/9)

***Ranking is based on the highest % to the lowest % (1 to 4) in the four subsections in the Work Sample

Analysis Questions:

- Reflect on evaluation question #4
- Compare percentages and rankings for subsection IV in work samples I & II.
- Compare ranking to other subsections in Work Samples I & II (ranking: 1 = highest %, 4 = lowest %)
- Discuss strengths and weaknesses of each item (a-c) (see complete program data)

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

| |
|--|
| 1b. Pedagogical Content Knowledge for Teacher Candidates – Question 4 |
|--|

1b. Program Summary Questions

- How does your program address Work Sample or Three-way Evaluation subsections with low percentages/ranking?
- Reflect on your program's overall effectiveness in preparing candidates to understand the relationship of content and specific pedagogy and provide them with a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills. What do you conclude based on the data provided?
- What data might be used or do you use to measure if a candidate integrates technology in their teaching? Discuss how candidates integrate technology in their teaching.
- What additional data could be collected or that you already collect that measures student pedagogical content knowledge? Discuss it in your narrative.

REFLECT ON YOUR RESPONSES TO QUESTION 4, INSERT YOUR RESPONSES TO THE PROGRAM SUMMARY QUESTIONS BELOW

End of Element 1b.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Questions 5 - 8

- Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.
- Candidates consider the school, family, and community contexts in which they work and their prior experience of candidates to develop meaningful learning experiences.
- Candidates reflect on their practice.
- Candidates know major schools of thought about schooling, teaching, and learning.
- Candidates are able to analyze educational research findings and incorporate new information into their practice as appropriate.

5. What do work sample and three-way evaluation data suggest about candidates professional and pedagogical knowledge and skills?

Table 5 Work Samples I and II: V. Instructional Plans (a-d)

| 4 items (a-d): maximum score = 12* | | |
|------------------------------------|----------------------|-----------------------|
| | Work sample I
n = | Work sample II
n = |
| Average | | |
| Percentage | | |
| Ranking (1-4) | | |

*based on scale 0 to 3

Table 6 Three-way Evaluations I and II: 1. Planning for Instruction (a-g)

| | 7 items (a-g): max. score = 21* | |
|------------------|---------------------------------|--------------------------|
| | Three-way Eval I
n = | Three-way Eval II
n = |
| Average | | |
| Percentage** | | |
| Ranking (1-5)*** | | |

*based on scale 0 to 3

**Percentage is a calculation of the average scores of the subsection divided by the maximum number of points (score) that can be awarded to the specific section (e.g. 13.8/21 & 18.5/21)

**Ranking is based on the highest % to the lowest % (1 to 5) in the five subsections in the Three-way Evaluation

Table 7 Three-way Evaluations I and II: 3. *Engaging Candidates in Planned Learning Activities (a-f)*

| | 6 items (a-f): max. score = 18* | |
|---------------|---------------------------------|------------------------------|
| | Three-way Eval I

n = | Three-way Eval II

n = |
| Average | | |
| Percentage | | |
| Ranking (1-5) | | |

*based on scale 0 to 3

Analysis Questions:

- Reflect on evaluation question #5
- Compare percentages and ranking for subsection V in work samples I & II
- Compare ranking to other subsections in Work Sample (ranking 1 = highest %, 4 = lowest %) and Three-way Evaluations (ranking 1 = highest %; 5 = lowest %)
- Compare percentages and ranking for subsection 1 in three-way evaluations I & II
- Compare percentages and rankings between Work Sample (V. Instructional Plans) to Three-way Evaluation (1. Planning for Instruction).
- Compare percentages and ranking for subsections 1 and 3 in three-way evaluations I t& II
- Discuss strengths and weaknesses of items in V. a-d in WS; and 1. a-g & 3 a-f in 3-way (see complete program data)

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates - continued**6. What do work sample data suggest about candidates' understanding of learner, school, and community context?**Table 8 Work Samples I and II: *III. Contextual Aspects of Work Sample (a-d)*

| 4 items (a-d): maximum score = 12* | | |
|------------------------------------|----------------------|-----------------------|
| | Work sample I
n = | Work sample II
n = |
| Average | | |
| Percentage | | |
| Ranking (1-4) | | |

*based on scale 0 to 3

Analysis Questions:

- Reflect on evaluation question #6
- Compare mean scores in subsection III work sample I & II
- Discuss strengths and weaknesses of items in III. a-d (see complete program data)
- Compare ranking to other work sample subsections (1 high, 4 low)
- How do these scores relate to candidates' professional and pedagogical knowledge and skills?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates - continued

7. What do candidates say about their *professional and pedagogical knowledge and skills* according to the Candidate Exit Survey?

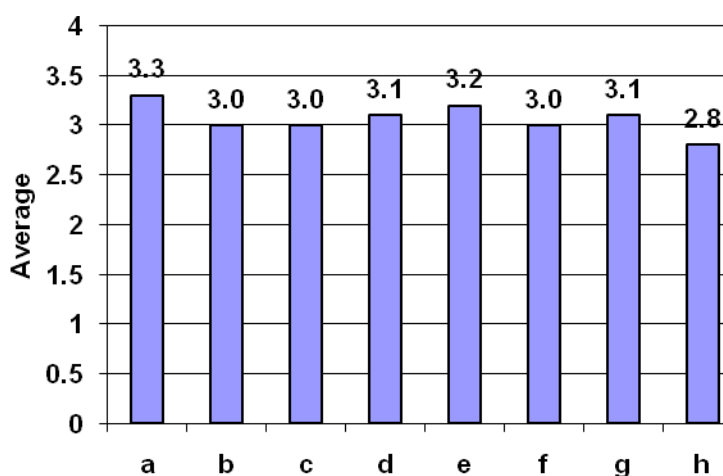
Candidate Exit Survey Scale: 0 to 4

0 NA 1 poorly prepared 2 partially prepared 3 well prepared 4 exceptionally prepared

Candidate Exit Survey: n = 53

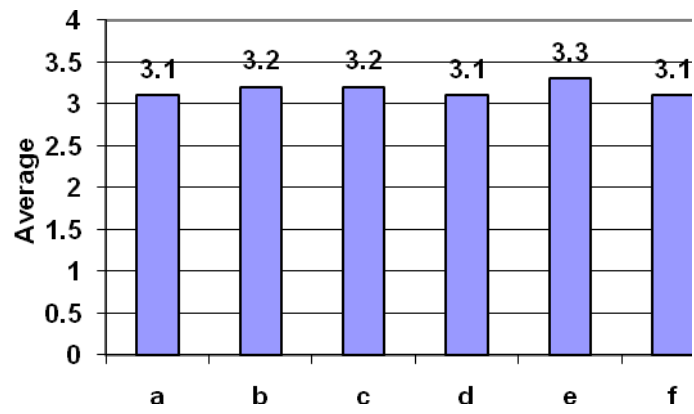
SECTION 1. PLANNING FOR INSTRUCTION - OVERALL AVERAGE = 3.1 (78%)

Figure 1 Candidate Exit Survey: 1. *Planning for Instruction* (a-h)



**SECTION 3. ENGAGING CANDIDATES IN PLANNED LEARNING ACTIVITIES –
OVERALL AVERAGE = 3.2 (80%)**

Figure 2 Candidate Exit Survey: 3. *Engaging Candidates in Planned Learning Activities* (a-f)



Analysis Questions:

- Reflect on evaluation question #7
- Compare mean scores for subsections 1 & 3 in the Candidate Exit Survey
- Discuss strengths and weakness in items 1. a-h and 3. a-f (see program candidate exit survey results)
- Compare mean scores in exit survey subsections 1 & 3 to three-way evaluation subsections 1 & 3.
- Refer to your program Candidate Exit Survey results to review each TSPC proficiency requirement for initial teacher license. Identify strong and weak areas of instruction.
- How do the candidates' responses in the Candidate Exit Survey compare to the PTCE evaluations?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates - continued

8. How do employers rate OSU graduates in *professional and pedagogical knowledge and skills* according to the Employer Follow-up Survey?

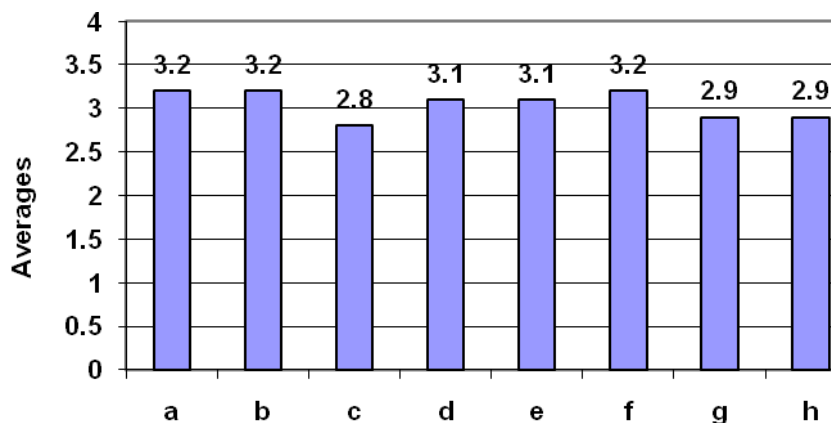
Employer Follow-up Survey Scale: 0 to 4

0 NA 1 poorly prepared 2 partially prepared 3 well prepared 4 exceptionally prepared

Employer Follow-up Survey: n = 12

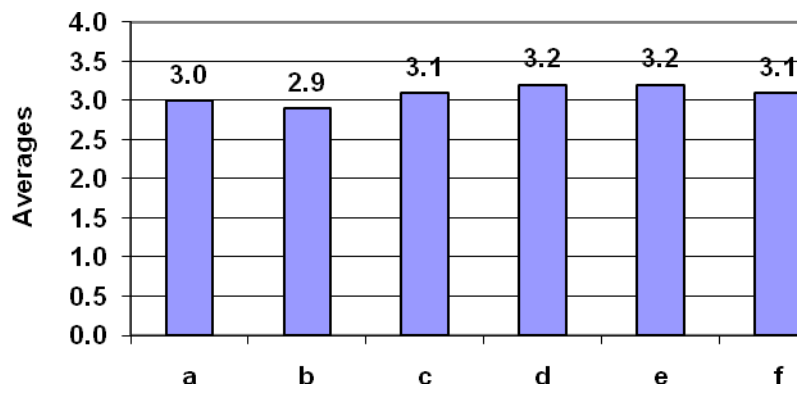
SECTION 1. PLANNING FOR INSTRUCTION - OVERALL AVERAGE = 3.0 (75%)

Figure 3 Employer Follow-up Survey: 1. *Planning for Instruction* (a-h)



**SECTION 3. ENGAGING CANDIDATES IN PLANNED LEARNING ACTIVITIES –
OVERALL AVERAGE = 3.1 (78%)**

Figure 4 Employer Follow-up Survey: 3. *Engaging Candidates in Planned Learning Activities* (a-f)



Analysis Questions:

- Reflect on evaluation question #8
- Compare mean scores for subsections 1 & 3 from Employer Follow-up Survey
- Discuss strengths and weakness in items 1. a-h and 3. a-f (see program employer survey results)
- Compare subsections 1 & 3 from Employer Follow-up Survey to Candidate Exit Survey. Describe the correlation (between employee and candidate responses.
- How does the PTCE evaluations (Work Sample and Three-way Evaluation) compare to the employee and candidate responses in these subsections?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

| |
|---|
| 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates - continued |
|---|

1c. Program Summary Questions

1. Reflect on your program's ability to develop teacher candidates that can apply professional and pedagogical knowledge and skills.
2. Based on the data results, how well does your program ensure that candidates consider school, family, and community contexts in which they work and their prior experience of candidates to develop meaningful learning experiences?
3. Based on the data results, are candidates in your program able to analyze educational research findings and incorporate new information into their practice as appropriate?
4. If you have additional data that measures student *Professional and Pedagogical Knowledge and Skills* or insight, discuss it in your narrative.

REFLECT ON YOUR REPONSES TO QUESTIONS 5-8, INSERT YOUR RESPONSES TO THE PROGRAM SUMMARY QUESTIONS BELOW

End of Element 1c.

1d. Student Learning for Teacher Candidates – Questions 9-11

1. Candidates focus on student learning.
2. Candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
3. Candidates are able to develop and implement meaningful learning experiences for candidates based on their developmental levels and prior experience.

9. What do work sample and three-way evaluation data indicate about the candidates' ability to assess student learning, using assessments in instruction, and develop meaningful learning experiences for all candidates?

Table 9 Work Samples I and II: VI. Assessment Strategies & Analysis of Learning (a-g)

| 7 items (a-g): maximum score = 21* | | |
|------------------------------------|----------------------|-----------------------|
| | Work sample I
n = | Work sample II
n = |
| Average | | |
| Percentage | | |
| Ranking (1-4) | | |

*based on scale 0 to 3

Table 10 Three-way Evaluations I and II: 4. Evaluating Student Progress (a-e)

| 5 items (a-e): maximum score = 15* | | |
|------------------------------------|-------------------------|--------------------------|
| | Three-way Eval I
n = | Three-way Eval II
n = |
| Average | | |
| Percentage | | |
| Ranking (1-5) | | |

*based on scale 0 to 3

Analysis Questions:

- Reflect on evaluation question #9
- Compare mean scores and ranking for subsection VI in work samples I & II
- Compare mean scores and ranking for subsection 4 in three-way evaluations I & II
- Discuss strengths and weaknesses of items in VI. a-g in WS; and 4. a-e in 3-way (see complete program data)

- What is the correlation between work sample and three-way evaluations scores and ranking in this section?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

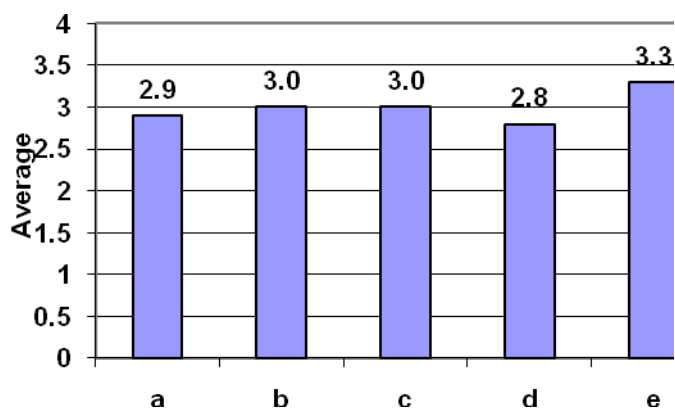
1d. Student Learning for Teacher Candidates - continued

10. What do candidates say about their ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all candidates learn according to the Candidate Exit Survey?

Candidate Exit Survey: n = 15

SECTION 4. EVALUATING STUDENT PROGRESS – OVERALL AVERAGE = 3.0 (75%)

Figure 5 Candidate Exit Survey: 4. *Evaluating Student Progress* (a-e)



Analysis Questions:

- Reflect on evaluation question #10
- Compare mean scores for each subsection in the exit survey
- Discuss strengths and weaknesses of items in 4. a-e (see program candidate exit survey results)
- Compare these results (subsection 4) to the work sample and three-way evaluation results. Is there any correlation between candidates' feedback and faculty/supervisor observations?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

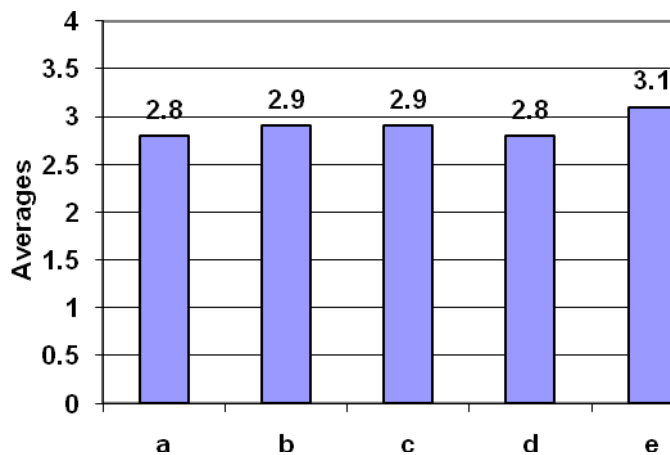
1d. Student Learning for Teacher Candidates - continued

11. How do employers rate OSU graduates ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all candidates learn according to the Employer Follow-up Survey?

Employer Follow-up Survey: n = 12

SECTION 4. EVALUATING STUDENT PROGRESS - OVERALL AVERAGE = 2.9 (73%)

Figure 6 Employer Follow-up Survey: 4. Evaluating Student Progress (a-e)



Analysis Questions:

- Reflect on evaluation question #11
- Compare Candidate Exit Survey mean scores to the Employer Survey scores in each section
- Discuss strengths and weaknesses of items in 4. a-e (see program employer survey results)
- Compare mean scores in exit survey subsections 3 & 4 to three-way evaluation subsections 3 & 4

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

| |
|--|
| 1d. Student Learning for Teacher Candidates |
|--|

1d. Program Summary Questions

- Based on the data results, reflect on your program's ability to develop teacher candidates that can assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
- According to your program data in this section, are candidates able to develop and implement meaningful learning experiences for candidates based on their developmental levels and prior experience?
- Overall, how well are the candidates prepared to focus on student learning?

REFLECT ON YOUR REPONSES TO QUESTIONS 9-11, INSERT YOUR RESPONSES TO THE PROGRAM SUMMARY QUESTIONS BELOW

End of Element 1d.

1g. Professional Dispositions for Teacher Candidates – Questions 12-15

- Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.
- Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all candidates.
- Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

12. What are the candidates' knowledge and demonstration of important *dispositions* upon entering an initial licensure program?

- a. What ratings do candidates receive on their written personal statement evaluations?
- b. What ratings do candidates receive on their references?
- c. What ratings do candidates receive on their **interview** or **simulation**?

Analysis Questions:

- Reflect on evaluation question #12
- Compare rating to total points and "passing/acceptance score"
- Which items specifically relating to candidate disposition?

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

1g. Professional Dispositions for Teacher Candidates - continued

13. What do three-way evaluation data indicate about candidates' knowledge and demonstration of important *dispositions*?

Table 11 Three-way Evaluations I and II: 2. *Establishing a Classroom Climate Conducive to Learning (a-k)*

| 11 items (a-k): maximum score = 33* | | |
|-------------------------------------|-------------------------|--------------------------|
| | Three-way Eval I
n = | Three-way Eval II
n = |
| Average | | |
| Percentage | | |
| Ranking (1-5) | | |

*based on 0-3 scale

Table 12 Three-way Evaluations I and II: 5. *Exhibiting Professional Behaviors, Ethics, and Values (a-j)*

| 10 items (a-j): maximum score = 30* | | |
|-------------------------------------|-------------------------|--------------------------|
| | Three-way Eval I
n = | Three-way Eval II
n = |
| Average | | |
| Percentage | | |
| Ranking (1-5) | | |

*based on 0-3 scale

Analysis Questions:

- Reflect on evaluation question #13
- Compare mean scores for subsection 2 in three-way evaluation I & II
- Compare mean scores for subsection 5 in three-way evaluation I & II
- Discuss strengths and weaknesses of items 2. 1-k and 5 a-j (see program data)

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

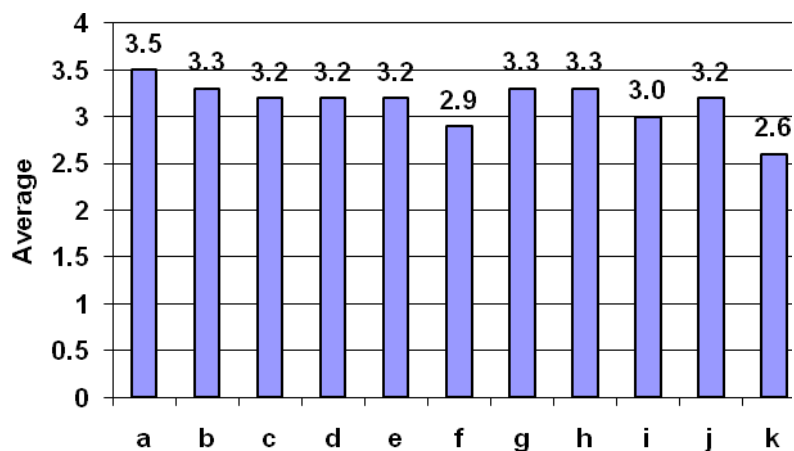
1g. Professional Dispositions for Teacher Candidates - continued

14. What do candidates say about their professional dispositions according to the Candidate Exit Survey?

Candidate Exit Survey: n = 15

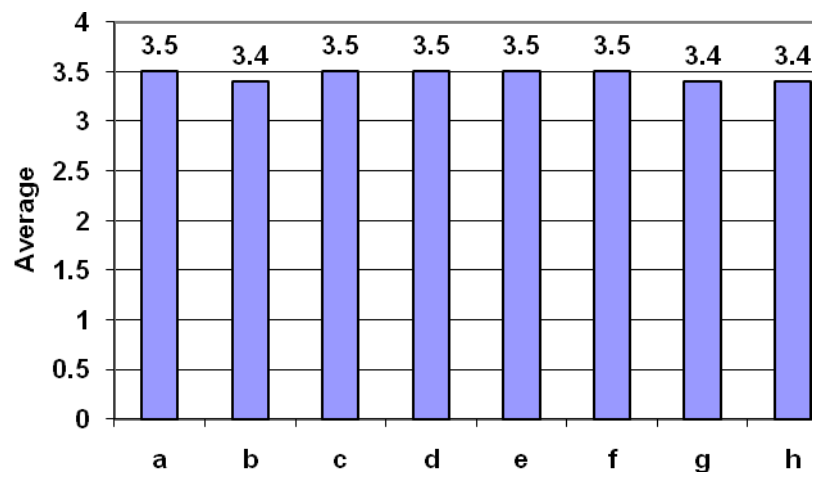
**SECTION 2. ESTABLISHING A CLASSROOM CLIMATE CONDUCTIVE TO LEARNING –
OVERALL AVERAGE = 3.1 (78%)**

Figure 7 Candidate Exit Survey: 2. *Establishing a Classroom Climate Conducive to Learning (a-k)*



**SECTION 5. EXHIBITING PROFESSIONAL BEHAVIORS, ETHICS, AND VALUES –
OVERALL AVERAGE = 4.0 (100%)**

Figure 8 Candidate Exit Survey: 5. *Exhibiting Professional Behaviors, Ethics, and Values (a-h)*



Analysis Questions:

- Reflect on evaluation question #14
- Compare mean scores for subsection 5 in the exit survey
- Discuss strengths and weaknesses of items 2. a-k and 5 a-h (see program candidate exit survey results)
- Compare mean scores in exit survey subsection 5 to three-way evaluation subsection 5

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

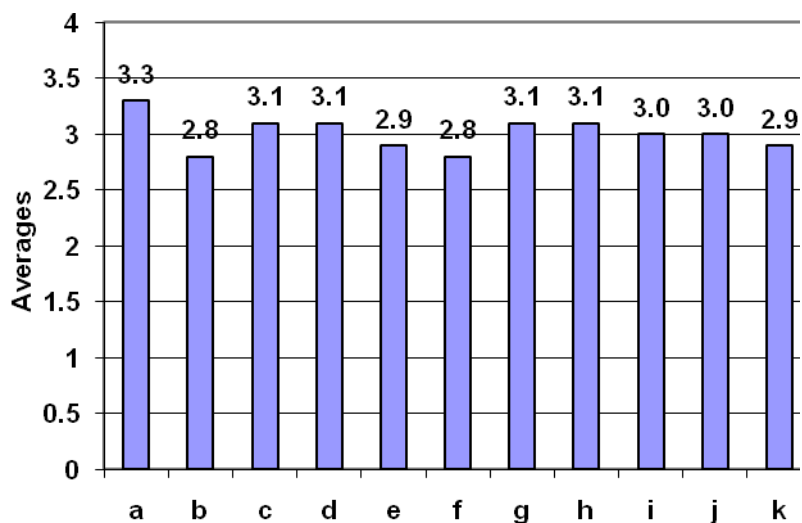
1g. Professional Dispositions for Teacher Candidates - continued

15. What do employers say about their professional dispositions?

Employee Follow-up Survey: n = 12

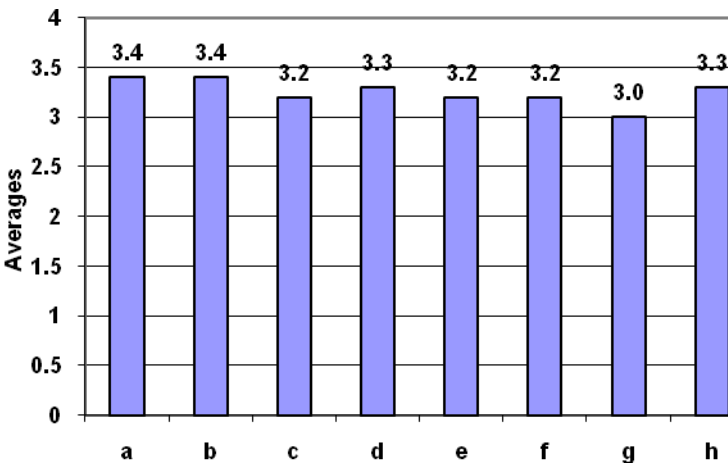
**SECTION 2. ESTABLISHING A CLASSROOM CLIMATE CONDUCIVE TO LEARNING –
OVERALL AVERAGE = 3.0 (75%)**

Figure 9 Employer Follow-up Survey: 2. *Establishing a Classroom Climate Conducive to Learning (a-k)*



**SECTION 5. EXHIBITING PROFESSIONAL BEHAVIORS, ETHICS, AND VALUES –
OVERALL AVERAGE = 3.2 (80%)**

Figure 10 Employer Follow-up Survey: 5. *Exhibiting Behaviors, Ethics, and Values (a-h)*



Analysis Questions:

- Reflect on evaluation question #15
- Compare mean scores for subsection 5 in the Follow-up survey
- Discuss strengths and weaknesses of items 2. a-k and 5 a-h (see program employer survey results)
- Compare results to candidate responses from exit survey
- Compare mean scores in Follow-up survey subsection 5 to three-way evaluation subsection 5

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

| |
|---|
| 1g. Professional Dispositions for Teacher Candidates - continued |
|---|

1g. Program Summary Questions

- Reflect on your program's ability to familiarize candidates with the professional dispositions delineated in professional, state, and institutional standards.
- How well does your program prepare candidates to demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all candidates?
- How well does your program have candidates recognize their own professional dispositions may need to be adjusted and are able to develop plans to do so?
- Suggest other measures of dispositions that the PTCE might look at that are more rigorous and at every transition point: admission, entry and exit to clinical.

REFLECT ON YOUR REPONSES TO QUESTIONS 12-15, INSERT YOUR RESPONSES TO THE PROGRAM SUMMARY QUESTIONS BELOW

End of Element 1g.

STANDARD 1 OVERVIEW

16. What do work sample and three-way evaluation data suggest about candidates overall preparation for teaching?

Table 13 Work Samples I and II: *Total Scores of All Subsections III, IV, V & IV*

| 18 items: maximum score = 54* | | | | | |
|-------------------------------|----------------------|-----------|-----------------------|-----------|---|
| | Work sample I
n = | % passing | Work sample II
n = | % passing | Difference Between Work Sample I and II |
| Average | | | | | |
| Percentage | | | | | |

*based on 0-3 scale

Table 14 Three-way Evaluations: *Total Scores of All Subsections 1-5*

| 39 items: maximum score = 117* | | | | | |
|--------------------------------|-------------------------|-----------|--------------------------|-----------|--|
| | Three-way Eval I
n = | % passing | Three-way Eval II
n = | % passing | Difference Between Three-way Evaluation I and II |
| Average | | | | | |
| Percentage | | | | | |

*based on 0-3 scale

Analysis Questions:

- Reflect on evaluation question #16
- Compare mean of total scores on work samples I & II to “passing score” (passing score is between 36-54)
- Comment on % candidates passing work samples I & II
- Provide an explanation for the difference in total scores between work sample I & II
- Compare mean of total scores on three-way evaluations I & II to “passing score” (passing score is between 78-117)
- Comment on % candidates passing three-way evaluations I and II
- Provide an explanation for the difference in total scores between three-way evaluation I & II

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

Table 15 Comparison of Candidate and Employer Average Scores

| Sections | Candidate Exit Survey Average Scores | Ranking | Employee Follow-up Survey Average Scores | Ranking |
|-------------------------|--------------------------------------|---------|--|---------|
| 1. Planning Instruction | | | | |
| 2. Classroom Climate | | | | |
| 3. Engaging Students | | | | |
| 4. Evaluating Students | | | | |
| 5. Dispositions | | | | |

Analysis Questions:

- How does your program candidate exit survey results compare to the overall employer follow-up scores for each section?

Overall & Final Program Questions for Standard 1:

1. What does your program do particularly well related to Standard 1?
2. What are areas for improvement related to Standard 1?
3. What program changes might you consider based on the analysis of this data?
4. What research related to Standard 1 is being conducted within your program?
5. What is the candidate completion rate (%) in your program, i.e. how many were admitted vs. how many how many obtained an Initial Teaching License?
6. What percentage of candidates complete all program attributes, i.e., earn their Initial Teaching License, and obtain all authorizations and endorsements.
7. What data is missing, is insufficient, or can be modified to better understand how the PTCE unit is preparing candidates?

Table 16 Initial I Teacher License Completion Rate (at end of year) (n = 28)

| No License | One Authorization | Two Authorizations | ESOL Endorsement |
|------------|-------------------|--------------------|------------------|
| | | | |
| | | | |

Program completion rate = 100%

SUMMARIZE ANALYSIS QUESTIONS, INSERT YOUR RESPONSES BELOW

Awardees Recognition Attendance
Thursday, October 14th
MU Journey Room

| # | Name | Email | Award |
|---|---------------------|--|--|
| 1 | Margaret Burnett | Margaret.Burnett@oregonstate.edu | Graduate Mentoring Awardee |
| 2 | Laura McMullen | mcmullel@science.oregonstate.edu | Lenore Bayley Graduate Fellow Awardee |
| 3 | Christopher Friesen | friesenc@science.oregonstate.edu | Frolander Outstanding GTA Awardee |
| 4 | Richard Cooley | rcooley@gmail.com | P.F. & Nellie Buck Yerex Graduate Fellow Awardee |

Not attending:

Kenny Martin - Distinguished Master's Thesis

GRADUATE COUNCIL

June 3, 2010

Minutes

Grad Council Members Present: Carolyn Aldwin (HHS), Rick Colwell (COAS), Theresa Filtz (Pharmacy), Denise Lach (CLA), Walt Loveland, Chair (SCI), Kathy O'Reilly (Vet Med), Jo Tynon (Forestry), Tom Wolpert (AG SCI)

Grad Council Members Absent: Nancy King (Business), Chris Lenn (Student Representative), Vinod Narayanan (ENGR), Darlene Russ-Eft (Education)

Ex-officio Members Present: Martin Fisk, Bruce Rettig

Support Staff Present: Nagwa Naguib

Guests: Bill Warnes, Director, Materials Science Graduate Program

1. Approval of Minutes – April 29th, 2010

Theresa Filtz asked that the minutes be edited as follows:

3. 5xx/6xx/7xx DVM courses

Para 2:

Theresa Filtz remarked that the College of Pharmacy has subsets of 5xx courses whose lecture components are attended by graduate students along with professional students. The graduate and professional students attend under different syllabi and sometimes take different exams. They are treated as separate courses.

Para 6:

O'Reilly confirmed that 7xx courses used on graduate programs should go through Graduate Council approval. Filtz reiterated that the pharmacy 7xx courses which are used on graduate programs of study have already gone through the Graduate Council approval process. The student learning outcomes for professional students are different than that of graduate students.

April 29th minutes approved with above corrections.

2. Chair Report

Walt Loveland reminded the Council that the Entomology Graduate Program Review Site Visit, previously scheduled to occur on June 4th, has been cancelled. The cancellation of the Entomology program review was by an email discussion of the

Graduate Council that indicated that without the self-study the Entomology program refused to furnish, there was no point in a review. The Graduate Council drafted a review document recommending that the graduate program in Entomology be terminated due to its lack of viability and that the admission of new students to the program be put on hold. Marty Fisk pointed out that he alerted Provost Randhawa that some actions from the Graduate Council will be forthcoming regarding the Entomology graduate program.

Theresa Filtz wondered why the Council needed to wait for an action plan before suspending the program. Fisk remarked that email discussions between Council members could be considered a report. When the report and the action plan are completed, they will both be sent to the Provost for his final decision. Loveland suggested that it might be appropriate to informally let the Provost know of the Council's decision. (Subsequently the draft Graduate Program review was sent to the Provost and he requested an action plan from the Entomology program by 30 June, 2010.)

Bruce Rettig reported that the Department of Entomology was dissolved a few years ago, and the faculty transferred to different colleges and departments. According to the Entomology Program website, the Program of Study is individually developed for each student. Could this process continue to be delivered in this manner, as long as the faculty would agree to do so?

Fisk noted that the Graduate School is the one admitting the students into the program. The Graduate Council could direct the Graduate School to stop admitting students to the Entomology Graduate Program. Rettig pointed out that, although international students have a deadline for admission that provides time for them to obtain the appropriate immigration documents, domestic students can be admitted up to two weeks before the beginning of the term.

Fisk will request Rosemary Garagnani, Assistant Dean of the Graduate School, to hold admissions in Entomology until further discussion.

Loveland then proceeded to report to the Council on the Applied Economics Graduate Program and the fact that they wanted to change the courses that provided the core for the applied economics degree program from cross-listed AREC/ECON courses to AEC courses. Conversations involving the Curriculum Council on this issue led to a removal of the cross-links between the AREC/ECON courses and permission for the AREC courses that were part of the Economics and Applied Economics core to change to AEC. Decisions on the part of the ECON courses will be deferred to Winter 2011 as their possible use in a newly proposed program is decided.

He then reported that he participated in the MBA program review, and for the first time he understood why the MBA program is different from any other masters program. Students start their program in September and they graduate the following June. Approximately ninety oral exams are conducted within a short time period. It is a logistical mess which they had not made very clear to the Council

when they submitted their proposal to transition outside of the Graduate School. This additional information will come up in the site visit report as reviewers commented that the requirement for individual oral examinations for MBA programs is uncommon. The College of Business will need to work out those details with the Graduate School and the Graduate Council. Other remarks regarding the oral examination system was that some students did not think that the exams were at a graduate level; teams of five faculty interview the ninety students over two Fridays.

3. Materials Science Program Review Follow-Up – Report

Bill Warnes was introduced to Council members. Theresa Filtz reported that she met with Dr. Warnes on April 23, 2010. Spring 2007 program review team recommendations were reviewed. Warnes provided an updated action plan for the program: the recommendations were taken seriously at the time. There has been a significant number of new faculty who joined the program. Materials Science is supported by the School of Mechanical, Industrial and Manufacturing Engineering (MIME), even though some faculty reside in different departments. Filtz pointed out that most interdisciplinary programs also suffer from the problem of determining how to credit the faculty participating in such programs. Things need to be uniform.

Denise Lach wondered what it meant for someone to advise students and not get credit for it. Warnes pointed out that this was a departmental decision. Loveland questioned where, in this case, the student credit hours go?

Carolyn Aldwin remarked that Banner needs to be used more effectively. A small fix could allow the system to properly identify who gets credit for advising. We should recommend that the Registrar's Office make needed changes to resolve this problem. Jo Tynon remarked that there are more and more discussions of interdisciplinary graduate programs, so this issue needs to be addressed.

In response, Fisk informed the Council that the interdisciplinary programs will be discussed at next week's Provost Council meeting. OSU's plan is for the graduate student population to increase to 25% of the total student population.

When asked, Warnes indicated that the faculty would like to see a change in that students admitted in Materials Science are formally identified with the home department of major professor in both the University and the Graduate School records. They should not necessarily have their records imply a connection to the School of Mechanical, Industrial and Manufacturing Engineering. DAF forms identify the College of Engineering, so all students get charged engineering resource fees. There should be a fix with this Banner issue. Fisk will talk with the Registrar's Office and inquire about a way to use it more effectively.

Motion: Accept Materials Science Follow Up Report. Carolyn Aldwin moved. Rick Colwell seconded. Motion passed.

4. Summer Plans for Council Business

Loveland reminded the Council members that their job on the Council continues through June 30th. He also thanked Council members Rick Colwell, Nancy King (who was not present) and Kathy O'Reilly for their service on the Council. Three new members will be assigned to the Council next fall. The Executive Committee asked Loveland to continue in his role as Chair of the Council.

He proceeded by saying that SABRR indicated that there will be no reorganization this summer. We might receive some Category II proposals during the summer term. The new system worked very well this year. He also asked members to approve and send on any proposals with undergraduate options. We will retain some provision for emergency issues, but service will be greatly reduced.

As far as the designation of secondary reviewers, Loveland will request each Council member to identify two or three areas in which they are interested before assigning the designations. He also reminded Council members that starting September 1st, the workload for Category I and Category II proposals might increase.

5. Graduate Program Review Guidelines

Loveland reported that per Dean Sally Francis' recommendation, the Council should revise the Guidelines to reflect that a failure to provide a self-study in a timely manner, will lead to a recommendation by the Council to terminate the program. He agrees with Francis that it should be made clear in the guidelines.

A discussion regarding the language to be used resulted in the following addition:

Self-Study Document – last paragraph, page 4:

"Failure to provide a self-study in a timely manner and/or lack of cooperation with the review process, will lead to Graduate Program Review report recommending termination of the program and suspension of the enrollment of new students in the program."

Motion: Add the above paragraph to the Graduate Program Review Guidelines.

Theresa Filtz moved. Denise Lach seconded. Motion passed.

Fisk reported that the Provost asked to make the graduate program reviews more efficient. As we make changes to the guidelines, we might want to review the whole document. Rettig suggested that the Council might want to ask Gita Ramaswamy, Director of Assessment, to assist in reviewing the guidelines, as she brings her experience from Purdue University. Loveland agreed that the Council will ask her to assist with this review next fall.

Adjourned 9:30 a.m.

Possible Graduate Council Agenda Items 2010-2011

- 1.** 12 Graduate Program reviews/requests for postponements
- 2.** 13+ Cat I proposals for re-organization
- 3.** Set evaluation standards for MBA MOU
- 4.** “Assessment”
- 5.** “Accreditation”
- 6.** Two Graduate Program Review Reports from 2009-2010
- 7.** Seven follow-up reviews of graduate programs
- 8.** Grad council review of Certificates and Minors without Majors
- 9.** Revision of the Guide for Program Reviews
- 10.** Joint/Dual degrees with foreign universities
- 11.** Review of the remote participation policy adopted last year
- 12.** Usual business of Cat II proposals, honors and awards, etc.
- 13.** Review of TCE action plan
- 14.** Criteria for programs leaving the Graduate School
- 15.** Interdisciplinary programs/funding

Materials linked from the October 7, 2010 Graduate Council agenda.

From: Steel, Brent
Sent: Wednesday, July 07, 2010 10:26 AM
To: Loveland, Walter D - ONID
Cc: Fisk, Martin; Francis, Sally K.; Lach, Denise
Subject: Re: Graduate Review of MPP

Thanks Walt! I think we were scheduled based on when the CAT 1 was approved (we didn't implement right away)?

I sure would like to help you decrease the workload next year!

Brent

On 7/7/10 10:08 AM, "Walter Loveland" <lovelanw@onid.orst.edu> wrote:

Brent,

The decision to postpone a graduate program review is made by the Graduate Council. The Council is in recess over the summer but we would be happy to take up your request at one of the first meetings of the Council in the fall. The Council is in a "backlogged situation" with 12 reviews for next year instead of the usual 8 reviews per year due to postponements. Marty can comment on why the MPP program was scheduled for next year.

Walt Loveland

Steel, Brent wrote:

Marty et al.,

The Master of Public Policy program is scheduled for a Graduate Council review next year. However, the program has only been in operation since 2002 and graduated our first student in 2003. If graduate degrees are to be reviewed every 10 years, perhaps we could reschedule for 2012?

Another consideration is that we will be going through an external accreditation process next year with the National Association of Schools of Public Affairs and Administration that will require external reviewers, along with a possible external review of our proposed PhD in Public Policy. That would be a lot of external reviewers and logistics to deal with!

Brent

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Accreditation

In April 2011 OSU will be visited by the NWCCU group for their annual ten year accreditation review. Unlike previous reviews, the standards by which OSU will be judged have changed along with the format of the self-study. Generally speaking OSU will be evaluated in three areas, undergraduate education, graduate education and research, and outreach and engagement. These areas are called the “Core Themes” of the University.

For each Core Theme, we are to be judged by certain “institutional indicators”. The number of such indicators and the nature of them has been set by the Accreditation Steering Committee after extensive consultation with the NWCCU. The attached spreadsheet shows the Core Themes and the indicators. A request to various groups has been made to provide data for these indicators (with a due date of 15 September). The institution must now evaluate the data submitted for the indicators and assign a “grade” for each indicator/objective/Core Theme. Needless to say, we will give ourselves passing grades in everything but we do have to be honest and point out areas where we are not doing well, especially in relation to our peer institutions. We are then asked to provide plans for remedying the perceived shortcomings. (We know, for example, that we will be “dinged” for 50 M\$ of deferred maintenance but there is nothing we can do about that). There will be follow-up visits every two years to see our “progress” in fixing our shortcomings.

The Graduate Council has been asked to provide the “grades” for Graduate Education. I attach a pseudo report card similar to the one developed by the University of Alaska who was the guinea pig for this protocol. Don’t take this report card seriously as it was just intended to show the level of comments needed to justify the “grades”.

The immediate task for the Graduate Council is to decide how you want to do the grading. Do you want to appoint a committee to do the grading or do it as a group or..?

When are the grades due? Yesterday!! Or more realistically within a month.

Chapter 4 –Effectiveness and Improvement

Core Theme Evaluation

Core Theme #1—Undergraduate Education

Core Theme #2 –Graduate Education and Research

Core Theme #2—Evaluation—Executive Summary

Oregon State University is a Carnegie Doctoral/Research-Extensive University with Very High Research Activity. It is one of only two land, sea, space and sun grant universities in the United States. As such Graduate Education and Research are essential components of what Oregon State is.

To evaluate our effectiveness in Graduate Education and Research, we have selected four Objectives for our efforts in Graduate Education and Research. They are: (1) Provide high quality and rigorous graduate education and professional programs. (2) Engage in a broad range of scholarly, artistic and research-related activities (3) Foster a creative and collaborative intellectual culture within the University and beyond and (4) Demonstrate measure-able economic impacts within Oregon and beyond.

In the first three objectives we judge our efforts as **Satisfactory** while we judge our efforts towards Objective 4 as **Superior**.

Objective 1.—Grade: Satisfactory

Rationale for Satisfactory Grade

For Objective 1, we recognize that at the cornerstone of a research university, one must find rigorous graduate education and professional programs. The graduate and professional students are essential products of our research enterprise. Their training and development helps to meet the manpower needs of Oregon, the Pacific Northwest, the U.S. and the world. To contribute effectively to research, our students must be of the highest quality and must be challenged to produce their best. Based upon our institutional indicators for Objective 1, we note that our graduate students constitute about 15% of the total student enrollment with 34% of these being doctoral candidates.

Compared to our peer institutions, both of these numbers are low with our peer institutions averaging 20% of the total student enrollment being graduate or professional students and 60% being doctoral candidates. We are engaged in an aggressive program to address these problems with goals of achieving 20% graduate enrollment by 2014 (4100 graduate students). This program will result in an increase of 900 in the number of graduate students. To achieve this goal, we must also increase the ratio of (PhD candidates /graduate faculty) to 2/1 by 2014 and eventually reach a goal of 3/1.

These graduate students are somewhat limited in their geographic origin with 50% being from Oregon, 25% from the U.S. outside of Oregon and 25% being international in origin. (2002 data). We are now seeking to increase the number of international students through a new cooperative initiative with the INTO organization.

Currently about 9 of our 80 graduate programs are ranked in the top third of programs within their discipline within the U.S. This is consistent with our status as a Tier 3 national public university.

Our professional programs are very successful in preparing students for careers in education, veterinary medicine and pharmacy. Over 90+% of our graduates successfully complete licensure examinations in their chosen area. The OSU median score on these examinations is 67% which is substantially above the national median score of 50%.

In summary, we believe these indicators support a “grade” of **Satisfactory** with respect to Objective 1.

Objective 2.—Grade: Satisfactory

Rationale for Satisfactory Grade

To be a research university, we (students, and faculty) must be deeply involved in scholarly activity. Research involves original significant contributions to knowledge and we can’t make those contributions from the sidelines. Scholarly activity is measured in a variety of ways, including the traditional publications in peer-reviewed journals, book authorship, public performances and exhibitions, etc.

OSU faculty published xxxx articles in the refereed literature in 2009-2010, authored yy books, edited zz journals and were granted qq patents.

Material Science Graduate Program Follow-up review
April 23, 2010

I met with the Materials Science Graduate Program Director, Bill Warnes, in his office in Dearborn hall on April 23, 2007. We reviewed the recommendations of the program review team from Spring 2007. Dr. Warnes provided the attached update to the action plan for Materials Science (Mat Sci) and highlights of the program in the intervening three years.

Looking back at the original action plan, the School of Mechanical, Industrial and Materials and Manufacturing Engineering continues to be very supportive of the Materials Science program, providing administrative support and 0.2 FTE for the Director.

Significant steps taken by the program since the review include:

1. The addition of 19 new faculty, all outside of Mechanical Engineering.
2. A resolution by the Chemistry department to treat Mat Sci students as full members, allowing them to hold Chemistry GTA positions.
3. The establishment of a uniform qualifying exam.
4. Establishment of an online application and faculty distribution system for evaluation of applicants.
5. Faculty and grad student barbecue events and regular faculty meetings.

The program took the recommendations of the review team seriously and implemented significant changes to the program as detailed above and in the attachments. However, one item remains uncompleted. The program did not complete the required student surveys prior to the review team visit in spring 2007 and promised to do so by the follow-up review. The surveys have still not been done.

Finally, as with most interdisciplinary graduate programs at OSU, there continues to be confusion regarding who gets "credit" for advising a Mat Sci graduate student. For example, Wood Science requires that all Mat Sci grad students who conduct thesis research in their department complete a dual degree as a means of accounting for the support of those students. This seems an unnecessary burden for the students and an issue that continues to need to be addressed at the university level.

Prepared by: T. M. Filtz, Ph.D., College of Pharmacy

**Action Plan for the
MATERIALS SCIENCE GRADUATE
DEGREE PROGRAM
Oregon State University
August 2007**

Bill Warnes, Director of Materials Science Graduate Program
Mechanical Engineering Dept., X7-7016 WarnesW@engr.orst.edu

REVIEW COMMITTEE OVERVIEW:

The committee was impressed with the overall quality of the Materials Science Program. Over the past two years, the Program has begun to regenerate itself with new leadership under Bill Warnes, new core faculty in Mechanical Engineering, enthusiastic support from the Department Head of Mechanical Engineering (Belinda Batten), faculty who want to participate in the Program, and a strong cadre of graduate students who identify themselves as being in the Department of Materials Science. The Deans of the Colleges of Engineering, Forestry, and Science all said the Program is strategic for their colleges, and for OSU. Materials Science is poised to benefit from the rebirth of the shared instrumentation facility OSUMI (Oregon State University Materials Institute) and the nanoscale science initiative ONAMI (Oregon Nanoscience and Microtechnologies Institute).

This review committee unanimously recommends the Program continue. Today the indicators for the Program generally point in the positive direction. This report outlines the Program's strengths, enumerates what we perceive to be the challenges the Program faces, and makes specific recommendations we believe will strengthen the Program to keep the indicators positive in the future. We believe the Program can continue to improve, but if it is to become a strong, truly cross-college interdisciplinary Program, important issues need to be addressed and resolved. Some of these can be solved at the Program level, but others are systemic to interdisciplinary programs and can only be resolved at the College and Graduate School levels.

GRADUATE COUNCIL ADDENDUM:

At the June 7 Graduate Council meeting, a motion was made and seconded to approve the Materials Science Graduate Council Review Report with a three part addendum, that added:

- A recommendation that the directorship be increased to at least .25 FTE.*
- Recognition that the decision whether or not to move the program to the Graduate School remains with the program faculty.*
- A recommendation that alternative business models be explored*

ADDRESSING THE SPECIFIC RECOMMENDATIONS:

1. *An administrative staff person should be assigned to the Program.*

Response: Materials Science shares administrative staff with the School of Mechanical, Industrial, and Manufacturing Engineering in the College of Engineering. Given the small number of graduate students in the Materials Science graduate program, this is unlikely to change. We will develop a clear set of contacts for graduate students for dealing with administrative issues and have these posted on our website.

- 2.a. *The Program faculty members are encouraged to hold a series of retreats to discuss the issues of administration, developing a committee structure for the Program, and examining the new curriculum.*
- 2.b. *The Program faculty members should begin to meet regularly.*

Action Taken: The Materials Science faculty held a faculty meeting on May 29, 2007 to discuss the Graduate Program Review and vote on a new curriculum. The meeting was held over lunch and attended by 14 of the 35 faculty members with all three Colleges represented. The principal result was the adoption of a new graduate curriculum plan that has been in development over the past two years. The faculty voted to have the new curriculum apply to the incoming students (Fall 2007). We have also decided to meet once each term as a faculty in addition to several social events including both faculty and graduate students.

3. *Students should be included on some Program committees to get their input.*

Response: As the committee structure develops, graduate student input will be sought for all relevant issues. This is informally done now, and we will develop a formal process for inclusion of graduate students in critical discussions.

4. *The Materials Science Program's self-study omitted important assessments of student experience that are expected by the OSU graduate council. The Program should complete the required survey of current students and present an analysis of the data, along with a plan for on-going programmatic assessment as part of the required two-year Program Review follow-up.*

Response: The Program Director accepts responsibility for not completing this part of the review. It will be completed in the review follow-up.

5. *The Program should create a series of required courses that is part of the first year curriculum and is taught by Materials Science faculty members from each of the three colleges. The goals of this series of courses are to introduce the students to the breadth and perspective of materials science in Engineering, Science, and Forestry, to create a unique experience that defines materials science, and to have a forum to discuss critical issues as research methodology and ethics.*

Action Taken: The newly approved graduate curriculum addresses all of these issues and is in place starting Fall term 2007.

- 6.a. *The Program should be moved so it is under the direction of the Graduate School.*
- 6.b. *Addendum: Recognition that the decision of whether or not to move the program to the Graduate School remains with the program faculty.*
- 6.c. *Addendum: A recommendation that alternative business models be explored.*

Response: This question of how to administer the graduate program will be addressed this year (2007-08) in the first two of our planned faculty meetings. There are several models for inter-disciplinary degree programs on campus, and other examples around the country, each with it's own set of advantages and disadvantages. The Materials Science Faculty will work to determine the best course of action for the program. Now that the curriculum is in place, this is the highest priority action item for the faculty.

- 7.a. *The Program should have a Director and two co-Directors, one from each college, so each director can advocate for the Program in their home college.*
- 7.b. *Addendum: A recommendation that the directorship be increased to at least 0.25 FTE.*

Response: Historically, only ME faculty have been given teaching release or support for taking on the role of program director. This has typically been at the level of one course release per year. The Materials Science faculty support the spirit of the recommendation, and in the present climate of higher education funding, anticipate significant difficulty in achieving these goals. A request will be made for co-directors from the colleges of Science and Forestry during our first faculty meetings.

8. *OSU should examine its current model for allocating GTA funds. The current model, which is ubiquitous in the US, has the unfortunate effect of making students in interdisciplinary programs like Materials Science second class citizens when they compete for GTAs. The underlying issues that need to be*

addressed are whether the Oregon state funds used for GTA positions “belong” to each individual department and if these funds can be earmarked exclusively for a department’s graduate students. Or do departments need to advertise their GTA positions and hire the OSU student who is most qualified for a specific GTA independent of the student’s home department or program?

Response: The faculty in the program agree with this analysis of the difficulty in funding GTA’s for interdisciplinary programs, and are working to develop solutions to student funding. Ultimately the GTA appointments will be controlled by the departments offering the courses, and will therefore be out of the direct control of the Materials Science program.

CHALLENGES:

The challenges are presented progressing from those for the smallest unit – the Program – to the largest unit – the University – and ending with the students. Often the challenges are at multiple levels, in which case they are first mentioned in the smallest unit. The rationale for categorizing the challenges this way is to attempt to identify the level where they need to be addressed.

The Program

9. *As previously mentioned, a strength of the Program is the close proximity of the core Mechanical Engineering faculty offices, labs, and students. These core faculty members see each other almost daily and meet informally on a regular basis to discuss Materials Science issues. Although this has been very positive in reinvigorating the Program, it creates a challenge for faculty outside the core to feel enfranchised in the Program, particularly when all the faculty members in the Program have not met formally for several years. The challenge is to make faculty outside Mechanical Engineering feel enfranchised and want to actively participate in the Program.*

Action Taken: The Materials Science faculty held a faculty meeting on May 29, 2007 to discuss the Graduate Program Review and vote on a new curriculum. The meeting was held over lunch and attended by 14 of the 35 faculty members with all three Colleges represented. We have decided to meet once each term as a faculty in addition to several social events including both faculty and graduate students. A research seminar course has been organized during the past two years to bring faculty from across campus and outside of campus to meet with all the Materials Science graduate students. This has been a very successful and positive addition to the program, and has been formalized as a 1 credit course offering for graduate students. Attendance by faculty outside of ME has been good and will continue to grow. We also expect the materials science website will act as a “home” for faculty, with secure pages for information, schedule pages,

advertisements for thesis defenses and seminar presentations, and open research positions.

10. *The self study indicated the Program is perceived as belonging to Mechanical Engineering. This is due to the core faculty being in ME and identifying themselves with Materials Science, the center of gravity (offices and labs) of the Program being in an ME building, ME providing some administrative staff support for the Program, ME providing some TA support for Program students, and the Program's core courses being mainly ME courses taught by ME faculty, and Program students being recruited through Engineering's recruiting event. The challenge is to make this a truly interdisciplinary program with cross-college support.*

Response: This is possibly the biggest impediment for the program for continued growth. The history of the program shows that the domination of the program by ME faculty and students has diminished significantly over the past 15 years, but the perception of the program being an ME program continues. We are committed to making the program as interdisciplinary as possible. Several actions we have planned that will help with this issue are:

- Identifying students as belonging to the College of their major professor. At present, all Materials Science students are coded as College of Engineering students, even though their support and major professor may come from the College of Science or Forestry;
- Continuing to develop cross-disciplinary "Focus Tracks" as part of the graduate curriculum. Presently we have one such track in polymeric materials, which was developed largely by the faculty in the Wood Science and Engineering Department (College of Forestry), and the Chemical Engineering Department (College of Engineering). A new focus track in nano-scale materials involving the Colleges of Science and Engineering is planned for this academic year;
- Improving the review process for applicants to the program to provide faculty outside ME with better access to the applicant files will help broaden the recruiting and funding opportunities for potential students and improve the perception of program within OSU;
- Developing additional coursework within the core courses that will be taught by faculty outside ME. At present, we offer a graduate laboratory course (ME555: Experimental Techniques in Materials Science) which is designed to be team-taught by faculty from all disciplines and provide exposure to a broad variety of experimental facilities on the OSU campus.

11. *There is little in the Program that brings all the students together and sets them apart academically as Materials Science students. The challenge is to identify what defines the Materials Science Program and to orient the students about the various aspects of Materials Science across the campus.*

Action Taken: The new graduate curriculum addresses this in several ways. Firstly, the core courses will provide a uniform introductory course experience for all entering students. This common core in the first year will help students establish a sense of community and develop contacts within the University. Secondly, the research seminar provides a weekly meeting point for students and faculty with a principle focus on the materials research occurring at OSU; and finally, the graduate laboratory course will provide access to experimental facilities at OSU from a variety of departments across campus

12. *The Program's curriculum is currently in a state of significant transition. The Program has developed a new core curriculum, but approving then implementing all the courses associated with the new graduate curriculum is still a long way off. The challenge is to make sure that all Program faculty have had input into the new curriculum and to make it happen.*

Action Taken: The new graduate curriculum was approved by all Materials Science faculty and is in place for students entering the program in Fall term 2007.

13. *The Program takes in students from a wide range of disciplines and has a common set of core courses to give them the same background materials. However, it has individualized preliminary exams that do not specifically test the core material. The challenge is to create a standard metric for competency on the core material.*

Response: This is a critical issue for students to have a uniform experience in the Materials Science program. It will be the subject of our first faculty meeting of 2007-08, and a solution will be sought during this next academic year. It is, of course, a somewhat knotty problem because of the differences in the philosophy of participating faculty and departments as regards the utility and purpose of the preliminary and qualifying exams.

14. *The Program's curriculum encompasses a large number of 400/500 ("slash") courses. The challenge is to define what constitutes a graduate education.*

Action Taken: The new graduate curriculum does not have this difficulty as all the core courses are now graduate level only.

15. *Information about the Program is very difficult to find on the web. The challenge is to develop a web presence that is easy to find and navigate, and that gives as much information as possible about the Program.*

Action Taken: A web site has been developed and put on-line in the spring of 2007. The site will continue to expand and include more information about the program. We have requested all University and Departmental websites provide links to this website as appropriate. The address for the program website is:

matsci.oregonstate.edu

16. *The Program has a goal of increasing its “diversity and interdisciplinary participation of students and faculty in the education and research missions of Materials Science”. The challenge is to make this happen.*

Response: Because our numbers of students are small, drawing conclusions from them is a little dubious. Over the five years of the Graduate Review (2002-2007) 25% of the admitted students were female (from a pool of applicants that was 20% female). We have not done a similar analysis based on ethnic background. While we clearly need to work on attracting more underrepresented applicants to our pool, we have been active in bringing those who do apply to the degree program. The bigger question of increasing the interdisciplinarity of the program will continue to be a focus of faculty discussions, probably indefinitely.

Departments

17. *Do the Program students “belong” to ME where most of the graduate courses are currently taught? Or do the Program students “belong” to the department in which they are conducting their thesis work? The problems are:*

- Some faculty outside ME were concerned that their department does not give them credit for advising and supporting Program students.*
- Some departments outside Engineering were concerned that they would not get credit from their college for Program students working with their faculty members.*

The challenge is to give the faculty members and departments as much credit as possible for educating graduate students.

Response: At present, all students are automatically designated as belonging to the College of Engineering when they are accepted into the Materials Science graduate program. This has several disadvantages;

- some Colleges allocate budget resources based (partly) on the number of graduate students in the degree program. This provides a disincentive for some faculty to participate in the program by supporting students getting a Material Science degree;
- College of Engineering students pay a large resource fee each term, even if their major professor and laboratory work are conducted in another College. This provides a financial disincentive for students outside the College of Engineering to become Materials Science students.

We have begun conversations with the Graduate School and the Admissions office to have students in the program identified as “belonging” to the College of their major professor. This will help to clarify where the student support is generated and will help to engage more faculty and students in the program, but it is not yet clear how this can be done without individually changing each student record by hand.

18. *Courses are created at the department level and instructors for the courses are assigned by the department in which the course is taught. This creates problems because:*

- *New faculty have brought new areas of research interest, new or upgraded laboratory facilities, and expanded scientific expertise. Over time, they will want to develop new courses in these areas. Currently, any new course is created by a faculty member within a department. As such, it is difficult to develop a course specifically for the Program, as the course has to satisfy the academic needs of students in the department as well as those of the Program students for whom it is being created.*
- *Courses in one department are typically taught by faculty members within that same department. Cross department teaching is not common, which makes it difficult for faculty outside ME to teach core courses.*

The challenge is developing a mechanism to create new courses for the Program and to have faculty from one department teach courses in another department.

Response: This is a concern common to any interdisciplinary program, and it is unlikely to be solved without large additional resources for instructional support. However, the very interdisciplinary nature of the Materials Sciences provides the context for additional learning and connections that is possible when taking a course in another discipline. Examining the new curriculum shows that courses from all member departments are welcome components of the graduate program of study. In particular, the development of a “Focus Track” to emphasize the specialized coursework needed for a student’s research. We have so far refrained from cross listing courses so that the Departments originating the course will accrue the Student Credit Hours as a small incentive for making courses germane to the Materials Science program.

19. *A college gives GTA funding to specific department and that department preferentially gives the GTA positions to that department’s graduate students. Program students working with a faculty member outside ME are almost always second in line behind the department’s own graduate students for departmental GTA support. The challenge is to find a mechanism whereby Program students are not “second class” citizens with respect to GTA support.*

Response: This is unlikely to be changed without substantial additional funding for GTA’s across the campus.

Colleges

20. *None of the three colleges provide direct support to the Program. All the support at the college level is indirect, as described below. Engineering provides the most support, which it does indirectly through Mechanical Engineering. ME has chosen to provide support to reduce the Program director's teaching load by 1 course per year – from 5 to 4 courses per year - and by providing some administrative support. Engineering also provides indirect support for the Program because many of the Program's core and other courses are taught by engineering faculty members. Science and Forestry both provide a small amount of indirect support through courses Science and Forestry faculty teach that are taken by Program students. The challenge is to get all colleges associated with the Program to contribute direct support to the Program.*

Response: See remarks above (comment 7).

21. *Previously we noted that not all faculty members are rewarded by their department (or colleges) for participating in the Program. This translates to their department and college missing an opportunity to publicize that they have greater breadth because of having a faculty member who participates in the Program. The challenge is for departments and colleges to augment their academic reputation from having faculty participate in the Program.*

Response: We believe this will change as the program becomes more successful and faculty are vocal in their support of it.

22. *Students in the Program are confused where they needed to go for academic and administrative issues, so they go to their advisor. The Program students need staff support for academic and financial issues. The challenge is to make administrative portion of graduate school as painless as possible for the graduate students.*

Response: We are working on a more streamlined and clear process for graduate students, which will include an improved web presence and better separation of the graduate process from that of the ME Department.

University (including the Graduate School)

23. *The University needs to learn how to manage cross-college interdisciplinary programs. The challenge is to broaden compartmentalized issues inherent in a college/department structure to serve programs such as Materials Science that flourish across traditional department and college boundaries.*

Response: Many of the faculty in the Materials Science program are anxious and willing to take on these broader issues for the University about interdisciplinary programs at OSU. We would certainly be interested in helping to determine the University's role in supporting cross discipline programs.

Students

24. *Many students have limited funding and if their advisor is outside ME, they are often not in the top tier to be considered for GTA funding by their advisor's home department. This was mentioned previously, but is such an important factor in attracting and retaining students that our concern is reiterated here. The challenge is to find a mechanism that allows Program students to be eligible for GTA positions.*

Response: This issue will ultimately be determined by the major professor and the Department to which the major professor belongs. Outside of developing additional fellowship and scholarship funding specifically for Materials Science students, there is little the program can do to affect this point of view.

25. *One department (Wood Science) encouraged students to do a double major. This appears to have been due to OSU's earlier budget allocation model in which departments benefit by the number of students enrolled in the graduate program offered by the department rather than in interdisciplinary programs. The challenge is minimizing the time to graduation while maximizing the student's mastery of their chosen field.*

Response: This isn't a unique situation to Wood Science and Engineering. We believe that this situation has been changing, but must be solved by the faculty in the Wood Science and Engineering Department and their administration.

26. *As previously mentioned, the students are sometimes confused who they should see about administrative and financial issues. Currently they go to their advisors. The challenge is to provide an administrative structure that Program students can readily identify as being there to help and guide them.*

Response: See remarks above (comment 22).

27. *As mentioned above, there is little in the Program that brings all the students together and sets them apart as Materials Science students. The challenge is to provide students who have a wide variety of backgrounds and will work for faculty members in at least three colleges with a unifying experience in their first year in the Program.*

Response: See previous remarks (comments 11, 12, 13).

-END-

**UPDATE to Action Plan for the
MATERIALS SCIENCE GRADUATE
DEGREE PROGRAM
Oregon State University
April 2010**

Bill Warnes, Director of Materials Science Graduate Program
Mechanical Engineering Dept., X7-7016 WarnesW@engr.orst.edu

SUMMARY OF ONGOING RESPONSES TO GRADUATE PROGRAM REVIEW RECOMMENDATIONS (Spring 2007)

Rec 2: Regular Meetings of Faculty: We have met twice each year for formal faculty meetings (see Highlights) and Committee meetings.

Rec. 4: Survey of current students: This has still not been done. Lack of time and supporting personnel has pushed it to a lower priority.

Rec. 6: Alternative business models be explored: Several faculty meetings have determined that present structure is working well and there is no desire for radical change. It is desirable to have students formally identified with the home department of major professor in University/Grad School records. No progress on this front, as it is a Banner issue. A new joint research initiative will create some opportunities for restructuring the academic program in the future.

Rec. 7: Director supported to at least 0.25 and add co-Directors: The Director position continues to be supported by the School of MIME at a 0.20 FTE. A co-Director was added from Wood Science and Engineering in 2008. Increasing the frequency of faculty meetings has reduced the need for co-Directors, and these positions have not been filled in the past two years.

Rec 10: Decrease appearance of being an ME program and increase interdisciplinary nature: Growth of Materials Science faculty (see Highlights) has been entirely outside of the ME Department, and the number of Materials Science students supported by faculty outside ME continues to rise. The addition of a course designation for Materials Science courses (MATS) has reduced the emphasis on ME in the coursework and provides a cohesive Materials Science curriculum visible from outside the University.

Rec 13: Develop consistent qualifier and preliminary exams for all Materials Science students: This was completed in the Faculty meeting of April 2008 (see Highlights).

HIGHLIGHTS OF MATERIALS SCIENCE PROGRAM SEPTEMBER 2007-APRIL 2010

Number of Students: Enrolled: Applicants:
Fall 2007: 22 S08 for F08: 51 (9 accepts)
Fall 2008: 24 S09 for F09: 40 (17 accepts)
Fall 2009: 30 S10 for F10: 55 (10 accepts)

Degrees Awarded:
2007-08: 2 MS, 4 PhD, 1 MS-minor
2008-09: 5 MS, 3 PhD, 2 MS-minor, 1 PhD-minor
2009-10: 4 MS, 1 PhD (not complete list)

Number of Faculty:
March 2007: 28
March 2008: 38
March 2009: 43
March 2010: 47

Materials Science Faculty Meetings and Faculty/Graduate Student Mixers:

Oct 17, 2007: Faculty Meeting (13 attended out of 38)

Outcomes:

Students should be identified by home department of advisor.
On-line application process developed
COE fee remission agreement for non-COE students

Oct 29, 2007: Faculty sub-committee to design “Nano-materials” graduate track course requirements.

March, 2008: Resolution to treat Materials Science students as full members of the Chemistry department approved by Chemistry Faculty. This allows Mat Sci degree students working in Chemistry to occupy Chemistry GTA positions, as is presently the case in other member departments.

April 9, 2008: Faculty Meeting (15 attended out of 39)

Outcomes:

Established uniform qualifier requirement
Approved the “Project” MS degree (a non-thesis option)
Discussed the prelim exam process

June 10, 2008: Faculty and Grad Student BBQ, Avery Park
Awarded the “Ralf Busch Best Seminar” award for 2007-08

October 16, 2008: Faculty and Grad Student BBQ, Avery Park

April 7, 2009 Faculty Meeting (16 attended out of 43)

Outcomes:

Approved Graduate minor in Materials Science

Approved concept of MATS cross-listing course designator

PhD Prelim exam rules approved

Rules for thesis committee make-up approved

June 4, 2009: Faculty and Grad Student BBQ, Avery Park

Awarded the “Ralf Busch Best Seminar” award for 2008-09

June 18, 2009: Materials Science Curriculum Development Meeting

October 29, 2009: Faculty and Grad Student BBQ, Avery Park

November 13, 2009: Faculty Meeting (18 attended out of 45)

Outcomes:

Alternate thesis format requirements discussed

Future Plans/Research Collaboration Discussion

Materials Science Student and Faculty Kudos: (A partial list)

2007-2008:

Yu-Hong Jeon and Jin Zeng: Oregon Laurels Grad Fellowships

Minal Shah: First Place Presentation, Oregon ASM International Student Night Competition

Chien-Chih Huang: Third Place Presentation, Oregon ASM International Student Night Competition

Kyle Rozman and Noon Prasertpalichat: Targeted Graduate Tuition Scholarships

2008-2009:

Eric Patterson: ARCS Scholarship Award

Chris Shelton: Best Poster Award, American Ceramic Society

Associate Professors Jay Kruzic and Bill Warnes: Erasmus Mundus Faculty Scholarship Awards

Eric Patterson: 2009 Communication Chair of the Presidents Council of Student Advisors, American Ceramics Society

Morgan Emerson: First Place Presentation, Oregon ASM International Student Night Competition

Max Launey (Mat Sci alum): Dec 2008 publication in SCIENCE

Associate Professor Jay Kruzic: OSU Promising Scholar Award

2009-2010:

Associate Professor Jay Kruzic: Arthur Hitsman Faculty Scholar Award

Eric Patterson and Noon Prasertpalichat: Members of the Presidents Council of
Student Advisors, American Ceramics Society
Yi Liu: Newly appointed Director of OSU Electron Microscopy and Imaging
Facility

Report of the Graduate Council Review of the Entomology Program

The graduate Entomology Program offers MS and Ph.D. degrees in Entomology. It is housed in the College of Agricultural Sciences but is an interdisciplinary program involving faculty, staff and students from the Colleges of Agricultural Sciences, Science and Forestry. (The program also offers an undergraduate minor in Entomology although that effort was not part of this review). The program is said to involve 13 graduate students working with 22 faculty who call themselves "entomologists" who are spread throughout the University. (The Entomology web site lists seven students as entomology majors and five students with Crop and Soils Science or Horticulture majors or no major).

The graduate Entomology Program was last reviewed in 1996-97. A Graduate Council program review was scheduled for 2006-07, postponed until 2008-09 and postponed again to Spring 2010. The Spring 2010 review was to take place on 4 June, 2010. External reviewers were engaged for the review. Approximately two weeks before the scheduled review, the Graduate Council was informed that the Entomology Program would not prepare a self-study for the review. On 19 May, Dean Fisk, W. Loveland (Chair of the Graduate Council) and Professor P. McEvoy, representing the Entomology Program, met to discuss the situation.

Prof. McEvoy presented some data on the graduation rates for the program. In the last five years, the program has granted 4 MS degrees and 7 PhD degrees in Entomology. An additional 14 MS degrees and 11 PhD degrees were granted in cooperating departments like Horticulture, Forestry, etc. by faculty who call themselves entomologists but who prefer to have the degrees be in Horticulture, Forestry, etc. Dean Fisk suggested, based on the two postponements of the review, the absence of the self study, and the entomology graduation rates that the Graduate Council could recommend that no new students be admitted to the program and the program be terminated. Other possible options and directions for the program were discussed. For example, we know that at least two Colleges are planning new re-organized units/schools/departments with the words "insect science" in their titles. Would the Entomology Program fit in those units? The Entomology program indicated they have no interest in joining any of these re-organized units and would prefer to remain an interdisciplinary program in Ag.

The Graduate Council discussed the situation by email with a lively discussion taking place. The Council agreed unanimously that: (a) it made no sense to continue with the scheduled graduate program review without a self-study, (b) it recommends that the graduate program in Entomology be terminated, and (c) until the fate of the graduate program in Entomology is determined, that no new students be admitted to the program. In making recommendations (b) and (c) above, the Council supports the opinion of Dean Fisk that the program does not meet current standards for viable, sustainable graduate programs in view of the low graduation rates. The apparent lack of interest of the Entomology program faculty in exploring alternate paths for their program and their lack of cooperation with the review process does not bode well for the future of the program.

As part of the graduate program review process, the program being reviewed is asked to provide an "action plan" to deal with the recommendations of the review. The Graduate Council hopes that, in the development of this action plan, a more thorough examination of this program can occur.

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Planning and Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☐ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☒ **XX** Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

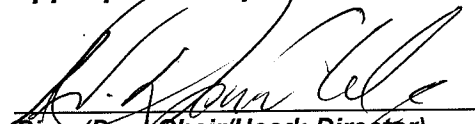
"Rename Department of Fisheries and Wildlife" to
"Department of Fisheries, Wildlife, and Conservation Biology"
Department/Program: College:


As soon as approved

Fisheries and Wildlife

Agricultural Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

 3/5/10
Sign (Dept Chair/Head; Director) Date

 3/5/10
Sign (Dean of College) Date

W. Daniel Edge
Print (Department Chair/Head; Director)

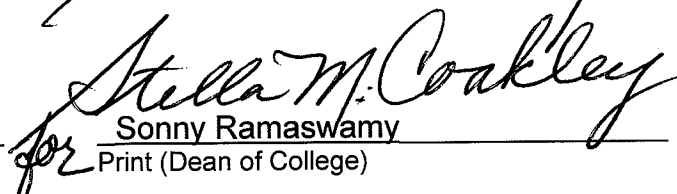

for Sonny Ramaswamy
Print (Dean of College)

Table of Contents

| | |
|---|----|
| 1. Program Description | 2 |
| 2. Relationship to Mission and Goals..... | 9 |
| 3. Accreditation | 10 |
| 4. Need | 11 |
| 5. Outcomes and Quality Assessment | 11 |
| 6. Program Integration and Collaboration..... | 11 |
| 7. Financial Sustainability..... | 12 |
| 8. External Review..... | 13 |
| Appendix A. Budget. | 14 |
| Appendix B. External Liaison Correspondence | 19 |
| Responses to Liaison with Other Units | 32 |
| Appendix C. Liaison Request and Responses | 37 |

Proposal for Academic Program Name Change

Institution: Oregon State University
College/School: Agricultural Sciences
Department/Program: Fisheries and Wildlife

1. Program Description

a. Proposed Classification of Instructional Programs (CIP): 03.0101

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

We propose to change our name from the “Department of Fisheries and Wildlife” to the “Department of Fisheries, Wildlife, and Conservation Biology” to better represent to the university, students and public the nature of our mission. Across the country, departments such as ours were created to train students to manage the harvest of game and commercial species. Relatively speaking, the world and the Oregon of yesterday were much richer in fish and wildlife resources. Now, the world and Oregon are rapidly deteriorating because of high human population growth rates, and its attendant problems. Over the last 30 years, we have adapted our research and educational directions to meet these challenges and we have now developed a national and international reputation for work on vertebrate species that are disappearing from the ocean, old growth forests, urban, agricultural, and rangeland land and riverscapes. Virtually all of our faculty are involved in research on species of special interest or concern or at risk of extinction, including; (1) whales, leatherback turtles, and groundfishes in the ocean; (2) marbled murrelets, spotted owls, and red tree voles in old growth forests; (3) amphibians at risk of extinction but needing habitat in agricultural landscapes; (5) endangered suckers of Upper Klamath Lake; (4) diminishing runs of Oregon salmonids; and (5) pygmy rabbits, sage-grouse, and Lahonton cutthroat trout in eastside arid landscapes. Many of our faculty have or presently serve on federal and state teams, task forces and panels involved in conservation issues, like Endangered Species Act recovery planning. This is the short list, but enough to tell you who we are. We are not your father’s Fisheries and Wildlife Department.

We have faculty who use concepts of metapopulation and population genetic structure in their work, and we have people involved with GIS technology to integrate information across land, river and seascapes. GIS technology can be used for developing conservation strategies using interactive maps. For example, our faculty developed the Willamette River Atlas as a means of exploring alternative future states for the planning of the Willamette Valley. Students are exposed to the quantitative tools of demography, as well as qualitative mathematical modeling of community interactions. As a result, our graduate students and faculty are actively involved with the cutting edge areas of biological assessments central to understanding trends and resource status at local, regional, national, and international levels of geographical resolution. Our students have access to hands-on learning at the Hatfield Marine Science Center and the Oregon Hatchery Research Center. The latter is not just a place to learn about hatcheries, but a place that tests important questions about evolution, adaptation, genetics, and ecology and where the question always remains that a judicious use of any tool must always be tested and challenged.

The lessons we learn from research are extended to the students in the classroom. We offer a B.S. degree in Fisheries and Wildlife Science, M.S. and Ph.D. degrees in Fisheries Science or Wildlife Sciences and a graduate certificate in Fisheries Management. The students in these programs are encouraged to think more about management of ecological communities, rather than single, targeted species. Students learn how abundance, distribution, and genetic structure influence species persistence. In short, the principles and techniques of Conservation Biology are central to our curriculum.

There is a growing awareness of the importance of this field. The world needs more conservation biologists. Within the past two years, both the Oregon Department of Fish and Wildlife and the Washington Department of Fish and Wildlife have recast their mission towards biodiversity, ecological community management, and conservation. We specifically recruit and train the type of employee they seek. Likewise, there is a growing demand for our students from conservation oriented NGO's and private consulting firms. Youth are very attracted to this field because they sense its urgency and importance to the planet. Already five well recognized Fish and Wildlife programs, U.C. Davis, University of Florida, University of Minnesota, Colorado State University, and New Mexico State University, have added "Conservation" or "Conservation Biology" to their names. We should do likewise, as it announces that our department will retain its leadership at the forefront of the discipline. To remain the best, we have to recruit with the best.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

Not applicable to name change proposal—We are not proposing to change the curriculum or name of any of the degrees, minors or certificates we offer.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

We offer all of our degrees on campus and have 31 undergraduate and 12 graduate classes developed for on-line delivery. Starting Fall 2009 we began to offer our B.S. on-line and we currently offer our graduate certificate in Fisheries Management on-line. We also offer an intensive field-based term of study at Hatfield Marine Science Center in the fall and our some courses are also taught for the Agricultural Program at Eastern Oregon University and on the Cascades Campus.

e. Ways in which the program will seek to assure quality, access, and diversity.

Academic program quality is assured with our Learner Outcome Assessment plan (<http://fw.oregonstate.edu/pdfs/FWDraftAssessmentPlan.pdf>) for our B.S. degree and for our graduate students by our Annual Graduate Student Assessment of progress (http://fw.oregonstate.edu/Graduate%20Information/annual_evaluation.htm). We also conduct a statistical survey of all graduates every three years. The 2009 survey is available at: <http://fw.oregonstate.edu/pdfs/Surveyofgraduates09report.pdf>. Quality of our research program is assured by the number of publications in national and international journals and competitive grants that faculty and students produce. The Chronicle of Higher Education most recent survey of Ph.D. program productivity (<http://chronicle.com/stats/productivity/>) ranked our Wildlife Science Program number one in the nation and our Fisheries Science program

number two in the nation. The Oregon University System only had one other number-one-ranked program (UO School of Psychology) and no other number-two-ranked programs.

We have no restrictions on our B.S. majors and our recent addition of a BS degree on-line substantially increases access to that program (~75 new majors the first term). Access to our graduate degrees is restricted by the number of students we can support on Graduate Research Assistantships or Graduate Teaching Assistantships; no students are accepted without some form of support. Access to graduate classes is also enhanced by our on-line classes.

Diversity is major issue for us because the Fisheries, Wildlife and Conservation Biology professions have historically been staffed predominately by white males. By the end of the 09-10 academic year our department will have a diversity and community enhancement plan. However, we have been actively engaged in enhancing diversity for many years. Nine of our last 15 faculty hires have been women and/or minorities. One of our most recent hires under the Tenured Faculty Diversity Initiative will specifically work on diversity recruitment and retention as part of her position. We have a 2+2 program agreement with Tuskegee University that has significantly increased the number of Black Americans in our program. Furthermore, we have developed an endowed diversity-based scholarship and our block grant for the Oregon Laurels Scholarships designates 50% of those funds to go to underrepresented populations.

f. Anticipated fall term headcount and FTE enrollment over each of the next five years.

The following data are based on an average of the past 5 years with the exception of AY09, which is actual data; we have no reason to anticipate significant changes in enrollments in our programs with the exception of an increase in our on-line BS. We enrolled approximately 75 majors for our on-line program during the first term, but have no way to predict how large it could grow. Our only frame of reference is the number of students in our on-campus BS relative to the on-campus enrollment of Environmental Sciences and Natural Resources degrees, which are also offered on-line. Based on those relative proportions, we might anticipate that our on-line enrollment might increase to approximately 200 majors. Data for M.S. degrees (Fisheries Science and Wildlife Science) and Ph.D. degrees (Fisheries Science and Wildlife Science) are combined.

| Degree | AY09-10 | AY10-11 | AY11-12 | AY12-13 | AY13-14 |
|--------|---------|---------|---------|---------|---------|
| B.S. | 257 | 350 | 400 | 400 | 400 |
| M.S. | 43 | 50 | 50 | 50 | 50 |
| Ph.D. | 38 | 38 | 38 | 38 | 38 |

g. Expected degrees/certificates produced over the next five years.

The following data are based on an average of the past 5 years with the exception of AY09, which is actual data; we have no reason to anticipate significant changes in degrees conferred with the exception of our BS degree on-line (see 1g). Data for M.S. degrees (Fisheries Science and Wildlife Science) and Ph.D. degrees (Fisheries Science and Wildlife Science) are combined.

| Degree | AY09-10 | AY10-11 | AY11-12 | AY12-13 | AY13-14 |
|--------|---------|---------|---------|---------|---------|
| B.S. | 49 | 49 | 60 | 60 | 60 |
| M.S. | 14 | 19 | 19 | 19 | 19 |
| Ph.D. | 9 | 6 | 6 | 6 | 6 |

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

The following data characterize our current student body.

| | Total | Residents | Nonresidents | International | Minorities | Older than 25 years | Part-time |
|------------|-------|-----------|--------------|---------------|------------|---------------------|-----------|
| Undergrads | 305 | 279 | 126 | 1 | 41 | 199 | 63 |
| Graduate | 103 | 45 | 58 | 13 | 17 | 98 | 8 |

i. Adequacy and quality of faculty delivering the program.

See statement in 1e above about our national rankings. Furthermore, our program underwent a comprehensive 10-year review in 2007 and received very high marks for our research, teaching, and outreach. Over 95% of our classes are taught by tenure-track faculty members or courtesy faculty; we use very few instructors to deliver our academic programs.

j. Faculty resources – full-time, part-time, adjunct.

The following faculty are tenure-track, research, courtesy or adjunct faculty that currently conduct research, teach graduate and undergraduate classes, or advise graduate students in our M.S. and Ph.D. Fisheries Science and Wildlife Science programs. Vita for faculty members are available upon request.

Department of Fisheries and Wildlife faculty that conduct research, teach undergraduate or graduate classes and advise graduate students.

| | |
|---|---|
| Robert Anthony
Courtesy Professor of Wildlife
Leader, Cooperative Fish and Wildlife
Research Unit | Wildlife ecology, population analysis,
environmental contaminants. |
| C. Scott Baker
Professor of Wildlife
Associate Director of The Marine Mammal
Institute | Molecular ecology of marine mammals,
historical demography and population
dynamics of whales, molecular taxonomy,
conservation genetics. |
| Michael Banks
Associate Professor of Fisheries, Director of
Cooperative Institute of Marine Resources
Studies | Genetic characterization of natural
populations, Fishery subjects, aquacultural
species. |
| Jerri Bartholomew
Adjunct Associate Professor of Fisheries
Department of Microbiology | Salmon diseases, fish parasites. |
| Matthew Betts
Adjunct Assistant Professor of Forestry
Forest Ecosystems and Society | Forest wildlife, landscape ecology. |
| George Boehlert
Professor of Fisheries
Director of Hatfield Marine Science Center | Fisheries oceanography, ecology of early life
history stages in fishes, ecology of isolated
oceanic islands and seamounts, fish |

| | |
|--|--|
| | reproduction and growth. |
| Kelly Burnett
Courtesy Assistant Professor of Fisheries
U.S. Forest Service | Salmonid ecology, disturbance ecology, eandscape ecology. |
| John Chapman
Assistant Professor of Fisheries | Marine invertebrates and aquatic invasions. |
| Sandra DeBano
Assistant Professor of Wildlife | Riparian ecology and entomology, aquatic-terrestrial and riparian-upland linkages, trophic interactions |
| Bruce Dugger
Associate Professor of Wildlife
Mace Professor of Watchable Wildlife | Ecology, conservation and management of waterbirds and their wetland habitat. |
| Katie Dugger
Assistant Professor of Wildlife | Avian population modeling, forest bird survival rates in relation to environmental variables. |
| Brett Dumbald
Courtesy Assistant Professor of Fisheries
Agricultural Research Service | Estuarine ecology, invertebrate ecology. |
| Jason Dunham
Courtesy Assistant Professor of Fisheries
USGS Forest and Range Ecosystem Science Center | Landscape ecology of aquatic ecosystems, conservation biology of focal species, ecology of natural disturbance, biological invasions, monitoring |
| Joe Ebersole
Courtesy Assistant Professor of Fisheries
U.S. EPA | Fish habitat relationships, restoration |
| W. Daniel Edge
Department Head and Professor of Wildlife Ecology | Nongame wildlife, habitat management, wildlife relationships in forest and agricultural ecosystems |
| Clinton Epps
Assistant Professor of Wildlife | Ecology, conservation, and management of mammals; effects of climate and climate change on distribution and demography. |
| Rebecca Flintcroft
Courtesy Assistant Professor of Fisheries
U.S. Forest Service | Salmonid ecology, disturbance ecology, eandscape ecology. |
| M. Jesse Ford
Associate Professor of Fisheries | Paleoecology, eimnology. |
| Eric Forsman
Courtesy Assistant Professor of Wildlife
U.S. Forest Service | Spotted Owls, other forest wildlife |
| Tiffany Garcia
Assistant Professor of Wildlife | Amphibian population decline, animal behavior freshwater community ecology. |
| Guillermo Giannico
Associate Professor of Fisheries
Fisheries Extension Specialist | Fish biology and ecology, aquatic ecology, limnology, fish habitat rehabilitation and conservation, riparian community dynamics |
| Stanley Gregory
Distinguished Professor of Fisheries | Stream ecology, riparian ecology, trophic interactions. |

| | |
|--|--|
| Jen Gervais
Assistant Professor of Wildlife | Interactions of contaminants with natural stressors and their effects on population dynamics. |
| Susan Haig
Professor of Wildlife
USGS Forest and Range Ecosystem Science Center | Conservation genetics, avian behavioral ecology. |
| Scott Heppell
Assistant Professor of Fisheries | Physiological ecology of fishes, reproductive life-history of marine fish, impacts of differing strategies on abilities of populations to sustain exploitation. |
| Selina Heppell
Associate Professor of Fisheries | Marine fishes population ecology, life history and population dynamics of marine vertebrates, impacts of invasive species. |
| Alan Herlihy
Professor of Fisheries | Large-scale aquatic ecology, biogeochemistry; quantifying aquatic effects of anthropogenic disturbances; developing survey approaches and indicators for monitoring the ecological condition of aquatic systems. |
| Markus Horning
Assistant Professor of Wildlife | Pinniped ecology, behavioral physiology and ecology of diving animals; population dynamics and life histories of marine mammals. |
| Sherri Johnson
Courtesy Assistant Professor
U.S. Forest Service | Landscape influences on streams; abiotic factors that influence stream biota and ecosystem functions; network/patch dynamics; hierarchical analysis of effects of scale of observation. |
| Patricia Kennedy
Professor of Wildlife | Wildlife ecology and management, conflicts associated with the private and public land management and the ecological impact of agricultural practices on the environment. |
| Michael Kent
Adjunct Professor of Microbiology and Fisheries | Fish Disease, parasitology. |
| Robert Lackey
Courtesy Professor of Fisheries
U.S. EPA | Ecosystem management, ecological risk assessment, ecological policy. |
| Dixon Landers
Associate Professor of Fisheries
U.S. EPA | Limnology. |
| Christopher Langdon
Professor of Fisheries | Molluscan aquaculture, Invertebrate physiology and biochemistry. |
| Douglas Markle
Emeritus Professor of Fisheries | Fish systematic, fisheries ecology and recruitment. |
| Bruce Mate | Marine Mammals, migration of whales. |

| | |
|---|--|
| Professor of Wildlife
Director of Marine Mammal Institute | |
| Jessica Miller
Assistant Professor of Fisheries | Ecology of marine and anadromous fishes, fisheries biology, early life history of fishes, larval dispersal. |
| David Noakes
Professor of Fisheries
Senior Scientist, Oregon Hatchery Research Center | Behavior, ecology and evolution of fishes, early development and social behavior, aquaculture, genetics. |
| Gordon Reeves
Courtesy Assistant Professor of Fisheries
U.S. Forest Service | Ecology of anadromous salmonids, stream habitat. |
| W. Douglas Robinson
Associate Professor of Wildlife | Arid land ecology, community ecology, temperate and tropical forest birds community dynamics in fragmented landscapes. |
| Daniel Roby
Courtesy Professor of Wildlife
Assistant Leader, Cooperative Fish and Wildlife Research Unit | Physiological ecology, energetics of birds and mammals, seabird ecology. |
| Dan Rosenberg
Assistant Professor of Wildlife | Environmental factors affecting the distribution and abundance of animals in managed ecosystems. |
| Phillipe Rossignol
Professor | Mathematical ecological theory and applications in public health and fisheries. |
| David Sampson
Professor of Fisheries | Marine fisheries, stock assessment methods, bioeconomic models of fisheries. |
| Dana Sanchez
Assistant Professor of Wildlife and Extension
Wildlife Specialist | Mammalian space use and habitat selection; Human-wildlife issues. |
| Carl Schreck
Courtesy Professor of Fisheries
Leader, Cooperative Fish and Wildlife Research Unit | Fishery biology, genetics and physiology of fish environmental physiology, aquaculture. |
| Brian Sidlauskas
Assistant Professor of Fisheries | Biodiversity, systematic, evolution, and conservation of freshwater fishes. |
| Court Smith
Adjunct Professor of Anthropology | Cultural anthropology. |
| Gilbert Sylvia
Adjunct Professor of Agricultural and Resource Economics
Superintendent, Coastal Oregon Marine Experiment Station | Seafood marketing, fisheries policy, bioeconomic modeling, aquacultural business economics, aquacultural policy. |
| Grant Thompson
Courtesy Assistant Professor of Fisheries
National Marine Fisheries Service | Marine fish stock assessment and fishery harvest theory, statistical methodology, risk analysis and precautionary approaches |

| | |
|--|---|
| | prevention of overfishing. |
| David Wooster
Assistant Professor of Fisheries | Riparian and aquatic ecology and entomology
biological monitoring and assessment, Aquatic-
riparian-upland trophic interactions |

k. Other staff.

The department has over 20 Faculty Research Assistants, 1 Head Advisor, 1 Internship Coordinator/DE Advisor, 1 Office Manager, 2 Office Specialists, 1 Grants and Contracts Technician, 2 IT support staff, 1 facilities manager/aquaculturist.

l. Facilities, library, and other resources.

Not applicable to name change proposal.

m. Anticipated start date.

As soon as approved.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission and goals for access; student learning; research, and/or scholarly work; and service.

Our current BS has a relatively large enrollment and our graduate program is among the largest at OSU and thus supports OSU's goals for access and student learning. See 1e above regarding our national rankings based on scholarship and faculty productivity, which are the highest in OUS. Many of our faculty serve on state or federal panels, task forces, endangered species recovery teams, as editors of scientific journals, etc., as well as the normal complement of college and university committees.

b. Connection of the proposed program to the institution's strategic priorities and signature areas of focus.

OSU's Strategic Plan, Phase II identified science of sustainable Earth ecosystems as a signature area of distinction. Conservation and management of vertebrate organisms is central this signature area. Vertebrate organisms have captured the imagination of the American public and conserving these organisms is a high priority based on national and state policies and funding levels. The name change of our department signals to the public and our colleagues that we intend to stay at the cutting edge of research, teaching and outreach related to sustainability, ecosystem services, ecology and management of vertebrate species, communities and their habitats and ecosystems.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

See 1e and 2a above. We train many of the fisheries and wildlife professionals in the state and region and have good to excellent employment statistics (see our survey of graduates cited in 1e). We employ over 350 people on an annual basis with our grants and contracts. Furthermore, fish and wildlife resources, which our graduates manage, have substantial

economic impact in Oregon. Based on a 2008 economic survey ([http://www.dfw.state.or.us/agency/docs/Report_5_6_09--Final%20\(2\).pdf](http://www.dfw.state.or.us/agency/docs/Report_5_6_09--Final%20(2).pdf)) , Oregonians and visitors spent \$2.5 billion dollars per year on fishing, hunting, shellfishing and wildlife viewing activities and equipment. The long-term sustainability of this economic engine is dependent on effective management of these resources.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities.

See 2c above for ways in which the program meets state's economic capacity. The teaching, research and outreach of the department are central to meeting the state's environmental challenges and opportunities. The science we are engaged in is central to concepts of sustainability, ecosystem services and natural resources management.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

There is no organization that accredits the degrees we offer. However, the three primary professional societies (American Fisheries Society, Society for Conservation Biology, and The Wildlife Society) all have specific missions and codes of ethics, but these societies do not accredit academic programs.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Both the American Fisheries Society (AFS [<http://www.fisheries.org/afs/certification.html>]) and The Wildlife Society (TWS [http://joomla.wildlife.org/index.php?option=com_content&task=view&id=29&Itemid=234]) have certification programs designed to certify professionals at two levels (Associate and full certification). However, certification is not a requirement for employment in most state or federal agencies. Graduates of our programs generally qualify for certification depending on electives they choose in their programs.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable—see 3a and 3b above.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Not Applicable.

4. Need

a. Evidence of market demand.

Not applicable to name change proposal but see liaison with students, alumni and stakeholders with respect to support for name change (Appendix B).

b. If the program's location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

Not applicable to name change proposal.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

Not applicable to name change proposal.

d. Manner in which the program would address the civic and cultural demands of citizenship.

Not applicable to name change proposal.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Not applicable to name change proposal but see 1e above.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Not applicable to name change proposal but see 1e above.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

Not applicable to name change proposal but see 1e above.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Not applicable to name change proposal but see 1e above.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

There are no closely related programs in OUS. The Department of Fisheries and Wildlife offers the only degrees related to the fish and wildlife professions in the Oregon University System and no degrees are offered in Conservation Biology within the system.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Not applicable to name change proposal. However, some of our undergraduate classes are required or are common electives in several programs (Environmental Sciences, Forest

Engineering, Forest Resources, Natural Resources, and Rangeland Ecology and Management and Zoology), and our undergraduate minor is commonly taken by students in Environmental Sciences, Forest Resources, and Zoology. Many of our graduate classes are taken by students in Environmental Sciences, Forest Science, Rangeland Ecology and Management, Sustainable Natural Resources and Zoology. Few of our classes are taken by students at other OUS institutions. We have had discussions with other programs on campus regarding developing an interdisciplinary MS degree in Conservation Biology and will continue to pursue those discussions.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable to name change proposal.

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

We do not anticipate any major impacts to our unit or other units on campus. It may result in a small increase in undergraduate majors that may be attracted to OSU because of the added search term “conservation.” We anticipate increased interest in our graduate programs and the number of potential students contacting our faculty. However, because we discourage students from applying before they have contacted faculty and because we only accept students that can be supported on assistantships (predominately GRAs), we anticipate a small increase in number of graduate applications and no change in the number of students admitted.

We do not anticipate significant impacts on other units. Each year we have 10-15 undergraduate transfers from other programs on campus (predominately from Animal Science, Biology, Environmental Science, and Zoology) after they take one or two of our classes and understand the nature of the science we conduct. It is possible that these students might have selected our program initially with a different name.

There are faculty who do research related to conservation biology all over campus (Agricultural and Natural Resources Economics, Botany and Plant Pathology, Crop and Soil Sciences, Forest Ecosystems and Society, Forest Resources Management, Geosciences, Range Ecology and Management, Sociology, Zoology). Depending on the outcome of reorganization efforts across campus, some of these faculty members may wish to become part of our renamed unit if they feel their research foci no longer fits within the mission of their reorganized units. We have not encouraged these conversations.

7. Financial Sustainability (attach the completed *Budget Outline*)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Not applicable to name change proposal. See Appendix A.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

Not applicable to name change proposal.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

Not applicable to name change proposal.

d. Resources to be devoted to student recruitment.

Not applicable to name change proposal.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)

Not applicable to name change proposal. However, see external liaison with students, alumni and stakeholders regarding proposed name change (Appendix B).

Appendix A. Budget.

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Indicate the year: Y First Second
 Third Fourth

Program: Ö\ æd ^} ó Á Áö @!a•ËY äa|ã Áa äÖ| }•^!cæä } Áö || * ^

Academic Year: ÖÖJÖÖÖ

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
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Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Ö\] æd ^} ó Á Áö @!a•ËY ää|ã^Áe äÁÖ| }•^!cæä } ÁÖä || *^

Academic Year: ÖFÖÖFF

Indicate the year: First Y Second
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Prepare one page each of the first four years

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|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
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Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Program: Ö\] æd ^} ó Á Áõ @!ã•ËY äã|ã^Áã äÖ| }•^!çæã } ÁÖä || *^

Academic Year: ÖFFÖÖFG

Indicate the year: _____ First _____ Second
 _____ Third _____ Fourth

Prepare one page each of the first four years

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
Current
Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Oregon State University

Indicate the year: First Second
~~Third~~ ~~Fourth~~

Program: OSU School of Forestry

Prepare one page each of the first four years

Academic Year: 2020-2021

| | Column A | Column B | Column C | Column D | Column E | Column F |
|-------------------------------------|-----------------------------------|---|--|---|---|-----------------------|
| | From
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Budgetary Unit | Institutional
Reallocation from
Other Budgetary
Unit | From Special State
Appropriation
Request | From Federal
Funds and Other
Grants | From Fees,
Sales and Other
Income | LINE
ITEM
TOTAL |
| Personnel | | | | | | |
| Faculty (Include FTE) | | | | | | |
| Graduate Assistants (Include FTE) | | | | | | |
| Support Staff (Include FTE) | | | | | | |
| Fellowships/Scholarships | | | | | | |
| OPE | | | | | | |
| Nonrecurring | | | | | | |
| Personnel Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Resources | | | | | | |
| Library/Printed | | | | | | |
| Library/Electronic | | | | | | |
| Supplies and Services | | | | | | |
| Equipment | | | | | | |
| Other Expenses | | | | | | |
| Other Resources Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Facilities | | | | | | |
| Construction | | | | | | |
| Major Renovation | | | | | | |
| Other Expenses | | | | | | |
| Physical Facilities Subtotal | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0 |

Appendix B. External Liaison Correspondence

Message sent to students, alumni, and stakeholder (state and federal agencies and non-government organizations) in August 2008 proposing the name change.

Dear Colleagues,

The Department of Fisheries and Wildlife at Oregon State University is considering a name change, and as one of our students, alumni or stakeholders, I would like your input. We are proposing to change our name to the Department of Fisheries, Wildlife, and Conservation Biology. There are a number of reasons we are considering this change:

- 1. The additional term "Conservation Biology" is a better description of the research, teaching and outreach efforts of our faculty and a better characterization of the curricula we offer at the undergraduate and graduate levels.*
- 2. We believe the name will be more appealing to today's students because of an increasing interest in conservation as a result of proliferation of media stories and content related to conservation of natural resources.*
- 3. The new name would better differentiate us from Oregon Department of Fish and Wildlife. Although this is a minor justification, we do get a large number of calls each year from people who think they are calling ODFW, suggesting confusion among the public about the respective roles of these two agencies.*

The idea of a name change has enthusiastic support among our faculty, but I want to check with you, our stakeholders. Please send me any comments you would like to offer by 31 August.

Summary of responses regarding department name change

| | Pro | Con | Mixed |
|-------------|-----|-----|-------|
| Students | 21 | 5 | 2 |
| Alumni | 17 | 7 | 6 |
| Stakeholder | 13 | 9 | 1 |
| Total | 51 | 21 | 9 |

Comments by group. Note, many stakeholder are also alumni. In those cases we tried to put them in a group based on the perspective they presented (my department vs agency). We removed the names from the students' comments to protect the innocent. Some of the alumni and stakeholders only signed a first name or had no signature and we could not tell from the address who the comment was from. At the end of the comments is a list of the alternative names suggested.

Students (names removed for confidentiality)

I am in full support of the name change. I agree with the points that you made, and I feel that not all the fish geeks in our department are involved with fisheries. As a matter of fact I think that there are more students on the fish side that are interested in non-fisheries related studies

than fisheries related ones. I think the name change will have a positive impact for the future of the department.

Since you do not foresee a name change on the degrees, then I am all for the name change of the department!

I think it sounds amazing and I'm all for it, longer titles are cool!

I think the name change is a great idea. I believe that any time we can educate the public, especially with a new keyword in the title of our department, greatly reflects what we are doing. We need to get the word out about conservation. Another positive about changing the name is that we won't be stereotyped as JUST hunters and fishermen to the public.

Thank you for the opportunity to voice my opinion in this manner. I am excited to hear about the proposed name change for our department, and think it accurately represents much of the work that we are involved in. I know some other students have made comments to the tone of, "what's the difference", but I see this as a huge change in the philosophy of science conducted by our department.

I am currently writing my Master's thesis and have struggled with the communication of conclusions/inferences from my work. As a graduate student I have learned the foibles of advocacy in science, and have struggled in presenting my work from a conservation standpoint. I am passionate about my subject and find my writing much more inspired when I feel that this department supports my conservation ethic. Historically this department (and our field of study) has catered to resource managers trying to harvest for sustainable yields. I view myself as an ecologist and conservation scientist, not a fisheries manager, and am glad to see the new approach our department is considering. In light of this recent report on the quality of conservation science coming out of Oregon State University, I believe now would be an excellent time to capitalize on this publicity. I believe changing our department's name to "Fisheries, Wildlife and Conservation Science" will facilitate the continued recognition of our department nationally, and will further aid the recruitment of bright, young, future scientists into the OSU family.

Thank you for seeking feedback. I appreciate it as I am about to earn a degree from this department! My vote is to NOT include the word conservation in the department name. I feel that this imparts an air of advocacy to our department that may lead others to challenge the credibility of the science we produce. I will temper that position by adding that I agree with point #3 in your email and support that perspective.

I think that this would be a good change to the department. For someone that is new to the university their initial impression by the title may be that this department is solely focused around fish and game management as I did when I first became a student at OSU, this turned me off a bit from it. After I looked into the department further and have experienced the courses the department has to offer my view has completely changed. Also, since we are able to choose a specialization that is unique to the individual we are able to take classes from other

departments that also incorporate conservation issues. I know quite a few people including myself who chose to have the word conservation in their specialization. I may be biased because of this, but aside from that I agree that this change would attract more students due to the growing interest in conservation issues, which would benefit the department.

I like the idea of getting "conservation" into the department name, but in my opinion the new title is not inclusive of the research we do, and it's too long. How about "Department of Conservation Biology," or "Department of Biological Conservation"? Since "biology" is "science" (last I checked), you get the implication that it's rigorous and at the same time dealing with organisms of some sort. "Fish and Wildlife" doesn't seem to leave room for invertebrates and plants, which we do study. "Fish and Wildlife" also (to me anyway) implies "target species" that people hunt and fish for, and I think if you want to attract a new breed of student that may limit their perceptions of the department.

I think that the new name would be great. It sounds a little more professional. I think that putting the conservation science part on there more accurately portrays the department.

It sounds like a mouthful to me....While I agree with the reasons for change, the name is just too long. Is there anyway to shorten it at all?

When we came up with RAFWE we also talked about the appropriate name for that event. We added ecology to broaden the scope from fish & wildlife since some folks in the department don't study fish or wildlife. I could see something like this being an appropriate name as well: Department of Fish, Wildlife & Ecosystem Conservation Science. It would cover some more courses that are offered in our department as well. I am sure you have talked about an option like this and it might have other issues to it, but I would prefer that name.

I'm not crazy about the proposed name, but I understand and the need for, and support a change. I think using 'conservation science' may be a little narrow in the minds of some people. While it may attract a new group of prospective students, it could dissuade many others. I think 'Fish & Wildlife Biology' or something similar would be more appealing to more people. I don't think it would be wise to pigeon-hole the department with a name as narrow as the proposed one.

Too many words! A title should reflect what people will speak (most importantly) and write. Now, we are referred to "Fisheries and Wildlife". Adding Conservation Science will not change that we will then be referred to as "Fish and Wildlife"..... making it more likely to be confused with ODFW. Think about the rest of campus: Geosciences, Zoology, Political Science, Veterinary Medicine, Animal Science, and on and on... 1 or 2 word titles.....So.... How about "Dept of Conservation Biology" "Dept of Wildlife Biology" - this is defined as including fish biology too, or just "Department of Fish and Wildlife. 4 words is too long.....

Alumni

Works OK for me -- I'm not a big fan of name changing to fit the latest audience & generally prefer to stick with tradition -- but, in this case the sense of tradition is mostly retained by keeping "fish and wildlife" in the name (versus, for example, Dept. of Conservation Science -- which would have lost the F&W link). Dennis R. Lassuy

What's the world coming to? A PC name for the DFW... I guess I can see the point- and at least you are going to keep the name more or less the same- not changing to "Natural Resource Conservation" or some such blandness. You have to stay proud of your "Bait and Bullet" background- between the anti-gun and PETA people here in the East I'm sometimes surprised we still have a DFW and actual hunting... but the same people get pretty upset when the deer eat their landscaping, or the beavers flood their septic systems, or a coyote shows up in the back yard. How can we educate the general population that "conservation" does not equal "preservation" and that healthy wildlife populations can be maintained with harvest? Caleb Slater

I have an issue with lengthy names and titles. I truly wish there was a way to shorten the name. Personally I feel that conservation is part of the science. Actually, now that I think of it aren't these terms contradictory? Science is science and conservation as much as I appreciate it is a policy statement.

My only comment would be more emphasis on management (as in the Department of Fish and Wildlife Conservation Science and Management?). From my experience working with young folks coming into positions with regulatory agencies and also serving on the TWS Certification Review Board, there seems to be a need to refocus on "the art and science of manipulating habitats and populations to achieve a desired goal". People can have good backgrounds in biology/ecology but without practical knowledge regarding what can and can't be done on the ground given economic, regulatory, and societal constraints, the theoretical aspects can be pretty meaningless. Just my opinion. Bob Carey

I like all of your arguments for the name change, and I support the basic premises behind them. My only concern with the name change is with what I call the "usability factor". Though it seems trivial, "Department of Fish and Wildlife Conservation Science" is a little long and cumbersome. Our records and admissions building, Boyle Education Center, became "BEC". Federal Express became "FedEx", and G.I. Joe's became just "Joes". You can change the name, which may be useful as a recruiting aid in the catalog, and on the web. The addition of Conservation Science to the department name may catch the attention of some folks, but my guess is you will be forever referred to as "OSU Fish and Wildlife". One last thought - have you talked to the folks who will be answering the phones how they feel about the name change? So I guess bottom line, I would support the name change, with just a cautionary suggestion that we not hope for too much change in how folks perceive the department. Bret Michalski

A great idea and an attractive name. Getting "fisheries" out of the name disassociates your department from harvest. That's important. Now if you could just disassociate from the forestry department. John Deshler

How about the subtle change to **Department of Wildlife and Fisheries Science**? Less clunky, more to the point, and a bit further away from the ODFW name than the current one. Justin Soares

I think a name change could be good, but not so sure about the Conservation part. I do think Dept. of Fisheries and Wildlife Science would help those who don't know the department take it more seriously and clear the confusion with ODFW. Lisa Reiley

My only concern is that potential employers who are used to hiring employees with degrees in Fish and Wildlife may not understand it is the same thing. It does kind of sound like a degree spit out from an overnight pay a lot of money receive a little education university like ITT Tech or University of Phoenix. April Lindeman

I don't have strong feelings one way or the other, but I doubt that adding a couple of fancy words at the end will change some people's opinion about what we wildlife people do. Eric Forsman

Well, I would like to say that the idea is interesting because it gives a better indication that wildlife science is an applicable science, not just an academic field. This may be not too important in the US, as you guys have a long history on wildlife conservation, but this is my feeling. We deal with this kind of problem here in Brazil, as most of our biology programs ends up in ecology, zoology or botany (nothing as an applicable science such as conservation, despite many programs hold the Conservation word in their names). Walfrido Tomas

Sounds reasonable at first glance. But, I'm not sure that the core curricula reflects the conservation science umbrella, at least the current classes. I know this would disturb many of the old guard, but is the perceived problem the "Fish and Wildlife" part of the name? What about Dept. of Wildlife Conservation Science (fish are wildlife by the way) or Dept. of Conservation Science? I'm sure you have tested those out already. Charlie Bruce, ODFW

I am in agreement that a name change is needed. However, instead of using the word "Conservation", how about calling it Environmental Science. After all, students are taking courses in soil science, botany (trees, shrubs, forbes and grasses), entomology and hydrology. How about considering changing to Department of Fish, Wildlife and Environmental Sciences? When I accepted the faculty position of Assoc. Prof. at SUNY College of Forestry in Syracuse in 1968, I heard talke about a possible name change. It became the College of Environmental Sciences and Forestry a year or so later. The Department of Biological Sciences included Fisheries and Wildlife, along with Soil Science, Hydrology, Botany and Entomology. I hope you and your faculty will give my suggestion some consideration. Thank you for giving me the opportunity to make a suggestion. Regards, Austin Hamer

First, I must state that those persons within the university and among conservation organizations that maintain a persistent belief that the research and educational curricula related to conserving fish and wildlife resources contains very little science and is more art or

guesswork aimed purely at putting out fires are not going to change their opinion based upon a name change. Those people have a problem, and it is probably a bad case of ignorance or worse, and a name change won't help that. The above being said, I would like to comment that I like your current designation. If a change is needed for a significantly important reason, such as reducing the confusion between your department and the Oregon Department of Fish and Wildlife, that has some merit, though as you say, it is minor. The reputation of the Department of Fisheries and Wildlife at Oregon State University in producing scientifically sound research and management work in fisheries and wildlife conservation is well known by those professionals in the field, and those aspiring to get there. Other than the above, I don't think a name change will improve anything. Joe Greenley

Consider changing the name to fish and wildlife management. I believe that conservation is a subset of management, but the term conservation has preservation connotations to some. Charlie Corrarino (ODFW)

I don't have a serious objection. However, I am always skeptical of changes in name, logo or organization. They are expensive, in terms of reprinting everything and offer confusion to those not tracking such things...but finding the change later and asking "what for"? I think the current name is just fine and would not change it unless there were stronger justification. This name and the work it stands for have a long history and that history should be respected. For anyone who spends a few moments looking over the staff and results of the department, there is no confusion on the science end. Anyone who will simply look at the name and not go any further than that, before drawing conclusions, is not worth changing for, in my opinion. Finally, for some, the insertion of Conservation Science will be read as code for endangered species as opposed to fisheries and wildlife management....and that has connotations as well. In summary, if it were up to me, I would leave the name alone and focus on more substantive issues like the budget for innovative new classes and programs. If you think this name change will make any positive difference to funders, then it is worth considering seriously.-- Jim Martin

This is a good idea. The word "fisheries" has obvious economic connotations, similar to "game," and diverts the focus from the department's research focus. Lori Hennings, Portland Metro

I'm torn, since effective info goes down with the number of words. I like Conservation and I like Science, but having both seems to push the name over a sort of size threshold in my mind. How about "Conservatience"? (kidding) "Animal Conservation Science" is more concise, but will be unfamiliar to fish-and-wildlifery. So, as is often the case, I don't super like the new name, but don't have a great alternative to provide. Eric Schaubert, Southern Illinois University

This sounds like conversations that have popped up on occasion here at MSU. Anyway, I wonder about the loss of the term fisheries. Maybe that reflects the department, but changing from fisheries to fish suggests more of a focus on zoology than management. I don't mind the conservation. Also, changing to fish only makes the department sound even more like ODFW. My thoughts would be: Department of Fisheries and Wildlife Conservation and Management-- Geoffrey Habron, Michigan State University

At first glance, I like the name change proposal. If it is a better description of what actually occurs in the department and would have wider appeal, it sounds logical to me. Jack Williams, Trout Unlimited

I appreciate the reasons for the name change and think the inclusion of the words 'conservation' and 'science' exemplifies the department's focus. However, for the same reasons, I wonder why the department is still retaining the words 'fish' and 'wildlife,' as these words retain the restricted interpretation by some conservation-minded individuals as excluding non-fish and wildlife species. The word 'ecology,' on the other hand, has important 'values' in the minds of many conservation and ecology organizations because it embraces the scientific study of the distribution and abundance of living organisms (fish, wildlife, and others) and how their distribution and abundances are affected by interactions among organisms and their environments. Therefore, I encourage the department to also consider striking the words 'fish and wildlife' and consider including the word 'ecology' in the department's name. Ecology might be included into the name like this: Department of Ecology and Conservation Science. Jeff Manning, U Idaho

Boo--1. While we're in the business of *conserving* fish and wildlife, I hardly feel as if I'm a Conservation Scientist. I'm a Fish Biologist. 2. For those who believe our work is hocus-pocus and not science, I highly doubt changing the department name will change their minds. If a change is what they desire, we should change our actions, not our name. 3. I don't know how kids choose colleges these days but a wise man once told me that we better root for the Beavs if we want to increase attendance in the department. 4. What's so wrong with being confused with ODFW??? Seriously, that's an unfortunate similarity and one that will likely be corrected when legislature merges ODFW and ODF into ODNR (natural resources).

I support the name change. Your reasoning is sound. I believe the title to be more descriptive of what is clearly emphasized in the department's undergraduate and graduate education curricula. The change properly emphasizes the core mission of the fisheries and wildlife educational process at Oregon State. Pat O'Donogue

The addition of the word "science" makes a great deal of sense and will hopefully serve as a reminder that the management of fish and wildlife is a science which requires knowledge and skill. I doubt that you will change many minds with the change though. Unfortunately resource management has become politicized and thus has lost its respectability in the minds of many. The word "Conservation" brings to mind the "locking-up or putting-away out of reach" and does not, to many people, allow for fishing (recreational and especially commercial) or hunting. I would point to forestry where the term "conservation" has become synonymous in the minds of many with no logging or harvest. I know that is not what you mean but you could find yourself spending great amounts of time explaining such. Perhaps the term "Resource" would be a suitable substitute. Perhaps the name **The Department of Fish and Wildlife Resource Science** would be an acceptable substitute.

The concern is the same as above – conservation can mean locking-up or putting-away, not the wise, science based multiple use approach. Thus students may have a very different set of expectations that do not encompass the use of the resource even in a carefully crafted manner.

I would think some confusion might be eliminated if the term “Department of” were eliminated from the name. In forestry, we use the terms “Forest Engineering”, “Forest Management”, “Wood Science and Technology” and others. The term “Department of Forest Engineering” or “Department of Forest Management” are avoided. This should also help in the confusion of your school and the Oregon Department of Fish and Wildlife to some extent. I think that while you may be able to reduce the confusion, there will always remain some. This is especially true in the fact that while you may change the name for you, the staff as well as future students, the name will stay the same for much of the public (especially older folks) no matter how much publicity the change receives. (How many older individuals still refer the University as OAC or OSC?) To many you are and always will be “OSU Department of Fisheries and Wildlife” or even the “OSU School of Fish and Wildlife” and that will never change. Mike and Kay Brown

Stakeholders

The change indicates an intellectual and programmatic shift from a focus on both **utilization** and **conservation science** to one focused primarily on **conservation**. Fish and wildlife resources provide society with both short and long term benefits and consumptive and non-consumptive benefits. A science that focus only on one type of benefit will fail to meet society's need or knowledge that **enhances and balances overall social welfare**. Choosing either utilization or conservation science is also inconsistent with the multi-objective mission of a Land and Sea Grant College. And ultimately, emphasis on either conservation or utilization will lead to a false choice making it more difficult for units in the College of Agricultural Science to conduct the creative science that helps society improve both utilization and conservation-related benefits.

I am also concerned about catering to students who are attracted to conservation programs due at least in part to a "proliferation of media stories." It is true -- today, many undergrad and graduate students are attracted to programs and curriculum at the University due to an emphasis on conservation and resource protection. But the reality is far more complex. Some of our best moments as educators occur when students begin to grasp the complex and interdependent issues associated with resource science and management. Such moments can occur when students understand that if we treat renewable resources as long term valuable assets that a portion of contemporary returns can be used to reinvest in the science and management needed to enhance long term benefits. I would hope that the pendulum in popular thinking and "media stories" could one day shift to reflect such broader understanding.

Finally, and maybe most importantly, such a name change would place COMES faculty who have their academic home in the Dept of F&W in a potentially untenable position. Our faculty have job descriptions that reflect the COMES mission of *conducting research to **understand, utilize, and sustain** marine resources and coastal ecosystems in order to benefit the citizens of Oregon, the Pacific Northwest, the Nation, and the World*. This mission was co-developed by

our faculty, advisory board, and key stakeholders. Some of our best research has objectives that simultaneously improve utilization while also enhancing conservation; often this research is conducted in close collaboration and partnerships with coastal communities and industries. Quite frankly, some of our faculty might need to find other academic homes if the department changes its name and its underlying intellectual and programmatic emphasis.

Please feel free to share my perspective with your faculty and others participating in this discussion. Gil Sylvia (COMES).

Well, you will still offer management classes too won't you? Hopefully it won't be all feel good conservation stuff. Not that it's not important- it is- but you know there are a lot of us working in the fisheries field who deal with angling regs, harvest, politics, education, and a whole host of other things that aren't strictly research or have little to do with conservation. Many people still have the "it's a little brown bird" mentality and really don't do the conservation/ diversity agenda. I will be frank here and tell you that many people are choosing Humboldt over OSU as they feel that OSU is TOO research orientated and not enough hands on training. My prejudiced opinion here- since I think research work would be hideous and much rather prefer working the crowd, financing research projects, and dealing with politics. But then I am not totally sane either.

I agree with you here. However, some people also tend to play the "dueling scientist" game too. Sometime some of these processes like setting angling regs are like making sausage- you don't want to know how it's done. I think it's important to teach students that you may have the best cutting edge research/science and be able to prove without a doubt that the agency should be heading one way, but one call from a senator who has an angry constituency reduces all of your work to zero. It's political science for the most part in the real world of management. Sorry to be such a cynic but at 10+ years of experience I'm not the Pollyanna I was.

Maybe people do look at names. I think a lot of folks look at price, what the program has to offer, location, etc. I would agree that conservation is much more appealing to folks as we see angler numbers drop off over the years.

Since no one has called me and thought it was OSU maybe you're right.

Personally, I like the name "OSU Fish and Wildlife Management Department", or maybe just "OSU Fish and Wildlife Sciences". My degree says Fisheries Science and I'm Ok with that (even though it's a clever forgery, ha ha). I would leave the conservation out. Yes, bird/critter watching is on the rise, but there's still a ton of folks out there who hunt and fish. Theoretically, they purchase licenses to allow ODFW to manage these populations. They also expect us to conserve them as well, and protect some populations from harvest. So I'm not sure if conservation is really the word for the degree you get, it's a part of the degree. Do I get a new degree if you change names? Laura Tesler (ODFW and alumnus)

As you are well aware, the science aspect of all we do at ODFW is critical when dealing with our state's resources and informing the public and other agencies about what we do and why we make decisions (it's surprising how often we in ODFW get feedback that we make rules and decisions capriciously). With this in mind, by using Conservation Biology as part of the name it will let people know that the research being performed in the Department and that graduates from the Department are well versed in the scientific aspect of resource management. It may even help to convince some students to join the department and pursue careers in fish and wildlife science.

A valid point since we, in ODFW, also get confused at times with the Department. Especially those of us that are fortunate to be housed at the University and even more so those like the staff in Fish Health that are housed in the same building as the Department. I am 100% behind the idea of the name change. Tony Amandi ODFW

Thanks for the opportunity to comment on this. I wasn't going to take the time to do so, since at first look it seems like this is a fairly easy decision. However, having moved into the management of fish and wildlife after spending considerable time in academic and research settings, I started having second thoughts about the Department's name change.

In my personal opinion, I feel that universities (our society's primary producers of scientists and resource managers) should be unbiased at a social level to maintain credibility and produce the highest caliber of scientist and resource manager, who in their job's should ideally be unbiased so they can best follow the tenets of good science and implement scientific findings and resource policy, respectively. To me, this means universities should concentrate on (in no particular order) 1) actively uncovering new information (= research - doing, and teaching how to do, science), 2) passing on information (= teaching what research has uncovered), and 3) preparing students to apply information out in the general public (= management, which also must take into account social concerns, values, and priorities).

Placing the term "conservation" in the Department's title adds a social value judgment which, in my opinion, is definitely biased; "conservation" lies on one distinct side of a continuum of actions related to resource use, and any given action taken for any particular issue ultimately is a social decision landing somewhere on that continuum. Thus, at the very least there would be a perceived social bias if "conservation" was in the Department's name. Clearly, conservation needs must be a part of science, teaching, and management, but, in the academic setting, I feel conservation should be viewed as a result rather than the cause.

Please don't get me wrong, I feel that resource conservation is extremely important and will only become more so, but if the Department's goal is to produce reputable, unbiased scientists, educators, and managers, I don't think bias should be included in it's name. I also don't think that having an unbiased education precludes scientists, educators, or managers from having (and acting upon) a social conscience and values. I just think that these should be framed in the right perspective relative to the goals of the Department.

To add something constructive, I would suggest the following name:

Department of Fish and Wildlife Information

- a. See the 3 items above on how the possible goals of the Department are embodied in the word "information".
- b. In addition to these 3 ways "information" applies to the Department, there is also an allusion to "information science". As I work at ODFW, I see an incredible need for (and struggle with) the integration of information science (i.e., computer tools: GIS, databases, programming, internet accessibility, servers) with fish and wildlife management. What managers are asked to do is becoming increasingly complex, especially given the vast number of needs, regulations, and interests, the overwhelming amount of potential or existing information out there, and the need to more widely coordinate and communicate information internally and externally. Managers are also starting to see the importance of marketing (i.e., another type of "information") in order to achieve goals, recruit constituents, elucidate connections to other social activities, and generate new revenue streams. Scientists are already very integrated into the use of traditional information sciences (I learned a programming language for one research project).
- c. Related to "b", adding "conservation" to academic departments' names seems to me to be a trend that has been around for a while. The "Information" name might inspire thought on ways the Department could go in new directions and remain a clear leader in the education of fish and wildlife scientists and managers. Another way to say this is that I think the need for conservation is generally agreed upon at a social scale (i.e., "old news", even if not always the highest priority for some) and the growing need is how to integrate and/or balance resource needs (conservation) with other social needs resulting from our growing population and social complexity. To me, what will allow this to happen is information organization, access, and presentation (which the entire fish and wildlife management field seems behind on), as well as information generation (science).
- d. We live in the "Information Age" and this adds a little modernity to the Department's name, possibly attracting those who have grown up in this digital age.
- e. It could lend itself to some catchy phrases ("Information: Generated, Taught, Applied"; "Information: Understood"; "Taking Fish and Wildlife Needs to the Next Level"). Tom Stahl (ODFW and alumnus)

I think a name change that accurately reflects the research and curricula of the department is acceptable. I also think a name change will achieve the other intended objectives. However, I feel that more than a name change may be necessary if we are to truly change the perception/image of the department. I appreciate you asking for our input. John Helgesson

I like the name change and the rationale for doing it. I have the continuing concern of integrating science and management. Science informed management is the goal and the outcome is conservation of ecosystems that provide public benefits. We have a need for conservation science and conservation management. A more accurate name for what the department does will help define the academic purpose, attract students and perhaps change

the agency some of them will work for. That is a lot to put on a name change, but it endorses the reason for doing it. Bill M. Bakke, Native fish society

Gosh, we'd discussed this in Roby's Conservation Bio class years ago, for all the reasons you mention below. I'm glad the faculty is onboard. I'm definitely onboard! Good on ya! Wow, I'm a stakeholder now!? :) Anne Mary Myers (ODFW and alumnus)

My first thought is the new name sounds like too much of a mouthful. I like the idea of separating it from ODFW better. "Conservation Biology" might also alienate some. "Conservation Biology" brings to mind the ecological aspects of the science and not the nuts and bolts such as those interested in propagation, pathology, physiology, etc. While the work is done with conservation in mind, doesn't smoothly fit under the title. The same with those interested in Policy, which while based on science (hopefully) might turn people off. I'd be more for adding Science and dropping Conservation. I guess it sounds too much like the word of the day to me, but I still refer to Reser Stadium as Parker Stadium, so what do I know. Is the Department having a hard time recruiting students, i.e. is the current name a problem? Just so you don't change it to the Department of Wildlife and Fisheries..... Mary Buckman (ODFW and alumnus)

I flat hate it. That name indicates to me that Oregon State is moving even farther to the left and selling out the food producers in Oregon. Why not the something like (Department of Fish and Wildlife Sciences). The word conservation has tremendous negative connotations amongst many people on the coast it means to us you just want to lock up the resources of the people of this state. The second reason to say (NO) is it cost money to change names. When I read, the two names my staff, their reaction was, Why? It is a waste the money to change all headings when the present name tells what you do. Dan, I respect you, but need to get out in the field more before you make a change like this. Personally I know a lot industry people who would never leave a dime to a organization with the word conservation in it. Terry Thompson, County Commissioner

I think you are on the right track, but I would drop the term, "conservation," and leave in "science," as that one word may limit the department in seeking funding from all sources. I know that there exist very generous people who would gift their ranch or cash equivalents to OSU, but who would balk at contributing to an entity that they perceive as extremist, and I am not saying that OSU is, of course. Carter Kerns, FW Commissioner

Do you really want the word "conservation" in the title? Why not just science? It could lead to some concerns related to the current "Conservation Biology" that means to many, a non-traditional science approach to the natural sciences; but then again I could be seeing ghosts related to the issue. Pete Test, ODFW

Why not something like Department of Fish and Wildlife Sciences or something a bit more simple and clean cut? I personally find it stifling and long winded, but thus are the changing times. I think the department has a lot more to it than Conservation Science, and that by naming it such it is a very limited and narrow representation. Trish Yarwood

It is a mouthful, but it is a positive name that accurately captures the evolution of the science of fish/wildlife conservation. My alma mater, UF, underwent a similar name change for similar reasons. Peg Boulay, ODFW

I would propose dropping the word Conservation as I see it being rather restrictive. But, I know what it is like to ask people for their opinions! Dixon Landers, EPA

My only comment would be to pluralize Science to Sciences, it sounds better when spoken out loud. Bobby Levy, FW Commissioner

My immediate thought was that the Department should reflect more than the pure science side of fish and wildlife education. That applies to engineering, forestry, agriculture or whatever. My forestry studies were lacking the non science of a good "education", in fact I often referred to it as "training." I believe OSU students will continue to have a fairly well rounded education regardless of the name. Zane Smith, FW Commissioner

I like the change - it better reflects the typical role for future graduates (more conservation and less hook and bullet). For many of us we are already there. I support the change. Mark Chilcote (ODFW and alumnus)

Alternative Names Proposed

Fisheries, Wildlife and Conservation Science (3)
Department of Biological Conservation
Department of Fish, Wildlife & Ecosystem Conservation Science
Fish & Wildlife Biology
Dept of Wildlife Biology
Department of Fish and Wildlife Conservation Science and Management
Department of Fisheries and Wildlife Conservation and Management
Department of Wildlife and Fisheries Science
Dept. of Fisheries and Wildlife Science (4)
Dept. of Wildlife Conservation Science
Dept. of Conservation Science
Department of Fish and Wildlife Environmental Science
Fish and Wildlife Management (2)
Department of Ecology and Conservation Science
Department of Fish and Wildlife Resource Science
Fish and Wildlife Information

Responses to Liaison with Other Units

Liaison requests with the draft category I proposal attached were email to 43 people on 9 December 2009 with a response requested by 15 January 2010. The liaison message clearly stated that lack of response would be interpreted as support of the proposal. Appendix C contains the original message and the responses to our proposal. A summary of the responses is presented in the table below. Of the 43 people on the original liaison request, 30 did not respond; 7 responded with specific support for the proposal (1 of these questioned the timing); and 6 responses expressed concerns about the proposal.

The concerns regarding our proposal fell into two categories: (1) concerns about the timing with other restructuring conversations occurring at OSU and how this name change might align with those conversations (Bloomer, Salwasser, Flick, Gallagher, and Muir); and (2) objections to the name because expertise in conservation biology is represented in other units on campus (McComb, Muir). We offered responses to those concerns in our draft proposal.

On 17 March, the Curriculum Council requested that we specifically contact five individuals (Joe Beatty, Andy Blaustein, Mike Borman, Paul Doescher, and Lynda Ciufetti) that either were not listed in the original liaison request, or whom did not respond. All five responded that they were supportive of the proposal (but see Blaustein's "unofficial" statement about timing and other units—you have got to love the guy). Doescher suggested another name (... and Conservation Science) might be better and Ciufetti's support was contingent on the name change not impinging on Botany and Plant Pathology's future interest in developing restoration ecology or conservation biology options in their curricula. Because others were copied on these responses, we also received additional (more detailed) comments (McComb, Salwasser and Tesch). The recent emails are listed at the end of the liaison responses and they have been added to Table 2. Thus, after the two sets of liaison responses we have identified three concerns (timing/alignment with other unit transformations, Fisheries and Wildlife is not the only venue for conservation biology, renaming might preclude curricular development in other units) and some alternative names have been proposed. We address those concerns in the following paragraphs.

Timing or Alignment with Other Unit Transformations

Five (six?—see Blaustein's "unofficial" statement) respondents expressed concern about the timing of our name change proposal and how the name change might affect realignment with other units in transitions. As far as timing goes, we believe this is an ideal time. As restructuring conversations move forward there will be a lot of Category I proposals for changing names, unit structure and curricula. Because this is simply a name change without restructuring the department or changing curricula, we would prefer to be first in the queue. The Department of Fisheries and Wildlife meets all academic and administrative guidelines for minimum faculty, student and class sizes. There have been no conversations within the Division of Earth Systems Science or College of Agricultural Sciences (CAS) suggesting that the Department of Fisheries and Wildlife would be combined with other units and the CAS transformation proposal includes our proposed name.

The conversations in other units across OSU have progressed to the point that we have sufficient clarity about how those transformations will progress and our conclusion is that this name change will not affect other units. The College of Forestry is not proposing any changes beyond those made two years ago. College of Oceanic and Atmospheric Sciences will propose a new name (Earth Sciences) and may consolidate with Geosciences but all three administrators in COAS supported our name change. The College of Science will reorganize the biological sciences into two units tentatively named Molecular/Health and Organismal/Ecology and Evolutionary Biology. Thus, we believe that concerns related timing or alignment with other units are not valid concerns for delaying this proposal.

Our decision to change the name of our department is not sudden or in response to any of the structural realignments being considered at OSU. We began our discussion about changing the name of our department over five years ago and conducted several surveys of student, alumni, and stakeholders. We have proceeded carefully with extensive faculty discussion for several years. The emergence of the University restructuring process makes this requested name change appropriate and constructive.

Conservation Biology is Represented in Other Units at OSU

Two (three?—see Blaustein’s “unofficial” statement) people responding to the liaison request objected to our proposal because expertise in conservation biology is represented elsewhere at OSU. We acknowledged that fact in our proposal. Conservation biology is interdisciplinary in nature and draws on the potential expertise of faculty in multiple departments at OSU. Brenda McComb provides an official definition from the Society for Conservation Biology in her more detailed comments in response to the second liaison requests (but, see Salwasser’s follow-up comment). Nevertheless, we are the only department at OSU that **predominately** does research, teaching and outreach related to conservation biology. Of 134 current grants in Fisheries and Wildlife on 26 February 2010, 100 (75%) are related to endangered species, biodiversity or monitoring ecosystem components. We are the only department at OSU with courses that have “conservation biology” in the title (except one that is cross-listed with Zoology and one cross-listed with Microbiology). The professional society representing the discipline, The Society for Conservation Biology, lists academic programs in conservation science (<http://www.conbio.org/Resources/Programs/>). This is a database that any department can list a conservation-related academic program on. As of 3 March 2010, the Fisheries and Wildlife Department was the only program at OSU that is listed on the database; we have been for over 10 years since the society created the database. Other programs in Oregon that are listed include Biology at UO and SOU, Environmental Studies at Lewis and Clark, and Environmental Sciences and Resources at PSU. Likewise, the society also lists faculty members with interests related to conservation biology (<http://www.conbio.org/Resources/Programs/Search/fs.cfm>). As of 3 March 2010, 37 of 38 people listed on the database from OSU are associated with Fisheries and Wildlife; Zoology had the only other listing. I believe if we ran a summary of members of the society at OSU that the difference between **interest** in the discipline and **participation** in the professional society would be even more pronounced. We might even find that Fisheries and Wildlife has more graduate students that are members of the society than faculty in all the other departments on campus. Thus, we believe that the Department of Fisheries and Wildlife can rightfully claim to be **the**

center of conservation biology at OSU with activities in the field that dwarf participation by all other programs.

Name Precludes Curricula Development or Work Related to Conservation Biology in Other Units

Ciuffetti supported our proposal contingent on the name change not precluding BBP from developing curricula options related to conservation biology or restoration ecology. We have no intention of doing so, and the record is clear about how willing Fisheries and Wildlife has been in collaboratively developing curricula across campus. There is a Fisheries and Wildlife Conservation specialty option in Natural Resources and many Environmental Sciences students minor in Fisheries and Wildlife for their required specialization area. In previous discussions regarding what might become of natural resources at OSU we (Doescher, Edge and McComb) have discussed an interdisciplinary MS Degree in Conservation Biology and intend to pursue that regardless of the outcome of this proposal. We have added text about this in 6b above. The idea that putting the term Conservation Biology in our name might preclude other departments from working in that discipline is absurd. That is no more likely than the use of the term ecology in a new unit in the College of Science might somehow influence the work of ecologists in our department or several others on campus.

Alternative Names Proposed

Five of the responses proposed alternative names: Fisheries and Wildlife Conservation Biology (Muir and Tesch); Fisheries and Wildlife Conservation Science (McComb); Fisheries, Wildlife, and Conservation Science (Doescher); and Fisheries and Wildlife Conservation Biology and Management (Salwasser). Three of these suggested names restrict the scope by removing the “and” in the title. We do not think these are acceptable alternatives. Faculty in Fisheries and Wildlife are diverse in their interests and expertise (including anthropology, economics, entomology, paleontology, plant ecology and sociology among the more traditional fish and wildlife ecologists). It may seem like semantics for folks outside the discipline, but we do fisheries biology, wildlife biology, and conservation biology. The commas and the “and” in our proposed name were carefully placed. A title without “and” Conservation Biology would disenfranchise many of our Fisheries Biologists or Wildlife Biologists, especially those doing applied science at branch experiment stations. We have aquaculture specialists for example who might reasonably argue they do not belong in a Fisheries Conservation Biology department.

Hal Salwasser’s suggestion of Fisheries and Wildlife Conservation Biology and Management is a non-starter. First it is too long, but more importantly, the majority of practitioners in the natural resources fields view “conservation” as synonymous with “management” (but see some responses by our alumni and stakeholders). Conservation is a more contemporary and more widely used term.

Two responses (Doescher and McComb) proposed the term “Science” instead of “Biology.” Our faculty already had a long debate about the difference in those terms and had another via email between 29 March and 2 April (these emails are available for anyone who has the time). The overwhelming preference among our faculty is for use of the term “Biology” in the name. Conservation Biology has its own professional society, scientific journal, guiding

principles, and postulates; in short, it is a reasonably well-defined field of scientific inquiry devoted to the conservation of the earth's biodiversity. "Conservation Science" lacks any of these attributes. Conservation Science(s) is an umbrella, a group for specialties, some not in biology and brings in hydrology, atmospheric science, political science and sociology, to name a few.

Table 2. Summary of Liaison Response to Name Change Proposal.

| Name | Department/College | Response |
|-----------------|---------------------------------------|--|
| Mark Abbott | COAS | Support |
| Dan Arp | Honors College | No Response/Support |
| Anita Azarenko | Horticulture | No Response/Support |
| Joe Beatty | Zoology | Support |
| Andy Blaustein | Zoology | Support |
| Sherm Bloomer | COS | Concerns regarding timing and other opinions |
| John Bolte | Biological and Ecological Engineering | No Response/Support |
| Mike Borman | Range Ecology and Management | Support |
| Tammy Bray | HHS | No Response/Support |
| Susan Capalbo | Ag and Resource Economics | No Response/Support |
| Lynda Ciuffetti | Botany and Plant Pathology | Support contingent on being able to develop interdisciplinary degrees or options in BBP in restoration ecology or conservation biology |
| Cyril Clarke | CVM | No Response/Support |
| Paul Doescher | Natural Resources | Support-- Prefers Fisheries, Wildlife, and Conservation Science |
| Theo Dreher | Microbiology | Support |
| Robert Duncan | COAS | Support |
| Larry Flick | Science and Math Ed | Concerns regarding timing; align with other name changes |
| Kevin Gable | Chemistry | No Response/Support |
| Sally Gallagher | Sociology | Timing premature or possible affect on other programs |
| Dennis Garity | Math | No Response/Support |
| Michael Harte | Marine Resource Management | Support |
| Peg Herring | Extension and Exp Station Comm | No Response/Support |
| Henry Jansen | Physics | No Response/Support |
| Ed Jensen | COF | No Response/Support |
| Jon Kaplan | Political Science | No Response/Support |
| Russ Karow | Crop and Soil Science | No Response/Support |
| Andy Karplus | Biochemistry | No Response/Support |
| Bill Lunch | Political Science | Support but concerns regarding timing |
| Jim Males | Animal Science | No Response/Support |
| Thomas Maness | Forest Engineering Resource Manage | No Response/Support |
| Craig Marcus | Environmental and Molecular Tox | No Response/Support |
| Bob Mason | Biology | No Response/Support |
| Brenda McComb | Forest Ecosystems and Society | Does not support—Conservation Biology extends beyond FW—suggested Fisheries |

| | | |
|----------------|-----------------------------|--|
| | | and Wildlife Conservation Science |
| Peter McEvoy | Entomology | No Response/Support |
| Bob McGorin | Food Science and Technology | No Response/Support |
| Tom McLain | Wood Science and Technology | No Response/Support |
| David McMurray | Philosophy | No Response/Support |
| Bruce Menge | Zoology | No Response/Support |
| Pat Muir | Environmental Science | Concerns about timing and name—
suggested FW Conservation Biology |
| Larry Rodgers | CLA | No Response/Support |
| Dan Schafer | Statistics | Support |
| Hal Salwasser | COF | Concerns regarding timing—suggested
Fisheries and Wildlife Conservation Biology and
Management |
| Steve Tesch | COF | Suggested FW Conservation Biology |
| Greg Thompson | Gen Ag/Ag Ed | Support |
| Aaron Wolf | Geosciences | No Response/Support |
| Dawn Wright | Geosciences | No Response/Support |

Appendix C. Liaison Request and Responses

On Dec 9, 2009, at 8:38 PM, Edge, W. Daniel - FW wrote:

Head/Chair/Director:

The attached Category I proposal describes a rename of the Department of Fisheries and Wildlife to the Department of Fisheries, Wildlife, and Conservation Biology. We propose this name change to better represent to the university, students and public the nature of our mission in teaching, research and outreach. We are not proposing to change the curriculum or name of any of the degrees, minors or certificates we offer.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your college/department/program) of our intent to make this curricular change. Please review the attached materials and send your comments, concern, or support to me by 15 January 2010. Your timely response is appreciated. Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Dan Edge

W. Daniel Edge
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<http://fw.oregonstate.edu/>

<FW Name Change Cat I Proposal.pdf>

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From: Dreher, Theo
Sent: Wednesday, December 09, 2009 6:08 PM
To: Edge, W. Daniel - FW
Subject: Re: Curriculum Liaison--Name Change Proposal--response requested
by 15 Jan.

Dan,

Sounds like an appropriate move to me. Best wishes.

Theo
Theo W. Dreher, Professor and Chair
Department of Microbiology
Oregon State University
Corvallis, OR 97331
Tel. 541-737-1795
E-mail theo.dreher@oregonstate.edu

+++++

From: Mark Abbott [mark@coas.oregonstate.edu]
Sent: Wednesday, December 09, 2009 7:02 PM
To: Edge, W. Daniel - FW
Subject: Re: Curriculum Liaison--Name Change Proposal--response requested by 15 Jan.

I have no problems though the name is a mouthful...

Mark Abbott
College of Oceanic and Atmospheric Sciences
Oregon State University
Corvallis, OR 97331-5503
541.737.5195
mark@coas.oregonstate.edu

+++++

From: Dan Schafer [schafer@stat.oregonstate.edu]
Sent: Wednesday, December 09, 2009 8:38 PM
To: Edge, W. Daniel - FW
Subject: RE: Curriculum Liaison--Name Change Proposal--response requested by 15 Jan.

Dan,
Although I'll always think of you as the Department of Wild Things That Get In the Way of Agriculture, the Statistics Department has no objection to the proposed name change.

Dan
Dan Schafer
Professor and Chair
Department of Statistics
44 Kidder Hall
Oregon State University
Corvallis, OR 97331-4606
Ph:(541) 737-1990
Fax: (541) 737-3489

+++++

From: Robert Duncan [rduncan@coas.oregonstate.edu]
Sent: Thursday, December 10, 2009 8:18 AM
To: Edge, W. Daniel - FW
Subject: Re: Curriculum Liaison--Name Change Proposal--response requested by 15 Jan.

Hello Dan:

Your proposal to change the name of your department makes good sense to us. Thanks for the information.

Best regards,

Bob Duncan
Robert Duncan, Associate Dean
Director of Student Programs
College of Oceanic and Atmospheric Sciences
104 COAS Admin Building
Oregon State University
Corvallis, OR 97331-5503
541-737-5189 (office) 541-737-2064 (fax)

+++++

From: Bloomer Sherman [sherman.bloomer@oregonstate.edu]
Sent: Thursday, December 10, 2009 12:41 PM
To: Edge, W. Daniel - FW
Subject: Re: Curriculum Liaison--Name Change Proposal--response
requested
by 15 Jan.

Hi Dan:
I'm just wondering about the timing of the name change, given the ongoing discussions about organization in the College of Agricultural Sciences and the College of Science? I do expect there will be some opinions about this one, but it might be better to tussle over names after the organization is outlined?

thanks
Sherm
Sherman H. Bloomer
Dean, College of Science
128 Kidder Hall
Oregon State University
Corvallis, OR 97331-4608
Ph: 541-737-3877
FAX: 541-737-1009
Sherman. Bloomer @oregonstate.edu

+++++

From: Salwasser, Hal
Sent: Thursday, December 10, 2009 2:16 PM
To: Edge, W. Daniel - FW;
Cc: Dowhower, Dan; Coakley, Stella - CAS
Subject: RE: Curriculum Liaison--Name Change Proposal--response
requested by 15
Jan.

Dan and others,

Given all the dynamics in motion with divisional alignment and potential impacts to degree programs and departments, this strikes me as out of synch time wise.

Hal

+++++

From: Lawrence Flick [flickl@science.oregonstate.edu]
Sent: Thursday, December 10, 2009 3:14 PM
To: Salwasser, Hal
Cc: Edge, W. Daniel - FW; Bloomer, Sherman - COS; Abbott, Mark Richard;
Duncan, Robert Ames; Harte, Michael James; CAS Dept Heads; Jensen,
Edward C.; McComb, Brenda; Maness, Thomas; McLain, Tom;
Doescher, Paul; Muir, Patricia; McMurray, David; Kaplan, Jonathan;
Lunch, William; Gallagher, Sally; Bray, Tammy; Rodgers, Lawrence;
Arp, Dan; Clarke, Cyril; Mason, Robert - Biology; Karplus, Andy; Wolf,
Aaron; Wright, Dawn; Garity, Dennis - MATH; Jansen, Henri; Beatty,
Joe; Menge, Bruce; Dowhower, Dan; Coakley, Stella - CAS
Subject: Re: Curriculum Liaison--Name Change Proposal--response
requested
by 15 Jan.

Dan,
I have to agree with Hal's point. The number of changes going on boggles
the mind. This name change would need to be closely aligned with possible
changes in the College of Science.

+++++

Larry
Lawrence B. Flick, Professor & Chair
Department of Science and Mathematics Education
College of Science -- Oregon State University
253 Weniger Hall, Corvallis, OR 97331
541-737-3664 (voice) 541-737-1817 (FAX)
FlickL@science.oregonstate.edu
<http://smed.science.oregonstate.edu/>
? Before printing this e-mail, ask yourself if it's necessary. Think
Green!

+++++

From: Mark Abbott [mark@coas.oregonstate.edu]
Sent: Thursday, December 10, 2009 3:16 PM
To: Edge, W. Daniel - FW
Subject: hmmm - an outlier again

Well, you know COAS. I think you should absolutely change the name. Why
wait? If the name reflects the activities of the department, I think you
should do it.

+++++

From: Lunch, William
Sent: Thursday, December 10, 2009 3:19 PM
To: Edge, W. Daniel - FW
Subject: RE: Curriculum Liaison--Name Change Proposal--response
requested by 15
Jan.

Dan:

Renaming your department as suggested is fine, but as a couple of others
have said, this may not be the best time, given all the upheaval now in
progress across campus. (But substantively, it's fine with us here in Poli
Sci.)

The Best,

Bill

+++++

From: McComb, Brenda
Sent: Thursday, December 10, 2009 6:56 PM
To: Edge, W. Daniel - FW
Subject: RE: Curriculum Liaison--Name Change Proposal--response
requested by 15
Jan.

Dan,

We certainly need CB branded on campus -- no doubt about that -- and I have to be an obstacle for you, I really do. But CB extends to plants, inverts and societies in a way that extends far beyond F&W. I really think that it should be used to brand an interdepartmental program and not a department. Sorry...

Brenda
Brenda McComb, Professor and Head
Department of Forest Ecosystems and Society
321B Richardson Hall
Oregon State University
Corvallis, OR 97331 Phone: 541-737-6583 Fax: 541-737-5814
A virtuous person promotes agreement. A person without virtue promotes blame. -Lao Tzu

+++++

From: Thompson, Greg
Sent: Friday, December 11, 2009 8:13 AM
To: Edge, W. Daniel - FW
Subject: RE: Curriculum Liaison--Name Change Proposal--response
requested by 15
Jan.

Hi Dan,

I saw the push-back from both Hal and Larry. In my opinion, Hal is saying that we should not move forward on anything during these times of change. In other words, don't try to improve your programs/department because we are going through divisional, departmental, etc. changes. Larry's feedback sounds like the College of Science feels they OWN the word biological, and that change is happening too fast to be offering another change - a name change. Both are not sound reasons for your name change. I feel that you, your department, and stakeholders know what is best for your department and the name change. I say go forth young man, go forth.

Greg

Greg Thompson, PhD
Professor & Department Head

Agricultural Education and General Agriculture
112 Strand Hall
Oregon State University
Corvallis, OR 97331
(541) 737-1337
greg.thompson@oregonstate.edu

+++++

From: Patricia Muir [muirp@science.oregonstate.edu]
Sent: Friday, December 11, 2009 12:31 PM
To: Flick, Larry; Salwasser, Hal
Cc: Edge, W. Daniel - FW; Bloomer, Sherman - COS; Abbott, Mark
Richard; Duncan, Robert Ames; Harte, Michael James; CAS
Dept Heads; Jensen, Edward C.; McComb, Brenda; Maness,
Thomas; McLain, Tom; Doescher, Paul; McMurray, David;
Kaplan, Jonathan; Lunch, William; Gallagher, Sally; Bray,
Tammy; Rodgers, Lawrence; Arp, Dan; Clarke, Cyril; Mason,
Robert - Biology; Karplus, Andy; Wolf, Aaron; Wright, Dawn;
Garity, Dennis - MATH; Jansen, Henri; Beatty, Joe; Menge,
Bruce; Dowhower, Dan; Coakley, Stella - CAS; Muir, Patricia
Subject: RE: Curriculum Liaison--Name Change Proposal--response
requested by 15 Jan.

Dear Dan et al.,

I am sorry to say that I too agree with Hal's point. I also have a concern about the proposed name. It implies that this department is "the" home for conservation biology research and teaching at OSU, which isn't the case. If a name change were to be pursued, even a subtle shift such as "Fisheries and Wildlife Conservation Biology" would, in my view, be an improvement, as it makes clear that the conservation biology aspect of the unit is tied to fisheries and wildlife issues.

Sorry - I really don't mean to be cantankerous!

Pat Muir
Professor, Botany and Plant Pathology
Director, Environmental Sciences Undergraduate Program
+++++

From: Michael Harte [mharte@coas.oregonstate.edu]
Sent: Saturday, December 12, 2009 11:55 AM
To: Edge, W. Daniel - FW
Subject: Re: Curriculum Liaison--Name Change Proposal--response
requested by 15
Jan.

Dear Dan,

The name change has the support of the Marine Resource Management Program.

Regards

Michael Harte
Professor & Director,

Marine Resource Management Program College of Oceanic and Atmospheric
Sciences
Sea Grant Extension Specialist Oregon Sea Grant
104 COAS Administration Building
Oregon State University, Corvallis, 97331
Tel: + 1 541 737 1339
Fax: + 1 541 737 2064
mharte@coas.oregonstate.edu

+++++

From: Gallagher, Sally
Sent: Friday, December 18, 2009 3:12 PM
To: Edge, W. Daniel - FW
Subject: RE: Curriculum Liaison--Name Change Proposal--response
requested by 15
Jan.

Although Sociology is only tangentially affected by the proposed name
change, it does seem reasonable to consider the ways in which the change
may be premature (given realignments) or adversely affect other programs
whose focus is also in the areas of biology and/or conservation.

Sally Gallagher

Second Liaison Request and Responses

From: Edge, W. Daniel - FW
Sent: Wednesday, March 17, 2010 2:06 PM
To: Andrew R. Blaustein; Doescher, Paul; Ciuffetti, Lynda; Borman, Mike;
Beatty, Joseph - Email Forward
Cc: Dowhower, Dan; Leslie, Susie; Edge, W. Daniel - FW
Subject: I need your feedback regarding the renaming of Fisheries and
Wildlife by 31 March
Importance: High

Paul, Lynda, Mike, Joe and Andy:

Please see the message from the Curriculum Council below about the
proposal to rename "Fisheries and Wildlife" to "Fisheries, Wildlife, and
Conservation Biology." They want to see responses to our proposal from
you guys. Please provide me with a response by 31 March. The attached
revised Cat I proposal has my response to folks who objected earlier to
the proposal starting on page 32. As an aside, the CAS transformation
plan to be released on Friday will have the new name in it—I am not
sure if that proposal overrides our proposal or what.

I appreciate your response whether it is supportive or not.

Cheers,

Dan

From: Dowhower, Dan
Sent: Wednesday, March 17, 2010 11:33 AM

To: Edge, W. Daniel - FW
Cc: Leslie, Susie; Loveland, Walter D - ONID; Brown, Carol - COB; Fisk, Martin
Subject: additional feedback regarding the rename of FW

Dan,

I had a great conversation with Marty Fisk this morning regarding the rename of FW. In that conversation we reviewed the liaison section of the document and were concerned about gaps due to non-response with the larger concern being how this might impact the proposal as it moves forward. Specifically, the recommendation would be to attempt to connect with the following folks who either did not respond or were not asked:

1. Paul Doescher
2. Linda Ciuffetti
3. Mike Borman
4. Joe Beatty
5. Andy Blaustein

Given how chaotic the university has been in response to the budget crisis, it is probably in the best interest of the proposal to have a documented response rather than suggesting no response means agreement.

Thanks and please let me know if there is anything I can do to help out!

Cheers,

Dan

Dan Dowhower
Academic Planning and Assessment Coordinator
500 Kerr Administration Building
Oregon State University
Corvallis, OR 97331-2109
Phone: (541) 737-9544
Fax: (541) 737-8082
dan.dowhower@oregonstate.edu

+++++

From: Joe Beatty [beattyj@science.oregonstate.edu]
Sent: Wednesday, March 17, 2010 2:18 PM
To: Edge, W. Daniel - FW
Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by
31 March

Hi Dan,

Zoology has no problem with your proposal to rename "Fisheries and Wildlife to "Fisheries and Wildlife, and Conservation Biology." Please

let me know if you need a more detailed response from Zoology. I'm on my way out of the office now and won't be back until 28 March.

Best of luck with this. It seems like a "no brainer" to me.

Joe

+++++

From: Andy Blaustein [blaustea@science.oregonstate.edu]
Sent: Wednesday, March 17, 2010 2:19 PM
To: Edge, W. Daniel - FW
Subject: Re: I need your feedback regarding the renaming of Fisheries and Wildlife
by 31 March

Dan,

My official response is: "I support the name change" for many of the reasons outlined in your proposal. I agree that The Fisheries and Wildlife Department is traditionally conservation oriented probably more so than other units (including zoology) on campus.

Unofficially I too wonder about the timing with all the changes occurring on campus and the fact that many other units have Conservation Biologists.

Additional text on graduate faculty appointment unrelated to name change was deleted.

Good luck with the name change and let me know if I can help.

Andy

+++++

From: Borman, Mike
Sent: Wednesday, March 17, 2010 3:18 PM
To: Edge, W. Daniel - FW
Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by
31 March

Dan,

The proposed name seems to reflect the curriculum and focus of the department. The CAS Transformation plan proposes the name change. I approve.

Mike Borman
Department Head and Extension Specialist
Dept. of Rangeland Ecology & Management
Tel: 541-737-1614
Fax: 541-737-0504
michael.borman@oregonstate.edu

+++++

Hi Dan,

I believe you mentioned to the group that we had a conversation regarding the name change for F&W. As I mentioned to you during our conversation, it is important that a name change doesn't preclude BPP or discussions going on with the Plant Sciences group on campus from offering an option within a "plant science major" that includes conservation biology and/or restoration ecology. As others have pointed out in their responses, these types of emphases are important for the plant sciences units on campus.

Thank you for all the liaison and discussion that you have had with the group.

Best regards,

Lynda Ciuffetti

+++++

Hi Dan--I tried to send you a response yesterday from Canada, but although it appeared to send, today I notice it was not in my sent box.

Basically in that message I indicated that I was OK with either Conservation Biology or Conservation Science added to the Department name. However, I prefer Conservation Science--I think it avoids some of the concerns expressed over Conservation Biology but still conveys an excellent representation of all the good work done in your Department.

Paragraph on college names deleted.

Hope this helps and let me know, I will be back in town tomorrow afternoon.

Paul Doescher

+++++

3/25/2010

Dan

SCB definition is not the meaning of the word conservation. Their definition would support a Society for Preservation Biology. TWS, AFS, SAF do conservation biology.

Hal

+++++

From: McComb, Brenda

To: Edge, W. Daniel - FW; Leslie, Susie; Dowhower, Dan

Cc: Ciuffetti, Lynda; Doescher, Paul; Tesch, Steve; Salwasser, Hal

Sent: Thu Mar 25 16:57:30 2010

Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by 31 March

Dan

Sorry for the delay in responding.

From The Society for Conservation Biology's own website: "The definition of Conservation Biology that we are using is the one supplied by the Society for Conservation Biology, as described in The Society's journal. Applying this description to our site: "We will provide information on programs that are attempting to develop the scientific and technical means for the protection, maintenance, and restoration of life on this planet - its species, its ecological and evolutionary processes, and its particular and total environment." see: <http://www.conbio.org/resources/Programs/About/faq.cfm> Much more detail on what is included in this definition is available in that professional society's strategic plan (<http://www.conbio.org/AboutUs/StrategicPlan/2006/>). Given the breadth of expertise needed to adequately address this definition, including the biotic and abiotic components of environments, it seems incomprehensible to me that any one department could legitimately claim that name. The social sciences, economics, ecosystem sciences, political sciences, as well as taxonomic disciplines spanning the plant and animal kingdoms all address this profession. I have been a member of the Society for Conservation Biology for years and served on the Editorial Board and the manuscripts that I reviewed spanned all of these areas of expertise. Clearly many people in the Fisheries and Wildlife are indeed directly involved in addressing conservation biology issues. So are people in Forest Ecosystems and Society and Botany and Plant Pathology; and the undergraduate and graduate curricula offered in Natural Resources also address the training of our students in various aspects of this profession.

My suggestion to you is to consider a name such as Fisheries and Wildlife Conservation Science. That is, the conservation of terrestrial and aquatic organisms in which you train students and conduct research with others across campus who, with you, provide important expertise in the broader Conservation Biology profession with regards to ecosystem process (e.g., climate change, nutrient cycling, energy flow), social and political systems and taxonomic determinations. Indeed it is this synergy among these disciplines that will be needed to address contemporary conservation problems and should be the basis for an interdepartmental and intercollegiate graduate degree program in Conservation Biology.

Brenda McComb

+++++

Hi Dan,

I cannot support renaming to include the words conservation biology for reasons previously explained. I could support Fisheries and Wildlife Conservation Biology and Management, which I think is a more accurate description.

Hal Salwasser

+++++

From: Tesch, Steve

Sent: Monday, March 22, 2010 10:55 AM

To: Gregory, Stanley V - FW; Edge, W. Daniel - FW

Cc: Robinson, Douglas - FW; Ciuffetti, Lynda; McComb, Brenda; Doescher, Paul; Maness, Thomas

Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by 31 March

Paragraph on his experience with trying to rename Forest Engineering a few years ago was deleted.....

I have not been involved in the liaison on this proposal, so forgive me if I am plowing old ground. As I read your emails below it struck me that the proposal might be more broadly embraced if it was clearer that the focus was on fisheries and wildlife conservation biology or whatever. Your statement about that intent seems inconsistent with the terminology that Dan is using that states fisheries, wildlife, AND conservation biology. I think it is easier for others who have an active interest/stake in this discipline to feel that threatened by that "AND" wording. Is there alternative wording to make the intentions your state more clear?

Best wishes for working this out. We do want OSU to have a strong identity as a leader in conservation biology, science, and management.

Steve

+++++

From: Doescher, Paul
Sent: Friday, March 19, 2010 10:03 AM
To: Edge, W. Daniel - FW
Cc: Robinson, Douglas - FW; Gregory, Stanley V - FW
Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by 31 March

Dan-as you know, Conservation Biology is near and dear to my heart. Somehow and somewhere at OSU, we need a Conservation Biology Program that draws on the many strengths that exist in this area. These strengths span many departments across several colleges.

I have heard the proposed name change is causing some individuals significant concerns.

One factor that could help me in regard to your proposal (and endorsing it or not) is to hear how others individuals and departments are responding. If there are significant concerns, my suggestion would be to convene key individuals involved in Conservation Biology efforts to discuss how best to promote this area at Oregon State University. I think basically it is a question of affirming the efforts in Conservation Biology and creating collaboration rather than divisiveness. One thought is to create an interdisciplinary, cross-unit degree program that would bring individuals together. This effort could be spearheaded by Fisheries and Wildlife.

Paul

+++++

From: Edge, W. Daniel - FW
Sent: Saturday, March 20, 2010 5:54 PM
To: Gregory, Stanley V - FW; Doescher, Paul
Cc: Robinson, Douglas - FW; Ciuffetti, Lynda; McComb, Brenda
Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by 31 March

Paul,

I am attaching two documents for your review. The first (**Responses to Liaison with Other Units.doc**) is our response to the concerns expressed during the first liaison request—you might have looked at this already, but I am assuming you did not. The second document (Liaison Responses Part 2.doc) are the responses I have received from 3 of the 5 people that the curriculum council asked me to specifically ask. I had a conversation with Lynda Ciuffetti on Thursday and she said that her response was likely to be support conditioned on the assumption that the name change would not prevent any interdisciplinary degree or degree options in their program related to restoration and conservation. That of course has never been our intent. In fact, Brenda McComb and I have discussed beginning work on an interdisciplinary MS in Conservation Biology and has presented in some of the draft documents regarding aligning natural resources at OSU.

Let me know what you think; if you would like have a cup of coffee to discuss this, I would be glad to meet with.

Cheers,

Dan

+++++

From: McComb, Brenda
Sent: Saturday, March 20, 2010 8:01 PM
To: Edge, W. Daniel - FW; Gregory, Stanley V - FW; Doescher, Paul
Cc: Robinson, Douglas - FW; Ciuffetti, Lynda; Tesch, Steve
Subject: RE: I need your feedback regarding the renaming of Fisheries and Wildlife by 31 March

Dan et al.

I still have concerns about F&W usurping this name; many OSU departments are involved in Conservation Biology. I am preparing a more detailed response to your proposal, but I do agree with Paul's suggestion of convening all of those on campus involved in that discipline to discuss an appropriate approach to bringing recognition to OSU. I am sure that there must be a less divisive approach to allow OSU to be recognized for all of the good things that so many departments do in this discipline.

Brenda

+++++

Hi Dan,

I cannot support renaming to include the words conservation biology for reasons previously explained. I could support Fisheries and Wildlife Conservation Biology and Management, which I think is a more accurate description.

Hal Salwasser



Office of the Dean

123 Women's Building, Corvallis, Oregon 97331-6802
Telephone 541.737.3256 Fax 541.737.4230

April 1, 2010

Walt Loveland, PhD
Chair OSU Graduate Student Council
Oregon State University
Corvallis, OR 97331

Dear Dr. Loveland:

We are very appreciative of the Graduate Student Council's recent approval of policy that provides for implementation of dual degree programs at OSU. Thank you for letting us be a part of those discussions, so that members of the Graduate Student Council would have a context for the dual degree program we present in this letter.

The fields of veterinary medicine and public health have changed significantly since September 11, 2001. Additionally, we have entered a new era of globalization and comparative medicine that requires both professional medical training and graduate public health education. Accordingly, the OSU College of Veterinary Medicine and the College of Health and Human Sciences will work together to provide a dual degree (DVM & MPH) program for a limited number of select students. The policy and administrative processes are in place to support the program, although we will need to walk through this novel process carefully to avoid communication errors.

The attached documents outline the planned dual degree program in further detail. The need to use professional courses for masters degree credit is very minimal. The DVM and MPH degrees both prepare practitioners rather than researchers as would a PhD degree. Our aim is to make OSU a more competitive contributor in our professions and to better serve the academic needs of Oregonians.

Thank you for considering this innovation at OSU. We request and look forward to the Council's advice, support and endorsement in this effort.

Sincerely,

Sue Tornquist, DVM, PhD
Associate Dean for Student
and Academic Affairs
College of Veterinary Medicine

Tom Eversole, DVM, MS, MS
Director of Strategic Development for a College
of Public Health and Human Sciences
College of Health and Human Sciences

cc: Cyril Clarke, Dean, College of Veterinary Medicine; Tammy Bray, Dean College of Health and Human Sciences; Carolyn Aldwin, CHHS; Katy O'Reilly, College of Veterinary Medicine

**OSU Dual Degree Program
in Public Health and Veterinary Medicine
April 1, 2010**

Professional Background

The World Health Organization as well as the American Veterinary Medical Association (AVMA), the American Medical Association (AMA) and the American Public Health Association (APHA) ascribe to the “One Health” approach to world health problems. One Health posits that human and animal health in a shared environment cannot be separated – as evidenced by pandemics of AIDS, swine flu and MRSA or epidemics such as SARS and Ebola. Increasingly, health education will become transdisciplinary, involving medicine, pharmacy, public health, veterinary medicine in dual degree programs to solve new and emerging global health problems. OSU is positioned to be a key player in that future.

The landscape for professional and graduate education has changed. Since 9/11 and the anthrax attacks, there has been an increasing awareness of the role of veterinary public health in emergency preparedness and bioterrorism response. The threats of avian flu and swine flu underscore the importance of surveillance for animal-to-human (zoonotic) diseases. Oregon Congress member and veterinarian, Kurt Schrader, is a co-sponsor of the Veterinary Public Health Workforce Enhancement Act, slated to provide resources to universities that train veterinarians in public health. If passed, the bill would provide scholarships, faculty salary, laboratories and teaching facilities for schools of public health and veterinary colleges offering dual degree (DVM-MPH) programs. CHHS has already activated two new MPH tracks in epidemiology and biostatistics, seen to be the primary focus of students interested in our dual degree program.

OSU Specific Background

The DVM/MPH dual degree program has value for OSU’s strategic initiatives, specifically: (a) the OSU Strategic Plan, (b) establishing an accredited school of public health, (c) increasing health sciences research and (d) addressing the national focus on comparative medicine through an enhanced veterinary public health workforce. OSU is committed to enhancing the public health workforce.

As part of its strategic plan, Oregon State University has identified Improving Human Health and Wellness as one of three signature areas for investment and development. The College of Pharmacy, College of Veterinary Medicine and College of Health and Human Sciences (CHHS) now comprise the Health Sciences Division. The CHHS has undertaken to become an accredited college of public health and human sciences (CPHHS) in 2014, advancing it to the stature of the other two professional schools in its area of excellence. Oregon currently has no accredited school of public health, which excludes it from a variety of research and service funding opportunities.

Importance for Oregonians

The workforce that Oregon needs now and for tomorrow requires dual degree options combining professional training and graduate education. OSU requires this program to be competitive and ensure that it attracts outstanding students, who wish to complete two degrees in a timely fashion.

The trend to offer combined DVM /MPH degree programs has expanded rapidly in the last few years. Twenty of the 28 veterinary colleges in the US offer public health degree options for veterinary students. OSU does not. OSU is one of the few land grant universities with a co-located accredited college of veterinary medicine and public health program. OSU is well positioned to be competitive as an academic institution, to contribute to global health research and to produce tomorrow's work force, if it fully supports dual degree programs.

DVM/MPH Curriculum

The proposed curriculum for the dual degree program is attached, using the epidemiology track as a model. See Attachment 1. Admission requirements for both the graduate program and the professional program apply. For coursework to apply to both degrees, students must be enrolled in the dual degree program. We anticipate only 1-2 students per year enrolling in the program. The MPH graduate student's committee will retain accountability and authority for assuring quality and rigor of academic studies applying to that degree.

Operationally, the program allows students to complete both degrees in five years. Veterinary students move through their curriculum as a cohort, making it possible to position one year of public health coursework either between year three and four of the veterinary curriculum or following year four but prior to degree award. In the future, some core public health courses will be offered during summer sessions, which will increase convenience for dual degree students wishing to matriculate then.

Only three professional courses are required for credit toward the master of public health degree in any track: Veterinary Medicine and Public Health (VMB 766), Epidemiology (VMB 767) and Preceptorship (VMC 780.) See Attachment 2. The College of Veterinary Medicine has submitted category II proposals for VMB 766 and VMB 767. We are currently submitting VMC 780 to be approved for graduate credit.

This program has the support of deans of the respective colleges as well as university administration. Drs. Tornquist and Eversole will coordinate administrative efforts to assure compliance with the program's national accrediting bodies as well as the OSU Registrar's and Finance Offices.

DVM – MPH Epidemiology Dual Degree Program
CURRICULUM
 April 1, 2010

| | FALL QUARTER | WINTER QUARTER | SPRING QUARTER |
|---------------|--|---|--|
| Year 1 | VMB 709 Professional Orientation 1 (1-0)
VMB 711 Gross Anatomy 4 (1-9)
VMB 714 Microscopic Anatomy 4 (3-3)
VMB 717 Physiology 5 (4-3)
VMC 738 Intro. to Animal Care 3 (1-6)
VMB 740 VIPS <u>1 (0-2)</u>
18 (10-23) | VMB 712 Gross Anatomy 4 (1-9)
VMB 715 Microscopic Anatomy 3 (2-3)
VMB 716 Neuroscience 4 (3-3)
VMB 718 Physiology 5 (4-3)
VMB 741 VIPS <u>1 (0-2)</u>
17 (10-20) | VMB 713 Gross Anatomy 4 (1-9)
VMB 719 Physiology 4 (3-3)
VMB 720 Immunology 5 (4-2)
VMB 721 Pathology 5 (4-3)
VMB 742 VIPS <u>1 (0-2)</u>
19 (12-19) |
| Year 2 | VMB 750 Systemic Pathology I 4 (3-3)
VMB 753 Veterinary Virology 4 (4-0)
VMB 759 Bacteriology and Mycology 5 (4-3)
VMB 760 Parasitology 5 (4-3)
VMB 761 Pharmacology <u>2 (2-0)</u>
20 (17-9) | VMB 751 Systemic Pathology II 5 (4-3)
VMB 762 Pharmacology II 4 (4-0)
VMB 766 VM and Public Health 3 (3-0)
VMB 767 Epidemiology 3 (3-0)
VMC 764 Diagnostic Imaging <u>4 (3-2)</u>
19 (17-5) | VMB 763 Clinical Pathology 4 (3-3)
VMB 765 Toxicology 4 (3-2)
VMC 725 Principles of Surgery 4 (3-2)
VMC 739 Veterinary Ethics 1 (1-0)
VMC 768 Principles of Anesthesia 4 (3-3)
VMC 769 General Medicine <u>2 (2-0)</u>
19 (15-10) |
| Year 3 | VMC 770 Large Animal Medicine I 4 (4-0)
VMC 773 Medicine Lab I 1 (0-3)
VMC 776 Small Animal Medicine I 5 (5-0)
VMC 783 Theriogenology I 4 (3-3)
VMC 785 Small Animal Surgery <u>7 (5-6)</u>
21 (17-12) | VMB 775 Practice Management 2 (2-0)
VMC 724 Large Animal Surgery 6 (4-6)
VMC 771 Large Animal Medicine II 4 (4-0)
VMC 774 Medicine Lab II 1 (0-3)
VMC 777 Small Animal Medicine II 5 (5-0)
VMC 786 Animal Behavior 1 (1-0)
DVM Elective: one course (3) (any quarter)
19-22 (16-9) | VMB 728 Special Animal Medicine 4 (4-0)
VMB 745 Communication for Vets 1 (0-2)
VMC 772 Large Animal Med. III 4 (4-0)
VMC 778 Small Animal Med. III 5 (5-0)
VMC 784 Theriogenology II 2 (2-0)
VMC 787 3 rd year clinics 1 (0-4)
17-20 (15-6) |

DVM Curriculum in BLACK

MPH Curriculum in BLUE

Courses applying to both curricula in Green

| Year 4 | Required Blocks | | credits | Elective Blocks (9 credits required) | | credits | Elective Blocks, continued | | credits |
|--------|--|-----|---------|---|------|---------|--|-----|---------|
| | | wks | | | | | | | |
| | VMC 795 Diagnostic Services | 3 | 5 | VMC 726 Pet Birds & Pocket Pets | | 2 | VMC 744 Advanced Lameness in Equine | | 3 |
| | VMC 732 LA Clinical Medicine I | 4 | 6 | VMC 727 Ornamental Fish Medicine | | 2 | VMC 746 Canine Center Food Animal Medicine | | 6 |
| | VMC 734 LA Clinical Surgery I | 4 | 6 | VMC 729 Lab Animal/Primate Medicine | | 3-12 | VMC 747 Veterinary Anesthesiology II | | 3 |
| | VMC 735 Rural Veterinary Practice I | 4 | 6 | VMC 749 Wildlife Safari | | 2 | VMC 748 Equine Dentistry | | 2 |
| | VMC 737 Veterinary Anesthesiology | 3 | 4 | VMC 768 Histopathology | | 1 | VMC 750 Equine Nutrition | | 1 |
| | VMC 780 / H510 Epi Preceptorship* | 4 | 4* | VMC 769 Animal Genomics | | 1 | VMC 751 Ruminant Nutrition | | 2 |
| | VMC 782 Large Animal Emergency Care | 1 | 1 | VMC 772 International Veterinary Medicine | | 2 | VMC 752 Clinical LA Medicine II | | 3-6 |
| | VMC 791 Clinical SA Medicine | 4 | 6 | VMC 786 Advanced Histopathology | | 2 | VMC 754 Clinical LA Surgery II | | 3-6 |
| | VMC 793 Clinical SA Surgery | 4 | 6 | VMC 711 Specialty Cardiology | | 1-3 | VMC 755 Rural Veterinary Practice II | | 3-6 |
| | VMC 794 OHS SA Primary Care | 2 | 3 | VMC 712 Specialty Oncology | | 1-3 | VMC 758 Cattle Production Medicine | | 3 |
| | VMC 796 Clinical Imaging | 2 | 3 | VMC 721 SA Nutrition | | 1 | VMC 759 LA Palpation | | 1 |
| | VMC 797 SA Emergency | 1 | 1 | VMC 726 Small Animal Theriogenology | | 1 | VMC 763 Advanced Clinical Cardiology | | 1 |
| | | | 50 | VMC 730 Analgesia | | 1 | VMC 779 Equine & Canine Sports Medicine | | 2 |
| | (*6 credits toward MPH internship when includes sr. paper) | | | VMC 731 SA Emergency Care—Dove Lewis | | 3 | VMC 789 Pet Practice | | 3 |
| | 4 weeks of 2 different required specialties (in | | | VMC 740 Sheep & Goat Med/Surgery | | 3 | VMC 792 Clinical Small Animal Medicine II | | 3 |
| | 2-week blocks) | | 4 | VMC 741 LA GI Surgery | | 2 | VMC 798 Clinical Small Animal Surgery II | | 3 |
| | VMC 711 Specialty Cardiology | | | VMC 742 Camelid Medicine and Surgery | | 4 | VMC 799 Topics in Veterinary Medicine | | 1-16 |
| | VMC 712 Specialty Oncology | | | VMC 743 Advanced Equine Reproduction | | 3 | | | |
| | Additional electives required (3rd and 4th year) + | | 9 | | | | | | |
| | | | 63 | | | | | | |
| Year 5 | | | credits | | | credits | | | credits |
| | | | | | | | | | |
| | H525 Epidemiology I or: Foundations of Epidemiology | (3) | | H526 Epidemiology II or: Intermediate Epidemiology | (3) | | HXXX Epidemiology III or: Advanced Epidemiology | (3) | |
| | H 524 Introduction to Biostatistics | (4) | | HDFS 531 Research in Human Development & Family Sciences II | (4) | | HDFS 532 Research in Human Development and Family Sciences III | (4) | |
| | H 533 Organization, Financing and Delivery of Health Care | (3) | | H 591 Epidemiology for Public Health Practice | (3) | | H 591 Infectious disease epidemiology | (3) | |
| | PH Electives: 1-2 courses | (6) | | H 591 Chronic Disease Epidemiology | (3) | | H 591 Public Health Surveillance | (3) | |
| | | | (16) | H 512 Environmental + Occ. Health | (3) | | H 571 Health Behavior | (3) | |
| | | | | | (16) | | | | (16) |

DVM Curriculum in BLACK

MPH Curriculum in BLUE

Courses applying to both curricula in Green

Veterinary Course Credits applying toward MPH degree

April 1, 2010

Professional Veterinary Medicine courses counting toward Graduate MPH degree with advisor's approval and enrolment in dual degree program:

1. VMB 766 Veterinary Medicine and Public Health (3)
2. VMB 767 Epidemiology (3)
3. VMC 780 Preceptorship (4)
 - Satisfies H510 (6), public health internship when combined with senior veterinary paper

VMC 780 – Veterinary Preceptorship (in Epidemiology)-

A minimum of 4 weeks (200 Hours.) This work qualifies for 4 credits in the DVM program. For veterinary preceptorship to satisfy the MPH internship requirement, the student's written and verbally-presented senior paper (2 additional graduate credits) must relate to the preceptorship in the MPH track discipline (epidemiology, biostatistics, etc.)

H510 – Public Health Internship

A minimum of 5 weeks (200 hours) of internship for 6 graduate credits. The internship requires/includes a final report/paper about the internship to describe what the student did, learning objectives they met and program objectives they have met. Internships may be more than 200 hours and may earn up to 9 credits. This course will be cross-listed as a Veterinary Medicine course to facilitate credit tracking.

Core Theme #2: Graduate Education and Research

Objective #1: Provide high quality graduate education and professional programs

Outcome #1: OSU has nationally recognized and highly sought after graduate programs.

- Indicators:
 - GRE scores of entering graduate or professional students
 - Percent of total enrollment that are graduate or professional students
 - Percent of the graduate student body that are doctoral candidates
 - Number of graduate programs that are ranked in the top third of programs within their discipline within the country

Outcome #2: Professional students perform at or above the median levels of performance on national level licensing examinations.

- Indicators:
 - Percent of entering students that successful complete their programs and attain passing results on national licensing examinations
 - Class median scores on national examinations relative to national medians

Objective #2: Engage the university community in scholarly and research related activities

Outcome #1: Students at all levels have opportunities to engage in scholarly activities within their chosen field

- Indicators;
 - Formal, structured research-access programs available to undergraduates
 - Number and disciplinary distribution of Honors Students
 - Number of Undergraduate, Research, Innovation, Scholarship, and Creativity-supported (URISC) students.
 - Number of International Undergraduate Research Program (IURP) applicants received each year.
 - Number of students engaged in other undergraduate research programs
 - Number of public shows, exhibits and performances offered by OSU undergraduate students offered each year

- Engagement by graduate students in faculty-initiated research
 - Number of graduate students engaged in research
 - Number of graduate student authors of scholarly papers each year.
 - Number of graduate students identified as co-inventors on invention disclosures submitted

Outcome #2: The University sustains an environment that supports and validates faculty research productivity

- Indicators:
 - Competitive grants awarded
 - Books and peer journal publications
 - Publications in high impact journals
 - National awards and recognition of our faculty

Objective #3: Foster a creative and collaborative intellectual culture

Outcome #1: Students and faculty engage in interdisciplinary work

- Indicators
 - Number of students and faculty engaged in interdisciplinary studies
 - Number of undergraduate and graduate degrees in interdisciplinary areas.
 - Percent of proposals submitted with co-investigators from multiple departments or colleges
 - Number of multi-institutional grants/contracts in which our faculty participate

Outcome #2: The University grows a vigorous Honors College program

- Indicators:
 - Number of students enrolled in the Honors College
 - Number of faculty participants in the Honors College
 - Number of students graduating with Honors
 - Ratio of applicants/accepted students in the Honors College

Outcome #3: The University supports a dynamic and productive University Center and Institute (C/I) program

- Indicator:
 - Number and diversity of departmental representation among each C/I's members

- Number of federally-funded Centers or Institutes
- Amount of research leveraged by facilities operated by C/Is

Objective #4: OSU research/scholarship demonstrates measurable economic impact within the state and beyond.

Outcome #1: Academic programs within OSU prepare students at all levels for participation in the workforce

- Indicators:
 - Placement of graduates into their chosen field
 - Industry support for student capstone courses

Outcome #2: OSU faculty develop and engage in corporate-funded, corporate-relevant research

- Indicators:
 - Percent of the sponsored research funded by industry
 - Number of Master Agreements established with industry partners
 - Licensing of IP to industry partners as a result of industry-funded research

Outcome #3: OSU students acquire critical business skills through the entrepreneurial student programs

- Indicators:
 - Student participation in the Weatherford Entrepreneurial Program (WEP)
 - Number of student start-up companies from WEP
 - Business plans built by OSU MBA students around OSU technologies
 - Success of MBA students in angel/venture competitions

Outcome #4: The OSU community generating economically-relevant research

- Indicators
 - Number of invention disclosures submitted
 - Number of patents awarded
 - Percent of revenue generating patents
 - Licensing revenue generated
 - Success of companies utilizing the OSU Venture Development Fund
 - Number of successful start-up companies using foundational IP from OSU (successful = still viable or sold after three years)

From: Fisk, Martin [Martin.Fisk@oregonstate.edu]
Sent: Friday, April 02, 2010 11:40 AM
To: Loveland, Walter D - ONID; Leslie, Susie
Cc: Harte, Michael James; Francis, Sally K.; Naguib, Nagwa; Bechert, Ursula
Subject: Creation of PSM programs

Walt and Susie,

Could you please give me your opinion on how OSU should approve new PSM programs?

Ursula is asking about the procedure for approving a new Professional Science Masters degree. OSU now has three approved PSM degrees (Environmental Science, Applied Biotechnology/MCB, and Applied Systematic Biology). You can see from the emails below there has been discussion about using the Category II process for creating new PSMs. Sally and I have also talked about this.

She indicated that the Sloan Foundation owns the PSM trademark and all programs wanting to call themselves a PSM must have their program approved by the Council of Graduate Schools (CGS), to whom the Sloan Foundation has granted the authority for approving PSMs. Sally and I concluded that it would be appropriate for the university to have an internal approval process before a PSM application is submitted to CGS.

The PSM is a non-thesis masters with 30 credits of science core, 18 credits of professional courses, and 6 credits of internship credits. For each new OSU PSM the science core would be different, but the 18 professional and 6 internship credits would be the same.

I can see two possible existing options for approval of PSMs before submitting an application to CGS, Full CAT I and CAT II. The Full CAT I process seems to be the most appropriate because it is for new degree programs and major changes in existing programs. A new PSM could be considered a major change to an existing program. The CAT II process might also be appropriate because it is used for changes to a major (if you consider each PSM program equivalent to a major).

I am proposing that because the template for the OSU PSM exists that new OSU PSM programs that have the same template be considered equivalent to a change in a major and that the CAT II process be used. Could you let me know what you think about this?

Thanks,
Martin

Dr. Martin Fisk, Acting Dean of the Graduate School
Rm 300 Kerr Admin Bldg
Oregon State University
Corvallis, Oregon, 97330 USA
phone: 541-737-4881
fax: 541-737-3313
email: martin.fisk@oregonstate.edu

-----Original Message-----

From: Bechert, Ursula
Sent: Friday, April 02, 2010 9:57 AM
To: Fisk, Martin
Subject: FW: Creation of PSM programs

Hello-- Just checking to see if you've made a decision re: our MRM PSM program yet. We still have not made those web pages live but would love to do so. Please let me know how we can proceed. Thanks,
Ursula

-----Original Message-----

From: Bechert, Ursula
Sent: Friday, March 19, 2010 1:23 PM
To: Fisk, Martin; Dowhower, Dan
Subject: RE: Creation of PSM programs

Thanks, Marty. I agree that a Cat II would be a good way to approve new PSM programs at OSU as long as they are in departments with existing non-thesis MS options and conform to a general template. Right now, the template is 30 credits of science core, 18 professional courses, and 6 internship credits (54 credits total as a minimum).

Please let me know what you think, and if we should put this together for the MRM PSM.

Thanks again and enjoy the sunny weekend! --Ursula

-----Original Message-----

From: Fisk, Martin
Sent: Thursday, March 18, 2010 11:28 AM
To: Bechert, Ursula; Dowhower, Dan
Subject: FW: Creation of PSM programs

Ursula and Dan,
Here is an additional exchange between Stella Coakley and me on the PSM approval process.
Yours,
Marty

-----Original Message-----

From: Coakley, Stella - CAS
Sent: Thursday, March 18, 2010 11:23 AM
To: Fisk, Martin
Subject: RE: Creation of PSM programs

Absolutely agree with you. Simple is always better . Thanks!

-----Original Message-----

From: Fisk, Martin
Sent: Thursday, March 18, 2010 11:21 AM
To: Coakley, Stella - CAS
Subject: RE: Creation of PSM programs

Stella,
Thanks for the response and for pointing out the F&W PSM CAT I. I have a draft copy and I'll examine it to see if it seems like the appropriate model of creating new PSMs. A CAT II proposal might be a better approval vehicle unless additional fundamental changes are proposed.

Thanks again,
Marty

-----Original Message-----

From: Coakley, Stella - CAS
Sent: Thursday, March 18, 2010 10:44 AM
To: Fisk, Martin
Cc: Bechert, Ursula; Dowhower, Dan; Naguib, Nagwa
Subject: RE: Creation of PSM programs

Marty,

Three were created utilizing existing non-thesis master's options within the respective programs and the fourth, initially associated with the non-thesis genetics programs, evolved and was created subsequently for MCB---that would have required whatever is needed to add a M.S. to a program that didn't have one and I was not directly involved. In the early days of the program, it made the best sense to utilize existing programs to expedite their launch. Sally Francis worked extensively with the establishment of these programs and ultimately in trying to help the graduate council understand the nature of the National PSM programs and to assist in the approval process for the Business component; Sherm Bloomer was the most engaged with trying to sort out the financial model for the latter piece.

With the proof of concept for the PSM program nationally (and at OSU), increased interest, OUS involvement, it makes good sense to move to time effective, predictable process by which to create these. I believe that there is a CAT I coming through from F^W just about any day to do so for a new PSM. I've lost track of the umbrella request that I believe Ursula has worked on/submitted. If the latter has been approved, it would make sense to use a streamlined process to add new options---don't know what that would be.

Hope this helps.
Stella

-----Original Message-----

From: Fisk, Martin

Sent: Thursday, March 18, 2010 10:34 AM

To: Coakley, Stella - CAS

Cc: Bechert, Ursula; Dowhower, Dan; Naguib, Nagwa

Subject: Creation of PSM programs

Stella,

After discussions with Ursula about creating new PSM programs, I am wondering how the original four PSMs were created. In particular, I am curious about the level of approval that was needed within the university. I believe you were the PI on the original Sloan proposal and I wonder if you can tell me if the proposal had supporting Category I or II proposals or if there was some other approval process? If you are not the right person to contact about this, can you please tell me who I should consult.

Thanks very much,

Yours,
Marty

Dr. Martin Fisk, Acting Dean of the Graduate School Rm 300 Kerr Admin Bldg
Oregon State University Corvallis, Oregon, 97330 USA
phone: 541-737-4881
email: martin.fisk@oregonstate.edu

Materials linked from the March 3, 2010 Graduate Council agenda

Report on Follow-up Review of the History of Sciences Graduate Program

The History of Science Graduate Program was reviewed by a committee appointed by the Graduate Council and Dean of the Graduate School during March 8-9, 2007. The committee reported its observations and recommendations March 26, 2007. The History of Science (HS) program faculty then developed an Action Plan for response to nine key recommendations. This plan was presented to the Graduate Council and the Provost. On November 17, 2009, committee members Robert Duncan (COAS) and Thomas McLain (Wood Science & Engineering) met with History Department chair Jonathan Katz to discuss progress in carrying forward the Action Plan.

These are our findings relative to the Action items that address recommendations made by the 2007 Review Team:

1. “Maintain a critical mass of core faculty in the field.”

At the time of the review (March, 2007), the HS program had 3.0FTE faculty dedicated to course delivery and advising. David Luft has replaced retiring Robert Nye, Anita Guerrini has replaced Mary Jo Nye, and Michael Osborne has replaced Paul Farber. In addition, Jacob Hamblin has been hired in the research area of history of geosciences. In the meantime, Ronald Doel (joint HS and Geosciences faculty member) left for a faculty position elsewhere. This makes 4.0FTE now supporting the program, or an increase of 33% in core faculty. Other Department of History faculty members have research interests in history of medicine (Ben Mutschler, Lisa Sarasohn, Gary Ferngren, Paul Kopperman) and are being included as potential advisors in the HS program. Discussions are also underway in the CLA for development of a Medical Humanities program that would increase course offerings and advising for graduate students in the HS program.

2. “Increase the number of graduate students.”

The graduate student enrollment in the HS program was 5-6 at the time of the review. Today there are 9 students enrolled: 8 students are resident and 1 followed Ronald Doel but will receive an OSU degree. Two new students are expected to matriculate next September. Of the current 8 resident students, 6 are supported financially in their graduate programs.

3. “Increase the number of 500 and 600 level classes.”

Luft, Guerrini and Osborne have each added or proposed at least one new graduate-level (i.e., not “slash”) course to the curriculum. Attention is paid to scheduling at least one 500-level course each term. The larger cohort (8-10 students) ensures that courses will stand a good chance of meeting the new OSU guideline for minimum student enrollment.

4. “Introduce proseminars”.

Chairman Katz remarked that it is difficult to get faculty to take on seminars as teaching assignments because these are viewed as “extra” (overload). The idea here is to institute a regular, year-long student-led seminar for presenting and discussing research progress and methods. Faculty will be present but only to guide or facilitate discussion. COAS and Wood Science have such research seminars, which are run with only small burdens on the faculty of those units.

5. “Encourage cross-disciplinary contact.”

Other similar graduate programs in the US are moving toward an integrated “History and Philosophy of Science” program focus with graduate applicants seeking training in this broader area of scholarship. This trend has led to discussions with faculty in the Department of Philosophy about expanding the HS program. This would increase capacity to advise students and increase course offerings in support of the program. The current review team suggested that it may be possible and desirable to develop a course of wide interest to graduate students in science and engineering that addresses recent concerns of federal funding agencies (e.g., NSF). This might have a title like “Responsibility and Integrity in Science and Engineering”, addressing issues of science, medical and environmental ethics. Funding to develop and delivery such a course might be secured from NSF support. We also discussed the desirability of developing a certificate course in HS for graduate students in natural science subjects. This could be developed and offered in parallel through E-campus.

6. “Increase financial support for graduate students.”

As reported above, 6 of the current 8 students receive financial support toward their HS programs. This comes from GTA support, the Horning endowment, and revenue from E-campus course delivery. This is a significant improvement over the level of student support in 2007. However, full support for graduate students in this area will be difficult to maintain in the current environment.

7. “Increase office space for graduate students.”

All graduate students are currently accommodated in Milam Hall with a desk and computer in shared offices, but more space is needed with anticipated expansion of student numbers. The new “Paul L. Farber” student lounge is intended and used primarily as a common space for graduate students.

8. “Track student placements.”

Chairman Katz agreed this is desirable and is being implemented at the review committee’s suggestion.

9. “Expand employment opportunities for students.”

The Public History initiative was cited as one example of expanded employment opportunities for HS graduates. This effort in applied history (examples focused on coastal communities) could direct graduates toward employment in archives, museums, historical societies and grant writing.

From Gary DeLander

We propose the following:

1. Students may co-enroll in professional and graduate programs. This will be referred to as enrollment in a 'dual degree' program. Enrollment in each program will require a separate admissions decision. Only students who have completed a Bachelor's degree may enroll in a graduate program.
2. For students enrolled in a dual degree program, enrollment in either professional courses or graduate courses will satisfy the continuous enrollment requirement of the Graduate School for a specific term.
3. Students may use 'graduate approved' courses in professional programs (specific graduate approved 7XX courses) as also satisfying the requirements of their graduate program if taken while co-enrolled as a professional and graduate student. Responsibility for defining a student's graduate program, including selection and approval of the student's curriculum, lies with the student's graduate committee. In this and all other aspects, the progression of students will follow normal processes and policies for a graduate program established by the Graduate Council and implemented by the Graduate School will be followed.
4. Completion of graduate programs will be confirmed and degrees granted using established Graduate School procedures. Completion of professional programs will be confirmed and degrees granted using established procedures for the respective colleges.

Policy Statement Regarding International Graduate Teaching Assistants

If the Graduate School's determines that an applicant or current student's native language is not English, the proposed IGTA is required to take the Internet Based TOEFL (iBT) test before being appointed as a graduate teaching assistant. (Students who matriculated prior to Winter 2010 are exempt from this policy.)

Potential IGTAs scoring below 26 on the speaking section of the iBT can be appointed, but will be required to undertake further English language training.

If a unit wishes to offer a student with an iBT speaking score of 18 to 25 an assistantship, the unit must:

- (a) Affirm that the graduate student will be enrolled in **IEPA 098NC COMMUNICATION FOR IGTAs** (with the unit paying the cost of this training).
- (b) If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
- (c) If (b) above is not possible, and if possible, pair the IGTA in the laboratory or classroom with another TA who is a native speaker of English.
- (d) Monitor the quality of IGTA performance using student evaluations and the evaluations of the supervising professors. The unit will document for each student the results of their evaluation of the student's performance as a GTA.

If the unit agrees to meet these conditions, the IGTA appointment can be made.

The scheduling of IEPA 098NC will be coordinated with the units so that students can attend the course and conduct teaching assistantship duties. Please check the OSU course catalog for confirmation of the time and date:

<http://catalog.oregonstate.edu/CourseDetail.aspx?subjectcode=IEPA&coursenumber=098NC>

Guidelines for the Assignment of International GTAs

| iBT Speaking Sub Score | Assignment Considerations |
|--|---|
| 26 and above | A score of 26 indicates near-native speaking ability. No significant language difficulty is anticipated. Language proficiency usually includes demonstrated audience awareness, cohesive and well developed responses, limited deficiencies in fluency, vocabulary, grammar or pronunciation. |
| English language training is required for scores of 25 to 18. | |
| 25 - 23 | Characteristics in this range may include strong but understandable accent, labored and deliberate pronunciation, possible difficulty with free-response |

| | |
|---------|---|
| | <p>items, halting speech patterns or vocabulary limitations. Teaching assignments should be made recognizing that the IGTA has language limitations. The graduate teaching assistant must attend the IGTA or equivalent course. Departments should provide close ongoing monitoring of progress in the IGTA assignment and in language skills development.</p> |
| 22 - 18 | <p>The teaching assistant should take English language training, the level of which will be determined by INTO-OSU. Course work could include the IGTA course or equivalent courses. Only assignments involving minimal student-teacher interaction should be made. Departments should provide close ongoing monitoring of progress in language skills development.</p> |

Students with an iBT speaking score of less than 18 can not be assigned teaching assistantships.

Materials linked from the February 19, 2010 Graduate Council agenda

Review Panel Report: Oregon State University Environmental Sciences Graduate Program

OVERALL RECOMMENDATION

The Review Panel recommends that the Environmental Sciences Graduate Program (ESGP), a multi-disciplinary program at Oregon State University offering PSM, MS, MA and PhD degrees be maintained. The mission of the ESGP is very much in alignment with the University's mission to promote environmental progress; the challenge is to maintain high quality and provide evidence of success of graduates of this program. Program continuity by engagement and participation of more active faculty is essential for the future success of the program. Faculty need to be given a sense of 'ownership' in the program.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Environmental Sciences Graduate Program is currently academically administered and financially categorized under the Graduate School. Given its multi-disciplinary nature, the Graduate School provides a natural home.

The Graduate School provides some funding for administration and other purposes, however, the main support for graduate students falls to the major professor or their departments. The College of Science has also provided funding in the form of GTAs for basic biology classes. However, the Dean of the College of Science has indicated that future GTA funding for students in this program is not guaranteed. This funding model is precarious, especially in the face of the current budgetary climate. Unfortunately the panel could only identify this problem---we were unable to solve it, however a few suggestions are mentioned below.

Given the current funding model, we do not recommend that the program increase their admissions.

The budget from the previous four years provided on p. 38 of the Self Study report suggests that the year-end balances could be used to support approximately two graduate students per year. Perhaps the faculty in the program could pursue an IGERT in one or more of the thematic areas. If this is successful, graduate student support could be guaranteed for several years.

In other programs on campus, revenue from the professional side is used to subsidize the Master's and PhD students. Perhaps that could be pursued here as well.

A related issue is the fact that faculty currently have little incentive to participate in the program, particularly as major professors. Apparently some financial incentive has been given in some past years, which might address this problem. According to the self study document, roughly only 10% of the graduate faculty have participated as major professors. ESGP students often end up as 'second class citizens', especially in terms of funding. Students within the various disciplines are generally given higher priority in their respective Departments.

The program is truly multidisciplinary, with almost 150 faculty listed as members of the ESGP faculty. They hail from across the OSU campus, as well as agencies such as the USEPA. While it is impressive to

see such a large faculty listing, it is clear from the Self Study report that very few of these faculty have actually participated in the program over the past few years. Again it might be helpful to reinstate financial incentives.

There are three required ES courses. Students then choose among eight tracks, with approved lists of course offerings. This cross-disciplinary focus is both a strength and weakness of this program. The panel suggests streamlining the tracks (the self study notes that the water resources track may be eliminated due to overlap, but the Deans and Directors recommend keeping it as it offers a niche not available in water resources). The Natural Resources track may overlap with the Master's in Natural Resources degree. We also recommend streamlining/updating the course offerings within the tracks, perhaps with student and faculty input.

The program relies heavily on its web pages to attract applicants and inform current students of program requirements. These need to be regularly updated (since our review, these pages have been updated).

Given the fact that students in this program do not have a natural common home (other than the graduate school), there is little chance for students to form an 'esprit de corps' other than that formed when they take the core ES courses in the winter term. Modern technology could afford students a virtual home, which we encourage the students to pursue. We would also recommend moving the ES courses to the fall term for entering students. Another issue that needs attention is inequality in student salary across Departments within ESGP and between students in the home Department and ESGP.

The panel recommends that the program reconsider the current policy that students follow the requirements of the respective Departments of their major professor in completing their degree, which are being undertaken. A uniform policy concerning exams, for example requiring only oral exams should be considered. Also, it would be helpful to provide major professors with an 'information packet' concerning the program requirements.

The requirement that incoming students have a major professor is reasonable for the MS and PhD students (PSM students do not have this requirement), however it appears that the Director, Andy Blaustein, is bearing the biggest burden in finding and contacting matches. Although the program has set up its own web-based admissions, which is excellent, there are apparently still problems with incentives for faculty to participate in committee work. This again goes back into faculty buy-in for the program. It is recommended that the Director, the Dean of the Graduate School, and the Deans of the participating Colleges meet to discuss ways in which faculty engagement can be enhanced. Perhaps an IGERT and/or graduate internship opportunities could motivate faculty into participating more actively in the program.

The interdisciplinary nature of the program makes the administration of the program complex. Luckily, the leadership has been enthusiastic and energetic under both Bill Winner and Andy Blaustein, and the staff (Linda James) has been indispensable. Reduction in staff support would be devastating, an increase would be more than welcome.

Students can easily fall through the cracks in this type of program. We recommend that students be evaluated annually (a standard form for students to ask their advisors to complete might work). Also, we recommend that the program keep track of completion rates, time to completion and student placement after graduation.

The current ES core teaching staff is excellent---enthusiastic, talented, and excited about the resourcefulness of their students. There is, however, no clear plan for long term teaching of these courses.

Introduction

This was the first review of the graduate program in Environmental Sciences (ESGP) since its approval in Winter 1998. The stated goals of the review were to assess: the direction and growth of the program, funding adequacy, adequacy of core courses, and the program's ability to meet employer demands.

The review took place on June 3, 2009 at the Memorial Union. Because of the interdisciplinary nature of this program, no specific on-site tour of facilities was undertaken as a part of the review.

The participants on the review team included: Alison Power (Dean of the Graduate School at Cornell University), Susan Walls (Florida Integrated Science Center), and two members of the Graduate Council: Vinod Narayanan (Engineering) and Shawna Grosskopf (Liberal Arts). The team was provided with guidelines as well as an excellent Self Study Report prepared by Dr. Andrew Blaustein (program director) and coordinators Kimi Grzyb and Kathleen Kraska before the review. We were also provided copies of the Category I proposal establishing the program.

Present as observers were Sally Francis, Dean of the Graduate School and Martin Fisk, Associate Dean. Nagwa Naguib from the Graduate School also attended.

We first met with Dr. Andrew R. Blaustein, ESGP director, who provided us with a very helpful summary of the written report. We then met with three of the seven deans involved in this program (Sherman Bloomer, Dean of the College of Science, Larry Curtis, Associate Dean, Agricultural Sciences, and Larry Rodgers, Dean of the College of Liberal Arts). Next we met with the faculty teaching the core courses (William Hogsett, EPA, Eric Seabloom, Zoology, Elizabeth Borer, Zoology), followed by meetings with graduate students, graduate faculty, and a closing session with the director and administrative assistant Linda James.

All participants were extremely open and helpful. The panel members appreciated the professional conduct of the review visit as well as the documents provided to us. We were provided ample time to pose questions, and we believe that the participants were given ample time to provide opinions, comments and suggestions for improving the program.

The rest of the report follows the outline for the review panel report provided by the Graduate School.

INPUTS

1. Fit of the Mission of the Program with college and university missions

The stated mission of Oregon State University (<http://oregonstate.edu/mission/>) is to promote economic, social, cultural and environmental progress for people across Oregon, the nation and the world through our graduates, research, scholarship, outreach, and engagement. By providing a cross-cutting platform across several disciplines such as Zoology, Forestry, Liberal Arts, Agricultural Sciences, and Oceanic and Atmospheric Sciences, the ES Graduate Program fits well with OSU's mission of affecting environmental, social and economic progress. The graduates from this program are trained to analyze environmental systems and predict changes in the environment as well as manage environmental resources. The ESGP is housed at the Graduate School and hence transcends the mission of each of its participating Colleges.

A unique aspect of the ESGP is that it is a Joint Campus program between Oregon State, University of Oregon and Portland State Universities. Faculty and students researchers participate in a Joint Campus conference once a year. The review team considers this conference to be of great value to students since it gives the students exposure to the diverse, yet complementary nature of environmental sciences. There were some concerns expressed related to the low turnout at a recent Joint conference. This review team was not privy to the structure of the ESGP at UO and PSU and hence cannot suggest ways of improving participation. However, the low attendance of participating faculty and Deans with the Review team indicates that the inter-disciplinary inter- institutional nature of this program is both its uniqueness as well as its challenge. One suggestion is to coordinate reviews of the ESGP at all three institutions or to have Directors of the ESGP from UO and PSU provide input on their respective programs to the review team.

At OSU, the ES Graduate Program has eight tracks: Biogeochemistry, Ecology, Environmental Education, Natural Resources, Quantitative Analysis, Social Science, and Water Resources, in addition to a Professional Science Masters' track. The Director has informed the Review Committee that two other tracks are in the planning stages, one of which is Conservation Biology. The Director further informed the Review team that only three of these eight tracks, namely Ecology, Social Science, and Professional Science Masters had the largest enrollments. **This observation, coupled with the other regarding lack of active faculty participation except for a select group, suggests that elimination of tracks with low enrollment should be considered.** While such a move would not necessarily change the financial situation, it would help in two ways: (a) present a more coherent front to the Program, and (b) reduce the burden of processing some additional applications.

2. Quality of Students

ESGP students consistently have GPA's over 3.0 and GRE scores that are competitive with the national averages (as determined in 2000). For all degree programs in the ESGP, a high proportion of applicants and graduating students are female and either international or non-residents of Oregon. Students are resourceful, with many of them garnering their own funding and being recognized with a variety of honors and awards. Several have published in peer-reviewed scientific journals and given presentations at professional meetings.

3. Admissions selectivity

From 2004 to 2008, the number of applications to the ESGP that were received, followed by the number of students admitted, were as follows: 2004, 17 (3); 2005, 9 (7); 2006, 23 (12); 2007, 26 (10), and 2008, 22 (7). This resulted in an overall average rejection rate of 56.4%, ranging from 22.2 to 82.3%. The primary reason that applicants are not admitted to the program is the inability of a student to secure a major professor prior to admission (not a requirement of PSM students). The Program Director exerts a considerable amount of time and energy in attempting to match the interests of prospective students with those of ESGP faculty. This is an example of a task with which the Program Director needs the participation of his ESGP colleagues (see below).

4. Level of financial support of students

Many students receive external financial support and/or GRA's through their major professor's department, however support is not guaranteed. The self-study report notes that 56% of ES graduate students worked in non-university funded jobs during graduate school, compared to 35% of OSU graduate students overall. There are no ESGP fellowships available. **To compete for, recruit and sustain high quality graduate students, teaching stipends need to be increased (both in terms of number of**

stipends available and the funding amount per stipend). There are only 6 annual GTA positions available for students, offered in conjunction with the Biology undergraduate program, each at \$1,380.00/month. These are mostly funded through the College of Sciences, and are not guaranteed. Moreover, because some GTA's receive stipends from their respective home departments, and departments vary in funding available for stipends, GTA's perceive that there is a disparity in stipend amounts for the same workload. **Funding mechanisms for GTA's should perhaps be standardized, if possible.** Other possibilities for students to earn income in their academic field of study are described below.

5. Curriculum strength

The required core courses (ENSC 515, 520 and 508) are well-structured, relevant to current environmental issues, and germane to the mission and goals of the ESGP. In addition to these three classes, graduate students are required to take up to one additional course from an approved list of core courses to comprise a total of 9-12 credits of a core curriculum. The required and approved additional core courses address contemporary needs of prospective employers in both the public and private sectors. Additional courses are required to fulfill degree requirements, and the number of these needed vary with program of study. In theory, the lists of available courses are sufficiently diverse to allow students the flexibility to design a course of study tailored to their particular interests, whether more academic or applied. However, it is not clear how many of these courses are actually offered on a regular basis. A course that appears to be lacking, but which would be beneficial to students, is one on Professional Development (e.g. one that covers development of a curriculum vitae, statements of teaching and research, interview skills). This might be offered as a workshop at the annual meeting.

6. Quality of personnel and adequacy to achieve mission and goals

The credentials of the faculty available for participation in the ESGP are stellar. A pivotal concern is the general lack of faculty participation in the program, which undoubtedly could be increased by offering incentives. Faculty participation is needed for service on committees (e.g. admissions), as well as for teaching. The Program Director has had little support from his colleagues with detailed decision-making processes. The faculty who have been involved in teaching the core courses (Borer, Hogsett and Seabloom) are extremely creative, vibrant and enthusiastic, with excellent research credentials. They should be recognized for their commitment to the program (as should the Director). Participation by other faculty is greatly needed, however, to allow these faculty the opportunity to rotate out and teach other classes in their areas of specialties.

Administrative support: The program is understaffed. Linda James does an excellent job as the singular support person for this program. **The addition of even modest additional support, such as a work study student, could potentially improve administration, especially if that person also had expertise to provide website support, a skill which is needed.**

7. Level and quality of infrastructure

The Environmental Sciences graduate program is a purely interdisciplinary degree program involving eight colleges with degrees granted through the Graduate School; ESGP does not have its own physical facilities. The Director and Student Services Manager reside in offices in Cordley Hall which are shared with the Environmental Science Distance program, Entomology, Science Pre-Education and first and second year Biology/Zoology students. The program also receives support from the College of Science Management Center (Cindy Alexis and Leah Quinlivan handled ESGP finances and are moving to the Arts and Sciences Business Center); Dr. Ursula Bechert manages student recruitment, mentoring and outreach for the PSM Program in Environmental Sciences and Andrea Wirth is the Geosciences and Environmental Sciences librarian. Although library budgets have declined, roughly half of the

monographs in the environmental sciences section have been purchased since 2000. OSU subscribes to 18 of the 20 top journals in the environmental science area. Given that materials are available through Summit and Interlibrary loan, library services are probably adequate.

All participating faculty have home departments or agencies other than Environmental Science. There are no dedicated facilities for the graduate students in the program, which probably contributes to the perceived lack of cohesion and communication among these students. Although a physical home would certainly be welcome, the social infrastructure and communication among students and between faculty and students could be enhanced even without such a home. During our visit with graduate students, many suggestions were made, including setting up an online communication network among the students themselves (see section on student satisfaction below for more recommendations). **We recommend that the ESGP include student representatives on program committees (which will be done starting this Fall), make Fall orientation a community-building event by inviting returning students and faculty, consider moving required courses to the Fall term, and schedule an annual review of students to provide feedback on their progress.**

8. Quality of Organizational Support

The Graduate School provides financial support for the Environmental Sciences Graduate Program, which includes funding for the Director and Student Services Manager for the program. As mentioned in the previous section, additional staff support services are provided by the College of Science Management Center, which appears to be moving to the Arts and Sciences Business Center. Dr. Ursula Bechert provides services to the PSM Program in Environmental Sciences as part of her duties as director of off-campus programs.

According to the self study report, as of FY08 the program no longer receives funding from other units. Since FY04, there has been a positive end of year balance, which presumably could have been used to invite seminar speakers or finance graduate students. The report notes that the ESGP was awarded an additional \$19,000 in 2008/2009 by the Graduate School which was to be spent on travel and student support by June 2009.

The review committee would recommend additional funding for FTE staff or student workers to help with the web and perhaps an Associate Director, however the persistent positive balances need to be addressed.

The organizational structure as it stands looks fine on paper, however, the support provided by the ESGP advisory committee and the Graduate admissions committee is lacking what economists call incentive compatibility. Participation on these committees is entirely voluntary with 'rotating faculty'. In practice, it appears that participation on the admissions committee in particular, falls on a few faculty---currently the Director has apparently been bearing the major burden which is considerable given the requirement that all ESGP students (except PSM students) must have a major professor to be admitted. It is unlikely that students themselves can identify and convince one of the over 100 faculty listed as participating ESGP graduate faculty to be their major professor. Again, these faculty all have home departments and agencies, to which they have obligations and students to support and mentor. Although there were financial incentives in the past, currently there is no real incentive to actively participate as a major professor or committee member in this program. Although the problem is easy to identify, our review committee does not have a remedy, other than to refer the problem to the participating deans.

PRODUCTIVITY

1. Level and quality of student performance

The review committee's meeting with Environmental Science graduate students suggested that the majority of students are bright, articulate, and thoughtful. The quality of their academic performance was somewhat more difficult to evaluate based on the information provided in the program's self-study.

Indicators of student performance for doctoral and research master's students include numbers of publications, numbers of presentations at national meetings, and grants received. While there is evidence that some students are presenting their research regularly at national meetings, it is not clear how common this is among the students. Numbers of publications in peer-reviewed publications are limited. Students appear to be applying for, and receiving, various small grants, but it is not clear whether they have been applying for national awards such as NSF Graduate Research Fellowships, EPA STAR fellowships, or NSF Doctoral Dissertation Improvement Grants. Success in these highly competitive national grant programs would be a clear signal of high quality student performance. However, faculty assistance is necessary to inform students about these opportunities and guide them through the application process, so a lack of these awards does not mean that the students could not be competitive with faculty guidance.

Students in the Professional Science Master's program who are not carrying out research would not necessarily be expected to publish, present at meetings, or apply for grants. While GPA in coursework might be an appropriate indicator of performance for these students, the most useful indicator is likely job placement. As noted below under Outcomes, the data on job placement is minimal. **We recommend a concerted effort to collect such data in a systematic way, though we recognize that this probably could not be done without additional administrative assistance.**

Other measures of student performance, such as time to degree and completion rates, can be useful indications of the success of a graduate program. Those data were not available to the review team and therefore cannot be evaluated. **Again, we recommend that the program systematically collect these data in collaboration with the Graduate School, to the extent that resources permit.**

2. Level and quality of faculty performance

Overall, the Environmental Sciences Graduate Program faculty are demonstrably outstanding. They have garnered numerous honors and awards and have highly successful research programs funded by NSF, EPA, NIH, DOE, USDA, CDC, US Forest Service, and many other government agencies, foundations, and non-governmental organizations. Curriculum vitae indicate excellent publication records for many faculty members. Many of these faculty would be excellent advisors and mentors to Environmental Science students. However, it is the impression of the review team that relatively few of these faculty actually advise students. Instead, it appears that only a handful of faculty members are actively engaged in the program, either teaching core courses and/or advising students. Relatively few faculty came to the review team's scheduled meeting with faculty. Moreover, there is some concern that a number of the active faculty are at or close to retirement. **To ensure a successful program, it is essential to provide incentives to engage faculty, particularly early to mid-career faculty with active research programs.**

3. Viability of scholarly community

Due to a lack of centralized space for Environmental Science graduate students, the ES scholarly community is less than the sum of its parts. Some students expressed strong feelings of isolation and a lack of interactions with other students and faculty in the program. The students who expressed the

most satisfaction had identified with the scholarly community in their home department (e.g., Zoology), rather than Environmental Science. **It is clear to the review committee that the program needs additional attention from faculty to build and sustain a viable scholarly community.**

OUTCOMES

1. Professional viability of graduates: The stated vision of the ESGP is to develop a strong interdisciplinary graduate program that prepares graduate students for employment in academia, government agencies, and private industries. Thus far, 56.5% of ESGP students have secured employment after graduation, and 100% of these positions were directly related to ESGP degree training. The data on job placement that were provided to the review team did not appear to be comprehensive, hence it is difficult to judge outcomes with any confidence.

With the exception of one student placed at a Turkish university, none of the placements listed in the self-study report were academic. Since the data were sparse, it is possible that there have been other academic placements. Unlike placements in the private sector, these would be relatively easy to find using simple web searches. Assuming that the data are accurate and academic placement has been rare for Environmental Science students, it would be useful to determine whether students are encouraged to consider an academic career, or whether the program actively directs them toward other professional options. It is telling that a survey of current students indicates that the students do not expect assistance from their major professor in seeking employment. Traditionally, the faculty advisor is the single most important source of advice regarding academic employment. The program course offerings are sufficiently diverse to provide a broad knowledge base that is adequate for students that wish to pursue an academic career, along with opportunities for specialization. But the surveys indicate that **enhanced career services, for both academic and non-academic careers, are essential for students to succeed in realizing their professional potential.**

For those interested in employment opportunities with both state and federal agencies, there are on-line sources of information (see Attachment 1) that would be helpful for students to consult in designing a course of study that is best suited for their particular career interests. By informing themselves of the prerequisites for employment with these agencies, and by becoming aware of existing student employment opportunities, students can potentially enhance their professional viability upon graduation.

2. Student Satisfaction

The review team met with several graduate students in the ES program, including the PSM program. The team also evaluated the satisfaction section of the self-study report and e-mails received after the review. This section presents our findings of satisfaction of students currently enrolled in the program as well as that of the alumni. It affords several recommendations on how to improve student satisfaction by some simple means. In general, the students were very appreciative of the opportunity to be pursuing an inter-disciplinary degree in the ES. They were very positive about the efforts of both the Director, Dr. Blaustein, as well as the administrative assistant, Linda James.

The current student satisfaction survey indicates that students are in general satisfied with their experience in the ESGP, and very satisfied with their major advisors. Three areas have been indicated by students in the survey as less than satisfactory: Departmental advising/guidance, the level of financial support, and somewhat with the resources available for student research. Our meeting with the students also revealed that these areas needed to be addressed. We observed that student satisfaction was related substantially to the home Department of the ES student. For example students in the

Department of Zoology (the Director's home unit) were very satisfied with their experience while those in other Departments were less than satisfied in several areas. Some of their concerns, along with recommendations, are indicated below.

Several students commented on inconsistencies in the expectation level of each faculty member on their dissertation committees. ESGP faculty echoed this comment as well. Students were also concerned with the multiple requirements (coursework as well as examination policies) that needed to be satisfied.

The ESGP needs to have a consistent policy on requirements for students. This policy should clearly lay out the examinations and coursework.

Faculty who wish to mentor students in ESGP should be made aware of this policy and the differences between Departmental and ESGP students.

Faculty who participate in the ESGP students' committee, in particular, the GCR, should be made aware of the policies of the program.

The Director of ESGP should meet with the Deans/ Heads/ Chairs of participating Colleges/Departments to ensure that students are not made to jump through two hurdles-- one for their department and the other for ESGP.

With the exception of the Joint-campus conference, students were mostly unaware of the advantages of the Joint-campus program, such as being able to take courses at either UO or PSU.

The Director should meet with his counterparts at UO and PSU and discuss which of the courses in their institutions are equivalent to those in the OSU program.

The Joint campus advantages, as well as procedures, should be clearly identified on the website of all three campus programs.

Several students remarked that they faced an "Identity crisis" –This is a challenge with any program that transcends a single Unit level. With the exception of the first year, students are not in classes together.

A seminar series that meets one or two term a year, in which each student presents his/her ongoing research, would help in bringing students together. A venue for students to meet gives them a chance to discuss their experiences and research. The Director or one of the core faculty could facilitate the seminar series (although the annual inter campus conference does help serve this purpose).

Students had resolved to form an e-mail listing by the end of our meeting with them- this could be a simple, no-cost mechanism to connect students. Students could self-organize social events and such other activities. The recommendation is for the ES administration to formalize this listing of students and keep it current. A formal ESGP Graduate Student Association would probably be useful for continuity.

With the exception of Zoology students, ES students felt that they were treated as "second class citizens" within their departments: Teaching Assistantships and office space were offered to other students within their Departments prior to the ES students. This is a serious concern that needs to be addressed since there is little incentive for faculty to mentor ES students.

The Director needs to meet with Deans/Head/Chairs of participating Units and ensure that ES students are treated in the same manner as other students within the participating Units. This treatment includes: (a) equal opportunity to obtain TAs, office space as regular students (we have learned that office space will be available for 10-12 students this fall), and (b) equal pay scale for TAs within the unit. The committee realizes that this recommendation is very challenging to implement since the Director does not really have any "carrots" to offer to the Unit Heads/Chairs.

Although not explicitly mentioned by the students, the Director brought to the review team's attention dissatisfaction among ES students with regards to the disparity in salary scale across the program. See the discussion above on level of financial support for students.

There was a strong desire by all students to see an updated course listing provided on the website as well as on the brochures of the tracks. The Director informed us that the website was being redesigned to address this concern.

The Director appoint "Track Leads" who can update and maintain the course listing in their tracks, perhaps with student input. The Director would have to provide some incentive for the track lead or negotiate with the unit heads to count this towards the Lead's service obligation.

The PSM students had a more cohort sense than the other tracks-- this is to be expected considering the structure of their program. However, they felt a disconnect with the rest of the ES program.

Recommendation: Drs. Blaustein and Bechert need to discuss how to better integrate and enrich the experiences of the two groups of students.

3. Rankings/Ratings

The major sources of graduate program rankings, the National Research Council's Assessment of Research Doctorate Programs and U.S. News and World Report, do not include rankings of graduate programs in Environmental Science. Using rankings for biology programs, conservation biology programs, or even ecology programs, is tenuous, since Environmental Science is a highly interdisciplinary program that includes faculty from the social sciences as well as a variety of biophysical sciences. The review team was unable to identify a useful source of ratings for environmental science graduate programs.

The self study document points out the OSU is highly ranked in the area of research productivity in conservation biology according to a recent paper in *Conservation Biology*. Although this isn't directly linked to ESGP, this certainly could be used as part of a recruiting effort.

The committee recommends that the ESGP track completion rates and time to completion of their students.

Conclusions

The overall recommendation of the panel is that the Environmental Sciences Graduate Program be retained. Steps to improve the Program are presented in the Summary of Findings as well as the Detailed Report above and include the following:

- Review tracks, streamline where there are low enrollments and redundancy with other programs
- Update course lists for tracks, perhaps with appointed track leaders and student input
- Keep web pages updated, including links to PSU and University of Oregon programs; additional staff or student worker help is recommended
- Work with Deans to provide incentives for faculty participation in the program as major professors, committee members and core teachers
- Collect consistent data on completion rates, time to completion and student placement after graduation. Also provide annual student reviews

- Consider moving core courses to fall term to build student esprit de corps, include returning faculty and students to fall orientation, encourage formation of student e-mail list, student seminar series and a formal ESGP Student Association
- Have a consistent policy on requirements for students, including examinations and coursework
- Work with Deans, Chairs etc to ensure that ES students are on par with students in the participating units
- Enhanced career services for both academic and non-academic careers

Attachment 1

For those interested in employment opportunities with both state and federal agencies, students should be advised at the start of their degree program to consult websites such as <http://www.usajobs.gov/> for examples of prospective employment opportunities in their field of interest, and to pay particular attention to the required educational and experiential qualifications listed for a given position. Such consultation will aid in designing a course of study that is best suited for their particular career interests. Another means by which the professional viability of students can be enhanced would be to take advantage of student career opportunities that are available within at least some federal science agencies (e.g. U.S. Geological Survey, U.S. Fish & Wildlife Service and the USDA Forest Service). Within these agencies, there is a Student Educational Employment Program (SEEP) that has two components, the Student Temporary Employment Program (STEP) and the Student Career Experience Program (SCEP) (<http://www.usgs.gov/ohr/student/benefit/seep.html>). *Pending available federal funds*, this opportunity is available to all levels of students: high school, vocational and technical, associate degree, baccalaureate degree, graduate degree, and professional degree students. In the STEP program, job opportunities offer temporary employment that can provide students with a valuable work experience. Employment can range from summer jobs to positions that can last as long as student status is maintained (in one-year increments or less). The duties do not have to relate to a chosen academic field of study. Students in this program may be eligible for conversion to SCEP positions. The SCEP option offers valuable work experience directly related to a student's academic field of study. It provides formal periods of work and study while attending school. The program is designed to be a partnership between the student, his or her academic institution, and the federal agency. SCEP combines academic classroom learning with practical, on-the-job experience and provides students with paid work experience in their field of study. The SCEP may lead to permanent employment after you graduation and upon meeting the necessary position requirements. Agencies such as the U.S. Geological Survey want to attract students who demonstrate the talent, skills, and abilities the USGS needs. USGS student vacancies are highly competitive. Moreover, in some situations, students may be eligible for tuition assistance.

February 18, 2009, Three year follow-up review of graduate programs in nuclear engineering and radiation health physics.

Department of Nuclear Engineering and Radiation Health Physics
Oregon State University, Corvallis, OR 97331

In attendance:

| | |
|----------------------------|--------------------------|
| Graduate Program Chairmen: | Dr. A. Farsoni (current) |
| | Dr. Q. Wu (past) |
| Department Head: | Dr. J.N. Reyes, Jr. |
| Assistant Head: | Dr. K. Higley |
| Graduate Council Rep | T. M. Filtz, Pharmacy |
| Graduate Council Rep | R. Harter, HHS |

The external review of the graduate programs in the Department of Nuclear Engineering (NE) and Radiation Health Physics (RHP), College of Engineering, Oregon State University, was conducted on February 13, 2006. The required three year follow-up was conducted at the Radiation Center on February 19, 2009. Previously, the review team was very favorably impressed with the NE and RHP graduate programs. They are well-regarded nationally, serve a regional and national need, and are growing in funding, faculty and students. The review team's initial report focused on suggestions for improvement to a very strong program. The follow-up review found the programs gaining in strength. A follow-up report on progress (appended) was presented to the review team (Filtz and Harter) and was discussed for approximately 1 hour. The following is a brief summary of the review team's impressions. The department is currently in the enviable position of having demand for its graduates increase dramatically in recent years, of seeing increased federal funding of its research, of having a unique facility for industry-supported training, and of being strategically positioned nationally and regionally to meet the demand. Details are in the appendix.

Based on a concern that the faculty were stretched to the limit, growth of the graduate programs in NE & RHP--for which demand is extremely strong--required additional faculty hires. In the past three years, three new faculty members were hired, a 50% increase in FTE for the program. The positions are partly funded by an agreement with Idaho National Labs and the Oregon Engineering and Technology Industry Council. This has allowed for reduction in teaching loads from 4 to 3 courses per year per faculty member, with provisions for buyout for faculty with heavy research loads. In addition, two retired professors are being paid to teach some courses, the Department is developing an instructor pool of recent PhD graduates and a few graduate students with interests in teaching skills are being utilized as teaching assistants with faculty oversight. All of these developments are extremely healthy and should help the program to grow in numbers and further in stature. However, one difficulty that the department faces is that salaries in the private sector far out-strip academic salary offerings to potential faculty.

The program appears to be maintaining and furthering a very productive research agenda with \$3.5 million in grants and contracts this year, up from \$3 million in 2006, and a further \$10 million expected by the department chair.

Graduate student enrollment has increased from 75 to 91 students in three years. The previous review suggested that the pool of qualified applicants to the program was very deep and expansion of the program was desirable. Of interest, approximately half of these students utilize the distance learning opportunities provided by the program. The department is currently conducting an assessment of the distance program to evaluate its effectiveness in training and satisfaction compared to the Corvallis based program. The department should share these results with the next review team.

A new graduate program in Medical Physics is accepting applications and expects to enroll 6 to 8 students in fall 2009, having survived the Category I approval process. Agreements with OHSU for the logistics of the joint program are moving forward. Applications for this program, to which students will be expected to be tuition-paying and self-supporting, are already arriving prior to any advertising.

The department is securing funding to allow the nuclear test facilities on campus to provide more academic training. A contract with China State Nuclear Power Technology company will bring in engineers to train on the APEX test facility. The department is also applying for an NRC curriculum grant to run the APEX facility for teaching purposes.

As recommended, the department has instituted a program requiring all students to submit annually for external fellowships. At least 6 students are now externally funded in the program. The department has also instituted ethics training into its new student orientation and utilizes the seminar program to bring in speakers on internship and scholarship opportunities for graduate students. In response to the question regarding monitoring of adequate student progress, the department noted that all students prepare quarterly reports on academic and research progress that are reviewed by faculty. This is commendable.

The one final item that the review team noted was a need to develop a diversity action plan at the department level. This item is awaiting further guidance from College-level diversity support personnel.

PROGRESS REPORT OF ACTIONS FOLLOWING THE 2006 OSU NE/RHP GRADUATE PROGRAM EXTERNAL REVIEW

Department of Nuclear Engineering and Radiation Health Physics
Oregon State University, Corvallis, OR 97331

Graduate Program Chairman: Dr. A. Farsoni
Dr. Q. Wu (2006)
Department Head: Dr. J.N. Reyes, Jr.
Assistant Head: Dr. K. Higley
February 18, 2009

The external review of the graduate programs in the Department of Nuclear Engineering (NE) and Radiation Health Physics (RHP), College of Engineering, Oregon State University, was conducted on February 13, 2006 by three internal and two external reviewers. According to the review report, the review team was favorably impressed by the graduate programs, and was satisfied with the department self-study that highlighted the strengths of the program in its current state while acknowledging future challenges. The reviewers concluded that both NE and RHP graduate programs are well regarded nationally due in large part to the department's expertise in reactor safety/thermal hydraulics and radiation health physics. They also concluded that, in general, the department's graduate students were very satisfied with their programs and faculty. They indicated that the department chair and faculty were to be commended for maintaining strong graduate training programs despite budgetary and other constraints. The review team made several valuable suggestions in an effort to help improve and maintain the high quality of the graduate programs. In view of these suggestions, the faculty of the NE/RHP graduate program drafted an action plan for program improvement and adjustment. After almost three years of efforts, the NE/RHP faculty made the following progresses:

1. Reduction of Faculty Workload to Maintain Competitiveness of the Program

Reviewers' Suggestion:

"The review committee suggested that Faculty are overburdened and will not be able to meet the rapidly increasing demand for more graduates without a serious investment by the College and the University. As a top 10 nationally ranked program, NE and RHP are great assets to the College and University. The graduate programs risk losing their national stature due to staffing challenges and/or becoming overly dependent on unstable external funding. The committee recommends an increase in full-time, tenure-track faculty. In addition, the faculty needs to find a mechanism to reduce teaching loads to compensate for high productivity in research and obtaining research funding. This recommendation was made in 1991 and remains unaddressed."

Actions Plan:

Some support from the College has already been provided to help implement this recommendation. One new half-time tenure track faculty member has been hired since the graduate review was conducted. One full-time tenure track faculty member will be hired by the

fall of 2007. These new faculty members will broaden our research capabilities while reducing the teaching load of each individual faculty member. The department's broader spectrum of research capabilities will attract new research opportunities that will help us continue to grow our graduate programs.

Additional College and University support is needed to fully address this recommendation. Two paths are being considered; faculty hires via collaboration with the Idaho National Laboratory (INL) and faculty hires through a strategic investment by the State of Oregon and industry as stated in the 2006 proposal developed and approved by the Engineering and Technology Industry Council, (ETIC).

Growing with INL is one of our strategies for further advancement. INL's emphasis on the development of the next generation nuclear power plant, matches our expertise in the advanced reactor technology. As part of INL's restructuring during the past two years, we have built a strong collaboration with INL that may serve to elevate our research program to a new level. As the nation's lead university for nuclear plant certification testing, the program would continue to play a major role in developing and testing next generation technologies. If the plan progresses as expected, INL will fund four half-time faculty positions to promote the collaboration.

As part of an effort to strengthen the state's economic development and its ability to compete nationally, ETIC has approved a proposal that would dramatically strengthen the College. If approved by the legislature and governor, the net result to the department is 6 new full-time faculty hires over the next 4-6 years. Details of the ETIC proposal can be found on their website: <http://www.oregonetic.org/nb.htm>.

Actions Taken:

- (1) In the past three years, three new faculty members were hired, including Dr. Camille Lodwick, Dr. Abi Farsoni and Dr. Alena Paulenova.
- (2) Currently, we are in the process of implementing the strategy to rely on the partial financial support of Idaho National Laboratory for joint faculty appointments.
- (3) We also have reduced teaching loads to a baseline of 3 courses per year, with provisions for buyout for faculty with heavy research loads.
- (4) Hiring two retired professors, Prof. S. Binney and Prof. J. Ringle, for three courses to reduce the teaching average faculty teaching load.
- (5) Currently, we are in the process of hiring qualified instructors to teach certain courses as the research work load increases. An instructor pool is under construction.

2. Improving Utilization of Graduate Teaching Assistants

Reviewers' Suggestion:

"The faculty needs to re-evaluate the under-utilization of graduate teaching assistants as a means to reduce the undergraduate teaching load."

Action Plan:

Based on the committee's recommendation and subsequent faculty discussions, we have decided to utilize a graduate teaching assistant to teach three freshmen level courses. This will reduce the

faculty teaching load and provide valuable training of graduate students who have the potential for careers in academia. In the past, for the purpose of retaining freshmen, we generally assigned experienced professors to those courses, and occasionally hired one or two Ph.D. candidates to share part of these courses. To guarantee the instructing quality, each graduate instructor will develop the course under the guidance of at least one faculty member having a thorough understanding of the course objectives. In this way, graduate students will learn the elements of course development, notes preparation, and assignment selection.

Action Taken:

- (1) We have hired 4 graduate students teaching courses partially or independently. This year we have had Ph.D. candidates Wade Marcum and David Bytwerk teach freshmen classes. A third PhD student is scheduled for spring term.
- (2) In certain causes, NE467/567 and NE451/551 for instance, professors gave a portion of the course to Ph.D. students, not only for the reduction of faculty teaching load, but also for the training of students.

3. Developing Joint-degree program in Medical Physics with Caution

Reviewers' Suggestion:

"Faculty should proceed cautiously with the plan for a new joint-degree program in Medical Physics in collaboration with OHSU."

Action Plan:

The plan for the inclusion of a graduate level medical physics program that aims at improved diagnostics and treatment methods would be responsive to developing the technologies needed to care for Oregon's aging population. A medical physics program is essential to the state and we are in the best position to provide this service. With regard to teaching workload, the new medical physics program coursework significantly overlaps our existing Health Physics program. The fall 2007 faculty hire will have a specialty in the medical physics. Furthermore, because of our joint capabilities in distance education, the teaching load for the core coursework in medical physics can be easily shared between OHSU and OSU. We expect more inter-disciplinary collaborations and research programs as a result of the medical physics program. The number of students admitted into the medical physics program will be limited. The goal is a Fall 2007 startup.

Action Taken:

- (1) A program preparation team was formed with the participation of Dr. K. Higley, Dr. D. Hamby and Dr. J. Reyes.
- (2) Legal and authority support of OSU were obtained, and the plan has been proceeding slowly and carefully.
- (3) New hire, Dr. C. Lodwick, is in position to lead the program.
- (4) New student selection for the 2009 Fall term to start the program is in process.

4. Expanding the Program to Meet the Increasing Demand

Reviewers' Suggestion:

“Demand for graduates is high and expected to increase dramatically in the near future. Overall, graduate student quality is very good; however, an equal number of equally qualified applicants are not admitted due limitations based on funding, faculty size and research interests. The college and department need to consider means to expand the program to take advantage of increased demand for graduates and adequate supply of qualified applicants.”

Action Plan:

The department will vigorously pursue industry and private support for graduate scholarships. While the department has committed more funds to support teaching assistants, the faculty, especially the department head, with the support of the university and college, have participated in various fund raising activities. Thus far, their efforts have resulted in the support of at least three more graduate students. Also, relevant to the suggestion, growing the program with the support of INL and the plan for the inclusion of a medical physics program can potentially bring in more research funds to support graduate students.

Action Taken:

- (1) We now have 4 to 6 graduate scholarships/fellowships being offered annually.
- (2) The growth of distant-education graduate student population has been steady, reaching the limit of our resources.

5. Balance the Efforts on Research Projects and Academic Activities

Reviewers' Suggestion:

“The faculty members are encouraged to participate in on-going graduate programmatic assessment based on academic goals. Faculty productivity in terms of revenue generation appears to be over-emphasized relative to publication quality. This phenomenon has been identified by the faculty and was included in the self-study document.”

Action Plan:

Regarding faculty and student publication, as the self-study summarized, the faculty felt that we could have done better with the size and scale of our research programs. The growing Ph.D. student population in recent years did make a difference. However, a reduced teaching load would be favorable for the promotion of research publications. Although faculty members have enough research funds to buy out of a certain amount of teaching FTE, there are not enough alternative instructors to shoulder the teaching load. As a result, faculty members are usually tied to teaching a full load of courses each year. To realize the transition from a traditional teaching model to a research model, adding faculty members is the rational choice. For a healthy research group, as we demonstrated in the past decade, the external research funds would be significantly greater than the investment on the manpower. Therefore, the action plan for this suggestion is indirectly related to the growth of the program and the increase of graduate student population, as stated in items 1 and 3, respectively.

Actions Taken:

The actions taken in item 1, 2, and 3 are related to the reduction of faculty teaching load, and thus leaving more time for scholar activities.

6. Enhanced Use of Facilities for Academic Purposes

Reviewers' Suggestion:

"The reactor, APEX facility, radiation center, and radiochemistry lab are exceptional facilities. However, they appear to be significantly influenced by funding sources and could be better integrated with the academic mission."

Action Plan:

The OSU TRIGA reactor, the Radiation Center and radiochemistry labs regularly receive significant academic use. Because of the expense of running the large APEX thermal hydraulics system, the primary use for APEX continues to be externally funded graduate level research. Numerous theses have been published using data from the test facility. One option being considered is to obtain a long term grant from the nuclear industry to provide support for academic training using APEX.

Action Taken:

- (1) The APEX facility has been completely restored for AP1000 testing. A new contract with Westinghouse has been signed to train the Chinese customer, China State Nuclear Power Technology Company (SNPTC) engineers, a educational use of the facility.
- (2) The development of a course that uses APEX tests is in progress.

7. Further Actions Proposed By the Reviewers

The faculty has adopted the following rules and activities recommended by the reviewers for the improvement of the graduate program.

- (1) Require all graduate students to complete at least one application annually for an external scholarship or fellowship. The department covers the expenses of application submission, including costs of requests for official transcripts.
- (2) At least one seminar per year is devoted to student applications for external funding.
- (3) We recruited outside speakers to highlight internship and scholarship opportunities (e.g., PNNL's presentation on the NNSA internship program; Dave Brockman on DOE-RLs internship program).
- (4) Provided annual seminars for new graduate students centered on ethics (Annual Introduction to the Department).
- (5) Develop and integrate a department-level diversity action plan with the College of Engineering's plan to increase diverse gender and ethnic representation among graduate students, faculty and staff.

**FOLLOW-UP REVIEW OF THE
GRADUATE PROGRAMS IN
THE DEPARTMENT OF FISHERIES AND WILDLIFE
November, 2009**

On November 19, 2009 the follow-up review team of Alix Gitelman and Darlene Russell (members of the original 2007 review team) met with Dan Edge, Department Head of Fisheries and Wildlife. Dr. Edge prepared a Progress Report document enumerating the Department's response to/implementation of recommendations from the original program review, and this document served as the basis for our discussion ~~(it is appended to this report).~~

First, it should be noted that the original Program Review by the Graduate Council in 2007 reflected quite positively on the Department of Fisheries and Wildlife. To quote the original Program Review document:

The review teams (Graduate Council team, and Cooperative State Research, Extension and Education Service—CSREES—of the U.S. Department of Agriculture team) found the Department of Fisheries and Wildlife (hereafter, the Department) to be well functioning and very well respected within the University as well as regionally, nationally and internationally. The external reviewers concluded that the Department was among the top such Departments nationally in terms of quality, breadth and depth of research and faculty expertise. The diversity of expertise among the faculty enables them, and their graduate students, to address virtually any major issue pertaining to natural resources. Furthermore, the close links between the Department and many state and federal agencies afford graduate students access to both relevant problems and potential employers. The Department benefits from the strong leadership of the Department Head, which is acknowledged by faculty, staff and graduate students. Graduate students are well-qualified, extremely dedicated to their research programs and also very loyal to the Department.

Second, the follow-up team found that the Department has responded to, and where appropriate, implemented recommendations from the original review. The remainder of this document highlights these responses.

- *Develop a plan for recruiting minority graduate students.*

A diversity enhancement plan is being prepared and it is expected by the end of The '09-'10 academic year.

- *Ensure and enhance communications between on- and off-campus graduate students and faculty.*

The Department has increased its use of polycom systems to communicate with Hatfield Marine Science Center (HMSC) and two experiment stations; three graduate courses are now taught at HMSC and locally in Corvallis.

- *Further evaluate “slash” courses*

Revisions to the curriculum resulted in some courses being taught only at the undergraduate level and two new graduate-only courses. The hope is to add 3 more graduate-only courses, but faculty are limited. All “slash” courses now have distinct learning outcomes for the two groups.

- *Try to increase teaching opportunities for graduate students*

The Department’s distance education program has provided substantially more teaching opportunities for graduate students, albeit of the distance education variety. The Department has approximate 3 FTE for on-campus GTAs each year, and approximately 8 FTE for distance education GTAs each year.

- *GTA’s assigned to “slash” courses should not grade papers of their peers*

Done.

- *Be clear about financial support and length of program*

Department faculty have these conversations with students at the time a graduate research assistantship is offered. While some of the length of time to degree issues have not been resolved, the increase in distance education GTA FTE and the Oregon Laurels block grant have helped to bridge gaps in research funding.

- *Continue annual performance reviews of graduate students*

Done.

- *Continue to involve graduate students with department governance and operations*

Done.

- *Continue to conduct surveys of recent graduates*

Data are collected through these surveys every three years.

Appendix II: Postponement of Animal Sciences/Rangeland Ecology Review

January 21, 2010

Martin Fisk, Interim Dean, The Graduate School
Walter Loveland, Chair, The Graduate Council
Oregon State University
Campus

Dear Marty and Walt:

Pursuant to a January 12, 2010 telephone conversation with Marty this letter summarizes rationale for delaying graduate program reviews for the Department of Animal Sciences (ANS), and the Department of Rangeland Ecology and Management (REM). It also commits to completing these graduate program reviews in the 2010/2011 academic year.

As you know, a merger of ANS and REM is in progress and preparation of the necessary Category I Proposal for this is in an early stage of development. This is part of the College of Agricultural Science's (CAS) reorganization in response to the ongoing economic crisis. It is also consistent with actions all of the colleges are taking in response to directives from the Provost. This particular merger is more than a simple combination of two departments. It reflects deep structural changes made necessary by over 15 years of erosion in state funding, acute reductions in faculty numbers in both of these departments, and new directions in science. At the end of this academic year on-campus faculty headcount for REM will be three, down from seven as of July 1, 2007. The absolute reduction in ANS faculty is about the same, they will have four or five fewer on-campus faculty next fall than in July 2007. Since ANS is a larger department the relative reduction is less than that in REM. Merging these departments promises to yield some synergies that can partly offset faculty losses. CAS also intends to hire additional faculty into the new department after the merger. Budget uncertainty does not allow us approve positions at this time, however. The need for substantive changes in existing curricula is more pertinent to delay of graduate program reviews. Changes in both the science underpinning these graduate programs and the reductions in state resource to support them necessitates elimination of many graduate courses (about one-quarter of those now in the catalog for ANS) and restructuring of others. This is a work in progress that requires at least several more months. Recruiting and hiring new faculty significantly influences development of curricula that can best meet the needs of future graduate students. A review of the extant programs and their curricula is a rehash of the past not the look towards the future the new graduate programs need.

We respect the need for the Graduate School and The Graduate Council to complete program reviews in a timely manner. The current circumstances force us take additional time to revise the existing graduate programs for both ANS and REM. We do commit to completing these revisions in a timely way and undergoing graduate program reviews in the 2010/2011 academic year.

Sincerely,

Lawrence R. Curtis
Associate Dean, CAS

James R. Males
Head, ANS

Michael M. Borman
Head, REM

OREGON STATE UNIVERSITY COLLEGE OF PHARMACY

Sample curriculum for co-enrollment in the Pharm.D. and Ph.D. degree programs, 2009-2010

Key: Pharm.D. Professional only courses

Ph.D. Graduate program only courses

Pharm. D. and Ph.D. Graduate program co-contributing courses, all currently approved by the Graduate Council

Additional graduate Council "approved" 700 level courses, not being used for the Ph.D. program in this sample curriculum

First Program Year/First Professional Year

| Fall | | | Winter | | | Spring | | | Summer | | |
|----------|--|----|----------|-----------------------|----|----------|------------------------|----|----------|-------------------|---|
| PHAR 720 | Pharmacy Practice I | 3 | PHAR 721 | Pharmacy Practice II | 3 | PHAR 722 | Pharmacy Practice III | 3 | PHAR 710 | Ambulatory Ext. | 2 |
| PHAR 735 | Found. Drug Action I | 4 | PHAR 736 | Found. Drug Action II | 3 | PHAR 737 | Found. Drug Action III | 4 | Phar 601 | Research rotation | 5 |
| PHAR 707 | Prof. Pract. Symposium I | 2 | PHAR 708 | Prof. Pract. Symp. II | 2 | PHAR 709 | Prof. Pract. Symp. III | 2 | | | |
| PHAR 733 | Pharmaceutics I | 3 | PHAR 734 | Pharmaceutics II | 3 | BB 592 | Biochemistry | 3 | | | |
| BB 590 | Biochemistry | 3 | BB 591 | Biochemistry | 3 | PHAR 739 | Health Care Systems II | 2 | | | |
| PHAR 729 | Princ. of Evidence. Based Medicine I: Info Science | 3 | PHAR 738 | Health Care Systems I | 2 | | Phar 564 | 3 | | | |
| | | | | | | | Receptors&Signaling | | | | |
| | | 18 | | | 16 | | | 17 | | | 7 |

Second Program Year/Second Professional Year

| Fall | | | Winter | | | Spring | | | Summer | | |
|----------|--------------------------|----|----------|--|----|----------|-------------------------|----|----------|-------------------|---|
| PHAR 752 | Pharmacol/ Med Chem | 6 | PHAR 753 | Pharmacol/ Med Chem | 7 | PHAR 754 | Pharmacol/ Med Chem | 8 | PHAR 711 | Institution Ext. | 2 |
| PHAR 740 | Pharmacy Practice IV | 3 | PHAR 741 | Pharmacy Practice V | 3 | PHAR 742 | Pharmacy Practice VI | 3 | Phar 601 | Research rotation | 5 |
| PHAR 743 | Clinical Applications IV | 1 | PHAR 744 | Clinical Apps. V | 1 | PHAR 745 | Clinical Apps. VI | 1 | | | |
| PHAR 750 | Pharmacokinetics | 3 | PHAR 751 | Biopharmaceutics | 3 | PHAR 747 | Found. Clin. Sciences | 3 | | | |
| | | | PHAR 726 | Princ. Evid. Based Med II: Drug Lit. Eval. | 3 | | Phar 565 Disease models | 3 | | | |
| PHAR 746 | Pharmacy Management | 3 | | | | | | | | | |
| | | 16 | | | 17 | | | 18 | | | 7 |

A bachelor's degree must be earned by the end of the second professional year for those students admitted without a B.S. degree.

A path to earn a B.S. degree in general science from Oregon State University has been developed in cooperation with the College of Science.

Third Program Year/Third Professional Year

| Fall | | | Winter | | | Spring | | | Summer | | |
|----------|------------------------|----|----------|------------------------|----|----------|------------------------|----|----------|-------------------|----|
| PHAR 760 | Transitional Clerkship | 1 | PHAR 760 | Transitional Clerkship | 1 | PHAR 760 | Transitional Clerkship | 1 | PHAR 785 | Ambulatory Care | 8 |
| PHAR 761 | Pathophys. & Ther. I | 8 | PHAR 762 | Pathophys. & Ther. II | 8 | PHAR 763 | Pathophys. & Ther. III | 8 | PHAR 790 | Internal Medicine | 8 |
| PHAR 764 | Pharmacy Practice VII | 3 | PHAR 765 | Pharmacy Pract. VIII | 3 | PHAR 766 | Pharmacy Practice IX | 3 | | | 16 |
| PHAR 770 | Adv. Pharmacokinetics | 4 | PHAR 773 | Pharmacoeconomics | 3 | PHAR 774 | Drug Policy | 4 | | | |
| | | 16 | | | 15 | | | 16 | | | |

| Fourth Program Year/Fourth Professional Year | | | | | | | | | | | |
|--|---------------------|----|-----------------------|-----------------------|----|---------------------|-----------------|----|----------|-----------------|----|
| Fall | | | Winter | | | Spring ¹ | | | Summer | | |
| PHAR 780 | Comm. Pharmacy | 8 | ² PHAR 601 | Research rotation | 8 | Phl 557 | Research ethics | 3 | Phar 603 | Thesis Research | 12 |
| PHAR 792 | Health Systems | 8 | PHAR 795 | Patient Care Elective | 8 | Phar 603 | Thesis Research | 13 | | | |
| | | 16 | | | 16 | | | 16 | | | 12 |
| Fifth Program Year/First Graduate Year | | | | | | | | | | | |
| Fall | | | Winter | | | Spring | | | Summer | | |
| MCB 554 | Genome Org. Struct. | 4 | MCB 555 | Genome Express. | 4 | Phar 603 | Thesis Research | 15 | Phar 603 | Thesis Research | 12 |
| | | | | | | Phar 507 | Seminar | | | Comprehensive | |
| Phar 601 | Thesis Research | 11 | MCB 668 | Bioinformatics | 2 | | | 1 | | exams | |
| Phar 507 | Seminar | 1 | Phar 603 | Thesis Research | 9 | | | 16 | | | |
| | | 16 | Phar 507 | Seminar | 1 | | | | | | 12 |
| | | | | | 16 | | | | | | |

Sixth Program Year/Second Graduate Year and beyond

During the first graduate year/fifth program year, all didactic coursework for the PhD degree should be completed and the student should prepare for the qualifying exams to be taken in summer. For the remainder of the program (an additional one to three years), students should continue to register 15 credits of Phar 603, thesis research, and for 1 credit of Phar 507, seminar, every term.

Accumulated didactic credits by the end of the first graduate year includeⁱ

| | | |
|--------------------|-------------------|---|
| BB 590, 591, 592 | 9 credits | 400/500 level slash course |
| Phar 564, 565 | 6 credits | Graduate stand alone |
| MCB 554, 555 | 8 credits | Graduate stand alone |
| MCB 668 | 2 credits | Graduate stand alone |
| Phl 557 | 3 credits | Graduate stand alone |
| Phar 735 | 4 credits | Graduate Council approved course, required of ALL students in pharmacy (Pharm.D. and Ph.D.) |
| Phar 752, 753, 754 | 21 credits | Graduate Council approved professional courses |
| Total | 53 credits | |

This is a sample program for a student co-enrolling in the Pharm.D. and Ph.D. programs and pursuing research in a *pharmacology* laboratory. A co-enrolled student pursuing research in a *pharmaceutics* laboratory may choose to substitute Phar 750, Pharmacokinetics, Phar 751, Biopharmaceutics, and Phar 770, Advanced Pharmacokinetics (10 credits) for Phar 752, 753 and 754 (21 credits) which would still yield 42 didactic credits total. Similarly, a student whose research in pharmacology is more biochemical and less genetic could substitute advanced biochemistry courses for MCB 554 and 555 in their program.

¹ Professional student tuition would be paid through the spring of the fourth professional year. Graduate level tuition would commence in the summer prior to the fifth program year/first graduate year and continue through the remainder of the program.

² Phar 601, research rotation, will be accepted by the Pharm.D. program in lieu of Phar 797, elective advanced pharmacy practice experiences.

If a student enters either of our pharmacy programs (Pharm.D. or Ph.D) with a sufficient biochemistry background, we waive this requirement. Doing so for co-enrolled students would allow other graduate courses to be completed in the first program year (e.g. MCB 554 and MCB 555), further accelerating the program.

A variation on this curriculum is to “step out” of the Pharm.D. program after the second professional year and use the third program year to complete all research rotations and didactic coursework required for the Ph.D. degree. This would then be considered the first graduate year. Students would pay graduate tuition in this year and then re-commence the Pharm.D. program in the “third professional year” as the fourth program year. This option has been requested in the past.

College of Pharmacy co-enrolled Pharm.D./Ph.D. Program

Co-enrollment in Pharm.D. and Ph.D. degree programs in the OSU College of Pharmacy is offered to students seeking to advance translational research in pharmacy. Practitioners possessing both degrees will be able to bring an understanding of molecular pharmaceutical sciences to contemporary pharmacy practice, and consequently broaden opportunities for advances in healthcare research. Co-enrollment will allow full exploration of patient care aspects of a professional degree, while preparing students to address critical questions that will advance fundamental research. The ability to design and analyze foundational research that addresses pressing patient care issues is critical as we attempt to advance healthcare quality in the future.

For the purposes of this document, "professional" refers to the Pharm.D. degree program and "graduate" refers to the pharmacy Ph.D. program.

General Requirements for entry and progression in both degree programs:

- Admission into the professional Pharm.D. program.
- Completion of a B.S. or B.A. degree before entry into the Ph.D. program.
- Acceptance into the Ph.D. graduate program in the College of Pharmacy through the OSU Graduate School.
- A cumulative 3.0 GPA in all graduate level courses and all professional courses attempted.
- Satisfactory review of performance each academic year for continued enrollment in the Pharm.D. / Ph.D. program.

General Curricular guidelines:

Students interested in co-enrollment should make contact with the graduate program assistant, Ms. Debra Peters (Debra.Peters@oregonstate.edu), as early as possible to initiate application to the Graduate School.

Co-enrollment is designed to accelerate sequential completion of the Pharm.D. and Ph.D. degrees. As noted below, students are expected to complete the Pharm.D. degree within 4-5 years and to complete the Ph.D. degree within an additional 3 years. The exact length of time required to complete the Ph.D. is dependent, in part, on the nature and success of the student's thesis research project.

Professional program curriculum

P1 and P2 years (1st and 2nd year of program):

Students are enrolled in the traditional professional curriculum. Several professional didactic courses may be used for partial fulfillment of didactic components of the graduate program of study. Students are encouraged to use electives in the professional curriculum to complete required graduate courses.

Before enrolling in the P3 professional year, it is expected that the student will have completed some or all of the Ph.D.-required research rotations. Options for completion of the research rotations include:

- a. Students may complete research rotations (6 weeks, full-time) in summers before and after the P1 year, and after the P2 year. This would be the most accelerated option as a student could begin thesis work in winter of the P4 year.

- b. Students may complete up to 2 research rotations as elective advanced pharmacy practice experiences (APPE) during the P4 year (see below). In this scenario, at least one research rotation would need to be completed in a summer prior to the P3 year. Thesis work could commence in summer after the P4 year.
- c. Students may complete research rotations during the academic year (10 weeks, part-time) following their P2 year. This option will interrupt progress in the Pharm.D. curriculum for one year. Students will complete the traditional Pharm.D. P3 year after completing research rotations and all graduate coursework.

P3 year:

Students enroll in the traditional professional curriculum during the P3 year.

P4 year (Experiential rotations):

The professional curriculum requires five patient care clerkship rotations and two elective rotations. The Director of Advanced Experiential Education will work with students to schedule patient care rotations in Blocks 1 – 5 allowing completion of these rotations by the end of January. The student will begin research in support of their Ph.D. program in blocks 6 and 7. Research in support of the Ph.D. program will be accepted as elective APPEs required for the completion of the Pharm.D. program.

The student, graduate advisor and Director of Advanced Experiential Education may collectively agree to extend the time period over which a student enrolls in and completes patient care clerkship rotations. The Pharm.D. degree will be awarded upon successful completion of all required and elective APPEs.

Graduate Program Curriculum

Pharm.D. students seeking co-enrollment in the graduate program must apply to the OSU Graduate School for acceptance. Students may apply as soon as possible following notification of their acceptance into the professional program, but can apply at any time during the Pharm.D. program. Earlier enrollment provides more opportunities for acceleration of the graduate program. We do not have a program for initiation of the Pharm.D. program partway through a graduate program. After admission and matriculation into both the Pharm.D. and Ph.D. programs in pharmacy, enrollment each term in courses required for either degree program will be accepted as satisfying the OSU Graduate School's continuous enrollment policy.

Graduate Research Rotations:

Students are expected to select three laboratories engaged in research of interest to the student and complete a research rotation in each laboratory, registering for a minimum of 5 credits of Phar 601 for each rotation. As noted under the description of the professional curriculum, these rotations can be completed in summers, beginning as early as the summer before beginning the professional curriculum. Alternatively, a student may choose to spend the academic year following the P2 professional year completing research rotations and all graduate coursework. This will delay enrollment in the P3 professional year, becoming year 4 of the student's overall program.

Didactic coursework:

The Ph.D. degree course requirements include all of the discipline-specific course requirements for pharmacy and may include Graduate Council approved 700-level courses completed during or after the Pharm.D. portion of the program. Specific didactic course requirements will be determined by each student's graduate thesis committee.

Courses for fulfillment of graduate degree requirements may be completed at any time. It is important to note that professional program course requirements are substantial and it will be challenging to add graduate level courses to a full professional course load*. As needed, graduate level courses, that are not also professional courses, will be completed following completion of the professional curriculum. Students that choose to complete research rotations during the third academic year are expected to use that year to complete most of the remaining graduate courses

*(*If a student has already completed biochemistry before admission to the professional program, they are strongly encouraged to pursue additional graduate level courses during the first professional year)*

Graduate Committee and Graduate Examinations

Students are encouraged to identify a graduate advisor and laboratory immediately upon completion of research rotations. The graduate committee should be selected and a Program committee meeting held within one term after selecting a graduate advisor. Preliminary examinations should be completed within one quarter of completing didactic coursework (usually before or during the sixth academic year).

Thesis Research and Completion of Ph.D. degree

Students are expected to commence thesis-related research immediately upon selecting a graduate advisor and laboratory. It is understood that the time available for a student to work on thesis-related research may be severely limited during completion of the professional program. While completing professional program requirements, however, the student should meet regularly with their graduate advisor, attend laboratory meetings when possible and conduct preliminary experiments. The student's research goal, while completing the professional curriculum, should be to become current in their chosen area of research and identify a general thesis topic.

Completion of the professional degree should be accompanied by a full time commitment to thesis-related research on a topic developed while completing the professional degree. Students will conduct research under the direction of their graduate advisor and defend their thesis at an appropriate time, as determined by their graduate advisor and graduate committee. It is anticipated that most students will be engaged actively in research for approximately two years following completion of their preliminary examination. The Ph.D. degree is awarded upon successful defense of the student's thesis.

Graduate Council Follow-up Report – English Department
Discussion with Department Chair Professor Kerry Ahearn
25 January 2010

Hal Koenig and Mike Unsworth were members of the Graduate Council team that reviewed the English Department in May of 2007. Hal and Mike met with Professor Ahearn on November 18th, 2009 to discuss significant issues raised in the Report from the review team.

Department Strategic Plan

Since the review in the spring term of 2007, there have been a number of organizational issues that the English department has faced. Larry Roper, served as interim dean of CLA from July 2007 to July 2008, and the new dean, Larry Rodgers, arrived on campus in September, 2008. In addition, the department has converted their courses from 3 credit hours to 4 credit hours (excepting ENG 100-level and WR 121, 201, 214, 222, 323, 327 and 330) which has been a sizable undertaking. These issues appear to have slowed the department's response to the Graduate Council Report.

One of the primary recommendations in the Report was for the department to define itself and determine appropriate foci by creating a strategic plan. The department has begun to have discussions about focus, but for reasons mentioned above, this effort has not progressed to a state where it approaches a plan. Examples of progress include an effort to give MA students a more focused list of areas in literature for their thesis rather than leaving it wide open. In addition, there has been discussion about scaling back from offerings in all periods, genres, and national areas.

While these discussions are important for moving the department toward a strategic plan, the pace has been glacial. Waiting for things to settle down before pushing ahead on a plan will result in further delays and may result in another entity at OSU deciding or defining the English department's mission and contribution to the university. It is in the interests of the Faculty to make sure that their vision for a redefined department is speedily clearly expressed. As noted in the Report from the review team, this effort should take into account the strengths of the department and how those strengths complement the needs and strategic direction of OSU. The Report recommended that the department define their own destiny – failure to seize this opportunity increases the chance that their purpose at OSU will be defined in ways they may not like.

During the discussion it was noted that the department has gone from 30 to 22.5 FTE. Professor Ahearn mentioned the University claim that the recent divisional reorganization would be associated with be some new faculty hires in CLA. Obviously, with the current Oregon revenue forecasts, it is not clear how soon this

might happen. Also, Professor Ahearn indicated that there would be a number of faculty members in the department retiring in the next five years. It is imperative that the department have a plan that guides these hiring decisions. In the near term it is a given that the department will be smaller than 30 FTE. Therefore, they should not seek automatically to replace a specialist scholar with another scholar in the same discipline – they need targeted hires to produce the correct mix of scholars that will create a great undergraduate and graduate experience for their students with a smaller faculty.

In the discussion with Professor Ahearn, there appeared to be a lack of enthusiasm regarding the strategic plan. Thinking about the discussion, maybe the concern was that it would lock the department into a particular path or configuration. One way around this problem could be for the plan to specify different staffing options for the department. For example, at the current staffing level (22.5 FTE), what would be the focus in the undergraduate major, how would the MA and MFA be staffed and at this staffing level what challenges or barriers exist? If the department was to increase their FTE to 25, how would the focus change at the undergraduate and graduate level, what specialties or areas would be reinforced with a second or third scholar, what specialties or areas would be added, and would any of the challenges of the lower staffing level be eliminated, and *how much better* would the department be with this level of staffing?

It is understood that the current staffing of 22.5 FTE is not good; it is clearly “lemons,” but how good or bad can the department’s “lemonade” be? With future retirements and targeted hiring how could it be better? The department must decide what their focus is going to be and decide what will be eliminated. How much better could the department be at 25 FTE? This is the question that the dean will likely ask when considering which departments get new faculty hires.

Masters Degrees in English

As noted in the Report, the MFA degree has been well received and Professor Ahearn confirmed this is still the case; this year there were applicants from 35 states and three foreign countries. As there are 28 other MFA programs in California, Oregon and Washington, it is clearly the reputation of the department’s faculty that draws applicants from a distance.

As part of the Review Team’s request for the English department to create a strategic plan, the department was asked to consider if continuing funding an MA degree was desirable, and if so, what the focus of the MA program should be. To the first question, Professor Ahearn raised a number of points. He noted that within the college, the department’s MA degree is highly valued, as not all CLA departments have a masters degree; therefore, eliminating the degree would be seen as a step backwards within the college. In addition, if the degree were to be eliminated then some faculty would be less likely to participate in graduate education and this would effectively create a caste system within the department. In short, the department has no intention of eliminating the MA degree.

To the question of focus in the MA degree, this should be part of the discussion when developing the strategic plan. A little movement has occurred on this front as the department is trying to limit the range of topics a student can select for an MA thesis. An additional problem is offering enough stand-alone classes (5xx) so students get a true graduate experience rather than a diluted graduate experience through slash classes (4xx/5xx) – obviously, this is exacerbated by running both an MA and an MFA degree program.

University Budgeting

The Review team report was highly critical of the past university practice of failing to fund essential core writing classes up-front. There has been some progress in university budgeting as this year there was a line item for about half of the Baccalaureate Core writing classes. Unfortunately, this still leaves the department in the untenable situation of never being able to balance revenue with expenses created by the large number of writing classes that support OSU's undergraduate program. As such, any revenue from summer school or e-campus classes, two activities where revenue goes back to the unit, immediately vanishes into the huge amount of "red ink" created when OSU does not fund writing classes "up front." This university practice undoubtedly destroys any faculty enthusiasm for new initiatives such as e-campus developments. Such initiatives might be very attractive to students on the Cascades campus.

While this is a follow-up for the Graduate Council, the continuing funding debacle created by failing to clearly support undergraduate writing classes must be noted, as it has a direct impact on instructor availability for the department's graduate programs. Simply put, this is beyond unreasonable. For OSU to not directly fund the writing classes that support *all* undergraduate degrees on campus is irresponsible and reprehensible.

Hiring

Since the review visit in 2007, there has been one retirement; English retained the line and hired a new faculty member. While there is still only one tenure-track poet, there is an instructor who has now published his third volume of poetry and he provides significant assistance to the MFA program.

As noted above, there has been talk of the addition of 15-20 faculty lines in CLA. As the largest department in the college, English hopes to see their share, but it is unlikely that anything will happen until the economy turns around and the state revenue projections increase. The English department will make a much stronger case for their share of these lines with a well reasoned strategic plan that shows how their strengths complement OSU's direction.

Appendix I: Correspondence with Graduate School re Geosciences Proposal

Fisk -> Loveland 12/17/09

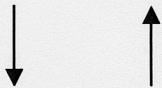
“Bruce points out that once a minor in Water Conflict Management and Transformation is established students could get a minor and a certificate for the same body of work. There is nothing in university policy that prevents this. This topic has implications for all certificates, so permitting this for WCRT is essentially permitting this for all certificates if the programs wish to create a minor in the same field. It seems that this is a topic the Graduate Council should have the opportunity to comment on.

Some potential Council outcomes could be:

- (a) No problem, a transcript visible minors and certificates in the same field are OK.
- (b) No way, you can have a minor or a certificate, but not both.
- (c) OK but, the certificate and the minor can only have 6 credits in common (same as our double counting percent for a second OSU master's)
- (d) Other”

***PROPOSED DECISION
MAKING PROCESS
ASSOCIATED WITH
RESTRUCTURING***

Proposals (Abbreviated
Category I) Developed by
Colleges/Units, Submitted to
Provost's Office



Proposal Forwarded to SA/BRRC.

Proposals that fall under the FCG
review will be forwarded to FCG.

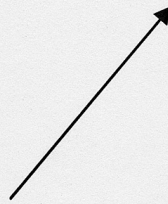


FCG Reviews Proposals:

If Program Reorganization or
Elimination, FCG deliberates and
prepares report.

If Curricular Change, Proposal is
Submitted to Curricular Process

Chairs of Curriculum Council,
Graduate Council and Budgets and
Fiscal Planning will meet and have
authority to approve curricular
actions on behalf of the Councils.
Chairs will decide which proposals
need full review of Councils.



BFP, GC, and CC reviews:

Council meetings scheduled so that
proposals can be reviewed with 1-2
month period.



Faculty Senate Review of Proposals

Revisiting iBT issue

- **At its 13 April 2009 meeting the Graduate Council passed a policy change that designated the iBT speaking section score as replacing the SPEAK test score in evaluating the English language proficiency of international students seeking teaching assistantships at OSU. A minimum iBT speaking score of 26 (out of 30) was adopted as replacing the SPEAK test score of 50. Implementation of this policy was set by Dean Francis as Winter 2010.**
- **The Chemistry Department realized that the proposed implementation of this policy which involved denying GTA appointments to students with iBT scores of less than 26 would devastate its GTA pool leading ultimately to a loss of 75% of the GTAs. The Chemistry Department petitioned the Graduate Council for relief from this policy.**
- **At its 6 November meeting the Graduate Council took up this issue and ultimately passed a policy statement that addressed this issue from the point of view of the Chemistry GTAs. That policy stated:**

Current policy statement regarding iBT and Chemistry's Graduate Teaching Assistants

1. The Grad School will continue to review applications for admission from international students using their stated criteria for TOEFL, iBT and IELTS scores.
2. When a prospective Chemistry student is not allowed to hold an assistantship on the basis of their iBT speaking score, the Chemistry department will be notified and given an opportunity to appeal the decision. This appeal right will be restricted to cases where the student has an iBT speaking score is more than 18. (The student will not be notified of the occurrence of the appeal until the appeal is fully resolved.)
3. If the Chemistry department wishes to offer a student with a non-passing iBT speaking score an assistantship, the department must:
 - a. Guarantee that the new graduate student will be enrolled in **IEPA 098NC. COMMUNICATION FOR IGTA's (3)** upon arrival (with the department paying the cost of this training). The course **IEPA 098NC. COMMUNICATION FOR IGTA's (3)** must be offered at a time when GTAs can attend without interfering with their class and teaching schedules.
 - b. If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
 - c. If (b) above is not possible, pair the graduate student with language problems with another TA who is a native speaker of English in the laboratory or classroom environment.
The Chemistry department will maintain documentation for each student of how conditions (a), (b), and (c) were met.

If the Chemistry department meets these conditions, the student will be admitted with support.

4. The Chemistry Department will continue its rigorous monitoring of the quality of GTA performance using student evaluations and the evaluations of the supervising professors. (Chemistry does insist upon quality performance of its GTAs.) The Chemistry Department will document for each student the results of their evaluation of the student's performance as a GTA. The Chemistry Department will report the results of this evaluation yearly to the Graduate Council.

This policy, as worded, applied only to the Chemistry Department and its GTAs. It has been pointed out that a more general wording is needed for this policy. The Graduate School has provided the following new policy statement that avoids this difficulty.

Proposed New Policy statement regarding iBT and Chemistry's Graduate Teaching Assistants

1. The Graduate School will continue to review applications for admission from international students using their stated criteria for TOEFL, iBT and IELTS scores.
2. When a prospective student is not allowed to hold an assistantship on the basis of their iBT speaking score, the department will be notified and given an opportunity to appeal the decision. This appeal right will be restricted to cases where the student has an iBT speaking score ≥ 18 . (The student will not be notified of the occurrence of the appeal until the appeal is fully resolved.).
3. If the department wishes to offer a student with a non-passing (18-25) iBT speaking score an assistantship, the department must:
 - (a) Guarantee that the new graduate student will be enrolled in **IEPA 098NC COMMUNICATION FOR IGTAs (3)** upon arrival (with the department paying the cost of this training). The scheduling of **IEPA 098NC** will be coordinated with the departments so that students can attend the course and conduct teaching assistantship duties.
 - (b) If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
 - (c) If (b) above is not possible, pair the graduate student with language problems with another TA who is a native speaker of English in the laboratory or classroom environment.
The department will maintain documentation for each student of how conditions (a), (b), and (c) were met.

If the department meets these conditions, the student may be admitted with support.

4. The department will monitor the quality of GTA performance using student evaluations and the evaluations of the supervising professors. The department will document for each student the results of their evaluation of the student's performance as a GTA.

The Graduate Council is asked to approve this technical revision of the previous policy.

- **Subsequently the Graduate School posted on its website a new Graduate School policy regarding these issues. It is as follows:**
- English Language Testing and Training Policy for International GTAs
- All international GTAs (IGTAs) whose native language is not English are required to take the Internet Based TOEFL (iBT) test before serving as graduate teaching assistants. Test scores for incoming students can be reviewed using the Banner student information system or confirmed by contacting the Graduate School staff.
- Departments are advised to include in their offers of graduate teaching assistantships the specification that students receiving iBT speaking sub scores of less than 26 will be required to undertake further English language training ~~and that the cost of such training may be the responsibility of the student.~~
- IGTAs with iBT speaking sub scores of 26 or above should have no significant language difficulties. It is anticipated that IGTAs with scores in this category should be fully competent to complete assignments requiring significant student-teacher interaction.
- For IGTAs scoring below 26, departments should use the [Guidelines for the Assignment of International GTAs](#) to make assignments commensurate with the level of English language proficiency and should monitor and ensure effectiveness and competence in the IGTA's fulfillment of assignment.
- IGTAs scoring below 26 will be required to undertake further English language training, the level of which will be determined by the original score received. Departments are expected to pay for the course designed specifically for IGTAs (IEPA 098NC, Communication for IGTAs). This three-credit course will be offered only fall term and is tentatively scheduled late on Tuesday and Thursday afternoons. Please check the OSU course catalog for confirmation of the time and date:
<http://catalog.oregonstate.edu/CourseDetail.aspx?subjectcode=IEPA&course number=098NC>.
- The specific course work required will depend upon INTO-OSU's course recommendation and course availability during the term in which further training is needed. IGTAs enrolling in INTO-OSU courses other than the IGTA course should notify their INTO-OSU instructors that they are potential GTAs and will need to be evaluated as such. They should also request that the instructor fill out the GTA evaluation form at the end of the term.
- IGTAs will be evaluated by the INTO-OSU staff at the end of the term in which further language training has been undertaken. INTO-OSU will make a recommendation as to whether English language proficiency is sufficient, limited, or that further training is necessary. INTO-OSU will take into consideration the training policy and [Guidelines for the Assignment of International GTAs](#) when making a recommendation.
- ~~Students who perceive unsatisfactory performance by graduate teaching assistants due to inadequate language proficiency should present their complaints to the department chair/head employing the GTA. A complaint can also be given to the student's advisor, head advisor, or academic dean of the college offering the course, who in turn will forward it to the appropriate department chair/head. The performance of the GTA will be investigated by~~

the department chair/head and, if a problem is found to exist, appropriate action will be taken. The department chair/head will report complaints and actions taken to the academic dean and the graduate dean.

- Departments employing IGTA's shall maintain on file records of assignments and any remedial action taken should there be questions or complaints about IGTA performance.
- **Guidelines for the Assignment of International GTAs**

| iBT Speaking Sub Score | Assignment Considerations |
|---|--|
| 26 and above | No significant language difficulty is anticipated. A score of 26 has characteristics of near-native speaking ability. Language proficiency usually includes demonstrated audience awareness, cohesive and well developed responses, limited deficiencies in fluency, vocabulary, grammar or pronunciation. |
| English language training is required for scores below 26. | |
| 25 - 23 | Assignment should be made recognizing that the IGTA has language limitations. The graduate teaching assistant must attend the IGTA course. INTO-OSU may recommend alternate courses when the IGTA course is not offered. Departments should provide close ongoing monitoring of progress in the IGTA assignment and in language skills development. Characteristics in this range may include strong but understandable accent, labored and deliberate pronunciation, possible difficulty with free-response items, halting speech patterns or vocabulary limitations. |
| 22 - 18 | Teaching assistant is expected to undertake further English language training, the level of which will be determined by INTO-OSU recommendation and course availability during the term in which further training is required. In the absence of alternate courses, INTO-OSU may recommend the IGTA course be taken. Only assignments involving minimal student-teacher interaction should be made if possible . Departments should provide close ongoing monitoring of progress in language skills development. |

- **There are some possible inconsistencies between the details of the Grad School website policy and that passed by the Graduate Council on 6 November. These are indicated by a yellow highlight above. These should be resolved before the new policy is established. They are: (a) who pays for the GTA training (b) the use of GTAs with scores in the 18-22 category. (c) language in which the Graduate School suggests policies about undergraduate education.**

Remote Participation in Formal Meetings: It is generally expected that all of your committee members or approved substitutes will attend all meetings required by the Graduate School (program meetings for doctoral students and MAIS students, preliminary exams for doctoral students, and final oral exams for all students). If you or any committee member needs to participate remotely, you and your committee must assure that all the conditions listed on the Remote Participation Form are met, and you must submit the form to the Graduate School one week prior to the meeting.

(http://oregonstate.edu/dept/grad_school/current/forms.html#remote)

Master's Degrees - Final Examination: All master's degrees (except non-thesis EdM students electing the internship option) require a final oral exam. You must have a minimum GPA of 3.00 on both your Program and cumulative graduate transcript to schedule the final oral examination. All course work with a grade of I appearing on the program of study must be completed prior to scheduling the final oral examination. You must schedule your exam with the Graduate School one week in advance to allow time to audit of your Program of Study.

Doctoral Degrees:

Preliminary Oral Examination: In order to be admitted to candidacy for the doctoral degree, you must pass a comprehensive preliminary oral examination conducted by your committee. The purpose of this exam is to determine your understanding of your major and minor fields and to assess your capability for research. The exam may cover your proposed research topic, although no more than one-half of the time should be devoted to specific aspects of the proposal. The preliminary oral exam is taken near the completion of all course work on the Program of study. The exam should be at least two hours in length, and all committee members must be "present" or participate remotely.

Final Oral Examination: At least one complete academic term must elapse between the preliminary oral exam and final oral examination. The examination committee will consist of the same members as for the preliminary examination, although substitutions may be made if approved by the department/program or college and the Graduate School. You must contact members of the committee to arrange the date, time and place, then schedule the exam with the Graduate School not less than two weeks before the examination. Submit one examination copy of the pretext pages of the thesis to the Graduate School at the time you schedule. Distribute examination copies of your thesis to all committee members, including the Graduate Council Representative, sufficiently early to permit thorough review prior to your exam date. The exam should be scheduled for two hours, and all committee members must be present or participate remotely. The first part is the thesis defense portion is open to all interested parties. After the thesis defense portion of the exam, the examination committee may exclude all other persons and continue with the examination of your knowledge of your field.

Remote Participation

Website Language

Current:

Remote Participation in Formal Meetings: It is generally expected that all of your committee members or approved substitutes must be present for all meetings required by the Graduate School (program meetings for doctoral students and MAIS students, preliminary exams for doctoral students, and final oral exams for all students). If you have a special case in which a committee member may need to participate remotely, you and your committee must assure that all the conditions listed on the Remote Participation Form are met, and you must submit the form to the Graduate School one week prior to the meeting.

Proposed:

Remote Participation in Formal Meetings: All committee members or approved substitutes must **participate** in all meetings required by the Graduate School (program meetings for doctoral students and MAIS students, preliminary exams for doctoral students, and final oral exams for all students). **If you or any committee member may need to participate remotely, then the student and committee members must assure that all the conditions listed on the Remote Participation Form are met,** and you must submit the form to the Graduate School one week prior to the meeting.

Catalog Language

Current:

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings (i.e., program meetings, preliminary examinations, and final examinations). However, it is permissible for one member to participate from a remote location under certain circumstances. Appeals for exceptions to this policy may be addressed to the dean of the Graduate School. Contact the Graduate School for complete details.

Proposed:

It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings (i.e., program meetings, preliminary examinations, and final examinations). However, it is permissible for **the student, and/or committee members** to participate from a remote location **provided all conditions listed on the Remote Participation Form are met and the student submits that form to the Graduate School (with appropriate signatures)** one week prior to the meeting. Appeals for exceptions to this policy may be addressed to the dean of the Graduate School. Contact the Graduate School for complete details.

Approval of Remote Committee Participation

Check one: Program Meeting____ Oral Preliminary____ Final Defense____

Student Name (please print) _____ ID # _____

Student Email Address _____

Student Department _____

Graduate Council policy permits members of a student's committee (and the student) to be connected from a distant site for required committee meetings, but only if several conditions are met. The conditions are:

- a. Advance written agreement of the student first, and then all committee members, has been obtained;
- b. A two way video connection is used for the meeting that allows everyone to see and hear everyone else participating in the meeting.
- c. The remote members participate in the entire and complete conduct of the meeting;
- d. The major professor has accepted responsibility for the oversight of any logistical arrangements necessary; and
- e. Any costs associated with remote participation are not the responsibility of the Graduate School, and must be arranged in advance.

We, the undersigned, are aware that members of this committee (and/or the student) will be participating remotely in this meeting and agree to this remote participation. We do hereby verify that all of the above conditions have been or will be met for the committee meeting checked above.

(Faxed signatures will be accepted.)

Student _____ Date _____

Major Professor _____ Date _____

Graduate Council Representative _____ Date _____

Remote Committee Member _____ Date _____

Committee Member _____ Date _____

Committee Member _____ Date _____

Committee Member _____ Date _____

Name of Department Underwriting Costs _____

**Graduate School
Oregon State University**

Approval of Remote Committee Participation

Check one: ☐ **Master's Theses Defense** ☐ **PhD Program Meeting**
 ☐ **PhD Oral Preliminary** ☐ **Final Dissertation Defense**

Student Name (please print) _____ ID # _____

Student Email Address _____

Student Department/**Program** _____

Graduate Council policy permits **members of the committee and/or the student** to be connected from a distant site for required committee meetings, if the following conditions are met:

a. Advance written agreement of the student and all committee members, has been obtained;

b. All participants must participate with two way audio and video connections;

c. Any visual aids or other materials have been distributed in advance to the remote participants;

d. The remote parties participate in the complete conduct of the meeting, discussions, presentation and evaluations;

e. If for any reason the audio/video connections fail and cannot be re-established, the meeting will be rescheduled;

f. The major professor has accepted responsibility for the oversight of any logistical arrangements necessary; and

g. Any costs associated with remote participation are not the responsibility of the Graduate School, and must be arranged in advance.

We, the undersigned, are aware that **one or more** members of this committee will be participating remotely in this meeting and agree to this remote participation. We do hereby verify that all of the above conditions have been, or will be, met for the committee meeting checked above.

(Faxed signatures will be accepted.)

Remote participant

Student _____ Date _____ ☐

Major Professor _____ Date _____ ☐

Graduate Council Representative _____ Date _____ ☐

Committee Member _____ Date _____ ☐

Committee Member _____ Date _____ ☐

Committee Member _____ Date _____ ☐

Committee Member _____ Date _____ ☐

Name of Department Underwriting Costs _____

Responses About Remote Participation on Doctoral Committees
Community College Leadership Program
Oregon State University
January 2010

Positive Responses:

I think it would be very helpful for those students who have to travel so far, as well as the committee members who are having to travel. I don't see any problems with making the change.

Julie Kopet
Director Workforce Development Programs
Corrections Education
Portland Community College

If asked to participate on a doctoral committee, I would prefer to have this as an option over traveling to Oregon. I would need to know far enough in advance to reserve appropriate room/technology at my institution and I would need to have OSU initiate the call.

Sue Lorimer, Ed.D.
Vice President of Instruction
Folsom Lake College

Here are my thoughts:

*0. To what extent would this pose a problem for the remote committee member, in your opinion?
[financially, technologically]*

I think it would be more of a technological than financial issue for most. It depends on the actual technology (laptops vs high end equipment) used for the two-way conferencing though. It would be very important to a) use a very easy and reliable system and b) have technical support readily available. Who would be responsible for set up? The phone should still be there as a backup.

- *Might such two-way video result in enhanced participation by the remote person; or would it not make any difference? Again, in your opinion.*

If it is relatively glitch free, and a high quality connection, I think it could enhance the participation by the remote person and could potential put the student at ease (seems more personal, ability to read their face, etc.) It might turn some committee members off though if they are particularly uncomfortable with technology. It might also constrain freedom of movement for the committee overall depending on camera line of

Responses About Remote Participation on Doctoral Committees

sight. I would want to get info from committees that have already used video conferencing technology before deciding anything.

- *What other issues might be of concern with such a change?*

If the technology is good enough, this type of remote participation may make it easier to attract committee members who live at a distance and might not be interested otherwise due to time or financial constraints. Of course the converse could be true if it ends up being expensive or hard to use.

Sue Goff
Dean, Career & Technical Education
Mendocino College

Participation via ITV or two-way video would not create any problem for me and it would enhance my participation when I am at a distance.

Michelle Andreas, Ed.D.
Associate Director, Education Services
State Board for Community and Technical College

Some thoughts: Most outside committee members are fairly high ranking in their institutions, I'd guess (e.g., Ed Brewster) so they probably have good support to call upon to arrange technology for them. The idea of having two-way video also moves their participation out of the auditory realm alone--myself, I'm more visual, so I'd tend to be in favor of it all around.

Catherine Forte
Tutoring Center Coordinator
Bates Technical College

Greetings from Doha, Qatar! As one who required remote participation by committee members on more than one occasion during my program, and who conducts meetings from remote locations around the world, I would endorse the use of 2-way video. With the rapid progress of technology, the cost of multiplexing audio/video has plummeted. Today, a laptop, Skype and a \$20 webcam is sufficient for a committee member to participate remotely with audio and video connectivity.

I know from personal experience that participation in a meeting can be enhanced by adding video to the usual telephone connection. It can be difficult to gauge the mood in the room, and the subtleties of the interactions when you are limited to audio. Having 2-way video also helps the remote participant to feel more engaged.

The only issue I can see is for those who are currently in the process. To suddenly impose a new

Responses About Remote Participation on Doctoral Committees

restriction is very unfair to participants who have already made commitments to their committee members. Perhaps a gradual move from “strongly recommending” 2-way video for those who have already constituted a committee to a “required for remote participation” for new students position might help ease the transition.

My 2 cents worth. Hope this helps.

Expect success,
Rob

Rob Fuller, Ed.D.
Director, Entrepreneur Development Programs
Rady School of Management
UC San Diego

Neutral Responses:

For me, I would need to know what type of video technology would be used. If what I have available at the college is not compatible with the technology that OSU is using, then I would not be able to participate in that way. Being in a rural, small community, we do not have access to a Kinkos or other business where you can rent the use of such equipment.

As someone who attended one meeting via phone, I feel it is important to meet in person for the first committee meeting and for the defense. I think that shows respect for the student and the process. For the other meetings, attending remotely makes it more palatable to agree being a committee member.

Thanks for asking!
Susan

Dr. Susan J. Wolff□
Wolff Designs

Darlene, we use two-way video for some of our meetings. It can work but there is number of constraints/considerations. Scheduling, having technology help, who pays, training for faculty, and slow transmission interfering with discussions. These can be overcome but the committee would have to have some built in flexibility and reasonable expectations. I foresee some difficulty for the student adding another dimension to factor in when scheduling.

Steve Smith

Responses About Remote Participation on Doctoral Committees

Director, Curriculum Support Services
Portland Community College

I can't be certain about my external committee-person's situation, but every community college in Washington is connected with a two-way video connection.

Some of us have aging equipment but I think this set up would be possible. I would think this would better engage the remote committee member and create a richer experience for all.

My concern would be how well the room is arranged to enable this remote access. I have seen poor arrangements and excellent arrangements where the committee member almost seemed to sit at the table. Technology is still dependent on the people who set it up and they don't always understand how it will be used. In case of technology failures, we still need a conference phone for backup.

Thank you for asking for our input.

Sincerely,

Mindy Coslor
Dean of Library Learning Resources and Basic Skills
Norwood Cole Library
Skagit Valley College

Negative Responses:

Thanks for asking about the proposed change. I think the video-conferencing should be an option but not be required at this time.

*1. To what extent would this pose a problem for the remote committee member, in your opinion?
[financially, technologically]*

Even though PCC has extensive technology, it is hard to schedule video-conference rooms as they are in high demand. If the grad school is thinking about using Skype or other personal conferencing packages, I am not sure that technology is sufficiently advanced to be able to handle PowerPoint or other visuals as well as the student's verbal presentation. Not sure how robust the audio is on some of these systems. I also worry about the interoperability of systems across colleges. If video conferences were required, I expect we would need tech support on each end. PCC would not charge me for use of its systems but other colleges may have fees in place.

Responses About Remote Participation on Doctoral Committees

- *Might such two-way video result in enhanced participation by the remote person; or would it not make any difference? Again, in your opinion.*

The participation, especially the non-verbal interactions, may be enhanced but that will only be as good as the technology allows. Certainly it could be an improvement over audio-only but only if the video system is solid.

- *What other issues might be of concern with such a change?*

I am concerned that this adds another level of uncertainty for the student and the major professor. Worries about the stability of the video-conferencing system will be added on top of the usual preparations for the exams/defense.

I like the direction of this thinking but I suggest that it is too soon to implement. Perhaps for those interested in experimenting could do some testing/trials for us. Heavens, we had a heck of a time getting a computer projector at Silver Falls ;-)

Hope you are thriving,

Charmagne D. Ehrenhaus
Dean, Math, Engineering & Social Sciences
Mount Hood Community College

While I believe that this is a great way to grow inclusion on graduate committees and may even allow more global participation I believe that it should be phased in. While technology is moving quickly in this area it is still not as widely used on campuses. I would encourage language that allows it as an option but does not require it.

I do greatly appreciate OSU's commitment to using technology as a forum of both instructional methodology and student engagement.

Sincerely,
Dave Pelkey
Director of Student Life
Tacoma Community College

As a "remote" committee member, from time to time, I can offer the following:

1. Setting up a two way video incurs an expense regardless of the "remote" members location because it requires setting up video equipment and connections. Even if the "remote" member is at a location (e.g., a college) that has the equipment and technical staff to do the work, it costs that college the wages of the staff and the expense of the

Responses About Remote Participation on Doctoral Committees

equipment. This has always been looked at as a contribution or negligible expense for the institution doing the work. But, it always has been a real expense and, now, when there are fewer staff and lower funding available, it is an even bigger cost issue for the institution.

2. For a remote member like myself who is no longer at a college, it is expensive to go to a facility (usually a for profit location like FedEx/Kinko or the like). □ □
3. If it is assumed that "remote" members will make an arrangement at a college to use their facilities, you're back to the issues in my first point. In addition, it means the "remote" member is obligated to make the effort to contact a local college, convince them to take on this task and then follow through in making it all happen in line with the schedule of the other committee members on campus. (This last point, meeting the schedule of the on-campus people, has been a big issue every time I've been a "remote" member. The campus-based people always control the meeting time. So, if a video conference requirement is established, availability of the "remote" person would have to be the driver for the meeting time.

I hope these make sense. If not, please give me a call.

Best wishes,

Bill Becker

Adjunct Instructor, CCLP, OSU

Former Executive Vice President, Mount Hood Community College

Former Interim President, Mount Hood Community College

I have committed to Dr. Vaughan that he may participate on my committee remotely. As a retired individual living on the east coast, I anticipate that he won't easily be able to avail himself of two-way video at his home in order to participate. While Skype has made the use of two-way video much easier than it used to be, I think the technological hurdle presented by implementing it might be just enough of a deterrent that Dr. Vaughan would withdraw from serving. This departure would definitely be a loss of valuable expertise and the contribution he could make to the committee.

As one that has participated in hundreds of meetings that included remote participation by telephone, by myself or others, I can attest to the value the remote participants bring to the meeting. While video has the potential to improve that participation, it also has the potential to detract due to the increased technological complexity and the risk of that technology not functioning correctly.

I'm sure I've not shared anything here that you've not already considered in this matter. My opinion is that adding this requirement is putting in place a potential hurdle that will not significantly improve the participation of remote committee members and has the potential to cause the loss of valuable participation by those who are currently willing to serve.

Responses About Remote Participation on Doctoral Committees

Ralph Orr
Former President, Eastern Arizona College;
Former President, Tillamook Bay Community College

To what extent would this pose a problem for the remote committee member, in your opinion?
[financially, technologically]

From experience, I will suggest that this consideration may eliminate potential committee members who might consider participation. In my case, my remote committee member is located in Seattle and knows me from previous academic participation. I feel confident with his support, guidance and input. To create what might be considered restraints or barriers for remote participation inevitably could eliminate quality individuals from participating in the committee process.

I see no practical purpose in making it more difficult than it already is in establishing relationships with committee members. student and programs.

Note: I am anticipating that my committee member be present at my oral presentation even it means at my cost. This of course will be a financial barrier for me.

Might such two-way video result in enhanced participation by the remote person; or would it not make any difference? Again, in your opinion.

Two way remote communication is a possibility, however, this too might be a logistical barrier.

What other issues might be of concern with such a change?

If the change does happen, I do hope this will only take effect to subsequent participates within our respective graduate programs.

I hope this helps.

Edward Esparza, MA
Lead Academic Advisor
Washington TRIO Expansion Program (WA-TEP) Central Washington University Academic
Achievement Programs

Should OSU Change Its Policy on Remote Participation at Examinations?

(Program Meeting, Oral Preliminary Examination, Oral Defense of Thesis or Dissertation)

Current OSU policy and the policies of other institutions are listed.

Universities: see key below.

| Issue | 1 | 2 | 3 | 4 | OSU | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|---|----|---|----|-----------|----|---|----|---|----|----|----|
| 1. Can student be remote? | N | aN | N | N | N | N | N | aN | N | N | Yp | aN |
| 2. Can committee chair be remote? | | Y | | N | | N | N | N | N | N | N | N |
| 3. Can GCR be remote? | | Y | | N | | | | N | | N | N | |
| 4. Is more than one remote participant allowed? | Y | N | | N | N | Y | Y | N | Y | | Y | Y |
| 5. Is more than one remote site allowed? | | N | N | N | N | Y | Y | N | Y | N | | |
| 6. Must exam occur on campus? | Y | Y | Y | aY | aY | aY | | aY | | Y | | |
| 7. Is two-way video required? | | | Y | Y | N | N | N | | N | Y | N | |
| 8. Is an audio only connection allowed? | | Y | * | N | Y | 1 | Y | | Y | N | Y | |
| 9. Is Grad School permission reqd. for remote participation? | | N | Y | Y | Y | Y | | | N | Y | Y | Y |

Notes:

Ay: assumed "yes" based on catalog language.
 An: assumed "no" based on catalog language.
 Yp: yes with proctor.

Blank: silent on the issue
 1: only one can connect by phone
 *: yes, if there is no presentation.

Issues

1. Can the student be the remote participant?
2. Can the major professor be the remote participant?
3. Can the university representative be the remote participant?
4. Can two or more committee members be at remote sites?
5. Can there be two or more remote sites?
6. Must the examination occur on the university campus?
7. Is two-way video transmission required?
8. Can the communication be audio only?
9. Is permission required for remote participation?
10. Should there be different policies for different types of meetings?

1. Arizona State University

2. Cornell

3. Iowa State University

4. Ohio State

5. Oregon State University

6. Penn State

7. Purdue

8. University of Arizona

9. University of Illinois – Urbana-Champaign

10. University of Maryland

11. University of Washington

12. Washington State

Extended Campus Response and Proposal

Response:

The policy positions of the referenced universities are, for the most part, based on traditional face-to-face graduate program scenarios and reference primarily the remote participation of the faculty committee members, not the students. The assumption in these cases is that the student is physically present on campus, and do not take into consideration the unique and distant composition of the students in online programs. The only exception is the University of Washington, whose policy does allow remote participation of the student: note that the UW offers online graduate professional programs. If OSU adopts a more flexible policy regarding remote participation of distance student in examinations, we would be in good company.

Proposal:

- Remote participation of faculty committee members would follow existing OSU policy.
- Implementation of a second set of remote participation policy specifically addressing the unique needs of distant student participants in OSU's online graduate degree programs.
 - The Graduate School and/or Graduate Council, reviews program proposals from the Colleges for blanket approval of the option for remote participation of distance students in examinations.
 - In recognition of their geographic diversity, maturity, and professionalism, students in distance (online) graduate programs are, with approval of the Committee Chair, allowed the option of participation in person, or remote participation in examinations.
 - With approval of the Committee Chair, remote participation of the student may be via two-way video or audio-only, and may require a proctor at the distant site if deemed advantageous.
 - The College/Committee Chair is responsible for ensuring that appropriate technical infrastructure and support and is available to both the student and the Committee to allow for un-interrupted remote participation using either two-way video or audio only. It is the student's responsibility for costs incurred for remote participation.

GRADUATE FIELD MODEL PROPOSAL

Summary: This proposal is to transform existing graduate programs to cross-department fields of study in order to increase the visibility of key strategic programs, tighten the focus our graduate programs, and enhance their stature,. This change will generate savings of current expenditures on a large number of graduate majors, separately funded interdisciplinary programs, and address issues of graduate program viability by providing a mechanism for reducing the number of small enrollment graduate programs, as suggested by the ACBSP.

Background

The development of institutions of higher education in the US has produced a commonly followed model of organizational structure generally consisting of departments or schools organized within colleges. This departmental model historically has been reflected in the manner by which intellectual subject matter is organized for the purpose of assembling faculties and offering academic programs. That is, typically, departments of chemistry have offered academic programs in chemistry; departments of history have offered academic programs in history, and so forth.

For the past century, this approach to the organization of knowledge was logical. However, such is no longer the case. Intellectual fields are rapidly emerging that have little regard for historic departmental lines in the research and graduate education enterprise. Thus, we have observed the establishment of interdisciplinary, multidisciplinary, and multidepartmental graduate programs. At OSU, the graduate programs in water resources and environmental sciences are excellent examples of the emergence of new programs built around intellectual themes and societal problems that are both too broad and too complex to be adequately addressed through a traditional, departmentally based graduate program. This evolution is particularly evident within the life sciences which has become a challenge for many universities today.

It is now common for individuals from a number of different departments to be members of a graduate faculty that offers a particular advanced degree. The recent NRC Assessment of the Research Doctorate revealed this pattern to be the case at OSU, with the majority of faculty members belonging to more than one graduate faculty. It has been estimated that the average OSU Graduate Faculty member serves on about 3 different graduate faculties including directing doctoral dissertation research in those programs. At OSU, one faculty member was discovered to be active in 10 different graduate programs.

In a recent *New York Times* Op-Ed (April 27, 2009), Mark C. Taylor argued for restructuring university curricula. He wrote, "The division-of-labor model of separate departments is obsolete and must be replaced with a curriculum structured like a web or complex adaptive network. Responsible teaching and scholarship must become cross-

disciplinary and cross-cultural.” Taylor maintained that restructuring graduate education in this manner would lead to a transformation of “fields of inquiry and methods of investigation” better situated to address today’s critical questions. He offered *water* as an example.

Proposal

All graduate programs at OSU will be converted into *graduate fields* independent of departmental, school, or college structures. The proposed model is based on the field model in place at Cornell University. Like Cornell, graduate fields at OSU will be led and managed by a director provided by an academic department or school. The vision is that both the host department/school and the director will freely move from among the departments that house the participating members of the field graduate faculty.

The criteria for establishment of a graduate field at OSU will include:

- An identifiable and recognized intellectual core must be clearly articulated.
- The field must have institutional strategic relevance.
- An academic department or school must express willingness to serve as host.
- An academic department or school must express willingness to provide the resources required to sustain the field including providing the director’s FTE.
- A minimum of 25 graduate faculty members must be actively engaged in offering the field.
- A minimum of 30 students must be enrolled in the field.
- An annual minimum of 5 master’s and 2 doctoral students must complete degrees in the field.
- There must be an understood approach to student support. In cases where the expectation is that students are financially supported, the source(s) of funding must be identified.

The Provost should immediately commission a faculty work group with leadership from the Graduate School to develop an implementation plan that includes an initial presentation of graduate fields and detail sufficient to launch the new model by fall, 2010.

The following principles guide this proposal:

- The graduate field model is consistent with the complex nature of today’s pressing questions and should be pursued.
- Graduate fields will be established to align with OSU’s strategic direction.
- Graduate fields will enhance the visibility of OSU’s intellectual strengths.
- There will be no net costs associated with the transition to the graduate field model.

Goals

- Increase graduate student per tenure track faculty member ratio.
- Replace current graduate majors with about half as many graduate fields.
- Find cost savings as a result of fewer specialized programs and/or fewer redundant course offerings, and so forth.

- Establish graduate fields that will meet enrollment guidelines suggested by the ACBSP (i.e. award a minimum of 5 master's and 2 doctoral students per year).
- Create the new model by the end of the 2009-10 academic year.

Issues

The Deans presenting this proposal believe it presents significant opportunities for OSU and are strongly supportive of the approach. At the same time, the proposal for restructuring graduate programs at OSU represents a very significant change. Such change presents challenges as well as the opportunities that underlie the resolve to undertake the planned change. The following issues are not meant to be inclusive but are meant to acknowledge that the effort to enact the proposal will require substantial resolve.

This change is likely to greatly increase the visibility and competitiveness of OSU's strategic areas of strength (such as conservation biology and ecology) .

However, it may cause visibility of long established, traditional programs to be lessened. This will require clear communication with all stakeholders, internal and external,

The strong college model at OSU may limit our ability to produce a deep philosophical as well as operational shift. Host departments/schools will be challenged to think and act beyond traditional boundaries represented on organizational charts.

However, we note the commitment of the group making this proposal to the proposed model and accompanying philosophy .

Admission procedures across organizational structures that are the sources of student funding will required coordination. For example, the awarding of GRA and GTA appointments must be reconceptualized within the admissions procedure. Existing programs have differing policies regarding matters such as whether or not students may be offered admission independent of funding or whether students must identify a major professor as a condition of admission. Faculty groups in each field will need to establish clear criteria for admission and departments funding GTAs or GRAs must be clear on the expectations for the assignments of admitted students.

The Incentives for this approach require that departments are credited with the students who work with their faculty members. An accountability mechanism will need to be created such that student enrollment accrues to the department/school home of the major professor. We do this now for most of the interdisciplinary graduate programs.

Hiring must be coordinated across organizational boundaries to ensure that the needs of graduate fields are met and must be coordinated with the needs of other graduate fields, undergraduate instructional programs as well as the research and outreach missions of the University. Departments struggle with this tension now, so the issue is not new, but it will demand coordination.

Support and coordination of student recruiting activities will be required.

Graduate Council policies may need to be created or revised to support the field model.

For example, graduate faculty membership should be revised to require active

participation of faculty members who are associated with each field.

Field Examples

Three examples of graduate fields that could be established are presented below. The three fields are ecology, nutrition, and material science. OSU currently offers a graduate major in both nutrition and material science; there is no major in ecology even though OSU is recognized as having exceptional strength in the field of ecology. All three examples provide evidence that there already exists a critical mass of faculty, students, and intellectual strength to support creation of the field.

Example I: Graduate Field in Materials Science

Purpose and Outline: Materials science research and education at OSU involves over 50 faculty members from 10 departments and is a key area of research for our strategic aspirations in innovation. The synthesis of new materials and the identification of new uses for materials provide some of the most powerful tools for creating new businesses and economic opportunity. OSU scientists work on problems from transparent electronics to fiber composites and are leading the development of a new generation of materials. Particular emphasis exists in electronic materials, composite materials, magnetic materials and superconductivity, structural materials, optical materials, and biomaterials.

The program will offer the M.S. and Ph.D. degrees. Students in the program will be required to take 4 credits of ME 570 (Structure-Property Relationships in Materials) as well as three (for a M.S.) or four (for a Ph.D.) classes from each of these five categories: Thermodynamics of Materials; Kinetics/Rate Processes of Materials; Mechanical Behavior of Materials; Electronic/Magnetic Behavior of Materials; and Characterization of Materials.

The M.S. requires an additional 9 credits in a concentration, 8 credits of electives selected in consultation with an advisor, and 12 thesis credits. The Ph.D. requires an additional 12 credits in a concentration, 13 credits of electives selected in consultation with an advisor, and 63 thesis credits. Proposed concentrations are in Mechanical Behavior of Materials; Electroceramics; Polymer Materials; Electronic Materials; Nano-processing of Materials; and Fiber-based composite materials.

There is demand for graduates of this program in the emerging solar industry, alternative engineering, biotechnology and information technology companies, chemistry companies, and telecommunications firms.

Anticipated graduation rate: Based on the existing student populations in the relevant programs and the distribution of faculty members, we anticipate 25 graduates from the program annually, once the transition is complete from existing degree programs.

Departments participating: Chemistry; Physics; Civil & Construction Engineering; Mechanical, Industrial and Manufacturing Engineering, Electrical Engineering and Computer Science; Nuclear Engineering and Radiation Health Physics; Forest Engineering, Resources, and Management; and Wood Science and Engineering.

Facilities: Existing laboratories and equipment in the Colleges of Forestry, Science, and Engineering and the Center for Advanced Materials Research, with the University's Electron Imaging Facility, provide an excellent core for this program.

Support: The School of Mechanical, Industrial and Manufacturing Engineering will serve as the host unit for the Materials Sciences Field of Study. Teaching assistantships for first and second year students will be provided by School of Mechanical, Industrial and Manufacturing Engineering, the Department of Physics, and the Department of Chemistry.

Key Faculty and Area of Focus:

Sundar Atre Polymers/Composites, Electronics/Ceramics

Brian Bay Biomaterials, Structural/Mech. Behavior

Ralf Busch Metallic Materials

David Cann Electronics/Ceramics

Chih-hung Chang Thin Films, Electronics/Ceramics

John Conley Electronics/Ceramics, Thin Films

Pallavi Dhagat Electronics/Ceramics

John Gardner

Michael Gao Computational Mat. Sci.

Brady Gibbons Thin Films, Electronics/Ceramics

Chris Higgins Structural/Mech. Behavior

Chen Hsiou-Lien Polymers/Composites

Jason Ideker Structural/Mech. Behavior

Albrecht Jander Electronics/Ceramics

Goran Jovanovic Biomaterials

Fred Kamke Polymers/Composites, Structural/Mech. Behavior

Tim Kennedy Computational Mat. Sci., Struct./Mech. Behavior

Doug Keszler Electronics/Ceramics, Thin Films

Shoichi Kimura Biomaterials

Andrew Klein

Milo Koretsky Thin Films

Jay Kruzic Structural/Mech. Behavior, Biomaterials

Mike Lerner Electronics/Ceramics

Kaichang Li Polymers/Composites

Ethan Minot Electronics/Ceramics

Jeff Morrell Structural/Mech. Behavior

Lech Muszynski Structural/Mech. Behavior, Polymers/Composites

John Nairn Computational Mat. Sci., Struct./Mech. Behavior

Brian Paul Polymers/Composites

Shalini Prasad

Vince Remcho Biomaterials, Thin Films

Skip Rochefort Polymers/Composites

Guenter Schneider Computational Mat. Sci.

John Simonsen Polymers/Composites

Mas Subramanian Electronics/Ceramics

Janet Tate Electronics/Ceramics, Thin Films

John Wager Electronics/Ceramics, Thin Films

William Warnes Electronics/Ceramics

William Warren

Philip Watson—Electronics/Ceramics, Thin Films

Jerry Yamamuro—Structural/Mech. Behavior

Charles Brunner, Optical properties of wood

Rakesh Gupta, Timber mechanics, mechanical properties of wood

Fred Kamke, Wood-based composite science

Joe Karchesy, Molecular structure and chemistry of natural products from wood

Lech Muzynski, composite materials sciences

John Nairn, Composites, nanocomposites

Example II: Graduate Field in Ecology and Evolutionary Biology

Purpose and outline: Broadly defined, ecology and evolutionary biology have been distinctive and high profile programs at OSU for many decades. In fact, they are internationally renowned programs. Ecology and evolutionary biology are foundational to OSU's internationally premier applied Land Grant programs in forestry, agriculture, rangelands, freshwaters, and marine resources. The Colleges of Agricultural Sciences, Forestry, Ocean and Atmospheric Sciences, and Science have a large and active group of biologists, ecologists, evolutionary and conservation biologists and related disciplines in multiple Departments (Botany and Plant Pathology, Fisheries and Wildlife, Rangeland Ecology and Management, Forest Engineering, Resources and Management, Forest Ecosystems and Society, Zoology, and Geosciences), whose research collectively spans a broad range of levels of organization (molecules to ecosystems), habitats (marine, freshwater, terrestrial), and organisms (invertebrates, vertebrates, non-vascular and vascular plants). These OSU scientists work closely with affiliated federal and state scientists on campus and off, including numerous international collaborations in the Field.

Focal systems for research include rocky intertidal and adjacent coastal marine ecosystems, salt marshes, coastal dunes, coral reefs, ponds and lakes, streams and rivers, grasslands, old-growth and managed forests, chaparral systems, rangelands, and insect-plant systems. The diverse and relatively unspoiled habitats of Oregon provide opportunities for much of this research, an unmatched outdoor laboratory. In addition, many research programs incorporate a broader geographic element, for example, a regional focus (e.g., West coast of North America) or international settings (e.g., the Bahamas, New Zealand, Central and South America, Central and South Africa). Particular strengths and cross-cutting themes in the Field include Conservation Biology and Ecology, with active programs on the ecology of invasive species, population declines and extinctions, restoration ecology, marine reserves, environmental policy, and biodiversity conservation.

Subjects:

Ecology

Evolutionary Biology

Conservation Biology and Ecology

Concentrations

Forests

Freshwaters

Marine
Arid lands
Populations
Ecosystems

The program will offer M.S. and Ph.D. degrees. Students in the Field will be required to take or have taken 16 credits (core of the Field) of Z 345 (Introduction to Evolution), Z 527 (Paleobiology), Z 581 (Biogeography), and ATS 520 (Principles of Climate) as well as three (for a M.S.) or four (for a Ph.D.) classes from these five categories: Ecology, Physiology, Conservation Biology and Ecology, Evolutionary Biology, and Oceanography.

The M.S. requires an additional 9 credits in a concentration, 8 credits of electives selected in consultation with an advisor, and 12 thesis credits. The Ph.D. requires an additional 12 credits in a concentration, 13 credits of electives selected in consultation with an advisor, and 63 thesis credits. Proposed concentrations are in forests, freshwaters, marine, arid lands, populations and ecosystems.

There is high demand for graduates of this program in academia, government research agencies, and domestic and international conservation organizations.

Anticipated graduation rates: Based on the existing student populations in the relevant programs and the distribution of faculty members, we anticipate a minimum of 50 graduates from the Field annually, once the transition is complete from existing degree programs.

Departments participating: Botany and Plant Pathology, Fisheries and Wildlife, Rangeland Ecology and Management, Forest Engineering, Resources and Management, Forest Ecosystems and Society, Zoology, and Geosciences.

Facilities: Existing laboratories and equipment at Hatfield Marine Science Center, H. J. Andrews Experimental Forest, Hatchery Research Center, on campus and at various Agricultural Experiment Stations around the state provide an excellent core for this program.

Support: A new School of Ecology and Evolutionary Biology in the College of Science will host the Field of Ecology and Evolutionary Biology. Teaching assistantships for first and second year students will be provided by contributing Departments. Sally S. Volunteer from the School of Ecology and Evolutionary Biology will serve as Graduate Director for the Field, and will be provided release time by her home department.

Key Faculty:

Steve Arnold - Systematics, Population Structure, Evolutionary Genetics, Molecular Evolution

Michael Blouin - Systematics, Population Structure, Evolutionary Genetics, Conservation Ecology

Aaron Liston - Systematics, Population Structure, Molecular Evolution

Joseph Spatafora - Systematics

David Lytle - Population Structure, Freshwater Ecosystems, Behavioral and Population Ecology, Conservation Ecology

Frank Moore - Molecular Evolution

Stephen Giovannoni - Molecular Evolution

Bruce Menge - Marine and Coastal Ecology, Community Ecology, Ecosystem and

Earth Systems Ecology
 Jane Lubchenco - Marine and Coastal Ecology, Community Ecology, Ecosystem and Earth Systems Ecology, Conservation Ecology
 Sally Hacker - Marine and Coastal Ecology, Conservation Ecology, Invasion Ecology
 Mark Hixon - Marine and Coastal Ecology, Conservation Ecology
 Eric Seabloom - Marine and Coastal Ecology, Terrestrial Communities, Community Ecology, Plant Ecology, Conservation Biology, Disease Ecology, Invasion Ecology
 Dawn Wright - Marine and Coastal Ecology, Ecosystem and Earth Systems Ecology, Conservation Ecology
 Elizabeth Borer - Terrestrial Communities, Behavioral and Population Ecology, Conservation Ecology, Disease Ecology, Invasion Ecology
 Peter McEvoy - Terrestrial Communities, Behavioral and Population Ecology, Conservation Ecology
 Bruce McCune - Terrestrial Communities, Plant Ecology
 Pat Muir - Terrestrial Communities, Plant Ecology
 Mark Wilson - Terrestrial Communities, Community Ecology, Plant Ecology, Conservation Ecology
 Andy Blaustein - Community Ecology, Freshwater Systems, Behavioral and Population Ecology, Conservation Ecology, Disease Ecology, Invasion Ecology
 Julia Jones - Ecosystem and Earth Systems Ecology, Spatial Analysis in Ecology
 Kate Lajtha - Ecosystem and Earth Systems Ecology, Plant Ecology
 Lynne Houck - Behavioral and Population Ecology
 Paul Murtaugh, - Statistical Ecology
 Dan Schafer - Statistical Ecology
 Alix Gitelman - Statistical Ecology
 Virginia Lesser - Statistical Ecology
 Dee Denver - Nematode Evolution
 Dominique Batchelet - Ecological Modeling
 John Bolte - Ecosystems Analysis
 Yangzhen Fan - Environmental Sensing
 Bruce Dugger - Wildlife
 Dan Edge - Wildlife
 Clint Epps - Wildlife
 Jesse Ford - Fisheries
 Eric Forsman - Wildlife
 Tiffany Garcia - Wildlife
 Stan Gregory - Fisheries
 Scott Heppell - Fisheries
 Selina Heppell - Fisheries
 Markus Horning - Wildlife
 Robert Hughes - Fisheries
 Robert Lackey - Fisheries
 Dixon Landers - Fisheries
 Bruce Mate - Marine Mammals
 Jessica Miller - Marine Fisheries

David Noakes - Hatchery Research Center
Doug Robinson - Wildlife
Dan Roby - Wildlife
Dan Rosenberg - Wildlife
Philippe Rossignol -
David Sampson - Fisheries
Brian Sidlauskas - Fisheries
Michael Borman - Rangeland Ecology
Doug Johnson - Rangeland Ecology and Restoration
Ricardo Mata-Gonzalez - Plant Ecology and Ecophysiology
Jeff Miller - Entomology
Richard Miller - Plant and fire Ecology
Steven Sharrow - Autecology, Agroforestry
Larry Larson - Range Ecology
Mark Abbott - Biological Oceanography
Hal Batchelder - Biological oceanography
Kelly Benoit-Bird - Biological Oceanography
Lorenzo Ciannelli - Biological Oceanography
Tim Cowles - Biological Oceanography
Ricardo Letelier - Biological Oceanography
Barry Sherr - Biological Oceanography
Eveln Sherr - Biological Oceanography
Yvette Spitz - Biological Oceanography
Pete Strutton - Biological Oceanography
Rob Wheatcroft - Biological Oceanography
John Bailey - Forest Ecology and Fire
Temesgen Hailemariam - Forest Biometrics
David Hann - Forest Modeling
Doug Maguire - Silviculture
Jeff McDonnell - Hydrology
Robin Rose - Reforestation
Bev Law - Forest-Climat
Mark Harmon - Forest Ecology and Carbon
Barbara Bond - Forest Ecophysiology
Steve Strauss - Forest Tree Genetics
Glen Howe - Forest Tree Genetics
Klaus Puettman - Forest Ecology and Silviculture
David Hibbs - Hardwood Forest Ecology
Darrell Ross - Forest Entomology
David Shaw - Forest Entomology
Paul Doescher - Arid Land Ecology and Restoration
Bill Ripple - Landscape Ecology and Trophic Cascades
Lisa Ganio - Ecological Statistics
Matt Betts - Wildlife Landscape Ecology

Example II: Graduate Field in Nutrition

Purpose and outline:

The graduate field in nutrition is aligned with OSU strategic initiatives, represents an area of critical need for Oregonians and beyond, and is built on a foundation of a graduate faculty with existing national and international reputation. In the aggregate, these faculty members generate more than \$1.5M dollars in research support annually. Thus, there is obvious programmatic strength in the area of nutrition that is not bounded by organizational lines. Input was gathered from existing web resources and in communication with various nutrition leaders on the campus. The core curriculum is modeled after comparable programs at UC-Davis, University of Wisconsin, Cornell University, and University of North Carolina. The data in this example have not been verified by multiple people, but are intended to provide a general overview of this potential graduate field.

Using a framework similar to Cornell University the proposed graduate field is Nutrition with four associated Subjects (i.e. Animal Science; Bionutrition; Human Nutrition; Food Science and Technology); four Concentrations (Biochemical/Molecular; Human Nutrition; Animal Nutrition; Food Safety and Toxicology); and three Minor Concentrations (community nutrition; epidemiology; biostatistics).

Anticipated graduation rates: Based on the existing student populations in the relevant programs and the distribution of faculty members, we anticipate a minimum of 15 graduates from the Field annually, once the transition is complete from existing degree programs.

Departments participating: Animal Science, Food Science and Technology, Veterinary Medicine, Pharmacy, and Nutrition and Exercise Sciences. Departments in Ag???
Departments in Science???

Facilities: Existing laboratories and equipment ZZZ on campus provide an excellent core for this program.

Support: Teaching assistantships for first and second year students will be provided by contributing Departments. Sally S. Volunteer from the Department of XXX will serve as Graduate Director for the Field, and will be provided release time by her home department.

Key Faculty:

Joe Beckman – Ava Pauling Chair of the LPI, Biochemistry
Tammy Bray – Dean, HHS, Nutrition and Diabetes prevention
Mary Cluskey – Human Nutrition and dietetics
Gita Cheridan – Poultry nutrition and metabolic diseases
Mark Daeschel – Food microbiology and safety
Rob Dashwood – Cancer Chemoprevention
Balz Frei – LPE Director, Oxidative Stress and Atherosclerosis
Lisbeth Goddik – Dairy products safety
Adrian Gombart – Vitamin D and molecular mechanisms
Kathy Gunter – Osteoporosis and skeletal health

Tory Hagen – Mitochondria decay and aging
Jean Hall – Fatty acids and aging
Emily Ho – Antioxidants and chemoprevention
Urzula Iwaniec – bone metabolism, cancer and nutrition
Donald Jump – dietary fat and chronic disease
Sharon Krueger – FMO metabolism
Mark Leid – Transcriptional regulatory proteins
Melinda Manore – human nutrition, exercise and disease prevention
Robert McGorin – Flavor chemistry and spectrometry
Regis Moreau – Molecular mechanisms of lipoic acid
Michael Morrissey – Seafood safety and health
Deb Mustacich – Drug nutrient interaction
Gayle Orner – Diet and cancer prevention
James Osborne – Wine microbiology and spoilage
Jae Park – Fish proteins
Michael Penner – Biobased processes
Michael Qian – Flavor chemistry and food analysis
Andrew Ross – Wheat-based foods and bioprocesses
Mahfuzur Sarker – Bacterial pathogenesis
Tom Shellhammer - Brewing science
Ellen Smit – nutrition, health and epidemiology
Fred Stevens – Bio-organic chemistry and toxicology
Yi-Cheng Su – Seafood microbiology and safety
Maret Traber – Vitamin E kinetics
Stewart Trost –obesity prevention and physical activity
Russell Turner – nutrition, exercise and skeletal health
David Williams –Diet and Cancer
Kerri Winters-Stone – exercise, bone and cancer
Carmen Wong – immunology and nutrition
Weijian Zhang – anti-inflammation, cardiac disease and diet



College of Pharmacy

College of Pharmacy

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August 18, 2009

To: Walt Loveland, Chair of the OSU Graduate Council

Dear Dr. Loveland,

I am writing to you regarding the relationship between the professional Pharm.D. program and graduate programs at OSU. We are currently working with the Graduate School on a student-specific issue, but believe there is a broader issue that will require clarification by Graduate Council. Specifically, we advocate a change to the language in the Graduate Catalog regarding transfer courses and the potential use of graduate-approved professional Pharm.D. courses on a PhD program of study. A detailed explanation of our request is attached.

I am happy to provide more information, including sample programs of study in the Pharmacy PhD program and examples where other universities have made accommodations for PharmD students seeking a PhD degree. Please let me know if you believe that this can be included on the Graduate Council agenda for early this fall.

Thank you for considering our request.

Sincerely,

A handwritten signature in black ink, appearing to read "Theresa M. Filtz".

Theresa M. Filtz, Ph.D.
Chair, Graduate Studies Committee
Sciences
OSU College of Pharmacy
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Corvallis, OR 97331
Phone: 541-737-5802
Fax: 541-737-3999
Email: theresa.filtz@oregonstate.edu

A handwritten signature in black ink, appearing to read "Gary E. Delander".

Gary E. Delander, Ph.D.,
Chair, Department of Pharmaceutical
Sciences
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Objective:

Our primary interest is to confirm that Pharm.D. graduates can transfer and use courses completed as part of their professional degree into a Ph.D. program, with the approval of their Ph.D. committee.

Background:

Students that have completed a Masters program or Graduate Certificate are currently allowed to transfer coursework to Ph.D. programs that they subsequently pursue.

Quoting the current Graduate catalog:

Graduate courses to be transferred to a doctoral degree program can be courses that were used to satisfy the graduate course requirements for a graduate certificate or a master's degree (or equivalent). Selected 700-level courses that have been deemed equivalent to graduate-level learning may be used on doctoral programs of study upon approval of the student's graduate committee. There is no limit on transfer credit toward the doctoral degree as long as the doctoral residence requirement is satisfied.

Credits earned in fulfillment of a graduate certificate program may be applied to a graduate degree, so long as they meet the appropriate standards for use in the degree and the criteria to transfer credit as defined herein. Courses completed for a degree program may likewise be applied toward a certificate program.

Graduate courses taken at OSU while the student was a graduate nondegree-seeking student, a postbaccalaureate student, or a professional degree seeking student (PharmD or DVM), and courses reserved for graduate credit while the student was an undergraduate or postbaccalaureate student are considered transfer courses.

The catalog language is currently confusing in that, in paragraph one, it discusses the use of 700 level courses within a broader discussion of allowing the transfer of courses to Ph.D. programs. However, the text does not specifically include professional courses in the first sentence that allows for the use of '*courses that were used to satisfy the graduate course requirements for a graduate certificate or a master's degree (or equivalent)*' on Ph.D. programs of study. As currently interpreted, graduates of the professional program are penalized by their achievement of a Pharm.D. degree. Had they entered the graduate program without having completed advanced education in pharmacy and pharmaceutical sciences, the courses in question would be allowed in the Ph.D. program.

Rationale and Impetus:

The impetus for seeking clarification relates to our interest in attracting outstanding professional students to seek graduate education. Demand for Pharm.D./Ph.D. dual degree holders is extremely high. National academic organizations have noted the paucity of scientists that can bring the perspectives of pharmacy to education and research, and have advocated for the development of dual degree programs in Colleges and Schools of Pharmacy across the nation. The Pharm.D. /Ph.D. is considered equivalent to earning an MD/PhD degree in terms of opportunities for translating basic research into clinical practice. There is a special NIH funding mechanism for students seeking both degrees in response to an identified national need.

Convincing students to pursue both Pharm.D. and Ph.D. degrees is extremely challenging. There is a clear need for dual degree educated individuals, but professional graduates often face significant debt and a lucrative job market immediately upon graduation. An additional five years of study is a significant deterrent to student choosing to further develop their talents. Qualified potential graduates students often choose to pursue interests for advanced education in shorter specialized clinically-focused programs, such as residencies or clinical fellowships, or simply choose not to develop their talents further; rather than pursue graduate study.

In dual Pharm.D/Ph.D. programs across the country, it is common for professional students to utilize professional program coursework to partially satisfy graduate coursework requirements. In addition, students are often allowed to enroll in graduate level coursework and research experiences as electives in the professional programs or during summers while enrolled as a professional student that will transfer to their graduate program. These opportunities allow students to shorten their graduate programs by one or two years and significantly lessen a perceived barrier to their pursuit of a Ph.D. degree. In an ideal world, where the College has worked closely with a prospective graduate student during the professional program, a student will have completed the bulk of their didactic and preparative research experiences while a professional student and be prepared for the preliminary exam within a year of completing their professional degree.

We want to be clear that our proposal asks that professional students be allowed to use graduate-level approved professional courses on their doctoral programs. The appropriateness of these courses would be determined by the program committee as for any graduate program. The only change is that the students be allowed to complete the courses while enrolled in the professional program and then transfer them to the doctoral program.

Proposal:

We propose that language in the graduate catalog be amended from:

Graduate courses to be transferred to a doctoral degree program can be courses that were used to satisfy the graduate course requirements for a graduate certificate or a master's degree (or equivalent).

To read:

Graduate courses to be transferred to a doctoral degree program can be courses that were used to satisfy the graduate course requirements for a graduate certificate, a master's degree (or equivalent), or a professional degree (Pharm.D. or VMD).

.....

Addendum:

We do not want to confuse or delay the current proposal, but the Graduate Council may want to consider broader implications in the future. We have had promising discussions with representatives from the College of Business and College of Health and Human Sciences in the past regarding the appropriateness of some courses in the professional pharmacy curriculum for use in partial fulfillment of Certificate, Masters or Ph.D. programs within their colleges. It may be appropriate to allow students to utilize professional courses that are graduate-level approved, for any graduate level education.

Subject: FW: Graduate Council request

From: "Kradjan, Wayne" <wayne.kradjan@oregonstate.edu>

Date: Thu, 20 Aug 2009 13:11:47 -0700

To: "Loveland, Walter D - ONID" <lovelanw@onid.orst.edu>, "Filtz, Theresa" <theresa.filtz@oregonstate.edu>

CC: "DeLander, Gary" <gary.delander@oregonstate.edu>, "Bray, Tammy"

<Tammy.Bray@oregonstate.edu>, "Harvey, Marie" <Marie.Harvey@oregonstate.edu>, "Eversole, Tom - HHS" <Tom.Eversole@oregonstate.edu>, "Clarke, Cyril" <Cyril.Clarke@oregonstate.edu>

Theresa and Walt

My thanks to Theresa and Gary for the excellent summary and recommendations regarding the dual PharmD-PhD degree. There are even broader implications that came to light during other conversations this morning. There is a strong desire on the part of the Colleges of Pharmacy, Veterinary Medicine, and Health and Human Sciences to develop dual PharmD-MPH and DVM-MPH degree options. Many of the barriers that Theresa presents pertain to those dual degree options as well. Thus, we should include representatives from Vet Med and HHS in future discussions.

Deans Bray and Clarke as well as Drs. Marie Harvey and Tom Eversole from the College of Health and Human Science are copied on this message.

We look forward to expanded graduate options as a result of these discussions.

Wayne

Wayne A. Kradjan, Pharm. D., BCPS
Dean and Professor
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wayne.kradjan@oregonstate.edu

-----Original Message-----

From: Filtz, Theresa
Sent: Thursday, August 20, 2009 11:56 AM
To: Loveland, Walter D - ONID
Cc: DeLander, Gary; Kradjan, Wayne; Peters, Debra
Subject: Graduate Council request

Dear Dr. Loveland,

Please see the attached document in which the the College of Pharmacy is requesting a change to the Graduate Catalog. I am submitting this request to you as Chair of the Graduate Council for the upcoming academic year. I would be more than happy to meet to discuss this issue further or provide other information if that would be helpful.

Sincerely,
Theresa

Theresa M. Filtz, Ph.D.
Chair, Graduate Studies Committee
Department of Pharmaceutical Sciences
Oregon State University

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Phone: 541-737-5802
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| 081809 PharmD_PhD request.doc | Content-Description: 081809 PharmD_PhD request.doc
Content-Type: application/msword
Content-Encoding: base64 |
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Subject: RE: FW: Graduate Council request

From: "DeLander, Gary" <gary.delander@oregonstate.edu>

Date: Sat, 22 Aug 2009 09:04:08 -0700

To: "Walter Loveland" <lovelanw@onid.orst.edu>

CC: "Filtz, Theresa" <theresa.filtz@oregonstate.edu>, "Tornquist, Susan"

<Susan.Tornquist@oregonstate.edu>, "Eversole, Tom - HHS" <Tom.Eversole@oregonstate.edu>

Hi Walt,

Thanks for being willing to pick this up. The proposal that Theresa and I sent was a 'work around' attempting to accommodate concerns voiced by the Graduate School that any true dual degree programs would require Category I proposals (which I don't agree with, maybe Becky Warner could weigh in)

The more direct and I think better solution is to move on the 'addendum', making it possible to have true dual degree tracks and to a large extent trusting the Colleges (and in the case of a Ph.D., the student's committee) to define the courses they will accept for the didactic portion of a graduate degree. Ideally, this trust would include deleting any limit on the number of credits that can be used for both programs.

We will meet with representatives from Vet Med and HHS to make certain we are all on the same page, but in order to respond to concerns raised in discussions we have had with the Graduate school I think the following are issues that probably need to be addressed.

- Students would need to be allowed to co-enroll in the Graduate school and professional school. We envision that students would still be expected to meet admission requirements for each program independently. (I'm uncertain whether Banner currently supports concurrent enrollment in two degree programs, but this would likely involve very few students and tracking it on paper should not be burdensome)

- Should we continue to request approval for graduate credit for specific professional courses or give a blanket approval for all professional courses? In Pharmacy, we currently use the former and it would actually work fine to continue with this, if it makes the most sense to the Council. (For Pharmacy, we essentially oversee the credential and already flexibility already as to whether we allow specific courses from a graduate program as meeting one of our professional requirements. Our Academic and Professional Requirements committee makes these types of decisions routinely)

- The Graduate Council, and perhaps the Curriculum committee, would need to be willing to allow the use of professional and graduate course(s) to concurrently satisfy the degree requirements of both the professional degree and the graduate degree. (In earlier discussions, with Business and Public Health we have identified professional courses that could meet program requirements for Masters degrees and vice versus.)

- If only specific professional courses are allowed for graduate credit, the graduate school would have to accept enrollment in the professional program as satisfying the continuous enrollment policy of the graduate school. (There may be terms during the students progression in the professional program in which no 'graduate approved' courses are being taken)

Thanks again for looking at this. Dual degree options, such as a M.D./Ph.D. (and increasingly Pharm.D./Ph.D. or M.Ph.), have long been available at medical schools. For this reason, I would admit that we were a bit naive in our expectations that this would not be a significant concern at OSU.

Again, we'll get together and make certain we understand the needs and interests of Pharmacy, Vet Med and HHS. If there are questions or concerns you would like us to address prior to the Graduate Council taking up this discussion, please let me



COLLEGE OF VETERINARY MEDICINE Office of the Dean
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September 10, 2009

Walt Loveland, PhD
Chair OSU Graduate Student Council
Oregon State University
Corvallis, OR 97331

Dear Dr. Loveland:

This letter is in support of the August 18 memo to you from Drs. Theresa Filtz and Gary Delander concerning the relationship between professional programs and graduate programs at OSU. The issues raised for such programs in Pharmacy apply to programs in Veterinary Medicine and Public Health. We are engaged in efforts to respond to the increasing need in Oregon's Public Health workforce for dually trained professional/graduate students. Current policies regarding this more comprehensive approach may soon become a liability to the university both in its efforts to remain competitive and to achieve its strategic plan.

Specifically, we too advocate a change in policy regarding the transfer of courses and the potential use of graduate approved professional courses in a MPH and PhD course of study in public health. Similarly, we advocate that certain approved course work and practicum experiences (internships) be allowed to satisfy appropriate requirements in public health, veterinary medicine and pharmacy for students seeking dual degrees. We recommend that this policy issue be addressed by the Graduate Council early this fall.

The attached document provides background information relative to our concerns. We would be pleased to provide more information if that would be helpful. Thank you for considering this important request.

Sincerely,

Sue Tornquist, DVM, PhD
MS

Associate Dean for Student

Affairs
College of Veterinary Medicine
OSU/CHHS

Tom Eversole, DVM, MS,

Director of Strategic
Development and Academic
for a College of Public Health and
Human Sciences,

541-737-2098

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Susan.Tornquist@oregonstate.edu

Tom.Eversole@oregonstate.edu

cc: Graduate Council Representatives

Becky Donatelle, PhD, College of Health and Human Sciences

Kathy O'Reilly, College of Veterinary Medicine

**Overview of Issues Related to Professional/Graduate Education
in Public Health and Veterinary Medicine
September 11, 2009**

Objective

Our primary interest is to confirm that veterinary students and graduates may transfer and use professional courses completed as part of their graduate degree in public health (MPH.) Secondly, we wish to confirm that certain approved practicum/internship experience credits may apply to both DVM and MPH degrees. Third, we would like to confirm that approved MPH or DVM courses successfully completed may serve as elective credit in the other (DVM or MPH) program.

Background

The issue under consideration has ramifications for OSU's involvement in several strategic initiatives, specifically: (a) the OSU Strategic Plan, (b) establishing an accredited school of public health, (c) the national focus on veterinary public health workforce and (d) increasing emphasis on the "One Health" movement.

As part of its strategic plan, Oregon State University has identified Improving Human Health and Wellness as one of three signature areas for investment and development. The College of Pharmacy, College of Veterinary Medicine and College of Health and Human Sciences (CHHS) comprise that signature area of excellence. The CHHS has undertaken to become an accredited college of public health in 2014, advancing it to the stature of the other two professional schools in its area of excellence. Oregon currently has no accredited school of public health.

The landscape for professional and graduate education has changed. Since 9/11 and the anthrax attacks there has been an increasing awareness of the role of veterinary public health in emergency preparedness and bioterrorism response. The threats of avian flu and swine flu underscore the importance of surveillance for animal-to-human (zoonotic) diseases. Oregon Senator Kurt Schrader is a co-sponsor of the Veterinary Public Health Workforce Enhancement Act, slated to provide resources to universities that train veterinarians in public health. If passed, the bill would provide scholarships, faculty salary, laboratories and teaching facilities for schools of public health and veterinary colleges offering dual degree (DVM-MPH) programs. As part of the proposed college of public health we have a preliminary plan for such a program as well as a Pharm.D. – MPH option. (See Attachment 1, Draft Proposed DVM-MPH/Epidemiology

Curriculum.) CHHS is activating MPH tracks in epidemiology and biostatistics in support of this option.

The World Health Organization as well as the American Veterinary Medical Association (AVMA), the American Medical Association (AMA) and the American Public Health Association ascribe to the “One Health” approach to world health problems. One Health posits that human and animal health in a shared environment cannot be separated – as evidenced by pandemics of AIDS, swine flu and MRSA or epidemics such as SARS and Ebola. Increasingly, health education will be transdisciplinary, involving pharmacy, public health and veterinary medicine in dual degree programs to solve new and emerging global health problems. OSU is positioned to be a key player in that future.

Impetus and Rationale

The workforce that Oregon needs now and for tomorrow requires dual degree options combining professional training and graduate education. We need the provisions outlined in this request in order to offer dual degree programs in ways that are an efficient investment for students. A number of DVM-MPH programs already recognize that benefit. (See table 1.) To be competitive, OSU should assess its existing policy to ensure that it attracts outstanding students, who wish to complete combined degree programs in a timely fashion.

The trend to offer combined DVM – MPH degrees has expanded rapidly in the last few years. About half of the 28 veterinary colleges in the US offer public health degree options for veterinary students. OSU does not. [See partial list attached.] OSU is one of the few land grant universities with a co-located accredited college of veterinary medicine and public health program. OSU is well positioned to be competitive as an academic institution, to contribute to global health research and to produce tomorrow’s work force if it fully supports dual degree programs.

The benefit of dual degree options is not limited to public health, pharmacy and veterinary medicine. Policy makers also should be aware of the premium placed on MSW-MPH and MBA – MPH combinations. Now is an opportune time to reconsider emerging workforce needs and to ensure that our academic policies are contemporary enough to meet them.

Proposal

We propose that language in the graduate catalogue be amended to read:

- Graduate courses to be transferred to a masters or doctoral degree program may be courses that are used to satisfy the graduate course

requirements for a graduate certificate, a masters degree (or equivalent), or a professional degree (Pharm.D. or DVM.)

- Earned credit for approved courses in Public Health may be applied to satisfy the graduation requirements for the DVM degree.
- Earned credit for approved internship courses may be applied to the graduation requirements for both the DVM and MPH degrees.

King, Nancy - COB

From: King, Nancy - COB
Sent: Thursday, October 08, 2009 10:49 AM
To: Loveland, Walter D - ONID
Subject: FW: Issue for the Grad Council

Hi Walt, below is an email from Jim Coakley that that outlines an issue that the College of Business would like to have put on the graduate council agenda.

Thanks,
Nancy

From: Coakley, James - COB
Sent: Wednesday, October 07, 2009 1:42 PM
To: King, Nancy - COB
Subject: Issue for the Grad Council

Nancy,

As you are aware, we are over capacity this year in our MBA classes. This is causing us some issues across campus in that we are not able to honor some requests for our MBA classes. It is almost impossible to predict demand outside of business and CEM programs. We have solved some of these issues internally with our notes to business faculty that we need to have copies of the program plans if they include BA courses on a masters or PhD Program. This only works if there is a business faculty on the committee, and the business faculty remembers to tell us. There is also the problem, however, that any faculty member on campus can put a BA course on a program plan without our consultation or approval. The graduate school considers the approved program plan as a contract with the student. So we have to deny access to students who rightfully think we are obligated to give them access.

This may not be an issue in other departments. They may not be at capacity in their graduate programs, and there may not be large demand outside of the department for the classes. We do not want to deny access to students – but we need to know what we are obligated to offer.

I would be hopeful that the Graduate Council would consider this issue and offer some guidance.

Jim

James R. Coakley, PhD
Associate Dean for Academic Programs
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Oregon State University
Bexell Hall 200
Corvallis, OR 97331

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Summary of information regarding the iBT and Chemistry Teaching Assistantships

On April 13, 2009, Rosemary Garagnani presented to the Graduate Council a resolution concerning the internet based test (iBT) for international students. The minutes of that meeting indicate what happened:

- *Internet Based TOEFL (iBT) score of 26 for speaking to replace 50 on the SPEAK test:* Garagnani proposed that the iBT test replace the OSU administered SPEAK test as the English Language Institute is reorganizing and will stop administering the test. Score of 26 is being used by the University of Oregon and the University of Arizona as the minimum for students being awarded a GTA. She is recommending using the score of 26 iBT for students being awarded GTAs with no teaching restrictions.

Departments who use non-native English speakers as GTAs might be requested to provide the evaluation of GTAs to the Graduate School. A discussion regarding the GTAs followed. A suggestion to add another question to the form for students' review of instructors was made. Garagnani will check with General Counsel about any issues related to evaluations of GTAs.

Motion: A motion to accept the proposal to set a minimum Internet Based (iBT) score of 26 to replace the SPEAK score of 50 with the condition to review it at the end of 2009-2010 was moved by Kathy O'Reilly and seconded by Jo Tynon. All voted in favor.

Subsequently it was learned that UC-Berkeley and UW also require a iBT speaking score of 26 for international students holding a GTA while UCLA requires a score of 24 and USC requires a score of 29.

Dean Francis of the Graduate School decided that the implementation of this new policy would take effect in Winter, 2010.

Chemistry typically admits about 20 graduate students per year and about $\frac{3}{4}$ of these students are international students. Typically all these students are admitted with GTA offers because of the need to have a large number of GTAs to service the large introductory chemistry courses and because the TA experience is a valuable teaching tool. Of the international students admitted for the fall of 2009, none would have passed the new iBT requirement. Based upon their own program of screening international students which involves face-to-face interviews of students by Chemistry faculty, the Chemistry faculty concluded that this year's group of new students was similar to that admitted in previous years.

Chemistry subsequently provided the student evaluation scores for 2007, 2008 and 2009 for the international and domestic teaching assistants. The scores tabulated below are averages of the student responses to the following two questions: 1. The course, as a whole, was: NC-unable to rate 1 – very poor 2 – poor 3 – fair 4 – good 5 – very good 6 – excellent 2. The instructor's contribution to the course was: NC 1 2 3 4 5 6

The data is as follows:

| | | | |
|-------------------|------|--------------------------|------|
| 200701 | | | |
| Dept Average | 4.43 | 1st yr average | 4.43 |
| Internatl Average | 4.07 | Internatl 1st yr average | 3.65 |
| Domestic Average | 4.83 | Domestic 1year average | 5.21 |
| 200702 | | | |
| Dept Average | 4.48 | 1st yr average | 4.49 |
| Internatl Average | 4.25 | Internatl 1st yr average | 4.16 |
| Domestic Average | 4.52 | Domestic 1year average | 4.82 |
| 200703 | | | |
| Dept Average | 4.62 | 1st yr average | 4.49 |
| Internatl Average | 4.61 | Internatl 1st yr average | 4.3 |
| Domestic Average | 4.64 | Domestic 1year average | 4.67 |
| 200801 | | | |
| Dept Average | 4.58 | 1st yr average | 4.45 |
| Internatl Average | 4.29 | Internatl 1st yr average | 3.81 |
| Domestic Average | 4.96 | Domestic 1year average | 5.08 |
| 200802 | | | |
| Dept Average | 4.5 | 1st yr average | 4.3 |
| Internatl Average | 4.24 | Internatl 1st yr average | 4.11 |
| Domestic Average | 4.76 | Domestic 1year average | 4.49 |
| 200803 | | | |
| Dept Average | 4.61 | 1st yr average | 4.42 |
| Internatl Average | 4.61 | Internatl 1st yr average | 4.42 |
| Domestic Average | 4.62 | Domestic 1year average | 4.41 |
| 200901 | | | |
| Dept Average | 4.68 | 1st yr average | 4.38 |
| Internatl Average | 4.57 | Internatl 1st yr average | 4.21 |
| Domestic Average | 4.94 | Domestic 1year average | 4.54 |
| 200902 | | | |

| | | | |
|-------------------|------|--------------------------|------|
| Dept Average | 4.72 | 1st yr average | 4.6 |
| Internatl Average | 4.63 | Internatl 1st yr average | 4.59 |
| Domestic Average | 4.87 | Domestic 1year average | 4.6 |

In general, the teaching evaluations of the international and domestic students are similar and for the first year students, they become similar after 1-2 quarters. This is probably due to improvements in the speaking ability of the international students and an increased cultural awareness of the domestic undergraduate students.

In summary, the Graduate School recommendation of a speaking score of 26 on the iBT is consistent with practices employed at other PAC-10 universities. It is also clear from the data provided by the Chemistry Dept. that students with a less than passing iBT speaking score are able to function effectively as teaching assistants.

The problem appears to involve defining an admissions policy for graduate teaching assistants that allows departments like Chemistry to admit and employ sufficient numbers of teaching assistants to meet the demands of very large enrollment introductory classes and at the same time, meet the reasonable requirements of the Graduate School to insure high quality teaching assistants who are proficient in English. A draft policy to accomplish that goal is attached.

Draft of policy statement regarding iBT and Chemistry's Graduate Teaching Assistants

1. The Grad School will continue to review applications for admission from international students using their stated criteria for TOEFL, iBT and IELTS scores.
2. When a prospective student is not allowed to hold an assistantship on the basis of their iBT speaking score, the relevant department will be notified and given an opportunity to appeal the decision. This appeal right will be restricted to cases where the student has an iBT speaking score ≥ 18 . (The student will not be notified of the occurrence of the appeal until the appeal is fully resolved.).
3. If the department wishes to offer a student with a non-passing iBT speaking score an assistantship, the department must:
 - (a) Guarantee that the new graduate student will be enrolled in **IEPA 098NC. COMMUNICATION FOR IGTAs (3)** upon arrival (with the department paying the cost of this training).
 - (b) If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
 - (c) If (b) above is not possible, pair the graduate student with language problems with another TA who is a native speaker of English in the laboratory or classroom environment.The requesting department will maintain documentation for each student of how conditions (a), (b), and (c) were met.

If the department meets these conditions, the student will be admitted with support.

4. The Chemistry Department will continue its rigorous monitoring of the quality of GTA performance using student evaluations and the evaluations of the supervising professors. Chemistry does insist upon quality performance of its GTAs.

The Chemistry Department has noted the following items as important:

The course **IEPA 098NC. COMMUNICATION FOR IGTAs (3)** must be offered at a time when GTAs can attend without interfering with their class and teaching schedules.

The mechanism of appealing should be as simple as possible, such as a blanket email covering all students for a given year, rather than separate letters for each student.

Materials linked from the November 6, 2009 Graduate Council Agenda

Letter from Provost Randhawa to Fisk and Loveland re iBT/Chemistry issue.

Martin and Walt,

At a recent meeting of the External Advisory Board of the Department of Chemistry, the issue of flexibility on testing for English proficiency for GTAs was raised. Kevin has summarized it below. We (OSU) need to set and maintain our standards on English proficiency for admission and for serving as GTAs. I think the question was around “flexibility” and I do not know the issue well enough to comment on it.

I would appreciate a conversation/follow-up with Kevin Gable, Chair of Chemistry on this issue, who I have copied on my email.

Thanks,

Sabah

The Graduate School's response to the elimination of the English Language Institute was to impose a required score on the internet-based TOEFL (iBT) prior to them allowing a student to receive GTA support. This is in stark contrast to prior practice of evaluating a student once they were here (the SPEAK test, formerly administered by the ELI) and implementing remedial action as needed (results of the SPEAK test resulted in advisory recommendations that we took to heart but were not mandatory).

The result of this action has been that all of our incoming international students--15 of them--failed to meet the Graduate School's new requirement. We have been granted latitude to admit and hire them this fall only, and all of them are enrolled in an INTO class on remedial English (at Department expense--I'll be unable to support student travel to meetings this year). This despite the fact that we traveled to the students' home countries and interviewed them in person before committing to bringing them into the program. The Graduate School has completely discounted both our direct experience with the students and our track record for getting new international GTAs up to speed.

We have been seeking more flexible alternatives (that include performance standards for the GTAs) through the Graduate Council. Walt Loveland would be a good person to consult as he knows the full history through his participation on the Graduate Council. We are particularly concerned that other schools who have used the fixed test score standard have had to lower the bar on student quality in order to admit enough domestic students to fill the need--and then wind up terminating those students after one or two years because they are academically uncompetitive.

July 28, 2009

Review Panel Report
Graduate Program in Biological & Ecological Engineering
Oregon State University

1. Overall Recommendation

Maintain in the near-term, expand in the long-term.

2. Summary of Findings and Recommendations

1) The faculty administering the BEE graduate program at Oregon State University appear to be strong, capable, and highly motivated. Their morale is good and they work in a collegial atmosphere. The graduate students are very positive about the program and the faculty. We found little remaining acrimony from previous upheavals involving the department and its academic programs.

2) Our review was intended to strictly focus on the Biological and Ecological Engineering graduate program, but because there are such intimate links with the Water Resources Engineering program, it is difficult for us to consider the two programs in isolation and perhaps not instructive to do so.

3) The College of Engineering appears not to provide an instructional budget to the department, yet students graduate with degrees from the college and the college counts these students in their student number statistics. Greater investment in the department's instructional programs by the College of Engineering is warranted.

4) The BEE faculty and graduate students are a fundamental part of water resources research at OSU, which includes science, engineering, and policy/management components. As engineers, BEE faculty should play a leading role as problem solvers in this research, both in their own graduate group and as part of the Water Resources Graduate Program, thus serving to strengthen the overall water resource activities across campus. The College of Engineering needs to invest in water resource engineering FTE. The loss of critical water resources engineering FTE over the last few years is having a serious impact on teaching core classes, and it is beginning to impact OSU's water resources leadership position. The university needs to demonstrate a collective commitment to excel in water resources and a critical element of this must be investment by the College of Engineering in water resources engineering FTE.

5) Similarly, the BEE faculty and graduate students are a fundamental part of biological engineering research at OSU. The conceptual unit of organization should be the *discipline* of biological engineering (i.e., engineering with the core science biology), not the various *application areas* such as ecological engineering, biomedical engineering, bioprocessing, etc. Recognizing that the unit of organization for the program is

biological engineering provides a unifying framework to view all the research areas of the faculty, which would otherwise appear quite disparate.

The BEE Department should meet with the Chemical, Biological, and Environmental Engineering group to develop a joint vision, mission, and goals, aligned with the university's mission. Ultimately, there should be one school or college-level group of biological engineering, containing elements of ecological engineering, biomedical engineering, bioprocess engineering, and others as the program expands.

6) The department faculty appeared unprepared for this graduate program review, although we recognize that the department has undergone considerable introspection and restructuring the past seven years and is anxious to move forward. Nevertheless, we feel they did not recognize the review as an opportunity to leverage their position with the campus administration or to use the review team as an external voice to advocate their program. The graduate students appeared unfamiliar with the self-study and not to have been consulted during preparation for the review. The self study document was missing critical information for assessment of the program, which the department later provided during the site visit, and some of the faculty CV's were quite dated. We feel that if program wants to be taken more seriously by campus units and the College of Engineering in particular (as they indicated to our team), they must do a better job at presenting their program.

7) The department should develop and articulate a plan for recruitment of high quality graduate students (in their words, "the best and brightest"). Issues of diversity should be addressed in this plan, including increasing the participation of female and international students. Some mechanism should be found to allow expeditious offers of support to outstanding graduate applicants, even before grant awards are known for certain, and the faculty should not fear the consequences of taking such risks.

8) Requirements for entry into the graduate program are quite flexible and do not include standard engineering preparation. While the review team was skeptical of this at first, we were convinced by both the students and the faculty that this flexibility allows the program to accommodate graduate students with a wide range of backgrounds, research interests, and professional goals.

9) The graduate program faculty should provide greater opportunities for their students to gain teaching experience, either as formal teaching assistants or through informal teaching arrangements. The faculty should actively encourage students with academic careers aspirations to gain such experience. We recognize the limited availability of formal teaching assistantships in small programs, but the program could facilitate collection and dissemination of campus-wide opportunities. The program should also consider ways to enhance the value of in-program teaching experiences for those seeking academic careers, such as collecting separate course evaluation data for graduate student teaching contributions to courses.

10) The program should consider adding a graduate student member (in some capacity) to their Graduate Program Committee to improve communications between the faculty and the graduate students.

11) While current faculty numbers are adequate to support the graduate programs in Biological & Ecological Engineering and Water Resources Engineering, as the new undergraduate major in Ecological Engineering gains footing and grows, the faculty will likely have difficulty maintaining graduate course offerings and expanding undergraduate offerings. As the undergraduate major expands, the student numbers should drive future requests for faculty FTE.

12) The department should encourage graduate students to apply for university and external awards to enhance the visibility of the program and highlight student achievements. As described in the OSU Graduate Catalog, the program directly administers nine awards. In addition, the department should compete for Laurels Scholarships block grants, which if successful will allow the funds to be distributed directly to their students.

13) The department should consider the development of a National Science Foundation Research Experience for Undergraduates (REU) program that would enhance recruiting success of undergraduates and underrepresented groups. BEE's current involvement in the OSU Ecoinformatics REU is valuable, but there may be opportunities for additional programs that would eventually feed into the graduate program.

14) The department should reactivate their external advisory group, which has been inactive for several years.

15) The department requested feedback on whether they should allocate resources to a departmental seminar series. We think that the department should have a seminar series for the benefit of its graduate students and faculty. This could be accomplished at very little cost by using on-campus human resources.

16) The department requested feedback on whether they should explore a distance education model for delivering courses and programs. We think that at the graduate level, this is more a distraction than a help – graduate research education depends primarily on one-to-one mentoring.

3. Detailed Findings

Introduction

A Review Panel was assembled to review the Biological & Ecological Engineering Master's and Doctoral Program, Biological & Ecological Engineering Department, at Oregon State University. Members of the Review Panel included:

- Michael J. Delwiche, Professor, Chair, Biological & Agricultural Engineering, UC Davis-Chair (External)
- Joseph P. Danko, Vice President, Major Projects Group, Energy & Industrial Systems, CH2M Hill, Corvallis, Oregon (External)
- Rick Colwell, College of Oceanic and Atmospheric Sciences (Internal)
- Nancy J. King, College of Business (Internal)

The Program Review was formally requested by the Oregon State University Graduate School. The purpose of the review is evaluative and it provides a mechanism for constructive change to strengthen the graduate education in the program of interest and for considering whether the program is aligned with its own mission and goals, as well as those of the academic college(s) and the university. Guidelines for the review and a Review Panel Report Outline were provided in "Guidelines for the Review of Graduate Programs", Graduate Council, Oregon State University, May, 2009. A program review or self assessment document was prepared by the Oregon State University Biological & Ecological Engineering Department, College of Agricultural Sciences and provided to the Review Panel members prior to the May 26, 2009 on-site visit. A productive onsite visit was conducted as planned with the exception that the Dean of the College of Engineering (or his representative) was not available to meet with the Review Panel during the onsite visit. We do not think that the lack of this meeting precluded a thorough review of the program. The Review Panel met with Larry Curtis, Associate Dean, College of Agricultural Sciences and John Bolte, Department Head of the Biological & Ecological Engineering Department. John Bolte presented a summary of the written report and documentation in a self-study format to the members of the Panel. All participants in the review were reasonably well informed about the review process and were very helpful and open in their comments and answers to Review Panel questions. The Panel members appreciated all aspects of the conduct of the on-site review. Meetings with all groups provided thorough discussions leaving Panel members satisfied that major issues were addressed and additional formal sessions were not necessary. Details of the on-site review schedule were provided in a Site Visit Agenda. This and the Self Study Document are available from Dr. John Bolte, OSU College of Agricultural Sciences. The remainder of this report is organized to include inputs, productivity, outcomes, and conclusions.

Inputs

Program Mission

The mission of the department, from which we infer the mission of the graduate program, "is to achieve national and international recognition as a center of excellence for integrated research and education in the programs broadly defined as Ecological Engineering, Biological Engineering, and Water Resources Engineering, while

maintaining strong outreach links to the agricultural and natural resources communities.” While this was nominally a review of the graduate program in the Department of Biological and Ecological Engineering (BEE), the faculty are intimately connected with the campus-wide graduate program in Water Resources Engineering (WRE), and it is difficult not to consider the totality of their efforts in a review of graduate activities, so we will not make the distinction.

The faculty have common and over-lapping research interests in ecological engineering, environmental engineering, biological engineering, and water resources engineering. They identify constituencies of the program as environmental/ecological engineering consulting firms, ecotechnology providers, innovative new industries in biologically-based and ecologically-based areas, and public resources management agencies. It is interesting that there was little explicit mention of agriculture and the agricultural industries, challenges arising from the urban-agriculture interface, and opportunities for sustainable development and coexistence. Given the support that they receive from the College of Agricultural Sciences, they might consider inclusion of agricultural industries as a part of their constituencies.

The program articulates four goals:

- 1) to align with emerging trends and opportunities in the area of biological and ecological engineering, including bio-based fuels and products, bioprocessing, bio-remediation, and ecosystem engineering,
- 2) to pursue excellence and innovation in research, academic programs, and outreach,
- 3) to develop engineering leaders able to address society’s critical environmental problems, and
- 4) to foster an inclusive and supportive environment for graduate education in research areas responsive to societal needs.

The mission and goals of the department’s graduate program appear consistent with those of the College of Agricultural Sciences, the College of Engineering, and the Water Resources Graduate Program.

Admissions Selectivity and Quality of Students

The graduate program in BEE is small, with a five-year average enrollment of 12 students. Student demographics show that the program is predominantly non-resident, white, and male. On average over the past five years, 10 students applied to the program, 5 of these were rejected, 4 students withdrew their application or refused the offer, and 3 students matriculated. There was a spike in applications in 2008, probably due to the down-turn in the national economy. The quality of the applicant pool was fairly strong based on undergraduate grade-point averages and quantitative GRE scores.

The program needs to find ways to improve the matriculation rate of highly-qualified admitted students - in their words, “the best and the brightest.” Timely offers of financial support are key to improving recruitment. Most students are supported by grant funds and the faculty often are unsure of the status of their grant applications when offers need to be made. Some institutional back-up mechanism should be found to allow faculty to

make offers to highly qualified applicants, without fear of the consequences if their anticipated funding does not materialize.

In the longer term, the new undergraduate major in Ecological Engineering should serve as a feeder program into the Biological and Ecological Engineering graduate program, primarily in the natural resource areas.

Curriculum Strength

The graduate curriculum reflects the three basic areas of activity in the department: water resources engineering, ecological engineering, and bioprocessing. Some of the courses are offered at the senior/graduate level, while others are graduate level only. The rationale for one over the other was not explained to us. Given the small number of graduate students in the program, the range of courses is not unreasonable. We heard no major complaints about the range or rigor of the courses, although there was some minor, and to our ear normal, grumbling. The students liked the comparatively few number of required technical classes (just BEE529), especially compared with the five courses required by the other biological engineering program on campus. They appreciated the flexibility in requirements so they could develop a program appropriate for their own needs and interests. There is an adequate number of faculty to deliver the graduate program in its current size, but as the undergraduate program grows and takes more time to deliver, the current faculty will be stretched too thinly.

Facilities and Infrastructure

Departmental facilities and infrastructure are old, but in reasonably good condition. The graduate students all have offices. Newly renovated research laboratories are intended to serve multiple faculty programs with the intention of creating shared space. One significant deficiency mentioned by the graduate students was the quality of the water supply for the main BEE building.

Quality of Organizational Support

The departmental faculty are satisfied with the organizational support they receive from the College of Agricultural Sciences and the Water Resources Graduate Program, but feel marginalized by the College of Engineering. In fact, the review team was scheduled to meet the administration from both colleges, but the College of Engineering was unable to send a representative. Considerable frustration was evident that the College of Engineering counts undergraduate and graduate students in their student numbers and the student transcripts specify College of Engineering, yet the department receives no budget from this college for academic programs.

Productivity

Level and Quality of Student Performance

The review team learned that the BEE program evolved out of discussions in the 1980's aimed at determining how students can be trained to deal with complex systems. At that time it was determined that providing fundamental knowledge but also the flexibility to allow students to develop their own programs was essential. The student's committee then becomes a key aspect in guiding the student. To match this approach, the

requirements for entry into the BEE graduate program are flexible and do not include standard engineering preparation. This was a concern of the review team at the outset of the review; however, during the review it became apparent that this flexibility allows the program to accommodate graduate students with a wide range of backgrounds, research interests, and professional goals. This appears to be an important attribute of the program as it spans between colleges at the university and also as it accommodates a range of research interests as noted in the Venn diagram in the program review materials. This perspective is also evident by the statement made by one of the students: “everyone comes with a different background so people feel that they are not the traditional graduate student.” Despite the unique aspect of BEE students, it was striking to the review team that BEE does not track student performance. The review team recommends that the BEE program begin to track student performance.

One faculty member made a strong statement indicating that alumni from the program are in amazing positions of leadership outside of the university, but there were no examples provided of such leadership and this observation is unsupported by the report or information given during the review. Certainly, the review team felt that there was a lack of recognition of the accomplishments of the students in the BEE program. Such recognition would be possible by submitting the students’ work to various competitions that seek to commend outstanding achievements by graduate students. As an example, the department should encourage graduate students to apply for university awards (e.g., the WAGS/UMI Distinguished Master’s Thesis Award or the CGS/UMI Distinguished Dissertation Award) and external awards to enhance the visibility of the program and to highlight student achievements.

Level and Quality of Faculty Performance

The faculty in the BEE graduate program appear to be strong, capable, and highly motivated. They are dedicated to the program, morale is good, and they work in a collegial manner. The graduate students are very positive about the program and as a whole the faculty members are considered to be approachable. The consensus on the part of the students is that the main office is responsive, open, cooperative, and helpful to students.

For a relatively small group, the BEE faculty members seem to be doing well in securing extramural funding. The basic strategy is to rely upon the drive of the individual researchers to find and attract new students, and this appears to be generally successful. New faculty members in the BEE program have recently been successful with grants and there is an expectation that the number of students will increase accordingly. Although the young faculty members are left alone to do what is necessary to develop their own students, it is clear that the faculty nurture each other. And the mentoring committee that is made available to the new faculty is viewed as an asset. The BEE faculty members express the attitude that research collaboration across campus is without barriers, so there is real freedom to develop relationships with faculty from other OSU units. One possible concern is that BEE faculty appear to be over-subscribed to teaching.

BEE faculty projects remain aligned with OSU directions and federal directions with research focused on three large areas of expected growth in the future (i.e., transformative fuel technologies, water issues, ecosystem services). There seems to be an active and creative approach to dealing with some of the coming budget problems and the strategy involves working with other units to determine joint efforts.

The department seemed unprepared for this review, and it may not have recognized this as an opportunity to use the review team as their advocate. The self-study was not widely discussed among the faculty and the graduate students were not consulted during preparation for the review. The self-study document was missing critical information for assessment of the program (e.g., surveys of recent graduates, sample programs of study, current CVs of the faculty, accomplishments of current and recent graduate students, academic performance metrics, college organization charts, etc.). Such information should be incorporated into future reviews and during the assembly of the review packet the faculty should consider how such a review can be used to support BEE goals. To this end, instituting a faculty retreat would be an effective way to establish a common vision around which the group could align and this would help the faculty to present their program to those outside the group. This activity could also be enhanced by reactivation of the BEE external advisory group, which has been inactive for several years.

Viability of Scholarly Community for Students

Overall the students in the program express a high degree of satisfaction in their education in the BEE program. Nevertheless, the review team saw ways in which the community within which the students interact and develop could be improved. During the review, the students expressed a desire to have more formalized teaching opportunities. Making such opportunities available seems to represent an on-going discussion in the BEE program. There was some consideration that students may not be actively encouraged to teach because it takes time away from their research responsibilities. Further confounding the situation is that BEE students may have fewer teaching opportunities than other graduate students as a result of the program being “shared” between two colleges. A student TA requirement may not be the best solution in the current situation, but this should be considered if additional TA opportunities are identified. The BEE undergraduate program may present such TA opportunities in the near future. Training teaching skills would be an important option to offer interested students. The flexibility inherent to each BEE student’s program should incorporate a consideration of whether the student needs or wants to pursue teaching opportunities according to the goals of their individualized program.

When our team first met with the graduate students, they seemed detached from the program review. However, once in attendance they became more active participants. This demonstrates their interest in being included in the development and planning of the BEE program. Inclusion of students on various BEE committees (e.g., adding a graduate student member to the Graduate Program Committee or student involvement in the writing of the self-study) would help to ensure graduate student participation and commitment to the program.

The students generally agreed that affiliation with both colleges (engineering and agriculture) was good. However, the students indicated a lack of strong connection to the College of Engineering. One student mentioned that they had visited OSU during an “engineering weekend” but that the BEE schedule of events was not connected to the College of Engineering schedule. A tighter affiliation with the College of Engineering would give the students a larger sense of place within the relatively small BEE program. A first step could be the sharing of seminars with some groups within the College of Engineering.

It would also appear that while the BEE students’ experience has been on the whole quite positive, some aspects of how students are distributed through the program by gender and country of origin could be improved. By consciously including individuals of diverse background in the BEE decision-making process this concern could be allayed.

Outcomes

Professional Viability of Graduates

Graduates from OSU’s BEE graduate program have had no trouble finding positions post-graduation. The focus of BEE graduates on water resources systems and engineering and ecological and biological engineering are in high demand in both the public and private sectors. Based on the data provided in the BEE Self Study document, 86% (13 of 15) of the students had a committed position at the time of graduation. All students appear to be committed to positions related to their degree. Positions include: consulting in private sector, regulatory oversight for state and federal entities, and private sector biological engineering firms. Approximately 40 percent of the graduates remained in academia following their graduation from the BEE program.

Satisfaction of Faculty and Students

Students are generally satisfied with the BEE graduate program based on results from the BEE graduate review committee’s meeting with approximately 15 graduate students and results of the student survey. The BEE front office works well together as a team and strongly supports the students. John Bolte was specifically noted for his leadership and strong approachability. Students also cited the collegiality of faculty and staff supporting each other and the interests of students. The flexibility offered in BEE to pursue core engineering courses offered in the school of Chemical, Biological, and Environmental Engineering (CBEE) or to focus more in life science systems was noted as a positive by students who were designing graduate programs to meet their unique objectives. Students felt encouraged to pursue engineering courses outside of BEE and those interviewed stated that they did not have any problems getting placed in engineering courses offered throughout the College of Engineering.

Low satisfaction was noted in the area of providing opportunities for graduate teaching. Numerous students cited a desire to gain experience as Teaching Assistants. They wanted to be educated in “how to teach” as well as be provided opportunities to teach. This would enable them to assess their own desire to pursue a career in teaching as well as build their resume experience in teaching.

A number of students cited the need to repair water pipes in the BEE labs. Current water lines are heavily corroded resulting in mineral deposits that plague on-going research projects that demand a clean water supply. Repairs to these facilities need to be a high priority or they will impact on-going research and could discourage future graduate student enrollment.

BEE faculty described an environment of collegiality, nurturing and mentorship for newer faculty members. They appear to work well together to provide a flexible structure for graduates to excel in both life sciences and engineering. Their motivation and dedication to develop their students is supported both by the post-graduate placement of their students and direct feedback from the students.

BEE faculty members are disappointed at the lack of commitment to excel in water resources currently displayed by the College of Engineering. The loss of critical water resources engineering FTE over the last few years is having a serious impact on teaching core classes, and it is beginning to impact OSU's water resources leadership position. The BEE Department is a fundamental part of water resources research at OSU. However, the BEE Department is not in a position to hire critical water resources engineering faculty. The College of Engineering needs to invest in water resources engineering FTE. The university needs to demonstrate a collective commitment to excel in water resources and a critical element of this must be investment by the College of Engineering in water resources engineering FTE.

Similarly, the BEE Department is a fundamental part of biological engineering research at OSU. The conceptual unit of organization (i.e., umbrella) should be the discipline of biological engineering, not the various application areas such as ecological engineering, biomedical engineering, bioprocessing, etc. The BEE Department should meet with the Chemical, Biological, and Environmental Engineering group to develop a joint vision, mission, and goals, aligned with the university's mission. Ultimately, there should be one school or college-level group of biological engineering, containing elements of ecological engineering, biomedical engineering, bioprocess engineering, and others as the program expands. This will better utilize OSU resources and capture the synergy that currently exists in the school of CBEE and the BEE department.

Rankings/Ratings

There was no information provided to the BEE Graduate Review committee on the ranking of OSU's BEE Graduate Program compared to other programs. The program was not rated competitively against peers. Furthermore, accreditation of the graduate program is not an issue since engineering programs are only accredited at the undergraduate level.

Conclusion

The faculty administering the BEE graduate program at Oregon State University appear to be strong, capable, and highly motivated. Their morale is good and they work in a collegial atmosphere. The graduate students are very positive about the program and the

faculty, their quality and performance are strong, and they have little trouble finding professional placement.

From: Lynda Ciuffetti <ciuffetl@science.oregonstate.edu>
Date: October 6, 2009 7:25:08 PM PDT
To: mfisk@coas.oregonstate.edu
Cc: Lynda Ciuffetti <ciuffetl@science.oregonstate.edu>
Subject: Graduate Review for BPP
Reply-To: Lynda.Ciuffetti@oregonstate.edu

Hi Marty,

Hope all is well with you and things are going ok for you in your new position.

It turns out because of all the reorganization that is going on, CAS has decided that BPP will not be required to do the planned upcoming CSREES review until we know what is going to happen with the departmental structures. As you know, BPP was hoping to conduct the CSREES, Undergraduate, and Graduate Programs reviews this coming spring (2010). Given that we will not conduct our CSREES review this spring and due to all the reorganization that is happening both in CAS and COS, Stella Coakley (our Associate Dean) in CAS, has suggested that we postpone our UG and GRAD reviews. The reason for this is that we will be under discussion with CAS departments (and potentially with the College of Forestry) about the potential of a cross unit (and potentially cross College) undergraduate and graduate programs in the plant sciences. As such, it is important that the faculty put their efforts into this potential reorganization rather than a review of a program that may not exist this time next year. BPP would like to put off the review of our graduate program until we know if we will continue to have our program.

Please let me know if you are in agreement with this request. If you need to talk further, please let me know.

Best,

Lynda

September 22, 2009

TO: Martin Fisk and Walt Loveland

FROM: Jeff McCubbin, HHS

RE: OSU Graduate Council Consideration: Deferral of Program Review

It is the request of College of Health and Human Sciences and Department of Public Health to defer the scheduled graduate review of the degrees in Public Health. The rationale to do so is based on our College plans to redesign our graduate programs in Public Health (MPH and PhD degrees) to be across three departments (not within one department) beginning July 1, 2010. Therefore the context and faculty contributions to the graduate degree offerings will change substantially during the coming academic year. A review now would not be relevant for our planned transformation of these of graduate programs. I will note that we anticipate an increase in Category I proposals for new and changing degree offerings in Public Health, and therefore with planned rapid change we do not believe it is in the best interest of the Graduate Council nor the faculty members and leadership in Public Health to engage in a review of programs that will be changing in the near future.

It should also be noted by the Graduate Council, that recent reviews (2008) of the Oregon MPH degree, a collaborative program with Portland State University and Oregon Health and Science University, recently completed a review and received full accreditation status from the Council for Education of Public Health. In addition, significant work has already been accomplished in preparation for the Graduate Council review in 2009-2010, though it seems to be not an efficient use of Department time and resources to continue planning on this review at this time. It also seems to be an unnecessary burden for the Graduate Council.

While it is understood that the Graduate Council would need to approve this request, we would ask you to tentatively delay the planned review until this request can be reviewed and acted on by the Graduate Council.

Public Health Program Review Timeline

| | |
|----------------------------|---|
| Program: | Public Health |
| Department: | Public Health |
| Degree Type: | MPH, MS PhD |
| Authorized: | 1993-94 |
| Notes: | All PH program reviews postponed to 2009-10 |
| Accreditation: | MPH program received full accreditation (for 5 years) in 2006 |
| Ten Year Mark: | 2003-04 |
| Quarter Site Visit: | Winter 2010 |
| Review Type: | GCPR |

Materials linked from 10/23/09 Graduate Council agenda

Should OSU Change Its Policy on Remote Participation at Examinations?

(Program Meeting, Oral Preliminary Examination, Oral Defense of Thesis or Dissertation)

Current OSU policy and the policies of other institutions are listed.

Universities: see key below.

| Issue | 1 | 2 | 3 | 4 | OSU | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--|----------|----------|----------|----------|------------|----------|----------|----------|----------|-----------|-----------|-----------|
| 1. Can student be remote? | N | aN | N | N | N | N | N | aN | N | N | Yp | aN |
| 2. Can committee chair be remote? | | Y | | N | | N | N | N | N | N | N | N |
| 3. Can GCR be remote? | | Y | | N | | | | N | | N | N | |
| 4. Is more than one remote participant allowed? | Y | N | | N | N | Y | Y | N | Y | | Y | Y |
| 5. Is more than one remote site allowed? | | N | N | Y | N | Y | Y | N | Y | N | | |
| 6. Must exam occur on campus? | Y | Y | Y | aY | aY | aY | | aY | | Y | | |
| 7. Is two-way video required? | | | Y | Y | N | N | N | | N | Y | N | |
| 8. Is an audio only connection allowed? | | Y | * | N | Y | 1 | Y | | Y | N | Y | |
| 9. Is Grad School permission reqd. for remote participation? | | N | Y | Y | Y | Y | | | N | Y | Y | Y |

Notes:

Ay: assumed "yes" based on catalog language.

An: assumed "no" based on catalog language.

Yp: yes with proctor.

Blank: silent on the issue

1: only one can connect by phone

*: yes, if there is no presentation.

Issues

1. Can the student be the remote participant?
2. Can the major professor be the remote participant?
3. Can the university representative be the remote participant?
4. Can two or more committee members be at remote sites?
5. Can there be two or more remote sites?
6. Must the examination occur on the university campus?
7. Is two-way video transmission required?
8. Can the communication be audio only?
9. Is permission required for remote participation?
10. Should there be different policies for different types of meetings?

1. Arizona State University

2. Cornell

3. Iowa State University

4. Ohio State

5. Oregon State University

6. Penn State

7. Purdue

8. University of Arizona

9. University of Illinois – Urbana-Champaign

10. University of Maryland

11. University of Washington

12. Washington State

Satisfactory Progress

Background

On October 27, 2008, the Graduate Council discussed university and departmental satisfactory progress guidelines and their relationship to dismissal of graduate students. <http://oregonstate.edu/senate/committees/gradcncl/min/20081027.pdf>. Following a survey of graduate program directors (http://oregonstate.edu/senate/committees/gradcncl/agen/20090601_SatisfactoryProgress_by_Program.xls), the Council continued its discussion on June 1, 2009. The Council requested a proposal to consider at a subsequent meeting. In this document, a process for determining satisfactory progress and dismissing students who are unable to comply is described. Additional information in this document includes the current catalog language on dismissal, a document from the University of Arizona that provides assistance to units developing guidelines, and excerpts from language on dismissals for unsatisfactory progress at Colorado State University, the University of Washington, The Pennsylvania State University, and the University of California at Berkeley.

Process for programs to follow to determine and support satisfactory progress

- The program develops satisfactory progress guidelines.
- The program notifies students of the guidelines in a booklet or on a program web site.
- The program evaluates the progress of students regularly (at least annually, preferably more often).
- The program informs students who are deficient in meeting satisfactory progress guidelines of their deficiencies and explains steps needed to comply with the guidelines.
- If deficiencies persist, the program notifies the student in writing (letter, memo or email) that the student is being recommended to the Graduate School for dismissal.
- The Graduate School sets a registration hold on the student.
- The student may appeal to the program for reconsideration or may apply for admission to a different degree program. If the appeal is successful or if the student is accepted into a different program, the registration hold is removed.

Current Oregon State University catalog language on dismissals

<http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38>

"Advanced-degree students (regularly, conditionally, and provisionally admitted) are expected to make satisfactory progress toward a specific academic degree. This includes maintaining a GPA of 3.00 or better for all courses taken as a graduate

student and for courses included in the graduate program, meeting departmental or program requirements, and participating in a creative activity such as a thesis.

If a student is failing to make satisfactory progress toward an academic degree, as determined by the major department/program or the Graduate School, the student may be dismissed from the Graduate School.

Any doctoral student who fails the preliminary oral examination with a committee recommendation that the student's work toward this degree be terminated may be dismissed from the Graduate School.

Any student who fails a final oral examination may be dismissed from the Graduate School.

Academic dishonesty and other violations of the Student Conduct Regulations may serve as grounds for dismissal from the Graduate School."

Possible Criteria for Satisfactory Academic Progress (from the University of Arizona)

<http://grad.arizona.edu/mock.grad.arizona.edu/node/360>

- 1) Specific (core) courses that
 - a) Must be completed by a certain time and/or
 - b) Must be completed with a certain GPA and/or
 - c) May not be [repeated for grade replacement]
- 2) Internships/clinical experiences/practica that have evaluation beyond the grade or that must be completed by a certain time
- 3) Annual evaluation that goes beyond GPA, such as judgment by advisor (and/or others) as to research potential and/or specific skills (e.g., clinical, writing, laboratory)
- 4) Must have completed various milestones by certain times (e.g., approved prospectus, successful passing of qualifying exams, comprehensive exams, constitution of thesis or dissertation committee, capstone courses, clinical or internship requirements)
- 5) More stringent time to degree than Graduate College's policy
- 6) Specific grade requirements such as
 - a) Minimum GPA in major requires a higher than 3.0 GPA or
 - b) No courses below a B in major, or specific courses
 - c) Minimum cumulative GPA above the Grad College requirement
- 7) Rules for comprehensive exams (master's and orals), such as
 - a) When they must be taken
 - b) Repeatable? Under what circumstances?
 - c) Relation between written and oral, e.g.,
 - i) How much time between
 - ii) What constitutes a PASS for written
 - iii) Whether or not writtens may be re-taken, if so, just failed questions or whole exam
 - d) How/who grades exams. Criteria for PASS
 - e) Any special program requirements (such as a grad rep, specified length, etc.)

Scholastic Standards at Colorado State

<http://graduateschool.colostate.edu/documents/bulletin/Graduate-Study.pdf>

"In addition, good academic standing requires satisfactory progress in the overall graduate program. Students' individual graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily course work alone. A positive judgment is required to remain in good academic standing."

Colorado State provides for a probationary period after which the student can be dismissed. Dismissal is also possible under some circumstances without first going through a term on probation.

"A student's graduate advisory committee or an appropriate departmental graduate committee may recommend immediate dismissal upon a finding that the student is making unsatisfactory progress toward the degree and that satisfactory progress cannot reasonably be anticipated. Such a recommendation must be documented in writing with substantive justification for this action in lieu of probation. It must be referred to the Department Head for approval and the Vice Provost for Graduate Affairs for final action. The student may appeal such an immediate dismissal through the existing Graduate School appeals procedure. Departments which invoke this process must have published guidelines explaining the performance indicators which lead to immediate dismissals."

Continuation or Termination of Students in the Graduate School (Univ of Washington)

<http://www.grad.washington.edu/policies/memoranda/memo16.shtml>

"Admission to the Graduate School allows students to continue graduate study and research at the University of Washington only as long as they maintain satisfactory performance and progress toward completion of their graduate degree program. The definition of satisfactory performance and progress toward completion of the degree program may differ among degree offering units; therefore, **it is imperative that each graduate unit has these requirements in writing, and distributes them to each graduate student.** The following information should be included:

1. General expectations for graduate student performance within the academic unit, including, but not limited to, required coursework and length of time allowed for completion of various phases of the program.
2. The identification of persons in departments, colleges, schools, and groups who are responsible for both the evaluation of graduate student progress and for informing students about the fulfillment of these requirements, and when such evaluations are to be made.
3. Criteria by which performance and progress are to be evaluated, including areas which may or may not be negotiated.

4. Under what circumstances the graduate unit will recommend to the Dean of the Graduate School the alteration of a student's standing--i.e., conditions that warrant probation and final probation (see Suggested Guidelines for Change of Status Action), and length of time the academic unit will tolerate low scholarship or unsatisfactory performance and progress.
5. Procedures for appealing evaluations recommended to the Graduate School by the graduate program."

The memorandum spells out the required review process. Students with GPA at or above 3.00 are to be reviewed annually. Students with low GPA or having other difficulties are to be reviewed term by term. Examples are given of material that should be reviewed. At the end of the review, the program has several options: No action, Warn, Probation, Final Probation, and Drop. Recommendations for probation, final probation or drop are submitted to the Dean of the Graduate School. The Graduate School provides the student with a decision in a formal letter.

Penn State Procedures for Termination of the Degree Program of a Graduate Student for Unsatisfactory Scholarship

"When a program chair or program committee determines that the program of a graduate student must be terminated for unsatisfactory scholarship, the student must be given advance notice, in writing, which in general terms shall advise the student of the academic reasons for the termination. Examples of unsatisfactory scholarship may include, but are not limited to, inadequate GPA, failure to obtain satisfactory grades in required courses for the program, or failing the candidacy, comprehensive, or final oral examination."

Penn State lays out precise communication steps that are required before unsatisfactory progress leads to termination of a degree program. After all required steps are followed, the decision is submitted to the Graduate School. The student may submit an appeal of the department/program decision to the Graduate Dean. "The standard of review by the Graduate School is whether the decision to terminate for unsatisfactory scholarship was arbitrary and capricious. The terms "arbitrary and capricious" mean that the decision to terminate is not supportable on any rational basis, or that there is no evidence upon which the decision may be based. The Graduate School does not review faculty judgments as to the quality of a student's academic performance, but only whether a program's decision was arbitrary and capricious." Additional communication steps are described by Penn State before final degree termination takes place.

Departmental Review of Student Progress at the University of California at Berkeley <http://www.grad.berkeley.edu/policies/ggp/ggp.pdf>

"Departments are responsible for monitoring their students' overall progress toward graduate degrees. Departments should evaluate graduate students at the middle and end of their first year of graduate study and annually thereafter. The yearly evaluation gives faculty an opportunity to review the performance of each student and, more importantly, to provide students with timely information about the

faculty's evaluation of their progress and performance. The Graduate Division further advises that the results of all evaluations be sent to the students in writing. A negative evaluation may be considered a letter of warning if it includes the information required by the Graduate Council (see "Warning Letters," below) and a copy should be sent to the Graduate Division.

In fairness to students and to avoid problems later on, departments should let students know — by published materials, by written evaluations, or both — what the faculty considers to be satisfactory progress.

Criteria for evaluating student progress. The definition of adequate progress is intentionally flexible. With the approval of the Graduate Council, departments may establish progress requirements beyond those set by the Graduate Division. Such requirements may include:

- 1) a grade-point average above a 3.0;
- 2) no Incompletes or a fixed number of Incompletes;
- 3) specific courses completed in a timely fashion and at a given level of performance;
- 4) a master's degree completed en route to a doctorate;
- 5) departmental preliminary exams passed before admission to the qualifying exam;
- 6) an acceptable thesis or dissertation prospectus submitted before advancement to candidacy;
- 7) acceptance by a regular faculty member who agrees to supervise the student's research and to serve as chair of the dissertation committee; and
- 8) certain general requirements, such as passing the qualifying exam, completed within a clearly specified period.

Action regarding insufficient progress. If a department assesses a student's performance as below standard, it may 1) send the student a warning letter, with a copy to the Graduate Division, apprising the student of his or her insufficient academic progress (see "Warning Letters" in the section directly below), or 2) write to the Graduate Division to place the student on formal probation, with the consequence that the student is ineligible to receive a fellowship or hold an academic appointment (see E1.8 "Academic Probation"). Placement of a student on formal probation is required before the student can be dismissed from the program except in instances when a student fails a comprehensive, preliminary, or qualifying examination."

The Guide to Graduate Study at the University of California goes on to provide detailed explanations of the meaning of warnings and probation. Steps for dismissal are quite detailed and include a process for appeal of termination decisions.

**Review Panel Report
on the
Graduate Programs in the Department of Teacher and
Counselor Education
in the
College of Education
Oregon State University
Corvallis, Oregon**



Review Committee

Becky Donatelle Associate Professor of Public Health, Oregon State University *

Jane Evans, Principal, North Albany Middle School

**Thomas Greene, Associate Provost and Dean of the Graduate School, University
of Portland**

Arthur Horne, Dean, College of Education, University of Georgia

Walt Loveland, Professor, Department of Chemistry, Oregon State University*

June 8, 2009

- *Representing the Graduate School Council*

Forward: This document is prepared for the OSU Graduate School by the review committee in response to a review of a self-study conducted by the Department of Teacher Education regarding its graduate programs. Findings are based on the material provided and a site visit involving interviews with administration, faculty, staff, and students. This report is written in response to the stated graduate school standards and in compliance with format and procedure directives from the OSU Graduate School. Since the committee was provided with separate self study reports for the counseling and teacher education programs, the committee has responded in kind with separate sections devoted to counseling education and teacher education.

The visitation team met with Sally Francis, Graduate Dean, on Sunday evening, June 7, to review the charge to the review committee and to address any questions or concerns of the reviewers.

Monday, June 8 the following schedule was followed:

8:00 - 8:45 am Meet with TCE Department Chair SueAnn Bottoms, Michael Dalton and Mark Stauffer, Power Point Presentation and Overview, Ed Hall (Ed Hall 107)

8:45 - 9:30 am Dean, Sam Stern (Ed Hall 215A)

9:30 - 10:15 am [Program Administration] Meet with Program Leads - Ed Hall 107:

1. Cass Dykeman, Counseling
2. Jean Moule, Immersion
3. Nora Cohen, 2-year
4. Ken Winograd, 2-year
5. Sue Helback, EdM
6. Kathleen Cowin, MAT Cascades
7. Kathy Biles, Cascades Counseling
8. Sara Williams, Administrative Assistant

10:15 - 10:30 am Break

10:30 - 12:00 pm [Curriculum] Meet with Program Faculty - Ed Hall 107

1. Kathy Biles
2. Gene Eakin
3. Tom Guss

4. Deb Rubel
5. Kay Stephens
6. Joyce Mphande-Finn
7. Daniel Stroud
8. Kathryn Ciechanowski
9. Karen Higgins
10. Lori Blackman
11. Liz White
12. Linda Wallace
13. Jay Casbon
14. Candace Brey
15. Cass Dykeman
16. Jean Moule
17. Nora Cohen
18. Ken Winograd
19. Sue Helback
20. Kathleen Cowin

| | |
|----------------|---|
| 12:00-1:00 pm | Working lunch for Review Panel (Ed Hall 109) |
| 1:00 - 1:45 pm | Campus Tour (College of Education Ambassadors) |
| 1:45 - 2:45 pm | Work time for Review Panel (Ed Hall 109) |
| 2:45 - 3:00 pm | Break |
| 3:00 - 3:30 pm | Meet with TCE Department Chair SueAnn Bottoms, Michael Dalton, and Mark Stauffer, Ed Hall 109 |
| 4:00 - 5:00 pm | Graduate Students (Conference call (Room 109) students will call in from their intern/practica locations) |
| 5:00 – 6:00 pm | Executive Session Ed Hall 109 |

Counselor Education Emphasis

1. Overall Recommendation

Reduce and/or restructure with attention given to recommendations from the self study and the graduate school review team's recommendations

2. Summary of Findings and Recommendations

The Counselor Education program is one of the oldest and most established counselor training programs in the country, having initiated counselor education courses in 1916 and degree programs in 1929. It is nationally accredited by CACREP (The Council on Accreditation for Counseling and Related Educational Programs) and was recently reaccredited for seven years, the maximum granted by CACREP. The program is also accredited by NCATE (the National Council for Accreditation of Teacher Education).

The counseling master's programs have two areas of emphasis and students select one of the two, either community counseling or school counseling. The community counseling program will be undergoing change in the near future as CACREP is stopping accreditation of community and instead is accrediting mental health counseling programs. The faculty indicated they would be developing the mental health program offering in the future in time to be ready for the next CACREP accreditation visit. The two master's programs admit approximately 50 students per year. The admissions standard for the master's programs is low, with students who earn an undergraduate grade point average of 3.0 being admitted; if they have a lower gpa they may still be considered for admission. Graduates of the program appear to do well, for they have a "pass rate" of approximately 97% on a national standardized examination, and most obtain relevant employment and state certification or licensure.

The doctoral program in counseling admits approximately 6-10 students per year and is a part-time program, requiring students to complete two courses a quarter for two years, followed by an internship. The program is a blend of on-line and face-to-face, and it is also a CACREP accredited program. Graduates of the program appear to do well in employment, with the majority taking faculty roles in colleges and universities.

Students in both the masters and doctoral programs report satisfaction with their programs and indicate there are good relationships between faculty and students; further the students are, overall, quite satisfied with their programs, based upon follow up surveys and self report of students. However, a limited number of students participated in the follow up evaluation.

It is recommended that, based upon student outcomes (test scores, employment, satisfaction) and national accreditation (CACREP, NCATE) the programs should be continued, but there are suggested steps that faculty are encouraged to take to address specific areas of program integrity. The areas of concern and recommended steps are described below.

3. Detailed Findings

Introduction

Each of the programs reviewed at the masters and doctoral level presented mission statements and the missions as stated were in agreement with the mission statement of the college and the University. The mission seems to be relevant, appropriate, and reflects the commitment that OSU has to the public and to addressing the educational needs of the state and region.

While there is a clearly stated mission, there is concern about the specific lack of direction for the counselor education program, for while there is a mission statement and goals, there does not seem to be a specific plan to carry out the mission. Rather, there seems to be an attempt to use new delivery models (on-line, e-campus) to attempt to deliver as much program as possible with the limited resources available. It may be beneficial to step back and re-focus on the direction of the programs within the college to determine strengths, niche, and other relevant topics, followed by a strategic plan that clearly identifies goals and resources. There seems to be an inadequacy of resources to fulfill the stated mission with the quality expected of a national leading counselor preparation program.

Quality of Students and Admissions Selectivity

The admissions process seems to be missing a pre-screening piece. Currently the admissions process seems to be more oriented toward a self-selection experience, for applicants identify their interests, meet with faculty to discuss their intentions, and then the majority of applicants who follow through are admitted. It may be more beneficial to establish an application and pre-screening process. For example, instead of spending time interviewing an extensive number of applicants for a program, time might be better spent with re-designing the materials in a clear

format that lays out the expectations and time commitment required of the program, including the expected admissions standards. A first level paper-screen might then result in fewer face-to-face interviews being required. The current process is time consuming and focuses away from other duties that may be more beneficial to the school and personnel. A restructured procedure may also help by tightening the selection and admissions process, resulting in fewer admissions but of students who better suited to the programs, thus reducing the numbers of students that do not matriculate for whatever reason. While the graduates of the program appear to do well in placement and employment, there is some level of program-leaving, which indicates that the program may not be targeting the students most appropriate for the program. When as many as one-third do not finish a program, a follow-up survey, study, or exit interview should be conducted.

The graduates do well on national examinations and state and regional placement, which is indicative of talented graduates. On the other hand, most graduate programs require additional criteria of potential success in graduate training, including Graduate Record Examination scores and other indices of potential success.

Level of Financial Support for Students

An area of concern expressed by students was the minimal level of funding available. The programs are presented as part-time graduate programs available to students who are currently employed in relevant work settings, but the lack of sufficient assistantships and other forms of financial aid was voiced by students in the follow-up report completed by graduates. This lack of financial support for students also impacts the quality and experience of doctoral students, for there is a very limited opportunity for students to engage in scholarship, research, and teaching with their advisors or other faculty.

Curriculum Strength

The masters and doctoral programs are nationally accredited, demonstrating that they meet the curricula expectations of at least two national accrediting agencies. The course syllabi appear to have clearly defined objectives and outcomes, and the coursework appears to have sufficient rigor. Clearly the students accomplish sufficient learning to master the national standardized examination required for licensure, and so their achievement appears to be satisfactory.

Quality of Personnel and Adequacy to Achieve Mission and Goals

For the large number of students enrolled, there are insufficient numbers of tenure track faculty available for teaching, research, and mentoring. For 2008 there are four faculty with .500 teaching assignments (full load) and an additional 3 with a lower load (.250 or .125). On the other hand, there are significant numbers of term-to-term faculty employed to offer the courses necessary to staff the programs. Currently, given the number of doctoral students enrolled, the tenure track faculty who are eligible for advising and dissertation direction are supervising large numbers of doctoral students, as many as ten students per faculty member. In their self-study report the faculty identify their shortage of sufficient positions to adequately cover the research supervision and the teaching demands. This has resulted in the move to employ faculty from other institutions to assist with research projects of graduate students or to allowing non-tenure track faculty to direct the student research programs. Additionally, while the plan to develop an alternative dissertation model may be for educational purposes, the faculty move to change the dissertation requirement from a standard dissertation to a series of articles may also be reflective of the inability of faculty to adequately supervise doctoral research programs that result in a fully developed dissertation. The decision to alter the dissertation model should be based on educational expectations rather a limitation of sufficient numbers of faculty.

With approximately 100 graduate students being admitted each year, and with heavy course- oriented degree programs and minimal support staff, the burden on the tenure/tenure-track faculty is exceptional. Research and scholarly activity have largely vanished among the tenure-track faculty members. The “in-print, refereed” publications of the tenure/tenure-track faculty amount to slightly more than 1 paper per faculty member in a five year period. The journals in which the articles appear are not, for the most part, top-tier, but second or third tier. This is not commensurate with a research university and bespeaks more of a “service and teaching emphasis” rather than a research intensive or research extensive graduate program. Again, though, the CACREP and NCATE accreditation visits may have resulted in more in-depth analyses of the scholarship and there may be more substantive work than was identified by this current review team.

The mission of the College of Education includes preparing professionals who excel as educational leaders. This should apply to their faculty and staff first, as they are the leaders and mentors for students. It appears that the workload made it nearly impossible for the current tenure-track faculty to adequately conduct research, remain abreast of current trends and best practices, and keep up with the increasing demands put on schools. While the faculty have managed to do a credible job with

what they have been doing, the longevity of continuing in the same manner may be fairly short and may be reflected in the recent departure of some of the faculty. Faculty and staff we met reported extensive work requirements and high expectations for productivity in teaching and supervision, but with few resources for professional renewal, ongoing scholarly productivity, or innovative approaches to educational practice, beyond the on-line model being developed and delivered. Several faculty suggested that there could be a better use of time; for example having an assistant who would do some of the program processes, including admissions, rather than high paid faculty who engage in administrative or clerical work out of necessity. This may also assist in the student funding issue described earlier.

With the commitment to research, scholarship, and social justice that is advocated by the counseling faculty there is concern about the practice of having instructors supervise Ph.D. dissertations and there is unease over the employment of approximately 65 term-to-term instructors, who are paid <0.50 FTE, making them ineligible for benefits. Many of these people seem to have been employed for multiple years in this category with one person citing ten or more years of employment. This employment model appears to be in conflict with AAUP guidelines on teaching faculty.

The counseling programs have valuable faculty who care very much about their teaching and supervision and they are well-regarded by their students. For the tenure track faculty, though, there is a concern about how they will be able to maintain an adequate program of scholarly research sufficient for them to attain tenure and promotion, and how they will advance themselves as scholars within their field. A reexamination of the plan to employ so many term-to-term instructors may result in an action that would lead to pooling resources to provide for fewer part-time faculty and the employment of more full-time, research/teaching/supervision faculty. Several of the term-to-term positions may be combined to create 1.0 FTE positions that provide benefits. Additionally, Ecampus needs to support staff positions, such as a graduate advisor, to take this and similar chores off of the faculty (along with providing aid for the students in the program). The number of students in the program should be reduced to align better with the number of tenure/tenure-track faculty.

Currently there are, realistically, too many part-time or term-to-term faculty to get a true picture of how they truly teach other than student evaluations Without taking

time to step back and do strategic planning, and without consistent leadership that guides the work and helps faculty stay on target with the mission, the viability of the programs will likely suffer.

All of the steps suggested for reducing term-to-term faculty and increasing the number of tenure track faculty will reduce the net revenue of the College and the TCE department but should result in significant improvements in faculty morale, faculty productivity of scholarship and teaching. Some of the decreased or “missing” revenue resulting from fewer students and additional tenure-track faculty may be recovered from the increased productivity of faculty through research grants and service contracts.

We did not have sufficient information about the three faculty in Bend, such as what credentials they possess, who oversees their work, whether they are tenure track or term-to-term instructors, and the degree of collaboration among the faculty of the various programs. This should be clarified.

Level and Quality of Infrastructure

The counseling programs need to establish a more sophisticated data utilization system. Many programs have developed student information sources that track student progress from the time they apply, all through the academic program, and following up with graduation, licensure, employment, and related information. This information is often used for program evaluation and improvement and includes ongoing sampling of student engagement and recommendations. The counseling faculty did have a survey that students took immediately upon completion of their program, but there was little additional information provided. Perhaps there was substantially more information available from other accreditation visits (CACREP; NCATE) but it was not presented as part of this review. Follow up surveys of one, three and five years out would be informative. This would give the programs an idea of whether graduates stayed in the field, utilized what was taught, or if there were areas for which the graduates were not prepared. Additionally, while there were interviews with supervisors, there was no follow up data on employer satisfaction, job performance, and related information. There was a comment that preparedness was an area of concern for the faculty across the several programs, but there was no follow-up information provided about a plan to address the concerns.

Quality of Organizational Support

Currently there is a need for increased support for the counseling programs. The facilities are presently undergoing a major external renovation and internal

modernization is planned. There is also a need for increased availability of instructional technology updating to keep the extensive on-line programs current and advancing, for as the College moves to increased on-line curricular offerings, there will need to be enhanced technology to foster the delivery of the programs.

Administrators provide support for the programs, but there is a need for overall strategic planning to address resource shortages across the faculty lines.

4. Conclusion:

The graduate programs in counseling are nationally accredited and have a long and rich history of providing counselor education in the state and region. The students appear to be academically capable, though the admissions criteria rely upon individual interviews, an undergraduate gpa of 3.0, and self-selection for the programs, which is insufficient for today's accountability-oriented educational environment. The graduates of the program do well on their professional examinations. The faculty come from very good educational backgrounds and are highly committed to their educational programs. There are insufficient numbers of tenure-track faculty and the ones who are there are under-resourced for adequate scholarship and programs of research, resulting in them taking on a stronger identity as teachers and supervisors rather than as scholar/practitioners or academics with research programs. A strategic review of the programs, students, faculty, procedures, and resources would be beneficial for examining ways of aligning the missions, objectives, goals, and outcomes of each of the programs with the University, the College, and the individual programs.

Teacher Education Emphasis

1. Overall Recommendation

Reduce and/or restructure with attention given to recommendations from the Self Study and the graduate school review team's recommendations.

2. Summary of Findings

Oregon State University has been preparing educators for nearly 100 years resulting in more than 14,000 graduates. The current College of Education was reestablished as an academic unit in 2002. In its earliest form, it was the Department of Industrial Pedagogy and it has been part of the College of Home Economics and Education, the New School of Education, and perhaps other forms. It has three departments: 4-H Youth Development Education, Adult Education and Higher Education Leadership Department, and Teacher and Counselor Education. In the latter, two master degrees (MAT and EdM) are the focus of this review. There are three delivery models for the MAT and EdM is provided on-line. The unit has a doctorate in Teacher Leadership, but the Teacher Education Self Study Notebook did not address this degree and the review team only acquired information about it from interviews. The visit occurred following an National Council for Accreditation of Teacher Education site visit (NCATE) and a Oregon Teacher and Standards (TSPC) site visit with the results of these visits pending.

3. Detailed Findings

Introduction

The fit of the mission of the program and its relationship to the mission of the academic college and the University mission.

The unit provides a strong conceptual framework on which practice is based that includes four core values:

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learning
4. Diversity and Equity

Moreover, it emphasizes the knowledge, skills and dispositions associated with teaching and learning, the K-12 learner, assessment, and the content subject matter. This framework is compatible with national and state standards, the mission of the College of Education and the institution. While the institutional

and college missions and the unit conceptual framework have a degree of alignment, the observation is that the conceptual framework may drive instruction and curriculum, but it is unclear how it drives assessment practices in the unit.

The mission of the College of Education is “to be one of the most exemplary education units in the world”. This mission is guided by creativity, connection, culture, and caring. How these college values are related to the unit conceptual framework values is perhaps implied, but there is no specific documentation showing explicit linkage from mission to framework to practice (curriculum, instruction, and assessment). This linkage might provide greater focus and enhanced effectiveness. While mission statements are by nature lofty, it was the observation of the team that resources are inadequate to support current programming and definitely inadequate for becoming “one of the most exemplary education units in the world.”

Quality of Students and Admissions Selectivity

Admission requirements for the MAT are clearly identified and consistent with many other programs found in the State of Oregon. The requirements appear to be consistent across all three MAT program delivery models. Requirements increase as the candidate approaches clinical practice. The required NCATE Key Assessment table was provided for the MAT program. Attrition in the campus models appears to be about 15% for the years reported. The Cascades cohort model appears to have an attrition rate of about 3% for two years. Attrition rates are cited here as they are often indicative of admission decision success or failure. Team members commented that unit rejection rates appeared low, questioning if the criteria were discriminating.

Admission criteria to the EdM program were found in the required NCATE Key Assessment table and verified through interviews. While the entry criteria seem mostly appropriate, the team expressed concern that no nationally recognized graduate school admission test was required. Attrition in the EdM program is at 13%, but the data collection categories are not consistent across all programs, so while there may be little reason to compare attrition rates across two different degree programs, the inconsistency of measures would make it absolutely meaningless. Again, team members commented that unit rejection rates appeared low, questioning if the criteria were discriminating.

While admission criteria appear standard and observed, rejection rates are low, attrition rates are variable, and there is no cumulative data provided in the Self Study on the admitted students, i.e. average UG GPA, test scores, etc., to examine trends related to profiling admitted students. The review team expressed concerns about the lack of candidate selectivity in some programs.

Interviews with faculty suggest that low rejection rates at admission are associated with a discernment process during the pre-admission advising sessions.

Level of Financial Support for Students

The Self Study indicates that there are no graduate assistantships and graduate students enrolled through Ecampus are not eligible for scholarships. Graduate students applying for on campus graduate programs are eligible for scholarships and the financial support is through the College of Education. In general, faculty interviews indicated inadequate funding for graduate student tuition relief, although scholarships and awards are reported in Appendix D of the Self-Study.

Curriculum Strength

The curriculum in the MAT program appears to address national and state standards and reflect solid professional practice. Curriculum strength at the course level appears well planned with syllabi providing adequate information about the course. Many of the syllabi provide paragraphs describing the relationship of course content to the standards. Some syllabi provide a discussion of the linkages to the unit conceptual framework. Many of the syllabi provide adequate rubrics and protocols for assessment and evaluation. Many individual course assessments/assignments are implicitly linked to the objectives of the course, the unit conceptual framework, and standards, but explicit linkage from conceptual framework to national standards to course objectives to assessment is less frequent. When such linkages are noted in course objectives for example, a key for interpretation is sometimes missing. Such explicit linkage could provide greater focus for students and data about specific course effectiveness in assisting candidate attainment of program outcomes, specifically the knowledge, skills, and dispositions of the unit's conceptual framework. In summary, there is variance in the breadth and depth of information provided to candidates.

Curriculum strength at the program level is positive according to the graduate survey results summarized in Appendix D, although the summary does not

indicate which comments are EdM or MAT, so specific program assessment is limited. In the Self-Study, the data were disaggregated, but the frequencies are not sufficient for valid and reliable conclusions. The MAT is an initial preparation program with numerous assessments described in the various MAT handbooks, Self Study and exhibits. This excellent overview of assessments suggests that the unit provides comprehensive assessment and evaluation practices. No data associated with the assessments was provided. The data associated with the assessments could be used in program evaluation providing a measure of curricular strength beyond the graduate survey self-reported results. Collecting, aggregating and disaggregating data from these various assessments might provide additional data about curricular strength and other program qualities and outcomes. The graduate survey data does provide a metric of the self-reported attainment of knowledge, skills, and dispositions outlined in the conceptual framework. Many of the assessments in courses and program benchmarks could provide useable data for examining program effectiveness beyond graduate self-reported data. Using multiple measures reflects best practice.

The EdM degree appears to have its own conceptual framework (EdM Handbook page 18-19) and program outcomes. It is not explicit about how the EdM conceptual framework and the program outcomes are related to the unit's conceptual framework or state or national standards for advanced practice. All previous statements about the qualities of syllabi, in the MAT program appear to be true of the syllabi in the EdM program. In short, some are detailed and provide the student with the general structure and content of the course, but explicit information about the alignments of conceptual frameworks, objectives, class sessions and assessments are infrequent.

This issue has been wisely noted by the faculty in its own Self Study. In the short term program goals section, the faculty has indicated the need for alignment in recommendations 3 and 5 (Self-Study p. 37 and 38). The team recommends that each program be reviewed for alignment and that the data related to the various assessments be collected, analyzed, and used in driving program direction. This should precede any program or service expansion endeavor. The graduate survey was the only assessment with data provided, beyond enrollment and exit statistics. The team also had questions about the quality of the survey data. Data from multiple assessments for each assessment benchmark are necessary to reflect current best practice.

Quality of Personnel and Adequacy to Achieve Mission and Goals

For the number of students enrolled, there are insufficient numbers of tenure track faculty available for teaching, research, and mentoring. In such heavy course- oriented graduate degree programs with minimal support staff, etc., the burden on the tenure/tenure-track faculty is too large. Research and scholarly activity have suffered, yet the faculty appear committed and resourceful in their dedication to the candidates and programs. Additionally, it appears there are too many part-time or term-to-term faculty to get a true picture of how they teach other than student evaluations. Concerns about the unit's ability to provide cohesive learning experiences because of the number of part time faculty were discussed by the review team. Without taking time to step back and do strategic planning, and without consistent leadership that guides the work and helps faculty stay on target with the mission, the viability of the programs will likely suffer.

Through interviews, the review team noted that fixed term instructors are chairing dissertation committees. This practice seems ill-advised for a research intensive university and should cease.

The review team believes that some of the issues associated with the previously mentioned challenges could be to direct Ecampus to support the unit directly, since the unit is using Ecampus for many course offerings. In particular, Ecampus could fund one or more graduate advisor/grad admissions positions to relieve the burden of the faculty and provide the missing student aid previously mentioned.

The review teams offers these additional suggestions: 1) condense the 65 non-benefits positions to a lesser number of positions that pay benefits, 2) hire new tenure track faculty and reduce the program size so that the load on the faculty is appropriate. Clearly this suggestion is difficult in this fiscal climate, but without some movement in this direction, the program will continue to be compromised and faculty productivity will not address all aspects of the university's mission. These issues are the primary reason for the review team's general recommendation for reduction and or restructuring.

The team did not have sufficient information about the three faculty members in Bend related to the OSU unit. For example, it was unclear who oversees their work, whether they are tenure track or term-to-term instructors, what budgetary resources are available, what governance structure exists, and the degree of collaboration among the faculty of the various programs. This warrants clarification. Faculty interviews provided some information, but Cascade budgetary and personnel authority and the relationship with the College

of Education Dean was not established within the time parameters of the review.

Level and Quality of Infrastructure

Education Hall is over 100 years old. The facility appears to be held together by a complete exterior wrap in cyclone fencing material. Inside there are classrooms, one that appears to be preferred, offices, and basic facilities. Fresh paint and interesting displays are invitational. The historic nature of the building is appreciated, but repairs and remodeling could enhance the learning experience and faculty productivity. Many courses are held in facilities off-campus, in Bend, or on-line, so the Education Hall is not the only learning environment for the College.

A robust data system would assist the faculty in program evaluation and candidate assessment from pre-admission to post-graduation benchmarks. Currently, assessment information and data are limited and therefore the use of data in making data driven decisions are limited and or compromised.

In general, the amount of instructional technology needs to be increased so that on line and in-classroom programs can remain current and advance.

Quality of Organizational Support

It appears to the review committee that there is adequate formal administrative support as outlined in the organizational charts, but some leadership roles are assumed by faculty which the review team believes contributes to the taxing load on the faculty. The review team expressed concerns about the governance issues related to the Cascade campus based program.

Productivity

Level and Quality of Student Performance

Since 2008, all candidates have been required to complete an exit survey at the time of program completion. Since that date, 130 candidates have completed the survey; eighty-six are graduate candidates. The frequencies of response in some programs are too low to ascertain valid and reliable data and Tables 8-10 in the Self-Study may combine initial and advanced teacher preparation results.

Given that teacher candidates in Oregon cannot complete an initial teacher preparation without meeting testing requirements for licensure, it is noted that

initial preparation candidates/completers meet that standard. There is no additional aggregated or disaggregated data in the Self Study or related exhibits that indicate that average scores on such key assessments as work samples I and II, three way evaluation scores for clinical practice, portfolio scores, GPAs, or binary data about meeting program benchmarks on time, etc.

The Self Study did indicate that five to ten graduate candidates each year participate with faculty state level conferences.

The review team notes that many assessments are required of students. Copies of the assessments and the related forms were provided in the exhibits, but no data on the assessments beyond the graduate survey were provided. This void compromises the team's ability to comment further on the level and quality of student performance. Although student interviews, while limited in number, revealed program satisfaction among the candidates.

Level and Quality of Faculty Performance

OSU standards suggest that faculty members are to spend no less than .15 FTE on research, scholarship, or other creative activities. Interview results indicate that most faculty members must devote time beyond the full-time equivalency to accomplish this standard. Members of the review team concluded that the amount of evidence of research, scholarship, and other creative activities is not optimal for the stated goal of becoming one of the top ten land grant universities in the United States. The faculty has scholarly achievements in books, chapters, and articles, presentations, and grants.

Faculty members engage in service. A review of vita and the evidence in the Self Study indicate faculty are active in professional associations, scholarly societies, advisory boards, state committees and commissions, and school boards.

The review has previously noted serious concerns about adequate numbers of full-time tenured and tenure track faculty to support the array of programs. The review team provided some recommendations for consideration.

Viability of Scholarly Community Within Which Students Can Interact

A scholarly community exists within which students may interact. The quality of the community is stretched by inadequate numbers of full-time tenure track faculty, a reliance on part-time fixed term faculty, and the admission of too many candidates for faculty size. It is compromised by an apparent need to explore

more off-campus sites which will eventually commit faculty to more travel time, thus stretching the viability of the scholarly community. The plans for program expansion to other locations that were revealed in the interviews and other documents, seem ill-advised until curricula are aligned, faculty FTE increased, and strategic planning reviewed, etc. In fact, the recommendations and the short term goals for the programs outlined on pages 36-38 of the Self Study should be addressed before program expansion is considered. The Self Study recommendations do not suggest program expansion, but such expansion endeavors were discussed at some length during the interviews.

There appears to be a spirit of community among the faculty, staff, and administration. Interviews with candidates indicate program satisfaction and a high level of engagement in clinical aspects of the MAT program, but there was not sufficient information to conclude that the students felt they were partners in a viable scholarly community. Student interviews were very limited so substantive conclusions were not formed by the review team.

4. Conclusion:

The graduate programs in teacher education are nationally accredited by NCATE and state accredited by TSPC; renewals of these accreditations are pending. The candidates appear to meet admission requirements, stay in their respective programs with some attrition, complete their programs and aggregated data from the graduate survey results suggest candidates are satisfied. Further, candidate interviews indicated they were very enthusiastic about the clinical aspect of the program and their chosen profession. Faculty appear committed and enthusiastic about their work, but collectively indicate that the lack of resources and over extension of administrative and instructional duties compromise the research agenda. Clearly, faculty members are teachers, advisors and supervisors first, with research taking second place, a noble ordering of priorities, but this may not be in keeping with university and college mission statements. The review team has noted concerns in this area. While nationally and state accredited, there was an absence of candidate and program assessment data in the exhibits and Self Study available to the team in the time parameters of this review which compromises the ability to assess the level and quality of student performance or program quality beyond the limited data in the graduate survey. A substantive strategic review that carefully examines all programs, resources, policies, procedures and considers all Self Study recommendations and implements the suggestions from the review committee

would be beneficial in aligning missions, conceptual frameworks, objectives, goals, outcomes, and assessments of each of the programs with University and College missions, plus national and state standards.

The review team recognizes that interviews, exhibits, a Self Study, and a brief site visit have limitations in presenting a comprehensive view of the graduate programs in teacher education. The observations, suggestions, recommendations and opinions in this report are based upon a limited review. However, many of the observations of the team reaffirm the recommendations as found in the Self Study. The conclusion of the review team is to maintain these programs, but with strong encouragement to implement the recommendations in the Self Study and those found in this response before considering any program or location expansion.

Response to the Graduate Council comments (Badege, Steve and Alfonso)

From: Bradoch, Alfonso
Sent: Wednesday, May 20, 2009 5:55 PM
To: Bishaw, Badege
Subject: RE: Comments from the OSU Graduate Council

Dear Graduate Council Members,

As was articulated in the program proposal, and also addressed to the Faculty Senate Budget Committee, Extended Campus supports the development of the MNR degree program. Extended Campus has committed to providing financial support to the program, as articulated in the MOU. The allocation of Ecampus funds for this program continues to have the support of the Provost. The interdisciplinary nature of the program, and the content area both fit within OSU's stated strategic plan, which guides Ecampus' programmatic objectives and support.

Discussions had taken place regarding the 'placement' of this program, given its interdisciplinary nature, with the Graduate School as an option. The College of Forestry welcomed the program as a 'natural' fit. The current budget uncertainty surrounding the College of Forestry, and the University as a whole, certainly should be a consideration, but until there is greater clarity regarding the budget and how that will impact the colleges and department, I would hope this proposal would be judged on its overarching academic and societal merits.

Best regards,

Alfonso Bradoch
Director, Department and Student Services
OSU Extended Campus
4943 The Valley Library
Corvallis, OR 97331-4504
541-737-9116

Response to the Graduate Council comments continue

- The College of Forestry Department of Forest Ecosystems and Society will provide a 0.25 FTE Director for the MNR degree. It is usual to have a quarter time Director appointment to interdisciplinary program on campus. In addition, salary and OPE for the following instructors Steve Radosevich, Randy Rosenberg, Paul Doescher, Loren Kellogg, Rick Fletcher and any other faculty who are on 12 month appointment and who participate in the MNR curriculum will be paid by the College of Forestry.
- The MOU between Ecampus and the College of Forestry (Appendix F) includes the true costs of offering the program and including the cost of developing and delivering the new courses (page 120).

- Dr. Badege Bishaw is appointed to be the Director of both the SNR and MNR programs as of June 1, 2009.
- We agreed with the graduate council that the Director of the MNR degree should not be involved in every student committee. However, the Director will be responsible for all follow up of a student's study program. Thus, we have deleted the statement and incorporated the necessary change in the Category I proposal.
- It is truly unfortunate that faculty in the social sciences is so thinly spread and that they believe it is impossible for them to add additional courses. However, we are not proposing that new courses in the human dimensions/social component be added to accommodate the MNR; only an increase in enrollment in existing courses is anticipated. Hiring new faculty remains in the purview and responsibility of the Dean and Department Head of the respective Colleges and Departments.
- The PSM program is removed from the MNR Category I proposal as area of emphasis.
- The core curriculum is listed in Tables 1 and 2 on pages 5-7 the Category I proposal. Like any graduate degree the student and his/her advisory committee will select and decide the core courses based on the student background and area of specialization. This is in consistence with the Graduate Council guidelines.
- Since the undergraduate Natural Resource Program and the SNR Graduate Certificate are housed in the College of Forestry, for those reasons we have been consistent in housing the MNR in the College of Forestry. In addition, the efforts to create the MNR program have been accomplished by faculty in the College of Forestry, thus the administration of the college is reluctant to place the MNR in some other place.

From: Russ-Eft, Darlene
Sent: Monday, May 11, 2009 7:09 PM
To: Bishaw, Badege; Radosevich, Steven R.; Bradoch, Alfonso
Cc: Francis, Sally K.; Fisk, Martin
Subject: Comments from the OSU Graduate Council

Dear Badege, Steve, and Alfonso,

Thank you for meeting with the Graduate Council to present the Category I proposal concerning the Interdisciplinary Master of Natural Resources. We appreciated the time that you spent with us to discuss this proposal and to answer our questions. The following are some areas of concern that we would like you to address in a revision of the proposal:

One area of concern was that of the budget for this program. The question was raised regarding whether or not the MOU is still in effect given the current financial crisis. Given the absence of financial support from the College of Forestry, the location of the program in the College of Forestry was questioned. The budget should reflect the true costs of offering the program including the cost of developing and delivering the new courses. In addition, Council expressed some concern about the MNR budget compared to that of the SNR undergraduate program and the salary base of the faculty identified in the budget.

A second area of concern was the naming of the director for the program. In addition, the Council questioned the proposed FTE for the directorship given that the proposal indicates that the Director will serve on every student's committee. Furthermore, requiring every student to include the program director as a committee member is inappropriate and not common practice in graduate education at OSU. A related issue involved the advising of the students and the role of the program director and major professor.

A third area of concern involved the composition of the coordinating committee. Concern was expressed about the social sciences element of the proposal given that faculty members are already stretched too thinly. Brent Steel's memo is relevant to this point. How will this issue be addressed within the proposal?

Concern was expressed about the use of the PSM certificate as an area of concentration for the MNR. The PSM certificate is not based on content but on skills and, therefore, is not appropriate as a concentration. This should be removed from the proposal.

The Council thought that the core of the curriculum needed to be defined. Course designations also needed to be worked out because forestry courses are still listed as FOR but the proposal lists them as FES.

Finally, the proposal indicates that this program will be housed in the College of Forestry. Given that it is an interdisciplinary program, we wondered if it would be better placed within the Graduate School.

We look forward to seeing a revision of your proposal so that the Council can undertake further consideration and action.

Sincerely,
Darlene

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and
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**Proposal to Initiate a New Instructional Program for an
Interdisciplinary Master of Natural Resources Degree**

May 2009
Oregon State University

College of Forestry
Forest Ecosystems and Society
Forest Engineering, Resources and Management

College of Agricultural Sciences
Agricultural and Resource Economics
Crop and Soil Science
Fisheries and Wildlife
Rangeland Ecology and Management

College of Liberal Arts
Political Science
Philosophy
Sociology
Speech Communication

College of Oceanic and Atmospheric Sciences
Marine Resources Management

College of Science
Botany and Plant Pathology
Environmental Sciences
Geosciences

Index

| Sections | Pages |
|---|-------|
| 1. Program Overview ----- | 3 |
| 2. Course of Study ----- | 4 |
| 3. Accreditation of the Program ----- | 14 |
| 4. Evidence of Need ----- | 14 |
| 5. Similar Programs in the State ----- | 17 |
| 6. Resources ----- | 17 |
|
Appendices | |
| Appendix A: Budget and Financial Planning ----- | 24 |
| Appendix B: Library Evaluation ----- | 44 |
| Appendix C: Liaison Comments ----- | 57 |
| Appendix D: Outside Support and Interest ----- | 94 |
| Appendix E: List of Natural Resources Courses available through the Natural
Resources Distance Learning Consortium ----- | 106 |
| Appendix F: MOU between CoF and E-Campus ----- | 120 |

1. Program Overview

a. Proposed CIP number: 03.0201

b. Brief overview of the proposed program, including description of the academic area and a rationale for offering the program at this time

Managing natural resources is a complex problem involving production, ecological, social, economic and ethical systems, which affect and, in turn, are affected by the others. The proposed Master of Natural Resources (MNR) degree is designed to engage university scientists and world-wide natural resource professionals in a process that integrates diverse perspectives about natural resource situations at the state, regional, national, and international levels. The MNR degree will assist agency and industry personnel meet their self-improvement goals. It will be helpful to anyone looking for an advanced degree in natural resource management, especially people with at least two years of experience in a natural resource disciplines.

The proposed 45-credit MNR curriculum is organized into three sections: core (18 credits), area of emphasis (18 credits), and capstone project (9 credits). It will be taught as a distance, on-line curriculum, although it may be possible for some students to work toward the MNR degree while in-residence at Oregon State University (OSU). Most of the courses proposed for the MNR degree are already taught both in-residence and online, although some modification to certain in-residence courses will be necessary for them to be included in the proposed on-line curriculum. In addition, courses from the Natural Resources Distance Learning Consortium (Appendix E) can be used to augment courses currently taught through OSU Extended Campus (Ecampus). Faculty members listed below already teach online courses at OSU and will be asked to serve on the Graduate Faculty of this degree program. The MNR degree will be offered as a non-thesis option only, similar to a Master of Business Administration, Master of Agriculture, or Master of Forestry.

The MNR degree will facilitate learning by natural resource professional men and women who work in settings that require integrating multiple disciplines to find solutions to natural resource issues. There is an increasing recognition that natural resource problems are multifaceted. Thus, current disciplinary-based thinking must be complemented with knowledge about, and experience with, additional ways of framing and resolving problems. This type of learning methodology is not common in modern in-residence, university teaching, so pedagogical techniques that bring together new ideas, methods, and ways of thinking must be developed and tested. We intend to integrate multiple disciplines through the curriculum, assignments, and case study projects tailored to the student's own design, student work groups and mentors, and evaluation of instruction. Students achieving the MNR degree will integrate concepts and approaches developed throughout the entire program into a final case study project. Students also will learn about the various disciplinary components that make up a natural resource problem and the solution to it.

None of the programs offered by the Oregon University System (OUS) provide for a graduate-level curriculum in natural resources. Most programs that address issues and questions of natural resources are at minimum two-year degrees that require a thesis. The intensity, breadth, and

integrative components of the proposed MNR make this a unique effort to OSU and within the OUS.

We base the need for the Master of Natural Resources degree on correspondence and inquiries from students about the Sustainable Natural Resources (SNR) Graduate Certificate. The SNR Graduate Certificate is an 18-credit program developed by OSU professors through grant funding from OSU Extended Campus. In the single year since SNR courses were offered in winter 2007, it successfully attracted graduate students from government, industry and the private sector, and inquiries from potential students in 31 states and 25 countries. Currently, there are 26 students enrolled in the SNR courses and 18 enrolled in the Certificate program. In addition there have been 154 inquiries to Ecampus and 54 additional inquiries to the College of Forestry about the Certificate. Most of these students inquire about further training such as an on-line Master of Natural Resources degree. At this time there is no degree at OSU that satisfies this request, and only four online MNR programs exist in the entire country. Thus the intent of this proposal is to assist OSU in filling this instructional gap.

The combination of university personnel and other state-wide support puts OSU in a unique position to sponsor an MNR degree. For example, OSU is internationally recognized for its Land Grant University extension, research, and teaching in natural resources and ecology, as well as its National Sea, Space, and Sun Grant Programs. In addition, the State of Oregon is one of the first in the U.S. to implement forest practices laws, environmental protection, and comprehensive statewide land use planning legislation. Oregon Department of Forestry was the first state agency to use the Montreal Process Criteria and Indicators sustainability framework to assess the status of forestlands across the state.

c. When will the program be operational, if approved?

If approved, the program will become operational in fall 2010. We will begin promoting the Master of Natural Resources degree as soon as we receive its approval. The first student will graduate from the program during academic year 2011-2012.

2. Course of Study

a. Briefly describe the proposed curriculum

The MNR curriculum is organized into three main sections: core (18 credits), area of emphasis (18 credits) that may be one of the Graduate Certificates at OSU, and capstone project (9 credits), following the format of the highly successful undergraduate degree in Natural Resources. According to the Graduate School Policy, 50% of the courses in the MNR degree program will be stand-alone graduate courses. The MNR will be taught as a distance education, on-line curriculum with the core area divided into four sections: overview/introduction (3 credits), ecology/production (6 credits), human systems (6 credits), and methodology (3 credits). Most of the courses listed below are taught in-residence as well as online. Students enrolled in the MNR degree may take courses in either manner, online or in-residence, depending on their location and personal situations.

Table 1: Overall Programmatic Framework*

| MNR SECTIONS | THEMES | | | |
|--------------------------------------|--|--------------------|--------------------------------------|------------------|
| | Overview/
Introduction | Ecology/Production | Human Systems | Methodology |
| Core (18 credits) | <i>3 credits</i> | 6 credits | <i>6 credits in 3 or more areas:</i> | <i>3 credits</i> |
| <i>provides breadth</i> | | | Economics | |
| | | | Policy | |
| | | | Sociology | |
| | | | Ethics | |
| | | | Communication | |
| Area of Emphasis (18 credits) | <i>May be a certificate:</i> | | | |
| | Geographic Information Systems (GIS) | | | |
| | Marine Resources Management (MRM) | | | |
| | Sustainable Natural Resources (SNR) | | | |
| | Water Conflict Management and Transformation (WCMT) | | | |
| | Fisheries Management | | | |
| | <i>Or no certificate – student designs option</i> | | | |
| Capstone Project (9 credits) | Master's Case Study** Choose one option:
<i>Option 1: 9 credits of MNR 506</i>
<i>Option 2: 6-7 credits of MNR 506 plus 2-3 credits from an Independent Study Project or internship that was completed as part of an 18-credit graduate certificate.</i> | | | |

* See Table 2 (below) for course offerings

** Nine total credits of Capstone Project are required. If the Area of Emphasis chosen by the student is a graduate certificate that includes a Capstone Project. Up to 3 credits from a certificate may be used to satisfy an equivalent number of credits of the required 9 credits of the MNR Capstone Project. The remaining 6–8 Capstone Project credits must be satisfied by MNR 506 (Table 4). If option 2 (above, Table 1) is chosen, the student must take an additional Core course to make up for the substituted 1–3 credits (so that the Certificate Project or Internship credits will not be counted twice toward the 45 credits required for the MNR degree).

Table 2: MNR Curriculum by section (Core courses, area of emphasis, and Capstone Project)

| CORE COURSES (18 credits from three thematic areas) Provides breadth. <i>Must be courses that are not already being used to satisfy units in area of emphasis.</i> | | | |
|---|---|---------|----------------|
| THEME: Overview/Introduction (3 credits) | | | |
| Course | Title | Credits | Offered online |
| MNR 5XX | Introduction to Sustainable Natural Resources | 3 | new course |

| THEME: Ecology/Production <i>(select 6 credits)</i> | | | |
|--|--|----------------|-----------------------|
| Course | Title | Credits | Offered online |
| CSS 599 | Special Topics in Crop Science & Social Science | 1 - 3 | ✓ |
| FS 548 | Biology of Invasive Plants | 3 | requires modification |
| FES 5XX | Below-ground Ecosystems | 3 | new course |
| FES 5XX | Carbon Sequestration in Forests: Principles, Policy, Possibilities | 2 | new course |
| FOR 445* | Ecological Restoration | 4 | requires modification |
| FW 527 | Principles of Wildlife Diseases | 4 | ✓ |
| FW 535 | Wildlife in Agricultural Ecosystems | 3 | ✓ |
| FW/HIST 570 | Ecology & History: Landscapes of the Columbia Basin | 3 | ✓ |
| FW 579 | Wetlands & Riparian Ecology | 3 | ✓ |
| FW 581 | Wildlife Ecology | 4 | ✓ |
| SNR 530 | Ecological Principles of Sustainable Natural Resources | 3 | ✓ |
| SNR 531 | Sustainable Silviculture | 1 | ✓ |
| SNR 532 | Planning Agroforestry Projects | 2 | ✓ |
| SNR 533 | Alternative Forest Products | 1 | ✓ |
| SNR 534 | Reduced Impact Timber Harvest | 1 | ✓ |
| SNR 535 | Sustainable Management of Aquatic/Riparian Resources | 1 | ✓ |
| RHP 583 | Radiation Biology | 4 | ✓ |
| RHP 588 | Radioecology | 3 | ✓ |
| THEME: Human Systems <i>(select 6 credits from at least 3 of the 5 areas)</i> | | | |
| Course | Title | Credits | Offered online |
| <i>Economics</i> | | | |
| AREC 534 | Environmental and Resource Economics | 3 | Requires modification |
| SNR 521 | Economics of Sustainable Natural Resources | 3 | ✓ |
| <i>Policy</i> | | | |
| FW 620 | Ecological Policy | 3 | ✓ |
| GEO 599 | Special Topics | 1 - 3 | ✓ |
| PS 575 | Environmental Politics and Policy | 4 | ✓ |
| PS 577 | International Environmental Politics & Policy | 4 | ✓ |
| <i>Sociology</i> | | | |
| FW/FOR/SOC 585 | Consensus and Natural Resources | 3 | ✓ |
| SOC 521 | Social Change and Modernization | 3 | ✓ |

| | | | |
|--|---|-----------------------------------|-----------------------|
| SOC 526 | Social Inequality | 4 | ✓ |
| SOC 580 | Environmental Sociology | 4 | ✓ |
| SOC 581 | Society and Natural Resources | 4 | ✓ |
| SNR 520 | Socially Sustainable Natural Resources | 3 | ✓ |
| <i>Ethics</i> | | | |
| PHIL 540 | Environmental Ethics | 3 | ✓ |
| PHIL 543 | World View and Environmental Values | 3 | ✓ |
| SNR 522 | Basic Beliefs and Ethics in Natural Resources | 1 | ✓ |
| WS 550 | Ecofeminism | 3 | ✓ |
| WS 525 | Gender and Technology | 3 | ✓ |
| <i>Communication</i> | | | |
| COMM 59X | Environmental Conflict Resolution | 3 | Requires modification |
| FOR 493* | Environmental Interpretation | 4 | ✓ |
| GEO 518 | Geosciences Communication | 3 | Requires modification |
| PS 515 | Politics and the Media | 4 | ✓ |
| THEME: Methodology (<i>select 3 credits</i>) | | | |
| BOT 540 | Field Methods in Vegetation Science | 4 | ✓ |
| CH 590 | Computer Programming for Scientists | 3 | ✓ |
| FS 523 | Natural Resources Data Analysis | 4 | Requires modification |
| GEO 565 | Geographic Information Systems and Science | 3 | ✓ |
| GEO 580 | Advanced GIS Applications in the Geosciences | 4 | ✓ |
| STAT 511** | Methods of Data Analysis | 4 | Requires modification |
| STAT 512** | Methods of Data Analysis | 4 | Requires modification |
| AREA OF EMPHASIS (<i>18 credits</i>) Provides depth. May be a Certificate. A Certificate may not be used to satisfy core requirements. | | | |
| Certificate and website address | | Contact Person | |
| Geographic Information Systems (GIS)
http://www.geo.oregonstate.edu/ucgis/teaching.html | | Dawn Wright | |
| Marine Resources Management (MRM)
http://www.coas.oregonstate.edu | | Michael Harte | |
| Sustainable Natural Resources (SNR)
http://www.cof.orst.edu/SNRcertificate | | Steve Radosevich
Badege Bishaw | |
| Water Conflict Management and Transformation (WCMT)
http://www.transboundarywaters.orst.edu/training/curriculum.htm | | Lynette de Silva | |
| Fisheries Management
http://ecampus.oregonstate.edu/online-degrees/graduate/fisheries- | | Dan Edge | |

| | | | |
|---|---------------------|-----------|---------------|
| management/ | | | |
| Student designs own options (<i>No Certificate</i>) | | | Paul Doescher |
| Capstone Project (9 credits) See table 1 for detailed options on how the Capstone Project requirement may be satisfied. | | | |
| MNR 506 | Master's Case Study | 9 credits | new course |

* Currently offered online as undergraduate course; only modification required is proceeding to offer these courses at the graduate level with additional workload for graduate students.

**Currently offered in-residence as graduate courses; need modification for online delivery.

Table 3: Existing graduate courses that require modification for online delivery

| Course | Title | Credits |
|----------|--------------------------------------|---------|
| FS 548 | Biology of Invasive Plants | 3 |
| AREC 534 | Environmental and Resource Economics | 3 |
| COMM 59X | Environmental Conflict Resolution | 3 |
| GEO 518 | Geosciences Communication | 3 |
| FS 523 | Natural Resources Data Analysis | 4 |
| STAT 511 | Methods of Data Analysis | 4 |
| STAT 512 | Methods of Data Analysis | 4 |

Table 4: New courses that require development for MNR program

| Course | Title | Credits |
|---------|--|---------|
| FES 5XX | Below-ground Ecosystems (requires new Category II proposal) | 3 |
| FES 5XX | Carbon Sequestration in Forests: Principles, Policy, Possibilities | 2 |
| MNR 506 | Master's Case Study (Capstone Project) | 9 |
| MNR 511 | Introduction to Sustainable Natural Resources | 3 |

Student Advising

As a graduate degree program, every student enrolled in the MNR must have a Graduate Advisory Committee (GAC) to determine a course of study. The student's graduate advisory committee will consist of a professor from the student's chosen area of emphasis, one other professor, reflecting either breadth (core area) or depth (area of emphasis) of the student's curriculum and Graduate School representative. The faculty member directing the student's area of emphasis would serve, in most cases, as the student's primary advisor/mentor.

The GAC will meet on-line at the beginning of the student's academic program to establish a viable study plan (list of courses). The GAC also will meet on-line at least once more at the conclusion of the degree to discuss the merits of the MNR capstone project that will be submitted by each student.

Successful completion of a final oral examination is required for all master's degrees (Graduate Catalog: Policies Governing Master's Degree Programs). Students are required to meet at

Oregon State University for this examination with his/her GAC to defend the course of study and Capstone Project.

Admission Requirements

For admission, students will be required to have earned at least the equivalent of a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in one of the following areas of study: natural and life sciences, natural resource management, forestry, agriculture, fisheries, wildlife, environmental studies, environmental sciences, public policy, or social sciences. College transcripts will be required as part of the admission process. This course-work grounding will make it feasible to master material in the other areas of study.

Graduate credits earned at OSU prior to admission to the MNR program may be applied toward the MNR degree as transfer credits if they meet the requirements outlined in Table 2 and comply with current OSU Graduate School credit transfer policies.

In addition, it will be necessary for students to have worked professionally for at least two years in one of the following areas: natural resource management, natural resource policy, environmental science, or environmental policy. Professional experience serves two purposes. First, experience gives each student a real-world background that will be useful to place the academic material in context and can be shared with other students to contribute to the overall learning experience. Second, each student will be required to use his/her experience to develop a Capstone Project, the completion of which is a degree requirement (page 8). A description of each student's professional experience will be required for admission.

Domestic students will be required to submit GRE scores, and international students will be required to submit both GRE and TOEFL scores for admission, along with at least two letters of recommendation. Students will be selected for admission by a three-person admission committee consisting of the MNR director and two other faculty members.

b. Describe new courses, include course numbers, titles, credit hours, and course descriptions

We have introduced four new courses in the MNR curriculum, this includes: (i) MNR 5XX Introduction to Sustainable Natural Resources (3 credits), (ii) FES 5XX Below-ground Ecosystems (3 credits), (iii) FES 5XX Carbon Sequestration in Forests: Principles, Policy, and Possibilities (2 Credits) and (iv) MNR 506 Master's Case Study (9 credits). Funding for the development of these courses and modifications of other courses for online instruction are funded through an MOU with Ecampus (Appendix F).

MNR 5XX Introduction to Sustainable Natural Resources (3 credits)

Prerequisite: Bachelor's degree. Undergraduate biology or ecology course recommended.

This is an introductory overview course and a degree requirement for all students seeking a Master of Natural Resources degree. It should be taken during the first term that a student enrolls in the program.

Course Content – Goals and Objectives

The purpose of this course is to present students, regardless of their disciplinary background, with an overview of the interdisciplinary aspects of natural resource management. We will discuss concepts and principles related to the economic, environmental, social, cultural, ethical, and policy components of resource management, and evaluate different methods of balancing competing interests in order to manage natural resources sustainably. We will examine global natural resource issues and international collaborative efforts to address them, through the lens of sustainable development. Key drivers of natural resource policy and key stressors of natural resources and ecosystems will be analyzed. The course will conclude with an analysis of the role of ethics, social justice and communication in the management of natural resources, and an overview of graduate certificate programs available within the MNR degree. Through this multifaceted introduction, students will discover a particular area of emphasis on which they would like to focus during their MNR degree.

Measurable Student Learning Outcomes

By the end of MNR 5XX, students will demonstrate their ability to:

- Identify and characterize multiple aspects of sustainable natural resource management
- Analyze key drivers of natural resource policy and key stressors on natural systems
- Evaluate methods of balancing competing interests in natural resource management
- Comprehend the complexity of global natural resource issues, international collaboration and the role of natural resource management in sustainable development
- Analyze ethical aspects and broad social impacts of natural resource management decisions.

Student mastery of the above outcomes will be demonstrated through weekly substantial and thoughtful reflections on assigned readings (e.g. five 2 – 3 page papers posted on the on-line discussion board and thoughtful weekly responses to other students' postings), and submission of a term paper (12 – 15 pages) that integrates the concepts and principles presented throughout the course and applies those principles to an analysis of a current natural resources management issue. Grades will be based on quality of writing, organization of ideas, understanding of basic concepts and principles, and ability to extend beyond what is currently known or thought.

FES 5XX Below-ground Ecosystems (3 credits):

Prerequisite: Undergraduate-level Biology or Ecology.

This course describes the physical and biological components of below-ground ecosystems and their interactions. It examines the relationships between producers and decomposers in the soil. The main topics of the course are briefly described below:

Soil food web. Examines producer and decomposer organisms and their relationships in different soil systems. The role that soil microorganisms play in the carbon flow of below-ground ecosystems is analyzed. Stability between producers and consumers is essential in any terrestrial

ecosystem. Competition for carbon sources among consumers regulates the stability of their populations.

Vegetation and soil processes. Plants are the major energy (carbon) producers that sustain the heterotrophic microorganism populations in the soil. Plant species diversity influences the type of soil microorganisms present in the soil. Nitrogen fixation, mycorrhizal activities and decomposition depend directly on the above-ground plant communities.

Function of soil biological diversity. Diversity of soil microorganisms provides resiliency to below-ground ecosystems. All microorganism species have an ecological niche that is essential to maintain the soil processes in the ecosystem. Population fluctuation of any species may affect the soil processes in time and space but their function could be sustained by other species with similar niches.

Land use and its effects on soil processes. Diverse human activities may modify soil processes and cause instability of soil ecosystems. The degree to which soil processes are affected depends on the severity and length of disturbance. Both agriculture and forestry practices have short- and long-term effects on soil ecosystems. Populations of soil microorganisms undergo constant fluctuations that affect the above-ground vegetation and the soil physical properties, thereby changing the landscape.

FES 5XX Carbon Sequestration in Forests: Principles, Policy, Possibilities (2 Credits).

Prerequisite: Undergraduate-level Biology or Ecology.

In this course we will examine the processes controlling the sequestration of carbon in the forest system including the forest itself and wood products. We will also examine how forests can be managed to sequester carbon as well as the important economic, policy, and other constraints. Lectures, readings, discussion, simulation models, and home work will be used to cover the material.

Topics included will be: 1) the importance of the carbon cycle and relevance to global change; 2) how the carbon cycle works at different time and space scales; 3) how the carbon cycle is measured at different time and space scales; 4) parts of the forest carbon cycle; 5) Use of simulation models; 6) manipulating the store of carbon in forests; 7) scaling, and uncertainty specific to the carbon problem; 8) economics of forest carbon sequestration; 9) policies to manage forest carbon sequestration.

The objective of each part of course:

Readings will be diverse, covering the basic carbon cycle (biological and geological); the impacts to climate, ocean, terrestrial, and social systems; how these systems function in controlling the carbon cycle; and policies to manage forest carbon sequestration. In addition to learning about the topic, reading will help the student develop skills to read quickly.

Lectures will provide the needed background to understand the readings and begin thinking about how the carbon cycle can be managed.

Online discussions will be used to build skills to summarize and critique key science findings. Students will be graded on their ability to articulate the subject matter and participate in an interesting discussion.

Homework, aside from reading, will help students think through important issues and understand the basics of modeling and uncertainty analysis. Student also will use of a simple, but integrated model to test ideas about carbon sequestration in forests.

A final report allows the student to integrate the information from lectures, discussions, readings, and laboratory and homework into a coherent analysis of a problem. The grade will be based on the quality of the writing, organization of the report, understanding of basic principles, and ability to extend the problem beyond what is currently known or thought.

Learning outcomes:

After completing this course students will be able to:

Describe the major global changes associated with increased atmospheric carbon dioxide and other greenhouse gases and identify key uncertainties and risks.

Describe the global carbon cycle and recognize the differences between the biological and geological carbon cycle.

Describe the elements of the carbon cycle ecosystems (stands), landscapes, and global scales as well as describe in general terms how each is measured and what its major controls are.

Design experiments to test the effect of alternative management systems on carbon sequestration

Integrate the policy, economic, and ecological constraints on dealing with the carbon cycle.

MNR 506 Master's Case Study (9 credits):

Course description: Students will identify an important natural resource problem within their country, region, or organization, and a particular area of land, water, or a wildlife species/habitat for which the problem is especially significant. Students will learn to pose, frame, and analyze the various components of the problem and, at the end of the term, present possible resolutions.

Approach: After approval of a natural resource problem by MNR 506 Instructor, students will identify a faculty mentor from the pool of MNR instructors who have agreed to serve as mentors. List of faculty; pages 17-21. The mentor will assist the student in posing, framing, and analyzing the natural resource problem. Students must work through a set of eight weekly assignments relating to course instruction and reading material to assure that satisfactory progress is made throughout the term. The class will discuss and provide feedback with each other, professors and mentors on each assignment and the overall case study project. Thus students will learn about other natural resource problems and issues while working on their own project. A final written

report must be submitted to the faculty mentor and Program Director/ Advisor at the end of the term.

Learning outcomes

- Develop a practical case study in sustainable natural resource management.
- Develop a procedure to implement the case study by the student's organization or agency.
- Incorporate principles, concepts, and approaches learned throughout the entire curriculum.

Final Examination

Successful completion of a final oral examination is required for all master's degrees (Graduate Catalog: Policies Governing Master's Degree Programs). Students are required to meet at Oregon State University for this examination with his/her Graduate Advisory Committee to defend the course of study and Capstone Project (MNR 506).

c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

The MNR degree is envisioned to be on-line, although some students may opt to take some of the listed classes in-residence. Thus we expect a high level of use of on-line teaching technologies in each of the four new courses (FES 5XX, FES 5XX, MNR 506, MNR 511) as well as in the existing courses which comprise this degree program. In addition, the development of the new MNR 506 course (above) will provide practical experience and the opportunity for students to prepare a work plan for resolving natural resource problems. This Capstone Project portion of the MNR degree may be completed as a practicum or internship which will help students hone their skills in addressing real-world problems faced by land managers.

The MNR 506 Master's Case Study project (Capstone Project) is a problem-solving experience. It will be conducted by all Master of Natural Resources students as the capstone of their academic program at Oregon State University. Case study projects provide students with experience that approximates a future work environment while also providing client organizations with solutions to complex natural resource issues and useful products. This project focuses the substantial capabilities of our students and faculty on real-world natural resource problems faced by agencies, institutions, and organizations. Project ideas may be generated by faculty, students, or the student's organization or agency.

d. What specific learning outcomes will be achieved by students who complete the course of study?

The proposed MNR degree is an integrated curriculum with courses, a case study, and readings coordinated throughout the Program by the MNR Director. Students will work on a Capstone Project throughout the MNR course of study with a graduate committee (GAC) consisting of a major professor from the student's chosen area of emphasis, one other faculty mentor and Graduate School representative who will help each student frame and analyze a problem important to his/her country, organization, or region. The experience of students working on similar but separate natural resource problems is an important integrative aspect of this degree.

Each student will come to the MNR degree with an idea for the degree project from his/her home organization or country (see MNR 506 above). Students will also learn about case study methods, provide written progress updates, and make a final report that will be available to the entire MNR degree membership. Specific learning outcomes for the overall MNR degree include:

- Demonstrated skill in integrative thinking and collaborative learning across several disciplines within the natural resource professions.
- Familiarity with a wide variety of disciplinary knowledge and capacity to apply knowledge to natural resource problems at multiple scales.
- Ability to construct a study project about a specific policy issue using multiple data collection techniques, cross-disciplinary interactions, and integrated analysis methods.

e. Is there a maximum time allowed for a student to complete this program? If so, please explain.

There is no maximum time allowed to complete the MNR degree, other than the seven year limit already imposed by the Graduate School. We expect that full time students could complete the program in about two years (six academic terms, excluding summer term).

3. Accreditation of the Program

There is currently no organization that accredits this type of degree. There are some organizations that accredit traditional disciplines in the Natural Resources, such as the Society of American Foresters and Society of Range Management. However, these organizations are highly disciplinary in orientation and commonly review entire departments or colleges, rather than only components of them.

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

NA

b. If applicable, does the proposed program meet professional accredited standards? If it doesn't, in what particular area(s) does it appear to be deficient? What steps would be required to quantify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

NA

4. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.).

Conversations with professionals from around the country and with current and prospective students in the Sustainable Natural Resources Graduate Certificate alerted us to the need for the MNR degree at Oregon State University. There were 154 inquiries to Ecampus about the Graduate Certificate in 2007 and 2008. In addition, there were 54 queries to the College of Forestry (CoF) as of November 2006. Most potential students inquiring to CoF ask about the availability of an online Master of Natural Resources degree. Currently, there is no online MNR degree at OSU. Only four institutions in the U.S. offer degree programs that are similar to this proposal: Virginia Polytechnic Institute and State University, University of Idaho, Utah State University and Texas A&M University.

With this background information, we conducted three meetings with faculty representatives from the Colleges of Agriculture, Forestry, Liberal Arts, and Science, and Departments of Agricultural and Resource Economics, Fisheries and Wildlife, Rangeland Ecology and Management, Environmental Science, Forest Science, Geoscience, Sociology, and Marine Resource Management about the development of an MNR degree at OSU. These meetings took place on August 6, 20, and 27, 2007 (Appendix C). There was unanimous support for an on-line offering of the MNR. However some concerns were expressed by two faculty members about offering a new in-residence degree at OSU (Appendix C).

We also discussed our proposed MNR degree with eleven representatives of the Natural Resources Distance Learning Consortium who participated in the 7th Biennial Conference on University Education in Natural Resources (held in Corvallis on March 13-15, 2008). Present were educators from California State University at Sacramento, Mississippi State University, North Carolina State University, Northern Arizona University, Stephen F. Austin State University, The Pennsylvania State University, University of Idaho, University of Montana, University of Tennessee at Martin, Utah State University, Virginia Polytechnic Institute and State University, and Washington D.C. offices of the U.S. Forest Service, Bureau of Land Management, and U.S. Army Corps of Engineers, as well as Oregon State University (Appendix D). There was overwhelming support for this degree, especially online, by the representatives of these organizations. The Washington D.C. representatives of USFS and BLM spoke convincingly of the immediate need for an advanced degree in Natural Resources or a related discipline to be available to federal employees working in natural resource fields (Appendix D).

In addition, we discussed the Master of Natural Resources online degree program with Dr. Melaku Bekele, Dean of the Wondo Genet College of Forestry and Natural Resources at Hawassa University in Ethiopia (Appendix D). He believes that the online MNR program would be a very valuable resource for his faculty and for other natural resource professionals worldwide who cannot afford to come to the United States to attend an in-residence advanced degree program. He offered to facilitate further collaboration between OSU, USAID and Wondo Genet College of Forestry and Natural Resources.

- b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce?**

Increasingly, natural resource management practices are being certified through third party organizations, which define operational indicators of sustainability, productivity, or risk and then help organizations find ways to assess progress towards such goals. There is a need in both certification organizations and natural resource agencies/companies for individuals who understand the complexity of natural resource systems in order to determine the impacts of current and planned management practices. Oregon's continued leadership in natural resource management will require individuals with the knowledge, experience, and networks that can be gained from degree programs such as the proposed MNR. Also see 4a (above) and Appendix D.

c. What are the number and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

The MNR degree is designed primarily for people working in the disciplines of natural resource management, natural resource policy, environmental science, or environmental policy. We expect to enroll about 20 students per year, after an initial lag time of 2 to 3 years during which time enrollments will build. This expectation is based on current Ecampus and CoF inquiries about the SNR Certificate and availability of a master's degree in natural resources (Appendix D). Without the MNR degree, it is unlikely that these professionals would attend OSU, since all indicate that they are locked into a location or level with their agency or company. It is therefore impossible for them to physically move, even for one term. All existing in-residence graduate programs at OSU and other institutions require a minimum of two years to complete.

d. Are there any other compelling reasons for offering the program?

There is increasing recognition that natural resource problems are multi-faceted and complex; current disciplinary-based thinking must be complemented with knowledge about and experience with additional ways of framing and resolving problems. The MNR is designed to facilitate the learning of all students, especially professionals, who must work in settings that require the integration of multiple disciplines and viewpoints in order to find solutions to natural resource issues. This type of learning situation is not common in the modern university. This MNR is designed to integrate multiple disciplines through curriculum requirements, assignments, a case study project of the student's own design, and evaluation of student work by mentors, professors and other students.

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Conversations and informal correspondence with forest certifiers, nonprofit organizations, companies and educational organizations strongly support development of this MNR degree at OSU. This effort is perceived as building on and extending existing strengths of OSU into educational areas, i.e. natural resource sustainability, currently not addressed by other institutions. Students that have inquired about the SNR Certificate and represent potential students for the MNR degree are listed in Appendix D. Other people with whom we have specifically discussed this degree are also included in Appendix D.

- f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place-bound students.**

With the development of the MNR degree through Extended Campus, part-time, evening and weekend professional non-residents, as well as residents, will have the opportunity to participate in the program while continuing with their careers and family commitments.

5. Similar Programs in the State

None

- a. List all other closely related OUS programs.**

None of the programs offered by the Oregon University System provide for a graduate level curriculum that appeals to or can be completed by working professionals. The intensity, breath and integrative components of the proposed MNR graduate degree program are a unique effort to OUS.

- b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?**

All of the resources required for the MNR degree are located at Oregon State University. However, it is possible that some on-line students may wish to access information at other colleges or universities in the state, or elsewhere, for example through the Natural Resources Distance Learning Consortium (Appendix E).

- c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?**

There is no projected impact on other institutions because all of the resources required for the proposed Graduate Program are located at OSU. All of the proposed courses already exist with the exception of four new courses, and seven that require some modification for on-line delivery.

6. Resources

- a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.**

Core Faculty – Coordinating Committee

Badege Bishaw, Ph.D. (Instructor, Forest Ecosystems and Society) specializes in agroforestry, sustainable forestry, and international forestry. His major project work includes agroforestry and

international forestry teaching, research, and outreach in Ethiopia, South Africa, Kenya and Ghana. He served as Director of the International Programs for the College of Forestry, Oregon State University from 2004- 2007. He has been a core team member of the Sustainable Forests Partnership at OSU since 1994, and Vice President for the national Sustainable Forests Partnership (2006 – present). He was co-director of two USAID-funded Higher Education Partnerships between Oregon State University and South African and Ethiopian universities and research institutions. Through these collaborative efforts he has developed a curricula for Agroforestry and Natural Resource education, research and outreach programs in South Africa and Ethiopia. He teaches courses in International Forestry and Planning Agroforestry Projects.

Paul S. Doescher (Professor, Forest Ecosystems and Society) has taught at Oregon State University since 1982. Currently, he is Director of the Undergraduate Natural Resources Degree Program and President-elect of the OSU Faculty Senate. His current research emphasizes ecology and restoration of native species on arid and forest ecosystems subjected to wildfire and invasion by exotic plants. Past research has focused on physiological ecology of rangeland and forest species and reforestation of southwest Oregon forests. Currently he teaches courses in Natural Resources, Forest Ecology and Ecological Restoration. Past coursework included coursework in Rangeland Management, Arid Land Plants, Arid Land Biomes and Arid Land Plant Physiology.

Steven Radosevich (Emeritus Professor, Forest Ecosystems and Society) is also Adjunct Professor of Crop and Soil Science and of Philosophy at Oregon State University. He is the author of the only textbook on the ecology of weeds and invasive plants (3rd edition), over 150 scientific papers, and a book of essays about farming, forestry and family in the Pacific Northwest. His current research includes population biology and ecology of invasive plant species, influence of humans on plant succession, forest restoration, and the ethics of natural resource development. He established the OSU Sustainable Forestry program in 1995. His teaching includes the graduate course in Biology of Invasive Plants and the on-line overview and capstone courses in Sustainable Natural Resources (SNR).

Graduate Teaching Faculty

The graduate faculty for the MNR program will consist of faculty currently teaching online graduate courses that are relevant to the MNR program (Table 5). We contacted each person listed in Table 5 to affirm his/her interest in being a graduate faculty member of the MNR degree and inform the Graduate School of positive responses when this Category I proposal is approved.

A list of courses for the proposed MNR degree is provided on pages 5 through 8 of this proposal. Each of these courses is currently taught at OSU, and most of them are already taught on-line by approved teaching faculty. All of these courses and instructors have approved Category II proposals and teach the courses as regular, permanent courses at OSU. Curriculum vitae for instructors are available.

This list of teaching faculty does not include names of all faculty teaching in the previously approved certificate programs listed in Table 1, which may be used to satisfy the Area of Emphasis as part of the MNR degree requirements.

Table 5. Master of Natural Resources teaching and mentoring faculty

| Department | Faculty and Specialization |
|--|--|
| <i>Agricultural & Resource Economics</i> | Penelope Diebel , Associate Professor
Agricultural Policy, Natural Resource Economics |
| <i>Communications</i> | Gregg Walker , Professor
Collaborative Learning, Conflict Management, Decision-Making, Communication |
| <i>Chemistry</i> | Walter Loveland , Professor
Nuclear Chemistry Techniques Applied to Environmental Problems |
| <i>Crop & Soil Sciences</i> | Kimberly Hannaway , Instructor
Sustainable Agriculture, Forage |
| <i>Fisheries & Wildlife</i> | Bruce Dugger , Assistant Professor
Waterbird Ecology, Conservation and Management; Wetland Ecology

Robert Lackey , Professor
Ecological Policy; Science, Policy, and Environmental Protection

Randy Moore , Instructor
Wildlife Ecology, Avian Biology

Doug Robinson , Associate Professor
Avian Ecology, Tropical and Aridlands Ecology

David Sampson , Professor
Marine Biological Resources, Modeling Fishery Systems |
| <i>Forest Ecosystems & Society</i> | Badege Bishaw , Instructor
Sustainable Forestry; Agroforestry

Efren Cázares , Assistant Professor
Mycorrhizal Ecology, Below-ground Ecosystems

Paul Doescher , Professor
Ecology and restoration of native species, rangeland, physiological ecology

Rick Fletcher , Instructor
Sustainable Silviculture, Forest Certification |

Dave Perry, Professor Emeritus
Sustainable Ecological Principles, Ecosystem Structure and Processes

Steven Radosevich, Professor Emeritus
Ecology of invasive plants, sustainable forestry

Mark Reed, Senior Instructor
Ecological Restoration

Mark Harmon, Professor
Ecosystem succession processes, nutrient cycling, carbon

Dave Stemper, Instructor
Environmental Interpretation

Forest Engineering & Resource Management **John Bailey**, Associate Professor
Silviculture, Fuels and Fire Management, Adaptive Ecosystem Management

Loren Kellogg, Professor
Forest Operations, Interaction of Harvesting and Silvicultural Systems

Geosciences **Roger Nielsen**, Professor
Analytical Geochemistry, Igneous Petrology

Dawn Wright, Professor
GIScience, Ocean Informatics, Marine and Coastal Geography, Coral Reefs

Nuclear Engineering & Radiation Health Physics **Kathryn Higley**, Professor
Radiation Biology, Radiochemistry, Radioecology, Societal Aspects of Nuclear Technology

Philosophy **Madronna Holden**, Instructor
World Views, Environmental Values, Ecofeminism

Tony Vogt, Instructor
Environmental Ethics

Political Science **Robert Sahr**, Associate Professor
Political Communication and Public Opinion

Brent Steel, Professor
Sustainability Science, International Environmental Politics and Policy, Public Policy

Sociology

Lori Cramer, Associate Professor
Rural Sociology, Natural Resource and Environmental Sociology

Mark Edwards, Associate Professor
Research Methods and Statistics, Public Policy, Food Insecurity

Denise Lach, Associate Professor
Environmental Natural Resource Sociology, Water Conflict and
Dispute Resolution

Courtesy and Adjunct Faculty

Some adjunct faculty teaching in the online Certificates are included in this proposal for an MNR degree. Each of the courses and instructors teaching in the Certificate programs has been approved through the Category II process. In addition, faculty and other qualified personnel (e.g. agency or other university personnel) not teaching online course in the MNR may serve as Graduate Advisory Committee as proposed by the guidelines for graduate degrees (Graduate Guidelines)

Joe Kerkvliet, Adjunct Professor
Economics of Sustainable Natural Resources

Leon Liegel, Research Associate
Alternative Forest Products, Inventory & Monitoring

Jack Mortenson, Adjunct Professor
Wildlife Diseases

Mark Spence, Adjunct Instructor
Historical Landscape Ecology

Pam Van Londen, Adjunct Instructor
Computer science, technology and art

Program Administration

The MNR degree will be housed in the College of Forestry and administered by a committee consisting of its Director and the Directors of each certificate (areas of emphasis for the MNR degree) because certificates are housed in various Colleges and Departments at OSU. In addition the Administrative Committee will be supplemented with two at-large members who represent colleges with a strong teaching component in the MNR degree. The Administrative Committee will meet annually and terms of appointment will be selected among its membership.

The Committee will submit an annual progress report to each participating College Dean and ECampus about student enrollment and financial status of the degree program. We expect the MNR program to be self-sufficient within 3-5 years.

- b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation. What commitment does the institution make to meet these needs?**

None

Program Funding: This degree will be funding neutral or profitable for all colleges and departments in the program. A budget for the proposed MNR degree was developed by Ecampus and the College of Forestry staff for the first four years of this degree program (Appendix A, Section A and C). This budget is based on the distribution of funds received from Ecampus administration, tuition for online courses and projected fixed annual expenses (overhead) for a part time Director/Advisor and administrative assistant.

We propose that online course tuition be shared among the participating Departments or Graduate Certificates according to the present Ecampus formula (Appendix A, Section C). All departmental participation for the degree is based on courses already taught online, we do not propose any revenue sharing among departments or colleges, other than that which already exists with Ecampus. Thus, no MOU is required between College of Forestry and participating departments. In addition, Ecampus administration will provide significant support up to self-sufficiency for the first three years of the Program (Appendix A, Section E, letters from Provost Randhawa and Interim Associate Provost King) since the MNR degree will benefit the entire OSU campus.

We expect tuition revenue to support overhead costs as the MNR degree builds momentum. Ecampus will provide funding (Appendix A, Section E) to defray overhead costs during the initial three years of the degree program. This funding will continue until the degree program reaches financial self-sufficiency based on enrollment-generated revenue. The MNR degree is expected to be self-sufficient from student online tuition within 3 years (Appendix A, Section A and B). Twenty students taking 12 credits of MNR only courses or 13.28 students taking 18 credits of COF and MNR courses are necessary to break even (see appendix A, Section A and B). The MNR Program will be housed in the College of Forestry and the revenue generated from COF and MNR courses will flow to the college for program administration and instructor pay. Short-term funding for administrative costs of the MNR degree is supported by Ecampus administration, online tuition and the College of Forestry.

The campus benefit from this degree program is expected to be \$12,546 ($\278.80×45 credits) for every student that completes the degree. Of this \$12,546, 50% goes to Ecampus and 50% goes to the Department. Faculty Salary and OPE ($\$129.20 \times 45$ credits) \$5,814 is covered by student tuition.

- c. Estimate the number and type of staff support needed, if any, in each of the first four years of the program.**

One 0.25 FTE MNR degree Director; we also propose one 0.20 FTE MNR degree clerical support (Appendix A, Section A)

Job Description MNR Director

Coordinates the teaching and administrative activities of the MNR, chairs the MNR Administrative Committee, work closely with Ecampus and administers funding of the MNR program, chairs Admission committee, ensures quality and completeness of student course work and capstone project and attends student defense of the capstone project. Prepares an annual progress report of the degree and submits it to the Deans of each college and Ecampus.

- d. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to : printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of recommended list).**

All facilities are present at OSU or on-line and are adequate.

- e. How much, if any, additional financial support will be required to bring access such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?**

No additional funding is needed. The MNR is expected to be self-sustaining from tuition within 2 to 3 years after its initiation (Appendix A).

- f. Identify any unique resources (in terms of buildings, laboratories, computer hardware/software, internet or other online access, distributed-education capacity, special equipment, media, and/or other materials), beyond those now on hand, necessary to offer this program. How does the institution propose that these additional resources will be offered?**

None. However, During the time this proposal was being prepared, the College of Forestry was reorganizing into three departments. The former Department of Forest Science has been combined with part of the former Department of Forest Resources, which are now called the Department of Forest Ecosystems and Society, effective July 1, 2008. For any references to Forest Science or Forest Resources in this proposal, please substitute Forest Ecosystems and Society (FES). For example, course names beginning with FS or FOR have not been changed as of December 2008, so for now the list of courses for the MNR degree uses the designators FS and FOR.

Appendix A – Budget and Financial Planning

Proposed Administrative Expenses for MNR degree

A. *Proposed Administrative Expenses*

| Position | Expense (\$/year) |
|---------------------|--------------------------|
| Director | |
| FTE (0.25) | 13,866 |
| OPE (@52%) | 7,210 |
| Clerical support | |
| FTE (0.2) | 9,352 |
| OPE (@ 56%) | 5,236 |
| Total | 35,664 |
|
Ecampus support |
-30,000 |
| Total | 5,664 |

- B. **Break even enrollments.** The break even calculation described here is based on the Ecampus funding model. Ecampus tuition revenue is shared across three campus segments in an 80-10-10 split, allocated to the academic department-Ecampus-Central Administration respectively. Tuition is set in alignment with main campus tuition (see Section C for details).

Break even enrollments described (below) assumes 4 years (12 academic terms) to complete a degree. When each student takes only 12 required MNR credits plus 33 credits from other online courses (Tables 2, 3 and 4), only 3.17 new students are needed for the degree to meet the proposed administrative expenses (above) during the first three years. After 3 years 19.92 new students are needed each year to meet the proposed administrative expenses.

| Credits /student | # of students | revenue generated /year |
|--|----------------------|--------------------------------|
| 12 credits of MNR only during year 1-3 | 3.17 | 5,676.00 |
| 12 credits of MNR only after year 3 | 19.92 | 35,665.00 |

CoF and MNR Courses and Revenue

| Course | Title | Credits | \$/course |
|---------------|---------------------------------|----------------|------------------|
| MNR 5xx | Introduction to | | |
| | Sustainable Natural Resources | 3 | 447.60 |
| MNR 506 | Case Study | 9 | 1,342.80 |
| FS 548 | Biology of Invasive Plants | 3 | 447.60 |
| FES 5xx | Below-ground Ecosystems | 3 | 447.60 |
| FES 5xx | Carbon sequestration in forests | 2 | 298.40 |
| FOR 445 | Ecological restoration | 4 | 596.80 |
| FS 523 | Natural Resources data analysis | 4 | 596.80 |
| Totals | | 28 | 4,177.60 |

C. OSU Extended Campus Tuition Revenue Sharing and Instructor Pay

Academic Year 2009

The tuition revenue sharing model for Ecampus credit courses has been in place since Summer Term 2003. The college/academic department receives 80% of the tuition revenue generated by each course (separate from the distance education and technology fees) through budget transfers at the end of each term. The academic department can choose to both hire and pay course instructors directly or may elect to have Ecampus pay instructors who have been approved by the department. **The instructor wage and payroll benefit expenses processed by Ecampus are charged directly into indexes designated by each college.**

Instructors will be paid up to a maximum of 180 SCH per term (60 students in 3 credit courses; 45 students in 4 credit courses).

- The 180 SCH limit will be calculated per instructor, not per course.
- Pay rates will remain the same: \$55 per undergraduate SCH and \$85 per graduate SCH.
- These SCH can be a mix/match of undergraduate or graduate, but the maximum is 180 SCH.
- At 180 undergraduate SCH, the pay would equal \$9,900.
- If all 180 SCH were graduate level, the maximum pay would be \$15,300 (very unlikely due to lower enrollments in graduate courses).
- PEBB benefits (health insurance) will not be initiated by Ecampus pay. (180 SCH will be equivalent to 0.49 FTE)
- This 180 SCH cap will also apply to the maximum allowed for overload pay.

Fall 2008, Winter 2009, Spring 2009, Summer 2009 Ecampus Tuition

| Course Level
& SCH | OSU Tuition* | OSU Tuition X
80%
=
Department
Allocation | OSU Tuition X 10%
=
Program Inventory
Development | OSU Tuition X 10%
=
OSU Central
Administrative
Services |
|-----------------------|--------------|---|--|---|
| Undergraduate | | | | |
| 1 SCH | \$128 | \$102.40 | \$12.80 | \$12.80 |
| 3 SCH | \$384 | \$307.20 | \$38.40 | \$38.40 |
| Graduate | | | | |
| 1 SCH | \$348 | \$278.40 | \$34.80 | \$34.80 |
| 3 SCH | \$1044 | \$835.20 | \$104.40 | \$104.40 |

Graduate and undergraduate tuition rates are consistent with the published tuition rates for a single three credit course on both the Corvallis and Cascades campuses.

Students also pay a technology fee and a distance education fee. The Technology Fee is fee revenue to the OSU TRF fund. The Distance Education Fee covers items necessary to the delivery of distance courses such as the development and production of online and video courses, Blackboard licensing fee, financial and registration services, and online student services. The distance education fee replaces the fees that on-campus, resident students pay such as student health services, athletic fees, incidental fees, and residence building fees.

Under the Ecampus Revenue Allocation Model (ERAM), state budget dollars available to the College/Department will be based on BAM formula weighted values and the prior year SCH/FTE production of the program running through Ecampus. These state funds will be distributed to the College/Department as budget at the beginning of the academic year (i.e. Fall Term).

C. Natural Resources Masters Degree Budget Draft Derived From Existing Ecampus Funding Model

| | | | | | |
|--|--|---------------------|---------|-----------------|---------------|
| There are 117 graduate credits offered on-line available for the MNR degree. | | | | | |
| Under the current proposal there are 28 credits with the COF and MNR designator. | | | | | |
| Calculations per Ecampus - FY09 graduate tuition amounts | | | | | |
| Note: In addition to tuition, students also pay a technology resource fee - 1KR - (\$3 per credit) and a distance education fee (\$15 per credit). The Technology Fee is fee revenue to the OSU TRF fund. The Distance Education Fee covers items necessary to the delivery of distance courses such as the development and production of online and video courses, Blackboard licensing fee, financial aid registration services, and online student services. The distance education fee replaces the fees that on-campus, resident students pay such as student health services, athletic fees, incidental fees, and residence building fees. | | | | | |
| Income | | Tuition per one SCH | | SCHs per degree | per degree |
| | | 428.00 | | 28 | 11,984.00 |
| | | | | 28 | |
| Distribution per student credit hour (SCH) as follows: | | | | 28 | |
| | Academic Dept | 278.40 | | 28 | 7,795.20 |
| | OSU TRF fund | 5.80 | | 28 | 140.00 |
| | OSU Central Admin Prog. Inventory Develop. reserve | 34.80 | | 28 | 974.40 |
| | | 34.80 | | 28 | 974.40 |
| | EC Distance Ed. Fee | 75.00 | | 28 | 2,100.00 |
| | | 428.00 | | | |
| Academic Dept Distribution per SCH: | | | | 278.40 | |
| Less: Teaching Expense of 129.20 | | | | | |
| | Fac. Sal. | | | 85.00 | |
| | Fac. OPE per FS Dept. calculation | | | 44.20 | 0.52 OPE Rate |
| Net resources available to dept. per SCH after instructor pay | | | | 149.20 | |
| Fixed expense information provided by Forest Science Dept: | | | | | |
| | | | | 13,866.00 | 0.25 FTE |
| | | | | 7,210.00 | |
| | | | | 9,352.00 | 0.20 FTE |
| | | | | 5,236.00 | |
| | | | | 35,664.00 | |
| Annual overhead expense of \$35,664 / \$149.20 = Break-Even SCH of 239.04. | | | | | |
| 239.04 units (SCH) / 28 SCH = 8.53 full-time students completing the MNR program, if students take 28 credits of MNR and COF courses. | | | | | |
| Assumption 1: Tuition revenue for all COF and MNR courses (\$278.40/SCH) taken by MNR students will flow to the COF | | | | | |
| Assumption 2: Instructional expense (faculty salary & OPE) for COF and MNR courses taken by MNR students will be paid by COF | | | | | |
| The break-even number of MNR program student credit hours is 239.04 per year. | | | | | |
| Impact on net revenue with the following increase in students. Each student unit = 28 credits. | | | | | |
| Full-time students @ 28 SCH each: | | 10 | 20 | 30 | 40 |
| Net revenue to COF after fixed and variable expense: | | | | | |
| 100 % revenue flow to the College of Forestry | 77,952 | 155,904 | 233,856 | 311,808 | |
| 100 % instructor expense paid by the College of Forestry | 36,176 | 72,352 | 108,528 | 144,704 | |
| 100 % overhead expense paid by the College of Forestry | 35,664 | 35,664 | 35,664 | 35,664 | |
| Ecampus contribution | 30,000 | 30,000 | 30,000 | 30,000 | |
| Net to College of Forestry | 36,112 | 77,888 | 119,664 | 161,440 | |
| Modifications to Assumption 1 and 2 will change both the break-even point and the net revenue after reaching the break-even point. | | | | | |
| Assumption 3: Calculations below assume all fixed expenses are paid by College of Forestry (director and coordinator). | | | | | |
| Assumption 4: Years 2, 3, and 4 show projected program growth. | | | | | |
| Assumption 5: Tuition revenue and variable and overhead expense remains constant for this illustration. | | | | | |
| 5 full-time degree students @ 28 SCH = 10 half-time students | | Year 1 | Year 2 | Year 3 | Year 4 |
| 100 % revenue flow to the College of Forestry | | 38,976 | | | |
| 100 % instructor expense paid by the College of Forestry | | 18,088 | | | |
| 100 % overhead expense paid by the College of Forestry | | 35,664 | | | |
| Ecampus contribution | | 30,000 | | | |
| Net to College of Forestry | | 15,224 | | | |
| 10 full-time degree students @ 28 SCH = 20 half-time students | | | | | |
| 100 % revenue flow to the College of Forestry | | 77,952 | | | |
| 100 % instructor expense paid by the College of Forestry | | 36,176 | | | |
| 100 % overhead expense paid by the College of Forestry | | 35,664 | | | |
| Ecampus contribution | | 30,000 | | | |
| Net to College of Forestry | | 36,112 | | | |

C. Natural Resources Masters Degree Budget Draft Derived From Existing Ecampus Funding Model

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|--------|---------|---------|---------|
| 20 full-time degree students @ 28 SCH = 40 half-time students | | | | |
| 100 % revenue flow to the College of Forestry | | 155,904 | | |
| 100 % instructor expense paid by the College of Forestry | | 72,352 | | |
| 100 % overhead expense paid by the College of Forestry | | 35,664 | | |
| Ecampus contribution | | 30,000 | | |
| Net to College of Forestry | | 77,888 | | |
| 30 full-time degree students @ 28 SCH = 60 half-time students | | | | |
| 100 % revenue flow to the College of Forestry | | | 233,856 | |
| 100 % instructor expense paid by the College of Forestry | | | 108,528 | |
| 100 % overhead expense paid by the College of Forestry | | | 35,664 | |
| Ecampus contribution | | | 30,000 | |
| Net to College of Forestry | | | 119,664 | |
| 40 full-time degree students @ 28 SCH = 80 half-time students | | | | |
| 100 % revenue flow to the College of Forestry | | | | 311,808 |
| 100 % instructor expense paid by the College of Forestry | | | | 144,704 |
| 100 % overhead expense paid by the College of Forestry | | | | 35,664 |
| Ecampus contribution | | | | 30,000 |
| Net to College of Forestry | | | | 161,440 |

D. Budget – Year One

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impacts will be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/academic-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year:

Operating Year:

1

Completed by: S. Radosevich

(indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | Column B | Column C | Column D | Column E | Column F | Column G |
|--------------------------------------|-----------------------------|--|--|---|----------------------------------|-----------|-----------------|
| | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | LINE ITEM TOTAL |
| FTE | Dept | College | | | | | |
| Personnel | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | 13,866 | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | 9,352 | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| *OPE: Faculty | | | | | | | |
| Staff (@ 76.24%) | | | | | 9,740 | | \$9,740 |
| Staff (@ 10%) | | | | | 936 | | \$936 |
| Nonrecurring | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 33,894 | 0 |
| Other Resources | | | | | | | |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | 0 | | \$0 |
| Equipment | | | | | | | \$0 |
| Travel | | | | | 0 | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Facilities | | | | | | | |
| Construction | | | | | | | \$0 |
| Major Renovation | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 33,894 | 0 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

D. Budget – Year Two

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impacts should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year: _____

Operating Year: 2

Completed by: S. Radosevich

(indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | Column B | Column C | Column D | Column E | Column F | Column G | |
|--------------------------------------|-----------------------------|--|--|---|----------------------------------|-----------|----------|-----------------|
| | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | | LINE ITEM TOTAL |
| FTE | Dept | College | | | | | | |
| Personnel | | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | 13,866 | | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | 9,352 | | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| *OPE: Faculty (@ 76.24%) | | | | | 9,740 | | | \$9,740 |
| Staff (10%) | | | | | 936 | | | \$936 |
| GTA/GRA | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 33,894 | 0 | | \$33,894 |
| Other Resources | | | | | | | | |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | | | 0 | | | \$0 |
| Equipment | | | | | 0 | | | \$0 |
| Travel | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | | \$0 |
| Physical Facilities | | | | | | | | |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | | \$0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 33,894 | 0 | | \$33,894 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | | 100.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

D. Budget – Year Three

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impacts should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/academic-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year: _____

Operating Year: 3

Completed by: S. Radosevich

(indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | | Column B | | Column C | Column D | Column E | Column F | Column G |
|--------------------------------------|-----------------------------|-------|--|-------|--|---|----------------------------------|-----------|-----------------|
| | From Current Budgetary Unit | | Institutional Reallocation from Other Budgetary Unit | | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | |
| | FTE | Dept | College | | | | | | LINE ITEM TOTAL |
| Personnel | | | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | | | 13,866 | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | | | 9,352 | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | | \$0 |
| *OPE: Faculty (@76.24%) | | | | | | | 9,740 | | \$9,740 |
| Staff (@ 10%) | | | | | | | 936 | | \$936 |
| GTA/GRA | | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Other Resources | | | | | | | | | |
| Library/Printed | | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | | \$0 |
| Supplies and Services | | | | | | | 0 | | \$0 |
| Equipment | | | | | | | 0 | | \$0 |
| Travel | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Physical Facilities | | | | | | | | | |
| Construction | | | | | | | | | \$0 |
| Major Renovation | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | 100.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

D. Budget – Year Four

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impacts on OIR be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/academic-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year:

Operating Year:

4

Completed by: S. Radosevich

(Indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | Column B | Column C | Column D | Column E | Column F | Column G | |
|--------------------------------------|-----------------------------|--|--|---|----------------------------------|-----------|----------|-----------------|
| | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | | LINE ITEM TOTAL |
| FTE | Dept | College | | | | | | |
| Personnel | | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | 13,866 | | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | 9,352 | | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| *OPE: Faculty (@ 76.24%) | | | | | 9,740 | | | \$9,740 |
| Staff (@ 10 %) | | | | | 936 | | | \$936 |
| GTA/GRA | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Other Resources | | | | | | | | |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | | | 0 | | | \$0 |
| Equipment | | | | | 0 | | | \$0 |
| Travel | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Physical Facilities | | | | | | | | |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | 100.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

E. Communications with Provost Sabah Randhawa about MNR Budget January 30, 2009

From: Radosevich, Steven R.
Sent: Friday, January 30, 2009 3:43 PM
To: Randhawa, Sabah
Cc: Bishaw, Badege; King, Dave; Bradoch, Alfonso
Subject: RE: MNR Proposal

Good afternoon, Dr Randhawa. I am sorry to have not gotten back to you sooner. However, I am on campus infrequently anymore and I wanted to discuss this matter with Badege Bishaw first. We are into the first phases of the Category I approval process, particularly the Budgets and Fiscal Planning Committee. Dr. Warner has been most helpful in this respect. We are making some changes to the document to be more clear about how the administrative costs will be met. In addition we are including an email that Dr. David King sent to you and me (Nov. 6, 2008) indicating the source of funds during the first three years.

As we proceed through this process, Badege and I will include you, Dr. King, and Dr. Bradoch in any modifications to the Category I proposal that are necessary. sr

From: Randhawa, Sabah
Sent: Thursday, January 29, 2009 10:22 PM
To: Radosevich, Steven R.; Bishaw, Badege
Subject: MNR Proposal
Importance: High

Steve and Badege,

I understand that the FS Budgets and Fiscal Planning Committee have asked you for clarification on budget-related items in the proposal. One of the questions that has been brought to my attention is administrative support for the program during the start-up phase and in particular, the ability of University to support a new program in a difficult fiscal environment when we will be going through a major budget reduction in the next few months. I realize that we had earlier discussions about this issue. I think it is important that the source of funds for administrative support (as coming from eCampus portion of the revenue and development funds) is identified in the proposal, both for transparency as well as to address the concern that precious few E&G dollars will be directed to new programs when existing programs are being downsized.

I would suggest that you provide this clarification to the FS B&FP Committee. Alternatively, if you would like, I would be glad to do so. Please let me know.

Sabah

**Communications with Provost Sabah Randhawa about MNR Budget
November 16, 2008**

From: Randhawa, Sabah
Sent: Sun 11/16/2008 12:25 PM
To: Radosevich, Steven R.
Cc: King, Dave
Subject: Proposed MNR Degree

Steve,

I appreciate the effort that you and your colleagues are investing in developing an interdisciplinary Masters Program in Natural Resources. Per our earlier discussions, the University will provide \$30,000 towards the administration of the program for a period of up to three years at the inception of the program. It is expected that the participating academic units will match the institutional support with an equivalent amount towards a projected \$60,000 program administrative costs. It is my understanding that the business model calls for student enrollment projections that will result in a self-support situation after three years.

Sabah

Sabah Randhawa

Provost and Executive Vice President

Oregon State University

624 Kerr Administration Building

Corvallis, Oregon 97331-2153

Phone: 541-737-0733

Fax: 541-737-3033

Email: sabah.randhawa@oregonstate.edu

**Communications with Provost Sabah Randhawa and Dr. David King, Associate Provost
about Funding MNR Degree
November 6, 2008**

From: Randhawa, Sabah [mailto:sabah.randhawa@oregonstate.edu]
Sent: Thursday, November 06, 2008 9:22 PM
To: King, Dave
Cc: Heiligman, Nancy; Reed, Scott; Bradoch, Alfonso; Templeton, Lisa; Fisher, Dianna; Babcock, Carol; Radosevich, Steven R - ONID; Bishaw, Badege
Subject: RE: Proposal to initiate Masters in Natural Resources

Dave—Thank you very much for your willingness to partner with the academic units in supporting the program in the development/start-up phase.

Steve—Please modify the Category I budget for administering the program, per Dave's email below. With this change, the proposal can move through the approval process.

Thanks,

Sabah

From: King, Dave
Sent: Thursday, November 06, 2008 4:51 PM
To: Randhawa, Sabah
Cc: Heiligman, Nancy; Reed, Scott; Bradoch, Alfonso; Templeton, Lisa; Fisher, Dianna; Babcock, Carol; Radosevich, Steven R - ONID; Bishaw, Badege
Subject: RE: Proposal to initiate Masters in Natural Resources
Importance: High

Sabah,

Extended Campus will provide the bridge funding needed (est. \$30,000) along with the departments involved to cover the masters program in Natural Resources until it can become self sufficient. We are keenly interested in the program's success and have been willing all along to try to do what was needed to make that happen.

I'm sure you understand the concerns expressed by the supporters of this program are as much about interdisciplinary programs in general as they are this particular Extended Campus supported online program.

The Curriculum Council is set to discuss the online MNR tomorrow. Dianna Fisher is representing Ecampus at that meeting. I'll make sure she understands we are willing and ready to support the online master of Natural Resources program, if that has any value in the Council's discussion.

Dave

Dave King

Interim Associate Provost

University Outreach and Engagement

Oregon State University

541-737-3379 EESC

541-737-3810 Ecampus

541-602-2386 cell

dave.king@oregonstate.edu

From: Randhawa, Sabah
Sent: Wednesday, November 05, 2008 2:17 PM
To: King, Dave
Cc: Heiligman, Nancy
Subject: Proposal to initiate Masters in Natural Resources

Dave,

Nancy and I have been discussing the budget associated with the interdisciplinary academic proposal for a masters program in Natural Resources. As you know, this is a program fully delivered via eCampus that is expected to self sufficient in 3-5 years. The issue has been support for the administration of the program (about \$60,000) during the start-up phase of the program. The participating departments are willing to pick up 50% of the administrative costs. We would like to see eCampus pick up the remaining 50% for a period not to exceed three years. Were you to do so, what will be the effective return to eCampus and how will this work for eCampus fiscal sustainability?

Thanks,

Sabah

**Communications with Provost Sabah Randhawa about MNR Budget
September 15, 2008**

From: Radosevich, Steven R.
Sent: Monday, September 15, 2008 11:06 AM
To: Randhawa, Sabah; Bradoch, Alfonso
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott
Subject: RE: Masters of Natural Resources

Hello Dr. Randhawa. Dave King and Alfonso Bradoch were members of the team that created the funding model for the MNR Cat I proposal (See Appendix A). It is based on the current allocation of e-campus funds and on administrative costs (that I determined by consulting with the FS administrative assistant) to run the MNR degree on a sustained basis--about \$60,000/year. In addition, we are proposing 3 options in the CAT 1 for funding the administrative costs for the MNR degree. These options are listed below (See also page 21). The one that we favor, considering the recently completed liaison with the draft Cat I proposal, is option 2 which we visited with you about several weeks ago.

We also expect a short-fall in revenue to support overhead costs as the MNR degree builds momentum. E-Campus has agreed to provide supplemental funding to help defray overhead costs during the initial years of the degree program. This supplemental funding will continue until the degree program reaches financial self-sufficiency based on enrollment-generated revenue, at which time the supplemental funding will be paid back to E-campus according to the same procedure as described in the 3 options.

As you suggest, I will attempt to set up a meeting with Drs. Loveland and Heiligman within the week and inform you of that outcome. sr

Funding models:

We propose three funding models for the MNR degree. The following options are considered:

(1) Department revenue sharing. We propose that on-line course tuition be shared among the participating Departments or Graduate Certificates according to the present E-campus formula (Appendix A [attachment above]). In addition, to meet the overhead costs of the MNR degree we propose that tuition received from students in the MNR degree be allocated according to student-contact hour and funds be removed by E-Campus until overhead costs for administration of the MNR degree are met. Once administrative costs for the degree are achieved, proceeds from tuition will be allocated according to the existing E-Campus formula (Appendix A; attachment above). An MOU is attached (Appendix F) that specifies this funding agreement. Although this is our proposed funding model for the MNR degree, some concerns were raised during the liaison process.

(2) Department revenue share plus Campus Administration support. In addition to department's revenue and cost sharing, campus administration should provide some support since the MNR degree will benefit the entire OSU campus. This kind of support already exists for other interdisciplinary graduate programs on campus (e.g. Environmental Sciences). This is similar as

option 1, except that campus administration provides a significant level of support (e.g. 50%) of the annual administrative costs of the MNR degree. We believe that all departments will agree to cost sharing of MNR administration under this option.

Thus the manner of funding the MNR degree and other on-line interdisciplinary degrees is the subject of discussion by the Provost and Deans of Colleges affected by the proposed degree. We expect to have the question of campus-wide support and financial sustainability of on-line interdisciplinary degree programs resolved by the completion of this Category I process.

(3) In the event no resolution is reached with option 2, we will proceed with option 3 for funding the MNR administration costs. Some departments who are unwilling to contribute to administrative overhead will be removed from the MNR program and their courses will be removed from the MNR curriculum. Students will select such courses from a list proposed by the Natural Resources Distance Learning Consortium for graduate education.

c. Estimate the number and type of staff support needed, if any, in each of the first four years of the program.

One 0.5 FTE MNR degree Director/Advisor (Appendix A) and 0.20 FTE MNR degree administrative support (Appendix A)

From: Randhawa, Sabah
Sent: Monday, September 15, 2008 9:19 AM
To: Bradoch, Alfonso; Radosevich, Steven R.
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott
Subject: RE: Masters of Natural Resources

Steve,

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Sabah

From: Bradoch, Alfonso
Sent: Monday, August 18, 2008 8:34 AM
To: Radosevich, Steven R.; Randhawa, Sabah
Cc: Adams, Tom; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

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Alfonso

Alfonso Bradoch
Director, Department and Student Services
OSU Extended Campus
4943 The Valley Library
Corvallis, OR 97331-4504
541-737-9116

From: Radosevich, Steven R.
Sent: Sunday, August 17, 2008 6:15 PM
To: Randhawa, Sabah
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
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Badege Bishaw was present with me at all of the meetings. Other listed above were present at one or more meeting. Perhaps they also can share their insights about the meetings with you. I will be gone all of the coming week. Thank you for asking for more detail. sr

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Sent: Friday, August 15, 2008 5:04 PM

To: Radosevich, Steven R.
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

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From: Radosevich, Steven R.
Sent: Friday, August 15, 2008 2:58 PM
To: Randhawa, Sabah
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: Masters of Natural Resources

Good afternoon Dr. Randhawa.

This note is to let you know that we have informed each of the Deans about the MNR interdisciplinary degree, as you requested.

| | |
|-------------------------------------|---------|
| Hal Salwasser, Dean CoF | 8/12/08 |
| Sally Francis, Dean Graduate School | 8/12/08 |
| Bill Boggess, Dean CoA | 8/14/08 |
| Sheman Bloomer, Dean of Science | 8/15/08 |
| Larry Roper, Dean, CLA | 8/25/08 |

Thank you for meeting with us last Monday. sr

**Communications with Provost Sabah Randhawa about MNR Budget
September 26, 2008**

From: Radosevich, Steven R.
Sent: Friday, September 26, 2008 11:44 AM
To: Randhawa, Sabah
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott; Doescher, Paul; Bradoch, Alfonso; Loveland, Walter D - ONID; Heiligman, Nancy
Subject: RE: Masters of Natural Resources

Dr. Randhawa. We have met with both Drs. Loveland and Heiligman about the funding model for the proposed MNR program as you suggested. Alfonso Bradoch and Badege Bishaw attended the meeting with Dr. Loveland and we were joined by Paul Doescher and Carol Lehto for the meeting with Dr. Heiligman. Both Drs. Loveland and Heiligman were supportive of developing a funding model that involves support for the administrative costs of the MNR degree by central administration. It was suggested that the long term sustainability of this interdisciplinary degree (after the next year or perhaps two) be funded from the 10% of funds received by central administration from e-campus tuition. Dr. Loveland indicated that he would be contacting you via email concerning this matter, while Dr. Heiligman indicated that long-term funding of the MNR degree should be an issue for discussion at the next budget committee meeting. This suggestion is basically option 2 that we propose in our existing Category I proposal and the one-page information sheet that we provided you before our meeting with you last month.

I have attached copies of both documents. sr

From: Randhawa, Sabah
Sent: Monday, September 15, 2008 9:19 AM
To: Bradoch, Alfonso; Radosevich, Steven R.
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott
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Appendix B – Library Evaluation

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

New Instructional Program for Master of Natural Resources (MNR)

Title of Proposal

Multiple

Department

Forestry, Agricultural Sciences, Liberal Arts, COAS, Science

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- ☐ inadequate to support the proposal (see budget needs below)
☒ marginally adequate to support the proposal
☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:

Ongoing (annual):

Comments and Recommendations:

Date Received: 1/20/09

Date Completed: 3/3/09

Bonnie Avery
Subject Librarian

Bonnie Avery
Signature

Laurel Kristick
Head of Collection Development

Laurel Kristick 3/3/09
Signature Date

Faye Chadwell
Associate University Librarian

Faye Chadwell 3/3/09
Signature Date

Karyle Butcher
University Librarian

Karyle Butcher 3/4/09
Signature Date

OSU Libraries Evaluation of Collection and Access to Support New Instructional Program for Master of Natural Resources (MNR)

Overview

The request for a library assessment for this new instructional program leading to a Master of Natural Resources has arrived at a critical time. It has been our practice to assess the current/historical strength of the collection and look at collecting levels specific subject areas and from that information infer if added resources are needed.

OSUL budget has been flat for the past five years during which time the price of serials/journals (the lion's share to the OSUL materials budget) has increased at an annual rate of 5-8%. As a result, our monographs budget has been cut by 50%. Although our monographs budget has been reduced, we have mitigated this situation with increased reliance on Interlibrary Loan (ILL) and resource sharing through Summit and with other libraries. We are pursuing collaborative collection development with libraries in the Orbis Cascades Alliance to focus our buying power on what matters most to Oregon State University and to avoid unnecessary duplication of titles among the institutions. In the current economy we can expect cuts to the library budgets at the University of Oregon, University of Washington, Portland State University, and Washington State University, on whose collections in natural resources and public policy our OSU students and faculty depend. It is inaccurate to say: "all of the resources required for the MNR degree are located at Oregon State University," (p. 18) though it is understood that this statement refers to the curriculum offered.

OSUL has been shoring up the collection using money from gift funds for the past 5 years. This was never intended to be more than a stop gap and beginning in AY 2008/09 OSUL began another round of cuts of its serial collection. We are planning for an additional cut of some 30% cut to the serials collection over the 2009/11 biennium. For example, crop/soils, fisheries, wildlife, forestry, and rangeland serials will be cut by over \$19,000 in the next two years. In addition we will cut the general biology fund which underwrites these areas by \$84,000. These cuts are not temporary. They need to be sustained in subsequent years. There is no way to protect the Natural Resources serials/journal collection from these cuts. Assuming a flat budget, in subsequent years we will need to cut an additional 5-8% annually to keep up with inflation. Any strengthening of the collection in one area will need to be the result of sustained new funding or by further cuts. The reality is that if this or any other program wants to move forward, the forward movement must consider that OSUL will be supporting access to content through a combination of some journal subscriptions and an increased use of resource sharing, specifically a heavy reliance on ILL and/or document delivery.

OSU Libraries (OSUL) has not had the opportunity to comment on the burgeoning extended campus programs and library service/collections. Extended campus programs highlight the need for "electronic access" to the library collection and where this is not possible physical document delivery. While Extended Campus has provided a base figure for this for the past three years, that amount is not linked to increased enrollment nor is it linked to the ; costs of building an electronically accessible collection. E-access to monographs ~ is a desirable future for such a program. When available, providing multiple users access to an e-book requires payment of an additional 50%.

The emphasis on this bleak picture is to make clear the point that even though our assessment indicates the collection is marginally adequate, maintaining "marginal" adequacy is an optimistic goal. The bad and the good news is that OSUL is not alone and has been collaborating within the Orbis/Cascades Alliance and the Greater Western Library Alliance for several years to negotiate affordable collections. There are also glimpses of a solution in the form of a truly shared research collection within OUS.

Collection Assessment for MNR

In 2003 OSUL provided a library review for the Certificate in Sustainable Natural Resource program which at that time was planned as an in-residence certificate. OSUL received no additional funds for the collection though we noted that our area of greatest weakness when compared with our peers for this program was in the social aspects of natural resource management and sustainability. In the 2006 library assessment for the Applied Economics Program found the library collection to be only marginally adequate.

Government Documents:

US Federal and State agencies' documents are the heart of any natural resources collection. In this area, OSUL has always had a strong collection and there is little reason to believe it will be diminished in the future. OSUL recently joined with the libraries at UO, PSU and the State Library of Oregon to provide a full but distributed repository of government documents. The agencies for which OSUL is the full depository for Oregon are:

- U.S. Dept. of Agriculture (USDA)
- National Oceanic and Atmospheric Administration (NOAA)
- National Oceanographic Data Center
- National Marine Fisheries Service
- Oceanic and Atmospheric Research Office .Federal Aviation Administration (FM)
- Dept. of the Interior (which includes the Forest Service, National Parks Service, Bureau of Land Management, and so on)
- National Aeronautics and Space Administration (NASA)
- National Science Foundation (NSF)
- Federal Mine Safety and Health Review Commission .
- Nuclear Regulatory Commission (NRC).
-

Students interested in Oregon will find a wide array of documents from state agencies as well. Most state and federal agency documents are published electronically now though not all are provided a persistent URL. The State Library in Oregon is attempting to provide this service. Government documents from other countries are more likely to need interlibrary loan.

Public Domain, Open Access and Copyright:

Researchers employed by US federal agencies cannot transfer copyright to publishers (even for-profit journal publishers). For that reason databases like the US Forest Service's *TreeSearch* can become a site for "one stop shopping." OSU researchers can participate in this de-commoditization of research findings by being aware of author rights. In most cases it is possible

to retain the right to deposit pre- and/or post-prints of their scholarly writing in the ScholarsArchive@OSU, our institutional repository (<http://ir.library.oregonstate.edu/dspace/>). In that way the content of their research findings will be freely available in perpetuity.

Monographs (See Appendix I):

We looked at the number records in the OSUL catalog compared with Summit (the library for the Orbis/Cascades Alliance) and WorldCat. The latter serves as "the universe" of cataloged material.

A few relevant call number ranges were examined and revealed the shift to policy as an area of collecting emphasis since 2005. A comparison of policy related natural resources monographs added to the OSUL in comparison to Summit and World Cat holdings shows that we are now collecting at a level that is on par with institutions having a longer history of public policy program emphasis (UW, UO, etc.). However, to build a public policy collection that is truly on a par with these institutions, we should be collecting at an even higher rate in order to catch up.

While it is clear that the OSUL collection is adequate in most natural resource areas the fact that students have access to the Summit holdings serves them well by providing a venue for direct borrowing of titles not owned by OSUL. The figures for WorldCat provide sufficient proof that no library can stand alone in providing monographs and highlight the fact that all graduate students and their faculty must anticipate use of Interlibrary Loan for at least some of their monograph needs.

Collecting electronic books, e-books would be the preferred format for this program.

Unfortunately as is the case for e-journals, as libraries elect to provide their users with e-access to books they also enter into licensing agreements that prevent them from providing access to users outside their institution (e.g. OSU users cannot view e-books in the UW collection unless we also have purchased the same title). So in supporting e-campus programs with e-book purchases we can at best buy 2 books where we could once have purchased 3 and, other things being equal, in doing so, we are not adding to the greater Orbis/Cascades consortium collection.

Core Journals for this program (see Appendix II):

Defining the set of journals needed to support this program is problematic in its diversity. Rather than looking at the "top-ranked" journals in all of the disciplines represented by this proposal, we elected to survey the writings of the graduate faculty members named in the proposal (p. 19-22). Using the Web of Science (only peer-reviewed content), we identified all articles published by these individuals and also those articles which cited those articles. From that set, we compiled a list of journals and noted the number of times a journal was mentioned. Since different disciplines and journals have differing rates of citation in general, we did not count number of times cited, rather number and title of journals citing the OSU author's articles.

Using five mentions as a threshold, we compiled a list of 65 journal titles noted in Appendix II. The current cost of maintaining access to these titles requires an investment of over \$116,000 in addition to retaining subscription to other resources (JSTOR, BioONE.1, ASABE, and Annual Reviews) which bring this total to \$158,777.

Of these 65 titles, three (*Climate Research*, *EcoScience* and *Forestry*) are not/no longer in the collection as of 2009 and would require an additional annual investment of \$1534 to reinstate. The good news is that OSUL provides electronic access to the other 62 titles. In addition the journal *Land Use Policy* (\$1015) which we received as part of a package but which we will need to purchase in 2010, has been requested to bolster the applied economics program by a member of the forestry faculty. Given the extended campus audience for this program, adding access to complete backset packages (where available) would be a desirable goal. This could be achieved with one time funding, and might include:

- Complete back set of tri-society journals online for \$1000 + \$1 DO/year maintenance fee would be treated as a "serial" expense.
- Complete backset of NRC journals (Canadian Research Journals): \$11,000

Subject-Specific Indexes and Abstracts

The library subscribes to various databases that provide access to the literature (both popular and scholarly which support this proposal and the study of natural resources and their management. Examples include the following:

- *Aquatic Science and Fisheries Abstracts (ASFA)*, 1972-present
- *CAB Abstracts* (1972-present)
- EBSCOHost: *Newspaper Source* (good for tracking public opinion)
- *Lexis Nexis Academic* (access to legal literature)
- *Web of Science (Science and Social Science Citation Index)*, (1970- present)

A complete list of available databases is found at:

(<http://osulibrary.oregonstate.edu/research.php.db.php?arg=A>

<http://osulibrary.oregonstate.edu/research>)

A database which is missing our collection and would be most a most desirable addition to improve access to public policy literature is the *Public Affairs Index (1973 to present)* at an annual cost of \$4,350.

Access costs:

Access to finding aids like the databases above, does not assure access to the references found however, since it is our practice to subscribe to the online-only versions of journals, other things being equal, there should be little difference between the access afforded an on-campus student and an extended campus student. But areas of research interest are likely to be local and for that reason we can assume that students outside the state and certainly outside the country will be interested in access to material not in (or accessible from) the OSUL website. For such interlibrary loan activity, the current average cost to the library is \$28/article. We anticipate the reliance on interlibrary loan to increase as serials titles are cut, though there is no reason to assume this will be felt more acutely by students in the natural resources.

Library staff and expertise:

Bonnie Avery is the subject librarian for the Natural Resources program. In that capacity, she provides instruction as requested either In-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

The collection in natural resources is built by Bonnie Avery (Forestry and Rangeland Resources), Laurie Bridges (Business and Economics), May Chau (Agriculture), Valery King (Social Sciences), Margaret Mellinger (Engineering), Hannah Rempel (Biological Sciences) and Andrea Wirth (Geosciences). Providing access to items not owned by OSUL is the domain of the Interlibrary Loan and Summit staff both at OSUL and at lending libraries. Additional services for on campus students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Extended campus students also need document delivery services from the OSUL collection. In this regard they have an advocate and troubleshooter in Maureen Kelly, the extended campus librarian at the OSU Cascades campus. Extended campus students and faculty can select a version of the OSUL website which highlights their needs.

In Summary

At this moment in time the OSUL collection is marginally adequate to support the MNR proposal. Areas of inadequacy are primarily in the social science/public policy area where we have not traditionally needed to build a graduate level collection. Given the extended campus focus of this program, purchasing backsets to some of the major journal packages not currently available would be advisable. This would require a one-time investment. Finally, as we bring the OSUL journal budget under control, there is some reason to believe that the monographs budget would returned to its former level.

There is one action each MNR faculty could take immediately in order to become part of the long-term solution to the problem of how to pay for access to scholarly information. This is to understand their author rights and more specifically include the right to "self-archive" (preferably in the OSU ScholarsArchive@OSU) when signing away their copyright to a journal publisher. Information about author rights can be found at: <http://www.arl.org/sparc/author/index.shtml>

While not required, to bring the OSUL collection up from marginal to adequate to support this program would cost an additional annual investment of \$2550 for journals, \$4450 for databases and platform fees, \$2800 for additional monographs in the area of public policy and a one-time investment of \$12,000 for journal backsets. Beyond that, in order to purchase e-book with a multiple user license when available, OSUL would need an increase of an additional 50% in its monographs funds for various fund codes.

Submitted with respect,
Bonnie Avery
Natural Resources Librarian
2/27/09

Appendix I: Monograph holdings in Natural Resources

| Call number range | Total entries in catalog | Total added 2005 to date | % added since 2005 |
|----------------------------------|--------------------------|--------------------------|--------------------|
| QH75-77 Nature conservation | 962 | 83 | 9% |
| HC85 Econ history and conditions | 29 | 15 | 52% |
| S900-S949 Conservation of NR | 295 | 15 | 5% |

| Keyword terms
(*=truncation wildcard) | OSUL:
total/2005+ | % added
since
2005 | SUMMIT
total/2005+ | % added
since
2005 | WorldCat
total/2005+ | % added
since
2005 |
|--|----------------------|--------------------------|-----------------------|--------------------------|-------------------------|--------------------------|
| policy and natural resourc* | 1515/174 | 11% | 3614/370 | 10% | 19650/1803 | 9% |
| policy and wildlife | 353/37 | 10% | 630/83 | 13% | 2999/322 | 11% |
| policy and forest* | 905/126 | 14% | 1859/269 | 14% | 10186/1167 | 11% |
| policy and fish* | 563/94 | 17% | 1436/235 | 16% | 5671/669 | 12% |

Appendix I: Monograph holdings in Natural Resources

| <i>Library of Congress Subject Heading</i> | <i>OSUL</i> | <i>SUMMIT</i> | <i>OSUL % of Summit</i> | <i>WorldCat</i> | <i>Summit % of WorldCat</i> |
|--|-------------|---------------|-------------------------|-----------------|-----------------------------|
| Biodiversity conservation | 50 | 606 | 8% | 3246 | 19% |
| Communication in conservation of natural resources | 12 | 22 | 55% | 99 | 22% |
| Conservation biology | 63 | 84 | 75% | 361 | 23% |
| Conservation of Natural Resources | 1631 | 3,211 | 51% | 26120 | 12% |
| Energy conservation | 2082 | 4939 | 42% | 38441 | 13% |
| Environmental management | 331 | 892 | 37% | 9390 | 9% |
| Environmental policy | 3274 | 7698 | 43% | 51361 | 15% |
| Fishes conservation | 455 | 773 | 59% | 3131 | 25% |
| Forest conservation | 433 | 917 | 47% | 6012 | 15% |
| Grassland conservation | 17 | 26 | 65% | 196 | 13% |
| Green technology | 90 | 146 | 62% | 786 | 19% |
| Human ecology | 1558 | 3547 | 44% | 16485 | 22% |
| Land use planning | 284 | 423 | 67% | 4071 | 10% |
| Marine resources conservation | 498 | 901 | 55% | 3760 | 24% |
| Natural resources management | 218 | 445 | 49% | 2511 | 18% |
| Public policy | 35 | 1383 | 3% | 13152 | 11% |
| Sustainable development | 1126 | 3742 | 30% | 33979 | 11% |
| Transfrontier conservation areas | 6 | 7 | 86% | 34 | 21% |
| Water supply management | 123 | 169 | 73% | 1074 | 16% |
| Wildlife conservation | 1817 | 2700 | 67% | 16609 | 16% |

Appendix II: Sampling of MNR Journals used by faculty

| Journal Title | # Articles written or Cited
(threshold = at least 5) | Extent of OSU Library Access to
electronic Version | Annual Cost (USD) |
|---|---|---|-------------------|
| JOURNAL OF FORESTRY | 21 | e-complete with subscription | 312 |
| FOREST ECOLOGY AND MANAGEMENT | 17 | e from 1995+ with subscription | 4448 |
| FOREST SCIENCE | 17 | e-complete with subscription | 392 |
| CANADIAN JOURNAL OF FOREST RESEARCH | 16 | e from 1997 with subscription | 1094 |
| NORTHWEST SCIENCE | 15 | e-c complete with lag | 82 |
| ECOLOGICAL APPLICATIONS | 14 | e-complete with JSTOR***** and
subscription | 347 |
| CONSERVATION BIOLOGY | 13 | e complete with JSTOR***** and
subscription | 811 |
| ENVIRONMENTAL MANAGEMENT | 13 | e from 1997 with subscription | 1379 |
| RANGELAND ECOLOGY AND MANAGEMENT (formerly
Journal of Range Management) | 12 | e complete with BioOne.1 subscription
AND OA ARCHIVE | **** |
| ECOLOGY | 10 | e complete with JSTOR***** and
subscription | 818 |
| JOURNAL OF WILDLIFE MANAGEMENT | 10 | e from 2004 with subscription to BioOne.1
package | **** |
| WESTERN JOURNAL OF APPLIED FORESTRY | 10 | e-complete with subscription | 177 |
| ANNUAL REVIEW OF ECOLOGY AND
SYSTEMATICS/ECOLOGY, EVOLUTION AND
SYSTEMATICS | 9 | e complete with JSTOR***** and
subscription to Annual Review Package | ** |
| BIOSCIENCE | 9 | e-1992 with ASP and subscription to
BioOne.1 | **** |
| BOTANY formerly CANADIAN JOURNAL OF BOTANY | 9 | e from 1997 with subscription | 1141 |
| AMERICAN MIDLAND NATURALIST | 8 | e complete with JSTOR***** and
subscription to BioOne.1 package | **** |
| CLIMATIC CHANGE | 8 | e from 1997 with subscription | 3317 |
| NEW PHYTOLOGIST | 8 | e complete with JSTOR***** and
subscription | 2787 |
| OECOLOGIA | 8 | e from 1997 with subscription | 6121 |
| AGRICULTURAL AND FOREST METEOROLOGY | 7 | e from 1995+ with subscription | 3283 |
| BIODIVERSITY AND CONSERVATION | 7 | e from 1997 with subscription | 2939 |
| ECOLOGICAL MODELLING | 7 | e from 1995+ with subscription | 4825 |
| FORESTRY: INTERNATIONAL JOURNAL OF FOREST
RESEARCH (OXFORD) | 7 | e from 1996 with subscription cancelled as
of 2009 | |
| JOURNAL OF HYDROLOGY | 7 | e from 1995+ with subscription | 6410 |

Appendix II: Sampling of MNR Journals used by faculty

| Journal Title | # Articles written or Cited
(threshold = at least 5) | Extent of OSU Library Access to
electronic Version | Annual Cost (USD) |
|---|---|---|-------------------|
| JOURNAL OF VEGETATION SCIENCE | 7 | e-complete with subscription to BioOne.1 package and OA Backset | **** |
| PLANT AND SOIL | 7 | e from 1997 with subscription | 6148 |
| REMOTE SENSING OF ENVIRONMENT | 7 | e from 1995+ with subscription | 3282 |
| SOIL SCIENCE SOCIETY OF AMERICA JOURNAL | 7 | e from 1999+ with subscription | 668 |
| TREE PHYSIOLOGY (OXFORD) | 7 | e-complete with subscription | 1984 |
| WATER RESOURCES RESEARCH (AGU) | 7 | e from 2003 with subscription | 1919 |
| AGRONOMY JOURNAL | 6 | e from 1999+ with subscription | 668 |
| ANNALS OF GLACIOLOGY | 6 | e from 1999+ with subscription | 475 |
| CROP SCIENCE | 6 | e from 1999+ with subscription | 668 |
| ECOSCIENCE (BioOne.2) | 6 | BioOne.2 package cancelled as of 2009 | |
| FISHERIES | 6 | e-complete with subscription or OA | 136 |
| GLOBAL CHANGE BIOLOGY | 6 | e from 1997 with subscription | 4316 |
| JOURNAL OF APPLIED ECOLOGY | 6 | e complete with JSTOR***** and subscription | 1257 |
| JOURNAL OF THE AMERICAN WATER RESOURCES ASSOCIATION | 6 | e from 1997 with subscription | 449 |
| MOLECULAR ECOLOGY (OXFORD)* | 6 | e from 1997 with combined subscription | 8293 |
| TRANSACTIONS OF THE ASABE/ASAE** | 6 | e from 1997 with subscription to ASABE Online Technical Library | *** |
| WILDLIFE SOCIETY BULLETIN | 6 | e from 2004 with subscription to BioOne.1 package | **** |
| BIOLOGICAL INVASIONS | 5 | e from 1999+ with subscription | 588 |
| BIOTROPICA | 5 | e complete with JSTOR***** and subscription | 385 |
| CANADIAN JOURNAL OF FISHERIES AND AQUATIC SCIENCES | 5 | e from 1997 with subscription | 1156 |
| CANADIAN JOURNAL OF PLANT SCIENCE | 5 | e from 1997 with subscription | 215 |
| CANADIAN JOURNAL OF ZOOLOGY | 5 | e from 1997 with subscription | 1259 |
| CLIMATE RESEARCH | 5 | None | |
| ECOLOGICAL ECONOMICS | 5 | e from 1995 with subscription | 2017 |
| ECOLOGICAL MONOGRAPHS | 5 | e complete with JSTOR***** and subscription | 188 |
| ECOSYSTEMS | 5 | e from 1998 with subscription | 751 |

Appendix II: Sampling of MNR Journals used by faculty

| Journal Title | # Articles written or Cited
(threshold = at least 5) | Extent of OSU Library Access to
electronic Version | Annual Cost (USD) |
|---|---|--|-------------------|
| ENVIRONMENTAL MODELING AND ASSESSMENT | 5 | e from 1997 with subscription | 488 |
| EUROPEAN JOURNAL OF FOREST RESEARCH | 5 | e from 1997 with subscription | 792 |
| FORESTRY CHRONICLE | 5 | e from 2002 with subscription | 236 |
| FRONTIERS IN ECOLOGY AND THE ENVIRONMENT | 5 | e-complete with subscription | 274 |
| GEOLOGICAL SOCIETY OF AMERICA BULLETIN | 5 | e from 2008 with subscription | 787 |
| JOURNAL OF ECOLOGY | 5 | e-complete with subscription | 1322 |
| JOURNAL OF ENVIRONMENTAL MANAGEMENT | 5 | e from 1995 with subscription | 1302 |
| JOURNAL OF ENVIRONMENTAL QUALITY | 5 | e from 2001 with subscription | 668 |
| JOURNAL OF EXPERIMENTAL BOTANY | 5 | e from 1996 with subscription | 2287 |
| JOURNAL OF GEOPHYSICAL RESEARCH D-
ATMOSPHERES (AGU) | 5 | e from 1984 with subscription | 6344 |
| JOURNAL OF RADIOANALYTICAL AND NUCLEAR
CHEMISTRY | 5 | e from 1997 with subscription | 12785 |
| PLANT PATHOLOGY | 5 | e from 1970 with subscription AND ASP | 1387 |
| SCANDINAVIAN JOURNAL OF FOREST RESEARCH | 5 | e from 1999 with subscription | 453 |
| SCIENCE | 5 | e complete with JSTOR***** and
subscription | 9265 |
| SOCIETY & NATURAL RESOURCES | 5 | e from 1997 with subscription AND ASP | 956 |
| WILSON BULLETIN | 5 | e-complete with subscription to BioOne.1
package and SORA | **** |

Subtotal of above titles= \$116,851 supported by:

*includes access to *Molecular Ecology Resources*

**Annual Reviews Package = \$5,188

***ASABE Online Technical Library = \$2,330

****BioOne.1= \$13,108

***** JSTOR (provides electronic access to back issues of many journals) = \$21,300

Total: \$158,777

Appendix C – Liaison with OSU Instructional Units

MNR Exploratory Group Meetings

Liaison Letter

Liaison Responses and communication

Reply and commentary to Liaison

We indicate below questions and our responses to a draft Category I proposal from various OSU Schools and Departments (7 departments and 3 graduate programs). We have addressed questions either in these responses or directly on the revised Category I proposal from the Graduate School.

Summary of Master of Natural Resources Exploratory Group Meeting August 6, 2007

Present: Steve Radosevich (FS), Paul Doescher and Susan Morré (FR), Bill Lunch (PS), Gregg Walker (COMM), Ursula Bechert (PSM), Stan Gregory and Samuel Chan (FW), Jim Johnson (Forestry Extension), Lynette de Silva (Geosciences), and Paula Minear and Alfonso Bradoch (Ecampus)

Status of MNR degree development: exploring development of online and onsite program, no Category 1 proposal yet. Have been receiving 4 – 5 requests per week from students interested in an MNR degree, both online (from people who are unable to leave a location or job to come to OSU), and onsite from people who want an advanced degree in natural resources. Many are seeking job advancement and feel this is the key for them.

A handout of current certificate programs and potential MNR degree components, and an analysis of current online offerings reveal many relevant courses and certificates are already available onsite, and some are already available online, while others would need to be adapted to online teaching. Survey shows online graduate certificate programs seen as nimble, flexible, and relevant. A 45-credit non-thesis MNR could have 18 credits from one of the existing certificate programs for depth, 6 credits of Ecology/Production, 9 credits of Human Systems (choose 3 areas from Policy, Economics, Sociology, Ethics, Communication), and 6 credits of Methodology (Statistics and Research Methods). OSU is in the process of joining the Distance Learning Consortium, and perhaps in the beginning the economics and statistics courses could be taken from other members of the Consortium, until an online course is developed here. Lisa Ganio may be interested in developing an online statistics methods course. Fifteen credits can be transferred to a master's degree at OSU.

Benefits of developing an online MNR degree: The demand from agencies and students exists – there is a demonstrated need to combine knowledge in natural resources, communications, sociology, business, and economics to reach consensus on current and future issues. Although there are already Masters of Public Policy, Marine Fisheries Management, Environmental Science, and Water Resources at OSU, the distance education component is unique to this MNR proposal.

Discussion points:

1) NR currently has no core at OSU. Courses are very interdisciplinary and spread out across many departments and colleges at OSU, and communication among us has much room for improvement. Programs are diffuse, not well integrated, and it is difficult for potential students and their parents to clearly understand what all is available and get degree program information to guide enrollment decisions. There needs to be a good web portal and online advising to more effectively provide information to students. Reply: University Advancement has set up a new unit for web marketing to integrate programs, and the Registrar wants a web portal (cost: \$300,000).

2) Students don't get the same experience online as onsite. Are all-online degrees something we want to offer? Conclusion: onsite is first choice for those who can come here; online is an important alternative for those who are unable to physically relocate here. Offer courses online and onsite to meet needs. Important for online MNR to have a two week face-to-face component in the field.

3) There is a proliferation of MNR degrees already across the country. Conclusion: Several MNR programs exist at other universities and are successful, but hardly any are available entirely online. The two-week field component would differentiate us from other universities. Those who cannot travel can do an internship in their own community. OSU is losing natural resources students to Portland State University and we need to offer what is in demand in the 21st century to stay relevant. We can offer separate degree designations in different tracks (Environmental Science, Geosciences, Environmental Economics, etc.).

4) Agencies need to make the distinction between non-thesis and thesis masters because they differ in depth of science and research background. Conclusion: that doesn't diminish the need for or value of a non-thesis MNR; an applied research project or internship can be rigorous; it is as relevant as an MBA or MEA, which are both non-thesis; many employees of government agencies need the credentials of a master's degree to supplement their experience in order to advance. Both thesis and non-thesis master's degrees increase critical thinking skills and employability. Agencies need employees who can integrate disciplines to solve complex natural resource problems.

5) Need to integrate colleges, avoid duplicating already existing programs, and move away from protecting territory. Who is the university? It is us. We need to fix the old system to allow/support interdisciplinary degrees, but how do we solve the issue of departments competing with each other for dollars and protecting their turf? Department heads and deans need to support interdisciplinary degrees, but the current administrative structure is inflexible and resources are limited. Under current structure, NR programs generate \$1.5 million through Ecampus (by far the largest online undergraduate enrollment is NR), which is returned to departments, and \$800,000 onsite, with no money returned to the NR program. We need structural changes. Meaningful change usually comes from groups like us, not from the top. Timing is good with focus on creating web portal already. Name recognition is critical – marketing is tied to the psychology of choosing one degree program over another. PSM does not take the place of MNR.

Action items:

1) The MNR Exploratory Group members are encouraged to suggest additional current courses for onsite MNR degree.

2) Stan Gregory will be the champion for creating the web portal, with help from Ursula Bechert.

3) Send a short paragraph to Susan (Susan.Morre@oregonstate.edu) describing your current natural resource programs, to aid in the development of a Category 1 proposal and the

development of an OSU web portal and online advice to help students and parents understand available choices in NR courses and programs.

4) MNR Exploratory Group standing meeting is every Monday at 10 am in Richardson 109B. All are welcome to attend. Most of group is available to attend on August 20. Bring ideas.

Master of Natural Resources Exploratory Group Summary of 8/20/2007 Meeting

Present: Paul Doescher, Steve Radosevich, Ursula Bechert, Badege Bishaw, Lynette de Silva, Michael Harte, Selina Heppell, Denise Lach, Susan Morré

Discussion points:

- Can a student get both a certificate and an MNR? Think yes, because can get MRM certificate and then a Master of Science. (Paul will check with Sally Francis at the Graduate School and the Graduate Council.)
- Discuss course list and potential additions: capstone project has a big writing component, so perhaps add a writing component in methodology (none currently online); Fisheries Biology and some Communications courses are writing intensive
- Who will advise MNR students? Consider cohort advising (Aaron Wolfe found it worked), instructors, or ask provost to add FTE, merit, or \$ incentives for advising; Ex: undergrad NR has master advisor, Ecampus advisor, and program director helps; MRM program has .25FTE advisor for 30 students
- Need deans of all participating colleges on board up front and work together; then talk to provost
- Although other programs with some overlap, need MNR for marketing value, recognize demand is there; job descriptions/career paths for NR specialists
- MNR with concentrations in certificate areas GIS, SNR, Water conflict, etc.
- Deans Bloomer and Francis recognize MNR could fill need for umbrella for interdisciplinary programs with overlapping areas and diffuse NR offerings that need better coordination/comm.
- Could drop some existing programs in favor of MNR (ex: Environmental. Sciences NR concentration)
- MNR would be terminal degree like MF, MBA, M Fine Arts
- Very positive response from USFS and BLM to online MNR idea
- Undergrad NR has helped develop relationship with agencies, contacts, potential funding sources to help meet their personnel needs; Land Grant University has obligation to meet workforce needs, train competent land managers, is professional.
- Over \$2.5 million generated for university by undergrad NR students, need new funding model for interdisciplinary programs to get student credit hour \$ to support programs instead of returning all to departments
- Ecampus likely \$75,000 for online MNR program development, many courses already exist
- MNR will need dedicated director, personnel to teach and advise
- Category I process – what budget needed to make it work?

Concerns:

- Some programs already at full capacity, hard to find advisors among busy faculty for internship and capstone projects (see suggestions above to address this concern)
- Many grad courses taught by courtesy faculty, but advised by tenure faculty
- Need budget line for office supplies/services so stop using Ecampus money to backfill cuts (need more \$ from legislature)

- Maintain quality of existing programs, not overburden faculty, where young faculty best spend time

Consensus: Overall really good idea worth pursuing, with support from coordinators of MRM, MFM, PSM, SNR, and WCMT as part of potential concentrations. Next: identify important mechanism, components and processes to move forward; meet with deans, then provost; identify key faculty.

Master of Natural Resources Exploratory Group Summary of August 27, 2007 Meeting

Present: Steve Radosevich, Paul Doescher, Badege Bishaw, Jim Johnson, Susan Morré (all College of Forestry); Roger Nielson (Department Head, Geosciences); Mike Borman (Interim Department Head, Rangeland Resources), Andrew Plantinga (Agricultural Resources Economics)

Reiterate marketing value of MNR name and current demand from students, agencies, employees

- Overview of Sustainable Natural Resources Graduate Certificate, 3-4 inquiries per week about a MNR online.
- Undergraduate NR degree most popular by far online and onsite. Numerous requests for MNR from these undergrads.
- Important to offer online and onsite, could be at same time.

Review of draft MNR degree components handout – missing online Economics, Statistics, Communications and Writing components; consider developing online version of:

- Bill Jaeger's AREC 534 NR Economics would be logical for MRM, FW, Geosciences, Forestry concentrations
- Roger Nielson's GEO 518 Technical Writing course
- Potentially one of Gregg Walker's communications courses?
- Lisa Ganio's Statistics course?

Discussed NR Distance Learning Consortium – joint venture agreement between US Forest Service and Virginia Tech, has about a dozen participating institutions; currently 80 students enrolled; students register at one institution, can take classes at any of Consortium institutions; OSU was invited and is in process of joining Consortium. Of members, University of Idaho has all-online degree, Virginia Tech partly online, Stephen F. Austin has NR Interpretation focus.

Ecampus has up to \$75,000 available for development of online MNR, need to respond to RFP. Category I is mechanism to use, and buy-in from Colleges at the dean level is critical first step; how to convince Colleges that this is important? Adds value because:

- Agencies are converting technical positions to professional ones, so there is need for advancement training; currently Univ. of Washington is providing 2-wk. short training courses for credit and getting lots of agency students enrolled
- MNR provides training, new skill set with demonstrated demand for career advancement and more sustainable natural resource management.
- MNR is a mechanism to reach students who would not otherwise come to OSU.
- MNR provides outlet for graduate certificate programs to result in a masters degree, and money flows back to departments.
- Ecampus courses return hundreds of thousands of dollars each year to university administration from student course fees, and departments are told to use Ecampus money to fund other dept. needs.

Details to figure out:

- Need financial structure in place for program administration to sustain interdisciplinary programs like this; perhaps add .25 FTE for program administration?
- Need time commitment and compensation mechanism. Advising done by whom? Who funds? Similar need as MAg and MF for capstone course advising. Existing concern about Environmental Sciences and MAIS students: advising takes up faculty time from department but only returns a few hundred dollars to department, only worth it if faculty member is interested in student's research. Potential solutions: Cohort advising; core 5-credit course that underwrites cost of program.
- What commitments are required from departments and provost to have a quality program?

All present agreed that the MNR is a good idea well worth pursuing. Paul will meet with provost next month about better funding for both the undergraduate NR program and the MNR, and will meet with Sally Francis of the Graduate School to see what is feasible.

MNR QUESTIONS FROM AUGUST 2007 MEETINGS

Prepared by Susan Morré

19 September 2007

1) Is there a good reason to develop a new Master of Natural Resources degree online and on campus? Is there a demonstrated need for an MNR degree?

A: There is a large demand from agencies, undergraduate students in the NR program, and online inquiries for a MNR degree. Marketing of the program will be facilitated by the “Natural Resources” name.

2) Are there other related degree programs that this would duplicate or overlap?

A: There are other courses in various aspects of natural resource education, but they are diffuse, spread across many departments, and there is no convenient web portal or other information source that provides comprehensive information. We propose to develop a NR web portal that will link information for all NR-related certificate and degree programs to help potential students and their parents more easily find what NR programs are available at OSU. An associated online advising program would assist in providing this information to students to guide enrollment decisions.

3) Are online degrees something we want to offer?

A: On campus courses are often the first choice for those who can come here; online courses are an important alternative for those who are unable to physically relocate here. We propose to offer MNR courses online and onsite to meet expressed needs. It would be important for an online MNR program to have a two week face-to-face component in the field.

4) Are there already enough MNR degrees at other U.S. universities?

A: Several MNR programs exist at other universities and are successful, but hardly any are available entirely online. The two-week field component would differentiate us from other universities. Those who cannot travel can do an internship in their own community. OSU is losing natural resources students to Portland State University and we need to offer what is in demand in the 21st century to stay relevant. We can offer separate degree designations in different tracks (Environmental Science, Geosciences, Environmental Economics, etc.).

5) Are agencies capable of distinguishing between non-thesis and thesis masters if the MNR is a non-thesis degree?

A: Both thesis and non-thesis masters degrees increase critical thinking skills and employability. Agencies need employees who can integrate disciplines to solve complex natural resource problems. A non-thesis MNR has value for several reasons: an applied research project or internship can be rigorous; it is as relevant as an MBA or MEA, which are both non-thesis; many employees of government agencies need the credentials of a master’s degree to supplement their experience in order to advance.

6) How do we solve the problem of different colleges and departments competing for money from interdisciplinary programs?

A: We need to fix the old system to allow/support interdisciplinary degrees. Department heads and deans need to support interdisciplinary degrees, but the current administrative structure is inflexible and resources are limited. Under current structure, NR programs generate \$1.5 million through Ecampus (by far the largest online undergraduate enrollment is NR), which is returned to departments, and \$800,000 onsite, with no money returned to the NR program. We need structural changes. Meaningful change usually comes from groups like us, not from the top. Timing is good with focus on creating web portal already. Name recognition is critical – marketing is tied to the psychology of choosing one degree program over another. PSM does not take the place of MNR.

7) Who is the university?

A: It is us.

Correspondence with the Curriculum Liaison

Subject: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

From: Bishaw, Badege

Date: Friday, August 15, 2008 9:54 AM

To: Boggess, Bill; Bloomer, Sherman - COS; Roper, Larry D; Francis, Sally K - ONID; Salwasser, Hal; Green, Cary; Capalbo, Susan; Karow, Russell; Edge, W. Daniel; Borman, Michael M - ONID; Blaustein, Andrew R - ONID; Nielsen, Roger; Kimerling, A. Jon; Lunch, William M - ONID; Kaplan, Jonathan - ONID; Gallagher, Sally K - ONID; Iltis, Robert S - ONID; Adams, Darius M - ONID; Adams, Tom

Cc: Radosevich, Steven R.; Doescher, Paul; Steel, Brent; Lach, Denise; Walker, Gregg; Bradoch, Alfonso; Shellhammer, Gina

The attached Category I proposal describes a new instructional program leading to Master of Natural Resources degree. This will be an interdisciplinary degree, offered primarily online, that brings together specific courses from various departments in the College of Forestry, Agricultural Sciences, Science, and Liberal Arts. With this new program, your unit might be proposed to teach one or more courses.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your (college/department/program) of our intent to make this curricular change.

Please review the attached proposal and send your comments, concern, or support to Badege Bishaw (badege.bishaw@oregonstate.edu) by Friday August 29, 2008. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Sincerely,

Badege Bishaw

**Badege Bishaw, Ph.D.
College of Forestry
Oregon State University
Corvallis, OR 97331**

**Tel: 541-737-9495
Fax: 541-737-1393**

From: Francis, Sally K.
Sent: Thursday, August 28, 2008 5:17 PM
To: Bishaw, Badege; Radosevich, Steven R.
Cc: Fisk, Martin
Subject: Comments on Category I proposal

Badege and Steve,

Thanks for sharing the draft Category I proposal for a new master's degree program in natural resources. I have taken a quick look at the proposal and am generally supportive of the idea. I am writing now to communicate my concerns. Martin Fisk is copied because there are a number of policy issues about which he can provide advice.

- What modifications will need to be made in order to offer a graduate degree fully online? What policies will the Graduate Council need to revise?
- The option of a 3-credit internship is offered. There are many who would argue that 3 credits is insufficient to support any meaningful internship experience at the graduate level. Some description of what such an internship would look like would be very valuable.
- Table 2, page 6, indicates 1-16 credits in CSS 599. I believe this should be 6 credits.
- Keep in mind that students' programs will need to have 50% of all credits at the stand-alone, graduate only level.
- Table 1, page 5, last row--what is a "certificate project?" This needs explanation.
- Table 1, page 5 and elsewhere in the document, the PSM certificate is listed as a possible area of emphasis. I very strongly object to this. First, this certificate does not now exist. But, more importantly, this certificate comprises a group of skills courses in areas of communication, ethics, marketing, and so forth. It is a very important set of skills, but it does *NOT* represent an area of emphasis that would be academically sound as the foundation for a master's degree. In my opinion, a list of true areas of emphasis should be presented, not a list of certificates. Using the present approach suggests that this degree is nothing more than a marketing scheme to springboard off these certificates. Instead, some actual areas of emphasis should be identified. Then, a note could certainly be added indicating that incorporating a certificate within a degree program is acceptable. The latter is a very different philosophical approach.
- Every master's student must have a major professor and a committee that oversees his/her work. The major professor is the person who signs the program of study along with the director of the degree.
- Why would the major professor not be the person who oversees the case study or the internship? Why would each student seek a "mentor" rather than be guided by the major professor?
- A program setting meeting should be required for students in this degree as is required of the MAIS degree.

- Only 15 credits earned prior to admission to a master's degree program may be included on the program of study.
- The Graduate School has no standard or requirement for the GRE examination. This should be set by the graduate faculty who offer the degree.
- The program should have an admissions committee and/or a curriculum committee.
- The program must establish a graduate faculty. This needs to be explicitly defined and identified--it can not be whoever happens to be teaching in other certificate programs. Criteria for membership need to be defined and a list of initial faculty members listed.
- Again, the program administrative FTE is very generous compared to the other interdisciplinary graduate degrees at OSU. Perhaps your funding model will permit this level.

These, in addition to the comments I shared when we met, constitute my current concerns with the draft proposal. As it moves forward, I will discuss it more fully with Martin Fisk and let you know if there are additional issues that we believe need to be addressed.

Good luck with this project and let me know how we might be of assistance.

Sally

Sally K Francis
Dean, Graduate School
300 Kerr Administration Building
Oregon State University
(541) 737-4881

Response to Dr. Sally Francis: Graduate School

Bullet #1

We do not have this information; perhaps the Dean of the Graduate School can inform us about any possible policy changes;

Bullet #2

See clarification on page 5; Table 1.

Bullet #3

We checked on Extended Campus online course catalog for CSS 599 and it has 1-16 credits. However, we modified the listing in the MNR degree program to allow 1 – 3 credits to fit the number of credits required in that section.

Bullet#4

Some of the courses proposed in the Cat I proposal are independent graduate credits and student will take those courses to satisfy Graduate School requirements.

Bullet#5

See amendment on page 5.

Bullet#6

Dr. Francis objects to include the PSM Certificate as area of emphasis. However, other Deans and professors request that it be included in the MNR degree. We leave it in the present category I proposal but expect further discussion. We expect that some courses taught within the PSM program will begin to be popular with students enrolled in the MNR degree.

Bullet #7

See addition page 8.

Bullet #8

See addition page 8.

Bullet #9

See addition page 8.

Bullet #10

This comment is not different than any graduate degree; Graduate School Policy (Reference Graduate Catalog).

Bullet #11

See admissions Para 1, page 9.

Bullet #12

See admissions Para 1 and 3, page 9.

Bullet #13

Graduate Faculty; see addition pages 16 through 20.

Bullet #14

Funding model: Given the amount of administration the Director must perform, e.g. student admissions, membership on each student committee, liaison with various certificates, liaison with Extended Campus, chair administration advisory committee; we feel the load administrative support expected is appropriate.

From: A. Jon Kimerling [mailto:kimerlia@geo.oregonstate.edu]

Sent: Thursday, August 28, 2008 4:04 PM

To: Bishaw, Badege

Cc: geosci-fac@geo.oregonstate.edu; Bloomer, Sherm

Subject: MNR Category I proposal comments from the Department of Geosciences

Bishaw, I have attached comments from several Department of Geosciences faculty members who are involved with the study of natural resources. I hope these comments will be of help to you as you further

develop your proposal. I know that several of our faculty will be happy to discuss this proposal further with you.

Sincerely,

A. Jon Kimerling
Interim Chairman
Department of Geosciences

Department of Geosciences comments on Master of Natural Resources Category I proposal

This proposed MS program allegedly (if read closely) is for professionals, but this is not clearly stated up front. Also, apparently this will be an online degree, but this is not clear from the proposal. On the cover it looks as though it involves lots of colleges, but it is to be administered by 3 COF faculty (one of whom is retired), and none of the other colleges are represented. A number of sections of the proposal are incomplete.

It is not appropriate for the College of Forestry to create an additional interdisciplinary degree in natural resources at OSU without more in-depth involvement in administration and student advising with the other colleges and departments, including Science, Agriculture, and Liberal Arts. Shared administration is not only needed to provide adequate balance for a variety of student backgrounds, but also to make the program feasible. For student advising, we strongly urge the designers of this new degree to use the model for the Water Resources graduate program, in which students select their advisors from a range of colleges and the department of the student's advisor gets credit for advising that student.

The proposal does not address the impacts and implications of climate change on natural resources. In fact, the word "climate" appears nowhere in the proposal. I attach a link to letter that appeared in the journal Science earlier this year (<http://www.sciencemag.org/cgi/content/full/319/5863/573>) on the idea that climate stationarity is no longer a valid assumption and (in the context of water resources) that managers must recognize this in order to develop flexible and informed approaches to resource management. While the piece focuses on water resources, the same can be said of forest, wildlife, and other natural resources.

The impacts of the Masters program on the Water Resources Policy and Management program has not been considered. The lack of accreditation of the proposed degree means that the two degrees (Water Resources Policy and Management and Natural Resources) although they have similar titles, are quite different in terms of status and possibly in terms of academic rigor.

How does this program compare with other similar programs around the country? There was an in-state comparison but because of the Ecampus aspect, it would be logical to assume that the program would attract out-of-state students. We need to know how this program would stack up against others.

Why isn't Geography listed as one of the Human Systems areas along with Sociology, Policy, Ethics, Communication, etc.? We have grad courses relevant to the human dimensions of NRM also.

I think there is a grad certificate in Rural Sustainability, too, that could be a good option along with the other certificate programs in the Areas of Emphasis section. I would reiterate what Brent Steel's letter says about this – check with Bruce Weber in AREC re: current status of this program: "There is a Rural Studies Graduate Certificate under development as part of the Sustainable Rural Communities Initiative. It would be an excellent area of emphasis for the degree."

GEO 599 – Special Topics – is listed as an option for fulfilling part of the policy requirement. Where did that come from? My Land Use class (423/523) deals with NRM policy, as does 420/520 (Geog of Resource Use) – they might be better GEO courses to include than 599.

I think the Methodology courses students can choose from should include at least one qualitative methods option – Jo Tynon in the COF teaches one I believe, as does Kate MacTavish in HDFS. If the program is to do justice to “human systems,” students should learn how to interpret qualitative data as well as quantitative data.

In terms of other similar programs across the state, it might be worth at least mentioning U of O's MS and PhD program in Environmental Studies (<http://envs.uoregon.edu/>), although the online feature of the proposed OSU program certainly makes it unique.

The contact person for the GIS Certificate Program probably should not be Roger Nielsen but Dawn Wright.

The Geosciences department would welcome a truly interdisciplinary degree in Natural Resources, but the current proposal is excessively narrowly focused on existing resources within the College of Forestry.

Comments submitted on behalf of the Department of Geosciences by:

A. Jon Kimerling
Interim Chairman
Department of Geosciences

August 28, 2008

Response to Dr. Jon Kimerling: **Department of Geosciences**

Paragraph 2

Proposed degree will be offered primarily online and to natural resource professionals (see page 3, paragraphs 1 through 3). Also see Student Advising on page 8. For administration see Program Administration on page 20.

Paragraph 3

See addition of new course FES XXX Climate Change, Forests and Carbon Management taught by Harmon (page 9).

Paragraph 4

The MNR degree is primarily online whereas the Water Resources Policy and Management (WRPM) degree is in-residence. We believe conflict is minimal for this reason. The MNR degree is offered to natural resource professionals who can not come to the OSU Campus for even a short time, in contrast to the WRPM degree. Students could specialize in Water Conflict Management and Transformation (WCMT) in the MNR degree. No conflict was noted with the Director of WCMT certificate.

Paragraph 5

See letter of support from Evans; Virginia Tech. University (Appendix D)

Paragraph 6

Courses in Geosciences are suggested in the Human Dimension depth area. Four courses are offered by Geosciences but two of these are suggested for use in methodology. How can a student fulfill a requirement with only two courses offered?

Paragraph 7

As soon as the Rural Sustainability graduate certificate is approved we will include it as an area of emphasis.

Paragraph 8

Regrettably GEO 599 is the only one of these courses offered by Geosciences that is online. When other courses such as GEO 503 and GEO 520 are offered to online students, they will be incorporated into the MNR degree.

Paragraph 9

We will talk to Tynon and MacTavish to assess their interest in teaching their courses online. However, FS 523 and STAT 511 and STAT 512 are concerned with qualitative as well as quantitative data.

Paragraph 10

The Cat I requests that State System Programs similar to the MNR be identified. As such these are none.

Paragraph 11

We added Dawn Wright as contact person for GIS Certificate Program.

Paragraph 12

A listing of all online courses is provided in the Cat I proposal. College of Forestry represents only 8 of the 43 possible classes student may chose from, i.e. 18%. Hardly a dominate component!

From: Dr. Mary Santelmann [<mailto:santelmm@onid.orst.edu>]

Sent: Tuesday, August 26, 2008 10:19 PM

To: Bishaw, Badege

Cc: Francis, Sally K.; Fisk, Martin

Subject: RE: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

Dear Badege, Sally and Martin,

Attached is my response to the Category I proposal for the MNR program. Thank you for the opportunity to comment.

I would also like to suggest that it is important to circulate such proposals at a time when those who may be impacted are on campus to read and consider the proposal. I know that several faculty members who might wish to comment are out of town during August.

Please let me know if you need any further response.

Sincerely,

Mary Santelmann

Quoting "Bishaw, Badege" <badege.bishaw@oregonstate.edu>:

> Dear Sally;

> Thank you for your e-mail and suggestion. It is okay with me Mary can review the Cat I proposal for MNR program.

> I have attached with this e-mail the latest revised version of the Cat I proposal for Mary to review.

> Thanks for your cooperation.

August 26, 2008

To: Curriculum Liaison for the Category I proposal: Master of Natural Resources Program

From: Mary Santelmann, Director, Water Resources Graduate Program

Subject: Response to Category I Proposal to Initiate a New Instructional Program for a Master of Natural Resources Degree

This proposal for an online graduate degree in Natural Resources (MNR) makes a good case that such a degree is desired by many prospective students. The authors are responding to the strong interest expressed by some Federal agencies in developing opportunities for working professionals to use distance education in pursuit of a graduate degree. However, as it stands, the proposed program is poorly developed, unlikely to succeed in providing the innovative interdisciplinary education it aspires to deliver, and it does not have a feasible budget plan.

I have several serious concerns about this proposal. The first is that it does not have a cohesive, well-constructed curriculum with introductory courses uniquely designed to address the need for interdisciplinary training of resource management professionals. The proposed curriculum design is an assemblage of coursework from various units with a vaguely described "capstone" project whose success will rely on the good will and energy of prospective advisors who are presumably to be recruited from among the instructors teaching the online courses these students take.

Lack of a substantial set of faculty members committed to advising students in this degree program is another serious obstacle to its success. When students have difficulty in finding faculty members willing to advise them, or feel they do not get enough time and attention from their advisor, they become disgruntled and angry. Advising is a critically important element of any graduate degree program, and more concrete plans for advising are needed.

Another concern is that I do not believe that OSU has the funding or resources required to deliver this program. We are limited in the number of faculty members who teach online courses and would be asked to advise these students, by the ability of our instructional faculty to take on large numbers of students in existing online courses, and we are very limited in financial resources available for administration of existing interdisciplinary programs. The online degree program proposed here would stretch inadequate resources even further.

I am also concerned that the proposed degree may not meet our desired standards for graduate education (no thesis, no overview core courses specifically designed to meet the needs of students in such a program, and courses delivered almost entirely online). In addition, because the coursework could be delivered entirely online, unless specific precautions are taken to ensure the identity of the person completing the course, there is the potential for students who are less than honest to receive credit – or even a MS degree - for work that is not their own.

The proposed curriculum is still relatively vague. I am not yet convinced that as proposed here, this program could deliver the graduate education that students deserve or that employers expect from someone with an MS from Oregon State University.

I have expanded upon these concerns below.

1. Lack of courses developed specifically for the MNR students: The authors of the proposal make a good case for the need for innovative new programs that can assist graduate students in learning how to work on interdisciplinary projects and teams (section 4d, page 13) however, the curriculum described is based on existing courses, with one new course listed (FS XXX below-ground Ecosystems), and a capstone project that is very similar to what is currently offered through the Environmental Sciences PSM program or any non-thesis option in existing interdisciplinary degree programs at OSU

2. Lack of advisors committed to advising students in an online interdisciplinary program

On page 3, the proposal states that students would select advisors from those who teach online courses used in the program. Have the faculty members who teach these online courses been asked if they wish to advise distance students in a graduate degree program? Only three core faculty members are listed and one teaching faculty member – the remainder of this section is not complete. How many students would these four faculty members be willing to advise?

Instructors are already expressing concern that they are undercompensated for time and effort invested in teaching Ecampus courses. If the prospect of being asked constantly to advise distance students is added to the equation, we may see attrition in the ranks of those who are currently teaching online courses. In my experience, there are many students in the Environmental Sciences Professional Masters Program and in the interdisciplinary Environmental Sciences MS program who have difficulty finding advisors, even when they are on campus and can visit prospective advisors in person. I suspect that unless specific advising assignments are made when students enroll, that the MNR students will have an extremely difficult time finding advisors and that in many cases, advising these students on their capstone projects will require more time and effort than advising graduate students face to face, since the project will be their only interactive experience with faculty.

3. Budget : The proposed program leans heavily on the Ecampus courses developed by other departments and programs and requests that tuition revenue from MNR students taking the course that is returned to the unit teaching these online courses be shared with their program (page 16). I have several objections to this budget model. First, these Ecampus courses have been developed and are being taught by dedicated faculty members specifically for the purpose of helping fund their own innovative programs. The budget model proposed here would undermine the funding of the excellent interdisciplinary programs we currently offer. Second, this will quickly become an administrative nightmare for the administration of the budgets of units that teach Ecampus courses, adding to the time and effort spent in administering the courses for the sole purpose of taking resources away from the units teaching them. Finally, I am

concerned that existing interdisciplinary programs are already underfunded. If additional resources are made available for interdisciplinary graduate programs, the best use of these resources would be to develop and strengthen existing interdisciplinary programs. In summary, while elements of the proposal form the nucleus of a potentially good idea, the current proposal is incomplete, poorly conceived, and should not be approved.

Sincerely,

Mary V. Santelmann, Director
Water Resources Graduate Program

Response to Dr. Mary Santelmann, Water Resources Graduate Program

Paragraph 1 & 2

We developed the MNR degree following the design of the highly successful Undergraduate Program in Natural Resources. Students in the MNR program are required to take several (18 credits) of Core courses which represent integration among the human and biological sciences. In addition students are asked to integrate both Core course information and Methodology with a selected Area of Emphasis into a Capstone project that is administered by a graduate committee. See 5, 6, 7, 8, 17 and 20.

The Capstone course for the MNR as well as others has yet to be fully developed. This will eventually require a full CAT II proposal.

Paragraph 3

See addition on page 21.

Paragraph 4

The funding model as proposed in Cat I is under significant discussion by the Provost and Deans of the various colleges involved in the MNR degree. However, we offer 3 possible options for funding (see page 21). At this point we are unable to foretell the Provost and Dean's decision about online interdisciplinary degree programs since it is under active discussion now. In addition, each graduate student in the MNR program will have a Graduate Advisory Committee (see page 8). The person on the Graduate Advisory Committee that assumes the primary advisory role will receive up to 6 credits of graduate tuition for that assistance.

Paragraph 5

All surveys about online versus in-residence instruction indicate that distance education is at least as rigorous and as honest as in-residence instruction. This question is philosophically based and should be directed to the Office of Admission and Distance Education. Please see letter from Evans, Virginia Polytechnical and State University, on the value of Distance education, the proposed curriculum, and need for this degree by professionals.

From: Gallagher, Sally
Sent: Friday, August 29, 2008 10:51 AM
To: Bishaw, Badege
Cc: Cramer, Lori; Lach, Denise; Steel, Brent
Subject: FW: MNR program

After further discussion with faculty in the department, I would like to add additional detailed comments in response to the proposed MNR program.

The Sociology Department is supportive of the Master's in Natural Resources (MNR) program as it recognizes students' increasing interest in programs that provide interdisciplinary approaches. As proposed, the curriculum looks adequate (under Sociology, the Consensus and Natural Resources course should include the SOC designator (SOC/FW/FOR 585). However, we have two major concerns with implementation of the MNR as proposed in the Category I proposal and one note about "truth in advertising:"

1. As described in the paragraph below taken from the proposal, it is suggested that the MNR be funded through capture of Ecampus overhead costs of MNR students regardless of the program or department in which the e-class is taught. While it is indicated that once Forestry administrative costs are met, the various departments will receive their appropriate overhead, it may take years until the administrative costs are recouped and it is unfair and inequitable that the participating teaching units carry this burden. Overhead costs from Ecampus classes taught by faculty in Sociology as overload (i.e., in addition to their normal class load) are now used to fund programs and activities in the Sociology department including teaching assistants, travel, and miscellaneous supplies (long distance calls, copies, etc.) that are not included in the budget we receive from the College of Liberal Arts. Removing the overhead costs from MNR students eliminates any incentive for including these students in our graduate classes. If this funding model is approved, Sociology will not participate in the MNR degree program.

We propose that online course tuition be shared among the participating Departments or Graduate Certificates according to the present Ecampus formula (Appendix A). However to meet the overhead costs of the MNR degree we propose that tuition received from students in the MNR degree be allocated according to student-contact hour and funds be removed by Ecampus until overhead costs for administration of the MNR degree are met. Once administrative costs for the degree are achieved, proceeds from tuition will be allocated according to the existing Ecampus formula (Appendix A). An MOU is attached (Appendix F) that specifies this funding agreement.

2. As described in the Category I Proposal, students will work with a "mentor" to complete a project and project paper. As discussed earlier with the proposers (and included in the comments from Brent Steel in the liaison section of the proposal), the number of social science/human dimensions faculty who can work with students is very limited. There are several existing interdisciplinary graduate programs including the MPP, Water Resources, Marine Resources, and Environmental Sciences as well as disciplinary programs including Geosciences, Forestry, Economics, and Applied Anthropology that all require faculty working in the human-dimensions

of natural resource and environment to serve as advisors/mentors for graduate students. It is increasingly difficult to provide first-class educational experiences for all of our graduate students and it will only get worse as programs continue to proliferate unless some attention is paid to the need for faculty in these fields. It would be a disservice to new students to accept them in to a graduate program, accept their tuition money, and then not be able to find enough faculty able to serve as mentors/advisors. Maybe Forestry is willing to take the lead in a campus-wide conversation about the need for social scientists and others working in the human dimensions of natural resources and the environment. To participate in the program, Sociology would need at least one additional faculty line to meet demand for courses within our curriculum, as we imagine would be the case in other participating CLA departments, particularly Political Science.

Finally, as described in the Category I proposal, the MNR is designed primarily to "assist agency and industry professionals meet their self-improvement goals" and is not structured as a traditional thesis-based Master's Degree. While we recognize the value of providing education to a wide range of students, we also believe that it is critical to ensure that employers and others understand that this MNR degree does not require the design and implementation of an individual research project (the traditional outcome of a Master's degree). Programs at OSU and other universities that provide professionally-oriented degrees label them as such as (e.g. , Professional Science Master's Degree) and we recommend that the Master's in Natural Resources also be labeled as a Professional degree.

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Response to Dr. Sally Gallagher, Department of Sociology

Paragraph 1

We are attempting to resolve this issue about meeting overhead costs for the MNR degree. In the revised Category I proposal three options are proposed. These include:

1) A funding model as initially proposed.

We propose that online course tuition be shared among the participating Departments or Graduate Certificates according to the present Ecampus formula (Appendix A). In addition, to meet the overhead costs of the MNR degree we propose that tuition received *from students in the MNR degree* be allocated according to student-contact hour and funds be removed by Ecampus until overhead costs for administration of the MNR degree are met. Once administrative costs for the degree are met, proceeds from tuition will be allocated according to the existing Ecampus formula (Appendix A). An MOU is attached (Appendix F) that specifies this funding agreement.

- 2) Overhead costs are shared by participating departments and central administration.
- 3) Courses offered by OSU departments that choose to not participate in the MNR degree will not be included in the MNR degree and students will select such courses from a list proposed by the Natural Resources Distance Learning Consortium for graduate education (see Evans letter in Appendix D and course list in Appendix E).

Paragraph 2

We agree with your concern. However, the College of Forestry and MNR have little to do with hiring additional faculty, so there is little that we can do in this regard. However, the Provost has initiated a discussion the Deans of the participating colleges in the MNR program to consider funding of interdisciplinary degrees such as the MNR. We have amended the Category I to better reflect the role of instructors participating in the MNR degree. Please see page 16 - 20 of the revised Category I proposal.

Paragraph 3

Please see page 3, paragraph 2. It is quite common at OSU and other academic institutions to offer non-thesis Masters degrees. OSU offers, for example, Master of Agriculture (MAg), Master of Forestry (MF) and Master of Business Administration (MBA). These degrees are not professional degrees, although they are offered for professionals in specific fields. Thus, the MNR degree is simply a non-thesis option for a Masters degree.

From: Lunch, William

Sent: Thursday, June 05, 2008 6:29 PM

To: Steel, Brent; Radosevich, Steven R.; Bishaw, Badege

Cc: Gallagher, Sally K - ONID; Lach, Denise

Subject: RE: MNR Feedback

Steve & Badege:

I simply want to underscore and reiterate the points Brent has made. The idea for a Master's in Natural Resources is an excellent one that draws upon OSU's strengths, so I'm supportive.

But as I said at our meeting on Tuesday, I have some reservations about another graduate program drawing on OSU's faculty the natural resources / environmental area and disciplines, given the limits we discussed. After I had to leave, Brent reports on an in-depth discussion of the budget model and on that score as well, I agree completely with him. The amount your proposal recommends for faculty who would teach online is less than is currently being offered in similar programs and would not provide incentives for participation. It would also be a problem for departments that have the relevant faculty, so at least in Poli Sci, I would reluctantly have to recommend against participation unless the numbers change in subsequent iterations.

But keep at it -- the fundamental concept is sound; it just needs tweaking (and more bodies).

The Best,

Bill

-----Original Message-----

From: Steel, Brent

Sent: Tuesday, June 03, 2008 7:52 PM

To: Radosevich, Steven R.; Bishaw, Badege

Cc: Lunch, William; Gallagher, Sally K - ONID; Lach, Denise

Subject: MNR Feedback

Dear Steve and Badege,

Thank you for meeting with us social scientists yesterday concerning the new proposal for a Master of Natural Resources (MNR) distance degree. This is an excellent initiative that has the potential to attract an enormous number of new graduate students to OSU. I strongly support this proposal and believe OSU should develop the degree. However, I have some concerns about our/my ability to participate in the degree program.

First, the number of human-dimensions of natural resources/environmental faculty (social scientists) available to participate as faculty mentors or committee members is severely limited due to the proliferation of environmental and natural resource programs, degrees, and certificates at OSU and the limited number of faculty. As an example, this year I've been on and/or chaired 18 graduate committees in departments and programs such Geosciences, Environmental Science (PhD program), Water Policy and Management, Marine Resource Management, Education (environmental education), Master of Public Policy (MPP), and AREC. All of these students are pursuing topics dealing with the human dimensions of environmental/natural resource issues. There are too many students for the faculty we now have. I have had to discontinue working with students in many of these programs due to work load. Our MPP program—which has an environmental policy track—is growing rapidly as well further limiting the ability of faculty in Sociology and Political Science to participate in other programs. The sustainability of all these programs and many new certificate programs not listed here are in jeopardy given existing staff.

Second, the budgeting model proposed for the MNR is problematic. The two Ecampus courses you have listed from Political Science (PS 575 and PS 577) are taught by myself to help support the MPP program, which I direct. The MPP program has been entirely funded by grants, contracts and Ecampus revenues the last 6 years (including Ecampus tuition and ERAM). I take no salary for the Ecampus courses and use the generated revenues to support graduate students in our program. Currently, I receive approximately \$99 per credit hour for an undergraduate student (instructor pay and department allocation) plus ERAM. Your proposal would pay \$85 per credit hour for a MNR student with Forest Science taking the departmental allocation (I don't know what happens with ERAM in the proposal). This is not a rational situation for our program and I would not participate in such an arrangement. Teaching overtime for no pay and less revenue is not a good incentive. I would rather limit enrollment to undergraduates. I imagine this will be the case for some other departments/programs as well.

From my perspective, this program would require additional human dimensions faculty for committees and instruction. There are far too few of us to continue supporting all these human dimensions programs and provide quality graduation education. Maybe Forestry could allocate

more faculty resources to support this program? Secondly, I would strongly encourage a new budget model that does not rely on other departments and programs to subsidize this degree. This is very problematic. I could go into more detail on both of these matters if you wish.

Finally, if the faculty and budget situations were resolved, I have several suggestions for the proposal:

>Add Prof. Roger Hammer's (sociology) planned online methods course to the methods requirement.

>There is a Rural Studies Graduate Certificate under development as part of the Sustainable Rural Communities Initiative. It would be an excellent area of emphasis for the degree (once again, if a different budget model were in place).

I hope these comments are useful. This is a great idea with enormous potential.

Respectfully,

Brent S. Steel
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Response to Dr. William Lunch and Dr. Brent Steel, Department of Political Science

Please see comments in response to Gallagher's letter. In addition, we have amended the initial Cat I. to reflect 3 options for funding equitably participation in the MNR degree. Hopefully, option 2 will be chosen by the Deans and Provost to fund the overhead costs of the MNR degree by the conclusion of the Cat I process. In the event neither option 1 nor 2 are chosen by the Provost, we intend to proceed with the MNR degree using option 3.

Response to Dr. Daniel Edge, Department of Fisheries and Wildlife

From: Radosevich, Steven R.
Sent: Thursday, June 05, 2008 7:35 AM
To: Edge, W. Daniel
Cc: Doescher, Paul; Adams, Tom; Bishaw, Badege
Subject: RE: Comments on MNR Degree

Hi Dan. I'm glad my earlier message clarified the situation about paying instructors, and that you are willing to waive your department's share of the on-line tuition until our expenses are met to administer the degree. I hadn't thought much how that would be accomplished, but you make a good case for an annual assessment. I'm sure we can incorporate that into the Cat I proposal. Thanks for being so helpful and thoughtful about this opportunity. sr

From: Edge, W. Daniel
Sent: Thu 6/5/2008 6:39 AM
To: Radosevich, Steven R.
Cc: Doescher, Paul; badege.Bishaw@oregonstate.edu; Adams, Tom
Subject: RE: Comments on MNR Degree

Steve,

As I mentioned in my message, waiving the department share is OK as long as our instructors are paid. A couple more points now I have slept on it some. First, would you envision that the overhead would be covered on an annual basis, or on a quarterly basis? I think everyone being assessed an overhead fee (based on enrollment in individual classes) on an annual basis would be the most equitable approach to keep folks from gaming the system. Under an optimistic scenario the overhead might be covered by fall and winter enrollment. If the overhead is assessed on an annual basis, it will keep me from offering my classes predominately in the spring to avoid the overhead--does that make sense? Second, you mention that overhead would only be assessed for students that declare a MNR degree and certificates could be used in the degree. I am guessing that there are some certificate programs that may depend on the department share as well. What would your proposal do in that case?

W. Daniel Edge, Head
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-----Original Message-----

From: Radosevich, Steven R.
Sent: Wed 6/4/2008 6:02 PM
To: Edge, W. Daniel
Cc: Doescher, Paul; badege.Bishaw@oregonstate.edu; Adams, Tom
Subject: RE: Comments on MNR Degree

Hello Dan. Thanks for your comments about the proposed MNR degree. Unfortunately, I think the proposal or my description of it has misled you. We do not intend to change the fee schedule to instructors at all, and we are only requesting that a portion of the tuition returned to the departments, after instructor pay is met, be used to meet our administrative (director/advisor etc) expenses for

6/6/2008

the degree. I hope this clarification make the proposal seem more feasible to you. sr

From: Edge, W. Daniel
Sent: Wed 6/4/2008 2:19 PM
To: Radosevich, Steven R.
Cc: Doescher, Paul
Subject: Comments on MNR Degree

Steve,

Thanks for the visit this morning with regards to the MNR program. I like your degree program proposal and your justification. I believe that the 18/18/9 units for core/emphasis/independent study would provide students with both flexibility as well as important interdisciplinary training.

Note that FW /FOR 585 is also cross-listed with SOC and actually taught by Lori Cramer in SOC on alternate years.

I have given the tuition sharing model you have proposed some additional thought and believe that it would not work for us. With 2 exceptions, our on-line Graduate classes are taught by adjunct or courtesy faculty who's only salary comes from the tuition they receive on a per SCH basis. These folks will not have any interest in teaching those classes if they are not going to receive compensation. The departments receive a small amount above the per-SCH tuition that is paid to the faculty and I would be willing to donate that in support of the program. I suggest that the initial overhead costs should be borne by E-campus.

Thanks for providing me the opportunity to comment on your proposal in this initial phase.

Let me know if you have questions.

W. Daniel Edge

Head

Department of Fisheries and Wildlife

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voice: 541-737-2910; fax: 541-737-3590

daniel.edge@oregonstate.edu <<mailto:daniel.edge@oregonstate.edu>>

6/6/2008

From: Adams, Darius
Sent: Friday, August 29, 2008 4:45 PM
To: Bishaw, Badege
Cc: Adams, Tom; McLain, Tom; Hobbs, Stephen; Salwasser, Hal
Subject: RE: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

Badege:

Thanks for the opportunity to comment on this proposal. Several members of the FERM department provided input which I am summarizing.

The administrative structure of the new program is unclear. Will it be housed in the Grad School, as is the case with some existing multi-departmental graduate programs, or in some other place? What administrative officials in the University have signed-off on this proposal? Has this program, and particularly the funding arrangements, been fully vetted with the appropriate college deans, the Dean of the Graduate School and the Provost?

The budget accompanying the proposal seems to suggest that long-term Ecampus receipts will cover the administrative costs of the program, but who will provide the start-up monies and how will they be reimbursed? How will overall Ecampus revenues to the program be split between participating departments/college? The details of this arrangement need to be spelled out. [Should update budget references to reflect the recent COF reorganization.]

Proposal needs to be clearer about specific agreements to create online versions of key courses now taught only on-campus and the faculty who have agreed to develop these courses.

Reliance on available online courses limits the scope of studies, e.g., there is no forest ecology course.

Details: "Sustainable Silviculture" course - there are some changes in the works that are not reflected in the proposal (e.g., course name change and increase to 3 credits).

Darius

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Response to Dr. Darius Adams Department of FERM

Paragraph 1

- At this point it is unclear where the Provost wants the MNR degree housed. It is most likely that it will be based in the Graduate School.
- We are still in the Liaison process. Those Deans in the participating Colleges will be asked once the Liaison process is completed.

Paragraph 2

Please see pages 20-22 of the revised MNR Category I proposal and responses to Gallagher and Lunch and clarification in funding of the Category I proposal. In addition, Extended Campus will commit additional supplemental funding to help defray overhead costs during the initial years of the program offering.

Paragraph 3

All courses listed in Table 3 are now being revised for online presentation. In addition, professors for new courses have been consulted and have agreed to create a new course for the MNR degree.

Paragraph 4

SNR 530 is taught by Dave Perry and is almost exclusively Forest Ecology.

Paragraph 5

We can not discuss in this Category I “changes that are in the works”. However, we know that SNR 531 is currently in the Cat II process with modifications to make it a 3 credit course.

From: Jensen, Edward C.

Sent: Tuesday, September 02, 2008 3:27 PM

To: Adams, Tom; Bishaw, Badege

Cc: Jensen, Edward C.

Subject: RE: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

Badege and Tom--

Although I don't have official responsibility for reviewing CAT I proposals, I have several observations on this one that might prove helpful in constructing the final proposal:

1) It's still not clear to me where this program will be housed and who will oversee administration of it. Unless I'm not recalling correctly, the COF (FEC) has not yet approved it (pending a business and administration plan)--but perhaps circulating this draft proposal is preliminary to securing that approval. Where will the \$\$ come from to support the proposed administrative structure?

2) If this is truly an interdisciplinary program, I think it needs STRONG letters of support from the partners. The cover letter indicates that no response will be interpreted as approval; in this case, I don't think that's good enough.

3) the proposal indicates in several places that "independent study" is part of the program. I'm not sure what that means (in terms of official coursework) or how it will be documented. It seems to me that it could fall under: 501, 505, 506, or 510 (and perhaps others), but each of these has a separate and distinct meaning--and some are used differently in different departments. Also there's language about "3 credits can be satisfied by either an internship or up to a 6-credit certificate project" that is not clear to me.

4) The degree requires student group work. How will student group work be facilitated via distance?

5) One statement says "none of the programs offered by OSU provide graduate-level curricula in natural resources." I think I know what you mean, but I think many others could object to this particular characterization.

6) course choices in "ecology and production" seem too limited

7) MNR 506--since courses are offered by departments, what department will offer this? Whose curriculum committee will oversee it (and any other MNR courses that might be proposed)?

8) learning outcomes: vary in quality and measurability. I don't think they're sufficient to pass muster of the Curriculum Council.

9) most web links to certificate programs don't take the reader directly to the appropriate certificate programs, but rather to a more generic site that needs to be waded through to find the right link.

Hope some of this helps. --Ed

Dr. Edward C. Jensen
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Response to Dr. Edward Jensen, COF

Paragraph 1

See response to Adams letter

Paragraph 2

See response to Adams letter

Paragraph 3

Please see response to Francis letter and modification in Category I proposal, page 5.

Paragraph 4

Doesn't require student group work; where did you get that notion?

Paragraph 5

There are currently no online graduate degrees offered at OSU, other than certificates.

Paragraph 6

There are 18 courses in the Ecology and Production; we think this is sufficient for the students to choose from.

Paragraph 7

Courses are also offered by programs. This course will have its own designator MNR 506.

Paragraph 8

This is a Category II matter (course context); not one of Cat I, which pertains to curriculum.

Paragraph 9

Will check to be sure direct links are provided where available.

From: Jensen, Edward C.

Sent: Wednesday, September 17, 2008 2:58 PM

To: Radosevich, Steven R.; Bishaw, Badege; Adams, Tom; Adams, Darius; Doescher, Paul

Cc: Jensen, Edward C.

Subject: RE: MNR Cat I

Just so we have something to chew on prior to this meeting, here are several concerns--either mine or those of others with whom I've spoken:

1) who at the College level signs off on this CAT I proposal? Will it be a single Dean regardless of whether it's COF, or CAS, or COS, or CLA, or COAS... or all of them who choose to self-identify as participants in the MNR program, or the Graduate School, or.....? It's not just a question of who signs on the dotted line, but who takes responsibility for fully reviewing the program. The answer is not clear to me (but perhaps it is to others).

2) who will provide administration and support for this program and where will the \$\$ come from and how will they be allocated to those who actually mentor students and teach classes? I've heard that it may be centered in the Graduate School, but I'm not really sure what that means in terms of actual work to be done. Has this been determined yet? The NR undergrad program continues to struggle with these issues and I think they should be resolved for MNR before it moves through the CAT I process.

3) I've heard a number of folks express concerns over the apparent rigor of the program.

- Many (perhaps most) of the courses do not have prerequisites--and this seems different from most graduate programs. Is this a correct perception? If it makes sense for this program, let's discuss why so that we're on the same page. What I've heard so far is that it will discourage prospective students from entering the program, but is that sufficient rationale? With few prerequisites, it causes people to ask what distinguishes this from an undergrad program (don't shoot the messenger--I'm just relaying what I've heard from others).
- I don't recall seeing any minimum qualifications for entry into the program (other than a BA/BS and appropriate grades, and perhaps GREs). For example, will entering students either be expected to have, or develop once admitted, some set of "competencies" in certain specific areas--even if this means taking some undergrad courses?
- I've also heard concerns that there's a high potential for a "mix and match" approach to selecting courses based on a limited number of choices--and that this may leave major holes in the background of graduates. I think this would be good to discuss.

No need for an e-mail exchange on this, I'm just trying to seed the discussion that will occur next week. --
Ed

Dr. Edward C. Jensen
Associate Dean for Academic Affairs
College of Forestry
Oregon State University
Corvallis, OR 97331
e-mail: Ed.Jensen@oregonstate.edu
Phone: 541-737-2519
FAX: 541-737-2668

Response to Dr. Edward Jensen, COF

From: Radosevich, Steven R.
Sent: Friday, October 03, 2008 11:50 AM
To: Jensen, Edward C.; Bishaw, Badege; Adams, Tom; Adams, Darius; Doescher, Paul; Bradoch, Alfonso
Subject: RE: MNR Cat I

Ed. Unfortunately I don't think anyone answered your questions fully at our recent meeting about the MNR Category 1 proposal on 9/22. Thanks for your time and effort. I will attempt to answer your questions now, or to at least provide my perspective.

1. We are planning to have each of the Deans of the various Colleges that will benefit from the MNR degree sign the Category 1 proposal. This matter is also being considered by Provost Randhawa, who may chose to place the degree in the Graduate School. (He favors this option, since the proposed degree is an interdisciplinary program.) Of course, this option could be superseded if a College wanted strongly for the degree to be housed with it.

All Category 1 proposals receive an in-depth review by the Graduate Council, Curriculum Council, Budget Committee and probably some other committees that I can't think of right now, then it is forwarded to the faculty senate and OUS administration for their review. All this is stated in the guidelines for preparation of Cat 1 proposals.

2. All this is stated in the draft MNR Category 1 proposal. However, the answers may be obscure there because we are forced to submit the Cat 1 according to a format that is provided in the guidelines.

The degree program is intended to be self-supporting from on-line tuition. The actual administrative costs for the degree are quite small and are outlined in the Cat 1 proposal. Because we anticipate a "ramp-up" period of 1 to 3 years before the degree is at capacity, E-Campus will provide start-up funds for this ramp-up period. The degree program would pay the start-up funding back to E-Campus as the degree becomes fully functional. E-Campus has projected for us that this will take about 20 full-time or 40 part-time students. The SNR Certificate attained 20 students in one-year.

Three funding options are presented in the draft MNR Category 1 proposal for administrative costs of the degree. Option 1 has received some objections from certain departments, notably in Liberal Arts (only 2 departments). For this reason, option 2 is being considered by Provost Randhawa. In the event that OSU central administration does not provide a solution to the temporary funding of administrative expenses (the degree will eventually be self-supporting, in about 3 years), we intend to proceed with option 3.

Instructors who actually teach classes will receive \$85 per student contact hour according to the E-Campus pay schedule for Instructors. These funds can either go directly to the instructor, as over-load pay, or directly to the department as instructed by that department. In addition, up to 3 units of pay from

MNR 506 will go to each student's mentor, who will be a member of the student's GAC (Graduate Advisory Committee). Since the MNR degree is a graduate degree, each student must have a GAC, which determines student course work, area of emphasis, etc. In addition, there will be an Admissions Committee and an Advisory Committee for the degree program that will provide student admission and oversight, respectively. All this is described in the draft MNR Category 1 proposal.

3. All of these questions (3) relate to course rigor (of on-line courses) and how courses will be selected. I must point out that all of the courses listed in the MNR Category 1 proposal are approved courses, i.e. they have all gone through the Category II process. Some require prerequisites, some do not. It is not a matter for any of us to determine how instructors teach their courses. Since all of the courses listed have undergone Category II review, we presume that they all fit the standards imposed by the University for course instruction.

All students, because the MNR degree is a graduate degree, are required to have a GAC. This committee, along with the student, selects the courses of study. In addition the list of courses taught at OSU is augmented by the courses offered through the Consortium for Graduate Studies (see appendix in the draft MNR Category 1 proposal), in case an appropriate course cannot be found at OSU. The requirement for a GAC is a University requirement, regardless of where or what previous degree is held by the student. I hope you and others are not confusing an undergraduate degree program with the rigor that is imposed by the GAC in a graduate degree.

If you or others need further clarification, we will be happy to meet with you again. sr

From: Lynda Ciuffetti [mailto:ciuffetl@science.oregonstate.edu]
Sent: Monday, September 29, 2008 9:15 AM
To: Bishaw, Badege - ONID
Cc: Ciuffetti, Lynda - Email Forward
Subject: Category I Proposal: Master of Natural Resources Program - please read

Hi Badege,

I have attached comments for the Category I proposal for a Masters of Natural Resources Program in Forestry that I received from faculty members in Botany and Plant Pathology. Sorry this is a bit late but I hope it will still be helpful.

Best regards,

Lynda Ciuffetti

Comments on Category I proposal for MNR: Bruce McCune

Positives:

- Adds flexibility to OSU masters degree options
- Adds possibility for distance-based masters in natural resources

Negatives

- The curriculum seems light on methods; for jobs people need good training in using tools of the trade. I see only 3 credits of this.
- The choice of core classes seems quite limited – some seem too specific for the core: e.g., Principles of Wildlife Diseases and Special Topics in CSS.

(Nothing wrong with these courses, but I'm not sure I see how they are "core".)

- No fire ecology in the core?
- Graduates run the risk of having little depth in any one area – like a slightly glorified BA degree.

Comments on Category I proposal for MNR: Mark Wilson

I have a few comments about the CAT I proposal for a Masters of Natural Resources. The organizers invited me to participate in the 2007 discussions for this new program, but I was unable to attend. I hope my comments don't now sound like sandbagging.

1. Some courses listed in the "core" often seem like a stretch to fit with natural resources. Two examples are RHP 583 Radiation Biology and WS 525 Gender and Technology.
2. The areas of emphasis largely describe certificates earned with 18 credits. The exception is the Professional Science Masters program, which has curricula of 50+ credits. The proposal does not describe how students should cut the existing requirements in third.
3. On page 15, the proposal states that "we propose that tuition received from students in the MNR degree be allocated according to student-contact hour and funds be removed by E-Campus until overhead costs for administration of the MNR degree are met." I am not sure what this means in practice. I am concerned, however, that this policy would decrease the tuition received by departments or instructors for courses not otherwise involved in the MNR program. Those courses should not be penalized financially for serving students in the MNR program.
4. Field experience seems to be virtually nonexistent in the current proposal. A spot-check of the listed courses in the core showed only one course with a field component. The special field experience noted in 2007 discussions ("It would be important for online MNR to have a two week face-to-face component in the field.") is missing from the current proposal.
The proposal should, at least, explain how its curriculum can be successful without tying its content to the experience of natural resources in the field. Perhaps the capstone course, MNR 506, which is described as a real-world case study, is intended to provide this link. Perhaps the organizers believe that the target audience already has sufficient field experience to relate on their own the online content to field conditions.
The proposal would be stronger, however, if it tackled these issues explicitly. I would also be encouraged if the MNR program had a policy that its core courses will incorporate pedagogic techniques that helped students relate their book learning to their previous field experiences.

Comments on Category I proposal for MNR: Aaron Liston

I am director of the Applied Systematics in Botany track of the Professional Science Master's program. Since 2005, 5 students have successfully completed the program and received a non-thesis master's in Botany and Plant Pathology. One student is currently enrolled in the program. Thus the program averages 1.25 students per year. Students have taken 1-2 years to complete their degree, and there has been no attrition.

About two years ago, I was at an initial meeting that eventually led to this proposal. Ursula Bechert represented the Professional Science Master's program at future meetings, and I was not involved in the development of the current proposal. However, I think the proposal is very worthwhile. In fact, I would like to propose the Applied Systematics program in the Department of Botany and Plant Pathology be considered an additional "Area of Emphasis" available to Master's of Natural Resources Students. In my opinion, the proposed MNR curriculum would better meet the needs of the Applied Systematics students who currently take the PSM "Professional Cohort Courses". I also think it would enhance the Applied Systematics program by having the current Internship requirement followed up by MNR 506, Master's Case Study. One significant difference between the Applied Systematics curriculum and the other MNR areas of emphasis is that none of the core courses are offered through E-campus. The required core courses all depend on the examination and identification of plant and fungal specimens in the laboratory, and it is difficult to envision making these courses available online. Would it be acceptable to have a MNR program that required on campus courses?

Sincerely,

Aaron Liston

Professor of Botany and Plant Pathology

Director, Applied Systematics Program

Appendix I. Existing Applied Systematics Program Curriculum (51 credits required)

Required Core Courses (19 credits total)

BOT 516 Aquatic Botany (4)

BOT 561 Mycology (4)

BOT 514 Agrostology (4)

BOT 565 Lichenology (4) **or** BOT 566 Bryology (4)

BOT 525 Flora of the Pacific Northwest (3)

Sample Electives (7 credits minimum)

BOT 542 Plant Population Ecology (3)

BOT 543 Plant Community Ecology (3)

BOT 540 Field Methods in Vegetation Science (4)

FOR 545 Ecological Restoration (4)

BI 570 Community Structure and Analysis (4)

AREC 534 Environmental and Resource Economics (3)

CSS 530 Plant Genetics (3)

GEO 565 Geographic Information Systems and Science (4)

Professional Cohort Courses (19 credits total)

PSM 511,512,513 Professional Skills Series (4)

PHL 547 Research Ethics (3)

COM 512 Communication and the Practice of Science (3)

PSM 565 Accounting and Finance for Scientists (3)

PSM 566 Management and Marketing Scientific Technologies (3)

PSM 567 Innovation Management (3)

Internship (6 credits minimum)

Response to comments by Botany and Plant Pathology Department**Bruce McCune.**

Positives--Thank you for the positive comments.

Negatives--

- This new proposal lists 7 methods courses, totaling 26 units. All these courses are offered on-line. It is, of course, up to the Graduate Advisory Committee (GAC) of each graduate student in the MNR degree program to determine which course(s) will be taken to satisfy the Methodology requirement.
- The selection of courses for each graduate student in the MNR degree program is determined by the GAC. Courses listed in the current Category I proposal are all offered on-line by OSU. This list is also augmented by the list of courses offered through the Consortium of Graduate Studies (Appendix E). In the special case of CSS 599, the appropriateness of this course will be determined by the GAC and depend on the topic taught that particular term.
- FOR 445/545 is primarily about fire ecology. We could add FOR/RNG 536 Wildland Fire Science & Management (4 credits, John Bailey) and FOR 554 Managing at the Wildland-Urban Interface (3 credits, Bruce Shindler) if instructors are willing to adapt existing courses for online offering.
- The Depth requirement is satisfied by at least 18 units of "Area of Emphasis", which also maybe a graduate Certificate. This amounts to 40 percent of the MNR degree.

Mark Wilson.

- The selection of courses of each graduate student in the MNR degree program is determined by the GAC. Courses listed in the current Category I proposal are all offered on-line by OSU. This list is also augmented by the list of courses offered through the Consortium of Graduate Studies (Appendix E).
- It is up to the GAC to determine how specific courses will be added or cut from an existing Certificate program (e.g. PSM Certificate) to determine an "Area of Emphasis" in the MNR degree. Students could, of course, opt for the entire Certificate if they wish.
- Three funding models are currently proposed in the current version of the MNR Category I proposal (page 21). We currently favor model 2, which is being seriously considered by Provost Randhawa and the Council of Deans that will benefit from this program.
- We have addressed this issue explicitly in the Category I proposal (pages 9-12). Field experience is not a requirement for this graduate degree. However, our experience with

the Sustainable Natural Resources Certificate indicates that nearly all students in the Program have at least two years of professional experience. This experience is of great value to all students taking SNR 506 and we suspect for MNR 506, as well. An in-residence requirement for face-to-face field experience is, unfortunately, untenable for an on-line degree.

Aaron Liston.

We believe that the graduate program in Applied Systematics would be an excellent “Area of Emphasis” for the MNR degree. Unfortunately few of the courses required by the Applied Systematics Program are offered on-line. It would be up to a student that is in-residence and his/her GAC to determine if Applied Systematics would be an acceptable area of emphasis. While we have no objections to this suggestion, it would probably require a modification to the current Category I proposal since the MNR degree is proposed as being primarily on-line.

Appendix D – Outside Support and Interest



VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY
Natural Resources Distance Learning Consortium
College of Natural Resources
Northern Virginia Center

Gary R. Evans, Ph.D.
Director,
7054 Haycock Rd
Falls Church, VA 22043
703.538.8313, gaevans1@vt.edu

2 Sep 08

Dr. Badege Bishaw
Oregon State University College of Forestry
208 Richardson Hall
Corvallis, Oregon 97331

Dear Dr. Bishaw:

This letter is in support of the CAT I Proposal for Oregon State University to develop an online Master of Natural Resources degree program. There is a clear and well defined need for more on-line professional degree programs in Natural Resources education, at this time and in the future.

Six years ago, Virginia Tech's College of Natural Resources developed a Master of Natural Resources (MNR) degree program at the Northern Virginia Campus, with the objective of providing a Graduate degree program to meet the needs of working professionals throughout the metro-Washington, DC area. At the time of the MNR program's initiation, a Natural Resources Distance Learning program was also undertaken as a joint venture between USDA Forest Service and Virginia Tech. The distance program was designed to meet the needs of working professionals throughout the US who are employed by USDA Forest Service and other Federal land management agencies (eg., DOI National Park Service, Bureau of Land Management, Fish and Wildlife Service) and DOD US Army Corps of Engineers, as well as state and county land management employees seeking advanced degree opportunities for professional and career enhancement. As Virginia Tech's residential and distance learning programs evolved, it was clear that no single natural MNR program could develop and provide all of the courses to meet all our student and future student needs.

Three universities met, five years ago, at Blacksburg, VA, to form the Natural Resources Distance Learning Consortium. An analysis of distance learning in the natural resources showed less than 5 percent of the courses offered at Colleges of Natural Resources were offered on-line. The group began to identify other universities that were interested in developing or had developed distance learning programs. In this short period, 10 universities have joined the Consortium, including Oregon State University. This has

enabled students to seek courses they want or need for career advancement, career change or professional growth and development. The Consortium provides access to member Universities through a single web site.

Among the key issues supporting growth and need for distance learning graduate natural resource programs for professional development are changes in the US Office of Personnel Management classification of two job series: Wildland Fire Management, and Recreation. Federal employees in these career areas are required to take up to 24 credits of courses to be classified into the professional series from technician series. These are college graduates, with as much as 30 years experience, who need additional course work for career advancement. This has become one of the key motivators for the development of the Natural Resources Distance Learning Consortium.

Secondly, a report developed jointly among the Natural Resources Professional Societies indicated that approximately 10,000 natural resources professionals would be retiring over a span of the next 10 years (2001 - 2011). This indicated to the Consortium that many employees would be seeking additional graduate courses to improve their competitive base for promotion into the positions vacated by retirement. Professional on-line degree programs, such as a Master of Natural Resources, meet this need. These working professionals need access to distance learning courses for three reasons: 1) they cannot afford to take off work for 2 years; 2) they cannot uproot their families and move to a University campus; and 3) they cannot afford the costs of temporary housing while pursuing their professional Masters degree.

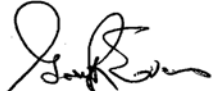
The third key issue, identified by the Federal land management agency partners is the rising costs of on-site training to continually upgrade the technical quality and rapidly changing rules and regulations. In discussions with the training coordinators of several agencies, they have indicated that it costs over \$1800.00 per person per week for travel and per diem—not including the cost of training. Consortium Universities delivering distance learning courses are in the position of working to provide parts of training and education on-line, thus cutting training budget costs.

Each Consortium member offers a unique set of on-line courses to students. This is due to the fact that faculty across the country are not all interested in teaching on-line. A Master of Natural Resources program at Oregon State clearly expands the courses

available to a rapidly growing student body, within the US and now throughout the English speaking world.

Oregon State University, as a member of the Natural Resources Distance Learning Consortium, has a unique opportunity to develop their Master of Natural Resources Program.

Respectfully,



Gary R. Evans, Ph.D.
Director



Kieran Lindsey, Ph.D.
Associate Director



**United States Department of the Interior
BUREAU OF LAND MANAGEMENT**

**National Training Center
9828 N 31st Avenue
Phoenix, Arizona 85051**



September 15, 2008

In Reply Refer To:

1400-410 (TC 100)

Dr. Badege Bishaw
321 Richardson Hall
Oregon State University
Corvallis, OR 97331

Dear Dr. Bishaw:

Over five years ago the U.S. Forest Service and the DOI Bureau of Land Management began collaborative efforts with a small group of universities in an effort to advance the agencies' employee development programs through technology enhanced education. The focus of those collaborations were disciplines that are at the heart of the agencies' work – natural resource management.

As the chief learning officer for the DOI Bureau of Land Management, I am responsible for the employee development of over 11,000 employees in over fifty job series. From the Bureau's perspective, the collaboration initiated by the U.S. Forest Service has come at a perfect time. The Bureau, like most federal agencies, is struggling with travel ceilings and increasing time demands on employees. The result is that fewer employees are being allowed to travel for training while the amount of turnover in the federal government ranks continues to grow as each baby boomer reaches retirement age. The Bureau faces employee retirement and turnover rates as high as 40 to 50% in many of its natural resource management professions.

The only answer to meeting our staffing and development needs for the next decade and beyond is for federal training programs to embrace distance learning and stronger working relationships with higher education institutions across the country.

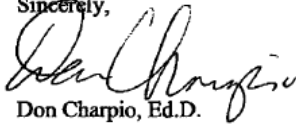
The Executive Leadership Team of the Bureau of Land Management has embraced distance learning as one of the fundamental answers to our employee development needs. The Team has challenged me to move the Bureau's training program to an 80 to 20 ratio of distance learning to instructor-lead training, and to work more as a broker of training opportunities as opposed to the primary provider.

The Natural Resource Distance Learning Consortium can play a significant role in helping the Bureau meet the challenges set by the Executive Leadership Team, but only if it grows and advances greater diversity in its distance learning offerings.

Over the past five years I have watched the interest and membership in the Consortium grow steadily, and the universities strive to advance their programs by working with the agencies to address areas of common interest. As one of the country's leading institutions in developing the next generation of natural resource management professionals, Oregon State would be an excellent addition to the Consortium. Given the University's rapid advances and unique approach to financing distance learning, I know the Bureau of Land Management's employee development program could benefit greatly from having a stronger working relationship with the University. I hope that University officials will give serious consideration to the opportunity to join this growing family of national and internationally renowned universities.

Thanks for hosting the last meeting of the Consortium; I hope to see you at our next meeting. Please call upon me if I can be of any assistance in answering questions about the direction and needs of the Bureau's employee development and succession planning programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Charpio". The signature is fluid and cursive, with a large initial "D" and "C".

Don Charpio, Ed.D.
Chief Learning Officer
Bureau of Land Management



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Hawassa University Wondo Genet College of Forestry & Natural Resources
የኮሌጁ ፖ/ኃላፊ The V/ Head's Office

Re. 531/1.23/08

29/09/08

Dear Dr Badege Bishaw,
OSU, College of Forestry
Corvallis

Subject: New On line Master's Program

I thank you for sending us the proposal to initiate a New Instructional Program for a Masters of Natural Resources.

We have gone through the draft document with utmost attention. We found the program to be in the interest areas of our College. As you might know, Wondo Genet College of Forestry and Natural Resources (WGCF-NR) has initiated a number of masters programs in forestry, wildlife, watershed management, natural resource economics, etc. The program you are developing will certainly contribute to alleviate the existing need of trained man power in our country in NRM.

In your effort to internationalize the program, WGCF-NR would like to be an active partner. We hope that our role in the program will be clearly set in the final document to which we would like to express our interests and opinions.

With Regards,

Abdella Gure (Dr)

V.Head



☐ P.O.Box: 128, Shashemene, Ethiopia
E-mail: wpcf@telecom.net.et

☎ Phone: 046-110 99 03, 10 99 26
Fax: 046-110 99 83

Kathleen Guillozet
4707 SE Rex Drive
Portland, Oregon 97206

October 10, 2008

Dr. Badege Bishaw
Department of Ecosystems and Society
321 Richardson Hall
Oregon State University
Corvallis, OR 97331

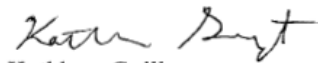
Dear Dr. Bishaw,

I am writing as a student to express my enthusiasm for the online Masters of Natural Resources program currently under development here at Oregon State University. This is an important program that will strengthen the University's ability to reach students and develop high-quality courses for working professionals.

I am a second-year PhD student at Oregon State and I took my first online course this summer through the Department of Botany and Plant Pathology. This was a methods course that was highly challenging and exceeded my expectations in terms of how much I learned and its relevance to my studies. The online nature of the course gave me the flexibility I needed to be able to take this class over the summer.

As an older student who has worked in the fields of education and natural resources management for over ten years, I can attest to the difficulty of finding applied, online technical courses that provide working professionals with quality coursework to enhance their knowledge base or work towards a higher degree. Your program sounds as though it will help fill this gap, and I look forward to hearing about its progress in the future.

Sincerely,



Kathleen Guillozet
PhD Student
Forest Ecosystems and Society
Oregon State University

Natural Resources Distance Learning Consortium Strategic Planning 2008

Over the past 5 years, the Consortium has focused on looking ahead to the capabilities offered in distance education and distance academic training. The first discussions generated the question what do we want to become? The second issues that continue to evolve, today, focus on the "Next Five Years", looking forward.

What Do We Want to Become?

Foremost in this discussion was the overriding principle: to "Meet our Student Needs." We looked, and continue to look at our Students as both current and potential learners, utilizing distance learning as a means of acquiring upper division and graduate courses that may enhance their professional growth and development. We have agreed that our current and future role is to offer this education opportunity to the place bound career professional or technician working in natural resources. This arena includes public land managing agencies (including all levels from federal lands to county or local lands) as well as those seeking academic growth and development and training in non-governmental organizations and professional societies.

We see our role as offering graduate education, graduate degrees and certificates of graduate studies, as well as training or continuing education, for place bound students who are constrained by geography, family, work, time and finances.

Our Objectives are to sustain, among consortium members, an organization capable of supporting academic structure with:

- transparency of requirements
- universality of access
- reciprocity among consortium members
- maintenance of academic rigor across courses and training modules
- support for course quality and evaluation among our university peers, as well as among our student communities and client groups.

We strive to add value to educational outcomes for our students.

We seek, collectively, to strengthen our marketing of distance education.

We will continue to strengthen the value of the Consortium through our partnerships, including university departments and colleges offering natural resources programs, non-governmental organizations, public land management agencies, organizations, and professional societies.

Our Products are educated persons with Graduate Professional Degrees, Certificates of Graduate Studies in Natural Resources, and Continuing Education and Professional credits.

Our long term strengths within the Consortium include:

- networking among and between institutions and organizations .
- fostering networking among faculty
- sponsoring presentations and sessions at professional meetings.

Distance Learning technology is a very rapidly growing and changing field in which the Consortium will maintain open communication through working or discussion sessions at meetings.

The Five Year Plan – 2009- 2013

Consortium representatives began our Five Year Plan discussions during the Spring 2007 meeting at Stephen F. Austin State University. We asked, "What should the next 5 years look like?"

Our Goal is strengthening our forward-looking Academic focus and identifying long term objectives that are the hallmark of the Natural Resources Distance Learning Consortium. Over the next five years, we must look at key objectives, start to prioritize them, and consider options and opportunities for implementing them.

Several issues were raised in discussions over the past 5 years that are part of the evolution of the Natural Resources Distance Learning Consortium:

- developing on-line mechanisms for broader student access
- evolving an on-line forum between agencies (Federal, State and local) and Consortium universities to evolve a vision and path toward strengthening both the academic and professional development sides of the Consortium
- new visions of course flexibility in natural resources graduate education if necessary to accommodate a unique group of potential students -the working professionals -who may not have the single semester

work assignments that allow them to complete courses within the academic calendar. Is there a place for the "super semester" and how do we define and develop it?

On-line forum -It is necessary to support the evolution of natural resources distance learning- distance education; distance training; modules, units, lessons to be delivered on-line and augmentation through hands-on modules completed at specific locations. Consortium members are beginning to see the evolution of this vision and we now need to discuss the concepts. Today's challenge is developing a natural resources model that includes:

- adding the "lab component"
- expanding the diffusion of "best practices for natural resources education and training"
- enhancing learning processes with critical update activities related to changes in natural
- resource related policies, laws, and pedagogy.

Reciprocity -High among issues for consideration is whether unequal tuition is seen as a barrier to those institutions with high tuition costs and a benefit to lower tuition universities. There also are questions of price sensitivity and whether or not this is a deterrent to students, thus we posed the question; "Do students shop for a degree, a certificate or training based on price or need and availability?"

Transparent Guidelines - Consortium members are very supportive that guidelines among the members be developed and maintained to be as transparent as possible to our distance learning clients. Preliminary discussions indicate that this appears feasible at the outset and it is incumbent to continue working toward this goal.

Balance of Course Credit - Consortium members raised questions of balance in course credits among member universities. At this time, it is clearly an open question and one to be pursued without prejudice in the future.

Strengthen Marketing - A part of the future planning process must seek to define marketing of the Consortium and its members to those interested in pursuing academic degrees, certificates of graduate studies, or training.

Credit Transfer among Consortium Members - Both current discussions and future plans need to incorporate some agreement, if attainable, about the number of course credits that may be transferred among Consortium Universities for students to apply toward their degree programs. Early discussions indicate that a current list of guidelines needs to be developed for future discussions. An additional point was raised about the maximum number of transfer credits for Certificates of Graduate Study and for Professional Masters degrees.

External Committee Members - May external committee members serve on professional degree programs committees? It was pointed out that our current students have asked for committee members from other universities. No substantive discussions have taken place at this time. Should this be a part of the Consortium's long range planning process?

The "Star Pack"? Identify "Star Faculty" in a specific academic area and encourage their involvement in development and teaching of specific distance courses. Some initial points include seeking access to world experts and including them in distance education courses, as well as apprenticing and developing faculty.

A central issue and one that will require significant work is to create compelling, seamless processes for Natural Resources education graduate programs among Consortium University members. The model exists with the Great Plains IDEA program, and we can build upon it.

Perhaps the most open-ended question to the members is "How big do we want to become?" This requires input from all our Consortium members (Universities, Agencies, Professional Societies) and from colleagues. It is necessary to profile our "future student" and plan for their future education opportunities. The Consortium should clarify the resident vs. distance learning student models -how are they similar, how are they different, and how do these influence the way we design and develop academic curricula and professional development curricula?

Additional questions and topics for future discussion should include:

- Incorporating laboratory or laboratory design activities into courses. This will be critical in such areas as wild land fire management where managers and leaders in the fire environment are moving from technical training to professional command education.
- Defining phases or modules of courses that may be resident-focused, as well as those that may be accomplished by non-resident education. Among the options to be considered are use of web conferences, field laboratory activities, and field time to compress course activities into manageable learning experiences, and use of remotely transmitted video for specific components of learning modules.

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Appendix E – List of Natural Resources Courses available through
the Natural Resources Distance Learning Consortium

Appendix E. Online Masters Degrees, Graduate Certificates, and Graduate Courses offered by members of the Natural Resources Distance Learning Consortium

Downloaded 15 September 2008 from <http://nrdlc.iddl.vt.edu/index.php>

Members include: Virginia Tech, University of Idaho, Penn State, Stephen F. Austin University, University of Montana, University of Tennessee Martin, and new members Oregon State University and North Carolina State University. USDA Forest Service and Bureau of Land Management are also members.

MASTERS DEGREES

| NAME | MEMBER INSTITUTION |
|---|---|
| Master of Natural Resources | University of Idaho |
| Master of Geographic Information Systems | Penn State World Campus |
| Master of Natural Resources | Virginia Polytechnic Institute and State University |
| Master of Science in Agriculture & Natural Resources Systems Management | University of Tennessee at Martin |
| Master of Science in Resource Interpretation Thesis Based | Stephen F. Austin State University |
| Master of Science in Resource Interpretation Non-Thesis Based | Stephen F. Austin State University |

CERTIFICATES OF GRADUATE STUDY

| NAME | MEMBER INSTITUTION |
|---|---|
| Restoration Ecology Certificate | University of Idaho |
| Postbaccalaureate Certificate in Geographic Information Systems | Penn State World Campus |
| Certificate of Graduate Study in Natural Resources | Virginia Polytechnic Institute and State University |
| Fire Ecology, Management, and Technology (UG) | University of Idaho |
| Fire Ecology, Management, and Technology (GRAD) | University of Idaho |
| Undergraduate Certificate of Achievement in Weather Forecasting | Penn State World Campus |
| Postbaccalaureate Certificate in Community and Economic Development | Penn State World Campus |
| Undergraduate Certificate in Turfgrass Management | Penn State World Campus |
| Advanced Undergraduate Certificate In Turfgrass Management | Penn State World Campus |
| Certificate in Resource Interpretation | Stephen F. Austin State University |

Courses

Course List

| NAME | DEPT | INSTRUCTOR | NEXT | CUS | MEMBER |
|---|-------------------------------------|-------------------|---------------|-----|------------------------------------|
| Introduction to Statistical Program Packages (STAT 480) | Statistics | TBA | not scheduled | 1 | Penn State World Campus |
| Acquiring and Integrating Geospatial Data (GIS 488) | Geographic Information Systems | TBA | 10/2008 | 3 | Penn State World Campus |
| Advanced Media and Graphics (FOR 574) | College of Forestry | Stephens Williams | 1/2008 | 3 | Stephen F. Austin State University |
| Advanced Natural Resources Economics (NRM 730) | Natural Resources Management | Mehlhorn | 8/2008 | 3 | University of Tennessee at Martin |
| Advanced Precision Technologies for Agriculture and Natural Resources Management (AGET 782) | Agricultural Engineering Technology | TBA | not scheduled | 3 | University of Tennessee at Martin |
| Advanced Professional Interpretation (FOR 580) | College of Forestry | Stephens Williams | 1/2008 | 3 | Stephen F. Austin State University |
| Advanced Soil and Water Conservation Engineering (AGET 720) | Agricultural Engineering Technology | Burcham | 8/2008 | 3 | University of Tennessee at Martin |
| Advanced Topics in Weather Forecasting (METEO 410) | Meteorology | TBA | 8/2008 | 3 | Penn State World Campus |
| Agricultural Management (AGEC 671) | Agricultural Economics | TBA | not scheduled | 3 | University of Tennessee at Martin |
| Agricultural Risk Analysis and Decision Making (AGEC 750) | Agricultural Economics | Mehlhorn | 1/2009 | 3 | University of Tennessee at Martin |

| | | | | | |
|---|-------------------------------------|-------------------|---------------|-----|---|
| Alternative Forest Products (SNR 533) | Ecampus | TBA | 1/2009 | 1 | Oregon State University |
| Applied Multivariate Statistical Analysis (STAT 505) | Statistics | TBA | not scheduled | 3 | Penn State World Campus |
| Basic Beliefs and Ethics in Natural Resources (SNR 522) | Ecampus | multiple sections | 9/2008 | 1 | Oregon State University |
| Cartography and Visualization (GIS 486) | Geographic Information Systems | TBA | 7/2008 | 3 | Penn State World Campus |
| Colloquium (TURF 490) | Crop & Soil Sciences | TBA | not scheduled | 1 | Penn State World Campus |
| Community and Economic Development and Leadership (CEDEV 500) | Community and Economic Development | multiple sections | 8/2008 | 3 | Penn State World Campus |
| Comprehensive Nutrient Management Planning & System Design (AGET 760) | Agricultural Engineering Technology | Burcham | 1/2009 | 3 | University of Tennessee at Martin |
| Conflict Resolution and Negotiation (CEDEV 404) | Community and Economic Development | TBA | not scheduled | 3.0 | Penn State World Campus |
| Consensus and NR Issues (SOC 485) | Ecampus | TBA | 6/2009 | 3 | Oregon State University |
| Conservation Ecology (NR 5724) | Natural Resources Program | Trauger | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Curriculum-Based Interpretive Programs (FOR 571) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Ecological Economics (NR 5984) | Natural Resources Program | Czech | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Ecological Principles of | Ecampus | multiple | 1/2009 | 3 | Oregon State |

| Sustainable Natural Resources (SNR 530) | | sections | | | University |
|---|--------------------------------|-------------------|---------------|---|---|
| Ecological Restoration (FOR 445) | Ecampus | multiple sections | 9/2008 | 4 | Oregon State University |
| Ecology (RNGE 221) | Rangeland Ecology & Management | TBA | 8/2008 | 3 | University of Idaho |
| Economic and Social Issues in Forest Recreation Development (FOR 590) | Forestry | TBA | not scheduled | 3 | Northern Arizona University |
| Economics of Sustainable Natural Resource Management (SNR 521) | none specified | multiple sections | 9/2008 | 3 | Oregon State University |
| Environmental Applications of GIS (GIS 487) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Environmental Case Studies (ENSC 479) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Environmental Ethics (NR 5194) | Natural Resources Program | Plyler | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Environmental History of the United States (HST 481) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Environmental Law (AREC 532) | Ecampus | TBA | 4/2009 | 4 | Oregon State University |
| Environmental Philosophy (ENVS 552) | Environmental Science | TBA | not scheduled | 3 | University of Idaho |
| Environmental Philosophy (ENVS 452) | Environmental Science | TBA | 5/2008 | 3 | University of Idaho |
| Field-Based Interpretive Programs (FOR 570) | College of Forestry | Coble | 1/2008 | 3 | Stephen F. Austin State University |
| Fire Regime Condition Class (FOR 530) | Forest Resources | TBA | not scheduled | 1 | University of Idaho |

| | | | | | |
|--|--------------------------------|-------|---------------|-----|---|
| Foundations of Federal Land Management (NR 5684) | Natural Resources Program | Evans | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Fundamentals of Mesoscale Weather Forecasting (METEO 361) | Meteorology | TBA | not scheduled | 3 | Penn State World Campus |
| Fundamentals of Tropical Forecasting (METEO 241) | Meteorology | TBA | 8/2008 | 3 | Penn State World Campus |
| Geographic Foundations of Geospatial Intelligence (GEOG 497G) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Geographic Information Systems for the Geospatial Intelligence Professional (GEOG 884) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Geographical Information Analysis (GIS 586) | Geographic Information Systems | TBA | 7/2008 | 3 | Penn State World Campus |
| Geospatial System Analysis and Design (GIS 583) | Geographic Information Systems | TBA | 10/2008 | 3 | Penn State World Campus |
| Geospatial Technology Project Management (GIS 584) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| GIS Application Development (GIS 489) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| GIS Applications in Fire Ecology (RNGE 404) | Rangeland Ecology & Management | TBA | not scheduled | 1 | University of Idaho |
| GIS Applications in Natural Resources (NR 402) | Natural Resources | TBA | 8/2008 | 1 | University of Idaho |
| GIS Database Development (GIS 484) | Geographic Information Systems | TBA | 7/2008 | 3 | Penn State World Campus |
| GIS for Analysis of Health | Geographic | TBA | 4/2008 | 3 | Penn State |

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|---|------------------------------------|-------------------|---------------|---|---|
| (GIS 497K) | Information Systems | | | | World Campus |
| GIS Programming and Customization (GIS 485) | Geographic Information Systems | multiple sections | 7/2008 | 3 | Penn State World Campus |
| Global Issues in Natural Resources (NR 5114) | Natural Resources Program | Hammett | 8/2009 | 3 | Virginia Polytechnic Institute and State University |
| GPS Modernization for Geospatial Professionals (GIS 497I) | Geographic Information Systems | TBA | not scheduled | 1 | Penn State World Campus |
| Grazing Management Techniques (PLSC 675) | Plant Science | Joost | 1/2010 | 3 | University of Tennessee at Martin |
| Human Dimension/Restoration Ecology (CSS 572) | Conservation Social Sciences | TBA | 1/2009 | 3 | University of Idaho |
| Human Dimensions of Natural Resources (NR 5984) | Natural Resources Program | Lindsey | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Hydrologic Applications of GIS and Remote Sensing (GEOG 424) | Geography | TBA | not scheduled | 3 | University of Idaho |
| Independent Project in Natural Resource Sustainability (SNR 506) | Ecampus | multiple sections | 9/2008 | 2 | Oregon State University |
| Independent Studies-GIS (GIS 496) | Geographic Information Systems | TBA | 10/2008 | 2 | Penn State World Campus |
| Individual Project Work (GIS 596C) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Individual Studies (CEDEV 596) | Community and Economic Development | TBA | not scheduled | 3 | Penn State World Campus |

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|---|--------------------------------|-----------|---------------|-----|---|
| Individual Studies-- Peer Review (GIS 596A) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Individual Studies-- Capstone Project (GIS 596B) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Interdisciplinary Recreation Planning (NR 5644) | Natural Resources Program | Leopold | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| International Environmental Issues Seminar (ENVS 225) | Environmental Science | TBA | not scheduled | 3 | University of Idaho |
| Internship Supervision and Mentoring (GIS 495C) | Geographic Information Systems | TBA | not scheduled | 1 | Penn State World Campus |
| Internship--Turfgrass (TURF 495) | Crop & Soil Sciences | TBA | not scheduled | 1-3 | Penn State World Campus |
| Interpretive Leadership (FOR 573) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Interpretive Planning (FOR 572) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Interpretive Research and Evaluation (FOR 569) | College of Forestry | Coble | 1/2008 | 3 | Stephen F. Austin State University |
| Interpretive Writing (FOR 568) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Introduction to Multi-Sensor Data Fusion (GEOG 885) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Introduction to Statistical Program Packages (STAT 480) | Statistics | TBA | not scheduled | 1.0 | Penn State World Campus |
| Landcare (NR 5984) | Natural Resources | Robertson | 5/2008 | 3 | Virginia Polytechnic |

| | Program | | | | Institute and State University |
|--|--------------------------------------|--------|---------------|---|---|
| Leadership Development (AG 521) | Ecampus | TBA | 1/2009 | 3 | Oregon State University |
| Management of Interpretive Resources (PRAD 760) | Park and Recreation Administration | Smartt | 8/2008 | 3 | University of Tennessee at Martin |
| Management of Interpretive Resources (NRM 760) | Natural Resources Management | Smartt | 8/2008 | 3 | University of Tennessee at Martin |
| Management of Recreation Resources (RECM/FOR 495) | College of Forestry and Conservation | TBA | not scheduled | 3 | University of Montana |
| Managing the Wilderness Resource (RECM/FOR 472) | College of Forestry and Conservation | TBA | not scheduled | 4 | University of Montana |
| Modern Wildlife Management (NR 5984) | Natural Resources Program | Evans | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Natural Resource Economics and Policy (AREC 351) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Natural Resources and Community Values (ANTH 481) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Natural Resources Communication Applications (NR 5854) | Natural Resources Program | Plyler | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Natural Resources Law and Policy (NR 5344) | Natural Resources Program | Paul | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Open Web Mapping (GIS 597F) | Geographic Information | TBA | not scheduled | 3 | Penn State World |

| | Systems | | | | Campus |
|---|--------------------------------------|-------------------|---------------|---|---|
| Oral Interpretive Programs (FOR 567) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Outdoor Recreation Design and Development (NR 5984) | Natural Resources Program | Leopold | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Partnerships and Volunteerism (AEE 5154) | Agricultural and Extension Education | TBA | not scheduled | 3 | Virginia Polytechnic Institute and State University |
| Planning Agroforestry Projects (SNR 532) | Ecampus | multiple sections | 1/2009 | 2 | Oregon State University |
| Planning and Decision Making for Watershed Management (CSS 573) | Conservation Social Sciences | TBA | 8/2008 | 3 | University of Idaho |
| Planning GIS for Emergency Management (TURF 597G) | Crop & Soil Sciences | TBA | not scheduled | 3 | Penn State World Campus |
| Population, Land Use, and Municipal Finance (CEDEV 509) | Community and Economic Development | TBA | not scheduled | 3 | Penn State World Campus |
| Principles of Community Economic Development (CEDEV 430) | Community and Economic Development | TBA | 8/2008 | 3 | Penn State World Campus |
| Principles of Environmental Toxicology (ENVS 509) | Environmental Science | TBA | 8/2008 | 3 | University of Idaho |
| Principles of Environmental Toxicology (ENVS 409) | Environmental Science | TBA | 8/2008 | 3 | University of Idaho |
| Problem-Solving with GIS (GIS 483) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Production of Biorenewable Resources (NRM 722) | Natural Resources Management | Joost | 8/2008 | 3 | University of Tennessee at Martin |

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|---|------------------------------------|-------------------|---------------|-----|---|
| Public Ecology: Understanding and Managing Human Ecosystems in a Changing World (PSCI 5364) | Political Science | Robertson | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Public Lands and Realty Principles (NR 5674) | Natural Resources Program | Evans | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Public Lands Valuation (NR 5984) | Natural Resources Program | Evans | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Rangeland Ecology (RNGE 459) | Rangeland Ecology & Management | TBA | 8/2008 | 2 | University of Idaho |
| Reduced Impact Timber Harvest (SNR 534) | Ecampus | Kellogg | 9/2008 | 1 | Oregon State University |
| Remote Sensing for the Geospatial Intelligence Professional (GEOG 883) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Remote Sensing of Active Fire and Post-fire Effects (FOR 435) | Forest Resources | TBA | 1/2009 | 2 | University of Idaho |
| Restoration Ecology Practicum (CSS 580) | Conservation Social Sciences | TBA | 6/2008 | 2 | University of Idaho |
| Rural Organization (CEDEV 452) | Community and Economic Development | TBA | not scheduled | 3 | Penn State World Campus |
| Science Based Fuels Management Planning (FOR 433) | Forest Resources | TBA | 1/2008 | 2 | University of Idaho |
| Socially Sustainable Natural Resources (SNR 520) | Ecampus | multiple sections | 3/2008 | 3 | Oregon State University |
| Society and Natural Resources (SOC 481) | Ecampus | TBA | 4/2009 | 3 | Oregon State University |

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|---|--------------------------------|-------------------|---------------|------|------------------------------------|
| Special Topics (GIS 597) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Special Topics in Crop Science and Soil Science (CSS 599) | Ecampus | TBA | 9/2008 | 1-16 | Oregon State University |
| Statistical Methods in Agriculture and Natural Resources (AGRI 741) | Agriculture | Darroch | 1/2009 | 3 | University of Tennessee at Martin |
| Strategic Management Issues in Agriculture (AGEC 751) | Agricultural Economics | Mehlhorn | 6/2009 | 3 | University of Tennessee at Martin |
| Sustainable Management of Aquatic and Riparian Resources (SNR 535) | Ecampus | TBA | 1/2009 | 1 | Oregon State University |
| Sustainable Natural Resource Development (SNR 511) | Ecampus | multiple sections | 9/2008 | 1 | Oregon State University |
| Sustainable Silviculture (SNR 531) | Ecampus | multiple sections | 1/2009 | 1 | Oregon State University |
| The Nature of Geographic Information (GIS 482) | Geographic Information Systems | TBA | 7/2008 | 2 | Penn State World Campus |
| The Turfgrass-Required (TURF 235) | Crop & Soil Sciences | multiple sections | 1/2008 | 3 | Penn State World Campus |
| Thesis Research (FOR 589) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Thesis Writing (FOR 590) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Topcis: Scientific Writing and Presentations (AGRI 770) | Agriculture | Darroch | 8/2008 | 3 | University of Tennessee at Martin |
| Topics in Agriculture and Natural Resources Management (AGRI 77-) | Agriculture | TBA | not scheduled | 1-6 | University of Tennessee at Martin |
| Turf and Ornamental Weed | Crop & Soil | TBA | not | 3 | Penn State |

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|--|---------------------------|-------------------|---------------|-----|---|
| Control (TURF 238) | Sciences | | scheduled | | World Campus |
| Turf and Ornamental Weed Control- Horticulture (HORT 238) | Horticulture | TBA | not scheduled | 3 | Penn State World Campus |
| Turf Insect Pest Management (ENT 317) | Entomology | TBA | 5/2008 | 3 | Penn State World Campus |
| Turfgrass Cultural Systems (TURF 425) | Crop & Soil Sciences | TBA | 8/2008 | 3 | Penn State World Campus |
| Turfgrass Disease Management (PPATH 412) | Plant Pathology | TBA | 8/2008 | 3 | Penn State World Campus |
| Turfgrass Edaphology (TURF 434) | Crop & Soil Sciences | multiple sections | 5/2008 | 3 | Penn State World Campus |
| Turfgrass Management Systems (TURF 436W) | Crop & Soil Sciences | TBA | not scheduled | 3 | Penn State World Campus |
| Turfgrass Nutrition (TURF 435) | Crop & Soil Sciences | TBA | 1/2008 | 4 | Penn State World Campus |
| Turfgrass Pesticides (TURF 230) | Crop & Soil Sciences | multiple sections | 1/2008 | 1 | Penn State World Campus |
| Understanding Weather Forecasting (METEO 101) | Meteorology | TBA | 8/2008 | 3 | Penn State World Campus |
| Urban Ecology (NR 5634) | Natural Resources Program | Robertson | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Urban Wildlife (NR 5424) | Natural Resources Program | Lindsey | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Virtual Field Exercise for the Geospatial Intelligence Professional (GEOG 889) | Geography | TBA | not scheduled | 2.0 | Penn State World Campus |
| Watershed Science/Management (FOR 462) | Forest Resources | TBA | 8/2008 | 3 | University of Idaho |
| Wetland Science (SOIL | Soil Science | Gale | 1/2009 | | University of |

| | | | | | | |
|---|--------------------------------------|-------------------|---------------|---|--|-------------------------|
| 630) | | | | | | Tennessee at Martin |
| Wetlands Restoration (FISH 540) | Fish and Wildlife Resources | TBA | 9/2008 | 3 | | University of Idaho |
| Wilderness in the American Context (RECM/FOR 471) | College of Forestry and Conservation | TBA | not scheduled | 4 | | University of Montana |
| Wilderness Management Planning (RECM/FOR 474) | College of Forestry and Conservation | TBA | not scheduled | 3 | | University of Montana |
| Wildland Fire Ecology (FW 446) | Ecampus | multiple sections | 9/2008 | 3 | | Oregon State University |
| Wildland Fire Ecology (FOR 446) | Ecampus | TBA | not scheduled | 3 | | Oregon State University |
| Wildland Fire Management and Ecology (FOR 426) | Forest Resources | TBA | 8/2008 | 3 | | University of Idaho |
| Wildland Restoration Ecology (RNGE 440) | Rangeland Ecology & Management | TBA | 1/2009 | 3 | | University of Idaho |
| Wildlife in Agricultural Ecosystems (FW 435) | Ecampus | TBA | 9/2008 | 3 | | Oregon State University |

Appendix F: MOU between CoF and E-Campus

MOU for new Online Program Development between OSU College of Forestry, Forest Science Department and OSU Extended Campus

Natural Resources Masters Degree

OSU Extended Campus welcomes this opportunity to make this graduate degree available to a worldwide audience. The Master of Natural Resources degree will be an important addition to OSU online programs and will be an asset to students in many different areas of study.

Program Personnel

The College of Forestry agrees to assign a coordinator to serve as the main contact person to coordinate development of this degree with Ecampus.

Funding Overview

Total Funding = \$131,000

Disbursed in two major phases:

Phase 1: \$46,000 for program coordination towards the preparation, submission and approval of the MNR Category I proposal.

35% upon acceptance and approval of this MOU and Development Plan, which includes:

- the detailed timeline for CAT I proposal submission and approval;
- assignment of instructors/course developers to each course;
- timeline for course design, development, delivery.

55% upon submission of the CAT I proposal

10% upon CAT I full approval

Phase 2: \$85,000 for course development, coordination and program delivery (upon CAT I approval).

44% for course development coordination, disbursed upon full CAT I approval

41% for course development

- All courses to be completed within one year of the CAT I approval, with the initial offering of the program during fall term, 2010.

15% transferred upon completion of the project and acceptance of the final report.

Details of Budget Transfer per Program Component

Budget will be transferred to the College of Forestry as follows, except where otherwise indicated:

Phase 1 - Category I proposal, submission and curricular approval coordination: \$46,000

On signing of agreement: _____ 35% of Phase 1 Funding = **\$16,100**

On submission of the CAT I proposal: _____ 55% of Phase 1 Funding = **\$25,300**

On CAT I full approval: _____ 10% of Phase 1 Funding = **\$4,600**

Total Phase 1 funding: _____ 100% of Phase 1 Funding = **\$46,000**

- The College of Forestry, in collaboration with College of Liberal Arts, College of Agricultural Sciences, and the College of Science will prepare and submit a Category I proposal for the Master of Natural Resources towards successful completion of the curricular approval process.
- The Category I proposal will be developed during spring 2008 and submitted to the Graduate School in fall 2008.
- Approval of the Cat I proposal is expected to happen after one year in fall 2009.
- Course development will start after approval of CAT I proposal (fall 2009) and will be completed summer 2010.

- The program will begin offering the courses during fall term, 2010 and offer the full degree by winter or spring term, 2012 (Pending approval of CAT I).
- Each course will be offered a minimum of two terms per year to allow for successful student progress towards completion of the degree. The sequence and timing of course design, development, and offering are delineated in the Development Plan below (Table 1). Preliminary syllabi for each of the courses are to be submitted with the Development Plan.

Phase 2 - Course Design and Development (upon CAT I full approval): \$85,000

Course development coordination: _____ 44% of Phase 2 Funding = **\$37,250**

Course development: _____ 41% of Phase 2 Funding = **\$35,000**

- Course development will start after CAT I approval, projected for fall, 2009 and will be completed by summer term, 2010.
- Course development funds will be disbursed per course based on the number of credits for the course. Course development funds will be paid to the academic department in which the course resides. Funds will be disbursed once a course is deemed complete and up to standards, and has been reviewed by the appropriate designee of the College.
- 7 courses @ 3-4 credits each = 23 credits total (see Development Plan)
- Funding available upon completion of each course = \$5000 per course

End-of-Project Report: _____ 15% of Phase 2 funding = **\$12,750**

Total Phase 2 funding: _____ 100% of Phase 2 funding = **\$85,000**

- The College of Forestry in collaboration with College of Liberal Arts, College of Agricultural Sciences, and the College of Science will develop seven courses, begin offering the courses during fall term of 2010 and offer the full degree by winter or spring term 2012. Each course will be offered a minimum of two terms per year. The sequence and timing of course design, development, and offering are delineated in the Development Plan below. Preliminary syllabi for each of the courses are to be submitted with the Development Plan.
- Courses will be collaboratively planned, designed, and developed by the content providing faculty (Course Developer) or their representatives and the Ecampus Project Development and Training unit (PDT). The Ecampus contact for course development is: Dianna Fisher, Director of Project Development and Training dianna.fisher@oregonstate.edu - 541-230-4029.
- All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs. All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Blackboard course management system. Courses will be reviewed by designee(s) from the relevant Colleges and Ecampus upon completion.
- The Course Developer will engage in continued collaboration with the PDT from project inception and will ensure course completion and approval of the course at least 2 weeks prior to the initial term start. Completion status of the course is determined by the Extended Campus Director of Project Development and Training. If the course is not complete in Blackboard and ready to be taught at least 2 weeks prior to the start of initial term, the PDT Director will consult with the Program Director concerning advisability of course cancellation.
- As delineated in the existing MOU with the College of Forestry, Ecampus will provide (at no project cost) basic course development and production including: instructional design with best practices covering accessibility and copyright, project management, media development, Blackboard course development, training, marketing, and on-going student and instructor support.

Use of Course and Materials

The Course Developer will have control of the substantive and intellectual content of materials subject to review and approval of the Department/College. Course Developer shall receive credit as a named author or a principal developer of the course. Additional authors may be added in accordance with their contribution to the course and as determined by the Course Developer. Course Developer has the right to remove his or her name from the course at any time, in coordination with the academic department and Extended Campus. The Department can appoint others to teach the courses. Consistent with the rules of the State Board of Higher Education, the Board owns the course and materials and OSU shall have the exclusive right to offer the course, whether through internet, video transmission, IP Video, interactive TV, or by other means, to any student at any location.

Sustainability of Program

In order to insure the sustainability of the Master of Natural Resources degree as a viable program into the future, the Program will:

- Initiate discussions with the Graduate School, the Forest Science Department, the College of Forestry, and in collaboration with the Colleges associated with the courses to be offered as part of this program,
- Establish agreements for a formalized budget model designed to provide funding for reoccurring costs necessary to support the Program and academic advising needs of the program;
- Summarize these agreements as part of the 'Plans for Program Sustainability' within the End-of-Project Report described below.

End-of-Project Report: 15% of funding

Please submit a final report after completion of the project to include:


- Description of the development process,
- Two-year schedule for continued course and program delivery,
- Student feedback on the experience taking the courses,
- Data on course evaluation,
- Faculty response to the development activity,
- Final expense report,
- Plans for program sustainability.

After submission and acceptance of the final report, the Ecampus review team will verify that all program components are in place upon which time the remaining funds will be released.


Supplemental Funding

In addition to the funding defined in this MOU, Ecampus will commit to additional supplemental funding to help defray overhead costs during the initial years of program offering, until the program achieves financial self-sufficiency based on enrollment-generated revenue. The supplemental funding will be provided to the Department of Forest Sciences to help defray costs associated with program staffing comprised of a Program Director and a Program Coordinator. The terms of this supplemental funding, including the amount of funding and its duration, will be delineated in an addendum to the overarching program MOU. The addendum will be drafted upon receipt by Ecampus information on projected enrollments for the initial years of the program offering, and once the program proposers have obtained formal agreements/disagreements regarding revenue sharing from the various academic departments to be associated with the program.

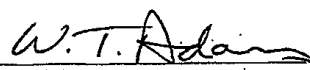
Signatures below indicate acceptance of these terms and conditions.


Hal Salwasser, Dean
College of Forestry


5/8/08
Date


Dave King, Associate Provost
OSU Extended Campus

5/9/08
Date


W. Tom Adams
Department Head
Department of Forest Science

4/18/08
Date


Carol Babcock
Director of Business Services
OSU Extended Campus

5/8/08
Date

- 5 -

04-18-2008

006/007

09/17/2008 WED 15:02 FAX 541 737 2734 OSU Extended Campus

Development Plan: Master of Natural Resources

| | Spring
2008 | Fall
2009 | Winter
2010 | Spring
2010 | Summer
2010 | Fall
2010 | Winter
2011 |
|--|--|--|------------------------|------------------------|------------------------|----------------------|------------------------|
| CAT I Process | Proposal
Submission | Proposal
Approval
(projected) | | | | | |
| Course Development | Lead
Content
Expert
(Course
Developer | | | | | | |
| AREC 534
3 credits | Jaeger | | Design | Develop | Develop | Offer | Offer |
| GEO 518
3 credits | Nielsen | | Design | Develop | Develop | Offer | Offer |
| COMM 524 or 522
3 credits | Walker | | Design | Develop | Develop | Offer | Offer |
| FS 523
4 credits | Ganio | | Design | Develop | Develop | Offer | Offer |
| New course:
Underground Ecological
Processes
3 credits | Cazares | Design | Develop | Develop | Offer | Offer | |
| FS 545 or RNG 521 or
RNG 643 | TBD | | Design | Develop | Develop | Offer | Offer |
| FS 548
3 credits | Radosevich | Design | Develop | Develop | Offer | Offer | |

Hi Darlene,

Could Bella Bose's proposal attached below be an agenda item for the next GC meeting?
Perhaps we could invite him to present this to the Council.

thanks

Vinod

Vinod Narayanan

Associate Professor

Oregon State University

e-mail: vinod.narayanan@oregonstate.edu

Lab page: web.engr.oregonstate.edu/~narayavi/vinod.html

(541) 737-7012

Fax: (541) 737-2600

Begin forwarded message:

From: Bella Bose <bose@eeecs.oregonstate.edu>

Date: April 15, 2009 4:34:01 PM PDT (CA)

To: vinod.narayanan@oregonstate.edu

Subject: Graduate council - 5 year BS/MS program

Reply-To: Bella Bose <bose@eeecs.oregonstate.edu>

Vinod,

We thought of giving an option to our undergraduate students to finish their MS degree also within a total of 5 years. I sent this request to Sally and Martin and they thought that I need to inform you also since you represent the COE. Please see attached the letter. At present the graduate school allows to reserve up to 15 hours of graduate credits. We request that this be increased to 21 for the students in this program. If you have any questions please let me know and I will try to answer. Thanks.

-Bella

Bella Bose | email : bose@eeecs.orst.edu
Professor and Associate Director | Phone: 541-737-5573
School Of EECS | Fax : 541-737-1300
1148 KEC |
Oregon State University |
Corvallis, OR 97331-3902 |



School of Electrical Engineering & Computer Science
Oregon State University, 1148 Kelley Engineering Center, Corvallis, Oregon 97331-5501
Phone 541-737-3617 | Fax 541-737-1300 | <http://eecs.oregonstate.edu>

April 1, 2009

Dean Sally Francis, Graduate School and
Graduate Council Members

Dear Dean Sally Francis and the Graduate Council Members,

We plan to introduce a 5-year B.S./M.S. program for top students entering our undergraduate programs (ECE and CS-Computer Systems), and we request that you allow students in these programs to reserve up to 21 graduate credits during their undergraduate study. At present, the graduate school allows students to reserve at most 15 graduate credits.

In the past few years, we have had many very strong students entering our undergraduate programs. For example, close to 30 Dean's Scholars joined our programs in Fall 2008. These students have a high school GPA close to 4.00 and a SAT Math/Verbal score of more than 1300 (out of 1600 possible).

Many of those students begin their freshman year with more than 20 college credit hours (advanced placement, IB, transfer) from high school. Because of the structure of our undergraduate and graduate programs, these students must start both their undergraduate and graduate studies in Fall term, so they easily run short of required undergraduate coursework during their senior year. (In Fall 2006, we reduced our B.S. requirements to 180 credits.)

The 5-year B.S./M.S. program is quite attractive to these students. When we mentioned it to some of our undergraduate students, they were quite interested in this option.

There are many benefits in offering this program:

1. The students will be involved in research even at the undergraduate level.
2. We can keep our top students in our graduate program and modestly

increase the graduate enrollment.

We believe that the increased graduate enrollment will likely offset the small amount of lost tuition that may result from having students take up to 6 extra graduate credits while they are undergraduates.

We sincerely request that you grant this request, to allow students pursuing the B.S./M.S. in ECE and CS-Computer Systems to reserve 21 credits of graduate coursework taken while they are completing their undergraduate programs.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "B. Bose" with a stylized flourish at the end.

Bella Bose

Professor and Associate Director

GRADUATE ENROLLMENT RECOMMENDATIONS

Spring, 2009

The Graduate Enrollment Management Task Force was appointed by the Dean of the Graduate School in fall, 2008. Members of the Task Force include Scott Ashford, Tony Wilcox (representing Executive Committee of Faculty Senate), Becky Warner, Valerie Rosenberg, Eric Yahnke, Walt Loveland (representing Graduate Council), Donna Champeau, Larry Curtis, and Rosemary Garagnani. The Task Force was charged to

- Set overall graduate enrollment targets both in absolute numbers and in proportion to total enrollment;
- Set targets for enrollment by degree level and by demographics including citizenship;
- Establish strategic foci for graduate enrollment targets that are aligned with OSU's areas of strength; and
- Recommend strategies for achieving the targets that are set.

As a research university, OSU is deeply committed to excellence in graduate education. Strong graduate programs are essential to the institution's ability to deliver its three-part mission, are critical in OSU's goal of achieving top ten land grant status, and are key to Oregon's prosperity. In a recent op-ed, Debra Stewart, President of the Council of Graduate Schools, stated, "The future of the country depends on making a renewed commitment to graduate education to produce the future innovators, discoverers and leaders necessary to address current and future problems" (*Washington Times*, 1/15/09). Strong graduate programs depend on a number of factors including not only our ability to be competitive in recruiting the highest quality graduate students but also our ability to build viable intellectual communities of graduate students with adequate critical mass in terms of enrollment. A graduate enrollment plan is needed to focus our graduate enrollment goals moving forward.

OSU, along with other very high research universities, holds scholarship and graduate education as central to its mission. This document presents a proposal that recommends a graduate student enrollment target for OSU over the next five years culminating in the year 2013-14 at an **enrollment mix of 20% graduate and 80% undergraduate or 4100 graduate students**, an increase of about 900 students over 2008-09 graduate enrollment (see Table 2, page 9). This recommendation is in alignment with prior graduate enrollment targets. In 2000 a University Issue Group recommended that OSU establish a target of 20% graduate to total OSU enrollment by 2011 and in 2001 another work group recommended that OSU pursue an aggressive enrollment strategy to achieve a graduate enrollment of about 18% of total enrollment. In addition, the Task Force recommends that the ratio of PhD student to Graduate Faculty should be 2:1 by 2013-014 and eventually reach a 3:1 ratio. Given that there are currently 1208 faculty members at OSU who have been authorized to direct doctoral dissertations, this recommendation would result in a target of 2416 PhD students or 59% of the targeted graduate enrollment of 4000. In fall, 2008, of a total graduate enrollment of 3204, 1101 were PhD students or 34% of total graduate enrollment (see Table 3, page 10). The Task Force declined to set a target for graduate enrollment according to citizenship. While the Task Force fully recognizes and supports the

importance of all forms of diversity, including strong international participation, within graduate programs it believes that the overall goal must be to attract the very best qualified graduate students possible regardless of citizenship.

These goals are aligned with the enrollment targets of the College of Engineering (COE). COE plans to reach a total graduate student to total student ratio of 23%. Within this target, a ratio of PhD student to faculty member of 3:1 and a master's student to faculty member ratio of 5:1 are planned. The 20% target also is in alignment with graduate enrollment at benchmark institutions. The proportion of graduate student enrollment at OSU's comparator and aspirational top ten land-grant institutions is shown in Table 4 (page 11). The data reveal that the average graduate enrollment at these institutions and at the top ten land-grant institutions was 20% of total enrollment. The proportion of graduate enrollment at peer institutions ranged from 14.5% at Pennsylvania State University to 28.5% at Cornell University. In comparison, fall, 2007, graduate enrollment at OSU was 15.5% of total enrollment.

Figure 1 (page 3) illustrates the Task Force's 20% graduate enrollment target (blue) alongside projected total enrollment at OSU (total, graduate, and non-degree graduate). Black, red, and green lines depict *actual* enrollment from fall, 1995, through fall, 2008; from fall, 2009, forward, the black, red, and green lines depict *projected* enrollment. Fall, 2008, total enrollment was 20,320 and is projected to reach 21,056 by fall, 2013, the target year for this report. Similarly, fall, 2008, graduate enrollment was 3095 and would need to reach 4100 by fall, 2013, to achieve the proposed 20% target.

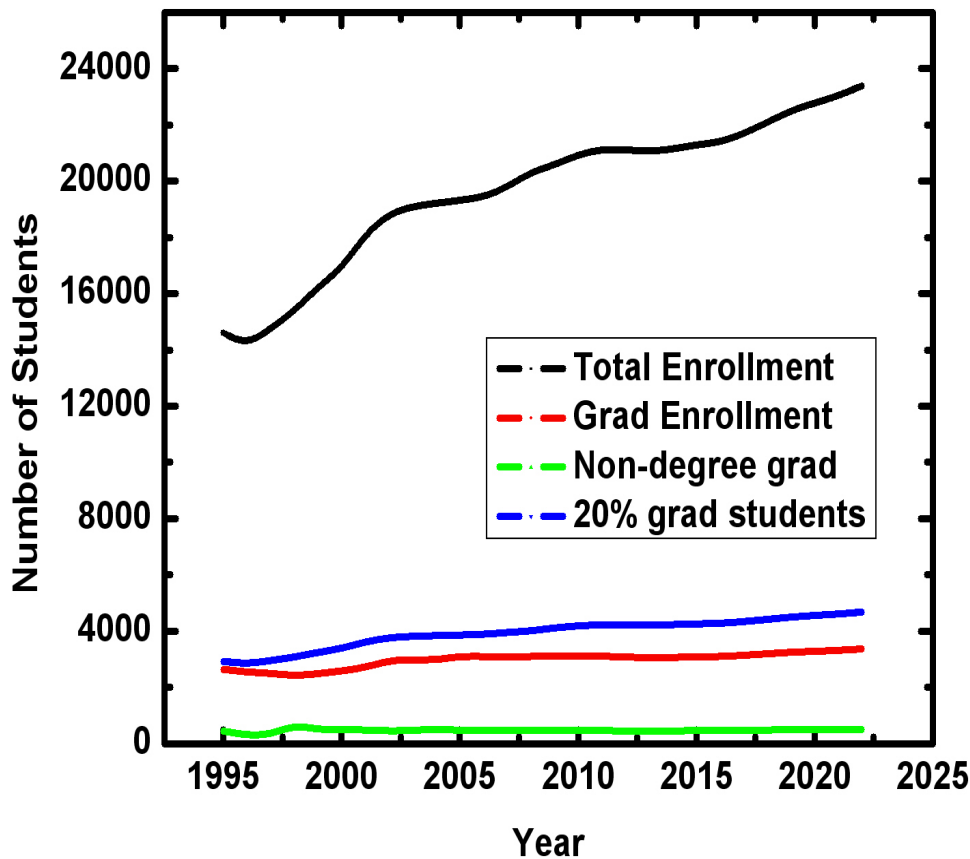


Figure 1 OSU Projected Enrollment

Rationale

The rationale for targeting an enrollment of 20% graduate students is based on:

- Top ten land-grant status is partially dependent on strong graduate programs. Top ten land-grant institutions maintain a graduate population of 20% of total enrollment. Peer data are presented in Table 4.
- Expanding OSU's graduate enrollment will produce more recipients of advanced degrees who can be predicted to contribute directly to economic development and innovation. About 60% of advanced degree recipients stay and work in Oregon.
- The master's degree is rapidly becoming the entry level degree for a growing number of jobs leading to an increase in master's enrollments nationally. There is an opportunity to respond to this need.
- Strong graduate programs spark the research enterprise of the University.
- Undergraduate programs are enriched by the presence of strong graduate programs.
- Online graduate programs are an attractive growth area. OSU has built capacity to expand its offerings in this format.
- Graduate programs contribute substantially to the diversity of the student population, particularly by attracting international students. The INTO partnership creates an opportunity to expand international enrollment.

- Knowledge-based industries require well educated workers. There is an opportunity to respond to this need through expanded graduate enrollment.

SWOT

Members of the Task Force identified strengths, weaknesses, opportunities and threats – SWOT – to increasing graduate enrollment. Table 1 (see page 7) presents the strengths, weaknesses, opportunities, and threats that were identified relative to OSU’s potential for achieving the 20% graduate enrollment target. Obvious *strengths* include OSU’s classification as a major research university with strong research faculty and research facilities, experience in online programming, and an array of graduate programs in areas of demand for graduates. On the other hand, *weaknesses* identified include little diversity within the local community, lack of graduate programming in the social sciences and humanities, cost of graduate student support, and certain organizational weaknesses. *Opportunities* to support achieving the 20% goal include the historic growth in graduate enrollments during poor economic cycles, economic stimulus funds to NSF and NIH that could support graduate assistants, certain increased funding opportunities, and the “Obama” effect. Finally, threats include probable severe budget cuts in the next 2-4 years and resultant loss of faculty and student support.

Focused Conversation

The Task Force invited several guests to discuss specific opportunities for increasing enrollment in selected graduate programs. Guests included:

Ilene Kleinsorge, Dean, College of Business
 Larry Rodgers, Dean, College of Liberal Arts
 David King, Associate Provost, Outreach and Engagement
 Marie Harvey, Chair, Department of Public Health
 Ursula Bechert, Director, Off-Campus Programs, College of Science

This conversation revealed that there are definite growth opportunities in the areas of Public Health, Business Administration, Liberal Arts and the Professional Sciences Master’s (PSM) program. E-campus offerings could be part of any of these areas as well as international student opportunities. In addition, all of these areas integrate very well with OSU’s 2009 Strategic Plan’s signature areas—Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

The Public Health and Business Administration programs are evident in the second two of the signature areas, and there is already a statewide PSM initiative in place for Renewable Energy. In addition, the Public Health program is currently positioned to be the only offering in the State of Oregon. The Liberal Arts programs and E-campus offerings align with the Strategic Plan’s action commitment to lead in the development of a globally competitive workforce and an informed and capable citizenry. Given the small amount of existing graduate programs in Liberal Arts programs, there is great opportunity for growth, and E-campus offerings can allow OSU to increase all of its offerings in a very cost-effective and nimble manner.

Strategies for Achieving 20% Target

In 1999, a work group made up of Sherm Bloomer, Bob Bontrager, Sally Francis, Henry Sayre, Rob Specter, and chaired by Sabah Randhawa stated, "The enrollment goals recommended...will only be possible if we can maintain and improve the quality of the educational and campus experience we offer all students. This will require a substantial investment of resources...." The group estimated that an investment of about \$7M (biennial) per 1000 additional students would be required to reach its stated enrollment goals, presenting a significant challenge.

In today's financial climate, this challenge is even more pronounced and the strategies more constrained. The Task Force assumes that some capacity to absorb additional graduate student enrollment currently exists. The basis for this assumption derives from a campus wide capacity survey conducted in 2000 by an Issue Group charged to develop graduate enrollment recommendations. The results of the capacity survey indicated that 439 (104 PhD and 335 master's) *additional* graduate students could be served given *no* additional resources. Therefore, the Task Force envisions that the 20% goal could be partially reached without new costs. However, 2-3 years into the plan, incremental costs would accrue as a result of the increase in graduate student enrollment.

- Encourage increased funding of graduate students through increased grant activity and the hiring of graduate research assistants instead of faculty research assistants on grant funds.
- Increase the number of externally funded graduate fellowships.
- Increase the minimum graduate assistant appointment from 0.20 to 0.30 by 2013-14, or as close to 0.49 as possible, in order to attract the highest quality graduate students.
- Establish the ability to make multiple-year offers to enhance success in recruiting graduate students.
- Increase efforts to improve graduate student retention and completion rates.
- Maximize the use of tuition remission budgets to leverage external funds that support graduate students.
- Develop incentives to reward programs for increasing graduate enrollments.
- Provide centralized assistance and support for enhancing program level recruiting campaigns with focus on web based approaches.
- Offer a lower tuition rate at later stages of doctoral work.
- Develop more graduate programs that use hybrid delivery mechanisms combining face-to-face and online approaches.

| Table 1. SWOT Analysis | | | | |
|--|--|--|---|---|
| TOPIC | STRENGTHS | WEAKNESSES | OPPORTUNITIES | THREATS |
| Professional Science Master's Degree (PSM) | Already have 4 PSM degrees and initiative is underway through OUS to establish a statewide PSM initiative as in CA and NY. OSU will play major role. | Lack of visibility/marketing of existing PSM degrees at OSU. | \$15 million will be available from NSF to support PSM program development. | Reluctance of faculty in sciences to embrace this approach to graduate science education. |
| Financial climate | OSU is a land grant, research university where graduate education is central to the mission. | | Short-term stimulus dollars will be available from NSF and NIH that could support graduate students. | Budget cuts. Will the financial crisis impact graduate student stipends? |
| | | | New GI Bill benefits will support graduate study. | |
| Graduate curriculum | OSU offers many graduate programs in fields with high demand (eg, engineering, teaching, etc.). | | Oregon needs a highly educated workforce; workforce development acts such as the federal "Trade Act" program funding for students.
http://www.doleta.gov/tradeact/ | |
| Research infrastructure | OSU has world class research facilities (e.g. Wave Lab) to support graduate study. | | Proposed increase in sustainable energy due to Federal stimulus | |
| Diversity | | There is a lack of diversity within the OSU/Corvallis community. | The "Obama Effect" may have positive effect on recruitment of diverse populations. | Budget cuts may negatively impact our ability to aggressively recruit under-represented students. |
| Reputation/ ratings | OSU offers top ranked graduate programs in agricultural sciences and conservation biology. | OSU lacks strong reputation outside of region (except in a few areas). | Jane Lubchenco's appointment to NOAA will be a reputation boost. | |

| | | | | |
|--------------------------|---|--|--|---|
| Curricular offerings | | Some OSU graduate programs overlap with offerings at other OUS campuses. | | |
| Infrastructure | The existing structure for web delivery (E-campus) is well developed. | | Increased opportunities for funding in human sciences research are anticipated. | |
| Economic crisis | | | The economic crisis may drive people to graduate study. | Budget cuts may cause loss of essential faculty and staff. Currently OSU is in a hiring "freeze." |
| Student support | | OSU faculty do not consider graduate students 'cost effective and tend to hire postdocs | | |
| Public Health | OSU offers the only PhD program in Public Health in Oregon; there is a strong Oregon MPH Program. | That OSU has no school/college of public health is a funding and recruitment disadvantage. | There is a need for a school of public health and additional graduate offerings in Oregon since the only schools are located at UW, California and Arizona. | No funds to support this initiative. Pressure from OHSU and PSU. |
| International | | | Iraqi government plans to send students to study abroad (10,000 students per year for five years, approximately 30% at graduate level). | |
| Technical infrastructure | | Administrative functions through Banner are inflexible and not responsive to quick changes. This hinders our ability to move swiftly when opportunities arise. | The budget situation could be an opportunity to begin dialogue about need for adequate technical staffing and infrastructure at OSU. (Banner as an Enterprise Resource Planning [ERP] is not the root of the problem). | |

| | | | | |
|---|--|--|--|--|
| Graduate programs in social sciences and humanities | | OSU is limited in offering graduate programs in the social sciences and humanities. | New programs in social sciences and humanities could be developed. | New graduate programs in social sciences and humanities at OSU may not receive OUS approval. |
| Graduate programs in business | | Are there fewer tenured professors in business? OSU is not located in an urban setting attractive to MBA students. | The INTO pathway program could double the number of MBA students. | UO offers the MBA and the PhD in business. |
| Faculty capacity | Not all graduate faculty members are as engaged in graduate education as are others. | Our PhD student to graduate faculty ratio is 1:1 compared to our peers that are 1:2+. | | |

Table 2. Graduate Enrollment Targets

| YEAR | | | TOTAL
GRAD
UATE
ENROL
L OSU | OSU %
sub-
group | OSU
actual
total
enroll
(w/o
prof) | OSU
Ugrad
Enroll
ment | Grad
as %
OF
TOTAL
ENROL
LMENT
(witho
ut prof) | OUS
project
ed
total
Enroll | OUS
project
ed with
Prof
Deduct
ed
(estima
ted
600) | TARGE
T Grad
as 20%
Total
OUS
Project
ion
(Less
Prof.) | TARGE
T Grad
as 5%
increas
e on
actual
use F
'2008
base) | Project
ed %
Using
5% of
Actual | Project
ed %
Using
5% of
Actual
(includ
ing
prof) |
|---------|--------------------------|----------------------|---|------------------------|---|--------------------------------|---|---|---|--|--|---|--|
| 2008-09 | Total Graduate | | 3203 | | 19768 | 16565 | 16.20% | | | | | | |
| | Full time | | 2250 | 71% | | | | | | | | | |
| | Internat
ional | | 616 | 19% | | | | | | | | | |
| | Minority
student
s | | 333 | 10% | | | | | | | | | |
| | | | | | | | | | | | | | |
| | PhD | | 1101 | 34% | | | | | | | | | |
| | | Reside
nt | 332 | 30% | | | | | | | | | |
| | | Non-
residen
t | 422 | 38% | | | | | | | | | |
| | | Internat
ional | 353 | 32% | | | | | | | | | |
| | | | | | | | | | | | | | |
| | Master'
s | | 1569 | | | | | | | | | | |
| | | Reside
nt | 871 | 56% | | | | | | | | | |
| | | Non-
residen
t | 414 | 26% | | | | | | | | | |
| | | Internat
ional | 226 | 14% | | | | | | | | | |
| | | | | | | | | | | | | | |
| | Female | | 1596 | 50% | | | | | | | | | |
| | | | | | | | | | | | | | |
| 2009-10 | Total Graduate | | | | | | | 20570 | 19970 | 3994 | 3363 | 16.84% | 16.35% |
| | | | | | | | | | | | | | |
| 2010-11 | Total Graduate | | | | | | | 20939 | 20339 | 4068 | 3531 | 17.36% | 16.86% |
| | | | | | | | | | | | | | |
| 2011-12 | Total Graduate | | | | | | | 21136 | 20536 | 4107 | 3708 | 18.06% | 17.54% |
| | | | | | | | | | | | | | |
| 2012-13 | Total Graduate | | | | | | | 21122 | 20522 | 4104 | 3893 | 18.97% | 18.43% |
| | | | | | | | | | | | | | |
| 2013-14 | Total Graduate | | | | | | | 21056 | 20456 | 4091 | 4088 | 19.98% | 19.41% |

Table 3. Graduate Enrollment Fall 1998-Fall 2008

| | Fall 2008 | Fall 2007 | Fall 2006 | Fall 2005 | Fall 2004 | Fall 2003 | Fall 2002 | Fall 2001 | Fall 2000 | Fall 1999 | Fall 1998 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total Grad Students Enrolled | 3,204 | 3,109 | 3,016 | 3,047 | 3,052 | 3,077 | 3,045 | 2,893 | 2,805 | 2,654 | 2,618 |
| Graduate Degree-Seeking | 2,670 | 2,621 | 2,560 | 2,609 | 2,586 | 2,613 | 2,592 | 2,404 | 2,356 | 2,351 | 2,308 |
| Total PhD Enrollment | 1,101 | 1,110 | 1,132 | 1,114 | 1,061 | 1,038 | 960 | 908 | 942 | 928 | 952 |
| Female | 450 | 450 | 473 | 463 | 436 | 441 | 405 | 381 | 408 | 396 | 393 |
| Male | 651 | 660 | 659 | 651 | 625 | 597 | 555 | 527 | 534 | 532 | 559 |
| *Resident | 332 | 332 | 336 | 319 | 280 | 237 | 219 | 222 | 220 | 231 | 238 |
| *Nonresident | 422 | 431 | 402 | 380 | 367 | 335 | 320 | 346 | 365 | 374 | 329 |
| *International | 353 | 365 | 372 | 373 | 393 | 381 | 376 | 372 | 337 | 346 | 367 |
| Total Masters Enrollment | 1,569 | 1,511 | 1,428 | 1,495 | 1,525 | 1,575 | 1,636 | 1,496 | 1,414 | 1,423 | 1,356 |
| Female | 830 | 797 | 730 | 813 | 795 | 763 | 803 | 745 | 719 | 733 | 683 |
| Male | 739 | 714 | 698 | 682 | 730 | 812 | 833 | 751 | 695 | 690 | 673 |
| *Resident | 871 | 889 | 885 | 870 | 821 | 827 | 741 | 722 | 754 | 664 | 661 |
| *Nonresident | 414 | 381 | 409 | 387 | 399 | 395 | 358 | 336 | 343 | 390 | 423 |
| *International | 226 | 217 | 218 | 250 | 327 | 396 | 378 | 339 | 308 | 294 | 332 |
| Total Enrollment by Gender | | | | | | | | | | | |
| Female | 1,596 | 1,547 | 1,469 | 1,534 | 1,484 | 1,481 | 1,473 | 1,441 | 1,396 | 1,285 | 1,226 |
| Male | 1,608 | 1,562 | 1,547 | 1,513 | 1,568 | 1,596 | 1,572 | 1,452 | 1,409 | 1,369 | 1,392 |
| Total Enrollment by Residency | | | | | | | | | | | |
| Resident | 1,428 | 1,477 | 1,449 | 1,522 | 1,533 | 1,451 | 1,407 | 1,345 | 1,285 | 1,180 | 1,105 |
| Nonresident | 1,160 | 1,026 | 966 | 913 | 864 | 797 | 822 | 743 | 761 | 768 | 817 |
| International | 616 | 606 | 601 | 612 | 655 | 829 | 820 | 805 | 759 | 706 | 696 |
| Total Enrollment by Ethnicity | | | | | | | | | | | |
| African American | 46 | 36 | 44 | 44 | 41 | 46 | 27 | 26 | 23 | 28 | 29 |
| Asian American | 125 | 116 | 114 | 129 | 118 | 395 | 95 | 74 | 75 | 75 | 92 |
| Hispanic | 116 | 87 | 92 | 92 | 86 | 72 | 75 | 60 | 54 | 45 | 43 |
| Native American | 34 | 24 | 31 | 34 | 38 | 23 | 23 | 23 | 21 | 13 | 15 |
| Pacific Islander | 12 | 13 | 10 | 8 | 10 | 9 | 10 | 13 | 12 | 9 | 5 |
| White/Declined/Other | 2,255 | 2,227 | 2,124 | 2,128 | 2,104 | 1,703 | 1,990 | 1,889 | 1,860 | 1,776 | 1,738 |

Table 4. Fall 2007 IPEDS Graduate Enrollment Comparison Data

| Institution | Total F/T
Enrollment
F 2007
Headcount | Grad F/T
Enrollment
Fall 2007
Headcount | % F/T
that is
Grad | % Intl
Grad | % Grad
White
Non-
Hispani
c | % Grad
Minority
(see
detail) | Grad
Female
% | PhD's
Granted | Masters
Granted |
|--|--|--|--------------------------|----------------|---|---------------------------------------|---------------------|------------------|--------------------|
| Colorado State University | 21,885 | 1,989 | 9.09% | 0.0% | 78% | 15% | 49% | 211 | 965 |
| Cornell University | 19,763 | 5,353 | 27.09% | 40.0% | 36% | 15% | 39% | 485 | 1,701 |
| Iowa State University | 22,762 | 2,600 | 11.42% | 32.0% | 52% | 8% | 40% | 296 | 752 |
| Michigan State University | 40,435 | 5,672 | 14.03% | 27.0% | 58% | 13% | 56% | 493 | 1,910 |
| North Carolina State University at
Raleigh | 24,989 | 3,954 | 15.82% | 26.0% | 60% | 13% | 45% | 411 | 1,457 |
| Ohio State University-Main Campus | 46,075 | 7,152 | 15.52% | 25.0% | 58% | 11% | 55% | 667 | 2,635 |
| Pennsylvania State University-Main
Campus | 40,906 | 5,278 | 12.90% | 37.0% | 55% | 9% | 44% | 646 | 1,131 |
| Purdue University-Main Campus | 36,059 | 4,928 | 13.67% | 42.0% | 49% | 9% | 38% | 613 | 1,377 |
| Texas A & M University | 41,693 | 6,693 | 16.05% | 38.0% | 47% | 14% | 41% | 598 | 1,768 |
| University of Arizona | 31,056 | 4,560 | 14.68% | 21.0% | 52% | 18% | 53% | 460 | 1,382 |
| University of California-Davis | 28,281 | 4,241 | 15.00% | 20.0% | 44% | 20% | 48% | 474 | 882 |
| University of Illinois at Urbana-
Champaign | 39,017 | 7,823 | 20.05% | 35.0% | 49% | 13% | 47% | 698 | 2,582 |
| University of Wisconsin-Madison | 36,795 | 6,921 | 18.81% | 23.0% | 67% | 11% | 50% | 775 | 1,944 |
| OREGON STATE UNIVERSITY | 16,334 | 2,029 | 12.42% | 21.0% | 61% | 9% | 49% | 179 | 621 |
| Averages | 31,861 | 4,942 | 15.5% | 30.0% | 54.7% | 12.7% | 46.7% | 500 | 1,508 |

**FALL 2007 IPEDS COMPARISON DATA, including both Full-Time and Part-Time Students,
Professional Excluded)**

| Institution | Total GR &
UG*
Enrollment
F 2007
Headcount | Grad *
Enrollment
Fall 2007
Headcount | % Total
that is
Grad | % Intl
Grad | % Grad
White
Non-
Hispani
c | % Grad
Minority
(see
detail) | Grad
Female
% | PhD's
Granted | Masters
Granted |
|--|---|--|-------------------------------------|------------------------|--|---|------------------------------|--------------------------|----------------------------|
| Colorado State University | 27,030 | 5,359 | 19.8% | 0.0% | 78% | 15% | 49% | 211 | 965 |
| Cornell University | 18,885 | 5,375 | 28.5% | 40.0% | 36% | 15% | 39% | 485 | 1,701 |
| Iowa State University | 25,668 | 4,664 | 18.2% | 32.0% | 52% | 8% | 40% | 296 | 752 |
| Michigan State University | 44,337 | 8,265 | 18.6% | 27.0% | 58% | 13% | 56% | 493 | 1,910 |
| North Carolina State University at
Raleigh | 31,491 | 7,346 | 23.3% | 26.0% | 60% | 13% | 45% | 411 | 1,457 |
| Ohio State University-Main Campus | 49,306 | 10,097 | 20.5% | 25.0% | 58% | 11% | 55% | 667 | 2,635 |
| Pennsylvania State University-Main
Campus | 43,048 | 6,233 | 14.5% | 37.0% | 55% | 9% | 44% | 646 | 1,131 |
| Purdue University-Main Campus | 39,569 | 6,959 | 17.6% | 42.0% | 49% | 9% | 38% | 613 | 1,377 |
| Texas A & M University | 46,037 | 8,680 | 18.9% | 38.0% | 47% | 14% | 41% | 598 | 1,768 |
| University of Arizona | 35,940 | 6,870 | 19.1% | 21.0% | 52% | 18% | 53% | 460 | 1,382 |
| University of California-Davis | 28,322 | 4,844 | 17.1% | 20.0% | 44% | 20% | 48% | 474 | 882 |
| University of Illinois at Urbana-
Champaign | 41,316 | 10,421 | 25.2% | 35.0% | 49% | 13% | 47% | 698 | 2,582 |
| University of Wisconsin-Madison | 39,042 | 8,876 | 22.7% | 23.0% | 67% | 11% | 50% | 775 | 1,944 |
| OREGON STATE UNIVERSITY | 19,207 | 2,983 | 15.5% | 21.0% | 61% | 9% | 49% | 179 | 621 |

***Professional Excluded**

| | | | | | | | | | |
|----------|--|--|-------|-------|-----|-----|-----|-----|------|
| Averages | | | 20.0% | 29.8% | 55% | 13% | 47% | 500 | 1508 |
|----------|--|--|-------|-------|-----|-----|-----|-----|------|

**Proposal to Initiate a New Instructional Program for an
Interdisciplinary Master of Natural Resources Degree**

December 2008
Oregon State University

College of Forestry
Forest Ecosystems and Society
Forest Engineering, Resources and Management

College of Agricultural Sciences
Agricultural and Resource Economics
Crop and Soil Science
Fisheries and Wildlife
Rangeland Ecology and Management

College of Liberal Arts
Political Science
Philosophy
Sociology
Speech Communication

College of Oceanic and Atmospheric Sciences
Marine Resources Management

College of Science
Botany and Plant Pathology
Environmental Sciences
Geosciences

Index

| Sections | Pages |
|---|-------|
| 1. Program Overview ----- | 3 |
| 2. Course of Study ----- | 4 |
| 3. Accreditation of the Program ----- | 14 |
| 4. Evidence of Need ----- | 14 |
| 5. Similar Programs in the State ----- | 17 |
| 6. Resources ----- | 17 |
|
Appendices | |
| Appendix A: Budget and Financial Planning ----- | 24 |
| Appendix B: Library Evaluation ----- | 40 |
| Appendix C: Liaison Comments ----- | 41 |
| Appendix D: Outside Support and Interest ----- | 78 |
| Appendix E: List of Natural Resources Courses available through the Natural
Resources Distance Learning Consortium ----- | 90 |
| Appendix F: MOU between CoF and E-Campus ----- | 105 |

1. Program Overview

a. Proposed CIP number: 03.0201

b. Brief overview of the proposed program, including description of the academic area and a rationale for offering the program at this time

Managing natural resources is a complex problem involving production, ecological, social, economic and ethical systems, which affect and, in turn, are affected by the others. The proposed Master of Natural Resources (MNR) degree is designed to engage university scientists and world-wide natural resource professionals in a process that integrates diverse perspectives about natural resource situations at the state, regional, national, and international levels. The MNR degree will assist agency and industry personnel meet their self-improvement goals. It will be helpful to anyone looking for an advanced degree in natural resource management, especially people with at least two years of experience in a natural resource disciplines.

The proposed 45-credit MNR curriculum is organized into three sections: core (18 credits), area of emphasis (18 credits), and capstone project (9 credits). It will be taught as a distance, on-line curriculum, although it may be possible for some students to work toward the MNR degree while in-residence at Oregon State University (OSU). Most of the courses proposed for the MNR degree are already taught both in-residence and online, although some modification to certain in-residence courses will be necessary for them to be included in the proposed on-line curriculum. In addition, courses from the Natural Resources Distance Learning Consortium (Appendix E) can be used to augment courses currently taught through OSU Extended Campus (Ecampus). Faculty members listed below already teach online courses at OSU and will be asked to serve on the Graduate Faculty of this degree program. The MNR degree will be offered as a non-thesis option only, similar to a Master of Business Administration, Master of Agriculture, or Master of Forestry.

The MNR degree will facilitate learning by natural resource professional men and women who work in settings that require integrating multiple disciplines to find solutions to natural resource issues. There is an increasing recognition that natural resource problems are multifaceted. Thus, current disciplinary-based thinking must be complemented with knowledge about, and experience with, additional ways of framing and resolving problems. This type of learning methodology is not common in modern in-residence, university teaching, so pedagogical techniques that bring together new ideas, methods, and ways of thinking must be developed and tested. We intend to integrate multiple disciplines through the curriculum, assignments, and case study projects tailored to the student's own design, student work groups and mentors, and evaluation of instruction. Students achieving the MNR degree will integrate concepts and approaches developed throughout the entire program into a final case study project. Students also will learn about the various disciplinary components that make up a natural resource problem and the solution to it.

None of the programs offered by the Oregon University System (OUS) provide for a graduate-level curriculum in natural resources. Most programs that address issues and questions of natural resources are at minimum two-year degrees that require a thesis. The intensity, breadth, and

integrative components of the proposed MNR make this a unique effort to OSU and within the OUS.

We base the need for the Master of Natural Resources degree on correspondence and inquiries from students about the Sustainable Natural Resources (SNR) Graduate Certificate. The SNR Graduate Certificate is an 18-credit program developed by OSU professors through grant funding from OSU Extended Campus. In the single year since SNR courses were offered in winter 2007, it successfully attracted graduate students from government, industry and the private sector, and inquiries from potential students in 31 states and 25 countries. Currently, there are 26 students enrolled in the SNR courses and 18 enrolled in the Certificate program. In addition there have been 154 inquiries to Ecampus and 54 additional inquiries to the College of Forestry about the Certificate. Most of these students inquire about further training such as an on-line Master of Natural Resources degree. At this time there is no degree at OSU that satisfies this request, and only four online MNR programs exist in the entire country. Thus the intent of this proposal is to assist OSU in filling this instructional gap.

The combination of university personnel and other state-wide support puts OSU in a unique position to sponsor an MNR degree. For example, OSU is internationally recognized for its Land Grant University extension, research, and teaching in natural resources and ecology, as well as its National Sea, Space, and Sun Grant Programs. In addition, the State of Oregon is one of the first in the U.S. to implement forest practices laws, environmental protection, and comprehensive statewide land use planning legislation. Oregon Department of Forestry was the first state agency to use the Montreal Process Criteria and Indicators sustainability framework to assess the status of forestlands across the state.

c. When will the program be operational, if approved?

If approved, the program will become operational in fall 2010. We will begin promoting the Master of Natural Resources degree as soon as we receive its approval. The first student will graduate from the program during academic year 2011-2012.

2. Course of Study

a. Briefly describe the proposed curriculum

The MNR curriculum is organized into three main sections: core (18 credits), area of emphasis (18 credits) that may be one of the Graduate Certificates at OSU, and capstone project (9 credits), following the format of the highly successful undergraduate degree in Natural Resources. According to the Graduate School Policy, 50% of the courses in the MNR degree program will be stand-alone graduate courses. The MNR will be taught as a distance education, on-line curriculum with the core area divided into four sections: overview/introduction (3 credits), ecology/production (6 credits), human systems (6 credits), and methodology (3 credits). Most of the courses listed below are taught in-residence as well as online. Students enrolled in the MNR degree may take courses in either manner, online or in-residence, depending on their location and personal situations.

Table 1: Overall Programmatic Framework*

| MNR SECTIONS | THEMES | | | |
|--------------------------------------|--|--------------------|--------------------------------------|------------------|
| | Overview/
Introduction | Ecology/Production | Human Systems | Methodology |
| Core (18 credits) | <i>3 credits</i> | 6 credits | <i>6 credits in 3 or more areas:</i> | <i>3 credits</i> |
| <i>provides breadth</i> | | | Economics | |
| | | | Policy | |
| | | | Sociology | |
| | | | Ethics | |
| | | | Communication | |
| Area of Emphasis (18 credits) | <i>May be a certificate:</i> | | | |
| | Geographic Information Systems (GIS) | | | |
| | Marine Resources Management (MRM) | | | |
| | Professional Science Masters (PSM) | | | |
| | Sustainable Natural Resources (SNR) | | | |
| | Water Conflict Management and Transformation (WCMT) | | | |
| | Fisheries Management | | | |
| | <i>Or no certificate – student designs option</i> | | | |
| Capstone Project (9 credits) | Master's Case Study** Choose one option:
<i>Option 1: 9 credits of MNR 506</i>
<i>Option 2: 6-7 credits of MNR 506 plus 2-3 credits from an Independent Study Project or internship that was completed as part of an 18-credit graduate certificate.</i> | | | |

* See Table 2 (below) for course offerings

** Nine total credits of Capstone Project are required. If the Area of Emphasis chosen by the student is a graduate certificate that includes a Capstone Project. Up to 3 credits from a certificate may be used to satisfy an equivalent number of credits of the required 9 credits of the MNR Capstone Project. The remaining 6–8 Capstone Project credits must be satisfied by MNR 506 (Table 4). If option 2 (above, Table 1) is chosen, the student must take an additional Core course to make up for the substituted 1–3 credits (so that the Certificate Project or Internship credits will not be counted twice toward the 45 credits required for the MNR degree).

Table 2: MNR Curriculum by section (Core courses, area of emphasis, and Capstone Project)

| CORE COURSES (18 credits from three thematic areas) Provides breadth. <i>Must be courses that are not already being used to satisfy units in area of emphasis.</i> | | | |
|---|---|---------|----------------|
| THEME: Overview/Introduction (3 credits) | | | |
| Course | Title | Credits | Offered online |
| MNR 5XX | Introduction to Sustainable Natural Resources | 3 | new course |

| THEME: Ecology/Production (select 6 credits) | | | |
|---|--|----------------|-----------------------|
| Course | Title | Credits | Offered online |
| CSS 599 | Special Topics in Crop Science & Social Science | 1 - 3 | √ |
| FS 548 | Biology of Invasive Plants | 3 | requires modification |
| FES 5XX | Below-ground Ecosystems | 3 | new course |
| FES 5XX | Carbon Sequestration in Forests: Principles, Policy, Possibilities | 2 | new course |
| FOR 445* | Ecological Restoration | 4 | requires modification |
| FW 527 | Principles of Wildlife Diseases | 4 | √ |
| FW 535 | Wildlife in Agricultural Ecosystems | 3 | √ |
| FW/HIST 570 | Ecology & History: Landscapes of the Columbia Basin | 3 | √ |
| FW 579 | Wetlands & Riparian Ecology | 3 | √ |
| FW 581 | Wildlife Ecology | 4 | √ |
| SNR 530 | Ecological Principles of Sustainable Natural Resources | 3 | √ |
| SNR 531 | Sustainable Silviculture | 1 | √ |
| SNR 532 | Planning Agroforestry Projects | 2 | √ |
| SNR 533 | Alternative Forest Products | 1 | √ |
| SNR 534 | Reduced Impact Timber Harvest | 1 | √ |
| SNR 535 | Sustainable Management of Aquatic/Riparian Resources | 1 | √ |
| RHP 583 | Radiation Biology | 4 | √ |
| RHP 588 | Radioecology | 3 | √ |
| THEME: Human Systems (select 6 credits from at least 3 of the 5 areas) | | | |
| Course | Title | Credits | Offered online |
| <i>Economics</i> | | | |
| AREC 534 | Environmental and Resource Economics | 3 | Requires modification |
| SNR 521 | Economics of Sustainable Natural Resources | 3 | √ |
| <i>Policy</i> | | | |
| FW 620 | Ecological Policy | 3 | √ |
| GEO 599 | Special Topics | 1 - 3 | √ |
| PS 575 | Environmental Politics and Policy | 4 | √ |
| PS 577 | International Environmental Politics & Policy | 4 | √ |
| <i>Sociology</i> | | | |
| FW/FOR/SOC 585 | Consensus and Natural Resources | 3 | √ |

| | | | |
|---|---|-----------------------------------|-----------------------|
| SOC 521 | Social Change and Modernization | 3 | √ |
| SOC 526 | Social Inequality | 4 | √ |
| SOC 580 | Environmental Sociology | 4 | √ |
| SOC 581 | Society and Natural Resources | 4 | √ |
| SNR 520 | Socially Sustainable Natural Resources | 3 | √ |
| <i>Ethics</i> | | | |
| PHIL 540 | Environmental Ethics | 3 | √ |
| PHIL 543 | World View and Environmental Values | 3 | √ |
| SNR 522 | Basic Beliefs and Ethics in Natural Resources | 1 | √ |
| WS 550 | Ecofeminism | 3 | √ |
| WS 525 | Gender and Technology | 3 | √ |
| <i>Communication</i> | | | |
| COMM 59X | Environmental Conflict Resolution | 3 | Requires modification |
| FOR 493* | Environmental Interpretation | 4 | √ |
| GEO 518 | Geosciences Communication | 3 | Requires modification |
| PS 515 | Politics and the Media | 4 | √ |
| THEME: Methodology (select 3 credits) | | | |
| BOT 540 | Field Methods in Vegetation Science | 4 | √ |
| CH 590 | Computer Programming for Scientists | 3 | √ |
| FS 523 | Natural Resources Data Analysis | 4 | Requires modification |
| GEO 565 | Geographic Information Systems and Science | 3 | √ |
| GEO 580 | Advanced GIS Applications in the Geosciences | 4 | √ |
| STAT 511** | Methods of Data Analysis | 4 | Requires modification |
| STAT 512** | Methods of Data Analysis | 4 | Requires modification |
| AREA OF EMPHASIS (18 credits) Provides depth. May be a Certificate. A Certificate may not be used to satisfy core requirements. | | | |
| Certificate and website address | | Contact Person | |
| Geographic Information Systems (GIS)
http://www.geo.oregonstate.edu/ucgis/teaching.html | | Dawn Wright | |
| Marine Resources Management (MRM)
http://www.coas.oregonstate.edu | | Michael Harte | |
| Professional Science Masters (PSM)
http://professionalmasters.science.orst.edu | | Ursula Bechert | |
| Sustainable Natural Resources (SNR)
http://www.cof.orst.edu/SNRcertificate | | Steve Radosevich
Badege Bishaw | |

| | | | |
|--|---------------------|-----------|------------------|
| Water Conflict Management and Transformation (WCMT)
http://www.transboundarywaters.orst.edu/training/curriculum.htm | | | Lynette de Silva |
| Fisheries Management
http://ecampus.oregonstate.edu/online-degrees/graduate/fisheries-management/ | | | Dan Edge |
| Student designs own options (<i>No Certificate</i>) | | | Paul Doescher |
| Capstone Project (9 credits) See table 1 for detailed options on how the Capstone Project requirement may be satisfied. | | | |
| MNR 506 | Master's Case Study | 9 credits | new course |

* Currently offered online as undergraduate course; only modification required is proceeding to offer these courses at the graduate level with additional workload for graduate students.

**Currently offered in-residence as graduate courses; need modification for online delivery.

Table 3: Existing graduate courses that require modification for online delivery

| Course | Title | Credits |
|----------|--------------------------------------|---------|
| FS 548 | Biology of Invasive Plants | 3 |
| AREC 534 | Environmental and Resource Economics | 3 |
| COMM 59X | Environmental Conflict Resolution | 3 |
| GEO 518 | Geosciences Communication | 3 |
| FS 523 | Natural Resources Data Analysis | 4 |
| STAT 511 | Methods of Data Analysis | 4 |
| STAT 512 | Methods of Data Analysis | 4 |

Table 4: New courses that require development for MNR program

| Course | Title | Credits |
|---------|--|---------|
| FES 5XX | Below-ground Ecosystems (requires new Category II proposal) | 3 |
| FES 5XX | Carbon Sequestration in Forests: Principles, Policy, Possibilities | 2 |
| MNR 506 | Master's Case Study (Capstone Project) | 9 |
| MNR 511 | Introduction to Sustainable Natural Resources | 3 |

Student Advising

As a graduate degree program, every student enrolled in the MNR must have a Graduate Advisory Committee (GAC) to determine a course of study. The student's graduate advisory committee will consist of the MNR Director/Advisor, a professor from the student's chosen area of emphasis and one other professor, reflecting either breadth (core area) or depth (area of emphasis) of the student's curriculum. The faculty member directing the student's area of emphasis would serve, in most cases, as the student's primary advisor/mentor.

The GAC will meet on-line at the beginning of the student's academic program to establish a viable study plan (list of courses). The GAC also will meet on-line at least once more at the

conclusion of the degree to discuss the merits of the MNR capstone project that will be submitted by each student.

Successful completion of a final oral examination is required for all master's degrees (Graduate Catalog: Policies Governing Master's Degree Programs). Students are required to meet at Oregon State University for this examination with his/her GAC to defend the course of study and Capstone Project.

Admission Requirements

For admission, students will be required to have earned at least the equivalent of a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) in one of the following areas of study: natural and life sciences, natural resource management, forestry, agriculture, fisheries, wildlife, environmental studies, environmental sciences, public policy, or social sciences. College transcripts will be required as part of the admission process. This course-work grounding will make it feasible to master material in the other areas of study.

Graduate credits earned at OSU prior to admission to the MNR program may be applied toward the MNR degree as transfer credits if they meet the requirements outlined in Table 2 and comply with current OSU Graduate School credit transfer policies.

In addition, it will be necessary for students to have worked professionally for at least two years in one of the following areas: natural resource management, natural resource policy, environmental science, or environmental policy. Professional experience serves two purposes. First, experience gives each student a real-world background that will be useful to place the academic material in context and can be shared with other students to contribute to the overall learning experience. Second, each student will be required to use his/her experience to develop a Capstone Project, the completion of which is a degree requirement (page 8). A description of each student's professional experience will be required for admission.

Domestic students will be required to submit GRE scores, and international students will be required to submit both GRE and TOEFL scores for admission, along with at least two letters of recommendation. Students will be selected for admission by a three-person admission committee consisting of the MNR director and two other faculty members.

b. Describe new courses, include course numbers, titles, credit hours, and course descriptions

We have introduced four new courses in the MNR curriculum, this includes: (i) MNR 5XX Introduction to Sustainable Natural Resources (3 credits), (ii) FES 5XX Below-ground Ecosystems (3 credits), (iii) FES 5XX Carbon Sequestration in Forests: Principles, Policy, and Possibilities (2 Credits) and (iv) MNR 506 Master's Case Study (9 credits). Funding for the development of these courses and modifications of other courses for online instruction are funded through an MOU with Ecampus (Appendix F).

MNR 5XX Introduction to Sustainable Natural Resources (3 credits)

Prerequisite: Bachelor's degree. Undergraduate biology or ecology course recommended.

This is an introductory overview course and a degree requirement for all students seeking a Master of Natural Resources degree. It should be taken during the first term that a student enrolls in the program.

Course Content – Goals and Objectives

The purpose of this course is to present students, regardless of their disciplinary background, with an overview of the interdisciplinary aspects of natural resource management. We will discuss concepts and principles related to the economic, environmental, social, cultural, ethical, and policy components of resource management, and evaluate different methods of balancing competing interests in order to manage natural resources sustainably. We will examine global natural resource issues and international collaborative efforts to address them, through the lens of sustainable development. Key drivers of natural resource policy and key stressors of natural resources and ecosystems will be analyzed. The course will conclude with an analysis of the role of ethics, social justice and communication in the management of natural resources, and an overview of graduate certificate programs available within the MNR degree. Through this multifaceted introduction, students will discover a particular area of emphasis on which they would like to focus during their MNR degree.

Measurable Student Learning Outcomes

By the end of MNR 5XX, students will demonstrate their ability to:

- Identify and characterize multiple aspects of sustainable natural resource management
- Analyze key drivers of natural resource policy and key stressors on natural systems
- Evaluate methods of balancing competing interests in natural resource management
- Comprehend the complexity of global natural resource issues, international collaboration and the role of natural resource management in sustainable development
- Analyze ethical aspects and broad social impacts of natural resource management decisions.

Student mastery of the above outcomes will be demonstrated through weekly substantial and thoughtful reflections on assigned readings (e.g. five 2 – 3 page papers posted on the on-line discussion board and thoughtful weekly responses to other students' postings), and submission of a term paper (12 – 15 pages) that integrates the concepts and principles presented throughout the course and applies those principles to an analysis of a current natural resources management issue. Grades will be based on quality of writing, organization of ideas, understanding of basic concepts and principles, and ability to extend beyond what is currently known or thought.

FES 5XX Below-ground Ecosystems (3 credits):

Prerequisite: Undergraduate-level Biology or Ecology.

This course describes the physical and biological components of below-ground ecosystems and their interactions. It examines the relationships between producers and decomposers in the soil. The main topics of the course are briefly described below:

Soil food web. Examines producer and decomposer organisms and their relationships in different soil systems. The role that soil microorganisms play in the carbon flow of below-ground ecosystems is analyzed. Stability between producers and consumers is essential in any terrestrial ecosystem. Competition for carbon sources among consumers regulates the stability of their populations.

Vegetation and soil processes. Plants are the major energy (carbon) producers that sustain the heterotrophic microorganism populations in the soil. Plant species diversity influences the type of soil microorganisms present in the soil. Nitrogen fixation, mycorrhizal activities and decomposition depend directly on the above-ground plant communities.

Function of soil biological diversity. Diversity of soil microorganisms provides resiliency to below-ground ecosystems. All microorganism species have an ecological niche that is essential to maintain the soil processes in the ecosystem. Population fluctuation of any species may affect the soil processes in time and space but their function could be sustained by other species with similar niches.

Land use and its effects on soil processes. Diverse human activities may modify soil processes and cause instability of soil ecosystems. The degree to which soil processes are affected depends on the severity and length of disturbance. Both agriculture and forestry practices have short- and long-term effects on soil ecosystems. Populations of soil microorganisms undergo constant fluctuations that affect the above-ground vegetation and the soil physical properties, thereby changing the landscape.

FES 5XX Carbon Sequestration in Forests: Principles, Policy, Possibilities (2 Credits).

Prerequisite: Undergraduate-level Biology or Ecology.

In this course we will examine the processes controlling the sequestration of carbon in the forest system including the forest itself and wood products. We will also examine how forests can be managed to sequester carbon as well as the important economic, policy, and other constraints. Lectures, readings, discussion, simulation models, and home work will be used to cover the material.

Topics included will be: 1) the importance of the carbon cycle and relevance to global change; 2) how the carbon cycle works at different time and space scales; 3) how the carbon cycle is measured at different time and space scales; 4) parts of the forest carbon cycle; 5) Use of simulation models; 6) manipulating the store of carbon in forests; 7) scaling, and uncertainty specific to the carbon problem; 8) economics of forest carbon sequestration; 9) policies to manage forest carbon sequestration.

The objective of each part of course:

Readings will be diverse, covering the basic carbon cycle (biological and geological); the impacts to climate, ocean, terrestrial, and social systems; how these systems function in controlling the carbon cycle; and policies to manage forest carbon sequestration. In addition to learning about the topic, reading will help the student develop skills to read quickly.

Lectures will provide the needed background to understand the readings and begin thinking about how the carbon cycle can be managed.

Online discussions will be used to build skills to summarize and critique key science findings. Students will be graded on their ability to articulate the subject matter and participate in an interesting discussion.

Homework, aside from reading, will help students think through important issues and understand the basics of modeling and uncertainty analysis. Student also will use of a simple, but integrated model to test ideas about carbon sequestration in forests.

A final report allows the student to integrate the information from lectures, discussions, readings, and laboratory and homework into a coherent analysis of a problem. The grade will be based on the quality of the writing, organization of the report, understanding of basic principles, and ability to extend the problem beyond what is currently known or thought.

Learning outcomes:

After completing this course students will be able to:

Describe the major global changes associated with increased atmospheric carbon dioxide and other greenhouse gases and identify key uncertainties and risks.

Describe the global carbon cycle and recognize the differences between the biological and geological carbon cycle.

Describe the elements of the carbon cycle ecosystems (stands), landscapes, and global scales as well as describe in general terms how each is measured and what its major controls are.

Design experiments to test the effect of alternative management systems on carbon sequestration

Integrate the policy, economic, and ecological constraints on dealing with the carbon cycle.

MNR 506 Master's Case Study (9 credits):

Course description: Students will identify an important natural resource problem within their country, region, or organization, and a particular area of land, water, or a wildlife species/habitat for which the problem is especially significant. Students will learn to pose, frame, and analyze the various components of the problem and, at the end of the term, present possible resolutions.

Approach: After approval of a natural resource problem by the Program Director/Advisor, students will identify a faculty mentor from the pool of MNR instructors who have agreed to serve as mentors. List of faculty; pages 17-21. The mentor will assist the student in posing, framing, and analyzing the natural resource problem. Students must work through a set of eight weekly assignments relating to course instruction and reading material to assure that satisfactory progress is made throughout the term. The class will discuss and provide feedback with each

other, professors and mentors on each assignment and the overall case study project. Thus students will learn about other natural resource problems and issues while working on their own project. A final written report must be submitted to the faculty mentor and Program Director/Advisor at the end of the term.

Learning outcomes

- Develop a practical case study in sustainable natural resource management.
- Develop a procedure to implement the case study by the student's organization or agency.
- Incorporate principles, concepts, and approaches learned throughout the entire curriculum.

Final Examination

Successful completion of a final oral examination is required for all master's degrees (Graduate Catalog: Policies Governing Master's Degree Programs). Students are required to meet at Oregon State University for this examination with his/her Graduate Advisory Committee to defend the course of study and Capstone Project (MNR 506).

c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

The MNR degree is envisioned to be on-line, although some students may opt to take some of the listed classes in-residence. Thus we expect a high level of use of on-line teaching technologies in each of the four new courses (FES 5XX, FES 5XX, MNR 506, MNR 511) as well as in the existing courses which comprise this degree program. In addition, the development of the new MNR 506 course (above) will provide practical experience and the opportunity for students to prepare a work plan for resolving natural resource problems. This Capstone Project portion of the MNR degree may be completed as a practicum or internship which will help students hone their skills in addressing real-world problems faced by land managers.

The MNR 506 Master's Case Study project (Capstone Project) is a problem-solving experience. It will be conducted by all Master of Natural Resources students as the capstone of their academic program at Oregon State University. Case study projects provide students with experience that approximates a future work environment while also providing client organizations with solutions to complex natural resource issues and useful products. This project focuses the substantial capabilities of our students and faculty on real-world natural resource problems faced by agencies, institutions, and organizations. Project ideas may be generated by faculty, students, or the student's organization or agency.

d. What specific learning outcomes will be achieved by students who complete the course of study?

The proposed MNR degree is an integrated curriculum with courses, a case study, and readings coordinated throughout the Program by the MNR Director/Advisor. Students will work on a Capstone Project throughout the MNR course of study with a graduate committee (GAC)

consisting of the MNR Director/Advisor or designate and two faculty mentors who will help each student frame and analyze a problem important to his/her country, organization, or region. The experience of students working on similar but separate natural resource problems is an important integrative aspect of this degree. Each student will come to the MNR degree with an idea for the degree project from his/her home organization or country (see MNR 506 above). Students will also learn about case study methods, provide written progress updates, and make a final report that will be available to the entire MNR degree membership. Specific learning outcomes for the overall MNR degree include:

- Demonstrated skill in integrative thinking and collaborative learning across several disciplines within the natural resource professions.
- Familiarity with a wide variety of disciplinary knowledge and capacity to apply knowledge to natural resource problems at multiple scales.
- Ability to construct a study project about a specific policy issue using multiple data collection techniques, cross-disciplinary interactions, and integrated analysis methods.

e. Is there a maximum time allowed for a student to complete this program? If so, please explain.

There is no maximum time allowed to complete the MNR degree, other than the seven year limit already imposed by the Graduate School. We expect that full time students could complete the program in about two years (six academic terms, excluding summer term).

3. Accreditation of the Program

There is currently no organization that accredits this type of degree. There are some organizations that accredit traditional disciplines in the Natural Resources, such as the Society of American Foresters and Society of Range Management. However, these organizations are highly disciplinary in orientation and commonly review entire departments or colleges, rather than only components of them.

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

NA

b. If applicable, does the proposed program meet professional accredited standards? If it doesn't, in what particular area(s) does it appear to be deficient? What steps would be required to quantify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

NA

4. Evidence of Need

- a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.).**

Conversations with professionals from around the country and with current and prospective students in the Sustainable Natural Resources Graduate Certificate alerted us to the need for the MNR degree at Oregon State University. There were 154 inquiries to Ecampus about the Graduate Certificate in 2007 and 2008. In addition, there were 54 queries to the College of Forestry (CoF) as of November 2006. Most potential students inquiring to CoF ask about the availability of an online Master of Natural Resources degree. Currently, there is no online MNR degree at OSU. Only four institutions in the U.S. offer degree programs that are similar to this proposal: Virginia Polytechnic Institute and State University, University of Idaho, Utah State University and Texas A&M University.

With this background information, we conducted three meetings with faculty representatives from the Colleges of Agriculture, Forestry, Liberal Arts, and Science, and Departments of Agricultural and Resource Economics, Fisheries and Wildlife, Rangeland Ecology and Management, Environmental Science, Forest Science, Geoscience, Sociology, and Marine Resource Management about the development of an MNR degree at OSU. These meetings took place on August 6, 20, and 27, 2007 (Appendix C). There was unanimous support for an on-line offering of the MNR. However some concerns were expressed by two faculty members about offering a new in-residence degree at OSU (Appendix C).

We also discussed our proposed MNR degree with eleven representatives of the Natural Resources Distance Learning Consortium who participated in the 7th Biennial Conference on University Education in Natural Resources (held in Corvallis on March 13-15, 2008). Present were educators from California State University at Sacramento, Mississippi State University, North Carolina State University, Northern Arizona University, Stephen F. Austin State University, The Pennsylvania State University, University of Idaho, University of Montana, University of Tennessee at Martin, Utah State University, Virginia Polytechnic Institute and State University, and Washington D.C. offices of the U.S. Forest Service, Bureau of Land Management, and U.S. Army Corps of Engineers, as well as Oregon State University (Appendix D). There was overwhelming support for this degree, especially online, by the representatives of these organizations. The Washington D.C. representatives of USFS and BLM spoke convincingly of the immediate need for an advanced degree in Natural Resources or a related discipline to be available to federal employees working in natural resource fields (Appendix D).

In addition, we discussed the Master of Natural Resources online degree program with Dr. Melaku Bekele, Dean of the Wondo Genet College of Forestry and Natural Resources at Hawassa University in Ethiopia (Appendix D). He believes that the online MNR program would be a very valuable resource for his faculty and for other natural resource professionals worldwide who cannot afford to come to the United States to attend an in-residence advanced degree program. He offered to facilitate further collaboration between OSU, USAID and Wondo Genet College of Forestry and Natural Resources.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce?

Increasingly, natural resource management practices are being certified through third party organizations, which define operational indicators of sustainability, productivity, or risk and then help organizations find ways to assess progress towards such goals. There is a need in both certification organizations and natural resource agencies/companies for individuals who understand the complexity of natural resource systems in order to determine the impacts of current and planned management practices. Oregon's continued leadership in natural resource management will require individuals with the knowledge, experience, and networks that can be gained from degree programs such as the proposed MNR. Also see 4a (above) and Appendix D.

c. What are the number and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

The MNR degree is designed primarily for people working in the disciplines of natural resource management, natural resource policy, environmental science, or environmental policy. We expect to enroll about 20 students per year, after an initial lag time of 2 to 3 years during which time enrollments will build. This expectation is based on current Ecampus and CoF inquiries about the SNR Certificate and availability of a master's degree in natural resources (Appendix D). Without the MNR degree, it is unlikely that these professionals would attend OSU, since all indicate that they are locked into a location or level with their agency or company. It is therefore impossible for them to physically move, even for one term. All existing in-residence graduate programs at OSU and other institutions require a minimum of two years to complete.

d. Are there any other compelling reasons for offering the program?

There is increasing recognition that natural resource problems are multi-faceted and complex; current disciplinary-based thinking must be complemented with knowledge about and experience with additional ways of framing and resolving problems. The MNR is designed to facilitate the learning of all students, especially professionals, who must work in settings that require the integration of multiple disciplines and viewpoints in order to find solutions to natural resource issues. This type of learning situation is not common in the modern university. This MNR is designed to integrate multiple disciplines through curriculum requirements, assignments, a case study project of the student's own design, and evaluation of student work by mentors, professors and other students.

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Conversations and informal correspondence with forest certifiers, nonprofit organizations, companies and educational organizations strongly support development of this MNR degree at OSU. This effort is perceived as building on and extending existing strengths of OSU into educational areas, i.e. natural resource sustainability, currently not addressed by other institutions. Students that have inquired about the SNR Certificate and represent potential

students for the MNR degree are listed in Appendix D. Other people with whom we have specifically discussed this degree are also included in Appendix D.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place-bound students.

With the development of the MNR degree through Extended Campus, part-time, evening and weekend professional non-residents, as well as residents, will have the opportunity to participate in the program while continuing with their careers and family commitments.

5. Similar Programs in the State

None

a. List all other closely related OUS programs.

None of the programs offered by the Oregon University System provide for a graduate level curriculum that appeals to or can be completed by working professionals. The intensity, breadth and integrative components of the proposed MNR graduate degree program are a unique effort to OUS.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All of the resources required for the MNR degree are located at Oregon State University. However, it is possible that some on-line students may wish to access information at other colleges or universities in the state, or elsewhere, for example through the Natural Resources Distance Learning Consortium (Appendix E).

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There is no projected impact on other institutions because all of the resources required for the proposed Graduate Program are located at OSU. All of the proposed courses already exist with the exception of four new courses, and seven that require some modification for on-line delivery.

6. Resources

a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

Core Faculty – Coordinating Committee

Badege Bishaw, Ph.D. (Instructor, Forest Ecosystems and Society) specializes in agroforestry, sustainable forestry, and international forestry. His major project work includes agroforestry and international forestry teaching, research, and outreach in Ethiopia, South Africa, Kenya and Ghana. He served as Director of the International Programs for the College of Forestry, Oregon State University from 2004- 2007. He has been a core team member of the Sustainable Forests Partnership at OSU since 1994, and Vice President for the national Sustainable Forests Partnership (2006 – present). He was co-director of two USAID-funded Higher Education Partnerships between Oregon State University and South African and Ethiopian universities and research institutions. Through these collaborative efforts he has developed a curricula for Agroforestry and Natural Resource education, research and outreach programs in South Africa and Ethiopia. He teaches courses in International Forestry and Planning Agroforestry Projects.

Paul S. Doescher (Professor, Forest Ecosystems and Society) has taught at Oregon State University since 1982. Currently, he is Director of the Undergraduate Natural Resources Degree Program and President-elect of the OSU Faculty Senate. His current research emphasizes ecology and restoration of native species on arid and forest ecosystems subjected to wildfire and invasion by exotic plants. Past research has focused on physiological ecology of rangeland and forest species and reforestation of southwest Oregon forests. Currently he teaches courses in Natural Resources, Forest Ecology and Ecological Restoration. Past coursework included coursework in Rangeland Management, Arid Land Plants, Arid Land Biomes and Arid Land Plant Physiology.

Steven Radosevich (Emeritus Professor, Forest Ecosystems and Society) is also Adjunct Professor of Crop and Soil Science and of Philosophy at Oregon State University. He is the author of the only textbook on the ecology of weeds and invasive plants (3rd edition), over 150 scientific papers, and a book of essays about farming, forestry and family in the Pacific Northwest. His current research includes population biology and ecology of invasive plant species, influence of humans on plant succession, forest restoration, and the ethics of natural resource development. He established the OSU Sustainable Forestry program in 1995. His teaching includes the graduate course in Biology of Invasive Plants and the on-line overview and capstone courses in Sustainable Natural Resources (SNR).

Graduate Teaching Faculty

The graduate faculty for the MNR program will consist of faculty currently teaching online graduate courses that are relevant to the MNR program (Table 5). We contacted each person listed in Table 5 to affirm his/her interest in being a graduate faculty member of the MNR degree and inform the Graduate School of positive responses when this Category I proposal is approved.

A list of courses for the proposed MNR degree is provided on pages 5 through 8 of this proposal. Each of these courses is currently taught at OSU, and most of them are already taught on-line by approved teaching faculty. All of these courses and instructors have approved Category II proposals and teach the courses as regular, permanent courses at OSU. Curriculum vitae for instructors are available.

This list of teaching faculty does not include names of all faculty teaching in the previously approved certificate programs listed in Table 1, which may be used to satisfy the Area of Emphasis as part of the MNR degree requirements.

Table 5. Master of Natural Resources teaching and mentoring faculty

| Department | Faculty and Specialization |
|--|---|
| <i>Agricultural & Resource Economics</i> | Penelope Diebel , Associate Professor
Agricultural Policy, Natural Resource Economics |
| <i>Communications</i> | Gregg Walker , Professor
Collaborative Learning, Conflict Management, Decision-Making, Communication |
| <i>Chemistry</i> | Walter Loveland , Professor
Nuclear Chemistry Techniques Applied to Environmental Problems |
| <i>Crop & Soil Sciences</i> | Kimberly Hannaway , Instructor
Sustainable Agriculture, Forage |
| <i>Fisheries & Wildlife</i> | Bruce Dugger , Assistant Professor
Waterbird Ecology, Conservation and Management; Wetland Ecology |
| | Robert Lackey , Professor
Ecological Policy; Science, Policy, and Environmental Protection |
| | Randy Moore , Instructor
Wildlife Ecology, Avian Biology |
| | Doug Robinson , Associate Professor
Avian Ecology, Tropical and Aridlands Ecology |
| | David Sampson , Professor
Marine Biological Resources, Modeling Fishery Systems |
| <i>Forest Ecosystems & Society</i> | Badege Bishaw , Instructor
Sustainable Forestry; Agroforestry |
| | Efren Cázares , Assistant Professor
Mycorrhizal Ecology, Below-ground Ecosystems |
| | Paul Doescher , Professor
Ecology and restoration of native species, rangeland, physiological ecology |

Rick Fletcher, Instructor
Sustainable Silviculture, Forest Certification

Dave Perry, Professor Emeritus
Sustainable Ecological Principles, Ecosystem Structure and Processes

Steven Radosevich, Professor Emeritus
Ecology of invasive plants, sustainable forestry

Mark Reed, Senior Instructor
Ecological Restoration

Mark Harmon, Professor
Ecosystem succession processes, nutrient cycling, carbon

Dave Stemper, Instructor
Environmental Interpretation

*Forest Engineering &
Resource Management* **John Bailey**, Associate Professor
Silviculture, Fuels and Fire Management, Adaptive Ecosystem
Management

Loren Kellogg, Professor
Forest Operations, Interaction of Harvesting and Silvicultural Systems

Geosciences **Roger Nielsen**, Professor
Analytical Geochemistry, Igneous Petrology

Dawn Wright, Professor
GIScience, Ocean Informatics, Marine and Coastal Geography, Coral
Reefs

*Nuclear Engineering
& Radiation Health
Physics* **Kathryn Higley**, Professor
Radiation Biology, Radiochemistry, Radioecology, Societal Aspects of
Nuclear Technology

Philosophy **Madronna Holden**, Instructor
World Views, Environmental Values, Ecofeminism

Tony Vogt, Instructor
Environmental Ethics

Political Science **Robert Sahr**, Associate Professor
Political Communication and Public Opinion

Brent Steel, Professor
Sustainability Science, International Environmental Politics and Policy,
Public Policy

Sociology

Lori Cramer, Associate Professor
Rural Sociology, Natural Resource and Environmental Sociology

Mark Edwards, Associate Professor
Research Methods and Statistics, Public Policy, Food Insecurity

Denise Lach, Associate Professor
Environmental Natural Resource Sociology, Water Conflict and
Dispute Resolution

Courtesy and Adjunct Faculty

Some adjunct faculty teaching in the online Certificates are included in this proposal for an MNR degree. Each of the courses and instructors teaching in the Certificate programs has been approved through the Category II process. In addition, faculty and other qualified personnel (e.g. agency or other university personnel) not teaching online course in the MNR may serve as Graduate Advisory Committee as proposed by the guidelines for graduate degrees (Graduate Guidelines)

Joe Kerkvliet, Adjunct Professor
Economics of Sustainable Natural Resources

Leon Liegel, Research Associate
Alternative Forest Products, Inventory & Monitoring

Jack Mortenson, Adjunct Professor
Wildlife Diseases

Mark Spence, Adjunct Instructor
Historical Landscape Ecology

Pam Van Londen, Adjunct Instructor
Computer science, technology and art

Program Administration

The MNR degree will be housed in the College of Forestry and administered by a committee consisting of its Director/Advisor and the Directors of each certificate (areas of emphasis for the MNR degree) because certificates are housed in various Colleges and Departments at OSU. In addition the Administrative Committee will be supplemented with two at-large members who represent colleges with a strong teaching component in the MNR degree. The Administrative Committee will meet annually and terms of appointment will be selected among its membership.

The Committee will submit an annual progress report to each participating College Dean and ECampus about student enrollment and financial status of the degree program. We expect the MNR program to be self-sufficient within 3-5 years.

- b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation. What commitment does the institution make to meet these needs?**

None

Program Funding: This degree will be funding neutral or profitable for all colleges and departments in the program. A budget for the proposed MNR degree was developed by ECampus and the College of Forestry staff for the first four years of this degree program (Appendix A, Section A and C). This budget is based on the distribution of funds received from ECampus administration, tuition for online courses and projected fixed annual expenses (overhead) for a part time Director/Advisor and administrative assistant.

We propose that online course tuition be shared among the participating Departments or Graduate Certificates according to the present ECampus formula (Appendix A, Section C). All departmental participation for the degree is based on courses already taught online, we do not propose any revenue sharing among departments or colleges, other than that which already exists with ECampus. Thus, no MOU is required between College of Forestry and participating departments. In addition, ECampus administration will provide significant support up to self-sufficiency for the first three years of the Program (Appendix A, Section E, letters from Provost Randhawa and Interim Associate Provost King) since the MNR degree will benefit the entire OSU campus.

We expect tuition revenue to support overhead costs as the MNR degree builds momentum. ECampus will provide funding (Appendix A, Section E) to defray overhead costs during the initial three years of the degree program. This funding will continue until the degree program reaches financial self-sufficiency based on enrollment-generated revenue. The MNR degree is expected to be self-sufficient from student online tuition within 3 years (Appendix A, Section A and B). Twenty students taking 12 credits of MNR only courses or 13.28 students taking 18 credits of COF and MNR courses are necessary to break even (see appendix A, Section A and B). The MNR Program will be housed in the College of Forestry and the revenue generated from COF and MNR courses will flow to the college for program administration and instructor pay. Short-term funding for administrative costs of the MNR degree is supported by ECampus administration, online tuition and the College of Forestry.

The campus benefit from this degree program is expected to be \$6,714 (\$149.20 X 45 credits) for every student that completes the degree.

- c. Estimate the number and type of staff support needed, if any, in each of the first four years of the program.**

One 0.25 FTE MNR degree Director/Advisor; we also propose one 0.20 FTE MNR degree clerical support (Appendix A, Section A)

Job Description MNR Director/Advisor

Coordinates the teaching and administrative activities of the MNR, chairs the MNR Administrative Committee, work closely with Ecampus and administers funding of the MNR program, chairs Admission committee, ensures quality and completeness of student course work and capstone project, sits on every student graduate committee and attends student defense of the capstone project. Prepares an annual progress report of the degree and submits it to the Deans of each college and Ecampus.

- d. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to : printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of recommended list).**

All facilities are present at OSU or on-line and are adequate.

- e. How much, if any, additional financial support will be required to bring access such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?**

No additional funding is needed. The MNR is expected to be self-sustaining from tuition within 2 to 3 years after its initiation (Appendix A).

- f. Identify any unique resources (in terms of buildings, laboratories, computer hardware/software, internet or other online access, distributed-education capacity, special equipment, media, and/or other materials), beyond those now on hand, necessary to offer this program. How does the institution propose that these additional resources will be offered?**

None. However, During the time this proposal was being prepared, the College of Forestry was reorganizing into three departments. The former Department of Forest Science has been combined with part of the former Department of Forest Resources, which are now called the Department of Forest Ecosystems and Society, effective July 1, 2008. For any references to Forest Science or Forest Resources in this proposal, please substitute Forest Ecosystems and Society (FES). For example, course names beginning with FS or FOR have not been changed as of December 2008, so for now the list of courses for the MNR degree uses the designators FS and FOR.

Appendix A – Budget and Financial Planning

Proposed Administrative Expenses for MNR degree

A. *Proposed Administrative Expenses*

| Position | Expense (\$/year) |
|---------------------|--------------------------|
| Director | |
| FTE (0.25) | 13,866 |
| OPE (@52%) | 7,210 |
| Clerical support | |
| FTE (0.2) | 9,352 |
| OPE (@ 56%) | 5,236 |
| Total | 35,664 |
|
Ecampus support |
-30,000 |
| Total | 5,664 |

- B. **Break even enrollments.** The break even calculation described here is based on the Ecampus funding model. Ecampus tuition revenue is shared across three campus segments in an 80-10-10 split, allocated to the academic department-Ecampus-Central Administration respectively. Tuition is set in alignment with main campus tuition (see Section C for details).

Break even enrollments described (below) assumes 4 years (12 academic terms) to complete a degree. When each student takes only 12 required MNR credits plus 33 credits from other online courses (Tables 2, 3 and 4), only 3.17 new students are needed for the degree to meet the proposed administrative expenses (above) during the first three years. After 3 years 19.92 new students are needed each year to meet the proposed administrative expenses.

| Credits /student | # of students | revenue generated /year |
|--|----------------------|--------------------------------|
| 12 credits of MNR only during year 1-3 | 3.17 | 5,676.00 |
| 12 credits of MNR only after year 3 | 19.92 | 35,665.00 |

CoF and MNR Courses and Revenue

| Course | Title | Credits | \$/course |
|---------------|---------------------------------|----------------|------------------|
| MNR 5xx | Introduction to | | |
| | Sustainable Natural Resources | 3 | 447.60 |
| MNR 506 | Case Study | 9 | 1,342.80 |
| FS 548 | Biology of Invasive Plants | 3 | 447.60 |
| FES 5xx | Below-ground Ecosystems | 3 | 447.60 |
| FES 5xx | Carbon sequestration in forests | 2 | 298.40 |
| FOR 445 | Ecological restoration | 4 | 596.80 |
| FS 523 | Natural Resources data analysis | 4 | 596.80 |
| Totals | | 28 | 4,177.60 |

C. OSU Extended Campus Tuition Revenue Sharing and Instructor Pay

Academic Year 2009

The tuition revenue sharing model for Ecampus credit courses has been in place since Summer Term 2003. The college/academic department receives 80% of the tuition revenue generated by each course (separate from the distance education and technology fees) through budget transfers at the end of each term. The academic department can choose to both hire and pay course instructors directly or may elect to have Ecampus pay instructors who have been approved by the department. **The instructor wage and payroll benefit expenses processed by Ecampus are charged directly into indexes designated by each college.**

Instructors will be paid up to a maximum of 180 SCH per term (60 students in 3 credit courses; 45 students in 4 credit courses).

- The 180 SCH limit will be calculated per instructor, not per course.
- Pay rates will remain the same: \$55 per undergraduate SCH and \$85 per graduate SCH.
- These SCH can be a mix/match of undergraduate or graduate, but the maximum is 180 SCH.
- At 180 undergraduate SCH, the pay would equal \$9,900.
- If all 180 SCH were graduate level, the maximum pay would be \$15,300 (very unlikely due to lower enrollments in graduate courses).
- PEBB benefits (health insurance) will not be initiated by Ecampus pay. (180 SCH will be equivalent to 0.49 FTE)
- This 180 SCH cap will also apply to the maximum allowed for overload pay.

Fall 2008, Winter 2009, Spring 2009, Summer 2009 Ecampus Tuition

| Course Level
& SCH | OSU Tuition* | OSU Tuition X
80%
=
Department
Allocation | OSU Tuition X 10%
=
Program Inventory
Development | OSU Tuition X 10%
=
OSU Central
Administrative
Services |
|-----------------------|--------------|---|--|---|
| Undergraduate | | | | |
| 1 SCH | \$128 | \$102.40 | \$12.80 | \$12.80 |
| 3 SCH | \$384 | \$307.20 | \$38.40 | \$38.40 |
| Graduate | | | | |
| 1 SCH | \$348 | \$278.40 | \$34.80 | \$34.80 |
| 3 SCH | \$1044 | \$835.20 | \$104.40 | \$104.40 |

Graduate and undergraduate tuition rates are consistent with the published tuition rates for a single three credit course on both the Corvallis and Cascades campuses.

Students also pay a technology fee and a distance education fee. The Technology Fee is fee revenue to the OSU TRF fund. The Distance Education Fee covers items necessary to the delivery of distance courses such as the development and production of online and video courses, Blackboard licensing fee, financial and registration services, and online student services. The distance education fee replaces the fees that on-campus, resident students pay such as student health services, athletic fees, incidental fees, and residence building fees.

Under the Ecampus Revenue Allocation Model (ERAM), state budget dollars available to the College/Department will be based on BAM formula weighted values and the prior year SCH/FTE production of the program running through Ecampus. These state funds will be distributed to the College/Department as budget at the beginning of the academic year (i.e. Fall Term).

C. Natural Resources Masters Degree Budget Draft Derived From Existing Ecampus Funding Model

| | | | | | |
|--|--|---------------------|---------|-----------------|---------------|
| There are 117 graduate credits offered on-line available for the MNR degree. | | | | | |
| Under the current proposal there are 28 credits with the COF and MNR designator. | | | | | |
| Calculations per Ecampus - FY09 graduate tuition amounts | | | | | |
| Note: In addition to tuition, students also pay a technology resource fee - 1KR - (\$3 per credit) and a distance education fee (\$15 per credit). The Technology Fee is fee revenue to the OSU TRF fund. The Distance Education Fee covers items necessary to the delivery of distance courses such as the development and production of online and video courses, Blackboard licensing fee, financial aid registration services, and online student services. The distance education fee replaces the fees that on-campus, resident students pay such as student health services, athletic fees, incidental fees, and residence building fees. | | | | | |
| Income | | Tuition per one SCH | | SCHs per degree | per degree |
| | | 428.00 | | 28 | 11,984.00 |
| | | | | 28 | |
| Distribution per student credit hour (SCH) as follows: | | | | 28 | |
| | Academic Dept | 278.40 | | 28 | 7,795.20 |
| | OSU TRF fund | 5.80 | | 28 | 140.00 |
| | OSU Central Admin Prog. Inventory Develop. reserve | 34.80 | | 28 | 974.40 |
| | | 34.80 | | 28 | 974.40 |
| | EC Distance Ed. Fee | 75.00 | | 28 | 2,100.00 |
| | | 428.00 | | | |
| Academic Dept Distribution per SCH: | | | | 278.40 | |
| Less: Teaching Expense of 129.20 | | | | | |
| | Fac. Sal. | | | 85.00 | |
| | Fac. OPE per FS Dept. calculation | | | 44.20 | 0.52 OPE Rate |
| Net resources available to dept. per SCH after instructor pay | | | | 149.20 | |
| Fixed expense information provided by Forest Science Dept: | | | | | |
| | | | | 13,866.00 | 0.25 FTE |
| | | | | 7,210.00 | |
| | | | | 9,352.00 | 0.20 FTE |
| | | | | 5,236.00 | |
| | | | | 35,664.00 | |
| Annual overhead expense of \$35,664 / \$149.20 = Break-Even SCH of 239.04. | | | | | |
| 239.04 units (SCH) / 28 SCH = 8.53 full-time students completing the MNR program, if students take 28 credits of MNR and COF courses. | | | | | |
| Assumption 1: Tuition revenue for all COF and MNR courses (\$278.40/SCH) taken by MNR students will flow to the COF | | | | | |
| Assumption 2: Instructional expense (faculty salary & OPE) for COF and MNR courses taken by MNR students will be paid by COF | | | | | |
| The break-even number of MNR program student credit hours is 239.04 per year. | | | | | |
| Impact on net revenue with the following increase in students. Each student unit = 28 credits. | | | | | |
| Full-time students @ 28 SCH each: | | 10 | 20 | 30 | 40 |
| Net revenue to COF after fixed and variable expense: | | | | | |
| 100 % revenue flow to the College of Forestry | 77,952 | 155,904 | 233,856 | 311,808 | |
| 100 % instructor expense paid by the College of Forestry | 36,176 | 72,352 | 108,528 | 144,704 | |
| 100 % overhead expense paid by the College of Forestry | 35,664 | 35,664 | 35,664 | 35,664 | |
| Ecampus contribution | 30,000 | 30,000 | 30,000 | 30,000 | |
| Net to College of Forestry | 36,112 | 77,888 | 119,664 | 161,440 | |
| Modifications to Assumption 1 and 2 will change both the break-even point and the net revenue after reaching the break-even point. | | | | | |
| Assumption 3: Calculations below assume all fixed expenses are paid by College of Forestry (director and coordinator). | | | | | |
| Assumption 4: Years 2, 3, and 4 show projected program growth. | | | | | |
| Assumption 5: Tuition revenue and variable and overhead expense remains constant for this illustration. | | | | | |
| 5 full-time degree students @ 28 SCH = 10 half-time students | | Year 1 | Year 2 | Year 3 | Year 4 |
| 100 % revenue flow to the College of Forestry | | 38,976 | | | |
| 100 % instructor expense paid by the College of Forestry | | 18,088 | | | |
| 100 % overhead expense paid by the College of Forestry | | 35,664 | | | |
| Ecampus contribution | | 30,000 | | | |
| Net to College of Forestry | | 15,224 | | | |
| 10 full-time degree students @ 28 SCH = 20 half-time students | | | | | |
| 100 % revenue flow to the College of Forestry | | 77,952 | | | |
| 100 % instructor expense paid by the College of Forestry | | 36,176 | | | |
| 100 % overhead expense paid by the College of Forestry | | 35,664 | | | |
| Ecampus contribution | | 30,000 | | | |
| Net to College of Forestry | | 36,112 | | | |

C. Natural Resources Masters Degree Budget Draft Derived From Existing Ecampus Funding Model

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|--------|---------|---------|---------|
| 20 full-time degree students @ 28 SCH = 40 half-time students | | | | |
| 100 % revenue flow to the College of Forestry | | 155,904 | | |
| 100 % instructor expense paid by the College of Forestry | | 72,352 | | |
| 100 % overhead expense paid by the College of Forestry | | 35,664 | | |
| Ecampus contribution | | 30,000 | | |
| Net to College of Forestry | | 77,888 | | |
| 30 full-time degree students @ 28 SCH = 60 half-time students | | | | |
| 100 % revenue flow to the College of Forestry | | | 233,856 | |
| 100 % instructor expense paid by the College of Forestry | | | 108,528 | |
| 100 % overhead expense paid by the College of Forestry | | | 35,664 | |
| Ecampus contribution | | | 30,000 | |
| Net to College of Forestry | | | 119,664 | |
| 40 full-time degree students @ 28 SCH = 80 half-time students | | | | |
| 100 % revenue flow to the College of Forestry | | | | 311,808 |
| 100 % instructor expense paid by the College of Forestry | | | | 144,704 |
| 100 % overhead expense paid by the College of Forestry | | | | 35,664 |
| Ecampus contribution | | | | 30,000 |
| Net to College of Forestry | | | | 161,440 |

D. Budget – Year One

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impacts will be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/academic-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year:

Operating Year:

1

Completed by: S. Radosevich

(indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | Column B | Column C | Column D | Column E | Column F | Column G |
|--------------------------------------|-----------------------------|--|--|---|----------------------------------|-----------|-----------------|
| | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | LINE ITEM TOTAL |
| FTE | Dept | College | | | | | |
| Personnel | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | 13,866 | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | 9,352 | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | \$0 |
| *OPE: Faculty | | | | | | | |
| Staff (@ 76.24%) | | | | | 9,740 | | \$9,740 |
| Staff (@ 10%) | | | | | 936 | | \$936 |
| Nonrecurring | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 33,894 | 0 |
| Other Resources | | | | | | | |
| Library/Printed | | | | | | | \$0 |
| Library/Electronic | | | | | | | \$0 |
| Supplies and Services | | | | | 0 | | \$0 |
| Equipment | | | | | | | \$0 |
| Travel | | | | | 0 | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Facilities | | | | | | | |
| Construction | | | | | | | \$0 |
| Major Renovation | | | | | | | \$0 |
| Other Expenses | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 33,894 | 0 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

D. Budget – Year Two

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impacts should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year: _____

Operating Year: 2

Completed by: S. Radosevich

(indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | | Column B | | Column C | | Column D | | Column E | | Column F | Column G |
|--------------------------------------|-----------------------------|-------|--|-------|--|-------|---|-------|----------------------------------|-------|-----------|-----------------|
| | From Current Budgetary Unit | | Institutional Reallocation from Other Budgetary Unit | | From Special State Appropriation Request | | From Federal Funds & Other Grants/Contracts | | From Fees, Sales, & Other Income | | Endowment | LINE ITEM TOTAL |
| | FTE | Dept | College | | | | | | | | | |
| Personnel | | | | | | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | | | | | 13,866 | | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | | | | | 9,352 | | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | | | | | \$0 |
| *OPE: Faculty (@ 76.24%) | | | | | | | | | 9,740 | | | \$9,740 |
| Staff (10%) | | | | | | | | | 936 | | | \$936 |
| GTA/GRA | | | | | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33,894 | 0 | | \$33,894 |
| Other Resources | | | | | | | | | | | | |
| Library/Printed | | | | | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | | | | | \$0 |
| Supplies and Services | | | | | | | | | 0 | | | \$0 |
| Equipment | | | | | | | | | 0 | | | \$0 |
| Travel | | | | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | \$0 |
| Physical Facilities | | | | | | | | | | | | |
| Construction | | | | | | | | | | | | \$0 |
| Major Renovation | | | | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | \$0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33,894 | 0 | | \$33,894 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | | 100.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

D. Budget – Year Three

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impacts should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/academic-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year: _____

Operating Year: 3

Completed by: S. Radosevich

(indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | | Column B | | Column C | Column D | Column E | Column F | Column G |
|--------------------------------------|-----------------------------|-------|--|-------|--|---|----------------------------------|-----------|-----------------|
| | From Current Budgetary Unit | | Institutional Reallocation from Other Budgetary Unit | | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | |
| | FTE | Dept | College | | | | | | LINE ITEM TOTAL |
| Personnel | | | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | | | 13,866 | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | | | 9,352 | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | | \$0 |
| *OPE: Faculty (@76.24%) | | | | | | | 9,740 | | \$9,740 |
| Staff (@ 10%) | | | | | | | 936 | | \$936 |
| GTA/GRA | | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Other Resources | | | | | | | | | |
| Library/Printed | | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | | \$0 |
| Supplies and Services | | | | | | | 0 | | \$0 |
| Equipment | | | | | | | 0 | | \$0 |
| Travel | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Physical Facilities | | | | | | | | | |
| Construction | | | | | | | | | \$0 |
| Major Renovation | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | 100.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

D. Budget – Year Four

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impacts on OIR be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Masters Degree in Natural Resources

Academic Year:

Operating Year:

4

Completed by: S. Radosevich

(Indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

| | Column A | Column B | Column C | Column D | Column E | Column F | Column G | |
|--------------------------------------|-----------------------------|--|--|---|----------------------------------|-----------|----------|-----------------|
| | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | | LINE ITEM TOTAL |
| FTE | Dept | College | | | | | | |
| Personnel | | | | | | | | |
| Faculty (Include FTE) | 0.25 | | | | 13,866 | | | \$13,866 |
| Support Staff (Include FTE) | 0.20 | | | | 9,352 | | | \$9,352 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| *OPE: Faculty (@ 76.24%) | | | | | 9,740 | | | \$9,740 |
| Staff (@ 10 %) | | | | | 936 | | | \$936 |
| GTA/GRA | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Other Resources | | | | | | | | |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | | | 0 | | | \$0 |
| Equipment | | | | | 0 | | | \$0 |
| Travel | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Other Resources Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| Physical Facilities | | | | | | | | |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | 0 | 0 | 0 | 0 | 33,894 | 0 | \$33,894 |
| Percentage of Total | | 0.00% | 0.00% | 0.00% | 0.00% | 100.00% | 0.00% | 100.00% |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

E. Communications with Provost Sabah Randhawa about MNR Budget January 30, 2009

From: Radosevich, Steven R.
Sent: Friday, January 30, 2009 3:43 PM
To: Randhawa, Sabah
Cc: Bishaw, Badege; King, Dave; Bradoch, Alfonso
Subject: RE: MNR Proposal

Good afternoon, Dr Randhawa. I am sorry to have not gotten back to you sooner. However, I am on campus infrequently anymore and I wanted to discuss this matter with Badege Bishaw first. We are into the first phases of the Category I approval process, particularly the Budgets and Fiscal Planning Committee. Dr. Warner has been most helpful in this respect. We are making some changes to the document to be more clear about how the administrative costs will be met. In addition we are including an email that Dr. David King sent to you and me (Nov. 6, 2008) indicating the source of funds during the first three years.

As we proceed through this process, Badege and I will include you, Dr. King, and Dr. Bradoch in any modifications to the Category I proposal that are necessary. sr

From: Randhawa, Sabah
Sent: Thursday, January 29, 2009 10:22 PM
To: Radosevich, Steven R.; Bishaw, Badege
Subject: MNR Proposal
Importance: High

Steve and Badege,

I understand that the FS Budgets and Fiscal Planning Committee have asked you for clarification on budget-related items in the proposal. One of the questions that has been brought to my attention is administrative support for the program during the start-up phase and in particular, the ability of University to support a new program in a difficult fiscal environment when we will be going through a major budget reduction in the next few months. I realize that we had earlier discussions about this issue. I think it is important that the source of funds for administrative support (as coming from eCampus portion of the revenue and development funds) is identified in the proposal, both for transparency as well as to address the concern that precious few E&G dollars will be directed to new programs when existing programs are being downsized.

I would suggest that you provide this clarification to the FS B&FP Committee. Alternatively, if you would like, I would be glad to do so. Please let me know.

Sabah

**Communications with Provost Sabah Randhawa about MNR Budget
November 16, 2008**

From: Randhawa, Sabah
Sent: Sun 11/16/2008 12:25 PM
To: Radosevich, Steven R.
Cc: King, Dave
Subject: Proposed MNR Degree

Steve,

I appreciate the effort that you and your colleagues are investing in developing an interdisciplinary Masters Program in Natural Resources. Per our earlier discussions, the University will provide \$30,000 towards the administration of the program for a period of up to three years at the inception of the program. It is expected that the participating academic units will match the institutional support with an equivalent amount towards a projected \$60,000 program administrative costs. It is my understanding that the business model calls for student enrollment projections that will result in a self-support situation after three years.

Sabah

Sabah Randhawa

Provost and Executive Vice President

Oregon State University

624 Kerr Administration Building

Corvallis, Oregon 97331-2153

Phone: 541-737-0733

Fax: 541-737-3033

Email: sabah.randhawa@oregonstate.edu

**Communications with Provost Sabah Randhawa and Dr. David King, Associate Provost
about Funding MNR Degree
November 6, 2008**

From: Randhawa, Sabah [mailto:sabah.randhawa@oregonstate.edu]
Sent: Thursday, November 06, 2008 9:22 PM
To: King, Dave
Cc: Heiligman, Nancy; Reed, Scott; Bradoch, Alfonso; Templeton, Lisa; Fisher, Dianna; Babcock, Carol; Radosevich, Steven R - ONID; Bishaw, Badege
Subject: RE: Proposal to initiate Masters in Natural Resources

Dave—Thank you very much for your willingness to partner with the academic units in supporting the program in the development/start-up phase.

Steve—Please modify the Category I budget for administering the program, per Dave's email below. With this change, the proposal can move through the approval process.

Thanks,

Sabah

From: King, Dave
Sent: Thursday, November 06, 2008 4:51 PM
To: Randhawa, Sabah
Cc: Heiligman, Nancy; Reed, Scott; Bradoch, Alfonso; Templeton, Lisa; Fisher, Dianna; Babcock, Carol; Radosevich, Steven R - ONID; Bishaw, Badege
Subject: RE: Proposal to initiate Masters in Natural Resources
Importance: High

Sabah,

Extended Campus will provide the bridge funding needed (est. \$30,000) along with the departments involved to cover the masters program in Natural Resources until it can become self sufficient. We are keenly interested in the program's success and have been willing all along to try to do what was needed to make that happen.

I'm sure you understand the concerns expressed by the supporters of this program are as much about interdisciplinary programs in general as they are this particular Extended Campus supported online program.

The Curriculum Council is set to discuss the online MNR tomorrow. Dianna Fisher is representing Ecampus at that meeting. I'll make sure she understands we are willing and ready to support the online master of Natural Resources program, if that has any value in the Council's discussion.

Dave

Dave King

Interim Associate Provost

University Outreach and Engagement

Oregon State University

541-737-3379 EESC

541-737-3810 Ecampus

541-602-2386 cell

dave.king@oregonstate.edu

From: Randhawa, Sabah
Sent: Wednesday, November 05, 2008 2:17 PM
To: King, Dave
Cc: Heiligman, Nancy
Subject: Proposal to initiate Masters in Natural Resources

Dave,

Nancy and I have been discussing the budget associated with the interdisciplinary academic proposal for a masters program in Natural Resources. As you know, this is a program fully delivered via eCampus that is expected to self sufficient in 3-5 years. The issue has been support for the administration of the program (about \$60,000) during the start-up phase of the program. The participating departments are willing to pick up 50% of the administrative costs. We would like to see eCampus pick up the remaining 50% for a period not to exceed three years. Were you to do so, what will be the effective return to eCampus and how will this work for eCampus fiscal sustainability?

Thanks,

Sabah

**Communications with Provost Sabah Randhawa about MNR Budget
September 15, 2008**

From: Radosevich, Steven R.
Sent: Monday, September 15, 2008 11:06 AM
To: Randhawa, Sabah; Bradoch, Alfonso
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott
Subject: RE: Masters of Natural Resources

Hello Dr. Randhawa. Dave King and Alfonso Bradoch were members of the team that created the funding model for the MNR Cat I proposal (See Appendix A). It is based on the current allocation of e-campus funds and on administrative costs (that I determined by consulting with the FS administrative assistant) to run the MNR degree on a sustained basis--about \$60,000/year. In addition, we are proposing 3 options in the CAT 1 for funding the administrative costs for the MNR degree. These options are listed below (See also page 21). The one that we favor, considering the recently completed liaison with the draft Cat I proposal, is option 2 which we visited with you about several weeks ago.

We also expect a short-fall in revenue to support overhead costs as the MNR degree builds momentum. E-Campus has agreed to provide supplemental funding to help defray overhead costs during the initial years of the degree program. This supplemental funding will continue until the degree program reaches financial self-sufficiency based on enrollment-generated revenue, at which time the supplemental funding will be paid back to E-campus according to the same procedure as described in the 3 options.

As you suggest, I will attempt to set up a meeting with Drs. Loveland and Heiligman within the week and inform you of that outcome. sr

Funding models:

We propose three funding models for the MNR degree. The following options are considered:

(1) Department revenue sharing. We propose that on-line course tuition be shared among the participating Departments or Graduate Certificates according to the present E-campus formula (Appendix A [attachment above]). In addition, to meet the overhead costs of the MNR degree we propose that tuition received from students in the MNR degree be allocated according to student-contact hour and funds be removed by E-Campus until overhead costs for administration of the MNR degree are met. Once administrative costs for the degree are achieved, proceeds from tuition will be allocated according to the existing E-Campus formula (Appendix A; attachment above). An MOU is attached (Appendix F) that specifies this funding agreement. Although this is our proposed funding model for the MNR degree, some concerns were raised during the liaison process.

(2) Department revenue share plus Campus Administration support. In addition to department's revenue and cost sharing, campus administration should provide some support since the MNR degree will benefit the entire OSU campus. This kind of support already exists for other interdisciplinary graduate programs on campus (e.g. Environmental Sciences). This is similar as

option 1, except that campus administration provides a significant level of support (e.g. 50%) of the annual administrative costs of the MNR degree. We believe that all departments will agree to cost sharing of MNR administration under this option.

Thus the manner of funding the MNR degree and other on-line interdisciplinary degrees is the subject of discussion by the Provost and Deans of Colleges affected by the proposed degree. We expect to have the question of campus-wide support and financial sustainability of on-line interdisciplinary degree programs resolved by the completion of this Category I process.

(3) In the event no resolution is reached with option 2, we will proceed with option 3 for funding the MNR administration costs. Some departments who are unwilling to contribute to administrative overhead will be removed from the MNR program and their courses will be removed from the MNR curriculum. Students will select such courses from a list proposed by the Natural Resources Distance Learning Consortium for graduate education.

c. Estimate the number and type of staff support needed, if any, in each of the first four years of the program.

One 0.5 FTE MNR degree Director/Advisor (Appendix A) and 0.20 FTE MNR degree administrative support (Appendix A)

From: Randhawa, Sabah
Sent: Monday, September 15, 2008 9:19 AM
To: Bradoch, Alfonso; Radosevich, Steven R.
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott
Subject: RE: Masters of Natural Resources

Steve,

I am sorry I have not been able to respond to the emails on this proposed programs earlier. Before I bring this up with the relevant deans, is there a "revenue/cost model" that you all (proposers/eCampus) are proposing for initiating and sustaining this proposal? I am afraid that if I discuss this with the deans, the question that will be asked is the model that is being proposed and its implications for units/colleges, and that will bring us back to the drawing board. I suggest that some members of the proposal development team work with Dave to develop a straw budget model for the program. I think you have elements of the model already developed; the key issue is building an administrative component and how it is to be sustained over time. It will also be helpful to get Nancy Heiligman's input and perspective into that model. Walt Loveland, who chaired the University Budget Committee (UBC) the past two years, including extensive discussions on funding of interdisciplinary programs, may also be helpful in this regard. Having a model with input from the Budget's Office and the UBC will help to move this along.

Sabah

From: Bradoch, Alfonso
Sent: Monday, August 18, 2008 8:34 AM
To: Radosevich, Steven R.; Randhawa, Sabah
Cc: Adams, Tom; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

Good morning Sabah.

I was only able to attend the meeting with Dr. Boggess, but I suspect his reactions and concerns were mirrored in the meetings with the other Deans. As Steve commented, Dr. Boggess saw the value of this program and agreed that the Graduate School was the best 'home' for this program, but as anticipated he too was concerned over how the program would achieve sustainability. He commented that the issue of how to budgetarily sustain interdisciplinary programs has been an ongoing question for OSU. He understood, however, that Ecampus' unique funding model provides opportunity for creation of a funding model that could solve this conundrum, at least for those interdisciplinary programs offered via Ecampus. He also commented that undergraduate interdisciplinary programs, such as the Natural Resources Bachelor's degree, suffer from the same sustainability issues and understood that these too must be addressed. That said, Dr. Boggess seemed supportive of the proposed Masters of Natural Resources and the effort to create a funding pathway.

Alfonso

Alfonso Bradoch
Director, Department and Student Services
OSU Extended Campus
4943 The Valley Library
Corvallis, OR 97331-4504
541-737-9116

From: Radosevich, Steven R.
Sent: Sunday, August 17, 2008 6:15 PM
To: Randhawa, Sabah
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

Sabah. All of the Deans supported our Category 1 proposal. They liked the concept presented in the Category 1 of an Interdisciplinary degree, especially one offered on-line. Several were surprised that OSU offers so many graduate courses on-line. They all seemed to realize that the degree being proposed should become self-sufficient a few years after it starts. However all of them also indicated that budgets were very tight and that a mechanism needed to be found that supported interdisciplinary programs for the good of the campus. None seemed to have a very good notion of how to do this.

All of the Deans liked the idea of having the program housed in the Graduate School, rather than in a specific College or Department. Dr Francis, however, was concerned that her budget could not handle any more interdisciplinary programs. Each Dean offered some specific ideas on how the Cat I could be improved (which we took note of) , but none had any specific suggestions for creating or improving the funding model.

Badege Bishaw was present with me at all of the meetings. Other listed above were present at one or more meeting. Perhaps they also can share their insights about the meetings with you. I will be gone all of the coming week. Thank you for asking for more detail. sr

From: Randhawa, Sabah
Sent: Friday, August 15, 2008 5:04 PM

To: Radosevich, Steven R.
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

Steve,

I would like to know the reaction of the deans when you and/or others presented the proposal to them, specifically your read of their support (or lack of) for the proposal and questions and issues that were raised in those conversations.

Thanks,

Sabah

From: Radosevich, Steven R.
Sent: Friday, August 15, 2008 2:58 PM
To: Randhawa, Sabah
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: Masters of Natural Resources

Good afternoon Dr. Randhawa.

This note is to let you know that we have informed each of the Deans about the MNR interdisciplinary degree, as you requested.

| | |
|-------------------------------------|---------|
| Hal Salwasser, Dean CoF | 8/12/08 |
| Sally Francis, Dean Graduate School | 8/12/08 |
| Bill Boggess, Dean CoA | 8/14/08 |
| Sheman Bloomer, Dean of Science | 8/15/08 |
| Larry Roper, Dean, CLA | 8/25/08 |

Thank you for meeting with us last Monday. sr

**Communications with Provost Sabah Randhawa about MNR Budget
September 26, 2008**

From: Radosevich, Steven R.
Sent: Friday, September 26, 2008 11:44 AM
To: Randhawa, Sabah
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott; Doescher, Paul; Bradoch, Alfonso; Loveland, Walter D - ONID; Heiligman, Nancy
Subject: RE: Masters of Natural Resources

Dr. Randhawa. We have met with both Drs. Loveland and Heiligman about the funding model for the proposed MNR program as you suggested. Alfonso Bradoch and Badege Bishaw attended the meeting with Dr. Loveland and we were joined by Paul Doescher and Carol Lehto for the meeting with Dr. Heiligman. Both Drs. Loveland and Heiligman were supportive of developing a funding model that involves support for the administrative costs of the MNR degree by central administration. It was suggested that the long term sustainability of this interdisciplinary degree (after the next year or perhaps two) be funded from the 10% of funds received by central administration from e-campus tuition. Dr. Loveland indicated that he would be contacting you via email concerning this matter, while Dr. Heiligman indicated that long-term funding of the MNR degree should be an issue for discussion at the next budget committee meeting. This suggestion is basically option 2 that we propose in our existing Category I proposal and the one-page information sheet that we provided you before our meeting with you last month.

I have attached copies of both documents. sr

From: Randhawa, Sabah
Sent: Monday, September 15, 2008 9:19 AM
To: Bradoch, Alfonso; Radosevich, Steven R.
Cc: Adams, Tom; King, Dave; Bishaw, Badege; Reed, Scott
Subject: RE: Masters of Natural Resources

Steve,

I am sorry I have not been able to respond to the emails on this proposed programs earlier. Before I bring this up with the relevant deans, is there a "revenue/cost model" that you all (proposers/eCampus) are proposing for initiating and sustaining this proposal? I am afraid that if I discuss this with the deans, the question that will be asked is the model that is being proposed and its implications for units/colleges, and that will bring us back to the drawing board. I suggest that some members of the proposal development team work with Dave to develop a straw budget model for the program. I think you have elements of the model already developed; the key issue is building an administrative component and how it is to be sustained over time. It will also be helpful to get Nancy Heiligman's input and perspective into that model. Walt Loveland, who chaired the University Budget Committee (UBC) the past two years, including extensive discussions on funding of interdisciplinary programs, may also be helpful in this regard. Having a model with input from the Budget's Office and the UBC will help to move this along.

Sabah

From: Bradoch, Alfonso
Sent: Monday, August 18, 2008 8:34 AM

To: Radosevich, Steven R.; Randhawa, Sabah
Cc: Adams, Tom; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

Good morning Sabah.

I was only able to attend the meeting with Dr. Boggess, but I suspect his reactions and concerns were mirrored in the meetings with the other Deans. As Steve commented, Dr. Boggess saw the value of this program and agreed that the Graduate School was the best 'home' for this program, but as anticipated he too was concerned over how the program would achieve sustainability. He commented that the issue of how to budgetarily sustain interdisciplinary programs has been an ongoing question for OSU. He understood, however, that Ecampus' unique funding model provides opportunity for creation of a funding model that could solve this conundrum, at least for those interdisciplinary programs offered via Ecampus. He also commented that undergraduate interdisciplinary programs, such as the Natural Resources Bachelor's degree, suffer from the same sustainability issues and understood that these too must be addressed. That said, Dr. Boggess seemed supportive of the proposed Masters of Natural Resources and the effort to create a funding pathway.

Alfonso

Alfonso Bradoch
Director, Department and Student Services
OSU Extended Campus
4943 The Valley Library
Corvallis, OR 97331-4504
541-737-9116

From: Radosevich, Steven R.
Sent: Sunday, August 17, 2008 6:15 PM
To: Randhawa, Sabah
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

Sabah. All of the Deans supported our Category 1 proposal. They liked the concept presented in the Category 1 of an Interdisciplinary degree, especially one offered on-line. Several were surprised that OSU offers so many graduate courses on-line. They all seemed to realize that the degree being proposed should become self-sufficient a few years after it starts. However all of them also indicated that budgets were very tight and that a mechanism needed to be found that supported interdisciplinary programs for the good of the campus. None seemed to have a very good notion of how to do this.

All of the Deans liked the idea of having the program housed in the Graduate School, rather than in a specific College or Department. Dr Francis, however, was concerned that her budget could not handle any more interdisciplinary programs. Each Dean offered some specific ideas on how the Cat I could be improved (which we took note of) , but none had any specific suggestions for creating or improving the funding model.

Badege Bishaw was present with me at all of the meetings. Other listed above were present at one or more meeting. Perhaps they also can share their insights about the meetings with you. I will be gone all of the coming week. Thank you for asking for more detail. sr

From: Randhawa, Sabah
Sent: Friday, August 15, 2008 5:04 PM
To: Radosevich, Steven R.
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: RE: Masters of Natural Resources

Steve,

I would like to know the reaction of the deans when you and/or others presented the proposal to them, specifically your read of their support (or lack of) for the proposal and questions and issues that were raised in those conversations.

Thanks,

Sabah

From: Radosevich, Steven R.
Sent: Friday, August 15, 2008 2:58 PM
To: Randhawa, Sabah
Cc: Adams, Tom; Bradoch, Alfonso; King, Dave; Bishaw, Badege
Subject: Masters of Natural Resources

Good afternoon Dr. Randhawa.

This note is to let you know that we have informed each of the Deans about the MNR interdisciplinary degree, as you requested.

| | |
|-------------------------------------|---------|
| Hal Salwasser, Dean CoF | 8/12/08 |
| Sally Francis, Dean Graduate School | 8/12/08 |
| Bill Boggess, Dean CoA | 8/14/08 |
| Sheman Bloomer, Dean of Science | 8/15/08 |
| Larry Roper, Dean, CLA | 8/25/08 |

Thank you for meeting with us last Monday. sr

Appendix B – Library Evaluation

Appendix C – Liaison with OSU Instructional Units

MNR Exploratory Group Meetings

Liaison Letter

Liaison Responses and communication

Reply and commentary to Liaison

We indicate below questions and our responses to a draft Category I proposal from various OSU Schools and Departments (7 departments and 3 graduate programs). We have addressed questions either in these responses or directly on the revised Category I proposal from the Graduate School.

Summary of Master of Natural Resources Exploratory Group Meeting August 6, 2007

Present: Steve Radosevich (FS), Paul Doescher and Susan Morré (FR), Bill Lunch (PS), Gregg Walker (COMM), Ursula Bechert (PSM), Stan Gregory and Samuel Chan (FW), Jim Johnson (Forestry Extension), Lynette de Silva (Geosciences), and Paula Minear and Alfonso Bradoch (Ecampus)

Status of MNR degree development: exploring development of online and onsite program, no Category 1 proposal yet. Have been receiving 4 – 5 requests per week from students interested in an MNR degree, both online (from people who are unable to leave a location or job to come to OSU), and onsite from people who want an advanced degree in natural resources. Many are seeking job advancement and feel this is the key for them.

A handout of current certificate programs and potential MNR degree components, and an analysis of current online offerings reveal many relevant courses and certificates are already available onsite, and some are already available online, while others would need to be adapted to online teaching. Survey shows online graduate certificate programs seen as nimble, flexible, and relevant. A 45-credit non-thesis MNR could have 18 credits from one of the existing certificate programs for depth, 6 credits of Ecology/Production, 9 credits of Human Systems (choose 3 areas from Policy, Economics, Sociology, Ethics, Communication), and 6 credits of Methodology (Statistics and Research Methods). OSU is in the process of joining the Distance Learning Consortium, and perhaps in the beginning the economics and statistics courses could be taken from other members of the Consortium, until an online course is developed here. Lisa Ganio may be interested in developing an online statistics methods course. Fifteen credits can be transferred to a master's degree at OSU.

Benefits of developing an online MNR degree: The demand from agencies and students exists – there is a demonstrated need to combine knowledge in natural resources, communications, sociology, business, and economics to reach consensus on current and future issues. Although there are already Masters of Public Policy, Marine Fisheries Management, Environmental Science, and Water Resources at OSU, the distance education component is unique to this MNR proposal.

Discussion points:

1) NR currently has no core at OSU. Courses are very interdisciplinary and spread out across many departments and colleges at OSU, and communication among us has much room for improvement. Programs are diffuse, not well integrated, and it is difficult for potential students and their parents to clearly understand what all is available and get degree program information to guide enrollment decisions. There needs to be a good web portal and online advising to more effectively provide information to students. Reply: University Advancement has set up a new unit for web marketing to integrate programs, and the Registrar wants a web portal (cost: \$300,000).

2) Students don't get the same experience online as onsite. Are all-online degrees something we want to offer? Conclusion: onsite is first choice for those who can come here; online is an important alternative for those who are unable to physically relocate here. Offer courses online and onsite to meet needs. Important for online MNR to have a two week face-to-face component in the field.

3) There is a proliferation of MNR degrees already across the country. Conclusion: Several MNR programs exist at other universities and are successful, but hardly any are available entirely online. The two-week field component would differentiate us from other universities. Those who cannot travel can do an internship in their own community. OSU is losing natural resources students to Portland State University and we need to offer what is in demand in the 21st century to stay relevant. We can offer separate degree designations in different tracks (Environmental Science, Geosciences, Environmental Economics, etc.).

4) Agencies need to make the distinction between non-thesis and thesis masters because they differ in depth of science and research background. Conclusion: that doesn't diminish the need for or value of a non-thesis MNR; an applied research project or internship can be rigorous; it is as relevant as an MBA or MEA, which are both non-thesis; many employees of government agencies need the credentials of a master's degree to supplement their experience in order to advance. Both thesis and non-thesis master's degrees increase critical thinking skills and employability. Agencies need employees who can integrate disciplines to solve complex natural resource problems.

5) Need to integrate colleges, avoid duplicating already existing programs, and move away from protecting territory. Who is the university? It is us. We need to fix the old system to allow/support interdisciplinary degrees, but how do we solve the issue of departments competing with each other for dollars and protecting their turf? Department heads and deans need to support interdisciplinary degrees, but the current administrative structure is inflexible and resources are limited. Under current structure, NR programs generate \$1.5 million through Ecampus (by far the largest online undergraduate enrollment is NR), which is returned to departments, and \$800,000 onsite, with no money returned to the NR program. We need structural changes. Meaningful change usually comes from groups like us, not from the top. Timing is good with focus on creating web portal already. Name recognition is critical – marketing is tied to the psychology of choosing one degree program over another. PSM does not take the place of MNR.

Action items:

1) The MNR Exploratory Group members are encouraged to suggest additional current courses for onsite MNR degree.

2) Stan Gregory will be the champion for creating the web portal, with help from Ursula Bechert.

3) Send a short paragraph to Susan (Susan.Morre@oregonstate.edu) describing your current natural resource programs, to aid in the development of a Category 1 proposal and the

development of an OSU web portal and online advice to help students and parents understand available choices in NR courses and programs.

4) MNR Exploratory Group standing meeting is every Monday at 10 am in Richardson 109B. All are welcome to attend. Most of group is available to attend on August 20. Bring ideas.

Master of Natural Resources Exploratory Group Summary of 8/20/2007 Meeting

Present: Paul Doescher, Steve Radosevich, Ursula Bechert, Badege Bishaw, Lynette de Silva, Michael Harte, Selina Heppell, Denise Lach, Susan Morré

Discussion points:

- Can a student get both a certificate and an MNR? Think yes, because can get MRM certificate and then a Master of Science. (Paul will check with Sally Francis at the Graduate School and the Graduate Council.)
- Discuss course list and potential additions: capstone project has a big writing component, so perhaps add a writing component in methodology (none currently online); Fisheries Biology and some Communications courses are writing intensive
- Who will advise MNR students? Consider cohort advising (Aaron Wolfe found it worked), instructors, or ask provost to add FTE, merit, or \$ incentives for advising; Ex: undergrad NR has master advisor, Ecampus advisor, and program director helps; MRM program has .25FTE advisor for 30 students
- Need deans of all participating colleges on board up front and work together; then talk to provost
- Although other programs with some overlap, need MNR for marketing value, recognize demand is there; job descriptions/career paths for NR specialists
- MNR with concentrations in certificate areas GIS, SNR, Water conflict, etc.
- Deans Bloomer and Francis recognize MNR could fill need for umbrella for interdisciplinary programs with overlapping areas and diffuse NR offerings that need better coordination/comm.
- Could drop some existing programs in favor of MNR (ex: Environmental. Sciences NR concentration)
- MNR would be terminal degree like MF, MBA, M Fine Arts
- Very positive response from USFS and BLM to online MNR idea
- Undergrad NR has helped develop relationship with agencies, contacts, potential funding sources to help meet their personnel needs; Land Grant University has obligation to meet workforce needs, train competent land managers, is professional.
- Over \$2.5 million generated for university by undergrad NR students, need new funding model for interdisciplinary programs to get student credit hour \$ to support programs instead of returning all to departments
- Ecampus likely \$75,000 for online MNR program development, many courses already exist
- MNR will need dedicated director, personnel to teach and advise
- Category I process – what budget needed to make it work?

Concerns:

- Some programs already at full capacity, hard to find advisors among busy faculty for internship and capstone projects (see suggestions above to address this concern)
- Many grad courses taught by courtesy faculty, but advised by tenure faculty
- Need budget line for office supplies/services so stop using Ecampus money to backfill cuts (need more \$ from legislature)

- Maintain quality of existing programs, not overburden faculty, where young faculty best spend time

Consensus: Overall really good idea worth pursuing, with support from coordinators of MRM, MFM, PSM, SNR, and WCMT as part of potential concentrations. Next: identify important mechanism, components and processes to move forward; meet with deans, then provost; identify key faculty.

Master of Natural Resources Exploratory Group Summary of August 27, 2007 Meeting

Present: Steve Radosevich, Paul Doescher, Badege Bishaw, Jim Johnson, Susan Morré (all College of Forestry); Roger Nielson (Department Head, Geosciences); Mike Borman (Interim Department Head, Rangeland Resources), Andrew Plantinga (Agricultural Resources Economics)

Reiterate marketing value of MNR name and current demand from students, agencies, employees

- Overview of Sustainable Natural Resources Graduate Certificate, 3-4 inquiries per week about a MNR online.
- Undergraduate NR degree most popular by far online and onsite. Numerous requests for MNR from these undergrads.
- Important to offer online and onsite, could be at same time.

Review of draft MNR degree components handout – missing online Economics, Statistics, Communications and Writing components; consider developing online version of:

- Bill Jaeger's AREC 534 NR Economics would be logical for MRM, FW, Geosciences, Forestry concentrations
- Roger Nielson's GEO 518 Technical Writing course
- Potentially one of Gregg Walker's communications courses?
- Lisa Ganio's Statistics course?

Discussed NR Distance Learning Consortium – joint venture agreement between US Forest Service and Virginia Tech, has about a dozen participating institutions; currently 80 students enrolled; students register at one institution, can take classes at any of Consortium institutions; OSU was invited and is in process of joining Consortium. Of members, University of Idaho has all-online degree, Virginia Tech partly online, Stephen F. Austin has NR Interpretation focus.

Ecampus has up to \$75,000 available for development of online MNR, need to respond to RFP. Category I is mechanism to use, and buy-in from Colleges at the dean level is critical first step; how to convince Colleges that this is important? Adds value because:

- Agencies are converting technical positions to professional ones, so there is need for advancement training; currently Univ. of Washington is providing 2-wk. short training courses for credit and getting lots of agency students enrolled
- MNR provides training, new skill set with demonstrated demand for career advancement and more sustainable natural resource management.
- MNR is a mechanism to reach students who would not otherwise come to OSU.
- MNR provides outlet for graduate certificate programs to result in a masters degree, and money flows back to departments.
- Ecampus courses return hundreds of thousands of dollars each year to university administration from student course fees, and departments are told to use Ecampus money to fund other dept. needs.

Details to figure out:

- Need financial structure in place for program administration to sustain interdisciplinary programs like this; perhaps add .25 FTE for program administration?
- Need time commitment and compensation mechanism. Advising done by whom? Who funds? Similar need as MAg and MF for capstone course advising. Existing concern about Environmental Sciences and MAIS students: advising takes up faculty time from department but only returns a few hundred dollars to department, only worth it if faculty member is interested in student's research. Potential solutions: Cohort advising; core 5-credit course that underwrites cost of program.
- What commitments are required from departments and provost to have a quality program?

All present agreed that the MNR is a good idea well worth pursuing. Paul will meet with provost next month about better funding for both the undergraduate NR program and the MNR, and will meet with Sally Francis of the Graduate School to see what is feasible.

MNR QUESTIONS FROM AUGUST 2007 MEETINGS

Prepared by Susan Morré

19 September 2007

1) Is there a good reason to develop a new Master of Natural Resources degree online and on campus? Is there a demonstrated need for an MNR degree?

A: There is a large demand from agencies, undergraduate students in the NR program, and online inquiries for a MNR degree. Marketing of the program will be facilitated by the “Natural Resources” name.

2) Are there other related degree programs that this would duplicate or overlap?

A: There are other courses in various aspects of natural resource education, but they are diffuse, spread across many departments, and there is no convenient web portal or other information source that provides comprehensive information. We propose to develop a NR web portal that will link information for all NR-related certificate and degree programs to help potential students and their parents more easily find what NR programs are available at OSU. An associated online advising program would assist in providing this information to students to guide enrollment decisions.

3) Are online degrees something we want to offer?

A: On campus courses are often the first choice for those who can come here; online courses are an important alternative for those who are unable to physically relocate here. We propose to offer MNR courses online and onsite to meet expressed needs. It would be important for an online MNR program to have a two week face-to-face component in the field.

4) Are there already enough MNR degrees at other U.S. universities?

A: Several MNR programs exist at other universities and are successful, but hardly any are available entirely online. The two-week field component would differentiate us from other universities. Those who cannot travel can do an internship in their own community. OSU is losing natural resources students to Portland State University and we need to offer what is in demand in the 21st century to stay relevant. We can offer separate degree designations in different tracks (Environmental Science, Geosciences, Environmental Economics, etc.).

5) Are agencies capable of distinguishing between non-thesis and thesis masters if the MNR is a non-thesis degree?

A: Both thesis and non-thesis masters degrees increase critical thinking skills and employability. Agencies need employees who can integrate disciplines to solve complex natural resource problems. A non-thesis MNR has value for several reasons: an applied research project or internship can be rigorous; it is as relevant as an MBA or MEA, which are both non-thesis; many employees of government agencies need the credentials of a master’s degree to supplement their experience in order to advance.

6) How do we solve the problem of different colleges and departments competing for money from interdisciplinary programs?

A: We need to fix the old system to allow/support interdisciplinary degrees. Department heads and deans need to support interdisciplinary degrees, but the current administrative structure is inflexible and resources are limited. Under current structure, NR programs generate \$1.5 million through Ecampus (by far the largest online undergraduate enrollment is NR), which is returned to departments, and \$800,000 onsite, with no money returned to the NR program. We need structural changes. Meaningful change usually comes from groups like us, not from the top. Timing is good with focus on creating web portal already. Name recognition is critical – marketing is tied to the psychology of choosing one degree program over another. PSM does not take the place of MNR.

7) Who is the university?

A: It is us.

Correspondence with the Curriculum Liaison

Subject: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

From: Bishaw, Badege

Date: Friday, August 15, 2008 9:54 AM

To: Boggess, Bill; Bloomer, Sherman - COS; Roper, Larry D; Francis, Sally K - ONID; Salwasser, Hal; Green, Cary; Capalbo, Susan; Karow, Russell; Edge, W. Daniel; Borman, Michael M - ONID; Blaustein, Andrew R - ONID; Nielsen, Roger; Kimerling, A. Jon; Lunch, William M - ONID; Kaplan, Jonathan - ONID; Gallagher, Sally K - ONID; Iltis, Robert S - ONID; Adams, Darius M - ONID; Adams, Tom

Cc: Radosevich, Steven R.; Doescher, Paul; Steel, Brent; Lach, Denise; Walker, Gregg; Bradoch, Alfonso; Shellhammer, Gina

The attached Category I proposal describes a new instructional program leading to Master of Natural Resources degree. This will be an interdisciplinary degree, offered primarily online, that brings together specific courses from various departments in the College of Forestry, Agricultural Sciences, Science, and Liberal Arts. With this new program, your unit might be proposed to teach one or more courses.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your (college/department/program) of our intent to make this curricular change.

Please review the attached proposal and send your comments, concern, or support to Badege Bishaw (badege.bishaw@oregonstate.edu) by Friday August 29, 2008. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Sincerely,

Badege Bishaw

**Badege Bishaw, Ph.D.
College of Forestry
Oregon State University
Corvallis, OR 97331**

**Tel: 541-737-9495
Fax: 541-737-1393**

From: Francis, Sally K.
Sent: Thursday, August 28, 2008 5:17 PM
To: Bishaw, Badege; Radosevich, Steven R.
Cc: Fisk, Martin
Subject: Comments on Category I proposal

Badege and Steve,

Thanks for sharing the draft Category I proposal for a new master's degree program in natural resources. I have taken a quick look at the proposal and am generally supportive of the idea. I am writing now to communicate my concerns. Martin Fisk is copied because there are a number of policy issues about which he can provide advice.

- What modifications will need to be made in order to offer a graduate degree fully online? What policies will the Graduate Council need to revise?
- The option of a 3-credit internship is offered. There are many who would argue that 3 credits is insufficient to support any meaningful internship experience at the graduate level. Some description of what such an internship would look like would be very valuable.
- Table 2, page 6, indicates 1-16 credits in CSS 599. I believe this should be 6 credits.
- Keep in mind that students' programs will need to have 50% of all credits at the stand-alone, graduate only level.
- Table 1, page 5, last row--what is a "certificate project?" This needs explanation.
- Table 1, page 5 and elsewhere in the document, the PSM certificate is listed as a possible area of emphasis. I very strongly object to this. First, this certificate does not now exist. But, more importantly, this certificate comprises a group of skills courses in areas of communication, ethics, marketing, and so forth. It is a very important set of skills, but it does *NOT* represent an area of emphasis that would be academically sound as the foundation for a master's degree. In my opinion, a list of true areas of emphasis should be presented, not a list of certificates. Using the present approach suggests that this degree is nothing more than a marketing scheme to springboard off these certificates. Instead, some actual areas of emphasis should be identified. Then, a note could certainly be added indicating that incorporating a certificate within a degree program is acceptable. The latter is a very different philosophical approach.
- Every master's student must have a major professor and a committee that oversees his/her work. The major professor is the person who signs the program of study along with the director of the degree.
- Why would the major professor not be the person who oversees the case study or the internship? Why would each student seek a "mentor" rather than be guided by the major professor?
- A program setting meeting should be required for students in this degree as is required of the MAIS degree.

- Only 15 credits earned prior to admission to a master's degree program may be included on the program of study.
- The Graduate School has no standard or requirement for the GRE examination. This should be set by the graduate faculty who offer the degree.
- The program should have an admissions committee and/or a curriculum committee.
- The program must establish a graduate faculty. This needs to be explicitly defined and identified--it can not be whoever happens to be teaching in other certificate programs. Criteria for membership need to be defined and a list of initial faculty members listed.
- Again, the program administrative FTE is very generous compared to the other interdisciplinary graduate degrees at OSU. Perhaps your funding model will permit this level.

These, in addition to the comments I shared when we met, constitute my current concerns with the draft proposal. As it moves forward, I will discuss it more fully with Martin Fisk and let you know if there are additional issues that we believe need to be addressed.

Good luck with this project and let me know how we might be of assistance.

Sally

Sally K Francis
Dean, Graduate School
300 Kerr Administration Building
Oregon State University
(541) 737-4881

Response to Dr. Sally Francis: Graduate School

Bullet #1

We do not have this information; perhaps the Dean of the Graduate School can inform us about any possible policy changes;

Bullet #2

See clarification on page 5; Table 1.

Bullet #3

We checked on Extended Campus online course catalog for CSS 599 and it has 1-16 credits. However, we modified the listing in the MNR degree program to allow 1 – 3 credits to fit the number of credits required in that section.

Bullet#4

Some of the courses proposed in the Cat I proposal are independent graduate credits and student will take those courses to satisfy Graduate School requirements.

Bullet#5

See amendment on page 5.

Bullet#6

Dr. Francis objects to include the PSM Certificate as area of emphasis. However, other Deans and professors request that it be included in the MNR degree. We leave it in the present category I proposal but expect further discussion. We expect that some courses taught within the PSM program will begin to be popular with students enrolled in the MNR degree.

Bullet #7

See addition page 8.

Bullet #8

See addition page 8.

Bullet #9

See addition page 8.

Bullet #10

This comment is not different than any graduate degree; Graduate School Policy (Reference Graduate Catalog).

Bullet #11

See admissions Para 1, page 9.

Bullet #12

See admissions Para 1 and 3, page 9.

Bullet #13

Graduate Faculty; see addition pages 16 through 20.

Bullet #14

Funding model: Given the amount of administration the Director must perform, e.g. student admissions, membership on each student committee, liaison with various certificates, liaison with Extended Campus, chair administration advisory committee; we feel the load administrative support expected is appropriate.

From: A. Jon Kimerling [mailto:kimerlia@geo.oregonstate.edu]

Sent: Thursday, August 28, 2008 4:04 PM

To: Bishaw, Badege

Cc: geosci-fac@geo.oregonstate.edu; Bloomer, Sherm

Subject: MNR Category I proposal comments from the Department of Geosciences

Bishaw, I have attached comments from several Department of Geosciences faculty members who are involved with the study of natural resources. I hope these comments will be of help to you as you further

develop your proposal. I know that several of our faculty will be happy to discuss this proposal further with you.

Sincerely,

A. Jon Kimerling
Interim Chairman
Department of Geosciences

Department of Geosciences comments on Master of Natural Resources Category I proposal

This proposed MS program allegedly (if read closely) is for professionals, but this is not clearly stated up front. Also, apparently this will be an online degree, but this is not clear from the proposal. On the cover it looks as though it involves lots of colleges, but it is to be administered by 3 COF faculty (one of whom is retired), and none of the other colleges are represented. A number of sections of the proposal are incomplete.

It is not appropriate for the College of Forestry to create an additional interdisciplinary degree in natural resources at OSU without more in-depth involvement in administration and student advising with the other colleges and departments, including Science, Agriculture, and Liberal Arts. Shared administration is not only needed to provide adequate balance for a variety of student backgrounds, but also to make the program feasible. For student advising, we strongly urge the designers of this new degree to use the model for the Water Resources graduate program, in which students select their advisors from a range of colleges and the department of the student's advisor gets credit for advising that student.

The proposal does not address the impacts and implications of climate change on natural resources. In fact, the word "climate" appears nowhere in the proposal. I attach a link to letter that appeared in the journal Science earlier this year (<http://www.sciencemag.org/cgi/content/full/319/5863/573>) on the idea that climate stationarity is no longer a valid assumption and (in the context of water resources) that managers must recognize this in order to develop flexible and informed approaches to resource management. While the piece focuses on water resources, the same can be said of forest, wildlife, and other natural resources.

The impacts of the Masters program on the Water Resources Policy and Management program has not been considered. The lack of accreditation of the proposed degree means that the two degrees (Water Resources Policy and Management and Natural Resources) although they have similar titles, are quite different in terms of status and possibly in terms of academic rigor.

How does this program compare with other similar programs around the country? There was an in-state comparison but because of the Ecampus aspect, it would be logical to assume that the program would attract out-of-state students. We need to know how this program would stack up against others.

Why isn't Geography listed as one of the Human Systems areas along with Sociology, Policy, Ethics, Communication, etc.? We have grad courses relevant to the human dimensions of NRM also.

I think there is a grad certificate in Rural Sustainability, too, that could be a good option along with the other certificate programs in the Areas of Emphasis section. I would reiterate what Brent Steel's letter says about this – check with Bruce Weber in AREC re: current status of this program: "There is a Rural Studies Graduate Certificate under development as part of the Sustainable Rural Communities Initiative. It would be an excellent area of emphasis for the degree."

GEO 599 – Special Topics – is listed as an option for fulfilling part of the policy requirement. Where did that come from? My Land Use class (423/523) deals with NRM policy, as does 420/520 (Geog of Resource Use) – they might be better GEO courses to include than 599.

I think the Methodology courses students can choose from should include at least one qualitative methods option – Jo Tynon in the COF teaches one I believe, as does Kate MacTavish in HDFS. If the program is to do justice to “human systems,” students should learn how to interpret qualitative data as well as quantitative data.

In terms of other similar programs across the state, it might be worth at least mentioning U of O's MS and PhD program in Environmental Studies (<http://envs.uoregon.edu/>), although the online feature of the proposed OSU program certainly makes it unique.

The contact person for the GIS Certificate Program probably should not be Roger Nielsen but Dawn Wright.

The Geosciences department would welcome a truly interdisciplinary degree in Natural Resources, but the current proposal is excessively narrowly focused on existing resources within the College of Forestry.

Comments submitted on behalf of the Department of Geosciences by:

A. Jon Kimerling
Interim Chairman
Department of Geosciences

August 28, 2008

Response to Dr. Jon Kimerling: **Department of Geosciences**

Paragraph 2

Proposed degree will be offered primarily online and to natural resource professionals (see page 3, paragraphs 1 through 3). Also see Student Advising on page 8. For administration see Program Administration on page 20.

Paragraph 3

See addition of new course FES XXX Climate Change, Forests and Carbon Management taught by Harmon (page 9).

Paragraph 4

The MNR degree is primarily online whereas the Water Resources Policy and Management (WRPM) degree is in-residence. We believe conflict is minimal for this reason. The MNR degree is offered to natural resource professionals who can not come to the OSU Campus for even a short time, in contrast to the WRPM degree. Students could specialize in Water Conflict Management and Transformation (WCMT) in the MNR degree. No conflict was noted with the Director of WCMT certificate.

Paragraph 5

See letter of support from Evans; Virginia Tech. University (Appendix D)

Paragraph 6

Courses in Geosciences are suggested in the Human Dimension depth area. Four courses are offered by Geosciences but two of these are suggested for use in methodology. How can a student fulfill a requirement with only two courses offered?

Paragraph 7

As soon as the Rural Sustainability graduate certificate is approved we will include it as an area of emphasis.

Paragraph 8

Regrettably GEO 599 is the only one of these courses offered by Geosciences that is online. When other courses such as GEO 503 and GEO 520 are offered to online students, they will be incorporated into the MNR degree.

Paragraph 9

We will talk to Tynon and MacTavish to assess their interest in teaching their courses online. However, FS 523 and STAT 511 and STAT 512 are concerned with qualitative as well as quantitative data.

Paragraph 10

The Cat I requests that State System Programs similar to the MNR be identified. As such these are none.

Paragraph 11

We added Dawn Wright as contact person for GIS Certificate Program.

Paragraph 12

A listing of all online courses is provided in the Cat I proposal. College of Forestry represents only 8 of the 43 possible classes student may chose from, i.e. 18%. Hardly a dominate component!

From: Dr. Mary Santelmann [<mailto:santelmm@onid.orst.edu>]

Sent: Tuesday, August 26, 2008 10:19 PM

To: Bishaw, Badege

Cc: Francis, Sally K.; Fisk, Martin

Subject: RE: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

Dear Badege, Sally and Martin,

Attached is my response to the Category I proposal for the MNR program. Thank you for the opportunity to comment.

I would also like to suggest that it is important to circulate such proposals at a time when those who may be impacted are on campus to read and consider the proposal. I know that several faculty members who might wish to comment are out of town during August.

Please let me know if you need any further response.

Sincerely,

Mary Santelmann

Quoting "Bishaw, Badege" <badege.bishaw@oregonstate.edu>:

> Dear Sally;

> Thank you for your e-mail and suggestion. It is okay with me Mary can review the Cat I proposal for MNR program.

> I have attached with this e-mail the latest revised version of the Cat I proposal for Mary to review.

> Thanks for your cooperation.

August 26, 2008

To: Curriculum Liaison for the Category I proposal: Master of Natural Resources Program

From: Mary Santelmann, Director, Water Resources Graduate Program

Subject: Response to Category I Proposal to Initiate a New Instructional Program for a Master of Natural Resources Degree

This proposal for an online graduate degree in Natural Resources (MNR) makes a good case that such a degree is desired by many prospective students. The authors are responding to the strong interest expressed by some Federal agencies in developing opportunities for working professionals to use distance education in pursuit of a graduate degree. However, as it stands, the proposed program is poorly developed, unlikely to succeed in providing the innovative interdisciplinary education it aspires to deliver, and it does not have a feasible budget plan.

I have several serious concerns about this proposal. The first is that it does not have a cohesive, well-constructed curriculum with introductory courses uniquely designed to address the need for interdisciplinary training of resource management professionals. The proposed curriculum design is an assemblage of coursework from various units with a vaguely described "capstone" project whose success will rely on the good will and energy of prospective advisors who are presumably to be recruited from among the instructors teaching the online courses these students take.

Lack of a substantial set of faculty members committed to advising students in this degree program is another serious obstacle to its success. When students have difficulty in finding faculty members willing to advise them, or feel they do not get enough time and attention from their advisor, they become disgruntled and angry. Advising is a critically important element of any graduate degree program, and more concrete plans for advising are needed.

Another concern is that I do not believe that OSU has the funding or resources required to deliver this program. We are limited in the number of faculty members who teach online courses and would be asked to advise these students, by the ability of our instructional faculty to take on large numbers of students in existing online courses, and we are very limited in financial resources available for administration of existing interdisciplinary programs. The online degree program proposed here would stretch inadequate resources even further.

I am also concerned that the proposed degree may not meet our desired standards for graduate education (no thesis, no overview core courses specifically designed to meet the needs of students in such a program, and courses delivered almost entirely online). In addition, because the coursework could be delivered entirely online, unless specific precautions are taken to ensure the identity of the person completing the course, there is the potential for students who are less than honest to receive credit – or even a MS degree - for work that is not their own. The proposed curriculum is still relatively vague. I am not yet convinced that as proposed here, this program could deliver the graduate education that students deserve or that employers expect from someone with an MS from Oregon State University.

I have expanded upon these concerns below.

1. Lack of courses developed specifically for the MNR students: The authors of the proposal make a good case for the need for innovative new programs that can assist graduate students in learning how to work on interdisciplinary projects and teams (section 4d, page 13) however, the curriculum described is based on existing courses, with one new course listed (FS XXX below-ground Ecosystems), and a capstone project that is very similar to what is currently offered through the Environmental Sciences PSM program or any non-thesis option in existing interdisciplinary degree programs at OSU

2. Lack of advisors committed to advising students in an online interdisciplinary program

On page 3, the proposal states that students would select advisors from those who teach online courses used in the program. Have the faculty members who teach these online courses been asked if they wish to advise distance students in a graduate degree program? Only three core faculty members are listed and one teaching faculty member – the remainder of this section is not complete. How many students would these four faculty members be willing to advise?

Instructors are already expressing concern that they are undercompensated for time and effort invested in teaching Ecampus courses. If the prospect of being asked constantly to advise distance students is added to the equation, we may see attrition in the ranks of those who are currently teaching online courses. In my experience, there are many students in the Environmental Sciences Professional Masters Program and in the interdisciplinary Environmental Sciences MS program who have difficulty finding advisors, even when they are on campus and can visit prospective advisors in person. I suspect that unless specific advising assignments are made when students enroll, that the MNR students will have an extremely difficult time finding advisors and that in many cases, advising these students on their capstone projects will require more time and effort than advising graduate students face to face, since the project will be their only interactive experience with faculty.

3. Budget : The proposed program leans heavily on the Ecampus courses developed by other departments and programs and requests that tuition revenue from MNR students taking the course that is returned to the unit teaching these online courses be shared with their program (page 16). I have several objections to this budget model. First, these Ecampus courses have been developed and are being taught by dedicated faculty members specifically for the purpose of helping fund their own innovative programs. The budget model proposed here would undermine the funding of the excellent interdisciplinary programs we currently offer. Second, this will quickly become an administrative nightmare for the administration of the budgets of units that teach Ecampus courses, adding to the time and effort spent in administering the courses for the sole purpose of taking resources away from the units teaching them. Finally, I am

concerned that existing interdisciplinary programs are already underfunded. If additional resources are made available for interdisciplinary graduate programs, the best use of these resources would be to develop and strengthen existing interdisciplinary programs. In summary, while elements of the proposal form the nucleus of a potentially good idea, the current proposal is incomplete, poorly conceived, and should not be approved.

Sincerely,

Mary V. Santelmann, Director
Water Resources Graduate Program

Response to Dr. Mary Santelmann, Water Resources Graduate Program

Paragraph 1 & 2

We developed the MNR degree following the design of the highly successful Undergraduate Program in Natural Resources. Students in the MNR program are required to take several (18 credits) of Core courses which represent integration among the human and biological sciences. In addition students are asked to integrate both Core course information and Methodology with a selected Area of Emphasis into a Capstone project that is administered by a graduate committee. See 5, 6, 7, 8, 17 and 20.

The Capstone course for the MNR as well as others has yet to be fully developed. This will eventually require a full CAT II proposal.

Paragraph 3

See addition on page 21.

Paragraph 4

The funding model as proposed in Cat I is under significant discussion by the Provost and Deans of the various colleges involved in the MNR degree. However, we offer 3 possible options for funding (see page 21). At this point we are unable to foretell the Provost and Dean's decision about online interdisciplinary degree programs since it is under active discussion now. In addition, each graduate student in the MNR program will have a Graduate Advisory Committee (see page 8). The person on the Graduate Advisory Committee that assumes the primary advisory role will receive up to 6 credits of graduate tuition for that assistance.

Paragraph 5

All surveys about online versus in-residence instruction indicate that distance education is at least as rigorous and as honest as in-residence instruction. This question is philosophically based and should be directed to the Office of Admission and Distance Education. Please see letter from Evans, Virginia Polytechnical and State University, on the value of Distance education, the proposed curriculum, and need for this degree by professionals.

From: Gallagher, Sally
Sent: Friday, August 29, 2008 10:51 AM
To: Bishaw, Badege
Cc: Cramer, Lori; Lach, Denise; Steel, Brent
Subject: FW: MNR program

After further discussion with faculty in the department, I would like to add additional detailed comments in response to the proposed MNR program.

The Sociology Department is supportive of the Master's in Natural Resources (MNR) program as it recognizes students' increasing interest in programs that provide interdisciplinary approaches. As proposed, the curriculum looks adequate (under Sociology, the Consensus and Natural Resources course should include the SOC designator (SOC/FW/FOR 585). However, we have two major concerns with implementation of the MNR as proposed in the Category I proposal and one note about "truth in advertising:"

1. As described in the paragraph below taken from the proposal, it is suggested that the MNR be funded through capture of Ecampus overhead costs of MNR students regardless of the program or department in which the e-class is taught. While it is indicated that once Forestry administrative costs are met, the various departments will receive their appropriate overhead, it may take years until the administrative costs are recouped and it is unfair and inequitable that the participating teaching units carry this burden. Overhead costs from Ecampus classes taught by faculty in Sociology as overload (i.e., in addition to their normal class load) are now used to fund programs and activities in the Sociology department including teaching assistants, travel, and miscellaneous supplies (long distance calls, copies, etc.) that are not included in the budget we receive from the College of Liberal Arts. Removing the overhead costs from MNR students eliminates any incentive for including these students in our graduate classes. If this funding model is approved, Sociology will not participate in the MNR degree program.

We propose that online course tuition be shared among the participating Departments or Graduate Certificates according to the present Ecampus formula (Appendix A). However to meet the overhead costs of the MNR degree we propose that tuition received from students in the MNR degree be allocated according to student-contact hour and funds be removed by Ecampus until overhead costs for administration of the MNR degree are met. Once administrative costs for the degree are achieved, proceeds from tuition will be allocated according to the existing Ecampus formula (Appendix A). An MOU is attached (Appendix F) that specifies this funding agreement.

2. As described in the Category I Proposal, students will work with a "mentor" to complete a project and project paper. As discussed earlier with the proposers (and included in the comments from Brent Steel in the liaison section of the proposal), the number of social science/human dimensions faculty who can work with students is very limited. There are several existing interdisciplinary graduate programs including the MPP, Water Resources, Marine Resources, and Environmental Sciences as well as disciplinary programs including Geosciences, Forestry, Economics, and Applied Anthropology that all require faculty working in the human-dimensions

of natural resource and environment to serve as advisors/mentors for graduate students. It is increasingly difficult to provide first-class educational experiences for all of our graduate students and it will only get worse as programs continue to proliferate unless some attention is paid to the need for faculty in these fields. It would be a disservice to new students to accept them in to a graduate program, accept their tuition money, and then not be able to find enough faculty able to serve as mentors/advisors. Maybe Forestry is willing to take the lead in a campus-wide conversation about the need for social scientists and others working in the human dimensions of natural resources and the environment. To participate in the program, Sociology would need at least one additional faculty line to meet demand for courses within our curriculum, as we imagine would be the case in other participating CLA departments, particularly Political Science.

Finally, as described in the Category I proposal, the MNR is designed primarily to "assist agency and industry professionals meet their self-improvement goals" and is not structured as a traditional thesis-based Master's Degree. While we recognize the value of providing education to a wide range of students, we also believe that it is critical to ensure that employers and others understand that this MNR degree does not require the design and implementation of an individual research project (the traditional outcome of a Master's degree). Programs at OSU and other universities that provide professionally-oriented degrees label them as such as (e.g. , Professional Science Master's Degree) and we recommend that the Master's in Natural Resources also be labeled as a Professional degree.

Sally K. Gallagher
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Response to Dr. Sally Gallagher, Department of Sociology

Paragraph 1

We are attempting to resolve this issue about meeting overhead costs for the MNR degree. In the revised Category I proposal three options are proposed. These include:

1) A funding model as initially proposed.

We propose that online course tuition be shared among the participating Departments or Graduate Certificates according to the present Ecampus formula (Appendix A). In addition, to meet the overhead costs of the MNR degree we propose that tuition received *from students in the MNR degree* be allocated according to student-contact hour and funds be removed by Ecampus until overhead costs for administration of the MNR degree are met. Once administrative costs for the degree are met, proceeds from tuition will be allocated according to the existing Ecampus formula (Appendix A). An MOU is attached (Appendix F) that specifies this funding agreement.

- 2) Overhead costs are shared by participating departments and central administration.
- 3) Courses offered by OSU departments that choose to not participate in the MNR degree will not be included in the MNR degree and students will select such courses from a list proposed by the Natural Resources Distance Learning Consortium for graduate education (see Evans letter in Appendix D and course list in Appendix E).

Paragraph 2

We agree with your concern. However, the College of Forestry and MNR have little to do with hiring additional faculty, so there is little that we can do in this regard. However, the Provost has initiated a discussion the Deans of the participating colleges in the MNR program to consider funding of interdisciplinary degrees such as the MNR. We have amended the Category I to better reflect the role of instructors participating in the MNR degree. Please see page 16 - 20 of the revised Category I proposal.

Paragraph 3

Please see page 3, paragraph 2. It is quite common at OSU and other academic institutions to offer non-thesis Masters degrees. OSU offers, for example, Master of Agriculture (MAg), Master of Forestry (MF) and Master of Business Administration (MBA). These degrees are not professional degrees, although they are offered for professionals in specific fields. Thus, the MNR degree is simply a non-thesis option for a Masters degree.

From: Lunch, William

Sent: Thursday, June 05, 2008 6:29 PM

To: Steel, Brent; Radosevich, Steven R.; Bishaw, Badege

Cc: Gallagher, Sally K - ONID; Lach, Denise

Subject: RE: MNR Feedback

Steve & Badege:

I simply want to underscore and reiterate the points Brent has made. The idea for a Master's in Natural Resources is an excellent one that draws upon OSU's strengths, so I'm supportive.

But as I said at our meeting on Tuesday, I have some reservations about another graduate program drawing on OSU's faculty the natural resources / environmental area and disciplines, given the limits we discussed. After I had to leave, Brent reports on an in-depth discussion of the budget model and on that score as well, I agree completely with him. The amount your proposal recommends for faculty who would teach online is less than is currently being offered in similar programs and would not provide incentives for participation. It would also be a problem for departments that have the relevant faculty, so at least in Poli Sci, I would reluctantly have to recommend against participation unless the numbers change in subsequent iterations.

But keep at it -- the fundamental concept is sound; it just needs tweaking (and more bodies).

The Best,

Bill

-----Original Message-----

From: Steel, Brent

Sent: Tuesday, June 03, 2008 7:52 PM

To: Radosevich, Steven R.; Bishaw, Badege

Cc: Lunch, William; Gallagher, Sally K - ONID; Lach, Denise

Subject: MNR Feedback

Dear Steve and Badege,

Thank you for meeting with us social scientists yesterday concerning the new proposal for a Master of Natural Resources (MNR) distance degree. This is an excellent initiative that has the potential to attract an enormous number of new graduate students to OSU. I strongly support this proposal and believe OSU should develop the degree. However, I have some concerns about our/my ability to participate in the degree program.

First, the number of human-dimensions of natural resources/environmental faculty (social scientists) available to participate as faculty mentors or committee members is severely limited due to the proliferation of environmental and natural resource programs, degrees, and certificates at OSU and the limited number of faculty. As an example, this year I've been on and/or chaired 18 graduate committees in departments and programs such Geosciences, Environmental Science (PhD program), Water Policy and Management, Marine Resource Management, Education (environmental education), Master of Public Policy (MPP), and AREC. All of these students are pursuing topics dealing with the human dimensions of environmental/natural resource issues. There are too many students for the faculty we now have. I have had to discontinue working with students in many of these programs due to work load. Our MPP program—which has an environmental policy track—is growing rapidly as well further limiting the ability of faculty in Sociology and Political Science to participate in other programs. The sustainability of all these programs and many new certificate programs not listed here are in jeopardy given existing staff.

Second, the budgeting model proposed for the MNR is problematic. The two Ecampus courses you have listed from Political Science (PS 575 and PS 577) are taught by myself to help support the MPP program, which I direct. The MPP program has been entirely funded by grants, contracts and Ecampus revenues the last 6 years (including Ecampus tuition and ERAM). I take no salary for the Ecampus courses and use the generated revenues to support graduate students in our program. Currently, I receive approximately \$99 per credit hour for an undergraduate student (instructor pay and department allocation) plus ERAM. Your proposal would pay \$85 per credit hour for a MNR student with Forest Science taking the departmental allocation (I don't know what happens with ERAM in the proposal). This is not a rational situation for our program and I would not participate in such an arrangement. Teaching overtime for no pay and less revenue is not a good incentive. I would rather limit enrollment to undergraduates. I imagine this will be the case for some other departments/programs as well.

From my perspective, this program would require additional human dimensions faculty for committees and instruction. There are far too few of us to continue supporting all these human dimensions programs and provide quality graduation education. Maybe Forestry could allocate

more faculty resources to support this program? Secondly, I would strongly encourage a new budget model that does not rely on other departments and programs to subsidize this degree. This is very problematic. I could go into more detail on both of these matters if you wish.

Finally, if the faculty and budget situations were resolved, I have several suggestions for the proposal:

>Add Prof. Roger Hammer's (sociology) planned online methods course to the methods requirement.

>There is a Rural Studies Graduate Certificate under development as part of the Sustainable Rural Communities Initiative. It would be an excellent area of emphasis for the degree (once again, if a different budget model were in place).

I hope these comments are useful. This is a great idea with enormous potential.

Respectfully,

Brent S. Steel
Professor and Director
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<http://ruralstudies.oregonstate.edu/>

Response to Dr. William Lunch and Dr. Brent Steel, Department of Political Science

Please see comments in response to Gallagher's letter. In addition, we have amended the initial Cat I. to reflect 3 options for funding equitably participation in the MNR degree. Hopefully, option 2 will be chosen by the Deans and Provost to fund the overhead costs of the MNR degree by the conclusion of the Cat I process. In the event neither option 1 nor 2 are chosen by the Provost, we intend to proceed with the MNR degree using option 3.

Response to Dr. Daniel Edge, Department of Fisheries and Wildlife

From: Radosevich, Steven R.
Sent: Thursday, June 05, 2008 7:35 AM
To: Edge, W. Daniel
Cc: Doescher, Paul; Adams, Tom; Bishaw, Badege
Subject: RE: Comments on MNR Degree

Hi Dan. I'm glad my earlier message clarified the situation about paying instructors, and that you are willing to waive your department's share of the on-line tuition until our expenses are met to administer the degree. I hadn't thought much how that would be accomplished, but you make a good case for an annual assessment. I'm sure we can incorporate that into the Cat I proposal. Thanks for being so helpful and thoughtful about this opportunity. sr

From: Edge, W. Daniel
Sent: Thu 6/5/2008 6:39 AM
To: Radosevich, Steven R.
Cc: Doescher, Paul; badege.Bishaw@oregonstate.edu; Adams, Tom
Subject: RE: Comments on MNR Degree

Steve,

As I mentioned in my message, waiving the department share is OK as long as our instructors are paid. A couple more points now have slept on it some. First, would you envision that the overhead would be covered on an annual basis, or on a quarterly basis? I think everyone being assess an overhead fee (based on enrollment in individual classes) on an annual basis would be the most equitable approach to keep folks from gaming the system. Under an optimistic scenario the overhead might be covered by fall and winter enrollment. If the overhead is assessed on an annual basis, it will keep me from offering my classes predominately in the spring to avoid the overhead--does that make sense? Second, you mention that overhead would only be assessed for students that declare a MNR degree and certificates could be used in the degree. I am guessing that there are some certificate programs that may depend on the department share as well. What would your proposal do in that case?

W. Daniel Edge, Head
Department of Fisheries and Wildlife
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541 737-2910
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-----Original Message-----

From: Radosevich, Steven R.
Sent: Wed 6/4/2008 6:02 PM
To: Edge, W. Daniel
Cc: Doescher, Paul; badege.Bishaw@oregonstate.edu; Adams, Tom
Subject: RE: Comments on MNR Degree

Hello Dan. Thanks for your comments about the proposed MNR degree. Unfortunately, I think the proposal or my description of it has mislead you. We do not intend to change the fee schedule to instructors at all, and we are only requesting that a portion of the tuition returned to the departments, after instructor pay is met, be used to meet our administrative (director/advisor etc) expenses for

6/6/2008

the degree. I hope this clarification make the proposal seem more feasible to you. sr

From: Edge, W. Daniel
Sent: Wed 6/4/2008 2:19 PM
To: Radosevich, Steven R.
Cc: Doescher, Paul
Subject: Comments on MNR Degree

Steve,

Thanks for the visit this morning with regards to the MNR program. I like your degree program proposal and your justification. I believe that the 18/18/9 units for core/emphasis/independent study would provide students with both flexibility as well as important interdisciplinary training.

Note that FW /FOR 585 is also cross-listed with SOC and actually taught by Lori Cramer in SOC on alternate years.

I have given the tuition sharing model you have proposed some additional thought and believe that it would not work for us. With 2 exceptions, our on-line Graduate classes are taught by adjunct or courtesy faculty who's only salary comes from the tuition they receive on a per SCH basis. These folks will not have any interest in teaching those classes if they are not going to receive compensation. The departments receive a small amount above the per-SCH tuition that is paid to the faculty and I would be willing to donate that in support of the program. I suggest that the initial overhead costs should be borne by E-campus.

Thanks for providing me the opportunity to comment on your proposal in this initial phase.

Let me know if you have questions.

W. Daniel Edge

Head

Department of Fisheries and Wildlife

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voice: 541-737-2910; fax: 541-737-3590

daniel.edge@oregonstate.edu <<mailto:daniel.edge@oregonstate.edu>>

6/6/2008

From: Adams, Darius
Sent: Friday, August 29, 2008 4:45 PM
To: Bishaw, Badege
Cc: Adams, Tom; McLain, Tom; Hobbs, Stephen; Salwasser, Hal
Subject: RE: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

Badege:

Thanks for the opportunity to comment on this proposal. Several members of the FERM department provided input which I am summarizing.

The administrative structure of the new program is unclear. Will it be housed in the Grad School, as is the case with some existing multi-departmental graduate programs, or in some other place? What administrative officials in the University have signed-off on this proposal? Has this program, and particularly the funding arrangements, been fully vetted with the appropriate college deans, the Dean of the Graduate School and the Provost?

The budget accompanying the proposal seems to suggest that long-term Ecampus receipts will cover the administrative costs of the program, but who will provide the start-up monies and how will they be reimbursed? How will overall Ecampus revenues to the program be split between participating departments/college? The details of this arrangement need to be spelled out. [Should update budget references to reflect the recent COF reorganization.]

Proposal needs to be clearer about specific agreements to create online versions of key courses now taught only on-campus and the faculty who have agreed to develop these courses.

Reliance on available online courses limits the scope of studies, e.g., there is no forest ecology course.

Details: "Sustainable Silviculture" course - there are some changes in the works that are not reflected in the proposal (e.g., course name change and increase to 3 credits).

Darius

Darius M. Adams
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Response to Dr. Darius Adams Department of FERM

Paragraph 1

- At this point it is unclear where the Provost wants the MNR degree housed. It is most likely that it will be based in the Graduate School.
- We are still in the Liaison process. Those Deans in the participating Colleges will be asked once the Liaison process is completed.

Paragraph 2

Please see pages 20-22 of the revised MNR Category I proposal and responses to Gallagher and Lunch and clarification in funding of the Category I proposal. In addition, Extended Campus will commit additional supplemental funding to help defray overhead costs during the initial years of the program offering.

Paragraph 3

All courses listed in Table 3 are now being revised for online presentation. In addition, professors for new courses have been consulted and have agreed to create a new course for the MNR degree.

Paragraph 4

SNR 530 is taught by Dave Perry and is almost exclusively Forest Ecology.

Paragraph 5

We can not discuss in this Category I "changes that are in the works". However, we know that SNR 531 is currently in the Cat II process with modifications to make it a 3 credit course.

From: Jensen, Edward C.

Sent: Tuesday, September 02, 2008 3:27 PM

To: Adams, Tom; Bishaw, Badege

Cc: Jensen, Edward C.

Subject: RE: Curriculum Liaison for Category I Proposal: Master of Natural Resources Program

Badege and Tom--

Although I don't have official responsibility for reviewing CAT I proposals, I have several observations on this one that might prove helpful in constructing the final proposal:

1) It's still not clear to me where this program will be housed and who will oversee administration of it. Unless I'm not recalling correctly, the COF (FEC) has not yet approved it (pending a business and administration plan)--but perhaps circulating this draft proposal is preliminary to securing that approval. Where will the \$\$ come from to support the proposed administrative structure?

2) If this is truly an interdisciplinary program, I think it needs STRONG letters of support from the partners. The cover letter indicates that no response will be interpreted as approval; in this case, I don't think that's good enough.

3) the proposal indicates in several places that "independent study" is part of the program. I'm not sure what that means (in terms of official coursework) or how it will be documented. It seems to me that it could fall under: 501, 505, 506, or 510 (and perhaps others), but each of these has a separate and

distinct meaning--and some are used differently in different departments. Also there's language about "3 credits can be satisfied by either an internship or up to a 6-credit certificate project" that is not clear to me.

4) The degree requires student group work. How will student group work be facilitated via distance?

5) One statement says "none of the programs offered by OSU provide graduate-level curricula in natural resources." I think I know what you mean, but I think many others could object to this particular characterization.

6) course choices in "ecology and production" seem too limited

7) MNR 506--since courses are offered by departments, what department will offer this? Whose curriculum committee will oversee it (and any other MNR courses that might be proposed)?

8) learning outcomes: vary in quality and measurability. I don't thin they're sufficient to pass muster of the Curriculum Council.

9) most web links to certificate programs don't take the reader directly to the appropriate certificate programs, but rather to a more generic site that needs to be waded through to find the right link.

Hope some of this helps. --Ed

Dr. Edward C. Jensen
Associate Dean for Academic Affairs
College of Forestry
Oregon State University
Corvallis, OR 97331
e-mail: Ed.Jensen@oregonstate.edu
Phone: 541-737-2519
FAX: 541-737-2668

Response to Dr. Edward Jensen, COF

Paragraph 1

See response to Adams letter

Paragraph 2

See response to Adams letter

Paragraph 3

Please see response to Francis letter and modification in Category I proposal, page 5.

Paragraph 4

Doesn't require student group work; where did you get that notion?

Paragraph 5

There are currently no online graduate degrees offered at OSU, other than certificates.

Paragraph 6

There are 18 courses in the Ecology and Production; we think this is sufficient for the students to choose from.

Paragraph 7

Courses are also offered by programs. This course will have its own designator MNR 506.

Paragraph 8

This is a Category II matter (course context); not one of Cat I, which pertains to curriculum.

Paragraph 9

Will check to be sure direct links are provided where available.

From: Jensen, Edward C.

Sent: Wednesday, September 17, 2008 2:58 PM

To: Radosevich, Steven R.; Bishaw, Badege; Adams, Tom; Adams, Darius; Doescher, Paul

Cc: Jensen, Edward C.

Subject: RE: MNR Cat I

Just so we have something to chew on prior to this meeting, here are several concerns--either mine or those of others with whom I've spoken:

1) who at the College level signs off on this CAT I proposal? Will it be a single Dean regardless of whether it's COF, or CAS, or COS, or CLA, or COAS... or all of them who choose to self-identify as participants in the MNR program, or the Graduate School, or.....? It's not just a question of who signs on the dotted line, but who takes responsibility for fully reviewing the program. The answer is not clear to me (but perhaps it is to others).

2) who will provide administration and support for this program and where will the \$\$ come from and how will they be allocated to those who actually mentor students and teach classes? I've heard that it may be centered in the Graduate School, but I'm not really sure what that means in terms of actual work to be done. Has this been determined yet? The NR undergrad program continues to struggle with these issues and I think they should be resolved for MNR before it moves through the CAT I process.

3) I've heard a number of folks express concerns over the apparent rigor of the program.

- Many (perhaps most) of the courses do not have prerequisites--and this seems different from most graduate programs. Is this a correct perception? If it makes sense for this program, let's discuss why so that we're on the same page. What I've heard so far is that it will discourage prospective students from entering the program, but is that sufficient rationale? With few prerequisites, it causes people to ask what distinguishes this from an undergrad program (don't shoot the messenger--I'm just relaying what I've heard from others).
- I don't recall seeing any minimum qualifications for entry into the program (other than a BA/BS and appropriate grades, and perhaps GREs). For example, will entering students either be expected to have, or develop once admitted, some set of "competencies" in certain specific areas--even if this means taking some undergrad courses?
- I've also heard concerns that there's a high potential for a "mix and match" approach to selecting courses based on a limited number of choices--and that this may leave major holes in the background of graduates. I think this would be good to discuss.

No need for an e-mail exchange on this, I'm just trying to seed the discussion that will occur next week. --
Ed

Dr. Edward C. Jensen
Associate Dean for Academic Affairs
College of Forestry
Oregon State University
Corvallis, OR 97331
e-mail: Ed.Jensen@oregonstate.edu
Phone: 541-737-2519
FAX: 541-737-2668

Response to Dr. Edward Jensen, COF

From: Radosevich, Steven R.

Sent: Friday, October 03, 2008 11:50 AM

To: Jensen, Edward C.; Bishaw, Badege; Adams, Tom; Adams, Darius; Doescher, Paul; Bradoch, Alfonso

Subject: RE: MNR Cat I

Ed. Unfortunately I don't think anyone answered your questions fully at our recent meeting about the MNR Category 1 proposal on 9/22. Thanks for your time and effort. I will attempt to answer your questions now, or to at least provide my perspective.

1. We are planning to have each of the Deans of the various Colleges that will benefit from the MNR degree sign the Category 1 proposal. This matter is also being considered by Provost Randhawa, who may chose to place the degree in the Graduate School. (He favors this option, since the proposed degree is an interdisciplinary program.) Of course, this option could be superseded if a College wanted strongly for the degree to be housed with it.

All Category 1 proposals receive an in-depth review by the Graduate Council, Curriculum Council, Budget Committee and probably some other committees that I can't think of right now, then it is forwarded to the faculty senate and OUS administration for their review. All this is stated in the guidelines for preparation of Cat 1 proposals.

2. All this is stated in the draft MNR Category 1 proposal. However, the answers may be obscure there because we are forced to submit the Cat 1 according to a format that is provided in the guidelines.

The degree program is intended to be self-supporting from on-line tuition. The actual administrative costs for the degree are quite small and are outlined in the Cat 1 proposal. Because we anticipate a "ramp-up" period of 1 to 3 years before the degree is at capacity, E-Campus will provide start-up funds for this ramp-up period. The degree program would pay the start-up funding back to E-Campus as the degree becomes fully functional. E-Campus has projected for us that this will take about 20 full-time or 40 part-time students. The SNR Certificate attained 20 students in one-year.

Three funding options are presented in the draft MNR Category 1 proposal for administrative costs of the degree. Option 1 has received some objections from certain departments, notably in Liberal Arts (only 2 departments). For this reason, option 2 is being considered by Provost Randhawa. In the event that OSU central administration does not provide a solution to the temporary funding of administrative expenses (the degree will eventually be self-supporting, in about 3 years), we intend to proceed with option 3.

Instructors who actually teach classes will receive \$85 per student contact hour according to the E-Campus pay schedule for Instructors. These funds can either go directly to the instructor, as over-load pay, or directly to the department as instructed by that department. In addition, up to 3 units of pay from MNR 506 will go to each student's mentor, who will be a member of the student's GAC (Graduate Advisory Committee). Since the MNR degree is a graduate degree, each student must have a GAC, which determines student course work, area of emphasis, etc. In addition, there will be an Admissions

Committee and an Advisory Committee for the degree program that will provide student admission and oversight, respectively. All this is described in the draft MNR Category 1 proposal.

3. All of these questions (3) relate to course rigor (of on-line courses) and how courses will be selected. I must point out that all of the courses listed in the MNR Category 1 proposal are approved courses, i.e. they have all gone through the Category II process. Some require prerequisites, some do not. It is not a matter for any of us to determine how instructors teach their courses. Since all of the courses listed have undergone Category II review, we presume that they all fit the standards imposed by the University for course instruction.

All students, because the MNR degree is a graduate degree, are required to have a GAC. This committee, along with the student, selects the courses of study. In addition the list of courses taught at OSU is augmented by the courses offered through the Consortium for Graduate Studies (see appendix in the draft MNR Category 1 proposal), in case an appropriate course cannot be found at OSU. The requirement for a GAC is a University requirement, regardless of where or what previous degree is held by the student. I hope you and others are not confusing an undergraduate degree program with the rigor that is imposed by the GAC in a graduate degree.

If you or others need further clarification, we will be happy to meet with you again. sr

From: Lynda Ciuffetti [mailto:ciuffetl@science.oregonstate.edu]
Sent: Monday, September 29, 2008 9:15 AM
To: Bishaw, Badege - ONID
Cc: Ciuffetti, Lynda - Email Forward
Subject: Category I Proposal: Master of Natural Resources Program - please read

Hi Badege,

I have attached comments for the Category I proposal for a Masters of Natural Resources Program in Forestry that I received from faculty members in Botany and Plant Pathology. Sorry this is a bit late but I hope it will still be helpful.

Best regards,

Lynda Ciuffetti

Comments on Category I proposal for MNR: Bruce McCune

Positives:

- Adds flexibility to OSU masters degree options
- Adds possibility for distance-based masters in natural resources

Negatives

- The curriculum seems light on methods; for jobs people need good training in using tools of the trade. I see only 3 credits of this.
- The choice of core classes seems quite limited – some seem too specific for the core: e.g., Principles of Wildlife Diseases and Special Topics in CSS. (Nothing wrong with these courses, but I'm not sure I see how they are "core".)
- No fire ecology in the core?

- Graduates run the risk of having little depth in any one area – like a slightly glorified BA degree.

Comments on Category I proposal for MNR: Mark Wilson

I have a few comments about the CAT I proposal for a Masters of Natural Resources. The organizers invited me to participate in the 2007 discussions for this new program, but I was unable to attend. I hope my comments don't now sound like sandbagging.

1. Some courses listed in the "core" often seem like a stretch to fit with natural resources. Two examples are RHP 583 Radiation Biology and WS 525 Gender and Technology.
2. The areas of emphasis largely describe certificates earned with 18 credits. The exception is the Professional Science Masters program, which has curricula of 50+ credits. The proposal does not describe how students should cut the existing requirements in third.
3. On page 15, the proposal states that "we propose that tuition received from students in the MNR degree be allocated according to student-contact hour and funds be removed by E-Campus until overhead costs for administration of the MNR degree are met." I am not sure what this means in practice. I am concerned, however, that this policy would decrease the tuition received by departments or instructors for courses not otherwise involved in the MNR program. Those courses should not be penalized financially for serving students in the MNR program.
4. Field experience seems to be virtually nonexistent in the current proposal. A spot-check of the listed courses in the core showed only one course with a field component. The special field experience noted in 2007 discussions ("It would be important for online MNR to have a two week face-to-face component in the field.") is missing from the current proposal.
The proposal should, at least, explain how its curriculum can be successful without tying its content to the experience of natural resources in the field. Perhaps the capstone course, MNR 506, which is described as a real-world case study, is intended to provide this link. Perhaps the organizers believe that the target audience already has sufficient field experience to relate on their own the online content to field conditions.
The proposal would be stronger, however, if it tackled these issues explicitly. I would also be encouraged if the MNR program had a policy that its core courses will incorporate pedagogic techniques that helped students relate their book learning to their previous field experiences.

Comments on Category I proposal for MNR: Aaron Liston

I am director of the Applied Systematics in Botany track of the Professional Science Master's program. Since 2005, 5 students have successfully completed the program and received a non-thesis master's in Botany and Plant Pathology. One student is

currently enrolled in the program. Thus the program averages 1.25 students per year. Students have taken 1-2 years to complete their degree, and there has been no attrition.

About two years ago, I was at an initial meeting that eventually led to this proposal. Ursula Bechert represented the Professional Science Master's program at future meetings, and I was not involved in the development of the current proposal. However, I think the proposal is very worthwhile. In fact, I would like to propose the Applied Systematics program in the Department of Botany and Plant Pathology be considered an additional "Area of Emphasis" available to Master's of Natural Resources Students. In my opinion, the proposed MNR curriculum would better meet the needs of the Applied Systematics students who currently take the PSM "Professional Cohort Courses". I also think it would enhance the Applied Systematics program by having the current Internship requirement followed up by MNR 506, Master's Case Study. One significant difference between the Applied Systematics curriculum and the other MNR areas of emphasis is that none of the core courses are offered through E-campus. The required core courses all depend on the examination and identification of plant and fungal specimens in the laboratory, and it is difficult to envision making these courses available online. Would it be acceptable to have a MNR program that required on campus courses?

Sincerely,

Aaron Liston

Professor of Botany and Plant Pathology

Director, Applied Systematics Program

Appendix I. Existing Applied Systematics Program Curriculum (51 credits required)

Required Core Courses (19 credits total)

BOT 516 Aquatic Botany (4)

BOT 561 Mycology (4)

BOT 514 Agrostology (4)

BOT 565 Lichenology (4) **or** BOT 566 Bryology (4)

BOT 525 Flora of the Pacific Northwest (3)

Sample Electives (7 credits minimum)

BOT 542 Plant Population Ecology (3)

BOT 543 Plant Community Ecology (3)

BOT 540 Field Methods in Vegetation Science (4)

FOR 545 Ecological Restoration (4)

BI 570 Community Structure and Analysis (4)

AREC 534 Environmental and Resource Economics (3)

CSS 530 Plant Genetics (3)

GEO 565 Geographic Information Systems and Science (4)

Professional Cohort Courses (19 credits total)

PSM 511,512,513 Professional Skills Series (4)

PHL 547 Research Ethics (3)

COM 512 Communication and the Practice of Science (3)

PSM 565 Accounting and Finance for Scientists (3)

PSM 566 Management and Marketing Scientific Technologies (3)
PSM 567 Innovation Management (3)
Internship (6 credits minimum)

Response to comments by Botany and Plant Pathology Department

Bruce McCune.

Positives--Thank you for the positive comments.

Negatives--

- This new proposal lists 7 methods courses, totaling 26 units. All these courses are offered on-line. It is, of course, up to the Graduate Advisory Committee (GAC) of each graduate student in the MNR degree program to determine which course(s) will be taken to satisfy the Methodology requirement.
- The selection of courses for each graduate student in the MNR degree program is determined by the GAC. Courses listed in the current Category I proposal are all offered on-line by OSU. This list is also augmented by the list of courses offered through the Consortium of Graduate Studies (Appendix E). In the special case of CSS 599, the appropriateness of this course will be determined by the GAC and depend on the topic taught that particular term.
- FOR 445/545 is primarily about fire ecology. We could add FOR/RNG 536 Wildland Fire Science & Management (4 credits, John Bailey) and FOR 554 Managing at the Wildland-Urban Interface (3 credits, Bruce Shindler) if instructors are willing to adapt existing courses for online offering.
- The Depth requirement is satisfied by at least 18 units of “Area of Emphasis”, which also maybe a graduate Certificate. This amounts to 40 percent of the MNR degree.

Mark Wilson.

- The selection of courses of each graduate student in the MNR degree program is determined by the GAC. Courses listed in the current Category I proposal are all offered on-line by OSU. This list is also augmented by the list of courses offered through the Consortium of Graduate Studies (Appendix E).
- It is up to the GAC to determine how specific courses will be added or cut from an existing Certificate program (e.g. PSM Certificate) to determine an “Area of Emphasis” in the MNR degree. Students could, of course, opt for the entire Certificate if they wish.
- Three funding models are currently proposed in the current version of the MNR Category I proposal (page 21). We currently favor model 2, which is being seriously considered by Provost Randhawa and the Council of Deans that will benefit from this program.
- We have addressed this issue explicitly in the Category I proposal (pages 9-12). Field experience is not a requirement for this graduate degree. However, our experience with the Sustainable Natural Resources Certificate indicates that nearly all students in the Program have at least two years of professional experience. This experience is of great value to all students taking SNR 506 and we suspect for MNR 506, as well. An in-residence requirement for face-to-face field experience is, unfortunately, untenable for an on-line degree.

Aaron Liston.

We believe that the graduate program in Applied Systematics would be an excellent “Area of Emphasis” for the MNR degree. Unfortunately few of the courses required by the Applied Systematics Program are offered on-line. It would be up to a student that is in-residence and his/her GAC to determine if Applied Systematics would be an acceptable area of emphasis. While we have no objections to this suggestion, it would probably require a modification to the current Category I proposal since the MNR degree is proposed as being primarily on-line.

Appendix D – Outside Support and Interest



VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY
Natural Resources Distance Learning Consortium
College of Natural Resources
Northern Virginia Center

Gary R. Evans, Ph.D.
Director,
7054 Haycock Rd
Falls Church, VA 22043
703.538.8313, gaevans1@vt.edu

2 Sep 08

Dr. Badege Bishaw
Oregon State University College of Forestry
208 Richardson Hall
Corvallis, Oregon 97331

Dear Dr. Bishaw:

This letter is in support of the CAT I Proposal for Oregon State University to develop an online Master of Natural Resources degree program. There is a clear and well defined need for more on-line professional degree programs in Natural Resources education, at this time and in the future.

Six years ago, Virginia Tech's College of Natural Resources developed a Master of Natural Resources (MNR) degree program at the Northern Virginia Campus, with the objective of providing a Graduate degree program to meet the needs of working professionals throughout the metro-Washington, DC area. At the time of the MNR program's initiation, a Natural Resources Distance Learning program was also undertaken as a joint venture between USDA Forest Service and Virginia Tech. The distance program was designed to meet the needs of working professionals throughout the US who are employed by USDA Forest Service and other Federal land management agencies (eg., DOI National Park Service, Bureau of Land Management, Fish and Wildlife Service) and DOD US Army Corps of Engineers, as well as state and county land management employees seeking advanced degree opportunities for professional and career enhancement. As Virginia Tech's residential and distance learning programs evolved, it was clear that no single natural MNR program could develop and provide all of the courses to meet all our student and future student needs.

Three universities met, five years ago, at Blacksburg, VA, to form the Natural Resources Distance Learning Consortium. An analysis of distance learning in the natural resources showed less than 5 percent of the courses offered at Colleges of Natural Resources were offered on-line. The group began to identify other universities that were interested in developing or had developed distance learning programs. In this short period, 10 universities have joined the Consortium, including Oregon State University. This has

enabled students to seek courses they want or need for career advancement, career change or professional growth and development. The Consortium provides access to member Universities through a single web site.

Among the key issues supporting growth and need for distance learning graduate natural resource programs for professional development are changes in the US Office of Personnel Management classification of two job series: Wildland Fire Management, and Recreation. Federal employees in these career areas are required to take up to 24 credits of courses to be classified into the professional series from technician series. These are college graduates, with as much as 30 years experience, who need additional course work for career advancement. This has become one of the key motivators for the development of the Natural Resources Distance Learning Consortium.

Secondly, a report developed jointly among the Natural Resources Professional Societies indicated that approximately 10,000 natural resources professionals would be retiring over a span of the next 10 years (2001 - 2011). This indicated to the Consortium that many employees would be seeking additional graduate courses to improve their competitive base for promotion into the positions vacated by retirement. Professional on-line degree programs, such as a Master of Natural Resources, meet this need. These working professionals need access to distance learning courses for three reasons: 1) they cannot afford to take off work for 2 years; 2) they cannot uproot their families and move to a University campus; and 3) they cannot afford the costs of temporary housing while pursuing their professional Masters degree.

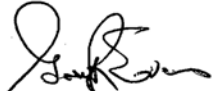
The third key issue, identified by the Federal land management agency partners is the rising costs of on-site training to continually upgrade the technical quality and rapidly changing rules and regulations. In discussions with the training coordinators of several agencies, they have indicated that it costs over \$1800.00 per person per week for travel and per diem—not including the cost of training. Consortium Universities delivering distance learning courses are in the position of working to provide parts of training and education on-line, thus cutting training budget costs.

Each Consortium member offers a unique set of on-line courses to students. This is due to the fact that faculty across the country are not all interested in teaching on-line. A Master of Natural Resources program at Oregon State clearly expands the courses

available to a rapidly growing student body, within the US and now throughout the English speaking world.

Oregon State University, as a member of the Natural Resources Distance Learning Consortium, has a unique opportunity to develop their Master of Natural Resources Program.

Respectfully,



Gary R. Evans, Ph.D.
Director



Kieran Lindsey, Ph.D.
Associate Director



**United States Department of the Interior
BUREAU OF LAND MANAGEMENT**

**National Training Center
9828 N 31st Avenue
Phoenix, Arizona 85051**



September 15, 2008

In Reply Refer To:

1400-410 (TC 100)

Dr. Badege Bishaw
321 Richardson Hall
Oregon State University
Corvallis, OR 97331

Dear Dr. Bishaw:

Over five years ago the U.S. Forest Service and the DOI Bureau of Land Management began collaborative efforts with a small group of universities in an effort to advance the agencies' employee development programs through technology enhanced education. The focus of those collaborations were disciplines that are at the heart of the agencies' work – natural resource management.

As the chief learning officer for the DOI Bureau of Land Management, I am responsible for the employee development of over 11,000 employees in over fifty job series. From the Bureau's perspective, the collaboration initiated by the U.S. Forest Service has come at a perfect time. The Bureau, like most federal agencies, is struggling with travel ceilings and increasing time demands on employees. The result is that fewer employees are being allowed to travel for training while the amount of turnover in the federal government ranks continues to grow as each baby boomer reaches retirement age. The Bureau faces employee retirement and turnover rates as high as 40 to 50% in many of its natural resource management professions.

The only answer to meeting our staffing and development needs for the next decade and beyond is for federal training programs to embrace distance learning and stronger working relationships with higher education institutions across the country.

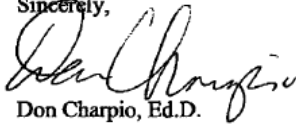
The Executive Leadership Team of the Bureau of Land Management has embraced distance learning as one of the fundamental answers to our employee development needs. The Team has challenged me to move the Bureau's training program to an 80 to 20 ratio of distance learning to instructor-lead training, and to work more as a broker of training opportunities as opposed to the primary provider.

The Natural Resource Distance Learning Consortium can play a significant role in helping the Bureau meet the challenges set by the Executive Leadership Team, but only if it grows and advances greater diversity in its distance learning offerings.

Over the past five years I have watched the interest and membership in the Consortium grow steadily, and the universities strive to advance their programs by working with the agencies to address areas of common interest. As one of the country's leading institutions in developing the next generation of natural resource management professionals, Oregon State would be an excellent addition to the Consortium. Given the University's rapid advances and unique approach to financing distance learning, I know the Bureau of Land Management's employee development program could benefit greatly from having a stronger working relationship with the University. I hope that University officials will give serious consideration to the opportunity to join this growing family of national and internationally renowned universities.

Thanks for hosting the last meeting of the Consortium; I hope to see you at our next meeting. Please call upon me if I can be of any assistance in answering questions about the direction and needs of the Bureau's employee development and succession planning programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Don Charpio". The signature is fluid and cursive, with a large initial "D" and "C".

Don Charpio, Ed.D.
Chief Learning Officer
Bureau of Land Management



ሀዋሳ ዩኒቨርሲቲ ወንድ ገነት የደንና የተረፎ ሀብት ኮሌጅ
Hawassa University Wondo Genet College of Forestry & Natural Resources
የኮሌጁ ፖ/ኃላፊ The V/ Head's Office

Re. 531/1.23/08

29/09/08

Dear Dr Badege Bishaw,
OSU, College of Forestry
Corvallis


Subject: New On line Master's Program

I thank you for sending us the proposal to initiate a New Instructional Program for a Masters of Natural Resources.

We have gone through the draft document with utmost attention. We found the program to be in the interest areas of our College. As you might know, Wondo Genet College of Forestry and Natural Resources (WGCF-NR) has initiated a number of masters programs in forestry, wildlife, watershed management, natural resource economics, etc. The program you are developing will certainly contribute to alleviate the existing need of trained man power in our country in NRM.

In your effort to internationalize the program, WGCF-NR would like to be an active partner. We hope that our role in the program will be clearly set in the final document to which we would like to express our interests and opinions.

With Regards,


Abdella Gure (Dr)

V.Head



Kathleen Guillozet
4707 SE Rex Drive
Portland, Oregon 97206

October 10, 2008

Dr. Badege Bishaw
Department of Ecosystems and Society
321 Richardson Hall
Oregon State University
Corvallis, OR 97331

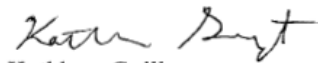
Dear Dr. Bishaw,

I am writing as a student to express my enthusiasm for the online Masters of Natural Resources program currently under development here at Oregon State University. This is an important program that will strengthen the University's ability to reach students and develop high-quality courses for working professionals.

I am a second-year PhD student at Oregon State and I took my first online course this summer through the Department of Botany and Plant Pathology. This was a methods course that was highly challenging and exceeded my expectations in terms of how much I learned and its relevance to my studies. The online nature of the course gave me the flexibility I needed to be able to take this class over the summer.

As an older student who has worked in the fields of education and natural resources management for over ten years, I can attest to the difficulty of finding applied, online technical courses that provide working professionals with quality coursework to enhance their knowledge base or work towards a higher degree. Your program sounds as though it will help fill this gap, and I look forward to hearing about its progress in the future.

Sincerely,



Kathleen Guillozet
PhD Student
Forest Ecosystems and Society
Oregon State University

Natural Resources Distance Learning Consortium Strategic Planning 2008

Over the past 5 years, the Consortium has focused on looking ahead to the capabilities offered in distance education and distance academic training. The first discussions generated the question what do we want to become? The second issues that continue to evolve, today, focus on the "Next Five Years", looking forward.

What Do We Want to Become?

Foremost in this discussion was the overriding principle: to "Meet our Student Needs." We looked, and continue to look at our Students as both current and potential learners, utilizing distance learning as a means of acquiring upper division and graduate courses that may enhance their professional growth and development. We have agreed that our current and future role is to offer this education opportunity to the place bound career professional or technician working in natural resources. This arena includes public land managing agencies (including all levels from federal lands to county or local lands) as well as those seeking academic growth and development and training in non-governmental organizations and professional societies.

We see our role as offering graduate education, graduate degrees and certificates of graduate studies, as well as training or continuing education, for place bound students who are constrained by geography, family, work, time and finances.

Our Objectives are to sustain, among consortium members, an organization capable of supporting academic structure with:

- transparency of requirements
- universality of access
- reciprocity among consortium members
- maintenance of academic rigor across courses and training modules
- support for course quality and evaluation among our university peers, as well as among our student communities and client groups.

We strive to add value to educational outcomes for our students.

We seek, collectively, to strengthen our marketing of distance education.

We will continue to strengthen the value of the Consortium through our partnerships, including university departments and colleges offering natural resources programs, non-governmental organizations, public land management agencies, organizations, and professional societies.

Our Products are educated persons with Graduate Professional Degrees, Certificates of Graduate Studies in Natural Resources, and Continuing Education and Professional credits.

Our long term strengths within the Consortium include:

- networking among and between institutions and organizations .
- fostering networking among faculty
- sponsoring presentations and sessions at professional meetings.

Distance Learning technology is a very rapidly growing and changing field in which the Consortium will maintain open communication through working or discussion sessions at meetings.

The Five Year Plan – 2009- 2013

Consortium representatives began our Five Year Plan discussions during the Spring 2007 meeting at Stephen F. Austin State University. We asked, "What should the next 5 years look like?"

Our Goal is strengthening our forward-looking Academic focus and identifying long term objectives that are the hallmark of the Natural Resources Distance Learning Consortium. Over the next five years, we must look at key objectives, start to prioritize them, and consider options and opportunities for implementing them.

Several issues were raised in discussions over the past 5 years that are part of the evolution of the Natural Resources Distance Learning Consortium:

- developing on-line mechanisms for broader student access
- evolving an on-line forum between agencies (Federal, State and local) and Consortium universities to evolve a vision and path toward strengthening both the academic and professional development sides of the Consortium
- new visions of course flexibility in natural resources graduate education if necessary to accommodate a unique group of potential students -the working professionals -who may not have the single semester

work assignments that allow them to complete courses within the academic calendar. Is there a place for the "super semester" and how do we define and develop it?

On-line forum -It is necessary to support the evolution of natural resources distance learning- distance education; distance training; modules, units, lessons to be delivered on-line and augmentation through hands-on modules completed at specific locations. Consortium members are beginning to see the evolution of this vision and we now need to discuss the concepts. Today's challenge is developing a natural resources model that includes:

- adding the "lab component"
- expanding the diffusion of "best practices for natural resources education and training"
- enhancing learning processes with critical update activities related to changes in natural
- resource related policies, laws, and pedagogy.

Reciprocity -High among issues for consideration is whether unequal tuition is seen as a barrier to those institutions with high tuition costs and a benefit to lower tuition universities. There also are questions of price sensitivity and whether or not this is a deterrent to students, thus we posed the question; "Do students shop for a degree, a certificate or training based on price or need and availability?"

Transparent Guidelines - Consortium members are very supportive that guidelines among the members be developed and maintained to be as transparent as possible to our distance learning clients. Preliminary discussions indicate that this appears feasible at the outset and it is incumbent to continue working toward this goal.

Balance of Course Credit - Consortium members raised questions of balance in course credits among member universities. At this time, it is clearly an open question and one to be pursued without prejudice in the future.

Strengthen Marketing - A part of the future planning process must seek to define marketing of the Consortium and its members to those interested in pursuing academic degrees, certificates of graduate studies, or training.

Credit Transfer among Consortium Members - Both current discussions and future plans need to incorporate some agreement, if attainable, about the number of course credits that may be transferred among Consortium Universities for students to apply toward their degree programs. Early discussions indicate that a current list of guidelines needs to be developed for future discussions. An additional point was raised about the maximum number of transfer credits for Certificates of Graduate Study and for Professional Masters degrees.

External Committee Members - May external committee members serve on professional degree programs committees? It was pointed out that our current students have asked for committee members from other universities. No substantive discussions have taken place at this time. Should this be a part of the Consortium's long range planning process?

The "Star Pack"? Identify "Star Faculty" in a specific academic area and encourage their involvement in development and teaching of specific distance courses. Some initial points include seeking access to world experts and including them in distance education courses, as well as apprenticing and developing faculty.

A central issue and one that will require significant work is to create compelling, seamless processes for Natural Resources education graduate programs among Consortium University members. The model exists with the Great Plains IDEA program, and we can build upon it.

Perhaps the most open-ended question to the members is "How big do we want to become?" This requires input from all our Consortium members (Universities, Agencies, Professional Societies) and from colleagues. It is necessary to profile our "future student" and plan for their future education opportunities. The Consortium should clarify the resident vs. distance learning student models -how are they similar, how are they different, and how do these influence the way we design and develop academic curricula and professional development curricula?

Additional questions and topics for future discussion should include:

- Incorporating laboratory or laboratory design activities into courses. This will be critical in such areas as wild land fire management where managers and leaders in the fire environment are moving from technical training to professional command education.
- Defining phases or modules of courses that may be resident-focused, as well as those that may be accomplished by non-resident education. Among the options to be considered are use of web conferences, field laboratory activities, and field time to compress course activities into manageable learning experiences, and use of remotely transmitted video for specific components of learning modules.

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Appendix E – List of Natural Resources Courses available through
the Natural Resources Distance Learning Consortium

Appendix E. Online Masters Degrees, Graduate Certificates, and Graduate Courses offered by members of the Natural Resources Distance Learning Consortium

Downloaded 15 September 2008 from <http://nrdlc.iddl.vt.edu/index.php>

Members include: Virginia Tech, University of Idaho, Penn State, Stephen F. Austin University, University of Montana, University of Tennessee Martin, and new members Oregon State University and North Carolina State University. USDA Forest Service and Bureau of Land Management are also members.

MASTERS DEGREES

| NAME | MEMBER INSTITUTION |
|---|---|
| Master of Natural Resources | University of Idaho |
| Master of Geographic Information Systems | Penn State World Campus |
| Master of Natural Resources | Virginia Polytechnic Institute and State University |
| Master of Science in Agriculture & Natural Resources Systems Management | University of Tennessee at Martin |
| Master of Science in Resource Interpretation Thesis Based | Stephen F. Austin State University |
| Master of Science in Resource Interpretation Non-Thesis Based | Stephen F. Austin State University |

CERTIFICATES OF GRADUATE STUDY

| NAME | MEMBER INSTITUTION |
|---|---|
| Restoration Ecology Certificate | University of Idaho |
| Postbaccalaureate Certificate in Geographic Information Systems | Penn State World Campus |
| Certificate of Graduate Study in Natural Resources | Virginia Polytechnic Institute and State University |
| Fire Ecology, Management, and Technology (UG) | University of Idaho |
| Fire Ecology, Management, and Technology (GRAD) | University of Idaho |
| Undergraduate Certificate of Achievement in Weather Forecasting | Penn State World Campus |
| Postbaccalaureate Certificate in Community and Economic Development | Penn State World Campus |
| Undergraduate Certificate in Turfgrass Management | Penn State World Campus |
| Advanced Undergraduate Certificate In Turfgrass Management | Penn State World Campus |
| Certificate in Resource Interpretation | Stephen F. Austin State University |

Courses

Course List

| NAME | DEPT | INSTRUCTOR | NEXT | CUS | MEMBER |
|---|-------------------------------------|-------------------|---------------|-----|------------------------------------|
| Introduction to Statistical Program Packages (STAT 480) | Statistics | TBA | not scheduled | 1 | Penn State World Campus |
| Acquiring and Integrating Geospatial Data (GIS 488) | Geographic Information Systems | TBA | 10/2008 | 3 | Penn State World Campus |
| Advanced Media and Graphics (FOR 574) | College of Forestry | Stephens Williams | 1/2008 | 3 | Stephen F. Austin State University |
| Advanced Natural Resources Economics (NRM 730) | Natural Resources Management | Mehlhorn | 8/2008 | 3 | University of Tennessee at Martin |
| Advanced Precision Technologies for Agriculture and Natural Resources Management (AGET 782) | Agricultural Engineering Technology | TBA | not scheduled | 3 | University of Tennessee at Martin |
| Advanced Professional Interpretation (FOR 580) | College of Forestry | Stephens Williams | 1/2008 | 3 | Stephen F. Austin State University |
| Advanced Soil and Water Conservation Engineering (AGET 720) | Agricultural Engineering Technology | Burcham | 8/2008 | 3 | University of Tennessee at Martin |
| Advanced Topics in Weather Forecasting (METEO 410) | Meteorology | TBA | 8/2008 | 3 | Penn State World Campus |
| Agricultural Management (AGEC 671) | Agricultural Economics | TBA | not scheduled | 3 | University of Tennessee at Martin |
| Agricultural Risk Analysis and Decision Making (AGEC 750) | Agricultural Economics | Mehlhorn | 1/2009 | 3 | University of Tennessee at Martin |

| | | | | | |
|---|-------------------------------------|-------------------|---------------|-----|---|
| Alternative Forest Products (SNR 533) | Ecampus | TBA | 1/2009 | 1 | Oregon State University |
| Applied Multivariate Statistical Analysis (STAT 505) | Statistics | TBA | not scheduled | 3 | Penn State World Campus |
| Basic Beliefs and Ethics in Natural Resources (SNR 522) | Ecampus | multiple sections | 9/2008 | 1 | Oregon State University |
| Cartography and Visualization (GIS 486) | Geographic Information Systems | TBA | 7/2008 | 3 | Penn State World Campus |
| Colloquium (TURF 490) | Crop & Soil Sciences | TBA | not scheduled | 1 | Penn State World Campus |
| Community and Economic Development and Leadership (CEDEV 500) | Community and Economic Development | multiple sections | 8/2008 | 3 | Penn State World Campus |
| Comprehensive Nutrient Management Planning & System Design (AGET 760) | Agricultural Engineering Technology | Burcham | 1/2009 | 3 | University of Tennessee at Martin |
| Conflict Resolution and Negotiation (CEDEV 404) | Community and Economic Development | TBA | not scheduled | 3.0 | Penn State World Campus |
| Consensus and NR Issues (SOC 485) | Ecampus | TBA | 6/2009 | 3 | Oregon State University |
| Conservation Ecology (NR 5724) | Natural Resources Program | Trauger | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Curriculum-Based Interpretive Programs (FOR 571) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Ecological Economics (NR 5984) | Natural Resources Program | Czech | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Ecological Principles of | Ecampus | multiple | 1/2009 | 3 | Oregon State |

| Sustainable Natural Resources (SNR 530) | | sections | | | University |
|---|--------------------------------|-------------------|---------------|---|---|
| Ecological Restoration (FOR 445) | Ecampus | multiple sections | 9/2008 | 4 | Oregon State University |
| Ecology (RNGE 221) | Rangeland Ecology & Management | TBA | 8/2008 | 3 | University of Idaho |
| Economic and Social Issues in Forest Recreation Development (FOR 590) | Forestry | TBA | not scheduled | 3 | Northern Arizona University |
| Economics of Sustainable Natural Resource Management (SNR 521) | none specified | multiple sections | 9/2008 | 3 | Oregon State University |
| Environmental Applications of GIS (GIS 487) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Environmental Case Studies (ENSC 479) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Environmental Ethics (NR 5194) | Natural Resources Program | Plyler | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Environmental History of the United States (HST 481) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Environmental Law (AREC 532) | Ecampus | TBA | 4/2009 | 4 | Oregon State University |
| Environmental Philosophy (ENVS 552) | Environmental Science | TBA | not scheduled | 3 | University of Idaho |
| Environmental Philosophy (ENVS 452) | Environmental Science | TBA | 5/2008 | 3 | University of Idaho |
| Field-Based Interpretive Programs (FOR 570) | College of Forestry | Coble | 1/2008 | 3 | Stephen F. Austin State University |
| Fire Regime Condition Class (FOR 530) | Forest Resources | TBA | not scheduled | 1 | University of Idaho |

| | | | | | |
|--|--------------------------------|-------|---------------|-----|---|
| Foundations of Federal Land Management (NR 5684) | Natural Resources Program | Evans | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Fundamentals of Mesoscale Weather Forecasting (METEO 361) | Meteorology | TBA | not scheduled | 3 | Penn State World Campus |
| Fundamentals of Tropical Forecasting (METEO 241) | Meteorology | TBA | 8/2008 | 3 | Penn State World Campus |
| Geographic Foundations of Geospatial Intelligence (GEOG 497G) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Geographic Information Systems for the Geospatial Intelligence Professional (GEOG 884) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Geographical Information Analysis (GIS 586) | Geographic Information Systems | TBA | 7/2008 | 3 | Penn State World Campus |
| Geospatial System Analysis and Design (GIS 583) | Geographic Information Systems | TBA | 10/2008 | 3 | Penn State World Campus |
| Geospatial Technology Project Management (GIS 584) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| GIS Application Development (GIS 489) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| GIS Applications in Fire Ecology (RNGE 404) | Rangeland Ecology & Management | TBA | not scheduled | 1 | University of Idaho |
| GIS Applications in Natural Resources (NR 402) | Natural Resources | TBA | 8/2008 | 1 | University of Idaho |
| GIS Database Development (GIS 484) | Geographic Information Systems | TBA | 7/2008 | 3 | Penn State World Campus |
| GIS for Analysis of Health | Geographic | TBA | 4/2008 | 3 | Penn State |

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|---|------------------------------------|-------------------|---------------|---|---|
| (GIS 497K) | Information Systems | | | | World Campus |
| GIS Programming and Customization (GIS 485) | Geographic Information Systems | multiple sections | 7/2008 | 3 | Penn State World Campus |
| Global Issues in Natural Resources (NR 5114) | Natural Resources Program | Hammett | 8/2009 | 3 | Virginia Polytechnic Institute and State University |
| GPS Modernization for Geospatial Professionals (GIS 497I) | Geographic Information Systems | TBA | not scheduled | 1 | Penn State World Campus |
| Grazing Management Techniques (PLSC 675) | Plant Science | Joost | 1/2010 | 3 | University of Tennessee at Martin |
| Human Dimension/Restoration Ecology (CSS 572) | Conservation Social Sciences | TBA | 1/2009 | 3 | University of Idaho |
| Human Dimensions of Natural Resources (NR 5984) | Natural Resources Program | Lindsey | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Hydrologic Applications of GIS and Remote Sensing (GEOG 424) | Geography | TBA | not scheduled | 3 | University of Idaho |
| Independent Project in Natural Resource Sustainability (SNR 506) | Ecampus | multiple sections | 9/2008 | 2 | Oregon State University |
| Independent Studies-GIS (GIS 496) | Geographic Information Systems | TBA | 10/2008 | 2 | Penn State World Campus |
| Individual Project Work (GIS 596C) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Individual Studies (CEDEV 596) | Community and Economic Development | TBA | not scheduled | 3 | Penn State World Campus |

| | | | | | |
|---|--------------------------------|-----------|---------------|-----|---|
| Individual Studies-- Peer Review (GIS 596A) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Individual Studies-- Capstone Project (GIS 596B) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Interdisciplinary Recreation Planning (NR 5644) | Natural Resources Program | Leopold | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| International Environmental Issues Seminar (ENVS 225) | Environmental Science | TBA | not scheduled | 3 | University of Idaho |
| Internship Supervision and Mentoring (GIS 495C) | Geographic Information Systems | TBA | not scheduled | 1 | Penn State World Campus |
| Internship--Turfgrass (TURF 495) | Crop & Soil Sciences | TBA | not scheduled | 1-3 | Penn State World Campus |
| Interpretive Leadership (FOR 573) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Interpretive Planning (FOR 572) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Interpretive Research and Evaluation (FOR 569) | College of Forestry | Coble | 1/2008 | 3 | Stephen F. Austin State University |
| Interpretive Writing (FOR 568) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Introduction to Multi-Sensor Data Fusion (GEOG 885) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Introduction to Statistical Program Packages (STAT 480) | Statistics | TBA | not scheduled | 1.0 | Penn State World Campus |
| Landcare (NR 5984) | Natural Resources | Robertson | 5/2008 | 3 | Virginia Polytechnic |

| | Program | | | | Institute and State University |
|--|--------------------------------------|--------|---------------|---|---|
| Leadership Development (AG 521) | Ecampus | TBA | 1/2009 | 3 | Oregon State University |
| Management of Interpretive Resources (PRAD 760) | Park and Recreation Administration | Smartt | 8/2008 | 3 | University of Tennessee at Martin |
| Management of Interpretive Resources (NRM 760) | Natural Resources Management | Smartt | 8/2008 | 3 | University of Tennessee at Martin |
| Management of Recreation Resources (RECM/FOR 495) | College of Forestry and Conservation | TBA | not scheduled | 3 | University of Montana |
| Managing the Wilderness Resource (RECM/FOR 472) | College of Forestry and Conservation | TBA | not scheduled | 4 | University of Montana |
| Modern Wildlife Management (NR 5984) | Natural Resources Program | Evans | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Natural Resource Economics and Policy (AREC 351) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Natural Resources and Community Values (ANTH 481) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |
| Natural Resources Communication Applications (NR 5854) | Natural Resources Program | Plyler | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Natural Resources Law and Policy (NR 5344) | Natural Resources Program | Paul | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Open Web Mapping (GIS 597F) | Geographic Information | TBA | not scheduled | 3 | Penn State World |

| | Systems | | | | Campus |
|---|--------------------------------------|-------------------|---------------|---|---|
| Oral Interpretive Programs (FOR 567) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Outdoor Recreation Design and Development (NR 5984) | Natural Resources Program | Leopold | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Partnerships and Volunteerism (AEE 5154) | Agricultural and Extension Education | TBA | not scheduled | 3 | Virginia Polytechnic Institute and State University |
| Planning Agroforestry Projects (SNR 532) | Ecampus | multiple sections | 1/2009 | 2 | Oregon State University |
| Planning and Decision Making for Watershed Management (CSS 573) | Conservation Social Sciences | TBA | 8/2008 | 3 | University of Idaho |
| Planning GIS for Emergency Management (TURF 597G) | Crop & Soil Sciences | TBA | not scheduled | 3 | Penn State World Campus |
| Population, Land Use, and Municipal Finance (CEDEV 509) | Community and Economic Development | TBA | not scheduled | 3 | Penn State World Campus |
| Principles of Community Economic Development (CEDEV 430) | Community and Economic Development | TBA | 8/2008 | 3 | Penn State World Campus |
| Principles of Environmental Toxicology (ENVS 509) | Environmental Science | TBA | 8/2008 | 3 | University of Idaho |
| Principles of Environmental Toxicology (ENVS 409) | Environmental Science | TBA | 8/2008 | 3 | University of Idaho |
| Problem-Solving with GIS (GIS 483) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Production of Biorenewable Resources (NRM 722) | Natural Resources Management | Joost | 8/2008 | 3 | University of Tennessee at Martin |

| | | | | | |
|---|------------------------------------|-------------------|---------------|-----|---|
| Public Ecology: Understanding and Managing Human Ecosystems in a Changing World (PSCI 5364) | Political Science | Robertson | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Public Lands and Realty Principles (NR 5674) | Natural Resources Program | Evans | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Public Lands Valuation (NR 5984) | Natural Resources Program | Evans | 1/2009 | 3 | Virginia Polytechnic Institute and State University |
| Rangeland Ecology (RNGE 459) | Rangeland Ecology & Management | TBA | 8/2008 | 2 | University of Idaho |
| Reduced Impact Timber Harvest (SNR 534) | Ecampus | Kellogg | 9/2008 | 1 | Oregon State University |
| Remote Sensing for the Geospatial Intelligence Professional (GEOG 883) | Geography | TBA | not scheduled | 3.0 | Penn State World Campus |
| Remote Sensing of Active Fire and Post-fire Effects (FOR 435) | Forest Resources | TBA | 1/2009 | 2 | University of Idaho |
| Restoration Ecology Practicum (CSS 580) | Conservation Social Sciences | TBA | 6/2008 | 2 | University of Idaho |
| Rural Organization (CEDEV 452) | Community and Economic Development | TBA | not scheduled | 3 | Penn State World Campus |
| Science Based Fuels Management Planning (FOR 433) | Forest Resources | TBA | 1/2008 | 2 | University of Idaho |
| Socially Sustainable Natural Resources (SNR 520) | Ecampus | multiple sections | 3/2008 | 3 | Oregon State University |
| Society and Natural Resources (SOC 481) | Ecampus | TBA | 4/2009 | 3 | Oregon State University |

| | | | | | |
|---|--------------------------------|-------------------|---------------|------|------------------------------------|
| Special Topics (GIS 597) | Geographic Information Systems | TBA | not scheduled | 3 | Penn State World Campus |
| Special Topics in Crop Science and Soil Science (CSS 599) | Ecampus | TBA | 9/2008 | 1-16 | Oregon State University |
| Statistical Methods in Agriculture and Natural Resources (AGRI 741) | Agriculture | Darroch | 1/2009 | 3 | University of Tennessee at Martin |
| Strategic Management Issues in Agriculture (AGEC 751) | Agricultural Economics | Mehlhorn | 6/2009 | 3 | University of Tennessee at Martin |
| Sustainable Management of Aquatic and Riparian Resources (SNR 535) | Ecampus | TBA | 1/2009 | 1 | Oregon State University |
| Sustainable Natural Resource Development (SNR 511) | Ecampus | multiple sections | 9/2008 | 1 | Oregon State University |
| Sustainable Silviculture (SNR 531) | Ecampus | multiple sections | 1/2009 | 1 | Oregon State University |
| The Nature of Geographic Information (GIS 482) | Geographic Information Systems | TBA | 7/2008 | 2 | Penn State World Campus |
| The Turfgrass-Required (TURF 235) | Crop & Soil Sciences | multiple sections | 1/2008 | 3 | Penn State World Campus |
| Thesis Research (FOR 589) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Thesis Writing (FOR 590) | College of Forestry | TBA | not scheduled | 3 | Stephen F. Austin State University |
| Topcis: Scientific Writing and Presentations (AGRI 770) | Agriculture | Darroch | 8/2008 | 3 | University of Tennessee at Martin |
| Topics in Agriculture and Natural Resources Management (AGRI 77-) | Agriculture | TBA | not scheduled | 1-6 | University of Tennessee at Martin |
| Turf and Ornamental Weed | Crop & Soil | TBA | not | 3 | Penn State |

| | | | | | |
|--|---------------------------|-------------------|---------------|-----|---|
| Control (TURF 238) | Sciences | | scheduled | | World Campus |
| Turf and Ornamental Weed Control- Horticulture (HORT 238) | Horticulture | TBA | not scheduled | 3 | Penn State World Campus |
| Turf Insect Pest Management (ENT 317) | Entomology | TBA | 5/2008 | 3 | Penn State World Campus |
| Turfgrass Cultural Systems (TURF 425) | Crop & Soil Sciences | TBA | 8/2008 | 3 | Penn State World Campus |
| Turfgrass Disease Management (PPATH 412) | Plant Pathology | TBA | 8/2008 | 3 | Penn State World Campus |
| Turfgrass Edaphology (TURF 434) | Crop & Soil Sciences | multiple sections | 5/2008 | 3 | Penn State World Campus |
| Turfgrass Management Systems (TURF 436W) | Crop & Soil Sciences | TBA | not scheduled | 3 | Penn State World Campus |
| Turfgrass Nutrition (TURF 435) | Crop & Soil Sciences | TBA | 1/2008 | 4 | Penn State World Campus |
| Turfgrass Pesticides (TURF 230) | Crop & Soil Sciences | multiple sections | 1/2008 | 1 | Penn State World Campus |
| Understanding Weather Forecasting (METEO 101) | Meteorology | TBA | 8/2008 | 3 | Penn State World Campus |
| Urban Ecology (NR 5634) | Natural Resources Program | Robertson | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Urban Wildlife (NR 5424) | Natural Resources Program | Lindsey | 8/2008 | 3 | Virginia Polytechnic Institute and State University |
| Virtual Field Exercise for the Geospatial Intelligence Professional (GEOG 889) | Geography | TBA | not scheduled | 2.0 | Penn State World Campus |
| Watershed Science/Management (FOR 462) | Forest Resources | TBA | 8/2008 | 3 | University of Idaho |
| Wetland Science (SOIL | Soil Science | Gale | 1/2009 | | University of |

| | | | | | |
|---|--------------------------------------|-------------------|---------------|---|-------------------------|
| 630) | | | | | Tennessee at Martin |
| Wetlands Restoration (FISH 540) | Fish and Wildlife Resources | TBA | 9/2008 | 3 | University of Idaho |
| Wilderness in the American Context (RECM/FOR 471) | College of Forestry and Conservation | TBA | not scheduled | 4 | University of Montana |
| Wilderness Management Planning (RECM/FOR 474) | College of Forestry and Conservation | TBA | not scheduled | 3 | University of Montana |
| Wildland Fire Ecology (FW 446) | Ecampus | multiple sections | 9/2008 | 3 | Oregon State University |
| Wildland Fire Ecology (FOR 446) | Ecampus | TBA | not scheduled | 3 | Oregon State University |
| Wildland Fire Management and Ecology (FOR 426) | Forest Resources | TBA | 8/2008 | 3 | University of Idaho |
| Wildland Restoration Ecology (RNGE 440) | Rangeland Ecology & Management | TBA | 1/2009 | 3 | University of Idaho |
| Wildlife in Agricultural Ecosystems (FW 435) | Ecampus | TBA | 9/2008 | 3 | Oregon State University |

Appendix F: MOU between CoF and E-Campus

MOU for new Online Program Development between OSU College of Forestry, Forest Science Department and OSU Extended Campus

Natural Resources Masters Degree

OSU Extended Campus welcomes this opportunity to make this graduate degree available to a worldwide audience. The Master of Natural Resources degree will be an important addition to OSU online programs and will be an asset to students in many different areas of study.

Program Personnel

The College of Forestry agrees to assign a coordinator to serve as the main contact person to coordinate development of this degree with Ecampus.

Funding Overview

Total Funding = \$131,000

Disbursed in two major phases:

Phase 1: \$46,000 for program coordination towards the preparation, submission and approval of the MNR Category I proposal.

35% upon acceptance and approval of this MOU and Development Plan, which includes:

- the detailed timeline for CAT I proposal submission and approval;
- assignment of instructors/course developers to each course;
- timeline for course design, development, delivery.

55% upon submission of the CAT I proposal

10% upon CAT I full approval

Phase 2: \$85,000 for course development, coordination and program delivery (upon CAT I approval).

44% for course development coordination, disbursed upon full CAT I approval

41% for course development

- All courses to be completed within one year of the CAT I approval, with the initial offering of the program during fall term, 2010.

15% transferred upon completion of the project and acceptance of the final report.

Details of Budget Transfer per Program Component

Budget will be transferred to the College of Forestry as follows, except where otherwise indicated:

Phase 1 - Category I proposal, submission and curricular approval coordination: \$46,000

On signing of agreement: _____ 35% of Phase 1 Funding = **\$16,100**

On submission of the CAT I proposal: _____ 55% of Phase 1 Funding = **\$25,300**

On CAT I full approval: _____ 10% of Phase 1 Funding = **\$4,600**

Total Phase 1 funding: _____ 100% of Phase 1 Funding = **\$46,000**

- The College of Forestry, in collaboration with College of Liberal Arts, College of Agricultural Sciences, and the College of Science will prepare and submit a Category I proposal for the Master of Natural Resources towards successful completion of the curricular approval process.
- The Category I proposal will be developed during spring 2008 and submitted to the Graduate School in fall 2008.
- Approval of the Cat I proposal is expected to happen after one year in fall 2009.

- Course development will start after approval of CAT I proposal (fall 2009) and will be completed summer 2010.
- The program will begin offering the courses during fall term, 2010 and offer the full degree by winter or spring term, 2012 (Pending approval of CAT I).
- Each course will be offered a minimum of two terms per year to allow for successful student progress towards completion of the degree. The sequence and timing of course design, development, and offering are delineated in the Development Plan below (Table 1). Preliminary syllabi for each of the courses are to be submitted with the Development Plan.

Phase 2 - Course Design and Development (upon CAT I full approval): \$85,000

Course development coordination: _____ 44% of Phase 2 Funding = **\$37,250**

Course development: _____ 41% of Phase 2 Funding = **\$35,000**

- Course development will start after CAT I approval, projected for fall, 2009 and will be completed by summer term, 2010.
- Course development funds will be disbursed per course based on the number of credits for the course. Course development funds will be paid to the academic department in which the course resides. Funds will be disbursed once a course is deemed complete and up to standards, and has been reviewed by the appropriate designee of the College.
- 7 courses @ 3-4 credits each = 23 credits total (see Development Plan)
- Funding available upon completion of each course = \$5000 per course

End-of-Project Report: _____ 15% of Phase 2 funding = **\$12,750**

Total Phase 2 funding: _____ 100% of Phase 2 funding = **\$85,000**

- The College of Forestry in collaboration with College of Liberal Arts, College of Agricultural Sciences, and the College of Science will develop seven courses, begin offering the courses during fall term of 2010 and offer the full degree by winter or spring term 2012. Each course will be offered a minimum of two terms per year. The sequence and timing of course design, development, and offering are delineated in the Development Plan below. Preliminary syllabi for each of the courses are to be submitted with the Development Plan.
- Courses will be collaboratively planned, designed, and developed by the content providing faculty (Course Developer) or their representatives and the Ecampus Project Development and Training unit (PDT). The Ecampus contact for course development is: Dianna Fisher, Director of Project Development and Training dianna.fisher@oregonstate.edu - 541-230-4029.
- All courses making up the distance degree will be focused on outcome-based learning and aligned with the accrediting standards for learning outcomes established by the OSU Office of Academic Programs. All courses in the proposed program will be developed using the best practices framework for instructional design for distance education courses and programs, aligned with OSU and national standards for distance education courses and programs, employing the Blackboard course management system. Courses will be reviewed by designee(s) from the relevant Colleges and Ecampus upon completion.
- The Course Developer will engage in continued collaboration with the PDT from project inception and will ensure course completion and approval of the course at least 2 weeks prior to the initial term start. Completion status of the course is determined by the Extended Campus Director of Project Development and Training. If the course is not complete in Blackboard and ready to be taught at least 2 weeks prior to the start of initial term, the PDT Director will consult with the Program Director concerning advisability of course cancellation.
- As delineated in the existing MOU with the College of Forestry, Ecampus will provide (at no project cost) basic course development and production including: instructional design with best

practices covering accessibility and copyright, project management, media development, Blackboard course development, training, marketing, and on-going student and instructor support.

Use of Course and Materials

The Course Developer will have control of the substantive and intellectual content of materials subject to review and approval of the Department/College. Course Developer shall receive credit as a named author or a principal developer of the course. Additional authors may be added in accordance with their contribution to the course and as determined by the Course Developer. Course Developer has the right to remove his or her name from the course at any time, in coordination with the academic department and Extended Campus. The Department can appoint others to teach the courses. Consistent with the rules of the State Board of Higher Education, the Board owns the course and materials and OSU shall have the exclusive right to offer the course, whether through internet, video transmission, IP Video, interactive TV, or by other means, to any student at any location.

Sustainability of Program

In order to insure the sustainability of the Master of Natural Resources degree as a viable program into the future, the Program will:

- Initiate discussions with the Graduate School, the Forest Science Department, the College of Forestry, and in collaboration with the Colleges associated with the courses to be offered as part of this program,
- Establish agreements for a formalized budget model designed to provide funding for reoccurring costs necessary to support the Program and academic advising needs of the program;
- Summarize these agreements as part of the 'Plans for Program Sustainability' within the End-of-Project Report described below.

End-of-Project Report: 15% of funding

Please submit a final report after completion of the project to include:


- Description of the development process,
- Two-year schedule for continued course and program delivery,
- Student feedback on the experience taking the courses,
- Data on course evaluation,
- Faculty response to the development activity,
- Final expense report,
- Plans for program sustainability.

After submission and acceptance of the final report, the Ecampus review team will verify that all program components are in place upon which time the remaining funds will be released.

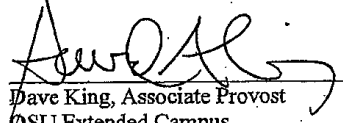
Supplemental Funding

In addition to the funding defined in this MOU, Ecampus will commit to additional supplemental funding to help defray overhead costs during the initial years of program offering, until the program achieves financial self-sufficiency based on enrollment-generated revenue. The supplemental funding will be provided to the Department of Forest Sciences to help defray costs associated with program staffing comprised of a Program Director and a Program Coordinator. The terms of this supplemental funding, including the amount of funding and its duration, will be delineated in an addendum to the overarching program MOU. The addendum will be drafted upon receipt by Ecampus information on projected enrollments for the initial years of the program offering, and once the program proposers have obtained formal agreements/disagreements regarding revenue sharing from the various academic departments to be associated with the program.

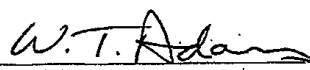
Signatures below indicate acceptance of these terms and conditions.


Hal Salwasser, Dean
College of Forestry


5/8/08
Date


Dave King, Associate Provost
OSU Extended Campus

5/9/08
Date


W. Tom Adams
Department Head
Department of Forest Science

4/18/08
Date


Carol Babcock
Director of Business Services
OSU Extended Campus

5/8/08
Date

- 5 -

04-18-2008

006/007

09/17/2008 WED 15:02 FAX 541 737 2734 OSU Extended Campus

Development Plan: Master of Natural Resources

| | Spring
2008 | Fall
2009 | Winter
2010 | Spring
2010 | Summer
2010 | Fall
2010 | Winter
2011 |
|--|--|--|------------------------|------------------------|------------------------|----------------------|------------------------|
| CAT I Process | Proposal
Submission | Proposal
Approval
(projected) | | | | | |
| Course Development | Lead
Content
Expert
(Course
Developer | | | | | | |
| AREC 534
3 credits | Jaeger | | Design | Develop | Develop | Offer | Offer |
| GEO 518
3 credits | Nielsen | | Design | Develop | Develop | Offer | Offer |
| COMM 524 or 522
3 credits | Walker | | Design | Develop | Develop | Offer | Offer |
| FS 523
4 credits | Ganio | | Design | Develop | Develop | Offer | Offer |
| New course:
Underground Ecological
Processes
3 credits | Cazares | Design | Develop | Develop | Offer | Offer | |
| FS 545 or RNG 521 or
RNG 643 | TBD | | Design | Develop | Develop | Offer | Offer |
| FS 548
3 credits | Radosevich | Design | Develop | Develop | Offer | Offer | |

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

New Instructional Program for Master of Natural Resources (MNR)

Title of Proposal

Multiple

Department

Forestry, Agricultural Sciences, Liberal Arts, COAS, Science

College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

☐ inadequate to support the proposal (see budget needs below)

☒ marginally adequate to support the proposal

☐ adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:

Ongoing (annual):

Comments and Recommendations:

Date Received: 1/20/09

Date Completed: 3/3/09

Bonnie Avery
Subject Librarian

Bonnie Avery
Signature

Laurel Kristick
Head of Collection Development

Laurel Kristick 3/3/09
Signature Date

Faye Chadwell
Associate University Librarian

Faye Chadwell 3/3/09
Signature Date

Karyle Butcher
University Librarian

Karyle Butcher 3/4/09
Signature Date

OSU Libraries Evaluation of Collection and Access to Support New Instructional Program for Master of Natural Resources (MNR)

Overview

The request for a library assessment for this new instructional program leading to a Master of Natural Resources has arrived at a critical time. It has been our practice to assess the current/historical strength of the collection and look at collecting levels specific subject areas and from that information infer if added resources are needed.

OSUL budget has been flat for the past five years during which time the price of serials/journals (the lion's share to the OSUL materials budget) has increased at an annual rate of 5-8%. As a result, our monographs budget has been cut by 50%. Although our monographs budget has been reduced, we have mitigated this situation with increased reliance on InterLibrary Loan (ILL) and resource sharing through Summit and with other libraries. We are pursuing collaborative collection development with libraries in the Orbis Cascades Alliance to focus our buying power on what matters most to Oregon State University and to avoid unnecessary duplication of titles among the institutions. In the current economy we can expect cuts to the library budgets at the University of Oregon, University of Washington, Portland State University, and Washington State University, on whose collections in natural resources and public policy our OSU students and faculty depend. It is inaccurate to say: "all of the resources required for the MNR degree are located at Oregon State University," (p. 18) though it is understood that this statement refers to the curriculum offered.

OSUL has been shoring up the collection using money from gift funds for the past 5 years. This was never intended to be more than a stop-gap and beginning in AY 2008/09 OSUL began another round of cuts of its serial collection. We are planning for an additional cut of some 30% cut to the serials collection over the 2009/11 biennium. For example, crop/soils, fisheries, wildlife, forestry, and rangeland serials will be cut by over \$19,000 in the next two years. In addition we will cut the general biology fund which underwrites these areas by \$84,000. These cuts are not temporary. They need to be sustained in subsequent years. There is no way to protect the Natural Resources serials/journal collection from these cuts. Assuming a flat budget, in subsequent years we will need to cut an additional 5-8% annually to keep up with inflation. Any strengthening of the collection in one area will need to be the result of sustained new funding or by further cuts. The reality is that if this or any other program wants to move forward, the forward movement must consider that OSUL will be supporting access to content through a combination of some journal subscriptions and an increased use of resource sharing, specifically a heavy reliance on ILL and/or document delivery.

OSU Libraries (OSUL) has not had the opportunity to comment on the burgeoning extended campus programs and library service/collections. Extended campus programs highlight the need for "electronic access" to the library collection and where this is not possible physical document delivery. While Extended Campus has provided a base figure for this for the past three years, that amount is not linked to increased enrollment nor is it linked to the costs of building an electronically accessible collection. E-access to monographs is a desirable future for such a program. When available, providing multiple users access to an e-book requires payment of an additional 50%.

The emphasis on this bleak picture is to make clear the point that even though our assessment indicates the collection is marginally adequate, maintaining "marginal" adequacy is an optimistic goal. The bad and the good news is that OSUL is not alone and has been collaborating within the Orbis/Cascades Alliance and the Greater Western Library Alliance for several years to negotiate affordable collections. There are also glimpses of a solution in the form of a truly shared research collection within OUS.

Collection Assessment for MNR

In 2003 OSUL provided a library review for the Certificate in Sustainable Natural Resource program which at that time was planned as an in-residence certificate. OSUL received no additional funds for the collection though we noted that our area of greatest weakness when compared with our peers for this program was in the social aspects of natural resource management and sustainability. In the 2006 library assessment for the Applied Economics Program found the library collection to be only marginally adequate.

Government Documents:

US Federal and State agencies' documents are the heart of any natural resources collection. In this area, OSUL has always had a strong collection and there is little reason to believe it will be diminished in the future. OSUL recently joined with the libraries at UO, PSU and the State Library of Oregon to provide a full but distributed repository of government documents. The agencies for which OSUL is the full depository for Oregon are:

- U.S. Dept. of Agriculture (USDA)
- National Oceanic and Atmospheric Administration (NOAA)
- National Oceanographic Data Center
- National Marine Fisheries Service
- Oceanic and Atmospheric Research Office
- Federal Aviation Administration (FAA)
- Dept. of the Interior (which includes the Forest Service, National Parks Service, Bureau of Land Management, and so on)
- National Aeronautics and Space Administration (NASA)

- National Science Foundation (NSF)
- Federal Mine Safety and Health Review Commission
- Nuclear Regulatory Commission (NRC).

Students interested in Oregon will find a wide array of documents from state agencies as well. Most state and federal agency documents are published electronically now though not all are provided a persistent URL. The State Library in Oregon is attempting to provide this service. Government documents from other countries are more likely to need interlibrary loan.

Public Domain, Open Access and Copyright:

Researchers employed by US federal agencies cannot transfer copyright to publishers (even for-profit journal publishers). For that reason databases like the US Forest Service's *TreeSearch* can become a site for "one stop shopping." OSU researchers can participate in this de-commodification of research findings by being aware of author rights. In most cases it is possible to retain the right to deposit pre- and/or post-prints of their scholarly writing in the ScholarsArchive@OSU, our institutional repository (<http://ir.library.oregonstate.edu/dspace/>). In that way the content of their research findings will be freely available in perpetuity.

Monographs (See Appendix I):

We looked at the number records in the OSUL catalog compared with Summit (the library for the Orbis/Cascades Alliance) and WorldCat. The latter serves as "the universe" of cataloged material.

A few relevant call number ranges were examined and revealed the shift to policy as an area of collecting emphasis since 2005. A comparison of policy related natural resources monographs added to the OSUL in comparison to Summit and WorldCat holdings shows that we are now collecting at a level that is on par with institutions having a longer history of public policy program emphasis (UW, UO, etc.). However, to build a public policy collection that is truly on a par with these institutions, we should be collecting at an even higher rate in order to catch up.

While it is clear that the OSUL collection is adequate in most natural resource areas the fact that students have access to the Summit holdings serves them well by providing a venue for direct borrowing of titles not owned by OSUL. The figures for WorldCat provide sufficient proof that no library can stand alone in providing monographs and highlight the fact that all graduate students and their faculty must anticipate use of Interlibrary Loan for at least some of their monograph needs.

Collecting electronic books, e-books would be the preferred format for this program. Unfortunately as is the case for e-journals, as libraries elect to provide their users with e-access to books they also enter into licensing agreements that

prevent them from providing access to users outside their institution (e.g. OSU users cannot view e-books in the UW collection unless we also have purchased the same title). So in supporting e-campus programs with e-book purchases we can at best buy 2 books where we could once have purchased 3 and, other things being equal, in doing so, we are not adding to the greater Orbis/Cascades consortium collection.

Core Journals for this program (see Appendix II):

Defining the set of journals needed to support this program is problematic in its diversity. Rather than looking at the "top-ranked" journals in all of the disciplines represented by this proposal, we elected to survey the writings of the graduate faculty members named in the proposal (p. 19-22). Using the Web of Science (only peer-reviewed content), we identified all articles published by these individuals and also those articles which cited those articles. From that set, we compiled a list of journals and noted the number of times a journal was mentioned. Since different disciplines and journals have differing rates of citation in general, we did not count number of times cited, rather number and title of journals citing the OSU author's articles.

Using five mentions as a threshold, we compiled a list of 65 journal titles noted in Appendix II. The current cost of maintaining access to these titles requires an investment of over \$116,000 in addition to retaining subscription to other resources (JSTOR, BioONE.1, ASABE, and Annual Reviews) which bring this total to \$158,777.

Of these 65 titles, three (*Climate Research*, *EcoScience* and *Forestry*) are not/no longer in the collection as of 2009 and would require an additional annual investment of \$1534 to reinstate. The good news is that OSUL provides electronic access to the other 62 titles. In addition the journal *Land Use Policy* (\$1015) which we received as part of a package but which we will need to purchase in 2010, has been requested to bolster the applied economics program by a member of the forestry faculty.

Given the extended campus audience for this program, adding access to complete backset packages (where available) would be a desirable goal. This could be achieved with one time funding, and might include:

- Complete back set of tri-society journals online for \$1000 + \$100/year maintenance fee would be treated as a "serial" expense.
- Complete backset of NRC journals (Canadian Research Journals): \$11,000

Subject-Specific Indexes and Abstracts

The library subscribes to various databases that provide access to the literature (both popular and scholarly which support this proposal and the study of natural resources and their management. Examples include the following:

- *Aquatic Science and Fisheries Abstracts (ASFA)*, 1972-present
- *CAB Abstracts* (1972-present)
- EBSCOHost: *Newspaper Source* (good for tracking public opinion)
- *Lexis Nexis Academic* (access to legal literature)
- *Web of Science (Science and Social Science Citation Index)*, (1970-present)

A complete list of available databases is found at:

(<http://osulibrary.oregonstate.edu/research.php/db.php?arg=A>

<http://osulibrary.oregonstate.edu/research>)

A database which is missing our collection and would be most a most desirable addition to improve access to public policy literature is the *Public Affairs Index* (1973 to present) at an annual cost of \$4,350.

Access costs:

Access to finding aids like the databases above, does not assure access to the references found however, since it is our practice to subscribe to the online-only versions of journals, other things being equal, there should be little difference between the access afforded an on-campus student and an extended campus student. But areas of research interest are likely to be local and for that reason we can assume that students outside the state and certainly outside the country will be interested in access to material not in (or accessible from) the OSUL website. For such interlibrary loan activity, the current average cost to the library is \$28/article. We anticipate the reliance on interlibrary loan to increase as serials titles are cut, though there is no reason to assume this will be felt more acutely by students in the natural resources.

Library staff and expertise:

Bonnie Avery is the subject librarian for the Natural Resources program. In that capacity, she provides instruction as requested either in-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

The collection in natural resources is built by Bonnie Avery (Forestry and Rangeland Resources), Laurie Bridges (Business and Economics), May Chau (Agriculture), Valery King (Social Sciences), Margaret Mellinger (Engineering), Hannah Rempel (Biological Sciences) and Andrea Wirth (Geosciences). Providing access to items not owned by OSUL is the domain of the Interlibrary Loan and Summit staff both at OSUL and at lending libraries. Additional services for on campus students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Extended campus students also need document delivery services from the OSUL collection. In this regard they have an advocate and troubleshooter in Maureen Kelly, the extended campus librarian at the OSU Cascades campus. Extended campus students and faculty can select a version of the OSUL website which highlights their needs.

In Summary

At this moment in time the OSUL collection is marginally adequate to support the MNR proposal. Areas of inadequacy are primarily in the social science/public policy area where we have not traditionally needed to build a graduate level collection. Given the extended campus focus of this program, purchasing backsets to some of the major journal packages not currently available would be advisable. This would require a one-time investment. Finally, as we bring the OSUL journal budget under control, there is some reason to believe that the monographs budget would returned to its former level.

There is one action each MNR faculty could take immediately in order to become part of the long term solution to the problem of how to pay for access to scholarly information. This is to understand their author rights and more specifically include the right to "self-archive" (preferably in the OSU ScholarsArchive@OSU) when signing away their copyright to a journal publisher. Information about author rights can be found at: <http://www.arl.org/sparc/author/index.shtml>

While not required, to bring the OSUL collection up from marginal to adequate to support this program would cost an additional annual investment of \$2550 for journals, \$4450 for databases and platform fees, \$2800 for additional monographs in the area of public policy and a one-time investment of \$12,000 for journal backsets. Beyond that, in order to purchase e-book with a multiple user license when available, OSUL would need an increase of an additional 50% in its monographs funds for various fund codes.

Submitted with respect,
Bonnie Avery
Natural Resources Librarian
2/27/09

Appendix I: Monograph holdings in Natural Resources

| | Total entries in catalog | Total added 2005 to date | % added since 2005 |
|----------------------------------|--------------------------|--------------------------|--------------------|
| Call number range | | | |
| QH75-77 Nature conservation | 962 | 83 | 9% |
| HC85 Econ history and conditions | 29 | 15 | 52% |
| S900-S949 Conservation of NR | 295 | 15 | 5% |

| Keyword terms
(* = truncation wildcard) | OSUL:
total/2005+ | % added since 2005 | SUMMIT
total/2005+ | % added since 2005 | WorldCat
total/2005+ | % added since 2005 |
|--|----------------------|--------------------|-----------------------|--------------------|-------------------------|--------------------|
| policy and natural resource* | 1515/174 | 11% | 3614/370 | 10% | 19650/1803 | 9% |
| policy and wildlife | 353/37 | 10% | 630/83 | 13% | 2999/322 | 11% |
| policy and forest* | 905/126 | 14% | 1859/269 | 14% | 10186/1167 | 11% |
| policy and fish* | 563/94 | 17% | 1436/235 | 16% | 5671/669 | 12% |

Appendix I: Monograph holdings in Natural Resources

| <i>Library of Congress Subject Heading</i> | <i>OSUL</i> | <i>SUMMIT</i> | <i>OSUL % of Summit</i> | <i>WorldCat</i> | <i>Summit % of WorldCat</i> |
|--|-------------|---------------|-------------------------|-----------------|-----------------------------|
| Biodiversity conservation | 50 | 606 | 8% | 3246 | 19% |
| Communication in conservation of natural resources | 12 | 22 | 55% | 99 | 22% |
| Conservation biology | 63 | 84 | 75% | 361 | 23% |
| Conservation of Natural Resources | 1631 | 3,211 | 51% | 26120 | 12% |
| Energy conservation | 2082 | 4939 | 42% | 38441 | 13% |
| Environmental management | 331 | 892 | 37% | 9390 | 9% |
| Environmental policy | 3274 | 7698 | 43% | 51361 | 15% |
| Fishes conservation | 455 | 773 | 59% | 3131 | 25% |
| Forest conservation | 433 | 917 | 47% | 6012 | 15% |
| Grassland conservation | 17 | 26 | 65% | 196 | 13% |
| Green technology | 90 | 146 | 62% | 786 | 19% |
| Human ecology | 1558 | 3547 | 44% | 16485 | 22% |
| Land use planning | 284 | 423 | 67% | 4071 | 10% |
| Marine resources conservation | 498 | 901 | 55% | 3760 | 24% |
| Natural resources management | 218 | 445 | 49% | 2511 | 18% |
| Public policy | 35 | 1383 | 3% | 13152 | 11% |
| Sustainable development | 1126 | 3742 | 30% | 33979 | 11% |
| Transfrontier conservation areas | 6 | 7 | 86% | 34 | 21% |
| Water supply management | 123 | 169 | 73% | 1074 | 16% |
| Wildlife conservation | 1817 | 2700 | 67% | 16609 | 16% |

Appendix II: Sampling of MNR Journals used by faculty

| Journal Title | # Articles written or Cited
(threshold = at least 5) | Extent of OSU Library Access to
electronic Version | Annual Cost (USD) |
|---|---|---|-------------------|
| JOURNAL OF FORESTRY | 21 | e-complete with subscription | 312 |
| FOREST ECOLOGY AND MANAGEMENT | 17 | e from 1995+ with subscription | 4448 |
| FOREST SCIENCE | 17 | e-complete with subscription | 392 |
| CANADIAN JOURNAL OF FOREST RESEARCH | 16 | e from 1997 with subscription | 1094 |
| NORTHWEST SCIENCE | 15 | e-c complete with lag | 82 |
| ECOLOGICAL APPLICATIONS | 14 | e-complete with JSTOR***** and
subscription | 347 |
| CONSERVATION BIOLOGY | 13 | e complete with JSTOR***** and
subscription | 811 |
| ENVIRONMENTAL MANAGEMENT | 13 | e from 1997 with subscription | 1379 |
| RANGELAND ECOLOGY AND MANAGEMENT (formerly
Journal of Range Management) | 12 | e complete with BioOne.1 subscription
AND OA ARCHIVE | **** |
| ECOLOGY | 10 | e complete with JSTOR***** and
subscription | 818 |
| JOURNAL OF WILDLIFE MANAGEMENT | 10 | e from 2004 with subscription to BioOne.1
package | **** |
| WESTERN JOURNAL OF APPLIED FORESTRY | 10 | e-complete with subscription | 177 |
| ANNUAL REVIEW OF ECOLOGY AND
SYSTEMATICS/ECOLOGY, EVOLUTION AND
SYSTEMATICS | 9 | e complete with JSTOR***** and
subscription to Annual Review Package | ** |
| BIOSCIENCE | 9 | e-1992 with ASP and subscription to
BioOne.1 | **** |
| BOTANY formerly CANADIAN JOURNAL OF BOTANY | 9 | e from 1997 with subscription | 1141 |
| AMERICAN MIDLAND NATURALIST | 8 | e complete with JSTOR***** and
subscription to BioOne.1 package | **** |
| CLIMATIC CHANGE | 8 | e from 1997 with subscription | 3317 |
| NEW PHYTOLOGIST | 8 | e complete with JSTOR***** and
subscription | 2787 |
| OEOLOGIA | 8 | e from 1997 with subscription | 6121 |
| AGRICULTURAL AND FOREST METEOROLOGY | 7 | e from 1995+ with subscription | 3283 |
| BIODIVERSITY AND CONSERVATION | 7 | e from 1997 with subscription | 2939 |
| ECOLOGICAL MODELLING | 7 | e from 1995+ with subscription | 4825 |
| FORESTRY: INTERNATIONAL JOURNAL OF FOREST
RESEARCH (OXFORD) | 7 | e from 1996 with subscription cancelled as
of 2009 | |
| JOURNAL OF HYDROLOGY | 7 | e from 1995+ with subscription | 6410 |

Appendix II: Sampling of MNR Journals used by faculty

| Journal Title | # Articles written or Cited
(threshold = at least 5) | Extent of OSU Library Access to
electronic Version | Annual Cost (USD) |
|--|---|--|-------------------|
| JOURNAL OF VEGETATION SCIENCE | 7 | e-complete with subscription to BioOne.1
package and OA Backset | **** |
| PLANT AND SOIL | 7 | e from 1997 with subscription | 6148 |
| REMOTE SENSING OF ENVIRONMENT | 7 | e from 1995+ with subscription | 3282 |
| SOIL SCIENCE SOCIETY OF AMERICA JOURNAL | 7 | e from 1999+ with subscription | 668 |
| TREE PHYSIOLOGY (OXFORD) | 7 | e-complete with subscription | 1984 |
| WATER RESOURCES RESEARCH (AGU) | 7 | e from 2003 with subscription | 1919 |
| AGRONOMY JOURNAL | 6 | e from 1999+ with subscription | 668 |
| ANNALS OF GLACIOLOGY | 6 | e from 1999+ with subscription | 475 |
| CROP SCIENCE | 6 | e from 1999+ with subscription | 668 |
| ECOSCIENCE (BioOne.2) | 6 | BioOne.2 package cancelled as of 2009 | |
| FISHERIES | 6 | e-complete with subscription or OA | 136 |
| GLOBAL CHANGE BIOLOGY | 6 | e from 1997 with subscription | 4316 |
| JOURNAL OF APPLIED ECOLOGY | 6 | e complete with JSTOR**** and
subscription | 1257 |
| JOURNAL OF THE AMERICAN WATER RESOURCES
ASSOCIATION | 6 | e from 1997 with subscription | 449 |
| MOLECULAR ECOLOGY (OXFORD)* | 6 | e from 1997 with combined subscription | 8293 |
| TRANSACTIONS OF THE ASABE/ASAE** | 6 | e from 1997 with subscription to ASABE
Online Technical Library | *** |
| WILDLIFE SOCIETY BULLETIN | 6 | e from 2004 with subscription to BioOne.1
package | **** |
| BIOLOGICAL INVASIONS | 5 | e from 1999+ with subscription | 588 |
| BIOTROPICA | 5 | e complete with JSTOR**** and
subscription | 385 |
| CANADIAN JOURNAL OF FISHERIES AND AQUATIC
SCIENCES | 5 | e from 1997 with subscription | 1156 |
| CANADIAN JOURNAL OF PLANT SCIENCE | 5 | e from 1997 with subscription | 215 |
| CANADIAN JOURNAL OF ZOOLOGY | 5 | e from 1997 with subscription | 1259 |
| CLIMATE RESEARCH | 5 | None | |
| ECOLOGICAL ECONOMICS | 5 | e from 1995 with subscription | 2017 |
| ECOLOGICAL MONOGRAPHS | 5 | e complete with JSTOR**** and
subscription | 188 |
| ECOSYSTEMS | 5 | e from 1998 with subscription | 751 |

Appendix II: Sampling of MNR Journals used by faculty

| Journal Title | # Articles written or Cited
(threshold = at least 5) | Extent of OSU Library Access to
electronic Version | Annual Cost (USD) |
|---|---|--|-------------------|
| ENVIRONMENTAL MODELING AND ASSESSMENT | 5 | e from 1997 with subscription | 488 |
| EUROPEAN JOURNAL OF FOREST RESEARCH | 5 | e from 1997 with subscription | 792 |
| FORESTRY CHRONICLE | 5 | e from 2002 with subscription | 236 |
| FRONTIERS IN ECOLOGY AND THE ENVIRONMENT | 5 | e-complete with subscription | 274 |
| GEOLOGICAL SOCIETY OF AMERICA BULLETIN | 5 | e from 2008 with subscription | 787 |
| JOURNAL OF ECOLOGY | 5 | e-complete with subscription | 1322 |
| JOURNAL OF ENVIRONMENTAL MANAGEMENT | 5 | e from 1995 with subscription | 1302 |
| JOURNAL OF ENVIRONMENTAL QUALITY | 5 | e from 2001 with subscription | 668 |
| JOURNAL OF EXPERIMENTAL BOTANY | 5 | e from 1996 with subscription | 2287 |
| JOURNAL OF GEOPHYSICAL RESEARCH D-
ATMOSPHERES (AGU) | 5 | e from 1984 with subscription | 6344 |
| JOURNAL OF RADIOANALYTICAL AND NUCLEAR
CHEMISTRY | 5 | e from 1997 with subscription | 12785 |
| PLANT PATHOLOGY | 5 | e from 1970 with subscription AND ASP | 1387 |
| SCANDINAVIAN JOURNAL OF FOREST RESEARCH | 5 | e from 1999 with subscription | 453 |
| SCIENCE | 5 | e complete with JSTOR**** and
subscription | 9265 |
| SOCIETY & NATURAL RESOURCES | 5 | e from 1997 with subscription AND ASP | 956 |
| WILSON BULLETIN | 5 | e-complete with subscription to BioOne.1
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Total: \$158,777

April 17, 2009

To: Dan Dowhower
Academic Planning and Assessment Coordinator
Kerr Administration Building

Dear Dan,

BFP reviewed the Category I proposal entitled Interdisciplinary Master of Natural Resources (MNR) Degree.

Committee members added the following comments and questions from our meeting regarding the feasibility of the program from a finance perspective:

1. There does not appear to be a “core” curriculum.
2. Would program be sustainable if it could not support director (after three years’ start up)?
3. Ecampus does not specify the same three year cut-off for director. This should be clarified.
4. Cost to develop new courses is not clear in narrative, but is referenced in Appendix F. What is actual agreement to pay cost of course development?
5. Appendix F is a general MOU that some B&FP members considered a “blank check,” and one made a year ago, in a very different budget climate. Should MOU be updated?
6. It is duly noted that, despite the above, p23E indicates “no additional funding is needed....within 2-3 years after its initiation.”

Because of the potential to set precedent, the above issues merit recognition.

The Budget and Fiscal Planning Committee **recommends the proposal be forwarded** at this time to the appropriate committee for review.

Please contact Frost (author) for any questions with the above.

Sincerely,

Robert Frost and Rebecca Warner
Co-Chairs, Faculty Senate Budgets and Fiscal Planning Committee

NSF – Graduate STEM Fellows in K-12 Education (NSF-GK-12)

NSF 09-549

<http://www.nsf.gov/pubs/2009/nsf09549/nsf09549.htm>

The Incentive Funds Program in the Research Office is requesting Letters of Intent for the National Science Foundation – Graduate STEM Fellows in K-12 Education (NSF-GK-12) Program.

Research Office Letter of Intent submission deadline: Friday, May 1, 2009

Letters of Intent to the Research Office should be submitted electronically as an MSWord or PDF document to Debbie Delmore at debbie.delmore@oregonstate.edu.

The NSF-GK-12 program limits to one (1) the number of proposals that can be submitted by Oregon State University. In an effort to provide the highest level of excellence and viability for funding, the Faculty Senate Graduate Council will review all Letters of Intent and rank order them for the Vice President of Research. In consultation with the Dean of the Graduate School, the Vice President for Research will select the proposal to represent Oregon State and submit their proposal to the NSF-GK-12 program.

NSF Letter of Intent Due Date(s) (required):

May 19, 2009

NSF Full Proposal Deadline(s) (due by 5 p.m. proposer's local time):

June 29, 2009

Guidance for preparation of Letter of Intent to the Research Office:

The Letter of Intent is limited to four single-spaced page (no smaller than Times New Roman 12 font) with the first being a cover page containing the following:

- Title of Project
- PI/Co-PI
- Science, Technology, Engineering, and Mathematics (STEM) Faculty advisors and departments involved
- Number of STEM graduate fellows per year
- Number of K-12 classes anticipated to be served per year
- Number of K-12 teachers working with the fellows
- Number of Schools and School District Partners
- Target audience of the project (elementary, middle, or high school grades)
- Setting (urban, suburban or rural)
- NSF supported STEM discipline(s) or theme(s) involved

The next three pages are a Project Description that should give the reviewers sufficient information to assess likelihood of the project receiving NSF funding. As a minimum, the following elements should be addressed:

- Goals and Objectives
- Project Plan
- Recruitment and Selection
- Organization, Management and Institutional Commitment
- Evaluation
- List of Faculty Participants
- School District Involvement

Information: Debbie Delmore at debbie.delmore@oregonstate.edu or 737-8390

Overall Recommendation:

The Review Panel recommends that the Oregon State University Master of Agriculture Program in the College of Agricultural Sciences be maintained with limited restructuring towards the overall objective of revitalization and increased participation/subscription.

Summary of Findings and Recommendations:

The Masters of Agriculture (MAg) Degree Program has the potential to serve a significant and unique group of students. The Program can benefit the College and specifically those units, faculty, and students whose objectives are in alignment with the mission of the Program. The Masters of Agriculture Program is not likely to be useful for all the departments and/or disciplines represented in the College and this is understandable.

The Masters of Agriculture Program (MAg) is not well understood at the unit and faculty level, even in those units where the program has potential. A multi faceted (internal and external) marketing campaign is needed and this should not be too expensive or time consuming. The internal component should be informational and educational and the external program focused on the recruiting.

Students who find the MAg program meets their needs may tend to have unique backgrounds or specific career goals. Efforts to recruit students into the Program will have to take this into account. Faculty knowledge about the program and interest in meeting the unique needs of students will therefore be important to the success of the Program.

The Program has suffered from the absence of administrative leadership. It appears that Dr. Cary Green's appointment and responsibilities have already had a positive impact and his leadership of this College-level program should continue. Administration of the Program is not a full-time job. The administrative assistants of department heads/chairs of those departments that find the program useful should be encouraged to assist Dr. Green.

As with any graduate program, funding for assistantships stimulates interest and growth. Currently some funding is provided by individual faculty members for individual students. Even a very modest mechanism for funding MAg graduate students could stimulate interest and participation.

The "Detailed Findings" section of the report is organized per the outline provided in the Guidelines with modifications to insure focus on issues unique to the Oregon State University Masters of Agriculture Program.

Detailed Findings:

Introduction:

A Review Panel was assembled to review the Masters of Agriculture Degree Program, at Oregon State University. Members of the Panel included:

- Edwin L. Miller, Associate Dean, Oklahoma State University– Chair (External)
- Geoff Horning, Executive Director, Agri-Business Council of Oregon (External)
- Chrissa Kioussi, Pharmacy (Internal)
- Kathy O'Reilly, Veterinary Medicine (Internal)

The Program Review was formally requested by the Oregon State University Graduate School. Guidelines for the review and a Review Panel Report Outline were provided in “Guidelines for the Review of Graduate Programs”, Graduate Council, Oregon State University, May, 2008. An excellent and appropriately brief program review or self assessment document was prepared by the Oregon State university College of Agricultural Sciences and provided to Team members prior to the December 8 and 9, 2008 on-site visit,.

A productive on-site visit was conducted as planned. The Review Panel met with Stella Coakley, Associate Dean, College of Agricultural Sciences; Larry Curtis, Associate Dean, College of Agricultural Sciences (CAS) and Cary Green, Assistant Dean and Head Advisor, College of Agricultural Sciences. Cary Green presented a summary of the written report and documentation in a self-study format, to the members of the Panel. The OSU College of Agriculture self-study team included Mike Borman, Head of Rangeland Ecology and Management; Russ Karow, Head of Crop and Soil Science; Jim Males, Head of Animal Sciences and Greg Thomson, Head of General Agriculture and Agricultural Education.

All participants in the review were reasonably well informed about the review process and were very helpful and open in their comments and answers to Review Panel questions. The Panel members appreciated all aspects of the preparation and conduct of the on-site review. Meetings with all groups were on time and thorough discussions in all sessions left Panel members satisfied that major issues were addressed and additional formal sessions were not necessary.

Details of the on-site review schedule were provided in a Site Visit Agenda. This and the Self Study Document are available from Dr. Cary Green, OSU College of Agricultural Sciences. At the request of the Panel, the previous Master of Agriculture, Graduate Council Review report dated October 4, 1995 was provided (attached). In addition a questionnaire for CAS department heads was developed and submitted to Dr. Green by the Panel following the on-site visit and is provided as an attachment to this report.

Inputs:

- Fit of the mission: The mission of the Program is expressed in the objective statement for graduate students who would subscribe to the Program. Further, the goal of the MAg Program appears to support the mission and goals of the CAS. Specific reference is made to those goals in the CAS Strategic Plan that are enhanced through the MAg Program and that the MAg relates to the relevance of academic offerings, graduate

enrollment, and the teaching, research and outreach goals and objectives of the CAS.

While no specific reference is made regarding the University Mission or Strategic Plan, there are good indicators that the University, through the Graduate School, supports the Program and is interested in its enhancement and success. A short reference to the Graduate School and University Mission would be helpful as the Guidelines for Review suggest.

- Quality of students: Three students were interviewed during the on-site visit. All appeared to be well directed and each communicated very effectively. No assessment was made concerning their academic qualifications for admission to the program but all indicated they were making good progress or had completed the program of study. While the program does not require a Thesis, many of the students are conducting research and preparing thesis (with a little t). This indicates that many of the students are exceeding the requirements of the program and are not using the program as a fall back option.

The variety of reasons why and how the MAg Program met the educational and professional objectives of the students interviewed was most enlightening. The reasons were unique yet had a common theme concerning the professional goals of the individual students. They were not interested in pursuing the PhD in the future. They were interested in their individual research projects but not interested in research as a long-term professional pursuit. They appreciated the breadth, depth and flexibility of the coursework the program allows. The review Panel members were impressed by the thoughtfulness and tenacity of the students and felt this was an indication of quality.

- Admission selectivity: No measure of selectivity was provided nor was this a particular focus of the review. There is no reason to believe that the quality of potential students is a limiting factor to the MAg Program.

There is concern that students are in the MAg program because they have experienced problems in a Master of Science program. The students interviewed specifically wanted the MAg Program as it met their educational and career goals. The Review Panel agrees that the MAg Program should not be used as a second option. The non-thesis MS program is available for students who do not wish to complete the MS with thesis option. Requiring prospective MAg students to prepare a statement of purpose as a component of the application process could help insure that they examine the goals and objectives of the MAg Program and not select the MAg as a second choice or as a default.

While not related directly to the selectivity issue, there are admission policies and procedures which should be implemented with the objective of eliminating student confusion, frustration, and feelings of rejection, reduce faculty frustration and improve student and advisor relationships from the start. Admission to the Graduate School is the first important step in the admissions process and helps insure the overall quality of applicants. Admission to the Graduate School should not imply admission into the MAg Program. The second distinct step in the admission process is admission to the

Program. This step should require submission of the statement of purpose (above), the identification of a major area of concentration, and perhaps even the identification of an advisor. Implicit then is a conversation between the prospective student and the potential faculty advisor before final admission decision is made.

- Level of financial support of students: There are no assistantships reserved specifically for the MAg program and MAg students. The Review Panel did not determine if research assistantships are available from base funding through the College or the Experiment station so no comparison is appropriate. Students and faculty interviewed indicated that funds are available in some circumstances either through research grants or to assist in academic activities, we assume teaching or research.

Students indicated some but not severe frustration concerning assistantship support or other part-time employment related to their degree programs. Students interviewed did receive some support through projects managed by their faculty advisors. It is assumed that some sustained level of assistantship support to the Program would lead to higher enrollments.

- Curriculum Strength: The MAg is a very flexible graduate program, which is tailored to individual student's interests. This is both a strength and a weakness. The most recent review of the program noted this as well. That review noted that the strength of the MAg is that students presumably have the flexibility to structure a program of study that meets their individual interests and professional aspirations. Because there is not a prescribed core of courses, potential MAg students looking for more structure may find this problematic. In most cases MAg students will need to have a good and knowledgeable mentor to get a solid start in the program. There may be conflicting information concerning program requirements in the College's web page and among the faculty and administration and this requires immediate attention.

The Review Panel did not examine in any detail the strength of the courses available to students nor was this a specific focus of this review. Students interviewed did not express any dissatisfaction with the availability or breadth of courses available through the College or the University. MAg students should find the quality and breadth of graduate courses offered through the academic departments of the College and the University satisfactory to meet their needs as graduate education at Oregon State University is generally considered to be of high quality.

- Quality of personnel and adequacy to meet Program mission and goals: The quality faculty and staff needed to meet the Program goals and objectives do not limit the program in any significant way. This observation is based on the historical and current success of the College's traditional undergraduate and graduate programs. From comments of current MAg students it is clear that a lack of understanding of the program across the College makes it very difficult for students to learn about the program, make connections with potential faculty members, and to develop plans of study. In fact, each

of the students interviewed indicated great frustration with breaking into the program and indicated that without individual persistent efforts they would not be in the Program. Yet they were pleased with the program and the flexibility it provides.

- Level and quality of infrastructure: The basic, facilities, equipment and installations on the Oregon State University campus and available to the CAS appear to be more than adequate to accommodate the MAg program.
- Quality of organizational support: A lack of organizational support has limited the MAg Program. This support starts with the identification of an individual in the administration who has immediate and direct responsibility for the Program. It appears that with the hire of Dr. Cary Green as Assistant Dean for Academic Programs, this important commitment has been made by the CAS. It is clear from the self assessment report that Dr. Green and those who assisted him with the internal evaluation of the Program understand the importance of organizational support and have identified some of the highest priorities for future success. These are addressed in the following section.
- Extent or level of organizational support: There are several major issues regarding the MAg Program that are the responsibility of the administration but are not related to administrative quality. These include internal understanding or familiarity, program marketing, shared responsibility, learning outcomes and program assessment.
 - It is clear that few faculty members understand the MAg Program, its overall goals, how it is to operate at all levels, and how it may serve the needs of individual students. The Review Panel did not investigate or determine through survey the general level of knowledge level but the input from current students clearly indicated major issues in this area. Simple tools such as a program flow-sheet or guide could be helpful.
 - Internal and external marketing will be necessary for the program to be successful. Internal marketing will help faculty and staff better understand the Program. External Marketing will help potential students learn about the program. Unlike traditional research-oriented graduate programs, that are visible and generally promoted by the faculty among high-potential undergraduate students, the MAg Program is not widely promoted by the faculty and targets students with unique professional goals.
 - Shared responsibility between the CAS and CAS departments for the MAg program is critical. While this is a program offered under the auspices of the College, Departments have a responsibility to promote and support the program as a part of their teaching mission. In some disciplines, the MAg goals and objectives simply do not apply. For example, the MAg program is not likely a good fit for biochemistry. However, for those disciplines where opportunities in respective professions are strong, the program should be viable.
 - Learning outcomes and outcomes assessment must be integral to the program

and therefore a high priority. This issue was clearly identified in the self-assessment report and it appears that there is an administrative commitment to assessment of the MAg program and MAg students. It should be recognized that the MAg program may be used in unique ways across various disciplines. Learner and program assessment should take this variability into account and the College administration will need the assistance of cooperating departments to make sure a good fit is achieved; another area of shared responsibility.

Productivity:

- Level and quality of student performance: Students interviewed appeared to be of high quality, motivated and well directed. No long-term analysis of student quality was provided nor was this a high priority for this particular review.
- Level and quality of faculty performance: The one faculty member interviewed was well informed about the program, enthusiastic about the objectives of the program and how it serves students, and was evidently an excellent graduate advisor. The lack of faculty participation in the site visit may indicate a lack of awareness of the MAg Program within CAS.
- Program productivity (enrollment): As identified in the self-assessment report, enrollment in the Program is currently considered low and historically has averaged slightly fewer than 4 students in the fall term over the past 15 years. The number of MAg degrees awarded has dramatically decreased over the past 10 years with 14 graduates in 1994-1995 to zero in 2005-2006. There are a number of factors discussed in this report that may contribute to low program productivity.

While it is difficult to speculate, it would appear that a college of the size and scope of CAS that enjoys a reasonably strong agricultural and natural resource economic base in the state should be able to attract and sustain an average program enrollment of at least 10 students. The Review Panel did not determine if the University or the Graduate School have enrollment or productivity guidelines or policies but no formal low-productivity or low enrollment reports were provided in the self-study.

The College administration and internal review team identified student recruitment as one of the priority strategies for increasing enrollment and the Review Panel would concur. Specific recommendations for recruiting are left to the College as several good ideas were presented in the self-study. In creating a marketing plan it should be kept in mind that students interested in the MAg program will come from some unique situations and directions and may not come primarily from the current crop of

CAS graduating seniors. Further, there should be some common characteristics, goals and objectives among MAg students within disciplinary areas. Marketing should therefore be a joint College and Departmental or disciplinary effort to take advantage of the differing sources and objectives of potential MAg students among the supporting disciplines.

- Viability of the scholarly community: All indications are that the quality of the scholarly community at Oregon State University and in the CAS are excellent. Once in the program students interviewed expressed strong support of the faculty.

Outcomes:

- Professional Viability of graduates: This was not a focus of this program review. However, as the administration addresses outcomes assessment, professional viability is an important criterion to include and all indications are that this is recognized.
- Satisfaction of students and graduates: Those students interviewed expressed satisfaction with the program, discounting the difficulties they had with admission, finding an advisor, and developing a program of study. Once again, admission and standard policies and procedures must be well developed and communicated.
- Rankings and ratings: There are no official ratings or rankings for Masters of Agriculture programs. Further, such programs, where they exist, are designed to address opportunities generally unique to the students, programs, colleges, states and regions in which they exist. This is certainly the case regarding Oregon State University.

Conclusions:

The Oregon State University Master of Agriculture Program in the College of Agricultural Sciences has languished for a lack of sponsorship and leadership at the College and Departmental levels. Leadership for the program has recently been established and appears to be well focused. The Self Study Report and input gathered during the site visit by the Review Panel indicate that factors contributing to low enrollments and associated issues that limit the potential of the Master of Agriculture Program are well understood internally. Further there is a commitment to the Program with the understanding that it will be attractive to some departments

and not to others, serves students with unique professional goals and objectives, and must be promoted at the College and departmental levels to be successful.

The Review Panel recommends the Master of Agriculture Program be retained. Steps to improve the Program are presented and include the following:

- Retention and support of the new College-level leadership.
- Internal communication and education about the Program.
- Assignment at the Departmental level of an expert on the Program, most likely the Department Head and/or Graduate Coordinator.
- Marketing and communication of the program externally.
- Clear communication internally and externally about the steps for Program admission and advisement.
- Securing some level of financial support for Master of Agriculture students.
- Insuring positive annual appraisal feedback for faculty who successfully advise Master of Agriculture students.
- Design and conduct an outcomes assessment program/process for the Master of Agriculture Program.

There are certainly other steps that can be taken to improve the Master of Agriculture Program at Oregon State University and with the current leadership those steps will be recognized and implemented. With the current economic downturn, it is not likely that significant new resources will be available to the Program. However, many if not most of the recommendations do not require new resources but simply basic communication.

Followup Report to Graduate Council 2006 Review of Graduate Program in Genetics

In May 2006, the Graduate Council conducted a site review of the Genetics Program. The review team consisted of Alex Sanchez (chair), David Cann, and Greg Perry (all OSU faculty), along with Stanton Gelvin of Purdue University and Mary-Dell Chilton from industry (Syngenta). This followup review was conducted by Greg Perry and included Barbara Taylor (MCB Program Director), Walt Ream (former Director of Genetics), and Stella Coakley (Associate Dean, College of Agricultural Sciences).

The review prompted a number of changes within the Genetics Program. The most significant change involves the organizational structure of the program itself. In the review, the team recommended that

9a. The MCB Program should be expanded into a broader “umbrella” program, which should be re-named. The expanded umbrella program would continue to have a common graduate admissions process and administrative assistant. The MCB Program as it currently exists would remain largely intact within this umbrella, with its current curriculum and rotation system maintained.

Effective July 1, 2008, the MCB and Genetics Programs were administratively merged and placed under the leadership of the MCB Director (Barbara Taylor). Gail Millimaki now serves as the administrative assistant for both programs. The graduate admissions process has also been merged, so that one committee evaluates applications for both programs. The limited financial support available to incoming students is given to the best applicants in the overall pool, rather than allocating a minimum amount of support to each program. The fields within Genetics also have shifted some toward the MCB program, bringing both programs into closer alignment.

The review team recommended that, in conjunction with a merger, that the Genetics Program become another track within the MCB program (which already has a number of specialty tracks). This issue has yet to be resolved by the faculty involved in Genetics and MCB. They are considering maintaining the status quo, creating a track within the MCB degree name, or dropping the Genetics Program altogether. On the surface, dropping the program seems like a plausible option. Currently, there are only 4 students in the Genetics program, compared to 36-40 in the MCB program. Operating two separate programs does create more administrative costs when going through the student admission process. On the other hand, the Genetics program name does attract some good students. On the whole, Taylor, Ream and Coakley all favored keeping the current degree or making it a track within MCB. The CAS remains strongly committed to maintaining its financial support for Genetics.

Recommendation: The combined MCB – Genetics faculty need to formally address and resolve the status of the Genetics degree within MCB. This should be done in a timely fashion, such that whatever revisions are adopted can be put into place within the next 12 months.

Some other issues raised in the review have also been resolved. Recommendation #6 in the 2006 review raised the concern about teaching faculty who were being asked to take on Genetics

classes as an overload responsibility. This issue has largely been resolved by the recent Provost's Initiative in Computational and Genome Biology, which provided money to hire a number of faculty in the MCB area. Some of these new faculty have specific appointments to teach the core classes in MCB, which also function as core courses in Genetics.

Recommendation #5 expressed concerns about the funding base for Genetics. Although the program remains underfunded, the merger with MCB has created some cost savings that will help Genetics and MCB. A concern in the funding area is whether the CAS will continue providing the bulk of funding for the Genetics Program, given there are no CAS students currently in the program.

Recommendations #1 and #2 reflect student concerns about the program. It appears from this review meeting that student issues about core Genetics classes have been addressed. The frustration from students about not feeling part of a "program" are more problematic. The small number of students and the fact that they are dispersed across departments and labs makes it difficult to create this sense of community. Offering a class that involves just these four students seems a poor use of university resources and would probably not be particularly effective for a number of reasons. This issue should be included when the MCB-Genetics faculty decide on the future of the Genetics degree.

Recommendations #3, #4, #10, and #14 largely relate to student numbers and quality. These issues should be central to the future meeting regarding the future of the Genetics program. It appears that the merged admissions process is going to reduce the number of weaker Genetics students coming into the program, so a recruitment plan will need to be formulated if Genetics is to continue to exist as a graduate program.

Recommendations #11, #12 and #13 stemmed from a concern that students were taking too long to complete their degree programs. One student who took particularly long to finish her program has now graduated. Her time in program apparently skewed the averages for the overall cohort of Genetics students. Barb believes that things have improved in this area.

Recommendation: If the Genetics Program is kept as a separate degree, the program director should develop a handbook of policies and procedures to guide students in the program.

FOLLOW-UP REVIEW OF THE FOREST SCIENCE GRADUATE PROGRAM

PRASAD TADEPALLI

3/4/2009

This follow-up report on the review of the forest science graduate program is the result of a meeting with Tom Adams, the interim head of the department of Forest Ecosystems and Society, and their graduate program coordinator, Lisa Ganio on February 24, 2009. The original review of the forest science program took place in the spring of 2006. The forest science program was then part of the forest science department and was found to be a thriving program with dedicated faculty and staff, high quality research by the graduate students and excellent facilities and support staff. The department was reputed to be one of the best in the country and highly productive in publications and research.

The college of forestry underwent a major overhaul since the last review. The departments of Forest Resources, Forest Engineering, and Forest Science were merged into the departments of Forest Engineering, Resources and Management (FERM), and Forest Ecosystems and Society (FES). Most of the faculty in the original Forest Science department moved to the department of Forest Ecosystems and Society. The Forest Science program is currently housed in this department and the current graduate students in this program are well-taken care of.

While this huge reorganizational effort was motivated largely by the fiscal problems faced at the college level and was very important to address, it also interfered with the department's response to addressing some of the issues raised in the graduate review. As stated in the attached modified revision plan by the interim head of the department of FES, the faculty met in the fall of 2006 and formed various committees to comprehensively address the several issues raised in the graduate program review. As it soon became apparent that even the survival of the graduate program was in doubt, these tasks were put on the back burner.

Nevertheless, the faculty and students took a number of positive steps to address some of the concerns raised in the original review.

1. **Communication:** To encourage communication of research results among the graduate students, the students initiated a one-day Forest Science Graduate Student Symposium. It also helps the students polish their presentation skills. Apparently the symposium has been a huge success and will be occurring during this spring for the third time.
2. **Curriculum:** The plant sciences curriculum at the graduate level has been a weakness throughout the university. Recently the provost has taken an interest in this issue and appointed a committee of plant science department heads to make recommendations. Forest science program stands to benefit from a stream-lined curriculum in the plant sciences. A major overhaul of the forest science curriculum which was recommended in the review was not pursued due to the reorganization, but will be the major focus after the dust settles and the department decides on the future of its programs. Since the review, graduate Forest Science courses in agroforestry and climate change have been added to the curriculum, and forest science faculty participate in fire ecology courses offered primarily through FERM. In addition, Forest Science faculty have had leadership in the development of two new on-line graduate programs: the 18-credit Sustainable Natural Resource Certificate and the Master's in Natural Resources (currently in Category I review). Both of these programs are administered by FES.
3. **Diversity and Hiring:** The department hired Brenda McComb, a wildlife biologist, as the head of the department. The college now has a diversity action plan that includes the goal of being proactive in hiring.

4. **Space Issues:** The department developed a policy for allocating space among the offices and labs and deciding who is responsible for space management. The plan includes ways of assigning office space to graduate students. The new reorganization led to the development of a college-wide meeting space for all graduate students in the college. All graduate student computer labs are shared by all students in the college. The development of controlled growth facility was put on hold.

In summary, the college of forestry and the forest science program have been in “a state of uncertainty and upheaval” since the last review of the forest science program. The threat of the wiping out of the college reserves by 2010 is still very much a concern in spite of the college reorganization. However, the new organization gives the department and the faculty a chance to creatively rethink their programs and possibly consolidate multiple related programs into one, or create multiple tracks within each program with different specializations. The arrival of the new department head is quite timely and no doubt will give additional impetus to designing these new programs from the ground-up in a way that simultaneously addresses the concerns raised in the original report while also taking advantage of the opportunities that arise from the new organization of the college.

**GRADUATE PROGRAM REVIEW OF THE FOREST SCIENCE DEPARTMENT
SUMMARY OF REVIEW TEAM RECOMMENDATIONS AND RESPONSE ACTION PLAN**

August 18, 2006

Revised by Tom Adams on February 24, 2009

Introduction

The following is a plan for how the department will address recommendations arising from the Graduate Council's review of the Forest Science Graduate Program in April, 2006. This plan is tentative because the faculty as a whole has not had a chance to discuss it. In addition, we have yet to receive the report of the CSREES review which was conducted at the same time as the Graduate Program review. However, based on the oral presentation by the CSREES review team in April, issues expected to be raised in the CSREES report are likely to be largely the same as those identified by Graduate Program Review team.

We have scheduled a two-day faculty retreat in September to discuss the recommendations and to decide on appropriate approaches to dealing with each of them. Committees will be assigned at this time to address the higher priority issues with progress reports and discussions at regular faculty meetings in the fall and winter quarters. The faculty will then meet again at a retreat in the spring to finalize specific actions addressing the recommendations.

Note: The Forest Science faculty did meet in the fall of 2006 (9/14-15) for a two-day retreat to organize how to address the issues resulting from the review. Several committees were formed, including Curriculum Improvement, Department Mission and Goals, Communication, Interactions with Extension, and Facilities. These committees all started working on their various assignments. Shortly after the first of the year it became apparent that the College was to undergo a major restructuring of departments. At this time it wasn't even clear whether a Forest Science graduate program would survive. Given the uncertainties and the need to focus energies on the larger reorganization effort, the Department Head suspended further strategic planning for the Forest Science Department. The College reorganization resulted in the reduction of the number of departments from four to three, including two new departments. In the revised structure, most of the Forest Science faculty were located in the Forest Ecosystems and Society (FES) Department along with social science faculty from the former Forest Resources Department. A small number of FS faculty were assigned to the other new department, Forest Engineering, Resources and Management (FERM).

Summary of Recommendations and Proposed Actions

1) Department Mission and Goals

Recommendation

Develop a vision and strategic plan for a fiscally viable department. Integrate the plan across the teaching, extension and research missions, and make sure it is well aligned with the University and College strategic plans.

Proposed Action

This recommendation is timely given that the last comprehensive strategic plan for the department was written more than 13 years ago. Although the department has engaged in a number of strategic planning efforts in the past 5 years, including revision of the graduate curriculum, updating the Staffing Plan, and participating in the College strategic planning process, we need to review our mission statement, departmental goals and programs in the light of the current realities (i.e., makeup of faculty, research needs, changing student interests and needs, fiscal constraints, etc.). Issues raised in the Graduate Program Review will help provide focus to this planning process. We expect to have a revised strategic plan prepared by summer 2007.

A major goal of the College in the next few years will be to deal with a potentially catastrophic fiscal situation. Presently, funds required to operate the College each year exceed income by approximately 30%. Fortunately, we have cash reserves to make up this difference, but without new revenue sources or drastically curtailed expenditures these reserves will be exhausted by 2010. The professorial staffing in the Department is 25% less than it was a few years ago, and despite these cuts in staffing we are barely able to maintain programs at the current level, yet meet ever expanding personnel costs. Further reductions to balance the budget by 2010 would have dire consequences for the Department and College. The College is certainly among the premiere forestry institutions in the world and the Department is recognized as among the best research and graduate education programs in forest biology. We cannot make further cuts without significantly reducing the quality of graduate education and research support we provide for our various stakeholders. Without new revenues, the consequences of the cuts required to balance the budget in 2010 would mean a greatly diminished College of Forestry at OSU, both in capacity and reputation. A vigorous campaign has been launched to raise the additional revenues necessary to maintain and build the College. As a department we need to be strong supporters and contributors to solving this budgetary dilemma. In addition, our strategic plan needs to be flexible enough to deal with any further fiscal constraints as well as to take advantage of growth opportunities.

Note: Despite the recent reorganization (which was largely done to save on administrative costs), the College still faces a significant financial crisis. A College-level strategic planning effort is underway to inform the College Executive Committee on how to deal with cuts related to bringing College expenses in line with revenues. There are also a large number of issues resulting from the reorganization concerning the Forest Science graduate program, including what it should like and how it should be managed in the future (if continued).

2) Culture and Communication

Recommendations

- a. Foster a continued commitment to forests as a whole, leading to an expansive, forward-looking vision of forestry. The two camps of forest science must be bridged by pursuing the common ground between production-oriented research and more fundamental ecological/biological research.
- b. Foster cross-department communication by encouraging group research projects with multiple PIs, and by having a college-wide colloquium or annual mini symposium to exchange and debate research and views within the College and Forest Science.
- c. Increase awareness across the department on what students are working on by having a student seminar series in which students present proposed research.

d. Develop strategies for articulating the department's research vision to clients and stakeholders and increasing effectiveness of transferring scientific information to users.

Proposed Actions

The recent conflict surrounding the Science paper on the effects of post-fire logging certainly forces us to examine the culture of the department and college. Collectively, the department has a broad, forward-looking vision of forests and forestry. This is evident in the variety of graduate education programs we offer, preparing students for an array of careers ranging from practical silviculture to basic and applied research in various disciplines of forest science. It is also evident in the wide range of research we undertake, spanning scales from genes to landscapes, a broad spectrum of biological disciplines, and basic to applied questions. We have also been very successful in leading interdisciplinary research efforts, involving investigators across departments in the University, other universities, and public agencies (e.g., Andrews LTER, AmeriFlux, CFER, Ecosystem Informatics, etc.).

As variously described in the report, two "camps" or "tribes" can be recognized within the department, one which emphasizes forest biology research related to commodity production of forests (e.g., the research coops) and the other which emphasizes more fundamental research on forest ecology (e.g., Andrews LTER, global climate change program). Such a characterization oversimplifies the situation because individual faculty's research can span a broad spectrum from fundamental to applied, and there is often good collaboration between those interested in more fundamental aspects of forest ecology and those more interested in solving management issues. Nevertheless, the review report is correct in identifying the need to do a better job in bridging the differences between these groups, by fostering increased understanding and respect for alternative viewpoints, interchange of ideas, and when feasible, integration of research.

Among the various approaches to building bridges between these department members that will be discussed in the coming year are:

- * Develop a graduate core curriculum that utilizes many of the professorial faculty in the department to introduce forest science principles, integrating knowledge and research approaches across biological disciplines necessary to understand forest ecosystem function as well as management of forests for a variety of uses.
- * Encourage communication among faculty and students through colloquia addressing controversial issues, establishing a seminar series where students present proposed research (e.g., devote the spring seminar to student presentations), establishing a yearly departmental research symposium (e.g., like what is done in Fisheries and Wildlife), and/or joint research projects. Improved communication is also an objective of recommendations posed by the College's Committee on Academic Freedom and Responsibility (CAFR); departmental actions will be coordinated with overall College efforts.

Note: One tangible result of the review was the initiation of a one-day Forest Science Graduate Student Symposium. This symposium is organized by the students and features presentations of their research results. The symposium also includes a poster session where all new students are required to present their thesis research ideas. The symposium serves two major purposes: 1) Enhance communication within and outside the department on what research is being done and being contemplated; and, 2) The opportunity for students to polish and practice presentation skills. The symposium will occur for the third time this spring. It has been a huge success.

Another issue that arose in the review is that many of our stakeholders may have a poor understanding of the breadth of research we do in the department and its relevance to their needs. We need to develop means to promote our programs and enhanced understanding and appreciation of what we do. Different research programs in the department have individual outreach efforts for targeted clientele (e.g., research coops, Andrews LTER, CFER), but we don't have a department-wide strategy for public relations and outreach. We need to employ our Extension faculty to help us in developing such a strategy.

Note: One approach I was hoping to pursue was the initiation of a Forest Science Department advisory committee. This was not followed up on because of the reorganization, but will be a strong recommendation for the new departments in the future.

3) Curriculum and Students

Recommendations

- a. Examine the needs of the graduate curriculum and collaborate with other related departments and colleges in the University and elsewhere to develop a strong set of support courses that serves the needs of Forest Science and related departments on campus. Collectively convince the administration to commit resources to cover these needs on a regular basis. Develop creative solutions such as modules, short courses, and video conference courses with other universities.
- b. Develop a strong set of stand alone graduate courses covering the broad spectrum of Forest Science. Get the Administration's commitment to increase teaching FTE to an adequate level to offer these courses.
- c. Explore means to add courses in fire ecology and soil science.
- d. Improve the ability for students to obtain teaching experience. For example, encourage/facilitate volunteer teaching experience, and explore partnering with Education to develop a science education course.
- e. Foster student development of communication skills, for example, by offering workshops or through a core departmental course.
- f. Increase number of graduate students to be in line with faculty size and research funding.

Proposed Actions

Recommendation 3a addresses the decreasing availability of basic-biology graduate courses supporting programs in the department and other plant science majors across campus. The list includes courses in basic physiology, pathology, entomology, taxonomy and soils. Courses formerly offered have been discontinued because faculty teaching these courses have retired and not been replaced. In addition, similar courses formerly offered in a number of departments (e.g., various plant breeding courses) now are only infrequently taught, if ever, because of dwindling numbers of students in any one of the disciplines. There have been a couple of recent aborted attempts to address these cross-campus issues through the graduate school and by a collective effort of plant science Department Heads. The idea has been to create joint courses (or curricula) across the plant sciences that collectively would meet our needs, but this strategy will not be successful without resources to help in planning and to hire the needed teaching faculty. The alternative is to decide to no longer offer graduate programs where

supporting courses cannot be provided. Department Heads in Forest Science, Botany and Plant Pathology, Horticulture and Crop and Soil Science are currently supporting a post doc to help develop a joint plant breeding curriculum.

Note: The issue of declining basic plant biology offerings at the graduate level on campus has been addressed in a number of ways the last several years, but with little progress. Recently, the Provost has taken an interest in this issue, as well as in the health of plant science programs, in general, on campus, and has commissioned a committee of plant science department heads to develop recommendations. I am sure that reviews such as this one for Forest Science (and some similar issues raised in the Horticulture Department review a few years ago), stimulated the Provost to action. Anita Azarenko, Department Head in Horticulture is chairing the committee.

The department already has a "... set of stand alone graduate courses covering the broad spectrum of Forest Science" (Recommendation 3b), although a number of these courses are offered only infrequently because of insufficient numbers of students. As part of the strategic planning exercise above, we need to address whether it is wise to continue to try to support the broad spectrum of graduate degree specialties and course offerings in the department. An expanded departmental core curriculum (mentioned above) would integrate subject matter across forest science disciplines and might attract students from outside the department as well as within.

Note: Not pursued because of the reorganization. But, a major overall of the Forest Science curriculum is due if this program is to continue into the future.

The Department of Forest Resources is in the process of developing a series of courses in forest fire ecology and management (Recommendation 3c). Faculty in Forest Science are being consulted in the process and may contribute to these courses in the future. Two Forest Science graduate students and a faculty member are contributing to two Fire Ecology and Management courses offered through Forest Resources and Forest Science in fall 2006. The ability to offer courses in forest soils is problematic. Forest soils and below ground ecosystems were areas of strength in the Forest Science Department up until a few years ago when positions vacated by retirement were left unfilled due to lack of resources. Recently, the department initiated a search to fill a faculty position in forest soil biogeochemistry, with support from the Provost's Subsurface Biosphere Initiative. Despite attracting a number of excellent applicants, the search was aborted because of the budget crisis in the College. In addition, the last trained soil scientist on the College faculty (in Forest Engineering) departed this summer for a position elsewhere, so we are left without coverage in this critical subject area. Filling at least two forest soil positions is a critical need in the College, but will be impossible without additional resources.

Note: There is still a void in forest soils expertise with no hope this situation will change in the near future. A couple of graduate courses in forest fire ecology and management are now being offered; faculty in both FES and FERM are involved. A very strong interest group in forest fire ecology has developed within the College. The group includes both graduate students and faculty that meet on a weekly basis to discuss the literature and mutual research efforts.

Providing our students teaching experience has been a challenge (Recommendation 3d). There are three one-term teaching assistant slots available in department and we do encourage students to fill teaching assistant slots elsewhere in the College and across campus, when available, or to volunteer to help teach courses. We have also offered a teaching practicum for a number of years where students learn basic teaching skills and have an opportunity to develop a 1-credit course of their own. Barbara Bond, who

has taught this practicum, is well qualified to teach this course. We did not offer the practicum this year in lieu of a graduate-level teaching course offered in the College of Agricultural Sciences. Several students in the department took this course. We need to follow up and see whether the Ag course would meet our needs in the future. Other than doing a better job in encouraging students to take advantage of the several opportunities already available for teaching experience, it seems like we are doing about as much as we can to meet this need.

All of our courses incorporate opportunities for students to practice written and/or oral communication, but with minimal formal instruction in communication skills (Recommendation 3e). A few years ago, the College's Communications and Media Center staffs offered periodic communication workshops, but these have largely gone away with budget-driven reductions in both groups. It might be possible to include oral presentation training in a student seminar course. In addition, we might be able to provide workshops for our faculty on how they could better incorporate communication skills development in their courses. We will discuss mechanisms for enhancing training in communication skills when we address potential curriculum revisions this fall and winter.

We specifically asked the Graduate Program Review team to comment on the number of graduate students in the department (Recommendation 3f), since this number has declined as the number of faculty have declined in recent years. The report suggests that we should aim for at least four students per faculty; but where we are with student numbers depends on how you count. In February of this year we had 63 students; an average of 4.2 students per on-campus tenure/tenure track (T/TT) faculty member. The average is even greater if one excludes the Department Head (DH) and one full-time Extension Specialist (ES) from the on-campus T/TT faculty. This number of students, however, includes those with major professors that are adjunct or courtesy faculty (18 students); the number of students per major professor among the 13 on-campus T/TT faculty (not including the DH and ES) ranges 1-6 (mean 3.5, total 45). It is suggested in the report that departmental faculty have invested in Faculty Research Assistants and post docs at the expense of training graduate students. It should be noted, however, that FRAs and post docs often play an important role in graduate student development, especially in providing day-to-day instruction on data collection, analyses, etc. In addition, training of FRAs and post docs contributes to the education mission of the department, and the program continuity provided by support faculty is a major reason why the department has been highly successful in research funding. This funding also accounts for the fact that most students in the department have a GRA (only a few are on fellowships; there are no state-supported GRAs). Clearly, given the Review Team's recommendation, we will re-examine our student numbers, but this has to be done in light of maintaining both strong research and education programs in the department.

Note: Student numbers have dropped even a little more since the review, but we have also lost additional faculty.

4) Diversity and Hiring

Recommendations

- a. Implement a diversity plan including a strong preference for hiring external candidates.
- b. Reform the faculty search process so that the search committee acts on behalf of the faculty to conduct a broad search, then summarizes and prioritizes the applications, while the faculty as a whole provides consensus on the candidates to interview and the final recommendation.

Proposed Actions

Diversifying the faculty and staff (Recommendation 4a) is a major goal of the College's Diversity Action Plan and the department will be actively pursuing this goal with the rest of the College. Details of how to accomplish this goal will be addressed by the College's Building Community Committee in the coming year. In addition, recent discussions in the department reaffirmed the need to diversify our faculty, including its "age structure" by emphasizing early career candidates in future hires. The department completed a professorial faculty search and hire process in June that was very similar to Recommendation 4b. We will review the process this fall and decide whether to modify it further. This most recent hire is a recent Ph.D. and Canadian citizen with no previous ties to OSU.

Note: The College has a Diversity Action Plan that includes goals for being more proactive in fostering diversity (especially racial and ethnic diversity) in the student body and faculty. Specific actions for achieving these goals, however, have yet to be fleshed out. As indicated above, the Department went through a successful hiring process in the summer of 2006. The new FES Department just went through a search process for a new department head that led to the hiring of a female wildlife biologist from Massachusetts.

5) Facilities

Recommendations

- a. Try to find support for a controlled environment growth facility capitalizing on existing and new funding opportunities.
- b. Optimize use of existing space by: relocation of storage materials and non-technical field equipment to lower quality space, and, by grouping graduate students into larger multiuse offices.

Proposed Actions

A committee has been named to oversee the department's growth facilities which consist of a greenhouse complex and raised nursery beds adjacent to the Oak Creek building on campus. This committee will be tasked with examining the department's need for environmental growth chambers and identifying potential mechanisms for funding (Recommendation 5a). A second committee has recently been named to provide advice on space issues in the department. This committee will be tasked recommending means for improving the efficiency of lab usage and storage in the department (Recommendation 5b). The Associate Department Head has been working with the students in identifying a "package" of work-space options that will better meet their needs, while releasing some current student offices for other purposes. A plan has been developed and will be made operational this fall.

Note: No progress has been made on upgrading growth facilities. This was another issue put on the back burner during the reorganization. It can also be said, that while the lack of these facilities has been a persistent deficiency in the College, it has been difficult to raise enough interest in the faculty to pursue this need with the gusto required to be successful. The Department did develop a "Space Allocation" policy that outlines how offices and labs are assigned, and who is responsible for the management of the labs. We also developed a plan for assigning office space to graduate students that allowed for a variety of options to them. This plan is largely in place in FES. In addition, one result of the earlier plan was to establish a graduate student meeting space that they could call their own. With

the reorganization, this concept has evolved into a facility that is open to all graduate students in the College. In addition, all graduate student computer labs in the college are now shared by all graduate students (rather than assigned specifically to students in anyone department). We hope that these arrangements will foster interaction and communication by graduate students across all the disciplines in the College.

Final Note: The College of Forestry has been in a constant state of uncertainty and upheaval since the Forest Science Graduate Program review in spring of 2006. This has largely been driven by our financial crisis which followed closely on the heels of the controversy regarding the publication of the article in Science on the impacts of salvage harvesting. Although the ultimate fallout from the financial situation is not clear, the reorganization has been met with optimism and has certainly created an opportunity to take a new look at how we conduct graduate education in the college. A serious move in dealing with graduate education awaits the arrival of the new department heads in FES and FERM. Surely, the Forest Science graduate program will evolve, perhaps dramatically, under the new College structure. It will be interesting to see where we end up!

Request to Have American Sign Language Used to Satisfy the Second Language Requirement for the MA Degree

Rationale:

- ASL is a comprehensive linguistic system. The Linguistic Society of American states that “sign languages used by deaf communities are full-fledged languages with all the structural characteristics and range of expression of spoken languages.”
- According to the Modern Language Association, American Sign Language (ASL) ranks fourth, after Spanish, French and German, in total student enrollments in U.S. institutions of Higher Education.
- The Oregon State Board of Education passed a recommendation to accept ASL as satisfying the language requirement in Oregon’s public schools. The minutes of the Board meeting of February 20th, 1998 included the following language in the section *Admission Policy for 1999-2000 Academic Year*:

All Institutions: two years of same high school-level second language or two terms of a college-level second language or acceptable performance on approved assessment options. American Sign Language (ASL) is acceptable in meeting the second language requirement. Second language requirement applies to transfer students graduating from high school in 1997 and thereafter.

- On April 18, 2003, the Oregon University System approved requirements for the Associate of Science/Oregon Transfer Degree in Business (AS/OT Business). The language is as follows:

Transfer Status

Any student who holds Associate of Science/Oregon Transfer in Business (AS/OT-Bus) conforms to the guidelines set forth herein, and who transfers to any institution in the Oregon University System, will have met the lower-division general education requirements of that institution's baccalaureate degree programs. Students transferring with this degree will have junior standing for registration purposes.

For transfer students graduating from high school in 1997 and thereafter, the Oregon University System has a second language admission requirement: two terms of a college-level second language with an average grade of C- or above, OR two years of the same high school-level second language with an average grade of C- or above, OR satisfactory performance on an approved second language assessment of proficiency. Demonstrated proficiency in American Sign Language meets this second language admission requirement.

- OSU accepts ASL as satisfying the second language entrance requirement.
- Over 150 United States universities accept ASL in fulfillment of second language requirements for the Bachelor of Arts degree, including Portland State University, Western Oregon University, and the University of Oregon. Now is the time for Oregon State University to join our sister institutions in recognizing ASL as satisfying the degree requirement for foreign (second) language competence.



Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs and Academic Assessment
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/ap/curriculum/cati.html>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

Check one:

Full Proposal

- ☐ New degree program
- ☒ New certificate program or administrative unit
- ☐ Major change in existing program
- ☐ Establishment of a new College or Department

Abbreviated Proposal

- ☐ Rename of an academic program or unit
- ☐ Reorganization – moving responsibility for an academic program from one unit to another
- ☐ Merging or splitting an academic unit
- ☐ Termination of an academic program or unit
- ☐ Suspension or reactivation an academic program or unit

For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

Graduate Certificate in Management for Science Professionals Fall 2008

Department/Program:

College:

College of Science

Science

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

Ursula Bechert
Sign (Dept Chair/Head; Director)

5-14-08
Date

[Signature]
Sign (Dean of College)

5-15-08
Date

Ursula Bechert
Print (Department Chair/Head; Director)

Sherman H. Bloomer
Print (Dean of College)

A New Instructional Program for a Graduate Certificate in Management for Science Professionals

Revised January 2009
(major revisions underlined)

**Oregon State University
College of Science**

1. Certificate Program Overview

a. Proposed CIP number: 301801

b. Brief overview including description and rationale:

People working in science or science-related fields typically have received no formal training in management, communications, ethics or professional technical skills during their graduate study. However, a variety of individuals employed as researchers in managerial positions, small business owners, veterinarians, pharmacologists, private consultants, or government employees often need such skills to perform their everyday work. This 19-credit graduate certificate is designed specifically for science majors and mid-career professionals. Recipients of the certificate will successfully develop and manage private science-based practices in medicine and biology, effectively run research laboratories, broadly communicate with diverse groups of people, and think critically about the work in which they are engaged.

The courses required to earn the proposed graduate certificate are also required of all Professional Science Master's (PSM) students at Oregon State University (OSU). The PSM is a unique science graduate degree because students are required to complete an internship in lieu of thesis research and take courses in communications, business management, and ethics in addition to disciplinary science courses. At OSU, PSM program options are currently offered in Applied Biotechnology, Applied Physics, Environmental Sciences, and Applied Systematics in Botany. Graduates better understand the applications of their science.

The Graduate Certificate in Management for Science Professionals consists of eight courses emphasizing four key topic areas:

- project management, finance, marketing and organizational principles (9 credits in which courses are taught sequentially),
- communications (3 credits),
- ethics (3 credits), and
- professional skills (4 credits taught over 3 terms).

An online version of this graduate certificate program is planned, which will:

- enable entire PSM programs at OSU to be offered via distance education,
- increase student recruitment, including non-PSM degree seeking students who may wish to earn the graduate certificate,
- create opportunities for curriculum sharing with other PSM programs in the U.S., and
- increase capacity to develop additional PSM degree programs at OSU.

Graduates of this certificate program will receive formal recognition for completing the professional training, which currently can only be achieved through an assemblage of disjointed courses or an intensive MBA Program.

c. When will the program be operational, if approved?

Fall 2009

2. Course of Study

a. Briefly describe proposed curriculum.

Course topics were developed based on feedback received from industry representatives during PSM program development workshops held at OSU in June 2001 and December 2003. Additional information from other universities, OSU students, non-governmental organizations, and government agencies obtained during annual workshops for the last several years has continued to upgrade and augment the curriculum.

We are requesting a new course designator (PSM). The Graduate Certificate consists of 19 credits:

- PSM 565 Accounting and Finance for Scientists (3 credits)
- PSM 566 Management and Marketing Scientific Technologies (3 credits)
- PSM 567 Innovation Management (3 credits)
- COMM 550 Communication and the Practice of Science (3 credits)
- PHL 547 Research Ethics (3 credits)
- PSM 511 Professional Skills I (1 credit)
- PSM 512 Professional Skills II (1 credit)
- PSM 513 Professional Skills III (2 credits)

b. Describe new courses; include proposed course numbers, titles, credit hours, and course descriptions.

Existing courses include Communication and the Practice of Science (COMM 550), which is currently offered under Topics in Speech Communication through the Department of Speech Communication (COMM 512). Research Ethics (PHL 547) is currently offered through the Department of Philosophy.

Management classes (PSM 565, 566, 567) are specially designed for science majors to provide a practical understanding of business skills in accounting, marketing and entrepreneurship that will be useful in the workplace. The Professional Skills series (PSM 511, 512, 513) evolved to address a variety of specific training needs identified by both graduate students and employers, and importantly serve to integrate the diverse knowledge bases grounded in science and management that these students acquire.

Complete descriptions of all courses for the PSM certificate are attached as Appendix A.

c. Provide a discussion of any non-traditional learning modes to be utilized in the new courses, including, but not limited to: 1) the role of technology, 2) the use of career development activities such as internships.

An online version of this graduate certificate will be offered, and a development grant from e-campus has already been awarded pending approval of this Category I proposal. The ability to offer the certificate on-line will significantly increase student access beyond the OSU campus and create opportunities for curriculum-sharing with other universities interested in developing complementary professional programs of study.

The Graduate Certificate in Management for Science Professionals fosters career development and expansion of scientific skills to produce graduates capable of effectively and productively interacting with co-workers in business and scientific fields. The management courses were designed after careful consideration regarding content, learning sequence, and presentation style. Professors and students at five universities that also offer PSM programs with professional training components were visited in 2004 and queried about teaching style and learning effectiveness. Integration, synthesis, and application characterize successful teaching methods, particularly when educating science-based students in business concepts. Integrative learning occurs when students are asked questions like, "Which company would you buy stock in?" Answering such questions requires them to understand financial statements, market trends, leveraging, and other business concepts, not typically taught to science-based students. There is a steep learning gradient that exists as students progress from didactic lectures to demonstrations and finally hands-on learning opportunities. When students work in teams on various projects, they must synthesize their communication, business, and scientific skills.

The PSM 511 class requires students to complete service learning projects (examples in Appendix B), which engage them in their communities and create opportunities to apply their skills and interests in meaningful ways. Students determine the duration, breadth and depth of their individual projects. In PSM 512, students create individual professional multi-media portfolios. They are also introduced to foundations of career development concepts and skills. The PSM 513 spring-term course is designed around case study projects, which serve as integrative experiences where students apply their collective business, communication, and scientific skills. These projects are developed and mentored by working professionals from various organizations and disciplines (examples in Appendix B). Student teams develop project management plans, work together to solve real-time problems, and then share results through final reports and on-site presentations.

Unlike most graduate-level courses, comprised of similar discipline-cohorts, this certificate program includes students representing a wide range of science-based careers. It sets the stage for interdisciplinary communication and broad-based learning opportunities.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Certificate graduates will have an understanding of:

- Basic concepts in practical accounting and finance, marketing, project management, and entrepreneurship,
- Interpersonal and organizational communication styles,
- Ethical issues in scientific and social settings, and
- How to apply scientific knowledge in a variety of settings and by working as part of a multi-disciplinary team.

Specific course learning outcomes include students' ability to:

PSM 565: Accounting and Finance for Scientists

- Apply fundamental accounting principles for different types of organizations and interpreting financial statements of these organizations
- Use activity-based cost analysis and performance measurement analytics
- Follow business cycle fluctuations, free market dynamics, and inflation trends

PSM 566: Management and Marketing Scientific Technologies

- Draft a project management plan that includes work breakdown structures, time and cost components, project control and quality parameters
- Adapt marketing concepts (research, target positioning, pricing, and methods of promotion) to develop new products or services

PSM 567: Innovation Management

- Develop a business plan to commercialize a new technology, product or service
- Structure small business enterprises and non-profit organizations
- Apply sustainable business practices

COMM 512: Communication and the Practice of Science

- Write and give presentations on various topics to diverse audiences
- Work effectively in teams, engage in collaborative decision-making, and negotiate
- Engage in different styles of interpersonal communication and understand organizational communication strategies

PHL 547: Research Ethics

- Adapt problem-solving methodologies to deal with ethical issues in scientific, business, and social settings
- Explore organizational business and cultural values and how they affect the practice of science and conservation
- Apply guidelines relating to patent, trademark, copyright, and authorship issues

PSM 511: Professional Skills

- Be an effective, adaptable speaker through repeat formal peer-evaluation
- Draft effective professional written communications through a group process
- Connect with local communities in ways that utilize and integrate professional and scientific skills and interests

PSM 512: Professional Skills

- Lead working teams in a variety of scientific settings
- Write effective job descriptions as well as conduct and participate in job interviews
- Create basic professional communication pieces

PSM 513: Professional Skills

- Draft effective project management plans
- Integrate and apply scientific, business management, and ethics training in team-based projects
- Communicate effectively across science disciplines

- e. **Is there a maximum time allowed for a student to complete this program? If so, please explain.**

Students can work through the program in a timeframe that fits their own schedule, although ideally they will complete the certificate in one academic year, working with the same cohort of students. Individuals will be bound by normal Graduate School guidelines and timelines (e.g., completing a Master's degree within a 7-year time period).

3. Accreditation of the Program

- a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.**

There is currently no organization that accredits this type of graduate certificate.

- b. If applicable, does the proposed program meet professional accreditation standards?**

N/A

4. Evidence of Need

- a. What evidence does the institution have of need for the program? Please be explicit.**

The PSM degrees at OSU (<http://psm.science.oregonstate.edu>) require courses currently offered through the proposed graduate certificate, and clearly address the needs recognized and articulated by key organizations like the Alfred P. Sloan Foundation and the Council of Graduate Schools (CGS) (<http://sciencemasters.com/>)-- see below.

The Graduate Certificate in Management for Science Professionals packages the additional training (also known as "plus" courses) provided in the PSM degree. Students majoring in scientific disciplines are drawn to these types of courses because they recognize how the training enhances their career options by adding value and versatility to their skills-base. We receive at least 10 to 12 inquiries per year from students interested in taking the "plus" PSM courses. Letters of support for this graduate certificate from the Dean of the College of Forestry and Associate Dean of the College of Agricultural Sciences (Appendix C) indicate interest from these scientific disciplines. Veterinary and pharmacy students also benefit from this training; however, their heavy course loads preclude their participation until graduation.

As an online option, this graduate certificate represents another step towards making entire PSM degree programs available via distance education.

- b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.**

Over 8 years ago, the Alfred P. Sloan Foundation provided seed money for development of PSM degrees at major universities. OSU was one of the grant recipients. These non-thesis Master of Science degrees emphasize interdisciplinary studies that integrate natural sciences and mathematics with training in management, communication, and

professionalism. Students acquire skills in analytical thinking, problem solving, and gain real-world experience through internships. Packaging the professional plus courses as a graduate certificate program will: 1) allow us to access e-campus funds to convert this curriculum into a distance learning option, 2) facilitate development of entire online PSM programs at OSU, 3) increase access to this training opportunity among working science professionals as well as PSM students at other universities, and 4) help recover costs for delivery of these courses through increased tuition revenues.

The value of PSM programs have been recognized by different organizations through time. A quote from USA Today (19 July 2004, cover story) summarizes the PSM degree in this way:

"The PSM is being called the MBA for scientists and mathematicians. It's an education aimed at future managers who will be able to move comfortably in the business of science..."

The CGS' report "Graduate Education: The Backbone of American Competitiveness and Innovation" (26 April 2007) recommends:

"...support for innovative graduate education programs, such as professional master's degrees, which respond to workforce needs..."

(http://www.cgsnet.org/portals/0/pdf/GR_GradEdAmComp_0407.pdf).

There is a regional and national need to provide this type of training to people with careers in science and mathematics. Organizations need people who are comfortable in the worlds of both science and business; graduates will be better able to contribute to running private veterinary or medical practices, managing small science-based start-ups, or serving in managerial research positions for larger companies or agencies. Letters of support for this graduate certificate come from a variety of government agencies, industries, and small businesses interested in hiring these graduates and attest to this need (Appendix C).

Oregon was recently chosen as one of five states to participate in the "National Governor's Association Policy Academy on State Strategies to Meet Emerging Workforce Needs through the Professional Science Masters Program". The goals of the academy are to:

- Identify high-skills workforce gaps that PSM programs can help address,
- Assess the viability of implementing a statewide PSM strategy, and
- Create an action plan for a statewide PSM program that is linked to other ongoing Science, Technology, Engineering, and Mathematics related activities and programs at the K-12 and post-secondary level.

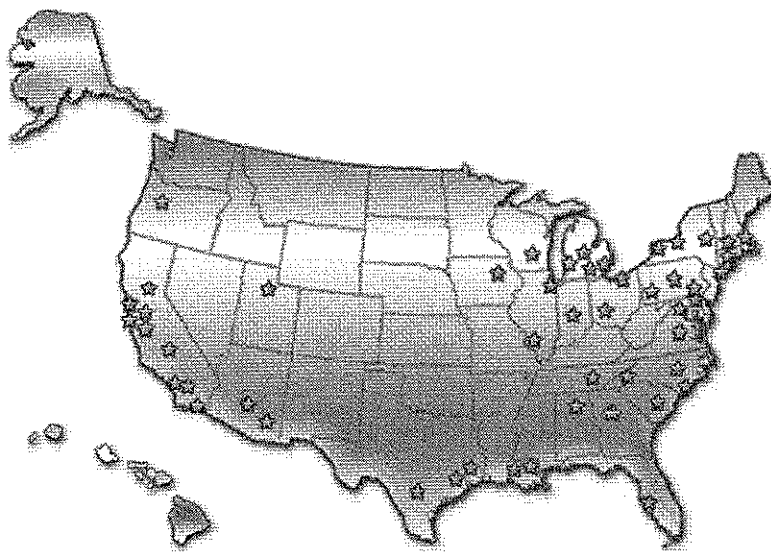
It is anticipated that this Graduate Certificate in Management for Science Professionals will be available in an online format in the fall of 2009 and could augment PSM program development at institutions across the state. A copy of Oregon's proposal (which further specifies service-area employment needs), letter of support from Governor Kulongoski, and letter of approval from the NGA are enclosed in Appendix D.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

Currently, OSU accepts between 10-15 new PSM students annually into its Applied Systematics in Botany, Applied Physics, Environmental Sciences, and Applied

Biotechnology programs, and all of these students are required to complete the certificate program. More PSM programs in chemistry, fisheries and wildlife, alternative energies, and bioinformatics are envisioned and each should have capacity for approximately 10 students per year. Conservatively, we estimate that another 50 to 60 non-PSM students will register for the certificate each year (on campus and via distance education) in about 3 years, given that there are currently over 120 PSM programs offered at more than 60 universities across the U.S. (map below), and these programs potentially represent significant numbers of students interested in OSU's Certificate in Management for Science Professionals.

As an online option, PSM students from other universities gain access to OSU's "plus" curriculum required for their degree programs. In addition to professional training needs for new PSM programs developed at academic institutions in Oregon through the NGA initiative, PSM program directors from institutions in other states have also expressed an interest in OSU's professional PSM curriculum. The National PSM Association (NPSMA) recently conducted a Best Practices and Educational Metrics survey, which received responses from 40 universities representing 62 PSM programs. Survey respondents indicated a strong interest in curriculum sharing among institutions offering PSM degrees. Development of the "plus" training required has been a challenge for many institutions, which our certificate could easily overcome by sharing relevant courses via distance education. All PSM programs are required to have "plus" courses as defined by the CGS: [http://sciencemasters.com/portals/0/pdfs/Guidelines for PSM Affiliation.pdf](http://sciencemasters.com/portals/0/pdfs/Guidelines%20for%20PSM%20Affiliation.pdf).



However, the Graduate Certificate in Management for Science Professionals would also be available to non-PSM students. Individuals who recently completed their undergraduate training often seek graduate degrees to learn additional skills. Others want to re-tool in their existing fields or advance in their current positions of employment. These students would all be able to register for this graduate certificate.

Traditional courses offered on campus have a capacity of approximately 20 students. Additional students can only be accepted if more sections are added. However,

significantly greater numbers of students could be accommodated through an online offering of the Graduate Certificate in Management for Science Professionals, as currently envisioned.

d. Are there any other compelling reasons for offering the program?

The Graduate Certificate in Management for Science Professionals is unique and addresses a compelling need in the field of science and mathematics.

Collectively, the classes that comprise the Graduate Certificate in Management for Science Professionals are offered at the graduate level, because they are designed for individuals who have already earned their undergraduate degree in science or math and are interested in advancing their careers through additional graduate level training. It is important to note that the business management series does not replace or comprise part of an MBA degree, just as other certificate components do not contribute to minors in specific topics (e.g., communication). However, we have found that many of our PSM students have heightened interest in certain topics after taking these professional courses, so that some choose to take additional communication courses and a few even earn an MBA after graduating with their master's degree from a PSM program.

To acquire the skills this certificate offers, individuals in the past have had to cobble together coursework from a myriad of sources often spending more time than desired on specific topics. The Professional Skills series of courses perhaps represents the broadest array of disparate topics. To emulate the proposed curriculum, students would have to independently organize a variety of activities with different organizations and existing courses. Importantly, these students would not benefit from the collaborative processes involved such as peer evaluation nor would they have opportunities to integrate what they are learning through the projects required each term in the PSM Professional Skills series. The goal of the Graduate Certificate in Management for Science Professionals is to produce "T-shaped" individuals who have depth in a particular field of science or math and breadth in a variety of "plus" course topics that enable them to understand the applications of their work in science and function as versatile employees. As such, the PSM 511, 512, and 513 series of classes is offered at the graduate level because they integrate their content with topics applied to their training in science and math. Utilizing Bloom's Taxonomy to compare graduate- versus undergraduate-level training, collectively these courses ask students to analyze (not just remember), evaluate (instead of simply understand), and create (versus merely apply) their knowledge so that they can adapt their skills to a variety of employment settings. By emphasizing a hands-on, integrative learning approach, students develop competence in all three learning domain structures (cognitive/knowledge; affective/attitude, and psychomotor/skills).

The PSM 565, 566 and 567 classes were similarly created from a stated need by employers of science master's degree recipients. Graduates with an understanding of the business applications of their work in science are viewed as more valuable than traditional graduate degree holders. Multiple discussions contributed to the design of these classes, which cover key topics identified as important by employers. We needed to develop a few classes that would educate science and math majors in the basics of accounting, project management, marketing, and entrepreneurship, unlike the Master of Business and Engineering degree, which requires a minimum of 18 hours of credit in graduate level and 15 credit hours of pre-requisite course requirements in business administration (33 credits

total). We initially worked with the College of Business to design these courses but eventually decided to hire a special instructor who had earned graduate degrees in both science and business administration. This facilitated our goal of creating courses specifically for science and math majors.

As stated earlier, this certificate is designed at the graduate-level for individuals who have completed an undergraduate degree in science or mathematics, and these classes are part of the required curriculum for PSM students. Employers of science Master's graduates also emphasized the need for training in interpersonal and organizational communication, and COMM 550 is a class that evolved from those conversations. We worked with Gregg Walker, the previous Chair of the Department of Speech Communication, to include appropriate topics. New Media Communications is another department in the College of Liberal Arts designed to prepare students for a career in media, not in science. Course options in this program emphasize this perspective and would not meet the needs of the Graduate Certificate in Management for Science Professionals. Jeff Hale, the Director of New Media Communications, agreed that "The New Media Communications program does not have coursework that would be relevant to your students" (12 December 2008 email). Similarly, the Adult Education program "will prepare you to work either: as a development and training specialist... or as an instructional specialist and master teacher/trainer" and the Community College leadership Program "prepares faculty and administrators for leadership roles in technical and community colleges, higher education settings and similar organizations" (OSU website). Our graduate certificate program is designed for science majors. We make students enrolled in the Environmental Sciences PSM program emphasizing environmental education aware of the Education Double Degree option, but this type of training is not in the focus of the general "plus" course training.

Importantly, precedents for this type of graduate-level training have been set at other universities throughout the U.S. and examples include:

- Michigan State University (http://grad.msu.edu/all/bus_mgt.htm),
- University of Utah (<http://web.utah.edu/pmst/coursework.html>), and
- University at Buffalo (<http://professionalmasters.cas.buffalo.edu/>).

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Special interest in the type of training offered through this graduate certificate has been expressed by numerous individuals, agencies, and organizations. A letter of support from Senator Ron Wyden (Appendix C) acknowledges that "the Graduate Certificate in Management for Science Professionals will enable individuals to bridge the gap between business and science in a variety of workforce sectors..." Congresswoman Darlene Hooley shares that opinion and offers that "expanding the PSM programs to include a Graduate Certificate will provide a wonderful opportunity for students outside the PSM program area who are interested in gaining critical professional skills."

Professional associations such as Associated Oregon Industries (AOI), which represents more than 20,000 businesses in the state, and the Oregon Bioscience Association (OBA) are both strong proponents of OSU's PSM program and the proposed graduate certificate. John Ledger, Vice President for External Affairs of AOI, and Bob Lanier, Executive Director of OBA, both serve on the OSU PSM Advisory Board.

Large and small businesses (e.g., Hewlett Packard, Chemica Technologies, Inc. and ViewPlus Technologies) are interested in the proposed Graduate Certificate in Management for Science Professionals, as are state government agencies (Oregon Department of Fish & Wildlife), and those affiliated with agriculture and forest industry sectors (see letters of support in Appendix C).

And finally, other academic institutions interested in developing new PSM programs through the NGA initiative are likely to have a strong interest in OSU's Graduate Certificate in Management for Science Professionals.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

The \$75,000 grant from e-campus will help create an online version of the Graduate Certificate in Management for Science Professionals, thereby allowing access for individuals who would simply like to work on the certificate part-time (5-7 units/term to finish in one academic year) or full-time (in conjunction with another graduate program). Students would then be able to complete the certificate by working online whenever and wherever they currently live.

While exploring what types of teaching styles worked best for this type of curriculum and audience, we came across an excellent example of an online master's degree program at Michigan State University. That program requires students (from all over the world) to gather on campus for 3-4 weeks at the beginning of their degree program to learn about challenging topics in person and meet and connect with one another. We plan to develop our online graduate certificate curriculum using a similar hybrid format.

5. Similar Programs in the State

a. List all other closely related OUS programs.

The Graduate Certificate in Management for Science Professionals provides an exposure in an applied approach to topics that are taught in-depth in all MBA programs. Currently no program exists for science majors like the one being proposed. Letters from Oregon state legislators, previously referenced, underscore the value of the Graduate Certificate in Management for Science Professionals.

In the Pacific Northwest, OSU is currently the only university offering PSM programs and this certificate is similarly unique.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All resources necessary for the Graduate Certificate in Management for Science Professionals are located at OSU.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There are no projected impacts on other institutions in terms of student enrollment and/or faculty workload; however, as an online option, PSM students from other universities can gain access to OSU's "plus" curriculum, particularly if these courses are formally recognized by and transferable to their individual degree programs (see 4.c. above).

6. Resources

- a. **Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.**

Core Faculty:

Gregory Kivenzor; College of Science, OSU (**PSM 565, 566, 567**)

Instructor. Has graduate training and experience in both business management and science sufficient for teaching "plus" courses in accounting, management, marketing and entrepreneurship with applications in science-related fields (not accredited by the AACSB); will also assist with outreach and development of internship opportunities for OSU's PSM Program.

Gregg Walker; Speech Communications, OSU (**COMM 512**)

Professor. Previous chair of the Department of Speech Communication, adjunct professor of Forest Resources, and Director of the Peace Studies program; teaches courses in conflict management, bargaining and negotiation, mediation, international negotiation, natural resources decision making, and peace studies; conducts training programs on collaborative decision making, designs collaborative public participation processes, facilitates collaborative learning community workshops about natural resource and environmental policy issues, and researches community-level collaboration efforts.

Jonathan Kaplan; Philosophy, OSU (**PHL 547**)

Associate Professor. Explores the relationship between developmental and evolutionary biology, especially the importance of non-genetic heritable variations in developmental resources for evolutionary innovations; teaches biomedical ethics, scientific reasoning, philosophy of biology, and reasoning and writing.

Ursula Bechert; College of Science, OSU (**PSM 511, 512, 513**)

Director of Off-Campus Programs. Teaches professional development courses for graduate science majors; directs development of PSM programs as well as international programs; research in reproductive biology of wildlife species, development of novel diagnostic and population management tools, nutritional and pharmacological studies; international collaborative research in southern Africa.

- b. **Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?**

One new faculty member will be required to deliver this certificate program at OSU. This person will be hired as an instructor during the first year of the certificate. He/she should have a graduate degree (MS or PhD) in science and an MBA or formal training in business management. Work experience in industry, research and/or academia is desirable. In addition to teaching accounting, management, marketing and entrepreneurship with applications in science-related fields (PSM 565, 566, and 567), this individual will assist with outreach and development of internship opportunities for PSM students at OSU.

A letter from the Dean of the College of Science (Appendix E) confirms the institution's commitment to meet this need. No other additional hires are needed for this certificate.

c. Estimate the number and type of support staff needed, if any in each of the first four years of the program.

No additional support staff will be needed to develop and deliver this certificate. A grant from e-campus (\$75,000) will facilitate conversion of traditional courses to online options. Recruitment efforts will be folded into current PSM student recruitment activities. An existing 0.2 FTE PSM Coordinator position will assist with the student application process. Applicants need to have earned an undergraduate degree in a field of study in science or mathematics, and/or have been admitted to a PSM program.

d. Describe the adequacy of student and faculty access to library and department resources that are relevant to the proposed program.

Information can be readily accessed by students enrolled in the Certificate Management for Science Professionals Program on the OSU campus.

e. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

No further acquisitions are required. Reference material currently available is adequate.

f. Identify any unique resources, beyond those on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?

No unique resources are required.

APPENDICES

Appendix A: Course Descriptions

List of Proposed Courses:

- PSM 511: Professional skills I (1 unit)
- PSM 512: Professional skills II (1 unit)
- PSM 513: Professional skills III (2 units)
- COMM 512: Communication and the practice of science (3 units)
- PHL 547: Research ethics (3 units)
- PSM 565: Accounting and finance for scientists (3 units)
- PSM 566: Management and marketing scientific technologies (3 units)
- PSM 567: Innovation management (3 units)

Appendix B: Service-Learning and Case Study Project Examples

Appendix C: Letters of Support

Oregon State University

Sherman Bloomer, Dean, College of Science
Ilene Kleinsorge, Dean, College of Business and Sherman Bloomer, Dean, College of Science
Stella Coakley, Associate Dean, College of Agricultural Sciences
Hal Salwasser, Dean, College of Forestry
Mark Merickel, Associate Dean, Extended Campus
Courtney Campbell, Chair, and Jonathan Kaplan, Associate Professor, Dept. of Philosophy
Charlotte Headrick, Acting Chair, Department of Speech Communication
Jeffrey Hale, Assistant Dean, External Relations – College of Liberal Arts & Interim Director, New Media Communications

Government Representatives

Ron Wyden, U.S. Senator, Oregon
Darlene Hooley, State Representative, Oregon
Doris Matsui, State Representative, California
Jennifer Bond, Senior Advisor, Council on Competitiveness

Industry and Government Agency Advisors

John Ledger, Vice President of External Affairs, Associated Oregon Industries
Takuji Tsukamoto, President and CSO, Chemica Technologies, Inc.
Linda Amedo, Business Systems Manager, Hewlett-Packard Company
John Gardner, President, ViewPlus Technologies
Charlie Corrarino, Conservation and Recovery Program Manager, Oregon Department of Fish and Wildlife

Appendix D: NGA Proposal and Letters of Support and Approval

Appendix E: Budget

Appendix F: Instructor CVs

Appendix A: Course Descriptions

PSM 511: Professional Skills I (1 unit)

Instructor: Ursula Bechert

Offered: Fall term

Course description: Students create their own multi-media portfolios, initially refocusing career goals and learning how to draft professional documents through a collaborative peer-review process. They practice public speaking, and initiate a service-learning project that engages them in the community and complements their scientific discipline.

Approach: The class meets weekly for one hour and provides students a chance to further focus their career goals through group discussions, networking, exploring potential employment opportunities, and completing a service-learning project. Students also learn through the process of evaluating each others' work, engaging in reviews of professional documents, and providing objective feedback on presentations. Active learning integrates and applies knowledge to topics in science and math.

PSM 512: Professional Skills II (1 unit)

Instructor: Ursula Bechert

Offered: Winter term

Course description: The course includes workshops on leadership, making working groups effective, and conducting and giving interviews. Students also develop their own multi-media portfolios and continue working on their service-learning projects, if they did not complete them fall term.

Approach:

This class meets weekly for one hour and, through group discussions and individual tests, allows each student to explore the qualities that define their own style of leadership. Students learn team building techniques through experiential group activities that complement lectures. They also develop interview skills through opportunities to serve as both the interviewer and as the person being interviewed. Students use job descriptions they drafted based on personal career interests. Facilities at Career Services on the OSU campus are used to videotape interviews, giving each student unique insight into how they present themselves. Each student also learns how to create their own multi-media portfolio.

PSM 513: Professional Skills III (2 units)

Instructor: Ursula Bechert

Offered: Spring term

Course description: The class provides an integrative learning experience by giving students opportunities to apply their collective management, communication, and scientific skills to real-time case study projects. These projects are developed and mentored by working professionals from various disciplines. Student teams work together to solve problems and share results through final reports and on-site presentations. One or two projects are completed per term, based on the amount of work involved per project.

Approach:

The class meets weekly for two hours, and students are expected to work together outside class time based on project needs. Off-campus mentors initially make presentations and share background information about particular projects. Specific objectives are then addressed by the class working together. A project management plan, drafted by the students, further details individual responsibilities and guides team efforts. Project outputs include a final report and presentation.

Thus, students develop interdisciplinary communication and teamwork skills; enhance their creative thinking, writing, presentation, and public speaking skills; build self-confidence by applying concepts previously learned in separate classes; and further expand and integrate knowledge particularly with respect to management and science. Guided team and self evaluations provide insightful feedback for each student about his/her performance as a team member at the conclusion of the project.

COMM 512: Communication and the Practice of Science (3 units)

Instructor: Gregg Walker

Offered: Fall term

Course description: Topics in this class include teamwork and collaborative decision-making; interpersonal and organizational communication; writing for and making presentations to diverse audiences; negotiation and consensus building; as well as persuasion and influence.

Approach:

The class meets twice weekly for 1½ hours to encourage discussions. Gregg Walker serves as the lead instructor and four other faculty members contribute to the course based on their areas of expertise. Students explore different communication styles and give a formal presentation at the end of the term.

PHL 547: Research Ethics (3 units)

Instructor: Jonathan Kaplan

Offered: Winter term

Course description: The course provides a basic understanding of: 1) responsible conduct in scientific research (e.g., guidelines relating to patent, trademark, copyright, and authorship issues), 2) scientific ethics and corporate culture, and 3) cultural impacts on decision-making processes, science, and societal values. In addition, the course covers recent trends such as the increased politicalization of science and the difficulties engendered by particularly strong economic incentives (e.g., start-up pharmaceutical and biotechnology companies).

Approach:

The class meets twice weekly for 1½ hours to encourage discussions. Various case studies, both historical and recent, are used to introduce and illustrate particular kinds of ethical problems that arise in scientific research and in the commercialization of particular kinds of results. Students become familiar with ethical problems they might face in their professions, identify ethically problematic situations, explain what aspects of those situations are ethically problematic, and then explain *why* those situations are ethically problematic.

PSM 565: Accounting and Finance for Scientists (3 units)

Instructor: Gregory Kivenzor

Offered: Fall term

Course description: The course frames accounting and financial issues, including the broader environment in which a variety of enterprises operate (e.g., corporations to non-profit organizations). Fundamental principles of accounting and financial analysis for different types of organizations are covered. Lectures on micro- and macro-economics include inflation, business cycle fluctuations, and free market dynamics.

Approach:

The class meets twice weekly for 1½ hours. Students are assigned to 3-4 person teams, based on their different disciplinary backgrounds, to encourage communication skill-building opportunities. At the beginning of the term, each team chooses a company that serves as a model to illustrate key concepts (e.g., human resource management) that students explore through specific projects.

PSM 566: Management and Marketing Scientific Technologies (3 units)

Instructor: Gregory Kivenzor

Offered: Winter term

Course description: Project management emphasizes work breakdown structures, time and cost management, project control and quality, and human resources. Frameworks for management within a variety of entities (from non-profit organizations to large corporations) involved in science or science technologies are explored. Methods of market research, segmentation, target marketing and positioning, new product development, produce life cycles, pricing, and promotion and distribution are addressed. The importance of the global market and cultural factors that affect marketing strategies are included.

Approach:

The class meets twice weekly for 1½ hours. Students are assigned to 3-4 person teams based on their different disciplinary backgrounds to encourage communication skill-building opportunities. At the beginning of the term, each team chooses a company that serves as a model to illustrate key concepts (e.g., human resource management) that students explore through specific projects.

PSM 567: Innovation Management (3 units)

Instructor: Gregory Kivenzor

Offered: Spring term

Course description: Commercialization of new scientific technologies, products and processes, technology transfer mechanisms, entrepreneurship, and development of a business plan are key topics. Legal topics include intellectual property; structuring small business enterprises, partnerships and corporations; regulatory issues; and sustainable business practices. Other topics include intellectual property management, management of scientists and engineers, business assessment based on the triple-bottom-line, and actual commercialization of products and services.

Approach:

The class meets twice weekly for 1½ hours. Students are assigned to 3-4 person teams based on their different disciplinary backgrounds to encourage communication skill-building opportunities. At the beginning of the term, each team chooses a company that serves as a model to illustrate key concepts (e.g., human resource management) that students explore through specific projects.

Appendix B: Service-Learning and Case Study Project Examples

Previous examples of service-learning projects completed by PSM students include:

- Organization and promotion of the biofuels learning center: A team of PSM Applied Physics students collaborated with the OSU campus Biodiesel Initiative to develop a Biofuels Learning Center. The students defined the goals and organization of the Center, produced an informational brochure, and created a website for the Center.
- Education garden for Waldorf Elementary School: An Environmental Sciences PSM student wrote a proposal to make an education garden at a local K-8 school. The school accepted the proposal and granted space for the garden. A local nursery helped design and develop the garden, and future plans included securing outside funding for an onsite greenhouse.
- High school biotechnology curriculum: A team of Applied Biotechnology PSM students designed curriculum for high school students to help them learn more about biotechnology and genetic engineering, which they planned to offer through the OSU Saturday Academy.
- Conservation of the Fender's Blue Butterfly: In cooperation with the Institute for Applied Ecology, a student in the Applied Systematics – Botany PSM program mentored four Philomath high school students throughout the year on habitat restoration projects to conserve the endangered Fender's Blue Butterfly.

Some previous examples of case study projects are listed below:

- Black & Veatch, an environmental consulting firm, asked PSM students to create a business development plan to attract two new potential clients in the Portland OR and Vancouver WA region. Their final report and presentation were delivered at the Black & Veatch office in Lake Oswego.
- Anderson Risk Analysis, Inc. mentored students on a project conducted for the Salem Water/Wastewater Management Taskforce. The Taskforce and Mayor of Salem listened to the PSM students' presentation on how Salem could reduce its mercury discharges into the Willamette River by 27 percent.
- Willamette National Forest challenged PSM students with two ethical case studies focused on the conservation of spotted frogs and spotted owls. Panel discussions were set-up by the students to share viewpoints and conservation plans of different stakeholders including the USGS, USFWS, ODFW, as well as members of the general public.

Appendix C: Letters of Support

From: Bloomer Sherman [bloomers@science.oregonstate.edu]
Sent: Monday, July 09, 2007 4:46 PM
To: Shellhammer, Gina
Cc: Bulling, Larry; Bechert, Ursula; Leslie, Susie; Bloomer, Sherman - COS; Minear, Paula; Kleinsorge, Ilene - COB
Subject: Re: fall course - PSM program
Hi Gina:

Here's the exchange Ilene and I had about these courses at the end of April. I've copied her on this as well so she's aware we are going forward with implementation of the courses and the associated certificate.

Let me know if we need more documentation.

Thanks,
Sherm

Begin forwarded message:

From: "Kleinsorge, Ilene - COB" <Ilene.Kleinsorge@bus.oregonstate.edu>
Date: April 29, 2007 6:40:14 PM PDT
To: "Bloomer Sherman" <bloomers@science.oregonstate.edu>
Subject: RE: Professional Science Masters Curriculum

Sherm,

As long as this does not end up being a major but is a certificate, we have no problems with the proposed curriculum or offerings. I checked with AACSB last week and was encouraged to find that your plan would not cause problems for the COB. Of course they didn't understand why the resources were not available to the COB to deliver for you, but that is not in my control and I will not be held accountable for making it so.

Ilene

From: Bloomer Sherman [<mailto:bloomers@science.oregonstate.edu>]
Sent: Wed 4/18/2007 9:57 AM
To: Kleinsorge, Ilene - COB
Subject: Professional Science Masters Curriculum

Ilene:

Thanks for the conversation a couple weeks ago about the Professional Science Masters curriculum. I really do appreciate the efforts COB went to in exploring these courses and I also understand the difficulties they present.

My understanding is that COS will go ahead and work with Ecampus to develop and staff a three course series intended to familiarize STEM students with the key concepts they will encounter in the private or public sector workplace. I've attached a working outline of what those three courses might look like and how we would talk about the, so as to make it clear these are not business courses and not intended for anyone thinking about business as the focus of their professional career. I want to be very clear about who these are for and how we'll use them.

Let me know if this seems OK to work from. If so I'll get the next steps going for Fall and will keep you posted on where we are and how the courses are shaping up.

Many thanks,
Sherm



College of Agricultural Sciences
Oregon State University, 138 Strand Agriculture Hall, Corvallis, Oregon 97331-2202
T 541-737-4251 | F 541-737-3178 | <http://agsci.oregonstate.edu/>

April 25, 2007

Dr. Ursula Bechert
Director of Off-Campus Programs
College of Science
Oregon State University
CAMPUS

Dear Dr. Bechert,

This letter is written in strong support of the Category I proposal for the development of a "Graduate Certificate in Management for Science Professionals." As you know, I was the P.I. on the Alfred P. Sloan Foundation grant to Oregon State University (OSU) that resulted in the development of the Professional Science Masters Program at OSU. From my experience with the program, I have seen the value of offering the management opportunities to science students and believe that many more of our students could benefit from this aspect of the Professional Science Masters (PSM) Program. I am also aware of how other institutions have struggled (as we have) with establishing and sustaining the management aspect of this unique program.

I believe that developing a Graduate Certificate Program would allow non-PSM degree seeking students in other science-related disciplines to also benefit (e.g., veterinary students and veterinarians). By opening enrollment of this program to a broader audience, it should be possible to help recover costs of development and delivery of the management aspect. We know that other PSM programs are interested in curriculum sharing and that several will benefit from the certificate program once it is offered online. I understand that the online version will be developed as soon as the Category I proposal is approved and I believe that aspect will be of great value to our campus overall.

As you know, the College of Agricultural Sciences has been a partner in the development of the PSM programs and we see opportunities for additional units to be involved in these programs in the future. There is additional value in making the management related courses available online and in encouraging traditional thesis seeking Masters and Ph.D. students to obtain additional expertise in this area of professional development. We know from the experiences to date with developing the PSM program that just offering business courses developed for other purposes does not work well for the students.

In summary, I support the direction that you are taking with the Category I proposal to develop this new program. Please let me know if there are questions that arise about this proposal that I am able to answer.

Sincerely,

A handwritten signature in cursive script that reads "Stella Melugin Coakley".

Stella Melugin Coakley
Associate Dean



College of Forestry ~ Office of the Dean
Oregon State University, 150 Peavy Hall, Corvallis, Oregon 97331-5704
Phone 541-737-1591 | Fax 541-737-2906 | <http://www.cof.orst.edu>

23 April 2007

Dr. Ursula Bechert
College of Science
Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Dear Dr. Bechert:

I support your proposal to create a Graduate Certificate Program in Management for Science Professionals, which springs from the Professional Science Master's (PSM) degree programs that you've been developing.

The College of Forestry sees real value in providing additional training opportunities in business management, communications, and ethics to students enrolled in our graduate programs. In fact, our on-line Sustainable Natural Resources curriculum is an elective option within the PSM degree in Environmental Sciences.

Graduates from the College of Forestry find employment with a variety of organizations, including federal and state natural resource agencies as well as private companies. The development of the additional skills that you describe in your proposal will make our students more competitive and versatile employees and natural resource managers. As we have begun looking into this type of opportunity ourselves, we encounter great interest throughout the region, nation, and world in the business and science courses that would be available in your program. Natural resource management is in the process of substantial change and a Graduate Certificate such as you propose would be extremely beneficial to forest and other natural resource managers.

You have our support in developing a Graduate Certificate Program in Management for Science Professionals at OSU.

Best wishes,

A handwritten signature in black ink, appearing to read "Hal Salwasser", written over a light gray grid background.

Hal Salwasser, Dean
College of Forestry



Extended Campus

Oregon State University, 4943 The Valley Library, Corvallis, Oregon 97331

Phone 541-737-2676 | Fax 541-737-2734 | ecampus.oregonstate.edu | ecampus@oregonstate.edu

DATE: May 21, 2007

TO:

Ursula Bechert, DVM, PhD

Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
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Tel: 541 737 5259
Fax: 541 737 3573
ursula.bechert@oregonstate.edu

Sherman H. Bloomer, PhD

Dean, College of Science
128 Kidder Hall
Oregon State University
Corvallis, OR 97331-4608
Ph: 541-737-3877
FAX: 541-737-1009
Sherman.Bloomer@oregonstate.edu

FROM: Mark Merickel, PhD
Associate Dean, OSU Extended Campus

SUBJECT: Letter of Support for Category 1 proposal, Graduate Certificate in
Management for Science Professionals

OSU Extended Campus fully supports the establishment of an OSU Graduate Certificate in Management for Science Professionals. We have other highly successful programs for professionals in various fields of science, know how to market to this audience, and have established a reputation nationally for high quality, accessible courses and programs. Bringing this program to an extended audience nationally and internationally reinforces our goal of improving access to OSU programs.

The online version of this graduate certificate would be marketed nationally and would be of interest to students in other Professional Science Masters programs across the country. (Nationwide program information—<http://www.sciencemasters.com/>). In addition, we anticipate enrollment in the individual courses by working professionals who are managing science programs and wish to upgrade their skills in core areas essential to their management success.

Upon curricular approval Ecampus will provide assistance with program planning, marketing, course design and development, Blackboard training, and supporting services

to students at no cost to the college or department and will return tuition revenue to the program according to the established Ecampus revenue-share model. We will support development of the online courses within this program by providing funding for the content provider for each course. With careful planning and with anticipated enrollment, this program will be self-sustaining under this model.

Courtney Campbell
Jonathan Kaplan
DEPARTMENT OF PHILOSOPHY



OREGON STATE UNIVERSITY
208 Hovland Hall • Corvallis, OR 97331-3902
Telephone 541-737-2955 • Fax 541-737-2571

April 20, 2007

To whom it may concern:

We are writing in support of the Category I proposal to create a Graduate Certificate Program (19-credits), "Graduate Certificate in Management for Science Professionals," based on the Professional Science Masters (PSM) degree cohort curriculum.

As part of the PSM cohort curriculum, students are required to take Philosophy 547, "Research Ethics," which one of us (Jonathan Kaplan) has taught for the past two years. The response from the PSM students has been quite positive - the comments on the qualitative student evaluations this year included such remarks as "a great, thought-provoking class" "I really enjoyed this class even though I was a bit apprehensive about taking a philosophy course" and "very stimulating, relevant, and interesting." It is clear from these experiences in 547 that students from technical backgrounds have not been exposed to rigorous, sustained thinking about the ethical issues engendered by scientific research, and that, while initially skeptical of the value of such work, come to appreciate the importance of taking these kinds of issues seriously.

Creating a Graduate Certificate Program that, as part of preparing students in the sciences to work effectively in the private sector, includes a required ethics component, would benefit the OSU community in a number of ways. First, of course, those students taking advantage of the Certificate Program would benefit by gaining the expertise necessary to work effectively as both research scientists and business people, while maintaining a focus on the ethical issues inherent in their careers. Second, the businesses in which these students end up working will no doubt benefit by having hired people who have, at the very least, been asked to think seriously about what ethical conduct in research settings involves. And finally, such a program would send a strong message that ethical training, and ethical behavior, is a critical part of good management practice in the sciences, something that, unfortunately, has not always been seen as obvious, nor always practiced.

In short, the proposal to create a "Graduate Certificate in Management for Science Professionals" Graduate Certificate Program, based on the Professional Science Masters (PSM) degree cohort curriculum, is well worth supporting.

Sincerely,

 
Dr. Courtney Campbell, Department Chair, Philosophy Department
ccampbell@oregonstate.edu

Dr. Jonathan Kaplan, Associate Professor of Philosophy
Jonathan.Kaplan@oregonstate.edu



Department of Speech Communication,
Oregon State University, 104 Shepard Hall, Corvallis, Oregon 97331-6199
T 541-737-2461 | F 541-737-4443 | <http://oregonstate.edu/dept/speech>

2 May 2007

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Dear Prof. Bechert:

The Department of Speech Communication supports the Category I proposal from the College of Science to create a Graduate Certificate Program in Management for Science Professionals which includes COMM 512-036, Communication and Practice of Science. We believe the inclusion of COMM 512-036 strengthens an already strong proposal. We will continue to teach this class as long as we continue to receive funding from the College of Science.

Sincerely,

A handwritten signature in black ink, appearing to read "Charlotte J. Headrick". The signature is fluid and cursive, with a large initial "C" and "H".

Charlotte J. Headrick, Ph.D.
Prof., Theatre Arts
Acting Chair, Department of Speech Communication

From: Hale, Jeffrey
Sent: Friday, December 12, 2008 9:46 AM
To: Bechert, Ursula
Subject: RE: PSM program

Ursula, this looks like a wonderful applied program for professionals in scientific and technological fields. The New Media Communications program does not have coursework that would be relevant to your students. However, your program may be an option for our students that want to focus on scientific visualization as a career path in new media. We are supportive of your Cat I proposal and look forward to the implementation of this program.

Jeff
Jeffrey A. Hale
Assistant Dean, External Relations
Director, Liberal Studies
Interim Director, New Media Communications
211 Gilkey Hall
College of Liberal Arts
Oregon State University
541-737-4587
Fax 541-737-2434
jhale@oregonstate.edu

From: Bechert, Ursula
Sent: Friday, December 12, 2008 8:35 AM
To: Hale, Jeffrey
Subject: PSM program

Hi Jeff,

Thanks for returning my call this morning. I appreciated your feedback regarding potential course overlap between your New Media Communications program and our Professional Science Master's program (<http://psm.science.oregonstate.edu/>). Thanks for suggesting a reply to this email as a letter of liaison to acknowledge the lack of overlap and differences.

It looks like you've developed a wonderful program, and I really liked your website. Perhaps a few of your students might be interested in taking some of the professional courses we've created, especially if they're planning to start or manage a media company. I hope that your Cat I proposal process goes smoothly.

Best wishes for the holidays-- Ursula

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
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Tel: 541 737 5259
Fax: 541 737 3573
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RON WYDEN
OREGON

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April 26, 2007

Dr. Ursula Bechert
College of Science
Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Dear Dr. Bechert:

It is a critical time for the United States. Everywhere we look, we see evidence of the global competition that American companies are facing. Unfortunately, we also see evidence that American companies are struggling because their employees lack the training necessary to compete in this global marketplace.

I am proud to say that the State of Oregon and the Oregon University system have been on the forefront in fighting to improve this situation. In particular, a tremendous amount of effort has been focused on ensuring Oregon's students get the math and science education, skills and knowledge that they will need to succeed. Oregon State University's Graduate Certificate Program in Management for Science Professionals is an important part of this effort.

This Graduate Certificate Program will help us become more competitive in science and math by providing individuals interested in working in science-related fields with training in business management, communications, ethics and professional technical skills. People working in research facilities, private practices or consulting firms, government agencies, and other industries often need such skills in their everyday work, but they have no way to acquire this training within their current professions. The Management for Science Professionals Graduate Certificate Program will enable individuals to bridge the gap between business and science in a variety of workforce sectors, and will arm their employers with the able workers needed to succeed in the 21st Century marketplace.

Oregon State University's Graduate Certificate Program in Management for Science Professionals should be applauded and emulated.

Sincerely,



RON WYDEN
United State Senator

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TOLL FREE: 1 888 4-HOOLEY

April 25, 2007

Ursula Bechert D.V.M., Ph.D.
College of Science
Oregon State University
DBPP-2082 Cordley Hall
Corvallis, OR 97331

Dear Dr. Bechert:

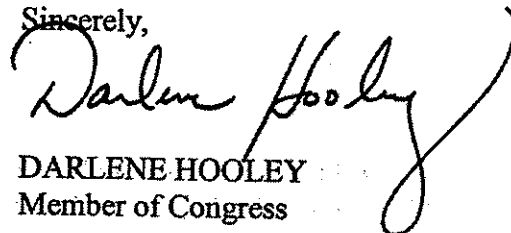
I am excited to learn about Oregon State University's success with the Professional Science Master's (PSM) programs. I first learned of this program in 2005, when it was being developed. I have been a long time supporter of science based education and am encouraged to see this program growing.

Expanding the PSM programs to include a Graduate Certificate Program will provide a wonderful opportunity for students outside the PSM program area who are interested in gaining critical professional skills.

In this global economy, we should take every opportunity to arm our graduates with the tools they need to thrive and compete. We also compete at the university level for the best and brightest students and this program is one more way we can continue to recruit students to Oregon State University.

Thank you for keeping me informed about the growth of this exciting program. Please let me and my staff know how we can continue to support the important work you are doing.

Sincerely,


DARLENE HOOLEY
Member of Congress

DORIS O. MATSUI
5TH DISTRICT, CALIFORNIA
COMMITTEE ON RULES
COMMITTEE ON SCIENCE

Congress of the United States
House of Representatives
Washington, DC 20515-0505

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SACRAMENTO, CA 95814
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www.house.gov/matsui

May 8, 2007

Ms. Ursula Bechert
Oregon State University
2082 Cordley Hall
Corvallis, Oregon 97331

Dear Ursula:

As a supporter of scientific research and increasing science, technology, engineering and math education in our nation's schools, I wanted to update you on important developments in Washington.

Science and technology issues, such as global warming and alternative energy, are crucial to our nation's competitiveness and security. As research into such pressing issues continues I believe our nation's researchers should be encouraged to effectively communicate new discoveries to the public. That is why I am proud to report that the House of Representatives incorporated a program I introduced—the Scientific Communications Act of 2007 (H.R. 1453)—into the National Science Foundation reauthorization bill (H.R. 1867). This bill will create a NSF grant program to train science graduate students to communicate more effectively with policymakers, business leaders, and other non-scientists in order to capitalize on the federal government's enormous annual investment in scientific research. I look forward to working with my colleagues in the Senate to ensure this legislation becomes law.

Late last month, the House also passed two bills that will advance STEM education and research in our country and ensure that the U.S. workforce remains competitive in the global economy. One of those bills, H.R. 362, will expand programs that help put qualified STEM teachers in our classrooms, improve teaching methods, and will create a panel of experts to identify and develop a new set of K-12 STEM curriculum for use in our public schools. Following the recommendations made in the National Academy of Sciences landmark report, *Rising Above the Gathering Storm*, H.R. 363 will strengthen the federal government's long-term basic research programs. The bill supports outstanding young researchers through grants at the NSF and the Department of Energy, while also establishing a national coordination office to identify, prioritize and fund research infrastructure at universities and national laboratories.

If you have any questions about these or any other issue, please do not hesitate to contact my office at (916) 498-5600.

Sincerely,



DORIS O. MATSUI
Member of Congress

DOM:nd



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April 24, 2007

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP-2082 Cordley Hall
Corvallis, OR 97331

Dear Dr. Bechert:

I am writing in support of the development of a Graduate Certificate in Management for Science Professionals at OSU. I understand that this certificate program would be designed for science majors and emphasize organizational finance, marketing and entrepreneurship, communications, ethics and professional skills. My work with the Council on Competitiveness has made me keenly aware of the need for this type of training. The Council on Competitiveness is a private nonprofit organization comprised of CEOs, university presidents and labor leaders focused on fostering innovation-based growth and global competitiveness. As part of our National Innovation Initiative, the Council recommended the development and support of these types of PSM programs. We believe PSM programs and this type of training are essential for national competitiveness and regional economic growth as well. In my collaboration with the Council on Graduate Schools in support of PSM programs throughout the nation, I have seen a large demand for graduate certificate programs in communication, ethics and business skills, not only within the PSM programs, but by students in many different fields of science who are preparing for a research career and pursuing a Ph.D.

During my many years working at the National Science Foundation as the Director of Science and Engineering Indicators, I became convinced that providing business and communication skills for scientists and engineers is an important way of capturing and transmitting innovative ideas and products. Additionally, my colleagues at the National Science Foundation and other federal and state technical agencies needed and used such skills in our work responsibilities as science administrators on a daily basis. These skill sets are very important not only for entrepreneurs and business professionals, but also for scientists and engineers in all occupations, because they need to be prepared to enter the workforce in many different sectors.



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John A. Young
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I was very impressed with the OSU PSM programs and students when I recently participated in the two-day OSU industry advisory meeting for your PSM programs. I believe that instituting a "Graduate Certificate in Management for Science Professionals" would strengthen the PSM programs and also meet a broader need at OSU and the Corvallis community. Indeed, I believe that the curriculum would be of broader interest throughout Oregon and the nation.

Good luck in your efforts to formalize such a graduate certificate program. I believe that it will be a big success.

Sincerely,

Jennifer Sue Bond

Jennifer Sue Bond
Senior Advisor
Council on Competitiveness



Associated Oregon Industries

1149 Court Street NE
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April 24, 2007

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Ms. Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Dear Dr Bechert:

I was very pleased to see the proposal for Graduate Certificate program for Science Professionals in Management.

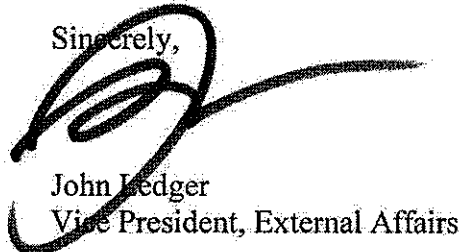
As you know, AOI is Oregon's largest and oldest comprehensive business association, with members ranging from Intel to single-person small businesses. Many of our members are research and consulting companies, especially high-tech and environmental.

Our members often seek managers, or those with management potential, with master's degrees in science, engineering and mathematics. Unfortunately, most employees with scientific background have little or no managerial training, a very real deficit. So the proposed curriculum looks very germane to today's business needs.

I believe graduates from such a program, who must now compete with applicants throughout the nation or worldwide, would be very attractive to Oregon employers.

Please feel free to cite AOI as a strong endorser of your proposal.

Sincerely,



John Hedger
Vice President, External Affairs

JL:kah



April 20th, 2007

Dr. Ursula Bechert
College of Science
Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Dear Dr. Bechert:

I have been a long-time, enthusiastic supporter of the Professional Science Master's (PSM) Program at Oregon State University (OSU), because I understand the value of merging training in business management, communications, ethics and professional technical skills with a science-based graduate degree. At Chemica Technologies, Inc., we value scientists who understand how their work fits within the broader context of the world of business. These individuals are more effective contributors to team projects and are versatile employees.

Oregon State University's Graduate Certificate Program in Management for Science Professionals will broaden access to this type of training to non-PSM degree-seeking individuals, which is excellent. Additionally, I understand that other universities offering PSM degrees are interested in curriculum sharing opportunities, and OSU's Graduate Certificate Program in Management for Science Professionals would certainly be of interest as an online option.

The Graduate Certificate Program will enable individuals to bridge the gap between business and science in a variety of workplaces, and I really appreciate your devoted effort to further develop and promote this substantial program to fill a long time need in many industries.

I strongly support the PSM program at OSU.

Sincerely,

A handwritten signature in black ink, appearing to read "Takuji Tsukamoto", written over a horizontal line.

Dr. Takuji Tsukamoto
President/CSO
Chemica Technologies, Inc.
325 SW Cyber Dr.
Bend, OR 97702-1076

To: Ursula Bechert, DVM, PhD

April 20, 2007

Dr. Bechert,

I was excited to learn of your proposal to create a Graduate Certificate Program from the PSM cohort curriculum that is designed specifically for science majors not included in the PSM program. I am also very supportive of your proposal to develop an online version of this certificate program as I believe this would be an attractive learning option for many students, especially adult learners who are returning for higher level academic degrees.

As you are aware, I am a big proponent of students in science or science-related fields receiving some type of formal training in management, communications, ethics and professional technical skills.

Employers, such as Hewlett Packard, appreciate technical candidates who have a basic understanding of finance and marketing principles, have been exposed to the potential business practices companies might use when managing in an innovative environment, have a grounding in business ethics and know multiple methods for communication. Applicants with this type of background are typically more successful in the interviewing process than those who do not.

I would like to provide my support for your proposal as I believe programs such as this are in the best interest for companies such as ours – now and into the future. Please let me know if there is anything more I can do to help in gaining the approval you need to move forward on this.

Regards,
Linda Amedo



Linda Amedo
Business Systems Manager
Graphics and Imaging Business
Hewlett-Packard Company

541-715-3552 Phone
541-715-9929 Fax
linda.amedo@hp.com



1853 SW Airport Ave Corvallis OR 97333
ph 541 754 4002 fx 541 738 6505
viewplus.com info@viewplus.com

April 23, 2007

Dr. Ursula Bechert
Director of Off-Campus Programs, College of Science
Oregon State University
Corvallis, OR 97331

Dear Ursula:

I am happy to hear about the new proposal for a Graduate Certificate in Management for Science Professionals. Since it will require courses that are already in place for the Professional Science Master degree program, it should require minimal extra effort for a possibly significant reward to OSU.

The courses required to earn the certificate would be very valuable for a scientist in virtually any business situation. Even scientists intending to pursue academic careers could profit considerably if ever they should become involved with a spin-off or other cooperative venture with a small company.

I approve this initiative wholeheartedly.

John Gardner
President, ViewPlus Technologies and
Professor Emeritus, Physics, Oregon State University



Oregon

Theodore R. Kulongoski, Governor

Department of Fish and Wildlife

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Salem, OR 97303
(503) 947-6200
Fax (503) 947-6202
TTY (503) 947-6339
www.dfw.state.or.us



April 24, 2007

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Re: Letter of support for Graduate Certificate Program

Dear Dr. Bechert,

Per your request I would like to express support from the Oregon Department of Fish and Wildlife (ODFW) for your proposal to create a Graduate Certificate in Management for Science Professionals.

ODFW employs over 1,000 managers, biologists and administrative support staff. Most of our biologists receive their formal education in one of the life sciences such as fishery or wildlife biology. On the job training for ODFW biologists focuses on collecting and interpreting data from a suite of fish or wildlife species. Most ODFW managers are recruited from within the rank of our biological staff and have little formal training to manage human and financial resources. There are several reasons why the Graduate Certificate in Management for Science Professionals is appealing. First, the list of courses you provided is consistent with management skills necessary to become an effective manager. Second, the courses are offered throughout the year and the program can be completed in eight months. Finally, since many ODFW employees live in remote portions of the state, an on line, distance learning option is highly desirable.

Good luck developing the program and feel free to contact me should you have any questions.

Sincerely,

Charlie Corrarino
Conservation and Recovery Program Manager



Cc:

Virgil Moore, ODFW Director

Dr. Dan Edge, Head, OSU Department Fisheries and Wildlife

Laurie Byerly, ODFW Deputy Director

Roxie Burns, ODFW HR Administrator

Ed Bowles, ODFW Fish Division Administrator

Ron Anglin, ODFW Wildlife Division Administrator

Appendix D: NGA Proposal and Letters of Support and Approval

State Strategies to Meet Emerging Workforce Needs through the Professional Science Masters Program

OREGON'S CHALLENGE

According to business leader participants in a recent survey by Monitor, Oregon is a great place to live but lacks a sufficient skilled labor pool, most particularly lacking in specialists in engineering and the sciences. The same survey found that responding companies in Oregon interact with the state's universities at twice the rate of others in the United States and globally, indicating a strong level of collaboration and partnership. The Monitor analysis further urged the state to position itself by:

- Creating jobs to provide opportunity for the state's rapid population growth (Oregon: 7.9% compared to the U.S.: 6.1%);
- Raising average wages (Oregon: \$37,711 compared to the U.S.: \$42,405) by focusing on maintaining innovation levels (Oregon: 17.91 patents/10,000 workers versus the U.S.: 8.96 patents/10,000 workers);
- Expanding high-end manufacturing (e.g., IT products, analytical instruments, heavy machinery and machine tools); and
- Fostering non-urban development by maintaining the state's strong positions in agriculture-related clusters (e.g., wine, forest products, and furniture).

Two of the primary strategies that were recommended for the state to differentiate itself were: (1) to improve education from prekindergarten through university levels, with particular emphasis on higher education, and (2) to increase support of entrepreneurship to bolster home-grown industries.

The just released workforce demand projections from the Oregon Employment Department show a growing need for advanced education in many occupational groups. The table below summarizes the science, technology, engineering, and mathematics (STEM) occupation projections where the positions will be filled with an applicant that at a minimum must have a bachelor's degree, but where the competitive candidate will have a master's degree.

**STEM Employment Trends
For Occupations with Master's Degree Hiring Preference**

| Occupation Group | Employment | | | | 10-Year Occupational Projections | | | 2006 Master's |
|---|---------------|---------------|--------------|-------------|----------------------------------|--------------|--------------|-----------------|
| | 2006 | 2016 | Change | % Change | Growth | Replace | Total | Degrees Awarded |
| Computer Specialists | 1,295 | 1,475 | 180 | 13.9% | 180 | 145 | 325 | 73 |
| Mathematical Science | 924 | 1,047 | 123 | 13.3% | 123 | 268 | 391 | 56 |
| Engineering | 18,340 | 19,735 | 1,395 | 7.6% | 1,413 | 3,952 | 5,365 | 273 |
| Life Sciences | 2,763 | 2,955 | 192 | 6.9% | 192 | 765 | 957 | 59 |
| Physical Sciences | 2,531 | 2,858 | 327 | 12.9% | 327 | 622 | 949 | 91 |
| Total | 25,853 | 28,070 | 2,217 | 8.6% | 2,235 | 5,752 | 7,987 | 552 |
| Source: Oregon Employment Department Workforce and Economic Research (January 2008) and Oregon University System 2006 Fact Book | | | | | | | | |

This table highlights the workforce impact that the retirement of highly educated baby boomers will have on the demand for critical occupations in the coming decade. Current trend data for Oregon and the

United States raises further concerns because the overall educational attainment between young and older adults finds that the higher education levels are held by the older age group. This trend does not bode well for future economic vitality.

The Governor's Office, the State Board of Higher Education, the State Board of Education, and the Workforce Investment Board presently have several initiatives underway to expand and improve the state's education delivery system overall and specific STEM educational/research opportunities available to Oregonians. These include:

Unified Educational Enterprise (UEE) Subcommittee of the Joint Boards: One of the fundamental responsibilities of this group is to respond to the Legislature's call for postsecondary education sectors to cooperate on alignment initiatives. The UEE is on track to analyze the current enterprise alignment and identify gaps within it.

Key Elements of an Aligned Education Enterprise:

- Advance a standards-based education system based on agreed upon common core proficiencies with rigorous standards and learning outcomes for all students PreK-20;
- Develop clearly defined and articulated pathways that allow all students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities;
- Facilitate development of clear, consistent, frequent, and cross-sector communication that informs students of their options and opportunities (communication includes parents, teachers, counselors, teachers, faculty, administrators, Boards, and other stakeholders);
- Study and advise on integrated data systems that allow for transfer of student records including learning and achievement across systems and institutions; and
- Make recommendations for achieving a coherent PK-20 system, with a unified vision, common language, clear agreements, up-to-date policies, and well engineered structures.

Post-secondary Quality Education Commission (PSQEC): The Governor has established the Commission to build a model for understanding the needs of the full post-secondary education system.

The commission is to:

- Identify the key issues to address in completing a model that identifies the particular needs of community college and university students;
- Determine the key values encompassing the mission of post-secondary education in Oregon, including access to education, educational quality, student success, professional compensation, research, service, innovation, technical/career and adult basic education;
- Solicit input from educators, education policy experts and others about the elements of the model; and from the public, input regarding educational priorities in the model;
- Develop the model based on research, data, public input and experience; and
- Communicate with stakeholders regarding model development.

Engineering & Technology Industry Council (ETIC): This council was established in 1997 to plan and oversee improvements in engineering programs with a focus on better serving industry's needs. This marked the first time that the state universities and the private sector worked in full collaboration to co-fund and direct efforts to grow the capacity and excellence of Oregon's engineering and technology programs and the number of skilled workers produced through these efforts. The voting members of ETIC are industry executives who meet regularly with leaders from Oregon public university campuses to develop strategic plans and associated implementation plans. The industry members serve a fiduciary role by holding the campuses accountable for producing results based on an objective set of metrics.

ETIC investments have grown a cadre of engineers and technology workers for all of Oregon's industries, from high tech to agriculture, from tourism to forestry, and other key sectors of our economy such as energy, medical, transportation, manufacturing, and financial services. ETIC investments have been leveraged by private dollars, providing two dollars in private support in funding, equipment, scholarships and other support for every dollar of public investment. ETIC investments have established a solid base that will enable Oregon to meet its goals of more than doubling the number of engineering degrees and increasing externally funded research more than five-fold by 2020.

The Oregon Innovation Council (Oregon InC): Created in 2005 by the Governor to make recommendations on how the public sector can stimulate Oregon's economy, Oregon InC was recently awarded \$28.2 million by the 2007 Oregon Legislature to implement four industry initiatives and three signature research centers. Manufacturing, food processing, seafood, and the nascent wave energy industry represent the industry initiatives. The research initiatives include ongoing support for the state's first successful signature research center, the Oregon Nanoscience and Microtechnologies Institute (ONAMI), as well as the formation of two additional signature research centers: the Bio-Economy and Sustainable Technologies (BEST) Center, which will focus on bio-products, bio-fuels and green development; and the Oregon Translational Research and Drug Development Institute (OTRADI), which will focus on infectious disease research.

This package is designed to build on Oregon's competitive advantages, enhance diverse industries, and create competitive jobs and opportunity in every corner of the state. Further, it is the product of an unprecedented partnership between the business community, state government, the venture capital community and higher education.

The Oregon Business Plan: In 2002, government, business, and academic leaders came together to form the Oregon Business Plan initiative: a comprehensive plan to grow the economy of the state through the identification of key issues that are relevant to growing business in Oregon. Updated yearly and supported by the **Oregon Business Council** (a private non-profit organization consisting of 47 chief executives from some of Oregon's largest businesses), the Oregon Business Plan is a model for broad inclusiveness and has a remarkable history of success in the state legislature, in economic impacts and in job creation. Cluster methodology is the strategic underpinning of the Oregon Business Plan, and since 2002, a large network of clusters has developed to feed the Oregon Business Plan and to help train industry and economic development professionals to use the tools and strategies of cluster development.

Governor's Employer Workforce Training Fund (EWTF): The EWTF was created in 2003 when the Governor directed that a portion of Workforce Investment Act funds go to support incumbent worker training with an emphasis on industry clusters. Regional Workforce Response Teams (made up of workforce and economic development practitioners) are encouraged to utilize their local EWTF resources to support the workforce needs of local industry cluster groups while the state portion of the EWTF resources has been used to support statewide industry sectors (like healthcare and manufacturing) and assist in training the local practitioners in the regions on how to use the cluster-oriented approach. In addition, the fifteen workforce regions each received additional funds from EWTF to expand their capacity to use the cluster approach to respond to cluster-based workforce needs. EWTF investments total approximately \$20 million over the past four years.

Oregon's 2007 Legislative Session approved an unprecedented 18% increase in education funding for Pre-K, K-12, Community Colleges, and Oregon Universities, plus targeted investments in high-demand occupational programs in healthcare and engineering. These resources will support the education and training needs of businesses along with the Oregon InC investments.

GOALS & EXPECTED OUTCOMES FOR THE PSM POLICY ACADEMY PROCESS

In *Priming the Talent Pipeline: Oregon's Future Workforce Needs Analysis*, commissioned by the Oregon Workforce Investment Board as its strategic plan, a number of key strategies are identified to: (1) place greater emphasis on lifelong learning over the course of an individual's career, (2) increase levels of entrepreneurship, and (3) put greater emphasis on technical professionals developing hybrid skill sets. These broader skill sets include knowledge about supply chain management, quality and process control, data and decision support tools, customer service, company/market needs, and global commercial awareness. Offshore outsourcing is raising skill requirements for innovation, new product design and project management.

There are currently four PSM programs at Oregon State University (OSU) in Applied Biotechnology, Applied Physics, Environmental Sciences, and Applied Systematics in Botany that were initiated with a \$400,000 grant from the Alfred P. Sloan Foundation in 2002. Program development was based on feedback from local industry and follows the precedent set by ETIC for industry involvement by engaging an Advisory Board and organizing annual workshops. The last workshop, held at OSU in late November 2007, explored how new PSM programs at OSU could positively impact workforce development needs. Allen Alley, the Deputy Chief of Staff for Governor Kulongoski, was the keynote speaker. Potential programs in several STEM disciplines were recommended and paralleled the needs summarized in the employment trends table on page one.

Currently, these are the only PSM programs in the Pacific Northwest. Expansion of PSM programs will give Oregonians a new advanced education choice that will keep them competitive in the rapidly changing workforce. Importantly, PSM graduates prefer to remain in the state with approximately 68% of OSU's cohorts staying in Oregon and 77% in the Pacific Northwest. Similar trends have been noted elsewhere (e.g., 55% of Penn State University's PSM graduates remain in the state). These programs also appeal to minorities and women; approximately 50% of PSM enrollment at OSU is comprised of women.

Our goals in participating in the PSM Policy Academy Process are to learn how other states have implemented system-wide, economically viable PSM programs and to initially identify and prioritize development of specific PSM programs in Oregon to address future workforce needs. We plan to create task forces using experts from the Oregon Employment Department, UEE, ETIC, Oregon InC, and Oregon Business Plan initiative representatives, and members of the OSU PSM Advisory Board as well as the NGA Policy Academy home team. These groups will gather information from representative industries and then work together to publish a report of these findings.

An action plan for development of new PSM programs in the state will draw from the collective knowledge and resources of Oregon's initiatives described earlier, the Oregon University System, and PSM program experience at OSU. The professional curriculum offered at OSU for its PSM programs represents several years of development involving input from industry as well as other universities. Students take a series of eight courses, which include a year of business training (accounting and finance; project management and marketing; innovation management), courses in communications, research ethics, and a series of professional skills seminars. These courses will be available in an online format in the fall of 2009 and could augment PSM program development at institutions across the state. Various partnerships will encourage development of economically viable programs (e.g., joint degree programs between academic institutions). By working together with groups like the UEE, a pipeline to produce future PSM graduates can be created.

A PSM start-up grant fund will then be established, with co-funding from representative industries, to support development of new programs at Oregon's academic institutions. Nationally, PSM programs in the biosciences predominate, representing over a third of the PSM degrees granted in 2006 (Council of

Graduate Schools, February 2008). Oregon InC's initiatives and research centers reflect this growing area of interest, and could help spearhead cooperative partnerships with industry to further development of PSM programs in the state. It is also anticipated that Congress will include appropriations for PSM programs at the National Science Foundation (NSF) in legislation for 2009. This forward momentum will be beneficial to Oregon institutions seeking support for program development from NSF in the future.

Oregon businesses are dominated by many medium and small firms that will need to hire professionals with broad skill sets envisioned by PSM programs. The PSM movement has the potential to not only produce graduates capable of bridging the gap in communication between the research and marketing arms of industry, but between industry and academic institutions as well. The PSM alumni from OSU have shown a strong interest in networking among other PSM cohorts, maintaining ties to OSU, as well as promoting the PSM at their place of employment. The opportunity to further develop PSM programs in Oregon at this time are perfect, given the work that has already been done and the initiatives to expand and improve the state's education delivery system that are currently underway.

PROPOSED TEAM COMPOSITION

The core team is comprised of highly effective and skilled individuals with knowledge and authority to get things done. (Contact details are included in the Appendix.)

Bruce Schafer, Team Lead: Bruce is the Director of Industry Affairs for the Chancellor's Office of the Oregon University System and the Executive Director of the Engineering & Technology Industry Council. Prior to joining the Oregon University System in 1999, Bruce was the President and founder of PC-Kwik Corporation, which was licensed to major personal computer manufacturers. Prior to founding PC-Kwik, Bruce served as an engineering and marketing manager at Intel Corporation. Bruce will be working with provosts and deans from colleges across the Oregon University System to identify programs with the strongest support from employers, students, and schools that would be best candidates for the PSM program.

Senator Richard Devlin, Senate Majority Leader: Senator Devlin is serving as chair of the Senate Committee on Rules and Executive Appointments and is also a member of the Senate Committee on Commerce and Labor. Senator Devlin has extensive experience with budget and education issues, having served on the Joint Ways and Means Committee for several legislative sessions. Senator Devlin will help guide the PSM initiative through the cross-sector legislative priority-setting process blending this critical need between graduate education and economic development.

Margie Lowe, Governor's Higher Education Policy Advisor: With over two decades experience in management of budget and policy issues in multiple programs areas, Margie has spent the past four years focused on implementing strategies to make postsecondary education more affordable and successful for all Oregonians. She has effectively worked with agency officials, stakeholder groups, and legislators to implement innovative programs in education and human services. Margie will be working with executive branch agencies for employment, economic development, workforce development, and higher education to assure full support from critical stakeholders.

Steve Mahon, General Manager for TriQuint Semiconductor: Steve has 26 years experience in the semiconductor industry specializing in GaAs based integrated circuit processing and microwave acoustics. Currently, Steve oversees design, development and manufacturing of bulk acoustic wave (BAW) microwave filters. He holds bachelor's and master's degrees in electrical engineering. Steve's role with TriQuint Semiconductor and its affiliation with the University of Oregon's Material Science Institute's graduate internship program causes him to be particularly interested in improving Oregon's ability to produce graduates with degrees that combine science, business, and communication.

Ursula Bechert, Director of Off-Campus Programs, College of Science: Since January 1998, Ursula has been working at OSU to develop research and educational programs in the sciences. She has been leading development of the PSM programs at OSU since 2002, and is currently the Vice President of the National PSM Association (NPSMA). Ursula chairs the NPSMA's Strategic Planning Committee and serves on its Board Development and Best Practices committees. She has a degree in veterinary medicine and a PhD in reproductive endocrinology, and as an OSU faculty member, understands what is involved in conducting research, teaching, and building educational programs from the ground up. Ursula will be working with home team members and industry representatives to gather information about potential Oregon PSM program needs, and will also help to initiate and mentor new PSM programs at other institutions in the state.

Home-team members will work with and support the efforts of the core team. All of the individuals listed have been serving in an advisory capacity guiding growth and development of OSU's PSM programs.

Linda Amedo, Manager of Business Systems and Industrial Engineering, Hewlett Packard: Linda has been with Hewlett Packard since 1978, and is currently managing a team responsible for providing systemic improvements in business performance through the use of their business process and modeling expertise and analytical and project management capabilities. She also serves on the Advisory Boards for the College of Engineering and the PSM Program at OSU.

Charlie Corrarino, Conservation and Recovery Program Manager, Oregon Department of Fish and Wildlife: Charlie is responsible for oversight of native fish conservation issues and implementation of Oregon's Native Fish Conservation Policy, and he collaborates with the OSU Department of Fisheries and Wildlife on the operation of the Oregon Hatchery Research Center.

Bob Lanier, Executive Director, Oregon Biosciences Association: Bob serves as the President of MouldWorks, which is based at the University of Oregon. He has served in a variety of entrepreneurial positions in the past, including Director of Business Development for Partner LABfx, Director of Sales and Marketing for Neo-Genesis, and Co-Founder/Director of International Sales for Antalys, an AI oriented software consulting company, which was acquired by Baan Enterprise Systems in 1997.

John Ledger, Vice President for External Affairs at Associated Oregon Industries: Associated Oregon Industries (AOI) is Oregon's largest business organization. John is the editor of the Business ViewPoint magazine, oversees all public and other external relations for AOI, and lobbies the Oregon legislature on environmental and transportation issues. He originated and authored the legislation creating the Oregon Sustainability Board, the first of its type in the nation.

Hans Neukomm, retired Vice President and Director of the Energy Services Division, CH2M Hill: In 1998, Hans was appointed to the Oregon Energy Facility Siting Council and in 2005-06, he served as the Council's Chair. Hans is very active in community service for which he received the State of Oregon's Economic and Community Development Award for Outstanding Community Leadership in 2002. He serves on the Board of the Good Samaritan Hospital and the Linn-Benton Community College Foundations, on the OSU PSM Advisory Board, and is a Past Chairman of the Corvallis-Benton County Economic Development Partnership.

This team of industry experts will be augmented with appropriate executive branch partners as planning needs evolve. This will include participants from the Oregon University System, the Employment Department, Economic and Community Development Department, and the Community Colleges and Workforce Development Department.

APPENDIX – PSM CORE TEAM ROSTER

Bruce Schafer, Team Lead

Director, Industry Affairs, Office of the Chancellor
CAPITAL Center, Suite 1065
18640 NW Walker Road
Beaverton, OR 97006-2920
Phone (503) 725-2920
FAX (503) 725-2921
E-Mail: bruce_schafer@ous.edu

Senator Richard Devlin, Senate Majority Leader Office:

Oregon State Senate
900 Court St. NE S-316
Salem, OR 97301
Phone (503) 986-1719
FAX (541) 986-1080

District:

10290 SW Anderson Court
Tualatin, OR 97062
Phone (503) 691-2026
E-Mail: sen.richarddevlin@state.or.us

Margie Lowe, Higher Education Policy Advisor

Office of the Governor
900 Court Street NE
Salem, OR 97301-4047
Phone (503) 986-6528
FAX (503) 378-3225
E-Mail: marjorie.lowe@state.or.us

Steve Mahon, General Manager

TriQuint Semiconductor
63140 Britta St. Building C
Bend, OR 97701
Phone (541) 382-6706
FAX (541) 382-7783
E-Mail: smahon@tqs.com

Ursula Bechert, Director of Off-Campus Programs

College of Science
Oregon State University
2082 Cordley Hall
Corvallis, OR 97331-2902
Phone (541) 737-5259
FAX (541) 737-3573
E-Mail: ursula.bechert@oregonstate.edu



THEODORE R. KULONGOSKI
Governor

March 3, 2008

Chris Hayter
National Governor's Association, Hall of the States
444 North Capitol Street, Suite 267
Washington, DC 20001-1512

Dear Mr. Hayter:

The prospect of being one of the states chosen for inclusion in *NGA's Policy Academy on State Strategies to Meet Emerging Workforce Needs through the Professional Science Masters Program* is an exciting opportunity for Oregon's higher education system. Oregon's efforts to expand and improve the state's education delivery system and specifically our (STEM) educational/research opportunities including the four Professional Science Masters (PSM) programs at Oregon State University (OSU), positions us well for the opportunities of this particular Policy Academy.

Our state's innovative approach to the implementation of cluster-based economic development is complemented by several education-focused initiatives described in the proposal. Employment needs for master's level STEM occupations are expected to increase significantly over the next decade, particularly in the computer, mathematical and physical sciences. Expanding the number of PSM degree options available in Oregon will help us fill these workforce needs by providing industries with scientifically trained managers. Individuals with a PSM degree complete their studies with both expanded skills in their science discipline and new professional skills in business management, communications and ethics; they also will have gained practical experience through internships making them ideally suited for key emerging industry positions. And master's graduates are more likely to remain in the state than those earning other types of graduate degrees.

This NGA Policy Academy will help us explore specific Oregon PSM program needs and promote development of these new programs in cooperation with industries destined to hire the PSM graduates. Bruce Schafer, Director of Industry Affairs for the Oregon University System Chancellor's Office, is in a key position to direct implementation of statewide adoption of PSM programs and is enthusiastic about serving as the leader of the core team. Oregon State University presently has the only PSM programs in the Pacific Northwest; their Director, Ursula Bechert, is eager to expand PSM programs throughout the Oregon University System.

Chris Hayter
March 3, 2008
Page Two

I have selected three partners to serve with Bruce and Ursula on Oregon's core team; they are committed to rolling up their sleeves and spending a significant amount of time on this project, including, but not limited to, participation in these activities:

- o Advance preparation with the team prior to the Policy Academy;
- o Attendance at the two-day Policy Academy Workshop held June 2 and 3, 2008 in Sacramento CA;
- o Implementation of the plan, including creation of a PSM start-up fund for academic institutions; and
- o A one-day site visit from NGA project staff in the fall of 2008 to review progress of the plan.

The adoption of statewide PSM programs will raise awareness of these innovative programs and help Oregon respond to critical workforce needs. I understand that the work done in the Policy Academy will, ultimately, have far reaching effects, so I am fully committed to providing the support necessary to sustaining the gains realized through this process. Thank you for your consideration of this proposal; I look forward to Oregon's selection.

Sincerely,



THEODORE R. KULONGOSKI
Governor

TRK:ml:cy



NGA Center for BEST PRACTICES

National Governors Association
444 North Capitol Street
Suite 267
Washington, D.C. 20001-1512

Phone (202) 624-5300
www.nga.org/center

March 27, 2008

Board of Directors
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Governor of Kentucky

John Baldacci
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Tim Pawlenty
Governor of Minnesota
NGA Chair

Raymond C. Schuppach
NGA Executive Director

John Thomasian
NGA Center for Best
Practices Director

The Honorable Theodore R. Kulongoski
Governor
State of Oregon
900 Court Street NE, Room 254
Salem, OR 97301-4047

Dear Governor Kulongoski:

I am pleased to inform you that Oregon has been selected to participate in the NGA Center for Best Practices Policy Academy: *State Strategies to Meet Emerging Workforce Needs Through the Professional Science Masters Program*. Your state's proposal demonstrated a clear vision, relevance to other ongoing activities in your state, and a strong commitment to action. Four other states were selected to participate.


As part of the Academy, your state team will receive an orientation conference call, participate in a national Policy Academy meeting, and receive an in-state follow-up meeting to develop and refine a state action plan. In addition, Center staff and Academy faculty will be available throughout the nine-month process. The NGA Center will cover the costs of transportation and lodging for up to five individuals per state for participation in the PSM Academy meeting. Your state may send up to one additional team members at your own expense.

This Policy Academy will begin in April 2008 and continue through December 2008. A national Policy Academy meeting will be held June 2-3 in Sacramento, CA followed up by in-state site visits this fall.

We will be in contact with your designated team leader, Bruce Schafer, to coordinate next steps in the coming weeks. In the meantime, please contact Chris Hayter of the NGA Center at 202-624-7833 or chayter@nga.org if you have any questions.

We look forward to working with your state team on this important project.

Sincerely,



John Thomasian
Director, NGA Center for Best Practices

Appendix E: Budget

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.
See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/eca-forms.html

Institution: Oregon State University

Category I Proposal Name: Graduate Certificate in Management for Science Professionals

Academic Year: 2007-2008

Operating Year: 2008-2010

Completed by: S.H. Bloomer

(Indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

| | FTE | Dept | College | Institutional
Reallocation from Other
Budgetary Unit | From Special State
Appropriation Request | From Federal Funds &
Other Grants/Contracts | From Fees, Sales, &
Other Income | Endowment | LINE ITEM TOTAL |
|-----------------------------------|-----|-------|---------|--|---|--|-------------------------------------|-----------|-----------------|
| Personnel | | | | | | | | | |
| Faculty (Include FTE) | 0.8 | | 63,973 | | | | | | \$63,973 |
| Support Staff (Include FTE) | 0.5 | | 45,287 | | | | | | \$45,287 |
| Graduate Assistants (Include FTE) | | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | | \$0 |
| *OPE: Faculty | | | | | | | | | \$0 |
| Staff | | | | | | | | | \$0 |
| GTA/GRA | | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 109,260 | 0 | 0 | 0 | 0 | 0 | \$109,260 |
| Other Resources | | | | | | | | | |
| Library/Printed | | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | | \$0 |
| Supplies and Services | | | 1,100 | | | | | | \$1,100 |
| Equipment | | | | | | | | | \$0 |
| Travel | | | | | | | | | \$0 |
| Other Expenses | | | 5,000 | | | | | | \$5,000 |
| Other Resources Subtotal: | | 0 | 6,100 | 0 | 0 | 0 | 0 | 0 | \$6,100 |
| Physical Facilities | | | | | | | | | |
| Construction | | | | | | | | | \$0 |
| Major Renovation | | | | | | | | | \$0 |
| Other Expenses | | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | 0 | 115,360 | 0 | 0 | 0 | 0 | 0 | \$115,360 |
| Percentage of Total | | 0.00% | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budgetandtables.htm>

Faculty support is for 0.5 instructor for management courses, partial FTE for communications and philosophy courses; the management courses will grow once online and will move from the 0.5 FTE position to 1.0 FTE by the 3rd year (see below).
Support FTE is Ursula Becher, some course delivery and program management.
Service and supplies is office, phone, incidental funds.
Other is costs of Annual Partners Conference and meetings and some recruitment activity.

Note a number of these costs have been in part defrayed by private funds from the OSU Foundation.

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/academic-forms.html

Institution: Oregon State University

Category I Proposal Name: Graduate Certificate in Management for Science Professionals

Academic Year: 2007-2008

Operating Year: 2011-2012

Completed by: S.H. Bloomer

3rd year and after

(Indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

| Column A | | Column B | | Column C | Column D | Column E | Column F | Column G |
|-----------------------------------|-------|---------------|----------------|--|---|----------------------------------|-----------|-----------------|
| From Current Budgetary Unit | | Institutional | | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | LINE ITEM TOTAL |
| FTE | Dept | College | Budgetary Unit | | | | | |
| Personnel | | | | | | | | |
| Faculty (Include FTE) | 1.3 | 103,973 | | | | | | \$103,973 |
| Support Staff (Include FTE) | 0.5 | 45,287 | | | | | | \$45,287 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| *OPE: Faculty | | | | | | | | \$0 |
| Staff | | | | | | | | \$0 |
| GTA/GRA | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | \$0 |
| Personnel Subtotal: | 0 | 149,260 | 0 | 0 | 0 | 0 | 0 | \$149,260 |
| Other Resources | | | | | | | | |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | 1,100 | | | | | | \$1,100 |
| Equipment | | | | | | | | \$0 |
| Travel | | | | | | | | \$0 |
| Other Expenses | | 5,000 | | | | | | \$5,000 |
| Other Resources Subtotal: | 0 | 6,100 | 0 | 0 | 0 | 0 | 0 | \$6,100 |
| Physical Facilities | | | | | | | | |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | | | | | | | |
| Percentage of Total | 0.00% | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | \$155,360 |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budgetand/tables.htm>

Appendix F: Instructor CVs

CURRICULUM VITAE

URSULA BECHERT

JULY 2007

Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Phone: 541 737 5259
Fax: 541 737 3573
E-mail: ursula.bechert@oregonstate.edu

PROFESSIONAL PREPARATION

| | | |
|----------------------------------|------|--|
| Ph.D. in Animal Sciences | 1998 | Oregon State University |
| D.V.M. - Veterinary Medicine | 1991 | Washington and Oregon State Universities |
| B.S. in Bioveterinary Science | 1985 | Utah State University |
|
 | | |
| Journey into Leadership Training | 2003 | W.K. Kellogg Critical Issues Program |
| Immobilization of Wildlife | 1999 | Safe Capture International |

POSITIONS

| | |
|-----------|--|
| 2004- | Director of Off-Campus Programs, College of Science, Oregon State University (OSU) |
| 2002-2004 | Program Coordinator, Professional Science Master's, College of Science, OSU |
| 1998-2002 | Assistant Professor Senior Research, College of Veterinary Medicine, OSU |
| 1992-1997 | Associate Veterinarian, clinics primarily in the Willamette Valley, Oregon |

SYNERGISTIC ACTIVITIES

Current:

- Oversee development and management of graduate programs with major off-campus components:
 - Professional Science Master's (PSM) Programs (<http://professionalmasters.science.orst.edu>) initiated with a \$400,000 grant from the Alfred P. Sloan Foundation; involved faculty from five major colleges on campus as well as numerous industry and agency representatives to guide development of curricula.
 - International research and exchange programs for faculty and students in the College of Science.
- Founded and serve as Executive Director of NW Wildlife Conservation, Inc. (since 1998), a non-profit organization created to foster regional partnerships in the Pacific Northwest for global conservation through research and education.
- Conduct research through a faculty appointment in the Department of Animal Sciences at OSU. Projects focus on reproductive biology of wildlife species (particularly elephants) and development of novel diagnostic and population management tools through collaborative relationships in southern Africa, as well as nutritional and pharmacological studies with captive wildlife species.
- Professional and community service positions:
 - Vice President of the National PSM Association since June 2007.

- Member of the Ecology, Evolutionary, Environmental, and Organismal Biology Panel for the Science Foundation of Ireland (SFI) for the past two years, and chaired the SFI Women in Science Panel in 2006.
- Representative on the OSU International Advisory Council for the College of Science for the past two years.
- Contributing member of professional organizations including the Society for Conservation Biology, the Wildlife Disease Association, and the American Association of Zoo Veterinarians (AAZV).
- Volunteer Youth Director for high school students at a local community church since 2007.
- Member of the Institutional Animal Care & Use Committees for the Oregon Zoo (1998-2000) and Wildlife Safari (1999-2002).
- Member of OSU's Faculty Hearing Committee (2004-06), Graduate School Financial Aid Committee (2005), and College of Veterinary Medicine Public Relations Committee (1998-2002).

Previous:

- Developed a Zoo and Wildlife Medicine Program for the College of Veterinary Medicine at OSU (1998-2002). Activities included:
 - Creating and advising a Student Chapter of the AAZV.
 - Mentoring students in a variety of different research projects.
 - Supervising a cooperative program with Chintimini Wildlife Rehabilitation Center and facilitating development of new preceptorship and internship programs at the Oregon Zoo and Wildlife Safari.
 - Teaching three new senior block electives (Wildlife Rehabilitation, Free-ranging Wildlife, and Zoo Medicine; VM 781-22, 23 and 24).
 - Practiced as a full- or part-time veterinarian in private clinics and wildlife parks in Oregon (1992-97):
 - Examined patients, performed orthopedic and soft-tissue surgeries, handled emergencies, and developed preventive medicine programs.
 - Volunteered as a veterinarian in Kenya for one month (1994) to work with the Masai and their livestock.
 - Gained business and managerial experience by working as a:
 - Marketing consultant for Bonney Enterprises, Inc. (1987) to create a landscaping business for an established corporation that provided employment to mentally handicapped adults.
 - Sales manager for Ilsa's Konditorei & Café, Inc. (1985-86) to train personnel and generally advertise and promote the business.
 - Owner of a janitorial company that serviced residential and commercial sites on a contract basis (1982-86) while completing my undergraduate degree.
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SPECIAL RECOGNITION AND SKILLS

- Offered a position as an Adjunct Scholar for the Charlie Bild VIP Program in the College of Veterinary Medicine, University of Florida (2002 and 2004)
- Invitation to join the Alpha Gamma Chapter of the Society of Phi Zeta Veterinary Honor Society (2000)
- Speak German fluently; SCUBA certified; special training in communication and counseling

GRANT AWARDS

Research (>\$500,000 total)

| Year | Title | Amount | Funding Agency |
|---------|---|-----------|---|
| 2005 | Beavers and persistent organochlorine pollutants in estuarine and riparian ecosystems (PI) | \$10,000 | Oregon Sea Grant |
| 2005 | Formulations of a long-lasting, single-dose contraceptive vaccine in captive African elephants (PI) | \$12,000 | International Elephant Foundation & Elephant Care International |
| 2005 | Maintenance of a forest ecosystem in Northern Siberut through development of sustainable conservation-based economies (Co-PI) | \$120,000 | Critical Ecosystem Partnership Fund |
| 2004 | Biology and conservation of the Mentawai Island primates in the Peleonan Forest, Northern Siberut, Indonesia (Co-PI) | \$25,000 | Margot Marsh Biodiversity Foundation |
| 2003 | Ecology, population structure and movements of elephant populations in northern Botswana (Co-PI) | \$89,944 | USFWS |
| 2002 | U.S.-Botswana planning visit for wetlands management & hippo research workshop (PI) | \$7,073 | NSF and Conservation International |
| 2002 | Pharmacokinetics and clinical efficacy of terbinafine against Aspergillosis in avian species (PI) | \$29,868 | Morris Animal Foundation |
| 2001-02 | Veterinary student projects in physiology & nutrition involving elephants, hippos, and pygmy rabbits (PI) | \$19,415 | Merck-Merial Animal Health Program |
| 2001 | Monitoring environmental stress in African elephants through analysis of stress-activated proteins (PI) | \$33,628 | USFWS |
| 1999-01 | Undergraduate research training program (PI) | \$4,795 | OSU Research Office |
| 2000 | Mechanism of initiation of cholesterol deposition (Co-PI) | \$14,400 | NW Health Foundation |
| 2000 | Building capacity for the sustainable management of natural resources in the Okavango Delta (PI) | \$99,911 | USAID |
| 1999 | Pharmacokinetics of ibuprofen & phenylbutazone administered to African and Asian elephants (PI) | \$30,000 | Morris Animal Foundation |

Education and Development (>\$690,000)

| Year | Title | Amount | Funding Agency |
|---------|---|-----------|---|
| 2007 | Development of an online Management for Science Professionals Graduate Certificate Program (PI) | \$75,000 | OSU e-campus |
| 2006-07 | Formation of a National Professional Science Master's Association (Co-PI) | \$540,200 | Alfred P. Sloan Foundation |
| 2002 | NW Wildlife Conservation, Inc. conferences & general support (PI) | \$7,770 | Autzen Foundation & MWI Veterinary Supply |
| 1999 | Opportunities for collaborative university partnerships in Botswana and South Africa (PI) | \$5,000 | OSU Office of International Research |
| 1998 | Northwest Consortium for Wildlife Conservation Research (PI) | \$61,200 | M.J. Murdock Charitable Trust |

SELECT INVITED LECTURE AND PRESENTATION TOPICS

- 2006 "Wildlife Conservation in Northern Botswana" for the OSU International Environmental Issues Seminar Series (invited speaker annually for 5 years)
- 2005 "Career Opportunities in Zoo and Wildlife Medicine" for the OSU Pre-Veterinary Club
- 2004 "Pharmacokinetics & Clinical Efficacy of Terbinafine against Aspergillosis in Avian Species" at the AAZV Conference in San Diego CA
- 2003 "Professional Master's Degree Programs in the Sciences at OSU" at the Association for the Study of Higher Education Conference in Portland OR
- "Pharmacokinetics of Orally Administered Ibuprofen in Elephants" at the AAZV Conference in Minneapolis MN
- "Building Capacity for the Sustainable Management of Natural Resources in Northern Botswana" at the Higher Education Partnerships for International Development Conference in Washington D.C.
- 2002 "Monitoring Stress in Wild African Elephant Populations: Potential Management Implications" at the AAZV Conference in Milwaukee WI
- "Use of Ibuprofen in African & Asian Elephants" at the Cross-Species Approach to Pain and Analgesia Workshop in Warrenton VA
- Chair of the 3rd Annual NW Wildlife Conservation Conference in Corvallis OR
- 2001 "Wildlife Conservation in Botswana" at OSU's 2nd Annual International Education Week
- "Collaborative Research Initiatives in Northern Botswana" at the International Joint Conference, Society for Tropical Veterinary Medicine and Wildlife Disease Association in Pilanesberg National Park, South Africa
- "Nutritional Comparisons among Carcass & Commercial Diets for Captive Cheetahs" at the 2nd Annual NW Wildlife Conservation Conference in Winston OR
- 1999 Chair of the 1st Annual NW Wildlife Conservation Conference in Portland OR
- Section Chair at the North American Conference on Elephant Foot Care and Pathology at the Oregon Zoo in Portland OR
- 1998 "Factors Affecting Prolactin Secretion in the African Elephant" (poster) at the Society for the Study of Reproduction Conference in College Station TX
- 1996 "Carfentanil Citrate as an Oral Anesthetic Agent for Brown Bears" at the AAZV Conference in Puerto Vallarta, Mexico

Guest Lectures for Courses at OSU

- 2001 "Wildlife Rehabilitation" (VM 738) for the College of Veterinary Medicine
- 1999 "Reproductive Physiology of Elephants" (VM 718) for the College of Veterinary Medicine
- 1997 "Zoonotic Diseases of Wildlife" (FW 499/599) for the Department of Fisheries of Wildlife
- 1993 "Exotic Animal Medicine" (VM 776) for the College of Veterinary Medicine
- 1992 "Reproductive Diseases of Domestic Livestock" (ANS 316) for the Department of Animal Sciences

NEW COURSE DEVELOPMENT & TEACHING

Professional Science Seminar Series (PSM 511, 512 and 513)

Developed and currently teach three classes that were created as part of a 19-credit Graduate Certificate Program in Management for Science Professionals (a requirement of the PSM Program at OSU) to provide formal training in business management, communications, ethics and professional skills for individuals in science-related fields. Personal teaching style emphasizes hands-on learning opportunities that complement didactic and demonstrative instruction. Students complete service learning projects, create their own multi-media portfolios, develop skills to conduct and give interviews, explore leadership styles, and enhance teamwork skills.

Wildlife Rehabilitation (VM 781-22)

Taught for 3 years as a 1-week block elective (i.e., full-time) to senior veterinary students. Daily classes were structured as morning lectures and afternoon workshops. Topics included: philosophy of wildlife rehabilitation; zoonotic diseases; orphaned wildlife; handling and immobilization of wildlife; medicine of raptors, waterfowl, and small mammals; wildlife forensics; and wildlife laws, regulations and policies.

Zoo Medicine (VM 781-23)

Taught for 3 years as a 2-week block elective to senior veterinary students. Daily classes were structured as morning lectures and afternoon workshops or fieldtrips to regional zoos, wildlife parks, and research facilities. Topics included: role of zoo veterinarians; classification of mammals; biodiversity crisis and conservation; preventive medicine; allometric scaling; handling and immobilization of zoo animals; zoonotic diseases; aquaculture medicine; dentistry; and medicine of: terrestrial carnivores, elephants, equids, rhinoceros and tapirs, artiodactylids, amphibians, marine mammals, monotremes and marsupials, primates, and exotic birds.

Free-Ranging Wildlife Medicine (VM 781-24)

Taught for 2 years as a 1-week block elective to senior veterinary students with a similar course structure emphasizing a hands-on, experiential learning style through workshops and fieldtrips. Topics included: role of the wildlife veterinarian; zoonotic diseases; wildlife law; infectious diseases of wild mammals; handling and immobilization of native wildlife; and principles of disease management.

PUBLICATIONS

Peer-Reviewed Papers

Bechert, U. and Christensen, M. (2007) Pharmacokinetics of orally administered ibuprofen in African and Asian elephants (*Loxodonta africana* and *Elephas maximus*). J. Zoo Wildl. Med. 38(2):258-268.

Bechert, U., Mortenson, J., Dierenfeld, E., Rogers, Q., Cheeke, P., Keller, M., and Holick, M. 2002. Dietary analysis and nutritional assessment of captive cheetah (*Acinonyx jubatus*) fed carcass or commercial food preparations. J. Zoo Wildl. Med. 33(1):16-28.

Mortenson, J., and Bechert, U. 2001. Seasonal dosage variation of carfentanil citrate used as an oral anesthetic agent for brown bears (*Ursus arctos*). J. Zoo Wildl. Med. 32(2): 217-221.

- Csuti, B., Sargent, E., and Bechert, U. (eds.) 2001. The Elephant's Foot: Prevention and Care of Foot Conditions in Captive Asian and African Elephants. Iowa State University Press.
- Wasser, S., Hunt, K., Brown, J., Monfort, S., Crockett, C., Bechert, U., Millspaugh, J., and Larson, S. 2000. A generalized fecal glucocorticoid assay for use in a diverse array of non-domestic mammalian and avian species. *Gen. Comp. Endocrinol.* 120:260-275 .
- Bechert, U., Swanson, L., Wasser, S., Hess, D., and Stormshak, F. 1999. Serum prolactin concentrations in the captive female African elephant (*Loxodonta africana*): Potential effects of season and steroid hormone interactions. *Gen. Comp. Endocrinol.* 114:269-278.
- Whitmore, D., Bechert, U., Rowe, K., and Stormshak, F. 1996. Luteal function in unilaterally hysterectomized ewes treated with gonadotropin-releasing hormone. *J. Ani. Sci.* 74:1930-1935.
- Bechert, U., and Smith, B. 1996. Serum macro and microelement concentrations in the llama. *Vet. Clin. Nutri.* 3(4):119-127.
- Bechert, U. 1993. Use of anesthesia in elephants. *Ani. Keepers' Forum* 20(10):351-353.
- Bechert, U. 1993. Internal diseases of elephants: Part III. *Ani. Keepers' Forum* 20(9):317-318.
- Bechert, U. 1993. Internal diseases of elephants: Part II. *Ani. Keepers' Forum* 20(8):281-283.
- Bechert, U. 1993. Internal diseases of elephants: Part I. *Ani. Keepers' Forum* 20(7):245-248.
- Bechert, U. 1993. Dental disorders and trunk, eye and ear problems of elephants. *Ani. Keepers' Forum* 20(6):218-219.
- Bechert, U. 1993. External diseases of elephants. *Ani. Keepers' Forum* 20(5):180-183.
- Bechert, U. 1993. Elephant nutrition. *Ani. Keepers' Forum* 20(4):139-140.
- Bechert, U. 1993. The morphology and physiology of elephants. *Ani. Keepers' Forum* 20(3):111-115.
- Bechert, U. 1993. The role of calcium in small animal medicine. *Vet. Forum* 6:69-70.

Abstracts

- Bechert, U. and Christensen, M. (in press) Dosages recommendations for phenylbutazone in African and Asian elephants (*Loxodonta africana* and *Elephas maximus*). *Proc. Amer. Assoc. Zoo & Wildl. Med.* Pp.
- Roberts, J., Bechert, U., Huber, M., and Tylman, B. (2007) Determination of gender in the blue-tongue skink (*Tiliqua scincoides*) by ultrasonography and endoscopy with comparison of differentiating external morphological parameters. *Proc. Assoc. Reptilian Amphibian Vet.* Pp.
- Tripp, K., Harr, K., Verstegen, J., and Bechert, U. (2007) Evaluation of stress analyses in the Florida manatee. *Proc. Internatl. Assoc. Aquatic Ani. Med.* Pp.
- Bechert, U., Redig, P., Wyatt, J., McBain, J., Poppenga, R., and Christensen, M. 2004. Pharmacokinetics and clinical efficacy of terbinafine against aspergillosis in avian species. *Proc. Amer. Assoc. Zoo Vet.* Pp. 241-244.
- Bechert, U., Christensen, M., and Finnegan, M. 2003. Pharmacokinetics of orally administered ibuprofen in elephants. *Proc. Amer. Assoc. Zoo Vet.* Pp. 84-85.

- Bechert, U., and Southern, S. 2002. Monitoring environmental stress in African elephants through molecular analysis of stress-activated proteins. Proc. Amer. Assoc. Zoo Vet. Pp. 269-273.
- Mortenson, J., and Bechert, U. 1996. Carfentanil citrate as an oral anesthetic agent for brown bears (*Ursus arctos*). Proc. Amer. Assoc. Zoo Vet. Pp. 518-528.
- Whitmore, D., Bechert, U., Rowe, K., and Stormshak, F. 1993. Oxytocin and progesterone secretion in unilaterally hysterectomized ewes treated with GnRH. J. Ani. Sci. 71(1):214.

Papers in Progress

- Bechert, U., Christensen, M. Nguyen, C., Neelkant, R., and Bendas, E. Pharmacokinetics of orally administered phenylbutazone in African and Asian elephants (*Loxodonta africana* and *Elephas maximus*).
- Bechert, U., Christensen, M., McBain, J., and Wyatt, J. Pharmacokinetics of orally administered terbinafine in African penguins (*Spheniscus demersus*) and treatment efficacy against Aspergillosis. J. Zoo Wildl. Med.
- Bechert, U., Pederson, J., and Schmitt, D. Diurnal cortisol secretion in elephants. Gen. Comp. Endocrinol.
- Bechert, U., Christensen, M., Fahmy, S., Poppenga, R., and Redig, P. Pharmacokinetics of terbinafine after single oral doses in red-tailed hawks (*Buteo jamaicensis*). J. Zoo Wildl. Med.
- Southern, S., and Bechert, U. Use of stress-response profiling as a measure of population health in spotted dolphins (*Stenella attenuate*) and African elephants (*Loxodonta africana*). Cons. Biol.
- Bechert, U., Southern, S., and Chase, M. Correlations between stress-activated proteins and proximity to human settlements, seasonal environmental parameters, and age of African elephant populations in northern Botswana. J. Wildl. Dis.

REFERENCES

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VITA

Gregg B. Walker, Ph.D.

(condensed vita – environmental communication, natural resource management focus)

Positions: Professor of Communication
Adjunct Professor of Forest Resources
Adjunct Professor of Oceanic and Atmospheric Sciences (Marine
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Adjunct Professor of Anthropology

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EDUCATION - Degrees Earned

Ph.D., Communication Studies, University of Kansas, 1983; M.A., Communication Studies, University of Kansas, 1982; B.S., History, Sociology, Speech Communication (three majors), University of Minnesota, 1974; B.A., Speech Communication, University of Minnesota, 1974

TEACHING AND RESEARCH AREAS

Conflict management, bargaining and negotiation processes, mediation and facilitation, environmental communication and conflict resolution, communication theory, argumentation, leadership, decision-making, collaborative governance, pluralism and participatory communication

RECENT PUBLICATIONS (partial list)

Books

- Walker, Gregg B., & Kinsella, William J., eds. (2005). *Finding Our Way(s) in Environmental Communication: Proceedings of the Seventh Biennial Conference on Communication and the Environment*. Corvallis, OR: Oregon State University Department of Speech Communication.
- Daniels, Steven E., & Walker, Gregg B. (2001). *Working Through Environmental Conflict: The Collaborative Learning Approach*. Westport, CT: Praeger.

Articles and Reports (monographs, book chapters)

- Walker, Gregg B., & Senecah, Susan L. (accepted for publication). Communication and sustainability: Key propositions and their role implications. *The International Journal of Environmental, Cultural, Economic and Social Sustainability*.
- Walker, Gregg B., & Daniels, Steven E. (accepted for publication). Collaborative Learning and the importance of civic space: Improving environmental policy and sustainable development decisions. *The International Journal of Environmental, Cultural, Economic and Social Sustainability*.

- Walker, Gregg B., & Senecah, Susan L. (manuscript under review). Collaborative governance: Integrating institutions, communities, and people. In E. Franklin Dukes, Juliana Birkhoff, & Karen Firehock (Eds.), *Effective Collaboration for Environmental Change: Making Sense of An Emerging Socio-Ecological Movement*.
- Walker, Gregg B. (2007). Public participation as participatory communication in environmental policy decision-making: From concepts to structured conversations. *Environmental Communication: A Journal of Nature and Culture*, 1.
- Walker, Gregg B., Senecah, Susan E., & Daniels, Steven E. (2006). From the forest to the river: Citizen views of stakeholder engagement. *Human Ecology Review*, 13, 193-202.
- Walker, Gregg B., Daniels, Steve E., & Cheng, Tony (2006). Facilitating dialogue and deliberation in environmental conflict: the use of groups in collaborative learning. In L. Frey (Ed.), *Facilitating Group Communication: Innovations and Applications with Natural Groups*. Cresskill, NJ: Hampton Press.
- Walker, Gregg B. & Daniels, Steven E. (2005). Assessing the promise and potential for collaboration: The Progress Triangle framework. In G. B. Walker & W. J. Kinsella (Eds.), W. Kinsella & G. Walker (Eds.), *Finding our Way(s) in Environmental Communication: Proceedings of the Seventh Biennial Conference on Communication and the Environment* (pp. 188-201). Corvallis, OR: Oregon State University Department of Speech Communication.
- Walker, Gregg B. (2004). The roadless areas initiative as national policy: Is public participation an oxymoron? In S. W. Depoe, J. W. Delicath, & M-F. Aepli Elsenbeer (Eds.), *Communication and public participation in environmental decision making* (pp. 113-136). Albany, NY: State University of New York Press.
- Walker, Gregg B. & Daniels, Steven E. (2004). Dialogue and deliberation in environmental conflict: Enacting civic science. *Environmental Communication Yearbook*, Vol. 1. Mahwah, NJ: Lawrence Erlbaum Associates.
- Walker, Gregg B., & Daniels, Steven E. (2001). Natural resource policy and the paradox of public involvement: Bringing scientists and citizens together. *Journal of Sustainable Forestry*, 13(1/2), 253-269.
- Blatner, Keith A., Carroll, Matthew S., Daniels, Steven E., & Walker, Gregg B. (2001). Evaluating the application of collaborative learning to the Wenatchee fire recovery planning effort. *Environmental Impact Assessment Review*, 21, 241-270.
- Walker, Gregg B. (2001). Working through environmental conflicts: Citizens' views of collaboration. In C. B. Short & D. Hardy-Short (Eds.), *Proceedings of the Fifth Biennial Conference on Communication and the Environment* (pp. 105-123). Flagstaff, AZ: Northern Arizona University School of Communication.
- Moote, Margaret A., Brown, Beverly A., Kingsley, Eric, Lee, Steven X., Marshall, Steve, Voth, Donald E., & Walker, Gregg B. (2001). Process: Redefining relationships. In Gerald J. Gray, Maia J. Enzer, & Jonathan Kusel (Eds.), *Understanding Community-Based Forest Ecosystem Management* (pp. 97-116). New York: Food Products Press.
- Carroll, M. S., Findley, A. J., Blatner, K. A., Rodriguez Mendez, S., Daniels, S. E., & Walker, G. B. (2000). *Social assessment for the Wenatchee National Forest wildfires of 1994: Targeted analysis for the Leavenworth, Entiat, and Chelan ranger districts*. Portland, OR: USDA-Forest Service Pacific Northwest Research Station.
- Daniels, S., and Walker, G. (1999). Rethinking public participation in natural resource management: Concepts from pluralism and five emerging approaches. In J. Anderson (Ed.), *Proceedings: Pluralism and Sustainable Forestry and Rural Development*. Rome, Italy: Food and Agriculture Organization of the United Nations.
- Vira, B., Dubois, O., Daniels, S. E., and Walker, G. B. (1998). Institutional pluralism in forestry: Considerations of analytical and operational tools. *Unasylva*, 49(3), 35-42.
- Walker, Gregg B., & Daniels, Steven E. (1997). Foundations of natural resource conflict:

Conflict theory and public policy. In B. Solberg & S. Miina (Eds.), *Proceedings: Conflict Management and Public Participation in Land Management*. Joensuu, Finland: European Forest Institute.

- Blatner, Keith A., Carroll, Matthew S., Daniels, Steven E., and Walker, Gregg B. (1998). *An evaluation of the application of Collaborative Learning to the Wenatchee National Forest fire recovery planning effort*. Report to the Wenatchee Forest Sciences Lab, Pacific Northwest Research Station, USDA-Forest Service.
- Daniels, Steven E., & Walker, Gregg B. (1997). Collaborative learning and land management conflict. In B. Solberg & S. Miina (Eds.), *Proceedings: Conflict Management and Public Participation in Land Management*. Joensuu, Finland: European Forest Institute.
- Daniels, Steve. E., & Walker, Gregg B. (1996). Collaborative learning: Improving public deliberation in ecosystem-based management. *Environmental Impact Assessment Review*, 16, 71-102.
- Daniels, Steven E., Walker, Gregg B., Carroll, Matthew S., & Blatner, Keith. A. (1996). Using collaborative learning in fire recovery planning. *Journal of Forestry*, August, 4-9.
- Walker, Gregg B., & Daniels, Steven E. (1996). The Clinton Administration, the Northwest Forest Conference, and managing conflict: When talk and structure collide. *Society and Natural Resources*, 9, 77-91.
- Daniels, Steven E., & Walker, Gregg B. (1995). Searching for effective natural resources policy: The special challenges of ecosystem management. *Natural Resources and Environmental Issues*, 5, 29-35.

RECENT WORKSHOPS AND PROJECTS (partial list)

Workshops

- Walker, Gregg B., and Steven E. Daniels (2006, May). Enhancing the Coastal Manager's Ecosystem Management Toolkit: An Introduction to the Collaborative Learning Approach. Workshop presented at The Coastal Society 20th International Conference, St. Petersburg Beach, FL.
- Senecah, Susan E., and Walker, Gregg B. (2005, September). A taste of . . . the Collaborative Learning approach for resolving Multi-party conflicts. Workshop presented at the Association for Conflict Resolution annual conference, Minneapolis, MN.
- Walker, Gregg B., and Daniels, Steven E. (2005, September). Public Involvement and Community Decision-Making in the Mt. Hood National Forest Region: An Introduction to the Collaborative Learning Approach. A training workshop presented to the Mt. Hood National Forest staff and key stakeholders, Estacada and Welches, OR.
- Walker, Gregg B., and Daniels, Steven E. (2004, 20-22 October and 17-19 November). *Systems Thinking and Situation Mapping: Ideas from Collaborative Learning*. An instructional module presented at the "Collaborative Problem-Solving and Organizational Change Workshop for Washington Department of Fish and Wildlife Managers," conducted by the Natural Resources Leadership Academy of Washington State University, Olympia, WA.
- Walker, Gregg B., and Daniels, Steven E. (2004, 20-22 October and 17-19 November). *Assessing Collaborative Potential: The Progress Triangle*. An instructional module presented at the "Collaborative Problem-Solving and Organizational Change Workshop for Washington Department of Fish and Wildlife Managers," conducted by the Natural Resources Leadership Academy of Washington State University, Olympia, WA.
- Walker, Gregg B., and Daniels, Steven E. (2004, 20-22 October and 17-19 November). *Communicating, Knowing, and Learning*. An instructional module presented at the "Collaborative Problem-Solving and Organizational Change Workshop for Washington

- Department of Fish and Wildlife Managers ,” conducted by the Natural Resources Leadership Academy of Washington State University, Olympia, WA.
- Walker, Gregg B. (2004, 12 May). *Improving Public Participation: Fundamentals of Collaborative Learning*. Two hour program presented at the National Conference on Communications and Public Affairs, U.S. Army Corps of Engineers, Seattle, WA.
- Walker, Gregg B. (2004, 10-11 May). *Improving Public Participation in Environmental Conflicts: The Collaborative Learning Approach*. A two-day instructional module presents as part of the graduate seminar on Environmental and Public Policy Conflict Resolution, the Program on the Analysis and Resolution of Conflict of the Maxwell School of Government and Public Service, Syracuse University, Syracuse, NY.
- Walker, Gregg B. (2004, March 24). *Collaborative Learning and Collaborative Potential: Applications to Regional Sediment Management and Grays Harbor*. Workshop presented to the U.S. Army Corps of Engineers Seattle District, USACE Seattle District Headquarters, Seattle, WA.
- Walker, Gregg B. (2003, March). *Decision Processes, Systems, and Assessing Collaborative Potential: Ideas from Collaborative Learning*. Training program presented at the Fire Learning Network Workshop, The Nature Conservancy, Little Rock, AR.
- Walker, Gregg B., and Daniels, Steven E. (2002, October). *Understanding Decision Processes And Assessing Collaborative Potential and Roles: Ideas from Collaborative Learning*. Training program presented at the Aridlands Grazing Network Workshop, The Nature Conservancy, Joseph, OR.

Projects

- Protecting Tribal Harvests: Policy Work Teams at the EPA Tribal Leaders Summit*, Confederated Tribes of the Umatilla Reservation, August 2006. Working with Kathleen Feehan, Water Quality Specialist for the Confederated Tribes of the Umatilla Reservation, I designed and directed policy work team sessions for Tribal Leaders Summit participants.
- Mixing Zone Workshop*, Salem, Oregon, March, 2006, sponsored by the Oregon Department of Environmental Quality and OSU Institute for Natural Resources. I helped design the day-long workshop of ninety participants, facilitated the workshop, and directed the afternoon's Collaborative Learning activities. The workshop also included my presentation, "The Collaborative Learning Approach to Environmental Policy Decision-making: A Quick View."
- Communities, Desired Conditions, and Collaborative Learning: Forest Planning under the New Rule, March 2005 – present*. Comprehensive Collaborative Learning training, assessment, community workshop, and Cooperators project conducted for the Bridger-Teton National Forest, Jackson, WY (with Steve Daniels of Utah State University).
- Community-based Collaboration and Kenai Winter Access Planning: A Collaborative Learning Approach*, January 2005-May 2006. Collaborative Learning training, assessment, coaching, and community workshop activities to address winter activities on the Kenai Peninsula, Chugach National Forest, Alaska (with Steve Daniels of Utah State University).
- Improving Public Lands Management, Planning, and Decision-Making: An Introduction to Collaborative Learning*, April, May, and August 2003; September 2004, May 2005. This forest plan revision project featured comprehensive Collaborative Learning training, assessment, and community workshops conducted for the Allegheny National Forest, Warren, PA (with Sue Senecah of SUNY-ESF and Steve Daniels of Utah State University).
- The Mouth of the Columbia River Regional Sediment Management Demonstration Initiative: A Collaborative Learning Approach to Stakeholder Involvement*, September 2003-September 2004. Sponsored by the Portland and Seattle Districts of the U.S. Army Corps of Engineers, this comprehensive Collaborative Learning (CL) project that included conversations with over seventy stakeholders, CL training workshops for stakeholders and

Corps personnel, and a CL community workshop on the science and organization of RSM (with assistance from Pat Corcoran of Oregon Sea Grant, Steve Daniels of Utah State University, Corrine Gobeli of Oregon State University, and present and former graduate students).

Improving Public Lands Management: Fundamentals of the Collaborative Learning Approach, November 2002. Comprehensive Collaborative Learning training and community workshop project conducted for the Shawnee National Forest, Harrisburg, IL (with Steve Daniels of Utah State University).

Collaboration, Systems Thinking, Facilitation, and Community Decision-making, March 2002. Three day workshop presented to the University of Nevada Cooperative Extension Service, Las Vegas, NV (with Steve Daniels of Utah State University and Pat Corcoran of Oregon Sea Grant Extension)

Improving Public Land Management: An Introduction to Collaborative Learning, USDA Forest Service, Region 2, Fort Collins, CO, 06-07 September 2001.. This was a two-day introductory training course prepared for and presented to planning staff from Colorado and Wyoming (Region 2) national forests (with Steve Daniels, Director, Western Rural Development Center, Utah State University).

Planning, Participation, and Public Land Management: The Collaborative Learning Approach, USDA-Forest Service, Region 9, Milwaukee, Wisconsin. Two and one-half day introductory training course about the philosophy, framework, and techniques of Collaborative Learning. The course was presented to the senior planners from the national forests of Region 9—the Midwest, Mideast, and Northeast United States (with Steve Daniels, Director of the Western Rural Development Center, Utah State University, formerly of the Department of Forest Resources, Oregon State University).

Improving Public Land Management: The Collaborative Learning Approach, USDA-Forest Service Eastern and Southern Regions [Regions 9 and 8] University, Cincinnati, Ohio, 29-31 January 2001. This was a three day course in the theory and practice of Collaborative Learning in public land management, decision making, public participation, and conflict resolution (with Steve Daniels).

People, Watersheds, and River Parks: A Collaborative Learning Design and Facilitation Training, College Station Texas, June-July 2000. This project was sponsored and hosted by the Center for Public Leadership Studies, George Bush School of Government and Public Service at Texas A & M University. Funded by the San Antonio Water System and the San Antonio River Authority, the project included two separate 2-day training programs. The first, held in June, presented an introduction to Collaborative Learning. The subsequent July training emphasized how to design and facilitate Collaborative Learning activities (with Steve Daniels of Utah State University).

Collaboration and Community-Based Watershed Management: Training and Critique, Ashton, Idaho, April 1999. This project included an assessment of the Prepared for The Henry's Fork Watershed Council and a one-day training on facilitating multi-party collaboration, sponsored by the Henry's Fork Foundation & the Fremont-Madison Irrigation District (with Steve Daniels).

Public Participation, Collaborative Learning, and the South Deep Area, Colville National Forest, Colville, WA, December 1998 through April 1999. This project included a two-day "Introduction to Collaborative Learning" training for Colville National Forest staff and Colville area community leaders. The project also featured a day-long citizen workshop on the South Deep area (with Steve Daniels, and Keith Blatner and Matthew Carroll of Washington State University).

Public Participation, Planning, and the Chugach National Forest, Anchorage, AK, August 1997 to 1999. This project included both introductory and basic training programs on Collaborative Learning as a basis for public participation activities and interdisciplinary team

work as part of the forest plan revision process. In addition to training, the project featured the design and facilitation of Collaborative Learning citizen workshops, and situation assessment interviews (with Steve Daniels).

Collaborative Learning, Citizen Involvement, and Forest Policy: A Facilitator Training, sponsored by the Great Lakes Forestry Alliance and Wisconsin Rural Partners, Inc., 18-20 February, 1998. This project consisted of an introductory workshop, "Natural Resource Land Use Conflict Resolution: Opportunities for Communities," for community leaders. That workshop was followed by "Collaborative Learning, Involved Citizens, Natural Resource Dependent Communities, and Forest Policy," an advanced facilitator training program connected to the January 1997 workshop on "public participation and land use conflict resolution."



PROFESSIONAL PROFILE

- Entrepreneur, educator and businessman with broad background and diverse experience
- Communicator with extensive experience in cross-cultural dialog with consumers and business customers in America, Europe and Asia
- Researcher seeking new approaches and innovative solutions
- Author of over 50 published papers, international presentations and patented inventions

EDUCATION

MBA, University of Connecticut, School of Business Administration, Stamford, CT, 2000

- Concentration: Global Marketing and Management

Ph.D., State University of Geodesy and Aerial Surveying, Moscow, Russia, 1987

- Concentration: Technical Sciences
- Dissertation title: *Research of the Holographic Measurement Methods*

M.S., Environmental University, Odessa, Ukraine, 1976

- Concentration: Applications in Computer Sciences
- Thesis title: *Data Processing System for the World Weather Data Center*

Professional development: Classes and courses in Leadership Psychology, Negotiations, Presentation Skills, Visual Basic Programming, Project Management, Database Management.

GLOBAL MARKETPLACE EXPERIENCE

Worked, taught in or traveled to 30+ countries:

- 22 in Europe
- 5 in North America
- 5 in Asia

Fluent in three languages, have basic knowledge of three more.

Quickly establish cross-cultural communications leading to development of long-term business relations.

TEACHING EXPERIENCE

2007 Adjunct Associate Professor
Worcester State College, Worcester, MA

- Developed a course on Global Market Forecasting and will teach on-campus and online classes for the Division of Graduate and Continued Studies at WSC
- Use Blackboard software as a main tool to enhance student learning experience
- Continue research of brand marketing in transitional economies. Submitted a paper discussing this subject to Academy of Marketing Science Review.

2006 Adjunct Faculty
Whittemore School of Business and Economics, UNH, Durham, NH

- Taught a course of Market Opportunity Analysis to two sections of full and part-time students with business majors. Extensively used Blackboard and WebCT tools for lecturing, student project management and examination purposes
- Complemented lectures with real-life team and individual student projects
- Actively communicated face-to-face and electronically with colleagues and students
- Conducted research of the management decision making based on sales analysis and forecasting in B2B and B2C markets
- Researched consumer behavior in countries with transitional economies to develop effective strategies in brand marketing
- Researched applications of clean energy technologies in residential housing markets and RFID marketing tools.

2005 Invited Lecturer
Shanghai Microelectronics Equipment Co., Shanghai, China

- Taught Business and Technology Aspects of the Contemporary Semiconductor Manufacturing Markets to Chinese scientists and engineers (mostly Ph.D. level).

1979-1991 Graduate Thesis Mentor, Scientific Advisor
Polytechnic Institute, Odessa, Ukraine

- Served as a thesis mentor (scientific advisor) and internship supervisor to graduate students in Computer Sciences. Guided graduate research, reviewed and approved Masters theses, participated in thesis defense of 12 graduate students, 11 of whom graduated with high honors.

1988-1990 Adjunct Professor
College of Cultural Studies, Odessa, Ukraine

- Taught continuing education graduate and undergraduate students a course Use of Photography in Advertising.

INDUSTRY EXPERIENCE AND SELECTED ACCOMPLISHMENTS

2003-Present Founder and Chief Strategist

BiFoS, LLC - Bi-Focal Strategies, Merrimack, NH (privately held)

Advise presidents and owners of small and mid-size client companies on business strategy.

- Analyze respective markets and uncover new opportunities in the US, UK, China and Russia
- Identify the most effective marketing and sales initiatives to achieve overall business objectives
- Proposed and implemented cross-specialty marketing approach involving several companies
- Develop new product roadmaps and help to implement derived business strategies
- Analyze cash flows to determine the product/service profit drivers
- Helped the DoD prime contractor to successfully reshape organizational strategy
- Helped to optimize the company profit margins via pricing strategy and loss-cutting techniques.

2003-2004 Manager, Member of Executive Team

Greenerd Press & Machine Company, Nashua, NH (privately held)

- Identified new market opportunities, developed the company technology roadmap to increase competitiveness and profit margins of the products - sophisticated hydraulic presses
- Spearheaded development of the new SPC-capable control system strategy to win new customers
- Met with key customers, presenting new products, negotiated specifications, helped to close sales
- Established and enhanced collaboration with Sales, Manufacturing and Purchasing departments
- Implemented pre-quote analysis of the sophisticated projects, boosted support of sales and service
- Managed development and promotion of 12 new products, including 3 unique ones
- Energized and motivated engineers, making their role in the product design and implementation pivotal to the whole organization

2002-2003 Vice President of R & D, Member of Executive Committee

Acu-Rite Companies, Jamestown, NY (subsidiary of \$700 mil multinational Heidenhain GmbH)

- Developed and communicated a product roadmap to enhance the market share
- Coordinated product development activities with Sales, Marketing and Manufacturing functions
- Identified and discussed future product requirements with customers. Supported sales activities at domestic, European and Asian subsidiaries
- Conceptualized a new product targeting the Mainland China market
- Had budget - over \$1 mil - and hiring authority over the Engineering organization - 23 engineers and technicians. A two-tier organization included four engineering groups, prototype and testing labs with matrix teams
- Led the development of 3 new products
- Shaped and coached a team of R&D, Quality and Manufacturing specialists redesigning the production technology to increase an important product yield from 70 to 95%, reducing the rework costs at the same time
- Collaborated with Quality department to ensure ISO 9001 compliance in design and manufacturing.

1997-2002 Leader/Architect, Control Systems

ASML-CT (formerly SVG), Wilton, CT (subsidiary of \$9 bil multinational ASML)

- Led five cross-functional and cross-disciplinary teams of 3 to 5 Ph.D. and MS-level specialists. Leveraged matrix environment to better utilize resources.
- Identified new opportunities in emerging technologies: developed the best-in-the-industry dose control systems for 5 generations of lithographic machines, implemented in 1998-2003
- Translated marketing requirements into strategic technical solutions. Developed and negotiated systems specifications and budgets
- Developed Visual Basic models describing and predicting behavior of sophisticated processes
- Delivered six presentations at international conferences and national workshops
- Presented new designs to major customers: Intel, IBM, Motorola, Samsung, etc.
- Coached engineers and technicians

1995-1996 Electronic Publishing Production Supervisor

Research Institute of America, New York, NY (subsidiary of \$7 bil Thomson Holdings)

- Hired and trained the new production team
- Played a key role in a team, launching 12 new products: supervised multiple releases
- Co-developed and implemented the TQM system and reduced annual production costs by more than \$200,000.

1994-1995 Manager of Operations

Beta Business Products, Inc., New York, NY (privately held)

- Took over the ailing division, bearing full budget and partial P&L authority
- Built new team: hired, trained and coached 25 employees
- Supported sale force, conducted customer presentations
- Re-engineered the organization and production technology to reduce costs
- Evaluated, scheduled and budgeted projects
- Developed imaging database management systems
- Outsourced labor-intensive work to a Philippines partner.

1992-1994 Sales & Marketing Director

HiTech Innovative Manufacturing, Odessa, Ukraine (VC-funded startup)

- Developed effective marketing and sales approach to advertising and promotion utilizing innovations in desktop publishing and color printing
- Had full P&L, budgetary and hiring authority
- Established strategic and tactical objectives, developed organizational structure
- Developed and implemented marketing plans, analyzed ROI, arranged proper financing.

1989-1992 Head of Department, Member of Executive Staff

Special Projects Institute for Printing Equipment, Odessa, Ukraine (nationwide corp.)

- Developed multi-channel marketing strategy to reach out multiple end users through the partner networks
- Tripled the volume of business within two years to \$10 million
- Had full P&L, budgetary (up to \$3.4 mil) and hiring authority

- Served as a Principal Investigator of numerous commercial and governmental projects
- Managed large governmental programs involving 60 to 80 employees
- Extensively communicated with customers
- Developed and implemented new systems and MEMS technologies for electronic industry
- Published new research results and presented at national and international conferences.

1976-1988

Researcher, Sr. Research Scientist

Research Institute for Machine Tools and Instrumentation, Odessa, Ukraine

- Served as a Principal Investigator of numerous commercial and governmental projects
- Conducted research in optics, lasers and holography applications for digital imaging
- Developed mathematical digital and analog models describing sophisticated processes
- Presented research results at national scientific conferences and symposia
- Developed sensors, encoders and control systems for precise machine tools and robots
- Published papers in professional journals and conference proceedings

HONORS AND AWARDS

- Hall of Fame Inductee - UConn School of Business
- GE Capital Fellowship for Global Marketing research and presentations
- Multiple research awards, fellowships and honorable mentions
- Silver Medal at Business and Science Show
- Bronze Medal at Business and Science Show
- M.S. degree with Highest Honors

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

Academy of Marketing Science
 UConn School of Business, Alumni & Friends Society
 SME, Southern NH Chapter
 Merrimack Valley Venture Forum
 NH Business & Industry Association
 Toastmasters International

Fellow
 Strategy Committee Chairman
 Marketing Committee Chairman
 Program Committee Member
 Energy Committee Member
 Competent Communicator

TEACHING INTERESTS

- New product development and risk management
- Brand marketing in the countries with transitional economies
- Global marketing in technology-intensive environment
- Emerging B2B markets
- Positioning as a marketing strategy
- Market forecasting

(see more details in a separate Teaching Philosophy Statement)

RESEARCH AND PUBLICATIONS

Paper submitted and invited for a second round of reviews for a special issue 'Cross-Cultural Issues in Marketing Research':

Kivenzor, Gregory. "Brand Equity Aberrations: Heritage Brand Perception Effects in Russian Markets." *Academy of Marketing Science Review*, 2007.

Ongoing research of the consumer behavior and purchasing decision making in the countries with transitional economies. Analysis of brand marketing effectiveness and issues in customer relations management.

A full list of technical publications, including 5 in refereed journals, 12 in conference and symposia proceedings and 15 patented inventions will be furnished upon request.

FUTURE RESEARCH INTERESTS

Research interests cover several areas with either emerging technologies or the existing technologies serve as enablers of new applications.

The following topics become ever important for both domestic and international markets and shall benefit from an in-depth theoretical research:

1. Market research and forecasting of renewable energy sources (fuel cell, solar, wind, etc.) for small business and residential use
2. Real-time sales analysis and forecasting on the global marketplace using active RFID reporting.

(see more details in a separate Research Statement)

Jonathan Michael Kaplan
Curriculum Vitae

| | | | |
|-------|---|---------|--|
| HOME: | 1905 NW 14 th St.
Corvallis, OR 97330
541-738-8056
email: jonathan.kaplan@oregonstate.edu
webpage: http://oregonstate.edu/~kaplanj/ | OFFICE: | Philosophy Department
Oregon State University
208 Hovland Hall
541-737-9802 |
|-------|---|---------|--|

Professional Experience and Education:

| | |
|----------------|---|
| 2006 - present | Associate Professor of Philosophy, Philosophy Department, Oregon State University. |
| 2003 - 2006 | Assistant Professor of Philosophy, Philosophy Department, Oregon State University. |
| 1998 - 2003 | Assistant Professor of Philosophy, Philosophy Department, University of Tennessee, Knoxville. |
| 1997 - 1998 | Lecturer, Philosophy Department, Stanford University. |
| 1996 - 1997 | Post-Doctoral Fellow with the <u>Stanford Biomedical Ethics Center's Program in Genomics, Ethics and Society</u> , Stanford University. |
| 1991 - 1996 | Stanford University. Ph.D. in Philosophy, awarded September 1996. |
| 1987 - 1991 | University of California, Irvine. B.A. with Honors in Philosophy. |

Areas of Specialization:

Philosophy of Biology, Philosophy of Science, Political Philosophy

Areas of Competence:

Biomedical Ethics, Environmental Ethics, Philosophy of Economics, Epistemology, Metaphysics, Wittgenstein

Publications:

Books:

2006. *Making Sense of Evolution* (co-written with Massimo Pigliucci, Department of Ecology and Evolution, State University of New York at Stony Brook). University of Chicago Press.

2000. *The Limits and Lies of Human Genetic Research*. Routledge Press.

Peer-Reviewed Journal Articles:

2007. "Housing Discrimination as a Basis for Black Reparations" Jonathan Kaplan and Andrew Valls. *Public Affairs Quarterly* 21(3): 255-274.

2006. "Misinformation, Misrepresentation, and Misuse of Human Behavioral Genetics Research." *Law and Contemporary Problems*. 69(1-2): 47-80.

2003. "On the Concept of Biological Race and its Applicability to Humans." Jonathan Kaplan and Massimo Pigliucci. *Philosophy of Science* 70(5): S1161-S1172.

2002. "Historical Evidence and Human Adaptations." *Philosophy of Science* 69(3): S294-S304.

2001. "Import Bans and Tying One's Hands: Weakness of Will as a Justification for Trade Restrictions." *Public Affairs Quarterly* 15(4): 355-372.

2001. "Accidental Germ-Line Modifications Through Somatic Cell Gene Therapies: Some Ethical Considerations." Jonathan Kaplan and Ina Roy. *The American Journal of Bioethics* 1(3): *In Focus* section.

2001. "Genes 'For' Phenotypes: A Modern History View." Jonathan Kaplan and Massimo Pigliucci, *Biology and Philosophy* 16(2): 189-213.

2000. "The fall and raise of Dr. Pangloss: adaptationism and the Spandrels paper 20 years later." Massimo Pigliucci and Jonathan Kaplan, *Trends in Ecology and Evolution*, 15(2): 66-70.

2000. "Reply to Thomas Getty." Massimo Pigliucci and Jonathan Kaplan, *Trends in Ecology and Evolution*, 15(6): 249.

1999. "Decision-Analysis and Risk: A Discussion of Decision-Analysis' Engagement with the Conceptual Difficulties." *Genetic Testing* 3(1): 73-79.

Book Chapters:

(Forthcoming) "Spandrels, Pendentives, and Squinches: Architecture, Adaptation, and History." Forthcoming in *Twenty Five Years of Spandrels* edited by Denis Walsh. Oxford University Press.

(In Press) "Phenotypic Plasticity and Reaction Norms." *A Companion to Philosophy of Biology*, edited by Sahotra Sarkar and Anya Plutynski. Blackwell Publishing.

2007. "Children of One's Own: Genes, Parenthood, and the Illusion of Control." *The Influence of Genetics in Scientific and Philosophical Thinking* edited by A. Fagot-Largeault and J. M. Torres. Kluwer-Springer Press.

2007. "Violence and Public Health: Exploring the Relationship Between Biological Perspectives on Violent Behavior and Public Health Approaches to Violence Prevention." *Establishing Medical Reality: Essays in the Metaphysics and Epistemology of Biomedical Science* edited by Harold Kincaid and Jennifer McKittrick. Springer Dordrecht. pp. 199-214.

2005. "Rational Decision Making: Descriptive, Prescriptive, or Explanatory?" In *A Companion to Rationalism*, edited by Alan Nelson. Blackwell Publishing. pp. 425-449.

2003. "Davidson and Wittgenstein on Knowledge, Communication and Social Justice." Sharyn Clough and Jonathan Kaplan. In C. Prado (ed) *A Dubious Estrangement: Analytic and Continental Philosophy*. Humanity Books, Amherst. pp. 139-154.

Reviews:

(In Press). *Genetics and Criminal Behavior*, edited by David Wasserman and Robert Wachbroit (Cambridge University Press, 2001). *Politics and the Life Sciences*.

2007. *Evolution and the Levels of Selection* by Samir Okasha (Oxford University Press 2006). *Notre Dame Philosophical Reviews*.

2007. *Darwinian Reductionism* by Alex Rosenberg (Chicago, IL: University of Chicago Press 2006). *Quarterly Review of Biology*. 82(2):140.

2006. *Who's Afraid of Charles Darwin?*, by Griet Vandermassen (Landham, MD: Rowman and Littlefield Publishers, Inc.). *Metascience*. 15:177-181.

Reviews, continued.

2006. *Making Modern Science: A Historical Survey*, by Peter J Bowler and Iwan Rhys Morus. (University of Chicago Press, 2005). *Quarterly Review of Biology* 81:158-159.

2005. *Philosophy of Experimental Biology*, by Marcel Weber (New York: Cambridge University Press, 2005). *Philosophy in Review*. 25(6): 411-413.

2004. *The Song Sparrow and the Child: Claims of Science and Humanity*, by Joseph Vining (University of Notre Dame Press, 2004). *Journal of the American Medical Association*. 292(12): 1493.

2004. *Functions: New Essays in the Philosophy of Psychology and Biology*, edited by André Ariew, Robert Cummins, and Mark Perlman (Oxford University Press, 2002). *Philosophical Psychology* 17(3): 433-436.

2003. *What Genes Can't Do*, by Lenny Moss (The MIT Press, 2002). *Notre Dame Philosophical Reviews* (<http://ndpr.nd.edu/review.cfm?id=1353>).

2003. *Genes: A Philosophical Inquiry*, by Gordon Graham (Routledge, 2002). *Notre Dame Philosophical Reviews* (<http://ndpr.nd.edu/review.cfm?id=1276>).

2001. *Beyond Cloning: Religion and the Remaking of Humanity*, edited by Ronald Cole-Turner (Trinity Press, 2001). *American Journal of Bioethics*. 1(3): 68-69.

1996. "Problematizing Reifications and Naturalizations: Out of Focus at *The Henry R. Luce Professorship of Biotechnology and Society's* Symposium: 'Genetics and the Human Genome Project: Where Scientific and Public Cultures Meet'" *Stanford Humanities Review* Volume 5, 126-131.

Presented Papers (Invited):

2007. "Evolutionary Psychology, meet Developmental Systems Theory." Presented at Stanford University's Department of Anthropological Sciences Colloquium Series. January 12th, 2007.

2006. "Giving up the Adaptive Landscape Metaphor." Presented at the University of California, Irvine's Department of Logic and Philosophy of Science Colloquium Series. May 4th, 2006.

2006. "Evolution and Developmental Resources: from Variation to Stability and Back Again." Presented at the Franklin & Marshall College Philosophy Department's Colloquium series. April 6th, 2006.

Presented Papers (Invited), continued.

2006. "Inside/Outside: External Resources and the Individual in the Fragile Science." Author meets critics commentary on Robert Wilson's *Genes and the Agents of Life*. *American Philosophical Association*, Pacific Division. March 2006.

2005. "Evolution and developmental resources: from variation to stability and back again" A plenary talk presented at the fourth biennial conference on the "Developmental Basis of Evolutionary Change" at the University of Chicago. October 20-23, 2005.

2005. "Devo-Evo and the Limits of Contemporary Behavior Genetics Research Techniques: A Reply to Kenneth Schaffner." Presented at the First Annual Queensland Biohumanities Conference. Brisbane, Australia. October 15-16, 2005.

2005. "Is it Time to Give up Adaptive Landscapes?" Presented at the University of Houston's Department of Biology and Biochemistry Colloquium / Seminar series. September 7th, 2005.

2005. "Misinformation, Misrepresentation, and Misuse of Human Behavioral Genetics Research." Presented at the Duke University Law School's symposium, "The Impact of Behavioral Genetics on Criminal Law," April 2005.

2005. "The End of Adaptive Landscapes?" Presented at the University of British Columbia's Philosophy Colloquium series, January 2005.

2004. "Violence and Public Health: Exploring the Relationship Between Biological Perspectives on Violent Behavior and Public Health Approaches to Violence Prevention." Presented at Pennsylvania State University conference, "Beyond Science and Values," April 2004; the *Center for Ethics and Values in the Sciences* conference on "Philosophical Issues in the Biomedical Science," University of Alabama Birmingham, May 2004.

2003. "MAOA and Violence: The Gene and the Environment." Presented at the *Center for Ethics and Values in the Sciences* colloquium series, University of Alabama Birmingham, March 2003.

2003. "The Targets and Units of Selection: Physical Processes and Statistical Bookkeeping in Biological Evolution." University of Cincinnati Philosophy Department, February 2003; Oregon State University Philosophy Department, February 2003; Lewis and Clark College Philosophy Department, October 2004.

2001. "Import Bans and Tying One's Hands: Weakness of Will and Import Restrictions." Philosophy Department Colloquium, University of California at Irvine, April 2001.

Presented Papers (Invited), continued.

2000. "Social Justice, Economic Choices, and Health Care Expectations." Bioethics Fullerton Conference, "The Humanities in Medical Education," April 2000.

2000. "Distant Relatives and Extinct Relations: Troubles for the Historical Approach to Human Adaptation." *American Philosophical Association*, Pacific Division Meeting, April 2000.

1996. "Wittgenstein on the Soul." *American Philosophical Association*, Pacific Division Meeting, April 1996 (Commentator).

Presented Papers (peer reviewed):

2006. "Evolutionary Innovations and Developmental Resources: From Stability to Variation and Back Again." *Philosophy of Science Association*. Biennial Meeting, November 2006.

2006. "The End of the Adaptive Landscape Metaphor." *Scientific Images: An American Philosophical Association Pacific Division Mini-Conference*. March 2006.

2003. "Spandrels, Pendentives, and Squinches: Architecture, Adaptation, and History." Duke University Center for the Philosophy of Biology, Second Annual Conference on Recent Work in Biology and Philosophy, April, 2003.

2002. "Social Justice, Economic Choices, and Health Care Expectations." *American Philosophical Association*, Eastern Division Meeting, December 2002.

2002. "On the Concept of Biological Race and its Applicability to Humans." With Massimo Pigliucci. *Philosophy of Science Association* Biennial Meeting, November, 2002.

2001. "Ethics and Evolution." *International Society for the History, Philosophy, and Social Studies of Biology* Biennial Meeting, July 2001.

2001. "'Scientific' Decision Making: Decision Analysis and Evidence-Based Medicine." Center for Ethics and Values in the Sciences conference, "Value Free Science: Ideal or Illusion?" University of Alabama, Birmingham, February 2001.

2000. "Mental Illness and the Ways of Contingency: Context Sensitivity, Social Norms, and the Biology of Construction." *American Philosophical Association*, Eastern Division Meeting, December 2000.

2000. "Historical Evidence and Human Adaptations." *Philosophy of Science Association*, Biennial Meeting, November 2000.

Presented Papers (peer reviewed) (continued):

1999. "Evolutionarily Meaningful Environments and the Gene-Phenotype Relationship: The Problem With Standard Environments." *American Philosophical Association*, Eastern Division Meeting, December 1999.

1999. "ADD/ADHD and the Genetic Disease Concept." with Alan Rubel, *American Society for Bioethics and Humanities* Conference, October 1999.

1999. "Decisions and the Culture of Deciding." *Inland Northwest Philosophy Conference* "Reason and Rationality," April 1999.

1998. "Scientific Explanations, Political Pluralism, Ontological Commitments, and What Killed the Dinosaurs." *Inland Northwest Philosophy Conference* "Realism and Anti-Realism," April 1998.

1998. "Genetic Determinism and the PKU Myth." *American Philosophical Association*, Pacific Division Meeting, April 1998.

Other Professional Activities:

Respondent: "Making Sense of Evolution" Panel discussion. Oregon State University. April 7, 2007.

Participant and Presenter: "Recent CLA Research on Race and Racism." Oregon State University October, 21st 2006.

Participant and Presenter: "3rd Annual Pacific American Philosophical Association Mini Conference," a campus presentation by the OSU Philosophy Club. April 2006.

Panel member: "Research Ethics Forum." Oregon State University, March 2nd 2006.

Conference organizer (with Sharyn Clough): "2nd Annual Pacific American Philosophical Association Mini Conference," a campus presentation by the OSU Philosophy Club. April 2005.

Discussant "Roundtable on Race: The Case of John Locke," Oregon State University. (<http://oregonstate.edu/~cloughs/CloughRace1.html>). February 2005.

Discussant "Roundtable on Race and Racism: An Interdisciplinary Conversation," Oregon State University. (<http://oregonstate.edu/~cloughs/CloughRace1.html>). November 2004

Other Professional Activities (Continued).

Conference organizer (with Sharyn Clough) and discussant: "1st Annual Pacific American Philosophical Association Mini Conference," a campus presentation by the OSU Philosophy Club. April 2004.

Participant and collaborator, "Representing Genes" project, funded by the NSF and other granting agencies. Principle investigators: Karola Stotz, and Paul Griffiths, University of Pittsburgh, PA. Conferences in February 2004, and January 2003.

Teaching Experience (courses taught, 1995-2006):

- "Research Ethics" (a graduate seminar) OSU, 2006-present.
- "(Why) Are We Rational?" (an Oregon State University Honors College colloquium) co-taught with Andrew Stivers (OSU Department of Economics) OSU, Winter 2005.
- "Ethics" (an introductory course) OSU, 2004-present.
- "Scientific Reasoning" (an undergraduate course) OSU, 2003-present.
- "Philosophy of Biology" (both as a graduate seminar and as an advanced undergraduate course) OSU, 2003-present; University of Tennessee Knoxville (UTK), 1998-2003; Stanford University, 2002.
- "Reasoning and Writing" (an introductory course) OSU, 2003-present.
- "Philosophy of Science" (both as a graduate seminar and as an advanced undergraduate course) UTK, 1998-2003.
- "Special Topics in Advanced Biological Practice" (an advanced graduate seminar) co-taught with Massimo Pigliucci (Dept. Evolutionary Biology, SUNY Stonybrook) UTK, 2002-2003.
- "Wittgenstein: Interpretation and Method" (both as an advanced undergraduate course and as a graduate course) UTK, 2003; Stanford, 1996.
- "Philosophical Foundations of Democracy" (an advanced undergraduate course) UTK, 2000- 2003.
- "The Philosophy of Madness: Conceptual Issues in Mental Disease" (a graduate seminar) UTK, 2002.
- "The Human Condition: Value and Reality" (an introductory course) UTK, 2000-2002
- "The Philosophy and Science of Evolutionary Biology" (a graduate seminar) co-taught with Massimo Pigliucci. UTK, 2001.
- "The Human Condition: Knowledge and Reality" (an introductory course) UTK, 1998-2000.
- "Topics in Contemporary Philosophy: Rorty, Davidson, and Hacking on Contingency" (an advanced graduate seminar) UTK, 1999.
- "The Philosophy and Literature of Post-Modernism" (an advanced undergraduate course) Stanford, 1997.
- "The Philosophy and Literature of Existentialism and Post-Modernism," (an advanced undergraduate course) co-taught with Stephen Käufer. Stanford, 1995.

Additional Teaching Interests:

- "Ethical, Social and Political Issues in Agricultural Practice and Food Production"
- "Biodiversity: Ethical Crises and Conceptual Difficulties"
- "Political Philosophy"

Professional Service:

University/Departmental and Related:

- | | |
|----------------|---|
| 2006 - present | Chair, Student Awards Committee, Philosophy Department, Oregon State University. |
| 2006 - present | Member, Faculty Tenure and Promotion Review Committee for Joseph Oroasco. |
| 2004 - present | Coordinator, Applied Ethics Certificate Program, Oregon State University. |
| 2005 - 2006: | Chair, Departmental Faculty Advisory Committee, Philosophy Department, Oregon State University. |
| 2003 - 2006: | Member, Computing Resources Committee, Oregon State University. |
| 2005: | Member, CLA Research Grant Selection Committee |
| 2003 - 2005: | Faculty co-advisor (with Sharyn Clough), Undergraduate Philosophy Club, Oregon State University. |
| 2003 - 2005: | Member, Departmental Faculty Advisory Committee, Philosophy Department, Oregon State University. |
| 2000 - 2003: | Co-Chair, Colloquium Committee, Philosophy Department, University of Tennessee, Knoxville. |
| 1998 - 2003: | Member, Head's Advisory Committee, Philosophy Department, University of Tennessee, Knoxville. |
| 1999 - 2003: | Member, Committee on Revising the Undergraduate Philosophy Curriculum, Philosophy Department, University of Tennessee, Knoxville. |
| 1998 - 2003: | Member, Medical Ethics Committee, Philosophy Department, University of Tennessee, Knoxville. |
| 2000 - 2001: | Member, Search Committee, Assistant Professor Position, Philosophy Department, University of Tennessee, Knoxville. |
| 1999 - 2000: | Member, Head Search Committee, Philosophy Department, University of Tennessee, Knoxville. |

Other Professional Service: Manuscript Reviews

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|----------------|--|
| 2005 - present | Manuscript reviewer for <i>Philosophy of Science</i> |
| 2004 - present | Manuscript reviewer for <i>The Quarterly Review of Biology</i> . |
| 2004 - present | Manuscript reviewer for the <i>University of Chicago Press</i> |
| 2003 - present | Manuscript reviewer for <i>Biology and Philosophy</i> . |
| 2001 - present | Manuscript reviewer for <i>The British Journal for the Philosophy of Science</i> . |

Professional Development:

- | | |
|------|--|
| 2003 | Writing Intensive Curriculum Seminar, Oregon State University. |
| 2001 | Innovative Technology Center Workshop on basic HTML, University of Tennessee. |
| 2000 | Innovative Technology Center Workshop on Blackboard System, University of Tennessee. |

Fellowships Held, Grants Received, and Awards:

- 2007: Senior Personnel member on NSF grant application for "REU Site for Oregon Marine Science: From upper estuaries to the deep." Principal Investigators: George W Boehlert and Robert A Duncan. Total grant amount: \$300,000 over 3 years. I am responsible for the "Research Ethics Component" of the grant, which totals approximately \$12,000 for three years. Awarded 2007.
- 2005: OSU College of Liberal Arts Research Grant (\$9,102), with Andrew Valls (Department of Political Science), for our proposal "Housing Discrimination as a Basis for Black Reparations."
- 2004: OSU Philosophy Department "Service Award"
- 2003: National Endowment for the Humanities Fellowship (\$3,250), Summer Institute on Science and Values, University of Pittsburgh.
- 2002 - 2003: Matchette Foundation Grant (\$3,000), Principal Investigator and Grant Writer
- 2001 - 2002: Haines-Morris Grant (\$8000), Co-Principal Investigator and Grant Writer
- 1991 - 1996: Andrew W. Mellon Doctoral Fellowship in the Humanities

**OSU Libraries
Collection Development**

Library Evaluation for Category I Proposal

Proposal to offer a Graduate Certificate in Management for Science Professionals

Title of Proposal

Departments

College of Science

The subject librarians responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

☐ inadequate to support the proposal (see budget needs below)

☐ marginally adequate to support the proposal

☒ adequate to support the proposal


Comments and Recommendations:

Collection is currently adequate; however there is concern for the libraries ability to support growth and diversification of collection while maintaining a strong core.

Date Received: 6/22/2007

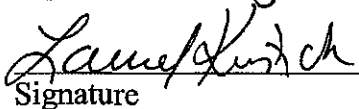
Date Completed: 7/13/2007

Laurie Bridges
Subject Librarian


Signature


7/13/07
Date

Laurel Kristick
Head of Collection Development


Signature

7/13/07
Date

Karyle Butcher
University Librarian


Signature

7/13/07
Date

**Oregon State University Libraries
Evaluation of the Collection Supporting:
Proposal to offer a Graduate Certificate in Management for Science Professionals**

Oregon State University
College of Science
Professional Science Masters Program

This library assessment reviews the monographic and serials collections as related to the Professional Science Masters Program in the College of Science and the emphases on business, finance, communications, economics, and marketing.

We compared Oregon State University Libraries' monographic collections to those of Michigan State University, North Carolina State University, and the University of Connecticut. Michigan State University was mentioned as a peer program in the proposal and North Carolina State University and the University of Connecticut were listed on the national PSM website. In general we find that the monograph collection is adequate to support masters-level work; the lack of books in some areas, such as finance, can be filled by our consortial lending agreements with other Pacific Northwest Libraries through the Orbis Cascade Alliance.

For serials, we measured the depth of OSU collections using the ISI-Thompson *Journal Citation Report* (JCR) list of the top 10 titles (each) in business, finance, communications, economics, and marketing. OSU Libraries currently subscribes to forty of the top fifty journals listed for business, finance, communications, economics, and marketing listed in JCR. To measure the breadth of OSU's journal collection, we noted where core faculty for the Graduate Certificate in Management for Science Professionals have published and whether OSU Libraries subscribes to these titles.

Monographs:

We compared Oregon State University Libraries monographic collections to those of Michigan State University, North Carolina State University, and the University of Connecticut. The OSU holdings were compared against the average unique holdings from the three institutions. OSU Libraries' holdings were generally found to be adequate. Three areas were found to be lacking, finance, law, and web design, which can be supplemented through our consortial lending agreement with the Orbis Cascade Alliance. Books that are requested through the Orbis Cascade union catalog are delivered to OSU Libraries within three working days. Appendix A shows the monographic holdings in the main areas of emphasis for the Professional Science Masters program's Graduate Certificate in Management for Science Professionals at OSU as compared to Michigan State University, North Carolina State University, and the University of Connecticut.

Interlibrary Loan Activity:

Typically Interlibrary Loan (ILL) statistics are examined to gauge the need for new titles. However, because this is a new certificate that has many touch points (business, finance, economics, communications and marketing) interlibrary loan statistics will only be useful once students and faculty from the PSM certificate program begin requesting items through our ILL program. ILL statistics should be examined after the program has been established for several

years, and the collection should be adjusted accordingly.

Government Documents:

OSU Libraries is a federal depository for government documents. Many of the government documents that are useful for business, finance, communications, economics, and marketing are freely available online and are represented in the OSU Libraries online catalog.

Serials/Journals:

We compared the OSU Libraries' journal holdings against the list of ten top business, finance, communications, economics, and marketing journals listed in Thompson-ISI's *Journal Citation Report (JCR)*. The JCR assigns an "impact factor" providing a means to compare or evaluate a journal's relative importance in the field. OSU Libraries currently subscribes to forty of the top fifty journals listed. We no longer subscribe to *Marketing Science*, *Entrepreneurship Theory and Practice*, and the *Review of Financial Studies*. We do not hold the *International Journal of Language and Communication Disorders*, *Journal of Health Communication*, *Health Communication*, *Media Psychology*, *Political Communication*, *World Bank Research Observer*, and the *Journal of Economic Geography*. It may not be important to add the *International Journal of Language and Communication Disorders*, the health communication journals, *Political Communication*, the *World Bank Research Observer*, or the *Journal of Economic Geography*, as these are not the main focus areas of the PSM department. However, it may be worth re-subscribing to *Marketing Science* (\$355 for print and online combined annual subscription), *Entrepreneurship Theory and Practice* (\$343 premium online annual subscription), and the *Review of Financial Studies* (\$285 for online annual subscription) as these marketing and finance journals may fit within the research scope of the PSM program.

The list of journals and our holdings can be found in Appendices B-F.

Electronic Access to Journals:

OSU Libraries' recent subscriptions to online journal packages, such as Springer, Wiley, and Elsevier have expanded electronic access and in most cases cover the years 1996-to the present.

Subject-Specific Indexes and Abstracts:

OSU Libraries subscription databases that can be useful for the Graduate Certificate in Management in Professional Science include:

- *Business Source Premier* - provides full text for nearly 3,300 scholarly business journals, including full text for more than 1000 peer-reviewed business publications including company profiles, industry profiles and market research reports. Coverage includes virtually all subject areas related to business, and includes indexing as far back as 1922.
- *LexisNexis Academic* - provides access to current business news, industry and market news, accounting literature, company financial reports and profiles, SEC filings, and legal research.
- *ComAbstracts* - indexes articles in the primary profession literature of Communications as far back as 1937.
- *Academic Source Premier* - provides full text for nearly 4,600 scholarly publications, including full text for more than 3,500 peer-reviewed journals. Coverage spans virtually every area of academic study and offers information dating as far back as 1975.

Faculty publishing:

As a measure of breadth we checked the online curriculum vitae of the core faculty listed in the Category I Proposal to see what journals they were publishing in to see if OSU Libraries subscribes to these journals. The core faculty listed are Gregg Walker, Jonathan Kaplan, and Ursula Bechert; we were unable to locate a vitae for Ursula Bechert. We identified fourteen journals in which Walker and Kaplan have been published. OSU Libraries currently subscribes to eleven of these publications, although not always with full runs of the journal. Appendix G lists these titles and OSU holdings.

Subject Librarian Support:

OSU Libraries has a Business & Economics librarian, Laurie Bridges. Laurie Bridges is the main contact for business, finance, economics, and marketing. The OSU Libraries has several science librarians, Bonnie Avery, Alison Bobal, May Chau, and Hannah Gascho Rempel, who are the main contacts for the biological sciences. The Communications librarian is Loretta Rielly.

Summary:

OSU Libraries' collections are adequate to support the Graduate Certificate in Management for Science Professionals as proposed. However, we would like to encourage the renewal of three journal subscriptions: *Marketing Science*, *Entrepreneurship Theory and Practice*, and *Review of Financial Studies*. The combined annual cost of these three journals is \$983. We recommend that the College of Science work with the library to ensure that the collections we do have are of the highest impact, and that students and new faculty for the Graduate Certificate in Professional Science Management have access to the journals, books, working papers, and data they need to do the work of a top-ten land grant institution.

Respectfully submitted by:

Laurie Bridges
Assistant Professor and Librarian,
Oregon State University Libraries
2007

Appendix A: Monograph Holding Levels and Comparisons.

| PSM Subject Heading | OSU Holdings | Comparator School Holdings ^{a, b} | Average of Unique Comparator School Holdings | OSU Holdings as percent of average comparator holdings ^c |
|------------------------------------|--------------|--|--|---|
| Accounting | 1,740 | 5,787 | 1,929 | 90% |
| Communications | 32 | 127 | 42 | 76% |
| Economics | 3,659 | 11,021 | 3,674 | 100% |
| Finance | 3,850 | 22,883 | 7,628 | 50% |
| Law | 2,067 | 11,600 | 3,867 | 53% |
| Management | 8,633 | 26,890 | 8,963 | 96% |
| Marketing | 2,835 | 8,073 | 2,691 | 105% |
| Research - Moral & Ethical Aspects | 152 | 321 | 107 | 142% |
| Technology | 1,926 | 4,570 | 1,523 | 126% |
| Web Design | 83 | 597 | 199 | 42% |

^aThe three comparator schools selected were the University of Connecticut, Michigan State University, and North Carolina State University.

^bHoldings indicate a unique monographic holding from one of any of the three schools. This calculation is performed to remove overlaps between the three collections.

^cA percentage higher than 100% indicates that OSU owns more unique monographs in the subject heading area than the three comparator schools.

Appendix B: Top Ten Business Journals in JCR, impact factor and OSU Libraries' holdings.

| Rank | Abbreviated Journal Title | ISSN | Impact Factor | OSU Holdings |
|------|--|-----------|---------------|----------------------|
| 1 | <i>Journal of Marketing</i> | 0022-2429 | 4.831 | v 1 (1936) - present |
| 2 | <i>Academy of Management Review</i> | 0363-7425 | 4.515 | v 1 (1976) - present |
| 3 | <i>Marketing Science</i> | 0732-2399 | 3.977 | 1982-2006 |
| 4 | <i>Academy of Management Journal</i> | 0001-4273 | 3.353 | v 6 (1963) - present |
| 5 | <i>Strategic Management Journal</i> | 0143-2095 | 2.632 | v 1 (1980) - present |
| 6 | <i>Administrative Science Quarterly</i> | 0001-8392 | 2.455 | v 1 (1956) - present |
| 7 | <i>Journal of Marketing Research</i> | 0022-2437 | 2.389 | v 1 (1964) - present |
| 8 | <i>Journal of International Business Studies</i> | 0047-2506 | 2.254 | v 1 (1970) - present |
| 9 | <i>Entrepreneurial Theory and Practice</i> | 1042-2587 | 2.123 | v 13 (1988) - 2006 |
| 10 | <i>Journal of Consumer Research</i> | 0093-5301 | 2.043 | v 1 (1974) - present |

Appendix C: Top Ten Business Finance Journals in JCR, impact factor and OSU Libraries' holdings.

| Rank | Abbreviated Journal Title | ISSN | Impact Factor | Holdings |
|------|---|-----------|---------------|----------------------------|
| 1 | <i>Journal of Accounting and Economics</i> | 0165-4101 | 3.36 | v. 20 (1995) - present |
| 2 | <i>Journal of Finance</i> | 0022-1082 | 3.257 | v. 1 (1946) - present |
| 3 | <i>Review of Accounting Studies</i> | 1380-6653 | 2.606 | v. 1 (1997) - present |
| 4 | <i>Journal of Financial Economics</i> | 0304-405X | 2.494 | v. 15 (1986) - present |
| 5 | <i>Journal of Accounting Research</i> | 0021-8456 | 2.447 | v. 1 (1963) - present |
| 6 | <i>Accounting Review</i> | 0001-4826 | 2.185 | v. 1 (1926) - present |
| 7 | <i>Review of Financial Studies</i> | 0893-9454 | 1.701 | v. 1 (1988) - v. 16 (2003) |
| 8 | <i>Journal of Monetary Economics</i> | 0304-3932 | 1.379 | v. 6 (1980) - present |
| 9 | <i>Journal of Corporate Finance</i> | 0929-1199 | 1.312 | v. 1 (1995) - present |
| 10 | <i>Accounting Organizations and Societies</i> | 0361-3682 | 1.286 | v. 17 (1992) - present |

Appendix D: Top Ten Communications Journals in JCR, impact factor and OSU Libraries' holdings.

| Rank | Abbreviated Journal Title | ISSN | Impact Factor | Holdings |
|------|--|-----------|---------------|------------------------|
| 1 | <i>International Journal of Language and Communication Disorders</i> | 1368-2822 | 1.612 | Not held |
| 2 | <i>Public Opinion Quarterly</i> | 0033-362X | 1.55 | v. 1 (1937) - present |
| 3 | <i>Journal of Health Communication</i> | 1081-0730 | 1.387 | Not held |
| 4 | <i>Human Communication Research</i> | 0360-3989 | 1.372 | v. 12 (1985) - present |
| 5 | <i>Health Communication</i> | 1041-0236 | 1.169 | Not held |
| 6 | <i>Journal of Communication</i> | 0021-9916 | 1.159 | v. 1 (1951) - present |
| 7 | <i>Media Psychology</i> | 1521-3269 | 1.152 | Not held |
| 8 | <i>Political Communication</i> | 1058-4609 | 1.118 | Not held |
| 9 | <i>Cyberpsychology and Behavior</i> | 1094-9313 | 1.061 | v. 3 (2000) - present |
| 10 | <i>Communication Research</i> | 0093-6502 | 1.056 | v. 1 (1974) - present |

Appendix E: Top Ten Economics Journals in JCR, impact factor and OSU Libraries holdings.

| Rank | Abbreviated Journal Title | ISSN | Impact Factor | Holdings |
|------|--|-----------|---------------|------------------------|
| 1 | <i>Journal of Economic Literature</i> | 0022-0515 | 4.667 | v. 7 (1969) - present |
| 2 | <i>Quarterly Journal of Economics</i> | 0033-5533 | 3.938 | v. 1 (1886) - present |
| 3 | <i>Journal of Accounting and Economics</i> | 0165-4101 | 3.36 | v. 20 (1995) - present |
| 4 | <i>Journal of Economic Growth</i> | 1381-4338 | 3.24 | v. 2 (1997) - present |
| 5 | <i>Journal of Political Economy</i> | 0022-3808 | 3.194 | v. 1 (1892) - present |
| 6 | <i>Journal of Economic Perspectives</i> | 0895-3309 | 2.833 | v. 1 (1987) - present |
| 7 | <i>World Bank Research Observer</i> | 0257-3032 | 2.7 | Not held |
| 8 | <i>Journal of Economic Geography</i> | 1468-2702 | 2.519 | Not held |
| 9 | <i>Journal of Financial Economics</i> | 0304-405X | 2.494 | v. 15 (1986) - present |
| 10 | <i>Econometrica</i> | 0012-9682 | 2.402 | v. 1 (1933) - present |

Appendix F: Top Ten Management Journals in JCR, impact factor and OSU Libraries holdings.

| Rank | Abbreviated Journal Title | ISSN | Impact Factor | Holdings |
|------|--|-----------|---------------|-----------------------|
| 1 | <i>MIS Quarterly</i> | 0276-7783 | 4.731 | v1 (1977) - present |
| 2 | <i>Academy of Management Review</i> | 0363-7425 | 4.515 | v 1 (1976) - present |
| 3 | <i>Academy of Management Journal</i> | 0001-4273 | 3.353 | v 6 (1963) - present |
| 4 | <i>Organization Science</i> | 1047-7039 | 2.815 | v 1 (1990) - present |
| 5 | <i>Strategic Management Science</i> | 0143-2095 | 2.632 | v 1 (1980) - present |
| 6 | <i>Information Systems Research</i> | 1047-7047 | 2.537 | v 1 (1990) - present |
| 7 | <i>Administrative Science Quarterly</i> | 0001-8392 | 2.455 | v 1 (1956) - present |
| 8 | <i>Journal of International Business Studies</i> | 0047-2506 | 2.254 | v 1 (1970) - present |
| 9 | <i>Information and Management</i> | 0378-7206 | 2.119 | v 28 (1995) - present |
| 10 | <i>Journal of Operations Management</i> | 0272-6963 | 2.042 | v 4 (1983) - present |

Appendix G: Journals in which core faculty publish compared to OSU Libraries' holdings.

| Journals in which core faculty have published ^a | Current at OSU | Discontinued (Holding Dates Listed) | Not held at OSU |
|--|----------------|-------------------------------------|-----------------|
| <i>American Journal of Bioethics</i> | | 2001-2006 | |
| <i>Argumentation</i> | x | | |
| <i>Biology and Philosophy</i> | x | | |
| <i>Environmental Impact Assessment Review</i> | x | | |
| <i>Genetic Testing</i> | | | x |
| <i>International Journal of Conflict Management</i> | x | | |
| <i>Journal of Forestry</i> | x | | |
| <i>Journal of Sustainable Forestry</i> | x | | |
| <i>Law and Contemporary Problems</i> | x | | |
| <i>Philosophy of Science</i> | | 1934-2006 | |
| <i>Public Affairs Quarterly</i> | x | | |
| <i>Society and Natural Resources</i> | x | | |
| <i>Trends in Ecology and Evolution</i> | x | | |
| <i>Unasylva</i> | x | | |

^aCore faculty include Gregg Walker, Jonathan Kaplan, and Ursula Bechert.

September 23, 2008

To: Ursula Susan Bechert
College of Science
2082 Cordley Hall

From: Robert Frost, Co-Chair
Budgets and Fiscal Planning Committee

The Budgets and Fiscal Planning Committee of the Faculty Senate met in the spring and reviewed the CAT 1 proposal for the Graduate Certificate in Management for Science Professionals.

Prior to forwarding the proposal to the Curriculum Council, the committee had only a few specific requests. Please send a revised proposal to address the following:

1. Please provide a detailed budget that shows how funding would be utilized overall developmental phase and actual program operation. Specific attention should be given to:
 - (a) identify the actual cost of instruction and administration for this certificate program;
 - (b) make explicit where the sources for these costs would be coming from or subsidized from; and
 - (c) include an e-campus aspect of this budget that shows development grant revenue, tuition revenue based on enrollment projections, expenditures, and how the e-campus budget relates to, or subsidizes, the on-campus version of this certificate program.
2. An indication of budget review/approval by COS Dean or appropriate staff would be helpful as well.

Once we've received the revised proposal, we will review it quickly. If you have any questions, feel free to contact me.

Cc: Becky Warner, Co-Chair, BFP
Dan Dowhower, Academic Programs
Vickie Nunnemaker, Faculty Senate

Becky, Robert:

I apologize for the delay in getting some answers to you about the CAT 1 proposal for the Graduate Certificate in Management for Science Professionals. The budget questions got passed to me, as the College has been the principal sponsor of the program since the end of the Sloan grant. I have tried to address the committee's specific questions below. I hope this will serve as an appropriate addendum to the proposal to address your questions.

Please provide a detailed budget that shows how funding would be utilized overall developmental phase and actual program operation. Specific attention should be given to:

- identify the actual cost of instruction and administration for this certificate program;

The Professional Science Masters program currently exists and is being delivered in conjunction with degrees in environmental science, applied physics, systematics, and biotechnology. The program costs currently committed include:

| | |
|---|-----------------|
| Program director, coordinator (0.5 FTE) | |
| internship oversight, professional | |
| development course | \$32,000 (+OPE) |
| Communication course: | \$5,000 |
| Ethics/philosophy courses: | \$15,000 |
| Management courses (3 x 2) and | \$30,000 (+OPE) |
| management course development | \$ |
| Biotech internship coordination (0.2 FTE) | \$17,000 |
| Advertising, media, fundraising materials | \$7,500 |

The management courses already include delivery in Ecampus format, with one CRN number for on-campus students (i.e. through normal enrollment) and one CRN number for true distance students. The funds provided to Philosophy include support this year for delivery of the on-campus and an ecampus version of the course.

Addition of the fully online version will require addition of an additional section for the communications course (\$5000-7000 depending on enrollment). As the program grows, the coordinator position will likely require an additional 0.5 FTE, either to one full-time position or two half-time positions to manage the internship coordination and oversight.

- make explicit where the sources for these costs would be coming from or subsidized from; and

The College of Science is supporting all of these costs excepting the costs for the biotech internship coordinator, which are provided by the College of Agricultural Sciences. The College sees the development of PSM as an important strategic step in developing the science and technology workforce the nation needs. We have been, and remain, committed to the costs of making the program go.

The support for the on-campus program will be ongoing, and provides a base that makes the implementation of a distance version much less costly. The reason to pursue a distance version is the emerging national interest in PSM. The development and delivery of the cohort curriculum, particularly the management component, is challenging. We have been a leader here and have an opportunity to provide a curricular program to other institutions that are trying to develop a PSM.

- include an e-campus aspect of this budget that shows development grant revenue, tuition revenue based on enrollment projections, expenditures, and how the e-campus budget relates to, or subsidizes, the on-campus version of this certificate program.

We are pursuing the Ecampus version of the program to:

- 1) increase opportunities for Oregonians to pursue the degree as many of our students are in companies now; an online component would facilitate their pursuit of the program, but would still require an on-campus stay, given the degrees we have
- 2) Provide a stand alone component that scientists and engineers currently employed could use to augment their skills in management and team projects
- 3) Provide a curricular component that other institutions (including those in Oregon) could use as building blocks for a PSM program

The additional costs for starting that online version are largely course development (these are included in the pending grant from Ecampus), delivery of an online section of the communications course (\$7000) and an online version of the professional skills/case study course (\$7000). In addition, the goal is to eventually recoup the costs of the online courses in ethics and management, and an appropriate portion of the internship coordinator position.

A pretty conservative budget projection for the program is:

Initial projections for PSM Online Certificate

This considers only students registered through Ecampus

Ecampus program costs:

| | |
|-----------------------------|--------|
| 0.25 coordinator: | 22,880 |
| Management courses: | 21,450 |
| Communication course: | 7,000 |
| Ethics Course: | 7,000 |
| Advertising/media: | 5,000 |
| Professional Skills Course: | 7,000 |
| 0.1 Internship coordinator: | 8,500 |

Total: 78,830

(The coordinator and management course positions incur OPE)

| | Student Cohort | Annual Credits | 80% Ecampus
Tuition | (Subsidy)/
Surplus |
|------|----------------|----------------|------------------------|-----------------------|
| FY09 | 5 | 30 | 8,352 | (70,478) |
| FY10 | 20 | 120 | 33,408 | (45,422) |
| FY11 | 35 | 210 | 58,464 | (20,366) |
| FY12 | 60 | 360 | 100,224 | 21,394 |

The student cohort is the number of students enrolled in the program.

We have assumed those students will take only 2 of the 6 program courses in a given year. This would be characteristic of students working while pursuing the certificate. Students pursuing this as part of a PSM degree at another institution will likely take the full six courses in a year, but we're being conservative.

Once student numbers reach this level, the coordinator position for this part will likely need to increase another 0.25 FTE for a total of 0.5 FTE.

We have been quite conservative here, assuming that most students will pursue this part-time. This is consistent with what we see in current Ecampus use and is the most likely current audience. As the visibility of PSM programs increases, we expect to see significantly more growth in students pursuing the program full time in conjunction with other university PSM programs.

The immediate fiscal goal is to cover costs related to this part of the program. When fully successful, the program will also create net revenues that will be used to expand the curriculum to be more closely tailored to specific audiences (we already have requests for one of the management courses to focus on regulatory requirements and processes for example; we just don't have the student base yet to create such course diversity).

- An indication of budget review/approval by COS Dean or appropriate staff would be helpful as well.

This program has the full support of the Dean and the College. We are committed to underwriting the costs of this program until the student numbers are such that it is self-sufficient. We remain committed to the on campus version of the PSM as well and are actively working to expand the number of degree options available to students.

Please let me know if you have other questions.

Best regards,
Sherm

Current Academic Regulations are online at
<http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2891>

The yellow shaded sections represent revisions proposed since the last review.

AR 20. Repeated Courses

~~Courses may be repeated once for grade replacement. Both grades will appear on the academic record, but only the second grade will be counted in the cumulative grade point average and toward graduation requirements. Courses taken more than two times will appear on the academic record but not count in the cumulative grade point average. Regardless of the number of times a course is repeated, credits earned will be counted only once for graduation requirements. Recognized repeatable courses, such as activity courses, research, seminars, and selected topics, do not come under this restriction. A student receiving an A–F grade can only replace such a grade in the GPA calculation with another A–F grade (not with an S/U grade.)~~

Recommended Wording For AR 20. Repeated Courses (Updated: 12/10/08)

If a student repeats an Oregon State University course, the grade from each attempt¹ will appear on the student's academic record but only **the grade from** the second attempt will count toward the student's institutional credits, requirements, and grade point average². An academic unit³ may, however, include subsequent attempts after the second attempt in their calculation and clearance of unit degree requirements and degree grade point average. A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis⁴.

¹ An attempt comprises a final grade in a course where the grade is: "A", "A-", "B+", "B", "B-", "C+", "C", "C-", "D+", "D", "D-", "F", "S", "U", "P", "NP" or an "I/Alternate Grade (where the Alternate Grade is one of these grades).

² Recognized repeatable courses **as defined in the Oregon State University course catalog**, such as activity courses, research, seminars, and selected topics, do not come under this restriction. Additionally, if a course has been approved as a multiple repeatable course for credit and grade points, each attempt will be included in the institutional credits and grade point average until it reaches its defined limit (total allowable attempts or credit maximums for the course). Further, the Office of the Registrar will include all courses from the first repeat taken until it reaches the maximum total allowable attempts or credit maximums for the course. All subsequent repeats after the repeat maximum has been reached will be excluded from both institutional credits earned and grade point average calculations.

³ **Academic Unit: College, School, or Department.**

⁴ Normal Grade Basis is defined as any grade of "A", "A-", "B+", "B", "B-", "C+", "C", "C-", "D+", "D", "D-", "F", or any "I/Alternate Grade" (where the Alternate Grade is one of these grades).

Bolded text indicates proposed additions and strike-through sections indicate proposed deletions.

AR 23. Special Examination for Credit

A regularly enrolled student in good standing, either graduate or undergraduate, currently registered at Oregon State University and wishing credit for an OSU course for which a grade has not been previously received, may petition for credit examination under the following conditions:

- a. The application for such examination shall be presented on an Official Student Petition and shall bear the approvals of the dean of the student's college, the dean of the college in which the course is offered, and head of the department in which the course is offered. **Petitions for special examination for credit may be approved or denied at the sole discretion of the department/college or the faculty member offering the course, taking into account both the academic merit of the petition and the department/college's ability to deploy adequate resources to prepare, administer, and grade such an examination.**
- b. In no case may such examination be based on work used for graduation from high school, or in a foreign language that is the mother tongue of the applicant, or in courses not listed in the Oregon State University *General Catalog*.
- c. Grades earned in special examinations shall be submitted and recorded in the same way as for regularly registered courses.
- d. A student may not petition for credit by special examination for a course in any term in which the student is or has been enrolled in the course after the add/drop deadline for that term.
- e. An examination for credit will not be approved for courses below the level for which college credit has previously been granted.
- f. ~~All special examinations must be authorized by the Academic Requirements Committee,~~ and **no** examination may be taken until the applicant has received a permit from the Registrar's Office, for which a fee of \$80 will be charged.²

² As an alternative to departmental examinations, students may seek credit through the College Level Examination Program (CLEP) to the College Entrance Examination Board. CLEP includes nationally normed subject matter examinations and general examinations covering material included in a number of relatively standard courses taught in colleges and universities throughout the United States. Some of these subject matter examinations and general examinations have been accepted by departments at this institution. Policy guidelines have been established that make it possible for admitted and enrolled students to (a) transfer credits earned through these accepted CLEP subject matter and general examinations to this institution, providing certain criteria are met, and (b) earn credits through accepted CLEP subject matter and general examinations providing certain criteria are met. Further information about CLEP can be obtained from Counseling and Psychological Services (CAPS), 5th floor, Snell-MU East.

Bolded text indicates proposed additions and strike-through sections indicate proposed deletions.

AR 24. Special Examination for Waiver (Undergraduate Students)

A student may petition for examination to waive a course under the following conditions:

- a. The application for examination to waive a course shall be presented on an Official Student Petition and shall bear the recommendations of the dean of the student's college, the dean of the college in which the course is offered, and head of the department in which the course is offered. **Petitions for special examination for credit may be approved or denied at its sole discretion by the department/college offering the course, taking into account both the academic merit of the petition and the department/college's ability to deploy adequate resources to prepare, administer, and grade such an examination.**
- b. ~~All examinations for waiver must be authorized by the Academic Requirements Committee, and no~~ **No** examination may be taken until the applicant has received a permit from the Registrar's Office, for which a fee of \$80 will be charged.
- c. A minimum grade of C (or equivalent) must be attained in an examination for waiver.
- d. Credit will not be granted for courses waived.
- e. This regulation does not invalidate the right of a dean of a college or head of a department to waive a course requirement of a particular college or department.

There is currently no AR 31; this is a proposal for a new Academic Regulation.

Proposed AR 31 Academic Absolution Policy

An Oregon State University student may petition once with the Registrar to exclude OSU courses from the calculation of institutional requirements, units, and grade point average, under a condition of academic absolution defined below:

Conditions to qualify:

The student must have an absence from OSU that begins after the end of his or her last term of attendance and exceeds 10 academic years before re-admittance to a degree program at OSU. Prior to applying for academic absolution, a student must, after re-enrolling in the University, have successfully completed a minimum of 24 letter-graded units over two consecutive terms, and earned a grade point average of at least 2.5 or higher in these terms. The student must also provide a signed letter of recommendation (i.e., from a current OSU college Dean, department chair, college head advisor, or a current faculty member within the discipline the student is currently engaged to complete) advocating on his or her behalf for academic absolution.

Effect of the academic absolution:

- Upon meeting all of the conditions of qualification, the student may select from one to three contiguous academic terms (not to exceed 48 total units)¹ from his or her previous enrollment at OSU for the application of academic absolution.
- The grades² from all courses taken during the terms that are proposed for academic absolution will be excluded from meeting institutional requirements and the calculation of institutional units and grade point average.
- All grades representing the student's academic history at OSU will appear on his or her academic record (transcript), but all academic absolution approved courses will be coded as "excluded" similar to a repeated course. Additionally, a comment of "Academic Absolution" will be appended to each term that qualifies under academic absolution.
- All courses excluded under academic absolution, will also be excluded from the calculation of course repeats defined by AR 20.

¹ The combined total eligible units allowed under Academic Absolution are 48 total units, and must count all of the courses in any given combination of terms. If, for example, a student selects three terms of course work that exceeds 48 units, only the two contiguous terms that fit within the allowable 48 total units, can have the academic absolution rule applied.

² Valid grades can include outstanding "I" (incomplete) grades that have not been resolved.

Proposal for a Concurrent JD-MS and JD-PhD between the University of Oregon School of Law and Oregon State University's WRGP

Overview

The Water Resources Graduate Program requests that the Graduate Council consider the proposal to modify Graduate School policy to allow Water Resources graduate students to participate in a concurrent JD-MS degree program with the School of Law at the University of Oregon. Specifically, we request that students enrolled in the concurrent degree program be allowed to transfer up to 15 credits of relevant coursework from the University of Oregon School of Law to their graduate program of study at Oregon State University. This document provides information to place this request in the context of current practices at other peer institutions and to address potential concerns.

Introduction

Our graduates are entering a world in which hydrologists, water resource engineers, and policymakers must have an understanding of the legal context in which their actions are taking place, and lawyers must be knowledgeable in disciplines beyond the law and capable of thinking critically and broadly. A concurrent degree program could provide this type of training. Students in the JD-MS program would combine the knowledge and skills learned in OSU graduate courses and U of O law courses in an individualized program of study, decreasing the time required to complete both degrees by one year.

The proposed concurrent degree program would permit students to complete both degrees in a coordinated sequence, in four rather than five years. Graduate students in the Water Resources Graduate Program are preparing for careers in which knowledge of the law is an important component of the body of knowledge required in their profession. By partnering with the University of Oregon School of Law, we can provide graduate students with access to up to date courses taught by law professors at an accredited Law School, with expertise in the subject matter they teach, without requiring OSU to duplicate courses already available at another University in the OUS system. The Director of the Water Resources Graduate Program, the student's graduate committee, and the major professor would carefully review the program of study for each student choosing to participate in the concurrent degree program to ensure that graduates of the concurrent MS-JD degree program meet the requirements for the graduate degree.

Maintaining Academic Rigor

Many of the institutions which offer concurrent JD-MS program options are among the highly selective, academically rigorous educational institutions in the U.S. (Table 1). The establishment of a concurrent JD-MS program between the School of Law at the University of Oregon and Oregon State University's Water Resources Graduate Program would place us among an elite group of institutions offering such concurrent degrees, enhance the stature of our graduate programs, and help us recruit the very best students. Concurrent JD-MS program are often of interest to prospective Native American students, thus, establishing such a program would be likely to assist us in enhancing diversity within the program as well.



Dr. M.V. Santelmann, Director
Water Resources Graduate Program

9 January, 2009

Precedent Within the OUS system for Transfer of Credit from U of O School of Law

The University of Oregon Environmental Sciences program has already established a concurrent JD-MS program with the School of Law, allowing transfer of 18 credits from the Environmental Sciences graduate program to the Law program, and 15 quarter credits from the Law program to the graduate program in Environmental Sciences.

Concurrent Degree Program Agreements Between Institutions

Several institutions have developed concurrent or joint degree programs with other institutions. For example, Tufts University and the University of Virginia collaborate with each other and with Harvard Law School, Princeton University, and Johns Hopkins University to offer concurrent graduate degrees with the JD. Yale collaborates with its own Law School as well as the Vermont Law School and Pace University School of Law.

Summary

By modifying the policy currently described in the Oregon State University Graduate Catalog to allow students in the interdisciplinary Water Resources Graduate Program to transfer up to 15 credits of course work taken at the University of Oregon School of Law into their graduate program of study at Oregon State University, the Graduate Council will make it possible for OSU to become one of an elite set of institutions offering an option for concurrent JD-MS degrees.

| Table 1. Institutions Offering Concurrent , Joint, or Dual JD-MS degrees | | | |
|---|-------------------------------|--|--|
| Institution | Degrees offered | Transfer / Total credits | Unit/ Discipline |
| Harvard University | JD-MPH
JD-MPP
and JD-MS | 10/42.5
1 yr + 6 cr.
Not specified | Graduate School of Arts and Sciences; any Harvard School and other selected institutions |
| Yale University | JD-MS | Not specified | Forestry and Environmental Studies; concurrent degrees possible with other institutions |
| Stanford University | JD-MS | Not specified; | Environment and Resources |
| Columbia University | JD-MS | 10/54 | Graduate School of Arts and Sciences; Earth & Env. Sci. J. |
| Tufts University | JD-MALD | Not specified | Legal Diplomacy & ad hoc independent proposals |
| Princeton University | JD-MPP
JD-MPA | 1 semester | Public Policy, Public Administration |
| University of CA, Berkeley | JD-MA | Not specified | Area Studies, Asian Studies, Economics, and ad hoc |
| University of Michigan | JD-MS | Not specified | School of Nat Res. |
| University of Washington | JD-MPH, JD-MSW, JD-MPA | Not specified | Social Work, Public Administration, Public Health |
| University of Oregon | JD-MS | 15/60 quarter cr. | Environmental Studies |
| University of Minnesota | JD-MS | 12/30 semester cr | Ecol., Evolution & Beh., Cons. Biol. N. Res. Sci and Mgmt |
| University of Wisconsin | JD-MS | 15/45 | Environmental Studies, incl. WR Mgmt. |
| UCLA | JD-MPP
JD-MS | Not specified | Philosophy
Public Policy |
| University of Idaho | JD-MS | 6 semester cr. | Environmental Sciences |
| Univ. of Virginia | JD-MS
JD-MA
JD-MPA | Not specified
online | Public Health, Legal Diplomacy, Accounting, |

Proposed Graduate Council 2008-09 Committee Assignments

| <u>Committee</u> | <u>Proposed Term</u> | <u>Proposed Members</u>
(* = internal lead) |
|---|--|---|
| Program Reviews | | |
| Agriculture (MAg) | December 9, 2008 | Kioussi*, O'Reilly |
| Biological and Ecological Engineering | Oct 2008 | Gitelman*, King |
| Environmental Science | Spring 2009 | Grosskopf *, Narayanan |
| Teacher Education & Counselor Education | April 4-8, 2009 | Wolpert*, Loveland |
| Veterinary Medicine & Vet. Science | Spring or Fall 2009 | Colwell*, Donatelle |
| Review Follow-ups* | | |
| Forest Science | | Tadepalli, Proebsting ?? |
| Genetics | Fall | Perry, Cann |
| Molecular & Cellular Biology | Winter | McLain |
| Nuclear Engr. & Radiation Health Physics | Winter | Filtz, Harter |
| Horticulture | Winter | McMullen, Warnes |
| Awards | | |
| Oregon Lottery Scholarship
<i>3 members</i> | Spring 2009 – May 2009 | O'Reilly, Forestry TBA, King |
| Bayley/Yerex Fellowships
<i>3 members</i> | Winter 2009 – Week of Feb 25 | Forestry TBA, Donatelle, O'Reilly |
| Frolander Outstanding GTA Award | Spring 2009 – Early May 2009 | Donatelle, Narayanan |
| CGS/UMI Dissertation and WAGS/UMI Thesis Awards
<i>2 members</i> | CGS – Early April 2009
WAGS – Early July 2009 | Donatelle, O'Reilly |
| Excellence in Graduate Mentoring Award
<i>4-5 members</i> | Spring 2009 | Forestry TBA, Loveland, Harding, Student TBA |
| Other | | |
| Category II Subcommittee | All year | Loveland, Narayanan, King |
| Grievance Committee(s) | Ad Hoc | 2 Graduate Council Members
1 graduate student member |
| Distance Education Committee Liaison | All year | Russ-Eft |

10-23-08

I. Review of COAS: Overall Recommendation and Introduction

The Review Team consisting of James Yoder (Woods Hole Oceanographic Institution), Margaret Delaney (UC Santa Cruz), Thomas Leschine (University of Washington), Rod Harter (Nutrition and Exercise Sciences – OSU) and Luca Lucchese (Electrical Engineering and Computer Sciences – OSU) met with Dean Sally Francis during the evening of January 24 and then spent all day on January 25 in meetings with Associate Dean Robert Duncan and staff, Dean Mark Abbott, representatives from COAS faculty, representatives from COAS graduate students, and the COAS Graduate Admissions Committee. The Review Team was also provided with an excellent and well-prepared self-study report prior to the on-campus meetings.

The Review Team recommends that OSU sustain the COAS graduate program and the faculty at approximately its current size. Because of anticipated faculty retirements and the need for new faculty to have sufficient time to establish a funding base for their research programs, maintaining the COAS faculty at approximately the same size requires following the COAS-generated hiring plan for new faculty. On the other hand, this is not the right Federal science funding environment for expanding a faculty that relies on significant salary support from Federal grants. The atmospheric sciences group is small, however, and probably needs to grow to some extent to reach a critical mass of faculty. The MRM faculty also needs to grow, and the intention that two of the hoped-for new hires of the next five years be science faculty who would represent areas with which MRM would find strong affinity seems a good strategy to build MRM given present constraints on available state salary support. The Review Committee was provided a copy of COAS faculty hiring priorities and notes that 4 out of the next 10 hires are in the area of atmospheric science or the interaction of atmospheric with ocean science. The excellence of the COAS faculty and graduate program (OSU's oceanography program ranked 5th in the nation the last time the NRC ranked graduate programs) and breadth of the COAS mission, argues against a significant reduction in faculty.

State funds, including returned overhead funds, for COAS are highly leveraged with Federal funds. COAS has an excellent faculty with a national/international reputation, and the college produces excellent graduate students. Given the high degree of leveraging and the high quality of the program, OSU has one of the best deals, if not the best deal, in the country for an ocean/atmospheric science program at a State university.

II. Summary of Recommendations

A. COAS and Its Faculty

- **COAS should continue to receive base state support and the more favorable overhead return rate specific to COAS among OSU's units. COAS should receive the support it needs to maintain itself at least its current faculty size (p. 5).**
- **OSU needs to re-assign a development officer to COAS to help raise funds for Fellowships and for other needs (p. 17).**
- **Long-term space requirements need to be addressed. Co-location of students and faculty advisors is a desirable thing. Moreover, central locations for students in every building would be a major addition to student interactions (p. 19).**
- **OSU should support the COAS hiring plan, including the need for adequate start-up packages. COAS should revisit faculty hiring priorities as hiring proceeds. While it is tempting to say that MRM should direct future hires toward faculty who can extend its reach in ocean and coastal policy, given the highly leveraged nature of faculty appointments within COAS (with assistant professors, once established, expected to raise 70% of their salary) it is advisable for MRM to focus instead on faculty who can expand the scope of scientific work in areas that have direct policy implication. Current commitments to hire in the areas of climate change and coastal hazards and in marine and estuarine conservation biology thus seem good directions that**

will reinforce the existing successful model and continue to promote integration of MRM with ocean science (p. 14).

- **Strive to develop more open and regular lines of communication among COAS administration, faculty and graduate students (p. 19).**
- **Encourage COAS faculty, particularly new faculty, to take advantage of OSU programs to train faculty in teaching techniques. Research faculty tend to be out of touch with developments in pedagogy, yet graduate students have been exposed to new science teaching techniques (e.g. inquiry-based learning) as undergraduates (p. 23).**
- **Emphasize to students the importance of participating in the nomination process for the faculty teaching award (Pattullo Award) and the mentoring award (Dymond Award) (p.24).**
- **Communicate early and often about the ongoing work of the Earth Systems Science task force to COAS faculty to engage them and to hear their concerns and goals. Consider carefully the financial issues for COAS in moving away from their highly leveraged, largely research focused model to a more traditional faculty support and teaching expectation model if this is part of the Earth System Science model (p. 12).**

B. Graduate Students: Recruitment and Education.

- **Continue to host the COAS Open House for applicants (p. 7)**
- **Continue to proactively recruit graduate students from underrepresented groups (p. 8).**
- **Examine the issues around core course curriculum with fresh eyes. Focus on course content, year-to-year consistency, and teaching quality issues in these critical classes (p. 9).**
- **Consult with students and faculty about the structure and importance of the student seminar series and work to increase attendance (p. 10).**
- **Pursue getting educational days of ship time for student program (p. 10).**

- **Examine the graduate curriculum for a possible overhaul, including streamlining and increasing predictability of offerings. Although this task may seem daunting, it is likely that a more structured approach could improve the availability and predictability of timing of advanced electives, create teaching ties between faculty for more advanced courses, and avoid very low enrollment classes. Reasonable financial support for an individual to take on this task would likely get this off the ground quickly (p.10).**
- **Encourage COAS science-track students to avail themselves more widely of policy, economics and other social science aspects of the MRM curriculum (p. 13).**
- **Continue to explore new avenues of student funding support (p. 14).**
- **All COAS students need access to the internet from their desks. If for security reasons, access to OSU_PUB is not accessible for some students from some COAS buildings, these students must be provided with an IP address to access the internet and standard software via the COAS computer facility (p 16).**
- **Resolve the graduate student health insurance issue, so that graduate students can receive uninterrupted coverage throughout the year, including for those who are not registered for coursework in the summer (p. 18).**

III. Detailed Findings

1. INPUTS

1.1 The Fit of the Mission and Its Relationship to the Mission of the Academic college and University Mission.

The College of Oceanic and Atmospheric Sciences (COAS) is one of the premier oceanography schools in the country and the world, with high-quality faculty, researchers, post-doctoral scholars, and graduate students. The COAS mission,

combining academic education, technology support, and scientific research, contributes to the broad understanding of the oceans, the atmosphere, and the solid Earth. COAS is unique in the state of Oregon, and its contributions are important to the academic stature and visibility of OSU nationally and internationally. COAS is highly “leveraged,” with faculty raising a significant portion of their base salaries and virtually all graduate student support from external funding sources. COAS represents an incredible bargain for OSU, with high return of quality and impact supported by relatively limited state support.

Recommendation: COAS should continue to receive base state support and the more favorable overhead return rate specific to COAS among OSU’s units. COAS should receive the support it needs to maintain itself at least at its current faculty size.

1.2 College Diversity

As for most oceanographic institutions, women representation on the COAS faculty is low – about 17%. Other oceanographic institutions, such as at University of Rhode Island and Lamont Doherty Earth Observatory (Columbia University) have tried to increase numbers of women faculty by successfully competing for the NSF ADVANCE program. This might be an option for COAS to try, or maybe it has?

Faculty from underrepresented groups are often absent from the faculty of oceanographic institutions. The Review Committee noted that COAS has 2 Hispanics on its faculty.

1.3 Quality of students

COAS graduate students come from different backgrounds. Some come immediately following undergraduate work, some after several years of work experience, and others already have a master’s degree. The reasons why they typically apply to COAS are the national ranking of COAS, the reputation of many of its faculty members, and their interest in research themes being conducted at COAS. The table relative to the applicant

characteristics for 2001-2007, provided in the self-study report, shows the very high quality of the applicants to the graduate program. The average GPA for the admitted students is 3.54 and the average GPA for those who matriculate is 3.49. One should keep in mind that the minimum GPA required for admission to OSU graduate programs is 3.0. Applicants are not required to achieve a specific GRE score or to take a GRE subject test. However, for the matriculated applicants the average GRE scores, during the period 1997-2007, are 550 (verbal) and 666 (quantitative). These numbers are noticeably higher than the national averages which are, respectively, 467 and 591, thus attesting to the quality of the COAS students.

International applicants must show proficiency in English by providing their TOEFL scores. In addition to this, the COAS Graduate Admissions Committee (GAC) contacts the international applicants by phone to verify language proficiency. In the case of very good applicants with TOEFL scores below average or who do not show sufficient proficiency during phone conversations, faculty members have the option of utilizing the English Language Institute at OSU either to prepare candidates for graduate school or as an additional prerequisite for admission. Another metric for assessing the quality of COAS students is provided by the large numbers of honors courses, scholarships, and fellowships along with awards received from state, national, or international institutions.

During the COAS review, two different groups of COAS students were interviewed. In the discussions which ensued, they provided several good points of constructive criticism (both in written form and orally), showing a strong involvement in the college life and commitment to improving its graduate program.

1.4 Admission Selectivity

The COAS admission process is very selective. Applicants are expected to have a minimum GPA of 3.0. In case of lower GPA scores, the Graduate Admissions Committee (GAC) can submit a petition provided that the candidate shows strengths in other areas such as outstanding research capabilities or exceptional GRE scores. As pointed out in

the previous section, the GAC has no minimum requirements for GRE scores. However, these scores do play a role in the selection process.

The Student Programs office and the GAC lead the selection process. The Graduate Admissions Committee (GAC) is composed of one faculty representative nominated by each discipline. The faculty representatives are in charge of managing the application review process for applicants in their area. All student applications are divided into three categories which are color-coded as green, yellow, and red. The applicants with a green code are given highest priority. Those with a yellow code are deemed acceptable and put on a stand-by list; offers to this pool are made contingent upon funding available from faculty members and offers already made to green applicants. Applicants with a red code are considered not ready for, or not up to the standards of, the COAS graduate program.

The Student Programs and the GAC are very proactive in contacting the top candidates early and attracting them to COAS. Also the red applicants are notified early about the negative outcome of their applications so that they can apply to other schools. The expeditious handling of notifications to green candidates allows for a prompt replacement of possible offer declinations by proceeding with offers to candidate from the yellow pool.

Evaluations of the applicants are based on academic achievement (GPA scores), TOEFL and GRE scores, previous research experience, letters of recommendation, and the student's statement of interest and motivation. At least three faculty members are responsible for reviewing the applications. Top U.S. candidates are invited to Corvallis to attend a COAS Open House which is held in early March. This kind of recruiting tool has been proven successful in attracting the best candidates by informing them with regard to research opportunities at COAS, faculty and current students, OSU and Corvallis.

Recommendation: Continue to host the COAS Open House for applicants.

The number of applications has remained consistent with the national trend in sciences, which shows a decline starting around year 2000. During the period 1997-2007, the number of applicants has decreased but the overall number of matriculating applicants has remained constant (30-50%). MRM is a popular masters'-only program that has historically accounted for a high percentage of masters admissions to COAS. With the appointment of the new MRM director in 2005, a decision was made to reduce to about 10 the number of applicants accepted annually into the MRM track, likely accounting for some of the reduction in students matriculating annually. The intent was to better match incoming students with available research support and the capacity of COAS faculty to provide supervision. As a final note, COAS is very proactive in recruiting minority students. Through a partnership with OSU Graduate School, COAS markets its programs to under-represented minority students by using the Society for Advancement of Chicanos and Native American Students, the McNair Scholar Program, the California Diversity Forum, and some minority-base fellowships.

Recommendation: Continue to proactively recruit graduate students from underrepresented groups.

1.5 Curriculum Strength

COAS sponsors four graduate programs: (1) Oceanography (MS, MA, and Ph.D.), (2) Atmospheric Sciences (MS, MA, and Ph.D.), and (3) Geophysics (MS, MA, and Ph.D.), and (4) Marine Resource Management (MS and MA). The student population is ~90, with ~45% of the students as master's students. The Oceanography and Marine Resource Management programs are the larger programs, with smaller Atmospheric Sciences and Geophysics graduate programs. The academic programs are generally sound, with appropriate foundation and advanced courses for students.

We engaged in discussions about curricular strength with all the constituency groups. Different groups identified many of the same issues as areas on which to focus. On a positive note, students commented in particular about the value of the proposal writing

class required for graduate students in Marine Geology and Geophysics, and thought all students should be encouraged to take such a class.

We identified several curricular issues in the course of our discussions, as follows.

Core courses. As in many oceanographic education programs, core courses in the various oceanography sub-disciplines (physical oceanography, biological oceanography, chemical oceanography, marine geology) along with an atmospheric sciences course serve as the foundation courses. Students and faculty raised a number of issues with regard to core course design and quality, core course consistency from year-to-year, course overlap, and core course teaching quality. The issue of redesigning the core courses to a more integrated sequence has been visited many times in the past, and it may be time to do so again. We think the other three issues are more pressing. Students expressed concern about the consistency of core course content from year to year, as instructors change, and they expressed a need for greater evaluation of how the various core courses articulate with each other (e.g., eliminate unneeded overlaps, look for possibilities for continuity or expansion of topics between courses, etc.). The inconsistent quality of core course instruction was also raised in student discussions as an area of concern. Students wanted a focus on teaching quality in these (and other courses), suggesting COAS institute incentives for good teaching. They found that bad teaching habits persisted from year to year, and they encouraged instructors to use the OSU resources available for improving teaching. They did not find that student evaluations of teaching were effective in addressing issues of teaching quality, for two reasons: (1) they were unaware of what happened to the evaluations after filling them out, and (2) the small size of classes meant that anonymity was not really guaranteed in filling out evaluations. With regard to the first issue, we received a clear description from the Student Programs Office about how the teaching evaluations are used, and this needs to be more apparent to the students. The second issue is difficult if not impossible to resolve, since most graduate courses are taught to only a few students.

Recommendation: Examine the issues around core course curriculum with fresh eyes. Focus on course content, year-to-year consistency, and teaching quality issues in these critical classes.

Student seminar. The student seminar series (Fridays, 4 p.m.) was identified as an issue by students, given that it is not well attended by students who are not enrolled. The participation by enrolled students includes written feedback, videotaping, and questions from the audience. Student seminars are not widely attended by faculty, and this was also identified as an area of concern.

Recommendation: Consult with students and faculty about the structure and importance of the student seminar series and work to increase attendance.

Sea-going experience for students. Some faculty identified the need for institutional support to provide more opportunities for sea-going experience for graduate students, as an integral part of oceanographic education.

Recommendation: Pursue getting educational days of ship time for student program.

Curricular stability, advanced electives, and small classes. These three issues were often raised separately, but we group them here because we think they are related. Students and faculty raised the issue of curricular stability, the predictability of what classes will be available when in each academic year, especially for more advanced graduate classes. Faculty questioned whether they could offer sufficient breadth of courses, with some resulting in small class size. Some sub-disciplines were more impacted by this, but all face this issue. Many research project obligations are driven by nationally and internationally scheduled research vessels and facilities, and faculty have little to no control over this. The volatility in scheduling of the more advanced graduate courses in particular left students finding themselves less than well-prepared for the disciplinary exams.

Recommendation: Examine the graduate curriculum for a possible overhaul, including streamlining and increasing predictability of offerings. Although this task may seem daunting, it is likely that a more structured approach could improve the availability and predictability of timing of advanced electives, create teaching ties between faculty for more advanced courses, and avoid very low enrollment classes. Reasonable financial support for an individual to take on this task would likely get this off the ground quickly.

Environmental Sciences and other contributions to undergraduate education. An interesting topic underlying some discussions was “What is the appropriate role of COAS in undergraduate education at OSU?” Among oceanographic institutions, COAS represents a middle ground model in the balance of hard money support from the institution and teaching expectations vs. soft money research support. For example, WHOI researchers are almost entirely soft money funded, with no formal teaching expectation unless by choice, while Scripps Institution of Oceanography (UC San Diego) faculty members receive the typical faculty member 9-month hard money support with some teaching expected. (Note the SIO also has many soft money funded researchers.) COAS faculty already contribute to undergraduate education at OSU, along with their primary focus on graduate education.

Some COAS faculty, along with other geosciences faculty at OSU, are engaged in a recent task force discussion about an “Earth System Science Program” development, one of five areas identified as high priority by OSU. This would result in an undergraduate major, as well as possible restructuring of the graduate programs in COAS. An Earth Systems Science Center was estimated to need \$100M. There is little general knowledge about the work of the task force, as it appears to be in formative stages working through vision and definitions. This ambiguity was reflected in the self study documents. Among those who were aware of Earth System Science discussions, some saw it as a way to increase state support for COAS faculty, and this would come with increased teaching loads. There was also the perception that an Earth System Science undergraduate major

could result in greater availability of teaching assistantships to support graduate students and give them relevant professional experience. Some faculty saw the pedagogical and societal value of being more engaged in undergraduate education, while others thought that this was not the appropriate focus for COAS and would likely result in a declining size.

Recommendation: Communicate early and often about the ongoing work of the Earth Systems Science task force to COAS faculty to engage them and to hear their concerns and goals. Consider carefully the financial issues for COAS in moving away from their highly leveraged, largely research focused model to a more traditional faculty support and teaching expectation model if this is part of the Earth System Science model.

The MRM curriculum is somewhat thin in the exposure students get to ocean law and policy compared to other similar programs, particularly its nearest neighbor program at the University of Washington. MRM has nevertheless come to occupy an interesting niche among programs of its type, with a curriculum more similar to that offered at Duke's Nicholas School of the Environment and Earth Sciences (Master in Environmental Management) program than curricula at UW, URI or the University of Delaware. Graduates are immersed more deeply in scientific and technical training than their counterparts in most of these other programs, for example receiving training in the use of GIS and applying it in thesis work, and this appears to make them highly competitive for positions in the field with a resource management orientation.

Some MRM students complained about the difficulty of having to rely on a combination of distance learning and highway travel for the required ocean law class that is taught at the University of Oregon. It is unclear what can be done to improve this situation given the absence of a law faculty at OSU. The highly compartmentalized and specialized nature of law programs makes this a difficulty for any program that lacks faculty trained in ocean and coastal law within its ranks, and the recruiting of such faculty seems unlikely given the long-established structure of faculty hiring within COAS. MRM

might do well in the longer run to explore other ways to collaborate with its neighbor institutions, such as Marine Affairs at the University of Washington, in the possible joint offering of courses that take advantage both of the internet, as well as geographic proximity that would support at least a few face-to-face sessions across programs.

These questions aside, the fact that the COAS graduate curriculum comes with expectations that all students will cross disciplines to some degree in their course work seems to be resulting in students and faculty alike having highly integrative perspectives on ocean science. The MRM program in particular seems more strongly embraced as embodying a set of ideas that all students in ocean science should be exposed to, compared to other institutions that have both ocean science and ocean policy programs. It was heartening to hear the Dean express the hope that COAS science students would in the future avail themselves more widely of policy, economics and other social science aspects of the MRM curriculum.

Recommendation: Encourage COAS science-track students to avail themselves more widely of policy, economics and other social science aspects of the MRM curriculum.

1.6 Quality of Personnel and Adequacy to Achieve Mission and Goals

COAS has high quality faculty and high quality student applicants and enrollees. There are also post-doctoral scholars and researchers, as well as computing staff, contributing to the research and academic environment. The Student Program Office is now led by Associate Dean Duncan, from among the regular faculty ranks, and we perceive this as an important commitment to the graduate programs. COAS appears supported by a relatively small number of high quality staff.

The size of the COAS faculty seems appropriate. COAS faculty have thought carefully about faculty recruitment priorities and need for faculty renewal through new hires in a timely and ongoing manner. This is critical to sustain the COAS financial support model,

with graduate student and faculty support leveraged from the state base support with external funding. Faculty hiring is particularly needed to mitigate impending faculty retirements. There are specific needs in atmospheric sciences, where the faculty numbers may be below critical strength. Collaboratively identifying priorities and conducting searches between atmospheric sciences and the physical oceanography areas may help build strength. This is important to the recruitment and support of appropriate numbers of students in atmospheric sciences and other particular areas. The number of students overall is appropriate, but some areas appear to have fewer students than desired. Faculty hiring in targeted areas can help build disciplinary strength necessary for program visibility and impact and thus student recruitment and success.

Recommendation: OSU should support the COAS hiring plan, including the need for adequate start-up packages. COAS should revisit faculty hiring priorities as hiring proceeds. While it is tempting to say that MRM should direct future hires toward faculty who can extend its reach in ocean and coastal policy, given the highly leveraged nature of faculty appointments within COAS (with assistant professors, once established, expected to raise 70% of their salary) it is advisable for MRM to focus instead on faculty who can expand the scope of scientific work in areas that have direct policy implication. Current commitments to hire in the areas of climate change and coastal hazards and in marine and estuarine conservation biology thus seem good directions that will reinforce the existing successful model and continue to promote integration of MRM with ocean science.

The size of the student population also seems in correct scale to COAS. A vulnerability for the graduate program is the nearly complete dependence of student financial support on external funding raised by faculty for specific research programs. The Student Program Office is clearly active in trying to get more diverse support for students, including having adjusted the application deadline in order to make COAS applicants more competitive for OSU fellowships.

Recommendation: Continue to explore new avenues of student funding support.

COAS has learned to do a lot with relatively little, the result of having at its core a highly leveraged faculty in which individuals are expected to raise 60% or more of their annual salary on grants and contracts. The result seems to be a faculty that has learned to be highly resourceful and is very competitive in research funding. Although students complained about inconsistencies in the mentoring they received from faculty advisors, the professional staff hired to track student project and provide career-related advice is highly professional. The “flat” structure of the college produces great economies of scale, whereby one or two individuals provide services that are often duplicated in each program in compartmentalized colleges.

1.7 Level and Quality of Infrastructure

COAS has state-of-the art facilities for graduate education and research. COAS operates several analytical laboratories (Geochemistry Labs, Physics Labs, Biology/Biochemistry Labs, Geophysics Labs, other miscellaneous labs), field equipment, a rock and sediment core repository, and two research vessels, the RV Elakha and the RV Wecoma, which operate out of the COAS ship operations facility, located at the Hatfield Marine Science Center in Newport, OR. COAS can boast a state-of-the-art cooperative computing environment which supports all research and most educational efforts. The college has several massively parallel supercomputers, over 140 UNIX workstations, and over 200 PCs and Macs within the COAS network. This represents the largest oceanography supercomputing center in the U.S.

A serious problem raised by the graduate students interviewed is the access to the web and the overall COAS computer network infrastructure. Connectivity to the web through OSU_PUB, OSU’s public wireless network, is not guaranteed in many parts of COAS buildings (for computer security reasons) and, if present, it is spotty and unreliable. This represents a problem not only for graduate students but also for temporary visitors and visiting scholars who cannot access the web through their personal laptops. Other issues raised are the students’ difficulty some students have in securing IP addresses for

Ethernet access to the network (they have to be paid through grant support by the students' supervisors) and the lack of a reliable and efficient communication link between the Hatfield Marine Science Center and the COAS facilities in Corvallis. Finally, the COAS intranet is an underutilized resource for documentation and calendar notifications. The College should encourage the use of this infrastructure as well as increase the amount of useful information available on the intranet.

Recommendation: All COAS students need access to the internet from their desks. If for security reasons, access to OSU_PUB is not accessible for some students from some COAS buildings, these students must be provided with an IP address to access the internet and standard software via the COAS computer facility.

1.8 Level of Financial Support of Students

Most of the financial support of graduate students is from grants or from federally-funded fellowships. Compared to other graduate programs in oceanography around the country, COAS receives very little graduate student support from OSU. For example, the University of Rhode Island provides 15 fully funded, year-around graduate research and teaching graduate assistantships to an oceanography program approximately the same size as COAS. This is approximately 5X to 8X better university-provided support than what OSU provides to COAS.

The COAS administration and faculty are very interested in having the capability to offer Fellowships to first year students. Raising private funds for graduate fellowships takes a sustained and focused fund raising effort led by a professional fund raiser. Having a half-time development officer assigned to COAS is a high priority for the COAS administration, and the rationale for having such a person assigned to COAS certainly made sense to the Review Committee. The College uses TA's as supplemental recruitment tools, but students typically get no more than a single quarter of support. About 15 quarters of TA support are currently available, and the college is in the process of capturing an additional 7 quarters from central administration. Faculty and

administration both commented however that the ultimate solution to recruiting the best students is to have fellowship money available that doesn't lock students into a research project prematurely, as GRA support tends to do, and which leaves sufficient time for a student to develop a relationship with a faculty mentor and commitment to a particular research project.

Recommendation: OSU needs to re-assign a development officer to COAS to help raise funds for Fellowships and for other needs.

The Review Committee noted that COAS recently initiated a Research Experience for Undergraduates (REU) summer program. Other institutions have found REU programs to be an excellent source of graduate students. Furthermore, faculty are often more willing to provide GRA support for a first-year graduate student who is an alumni of the institution's REU program. Unlike many first-year graduate students, REU alumni are a known entity to their former host investigator and often come with the skills and interest they need to make an immediate contribution to a research group. Hence, they are often attractive to faculty who are normally reluctant to use GRA support on first year students. The cost of supporting a summer REU student is low compared to a graduate student, and private donors often are attracted by the possibility of providing undergraduate students with a research opportunity. Private funds could also be sought to expand the NSF-funded REU program with the goal of expanding the possibilities for GRA support of first year graduate students.

The graduate students mentioned problems with summer health insurance and referred to it as a "terrible situation." Students lose their university-subsidized health insurance if they cease to be supported by a GRA or GTA at any time, but commonly during the summer when many are supported by student wage appointments (in order to save tuition costs). They then must make alternate arrangements for health insurance, either purchasing a COBRA plan or electing another short-term health plan. COAS needs a clear statement for students and faculty about the options for summer support, implications for health coverage, and available remedies.

The current health care system at OSU for graduate students seems out of sync with the level of attention focused on graduate student benefits in many U.S. research universities. Our understanding is that the Graduate School is trying to remedy the current summer health care situation for graduate students, and the Review Committee believes that attention to this issue should be a high priority. Our experience is that health care is of increasing concern to graduate students, and the lack of a good health care plan may make it more difficult to attract and retain high quality students.

Recommendation: Resolve the graduate student health insurance issue, so that graduate students can receive uninterrupted coverage throughout the year, including for those who are not registered for coursework in the summer.

A significant reduction in the number of course credits required for the MRM degree, spearheaded by the new MRM director, has made MRM students more competitive for highly valued GRA awards than formerly, when most faculty perceived them to be too burdened with course work to function effectively as graduate researchers. This has also resulted in more MRM students following the thesis track to their degrees, a highly beneficial change that leaves graduates more competitive for jobs in the field. Because this change has also been coupled with a decision to hold MRM admissions to about 10 students per year, a number roughly in line with available research support, a higher percentage of MRM students are funded than formerly and the students who matriculate to MRM are better equipped to engage in science-based thesis research. Moreover, the thesis work that MRM students do seems better integrated with research themes that prevail in the college's science programs. A possible disadvantage is that there may be important regional policy arenas in which students don't work because the topical focus is not well aligned with the research COAS faculty do. MRM retains relationships with faculty and researchers elsewhere at OSU and at places like the South Slough National Estuarine Research Reserve. These individuals also provide students with research guidance; though it is possible that fewer students are availing themselves of opportunities to work in external marine resource management and policy organizations as a result of enhanced funding opportunities inside COAS.

1.9 Space

The fast growth of COAS over the last three decades has created shortages in office spaces, labs, and technical research space. Reallocation of underutilized space on campus has been the primary tool used by COAS to find the facilities. As a consequence, COAS is currently spread across five (not three) buildings: Burt Hall, Weniger Hall, Strand Hall, Western Avenue core repository and cruise staging, and the COAS Administration building. Space for student and faculty offices and labs has been allocated on the fifth floor of Weniger Hall. COAS students, faculty and administrators all mentioned additional space as a critical need, and in particular, the need for a building in which all members of the COAS faculty and students can be consolidated. This will likely require a new building, and the Review Committee understands that such a building would require private as well as public funds. Raising private funds for a new building is further justification for a Development Officer assigned to COAS.

The graduate students with whom we spoke want more input into space decisions and specifically mentioned co-locating student offices in central locations to improve student interactions. The Review Committee also recognizes that student office space near the student's laboratory is also a priority for many graduate students, and it is not always possible to have a central area for student offices that is close to all of their laboratory work spaces.

Recommendation: Long-term space requirements need to be addressed. Co-location of students and faculty advisors is a desirable thing. Moreover, central locations for students in every building would be a major addition to student interactions.

1.10 Quality of Organizational Support

Administrative model. The College currently operates with the leanest of administrative organizational models, with a full-time dean, one part-time associate dean for student programs (0.8 FTE), a director of special projects, and no department heads/chairs. While this model may be organizationally efficient and cost-effective, it was apparent from our conversations with faculty that many were not well informed as to current COAS initiatives or plans for new curricular development.

Recommendations: Strive to develop more open and regular lines of communication among COAS administration, faculty and graduate students.

With regard to student recruitment, the Office of Student Programs and the Graduate Admissions Committee have developed an impressive graduate student recruitment program and materials. Of particular note is the successful practice of funding the visits of the top 12 to 15 prospective graduate students to campus in March of each year for a 3-day Open House. Outcomes data reveal that between 33 to 50% of the participants in this annual weekend recruiting program matriculate into one of the College's graduate programs.

At the beginning of each academic year, the College sponsors a five-day "COAS New Student Orientation" that provides incoming students with a comprehensive overview of the academic programs, computing capabilities, and tours of the various COAS facilities, both in Corvallis and at the Hatfield Marine Science Center in Newport.

Computer labs. The College supports a series of computer laboratories available to students and faculty for data reduction and analysis, as well as the creation of presentation graphics. While the Burt Hall computer labs were impressively equipped, we did not observe any graduate students or faculty using these facilities during our tour. It is unclear the extent to which these labs are utilized, and our conversations with graduate students revealed some significant concerns regarding the lack of critical software programs and updates, as well as wireless access to the COAS computing network.

Database management. The operation of this world-class, centrally-located supercomputer network and research database housed in Burt Hall is overseen by a full-time computer systems manager. The technology observed at this data storage facility was state of the art, with the average lifespan of the servers and mainframe components in the 3 to 5 year range.

2. PRODUCTIVITY

Much of the material related to student performance, faculty performance and the viability of the scholarly community are covered in other sections. In general, the COAS students with whom we spoke believe they are getting an excellent education and were pleased that they chose this particular ocean science program. COAS graduates are visible on the faculty of other oceanographic institutions, in postdoctoral programs and in program management positions in Federal agencies. The COAS faculty are also well known nationally and internationally with many outstanding researchers among them. For example, the satellite ocean remote sensing group is generally considered the best among all U.S. institutions.

3. OUTCOMES

3.1 Professional Viability of Graduates

COAS graduates continue to professional positions in a variety of settings. It was harder to evaluate this for some aspects of the program (e.g., atmospheric sciences which has only a small number of students compared to other COAS components). The students recognized the value of the grant writing course required for marine geology and

geophysics students. The relatively limited number of teaching assistantships available to students limit their ability to gain experience and confidence in this role.

Several people commented that the College's ability to assist its graduates with professional placement is somewhat limited and should be strengthened. Two limitations mentioned were the lack of staffing in the COAS Dean's office to work on placement and the low level of attention accorded in the past to maintaining a strong alumni network. Although less than half of the alumni who responded to the COAS self-study survey indicated that they had been assisted by COAS faculty, staff or other alums in finding professional employment, this might be a glass half empty, glass half full situation. An inspection of information provided in the Self Study [Table K] suggests that students are finding excellent employment opportunities comparable to those of graduates elsewhere.

3.2 Satisfaction of Students and Graduates

Student discussions raised substantive issues about teaching quality and advising quality. Students and faculty differed in their perceptions of the role of teaching performance in promotion and tenure decisions. Faculty thought that teaching quality was important in professional advancement, especially for early advancement and in recruiting students. Students did not think that good teaching or advising were promoted or valued. Students seemed unaware of the "Peer Review of Teaching" committee and its role in faculty evaluation. Students suggested instituting a teaching award in COAS, and this seems a straightforward thing to do.

Students wanted faculty to be more aware of what is found in the student handbook, and they recommended the development of a "Handbook for Faculty" about teaching and advising. For advising issues, it might be useful to identify a graduate coordinator by discipline and to have an ombudsman for students to consult. Students particularly wanted faculty advisors to be aware of guidelines, best practices, and things to avoid. A concrete example was the concern over student health insurance in the summer and the

need for advisors to understand the implications of the choices they make about how to pay students in the summer.

Student exams include a discipline-based qualifying exam and a comprehensive exam (thesis proposal based, oral exam). Students expressed the most concerns about the disciplinary exam. The content seemed somewhat nebulous, and there were perceived difficulties of appropriate scheduling with enough advance notice, especially in some areas (e.g., MGG). This issue related back to the concerns about core course content and consistency from offering to offering. Students generally thought the comprehensive exam was fair, and that it tested students on something they need to do (their research).

We did not receive much information about the satisfaction of COAS graduates, so we did not evaluate this area. Both faculty and students identified a changing mix of career goals for graduate students (a widespread development), along with the need for providing better information to students about career pathways and preparation for them.

The Student Programs Office, Associate Dean Bob Duncan, and Robert Allan are all clearly dedicated, enthusiastic, and thoughtful in their dealings with the graduate programs and graduate students. Recent changes include annual tracking of students, career planning (including working with the OSU Career Office), the COAS Alumni Speaker Series, exit interviews with students, and working on recruitment strategies. These are valuable developments, with immediate and longer-range payoffs anticipated. Students expressed a desire that options other than seminars be used for conveying career information, feeling they were a bit overloaded with seminars.

Recommendation: Encourage COAS faculty, particularly new faculty, to take advantage of OSU programs to train faculty in teaching techniques. Research faculty tend to be out of touch with developments in pedagogy, yet graduate students have been exposed to new science teaching techniques (e.g. inquiry-based learning) as undergraduates.

Emphasize to students the importance of participating in the nomination process for the faculty teaching award (Pattullo Award) and the mentoring award (Dymond Award).

3.3 Rankings and Ratings

We fully expect COAS to remain among the top oceanographic programs in the ongoing NRC rankings. The faculty's success in obtaining large amounts of external funds, including virtually all graduate student support, is a direct indication of the high quality and persistent efforts of the faculty in the currently difficult funding climate.

**GUIDELINES
for the
Review of Graduate Programs**

Graduate Council
Oregon State University

¹ Graduate Council approved 4-6-06, edited 5-10-07

TABLE OF CONTENTS

| | PAGE |
|---|-----------|
| Introduction and Review Criteria | 1 |
| Snapshot of Graduate Program Review Process | 2 |
| Review Guidelines: INFORMATION FOR PROGRAMS | 3 |
| General Overview | 3 |
| Timing of Reviews | 3 |
| Postponement | 3 |
| Self-Study Document | 3 |
| The Review Panel | 4 |
| Site Visit | 5 |
| Review Panel Report | 7 |
| Consideration of the Review Panel Report | 7 |
| Action Plan | 7 |
| Follow-Up | 8 |
| PROGRAM CHECKLIST | 9 |
| | |
| Review Guidelines: INFORMATION FOR REVIEWERS | 11 |
| General Overview | 11 |
| Self-Study Document | 11 |
| The Review Panel | 11 |
| Pre-review Dinner | 12 |
| Site Visit | 12 |
| Review Panel Report | 13 |
| Consideration of the Review Panel Report | 14 |
| PANEL MEMBER CHECKLIST | 15 |
| | |
| Appendix I, Outline for the Self-Study Document | 17 |
| Sample Self-Study Sign-off Cover Sheet | 20 |
| Model Table A: Applicant Characteristics | 21 |
| Model Table B: Student Characteristics | 23 |
| Model Table C: Graduate Student Support | 24 |
| Model Table D: Graduate Courses | 25 |
| Model Table E: Graduate Faculty FTE | 26 |
| Model Table F: Graduate Student Awards | 27 |
| Model Table G: Degree Completion | 28 |
| Model Table H: Theses/Dissertation Titles | 29 |
| Model Table I: Placement | 30 |
| | |
| Appendix II, Outline for Review Panel Report | 31 |
| Appendix III, Sample Current Student Survey | 32 |
| Appendix IV, Sample Graduate Alumni Survey | 35 |

Graduate Program Review Process

Graduate Council
Oregon State University

INTRODUCTION

It is the policy of Oregon State University to conduct regular reviews of graduate level academic programs. Various types of reviews are conducted at the university, including reviews at the time new programs are proposed, professional licensing and/or accreditation reviews, and research program reviews. In addition, the Oregon University System (OUS) requires reviews of new programs within their first several years of operation. Graduate Council Program Reviews are institution initiated and they are evaluative. Importantly, they provide an opportunity for programs to reflect on the nature of their graduate instruction and develop approaches to enhancing program quality.

A Graduate Council Program Review provides a mechanism for constructive change. It provides the program an opportunity to review, to evaluate, and to plan in a deliberative and collegial setting. Program reviews can assist in evaluating alignment of the program with institutional and college missions, goals, and strategic directions; alignment with national trends; adequacy of resources; quality of the learning environment and the extent to which learning outcomes are achieved; areas where OSU can further develop its strengths in graduate education; and potential areas for collaborative & interdisciplinary projects for the ultimate purpose of improving the quality of graduate programs.

The Graduate Council Program Review process encourages programs to reflect on and answer the following questions²:

- Who are you?
- What do you do? Why do you do it?
- How well do you do it and who thinks so?
- What difference does it make whether you do it or not? How do you know?
- Do your students, faculty, university, or disciplinary trends demand that you do something different?
- What strategies do you use to enhance diversity within your program?
- How do you intend to evolve into the future, given where you are now?
- How will you evaluate your progress and success?

Review Criteria Graduate Council Program Reviews are evaluative in nature. As such, Program Reviews assess the following three components within the context of the alignment of the mission and goals of the program to the mission and goals of the academic college(s) and the University mission:

1. Inputs—the adequacy of the total resources entering into or supporting the program.
2. Productivity—the level of program performance including the breadth and depth of its capacity to fulfill its mission and goals.

² From Michigan State University

3. Outcomes—the quality of the outcomes that result from the existence of the program. The review criteria include: a) quality of inputs, b) level of productivity, and c) quality of outcomes. Input assessment refers to the reporting and evaluation of program inputs or resources including context, students, selectivity, curriculum, financial support, personnel, facilities, diversity and organizational support. Analysis of productivity includes both student and faculty performance metrics including student and faculty honors and awards, student and faculty scholarly productivity, student persistence/attrition, curricular productivity, and it refers to the level of performance attained relative to the mission and goals of the program. Outcomes assessment refers to the evaluation of the quality of the outcomes or impacts that result from offering the program including the professional viability of graduates, their satisfaction, and national rankings. **Data relative to the three review criteria should be collected and maintained on a continuous basis by the unit.**

The results of a Graduate Council Program Review are the formal written report of the Review Panel and an action plan developed by the program that will guide the improvement of the program. The outcome expected is quality enhancement.

Graduate program reviews are conducted on a decennial schedule. Supplemental Interim Reviews may be conducted as requested by the unit, by the college dean, or as deemed appropriate by the Dean of the Graduate School or the Graduate Council.

The following is a snapshot of the review process.

- Program director (or department chair if appropriate) and college dean are notified of scheduled reviews five years in advance and annually thereafter.
- Program director begins preparation of a self-study document.
- Review Panel members are appointed by the Dean of the Graduate School
- The site visit date is established.
- Copies of the self-study document are submitted to the Dean of the Graduate School two weeks in advance of the site visit date.
- The self-study is distributed by the Graduate School to Review Panel members.
- The Review Panel and Dean of the Graduate School review the site visit agenda, the self-study, and areas of focus for the site visit interviews the evening prior to the date of the site visit.
- A day-long site visit with administrators, faculty, graduate students, and staff involved with the program is conducted.
- The Review Panel submits first draft of written report within three weeks of the site visit.
- The review report is formally accepted by the Graduate Council.
- The review report is forwarded to the Provost.
- The program director prepares an action plan that addresses the recommendations in the review report.
- The review report and the action plan are discussed by the Provost, Graduate Dean, program director, college dean(s), and representative of the Graduate Council.
- The outcome of the review process is communicated by the Graduate Dean to the members of the Review Panel.
- A follow-up review by the Graduate Council is typically conducted after three years to assure implementation of the action plan approved by the Provost.

The purpose of this document is to guide both the programs being reviewed and the reviewers in the successful conduct of valuable reviews that lead to the enhancement of program quality.

Guidelines for Graduate Council Program Reviews: Information for *Programs*

General Overview The Graduate School has responsibility for the quality of graduate programs at Oregon State University. Following a standard format, intensive reviews of graduate programs are conducted through the Graduate Council. Graduate Council Intensive Program Reviews involve the preparation of a full self-study, a one day site visit by a panel of reviewers, and the approval of a formal report by the Graduate Council.

Timing of Reviews Graduate Council Intensive Program Reviews are conducted on a 10-year cycle or more frequently as appropriate. The Dean of the Graduate School is responsible for scheduling program reviews. A 5-year schedule of the proposed timing of program reviews is distributed to the relevant program directors and academic college deans five years in advance and annually thereafter. Requests for changes to this schedule may be directed to the Dean of the Graduate School. Tentative specific timelines are agreed upon in coordination with the program, the Graduate Council, the prospective reviewers, Graduate School staff, and in coordination with other reviews that may coincide with the Graduate Council Intensive Program Reviews ~~such as Undergraduate Academic Program Reviews (UAPR) conducted by the Curriculum Council or Cooperative States Research, Education, and Extension Service (CSREES) reviews.~~

Postponement Programs may request a postponement of a scheduled Intensive Program Review by presenting a compelling case to the Graduate School for the Dean's review and approval. If approved, postponement is normally granted for one year only.

Self-Study Document The primary benefit of the program review process lies in the opportunity for self-analysis and the use of this analysis along with the report of the Review Panel in subsequent program enhancement. Thus, a major component of the program review process is the process involved in the preparation of a self-study document which serves as the primary source of information for the Review Panel. The program director (or department chair if appropriate) is responsible for guiding the preparation of the self-study and assembling data and materials pertinent to the review. The self-study document should be prepared in close collaboration with the faculty, students, staff, and leadership of the program unit. The program director is responsible for insuring that all graduate faculty members have an opportunity to participate in the development of the self-study or have an opportunity to review the final document.

The self-study should include thorough narrative and tabular descriptions of the program and a thorough self assessment of program strengths, weaknesses, needs, and opportunities for each section. Each section must be prefaced with a narrative description and interpretation of the data

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Inserted: such as the Curriculum Council's Undergraduate Academic Program Reviews (UAPR). The Graduate Council does *not* generally recommend that a Graduate Council Intensive Program Review be held in conjunction with a Cooperative States Research, Education, and Extension Service (CSREES) review. Units considering coordinating CSREES and Graduate Council program reviews should consult the Dean of the Graduate School.

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Inserted: The Graduate Council will review the self-study document and may elect to cancel or postpone the Graduate Program Review if the document is not received by the agreed deadline and/or if the document lacks essential content.

and should include, if available, comparison to national and/or peer institution statistics. It is critical to interpret the data for the Review Panel members so that they can understand what is leading to the program's self-recommendations.

An outline of the contents of the self-study document is presented in Appendix I. Model tables for presenting data to be included in the self-study are also provided as appendices. Additional data or materials may be included to provide a thorough representation of the program under review. Examples of effective self-study documents are available for review in the Graduate School.

The self-study should begin by presenting the review context. The mission statement of the program should be stated and its relationship to the mission of the college and the University should be presented. The major short and long term goals of the program should be presented as well as the program's strategic plan and diversity plan. Issues that are confronting the program should be described as well as points of pride.

The self-study should present complete and accurate data on inputs, productivity, and outcomes as well as narrative interpretation of these data in answering the questions on page 1 of this document. The program will conduct two surveys prior to the site visit: 1) survey of current graduate students and 2) survey of graduate alumni. Additionally, the Graduate School will provide the program with results from its annual exit survey of degree recipients. To ensure respondent confidentiality, do not include original questionnaires in the self-study or appendices. These data should be tabulated and interpreted in the narrative of the self-study.

Nine (9) copies of the self-study must be delivered to the Graduate School two weeks in advance of the scheduled site visit date. The program also should provide the college dean(s), graduate faculty, students, and others, as appropriate, with a copy of the self-study or access to a copy. Additional copies (minimum 4) may be needed if an Undergraduate Academic Program Review or other review is being conducted concurrently with the Graduate Council Program Review. It is the responsibility of the program director to determine any needs and requirements of other review agencies. Contact the Office of Academic Programs for information about Undergraduate Academic Program Reviews (UAPR).

The Review Panel The Review Panel is appointed by the Dean of the Graduate School. The Graduate Dean works with the program director to identify external panelists, and with the chair of the Graduate Council to assign Graduate Council panelists. The Review Panel is composed of one member of the Graduate Council, two additional members of the OSU Graduate Faculty, at least one external academic disciplinary peer, and at least one prospective employer of degree recipients. Additional external panelists may be desirable. Usually, the external academic disciplinary peer member of the Review Panel is designated to chair the Panel. The Dean and Associate Dean of the Graduate School accompany the Review Panel during the site visit to assist in the review.

To form the Panel, the Graduate Dean solicits nominations of external reviewers from the program director. Nominations of external reviewers must include each nominee's complete name, title, address, telephone number, email address, and URL of the individual's academic

department or corporation. The nominees should include a minimum of three academic peers and a minimum of three prospective employers, listed separately. It may be appropriate for some programs to submit the names of people in academia as prospective employers because most of the graduates of their programs find employment as faculty members in academia.

Generally *not* considered for appointment to the Review Panel are former mentors or close personal friends of OSU faculty members, former OSU students, former OSU employees, individuals who have applied or are likely to apply for a position at OSU, or individuals from institutions substantially different in character from OSU who would be less likely to understand local circumstances. The Graduate Dean may consult with the academic dean regarding the selection of reviewers from among those nominated. The credibility of the review will be enhanced by identifying thoughtful, experienced, knowledgeable, and objective external reviewers.

The external disciplinary peer reviewer should be a highly knowledgeable academician and recognized leader in the field under review. Academic peer reviewers should understand university operations and graduate education and have the ability to realistically evaluate the program's strengths and weaknesses relative to similar programs at comparable institutions, the program's operations, plans for growth and development, and the professional activities of faculty members.

The external employer panelist should also be a highly knowledgeable and reputable leader in his/her field and should have a high degree of familiarity with the current and future needs for advanced degree employees in the field, be very knowledgeable about industry trends, and be familiar with graduates of the program and of similar programs.

~~When~~ a graduate program review ~~coincides~~ with an external review, such as a Cooperative States Research, Education, and Extension Service (CSREES) or accreditation review, the Graduate Dean may elect to appoint an external disciplinary peer member of the external review panel to the internal review panel. Thus, there is an external disciplinary peer member who serves in common on both reviews. Similarly, one of the internal graduate faculty Review Panel members ~~may~~ participate in the external review.

Expenses of the external reviewers, including travel, lodging, meals, any honorarium, and all other costs associated with the conduct of the review are the responsibility of the unit whose program is being reviewed. In some colleges, these costs are managed centrally in the dean's office. Travel, lodging, meals & refreshments, and meeting room arrangements are made by the program.

The Dean of the Graduate School appoints the remaining internal members of the Review Panel. Internal members of the Panel should be from colleges other than that of the program under review. Whereas internal Panel members may vary in their familiarity with the subject matter of the program, all should be well versed in the practice of graduate education.

Site Visit Following review of the self-study report the Review Panel will conduct a site visit of the program. The site visit is typically one day in length, but may be extended if deemed

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desirable by the Panel or program or if another review is involved. The schedule and agenda of the site visit will be developed by the Graduate School in consultation with the director of the program being reviewed. Arrangements for scheduling participants and for locating space are the responsibility of the program in consultation with the Graduate School.

The visit includes interviews with the college dean(s), the program director, faculty, staff, graduate students, and others as appropriate. The program director does not participate in the separate interviews other than his/her own session with the Review Panel. Confidentiality must be maintained in all discussions. It is helpful to schedule time with students early in the day so that the Panel can further examine any issues or concerns that may be raised by students over the course of the day's agenda. Additional materials may be requested by the Panel and reviewed at this time if appropriate. Time should also be arranged for any faculty or staff member or graduate student who wishes to have a private meeting with the Review Panel. The Panel usually observes the research and instructional facilities of the program.

The opportunity should be extended for additional feedback to the Panel after the site visit, to allow input from faculty and students who may not be present at the site visit or who may have follow-up comments. This data should be delivered to the Panel Chair no later than one week after the site visit.

At the conclusion of the site visit the Panel, in executive session, reviews its findings and discusses its sense of the review. This is a particularly important opportunity to capture the observations of the external reviewer(s). Following this discussion the Panel should agree upon format, content, and assignments for preparing various components of its formal report.

In addition, the college dean and/or the Dean of the Graduate School may wish to confer with the external reviewer prior to his or her departure.

The following is an outline of a typical site visit.

DAY ONE

6:00 - 8:30 pm Pre-review dinner with Graduate Dean and Review Panel

DAY TWO

8:00 - 8:45 am Program Director

8:45 - 9:30 am College Dean(s)

9:30 -10:15 am Program committee(s) (e.g., admission committee, graduate committee)

10:15 -10:30 am Break

10:30 -12:00 pm Graduate students

12:00 -1:00 pm Working lunch for Review Panel

1:00 - 1:45 pm Facilities tour

1:45 - 2:45 pm Program faculty

2:45 - 3:00 pm Break

3:00 - 3:30 pm Program committee(s), faculty, graduate coordinator, staff, as appropriate

3:30 - 4:00 pm Program Director

4:00 - 5:00 pm Executive session

Review Panel Report Based on the site visit and analysis of the materials presented in the self-study document, the Review Panel prepares a formal report of its findings (see Appendix II) within three weeks of the site visit. The report provides both evaluation and constructive recommendations and it is important to note that the final document will be public record. The report should address the quality, vitality, and direction of the program and the extent to which the program is achieving its stated mission and goals. It should also analyze and evaluate inputs, productivity, and outcomes by assessing specific indicators such as the quality of the students applying to and entering the program, the instructional and scholarly productivity of the faculty, the program's commitment to diversity, the placement of graduates of the program, and the continued relevance of the graduate program.

The report should contain recommendations concerning the future of the program including its structure and scope of activities. These recommendations could range from a recommendation to discontinue a program to a recommendation to greatly expand its scope. A recommendation might be to change the direction, structure, or activities of the graduate program in order to improve its quality, increase its effectiveness, or to utilize the University's resources more efficiently.

The initial draft is submitted by the Panel Chair to the Dean of the Graduate School. The Dean of the Graduate School will submit the draft report to the program director for review of errors in factual content. Corrections of fact suggested by the program director are submitted to the Graduate Dean who forwards them to the chair of the Review Panel. After factual information has been confirmed the final report is submitted by the Review Panel Chair simultaneously to the Dean of the Graduate School and to the program director. It is the responsibility of the director to provide a copy of the report to the college dean(s) and others as appropriate.

Consideration of the Review Panel Report The chair of the Graduate Council will arrange for the report to be presented at a regular meeting of the Graduate Council where it is formally considered. The program director and academic college dean(s) will be invited to the Graduate Council meeting to comment on the report. The Council may accept the report as distributed, accept the report with revisions, or send the report back to the Review Panel for further work prior to final action. After the Graduate Council has accepted the report, the report is forwarded by the Graduate Dean to the Provost.

Action Plan An action plan should be prepared by the program director specifying timely, positive measures to address each of the Review Panel's recommendations to improve program quality. The Provost, the Graduate Dean, the academic college dean(s), a representative of the Graduate Council, and the program director meet to review and accept the action plan. The agenda for the meeting with the Provost includes a brief presentation of major recommendations by the Graduate Council representative, brief comments by the program director, brief comments by the college dean(s), followed by full discussion of the proposed action plan with the Provost. The meeting is scheduled for one hour. At the conclusion of the meeting, the Provost signs off on the action plan, specifying any additional issues to be addressed and actions to be taken. At an agreed upon date, typically three years later, the Graduate Council will conduct a follow-up review to determine if the planned actions have been implemented (see "Follow-up" section below).

Follow-up Annually, the Graduate Council appoints committees whose charge is to re-examine recent Graduate Council Intensive Program Reviews and the action plans that resulted, and determine from the responsible parties if the planned actions have been implemented. Reports of these follow-up reviews are shared with the Graduate Dean, who forwards copies to the program director, academic dean(s) and Provost. Follow-up review reports are approved by the Graduate Council. Outcomes of the follow-up review could range from a conclusion that the action plan was appropriate and its implementation is well under way to a recommendation that insufficient progress has been made and a need exists for further conversation among the program leader, college dean(s), Graduate Dean, and the Provost regarding the future of the program.

Program Checklist

FIVE YEARS IN ADVANCE OF THE REVIEW

- ☐ Program first notified of the academic year of the review.
- ☐ Program begins collecting data needed for completion of self-study (see appendices).
- ☐ Program attends Annual Graduate Council Program Review Workshop presented by The Graduate School.

SIX MONTHS TO ONE YEAR IN ADVANCE OF THE REVIEW

- ☐ Faculty in charge of writing self-study meet with Graduate Dean for guidance in preparing the self-study.
- ☐ Program conducts two surveys (see Appendices):
 - ____ survey of current graduate students
 - ____ survey of graduate alumni
- ☐ Graduate Dean provides program with data from its annual exit survey of degree recipients.

ONE TO TWO TERMS IN ADVANCE OF THE REVIEW

- ☐ Program nominates external reviewers (3 academic peers/3 prospective employers) and forwards names and contact information to Graduate Dean, including:
 - ____ complete name
 - ____ title
 - ____ address
 - ____ telephone number(s)
 - ____ email address
 - ____ URL
- ☐ Program forwards site visit “black-out” dates (and preferred dates) to Graduate Dean.
- ☐ Graduate Dean establishes date of site visit.
- ☐ Program arranges external reviewers’ travel, lodging, and for payment of any honorarium, as necessary.
- ☐ Program works with Graduate Dean to establish site visit agenda.
- ☐ Program is responsible for scheduling site visit participants³, facility tours, locating space for the meetings, and for arranging meals and refreshments for the site visit.

TWO WEEKS IN ADVANCE OF THE SITE VISIT

- ☐ *The program director (or department chair if appropriate) must sign off on the self-study cover sheet indicating that the program’s graduate faculty had the opportunity to participate in the document’s development or had an opportunity to review the final document.*

³ Program Chair, faculty, staff, graduate students, others as appropriate.

- ☐ Program forwards 9 (nine) copies⁴ of self-study to Graduate Dean who forwards them on to the Review Panel members.
- ☐ Program forwards copies of self-study to the college dean(s), program faculty, and others as appropriate.

THE DAY OF THE SITE VISIT

- ☐ Program participates in site visit and is on call to provide any additional information, attend to last-minute needs, etc.

THREE WEEKS AFTER THE SITE VISIT

- ☐ Initial draft of the Review Panel's report is forwarded to program by Graduate Dean.
 - ☐ *Program responds to Graduate Dean with any corrections in factual content within one week.*

UPON COMPLETION OF REPORT

- ☐ Program receives Final Report from the Review Panel Chair.
- ☐ Program forwards copy of report to the College Dean(s) and others as appropriate.
- ☐ Graduate Dean submits report to the members of the Graduate Council for a 2-week review period.
- ☐ Report placed on the Graduate Council agenda.
- ☐ Report approved by Graduate Council.
- ☐ Graduate Dean forwards approved report to the Provost.
- ☐ Program begins preparing an action plan in response to the recommendations made in the final report.
- ☐ Graduate Dean schedules the date of the "Provost's Meeting" to discuss the report and to review the program's action plan.
 - ☐ *Program must forward the completed action plan to the Graduate Dean at least one week prior to Provost's Meeting.*
- ☐ Program Director attends the "Provost's Meeting" along with the Provost, Graduate Dean, College Dean(s), and a representative of the Graduate Council to review and accept the action plan.

THREE YEARS AFTER THE REVIEW

- ☐ Graduate Council conducts a follow-up review to determine progress toward implementation of planned actions.

⁴ Additional copies (+4) needed if undergraduate program review held concurrently.

Guidelines for Graduate Council Program Reviews: Information for Reviewers

General Overview The Graduate School has responsibility for the quality of graduate programs at Oregon State University. Following a standard format, Intensive reviews of graduate programs are conducted through the Graduate Council. Graduate Council Intensive Program Reviews involve the preparation of a full self-study, a one day site visit by a panel of reviewers, and the approval of a formal report by the Graduate Council. The purpose of the review is to identify positive suggestions for enhancing the quality of graduate programs at Oregon State University.

Self-Study Document The primary benefit of the program review process lies in the opportunity for self-analysis and the use of this analysis along with the report of the Review Panel in subsequent program enhancement. Thus, a major component of the Program Review process is the process involved in the preparation of a self-study document which serves as the primary source of information for the Review Panel. The program director (or department chair if appropriate) is responsible for guiding the preparation of the self-study and assembling data and materials pertinent to the review. The self-study document should be prepared in close collaboration with the faculty, students, staff, and leadership of the program unit. The program director is responsible for insuring that all graduate faculty members have an opportunity to participate in the development of the self-study or have an opportunity to review the final document.

The Review Panel The Review Panel is appointed by the Dean of the Graduate School. The Graduate Dean works with the program director to identify external panelists, and with the chair of the Graduate Council to assign Graduate Council panelists. The Review Panel is composed of one member of the Graduate Council, two additional members of the OSU Graduate Faculty, at least one external academic disciplinary peer, and at least one prospective employer of degree recipients. Additional external panelists may be desirable. Usually, the external academic disciplinary peer member of the Review Panel is designated to chair the Panel. The Dean and Associate Dean of the Graduate School accompany the Review Panel during the site visit to observe and participate in the review.

To form the Panel, the Graduate Dean solicits nominations of external reviewers from the program director. The nominees should include a minimum of three academic peers and a minimum of three prospective employers. It may be appropriate for some programs to submit the names of people in academia as prospective employers because most of the graduates of their programs find employment as faculty members in academia.

Generally *not* considered for appointment to the Review Panel are former mentors or close personal friends of OSU faculty members, former OSU students, former OSU employees, individuals who have applied or are likely to apply for a position at OSU, or individuals from institutions substantially different in character from OSU who will be less likely to understand local circumstances. The Graduate Dean may consult with the academic dean regarding the selection of reviewers from among those nominated. The credibility of the review will be

enhanced by identifying thoughtful, experienced, knowledgeable, and objective external reviewers.

The external disciplinary peer reviewer should be a highly knowledgeable academician and recognized leader in the field under review. Academic peer reviewers should understand university operations and graduate education and have the ability to realistically evaluate the program's strengths and weaknesses relative to similar programs at comparable institutions, the program's operations, plans for growth and development, and the professional activities of faculty members.

The external employer panelist should also be a highly knowledgeable and reputable leader in his/her field and should have a high degree of familiarity with the current and future needs for advanced degree employees in the field, be very knowledgeable about industry trends, and be familiar with graduates of the program and of similar programs.

When a graduate program review coincides with an external review, such as a Cooperative States Research, Education, and Extension Service (CSREES) or accreditation review, the Graduate Dean may elect to appoint an external disciplinary peer member of the external review panel to the internal review panel. Thus, there is an external disciplinary peer member who serves in common on both reviews. Similarly, one of the internal graduate faculty Review Panel members may participate in the external review.

Expenses of the external reviewers, including travel, lodging, meals, any honorarium, and all other costs associated with the conduct of the review are the responsibility of the unit whose program is being reviewed.

The Dean of the Graduate School appoints the remaining internal members of the Review Panel. Internal members of the Panel should be from colleges other than that of the program under review. Whereas internal Panel members may vary in their familiarity with the subject matter of the program, all should be well versed in the practice of graduate education.

Pre-review Dinner The Graduate Dean will meet with the Review Panel over a working dinner the evening prior to the site visit. The self-study document will be reviewed, and the Dean will advise the Panel on review procedures. Significant issues to be examined during the site visit will be identified. During this meeting, the agenda of the on-site visit will be reviewed, and individual Panel members will be assigned responsibility for specific topics of inquiry and for preparation of sections of the written report. If the college dean has requested of the Dean of the Graduate School that attention be given to specific aspects of the program, that information will be presented for incorporation.

Site Visit Following review of the self-study the Review Panel will conduct a site visit of the program. The site visit is typically one day in length, but may be extended if deemed desirable by the Panel or program or if another review is involved. The schedule and agenda of the site visit will be developed by the Graduate School in consultation with the director of the program being reviewed.

The visit includes interviews with the college dean(s), the program director, faculty, staff, graduate students, and others as appropriate. The program director does not participate in the separate interviews other than his or her own session with the Review Panel. Confidentiality must be maintained in all discussions. It is helpful to schedule time with students early in the day so that the Panel can further examine any issues or concerns that may be raised by students over the course of the day's agenda. Additional materials may be requested by the Panel and reviewed at this time if appropriate. Time should also be arranged for any faculty or staff member or graduate student who wishes to have a private meeting with the Review Panel. The Panel usually observes the research and instructional facilities of the program.

The opportunity should be extended for additional feedback to the Panel after the site visit, to allow input from faculty and students who may not be present at the site visit or who may have follow-up comments. This data should be delivered to the Panel Chair no later than one week after the site visit.

At the conclusion of the site visit the Panel, in executive session, reviews its findings and discusses its sense of the review. This is a particularly important opportunity to capture the observations of the external reviewer(s). Following this discussion the Panel should agree upon format, content, and assignments for preparing various components of its formal report.

In addition, the college dean and/or the Dean of the Graduate School may wish to confer with the external reviewer prior to his or her departure.

The following is an outline of a typical site visit.

DAY ONE

6:00 - 8:30 pm Pre-review dinner with Graduate Dean and Review Panel

DAY TWO

8:00 - 8:45 am Program Director

8:45 - 9:30 am College Dean(s)

9:30 -10:15 am Program committee(s) (e.g., admission committee, graduate committee)

10:15 -10:30 am Break

10:30 -12:00 pm Graduate students

12:00 -1:00 pm Working lunch for Review Panel

1:00 - 1:45 pm Facilities tour

1:45 - 2:45 pm Program faculty

2:45 - 3:00 pm Break

3:00 - 3:30 pm Program committee(s), faculty, graduate coordinator, staff, as appropriate

3:30 - 4:00 pm Program Director

4:00 - 5:00 pm Executive session

Review Panel Report Based on the site visit and analysis of the materials presented in the self-study document, the Review Panel prepares a formal report of its findings (see Appendix II) within three weeks of the site visit. The report provides both evaluation and constructive recommendations. The report should address the quality, vitality, and direction of the program and the extent to which the program is achieving its stated mission and goals. It should also

analyze and evaluate inputs, productivity, and outcomes by assessing specific indicators such as the quality of the students applying to and entering the program, the instructional and scholarly productivity of the faculty, the program's commitment to diversity, the placement of graduates of the program, and the continued relevance of the graduate program. It is essential that all Panel members agree upon the structure and nature of the report, and the responsibility for preparation of each section. The preparation of the draft and final version of the report are the responsibility of the Panel Chair.

The report should contain recommendations concerning the future of the program including its structure and scope of activities. These recommendations could range from a recommendation to discontinue a program to a recommendation to greatly expand its scope. A recommendation might be to change the direction, structure, or activities of the graduate program in order to improve its quality, increase its effectiveness, or to utilize the University's resources more efficiently.

The initial draft is submitted by the Panel Chair to the Dean of the Graduate School. The Dean of the Graduate School will submit the draft report to the program director for review of errors in factual content. Corrections of fact suggested by the program director are submitted to the Graduate Dean who forwards them to the chair of the Review Panel. **After factual information has been confirmed the final report is submitted by the Review Panel Chair simultaneously to the Dean of the Graduate School and to the program director.**

Consideration of the Review Panel Report The chair of the Graduate Council will arrange for the report to be presented at a regular meeting of the Graduate Council where it is formally considered. The program director and academic college dean(s) will be invited to the Graduate Council meeting to comment on the report. The Council may accept the report as distributed, accept the report with revisions, or send the report back to the Review Panel for further work prior to final action. After the Graduate Council has accepted the report, the report is forwarded by the Graduate Dean to the Provost.

Action Plan An action plan should be prepared by the program director specifying timely, positive measures to address each of the Review Panel's recommendations to improve program quality. The Provost, the Graduate Dean, the college dean(s), a representative of the Graduate Council, and the program director meet to review and accept the action plan. The agenda for the meeting with the Provost includes a brief presentation of major recommendations by the Graduate Council representative, brief comments by the program director, brief comments by the college dean(s), followed by full discussion of the proposed action plan with the Provost. The meeting is scheduled for one hour. At the conclusion of the meeting, the Provost signs off on the action plan, specifying any additional issues to be addressed and actions to be taken. At an agreed upon date, typically three years later, the Graduate Council will conduct a follow-up review to determine if the planned actions have been implemented.

Review Panel Member Checklist

AT LEAST ONE TERM IN ADVANCE OF THE REVIEW

- ☐ Reviewer is nominated and appointed to the Review Panel.
- ☐ Graduate Dean establishes date of site visit, in consultation with the Review Panel members and the Program.
- ☐ External Panel members are contacted by Program for travel and lodging arrangements.

ONE WEEK IN ADVANCE OF THE SITE VISIT

- ☐ Panel members receive copy of Program self-study from Graduate Dean.

THE NIGHT PRIOR TO THE SITE VISIT

- ☐ Review Panel members meet with Graduate Dean over a working dinner.

THE DAY OF THE SITE VISIT

- ☐ Panel members participate in site visit.
- ☐ Review Panel meets in executive session to review its findings and agree upon format, content, and assignments for preparing the various components of its formal report. Date for delivery of report to Graduate Dean also determined.

WITHIN THREE WEEKS OF THE SITE VISIT

- ☐ Review Panel Chair submits an initial draft of the Panel Report (see Appendix II) to the Graduate Dean who forwards it to the program for review of errors of factual content.
- ☐ Review Panel Chair makes any needed corrections and submits the Final Report to the Graduate Dean and the program simultaneously.
 - ☐ *Panel Chair must sign off on the Final Report cover sheet, indicating that the document received full Panel agreement. Cover sheet should also indicate overall Panel recommendation.⁵*

UPON COMPLETION OF REPORT

- ☐ Graduate Dean submits report to the members of the Graduate Council for a 2-week review period.
- ☐ Report placed on the Graduate Council agenda.
- ☐ Report approved by Graduate Council.
- ☐ Graduate Dean forwards approved report to the Provost.
- ☐ Graduate Dean schedules the date of the "Provost's Meeting" to review the Program Action Plan.

⁵ Overall Recommendations: expand, maintain, restructure, reduce, suspend, discontinue, other...

- ☐ The Graduate Council representative receives copy of Program Action Plan at least one week prior to Provost's Meeting.
- ☐ The Graduate Council representative attends the "Provost's Meeting" along with the Provost, Graduate Dean, College Dean(s), and Program Director to review and accept the Action Plan.

THREE YEARS AFTER THE REVIEW

- ☐ Graduate Council conducts a follow-up review to determine progress toward implementation of planned actions.

Appendix I OUTLINE FOR THE SELF-STUDY DOCUMENT

The following outline indicates the content that is essential to the self-study. Additional information is appropriate if it will enhance the effectiveness of the presentation of the quality of the graduate program. Materials that do not relate to the objectives of the program review process should not be included. **The document should not contain information on employees or students that is considered confidential or restricted.** The document should be tabbed into appropriate sections to aid the Review Panel in locating information.

| THE SELF-STUDY | | |
|---|-----------------------------|---|
| PRE-TEXT PAGES | | |
| | Cover page | List name of graduate degree program to be reviewed. List all participating departments. |
| | Table of Contents | |
| | Sign-off sheet | Include signature of program director (or department chair if appropriate) indicating that all graduate faculty members had an opportunity to participate in the development of the self-study or had an opportunity to review the final document. |
| INTRODUCTION AND CONTEXT | | |
| This section should answer the question, “ <i>Why do you offer the program?</i> ” | | |
| | Brief history of program | Provide a brief background or history of the program to establish the review context. |
| | Mission statement | Explain how the program mission relates to the college and university missions. Indicate the unique role of the program within Oregon and beyond. |
| | Goals | List major long and short-term goals of the program. Include current strategic plan and diversity plan as appendices. |
| | Current challenges/issues | List issues that are confronting the program. |
| | Review goals | Identify the questions the program faculty hopes to have answered as a result of the program review. |
| | | |
| PROGRAM DESCRIPTION | | |
| This section should answer the question, “ <i>What do you do?</i> ” | | |
| | Characteristics of students | <ul style="list-style-type: none"> • Entering GPA of admitted & matriculated students (Model Table A) • GRE scores or other scores (e.g. GMAT) and comparison to national statistics (Model Table A) if available • TOEFL scores (Model Table A) • Honors/awards received by applicants & current students (Model Table F) • Number of students by degree sought, gender, ethnicity, residency (Model Table B) |
| | Admissions selectivity | <ul style="list-style-type: none"> • Applicant/matriculation ratio as per Model Table A • Program admissions criteria • Diversity recruitment strategies • Program admissions process/procedures • Include recruiting material as an appendix |

| | | |
|--|------------------------|---|
| | Financial support | <ul style="list-style-type: none"> Fellowships & scholarships awarded and selection process (Model Table C) Assistantships awarded (Model Table C), selection process, comparison to national statistics Proportion of students supported |
| | Curriculum | <ul style="list-style-type: none"> Include 1 copy of all graduate course syllabi in a separate binder to be delivered along with self-study document Learning outcomes for each graduate course Graduate course list (Model Table D) % graduate only & differentiation criteria within slash courses Core requirements (if any) Rankings (if any) Graduate seminar syllabus (past 3 years) Opportunities for internships, practica, etc. Graduate distance & continuing education activities Policy/procedures regarding academic & research integrity Include graduate student handbook as an appendix to the self-study document |
| | Personnel | <ul style="list-style-type: none"> Graduate faculty FTE (Model Table E) Graduate faculty to graduate student ratio as per Model Table E Distribution of graduate activities among faculty members (Model Table E) Support staffing |
| | Facilities and budget | <ul style="list-style-type: none"> Library resources Research and instructional facilities and equipment Faculty and student office space Financial resources available to support the program |
| | Organizational support | Include organizational chart. |
| PRODUCTIVITY | | |
| This section should answer the question, “How well do you do what you do?” | | |
| | Student Performance | <ul style="list-style-type: none"> Student honors & awards at OSU (Model Table F) Scholarly presentations, publications, exhibits, performances, etc. Identify major professors and/or committee members in bold/caps Grants and contracts Time to degree and attrition data (Model Table G) |
| | Faculty performance | <ul style="list-style-type: none"> Include 1 copy of faculty vitae in a separate binder to be delivered along with the self-study document Faculty honors & awards Scholarly presentations, publications, exhibits, performances, citations, invited talks, etc. Identify graduate student co-authors in bold/caps Grants and contracts Graduate student advising and thesis load per faculty member (Model Table E) Professional service and leadership |
| | | |

OUTCOMES

This section should answer the question, “*What difference does it make whether you do what you do or not? How do you know?*”

| | | |
|--|-------------------------------------|---|
| | Professional viability of graduates | <ul style="list-style-type: none"> • Theses/dissertations (Model Table H) • % employed at time of degree (Model Table I) • % positions directly related to degree • Types of positions, employment sectors • % who pass licensure/certification/professional exams and comparison to national statistics |
| | Satisfaction | <ul style="list-style-type: none"> • Results and interpretation of current student survey • Results and interpretation of Advanced Degree Recipient Exit Survey • Results and interpretation of survey of alumni |
| | Rankings/ratings | <ul style="list-style-type: none"> • NRC, US News, disciplinary rankings, etc. and comparison to peers • Disciplinary accreditation and other reports |

TRENDS AND FORECASTS

This section should answer the question, “*Do your students, faculty, university, or disciplinary trends demand that you do something different?*”

| | | |
|--|----------------------------------|--|
| | Current trends | |
| | Implications for program quality | |
| | | |
| | | |

SUMMARY

This section should answer the question, “*What have we learned from the program review process and what is our plan for moving forward?*”

| | | |
|--|----------------------|--|
| | General summary | |
| | Self-recommendations | List recommendations for enhancing program quality based on analysis and interpretation of the self-study document |

**SAMPLE
SIGN-OFF SHEET**

In signing this document, I indicate that all graduate faculty members in the program have had an opportunity to participate in the development of this self-study and review the final document.

John Q. Bean, Graduate Program Director

Date

Associate Professor

Peter Okra, Department Head

Date

Professor

Model Table A
APPLICANT CHARACTERISTICS

| ACADEMIC YEAR | | | 2003 | 2004 | 2005 | 2006 | 2007 |
|------------------------|---|---------------|------|------|------|------|------|
| Number of Applications | | | 34 | | | | |
| Admitted | | | 14 | | | | |
| | Gender | Male | 8 | | | | |
| | | Female | 6 | | | | |
| | Citizenship | Domestic | 4 | | | | |
| | | International | 10 | | | | |
| | Degree | Master's | 10 | | | | |
| | | Ph.D. | 4 | | | | |
| | Average GPA | | 3.56 | | | | |
| | Average GRE (verbal) | | 533 | | | | |
| | Average GRE (quantitative) | | 672 | | | | |
| | Average GRE (analytical/analytical writing) | | 635 | | | | |
| | Average TOEFL ⁶ | | 603 | | | | |
| Rejected | | | 18 | | | | |
| | Gender | Male | | | | | |
| | | Female | | | | | |
| | Citizenship | Domestic | | | | | |
| | | International | | | | | |
| | Degree | Master's | | | | | |
| | | Ph.D. | | | | | |
| | Average GPA | | 3.56 | | | | |
| | Average GRE (verbal) | | 533 | | | | |
| | Average GRE (quantitative) | | 672 | | | | |
| | Average GRE (analytical/analytical writing) | | 635 | | | | |
| | Average TOEFL | | 603 | | | | |
| Withdrew | | | 2 | | | | |

⁶ Please indicate TOEFL type: computer-based (CBT), paper-based (PBT), or Internet-based test (iBT).

| | | | | | | |
|---------------------------|---|---------------|------|--|--|--|
| application/refused offer | | | | | | |
| | Gender | Male | | | | |
| | | Female | | | | |
| | Citizenship | Domestic | | | | |
| | | International | | | | |
| | Degree | Master's | | | | |
| | | Ph.D. | | | | |
| | Average GPA | | 3.56 | | | |
| | Average GRE (verbal) | | 533 | | | |
| | Average GRE (quantitative) | | 672 | | | |
| | Average GRE (analytical/analytical writing) | | 635 | | | |
| | Average TOEFL | | 603 | | | |
| | | | | | | |
| | | | | | | |
| Matriculated | | | 5 | | | |
| | | | | | | |
| | Gender | Male | | | | |
| | | Female | | | | |
| | Citizenship | Domestic | | | | |
| | | International | | | | |
| | Degree | Master's | | | | |
| | | Ph.D. | | | | |
| | Average GPA | | 3.56 | | | |
| | Average GRE (verbal) | | 533 | | | |
| | Average GRE (quantitative) | | 672 | | | |
| | Average GRE (analytical/analytical writing) | | 635 | | | |
| | Average TOEFL | | 603 | | | |

[illegible]

Model Table C
GRADUATE STUDENT SUPPORT⁷

| STUDENT ⁸ | MAJOR PROFESSOR | FUNDING SOURCE | APPOINTMENT TYPE |
|----------------------|-----------------|-------------------------------------|------------------|
| Student 1 | Bean | NSF IGERT | GRA |
| Student 2 | Okra | Phi Kappa Phi Nat'l Grad Fellowship | FELLOW |
| Student 3 | Bean | Oregon Laurels Graduate Scholarship | SCHOLAR |
| Student 4 | Carrot | NSF G-K 12 | GRA |
| Student 5 | Corn | NOAA Fisheries | GRA |
| Student 6 | Okra | Department Instruction/NIH | GTA/GRA |
| Student 7 | Potato | USDA Crop Disease | GRA |
| Student 8 | Tomato | NIH Vaccine | GRA |
| | | NSF Grad K-12 Teaching Fellowship | GTA |
| | | | |
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| | | | |
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| | | | |
| | | | |
| | | | |

⁷ Data from previous three years at least.

⁸ Do not identify student(s) by name.

Model Table D
GRADUATE COURSES BY TERM

[illegible]

⁹ For each slash course, please attach the specific learning outcomes that ensure that graduate students experience graduate level learning.

| YEAR | NAME | FTE | | Master's Students | | Ph.D. Students | Total Students |
|-------|--------|-------|---------------------|-------------------|------------|----------------|----------------|
| | | Total | Grad. Instructional | Thesis | Non-Thesis | | |
| 2003 | Bean | 1.00 | .15 | 5 | 2 | 2 | 9 |
| 2004 | Bean | 1.00 | .15 | | | | |
| 2005 | Bean | 1.00 | .15 | | | | |
| 2006 | Bean | 1.00 | .15 | | | | |
| 2007 | Bean | 1.00 | .15 | | | | |
| 2003 | Carrot | 1.00 | .15 | 3 | 1 | 1 | 4 |
| 2004 | Carrot | 1.00 | .15 | | | | |
| 2005 | Carrot | 1.00 | .15 | | | | |
| 2006 | Carrot | 1.00 | .15 | | | | |
| 2007 | Carrot | 1.00 | .15 | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| TOTAL | | | | 8 | 3 | 3 | 13 |

Model Table F
GRADUATE STUDENT HONORS & AWARDS

| AWARD | YEAR | STUDENT ¹⁰ | RECOGNITION |
|--|---------|-----------------------|--------------------------------|
| Selected PKP Membership | 2003-04 | Student 1 | Plaque and cash. |
| Frolander Outstanding GTA | 2005-06 | Student 2 | Certificate |
| Council of Graduate Schools Outstanding Thesis | 2006-07 | Student 3 | Cash and trip to Nat'l meeting |
| | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |

¹⁰ Do not identify student(s) by name.

Model Table G
DEGREE COMPLETION

| Entering student academic year cohort* | Number of entering doctoral students | Number of entering master's students | Number of students who left the program without a master's or doctoral degree | Number of students who left program immediately after receiving a master's degree | Number of students admitted to doctoral candidacy** | 3 years
[≤ 3 Years] | 4 years
[> 3 ≤ 4 Years] | 5 years
[> 4 ≤ 5 Years] | 6 years
[> 5 ≤ 6 Years] | 7 years
[> 6 ≤ 7 Years] | 8 years
[> 7 ≤ 8 Years] | 9 years
[> 8 ≤ 9 Years] | 10 years
[> 9 ≤ 10 Years] |
|--|--------------------------------------|--------------------------------------|---|---|---|--------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--------------------------------|
| 2003 | | | | | | | | | | | | | |
| 2004 | | | | | | | | | | | | | |
| 2005 | | | | | | | | | | | | | |
| 2006 | | | | | | | | | | | | | |
| 2007 | | | | | | | | | | | | | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* By cohort, we mean students entering a doctoral program during a given academic year (summer, fall/winter, spring).

If your program does not distinguish between those seeking a master's and those seeking a doctorate, please check here: _____

Model Table H
THESES/DISSERTATION TITLES

| YEAR | NAME | DEGREE | MAJOR
PROFESSOR | TITLE |
|------|-------|--------|--------------------|---|
| 2002 | Apple | M.S. | Bean | A Study of <i>Myxobolus cerebralis</i> in the Lostine River, Oregon: Epizootiology, Distribution and Implications for Resident and Anadromous Salmonids |
| 2002 | | | | |
| 2003 | | | | |
| 2003 | | | | |
| 2004 | | | | |
| 2004 | | | | |
| 2005 | | | | |
| 2005 | | | | |
| 2006 | | | | |

¹¹ Do not identify student(s) by name.

Appendix II OUTLINE FOR THE REVIEW PANEL REPORT

1. Overall Recommendation:

- 3 Expand
- 3 Maintain
- 3 Restructure
- 3 Reduce
- 3 Suspend
- 3 Discontinue
- 3 Other _____

2. Summary of Findings and Recommendations

This section serves as an executive summary of the review report. A narrative style is common, but a bulleted list of key issues and findings may be useful. It summarizes all the major recommendations found in the body of the main report. This section generally does not exceed two pages in length.

3. Detailed Findings

This is the main body of the report. As such, it identifies the strengths and weaknesses of the program and provides a rationale for each point. It provides the details of the review findings and the basis for each recommendation. The report may be organized such that specific recommendations are interspersed throughout the narrative of the report, but the recommendations should be highlighted in some manner so they may be easily identified. The subsections of the report may vary depending upon the unit and nature of the program being reviewed. A typical report includes the following sections:

Introduction: Objectives of the review, participants, order of events, and organization of the report

Inputs:

- The fit of the mission of the program and its relationship to the mission of the academic college(s), and University mission.
- Quality of students
- Admissions selectivity
- Level of financial support of students
- Curriculum strength
- Quality of personnel and adequacy to achieve mission and goals
- Level and quality of infrastructure
- Quality of organizational support

Productivity:

- Level and quality of student performance
- Level and quality of faculty performance
- Viability of scholarly community within which students can interact

Outcomes:

- Professional viability of graduates
- Satisfaction of students and graduates
- Rankings/ratings

Conclusion:

Appendix III
SAMPLE CURRENT STUDENT SURVEY

CURRENT STUDENT SURVEY FOR PROGRAM REVIEW

It is the policy of OSU to conduct regular reviews of graduate programs. These reviews are intended to lead to constructive action to enhance program quality. As part of the Graduate Council review of your academic unit, we are interested in the opinions of graduate students regarding various aspects of graduate education.

Please read each item carefully and circle the number that best describes your viewpoint. All of your responses will be kept confidential. The questionnaire should take less than 10 minutes to complete.

| | Agree
Strongly | | | | Disagree
Strongly | |
|--|---------------------------|---|---|---|------------------------------|----|
| 1. The research facilities that are available to me for my graduate research meet my needs. | 5 | 4 | 3 | 2 | 1 | NA |
| 2. Support equipment (such as computers) needed for my research is available to me. | 5 | 4 | 3 | 2 | 1 | NA |
| 3. I have adequate access at OSU to facilities and equipment needed for my graduate work. | 5 | 4 | 3 | 2 | 1 | NA |
| 4. The quality and availability of graduate student office space is adequate for my needs. | 5 | 4 | 3 | 2 | 1 | NA |
| 5. OSU library resources available to me are adequate for my needs. | 5 | 4 | 3 | 2 | 1 | NA |
| 6. The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program. | 5 | 4 | 3 | 2 | 1 | NA |
| 7. Graduate courses are taught at an appropriate graduate level and are of sufficient rigor. | 5 | 4 | 3 | 2 | 1 | NA |
| 8. The graduate teaching by program faculty is of appropriate quality. | 5 | 4 | 3 | 2 | 1 | NA |
| 9. Graduate courses in other fields, needed to support my program or minor, are sufficiently available from other OSU departments. | 5 | 4 | 3 | 2 | 1 | NA |
| 10. Graduate program examinations are administered fairly. | 5 | 4 | 3 | 2 | 1 | NA |
| 11. Program seminars are adequate to keep me informed of developments in my field. | 5 | 4 | 3 | 2 | 1 | NA |
| 12. The initial advising I received when I entered the program was an adequate orientation. | 5 | 4 | 3 | 2 | 1 | NA |

| | Agree
Strongly | | | | Disagree
Strongly | |
|--|---------------------------|---|---|---|------------------------------|----|
| 13. I have a mailbox or another appropriate form of communication with program faculty and graduate students. | 5 | 4 | 3 | 2 | 1 | NA |
| 14. I have adequate access to my major professor. | 5 | 4 | 3 | 2 | 1 | NA |
| 15. I am receiving the research and professional development guidance I need. | 5 | 4 | 3 | 2 | 1 | NA |
| 16. I am satisfied with the professional interaction with my major professor. | 5 | 4 | 3 | 2 | 1 | NA |
| 17. I am treated as a respected contributor to the research program in which I am involved. | 5 | 4 | 3 | 2 | 1 | NA |
| 18. I have been given an opportunity to be engaged in significant research for my thesis. | 5 | 4 | 3 | 2 | 1 | NA |
| 19. If I decided to change my major professor, the program mechanism for doing so is suitable. | 5 | 4 | 3 | 2 | 1 | NA |
| 20. The treatment in this program of graduate students in the following categories is equitable and appropriate consideration is given to their distinctive needs: | | | | | | |
| 20a. domestic minority students | 5 | 4 | 3 | 2 | 1 | NA |
| 20b. women students | 5 | 4 | 3 | 2 | 1 | NA |
| 20c. international students | 5 | 4 | 3 | 2 | 1 | NA |
| 21. The program informs me of adequate opportunities for professional development and contacts outside OSU, such as attendance at professional meetings. | 5 | 4 | 3 | 2 | 1 | NA |
| 22. Graduate teaching or research assistantship stipends in this program are adequate. | 5 | 4 | 3 | 2 | 1 | NA |
| 23. The program offers adequate opportunity for its graduate students to gain teaching experience. | 5 | 4 | 3 | 2 | 1 | NA |
| 24. Of those graduate teaching assistantships under central program control, assignments are made equitably, based on established criteria. | 5 | 4 | 3 | 2 | 1 | NA |
| 25. Graduate program policies are clearly defined and readily available to me in a current handbook. | 5 | 4 | 3 | 2 | 1 | NA |
| 26. Graduate program policies clearly identify petition and appeals procedures available to me. | 5 | 4 | 3 | 2 | 1 | NA |

27. There is a well-established mechanism for regular graduate student participation in program decisions affecting students, whenever this is appropriate.

5 4 3 2 1 NA

The following items are designed to help us interpret the responses of students in your program. However, providing this information is strictly optional.

28. What degree are you pursuing?

☐ master's thesis
☐ doctoral
☐ other

29. How far along are you in your program?

☐ 1st year
☐ 2nd year
☐ 2+ years

30. What is your age?

☐ 20-25
☐ 26-30
☐ 31-40
☐ 41+

31. What is your gender?

☐ male
☐ female

32. What is your citizenship?

☐ USA
☐ non-USA

33. Are you a person of color?

☐ yes
☐ no

Do you have any concerns about this graduate program that you would like to share with the review team?

What do you consider to be the major strengths of this program?

How did you find out about the program?

Why did you choose this program?

What changes, if any, could the program leaders make to improve the quality of graduate education?

Appendix IV
SAMPLE GRADUATE ALUMNI SURVEY

OSU GRADUATE ALUMNI SURVEY

1. What graduate degree(s) did you earn from OSU¹²? (Circle all graduate degrees earned).

*Questions 2-16 refer to the **last** graduate degree you earned at OSU.*

2. From which department/program(s) did you earn your degree?

3. What was your major field of study for your degree? _____

4. What was your area of concentration within your major(s)? _____

5. What was (were) your minor field(s) of study?

6. In what year did you complete your last graduate degree at OSU? _____

7. Which three of the following best describe your reasons in seeking a graduate degree at OSU? (Rank your top three reasons with 1 = most important, 2 = next in importance, etc.)

- | | |
|--|---|
| <input type="checkbox"/> To get a promotion at a job | <input type="checkbox"/> To get research skills |
| <input type="checkbox"/> To retain a job | <input type="checkbox"/> To gain credibility in my profession |
| <input type="checkbox"/> To acquire an academic position | <input type="checkbox"/> To change my field/profession |
| <input type="checkbox"/> To gain expertise in content area | <input type="checkbox"/> For flexibility in job options |
| <input type="checkbox"/> To gain prestige of advanced degree | |
| <input type="checkbox"/> Other (Please specify) _____ | |

8. Using the following scale, please reflect on your graduate study at OSU and rate your satisfaction with each of the following aspects of your graduate school experience. (*Circle one number for each*)

| | Unsatisfied | | | Satisfied | | N/A |
|---|-------------|---|---|-----------|---|-----|
| Departmental advising/guidance | 1 | 2 | 3 | 4 | 5 | 6 |
| Major professor mentoring | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall quality of graduate instruction | 1 | 2 | 3 | 4 | 5 | 6 |

¹² Program should list the degrees it offers here.

| | | | | | | |
|---|---|---|---|---|---|---|
| Diversity and availability of graduate course offerings | 1 | 2 | 3 | 4 | 5 | 6 |
| Professional relationship with graduate committee | 1 | 2 | 3 | 4 | 5 | 6 |
| Level of financial support | 1 | 2 | 3 | 4 | 5 | 6 |
| Resources available for student research | 1 | 2 | 3 | 4 | 5 | 6 |
| Overall satisfaction level | 1 | 2 | 3 | 4 | 5 | 6 |

9. How many years did it take you to complete your degree? _____

10. Please rate the length of time it took you to complete your degree. (*Circle one letter*)

- a) Much longer than expected
- b) About the length of time expected
- c) Less time than expected

11. Were you a graduate assistant while enrolled as a student at OSU. (*Circle all that apply*)

- a) Yes, a teaching assistant, for _____ years
- b) Yes, a research assistant, for _____ years
- c) No.

12. Were there periods of time in which you needed to self-fund your education? If so, how long? (*Circle one letter*)

- a) No.
- b) Yes, for < 6 months
- c) Yes, for 6-12 months
- d) Yes, for 12-24 months
- e) Yes, for longer than 2 years

13. What level of indebtedness did you incur to support the completion of your graduate degree? (*Circle one letter*)

- a) \$0-\$10,000
- b) \$10,000-\$20,000
- c) \$20,000-\$30,000
- d) More than \$30,000

14. As a result of your graduate education, how prepared do you feel in your career or to move on to a more advanced degree program? (*Circle one letter*).

- a) Very prepared
- b) Somewhat prepared
- c) Somewhat unprepared
- d) Very unprepared

15. Would you recommend the program from which you graduated to a prospective student?

- a) Yes
- b) No

16. Please indicate whether or not you would select each of the following if you could start your graduate program again. (*Circle one answer for each*).

| | | |
|--------------------------|-----|----|
| The same major | Yes | No |
| The same degree | Yes | No |
| The same major professor | Yes | No |
| Oregon State University | Yes | No |

Reflecting on your experiences after you earned your degree, please answer questions 17-24.

17. After receiving your graduate degree from OSU, have you been enrolled in any educational program, either full or part-time? (*Circle one letter*)

- a) No (***Skip to question number 20***)
- b) Yes

18. Which best describes the educational program(s) you have enrolled in since receiving your graduate degree from OSU? (*Circle all that apply*).

- a) Graduate degree (Masters or Doctorate)
- b) Professional (Law, Medicine, etc.)
- c) Post-baccalaureate
- d) Apprenticeship or internship
- e) Seminars, courses, workshops, not part of a degree program
- f) Other_____

19. Please describe any additional degree(s) you have completed since leaving OSU.

Degree(s)_____

Major(s)_____

Date(s) of completion_____

University(s)_____

20. From the following list, please indicate which best describes your ***initial*** post-graduate activity following your graduate education at OSU. (*Circle one letter*)

- a) Graduate degree program at OSU or elsewhere
- b) Postdoctoral fellowship/traineeship
- c) Entering a postdoctoral program
- d) Tenure track faculty position at a college or university
- e) Non-tenure track faculty position at a college or university
- f) Faculty position in education but not in a college or university
- g) Research position in a college or university
- h) Research position in the private sector
- i) Research position in a research institute
- j) Professional contractor for services
- k) Position in business/industry
- l) Government position
- m) Self-employment

- n) Other position in a college or university
- o) Other position in the private sector
- p) Other (Specify _____)

20a. Was your **initial** graduate status/position directly related to your degree training?
(Circle one letter).

- a) Yes, it was directly related to my degree (go to 20b)
- b) It was somewhat related to my degree (go to 20b)
- c) It was not at all related to my degree (go to 21)

20b. How long did it take you to find employment related to your degree?
(Circle one letter)

- a) < 6 months
- b) 6 – 12 months
- c) 12 – 24 months
- d) Longer than 2 years
- e) Not applicable

21. Which one of the following best describes your **current** employment status? (Circle one letter)

- a) Still in my initial post-graduate position (skip to question 19)
- b) Graduate degree program at OSU or elsewhere
- c) Postdoctoral fellowship/traineeship
- d) Entering a postdoctoral program
- e) Tenure track faculty position at a college or university
- f) Non-tenure track faculty position at a college or university
- g) Faculty position in education but not in a college or university
- h) Research position in a college or university
- i) Research position in the private sector
- j) Research position in a research institute
- k) Professional contractor for services
- l) Position in business/industry
- m) Government position
- n) Self-employment
- o) Other position in a college or university
- p) Other position in the private sector
- q) Seeking employment
- r) Unemployed but not seeking employment
- s) Other (Specify _____)

21a. Is your **current** graduate status/position directly related to your degree training?
(Circle one letter)

- a) Yes, it is directly related to my degree (go to 21b)
- b) It is somewhat related to my degree (go to 21b)
- c) It is not at all related to my degree (skip to question 22)

21b. How long did it take you to find employment related to your degree? (*Circle one letter*)

- a) < 6 months
- b) 6 –12 months
- c) 12 – 24 months
- d) Longer than 2 years
- e) Not applicable

22. If your current job is **not** related to your degree, please indicate whether each of the following is or is not a reason by making an “x” in the appropriate box.

| | Is a reason | Not a reason |
|--|--------------------------|--------------------------|
| Salary in major field not adequate | <input type="checkbox"/> | <input type="checkbox"/> |
| Too few jobs available in major field | <input type="checkbox"/> | <input type="checkbox"/> |
| Became interested in another field | <input type="checkbox"/> | <input type="checkbox"/> |
| Kept the position I had before starting the degree | <input type="checkbox"/> | <input type="checkbox"/> |
| Had training in another field | <input type="checkbox"/> | <input type="checkbox"/> |
| Current position will lead to a job more directly related | <input type="checkbox"/> | <input type="checkbox"/> |
| Did not intend major to be job-related | <input type="checkbox"/> | <input type="checkbox"/> |
| Wanted to live in a specific geographical area | <input type="checkbox"/> | <input type="checkbox"/> |
| Had to meet needs of other family members (spouse, children, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| Other reason (specify): _____ | | |

23. Graduate degree Goals/Outcomes (*circle one number for each*).

| | To what extent were the following outcomes accomplished during your graduate degree program? | | | | | How important is this outcome to your job or career? | | | | |
|---------------------------------------|--|---|------------|---|---|--|---|---------------|---|---|
| | A great deal | | Not at all | | | Very important | | Not important | | |
| Readiness for continued scholarship | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Readiness for professional leadership | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Professional writing skills | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Analytical expertise | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Research design skills | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Subject matter mastery | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Knowledge of theory development | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Knowledge of computer applications | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Interdisciplinary perspective | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Knowledge of computer applications | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Oral presentation/competency | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Creativity | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

24. Please make any additional comments about your graduate degree program in the space provided below.

May 1 08 GC Meeting: Master of Public Health (MPH) Graduate Program Review

BACKGROUND:

The Department of Public Health offers the following graduate degree programs:

- MS in Environmental Health and Occupational Safety Management
- PhD and MS in Public Health
- Master of Public Health (joint campus program with OHSU and PSU)
- MS in Health Promotion and Health Behavior

The MS in Environmental Health and Occupational Safety Management was reviewed in 2003-04. In its report, the review team made the following recommendation, "We also recommend that the Masters in Public Health (MPH) program review, scheduled for 2008, be changed to a review of all graduate programs in the Department of Public Health, including EHOSM." The graduate programs listed above are scheduled for review during the 2008-09 academic year. The MPH degree recently (2005-06) underwent an accreditation review process and received the fullest approval offered by the Council on Education for Public Health (CEPH). More recently (Feb. 11, 2008) the Department of Public Health decided to formally suspend the master's programs in Environmental Health and Occupational Safety Management, Public Health, and Health Promotion and Health Behavior because their MPH program offers comparable tracks in these specialty areas.

ISSUE:

The Department of Public Health requests that the Graduate Council Program Review of the MPH program be substantially abbreviated during this review cycle in light of the recent full accreditation and the high national ranking that the program enjoys.

RECOMMENDATION:

1. The Graduate Council waives the scheduled reviews of the three master's degree programs offered by the Department of Public Health because the department will formally suspend those programs effective fall, 2008.
2. The usual Graduate Council Program Review of the PhD program in public health will occur as scheduled during 2008-09.
3. The panel that reviews the PhD program will review the accreditation documentation relative to the MPH against the Graduate Council Program Review Guidelines well in advance of the PhD review and determine if there are any questions/concerns that require additional consideration. Pending no such concerns, the Graduate Council review of the MPH will be considered to have been met through the CEPH accreditation process.

Promoting Diversity and Mentorship in Computing and Engineering through Graduate - K-12 Partnerships

PI: Margaret Burnett (Professor, School of EECS, COE)

CO-PI: Carlos Jensen (Associate Professor, School of EECS, COE), Ellen Momsen (Director of Women in Engineering Program, COE), Maggie Niess (Professor Emeritus, Science and Mathematics Education, COS).

Faculty advisors and departments involved: School of EECS, College of Engineering

Number of graduate Fellows per year: 8 Fellows per year, 40 over course of grant

Number of K-12 classes anticipated to be served each year: 4 per year, 20 over course of grant

Number of K-12 teachers working with Fellows: 4 teachers per year, 20 over course of grant

School district partners: Corvallis, Albany, Lincoln (Siletz Charter & Early College High School), Alsea, Salem, Lebanon, Sweet Home

Target audience of the project: Middle & high school

Setting: Urban, suburban, and rural

NSF supported disciplines or themes involved: Technology, Engineering

History: This is the same as last year's successful letter of intent. The proposal we submitted last year to NSF did reasonably well: 1 Excellent, 2 Very Goods, 3 Good reviews, earning a panel rating of "Recommended," but ultimately unfunded. The reviewers' issues point to a need for tuning our presentation, but no substantive flaws. We are confident a revised submission will succeed based on this and our new complimentary NSF CPATH grant which we can leverage.

1. Goals and Objectives

The two primary goals of this program are to provide graduate students in computing and engineering unique opportunities to develop and train as mentors and educators, and to promote diversity in computing and engineering by giving students additional learning opportunities and positive role models. Specifically, these are our objectives for the following stakeholder groups:

For Graduate Fellows

- **Teaching, mentorship, and communication skills:** Many of our graduate students aiming at academic careers have neither formal training in mentorship or pedagogy, nor structured opportunities for gaining hands-on experience. Without training in these important aspects, moving into a faculty position upon graduation becomes a process fraught with risks and pitfalls for these early professionals. This program will enable OSU to be one of the few universities to give students hands-on opportunities to develop these critical skills.
- **Interdisciplinary opportunities:** Employers and funding agencies are increasingly emphasizing the importance of interdisciplinary research and the skills to work effectively as a team. Fellows will gain valuable experience in relating their work to non-experts (pre-college students and teachers), working in an interdisciplinary team (engineering and education), and will help develop interdisciplinary teamwork skills.
- **Real-world focus:** By working with schools, teachers and pre-college students, developing and presenting curriculum, our graduate students will gain valuable experience working with real users, and solving real-world problems as presented by the students and teachers needs. This in turn will help them not only communicate more effectively about their research, but also motivate them to pick more socially relevant projects.

For the School of EECS and College of Engineering

- **Diversity of graduate students:** This program is an opportunity to recruit and support diversity, especially in the School of EECS, which has a severely skewed student population. By providing

direct mentorship opportunities, we hope to attract a more diverse graduate student population, perhaps more interested in working with outreach, human-centric computing, and teaching. We also hope to attract a more diverse undergraduate student population by giving them positive role-models a better understanding of Computing and Engineering as disciplines.

Schools & Teachers

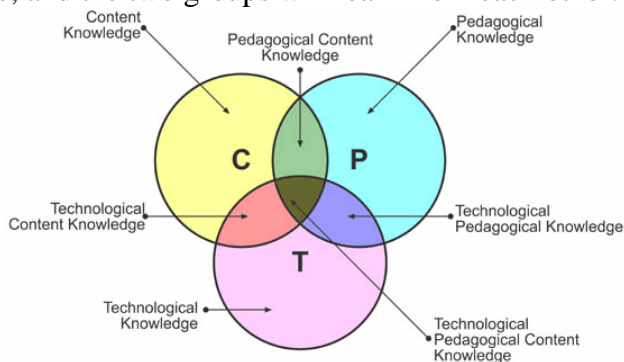
- **Enriched opportunities for pre-college students, diversity of future undergraduate students:**

By showing how technology and computers are part of every aspect of STEM, and through interaction with the graduate students, we will show pre-college students and teachers that computing, science, and engineering are dynamic and interesting, and change stereotypes about these fields.

By targeting middle and high-schools we seek to intervene when research shows students start to shun science and technology education.

2. Project Plan

Two Fellows are assigned as a team to a class for the academic year. The teams will collaborate to develop and implement hands-on, inquiry-based, problem-based learning activities centered on the NETS (<http://cnets.iste.org/students>). The NETS are a benchmark for many school districts to evaluate students' technological readiness. Fellows will be integrated into the classes in support of the Technological Pedagogical Content Knowledge (TPCK) model [14]. This model argues the need for bringing content knowledge, technical knowledge as well as pedagogical knowledge together in order to create more powerful learning experiences. The Fellows will provide added content and technical knowledge to complement the teachers' pedagogical and content knowledge, and the two groups will learn from each other.



Each Fellow must take a 6 credit summer workshop (directed by the SMED faculty and graduate assistant, with the support of the K-12 teachers) in order to prepare for their experience. This workshop will cover:

- **Team-building activities among the teams and teachers**
- Learning basic pedagogic and mentorship skills and techniques

Table 1: International Society for technology in education (ISTE) National Educational Technology Standards for Students (NETS*S)

1. Basic operations and concepts
 - a. Students demonstrate a sound understanding of the nature and operation of technology systems
 - b. Students are proficient in the use of technology
2. Social, ethical, and human issues
 - a. Students understand the ethical, cultural, and societal issues related to technology
 - b. Students practice responsible use of technology systems, information, and software
 - c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity
3. Technology production tools
 - a. Students use technology tools to enhance learning, increase productivity, and promote creativity
 - b. Students use productivity tools to collaborate in constructing technology-enhancing models, prepare publications, and produce other creative works
4. Technology communication tools
 - a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences
 - b. Students use a variety of media and formats to communicate information and ideas to multiple audiences
5. Technology research tools
 - a. Students use technology to locate, evaluate, and collect information from a variety of sources
 - b. Students use technology tools to process data and report results
 - c. Students evaluate and select new information resources and technological innovations based on the appropriateness for the tasks
6. Technology problem-solving and decision-making tools
 - a. students use technology resources for solving problems and making informed decisions

- Experiences in hands-on, inquiry-based, problem-based learning
- Experience and instruction in the scientific and engineering processes
- Exploring process learning skills, constructivism, cooperative learning, inquiry, and effective questioning strategies effective in problem-based learning
- NETS standards and development of course materials and strategies
- Exploring lessons that integrate technology instruction in other fields and disciplines (as required in Oregon)

During the school year, each Fellow will spend a minimum of 10 teaching hours per week at the school and five hours per week in preparation. Niess and the SMED RA will observe in-class activities and provide feedback on performance and effectiveness.

3. Recruitment and Selection

At least 50% of the Fellows will be selected from the area of computing, an area that is struggling more than most engineering and science disciplines in terms of a lack of diversity, and declining interest, especially among women, as described in the *Oregonian* article entitled “Computing Losing Luster for Women” published on 4/17/07. The remaining fellowships will be competitively awarded to qualified students from other engineering disciplines. We will make every effort to recruit and promote women and underrepresented groups, as these provide important role-models for the school children they interact with.

Students in their second and third years of graduate school (M.S. and Ph.D. candidates) will be targeted for this program. First year graduate students will not be recruited because they typically take heavy course loads, and often lack experience in their subject area and as mentors. In January of each year, a call for applications will be sent by email to all eligible students in the COE. Faculty will be invited to nominate candidates. Also, all graduate students with disabilities or who are underrepresented in their programs (including African American, Hispanic, Native Americans, and women) will receive a personal invitation to apply. An information session will be held each year to further promote the program and recruit students.

Applications will go to a selection committee. The selection committee will consist of the PI’s and two teachers. Interviews will be conducted with top candidates to make the final selection. Primary criteria for selection of Fellows includes: 1) expressed and demonstrated interest in outreach and interdisciplinary work, 2) expressed or demonstrated interest in teaching and mentorship, 3) ability and subject matter knowledge, as indicated by curriculum vitae, letters and other information, and 4) contribution of the applicant to the diversity of the cadre of Fellows.

Identification of K-12 Teachers will be based on recommendations of school principals, and ongoing working relationships with OSU faculty and COE outreach programs such as the Ambassador program and the precollege program. Momsen and Niess, through their ongoing interactions with the school districts, will be primarily responsible for selecting suitable schools and teachers based on 1) fit with the selected Fellows, 2) track record and previous experience, 3) potential for mentoring Fellows, 4) potential benefit to the teacher and school. Particular attention will be paid to schools that either have high diversity, low socio-economic indices, or classes with large female participation.

4. Organization, Management and Institutional Commitment

The PIs will have primary responsibility for the oversight and day to day administration of the program. Burnett will serve as Project Director, and will be responsible for coordinating and supervising the program. She has significant experience with project direction: she is the founding Project Director of the EUSES Consortium (including researchers from CMU, Penn. State, Cambridge University, Drexel, University of Nebraska, and IBM). She also has a 15-year history of mentoring undergraduates, a large number of which have been members of underrepresented groups (usually fe-

male), through the NSF REU program and through CRA-W's Distributed Mentor Program. Almost all of these students have gone on to graduate school at Carnegie I graduate schools. Burnett's interest in gender issues in technology led her to develop a mentorship model for female Ph.D. students, used successfully in collaboration with HP Laboratories [9]. As part of her research, she investigates gender issues that arise in end-user problem solving software [2, 3, 4, 5].

Niess will be responsible for training of the Fellows, as well as coordinating the evaluation team and data-collection. Her research centers on curriculum and instruction to guide students in strategic thinking with information technologies. She has worked with teachers in Oregon school districts for more than 25 years. Her recent research focuses on knowledge teachers need for integrating technology in teaching, with specific consideration of methods for engaging girls [15, 16, 17, 18, 19]. Prior to her return to academia, she was a mathematics teacher for 17 years.

Momsen leads the very successful COE Ambassador program which sends undergraduate students to high schools throughout Oregon. The Ambassador program is at the heart of the COE's diversity and outreach strategy. Thanks to her efforts, the College of Engineering has had a 20% increase in incoming students fall 2006 as compared to fall 2005, and a 40% increase in the number of incoming freshman female engineers and 50% increase for other minorities. She also brings her 20 years of experience as a high-school physics teacher. Ellen will serve as liaison with the schools, identifying schools and classes for placement, and mentoring Fellows.

Jensen received a Ph.D. in computer science in 2005, with a minor in psychology. His research lies at the intersection of software engineering and usability. His interests include privacy and security aspects of software engineering and their interactions with user behaviors [1, 11, 13], online trust and collaboration [7, 10, 12], and gender issues in programming and in self-directed learning [6, 8]. He is currently the PI of the departments' NSF CPATH grant looking at ways of reenergizing CS education nationally, a program which we can leverage in this proposal. He will lead efforts to identify novel and effective educational tools and strategies for addressing the NETS requirements.

This program is designed to fit seamlessly into the already existing and highly successful outreach activities existing at the college of engineering such as the COE Ambassador and precollege programs. We will work with EECS and the College of Engineering to develop a plan for the long-term sustainability, and to obtain institutional commitments to accompany this proposal.

5. Evaluation

The Northwest Regional Educational Laboratory (NWREL) will provide the external evaluation services for this project through the Research and Evaluation unit of the Center for Teaching and Learning. NWREL staff will determine the evaluation components needed to provide evidence of work toward the project goals and objectives and of the sustainability of the program. NWREL staff will conduct yearly site visits and focus group interviews to prepare a report about what is working and what is not. Niess and Science and Math Education staff will provide continuous monitoring, data collection, and evaluation. Each yearly report will be formative in nature to assist the project participants in moving forward with successful programs. The NWREL evaluations and the interpretation of their results will be supported by the National Center for Women and Information Technology's (NCWIT) Extension Services.

Evaluation will focus on the learning outcomes for the pre-college students in the classrooms (both in terms of NETS knowledge and their understanding and perception of Computing and Engineering as a disciplines), the Fellows' performance and evolution as mentors and educators, and the development of sustainable and generalizable educational strategies, tools, and programs.

6. Preliminary List of Additional Faculty Participants

Michael Bailey (EECS); Ron Metoyer (EECS); Tom Plant (EECS); Skip Rochefort (Chemical Engineering, OSU Precollege Programs); Weng-Keen Wong (EECS).

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GK-12 Fellowships: Experiential Learning of High School Biology, Chemistry and Engineering through Virtual Laboratories

PI: Milo Koretsky **Co-PI:** Christine Kelly

Science, Technology, Engineering, and Mathematics (STEM) Faculty advisors and departments involved:

Chih-hung (Alex) Chang (School of Chemical, Biological and Environmental Engineering)
Goran N. Jovanovic (School of Chemical, Biological and Environmental Engineering)
Joseph McGuire (School of Chemical, Biological and Environmental Engineering)
Gregory L. Rorrer (School of Chemical, Biological and Environmental Engineering)
Lewis Semprini (School of Chemical, Biological and Environmental Engineering)

Number of STEM graduate fellows per year: 5 (years 1 and 5) to 10 (years 2, 3, and 4)

Number of K-12 classes anticipated to be served per year: 30 (years 1 and 5) to 60 (years 2, 3, and 4).

Number of K-12 teachers working with the fellows: 5 (years 1 and 5) to 10 (years 2, 3, and 4)

Number of Schools and School District Partners: 5 (years 1 and 5) to 10 (years 2, 3, and 4)

Target audience of the project (elementary, middle, or high school grades): High school

Setting (urban, suburban or rural): Mostly urban, one rural school will be targeted

NSF supported STEM discipline(s) or theme(s) involved: Science, Engineering and Technology

Goals and Objectives. This project extends our well developed instructional techniques utilizing virtual laboratories to the high school level. The goals are to use the virtual laboratory (1) as a tool for scaffolding problem-based instruction with real world content in regional high schools and (2) as a mechanism for collaboration between GK-12 fellows and high school teachers. Through these activities, fellows will develop improved communication, teaching, and team building skills and a deeper understanding of their own research. The high school teachers will be provided with a tool and content for inquiry-based and problem-based learning. These situated learning experiences will provide high school students a richer exposure to science and engineering and stimulate an interest in careers in these fields. This program will provide a catalyst for a systematic, broader based change both in high school education and in graduate education in the School of Chemical, Biological, and Environmental Engineering (CBEE) at Oregon State University (OSU).

The objectives crafted to achieve these goals are as follows:

1. Over five years, place 20 GK-12 fellows at 10 regional high schools to develop and implement virtual laboratories in the science and engineering classroom.
2. Apply a three-phase virtual laboratory deployment at each high school: (1) implement an existing virtual laboratory (CVD, Bioreactor, or Pure Water Lab), (2) develop and deliver a new virtual laboratory, (3) improve the new virtual laboratory based on assessment from phase 2.
3. Develop 10 new virtual laboratory models in the research areas of the GK-12 fellows.
4. Provide high school teachers with curriculum for 13 different virtual laboratories as a resource for learning in the chemistry, biology and engineering disciplines.
5. Deliver a workshop to high school teachers in the summer after Project Year 2.
6. Leverage methods already in place to assess learning and evaluate the effectiveness in meeting the project goals and objectives.
7. Disseminate the results through conferences (e.g., to high school teachers through the Oregon

Science Teachers Association (OSTA) Annual Conference) and archival journals (e.g., *the Journal of Chemical Education*).

Because this project is centered within a single unit, we will be able to systematically integrate the fellows' experience closely with their own research, facilitate team building and collaboration between fellows, and provide the fellows a community supported, high quality learning environment. This integration is difficult in projects distributed across multiple departments and cultures. Along with the benefits, such a tight integration may pose a problem for a single discipline unit. However, in this case because CBEE has vibrant research efforts that include elements of chemistry, biology, the physical sciences, and a variety of engineering disciplines, the 20 fellows will be engaged in a wide breadth of research activities, and will be able to translate that breadth to the high schools. We believe this approach will result in a superior experience for GK-12 fellows and has the highest potential for GK-12 activities to be permanently incorporated in graduate training.

Project Plan. With funding from the National Science Foundation's Course, Curriculum and Laboratory Improvement Program (CCLI) under Proof-of-Concept grant NSF0442832 and Phase 2 grant NSF0717905, and from Intel Corp. through the Faculty Fellows program, we have developed two virtual laboratories, the Virtual Chemical Vapor Deposition (CVD) laboratory and the Virtual BioReactor laboratory. Figure 1 shows a screenshot of the Virtual CVD laboratory. In a virtual laboratory, simulations based on mathematical models implemented on a computer replace the physical laboratory. These laboratories are not meant to replace the physical laboratories in the curriculum, but rather a virtual laboratory can be designed to extend the range of the learner specifically allowing completion of tasks not otherwise obtainable. These virtual laboratories have been implemented in the capstone laboratory sequence in CBEE at OSU, as well as in the Chemical Engineering program at UC Berkeley and the Graduate Materials Science program at the University of Oregon. Our intent in these projects is to provide students in Chemical, Biological and Environmental Engineering and Materials Science a capstone experience in which they can apply experimental design in a context similar to that of a practicing engineer in industry. In addition, research is being performed to explore the types of cognition and social interactions of student teams as they engage in these virtual laboratories, to determine the role of instructional design in the response of student teams, and to ascertain whether virtual laboratories can effectively promote types of learning that are difficult or impossible to achieve from physical laboratories.

The idea of using virtual laboratories to facilitate project based learning is compelling since, once the software has been developed, the cost to transfer it is relatively small, consisting mostly of developing teacher expertise. While the implementation has largely been at the university level, the software design allows the application itself to be used without modification in other contexts.

Whatever the course is, students can run the reactor and take measurements to collect data.

Indeed, one objective of CCLI Phase 2 is to demonstrate the utility of the Virtual CVD laboratory as a learning platform at the high school level. In order to achieve this objective, new, level-appropriate assignments have been developed to provide context



Figure 1: Screenshots from the Virtual CVD laboratory

for chemistry and engineering classes. The primary relationship in this curricular development has been a collaboration between Adam Kirsch, Science Teacher at Crescent Valley High School (CVHS) and Debra Gilbuena, a graduate student in CBEE at OSU. The content has been constructed to fit well with high school curricula in Oregon, including the relation to state learning standards in areas of both science and math, and to reinforce learning introduced earlier in the year. In Spring Semester 2008, it is being delivered to approximately 200 high school students in eight Chemistry and Engineering classes. The current graduate student writes:

In my opinion, thus far it has been a wonderful and rewarding project in which I not only learned more about CVD but also teaching and education at the high school level. I've really appreciated the opportunity to see high school lesson plan development, work closely with an awesome high school teacher, and work with high school students engaged in the learning process.

- Debra Gilbuana, CBEE Graduate Student

The high school implementation at CVHS will lead to a two-day workshop at Oregon State University with ten high school science teachers. In the workshop, high school teachers will learn how to use the Virtual CVD laboratory including both the 3D Student Client and the Instructor Interface, review of how the Virtual CVD laboratory has been used and learn the plan for how student learning will be assessed and evaluated at the high school level.

The model for more extensive deployment of virtual laboratories through the GK-12 Fellows Program is based on the success of this initial interaction with CVHS. The program will be implemented at 10 high schools in the state of Oregon. It is anticipated virtual laboratories would be used in between 4 and 8 classes at each high school. There will be a 3 phase cycle for each high school, as illustrated in Table 1. Phase 1 (year 1) consists of implementation of a developed virtual laboratory in the high school. This phase is similar to the pilot we are using at CVHS and would allow the GK-12 fellows and teachers to become familiar with the virtual laboratory instructional methodology and pedagogy. For Project Year 1, the labs would include the Virtual CVD and BioReactor Laboratories, and the Pure Water Laboratory. The Pure Water Laboratory was developed by Richard Herz of UCSD and Greg Ogden of University of Arizona under a separate CCLI grant. Phase 2 (year 2) consists of development of a new virtual laboratory in the research area of the GK-12 fellows. Two fellows, one second year and one first year, would be at each school. This phase would foster integration of the research area of the fellows in curriculum development and ultimately contribute 10 new virtual laboratory models. In Phase 3 (year 3), an improvement cycle of the new virtual laboratory based on assessment and evaluation in phase 2 would be completed.

Table 1. Implementation schedule

| Project Year | High Schools 1-5 | High Schools 6-10 |
|--------------|--|--|
| 1 | 5 Fellows (year 1; phase 1) | |
| 2 | 5 Fellows (year 2; phase 2)
5 Fellows (year 1; phase 2) | |
| 3 | 5 Fellows (year 2; phase 3) | 5 Fellows (year 1; phase 1) |
| 4 | | 5 Fellows (year 2; phase 2)
5 Fellows (year 1; phase 2) |
| 5 | | 5 Fellows (year 2; phase 3) |

Recruitment and Selection. CBEE currently receives about 50 GK-12 qualifying applications for doctoral study in each year. To enrich the pool of qualified applicants with respect to interests in education, communication, etc., we will advertise the fellowship opportunities through relevant venues (e.g. American Society for Engineering Education), and personally recruit from schools with a strong emphasis in these characteristics (e. g. Purdue University). Students admitted under traditional selection criteria (GPA, letters of recommendation, personal statements, work and research history, and GRA scores) to the doctoral programs will be asked to apply to the GK-12 fellowship program. The GK-12 application (written statements, resumes, and letters of reference

focusing on teaching potential) will include assessment of the applicant's commitment to education, social maturity, demonstrated outreach, teaching, and community involvement.

Organization, Management and Institutional Commitment. CBEE combines the ABET accredited undergraduate engineering programs of Chemical, Bio-, and Environmental Engineering, and graduate programs in Chemical and Environmental Engineering. This unique pairing of the three science-based engineering disciplines results in improved collaboration, synergy and systems understanding for faculty and students alike. The research efforts in the school can be classified into three categories: (1) biomaterials and bioprocesses, (2) environmental processes, and (3) microtechnology, microelectronics, and nanotechnology. Research thrust area leaders (Drs. Chang, Jovanovic, McGuire, Rorrer and Semprini) will facilitate placement of fellows with appropriate advisors and projects. Samples of research projects in the school (Table 2) illustrate that there is appropriate depth and breadth of funded research in the school to accommodate the proposed 20 fellows and are projects from which new virtual laboratories can be developed.

Table 2. Samples of funded research projects in CBEE

| Biomaterials and Bioprocesses | Environmental Processes | Micro and Nanotechnology |
|---|---|---|
| Synergies between Enzymes in the Bioconversion to Ethanol (DOT) | Global Transcriptional Responses in Nitrogen Cycling and Nutrient Removal Processes (NSF) | Implement. of Sustainable Energy Related Processes in Microstructured Reactors (NSF, Career) |
| Peptide based antibacterial coating (NIH) | Microb. Transport and Adhesion: A Multiscale Approach (NSF, Career) | Microchannel Portable Kidney Dialysis (Home Dialysis Plus) |
| Whole-Cell Biosynthesis of Nanostructured Materials (NSF) | Experimental and Numerical Characterization of Thin Films in 3-D Porous Media (NSF) | Process Eng. of Chemical Bath Deposition: A Soft Solution Route to Flexible Electronics (NSF, Career) |
| Syn. and Function of Heparin Cont. Block Copolymers at Interfaces (NSF) | Chemotaxis I Porous Media-Exp. Observations and Upscaling for Develop. of a Descr. Theory (NSF) | Microchemical Factories for the High-Yield Synthesis of Dendritic Nanoarchitect. (W.M. Keck Fnd.) |

Evaluation. The Northwest Regional Educational Laboratory (NWREL) will collaborate to provide the evaluation for the project. The assessment and evaluation will be led by Dr. Edith Gummer, who is also involved in this role for the two NSF-CCLI virtual laboratory grants. Assessment efforts will be focused on evaluating the conceptual objectives of the project: developing fellow's skills, enriching high school teachers' knowledge and teaching portfolios, and compelling delivery of experimental learning and discipline content to high school students.

List of Faculty Participants (not including PI/Co-PI). Chih-hung (Alex) Chang (CBEE); Goran N. Jovanovic (CBEE); Joseph McGuire (CBEE); Gregory L. Rorrer (CBEE); Lewis Semprini (CBEE); Edith Gummer (NWREL); Adam Kirsch (CVHS).

School District Involvement. As part of the current CCLI virtual Laboratory project, the Virtual CVD laboratory is being implemented Spring 2008 in a pilot program at CVHS. A two-day workshop will be held at Oregon State University on August 6-7, 2008 with ten high school teachers attending. Adam Kirsch the high school science teacher implementing the Virtual CVD laboratory at VCVHS in Spring 2008 is serving as high school coordinator for the workshop. In the GK-12 project, five of the ten participants from the (CCLI) workshop will selected to host GK-12 fellows. A second workshop, funded by this project, will be held in the summer after Project Year 2, from which High Schools 6-10 (see Table 1) will be selected.

Letter of Intent -- 2008 GK-12 Solicitation

Project: *Sustainable Engineering and Global Science (SEGS) in K-12 Schools and Community Outreach*

PI Skip Rochefort , School of Chemical, Biological, and Environmental Engineering (CBEE, COE) and Director, OSU Precollege Programs

Co-PIs: Janine Trempy (COS); Dan Arp, Botany and Plant Pathology (COS, CAS, University Honors College); Lew Semprini, CBEE (COE) and Subsurface Biosphere Initiative; Bob Duncan (COAS) ; Dan Cox, O.H. Hinsdale Wave Research Lab (COE).

STEM Faculty advisors and departments involved: COE, COS, CAS, COAS, SMED
See below for complete list of participants.

Number of STEM graduate fellows per year: Ten (10) graduate fellows per year, with 2-3 mentor fellows staying for more than one year as their program of study permits.

Number of K-12 classes anticipated to be served per year: 40 – 50 per year (typically 4 classes per day per teacher with content introduced in each classroom).

Number of K-12 teachers working with the fellows per year: 10 teachers per year. Same teachers for first 3 years (if possible), with Master Teachers from this group (5) working with new teachers as the program is expanded throughout Oregon and in the last two years.

School District Partners: Corvallis; Albany; Philomath; Lebanon; Sweet Home; Lincoln (Siletz Charter & Early College High School) until year 3. Recruit teachers from outside these districts (Portland and central/eastern Oregon) for years 4 and 5 to provide national model.

Target Audience of the Project Middle School and High School classrooms; K-grey through community outreach programs.

Setting Urban, suburban and rural

NSF supported disciplines or theme(s) involved: Science, Math, Engineering, and Technology

PROJECT DESCRIPTION

Goals and Objectives

We propose to develop and implement a model (*SEGS: Sustainable Engineering and Global Science*) with a focus on engaged learning experiences about sustainability. In this model, graduate students, in collaboration with faculty, and working directly with classroom teachers, will use educational best practices to develop a “suite” of STEM-based learning modules on sustainability that cross all disciplines and could be implemented in both middle and high schools, and community outreach. Once developed and implemented, it is envisioned that these modules would evolve to meet the changing sustainability landscape, with the goal of bringing the most recent social, environmental, and technological developments into the classrooms.

The long term goal for the proposed *SEGS Model* would be that the STEM-based learning modules on sustainability become an integral component of the schools and school district programs, meet the state and national standards for STEM education in middle and high schools, and become available nationwide to establish OSU as a leader in K-12 sustainability education and outreach.

Project Plan

Given that the issue of sustainability and sustainable practices is highly cross-disciplinary, and that OSU is a national leader in many of these areas such as water issues and alternative energy, we have sought to involve faculty and graduate students from a wide range of Colleges, Departments, and Centers in this GK-12 program. The classroom implementation will be carried out by a graduate student under the guidance of a faculty mentor, teamed with a grade 6-12 classroom teacher. Initially, we will recruit a group (10) of experienced grade 6-12 teachers from each of the school districts (we have an extensive list of contacts from previous GK-12 programs by Arp, Rochefort, and Rao), and work with them for a period of three years. In years 4 and 5 we will move to new school districts and teachers, retaining half of the original group as Master Teachers to assist with the training of the new teachers. The focus of the last two years will be to demonstrate portability and sustainability of the project concepts (learning modules). We will partner with NSTA for distribution through their network.

In the initial 3 year period a series of classroom tested “learning modules” would be developed (similar to Foss kit idea) in the various STEM fields, with a focus on sustainability issues. GK-12 Fellows would not be assigned to a specific teacher/school for an entire year, but would work initially with a teacher/school to develop a self-contained learning module (probably 5-15 class hours of module time) that the teacher could integrate into their normal school-year program. The Fellow would then move to another teacher/school to deliver that same module. The most important component of this plan, which is completely aligned with the greater goals of the GK-12 program, is that the GK-12 Fellows would initially deliver these modules in the classroom with the teacher as a partner, such that when the Fellow moves out of the classroom, the teacher has the knowledge, tools, desire, and capability to continue to use that learning module in future years. In the process, the teacher acts as a mentor for the GK-12 Fellow in the skills and attributes needed for successful interaction with K-12 students. In this model, the GK-12 Fellows can be considered as consultants, in which they work with the client (teacher/school), deliver a product to meet their needs (learning module), implement and train the teacher as needed, and then develop that module for worldwide dissemination through *TeachEngineering.com*. The teachers have the valuable and somewhat non-traditional role of *both* client and mentor.

It is envisioned that these "learning modules" could be tied to state and national standards with the help of the *TeachEngineering.com* group (<http://www.teachengineering.com/>), which is promoted as a repository for teaching materials by the NSF GK-12 Directorate. We have worked with Rene Reitsma in the OSU College of Business for several years to foster this collaboration and begin the process of joining this ever-expanding international learning community

Expected and Measurable Outcomes

The educational best practices implemented in the SEGS Model include: 1) learning environments that promote inclusion, reciprocity and cooperation, 2) opportunities to be part of small group learning activities focused on both discovery and application based learning, 3) implementation of pedagogy that honors diverse ways of learning, and 4) high expectations for student success.

As a result of the proposed activities, OSU will:

- 1) Design, construct and employ STEM-based learning modules on sustainability,
- 2) Prepare and train graduate students to incorporate their research into curricula for middle and high school students using educational best practices,
- 3) Create educational environments that improve communication, teaching and team building skills for the GK12 fellows.
4. Assemble innovative professional opportunities for middle and high school teachers to learn how cutting edge research in the areas of sustainability can be integrated with educational best practices to engage students in the learning process.
5. Enrich learning environments for middle and high school students with the use of educational best practices that prepare them for success in college STEM disciplines as well as STEM based careers.
6. Build on existing partnerships and create new partnerships between institutions of higher education and local school districts.

Community Outreach

As an outgrowth of this effort we propose to incorporate STEM-based learning modules on sustainability into free-choice learning environments through community outreach activities. STEM undergraduates from the pool of dual-degree majors, College of Engineering and Science Ambassador programs, and the extensive volunteer network in COE and COS would be recruited to *volunteer* for outreach activities under the guidance of the GK-12 fellows and GK-12 faculty. This model has already been sustained from a previous GK-12 funded activity in the form of *Family Science and Engineering Nights*, *Intel ISEF State Science Fairs*, and *Discovery Days* community outreaches, which reach 8000 – 10,000 K-12 age children and their families each year in informal learning environments (school gymnasiums and similar venues). The recent Corvallis Town Hall meeting that drew hundreds of people leads us to believe that communities are “hungry” for information and activities on sustainable living topics, and we will partner with these groups to leverage the resources and activities developed in the classrooms to make them available to the entire community.

Assessment and Evaluation Plan

An Evaluation Plan will be implemented by an individual who has discipline familiarity with the proposed effort but who is not participating directly in the training of GK12 Fellows, the development of modules or the transfer of modules to the middle and high schools.

This Evaluation Plan will be both formative and summative. Specific and measurable outcomes have been proposed and are described in this pre-proposal. If selected to develop a full proposal, then an Evaluation Plan (consisting of Project Description, Evaluation Overview, Evaluation

Design, and Data Analysis Plan) will be developed, in consultation with OSU's Assessment Office, and an individual to implement the Evaluation Plan will be identified. Janine Trempy, who developed and administers the assessment process for all College of Science units, has received NSF sponsored training in developing and implementing Evaluation Plans for assessing outcomes in educational efforts such as CCLI proposals. Thus, she is qualified to oversee, in consultation with the project PI and Co-PIs and partners, the development of the Evaluation Plan, using NSF suggested guidelines. An independent assessor will be identified to implement the Evaluation Plan.

Recruitment and Selection of Fellows and Teachers

Given the experience of the PI and Co-PI's with past GK-12 programs, K-12 outreach, and the large number of affiliated faculty to serve as liaisons, it is not envisioned that recruitment of students to the GK-12 program will be an issue. Rather, what has been learned from past GK-12 experiences is that selection and training (in education practices) of the Fellows, selection of the teachers, and the eventual partnering of these two somewhat disparate groups is the absolute *key to success* of the program. We have years of experience (successes and failures!) with this and feel that our collective "history" will serve us well as we move forward in this process.

Faculty Participants and Partners

Representatives of the proposed partnerships are listed below and more may be added:

COE – Skip Rochefort (School of Chemical, Biological, and Environmental Engineering (CBEE); Director of Precollege Programs; COSEY Outreach Center Co-Director; past GK-12 co-PI); Lew Semprini (CBEE and Subsurface Biosphere Initiative); Michelle Bothwell (CBEE, engineering and environmental ethics); Hong Liu, Biological and Ecological Engineering (BEE); Roger Ely, BEE; Dan Cox (School of Civil and Construction Engineering Management, Director, Hinsdale Wave Research Laboratory); Alicia-Lyman Holt (Outreach Coordinator, HWRL); Ellen Momsen (WME Director and COE Ambassadors)

COS - Janine Trempy (Associate Dean for Student Engagement/Assessment/Outreach in the College Science, COSEY Outreach Center Co-Director,), Dan Arp (Botany and Plant Pathology, Subsurface Biosphere Initiative , and Dean of UHC), Margie Haak (Coordinator of COS Outreach and COS Ambassadors), SMED (Free Choice Learning Faculty), SEPS (Kari VanZee, Coordinator of K-12 outreach and teacher training), Geosciences (Roger Nielsen), Martin Schuster (Environmental Microbiology)

COAS – Bob Duncan (Associate Dean) and COAS faculty to be determined.

CAS – Dan Arp (Botany and Plant Pathology, UHC Dean, and Subsurface Biosphere Initiative and past GK-12 PI), Dan Edge (Chair of Fisheries and Wildlife), Jerri Bartholomew (Director of the Salmon Disease Lab), Sujaya Rao (Crop and Soil Science and past GK-12 PI)

COB - Rene Reitsma (*TeachEngineering.com* -- Module national deployment)

CLA – Denise Lach (Sociology Dept. and Water Resources Institute)

Outreach and Engagement - Tryna Luton (K-12 online and Siletz Academy partner); Roger Rennenkamp (Director, Extension 4H Youth Development); Mario Magana (4H Latino Youth Development Coordinator).

OSU Centers: Institute for Water and Watersheds (Dr. Todd Jarvis, Associate Director); Hatfield Marine Science Center and Marine Science Program (Sean Rowe); *ONAMI* (Skip Rung, CEO); *BEST* (The Built Environment and Sustainable Technologies Research Center, Dr. Ken Williamson); O.H. Hinsdale Wave Research Laboratory and HWRL/NSF NEES Tsunami Facility (Dan Cox, Director)

Community Partners: ASOSU - Student Sustainability Initiative and Center; Corvallis Sustainability Coalition

Additional information that was not required for LOI but provides some insight into how the GK-12 program will be operated.

BUDGET (rough draft per YEAR): \$600,000 yr x 5 years = \$3 million

Graduate Students (10/yr @ \$40,500 total) = \$405,000

Teachers (10/yr @ \$4500) \$45,000

sub-total (stipend and cost of education funds – indirect costs) = \$450,000

Coordinator (0.5 FTE – salary + OPE) = \$40,000

PI (1 mo salary + OPE) = \$10,000

Evaluation and Assessment : \$15,000/yr

Supplies (for learning modules and outreach): \$20,000 - \$40,000/yr (fluctuates by cycle of development of modules)

Summer Teacher Workshops: \$25,000

Travel to NSF and meetings, etc.

Total = \$600,000



College of Oceanic & Atmospheric Sciences

Oregon State University, 104 COAS Administration Building, Corvallis, Oregon 97331-5503

T 541-737-1339 | F 541-737-2064 | <http://www.coas.oregonstate.edu> | mharte@coas.oregonstate.edu

November 26, 2007

Chair, Graduate Council
300 Kerr Administration
Oregon State University
Corvallis, OR 97331-2121

Dear Graduate Council

The following is our response to issues raised by the Budget and Fiscal Planning Committee with respect to the proposed Graduate Certificate in Fisheries Management and the proposed Graduate Certificate in Marine Resource Management.

Graduate Certificate in Fisheries Management – On campus

Therefore, the committee approves the on-campus delivery of this certificate but has a few comments for the Curriculum committee to take note of, including:

a. No liaison e-mail with the Chair of Sociology was found despite there being 3 Sociology courses in the Human Dimensions sub area of courses listed. Thus, the long term commitment and ability of the Sociology Department to offer these courses can not be known.

Dr Sally Gallagher chair of Sociology supports the inclusion of the sociology courses in the Graduate Certificate. Please see attached correspondence.

b. Email liaisons with Adell Amos, a representative from the University of Oregon clearly states that OSU be aware that, "there is no commitment to teach Ocean Law [MRM 525] indefinitely." This course is also in the Human Dimensions sub area. Whereas this point is of little consequence for the Certificate in Fisheries Management because it is an optional course, it is a more important issue in the Certificate in Marine Resources Management proposal (see below).

COAS is developing Ocean Law as an Ecampus course so that it can be offered by an OSU-employed, suitably qualified instructor if UO can no longer offer Ocean Law in the long term.

c. Obviously, the maintenance of this new certificate program would require, as of yet unspecified, funding should a large number of existing courses that constitute it be dropped from the books over time due to their respective departments' inability or unwillingness to support them (e.g., MRM 525 and possibly SOC 580,581,585). However, email liaisons with the other relevant program heads suggests this will not be an issue in the foreseeable future.

The existing Masters of Science in Marine Resource Management (MRM) from which the proposed Graduate Certificate in Fisheries Management derives is equally dependent on the offering of constituent courses across various academic units. The MS degree has been in existence since 1974 and has adapted its course requirements in response to both changes in course offerings from other academic units and in response to student and employer demand for specific course offerings. The MRM director is confident that other academic units will continue to offer the courses listed in the short to medium term. If any of the listed courses are not offered in the long term, the MRM director will approve the substitution of similar courses in human dimensions or in the fisheries science subject area.

The text of the Category 1 proposal has been amended by the addition of a paragraph under the subject area course listings stating: “The Director may also approve any other course deemed relevant to the study of fisheries management as a substitute for any of the above courses.”

Graduate Certificate in Fisheries Management – Extended campus

The proposal implies that the Ecampus grant in combination with future Ecampus revenue from its associated courses will cover all library costs, student access costs, and a 0.15 FTE Coordinator. To the extent this is true the B&FP committee approves the Ecampus delivery of this certificate but it is conditional on the presentation and inclusion of an estimated budget outlining Ecampus activities and associate library expenses.

The budget aspects for this part of the Certificate Proposal was difficult to specify and evaluate. The 0.15 FTE RA/Program Coordinator (page 13) does not appear on the Budget Outline.

The 0.15 FTE RA/program coordinator is for the establishment phase of the Ecampus certificate and once established the Ecampus certificate option does not require 0.15 FTE support. The initial 0.15 FTE support is budgeted for in the \$73,000 Ecampus establishment grant.

The Library Evaluation Report indicated: (a) an initial \$3,500 expense, (b) \$6000 in annual expenses, and (c) \$175 per student annually in "access" expenses. Presumably the \$73,000 grant from Ecampus would cover some of these initial costs in addition to Ecampus course development costs but none of this was included in the Budget Outline so it was impossible for the B&FP committee to validate.

The library evaluation states that existing resources are adequate but that it would be desirable to expand the collection to address anticipated international student enrollment in the Ecampus component of the certificate. The Ecampus grant will provide for initial library expenses to enhance the collection. Ongoing expenses depend on the level of enrollment. If the level of enrollment justifies it, additional library funds will be provided from program revenues. The OSU Libraries do currently receive a set percentage of Ecampus revenue. We would also like to reiterate that existing library resources are adequate and that the intent is to reach the desirable level of library resources over time contingent on Certificate enrollment.

Professor Janet Webster (OSU Libraries) has written a more detailed response to the Budget and Fiscal Planning Committee concerns. This is attached.

The committee also felt that the proposal could have provided an analysis of whether and what the minimal number of Ecampus students would be for the online version of this certificate to be self-sustaining.

All of the courses that are part of the Certificate are, or will be, offered via Ecampus independently of the Fisheries Management Certificate as part of their home department's Ecampus offerings. Whether or not they need to be self-sustaining depends on whether the home department requires the full costs of the course to be covered by Ecampus enrollment. For example, if the Ecampus course is offered at the same time as the on-campus version of the course there is only a small additional cost to the department to offer it online. If the course is solely offered as an Ecampus course then it likely will be required to be self-sustaining. The majority of the Ecampus courses in the Fisheries Management Certificate are offered or will be offered alongside the on-campus offering.

As with any course, low enrollment will result in the Ecampus course being offered on a less frequent basis. Ongoing lack of demand for a course will likely see it dropped by the College and/or from the certificate electives.

Because the Ecampus courses are not solely dependent on student enrollment in the Fisheries Management Certificate, the minimum continuous viable enrollment is lower than it would be in a stand alone Ecampus certificate program. Initial enrollment in the certificate is estimated at approximately 10-15 students. A continuous enrollment of 25-30 students is expected in the longer term.

This analysis was an integral part of the Ecampus grant proposal. A memo from Ecampus supporting our enrollment analysis is attached.

Graduate Certificate in Marine Resource Management

The committee approved this certificate proposal but made a few comments for the Curriculum committee to take note of, including:

a) No liaison e-mail with the Chair of Sociology was found despite there being 3 Sociology courses in the Human Dimensions sub area of courses listed. Thus, the long term commitment and ability of the Sociology Department to offer these courses can not be known.

Please see relevant response above.

b. Email liaisons with Adell Amos, a representative from the University of Oregon clearly states that OSU be aware that, "there is no commitment to teach Ocean Law [MRM 525] indefinitely." Since MRM 525 is a required course in this certificate program, some discussion of the contingencies needed if and when Richard Hildreth (UO) stops teaching this course for OSU seem appropriate to include.

Please see relevant response above and note that COAS is also developing Coastal Law as an Ecampus course, which at the moment is a required course for the MS degree in Marine Resource Management.

c. Obviously, the maintenance of this new certificate program requires the continued offering of MRM 525 as well as some sufficient number of constituent courses now offered across various academic units. No mention was made as to how the Certificate Marine Resources Management would be affected by, or respond, should any of its constituent courses be dropped from the books. It should be noted, however, that email liaisons with the other relevant program heads suggests this will not be an issue in the foreseeable future, MRM 525 notwithstanding.

The text of the Category 1 proposal has been amended by the addition of a paragraph under the subject area course listings stating: "The Director may also approve any other course deemed relevant to the study of marine resource management as a substitute for any of the above courses."

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Yours faithfully

Michael Harte
Professor & Director, Marine Resource Management Program
Oregon Sea Grant Extension Specialist

W. Daniel Edge
Department Head
Fisheries and Wildlife

Attachment 1: Email from Chair of Sociology

Attachment 2: Letter from Janet Webster OSU Libraries

November 26, 2007

Dr. Michael Harte
Marine Resource Management Program
College of Oceanic and Atmospheric Science
Oregon State University

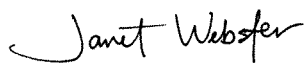
Dear, Dr. Harte,

In regards to the review of the Category 1 Proposal for a Certificate in Fisheries Management, I would like to comment further on the OSU Libraries needs. The present collections and services are adequate to support the certificate program. The estimated \$2500 for enhancing the collection is available from the program's start up funding. This will be used to identify gaps in print and electronic resources, and acquire as appropriate. The annual cost of \$1000 for librarian and staff time for ongoing collection development is currently included in the OSU Libraries budget and will continue as such.

The Ecampus component of the Fisheries Certificate raises issues that are not unique to this proposal. In my evaluation, I included a "per student charge" as that is familiar existing budget approach. However, as the University moves towards more electronic delivery of courses and program, this approach is not as useful. I suggest that we proceed with the Graduate Certificate in Fisheries as proposed, and use the next two years to develop a new model for integrating the provision of library services and resources into new programs or courses that move to Ecampus delivery. Currently, the OSU Libraries receive a set percentage of the Ecampus revenue to provide services to distant students. Graduate students in this professional program may benefit from a different model for access to pertinent information resources. Consequently, more work needs to be done with the faculty involved to investigate ways to better utilize library services and resources through more sophisticated use of technology. Funds to work on this may be available through an Ecampus grant.

At this time, I and the OSU Libraries can support this Category 1 as proposed with the understanding that the OSU Libraries will be involved in phased development of a new model for providing information resources to graduate students.

Sincerely,



Janet Webster
Professor
OSU Libraries

Attachment 3: Letter from Paula Minear Ecampus

To: Dr. Tom McClain
Chair, Graduate Council
CC: Dr. Michael Harte
COAS
From: Paula Minear
Director, Department and Student Services
OSU Extended Campus
Date: 11/28/07
Re: Proposal for *Certificate in Fisheries Management* - College of Oceanic and Atmospheric Sciences (COAS)

OSU Extended Campus -- Evaluation of Program Potential

Dr. Michael Harte presented a proposal for an online Graduate Certificate in Fisheries Management through an OSU Extended Campus RFP for new programs. As part of the proposal, he was asked to describe his program in detail, explain the rationale for developing this program online, characterize the target audience, list the composite courses and content experts, and describe how this proposal aligns with the OSU Strategic Plan and the mission of OSU Extended Campus to make OSU expertise available to nonresident learners.

Our program review committee consists of Susie Leslie and/or Gina Shellhammer from Academic Programs, Lisa Templeton (Director of Marketing and Communications), Dianna Fisher (Director of Project Development and Training), Alfonso Bradoch (Assistant Director of Department and Student Services), and myself. We evaluated the proposal based on whether it strengthens existing Ecampus or OSU programs, entails a collaboration between departments or colleges, delineates a clear timeline for completion, and whether the program design maximizes access for non-residential, non-traditional students. We assess the potential audience based on OSU reputation in the content area and likelihood of professional and international enrollment. The courses must be fully described and already have Category 2 approval. The program and courses must be outcome-based and aligned with accrediting standards, and the instructional resources must be readily available. We require a convincing needs assessment and an analysis demonstrating potential for sustainability.

During this process we requested a custom report from Eduventures, Learning Collaborative for Higher Education. They undertook a scan of professional association websites and relevant labor market data to identify existing providers of training and trends related to demand for this proposed program in fisheries management. Eduventures found very few competing online courses for distance programs in fisheries management, although they found one course at West Virginia University in Advanced Fisheries Management. No other online graduate programs were evident. They recommended partnering with professional organizations like the American Fisheries Society to fulfill professional certification requirements. Dr. Harte has excellent connections with international fisheries organizations and plans to kick off this online graduate certificate at the World Fisheries Conference in Japan in October 2008. We are confident that the courses will be successful and enrollment will be sustainable, although we predict that there will be a start-up period with somewhat lower enrollments.

After review of this proposal, the committee determined that the proposed Graduate Certificate had everything required except for Category 1 approval. We agreed to fund the program after it is approved by OUS, subject to availability of funds (funds are still available at this time). Funding from Ecampus will cover development or redevelopment of the online courses and program coordination. Our marketing group will undertake a thorough marketing campaign to appropriate audiences, building upon databases we have assembled and experience we have gained through our online programs in Natural Resources, Environmental Sciences, Fisheries/Wildlife, and Sustainable Natural Resources.

Please let me know if you have further questions. We look forward to making this new graduate certificate available to students throughout the world.

GRADUATE COUNCIL MEETING

**October 18, 2007
3:00pm, MU Boardroom**

Present: Professors Colwell, Fisk, Francis, Gitelman, Grosskopf, Harter, King, Kioussi, McLain, & Russ-Eft

Absent: Professor Wolpert, Mary Strickroth

Guests: Ryan Readdy, Angelicque White and their guests;
Aaron Wolf, Lynette de Silva, Roger Nielsen, Sherman Bloomer

Award Reception

An award reception was held in honor of Ryan Tucker Readdy, winner of the Hebert F. Frolander Outstanding Graduate Teaching Assistant Award, and Angelicque White, winner of the OSU Distinguished Dissertation Award and nominee for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Award competition.

Graduate Council Minutes for October 4, 2007

The minutes from the October 4, 2007 Graduate Council meeting were approved as amended.

OLD BUSINESS: Task Force on the Post Doctoral Experience

Tom McLain (Forestry) informed the Council that Barbara Bond and Theo Dreher were appointed to the President's Task Force on the Post Doctoral Experience as Graduate Council representatives. Both Drs. Bond and Dreher are former members of the Graduate Council.

T. McLain also announced that Alix Gitelman has returned to the Graduate Council this fall, representing the College of Science. Dreher had served in Gitelman's place while she was on sabbatical Spring 2007.

Follow up Review of the Computer Science Graduate Program

Standing in for Barbara Bond who was chair of the original review and of this follow-up review, Martin Fisk (Graduate School) presented the report of the Computer Science

Graduate Council Program Review follow-up. The original graduate program review took place in March, 2004. Both M. Fisk and Barbara Bond revisited the school on September 13, 2007. They met with the Director and Associate Director of the School of Electrical Engineering and Computer Science: Terri Fiez and Bella Bose. M. Fisk reported briefly on the progress the Computer Science program has made toward the eight major recommendations made in the original review report.

A. Gitelman asked for more information on the recruitment of OSU undergraduates to the Computer Science program. She asked if OSU undergraduates are recruited because they are the best applicants or because they are more likely to matriculate. M. Fisk could not offer an answer as that topic was not explored in detail during the meeting, however, other Council members suggested two possible justifications for recruiting OSU students: the competitive nature of Computer Science (CS) programs in general, and the high cost of a national recruitment effort. It was suggested that this practice is characteristic of a new program or a program experiencing a lot of competition. Rick Colwell (COAS) asked Council members if it is common practice within their respective units to recruit graduate students internally. All Council members present responded that it is not.

T. McLain asked for clarification on the new process of funding Teaching Assistantship (TA) appointments by research group. He also wondered whether TAs with specific skills are being placed in complimentary CS courses and if the unit's undergraduate instructional needs are being met with this new system in place. M. Fisk could not address those questions. M. Fisk and the Council did have additional conversation on the topic of the funding of CS students, including discussion on the department's move to a more timely TA appointment notification system, the move toward funding PhD students before Master's students, and the raising of Teaching Assistantship stipends.

Discussion was also held regarding the placement of CS graduates. As in the past, most graduates of the Program continue to find industry jobs. M. Fisk also reported that the department has lost faculty members to industry, however, the Program has raised the total number of faculty to 18 after having hired three new faculty members.

A motion was made and seconded to approve the Computer Science Follow-up Review Report. All voted in favor. Motion passed.

Policy for admitting students with 3-year foreign degrees

Graduate Schools in the United States are increasingly receptive to admitting at least some of the applicants with 3-year European degrees. Several universities say they accept such degrees. A minority will not accept applicants from European universities unless they complete four or more years of university education. Oregon State University has fallen into the middle ground of insisting on the equivalent of a four-year accredited U.S. university, but relying on various guides, plus information from OSU programs, to determine which applicants meet this equivalency standard.

T. McLain informed the Council that this topic has been on the Graduate Council agenda each year that he has been a member and he feels that it is important to learn how the European Union's movement to 3-year undergraduate degrees will affect OSU's graduate admissions policies. He said that the Council might want to express an opinion on how the Graduate Admissions Committee (GAC) should handle applications from students with 3-year degrees. He added that it is the Graduate Council's purview to advise the GAC and to modify admissions policies.

M. Fisk then provided the Council members with an overview of the EU decision – and information on how these applications are currently handled at OSU.

T. McLain suggested that we could encourage more applicants from Europe if the language in the OSU catalog is modified to indicate that 3-year degrees are considered on a case by case basis. Sally Francis (Graduate School) agreed that modifying the catalog language would be effective but it would represent a marketing change only. If the Council wants to effect a policy change, the members could decide, for example, that OSU will accept 3-year Bologna degrees only (3-year degrees from other countries would continue to be inadmissible). After additional discussion T. McLain summarized that Council members agreed to ask M. Fisk to perform additional research to learn the admissions policies of OSU's peer institutions and other select universities and to examine the language in their catalogs for the purpose of possible adoption/adaptation.

Category I Proposal for a Graduate Certificate in Water Conflict Management and Transformation

Professors Lynette de Silva and Aaron Wolf gave a short presentation describing the proposed graduate certificate program in Water Conflict Management and Transformation and offered the Council rationale for offering this program at OSU at the present time. Dean Sherman Bloomer offered his college's strong support of the new program. He indicated that there is great national demand for a program in water conflict management and that OSU is uniquely positioned to offer it.

T. McLain asked for clarification on program leadership and the admission process. L. de Silva answered that the graduate certificate would be housed in the Geosciences department and that she would oversee the running of the Program. A. Wolf responded that an admissions committee has not been established. S. Francis mentioned that graduate certificate programs are few and that she doubts that OSU units offering them have formal admissions committees, although she added that one might want to examine how the College of Forestry manages the Sustainable Natural Resources graduate certificate program. L. de Silva told the Council that the certificate program holds the same admissions requirements as the water resources graduate degree programs.

Additional discussion was held concerning:

- Minor vs. Certificate – both are transcript visible
- Percentage of Graduate standalone courses – certificates also held to the 50% rule
- Introduction to policy courses already over utilized by other management programs. Will this limit the number of certificate students?
- E-campus – the design of creative and effective e-courses and the resources resulting from those courses

The Graduate Council members agreed that it is necessary to return the CAT I proposal creating a Graduate Certificate in Water Conflict Management to Geosciences asking for clarification on the following two concerns:

- 1) How will the Graduate Certificate accommodate the 50% rule? Note that in the section of the Graduate Catalog on certificates it states: "Certificate students are subject to all general policies governing the courses for the master's degree." A graduate certificate needs to have at least 50% of its credits as stand alone graduate courses.
- 2) Conversation between Geosciences and the Grad Council led to the understanding that the CAT I proposal is creating both a graduate certificate and a graduate minor. If that is the intent, you will need to submit a CAT II proposal to establish the graduate minor. The option of a graduate minor is only automatic when there is an existing graduate major.

Meeting adjourned.

Faculty Senate

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GRADUATE EDUCATION ROUND TABLE

D-R-A-F-T P-R-O-P-O-S-A-L

September 15, 1999

The **Graduate Education Round Table** is the vehicle for strategic planning, initiative development, and advancing excellence in graduate education at OSU. Appointed by the Provost and Executive Vice President, the **Round Table** is empowered to undertake initiatives pertaining to graduate education in such areas as: graduate teaching assistant training and assessment; new graduate student orientation; graduate faculty training and assessment; graduate student enrollment management including recruitment, admission, and support; and enhancement of learning at the graduate level. As appropriate, the Graduate Education Council may make policy recommendations to the Graduate Council. The **Graduate Education Round Table** maintain liaison with Faculty Senate Committees on behalf of graduate education. The **Round Table** will meet regularly during the academic year to identify issues and priorities and to advance initiative plans.

The **Round Table** will be comprised of faculty, graduate students, and administrators at OSU in the area of graduate education. Activities of the **Round Table** are expected to involve faculty and responsible officers from the Graduate School, Admissions Office, Research Office, Student Affairs, Distance and Continuing Education, Financial Aid, International Education, Multicultural Affairs, and academic colleges to coordinate matters of mutual concern. Work groups may be created as indicated by emerging opportunities and challenges and/or to work in coordination with appropriate Faculty Senate committees/councils and/or administrative committees to develop quick response solutions to urgent problems and opportunities as they arise.

Chaired by the Dean of the Graduate School, the **Round Table** will consist of the Vice Provost for Research, 3 academic deans, 2 chairs/heads/directors of departments/graduate programs, Graduate Council Chair, and 2 Graduate Faculty members who are members of **Graduate Education Round Table** Work Groups, and 2 graduate students. Members shall be appointed for 3 year terms (initial appointments shall be for 2 and 3 years so that approximately 1/3 of the members will rotate off each subsequent year). Also, chairs of any work groups that may be created shall serve as *ex officio* non-voting members of the **Round Table**.

GRADUATE EDUCATION ROUND TABLE MEMBERSHIP

Chair: Dean, Graduate School

Vice Provost for Research

Academic Dean 1

Academic Dean 2

Academic Dean 3

Chair Graduate Council

Chair/Head/Director Department/Graduate Program 1

Chair/Head/Director Department/Graduate Program 2

Graduate Faculty Member 1

Graduate Faculty Member 2

Graduate Student 1

Graduate Student 2

Chairs of any work groups that may be created shall serve as ex officio non-voting members of the **Round Table**.

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Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2013 Minutes](#) » January 7, 2013 Minutes

Graduate Council

January 7, 2013 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Greg Herman, Don Jump, Janet Lee, Walt Loveland (proxy for Mike Lerner), Stacey Semevolos

Voting Members Absent: Theresa Filtz, Murray Levine, Darrell Ross

Ex-officio, Non-voting Members Present: Anita Azarenko, Brenda McComb

Welcome and Introductions

In addition to the appointed members, Walt Loveland was introduced as a substitute for Mike Lerner.

Approval of Minutes

Approval of the [December 6](#) minutes was deferred.

Updates

- Scheduling – Because the next bi-weekly meeting would be January 21, which is the Martin Luther King Jr. holiday, the next meeting will be January 28, then February 4, then the Council will attempt to resume an every other week format. The meetings will adjourn by 12:50 because some members have 1:00 commitments.
- Community College Leadership Program – The memorandum was updated and sent to the Graduate School.
- The Category I to rename the Women's Studies program to Women, Gender, and Sexuality Studies was approved and forwarded.
- Physics Program Review – The memorandum was updated and sent to the Graduate School.
- MOU on Low Residency MFA – Neil Browne is scheduled to visit the Council at on January 28.

[Applied Anthropology Graduate Program Review](#) – *Reviewer: Don Jump*

- Don stated that the PhD program is still fairly new as it started in 2006 and outlined the findings of the review team. Due to recent reorganization, they are no longer a department, but a program within a school, which has led to a loss of identity, power and control of their program – they want to be viewed as anthropologists; need to improve financial (stipend) support for AAGP graduate students; need to improve student-to-faculty ratio in the AAGP (there are 60 MS thesis students and 17 PhD students for 12 faculty – this does not appear to include the MAIS students who are sponsored by the group); and staffing support needs to be increased to keep faculty from being overwhelmed with clerical work.
- The primary recommendation from the Council will be to maintain. While the Council agrees that expansion could be warranted, it was felt that the cultural issues associated with the reorganization need to be worked out before additional resources are committed for expansion. It's recommended that the MA program be continued and the newly developed PhD program shows great promise.
- The School is currently recruiting two faculty who could end up being in Anthropology, although the faculty recruitment is not specifically for Anthropology. It was noted that they may not have actively sought out other OSU anthropologists to assist with the student-to-faculty ratio. There is also the possibility of courtesy appointments from state-wide anthropologists.
- Merging into a school was a culture shock and the faculty appear to be isolated and insular; they need to reach out to other units on campus and expand the advisor base using courtesy and affiliate appointments.
- The use of descriptive words in the first paragraph was suggested to alert the Provost to issues that need to be resolved. Don agreed, but noted that it was a group decision to not include this at the beginning of the report.

It was noted that the school has pockets of money that weren't available to Anthropology.

- It was felt that the statement that there was no one does social sciences is inaccurate.

Action: At this point, the report will stand with a recommendation to maintain. Jim will summarize concerns and invite Susan Shaw and Larry Rodgers to the January 28 meeting.

Limits on thesis credits

- There has been a request to increase the number of thesis credits for Master's degrees that will still count toward the 45 credit hours. The current guidelines require a minimum of 6 and a maximum of 12 for a 45-credit hour program. The requesting unit did not provide rationale for the request.
- It was noted that the limit can be fixed internally if the unit requires students to take other courses.
- How many credit hours do peer units allow? If the allowance is based on peer institutions, this exception would only apply to the requesting unit and not the university.

Action: The Graduate Council will advise the requesting unit to provide rationale so the Council may better discuss the request and determine peer limits.

Brenda suggested that the Council may wish to look at the overall requirements at some point and determine if OSU is in line with other institutions.

Graduate Program Review Guidelines – Anita Azarenko

- Theresa Filtz and Don Jump reviewed the draft Guidelines on behalf of the Graduate Council and provided input.
- For the Metric Table on pages 3 and 4, those items marked with a 'Y' in the 'Provided Centrally' column will be provided to units on a yearly basis.
 - It was suggested that an agreement be made with the Business Centers that they pull graduate student funding rather than have each unit provide the information. Anita suggested that Institutional Research may also be able to provide the information.
 - Anita will clarify the required time period for Table K.
- There is a possibility that spring term program reviews will be allowed to use the proposed guidelines as a pilot.

Action: Jim asked the Graduate Council members to review the draft and forward comments to Anita by January 14; he will ask for an email vote.

Update on Graduate Certificate

- Brenda reported that the OUS Provosts Council agreed to adopt the Category I proposal for the Graduate Certificate in College and University Teaching and noted there is a draft position description for a .5 FTE director and a TA to assist the director. The only pushback came from PSU which has an adult education degree and considers the proposal to be in competition.

Graduate School Report

- Masters of Applied Science (MAS) – Anita explained that the MAS is used most commonly in the UK and Australia and a few US institutions; it is a professional degree, typically a non-thesis degree. The Ecologic and Organic degree is being proposed. The PSM has a strong business emphasis, which does not exist in the MAS. It was noted there is a possibility of redundancy with MEng, and others. It's wise to have an optional component that is site-based.
- Brenda noted that Catherine Mater is attempting to create an opportunity for 100-150 Iraqi PhD students to received training. OSU may be able to accommodate 30-35 per year. The deans need assurance that there will be five years of funding. The Ministry of Higher Education in Iraq is involved.
- Scholar's Insight Event – Students would present their thesis in three minutes and an award goes to the best presentation; it's not uncommon for other institutions to do something similar. This would be an opportunity for students to communicate their thesis to a non-technical audience. It would also bring attention to graduate study at OSU.
- GRAD Course Prefix – Anita noted there will be some courses that cross-cut across disciplines and there is interest in non-technical communications courses.
- Admissions – Anita reported that just under 3,000 applications have been received and the Graduate School has been answering about 100 email and 50 calls per day. There were 335 degrees that were certified in Fall 2012.

- Scholarships, Awards, Recruiting
- Laurels Block Grants will begin reviewing applicants
- Provost's distinguished awards will be reviewed in February
- Recruiting – McNair scholars are being recruited
 - Currently looking at a mechanism to work with units attending recruiting fairs so the Graduate School can follow- up.
- A foundation development officer starts this week and will begin raising funds for graduate scholarships.
- 4+1 degree – Still working on the degree, but it will be called a co-degree rather than 4+1. Students in their junior year could apply for graduate programs.
- Talking with Sabah Randhawa and Rick Spinrad about allocating funding to allow PIs to pick graduate students rather than post-doc students.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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Neil Browne
Graduate Council Meeting
Feb 4, 2013

MFA in Creative Writing (low residency) proposal

MFA Thesis Committee (p.5)

“Committee Composition for the MFA thesis: The committee will consist of the Director, who will hold an MFA, the professional mentor (chair), Henry Sayre (Distinguished Professor) or Neil Browne (Associate Professor), and the Graduate Council Representative.* Low-residency programs maintain a stable core of professional mentors who are qualified to support thesis work and are typically renewed term by term in service of thesis advising. In addition, low residency programs typically have an additional group of professional mentors who may serve in a variety of shorter-term roles to lead workshops and provide programming. As the program develops and a solid core of professional mentors is established, these individuals will also be able to serve on MFA thesis committees. All professional mentors will hold a terminal degree.”

*See list for Graduate Council Representatives from OSU Cascades. Graduate Council Representatives will need to be recruited from OSU Cascades tenured and tenure-track faculty.

(Note: Professional Mentors. There is language in the proposal under head 3. The program will establish a core of Professional Mentors who will work on a consistent basis. As the program builds and these professional mentors become a key part of the program, they will be able to serve as committee members and chairs as well.)

MATRICES (p.4)

Outcome 1: Produce original work in a specified genre, culminating in a thesis of publishable quality and of high literary merit. The student and professional mentor confer to determine length, form, and content, but typically a thesis will be for prose, 80-120 pages, and for poetry, 38-45 pages.

- ✓WR 516: ADVANCED COMPOSITION (4 credits)
- ✓WR 524: ADVANCED FICTION WRITING (4 credits)
- ✓WR 541: ADVANCED POETRY WRITING (4 credits)
- ✓WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- ✓WR 503: THESIS
- ✓WR 504: WRITING AND CONFERENCE
- ✓WR 599X

Outcome 2: Develop and employ methods of intensive revision.

- ✓WR 516: ADVANCED COMPOSITION (4 credits)
- ✓WR 524: ADVANCED FICTION WRITING (4 credits)

- ✓WR 541: ADVANCED POETRY WRITING (4 credits)
- ✓WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- ✓WR 503: THESIS
- ✓WR 504: WRITING AND CONFERENCE
- ✓WR 599X

Outcome 3: Demonstrate mastery of various literary theories and techniques. Mastery will be achieved through participation in the poetry or fiction/non-fiction workshop (24 total credit hours of WR 521, WR 524, or WR 548), as well as in courses that focus on specific aspects of craft. Craft courses concentrate on a particular theory, genre, theme, technique, author or topic. Examples include courses on dialogue, the “uncanny” novella, linked story collections, the prose poem, the lyric essay, literary imitations, etc.

- ✓WR 516: ADVANCED COMPOSITION (4 credits)
- ✓WR 524: ADVANCED FICTION WRITING (4 credits)
- ✓WR 541: ADVANCED POETRY WRITING (4 credits)
- ✓WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- ✓WR 503: THESIS
- ✓WR 504: WRITING AND CONFERENCE
- ✓WR 599X

Outcome 4: Demonstrate an understanding of the contemporary creative writing profession. In addition to the instruction received in workshops on the profession, students attend mandatory residencies each year. These events feature nationally acclaimed writers who give public readings of their work and conduct colloquia specifically designed for the MFA students. Students engage in in-depth conversations with the writers about craft, the creative process, publishing, creative writing pedagogy, and other topics. Students also benefit from panels on a wide range of subjects relevant to the profession, as well as readings, roundtable discussions, and other events.

- ✓WR 516: ADVANCED COMPOSITION (4 credits)
- ✓WR 524: ADVANCED FICTION WRITING (4 credits)
- ✓WR 541: ADVANCED POETRY WRITING (4 credits)
- ✓WR 548: MAGAZINE ARTICLE WRITING (4 credits)
- ✓WR 504: WRITING AND CONFERENCE
- ✓WR 599X

Outcome 5: Perform all activities in an ethical manner. This will be demonstrated by the student’s production of original work; by the student’s ability to engage in constructive criticism and evaluation in a workshop setting, both oral and written; and by the student’s coursework in literature, where he or she will explore a diverse canon of primary and secondary literary sources and document scholarship appropriately. An ethics component will be added to each residency period, here designated by 599X.

- ✓WR 516: ADVANCED COMPOSITION (4 credits)
- ✓WR 524: ADVANCED FICTION WRITING (4 credits)
- ✓WR 541: ADVANCED POETRY WRITING (4 credits)
- ✓WR 548: MAGAZINE ARTICLE WRITING (4 credits)

✓WR 599X: ETHICS AND GRADUATE STUDIES IN CREATIVE
WRITING (1 credit)

Initially, program success in a broad sense will be gauged by the following benchmarks:

A High Graduation Rate. A high percentage of matriculated students graduate from the program, and a small number of students drop out or transfer to other programs.

Acceptance Ratio. The program will maintain a high number of applications in relation to acceptances.

Literary Accomplishments in Post-Graduate Student Work. Many graduates go on to publish significant literary work and to win honors and awards for their writing.

Outside Assessment. After the program is up and running for two or three years, we will invite the AWP (Association of Writers and Writing Programs), the national organization for university creative writing programs to a program wide assessment.

Oversight (p. 2)

“Along with the director, the Board will also assume the responsibility of overseeing the composition of MFA thesis committees, and the hiring and performance of professional mentors. The board will provide orientation and direction to the Director. Procedure:

RESIDENCIES

1. One Board member (and other veteran mentors) will attend any new mentor's lecture or class.
2. Board and veterans go to the lectures and classes by returning mentors.
3. Students evaluate every class and lecture and provide comments on workshops during residencies.

The Director will receive the board, faculty, and student evaluations and report on each to the Board in full.

MENTORSHIP TERMS

4. Both the faculty member and the student will fill out a form at the beginning of each term listing the mutually-agreed upon expectations for the term, covering both writing and reading assignments.

a. Each student answers a prompt at the midterm and again at the end of the semester about work with his or her mentor. The director evaluates progress gauged on student and mentor agreed upon expectations (4).

b. At mid-term, both student and mentor will file, with the Program Director, a progress report; then again at the end of the term, the mentor and student will file a report on

whether or not the term's goals had been satisfactorily met, gauged on student and mentor agreed upon expectations (4)—if not, why.

The director sees every faculty member's midterm evaluations and final evaluations, and will report to the Board in full about the faculty member's work. Only fully satisfactory mentors can be renewed.

The low-residency program is administered under the same conditions as other graduate programs at OSU-Corvallis, with governing authority ultimately belonging to the Director of the School of Writing, Literature and Film. Local authority on day-to-day operations and hiring/renewals or non-renewals of professional mentors belongs to OSU Cascades. The MFA Low Residency Director will have the responsibility of personnel decisions, advising, admissions, scholarships, and student appeals."

**An Action Plan for the
Master of Arts in Interdisciplinary Studies (MAIS)
Graduate Program**

The Graduate School
Oregon State University

September 2013

Prepared by
David Bernell
Director, Master of Arts in Interdisciplinary Studies Program

Introduction

The Master of Arts in Interdisciplinary Studies (MAIS) program has undergone a comprehensive review in 2013. As a result of this review, which has included the preparation of a self-study and an on-site review, the MAIS program has been provided with a number of recommendations to strengthen the program.

The review panel has recommended the following:

1. Expand the focus of the MAIS beyond the College of Liberal Arts, possibly including serving as an incubator for new interdisciplinary graduate programs, and increasing the Director appointment to .5 FTE or adding a Co-Director from STEM disciplines.
2. Rebrand and market the MAIS to attract top applicants and bolster the program's reputation.
3. Consider adding a writing requirement for applicants, and perhaps using GRE or GMAT scores.
4. Continue core MAIS courses and add a third on research methods.
5. Add a required research colloquium series for 2nd year students, either in addition to or in lieu of a third required core course.
6. Develop "tracks" in disciplines that cohorts could take together.
7. Establish one or two admissions cycles instead of continuing rolling admissions.
8. Require the same number of credits in each area of study.
9. Consider requiring an appendix to every thesis or project that provides an account of how interdisciplinary scholarship was achieved.
10. Develop a handbook for MAIS faculty and advisors.
11. Provide a "home" for MAIS students either in the form of a physical space or continuation of IST courses into the 2nd year.
12. Track information on students in a way that is accessible to departments and faculty.

These recommendations, along with the discussion of the MAIS program in the full report, all point to several broad objectives, which can be characterized as such:

- A. Broaden the appeal of the MAIS beyond the College of Liberal Arts
- B. Achieve a greater sense of interdisciplinarity in students' work and their identity on campus
- C. Clarify the roles, responsibilities and opportunities for students and faculty
- D. Improve program administration
- E. Enhance the reputation of the program

In order to achieve these outcomes, the MAIS program proposes to take action on several fronts. These action items are discussed below, and they include concrete steps to be taken, along with a timeframe for their implementation. Though these are broken down according to the objectives listed above, many of these changes will serve the attainment of more than one of the stated objectives.

Action Plan

A. Broaden the appeal of the MAIS (Recommendations 1 and 6)

A.1

Goal: Develop “tracks” or groups of courses/fields that work well together.

Such frameworks can broaden the appeal of the program by highlighting programs and departments that are not commonly used in the MAIS, along with those that are more commonly used. Trends that are emerging in academic research, such as human-technology interactions, or relations between humans and the built environment, can weave together fields in the social sciences and humanities with fields in the sciences, mathematics and engineering. Another possibility suggested by the review panel is a track to fulfill requirements for teaching in Northwest Community Colleges.

Action Item: The MAIS program will develop at least two “tracks” per year over each of the next two academic years. This will involve working in coordination with multiple departments and programs, with emphasis on those that have low participation in the MAIS. This will include the development of sample programs of study, and a featured web presence of these options.

Metric: The first proposed track will be developed by the end of winter term 2014, and the second one by the end of spring term 2014. A similar schedule will be followed in winter and spring of 2015 to complete a total of four tracks. New tracks will subsequently be added as the opportunity and need arises.

A.2

Goal: Engage in outreach to programs beyond those that are already well-subscribed by MAIS students.

Expansion of MAIS participation across campus will require outreach and cultivation. To that end, the MAIS Director and the faculty who serve on the admissions committee/advisory group will need to engage faculty, graduate advisors and administrators throughout campus.

Action Item and Metric: MAIS program representatives will hold a minimum of three meetings per term with faculty, chairs and directors over the next two academic years. They will target programs that have been attractive to MAIS applicants and students, but unavailable or minimally used as fields of study.

A.3

Goal: Serve as an incubator for new interdisciplinary programs at OSU.

The process of developing new degree programs at OSU is labor and time intensive, requiring the development of a Category I proposal and a comprehensive approval process. In addition to providing an interdisciplinary degree in the form of the MAIS, Interdisciplinary Programs in the Graduate School can potentially add a new function, that of housing proposed new interdisciplinary programs in order to test their feasibility. This can allow faculty and students to engage interdisciplinary projects earlier than could otherwise be achieved, while testing whether a program can be sustainable. This is an ambitious goal, and will require careful study and coordination to determine administrative needs and funding mechanisms, along with potential interest across campus and a suitable initial test case.

Action Item: The MAIS program will study this option and provide a report to the Dean and Associate Dean of the Graduate School. This report will consider the opportunities and barriers to this proposal, along with recommendations and a plan for moving forward if the proposal is deemed feasible.

Metric: The report will be provided to the Dean and Associate Dean of the Graduate School by December 2014.

One additional recommendation from the review panel was to consider expanding the appointment of the MAIS Director to .5 FTE, or to add a co-director from one of the STEM disciplines, to allow for broader program outreach, appeal and participation. It is uncommon to have Co-Directors for graduate programs, due to cost and feasibility of management. Moreover, since the MAIS has no faculty or facilities of its own, and only two courses it offers, employing two directors seems unnecessary, especially in comparison to other programs on campus. Expansion of the Director's appointment to .5 FTE could make sense if responsibility expands to include the development and supervision of an incubator type of program. However, with the current level of responsibility, the .25 FTE seems both reasonable and consistent (or better) than the level of FTE provided to other program directors on campus whose appointments include teaching, research, service and administration.

B. Achieve greater sense of interdisciplinarity in students' work and their identity on campus (Recommendations 4, 5, 8, 9 and 11)

B.1

Goal: Revise and expand core curriculum.

The MAIS program currently requires two courses, totaling 4 credit hours. The review panel recommended that additional attention be paid to research methods and interdisciplinarity in these courses, as well as an expansion of course requirements. An appropriate way to initiate this is to add a

1-credit research colloquium for students in the second year to present their research to fellow students, as well as faculty. (The MAIS already holds one or two of these types of sessions a year, but they are voluntary and few in number.) This would allow presenters to gain feedback and suggestions on their research and writing. It would also help to develop a sense of cohort among MAIS students, as added meetings throughout the entire degree program can serve in lieu of a physical space to help create a “home” for MAIS students. A colloquium can also serve to broaden program appeal by sharing interdisciplinary research and demonstrating the potential of the program to faculty across campus.

Action Item: The MAIS program will develop a required 1-credit research colloquium course for 2nd year MAIS students, and will complete the Category II approval process.

Action Item: The content and scheduling of IST 511 and 512 will be reviewed to ensure sufficient attention to diverse research methods, and to ensure optimal timing of the courses, as well as frequency of class meetings. Changes will be implemented in the current academic year.

Metrics: Completion of the Category II process for the new MAIS course will be done no later than the spring of 2014. The new course will be offered (and required of students) starting with those entering the MAIS program during the 2014-15 academic year.

B.2

Goal: Revise requirements for the program of study and thesis/project to promote interdisciplinarity. Currently, the MAIS program requires a minimum of 9 credits in each field of study and a maximum of 21 credits. The panel recommended making a change so that an equal number of credits is required in each field of study. While requiring full equality among fields may not be attainable (due to varying course credits among classes and departments, as well as course availability), diminishing the lower and upper limits to 12 minimum/18 maximum would help to achieve the goal. In addition, the panel recommended adding a requirement that each thesis/project include an appendix explaining how the student achieved interdisciplinary scholarship. This would also help to bolster the program and the work of the students.

Action Item: The MAIS Director will consult with the program’s stakeholders (the Dean and Associate Dean, the admissions/advisory group, faculty, graduate advisors, and students), to determine the support, appropriateness and feasibility of pursuing these two changes.

Metrics: A decision regarding adoption of these two proposals will be reached by the summer term 2014, and any changes to be made will be implemented no later than the end of fall term 2014.

C. Clarify the roles and responsibilities for students and faculty (Recommendation 10)

Goal: Revise the MAIS website and forms.

Meeting this objective is a communications-oriented task. It includes building on the work that is done on a periodic basis to improve the clarity and sometimes the scope of various MAIS documents, particularly the MAIS website. Some specific ideas of new materials from the review committee include a handbook for faculty to clarify their roles and responsibilities; information on new “tracks,” with sample programs of study; and a fact sheet for students to help them communicate about their work and their degree to prospective employers. Other useful ideas suggested are an FAQ section for applicants, students, faculty and administrators; and profiles of a few “success stories” from the program. All of these would be enhancements to the MAIS website, and some may be available as hard copies as well. Taking these steps will also serve the goal of improving the coordination and consistency among departments and programs, which was discussed by the review panel, but not added as a formal recommendation.

Action Item: The MAIS program will review and revise its website, and will develop new materials to ensure that all program stakeholders can 1) better understand and communicate their roles and responsibilities; and 2) maintain a clear understanding about program goals, rules and procedures.

Metric: A first round of revisions to the MAIS website will be completed by January 2014, though the process will be an ongoing one. A student fact sheet will be completed by the end of spring 2014, and a faculty handbook will be ready for use starting in the fall of 2014.

D. Improve program administration (Recommendations 7 and 12)

D.1

Goal: Simplify and streamline the admissions process.

The MAIS Director, the review panel, and the graduate advisors of programs participating in the MAIS all agree that the admissions process should be changed. Instead of having rolling admissions, the program should establish one or two admissions cycles. The MAIS will therefore establish a single admissions cycle. Applications will be due March 1 of each year, and admissions decisions will be communicated to applicants no later than April 1. (Some exceptions may be made on a case-by-case basis as warranted.) An expanded and clarified explanation of application process will be substituted for the current webpage, as per the review panel’s recommendation.

Action Item: The MAIS program will implement the admissions cycle change in the current year. The Director will revise all materials to clearly explain the new timeline and admissions process, and will work closely with staff in the Graduate School and advisors in participating programs to ensure that all stakeholders fully understand the process to be adopted. It should be noted that the program will phase

in this change, allowing applications to be submitted for the winter 2014 term, so as not to abruptly change the requirements for applicants who may have been planning to submit applications for the winter 2014 term.

Metric: This change is to be implemented right away, and all communications and web postings will be completed by the end of October 2013.

D.2

Goal: Improve information management.

The MAIS program needs to make better use of the limited administrative support it gets each year. In particular, the program has to systematize the collection and management of information about students (e.g., fields of study, enrollment status) so that information is readily available to not only the Director, but to faculty advisors as well.

Action Item: The MAIS Director will work with the administrative staff person supporting the MAIS to develop a plan for acquiring and distributing information about MAIS students (and the program in general) on a regular basis. The Director will consult with the MAIS admissions/advisory group (and the Associate Dean of the Graduate School as required) to receive recommendations about the type of data that needs to be compiled, the frequency with which it should be compiled and distributed, and who should receive it (or have access to it, depending upon the process used).

Metric: A schedule of the information to be collected and its distribution will be developed during the fall term of 2013. The plan that is developed will be implemented in the winter of 2014.

E. Enhance the program's reputation (Recommendations 2 and 3)

E.1

Goal: Raise the bar regarding admissions selectivity (without sacrificing diversity).

There is an understanding among some programs and faculty on campus that MAIS students tend to be weaker than those in disciplinary programs, or that the program provides a fallback for students not accepted into other programs. The MAIS program has at times been willing to take a chance on some students whose academic records might preclude them from other programs (with mixed results), though it has long since stopped admitting students who have done poorly in other OSU graduate programs. In addition, there is no GRE requirement for admission, nor is a writing sample beyond the statement of objectives required. At the same time, there is widespread support among committed MAIS faculty that the program serves a diverse body of students very well, and that MAIS students go on from the program to a variety of successful careers. Since participation in the MAIS depends upon the

ongoing support of faculty, the program Director will be certain to develop any changes to admissions requirements in consultation with key stakeholders.

Action Item: As part of the consultation process discussed in item B.2, the MAIS Director will consult with the program's stakeholders to determine what types of changes should be made regarding admissions requirements and selectivity.

Metric: A decision regarding admissions changes will be reached by summer term 2014 (concurrent with the process described in B.2), and any changes to be made will be implemented in the admission cycle in the following academic year.

E.2

Goal: Rebrand the program and market it as a dynamic driver of creativity.

The rebranding and marketing of the program to bolster its reputation is a longer term goal, and one that will be served by successful implementation of all the other recommendations. At the same time, there are some specific actions that can be taken right away in communicating the opportunities available to students and faculty, and in highlighting the program's success stories.

Action Item: The MAIS Director will solicit ideas for student "success stories" on an ongoing basis and develop brief profiles of 3-5 stories to be highlighted on the website. This will be part of the larger effort of revising the website to highlight the opportunities and benefits that come from a degree in interdisciplinary studies (along with requirements, responsibilities, etc.). Communication of these successes in face-to-face meetings will also be helpful in broadening the appeal of the program across campus.

Metric: Consistent with Item C, the first round of revisions to the MAIS website will be completed by January 2014, and this will include the first success story. At least two additional profiles will be added by the summer of 2014. After that, new profiles will be added as deemed appropriate.

Action Plan Schedule

All of the action items described above will be completed on the following schedule.

| Term | Action Items |
|-------------|--|
| Fall 2013 | Hold three outreach meetings
Revise website – include one success story
Change admissions process to once-a-year
Develop plan to collect and distribute program/student information |
| Winter 2014 | Hold three outreach meetings
Develop one program “track”
Begin collection and distribution of program/student information |
| Spring 2014 | Hold three outreach meetings
Develop one program “track”
Complete Category II for new class
Complete student fact sheet |
| Summer 2014 | Complete faculty handbook
Add two success stories to website
Reach decisions on credit distribution, adding appendix to thesis/project, and admissions requirements |
| Fall 2014 | Hold three outreach meetings
Offer new class
Submit report on feasibility of incubator role for interdisciplinary programs |
| Winter 2015 | Hold three outreach meetings
Develop one program “track” |
| Spring 2015 | Hold three outreach meetings
Develop one program “track” |

A Note on Program Finances

The review panel suggested the possible need for additional financial support, for both administration and GRA/GTA positions. This is, of course, a common theme regarding academic programs, as they can almost always expand/improve/do more, and additional funding helps to achieve such aims. At the same time, such support is not always available, and programs often need to rely on additional funding streams to either maintain or expand services.

With respect to the MAIS, it is not a costly program, with a budget of about \$45,000 annually, while graduating about 20 students per year. As the self-study revealed, these students tend to see great

value in their education, and they have gone on to diverse and productive careers. Still, the MAIS can be more entrepreneurial with regard to funding. Two potential sources of funding within OSU include INTO and E-campus, and a third, which extends beyond campus, involves soliciting donations from alumni.

The MAIS Director has explored the possibility of working with INTO in the past, though no action was pursued at the time. The MAIS admissions process, which requires approval from multiple departments, has been considered too slow and cumbersome for INTO, which wanted decisions to be communicated within one week of receipt of applications. It is possible that changes in the admissions process can offer an opportunity to work with INTO. To that end, the MAIS Director will initiate a dialogue with INTO in the current academic year to explore the possibility of an MAIS “Pathway” for international students.

Pursuit of an additional funding stream via E-campus is another option, though some barriers exist. The MAIS offers only two (and soon three) courses, while all other student credit hours come from departments and programs across campus. It would be inappropriate to offer these required courses through E-campus, since the MAIS is not an online degree, and the courses require students to be present on campus. Nor does it seem feasible to suggest revenue sharing with departments benefitting financially from MAIS students enrolled in their E-campus courses. This would serve as a disincentive to participation in the MAIS program at a time when it is seeking greater participation. Nonetheless, engaging in a discussion with E-campus can shed light on potential opportunities. Therefore, the MAIS Director will meet with representatives in the current academic year from E-campus to explore available options.

Lastly, there is a possibility of soliciting donations from MAIS alumni. The OSU Foundation has been working successfully with colleges and programs across campus for many years to develop new sources of financial support. The MAIS should be no different from these other programs. The MAIS Director will initiate a process for engaging the OSU Foundation (this will start with a conversation with the Dean of the Graduate School), so that the MAIS program can begin to emulate the fundraising success that many other programs at OSU have already achieved.

Oregon State University Graduate Program Review Nutrition Graduate Program, May 2011

PREFACE

Professor Martin Fisk, Associate Dean of the Graduate School, Oregon State University (OSU), appointed a team to review the Nutrition Graduate Program (NGP) on May 4, 2011. The Review Team included the following: Denise Lach (Professor, OSU Department of Sociology, and Transitional Director of School of Public Policy); Thomas Wolpert (Professor, OSU Department of Botany and Plant Pathology); Patrick Stover (Professor and Director, Division of Nutritional Sciences, Cornell University); and Mark Failla (Professor, Department of Human Nutrition, and EHE Associate Dean for Research, Ohio State University). Review Team members received a copy of the Self-Study prepared by the Nutrition Graduate Faculty several weeks before the on-site meeting. Dean Fisk hosted the Review Team for dinner on the evening of May 3rd to provide an opportunity to meet one another, learn the background associated with review, and share expectations for the evaluation process. The following morning the team first met Professors Anthony Wilcox, Chair of the Department of Nutrition and Exercise Sciences, and Donald Jump, Nutrition Graduate Program Director, for an overview of the NGP and the faculty. Professor Tammy Bray, Dean of the College of Health and Human Sciences, shared insights about the rebuilding of the NGP and her vision for its continued maturation. This was followed by a meeting with graduate students (8 of 14 in attendance), a tour of the laboratory facilities in Milam and Weniger buildings that house NGP faculty and graduate students, and a meeting with NGP Faculty. The Review Team and Dean Fisk met once again with Professors Wilcox and Jump for final questions prior to initiating an Executive Session to share perspective on programmatic activities during the past five to six years and the stated perspective of the faculty, students and Dean Bray. The Review Team agreed to individually prepare a draft for assigned sections of the final report. The completed draft was shared, revised and accepted by all Review Team members prior to submission to Dean Fisk.

INPUTS

1. Fit of the mission of the program and its relationship to the mission to the academic colleges and university mission.

1.1 Background. The Nutrition Graduate Program (NGP) is affiliated with the Department of Nutrition and Exercise Sciences, chaired by Professor Anthony Wilcox. In this capacity, Professor Wilcox has oversight responsibility for the very large undergraduate programs, as well as two graduate programs: 1) Exercise Sports Science and 2) Nutrition. Professor Donald Jump was recruited in 2007 from Michigan State University to strengthen molecular nutrition at Oregon State University (OSU) and was appointed as NGP Director in 2008. The Department of Nutrition and Exercise Sciences is affiliated with the College of Health and Human Sciences. Professor Tammy Bray serves as Dean of this College and is a member of the Department of Nutrition and Exercise Sciences. All eight core NGP faculty members, including Professors Jump and Bray, are affiliated with the Department of Nutrition and Exercise Sciences. This core group was recently enriched by the recruitment of an additional seven adjunct NGP faculty who have primary affiliations with Animal Science (1), Biochemistry/Biophysics (3) Pharmacology (1), Public Health (1), and Environmental/Molecular Toxicology (1). The stated mission of the Nutrition Graduate Program is to: 1) provide state-of-the-art graduate level training in nutrition for the next generation of scientific leaders entering careers in academia, government and industry; 2) carry out cutting edge research in areas relevant to human health, including bone metabolism, cancer biology, diabetes, exercise, metabolism, obesity, and aging; and 3) communicate research outcomes to the public to improve health and well-being. The NGP self study identified five short-term goals and three long-term goals, which centered on growing the number of doctoral students, post-doctoral fellows and faculty, and increasing the quality and visibility of the program.

The Dean of the College of Health and Human Sciences expressed to the committee an ambitious vision for nutrition and NGP during the planned transition to a College of Public Health and Health Sciences. In keeping with the Land-Grant mission of the University, nutrition was viewed comprehensively in the context of linking healthy individuals to healthy families to healthy communities. In this context, nutrition was described as key to bridging the basic sciences, through its molecular nutrition emphasis, to community outreach with a strong emphasis on health disparities.

1.2 Challenges facing the NGP. The NGP is a relatively small program that has recently been reorganized and revitalized with the appointment of Professor Donald Jump as program director beginning in the 2008-2009 academic year. Professor Jump has taken the lead to revise and modernize

the curriculum and the NGP Handbook, and importantly has established a critical mass for the NGP by recruiting outstanding adjunct faculty from across the campus who appear to be committed to the success of NGP. Prior to Professor Jump's initiative, the NGP did not fare well in the NRC graduate program rankings, and the committee became aware during the review that the current number of NGP doctoral students is below the minimum size required by the OSU Graduate School. The committee noted the recent excellent progress and improvements in the NGP over the past two years, spearheaded by Professor Jump. An excellent framework has been established for the NGP, and the program is now well positioned to scale up the number of doctoral students to meet size expectations set by the OSU Graduate School, and to meet research and training goals put forward in the self study. Specific recommendations follow.

Recommendation 1. *Decrease or phase out recruitment of MS students.* The number of doctoral students needs to be increased to meet OSU Graduate School standards and to enhance the research and training missions of the NGP. MS student recruitment seems to be justified based on the following: 1) the ability of OSU to recruit students interested in completing Didactic Program in Dietetics (DPD) requirements through post-baccalaureate education in preparation for a dietetic internship (DI); and 2) filling teaching assistantships (TAs) with students qualified to support the undergraduate teaching program. While there are exceptions, research does not appear to be the primary motivation for MS student recruitment. Because the NGP has limited resources available to support doctoral training, the wisdom of using these resources to recruit and support MS students and the possibility of transitioning as many of these positions as possible to the PhD program should be considered by the faculty. The Review Team also encourages the NGP faculty to discuss the possibility of establishing a larger post-baccalaureate DPD program that generates full-tuition that could be directed towards support of the Director's salary.

Recommendation 2. *Doctoral student recruitment should be made a priority.* The quality of the NGP has been enhanced significantly the past five years by faculty recruitments to the Department of Nutrition and Exercise Sciences and recruitment of adjunct NGP faculty across the OSU campus. These changes should improve the ability of the NGP to recruit a strong pool of high quality graduate students. Currently, the quality and quantity of PhD applicants are inadequate to meet the stated missions and goals of the NGP. An aggressive doctoral student

recruitment plan should be developed and financially supported by the program, department and college. Doctoral student recruitment should be the highest priority for the program and all NGP faculty should actively engage in the recruitment of strong students to the NGP doctoral program.

Recommendation 3. *Develop a diversified funding plan for doctoral student training.* The funding plan for scaling up the doctoral program is centered on increasing faculty extramural research support (and hence GRAs), and obtaining a NIH- and/or USDA doctoral training grant(s). Dr. Manore is complemented for her success with obtaining a USDA training grant. However, the committee has some doubts that this approach will be sufficient to achieve the increase in PhD students that is required to meet enrollment minimums set by the Graduate School. The USDA National Needs Fellowship Program is not well funded and characteristically funds only two to three students. Currently, the NGP would not likely be competitive for a NIH training grant because of the small size of the current program, low matriculation of students from Underrepresented Minority (URM) groups, and the lack of graduates hired as postdoctoral fellows and appointed to tenure track faculty positions at Research 1 institutions. A training program that is “theme” centered and extends beyond the NGP may be feasible. While the desire to increase extramural funding is applauded, the current funding environment is challenging. The committee recommends that funding for the NGP doctoral training become a priority or the program may continue to not meet OSU program standards. We recommend that the NGP, departmental, and college officials work together to develop a diversified funding portfolio to fully fund (0.49 FTE) all first year doctoral students with opportunities for competitive funding of some candidates with dissertation year fellowships. The plan might include income and funding from e-campus, the Dean’s initiative, return of a portion of faculty salary recovery, and return of a portion of cost recovery from grants generating full indirect costs. The review team suggested that full funding for first year NGP students from program resources is essential to allow students to enter the doctoral program without an appointed faculty mentor, thus providing opportunities to rotate among faculty research groups before selecting a doctoral mentor.

Recommendation 4. *Maintain and build on current NGP strengths.* The primary strength of the revitalized NGP, both in its core and adjunct faculty, is in the area of molecular nutrition. The

size of the faculty is modest, yet the aspirations for the program appear to be much broader, and the pressure to become a comprehensive nutrition program (molecules to populations and policy) will increase with the new focus on Public Health. The NGP self-study also calls for the recruitment of a new professor at the assistant or associate level to enhance graduate training. The committee supports this recommendation and views such recruitment as essential to establish a critical mass for the NGP. The Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health offers additional and immediate opportunities for the NGP, including the hire of one or two faculty. Dean Bray shared that the donors have stated their preference that the hire(s) have expertise in translational and not simply mechanism driven research. The review team recommends the need to develop a strategic plan for new faculty recruitments that is built around core strengths of the revitalized NGP. The review team concluded that achieving a broader vision that meets long-term aspirations of the college will require significant new investments and greater integration of the NGP with other related OSU programs.

2. Quality of Students and Admissions Selectivity. Total number of graduate students in the program from 2007 to 2010-2011 has ranged from 11-14 students. The number of applicants has increased during the 2006-2011 period by approximately 50%. Admission has been highly selective during this period with only 10-15% of the applicants accepted during the past three years. The majority of admitted students have matriculated in the MS program with a range of only zero to two PhD annual admits from 2006-2011. Mean test scores for admitted students (V=525, Q=627, A=4.5) are well above rejected applicants, but somewhat below the test scores desired to achieve stated aspirations. Also, there has only been one international student admitted to the program during the past five years.

The profile of applicants and admitted students does not compare favorably with many other graduate nutrition programs. This is explained in part by the marked changes in the program characterized by turnover of the faculty, the need to renovate laboratories, and development of a modern curriculum. Also, there have been no systematic efforts to recruit strong students. The current model for recruiting and funding first year students will not attract the best students for graduate study in nutrition at OSU. Rapid turnaround will be challenging without additional resources as the college is only providing 0.33 FTE towards each first year student. Faculty are understandably hesitant to provide additional support to beginning students, especially as the students are expected to assist with the teaching mission, take a full load of courses during the first year, and are largely admitted to the MS program.

The committee had the opportunity to meet with graduate students. Eight (five PhD and three MS students) of the 14 currently in the program attended the session. The entire group actively engaged in the discussion and exhibited impressive awareness of one another's projects. Students acknowledged the greater flexibility of the revised curriculum, the open door policy of the faculty that facilitates the use of equipment in the various laboratories and the culture that encourages collaboration. Unanimous concern was expressed about the poor quality of the soon to be renovated graduate student "bullpen". Other issues mentioned included the following: general lack of intellectual challenge in *slash* courses; the absence of meaningful interactions with faculty in the Exercise Science program that has largely resulted from the departure of a highly productive kinesiologist; apparent inequity in faculty support for presentation of research at professional meetings; and, lack of formal feedback by some faculty for graduate student teaching activities.

Recommendation 5. It is imperative that the faculty immediately develop and implement an aggressive program of recruitment to begin in autumn 2011. Recruitment needs to be as a collective responsibility and not merely an additional activity for Dr. Jump in his role as director of the NGP. As OSU is the only institution in Oregon that awards the PhD in Nutrition, recruitment of strong students in undergraduate nutrition program and the biological sciences on campus, as well as other institutions in the state seems to provide an opportunity for this effort. The NGP faculty are also encouraged to take advantage of ongoing recruitment efforts by life science programs on campus. These include the Molecular and Cellular Biology program and the departments of Biochemistry and Biophysics, Botany and Plant Pathology, and Microbiology. The review team recommends that the department, college and university provide funding to NGP to facilitate initiatives designed to recruit strong doctoral students for a period of three years.

3. Level of Financial Support of Students. As stated above, department support of graduate students is limited to 0.33 FTE for first year students with contributions from faculty potentially increasing the level of support to 0.49 FTE. Such support is associated with service as a teaching assist. Many of the graduate students also receive college scholarships in the range of \$1000-2000 annually. These funds can be used to supplement stipends or for enrichment activities such as travel to professional meetings. However, the graduate students shared that the scholarships are generally used to pay "fees" that are not typically provided in GTA/GRA appointments and can be relatively expensive. Thus, the scholarships do not seem to be facilitating the intended enrichment process. The Graduate School appears to lack

competitive funding programs for dissertation year fellowships or other means of effectively partnering with faculty to support the best and brightest doctoral students with research assistantships. As mentioned above, this situation places a heavy burden on faculty to generate and commit long term support to doctoral students at a time when federal funding of sponsored research is extremely tight. The funding issue represents a major barrier to scaling up recruitment of highly competitive graduate students.

Recommendation 6: The faculty should consider strategies to diversify the research funding portfolio as a means of increasing available support for doctoral students. Alternative funding sources such as the food industry in the northwest region may represent a means to obtain support for graduate students. The record of high productivity and visibility of the NGP core and adjunct faculty provide a sound foundation for seeking such support. The faculty is also encouraged to discuss the possibility of establishing an external advisory board of industry and government scientists as a means of securing additional funding, as well as opportunities for graduate student internships.

4. Curriculum strength. Admission into the NGP requires proficiency equivalent to bachelor's degree level competency in human nutrition, biochemistry and physiology, otherwise these minimal competencies must be met in the graduate program of study. The doctoral core curriculum includes 22 credits of didactic course work in metabolism (6 credits), nutritional status (3 credits) and statistics (9-12 credits). Course requirements in the Responsible Conduct of Research (RCR) can be fulfilled through IST 520 (1 credit) or MCB 557 (3 credits). The curriculum for neither of these RCR courses is likely to meet the NIH training grant standards. The core curriculum electives provide in depth and specialized instruction in nutritional aspects of cancer, bone physiology, energy metabolism, and metabolic disease. Concentration specific electives in biochemistry, genomics, epidemiology, public health, exercise, and functional foods provide both breadth and depth to the core curriculum. This curriculum appears to be excellent in fully supporting the NGP goals to span molecular and human nutrition, and provides a strong academic foundation for the NGP research programs. Current graduate students expressed satisfaction in the quality and availability of course offerings.

The curriculum does not include foundational courses in the social/behavioral sciences, and therefore does not support the long-term college vision of building a program that links healthy people, healthy families and healthy communities.

Recommendation 7: The NGP faculty should discuss the possibility of requiring a minor for the PhD to increase the breadth of doctoral students.

5. Quality of personnel and adequacy to achieve mission and goals.

The quality of the faculty associated with NGP has improved substantially since the previous review. This was achieved by hiring new faculty and by the inclusion of adjunct faculty, especially those from the Linus Pauling Institute, in the program. The committee reviewed core faculty extramural research support, publications, and Impact H-Index. There are many faculty with very strong funding and publications records, and only one faculty member currently lacked funding. These faculty provide a strong foundation for the NGP with its focus on molecular nutrition, but not necessarily the critical mass of core faculty required for a broad based program that provides quality training in both applied and basic aspects of nutrition.

The recent effort in increasing the quality and productivity of faculty members associated with the NGP has outpaced the recruitment of strong graduate students, especially PhD students. Faculty have choices regarding their commitment of time and effort to training graduate students and if they don't find strong students in the NGP program, they have access to other graduate programs with potentially stronger students. As discussed above, investments in doctoral student recruitment and first year funding will be essential to support, leverage and maximize the successful investments in NGP faculty.

6. Level and quality of infrastructure. During the past decade, the institution and college have made considerable investments to re-build the Nutrition faculty by hiring strong senior and junior faculty into tenure track positions. Also, there has been major investment in renovating laboratory facilities in Milam Hall and Weniger Hall. These renovations continue and provide faculty with a modern research facility. Appropriate accommodations for the Moore Family Professor have been undertaken. Presently, space is adequate for the current faculty at their level of funding. Laboratory space also will be assigned to several core faculty in the NGP in the soon to be completed LPI building. This will provide additional workspace for graduate students and research staff, and also ensures continued and possibly increased opportunities for NGP core faculty to collaborate regularly with colleagues at LPI. Space for scholarly activities has the potential to be a limiting factor for consideration of additional faculty hires to the NGP.

In addition to the high quality of the physical facility, laboratories visited by the committee were well equipped with a wide variety of both state-of-the-art and standard instrumentation essential for addressing problems in cellular and molecular nutrition. Also, Dr. Traber and colleagues at LPI possess state-of-the-art instrumentation required for metabolism studies. Although specific information was not provided, it appears that the facilities were equipped by a combination of start-up packages and the success of the faculty with obtaining competitive funds. Students expressed appreciation for the willingness of faculty to provide training and access to the instruments, regardless of specific location and faculty advisor.

The committee did not visit the Nutrition and Physical Activity laboratory directed by Dr. Manore.

PRODUCTIVITY

1. Level and Quality of Student Performance. Current graduation rates are averaging about 71% for both MS and PhD students, with an average 2.5 years and 4.5 years to completion of the MS and PhD, respectively. Efforts are underway to reduce attrition although these numbers continue to be relatively high (Between 2005-2010, only 67% of students finished in less than eight years).

Doctoral students and some MS students are regularly publishing in leading peer reviewed journals in the discipline, including the *Journal of Nutrition*, *American Journal of Clinical Nutrition* and the *Journal of Nutritional Biochemistry*. As modern nutrition is an integrative science, it is noteworthy that students are also co-authors of papers published in other high impact journals that often serve as vehicles for dissemination of nutritional biochemistry and nutrition and physical activity including *J. Lipid Research*, *Experimental Biology and Medicine* and *Medical Science of Sports and Exercise*. Students reported during their interview that they felt “publication pressure” from their major advisors. A large number of students are making scholarly presentations at professional meetings. For example, eleven nutrition grad students have given presentations/abstracts at professional meetings during the first four months of 2011. The meetings include the annual meetings of Experimental Biology and the American Chemical Society, which are important venues for molecular nutrition scientists. It appears that all faculty encourage students to attend professional meetings, although students report that some faculty provide financial support to attend and present at professional meetings, whereas others promote but do not.

In interviews with the students, we heard that the fellowships were relatively small (~\$1-2,000/per term) and were primarily used to pay student fees. Students also suggested that notification of

information about fellowships is not necessarily distributed to all and depends primarily on the PI/major advisor. There was limited evidence that Nutrition Graduate students have been successful in attracting external awards, although over the years several have won poster competitions at the American Society of Nutrition meetings.

Recommendation 7: Characterize causes for lack of completion of the degree and develop strategies to increase completion rate.

Recommendation 8: Continue publication expectations for students and provide support for travel to present results at a professional meeting at least once during the PhD degree program.

Recommendation 9: Encourage faculty and graduate students to seek prestigious graduate fellowships, including OSU Graduate Fellowships.

2. Level and Quality of Faculty Performance. The department reports a highly commendable increase in research productivity as measured by receipt of grants, publication of peer-reviewed manuscripts, and presentations at professional meetings, both in absolute numbers and on a per faculty basis. The department has been intentional about encouraging research and recruiting senior faculty with active research agendas and the success of this strategy is most evident. Over the last five years, scholarly activity increased substantially by a variety of metrics including peer reviewed publications and presentation, citation counts and external funding. The self-study reports that the H-Index (index of impact) ranges from 4 to 46. Several faculty members have won internal awards for scholarship, and two have received professional awards for excellence in scholarship. This success is echoed in reports from students who are impressed by the quality of faculty, believing they are pushing the forefront of nutrition and human medicine. Students appreciate the ability to collaborate closely with this productive faculty.

Recognizing the difficulties of finding resources to support graduate students, there does appear to be inequities in the distribution of mentoring responsibilities. Some faculty members do not appear to mentor NGP PhD students, although they may work with students from other PhD programs. It was mentioned that Nutrition Graduate students may not be sufficiently strong to participate in emerging

faculty research programs. This further supports the need for aggressive recruitment of strong students to NGP by the faculty.

Recommendation 10: Include mentoring Nutrition Doctoral Students as part of every faculty member's Position Description and consider the success of graduate students in faculty performance reviews.

3. Viability of Scholarly Community within Which Students Can Interact. Both students and faculty shared that there are weekly seminars in the department at which research from both OSU and external researchers is discussed. There was some concern among students that the topics of the seminars were not always of interest as they addressed physical activity rather than nutrition. Students suggested that the time might be better used to talk about their research with other nutrition students in informal settings. Although the College of Health and Human Sciences has several interdisciplinary centers (e.g., Healthy Aging, Children and Family), students do not identify these as part of their scholarly community (neither did most faculty members). Finally, we did not hear from either faculty or students that students were engaged in any program or departmental governance or decision-making.

Recommendation 11: Review required and elective slash courses to ensure that they have appropriate learning outcomes and assignments for graduate students.

Recommendation 12: Find ways to engage students in program decision-making as part of their professional development (e.g., serve on search committees, participate in curriculum reform, etc.).

Recommendation 13: Encourage the Nutrition graduate students to organize and lead a "journal club" as a means of sharing interests and expertise with one another.

OUTCOMES

1. Professional viability of Graduates. As indicated earlier, previous to the arrival of the current program leadership, the Nutrition Graduate Program (NGP) was in a state of disarray. Consequently, records for graduate placement prior to 2005 are not available. Since 2005 ten MS and five PhDs have graduated from the program. Of the five PhD graduates, one owns a nutrition consulting business, one is a sports nutrition specialist with adjunct faculty status, one is employed as an industry research scientist and two are postdoctoral fellows. Thus, while the total number of PhD graduates from the program is very low, success of the PhD students as determined by placement within their respective areas of study is noted. Many of the MS students were completing undergraduate DPD (Didactic Program in Dietetics) requirements to qualify for admission to a Dietetics Internship program, a requirement to become a Registered Dietician (RD). Available data suggest that the majority of these students have been admitted to dietetic internship programs. Of the students for which placement data are available, the majority are employed as Registered Dieticians or in a related field.

2. Satisfaction of Students and Graduates. Data for the satisfaction level for graduates of the program was obtained through a survey conducted in late 2010 and consisted of six responses. Although quite limited in scope, graduates generally indicated satisfaction with their experience in the NGP.

Data for satisfaction of current graduate students is based on a meeting with eight of the graduate students during the on-site review and a student survey conducted toward the end of 2010. The survey was sent to 14 students in the program and responses were received from eleven individuals.

Responses for the survey indicated satisfaction that met or exceeded the averages obtained from the OSU Graduate School graduate exit survey for all OSU graduate programs. During the meeting of the committee with Nutrition graduate students, they expressed an overall, very positive assessment of the program. It was felt that significant improvements have recently been made in the curriculum and core requirements for the program. Program-related courses are provided in a timely manner such that there are no problems with availability. Students felt that the program provided a positive learning environment that inspired a great deal of camaraderie. Students were pleased with the research facilities and indicated a high level of collaboration and sharing of facilities. A significant point of dissatisfaction was expressed over the quality of the student office space. There are plans for extensive renovation of these office facilities in the near future. Most students felt that the diversity of research conducted in the Department of Nutrition and Exercise Science presented a strength for the NGP, but

were disappointed by the limited number of collaborations occurring between faculty in the program and other members of the Department. Some students also commented that the research diversity in the Department was reflected in the Departmental Seminar series and often led to seminars not relevant to their interests. One student expressed strong concern over limited rigor in *slash* courses; several other students agreed with this assessment.

3. Rankings/ratings. Recent NRC (National Research Council) ratings for the NGP from OSU (out of 44 programs surveyed) produced an S-ranking of 31 (5th percentile) and 41 (95th percentile) and an R-ranking of 16 (5th percentile) and 32 (95th percentile), suggesting that the NGP at OSU is ranked fairly low among other comparator programs. NRC rankings were based on data spanning the period of 2000-2006. However, the NGP has undergone significant changes since 2005. Consequently, current NRC rankings are not a valid reflection of the current state of the program. Comparison of a number of metrics associated with program success from the period reflected in the NRC rankings (2000-2006) with the period since the reorganization of the program (2005-2011) suggests substantial improvement. For example, the average number of faculty publications/year increased from 0.85 to 7.8, faculty with external grants increased from 42.5% to 87.5%, and first year student support increased from 25% to 100%. These metrics suggest that the program is currently on an improved trajectory.

CONCLUSIONS

The NGP program experienced difficulties during the late 1990s, necessitating complete restructuring of the faculty, renovation of the physical facilities, and revision of the graduate curriculum. The unit can proudly conclude that it has successfully accomplished these goals. The committee was very impressed by the scholarly productivity and positive attitude of the faculty, the quality of the research environment, and the enthusiasm of the graduate students, especially in regards to the learning experience they are receiving from the faculty. The program is now well positioned to address the major problem of recruiting and retaining a sufficient number of strong students to produce the standard number of graduates expected by the Graduate School. The current funding model and the distribution of the limited funds to both the MS and PhD programs represent the major barrier to accomplish this goal. The graduate faculty need to develop a strategic plan for recruiting more doctoral students to the program. The faculty and the administration must partner to develop a more diversified funding portfolio for shared support of graduate students in order to achieve the aspirations of the NGP. The NGP is the only program in Oregon that confers the PhD in Nutrition. This and the widespread

recognition that diet and physical activity are key environmental factors that determine the balance between health and chronic disease make it imperative that the program is retained and expands capacity for training more graduate students in nutrition and its intersection with physical activity. Such growth is expected to increase the quality and visibility of NGP both on and off campus. It is noteworthy that Professor Wilcox stated strong support for retention of the NGP when directly asked his opinion by the review team.

| Proposed Graduate Council 2011-2012 Committee Assignments | | |
|--|-----------------------------------|---|
| <u>Committee</u> | <u>Proposed Term</u> | <u>Proposed Members</u>
(* = internal lead) |
| Program Reviews | | |
| Exercise and Sport Science | 11/21/2011 | Coakley |
| Zoology | 11/7/2011 | Filtz |
| Community College Leadership Program | 2/2/2012 | Levine |
| Public Policy | 5/18/2012 | Coakley |
| Horticulture | 5/29/2012 | Lach |
| Physics | Spring 2012 | Narayanan |
| Review Follow-ups* | | |
| Food Science & Technology | Fall 2011 | Russ-Eft/Kioussi |
| Mechanical Engineering | Fall 2011 | Wolpert/Cebra |
| Agriculture (Mag) | Fall 2011 | Kioussi/O'Reilly |
| Biological and Ecological Engineering | Spring 2012 | Colwell/King (Nancy) |
| Environmental Sciences | Spring 2012 | Grosskopf/Narayanan |
| Awards | | |
| Laurels Block Graduate Program | Dec.15, 2011-Jan, 31, 2012 | Lach, Filtz + 3 outside members |
| Oregon Lottery Scholarship
<i>3 members</i> | Winter/Spring – March 2012 | Dykeman, Coakley, Narayanan |
| Bayley/Yerex Fellowships
<i>3 members</i> | Winter 2012 – February 2012 | Levine, Semevolos, Science Rep |
| Frolander Outstanding GTA Award
<i>2 members</i> | Spring 2012 – April 2012 | Forestry and Ag Reps |
| CGS/UMI Dissertation and
WAGS/UMI Thesis Awards
<i>2 members</i> | CGS – May 2012
WAGS –July 2012 | Aldwin, Ag Rep |
| Excellence in Graduate Mentoring Award
<i>2 members</i> | Spring 2012 | Steel, Grad Student + Aldwin,
Semevolos |
| Other | | |
| Grievance Committee(s) | Ad Hoc | 2 Graduate Council Members
1 graduate student member |
| Distance Education Committee Liaison | All year | |

3.6.2011

CURRENT CATALOG COPY:

Preliminary Examination

The student working toward a doctoral degree must pass a comprehensive preliminary examination. The purpose of this exam is to determine the student's understanding of his or her major and minor fields and also to assess the student's capability for research. Students must enroll for a minimum of 3 credits during terms in which they undertake departmental written or oral preliminary examinations.

Written Comprehensive Examination

Most programs require a written comprehensive examination to be taken before the oral preliminary examination. If a written examination is required, it must be completed prior to the oral preliminary examination. The content, length, timing, passing standard, and repeatability of this examination are at the discretion of the major department. The general rules and structure of this examination, however, must be provided in writing to all candidates for this examination and a current copy of these guidelines must be on file with the Graduate School. Copies of the written examination (questions and student's answers) must be available to all members of the student's doctoral committee at least one week prior to the oral preliminary examination.

Oral Preliminary Examination

The oral preliminary examination is taken near the completion of the student's course work. The oral examination is conducted by the student's doctoral committee, and should cover the student's knowledge in his or her major and minor subjects. The exam may cover the student's proposed research topic, although no more than one-half the time should be devoted to specific aspects of the proposal. The examination should be scheduled for at least two hours, and the exam date must be scheduled in the Graduate School at least one week in advance. If more than one negative vote is recorded by the examining committee, the candidate will have failed the oral examination. No more than two re-examinations are permitted by the Graduate School, although academic units may allow fewer re-examinations.

At least one complete academic term must elapse between the time of the preliminary oral examination and the final oral examination. If more than five years elapse between these two examinations, the candidate will be required to take another preliminary oral examination.

Graduate Examination Policies

Students must enroll for a minimum of 3 credits during terms in which they undertake graduate examinations.

Comprehensive Examination

The student working toward a doctoral degree must pass a ~~e~~Comprehensive ~~preliminary~~ ~~E~~examination, ~~which may be written, oral or both. (written and/or oral).~~ The purpose of this examination is to determine the student's understanding of his or her major and minor fields and ~~also~~ to assess the student's capability for research. The policy regarding the content, length, timing, passing standard, and repeatability of this examination are ~~at the discretion of the major department set by the appropriate academic unit.~~ A current copy of this policy ~~The general rules and structure of this examination, however,~~ must be provided in writing to all candidates for this examination and ~~a current copy of these guidelines~~ must be on file with the Graduate School. ~~If there were a written component of the Comprehensive Examination,~~ copies of the ~~written examination~~ ~~(questions and student's answers)~~ must be available to all members of the student's doctoral committee at least one week prior to the ~~e~~Oral ~~p~~preliminary ~~e~~Eexamination.

Oral Preliminary Examination

The ~~O~~oral ~~P~~reliminary ~~E~~examination is taken near the completion of the student's course work. The ~~oral~~ examination is conducted by the student's doctoral committee, ~~and should to assess~~ ~~cover~~ the student's knowledge in their specialty area(s). The examination may cover the student's proposed research topic, although no more than ~~one~~ half the time should be devoted to specific aspects of the proposal. The examination should be scheduled for at least two hours, and the examination date must be scheduled in the Graduate School at least one week in advance. If more than one negative vote is recorded by the examining committee, the candidate will have failed the oral examination. No more than two re-examinations are permitted by the Graduate School, although academic units may allow fewer re-examinations.

Final Oral Examination

Students will present and defend their dissertations in a public forum. ~~oral examination. Note that the meeting may~~ Afterward the doctoral committee will meet with the student in closed session to determine ~~be closed to the public when the committee questions the student and deliberates on~~ whether the student s/he has passed the examination. At least one complete academic term must elapse between the time of the Oral Ppreliminary ~~oral~~ ~~e~~Eexamination and the ~~f~~Final ~~e~~Oral ~~e~~Eexamination. If more than five years elapse between these two examinations, the candidate will be required to take another preliminary oral examination.

Proposed Graduate Council 2012-2013 Committee Assignments

| <u>Committee</u> | <u>Proposed Term</u> | <u>Proposed Members</u>
(* = internal lead) |
|---|-----------------------------------|--|
| Program Reviews | | |
| Applied Anthropology | October 1-2, 2012 | Jump, Bond |
| Botany & Plant Pathology | November 29-30, 2012 | Lerner, Tynon |
| Computer Science | Winter 2013 | Plantinga or Ross+ One faculty at large (proposed by the Faculty Senate EC) |
| Electrical & Computer Engineering | Winter 2013 | Plantinga or Ross + One faculty at large (proposed by the Faculty Senate EC) |
| Toxicology | Winter 2013 | Semevolos + One faculty at large (proposed by the Faculty Senate EC) |
| Mathematics | Winter 2013 | Lee + One faculty at large (proposed by the Faculty Senate EC) |
| Chemistry | Spring 2013 | Levine + One faculty at large (proposed by the Faculty Senate EC) |
| Interdisciplinary Studies | Spring 2013 | Semevolos + One faculty at large (proposed by the Faculty Senate EC) |
| Applied Ethics | Spring 2013 | Filtz + One faculty at large (proposed by the Faculty Senate EC) |
| Review Follow-ups* | | |
| Public Health | Spring 2013 | Lach |
| Awards | | |
| Laurels Block Graduate Program | Dec.15, 2012-Jan, 31, 2013 | Lee and one more GC member + 3 outside members |
| Oregon Lottery Scholarship
<i>3 members</i> | Winter/Spring – March 2013 | Coakley, Casbon and Herman |
| Bayley/Yerex Fellowships
<i>3 members</i> | Winter 2013 – February 2013 | Lerner + 2 more GC members |
| Frolander Outstanding GTA Award
<i>2 members</i> | Spring 2013 – April 2013 | Ross and Plantinga |
| CGS/UMI Dissertation and WAGS/UMI Thesis Awards
<i>2 members</i> | CGS – May 2013
WAGS –July 2013 | Jump and Ross |
| Excellence in Graduate Mentoring Award
<i>2 members</i> | Spring 2013 | Chi, Grad Student + Two GC members |
| Other | | |
| Grievance Committee(s) | Ad Hoc | 2 Graduate Council Members
1 graduate student member |
| Distance Education Committee Liaison | All year | |

http://oregonstate.edu/dept/grad_school/speak.php

English Language Testing and Training for International GTAs

Departments planning to appoint international graduate teaching assistants (IGTAs) should follow the Graduate Council policy and assignment guidelines.

Departments are advised to include in their offers of graduate teaching assistantships the specification that students receiving iBT speaking sub scores of less than 26 will be required to undertake further English language training and that the cost of such training will be met by the academic department.

IGTAs will be evaluated by the INTO-OSU staff at the end of the term in which further language training has been undertaken. INTO-OSU will make a recommendation as to whether English language proficiency is sufficient, limited, or that further training is necessary. INTO-OSU will take into consideration the training policy and [Guidelines for the Assignment of International GTAs](#) when making a recommendation.

Graduate Council Policy Statement Regarding International Graduate Teaching Assistants (February 19, 2010)

If the Graduate School determines that an applicant or current student's native language is not English, the proposed IGTA is required to take the Internet Based TOEFL (iBT) test before being appointed as a graduate teaching assistant. (Students who matriculated prior to Winter 2010 are exempt from this policy.)

Potential IGTAs scoring below 26 on the speaking section of the iBT can be appointed, but will be required to undertake further English language training.

If a department wishes to offer a student with an iBT speaking score of 18 to 25 an assistantship, the unit must:

- a. Affirm that the graduate student will be enrolled in **IEPA 098NC COMMUNICATION FOR IGTAs** (with the unit paying the cost of this training).
- b. If at all possible, assign the graduate student chores (such as paper grading, reagent preparation, etc.) that do not require personal contact with undergraduate students.
- c. If (b) above is not possible, and if possible, pair the IGTA in the laboratory or classroom with another TA who is a native speaker of English.
- d. Monitor the quality of IGTA performance using student evaluations and the evaluations of the supervising professors. The unit will document for each student the results of their evaluation of the student's performance as a GTA.

If the unit agrees to meet these conditions, the IGTA appointment can be made.

The scheduling of IEPA 098NC will be coordinated with the units so that students can attend the course and conduct teaching assistantship duties. Please check the OSU course catalog for

confirmation of the time and date:

<http://catalog.oregonstate.edu/CourseDetail.aspx?subjectcode=IEPA&coursenumber=098NC>

Guidelines for the Assignment of International GTAs

| iBT
Speaking
Sub Score | Assignment Considerations |
|---|--|
| 26 and
above | No significant language difficulty is anticipated. A score of 26 has characteristics of near-native speaking ability. Language proficiency usually includes demonstrated audience awareness, cohesive and well developed responses, limited deficiencies in fluency, vocabulary, grammar or pronunciation. |
| English language training is required for scores below 26. | |
| 25 - 18 | Assignment should be made recognizing that the IGTA has language limitations. The graduate teaching assistant must attend the IGTA course. INTO-OSU may recommend alternate courses when the IGTA course is not offered. Departments should provide close ongoing monitoring of progress in the IGTA assignment and in language skills development. Characteristics in this range may include strong but understandable accent, labored and deliberate pronunciation, possible difficulty with free-response items, halting speech patterns or vocabulary limitations. |

Students with an iBT speaking score of less than 18 can not be assigned teaching assistantships.

Current Requirements

| | Graduate Applicants | |
|----------------|--|--|
| TOEFL | Regular Admission | Conditional Admission |
| Paper | 550 | 500-547 |
| Internet (iBT) | 80
Minimum score of 18 on each section
Speaking sub-score of 26 if awarded GTA | 61-79

Or any sub-score less than 18 |
| IELTS | 6.5 | 6.0 |

Exempt from English Language Testing:

- Individuals who have completed a bachelors or master's degree from a regionally accredited institution in the U.S. or other English speaking country (See list below).
- Individuals who are in the process of earning an advanced degree from an accredited institution in the U.S. or another English speaking country may be **conditionally admitted**.
- Citizens of the following countries: Australia, Belize, Canada, Ghana**, New Zealand, Scotland, West Indies, and United Kingdom.

** Exemptions for citizens of other countries are considered on a case-by-case basis if the medium of instruction is English.

Proposed Requirements

| | Graduate Applicants | |
|---|---|--|
| TOEFL | Regular Admission | Conditional Admission |
| Paper | 550 | 500-549 |
| Internet (iBT) | 80
Minimum score of 18 on each section | 61-79

Or any sub-score less than 18 |
| Internet (iBT)
Applicants
awarded GTA | 80
Speaking sub-score of 22
Reading & Writing sub-score of 18 | |
| IELTS | 6.5 | 6.0 |

Exempt from English Language Testing:

Applicants who have demonstrated success by achieving an overall GPA greater than 3.0 on a 4.0 scale for 2 or more semesters/quarters in a rigorous undergraduate or postgraduate program in the U.S. or from one of the following English speaking countries**: Australia, Canada, New Zealand, and United Kingdom.

** Exemptions for citizens of other countries are considered on a case-by-case basis if the medium of instruction is English.

Exceptions to the proposed requirements will be considered by the Graduate School Dean on request if :

- Applicants GRE Verbal score is greater than 500 (153 – revised GRE) **OR**
- The Chair of the Graduate Program (or designated faculty) has personally interviewed the student and establishes a plan for language support for the student, if needed, which may include additional English Language Training, **OR**
- Successful completion of language training at INTO-OSU as designated by the Conditional Admission Program -CAP

| 2011-2012 Language Proficiency Requirements | | | | | |
|---|-----|----------------------------|-------|------------|-------|
| | pBT | iBT | IELTS | Password** | PTE** |
| Direct Admit Undergraduate | 550 | 80-minimum subscores of 16 | 6.5 | N/A | N/A |
| Direct Admit Undergrad CAP | 500 | 60 | 5.5 | N/A | N/A |
| Undergraduate Pathway | 500 | 60 | 5.5 | 6 | 44 |
| Direct Admit Graduate* | 550 | 80-minimum subscores of 18 | 6.5 | N/A | N/A |
| Direct Admit Grad CAP | 500 | 61 | 6.0 | N/A | N/A |
| Graduate Pathway | 525 | 70 | 6.0 | 7 | 48 |
| SAWE | 500 | 61 | 5.5 | 6 | 44 |

*Note: Language requirements for individual departments may be higher; not all departments allow conditional admission at the graduate level.

**Note: Password and PTE exam results may be used for evaluation purposes for the Pathway programs. For graduate pathway programs, students must submit the required TOEFL/IELTS scores prior to beginning the program. All students will be re-tested upon arrival and placed in appropriate levels.

**Estimated AE
Progression Rate**

| Language Proficiency Advisory Table | | | | | | Estimate 1 term of Academic English per one level increase | |
|-------------------------------------|-----|-------|-----|------------------------|----------|--|------------|
| pBT | iBT | IELTS | PTE | Password Overall Level | AE Level | | |
| | | | | | | UGPW | GPW |
| 400 | 32 | 3.5 | xx | 2 | 1 | AE 4 terms | |
| 425 | 38 | 4.0 | 38 | 3 | 2 | AE 3 terms | AE 4 terms |
| 450 | 45 | 4.5 | 39 | 4 | 3 | AE 2 terms | AE 3 terms |
| 475 | 53 | 5.0 | 41 | 5 | 4 | AE 1 term | AE 2 terms |
| 500 | 60 | 5.5 | 44 | 6 | 5 | UG PW | AE 1 term |
| 525 | 70 | 6.0 | 48 | 7 | 6 | | G PW |
| 550 | 80 | 6.5 | 53 | 8 | | | |
| 575 | 90 | 7.0 | 61 | xx | | | |
| 600 | 100 | 7.5 | 68 | xx | | | |
| 625 | 107 | 8.0 | 74 | xx | | | |

***The equivalency of Academic English to test score results is for approximation purposes only.

INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE: TOP 40 DOCTORATE INSTITUTIONS*, 2010/11

| Rank | Institution | City | State | # Students | IELTS.TOEFL | GTA |
|------|---|-----------------|-------|------------|---|---|
| 1 | University of Southern California | Los Angeles | CA | 8,615 | 100 TOEFL -7 IELTS with 6 each area | oral interview +1 year. |
| 2 | University of Illinois - Urbana-Champaign | Champaign | IL | 7,991 | 102 TOEFL Full, 79 conditional 6.5 with a score of 6 or higher each section | Speaking subscore 24, IELTS 8 |
| 3 | New York University | New York | NY | 7,988 | 100 TOEFL no IELTS | |
| 4 | Purdue University - Main Campus | West Lafayette | IN | 7,562 | 77 TOEFL- 6.5 | 27 + soeaking, IELTS 8, complete class before teaching |
| 5 | Columbia University | New York | NY | 7,297 | dated website | |
| 6 | University of California - Los Angeles | Los Angeles | CA | 6,249 | 87 TOEFL- 7. IELTS | take exam, eng. Language |
| 7 | Ohio State University - Main Campus | Columbus | OH | 6,082 | 79 TOEFL- 7 IELTS | Speak test, spoken english program |
| 8 | University of Michigan - Ann Arbor | Ann Arbor | MI | 5,995 | 84 TOEFL- 6.5 IELTS | |
| 9 | Michigan State University | East Lansing | MI | 5,748 | 80 TOEFL, 70 cond. - 6.5 IELTS, 6 cond. | |
| 10 | Harvard University | Cambridge | MA | 5,594 | 80 TOEFL only option | 23-27 oral exam, 22 below -english language met before teaching |
| 11 | Indiana University - Bloomington | Bloomington | IN | 5,471 | varies- high | Indiana prof. exam |
| 12 | Boston University | Boston | MA | 5,464 | 84 TOEFL, 7 IELTS | minimum not eligible for admissions |
| 13 | University of Florida | Gainesville | FL | 5,393 | 80 TOEFL, 6 IELTS | 28 speaking min., 23-27 prov. If they take english course. 22- ineligible |
| 14 | University of Texas - Austin | Austin | TX | 5,323 | 79 TOEFL- 6.5 IELTS | |
| 15 | Penn State University - University Park | University Park | PA | 5,207 | 80 TOEFL-6.5 IELTS | |
| 16 | Northeastern University | Boston | MA | 5,187 | 70 TOEFL- | |
| 17 | SUNY University at Buffalo | Buffalo | NY | 5,185 | 79 TOEFL- 6.5 IELTS | some conditional programs requiring summer intensive language |

| | | | | | | |
|----|---------------------------------------|-----------------|----|-------|---------------------|---|
| 18 | University of Minnesota - Twin Cities | Minneapolis | MN | 5,124 | 79 TOEFL- 6.5 IELTS | Speaking 23-26 must take english course; 18-22 hold office hours and grade papers |
| 19 | Georgia Institute of Technology | Atlanta | GA | 4,943 | 79 TOEFL | |
| 20 | Arizona State University | Tempe | AZ | 4,934 | 80 TOEFL-6.5 IELTS | Speak test, spoken english program |
| 21 | Texas A&M University | College Station | TX | 4,874 | 80 Toefl- 6.0 IELTS | |
| 22 | University of Pennsylvania | Philadelphia | PA | 4,752 | | |
| 23 | University of Wisconsin - Madison | Madison | WI | 4,647 | 92 TOEFL- 7 IELTS | 80/6.5 conditional |
| 24 | University of Houston | Houston | TX | 4,377 | 79 TOEFL- 6.5 IELTS | |
| 25 | Cornell University | Ithaca | NY | 4,357 | 77 TOEFL- | exam-summer english |
| 26 | University of California - Berkeley | Berkeley | CA | 4,239 | 68 TOEFL-7 IELTS | |
| | | | | | | |
| | * SPEAK test common | | | | | |

TOEFL® Score Scales

| Skill | Score Range | Level |
|--------------------|------------------|---|
| Reading | 0–30 | High (22–30)
Intermediate (15–21)
Low (0–14) |
| Listening | 0–30 | High (22–30)
Intermediate (15–21)
Low (0–14) |
| Speaking | 0–30 score scale | Good (26–30)
Fair (18–25)
Limited (10–17)
Weak (0–9) |
| Writing | 0–30 score scale | Good (24–30)
Fair (17–23)
Limited (1–16) |
| Total Score | 0–120 | |

The **Reading** and **Listening** sections are scored by computer with a score range from 0 to 30. The Reading section has 36–56 tasks based on reading passages from academic texts and answering questions. The Listening section has 34–51 tasks based on listening to lectures, classroom discussions and conversations, then answering questions.

IELTS Band Scale

| Band Score | Skill Level | Description |
|---------------|--------------------------|---|
| Band 9 | Expert user | has fully operational command of the language: appropriate, accurate and fluent with complete understanding. |
| Band 8 | Very good user | has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well. |
| Band 7 | Good user | has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning. |
| Band 6 | Competent user | has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |
| Band 5 | Modest user | has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. |
| Band 4 | Limited user | basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language. |
| Band 3 | Extremely limited user | conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. |
| Band 2 | Intermittent user | no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. |
| Band 1 | Non-user | essentially has no ability to use the language beyond possibly a few isolated words. |
| Band 0 | Did not attempt the test | No assessable information provided. |

Change to Graduate Admissions Requirements

15 November 2012

Change from:

- A combined GPA of 3.00 on the last 90 quarter credits (60 semester credits) of graded undergraduate work on the first baccalaureate degree, plus all work completed thereafter. Minimum GPA for admission to *only* graduate certificate programs is set by the departments that supervise the certificates. Applicants requesting admission to only graduate certificate programs should contact their academic program to learn about minimum GPA and other admission requirements.

Change to:

- A cumulative GPA of 3.00 on the most recent baccalaureate degree or any subsequent graduate degree. Graduate programs may choose to calculate the GPA on the last 90 quarter credits (60 semester credits) of graded undergraduate work, plus all work completed thereafter, and submit that GPA to the Graduate School as the basis for admission. Minimum GPA for admission to *only* graduate certificate programs is set by the departments that supervise the certificates. Applicants requesting admission to only graduate certificate programs should contact their academic program to learn about minimum GPA and other admission requirements.

Change from:

- A Bologna-compliant baccalaureate degree of at least three years duration with a B average (equivalent 3.00 on a U.S. 4.00 grading scale) in the last two years, plus all subsequent graded course work;

Change to:

- A Bologna-compliant baccalaureate degree of at least three years duration with a B average (equivalent 3.00 on a U.S. 4.00 grading scale), plus all subsequent graded work.

Faculty Senate

[Faculty Senate](#) » [Committees/Councils](#) » [Graduate Council](#) » [Minutes](#) » [2012 Minutes](#) » November 8, 2012 Minutes

Graduate Council

November 8, 2012 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Mike Lerner, Murray Levine, Stacey Semevolos

Voting Members Absent: Janet Lee, Andrew Plantinga, Darrell Ross

Ex-Officio Members Present: Anita Azarenko, Brenda McComb

Guests: Nagwa Naguib, Britta Stumpp

Approval of Minutes

The [October 25 minutes](#) were approved as distributed.

The discussion regarding identifying individuals' names in the minutes continued with the Council agreeing that, whenever possible, the names of Council members will be omitted from the discussion in the minutes; however, names will be associated with action items.

[Physics Program Review](#) – This was a continued discussion from the October 25 meeting.

- There was concern that students earning a PhD in Physics who write Education theses don't have adequate oversight. Is there always a College of Education member on the committee? Is there adequate pedagogy?
- It's clear that the Ecampus online learning piece is not addressed, but needs to be included.
- A possible outcome is for the one faculty member who has the training to become a graduate faculty member.
- An additional issue is how students are being recruited. It was not clear that the Education component contributes to Physics national ranking.
 - Henri Jansen, Physics chair, feels there is value in focused recruiting but, because it's a small program, it was not clear given capacity that the quality or number of students would be increased.
 - One option related to recruiting is to create an INTO Pathway.
- The Council could accept the report with amendments, including one amendment to involve restructuring.
- The report indicates that it may be time for a change in leadership. It's possible that the program could be reinvigorated with new leadership.
- There was a suggestion from the Council to move recommendations A-M from the back of the report to the front. Additionally, some of the recommendations need to be strengthened.

Action: The Council agreed to make the recommendation to significantly restructure the Physics Program; move recommendations A-M to the beginning of the report; write an executive summary including mention of joint appointments, clarification of degree requirements, restructuring, and collaboration with the College of Education; request development of a timeline for a leadership change; revise the mission; find ways to significantly expand the applicant pool, including the need to be open to recruiting international students; and be open to online courses as a pedagogy needed by students. Jim will draft an Executive Summary for review by the Council.

[Community College Leadership Program \(CCLP\) Review](#) – This was a continued discussion from the October 25 meeting.

- The overall recommendation is to restructure.
- There are five recommendations at the beginning:
 - Recommendation A – Choose a degree focus for the program; either EdD applied scholarship or

PhD research scholarship.

- The downside is that there is not a PhD environment. There is also not a research program to fund students.
- Should the Council emphasize that the unit should do either EdD or PhD, but not both? Can the PhD be suspended while the college engages in strategic planning?
- Recommendation B – Improve the design and practice of online instruction by development of guidelines and training for faculty.
 - Online learning is not required, but there is an Ecampus component because it is less expensive for out-of-state students.
- Recommendation C – Revise the portfolio project to apply consistent expectations and approaches to be communicated early in the program.
 - The unit agreed to be more specific.
- Recommendation D – Locate and assess a venue for intensive course work sessions that provides strong connectivity for mobile devices and computers, as well as greater travel accessibility.
 - It is difficult to access Silver Falls during the winter. The unit agreed somewhat and is proposing to move to Wilsonville for some of the classes.
- Recommendation E – Develop a program learning objective intended to achieve learner proficiency in managing technological change in the teaching and learning environment.
 - The unit felt it was their job to understand and manage technology.
 - It was noted that there was a [response](#) to the report from the unit.

This discussion was postponed until Darlene Russ-Eft is available to participate.

- The Council will recommend to 'Maintain' the program, which involves restructuring; an Executive Summary will be drafted for the Council to review.
- It should be mentioned to Becky Warner how the Ecampus piece is handled.

Action: Jim will draft a response that the Council recommendation for the Community College Leadership Program (CCLP) Review will be to revise Recommendation A to indicate that, as opposed to restructuring, the recommendation will be to suspend the PhD until appropriate funding is available, and maintain and improve the EdD.

Darlene Russ-Eft will be advised of the Council's decision.

English Language Requirements –

- The recommendations provide flexibility for students who don't meet certain thresholds and would allow local control, subject to review and approval by the Graduate School; Science & Engineering units are supportive of the proposal.
- Brenda conveyed a concern from Kim Johnson, Graduate School, which was whether the conditional admit scores would be so low that we would be taking undue risks. Kim is willing to meet with the Council to discuss this issue; she is in favor of a higher score with a waiver component.
- It was suggested that a three-year pilot be implemented and tracked for potential revisions during the pilot period.
- For GTA's, it was felt that 18 was a very low score for one who is grading papers. Conversely, it depends on the individual student. If 18 is the minimum, it allows other programs to use it as a minimum without actually meeting with the student. There was also support for a minimum of 20 with a unit waiver.
- It was agreed to revise the following to include any country: '*** Exemptions for citizens of African countries are considered on a case-by-case basis if the medium of instruction is English.'
- These recommendations could result in elimination of the TOEFL.
- It was noted that any program could set their standards above those listed.

Action: Kim Johnson will be requested to develop sub-scores. She will be invited to meet with the Council next week; Sunil Khanna will also be invited to participate in the discussion.

Graduate Student Teaching – Should there be exceptions to the current policy?

- Students working toward graduate certificates or advanced degrees are not permitted to teach graduate courses. It was felt by some that grading by a graduate student of other graduate students materials was considered a substantial part of teaching courses; others disagreed. Some felt it was valuable training, if they are qualified.
 - What is being expected of graduate faculty?
- It was suggested that total anonymity is a possibility of handling the situation. It was noted that the instructor needs to provide the grade and the graduate student could record the grade. There was some support for graduate students as assistants.

- The issue is whether the individual is able to objectively evaluate papers of friends, colleagues and enemies.
- If a TA is introduced into a slash course, it must be explained that this a learning experience for the graduate student and that anonymity will be maintained.

[Graduate Council Assignments](#)

Jim will revise the distributed assignments and redistribute.

Updates from the Graduate School

- New Major Admissions Improvements
 - Currently admissions documents are scanned, but a new process will be electronic.
 - Salesforce will be used by the Graduate School as a workflow process, including recruiting and admissions.
 - [Guidelines for Growing and Sustaining Interdisciplinary and Intercollegiate Graduate Programs at OSU](#)
 - The Graduate School should be the incubator to develop and administer interdisciplinary and intercollegiate programs, but should not be an accumulator of programs.
 - The Graduate School would provide funding annually for four years and participating colleges will provide support via a three-year MOU; programs will be reviewed after four years to determine success and continuation. The document provides consistent expectations for this type of activity.
 - Sabah suggested to Brenda that the EC review the proposal; the Graduate Council was supportive.
 - It was suggested to add a footnote that this policy applies only to programs that are sponsored through the Graduate School, but units can continue to sponsor their own programs.
- [Graduate Program Guidelines](#) – Anita suggested that GC members carefully review the guidelines and propose edits; Theresa and Don volunteered to assist Anita with the review.

Meeting adjourned at 1:59 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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Graduate Council

November 15, 2012 Minutes

Voting Members Present: Jay Casbon (via phone), Jim Coakley, Theresa Filtz, Greg Herman, Don Jump, Janet Lee, Mike Lerner, Murray Levine, Andrew Plantinga

Voting Members Absent: Darrell Ross, Stacey Semevolos

Ex-Officio Members Present: Anita Azarenko, Brenda McComb

Guests: Kim Johnson

English Language Requirements – Kim Johnson – Director of International Admissions

Kim distributed English Language materials:

- [English Language Testing and Training for International GTAs](#)
- [English Language Testing – Current and Proposed Requirements](#)
- [2011-2012 English Language Proficiency Requirements](#)

- Common trends – some [institutions](#) don't allow students to be a GTA if they have a reading sub-score.
- A concern expressed last week was why there is no sub-score for paper-based testing. Kim noted that the paper-based exam is being phased out.
- For [IELTS](#), OSU has used the internet-based test. Some institutions use only TOEFL scores.
- It was felt that many students do not achieve 26 on the iBT and felt that a score of 22 is more reasonable. Disciplinary differences and fluency were also noted; Brenda stated there is an option for units to set the score higher than 22 and noted that the published score sometimes reflects the level of student who applies.
- Jim noted that the institutional TOEFL is paper-based and that method would need to be retained.
- Having additional flexibility would be preferable.
- There was a concern expressed because a TOEFL is not required if a student successfully completes INTO-OSU language training as designated by CAP. Kim noted that, in some cases, a TOEFL would be required. Brenda noted there is a financial return on Pathway students.
- Brenda encourages units to speak with potential students, regardless of the score.
- A TOEFL is required, but an exception could be allowed. The bullets need to indicate that TOEFL is required.
- There was a suggestion to eliminate the third bullet under 'Exceptions': "Successful completion of language training at INTO-OSU as designated by the Conditional Admission Program – CAP." Brenda explained that this bullet pertains to students' scores that are below the required level, but the unit still wants to admit the student.
- It was suggested to raise the score from 22 to 24, but the exceptions would still be in place, which may result in OSU attracting better students. The sense last week was that the department could have higher scores but, if the university level is lower, some students may not apply. Some units don't even see scores in the 22-24 range. Brenda noted that OSU will continue to internationalize and doesn't want to prohibit students from applying.
- Some scores will result in more exceptions. Brenda trusts the units to appropriately come forward with exceptions and that students are able to progress.
- This is a three-year pilot proposal and will be reviewed at the end of the pilot to determine whether or not to continue.
- Proposed revision recap – If a student does not meet the minimum TOEFL, exceptions will be considered; if students don't meet the conditional standards, they would enroll in CAP. A graduate program chair can bring in a student who has less than the published standards.

Action – Theresa moved to accept the English Language proposal as amended; motion seconded. The

motion passed by voice vote with no dissenting votes.

Change to Graduate Admissions Requirements – Anita Azarenko

- The purpose of the proposed revisions is to achieve the ability to keep accurate records and easily retrieve information.
- The change to a cumulative GPA of 3.0 or above in the last 90 quarter hours must be calculated manually.
- For Bologna-compliant baccalaureate degrees, the proposal would honor a B average for a three-year duration.
- It was agreed to change the verbiage on the first proposed revision to "...the most recent baccalaureate degree..."; strike "On the first baccalaureate degree". Also strike from 2nd sentence as well.
- It was noted that these proposed revisions would need approval from the Faculty Senate.

Action: Theresa moved to accept the proposed revised GPA requirements; motion seconded. Motion to accept the revised GPA requirements passed by voice vote with no dissenting votes.

Physics – Jim Coakley

Jim distributed for review a Physics Graduate Program Review Memo to be forwarded to Becky Warner.

- Jim will forward the memo to Physics, invite them to the December 6 Graduate Council meeting and will wait until then to accept the report until after the unit talks with the Graduate Council.

Community College Leadership Program Review (CCLP) Memo

Jim sent the memo to Darlene Russ-Eft who asked to be invited to the December 6 meeting, so approval of the report will be delayed until after her visit.

Interdisciplinary programs – Brenda McComb

- Brenda met with the Executive Committee, which made the following suggestions:
 - Formalize the agreement with signatures between the Graduate Council and Faculty Senate leadership.
 - Because they wanted to make sure that these are guidelines rather than rules or policy, they requested a revision of the header; the first paragraph was also revised.
 - Replace the MOU with an agreement or signed agreements.
 - That it come forward to the Faculty Senate as an information item from Jim Coakley as the Graduate Council Chair rather than Brenda as an administrator.
- How does this affect the six programs already housed in the Graduate School? Brenda – Applied Economics will soon be moved into Agricultural and Resource Economics; other programs will be moved to other administrative units under a lead dean and will have an intercollegiate curriculum committee. There could also be an office of interdisciplinary studies or a center that houses these types of programs. Brenda felt that the graduate faculty in the program should decide where the program will reside; there was also a suggestion of a rotational basis, as well as of a divisional level.
 - If there is no dean willing to provide administrative oversight, the program would remain in the Graduate School to ensure that the program is not in jeopardy.
- Brenda will again revise the proposal related to movement of the home being driven by the faculty.

Meeting adjourned at 1:04 PM.

Minutes provided by Vickie Nunnemaker, Faculty Senate Staff

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REVIEW PANEL REPORT
Master of Science in Agricultural Education
Oregon State University
January 2011

Overall Recommendation

- ☐ Expand (possibly)
- ☒ Maintain
- ☐ Restructure
- ☐ Reduce
- ☐ Suspend
- ☐ Discontinue
- ☐ Other: _____

Summary of Findings and Recommendations

Overall, the review panel finds the Master of Science in Agricultural Education degree program at Oregon State University to be sound. Under **inputs**, its mission fits well with those in the College of Agricultural Sciences and University. Quality of the students, admissions selectivity, curriculum strength, and quality of personnel are high. Because of factors like a one-year program completion period and an emphasis on secondary teacher preparation in agriculture, the program is limited to non-thesis graduate students who advance through the required courses and experiences in a cohort. The program would benefit from increased financial support of students, additional infrastructure, and increased faculty FTE articulated below.

In terms of program **productivity**, level and quality of student and faculty performance and viability of the scholarly community within which students can interact are high. Again, students are currently solely non-thesis students preparing to be secondary teachers of agriculture. The model is effective in producing highly qualified teachers of agriculture, but limits student involvement in scholarly activity and hence, faculty scholarly productivity.

Finally, in terms of program **outcomes**, the professional viability of the graduates is first rate and the students and graduates are highly satisfied with the program. The Department Head and faculty are to be commended for their performance and positive relationships with their students and program graduates.

The **overall recommendation** of the review panel is to maintain the Master of Science in Agricultural Education degree program at OSU, keeping open the possibility for program expansion. There is potential and faculty/stakeholder interest in adding a second option in Business and Industry Education (BIE) to the existing option in Public School Teaching. BIE majors and graduate students in other departments would take courses in the new option. Courses in this option would also lend themselves to distance education or blended face-to-face/distance delivery modalities. BIE majors could be thesis students who contribute to the scholarly productivity of the faculty.

The greatest limiting factor for the BIE program expansion is faculty time. If the program could realize continuity in 12-month appointments for the two existing tenure-track faculty members after their start-up packages end and realize an undergraduate instructor/advisor to allow these faculty members to do more graduate-level teaching and advising, the panel feels a successful expansion into the second Master's option could be realized. The 12-month appointments help these faculty members meet their research and scholarly requirements for tenure and promotion. Across the nation, 12-month appointments for agricultural education teacher educators also foster successful stakeholder relations through outreach and engagement activities. So much of their outreach and engagement is with secondary agricultural education teachers, students, and programs, and this occurs during the summer months. This is unique to agricultural education among teacher education fields and is what drives stakeholder support for university agricultural education faculty and programs. Strong relationships between the university and these stakeholders pay big dividends in both directions and hence, are worthy of resource consideration.

Other recommendations for the AgEd graduate program are:

- Pursue an endowed professorship in agricultural education as another enabling resource in realizing program stature, excellence, stability, and growth.
- Find more student support through scholarships, fellowships [e.g., the University Graduate Laurels Block Grant Program (UGLBG)], and Graduate Teaching and Research Assistantships.
- Clarify faculty position descriptions to more realistically reflect engagement and outreach efforts.
- Put the graduate advising guide on-line to improve communications and recruiting potential. Advertise student funding support opportunities on the web.
- Expand the use of undergraduate agricultural education and selected undergraduate agriculture, food systems, and natural resource and environmental sciences classes as recruitment tools for the program.
- Expand graduate student enrollment and diversity by recruiting students from diverse states like Hawaii that may have limitations on producing highly qualified secondary teachers of agriculture.
- Utilize the Master of General Agriculture degree as a home for thesis students until the BIE Master's option is launched.
- Add a graduate student office with cubicles and a fourth faculty or instructor's office.

Detailed Findings

Introduction

The findings and recommendations of the review panel are derived from a thorough review of the self-study report for the Master of Science in Agricultural Education and other documents (e.g., faculty position descriptions, student portfolios, and the graduate advising guide). Interviews were held in Strand Agricultural Hall 237 on December 16, 2010 with the Department Head, two faculty, and one present and one former instructor in the Department of Agricultural Education and General Agriculture (who are also program graduates); two current graduate students and two recent program graduates; and two College of Agricultural Sciences Associate Deans who have had oversight responsibilities for the academic programs in the department. The review panel was also taken on a walk-through of the department's office, library, and classroom facilities in Strand Hall. The membership of the review panel was:

Dr. Thomas Dormody (Chair of the Review Panel)

Professor and Former Department Head

Department of Agricultural & Extension Education

College of Agricultural, Consumer and Environmental Sciences

New Mexico State University

Dr. Murray Levine

Professor

College of Oceanic and Atmospheric Sciences

Oregon State University

Dr. Joanne Tynon

Assistant Professor

Forest Ecosystems and Society

College of Forestry

Oregon State University

Also attending the review was Dr. Martin Fisk

Interim Dean

Graduate School

Oregon State University

Inputs

Fit of the Mission of the Program and Its Relationship to the College and University Missions

“As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new

knowledge and solutions, and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.”

“The College of Agricultural Sciences at OSU is Oregon’s principal source of knowledge relating to agricultural and food systems, and a major source of knowledge regarding environmental quality, natural resources, life sciences, and rural economies and communities worldwide. The College provides undergraduate and graduate education leading to baccalaureate and graduate degrees, and extended education programs throughout Oregon and beyond. Its research programs create knowledge to solve problems and to build a knowledge base for the future. It is a source of information and expertise in integrating and applying knowledge with benefits that are felt in domestic and international settings.”

The mission of the Agricultural Education Program at OSU “is to prepare qualified agricultural education personnel for a variety of roles in education and agriculture in Oregon, nationally and internationally.”

The departmental mission statement under which the AgEd graduate program falls fits well within both the college and university missions. Qualified agricultural education personnel who can educate others in agricultural and food systems, natural resources and environmental sciences, and related disciplines are needed throughout Oregon and beyond. They can advance the science of sustainable earth ecosystems and promote economic growth and social progress wherever they work. The current MS in Agricultural Education program that focuses on teacher education for secondary agricultural education as well as the potential second Master’s option in Business and Industry Education mentioned in the self-study report are consistent with the departmental mission statement.

Quality of Students

The MS in Agricultural Education is designed to be a one-year program with a cohort of students entering in Fall quarter. Incoming students have already achieved competence in an agricultural content area as demonstrated by having completed a BS degree, typically in Animal Science, Agricultural Resource Economics, Crop & Soil Science, Horticulture or General Agriculture. To ensure a significant breadth of understanding, students are also required to have taken 53 credits of diverse agriculture courses. This program is one of few in the nation requiring completion of a BS and breadth courses before admittance; it is believed by the review panel that these high standards have led to a high quality and successful student population.

In addition students are required to document 4,000 hour of work experience related to agriculture. This achievement will also satisfy a licensure endorsement for Career and Technical Education.

One measure of the quality of incoming students is their GPA. In the last 90 hours of undergraduate coursework their average GPA was 3.30; their average GPA for required agriculture related courses was 3.60. These results are based on the previous eight years and

a total of 68 students. All of these students over the same period exceeded the passing score (590) of the Praxis standardized test required for teacher certification, with cohort averages ranging from 695 to 755.

Admissions Selectivity

The AgEd Graduate Program has a rigorous set of admission requirements that follows the OSU Graduate School and is guided by the licensure standards set by the National Council for the Accreditation of Teacher Education (NCATE) and the Oregon Teachers Standards and Practices Commission (TSPC). Requirements include completion of standardized tests: CBEST, Praxis and ORELA (Oregon Educator Licensure Assessments); documented competency working with students 7-12 grade level; demonstrated effectiveness in oral and written communication; a statement of professional goals; an interview with a faculty committee; and verified 4,000 hours of work experience in agriculture.

The extensive list of admission requirements has resulted in students that are highly successful. Of the 143 students enrolled over the past 14 years, about 90% have graduated.

Recruitment is focused on Oregon students with the expectation that most will work in the state after graduation. The current and past students interviewed during this review suggested that offering a few undergraduate courses in Agricultural Education at OSU might be a useful mechanism to excite students who are undecided in their career path.

The review panel suggests that the range for recruitment might be broadened beyond Oregon's borders for purposes of expanding enrollment and increasing diversity. One possibility would be to see if there are any opportunities to recruit graduate students from Hawaii, given the state's historically close relationship with OSU and Hawaii's possible limitations on producing highly-qualified secondary teachers of agriculture. Also, recruiting might be helped by having more detailed information about the program on the department website. For example, having the graduate advising guide online could be useful for attracting students as well as a resource for existing students.

Level of Financial Support of Students

Due to the intensity of this one-year program, there are no graduate assistantships available. Students do apply for department and university scholarships and fellowships. Over the past five years about four students per year have received awards in the range of \$800-\$1500.

The review team suggests that the department explore additional opportunities for their students. The OSU Graduate School has several programs that may be applicable, including the University Graduate Laurels Block Grant Program (UGLBG). The department submits an application for a UGLBG; an internal process is established to select the recipients. This grant can be used to pay for some or all tuition charges. The award is made on the "basis of academic merit and/or a student's ability to contribute toward diversity in graduate education."

Curriculum Strength

The AgEd graduate program focuses on the pedagogy of teaching agriculture. The program and its curriculum are appropriately accountable to the OSU Graduate School, National Council on Accreditation of Teacher Education (NCATE), and Oregon Teacher Standards and Practices Commission (TSPC). The curriculum meets the specific requirements for each of these organizations including being grounded in a conceptual framework required by NCATE for OSU teacher education programs to be nationally accredited. Students admitted into the AgEd graduate program already have a Bachelor's degree in a technical agriculture field like Animal Science or General Agriculture and at least 53 credits of diverse agriculture related coursework. Hence, they are strong in content knowledge before entering the program. They also complete significant work experience in agriculture before licensing to teach (at least 4,000 hours).

The courses in agricultural education required to complete the graduate program are appropriate and cover the requirements from the three organizations listed above. The action research course is a unique offering that causes students to collect and reflect on data tied to their own teaching and the performance of their students in order to make informed improvements to their teaching. Practicum courses like student teaching are competency based and of high quality. Assessment methods and tools used to evaluate student learning in the Master's courses and experiences are variable, robust, and appropriately tied to learning the core competencies. Along with reflecting on the results of their student teaching action research, students keep a reflective journal throughout student teaching to inform and improve practice. The course competency matrix on page 22 of the self-study report makes it clear in which courses and experiences core competency areas are addressed. Finally, students have an opportunity to teach lessons to secondary students in an alternative education setting, exposing them to diverse learners in a nontraditional learning environment.

Overall, the review panel finds the curriculum of the Master of Science in Agricultural Education program to be excellent in scope and quality.

Quality of Personnel and Adequacy to Achieve Mission and Goals

A strength of the AgEd graduate program is the "energetic, enthusiastic, visionary faculty who are experts in the area of teaching and learning and who are dedicated to developing high quality teachers and programs for secondary students" (Self-Study Report, p. 13). The program lists five Graduate Faculty members: three tenure track or tenured faculty and two instructors one of whom has recently taken a position with the Oregon Department of Education. The graduate program is supported by an Office Coordinator and Advising Assistant position. Based on the evidence presented in the self-study report and interviews, the review panel feels that these personnel are of high quality and adequate to deliver the Master of Science in Agricultural Education degree program. However, faculty resources are inadequate for achieving consistency in scholarly activity, expanding the graduate program into the Business and Industry Education (BIE) option that is more appropriate for thesis students than the current teacher preparation option, and meeting the outreach and engagement responsibilities of the department with Oregon agriculture teachers and secondary agricultural education students/FFA members.

The program challenges listed on pages 13 and 14 of the self-study report and discussion during interviews assisted the review panel with this assessment. Continuity in 12-month appointments for the tenure-track faculty and an instructor/advisor for undergraduate courses would enable these faculty to achieve consistency and excellence in research and scholarly activity; develop and teach courses, and advise students (including thesis students) in a proposed Business and Industry Education (BIE) option to the graduate program; and meet their outreach and engagement obligations to secondary agricultural education teachers, students, and programs, many of which occur during the summer months.

Level and Quality of Infrastructure

The MS in Agricultural Education graduate program is part of the Agricultural Education and General Agriculture Department. The Department is housed in Strand Agriculture Hall, built in 1909. A small suite of offices on the first floor serves the Department Head, faculty, and staff. The program's primary classroom, STAG 033, is an enhanced classroom and is suitable for courses with enrollments of 18 or fewer students. The program does not control other facilities used by the program.

The AgEd program needs more dedicated office and teaching space if the program is to grow. The College of Agricultural Sciences has plans for constructing a new Livestock Pavilion in the next two years. This will greatly increase facility capacity for AgEd.

Common areas for AgEd graduate students are limited to the use of a classroom and small library on the basement level; there are no graduate student cubicles. Students have access to shared computers and printers, although most have their own personal computers. It is expected that the new building will alleviate capacity problems. All in all, the physical infrastructure of the AgEd graduate program has been nicely renovated and is better than that of many other OSU programs.

Quality of Organizational Support

The Department Head holds a 1.0 FTE appointment, with 45% of his time allocated to teaching graduate courses and to advising both undergraduate and graduate students. In keeping with a general trend at OSU, AgEd has two 9-month tenure-track faculty on 1.0 FTE appointments. These positions are structured at 50% teaching, 20%-25% scholarship, 20% advising (both graduate and undergraduate students), and 5-10% service, respectively. Both faculty members have 2-3 years' startup support for summer salary. Both teach five or more courses per year in addition to summer courses. During winter term, faculty conduct supervised visits to schools across Oregon where graduate students are engaged in their student teaching requirement. Each student is visited six times in the winter term. When startup support ends for the tenure-track faculty, it is not clear what will be sacrificed. The current structure does not allow much uninterrupted time for scholarly activity. By necessity, research is clearly tied to teaching. There is some support for travel to supervise student teachers and travel to professional meetings.

There is one full-time instructor. There are no graduate research assistants and there are no

graduate teaching assistants, although graduate students can get course credit to serve as teaching assistants.

The job market for secondary agricultural education teachers in Oregon does not limit graduate program growth; it is limited by the size of the faculty. The tenure-track faculty would like to expand the non-thesis Master's degree to include research efforts. While this change would enhance opportunities for faculty research productivity, it is not clear how this can be facilitated at present.

There is concern that tenure-track faculty are not getting the support they need to meet the expectations for scholarly output as defined by the tenure and promotion guidelines in the OSU faculty handbook. Delegating some of their responsibilities to others would help. An additional undergraduate instructor would free up time for AgEd tenure-track faculty to teach graduate level courses. Providing funded graduate assistantships to help with teaching and research efforts would also support faculty efforts. Position descriptions for tenure-track faculty should clarify outreach efforts to more realistically account for engagement with secondary teachers and others. Finally, the addition of an endowed chair in AgEd would enhance the program's ability to secure research funding, attract high caliber graduate students, and increase the professional profile of the program.

Productivity

Level and Quality of Student Performance

Incoming students must meet several programmatic benchmarks (e.g., CBEST and PRAXIS test performance, GPA scores). Once here, student performance is assessed through coursework exam scores, including a final oral exam, and through PRAXIS assessment. This includes an assessment of the students' professional teaching portfolio and their student teaching performance. Grade point averages for AgEd students have been consistently high, ranging from 3.75 to 3.97 for the last eight years.

Very few students who start the program do not finish, primarily because of work or personal commitments. The dropout rate appears quite low. It is more often the case that, instead of dropping out, students take additional time to complete their degree.

While there appears to be congruence between student and program expectations, having a formalized graduate advising guide is nevertheless recommended. A web-based advising guide can be especially useful to help potential students understand the curriculum and it can also serve as a recruitment tool for interested others. Another recruitment tool that has found success in other departments is providing (and advertising via the web-based guide) more scholarship and fellowship support for graduate students.

Level and Quality of Faculty Performance

The review panel finds the faculty and instructors in the AgEd graduate program to be highly productive and of high quality. They have a combined 43 years of secondary teaching experience in agricultural education and role model outstanding pedagogy in their university teaching. All have received significant teaching and/or advising awards in agricultural education. Faculty members are evaluated on their teaching through student evaluation of teaching (SET) questionnaires. SET data are used in annual and cumulative (tenure and promotion) performance evaluations. Faculty members also prepare documents for review that reflect on their performance in all assignment areas.

The faculty has been prolific in research and scholarly activity. The Department Head was the 5th most prolific author in the Journal of Agricultural Education from 1996-2005. All three tenured or tenure-track faculty have received awards for their research and scholarly activity. All are prolific publishers; it is particularly noteworthy how many papers and presentations the junior faculty has to its credit as early career professionals. All are involved in their professional associations. The two instructors also have recent papers and/or posters to their credit; one instructor received three poster and a paper presentation awards in 2008.

Viability of Scholarly Community Within Which Students Can Interact

Students in the AgEd program are very engaged with teachers and teaching. They learn about pedagogy from faculty members who practice and demonstrate pedagogy in the classroom. They become competent to teach in broad content areas. Because they are not required to conduct research for their degree, their scholarly community is different from that of students obtaining a thesis Master's. Nevertheless, the students' cohort model serves to keep them in touch with one another and helps them build relationships with teachers and other community members through conferences, supervised classroom instruction, and FFA.

Outcomes

Professional Viability of Graduates

The AgEd program has done an outstanding job of tracking the progress of its graduates. In part, this is because Oregon agriculture teachers and the AgEd faculty attend the Oregon FFA Convention, State Fair, and other events together. Also, the Department Head has elected to track where all graduates since 1996 are employed.

Graduates of the AgEd Master's program currently teaching were surveyed in spring 2010. Responses were received from 44 out of the 55 graduates surveyed. Fully 100% of the alumni who responded were employed as high school teachers. Most (85%) found employment in less than six months. Employer evaluations ranked AgEd graduates favorably compared to other teachers.

Satisfaction of Students and Graduates

The review team had the opportunity to meet with four students, two currently enrolled in the

program and two recent graduates. All the students were very positive about their experience. It was clear that the cohort model and the detailed lists of requirements kept them busy and created an atmosphere conducive to group learning and support.

The results of a 2010 department survey of 44 alumni showed overwhelming satisfaction with their experience and achievements in the Agricultural Educational program. In response to the levels of satisfaction in the categories of “departmental advising/guidance”, “major professor mentoring”, and “overall quality of graduate instruction”, over 60% of the graduates were very satisfied and 25% somewhat satisfied. Lowest satisfaction was with “courses taken outside the department” and “level of financial support”. The “overall satisfaction level” received a ranking of very or somewhat satisfied by 90% of the graduates.

As another measure of satisfaction, graduates were asked if they were starting over, would they consider this program again. Over 90% replied they would attend OSU again for the same degree with the same major professor. The graduates replying to the survey all are currently employed as high school teachers with 95% as Agricultural Science and Technology instructors.

Rankings/Ratings

Periodically, there has been survey research published in the Journal of Agricultural Education that has attempted to rank agricultural education departments in U.S. universities. These rankings have favored Ph.D. granting departments over those like Oregon State University’s Department of Agricultural Education and General Agriculture that are offering Bachelor’s and Master’s degrees only. Hence, the rankings are not useful in determining program strength relative to peer programs that offer only Bachelor’s and Master’s degrees in agricultural education.

One instructor we interviewed has been delivering teacher professional development workshops across the nation on new secondary curricula in agricultural sciences education. It is his opinion that the Oregon agriculture teachers who have graduated and licensed to teach under the Master of Science in Agriculture Education at OSU have been the best prepared teachers coming into these workshops and hence, the most prepared to succeed with the new curricula. Part of the rationale for this endorsement was that all of the graduates of the OSU AgEd graduate program already possess a Bachelor’s degree in an agricultural science discipline.

Conclusions

Overall, the review panel finds the Master of Science in Agricultural Education degree program at Oregon State University to be sound. The overall recommendation of the review panel is to maintain this graduate degree program, keeping open the possibility for program expansion. There is potential and faculty/stakeholder interest in adding a second option in Business and Industry Education (BIE) to the existing option in Public School Teaching that could be realized with additional resources. The Department Head and faculty stewarding the Master of Science in Agricultural Education are to be commended for the soundness of

the program, performance of their students, and positive relationships with their students and program graduates.

The review panel would like to thank the Department of Agricultural Education and General Agriculture and the College of Agricultural Sciences at OSU for all that they did to prepare for the review and educate the review panel on the graduate program. Along with Dr. Martin Fisk, Interim Dean of the Graduate School and Dr. Greg Thompson, Department Head of Agricultural Education and General Agriculture, the review panel wishes to thank Nagwa Naguib, Executive Assistant to the Dean of the Graduate School and Sara Williams, Office Coordinator and Advising Assistant for the Department of Agricultural Education and General Agriculture for their logistical support.

From: [Shaw, Susan](#)
To: [Hoelscher, Steve](#)
Cc: [Babcock, Carol](#); "bfp@lists.oregonstate.edu"; [Beach, Gary](#); [Bailey, Mike](#); [Filtz, Theresa](#)
Subject: RE: MA in Women Studies Category I Proposal - BFP Committee Feedback
Date: Monday, April 18, 2011 9:16:55 AM

Thanks, Steve. Please see my answers below. I appreciate your help with the proposal.

Susan

From: Hoelscher, Steve
Sent: Monday, April 18, 2011 1:31 AM
To: Shaw, Susan
Cc: Babcock, Carol; 'bfp@lists.oregonstate.edu'; Beach, Gary; Bailey, Mike; Filtz, Theresa
Subject: MA in Women Studies Category I Proposal - BFP Committee Feedback

Hello Susan,

Our Budgets & Fiscal Planning Committee met last week to review your Category I proposal (MA in Women Studies). Thanks for all your work on this proposal.

Below are a couple questions that emerged during our review of your proposal.

1. You have identified incremental personnel costs totaling \$9.2K/year (\$6.0K salary and \$3.2K OPE). Who specifically are these costs for and how were the amounts derived? Also, do you anticipate these costs increasing (as salary and OPE costs often do) over the four-year projection period?

The salary is to support the teaching of WS 521 (3) Feminist Leadership & Management, WS 522 (1) Grant-writing and Development for Feminist Organizations, and WS 523 (2) Community Organizing & Collective Action. The \$6,000 is based on our current rate of \$3,000 per three-credit course for fixed-term instructors. I do not anticipate that cost increasing. Joel Colvin (his email is included in the proposal) has suggested the OPE is high for now, and so that estimate should cover possible increases over the projection period.

2. You reference GTAs on page 13 (Section 4c). What costs associated with those GTAs do you anticipate as those GTA positions "migrate to the MA program" from the MAIS program?

We currently fund eight .25 GTAs in the MAIS program. We anticipate all of those positions will migrate to the MA program. We do not anticipate any change in the costs of the TAs.

3. Do you anticipate any course development costs associated with the new WS course offerings?

We do not anticipate any costs associated with the new offerings. All of them have been developed and are currently in the curriculum proposal system.

4. What is the basis for your estimate of "8-10 new full-time graduate students each year?" This was on page 6 (Section 1f) of your proposal.

We currently enroll 4-6 new grad students each year in the MAIS program, almost all of whom would prefer an MA. So we anticipate most of these applications will become applications for the

MA program. We have never actively recruited for the MAIS program, and we have often received feedback from undergraduate students around the country that they would be interested in an MA but not the MAIS. With the MA, we will begin active recruiting for the program and so anticipate that we will easily attract an additional 4-6 students per year. At 8-10 new students per year, we will also be at capacity to supervise grad students.

5. On page 6 (Section 1g) you anticipate conferring five degrees per year. Is the difference between 8-10 new students per year and 5 degrees per year a function of anticipated attrition or something else?

Yes, we do anticipate attrition. We also have had the experience in the MAIS of graduate students who take longer than expected to complete their degrees (for a variety of reasons, mostly having to do with life issues), and so we expect that during the first few years we'll have lower completion rates as some of these students take, four, five, six years to finish occasionally.

6. How much do you anticipate this program will cannibalize from enrollment in the existing MAIS program?

We imagine practically all of first area MAIS students will take the MA instead, although we expect some students will still take WS as a second area in the MAIS, and so we will still participate in that program.

7. In the "Evidence of Market Demand section (page 11-12, Section 4a), you noted that 12 regional employers returned surveys about the need for this program. What percentage of the total survey population is represented by the 12 employers who responded (i.e., how many surveyed employers did not respond)?

We sent out 47 surveys. So, that's about a 27% return rate.

8. Will there be other programmatic objectives, functions, or activities that will have to be deferred or cancelled to account for the time and money that will be invested in this proposal (i.e., what are the key identified opportunity costs associated with this proposal)?

Not really. Essentially, we have built most of the program before we have proposed it. Additionally, as part of the proposed School of Language, Culture, and Society we have more access to resources to support the program—for example, through co-sponsored events or cross-listed courses.

Please send Carol, me, and our committee (copied above) your responses to these questions.

After we receive your feedback/responses, we will conclude our financial/budgetary review of your proposal, vote on it, and move it on to the next committee via either email this week or a discussion/vote at our next BFP Committee meeting (on April 25th).

I've copied Gary Beach (Academic Affairs), Mike Bailey (Curriculum Council Chair), and Theresa Filtz (Graduate Council Chair) above to keep them apprised on the status of this proposal and to help expedite the proposal through all the committees.

Let me know if you have any questions.

Thanks,

Steve Hoelscher
BFP Committee Co-Chair

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Transcript Visible Specializations at the Graduate Level

Constraints:

- Should not impact the multitude of "Areas of Concentration" (AOCs) currently approved and in the catalog. The intent is to **NOT** convert all AOCs into becoming transcript visible specializations. Departments have the choice of converting some of the AOCs into transcript visible "options".
 - At the undergraduate level, there are both transcript visible options and non-transcript visible areas of concentration. We are using the term "option" to refer to a transcript-visible specialization within an existing graduate degree – for lack of a better term.
- Needs to be supported by a formal curriculum approval process to ensure appropriate agencies are informed (Graduate School, Registrar, etc.) This could be similar to the process currently used to approve undergraduate options (will require modification of the curriculum proposal system, etc.)
- Needs to be a formal process to approve the addition of an "option" to a graduate degree candidate (will require the Registrar to enter a banner code into the student record).

Issues:

- The Registrar needs to be able to validate that the requirements for the "option" have been met.
 - They would like each "option" to have a minimum set of core requirements. There would be extra work for the departments in deciding which courses make up the various "options" and getting the information into the catalog, and departments would have to assure that the courses are taught regularly so the students can earn the "options".
 - There are alternatives that could be investigated in the future, such as having the approved program plan in degree works.
- The Graduate Council would need to develop a definition as to what constitutes a transcript-visible option. Currently, the absolute minimum used by the Graduate School to establish a new Area of Concentration is to have a minimum of 3 courses and 2 faculty.

Advantages:

- Allows tracking of student information within banner/data warehouse. Information regarding enrollment, degrees by gender, ethnicity, residency, age, etc. becomes available to the academic unit and the University
- There would be greater scrutiny on the part of faculty, administrators, advisors, liaisons, as to what constitutes the courses and requirements for each specialization within a graduate degree program.

Disadvantages:

- Will require more effort by Graduate Council and Curriculum Council to formally approve graduate specializations.
- Also additional workload for Graduate School, Registrar, Catalog, SIS etc.

Next Steps:

- Meet with interested departments to collect input and interest
- Begin formation of formal proposal – December deadline?

USDA-NIFA and OSU Internal Review Report – April 24, 2011

Graduate Programs in (1) Animal Sciences and (2) Rangeland Management and Ecology

Oregon State University, Corvallis OR

1. Overall Recommendation: **Restructure** by combining the programs.
2. Summary of Findings and Recommendations
 - a. **Key Issues**
 - i. Faculty FTE are below “critical mass” due to
 1. Lack of replacement faculty FTE over the last two decades
 2. Loss of early career faculty due to unanticipated departure from the institution without replacement
 - ii. Current faculty demographics of both departments are such that reduction of faculty numbers means that fewer students are being trained
 1. The near-retirement stage of some faculty, the administrative and/or undergraduate teaching loads of others, coupled with fiscal considerations to cover the cost of supporting students have impacted the graduate education programs with an adverse impact on the morale of students and faculty alike
 - a. Nonetheless, student consensus indicated that “things have improved”
 2. Interestingly, the faculty:student ratio (Animal Sciences) has not changed indicating a continued commitment of faculty to graduate education
 - iii. E&G budgetary constraints of CAS and departments
 1. Campus administration needs to address the flow of financial resources to the department to support student enrollments
 - a. Provision of funding for GTAs to support the undergraduate education mission of the units (ANS/RME courses) will assist funding for graduate education
 - iv. Faculty Mentoring and Professional Development
 - a. Enhance professional development of new hires which will promote retention of new hires
 - b. Set expectations for instruction of graduate courses by faculty
 - b. **Findings – Recommendations**

1. Campus administration must address and fulfill faculty FTE commitments for the new consolidated department: Hire tenure-track FTE (a cluster hire of assistant and associate levels would be most beneficial)
 - a. A combined target of 18-20 faculty is recommended
 - i. 5 FTE immediately as a cluster hire to enhance programmatic developments *including* graduate education opportunity
 - ii. Replacement priority for future FTE due to resignations and retirements to develop and maintain the necessary preeminence for the consolidated unit
2. The consolidated department should merge the two graduate programs to create a modernized graduate education opportunity for MS and PhD degree conferrals
 - a. Develop a modern and comprehensive name
 - e.g., Animal Systems and Range Ecology
 - e.g., Biology of Animals and Ecology of Range
 - b. Develop a graduate education core **plan** that takes advantage of departmental strengths (upon the new FTE hires) and campus opportunities that gives students personalized disciplinary “options”
 - i. Identify minimal core curriculum for MS and PhD programs – develop appropriate core courses for research area of interest/ so students understand what is expected for degree completion and the courses are available for enrollment
 1. Consider if it is a possibility that graded course requirements for a research PhD are too high
 2. Consider a policy/regulation course (perhaps covering both animal science and range issues)
 - ii. Range program – connect and enhance collaboration with water resources and natural resources – research, undergraduate and graduate programs, extension
 - iii. Campus administration should address issues related to advanced degree students being “locked out” of courses in other units
 - iv. Campus administration and the department should develop *an educational think-tank workshop* to develop a consortia to consider novel opportunities for “missing” classes via long distance learning with western states or e-classes
 1. To make gains in this arena, financial resources to bring faculty from disparate sites together to develop are essential with campus IT/interaction modes to “make it happen”

2. Change admission strategy to develop an early (campus compatible) deadline (e.g., January 15) for application review and allowing for competition for fellowships and opportunity to gain the “best crop” of students (this doesn’t preclude continuing admissions beyond the early deadline)
 - a. Consider the balance of OSU vs non-OSU applicants
 - b. Consider opportunities for international students
 - c. Consider opportunities to enhance the diversity of students (both gender and ethnicity)
3. Student Development and Communications
 - a. Improve the mentoring and orientation for 1st yr students (regardless of term admitted)
 - i. Teaching, safety issues, and research should be emphasized
 - b. Convene a session involving students and a faculty committee to consider salary issues – and the equalization of salary base and workload
 - i. Develop a greater faculty-student partnership within the department, which will be especially important for students as the consolidation unfolds
 1. Develop “a consolidated departmental plan” for funding of graduate students that is equitable and openly-communicated with students
 2. Work with administration to gain GTA funding from campus for ANS and RNG courses
 3. Investigate GTA opportunities for program students in other departments
 - c. Communication and mentoring regarding workload balance
 - i. Discussion of expectations with students and mentors
 - d. Focus on communications with students regarding the departmental merger and any potential graduate program merger
 - e. Investigate campus-wide teaching/TA-training programs – require participation if available; consider development of

- a 1 unit grad level “teaching skills class” that all program students must take in their first quarter
- f. Develop student-to-stakeholder interactions
 - i. Consider an annual event to provide interactions which could lead to student-funding development and career opportunities
 - 1. For example:
 - a. Half day of student presentations
 - b. Luncheon
 - c. Half day of stakeholder presentations

3. Detailed Findings

- a. Introduction:
 - i. **Objectives of the review.** The graduate program review was commissioned as part of the 10 yr review process required by the institution. An unusual feature of this review is that it was organized in alignment with the USDA-NIFA external review of the departments of Animal Sciences and Rangeland Ecology and Management. These two departments are planning to merge as of July 1, 2011. The department heads (Jim Males and Mike Borman) have been working with stakeholders, faculty, staff and campus administration to create a strategic vision for the new department. A search for a new head is underway.
 - ii. **Participants.** See iv below and **Attachment 1: Participants**
 - iii. **Order of events.** See **Attachment 2: Review Site Visit Agenda**
 - iv. **Organization of the report.** The report format was organized according to university guidelines. The overall content was defined by a one page sheet provided by the Graduate School entitled “Appendix II: Outline for the Review Panel Report”. Dr. Mary Delany (UC Davis), a member of the USDA-NIFA external review team was identified as the lead for the internal Graduate Program Review and asked to compile the introductory materials and the report as a whole. Dr. Twig Marston (University Nebraska), a member from the USDA-NIFA external review team and OSU-internal team members (Walter Loveland, Carolyn Aldwin, Martin Fiske) participated in the scheduled meetings. The other USDA-NIFA team members (see attachment 1) also provided input by discussion during the site visit. Drs. Delany, Marston, Loveland, and Aldwin held

responsibility for the text based material below (Sections: b. Inputs, c. Productivity, d. Outcomes, e. Conclusion) and overall recommendations.

b. Inputs:

- i. **Mission fit and relationships to college, and university missions.** The strategic plan provided by the merged Department of Animal and Rangeland Sciences addresses teaching, research, and extension. This aligns the department with more than the general connotation of land grant universities; the new department has taken great care in aligning with particular components of both the Oregon State University and College of Agricultural Sciences mission statements. Highlights include the commitment to excellence in the classroom, research, and programming. The department is committed to contributing to Oregon's overall economy. Also, the Animal and Rangeland Sciences strategic plan provides both a science track, which prepares students for veterinary school or graduate school, and an animal management track, which prepares students for careers oriented in animal/range management or related industries. The department is dedicated to using internal staff and external stakeholder inputs to craft its present and future endeavors. The department strategic plan is begins with ambiguously large concepts, but it ends with specific ideas and plans it expects of itself to achieve attainable, high-quality goals.
- ii. **Quality of students/Admissions selectivity.** The rolling admissions format practiced by the department(s) may be an impediment to recruiting the level of scholarly students that would enhance the program. It may also be an impediment for gaining fellowship support for students. The GRE scores of rejected students were often higher than those accepted, and there evidence for declining GRE scores over time.. The stated reason for this policy is that students were taken on as research projects were funded, which leads to selecting for convenience/familiarity rather than excellence. This is partially in response to lack of alternative stable support for graduate students such as GTAs. The department (ANS) has devised a new strategy to raise the credentials (40% percentile threshold for average GRE scores) of incoming students.
- iii. **Level of financial support of students.** The department (ANS) has designed a strategy to provide 0.2 fte which allows for fee remission in return for service activities (assistance with classes). However, there may be discrepancies between the stated FTE and the number of hours worked, which should be corrected. There is an apparent disparity and a lack of communication regarding salary support and opportunities for students to get GTAs. The departments need to spend time developing an improved plan for graduate funding, as does the campus administration. Also surprising was the lack of active participation in

the graduate student union which might provide support for improved [job equity for the graduate students](#)

- iv. **Curriculum strength.** Graduate classes were evaluated on breadth and depth of class offerings. It appears that classes taught both within and outside the home departments are adequate to prepare graduate students for knowledge and research support. Graduate students expect a majority/large percentage of classes to be made available from within the Animal and Rangeland Sciences, which may not be feasible. Students should be realistic in understanding that the breadth of classes needed to provide individually-needed class work will have to encompass several different departments, colleges, and schools within the University. Graduate student surveys indicate student satisfaction in knowledge transfer and course quality. Complaints and concerns center on two areas. First is the number of graduate stand-alone courses as compared to “slash” classes. This is magnified because a vast majority of the graduate students come from OSU undergraduate degree programs, hence, “slash” programs have already been taken to complete B.S. degrees. Compounding this is the critically low number of graduate faculty and their graduate-level teaching loads/expectations. The second problem is the inability of Animal and Rangeland Science graduate students to gain timely admittance into graduate level classes being offered in other departments and colleges or schools. Those specifically mentioned frequently reside in the College of Veterinary Medicine. The inability to enroll in these classes has caused delays in degree completion and student frustration. The unit administration should negotiate with COVM to provide access to their classes, especially in light of the services provided to COVM in terms of access to animals, etc.
- v. **Quality of personnel and adequacy to achieve mission and goals.** The quality of the faculty and the instructors are appropriate to meet the mission/goals of the programs, offering effective opportunities in the lab and field for advanced degrees in the areas outlined, however, the number of faculty are inadequate which has resulted in a low number of trainees (i.e., low faculty numbers and high administration loads, as well as faculty nearing retirement age not taking on students). More students could be accepted than faculty have resources to fund – so in some ways the faculty are appropriately not taking on too many students. However, the number of graduating students does not meet the current university-mandated criteria, which is why we recommend that the graduate programs be merged. Students in a survey expressed strong satisfaction with their mentors (ratings of 4 and 5 from 10 of 16 students that completed the

survey). Also, the low number of faculty means that the diversity of graduate courses offered is lower (students indicated a lack of graduate courses was a problem). As mentioned earlier, many of the classes are “slash” courses, and since many of the students graduated from OSU, they may have already taken these classes. Ultimately, expectations need to be established (perhaps at least a threshold of expectation for graduate education once tenure is achieved; at other institutions it can be an expectation that a faculty member upon advancement will offer a graduate level class in their area of scholarship).

- vi. **Level and quality of infrastructure.** Students are trained at the OSU (Animal Science, campus based) site as well as the Agricultural Research Center (ARC, Eastern Oregon) (Rangeland Ecology Management). Withycomb Hall was mentioned by many administrators and faculty as being in need of renovation to make it a suitable laboratory environment. Problems include leaking roofs. A Nutrition Lab exists where students can run assays or have assays conducted with a sliding payment scale set by the institution. Access to a Reproductive Physiology lab also is an opportunity. A building or animal facilities tour was not part of the review, so the space/infrastructure was not directly assessed nor was discussion held on graduate student study space (cubicles/offices, etc.). The field opportunities and the access to Eastern Oregon labs (Union Station, Burns) seemed high quality (overview by slide presentations). The Burns unit is a partnership with USDA-ARS and apparently has many advantages for laboratory analyses. Students mentioned that access to a high quality molecular/cellular biology techniques (laboratory) course would be a welcome addition.
- vii. **Quality of organizational support.** The Animal Sciences faculty discussed their Graduate Student Handbook as an information-laden resource for students. The students did not see this in the same light. Students entering “off cycle” seem especially at a disadvantage. Annual reviews/performance sheets were part of the mentoring process, although this seemed more like a “check off” than mentoring/professional development. The students appear to be very positive about the seminar course being run by a new faculty member, in which they give presentations (two quarters) and then are exposed to internal faculty presentations. Opportunities for GTA’s (an important form of organization support) are not apparent within the department (which seems odd, given the number of undergraduates being educated, about 430 in ANS and 30 in REM, and given the expected laboratory sessions). This seems to be an issue needing resolution by the campus administration. Communication of opportunities for GTAs in other units should be offered.

c. Productivity:

- i. **Level and quality of student performance.** The review committee was concerned by the data (Appendix K of the self-study) on the number and quality of graduate students. For the **Animal Science** program the number of graduate students declined significantly from 2000 to 2010, mirroring the reduction in FTE and overall demographics of the faculty. In the period from 2002-2003 to 2010-2011 the total number of entering doctoral students was 8 and the total number of entering masters students was 43. Of these masters students it appears that 12 did not complete the program to receive a degree, a 28% attrition rate. For the doctoral students the attrition rate is not easily determined although the NRC data (see below) suggest it was not good. Neither the masters nor the PhD programs appear to meet the University's guidelines for sustainability of graduating 2 PhD students per year and 5 master's students per year. For the **Rangeland** program, a similar decline in student numbers was observed from 2001 to 2010. In the ten year period from 2001 to 2010, 8 students entered the doctoral program and 44 students entered the masters program. The graduation rate for the masters program was excellent with only 3 people leaving without completing a master's degree. The same sustainability problem exists with the Rangeland program as exists in the Animal Science program. **The review committee suggests the two graduate programs be combined to create a more sustainable overall program with areas of concentration in Animal Science and Rangeland.** The choice of a program name for the combined program/degree should be carefully chosen with full all stakeholders and the graduate students being involved.

A second issue is the quality of the graduate students in Animal Science. The average GRE verbal scores of the applicants declined from 582 in 2004-2005 to 430 in 2009-2010. The latter score for a cohort that is primarily native speakers of English is abysmal. A similar decline in GRE quantitative scores from 592 to 450 was noted also. What is paradoxical about these scores is that the average quantitative GRE score of rejected applicants in 2009-2010 was 710. This may be the product of what the department refers to as "rolling admissions" in which students are admitted continuously rather than grouping the applicants and making decisions on an entire group of students. **The review committee suggests graduate applicants be admitted on fixed dates, January and the usual April 15th, so as to make sure that the best students are selected for admission.** Limited current data is available for admissions of Rangeland students but these data suggest a much better set of average GRE scores (650 and 510) but a similar problem with rejected applicants (680 and 560). **The review committee suggests that GRE scores be required for admission to either program.**

- ii. **Level and quality of faculty performance.** The level and quality of faculty performance is best summarized by the NRC metrics discussed below. However the review committee is concerned with another aspect of the faculty situation, the apparent decline in the number of faculty, which certainly affects the number of students in the graduate programs. In Fall 2000, the Animal Science program had 33 non-emeritus tenure-tenure track faculty. By Fall 2010, the number of non-emeritus tenure-tenure track faculty was 24. Approximately 11 faculty had retired or resigned in the intervening years which means there was little replacement of these faculty. Of the current faculty 12 are primarily extension faculty. We understand there is a plan to add five new faculty members to these departments which will help.

Rankings/ratings. The Animal Science program was evaluated in the recent NRC evaluation of quality in graduate education. Oregon State University, as part of its decennial accreditation by the NWCCU, used eight of the NRC metrics to rate its graduate programs. The metrics used were the number of publications per faculty member, the number of citations per publication, the percent of faculty with grant support, the average completion rate of PhD students, the average time to degree of PhD students, the number of PhD students graduated per year, the percent of interdisciplinary faculty and the GRE scores of the entering PhD students. For each metric the score of each graduate program was compared to the mean score of our peer institutions (Auburn, Arizona State, Clemson, Colorado State, Iowa State, Kansas State, Oregon, North Carolina State, Purdue and Washington State). If the score of the OSU program was within two standard deviations of the mean, it was said “to meet expectations”. If the OSU score was more than two standard deviations above the mean, it was said “to exceed expectations”. If the OSU score was less than two standard deviations below the mean, it was said “not to meet expectations”. The Animal Science program did not meet expectations for two metrics (number of publications per faculty member and the percent of faculty with grants), exceeded expectations on one metric (completion rate) and met expectations for all the other metrics. Animal Science calls attention to the issue with the NRC study of how the number of faculty were calculated for each program which was a problem for land grant institutions where graduate faculty are routinely drawn from industry, national laboratories and federal agencies. Overall the Animal Science program is said to “meet expectations.”

- iii. **Viability of scholarly community within which students can interact.** The review team met with 13 students. On an individual basis, it is clear students are

interacting with their research mentors, and they are also interacting amongst themselves (a positive and supportive cohort was interviewed who reported a number of positive efforts, such as a journal club, research presentations, etc.). They clearly would enjoy more opportunities to attend meetings, discuss career options, etc. They were concerned about the departmental merger although they seemed accepting of it; however, there were clear concerns regarding any consolidation of the graduate programs. This means that some “leg work” is necessary to assure them, listen to and evaluate concerns, and promote faculty-based scholarly interactions that they can be a part of – to see the value of the interdisciplinary or multidisciplinary scholarship to their education. It was not clear that the students are interacting with other faculty outside the department, but since the majority of students are M.S., this is not unusual.

d. Outcomes:

- i. **Professional viability of graduates.** There is a clear career path for the range degree students; the animal sciences students seemed less clear as to their opportunities. That is not unusual for ANS students throughout the country as they often start out committed to veterinary school. A key recommendation is to develop an alumni base which these departments should have, given their long history, to help educate the students as to career opportunities (which in fact are very positive opportunities ranging from further professional and research advanced degrees, laboratory research, positions in state and national regulatory agencies and government, positions in agribusiness and allied industries, etc.).
- ii. **Satisfaction of students and graduates.** Student interviews indicated a mix of satisfaction with mentors (despite the scenarios where faculty left the institution) but concern about graduate level classes (perceived lack), lack of training to be a good instructor, negative views of orientation during their first year of the program, and lack of access to techniques-base courses. The students were fierce in their view that the programs (animal and range) were stronger in their “separateness”. They expressed concerns about the job opportunities given the current economic climate. The self study analysis indicated 10 of 16 student responses expressed strong satisfaction (4 and 5) in evaluating their mentoring experiences. The students were “out of the loop” in regard to the departmental merger and we recommend rectifying that by increased communication. Students were happy with the journal club format of one seminar series.

e. Conclusion:

- i. We affirm the value of these advanced degree graduate programs for their contribution(s) to the mission of the land grant institution and in public service to the state of Oregon in educating students. We believe that consolidation of

the two programs along with a concerted effort by faculty (which must include new hires) to enhance aspects of the opportunities for students will result in a unique (there are only three advanced degree programs of this type in the nation), high quality and well-known program with national visibility and many opportunities to engage in international education in the future. Specifically, this consolidated and updated program at OSU has the potential to be the lead and premier unit in promoting science-based knowledge and educated experts (working in the field or voting at the polls) regarding livestock and animal systems and range sciences of the Great Basin, this will bring further visibility to the institution. The current and future (as committed by campus administration) disciplinary-based graduate faculty offer will provide expertise for training in the molecular, cellular, organismal and systems level analysis of animals and the environment – and how the important interactions between these units.

Attachment 1. Participants

Animal Sciences and Rangeland Ecology and Management

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Attachment 2. Review Site Visit Agenda

Animal and Rangeland Sciences

Departmental Review

March 14-17, 2011

Sunday March 13

Afternoon: Convene Boise Airport. Jim Males and Mike Borman will meet and drive to LaGrande, OR

Monday March 14

| | |
|-------------------|---|
| 7:00 am. | Breakfast with Males, Borman, Tim DelCurto (Superintendent EOARC), and Larry Larson (EOU Ag Program Leader) |
| 8:30 am. | Convene with EOU, EOARC Faculty |
| 8:45 – 9:15 am. | Overview of EOARC Burns and Union and EOU facilities |
| 9:15 am | Break |
| 9:30 – 10:30 am. | EOARC Animal and Range Research overview |
| 10:30 – 11:00 am. | EOU Undergraduate Program (Range Major and Animal Sciences Minor) |
| 11:00 – 12:00 pm. | Team and EOARC/EOU Faculty (with box lunches) |
| 12:15 pm. | Leave for Corvallis |
| 7:00 pm. | Dinner for Team and OSU Graduate Program Review Team – Corvallis |

Tuesday March 15

| | |
|-------------------|--|
| 8:00 am. | College of Agricultural Sciences and Extension Administration |
| 9:30- 10:15 am. | Overviews, Departmental (Males and Borman); Undergraduate Program (Jim Hermes); and Graduate Programs (Fred Menino). |
| 10:30 -10:45 am. | Break |
| 10:45 – 12:00 pm. | NIFA and Undergraduate Program Review Team meet with Undergraduate Students |
| | NIFA and Graduate Program Review Team meet with Graduate Faculty Eastern Oregon Faculty available Polycom. |

| | |
|-----------------|---|
| 12:00-1:00 pm. | Working lunch for NIFA, Graduate Program and Undergraduate Program Review Teams |
| 1:00 – 2:00 pm. | Meet with Stakeholders |
| 2:00 – 3:15 pm. | NIFA and Undergraduate Program Review Team meet with Undergraduate Teaching Faculty |
| | NIFA and Graduate Program Review Team meet with Graduate Students |
| 3:15 – 3:30 pm | Break |
| 3:30 – 4:00 pm | OSU Review Teams meet with Males and Borman |
| 4:00 – 5:00 pm | NIFA and OSU Review Teams in Executive Session (if NIFA team is not included in this they will be taken on a tour of farm facilities) |
| 7:30 – 9:00 pm | Reception for Review Team, Faculty, Administrators – Males Home |

Wednesday March 16

| | |
|------------------|--|
| 8:00 – 9:00 am | University Administration |
| 9:30 – 11:00 am | Research Overviews Faculty (Break will be worked in as needed) |
| 11:00 – 12:00 pm | Extension Overview (Jim Thompson) |
| 12:00 – 1:00 pm | Lunch with CAS Unit Leaders |
| 1:15 -2:00 pm | Animal Unit Managers & Laboratory Support Personnel |
| 2:00 | NIFA ReviewTeam Open for Discussion and work on report |

Thursday March 17

| | |
|----------------|---|
| 8:30 – 9:30 am | Exit Interview – College of Agricultural Sciences and Extension Administrative Team |
| 10:00 am | Exit Interview – Animal and Rangeland Sciences Faculty |

English Language Testing and Training Policy for International GTAs

All international GTAs (IGTAs) whose native language is not English are required to take the Internet Based TOEFL (iBT) test before serving as graduate teaching assistants. Test scores for incoming students can be reviewed using the Banner student information system or confirmed by contacting the Graduate School staff.

Departments are advised to include in their offers of graduate teaching assistantships the specification that students receiving iBT speaking sub scores of less than 26 will be required to undertake further English language training and that the cost of such training will be met by the academic department.

IGTAs with iBT speaking sub scores of 26 or above should have no significant language difficulties. It is anticipated that IGTAs with scores in this category should be fully competent to complete assignments requiring significant student-teacher interaction.

For IGTAs scoring below 26, departments should use the [Guidelines for the Assignment of International GTAs](#) to make assignments commensurate with the level of English language proficiency and should monitor and ensure effectiveness and competence in the IGTA's fulfillment of assignment.

IGTAs scoring below 26 will be required to undertake further English language training, the level of which will be determined by the original score received. Departments are expected to pay for the course designed specifically for IGTAs (IEPA 098NC, Communication for IGTAs). This three-credit course will be offered only fall term and is tentatively scheduled late on Tuesday and Thursday afternoons. Please check the OSU course catalog for confirmation of the time and date:

<http://catalog.oregonstate.edu/CourseDetail.aspx?subjectcode=IEPA&coursenumber=098NC>.

The specific course work required will depend upon INTO-OSU's course recommendation and course availability during the term in which further training is needed. IGTAs enrolling in INTO-OSU courses other than the IGTA course should notify their INTO-OSU instructors that they are potential GTAs and will need to be evaluated as such. They should also request that the instructor fill out the GTA evaluation form at the end of the term.

IGTAs will be evaluated by the INTO-OSU staff at the end of the term in which further language training has been undertaken. INTO-OSU will make a recommendation as to whether English language proficiency is sufficient, limited, or that further training is necessary. INTO-OSU will take into consideration the training policy and [Guidelines for the Assignment of International GTAs](#) when making a recommendation.

Departments employing IGTAs shall maintain on file records of assignments and any remedial action taken should there be questions or complaints about IGTA performance.

Guidelines for the Assignment of International GTAs

| <i>iBT
Speaking
Sub Score</i> | <i>Assignment Considerations</i> |
|--|---|
| <i>26 and
above</i> | <i>No significant language difficulty is anticipated. A score of 26 has characteristics of near-native speaking ability. Language proficiency usually includes demonstrated audience awareness, cohesive and well developed responses, limited deficiencies in fluency, vocabulary, grammar or pronunciation.</i> |
| <i>English language training is required for scores below 26.</i> | |
| <i>25 - 23</i> | <i>Assignment should be made recognizing that the IGTA has language limitations. The graduate teaching assistant must attend the IGTA course. INTO-OSU may recommend alternate courses when the IGTA course is not offered. Departments should provide close ongoing monitoring of progress in the IGTA assignment and in language skills development. Characteristics in this range may include strong but understandable accent, labored and deliberate pronunciation, possible difficulty with free-response items, halting speech patterns or vocabulary limitations.</i> |
| <i>22 - 18</i> | <i>Teaching assistant is expected to undertake further English language training, the level of which will be determined by INTO-OSU recommendation and course availability during the term in which further training is required. In the absence of alternate courses, INTO-OSU may recommend the IGTA course be taken. Only assignments involving minimal student-teacher interaction should be made. Departments should provide close ongoing monitoring of progress in language skills development.</i> |

A New Instructional Program for a Graduate Certificate in Management for Science Professionals

Revised May 2009

**Oregon State University
College of Science**

1. Certificate Program Overview

a. Proposed CIP number: 301801

b. Brief overview including description and rationale:

People working in science or science-related fields typically have received no formal training in management, communications, ethics or professional technical skills during their graduate study. However, a variety of individuals employed as researchers in managerial positions, small business owners, veterinarians, pharmacologists, private consultants, or government employees often need such skills to perform their everyday work. This 18-credit graduate certificate is designed specifically for science majors and mid-career professionals. Recipients of the certificate will successfully develop and manage private science-based practices in medicine and biology, effectively run research laboratories, broadly communicate with diverse groups of people, and think critically about the work in which they are engaged.

The courses required to earn the proposed graduate certificate are also required of all Professional Science Master's (PSM) students at Oregon State University (OSU). The PSM is a unique science graduate degree because students are required to complete an internship in lieu of thesis research and take courses in communications, business management, and ethics in addition to disciplinary science courses. At OSU, PSM program options are currently offered in Applied Biotechnology, Applied Physics, Environmental Sciences, and Applied Systematics in Botany. Graduates better understand the applications of their science.

The Graduate Certificate in Management for Science Professionals consists of eight courses emphasizing four key topic areas:

- project management, finance, marketing and organizational principles (9 credits in which courses are taught sequentially),
- communications (3 credits),
- ethics (3 credits), and
- professional skills (3 credits).

An online version of this graduate certificate program is planned, which will:

- enable entire PSM programs at OSU to be offered via distance education,
- increase student recruitment, including non-PSM degree seeking students who may wish to earn the graduate certificate,
- create opportunities for curriculum sharing with other PSM programs in the U.S., and
- increase capacity to develop additional PSM degree programs at OSU and elsewhere in the state.

Graduates of this certificate program will receive formal recognition for completing the professional training, which currently can only be achieved through an assemblage of disjointed courses or an intensive MBA Program.

c. When will the program be operational, if approved?

Fall 2009

2. Course of Study

a. Briefly describe proposed curriculum.

Course topics were developed based on feedback received from industry representatives during PSM program development workshops held at OSU in June 2001 and December 2003. Additional information from other universities, OSU students, non-governmental organizations, and government agencies obtained during annual workshops for the last several years has continued to upgrade and augment the curriculum.

We are requesting a new course designator (PSM). The Graduate Certificate consists of 18 credits:

- PSM 565 Accounting and Finance for Scientists (3 credits)
- PSM 566 Management and Marketing Scientific Technologies (3 credits)
- PSM 567 Innovation Management (3 credits)
- COMM 550 Communication and the Practice of Science (3 credits)
- PHL 547 Research Ethics (3 credits)
- PSM 513 Professional Skills (3 credits)

b. Describe new courses; include proposed course numbers, titles, credit hours, and course descriptions.

Existing courses include Communication and the Practice of Science (COMM 550), which is currently offered under Topics in Speech Communication through the Department of Speech Communication (COMM 512). Research Ethics (PHL 547) is currently offered through the Department of Philosophy.

Management classes (PSM 565, 566, 567) are specially designed for science majors to provide a practical understanding of business skills in accounting, marketing and entrepreneurship that will be useful in the workplace. The Professional Skills class (PSM 513) evolved to address a variety of specific training needs identified by both graduate students and employers, and importantly serve to integrate the diverse knowledge bases grounded in science and management that these students acquire.

Complete descriptions of all courses for the PSM certificate are attached as Appendix A.

c. Provide a discussion of any non-traditional learning modes to be utilized in the new courses, including, but not limited to: 1) the role of technology, 2) the use of career development activities such as internships.

An online version of this graduate certificate will be offered, and a development grant from e-campus has already been awarded pending approval of this Category I proposal. The ability to offer the certificate on-line will significantly increase student access beyond the

OSU campus and create opportunities for curriculum-sharing with other universities interested in developing complementary professional programs of study.

The Graduate Certificate in Management for Science Professionals fosters career development and expansion of scientific skills to produce graduates capable of effectively and productively interacting with co-workers in business and scientific fields. The management courses were designed after careful consideration regarding content, learning sequence, and presentation style. Professors and students at five universities that also offer PSM programs with professional training components were visited in 2004 and queried about teaching style and learning effectiveness. Integration, synthesis, and application characterize successful teaching methods, particularly when educating science-based students in business concepts. Integrative learning occurs when students are asked questions like, “Which company would you buy stock in?” Answering such questions requires them to understand financial statements, market trends, leveraging, and other business concepts, not typically taught to science-based students. There is a steep learning gradient that exists as students progress from didactic lectures to demonstrations and finally hands-on learning opportunities. When students work in teams on various projects, they must synthesize their communication, business, and scientific skills.

The PSM 513 spring-term course is designed around a science-based case study project, which serves as an integrative learning experience requiring students to apply their collective business, communication, and scientific skills. These projects are developed and mentored by working professionals from various organizations and disciplines off-campus (examples in Appendix B). Student teams develop project management plans, work together to solve real-time problems, and then share results through final reports and on-site presentations.

Unlike most graduate-level courses, comprised of similar discipline-cohorts, this certificate program includes students representing a wide range of science-based careers. It sets the stage for interdisciplinary communication and broad-based learning opportunities.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Graduates of the certificate program will have an understanding of:

- Basic concepts in practical accounting and finance, marketing, project management, and entrepreneurship,
- Interpersonal and organizational communication styles,
- Ethical issues in scientific and social settings, and
- How to apply scientific knowledge in a variety of settings and by working as part of a multi-disciplinary team.

Specific course learning outcomes include students' ability to:

PSM 565: Accounting and Finance for Scientists

- Apply fundamental accounting principles for different types of organizations and interpreting financial statements of these organizations
- Use activity-based cost analysis and performance measurement analytics
- Follow business cycle fluctuations, free market dynamics, and inflation trends

PSM 566: Management and Marketing Scientific Technologies

- Draft a project management plan that includes work breakdown structures, time and cost components, project control and quality parameters
- Adapt marketing concepts (research, target positioning, pricing, and methods of promotion) to develop new products or services

PSM 567: Innovation Management

- Develop a business plan to commercialize a new technology, product or service
- Structure small business enterprises and non-profit organizations
- Apply sustainable business practices

COMM 550: Communication and the Practice of Science

- Write and give presentations on various topics to diverse audiences
- Work effectively in teams, engage in collaborative decision-making, and negotiate
- Engage in different styles of interpersonal communication and understand organizational communication strategies

PHL 547: Research Ethics

- Adapt problem-solving methodologies to deal with ethical issues in scientific, business, and social settings
- Explore organizational business and cultural values and how they affect the practice of science and conservation
- Apply guidelines relating to patent, trademark, copyright, and authorship issues

PSM 513: Professional Skills

- Draft and work effectively from a project management plan
- Integrate and apply scientific, business management, and ethics training in a team-based science project
- Communicate effectively across scientific disciplines

- e. Is there a maximum time allowed for a student to complete this program? If so, please explain.**

Students can work through the program in a timeframe that fits their own schedule, although ideally they will complete the certificate in one academic year, working with the same cohort of students. Individuals will be bound by normal Graduate School guidelines and timelines (e.g., completing a Master's degree within a 7-year time period).

3. Accreditation of the Program

- a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.**

There is currently no organization that accredits this type of graduate certificate.

- b. If applicable, does the proposed program meet professional accreditation standards?**

N/A

4. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

The PSM degrees at OSU (<http://psm.science.oregonstate.edu>) require courses currently offered through the proposed graduate certificate, and clearly address the needs recognized and articulated by key organizations like the Alfred P. Sloan Foundation and the Council of Graduate Schools (CGS) (<http://sciencemasters.com/>)-- see below.

The Graduate Certificate in Management for Science Professionals packages the additional training (also known as “plus” courses) provided in the PSM degree. Students majoring in scientific disciplines are drawn to these types of courses because they recognize how the training enhances their career options by adding value and versatility to their skills-base. We receive at least 10 to 12 inquiries per year from students interested in taking the “plus” PSM courses. Letters of support for this graduate certificate from the Dean of the College of Forestry and Associate Dean of the College of Agricultural Sciences (Appendix C) indicate interest from these scientific disciplines. Veterinary and pharmacy students also benefit from this training; however, their heavy course loads preclude their participation until graduation.

As an online option, this graduate certificate represents another step towards making entire PSM degree programs available via distance education.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

Over 8 years ago, the Alfred P. Sloan Foundation provided seed money for development of PSM degrees at major universities. OSU was one of the grant recipients. These non-thesis Master of Science degrees emphasize interdisciplinary studies that integrate natural sciences and mathematics with training in management, communication, and professionalism. Students acquire skills in analytical thinking, problem solving, and gain real-world experience through internships. Packaging the professional plus courses as a graduate certificate program will: 1) allow us to access e-campus funds to convert this curriculum into a distance learning option, 2) facilitate development of entire online PSM programs at OSU, 3) increase access to this training opportunity among working science professionals as well as PSM students at other universities, and 4) help recover costs for delivery of these courses through increased tuition revenues.

The value of PSM programs have been recognized by different organizations through time. A quote from USA Today (19 July 2004, cover story) summarizes the PSM degree in this way:

“The PSM is being called the MBA for scientists and mathematicians. It’s an education aimed at future managers who will be able to move comfortably in the business of science...”

The CGS’ report “Graduate Education: The Backbone of American Competitiveness and Innovation” (26 April 2007) recommends:

“...support for innovative graduate education programs, such as professional master’s degrees, which respond to workforce needs...”
(http://www.cgsnet.org/portals/0/pdf/GR_GradEdAmComp_0407.pdf).

There is a regional and national need to provide this type of training to people with careers in science and mathematics. Organizations need people who are comfortable in the worlds of both science and business; graduates will be better able to contribute to running private veterinary or medical practices, managing small science-based start-ups, or serving in managerial research positions for larger companies or agencies. Letters of support for this graduate certificate come from a variety of government agencies, industries, and small businesses interested in hiring these graduates and attest to this need (Appendix C).

Oregon was recently chosen as one of five states to participate in the “National Governor’s Association Policy Academy on State Strategies to Meet Emerging Workforce Needs through the Professional Science Masters Program”. The goals of the academy are to:

- Identify high-skills workforce gaps that PSM programs can help address,
- Assess the viability of implementing a statewide PSM strategy, and
- Create an action plan for a statewide PSM program that is linked to other ongoing Science, Technology, Engineering, and Mathematics related activities and programs at the K-12 and post-secondary level.

It is anticipated that this Graduate Certificate in Management for Science Professionals will be available in an online format in the fall of 2009 and could augment PSM program development at institutions across the state. A copy of Oregon’s proposal (which further specifies service-area employment needs), letter of support from Governor Kulongoski, and letter of approval from the NGA are enclosed in Appendix D. This initiative has since progressed with receipt of a \$20,000 planning grant from the Sloan Foundation and seven OUS institutions participating. A second implementation grant application for \$185,840 is currently under review with the Sloan Foundation.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

Currently, OSU accepts between 10-15 new PSM students annually into its Applied Systematics in Botany, Applied Physics, Environmental Sciences, and Applied Biotechnology programs, and all of these students are required to complete the certificate program. More programs in applied chemistry, fisheries and wildlife, bioinformatics and a cooperative, multi-institutional renewable energy PSM are envisioned and each should have capacity for approximately 10 students per year. Conservatively, we estimate that another 50 to 60 non-PSM students will register for the certificate each year (on campus and via distance education) in about 3 years, given that there are currently over 130 PSM programs offered at more than 80 universities across the U.S. (map below), and these programs potentially represent significant numbers of students interested in OSU’s Certificate in Management for Science Professionals.

As an online option, PSM students from other universities gain access to OSU’s “plus” curriculum required for their degree programs. In addition to professional training needs for new PSM programs developed at academic institutions in Oregon through the NGA initiative, PSM program directors from institutions in other states have also expressed an

interest in OSU's professional PSM curriculum. The National PSM Association (NPSMA) recently conducted a Best Practices and Educational Metrics survey, which received responses from 40 universities representing 62 PSM programs. Survey respondents indicated a strong interest in curriculum sharing among institutions offering PSM degrees. Development of the "plus" training required has been a challenge for many institutions, which our certificate could easily overcome by sharing relevant courses via distance education. All PSM programs are required to have "plus" courses as defined by the CGS: http://sciencemasters.com/portals/0/pdfs/Guidelines_for_PSM_Affiliation.pdf.



However, the Graduate Certificate in Management for Science Professionals would also be available to non-PSM students. Individuals who recently completed their undergraduate training often seek graduate degrees to learn additional skills. Others want to re-tool in their existing fields or advance in their current positions of employment. These students would all be able to register for this graduate certificate.

Traditional courses offered on campus have a capacity of approximately 20 students. Additional students can only be accepted if more sections are added. However, significantly greater numbers of students could be accommodated through an online offering of the Graduate Certificate in Management for Science Professionals, as currently envisioned.

d. Are there any other compelling reasons for offering the program?

The Graduate Certificate in Management for Science Professionals is unique and addresses a compelling need in the field of science and mathematics.

Collectively, the classes that comprise the Graduate Certificate in Management for Science Professionals are offered at the graduate level, because they are designed for individuals who have already earned their undergraduate degree in science or math and are interested in advancing their careers through additional graduate level training. It is

important to note that the business management series does not replace or comprise part of an MBA degree, just as other certificate components do not contribute to minors in specific topics (e.g., communication). However, we have found that many of our PSM students have heightened interest in certain topics after taking these professional courses, so that some choose to take additional communication courses and a few even earn an MBA after graduating with their master's degree from a PSM program.

To acquire the skills this certificate offers, individuals in the past have had to cobble together coursework from a myriad of sources often spending more time than desired on specific topics. The professional courses represent a broad array of topics. To emulate the proposed curriculum, students would have to independently organize a variety of activities with different organizations and existing courses. Importantly, these students would not benefit from the collaborative processes involved such as peer evaluation nor would they have opportunities to integrate what they are learning through projects required each term in the PSM professional curriculum. The goal of the Graduate Certificate in Management for Science Professionals is to produce "T-shaped" individuals who have depth in a particular field of science or math and breadth in a variety of "plus" course topics that enable them to understand the applications of their work in science and function as versatile employees. The PSM 513 class allows students to integrate their training in science and math with the professional skills they acquire. Collectively these professional courses ask students to analyze (not just remember), evaluate (instead of simply understand), and create (versus merely apply) their knowledge so that they can adapt their skills to a variety of employment settings. By emphasizing a hands-on, integrative learning approach, students develop competence in all three learning domain structures (cognitive/knowledge; affective/attitude, and psychomotor/skills).

The PSM 565, 566 and 567 classes were similarly created from a stated need by employers of science master's degree recipients. Graduates with an understanding of the business applications of their work in science are viewed as more valuable than traditional graduate degree holders. Multiple discussions contributed to the design of these classes, which cover key topics identified as important by employers. We needed to develop a few classes that would educate science and math majors in the basics of accounting, project management, marketing, and entrepreneurship, unlike the Master of Business and Engineering degree, which requires a minimum of 18 hours of credit in graduate level and 15 credit hours of pre-requisite course requirements in business administration (33 credits total). We initially worked with the College of Business to design these courses but eventually decided to hire a special instructor who had earned graduate degrees in both science and business administration. This facilitated our goal of creating courses specifically for science and math majors.

As stated earlier, this certificate is designed at the graduate-level for individuals who have completed an undergraduate degree in science or mathematics, and these classes are part of the required curriculum for PSM students. Employers of science Master's graduates also emphasized the need for training in interpersonal and organizational communication, and COMM 550 is a class that evolved from those conversations. We worked with Gregg Walker, the previous Chair of the Department of Speech Communication, to include appropriate topics. New Media Communications is another department in the College of Liberal Arts designed to prepare students for a career in media, not in science. Course options in this program emphasize this perspective and would not meet the needs of the Graduate Certificate in Management for Science Professionals. Jeff Hale, the Director of New Media Communications, agreed that "The

New Media Communications program does not have coursework that would be relevant to your students” (12 December 2008 email). Similarly, the Adult Education program “will prepare you to work either: as a development and training specialist... or as an instructional specialist and master teacher/trainer” and the Community College leadership Program “prepares faculty and administrators for leadership roles in technical and community colleges, higher education settings and similar organizations” (OSU website). Our graduate certificate program is designed for science majors. We make students enrolled in the Environmental Sciences PSM program emphasizing environmental education aware of the Education Double Degree option, but this type of training is not in the focus of the general “plus” course training.

Importantly, precedents for this type of graduate-level training have been set at other universities throughout the U.S. and examples include:

- Michigan State University (http://grad.msu.edu/all/bus_mgt.htm),
- University of Utah (<http://web.utah.edu/pmst/coursework.html>), and
- University at Buffalo (<http://professionalmasters.cas.buffalo.edu/>).

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Special interest in the type of training offered through this graduate certificate has been expressed by numerous individuals, agencies, and organizations. A letter of support from Senator Ron Wyden (Appendix C) acknowledges that “the Graduate Certificate in Management for Science Professionals will enable individuals to bridge the gap between business and science in a variety of workforce sectors...” Congresswoman Darlene Hooley shares that opinion and offers that “expanding the PSM programs to include a Graduate Certificate will provide a wonderful opportunity for students outside the PSM program area who are interested in gaining critical professional skills.”

Professional associations such as Associated Oregon Industries (AOI), which represents more than 20,000 businesses in the state, and the Oregon Bioscience Association (OBA) are both strong proponents of OSU’s PSM program and the proposed graduate certificate. John Ledger, Vice President for External Affairs of AOI, and Bob Lanier, Executive Director of OBA, both serve on the OSU PSM Advisory Board.

Large and small businesses (e.g., Hewlett Packard, Chemica Technologies, Inc. and ViewPlus Technologies) are interested in the proposed Graduate Certificate in Management for Science Professionals, as are state government agencies (Oregon Department of Fish & Wildlife), and those affiliated with agriculture and forest industry sectors (see letters of support in Appendix C).

And finally, other academic institutions interested in developing new PSM programs through the NGA initiative are likely to have a strong interest in OSU’s Graduate Certificate in Management for Science Professionals.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

The \$75,000 grant from e-campus will help create an online version of the Graduate Certificate in Management for Science Professionals, thereby allowing access for individuals who would simply like to work on the certificate part-time (5-7 units/term to

finish in one academic year) or full-time (in conjunction with another graduate program). Students would then be able to complete the certificate by working online whenever and wherever they currently live.

While exploring what types of teaching styles worked best for this type of curriculum and audience, we came across an excellent example of an online master's degree program at Michigan State University. That program requires students (from all over the world) to gather on campus for 3-4 weeks at the beginning of their degree program to learn about challenging topics in person and meet and connect with one another. We plan to develop our online graduate certificate curriculum using a similar hybrid format.

5. Similar Programs in the State

a. List all other closely related OUS programs.

The Graduate Certificate in Management for Science Professionals provides an exposure in an applied approach to topics that are taught in-depth in all MBA programs. Currently no program exists for science majors like the one being proposed. Letters from Oregon state legislators, previously referenced, underscore the value of the Graduate Certificate in Management for Science Professionals.

In the Pacific Northwest, OSU is currently the only university offering PSM programs and this certificate is similarly unique.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program?

All resources necessary for the Graduate Certificate in Management for Science Professionals are located at OSU.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

There are no projected impacts on other institutions in terms of student enrollment and/or faculty workload; however, as an online option, PSM students from other universities can gain access to OSU's "plus" curriculum, particularly if these courses are formally recognized by and transferable to their individual degree programs (see 4.c. above).

6. Resources

a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

Core Faculty:

Gregory Kivenzor; College of Science, OSU (**PSM 565, 566, 567**)

Instructor: Has graduate training and experience in both business management and science sufficient for teaching "plus" courses in accounting, management, marketing

and entrepreneurship with applications in science-related fields (not accredited by the AACSB); will also assist with outreach and development of internship opportunities for OSU's PSM Program.

Gregg Walker; Speech Communications, OSU (**COMM 512**)

Professor: Previous chair of the Department of Speech Communication, adjunct professor of Forest Resources, and Director of the Peace Studies program; teaches courses in conflict management, bargaining and negotiation, mediation, international negotiation, natural resources decision making, and peace studies; conducts training programs on collaborative decision making, designs collaborative public participation processes, facilitates collaborative learning community workshops about natural resource and environmental policy issues, and researches community-level collaboration efforts.

Jonathan Kaplan; Philosophy, OSU (**PHL 547**)

Associate Professor: Explores the relationship between developmental and evolutionary biology, especially the importance of non-genetic heritable variations in developmental resources for evolutionary innovations; teaches biomedical ethics, scientific reasoning, philosophy of biology, and reasoning and writing.

Ursula Bechert; College of Science, OSU (**PSM 513**)

Director of Off-Campus Programs: Teaches professional development courses for graduate science majors; directs development of PSM programs as well as international programs; research in reproductive biology of wildlife species, development of novel diagnostic and population management tools, nutritional and pharmacological studies; international collaborative research in southern Africa.

- b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?**

One new faculty member will be required to deliver this certificate program at OSU. This person will be hired as an instructor during the first year of the certificate. He/she should have a graduate degree (MS or PhD) in science and an MBA or formal training in business management. Work experience in industry, research and/or academia is desirable. In addition to teaching accounting, management, marketing and entrepreneurship with applications in science-related fields (PSM 565, 566, and 567), this individual will assist with outreach and development of internship opportunities for PSM students at OSU.

A letter from the Dean of the College of Science (Appendix E) confirms the institution's commitment to meet this need. No other additional hires are needed for this certificate.

- c. Estimate the number and type of support staff needed, if any in each of the first four years of the program.**

No additional support staff will be needed to develop and deliver this certificate. A grant from e-campus (\$75,000) will facilitate conversion of traditional courses to online options. Recruitment efforts will be folded into current PSM student recruitment activities. An

existing 0.2 FTE PSM Coordinator position will assist with the student application process. Applicants need to have earned an undergraduate degree in a field of study in science or mathematics, and/or have been admitted to a PSM program.

d. Describe the adequacy of student and faculty access to library and department resources that are relevant to the proposed program.

Information can be readily accessed by students enrolled in the Certificate Management for Science Professionals Program on the OSU campus.

e. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

No further acquisitions are required. Reference material currently available is adequate.

f. Identify any unique resources, beyond those on hand, necessary to offer this program. How does the institution propose that these additional resources will be provided?

No unique resources are required.

APPENDICES

Appendix A: Course Descriptions

List of Proposed Courses:

PSM 513: Professional skills (3 credits)
COMM 550: Communication and the practice of science (3 credits)
PHL 547: Research ethics (3 credits)
PSM 565: Accounting and finance for scientists (3 credits)
PSM 566: Management and marketing scientific technologies (3 credits)
PSM 567: Innovation management (3 credits)

Appendix B: Service-Learning and Case Study Project Examples

Appendix C: Letters of Support

Oregon State University

Sherman Bloomer, Dean, College of Science
Ilene Kleinsorge, Dean, College of Business and Sherman Bloomer, Dean, College of Science
Stella Coakley, Associate Dean, College of Agricultural Sciences
Hal Salwasser, Dean, College of Forestry
Mark Merickel, Associate Dean, Extended Campus
Courtney Campbell, Chair, and Jonathan Kaplan, Associate Professor, Dept. of Philosophy
Charlotte Headrick, Acting Chair, Department of Speech Communication
Jeffrey Hale, Assistant Dean, External Relations – College of Liberal Arts & Interim Director, New Media Communications

Government Representatives

Ron Wyden, U.S. Senator, Oregon
Darlene Hooley, State Representative, Oregon
Doris Matsui, State Representative, California
Jennifer Bond, Senior Advisor, Council on Competitiveness

Industry and Government Agency Advisors

John Ledger, Vice President of External Affairs, Associated Oregon Industries
Takuji Tsukamoto, President and CSO, Chemica Technologies, Inc.
Linda Amedo, Business Systems Manager, Hewlett-Packard Company
John Gardner, President, ViewPlus Technologies
Charlie Corrarino, Conservation and Recovery Program Manager, Oregon Department of Fish and Wildlife

Appendix D: NGA Proposal and Letters of Support and Approval

Appendix E: Budget

Appendix F: Instructor CVs

Appendix A: Course Descriptions

COMM 550: Communication and the Practice of Science (3 units)

Instructor: Gregg Walker

Offered: Fall term

Course description: Topics in this class include teamwork and collaborative decision-making; interpersonal and organizational communication; writing for and making presentations to diverse audiences; negotiation and consensus building; as well as persuasion and influence.

Approach:

The class meets twice weekly for 1½ hours to encourage discussions. Gregg Walker serves as the lead instructor and four other faculty members contribute to the course based on their areas of expertise. Students explore different communication styles and give a formal presentation at the end of the term.

PHL 547: Research Ethics (3 units)

Instructor: Jonathan Kaplan

Offered: Winter term

Course description: The course provides a basic understanding of: 1) responsible conduct in scientific research (e.g., guidelines relating to patent, trademark, copyright, and authorship issues), 2) scientific ethics and corporate culture, and 3) cultural impacts on decision-making processes, science, and societal values. In addition, the course covers recent trends such as the increased politicalization of science and the difficulties engendered by particularly strong economic incentives (e.g., start-up pharmaceutical and biotechnology companies).

Approach:

The class meets twice weekly for 1½ hours to encourage discussions. Various case studies, both historical and recent, are used to introduce and illustrate particular kinds of ethical problems that arise in scientific research and in the commercialization of particular kinds of results. Students become familiar with ethical problems they might face in their professions, identify ethically problematic situations, explain what aspects of those situations are ethically problematic, and then explain *why* those situations are ethically problematic.

PSM 513: Professional Skills (3 units)

Instructor: Ursula Bechert

Offered: Spring term

Course description: The class provides an integrative learning experience by giving students opportunities to apply their collective management, communication, and scientific skills to real-time case study projects. These projects are developed and mentored by working professionals from various disciplines. Student teams work together to solve problems and share results through final reports and on-site presentations. One or two projects are completed per term, based on the amount of work involved per project.

Approach:

The class meets weekly for two hours, and students are expected to work together outside class time based on project needs. Off-campus mentors initially make presentations and share background information about particular projects. Specific objectives are then addressed by the class working together. A project management plan, drafted by the students, further details individual responsibilities and guides team efforts. Project outputs include a final report and presentation. Guided team and self evaluations provide insightful feedback for each student about his/her performance as a team member at the conclusion of the project.

PSM 565: Accounting and Finance for Scientists (3 units)**Instructor:** Gregory Kivenzor**Offered:** Fall term

Course description: The course frames accounting and financial issues, including the broader environment in which a variety of enterprises operate (e.g., corporations to non-profit organizations). Fundamental principles of accounting and financial analysis for different types of organizations are covered. Lectures on micro- and macro-economics include inflation, business cycle fluctuations, and free market dynamics.

Approach:

The class meets twice weekly for 1½ hours. Students are assigned to 3-4 person teams, based on their different disciplinary backgrounds, to encourage communication skill-building opportunities. At the beginning of the term, each team chooses a company that serves as a model to illustrate key concepts (e.g., human resource management) that students explore through specific projects.

PSM 566: Management and Marketing Scientific Technologies (3 units)**Instructor:** Gregory Kivenzor**Offered:** Winter term

Course description: Project management emphasizes work breakdown structures, time and cost management, project control and quality, and human resources. Frameworks for management within a variety of entities (from non-profit organizations to large corporations) involved in science or science technologies are explored. Methods of market research, segmentation, target marketing and positioning, new product development, produce life cycles, pricing, and promotion and distribution are addressed. The importance of the global market and cultural factors that affect marketing strategies are included.

Approach:

The class meets twice weekly for 1½ hours. Students are assigned to 3-4 person teams based on their different disciplinary backgrounds to encourage communication skill-building opportunities. At the beginning of the term, each team chooses a company that serves as a model to illustrate key concepts (e.g., human resource management) that students explore through specific projects.

PSM 567: Innovation Management (3 units)**Instructor:** Gregory Kivenzor**Offered:** Spring term

Course description: Commercialization of new scientific technologies, products and processes, technology transfer mechanisms, entrepreneurship, and development of a business plan are key topics. Legal topics include intellectual property; structuring small business enterprises, partnerships and corporations; regulatory issues; and sustainable business practices. Other topics include intellectual property management, management of scientists and engineers, business assessment based on the triple-bottom-line, and actual commercialization of products and services.

Approach:

The class meets twice weekly for 1½ hours. Students are assigned to 3-4 person teams based on their different disciplinary backgrounds to encourage communication skill-building opportunities. At the beginning of the term, each team chooses a company that serves as a model to illustrate key concepts (e.g., human resource management) that students explore through specific projects.

Appendix B: Case Study Project Examples

- Black & Veatch, an engineering consulting firm, asked PSM students to create a business development plan to attract two new potential clients in the Portland OR and Vancouver WA region. Their final report and presentation were delivered at the Black & Veatch office in Lake Oswego.
- Anderson Risk Analysis, Inc. mentored students on a project conducted for the Salem Water/Wastewater Management Taskforce. The Taskforce and Mayor of Salem listened to the PSM students' presentation on how Salem could reduce its mercury discharges into the Willamette River by 27 percent.
- Willamette National Forest challenged PSM students with two ethical case studies focused on the conservation of spotted frogs and spotted owls. Panel discussions were set-up by the students to share viewpoints and conservation plans of different stakeholders including the USGS, USFWS, ODFW, as well as members of the general public.
- The Oregon Environmental Council asked students to develop a series of case studies to demonstrate effectiveness of low impact development projects throughout the state of Oregon. The Council used the students' report in their advocacy efforts to reduce storm water runoff in different areas slated for construction.
- Hewlett Packard challenged students to find new and innovative ways to utilize their ink jet technology. Presentations were made with consideration to potential markets and cost.
- Cascade Pacific Resource Conservation and Development Area, Inc. worked with PSM students to develop farm plans with Willamette Valley farmers to conserve riparian areas. Plans were used to explore opportunities to improve drinking water, decrease erosion, and increase habitat for indigenous species.

Appendix C: Letters of Support



College of Science, Office of the Dean

Oregon State University, 128 Kidder Hall, Corvallis, Oregon 97331-4608

T 541-737-4811 | F 541-737-1009 | www.science.oregonstate.edu | science@oregonstate.edu

April 22, 2008

To: Curriculum Council

From: Sherman Bloomer, Dean, College of Science

A handwritten signature in black ink, appearing to read "S. M. Bloomer".

Re: Support for the Professional Science Masters Program

The College of Science has supported the development of the Professional Science Masters Program from the beginning of the program, when it was supported by a grant from the Sloan Foundation. The College of Agricultural Sciences has been a partner in the design and implementation of the program.

The College views this program as an important strategic addition to our graduate programs. The PSM degree provides something that is unusual in higher education now and seems to have a value for students and employers. The certificate would make the core components of the PSM program available to students who already have a primary engineering or science degree, and would greatly extend the reach of the program.

The College of Science has supported the following components of the program costs:

- Part of Ursula Bechert's FTE to provide recruitment, advising, program coordination, and internship coordination.
- Support to the Department of Communications to deliver the communication course
- Support to the Department of Philosophy to deliver the ethics course
- Support to students and the College of Business to develop the business components
- Support for the annual partners conference and recruiting materials

The management courses, this year, were developed and delivered in an Ecampus delivery mode by instructors supported by the College of Science. The curriculum does not fit well within the College of Business and this approach provided a more appropriate curriculum for the program. These changes were coordinated with the College of Business. The courses were delivered in an online version and an on campus version, so that students in the program in Corvallis did not see a financial penalty.

The College intends to continue support for these program components, as the PSM program is an important piece of our graduate program. It is expected that as all of the certificate courses are developed in an online version that the resources from those courses will help defray the course delivery costs in each of the units that are participating.

The Graduate Certificate proposed here would be important for the College, but would also be of use to a number of PSM programs being developed at other institutions, as it provides access to courses that are sometimes challenging to develop. OSU is ahead of several other institutions in this regard.

Please let me know if I can answer any other questions about this program and the College's support for it.

From: Bloomer Sherman [mailto:bloomers@science.oregonstate.edu]
Sent: Monday, July 09, 2007 4:46 PM
To: Shellhammer, Gina
Cc: Bulling, Larry; Bechert, Ursula; Leslie, Susie; Bloomer, Sherman - COS; Minear, Paula; Kleinsorge, Ilene - COB
Subject: Re: fall course - PSM program

Hi Gina:

Here's the exchange Ilene and I had about these courses at the end of April. I've copied her on this as well so she's aware we are going forward with implementation of the courses and the associated certificate.

Let me know if we need more documentation.

Thanks,
Sherm

Begin forwarded message:

From: "Kleinsorge, Ilene - COB" <Ilene.Kleinsorge@bus.oregonstate.edu>
Date: April 29, 2007 6:40:14 PM PDT
To: "Bloomer Sherman" <bloomers@science.oregonstate.edu>
Subject: RE: Professional Science Masters Curriculum

Sherm,

As long as this does not end up being a major but is a certificate, we have no problems with the proposed curriculum or offerings. I checked with AACSB last week and was encouraged to find that your plan would not cause problems for the COB. Of course they didn't understand why the resources were not available to the COB to deliver for you, but that is not in my control and I will not be held accountable for making it so.

Ilene

From: Bloomer Sherman [mailto:bloomers@science.oregonstate.edu]
Sent: Wed 4/18/2007 9:57 AM
To: Kleinsorge, Ilene - COB
Subject: Professional Science Masters Curriculum

Ilene:

Thanks for the conversation a couple weeks ago about the Professional Science Masters curriculum. I really do appreciate the efforts COB went to in exploring these courses and I also understand the difficulties they present.

My understanding is that COS will go ahead and work with Ecampus to develop and staff a three course series intended to familiarize STEM students with the key concepts they will encounter in the private or public sector workplace. I've attached a working outline of what those three courses might look like and how we would talk about the, so as to make it clear these are not business courses and not intended for anyone thinking about business as the focus of their professional career. I want to be very clear about who these are for and how we'll use them.

Let me know if this seems OK to work from. If so I'll get the next steps going for Fall and will keep you posted on where we are and how the courses are shaping up.

Many thanks,
Sherm

Sherman H. Bloomer
Dean, College of Science
128 Kidder Hall
Oregon State University
Corvallis, OR 97331-4608
Ph: 541-737-3877
FAX: 541-737-1009
Sherman. Bloomer @oregonstate.edu

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College of Agricultural Sciences

Oregon State University, 138 Strand Agriculture Hall, Corvallis, Oregon 97331-2202

T 541-737-4251 | F 541-737-3178 | <http://agsci.oregonstate.edu/>

April 25, 2007

Dr. Ursula Bechert
Director of Off-Campus Programs
College of Science
Oregon State University
CAMPUS

Dear Dr. Bechert,

This letter is written in strong support of the Category I proposal for the development of a "Graduate Certificate in Management for Science Professionals." As you know, I was the P.I. on the Alfred P. Sloan Foundation grant to Oregon State University (OSU) that resulted in the development of the Professional Science Masters Program at OSU. From my experience with the program, I have seen the value of offering the management opportunities to science students and believe that many more of our students could benefit from this aspect of the Professional Science Masters (PSM) Program. I am also aware of how other institutions have struggled (as we have) with establishing and sustaining the management aspect of this unique program.

I believe that developing a Graduate Certificate Program would allow non-PSM degree seeking students in other science-related disciplines to also benefit (e.g., veterinary students and veterinarians). By opening enrollment of this program to a broader audience, it should be possible to help recover costs of development and delivery of the management aspect. We know that other PSM programs are interested in curriculum sharing and that several will benefit from the certificate program once it is offered online. I understand that the online version will be developed as soon as the Category I proposal is approved and I believe that aspect will be of great value to our campus overall.

As you know, the College of Agricultural Sciences has been a partner in the development of the PSM programs and we see opportunities for additional units to be involved in these programs in the future. There is additional value in making the management related courses available online and in encouraging traditional thesis seeking Masters and Ph.D. students to obtain additional expertise in this area of professional development. We know from the experiences to date with developing the PSM program that just offering business courses developed for other purposes does not work well for the students.

In summary, I support the direction that you are taking with the Category I proposal to develop this new program. Please let me know if there are questions that arise about this proposal that I am able to answer.

Sincerely,

A handwritten signature in black ink that reads "Stella Melugin Coakley". The signature is written in a cursive, flowing style.

Stella Melugin Coakley
Associate Dean



College of Forestry ~ Office of the Dean

Oregon State University, 150 Peavy Hall, Corvallis, Oregon 97331-5704

Phone 541-737-1591 | Fax 541-737-2906 | <http://www.cof.orst.edu>

23 April 2007

Dr. Ursula Bechert
College of Science
Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Dear Dr. Bechert:

I support your proposal to create a Graduate Certificate Program in Management for Science Professionals, which springs from the Professional Science Master's (PSM) degree programs that you've been developing.

The College of Forestry sees real value in providing additional training opportunities in business management, communications, and ethics to students enrolled in our graduate programs. In fact, our on-line Sustainable Natural Resources curriculum is an elective option within the PSM degree in Environmental Sciences.

Graduates from the College of Forestry find employment with a variety of organizations, including federal and state natural resource agencies as well as private companies. The development of the additional skills that you describe in your proposal will make our students more competitive and versatile employees and natural resource managers. As we have begun looking into this type of opportunity ourselves, we encounter great interest throughout the region, nation, and world in the business and science courses that would be available in your program. Natural resource management is in the process of substantial change and a Graduate Certificate such as you propose would be extremely beneficial to forest and other natural resource managers.

You have our support in developing a Graduate Certificate Program in Management for Science Professionals at OSU.

Best wishes,

A handwritten signature in black ink, appearing to read "Hal Salwasser". The signature is fluid and cursive, with a long horizontal line extending from the left side.

Hal Salwasser, Dean
College of Forestry



Extended Campus

Oregon State University, 4943 The Valley Library, Corvallis, Oregon 97331

Phone 541-737-2676 | Fax 541-737-2734 | ecampus.oregonstate.edu | ecampus@oregonstate.edu

DATE: May 21, 2007

TO:

Ursula Bechert, DVM, PhD

Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331
Tel: 541 737 5259
Fax: 541 737 3573
ursula.bechert@oregonstate.edu

Sherman H. Bloomer, PhD

Dean, College of Science
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Sherman.Bloomer@oregonstate.edu

FROM: Mark Merickel, PhD

Associate Dean, OSU Extended Campus

A handwritten signature in black ink, appearing to be "M. Merickel", written over the printed name.

SUBJECT: Letter of Support for Category 1 proposal, Graduate Certificate in Management for Science Professionals

OSU Extended Campus fully supports the establishment of an OSU Graduate Certificate in Management for Science Professionals. We have other highly successful programs for professionals in various fields of science, know how to market to this audience, and have established a reputation nationally for high quality, accessible courses and programs. Bringing this program to an extended audience nationally and internationally reinforces our goal of improving access to OSU programs.

The online version of this graduate certificate would be marketed nationally and would be of interest to students in other Professional Science Masters programs across the country. (Nationwide program information—<http://www.sciencemasters.com/>). In addition, we anticipate enrollment in the individual courses by working professionals who are managing science programs and wish to upgrade their skills in core areas essential to their management success.

Upon curricular approval Ecampus will provide assistance with program planning, marketing, course design and development, Blackboard training, and supporting services

to students at no cost to the college or department and will return tuition revenue to the program according to the established Ecampus revenue-share model. We will support development of the online courses within this program by providing funding for the content provider for each course. With careful planning and with anticipated enrollment, this program will be self-sustaining under this model.

Courtney Campbell
Jonathan Kaplan
DEPARTMENT OF PHILOSOPHY



OREGON STATE UNIVERSITY
208 Hovland Hall • Corvallis, OR 97331-3902
Telephone 541-737-2955 • Fax 541-737-2571

April 20, 2007

To whom it may concern:

We are writing in support of the Category I proposal to create a Graduate Certificate Program (19-credits), "Graduate Certificate in Management for Science Professionals," based on the Professional Science Masters (PSM) degree cohort curriculum.

As part of the PSM cohort curriculum, students are required to take Philosophy 547, "Research Ethics," which one of us (Jonathan Kaplan) has taught for the past two years. The response from the PSM students has been quite positive – the comments on the qualitative student evaluations this year included such remarks as "a great, thought-provoking class" "I really enjoyed this class even though I was a bit apprehensive about taking a philosophy course" and "very stimulating, relevant, and interesting." It is clear from these experiences in 547 that students from technical backgrounds have not been exposed to rigorous, sustained thinking about the ethical issues engendered by scientific research, and that, while initially skeptical of the value of such work, come to appreciate the importance of taking these kinds of issues seriously.

Creating a Graduate Certificate Program that, as part of preparing students in the sciences to work effectively in the private sector, includes a required ethics component, would benefit the OSU community in a number of ways. First, of course, those students taking advantage of the Certificate Program would benefit by gaining the expertise necessary to work effectively as both research scientists and business people, while maintaining a focus on the ethical issues inherent in their careers. Second, the businesses in which these students end up working will no doubt benefit by having hired people who have, at the very least, been asked to think seriously about what ethical conduct in research settings involves. And finally, such a program would send a strong message that ethical training, and ethical behavior, is a critical part of good management practice in the sciences, something that, unfortunately, has not always been seen as obvious, nor always practiced.

In short, the proposal to create a "Graduate Certificate in Management for Science Professionals" Graduate Certificate Program, based on the Professional Science Masters (PSM) degree cohort curriculum, is well worth supporting.

Sincerely,

Dr. Courtney Campbell, Department Chair, Philosophy Department
ccampbell@oregonstate.edu

Dr. Jonathan Kaplan, Associate Professor of Philosophy
Jonathan.Kaplan@oregonstate.edu



Department of Speech Communication,
Oregon State University, 104 Shepard Hall, Corvallis, Oregon 97331-6199
T 541-737-2461 | F 541-737-4443 | <http://oregonstate.edu/dept/speech>

2 May 2007

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Dear Prof. Bechert:

The Department of Speech Communication supports the Category I proposal from the College of Science to create a Graduate Certificate Program in Management for Science Professionals which includes COMM 512-036, Communication and Practice of Science. We believe the inclusion of COMM 512-036 strengthens an already strong proposal. We will continue to teach this class as long as we continue to receive funding from the College of Science.

Sincerely,

A handwritten signature in black ink, appearing to read "Charlotte J. Headrick". The signature is fluid and cursive, with a large initial "C" and "H".

Charlotte J. Headrick, Ph.D.
Prof., Theatre Arts
Acting Chair, Department of Speech Communication

From: Hale, Jeffrey
Sent: Friday, December 12, 2008 9:46 AM
To: Bechert, Ursula
Subject: RE: PSM program

Ursula, this looks like a wonderful applied program for professionals in scientific and technological fields. The New Media Communications program does not have coursework that would be relevant to your students. However, your program may be an option for our students that want to focus on scientific visualization as a career path in new media. We are supportive of your Cat I proposal and look forward to the implementation of this program.

Jeff
Jeffrey A. Hale
Assistant Dean, External Relations
Director, Liberal Studies
Interim Director, New Media Communications
211 Gilkey Hall
College of Liberal Arts
Oregon State University
541-737-4587
Fax 541-737-2434
jhale@oregonstate.edu

From: Bechert, Ursula
Sent: Friday, December 12, 2008 8:35 AM
To: Hale, Jeffrey
Subject: PSM program

Hi Jeff,

Thanks for returning my call this morning. I appreciated your feedback regarding potential course overlap between your New Media Communications program and our Professional Science Master's program (<http://psm.science.oregonstate.edu/>). Thanks for suggesting a reply to this email as a letter of liaison to acknowledge the lack of overlap and differences.

It looks like you've developed a wonderful program, and I really liked your website. Perhaps a few of your students might be interested in taking some of the professional courses we've created, especially if they're planning to start or manage a media company. I hope that your Cat I proposal process goes smoothly.

Best wishes for the holidays-- Ursula

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
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Appendix D: NGA Proposal and Letters of Support and Approval

State Strategies to Meet Emerging Workforce Needs through the Professional Science Masters Program

OREGON'S CHALLENGE

According to business leader participants in a recent survey by Monitor, Oregon is a great place to live but lacks a sufficient skilled labor pool, most particularly lacking in specialists in engineering and the sciences. The same survey found that responding companies in Oregon interact with the state's universities at twice the rate of others in the United States and globally, indicating a strong level of collaboration and partnership. The Monitor analysis further urged the state to position itself by:

- Creating jobs to provide opportunity for the state's rapid population growth (Oregon: 7.9% compared to the U.S.: 6.1%);
- Raising average wages (Oregon: \$37,711 compared to the U.S.: \$42,405) by focusing on maintaining innovation levels (Oregon: 17.91 patents/10,000 workers versus the U.S.: 8.96 patents/10,000 workers);
- Expanding high-end manufacturing (e.g., IT products, analytical instruments, heavy machinery and machine tools); and
- Fostering non-urban development by maintaining the state's strong positions in agriculture-related clusters (e.g., wine, forest products, and furniture).

Two of the primary strategies that were recommended for the state to differentiate itself were: (1) to improve education from prekindergarten through university levels, with particular emphasis on higher education, and (2) to increase support of entrepreneurship to bolster home-grown industries.

The just released workforce demand projections from the Oregon Employment Department show a growing need for advanced education in many occupational groups. The table below summarizes the science, technology, engineering, and mathematics (STEM) occupation projections where the positions will be filled with an applicant that at a minimum must have a bachelor's degree, but where the competitive candidate will have a master's degree.

**STEM Employment Trends
For Occupations with Master's Degree Hiring Preference**

| | Employment | | | | 10-Year Occupational Projections | | | 2006 Master's |
|---|---------------|---------------|--------------|-------------|----------------------------------|--------------|--------------|-----------------|
| Occupation Group | 2006 | 2016 | Change | % Change | Growth | Replace | Total | Degrees Awarded |
| Computer Specialists | 1,295 | 1,475 | 180 | 13.9% | 180 | 145 | 325 | 73 |
| Mathematical Science | 924 | 1,047 | 123 | 13.3% | 123 | 268 | 391 | 56 |
| Engineering | 18,340 | 19,735 | 1,395 | 7.6% | 1,413 | 3,952 | 5,365 | 273 |
| Life Sciences | 2,763 | 2,955 | 192 | 6.9% | 192 | 765 | 957 | 59 |
| Physical Sciences | 2,531 | 2,858 | 327 | 12.9% | 327 | 622 | 949 | 91 |
| Total | 25,853 | 28,070 | 2,217 | 8.6% | 2,235 | 5,752 | 7,987 | 552 |
| Source: Oregon Employment Department Workforce and Economic Research (January 2008) and Oregon University System 2006 Fact Book | | | | | | | | |

This table highlights the workforce impact that the retirement of highly educated baby boomers will have on the demand for critical occupations in the coming decade. Current trend data for Oregon and the

United States raises further concerns because the overall educational attainment between young and older adults finds that the higher education levels are held by the older age group. This trend does not bode well for future economic vitality.

The Governor's Office, the State Board of Higher Education, the State Board of Education, and the Workforce Investment Board presently have several initiatives underway to expand and improve the state's education delivery system overall and specific STEM educational/research opportunities available to Oregonians. These include:

Unified Educational Enterprise (UEE) Subcommittee of the Joint Boards: One of the fundamental responsibilities of this group is to respond to the Legislature's call for postsecondary education sectors to cooperate on alignment initiatives. The UEE is on track to analyze the current enterprise alignment and identify gaps within it.

Key Elements of an Aligned Education Enterprise:

- Advance a standards-based education system based on agreed upon common core proficiencies with rigorous standards and learning outcomes for all students PreK-20;
- Develop clearly defined and articulated pathways that allow all students of all ages to smoothly enter and exit the education enterprise and make informed decisions regarding education and training options and opportunities;
- Facilitate development of clear, consistent, frequent, and cross-sector communication that informs students of their options and opportunities (communication includes parents, teachers, counselors, teachers, faculty, administrators, Boards, and other stakeholders);
- Study and advise on integrated data systems that allow for transfer of student records including learning and achievement across systems and institutions; and
- Make recommendations for achieving a coherent PK-20 system, with a unified vision, common language, clear agreements, up-to-date policies, and well engineered structures.

Post-secondary Quality Education Commission (PSQEC): The Governor has established the Commission to build a model for understanding the needs of the full post-secondary education system.

The commission is to:

- Identify the key issues to address in completing a model that identifies the particular needs of community college and university students;
- Determine the key values encompassing the mission of post-secondary education in Oregon, including access to education, educational quality, student success, professional compensation, research, service, innovation, technical/career and adult basic education;
- Solicit input from educators, education policy experts and others about the elements of the model; and from the public, input regarding educational priorities in the model;
- Develop the model based on research, data, public input and experience; and
- Communicate with stakeholders regarding model development.

Engineering & Technology Industry Council (ETIC): This council was established in 1997 to plan and oversee improvements in engineering programs with a focus on better serving industry's needs. This marked the first time that the state universities and the private sector worked in full collaboration to co-fund and direct efforts to grow the capacity and excellence of Oregon's engineering and technology programs and the number of skilled workers produced through these efforts. The voting members of ETIC are industry executives who meet regularly with leaders from Oregon public university campuses to develop strategic plans and associated implementation plans. The industry members serve a fiduciary role by holding the campuses accountable for producing results based on an objective set of metrics.

ETIC investments have grown a cadre of engineers and technology workers for all of Oregon's industries, from high tech to agriculture, from tourism to forestry, and other key sectors of our economy such as energy, medical, transportation, manufacturing, and financial services. ETIC investments have been leveraged by private dollars, providing two dollars in private support in funding, equipment, scholarships and other support for every dollar of public investment. ETIC investments have established a solid base that will enable Oregon to meet its goals of more than doubling the number of engineering degrees and increasing externally funded research more than five-fold by 2020.

The Oregon Innovation Council (Oregon InC): Created in 2005 by the Governor to make recommendations on how the public sector can stimulate Oregon's economy, Oregon InC was recently awarded \$28.2 million by the 2007 Oregon Legislature to implement four industry initiatives and three signature research centers. Manufacturing, food processing, seafood, and the nascent wave energy industry represent the industry initiatives. The research initiatives include ongoing support for the state's first successful signature research center, the Oregon Nanoscience and Microtechnologies Institute (ONAMI), as well as the formation of two additional signature research centers: the Bio-Economy and Sustainable Technologies (BEST) Center, which will focus on bio-products, bio-fuels and green development; and the Oregon Translational Research and Drug Development Institute (OTRADI), which will focus on infectious disease research.

This package is designed to build on Oregon's competitive advantages, enhance diverse industries, and create competitive jobs and opportunity in every corner of the state. Further, it is the product of an unprecedented partnership between the business community, state government, the venture capital community and higher education.

The Oregon Business Plan: In 2002, government, business, and academic leaders came together to form the Oregon Business Plan initiative: a comprehensive plan to grow the economy of the state through the identification of key issues that are relevant to growing business in Oregon. Updated yearly and supported by the **Oregon Business Council** (a private non-profit organization consisting of 47 chief executives from some of Oregon's largest businesses), the Oregon Business Plan is a model for broad inclusiveness and has a remarkable history of success in the state legislature, in economic impacts and in job creation. Cluster methodology is the strategic underpinning of the Oregon Business Plan, and since 2002, a large network of clusters has developed to feed the Oregon Business Plan and to help train industry and economic development professionals to use the tools and strategies of cluster development.

Governor's Employer Workforce Training Fund (EWTF): The EWTF was created in 2003 when the Governor directed that a portion of Workforce Investment Act funds go to support incumbent worker training with an emphasis on industry clusters. Regional Workforce Response Teams (made up of workforce and economic development practitioners) are encouraged to utilize their local EWTF resources to support the workforce needs of local industry cluster groups while the state portion of the EWTF resources has been used to support statewide industry sectors (like healthcare and manufacturing) and assist in training the local practitioners in the regions on how to use the cluster-oriented approach. In addition, the fifteen workforce regions each received additional funds from EWTF to expand their capacity to use the cluster approach to respond to cluster-based workforce needs. EWTF investments total approximately \$20 million over the past four years.

Oregon's 2007 Legislative Session approved an unprecedented 18% increase in education funding for Pre-K, K-12, Community Colleges, and Oregon Universities, plus targeted investments in high-demand occupational programs in healthcare and engineering. These resources will support the education and training needs of businesses along with the Oregon InC investments.

GOALS & EXPECTED OUTCOMES FOR THE PSM POLICY ACADEMY PROCESS

In *Priming the Talent Pipeline: Oregon's Future Workforce Needs Analysis*, commissioned by the Oregon Workforce Investment Board as its strategic plan, a number of key strategies are identified to: (1) place greater emphasis on lifelong learning over the course of an individual's career, (2) increase levels of entrepreneurship, and (3) put greater emphasis on technical professionals developing hybrid skill sets. These broader skill sets include knowledge about supply chain management, quality and process control, data and decision support tools, customer service, company/market needs, and global commercial awareness. Offshore outsourcing is raising skill requirements for innovation, new product design and project management.

There are currently four PSM programs at Oregon State University (OSU) in Applied Biotechnology, Applied Physics, Environmental Sciences, and Applied Systematics in Botany that were initiated with a \$400,000 grant from the Alfred P. Sloan Foundation in 2002. Program development was based on feedback from local industry and follows the precedent set by ETIC for industry involvement by engaging an Advisory Board and organizing annual workshops. The last workshop, held at OSU in late November 2007, explored how new PSM programs at OSU could positively impact workforce development needs. Allen Alley, the Deputy Chief of Staff for Governor Kulongoski, was the keynote speaker. Potential programs in several STEM disciplines were recommended and paralleled the needs summarized in the employment trends table on page one.

Currently, these are the only PSM programs in the Pacific Northwest. Expansion of PSM programs will give Oregonians a new advanced education choice that will keep them competitive in the rapidly changing workforce. Importantly, PSM graduates prefer to remain in the state with approximately 68% of OSU's cohorts staying in Oregon and 77% in the Pacific Northwest. Similar trends have been noted elsewhere (e.g., 55% of Penn State University's PSM graduates remain in the state). These programs also appeal to minorities and women; approximately 50% of PSM enrollment at OSU is comprised of women.

Our goals in participating in the PSM Policy Academy Process are to learn how other states have implemented system-wide, economically viable PSM programs and to initially identify and prioritize development of specific PSM programs in Oregon to address future workforce needs. We plan to create task forces using experts from the Oregon Employment Department, UEE, ETIC, Oregon InC, and Oregon Business Plan initiative representatives, and members of the OSU PSM Advisory Board as well as the NGA Policy Academy home team. These groups will gather information from representative industries and then work together to publish a report of these findings.

An action plan for development of new PSM programs in the state will draw from the collective knowledge and resources of Oregon's initiatives described earlier, the Oregon University System, and PSM program experience at OSU. The professional curriculum offered at OSU for its PSM programs represents several years of development involving input from industry as well as other universities. Students take a series of eight courses, which include a year of business training (accounting and finance; project management and marketing; innovation management), courses in communications, research ethics, and a series of professional skills seminars. These courses will be available in an online format in the fall of 2009 and could augment PSM program development at institutions across the state. Various partnerships will encourage development of economically viable programs (e.g., joint degree programs between academic institutions). By working together with groups like the UEE, a pipeline to produce future PSM graduates can be created.

A PSM start-up grant fund will then be established, with co-funding from representative industries, to support development of new programs at Oregon's academic institutions. Nationally, PSM programs in the biosciences predominate, representing over a third of the PSM degrees granted in 2006 (Council of

Graduate Schools, February 2008). Oregon InC's initiatives and research centers reflect this growing area of interest, and could help spearhead cooperative partnerships with industry to further development of PSM programs in the state. It is also anticipated that Congress will include appropriations for PSM programs at the National Science Foundation (NSF) in legislation for 2009. This forward momentum will be beneficial to Oregon institutions seeking support for program development from NSF in the future.

Oregon businesses are dominated by many medium and small firms that will need to hire professionals with broad skill sets envisioned by PSM programs. The PSM movement has the potential to not only produce graduates capable of bridging the gap in communication between the research and marketing arms of industry, but between industry and academic institutions as well. The PSM alumni from OSU have shown a strong interest in networking among other PSM cohorts, maintaining ties to OSU, as well as promoting the PSM at their place of employment. The opportunity to further develop PSM programs in Oregon at this time are perfect, given the work that has already been done and the initiatives to expand and improve the state's education delivery system that are currently underway.

PROPOSED TEAM COMPOSITION

The core team is comprised of highly effective and skilled individuals with knowledge and authority to get things done. (Contact details are included in the Appendix.)

Bruce Schafer, Team Lead: Bruce is the Director of Industry Affairs for the Chancellor's Office of the Oregon University System and the Executive Director of the Engineering & Technology Industry Council. Prior to joining the Oregon University System in 1999, Bruce was the President and founder of PC-Kwik Corporation, which was licensed to major personal computer manufacturers. Prior to founding PC-Kwik, Bruce served as an engineering and marketing manager at Intel Corporation. Bruce will be working with provosts and deans from colleges across the Oregon University System to identify programs with the strongest support from employers, students, and schools that would be best candidates for the PSM program.

Senator Richard Devlin, Senate Majority Leader: Senator Devlin is serving as chair of the Senate Committee on Rules and Executive Appointments and is also a member of the Senate Committee on Commerce and Labor. Senator Devlin has extensive experience with budget and education issues, having served on the Joint Ways and Means Committee for several legislative sessions. Senator Devlin will help guide the PSM initiative through the cross-sector legislative priority-setting process blending this critical need between graduate education and economic development.

Margie Lowe, Governor's Higher Education Policy Advisor: With over two decades experience in management of budget and policy issues in multiple programs areas, Margie has spent the past four years focused on implementing strategies to make postsecondary education more affordable and successful for all Oregonians. She has effectively worked with agency officials, stakeholder groups, and legislators to implement innovative programs in education and human services. Margie will be working with executive branch agencies for employment, economic development, workforce development, and higher education to assure full support from critical stakeholders.

Steve Mahon, General Manager for TriQuint Semiconductor: Steve has 26 years experience in the semiconductor industry specializing in GaAs based integrated circuit processing and microwave acoustics. Currently, Steve oversees design, development and manufacturing of bulk acoustic wave (BAW) microwave filters. He holds bachelor's and master's degrees in electrical engineering. Steve's role with TriQuint Semiconductor and its affiliation with the University of Oregon's Material Science Institute's graduate internship program causes him to be particularly interested in improving Oregon's ability to produce graduates with degrees that combine science, business, and communication.

Ursula Bechert, Director of Off-Campus Programs, College of Science: Since January 1998, Ursula has been working at OSU to develop research and educational programs in the sciences. She has been leading development of the PSM programs at OSU since 2002, and is currently the Vice President of the National PSM Association (NPSMA). Ursula chairs the NPSMA's Strategic Planning Committee and serves on its Board Development and Best Practices committees. She has a degree in veterinary medicine and a PhD in reproductive endocrinology, and as an OSU faculty member, understands what is involved in conducting research, teaching, and building educational programs from the ground up. Ursula will be working with home team members and industry representatives to gather information about potential Oregon PSM program needs, and will also help to initiate and mentor new PSM programs at other institutions in the state.

Home-team members will work with and support the efforts of the core team. All of the individuals listed have been serving in an advisory capacity guiding growth and development of OSU's PSM programs.

Linda Amedo, Manager of Business Systems and Industrial Engineering, Hewlett Packard: Linda has been with Hewlett Packard since 1978, and is currently managing a team responsible for providing systemic improvements in business performance through the use of their business process and modeling expertise and analytical and project management capabilities. She also serves on the Advisory Boards for the College of Engineering and the PSM Program at OSU.

Charlie Corrarino, Conservation and Recovery Program Manager, Oregon Department of Fish and Wildlife: Charlie is responsible for oversight of native fish conservation issues and implementation of Oregon's Native Fish Conservation Policy, and he collaborates with the OSU Department of Fisheries and Wildlife on the operation of the Oregon Hatchery Research Center.

Bob Lanier, Executive Director, Oregon Biosciences Association: Bob serves as the President of MouldWorks, which is based at the University of Oregon. He has served in a variety of entrepreneurial positions in the past, including Director of Business Development for Partner LABfx, Director of Sales and Marketing for Neo-Genesis, and Co-Founder/Director of International Sales for Antalys, an AI oriented software consulting company, which was acquired by Baan Enterprise Systems in 1997.

John Ledger, Vice President for External Affairs at Associated Oregon Industries: Associated Oregon Industries (AOI) is Oregon's largest business organization. John is the editor of the Business ViewPoint magazine, oversees all public and other external relations for AOI, and lobbies the Oregon legislature on environmental and transportation issues. He originated and authored the legislation creating the Oregon Sustainability Board, the first of its type in the nation.

Hans Neukomm, retired Vice President and Director of the Energy Services Division, CH2M Hill: In 1998, Hans was appointed to the Oregon Energy Facility Siting Council and in 2005-06, he served as the Council's Chair. Hans is very active in community service for which he received the State of Oregon's Economic and Community Development Award for Outstanding Community Leadership in 2002. He serves on the Board of the Good Samaritan Hospital and the Linn-Benton Community College Foundations, on the OSU PSM Advisory Board, and is a Past Chairman of the Corvallis-Benton County Economic Development Partnership.

This team of industry experts will be augmented with appropriate executive branch partners as planning needs evolve. This will include participants from the Oregon University System, the Employment Department, Economic and Community Development Department, and the Community Colleges and Workforce Development Department.

APPENDIX – PSM CORE TEAM ROSTER

Bruce Schafer, Team Lead

Director, Industry Affairs, Office of the Chancellor
CAPITAL Center, Suite 1065
18640 NW Walker Road
Beaverton, OR 97006-2920
Phone (503) 725-2920
FAX (503) 725-2921
E-Mail: bruce_schafer@ous.edu

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Phone (503) 986-1719
FAX (541) 986-1080

District:

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E-Mail: sen.richarddevlin@state.or.us

Margie Lowe, Higher Education Policy Advisor

Office of the Governor
900 Court Street NE
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FAX (503) 378-3225
E-Mail: marjorie.lowe@state.or.us

Steve Mahon, General Manager

TriQuint Semiconductor
63140 Britta St. Building C
Bend, OR 97701
Phone (541) 382-6706
FAX (541) 382-7783
E-Mail: smahon@tqs.com

Ursula Bechert, Director of Off-Campus Programs

College of Science
Oregon State University
2082 Cordley Hall
Corvallis, OR 97331-2902
Phone (541) 737-5259
FAX (541) 737-3573
E-Mail: ursula.bechert@oregonstate.edu



THEODORE R. KULONGOSKI
Governor

March 3, 2008

Chris Hayter
National Governor's Association, Hall of the States
444 North Capitol Street, Suite 267
Washington, DC 20001-1512

Dear Mr. Hayter:

The prospect of being one of the states chosen for inclusion in *NGA's Policy Academy on State Strategies to Meet Emerging Workforce Needs through the Professional Science Masters Program* is an exciting opportunity for Oregon's higher education system. Oregon's efforts to expand and improve the state's education delivery system and specifically our (STEM) educational/research opportunities including the four Professional Science Masters (PSM) programs at Oregon State University (OSU), positions us well for the opportunities of this particular Policy Academy.

Our state's innovative approach to the implementation of cluster-based economic development is complemented by several education-focused initiatives described in the proposal. Employment needs for master's level STEM occupations are expected to increase significantly over the next decade, particularly in the computer, mathematical and physical sciences. Expanding the number of PSM degree options available in Oregon will help us fill these workforce needs by providing industries with scientifically trained managers. Individuals with a PSM degree complete their studies with both expanded skills in their science discipline and new professional skills in business management, communications and ethics; they also will have gained practical experience through internships making them ideally suited for key emerging industry positions. And master's graduates are more likely to remain in the state than those earning other types of graduate degrees.

This NGA Policy Academy will help us explore specific Oregon PSM program needs and promote development of these new programs in cooperation with industries destined to hire the PSM graduates. Bruce Schafer, Director of Industry Affairs for the Oregon University System Chancellor's Office, is in a key position to direct implementation of statewide adoption of PSM programs and is enthusiastic about serving as the leader of the core team. Oregon State University presently has the only PSM programs in the Pacific Northwest; their Director, Ursula Bechert, is eager to expand PSM programs throughout the Oregon University System.

Chris Hayter
March 3, 2008
Page Two

I have selected three partners to serve with Bruce and Ursula on Oregon's core team; they are committed to rolling up their sleeves and spending a significant amount of time on this project, including, but not limited to, participation in these activities:

- Advance preparation with the team prior to the Policy Academy;
- Attendance at the two-day Policy Academy Workshop held June 2 and 3, 2008 in Sacramento CA;
- Implementation of the plan, including creation of a PSM start-up fund for academic institutions; and
- A one-day site visit from NGA project staff in the fall of 2008 to review progress of the plan.

The adoption of statewide PSM programs will raise awareness of these innovative programs and help Oregon respond to critical workforce needs. I understand that the work done in the Policy Academy will, ultimately, have far reaching effects, so I am fully committed to providing the support necessary to sustaining the gains realized through this process. Thank you for your consideration of this proposal; I look forward to Oregon's selection.

Sincerely,



THEODORE R. KULONGOSKI
Governor

TRK:ml:cy



NGA Center for BEST PRACTICES

National Governors Association
444 North Capitol Street
Suite 267
Washington, D.C. 20001-1512

Phone (202) 624-5300
www.nga.org/center

March 27, 2008

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NGA Center for Best
Practices Director

The Honorable Theodore R. Kulongoski
Governor
State of Oregon
900 Court Street NE, Room 254
Salem, OR 97301-4047

Dear Governor Kulongoski:

I am pleased to inform you that Oregon has been selected to participate in the NGA Center for Best Practices Policy Academy: *State Strategies to Meet Emerging Workforce Needs Through the Professional Science Masters Program*. Your state's proposal demonstrated a clear vision, relevance to other ongoing activities in your state, and a strong commitment to action. Four other states were selected to participate.

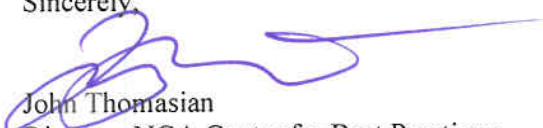
As part of the Academy, your state team will receive an orientation conference call, participate in a national Policy Academy meeting, and receive an in-state follow-up meeting to develop and refine a state action plan. In addition, Center staff and Academy faculty will be available throughout the nine-month process. The NGA Center will cover the costs of transportation and lodging for up to five individuals per state for participation in the PSM Academy meeting. Your state may send up to one additional team members at your own expense.

This Policy Academy will begin in April 2008 and continue through December 2008. A national Policy Academy meeting will be held June 2-3 in Sacramento, CA followed up by in-state site visits this fall.

We will be in contact with your designated team leader, Bruce Schafer, to coordinate next steps in the coming weeks. In the meantime, please contact Chris Hayter of the NGA Center at 202-624-7833 or chayter@nga.org if you have any questions.

We look forward to working with your state team on this important project.

Sincerely,


John Thomasian
Director, NGA Center for Best Practices

RON WYDEN
OREGON

230 DIRKSEN SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-5244
(202) 224-1280 (TDD)

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WASHINGTON, DC 20510-3703

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April 26, 2007

Dr. Ursula Bechert
College of Science
Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Dear Dr. Bechert:

It is a critical time for the United States. Everywhere we look, we see evidence of the global competition that American companies are facing. Unfortunately, we also see evidence that American companies are struggling because their employees lack the training necessary to compete in this global marketplace.

I am proud to say that the State of Oregon and the Oregon University system have been on the forefront in fighting to improve this situation. In particular, a tremendous amount of effort has been focused on ensuring Oregon's students get the math and science education, skills and knowledge that they will need to succeed. Oregon State University's Graduate Certificate Program in Management for Science Professionals is an important part of this effort.

This Graduate Certificate Program will help us become more competitive in science and math by providing individuals interested in working in science-related fields with training in business management, communications, ethics and professional technical skills. People working in research facilities, private practices or consulting firms, government agencies, and other industries often need such skills in their everyday work, but they have no way to acquire this training within their current professions. The Management for Science Professionals Graduate Certificate Program will enable individuals to bridge the gap between business and science in a variety of workforce sectors, and will arm their employers with the able workers needed to succeed in the 21st Century marketplace.

Oregon State University's Graduate Certificate Program in Management for Science Professionals should be applauded and emulated.

Sincerely,

RON WYDEN
United State Senator

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(503) 326-7525

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DARLENE HOOLEY

5th DISTRICT, OREGON

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House of Representatives
Washington, D.C. 20515-3705

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WWW.HOUSE.GOV/HOOLEY
TOLL FREE: 1 888 4-HOOLEY

April 25, 2007

Ursula Bechert D.V.M., Ph.D.
College of Science
Oregon State University
DBPP-2082 Cordley Hall
Corvallis, OR 97331

Dear Dr. Bechert:

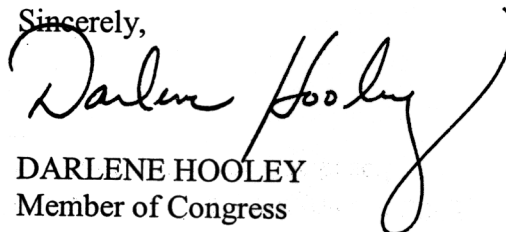
I am excited to learn about Oregon State University's success with the Professional Science Master's (PSM) programs. I first learned of this program in 2005, when it was being developed. I have been a long time supporter of science based education and am encouraged to see this program growing.

Expanding the PSM programs to include a Graduate Certificate Program will provide a wonderful opportunity for students outside the PSM program area who are interested in gaining critical professional skills.

In this global economy, we should take every opportunity to arm our graduates with the tools they need to thrive and compete. We also compete at the university level for the best and brightest students and this program is one more way we can continue to recruit students to Oregon State University.

Thank you for keeping me informed about the growth of this exciting program. Please let me and my staff know how we can continue to support the important work you are doing.

Sincerely,


DARLENE HOOLEY
Member of Congress

DORIS O. MATSUI
5TH DISTRICT, CALIFORNIA
COMMITTEE ON RULES
COMMITTEE ON SCIENCE

Congress of the United States
House of Representatives
Washington, DC 20515-0505

WASHINGTON OFFICE:
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(202) 225-7163

DISTRICT OFFICE:
ROBERT T. MATSUI FEDERAL COURTHOUSE
ROOM 12600
501 I STREET
SACRAMENTO, CA 95814
(916) 498-5600
www.house.gov/matsui

May 8, 2007

Ms. Ursula Bechert
Oregon State University
2082 Cordley Hall
Corvallis, Oregon 97331

Dear Ursula:

As a supporter of scientific research and increasing science, technology, engineering and math education in our nation's schools, I wanted to update you on important developments in Washington.

Science and technology issues, such as global warming and alternative energy, are crucial to our nation's competitiveness and security. As research into such pressing issues continues I believe our nation's researchers should be encouraged to effectively communicate new discoveries to the public. That is why I am proud to report that the House of Representatives incorporated a program I introduced—the Scientific Communications Act of 2007 (H.R. 1453)—into the National Science Foundation reauthorization bill (H.R. 1867). This bill will create a NSF grant program to train science graduate students to communicate more effectively with policymakers, business leaders, and other non-scientists in order to capitalize on the federal government's enormous annual investment in scientific research. I look forward to working with my colleagues in the Senate to ensure this legislation becomes law.

Late last month, the House also passed two bills that will advance STEM education and research in our country and ensure that the U.S. workforce remains competitive in the global economy. One of those bills, H.R. 362, will expand programs that help put qualified STEM teachers in our classrooms, improve teaching methods, and will create a panel of experts to identify and develop a new set of K-12 STEM curriculum for use in our public schools. Following the recommendations made in the National Academy of Sciences landmark report, *Rising Above the Gathering Storm*, H.R. 363 will strengthen the federal government's long-term basic research programs. The bill supports outstanding young researchers through grants at the NSF and the Department of Energy, while also establishing a national coordination office to identify, prioritize and fund research infrastructure at universities and national laboratories.

If you have any questions about these or any other issue, please do not hesitate to contact my office at (916) 498-5600.

Sincerely,



DORIS O. MATSUI
Member of Congress

DOM:nd



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April 24, 2007

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Dear Dr. Bechert:

I am writing in support of the development of a Graduate Certificate in Management for Science Professionals at OSU. I understand that this certificate program would be designed for science majors and emphasize organizational finance, marketing and entrepreneurship, communications, ethics and professional skills. My work with the Council on Competitiveness has made me keenly aware of the need for this type of training. The Council on Competitiveness is a private nonprofit organization comprised of CEOs, university presidents and labor leaders focused on fostering innovation-based growth and global competitiveness. As part of our National Innovation Initiative, the Council recommended the development and support of these types of PSM programs. We believe PSM programs and this type of training are essential for national competitiveness and regional economic growth as well. In my collaboration with the Council on Graduate Schools in support of PSM programs throughout the nation, I have seen a large demand for graduate certificate programs in communication, ethics and business skills, not only within the PSM programs, but by students in many different fields of science who are preparing for a research career and pursuing a Ph.D.

During my many years working at the National Science Foundation as the Director of Science and Engineering Indicators, I became convinced that providing business and communication skills for scientists and engineers is an important way of capturing and transmitting innovative ideas and products. Additionally, my colleagues at the National Science Foundation and other federal and state technical agencies needed and used such skills in our work responsibilities as science administrators on a daily basis. These skill sets are very important not only for entrepreneurs and business professionals, but also for scientists and engineers in all occupations, because they need to be prepared to enter the workforce in many different sectors.



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John A. Young
Hewlett-Packard Company

I was very impressed with the OSU PSM programs and students when I recently participated in the two-day OSU industry advisory meeting for your PSM programs. I believe that instituting a "Graduate Certificate in Management for Science Professionals" would strengthen the PSM programs and also meet a broader need at OSU and the Corvallis community. Indeed, I believe that the curriculum would be of broader interest throughout Oregon and the nation.

Good luck in your efforts to formalize such a graduate certificate program. I believe that it will be a big success.

Sincerely,

Jennifer Sue Bond
Senior Advisor
Council on Competitiveness



Associated Oregon Industries

1149 Court Street NE
Salem, OR 97301-4030
503.588.0050 Salem
503.227.5636 Portland
800.452.7862 Oregon
503.588.0052 fax
www.aoi.org

April 24, 2007

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*District Vice Chairman

Ms. Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Dear Dr Bechert:

I was very pleased to see the proposal for Graduate Certificate program for Science Professionals in Management.

As you know, AOI is Oregon's largest and oldest comprehensive business association, with members ranging from Intel to single-person small businesses. Many of our members are research and consulting companies, especially high-tech and environmental.

Our members often seek managers, or those with management potential, with master's degrees in science, engineering and mathematics. Unfortunately, most employees with scientific background have little or no managerial training, a very real deficit. So the proposed curriculum looks very germane to today's business needs.

I believe graduates from such a program, who must now compete with applicants throughout the nation or worldwide, would be very attractive to Oregon employers.

Please feel free to cite AOI as a strong endorser of your proposal.

Sincerely,

John Ledger
Vice President, External Affairs

JL:kah



CHEMICA

TECHNOLOGIES, INC

April 20th, 2007

Dr. Ursula Bechert
College of Science
Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Dear Dr. Bechert:

I have been a long-time, enthusiastic supporter of the Professional Science Master's (PSM) Program at Oregon State University (OSU), because I understand the value of merging training in business management, communications, ethics and professional technical skills with a science-based graduate degree. At Chemica Technologies, Inc., we value scientists who understand how their work fits within the broader context of the world of business. These individuals are more effective contributors to team projects and are versatile employees.

Oregon State University's Graduate Certificate Program in Management for Science Professionals will broaden access to this type of training to non-PSM degree-seeking individuals, which is excellent. Additionally, I understand that other universities offering PSM degrees are interested in curriculum sharing opportunities, and OSU's Graduate Certificate Program in Management for Science Professionals would certainly be of interest as an online option.

The Graduate Certificate Program will enable individuals to bridge the gap between business and science in a variety of workplaces, and I really appreciate your devoted effort to further develop and promote this substantial program to fill a long time need in many industries.

I strongly support the PSM program at OSU.

Sincerely,

Dr. Takuji Tsukamoto
President/CSO
Chemica Technologies, Inc.
325 SW Cyber Dr.
Bend, OR 97702-1076

To: Ursula Bechert, DVM, PhD

April 20, 2007

Dr. Bechert,

I was excited to learn of your proposal to create a Graduate Certificate Program from the PSM cohort curriculum that is designed specifically for science majors not included in the PSM program. I am also very supportive of your proposal to develop an online version of this certificate program as I believe this would be an attractive learning option for many students, especially adult learners who are returning for higher level academic degrees.

As you are aware, I am a big proponent of students in science or science-related fields receiving some type of formal training in management, communications, ethics and professional technical skills.

Employers, such as Hewlett Packard, appreciate technical candidates who have a basic understanding of finance and marketing principles, have been exposed to the potential business practices companies might use when managing in an innovative environment, have a grounding in business ethics and know multiple methods for communication. Applicants with this type of background are typically more successful in the interviewing process than those who do not.

I would like to provide my support for your proposal as I believe programs such as this are in the best interest for companies such as ours – now and into the future. Please let me know if there is anything more I can do to help in gaining the approval you need to move forward on this.

Regards,
Linda Amedo



Linda Amedo

Business Systems Manager
Graphics and Imaging Business
Hewlett-Packard Company

541-715-3552 Phone
541-715-9929 Fax
linda.amedo@hp.com



1853 SW Airport Ave Corvallis OR 97333
ph 541 754 4002 fx 541 738 6505
viewplus.com info@viewplus.com

April 23, 2007

Dr. Ursula Bechert
Director of Off-Campus Programs, College of Science
Oregon State University
Corvallis, OR 97331

Dear Ursula:

I am happy to hear about the new proposal for a Graduate Certificate in Management for Science Professionals. Since it will require courses that are already in place for the Professional Science Master degree program, it should require minimal extra effort for a possibly significant reward to OSU.

The courses required to earn the certificate would be very valuable for a scientist in virtually any business situation. Even scientists intending to pursue academic careers could profit considerably if ever they should become involved with a spin-off or other cooperative venture with a small company.

I approve this initiative wholeheartedly.

John Gardner
President, ViewPlus Technologies and
Professor Emeritus, Physics, Oregon State University



Oregon

Theodore R. Kulongoski, Governor

Department of Fish and Wildlife

Fish Division
3406 Cherry Avenue NE
Salem, OR 97303
(503) 947-6200
Fax (503) 947-6202
TTY (503) 947-6339
www.dfw.state.or.us



April 24, 2007

Ursula Bechert, DVM, PhD
Director of Off-Campus Programs
College of Science
Oregon State University
DBPP- 2082 Cordley Hall
Corvallis, OR 97331

Re: Letter of support for Graduate Certificate Program

Dear Dr. Bechert,

Per your request I would like to express support from the Oregon Department of Fish and Wildlife (ODFW) for your proposal to create a Graduate Certificate in Management for Science Professionals.

ODFW employs over 1,000 managers, biologists and administrative support staff. Most of our biologists receive their formal education in one of the life sciences such as fishery or wildlife biology. On the job training for ODFW biologists focuses on collecting and interpreting data from a suite of fish or wildlife species. Most ODFW managers are recruited from within the rank of our biological staff and have little formal training to manage human and financial resources. There are several reasons why the Graduate Certificate in Management for Science Professionals is appealing. First, the list of courses you provided is consistent with management skills necessary to become an effective manager. Second, the courses are offered throughout the year and the program can be completed in eight months. Finally, since many ODFW employees live in remote portions of the state, an on line, distance learning option is highly desirable.

Good luck developing the program and feel free to contact me should you have any questions.

Sincerely,

Charlie Corrarino
Conservation and Recovery Program Manager



Cc:

Virgil Moore, ODFW Director

Dr. Dan Edge, Head, OSU Department Fisheries and Wildlife

Laurie Byerly, ODFW Deputy Director

Roxie Burns, ODFW HR Administrator

Ed Bowles, ODFW Fish Division Administrator

Ron Anglin, ODFW Wildlife Division Administrator

Appendix E: Budget

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Graduate Certificate in Management for Science Professionals

Academic Year: 2007-2008

Operating Year: 2008-2010

Completed by: S.H. Bloomer

(indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

1st and 2nd year

| | Column A | Column B | Column C | Column D | Column E | Column F | Column G | |
|--------------------------------------|-----------------------------|--|--|---|----------------------------------|-----------|----------|-----------------|
| | From Current Budgetary Unit | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | | LINE ITEM TOTAL |
| FTE | Dept | College | | | | | | |
| Personnel | | | | | | | | |
| Faculty (Include FTE) | 0.8 | | 63,973 | | | | | \$63,973 |
| Support Staff (Include FTE) | 0.5 | | 45,287 | | | | | \$45,287 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| *OPE: Faculty | | | | | | | | \$0 |
| Staff | | | | | | | | \$0 |
| GTA/GRA | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 109,260 | 0 | 0 | 0 | 0 | \$109,260 |
| Other Resources | | | | | | | | |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | 1,100 | | | | | \$1,100 |
| Equipment | | | | | | | | \$0 |
| Travel | | | | | | | | \$0 |
| Other Expenses | | | 5,000 | | | | | \$5,000 |
| Other Resources Subtotal: | | 0 | 6,100 | 0 | 0 | 0 | 0 | \$6,100 |
| Physical Facilities | | | | | | | | |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | 0 | 115,360 | 0 | 0 | 0 | 0 | \$115,360 |
| Percentage of Total | | 0.00% | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

Faculty support is for 0.5 instructor for management courses, partial FTE for communications and philosophy courses; the management courses will grow once online and will move from the 0.5 FTE position to 1.0 FTE by the 3rd year (see below).

Support FTE is Ursula Bechert, some course delivery and program management.

Service and supplies is office, phone, incidental funds.

Other is costs of Annual Partners Conference and meetings and some recruitment activity.

Note a number of these costs have been in part defrayed by private funds from the OSU Foundation.

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Graduate Certificate in Management for Science Professionals

Academic Year: 2007-2008

Operating Year: 2011-2012

Completed by: S.H. Bloomer

(indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

3rd year and after

| | Column A | | Column B | Column C | Column D | Column E | Column F | Column G |
|-----------------------------------|-----------------------------|-------|--|--|---|----------------------------------|-----------|-----------------|
| | From Current Budgetary Unit | | Institutional Reallocation from Other Budgetary Unit | From Special State Appropriation Request | From Federal Funds & Other Grants/Contracts | From Fees, Sales, & Other Income | Endowment | LINE ITEM TOTAL |
| | FTE | Dept | College | | | | | |
| Personnel | | | | | | | | |
| Faculty (Include FTE) | 1.3 | | 103,973 | | | | | \$103,973 |
| Support Staff (Include FTE) | 0.5 | | 45,287 | | | | | \$45,287 |
| Graduate Assistants (Include FTE) | | | | | | | | \$0 |
| Fellowships/Scholarships | | | | | | | | \$0 |
| *OPE: Faculty | | | | | | | | \$0 |
| Staff | | | | | | | | \$0 |
| GTA/GRA | | | | | | | | \$0 |
| Nonrecurring | | | | | | | | \$0 |
| Personnel Subtotal: | | 0 | 149,260 | 0 | 0 | 0 | 0 | \$149,260 |
| Other Resources | | | | | | | | |
| Library/Printed | | | | | | | | \$0 |
| Library/Electronic | | | | | | | | \$0 |
| Supplies and Services | | | 1,100 | | | | | \$1,100 |
| Equipment | | | | | | | | \$0 |
| Travel | | | | | | | | \$0 |
| Other Expenses | | | 5,000 | | | | | \$5,000 |
| Other Resources Subtotal: | | 0 | 6,100 | 0 | 0 | 0 | 0 | \$6,100 |
| Physical Facilities | | | | | | | | |
| Construction | | | | | | | | \$0 |
| Major Renovation | | | | | | | | \$0 |
| Other Expenses | | | | | | | | \$0 |
| Physical Facilities Subtotal: | | 0 | 0 | 0 | 0 | 0 | 0 | \$0 |
| GRAND TOTALS: | | | | | | | | |
| Percentage of Total | | 0.00% | 100.00% | 0.00% | 0.00% | 0.00% | 0.00% | \$155,360 |

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

Appendix F: Instructor CVs

VITA

Gregg B. Walker, Ph.D.

(condensed vita – environmental communication, natural resource management focus)

Positions: Professor of Communication
Adjunct Professor of Forest Resources
Adjunct Professor of Oceanic and Atmospheric Sciences (Marine Resource Management)
Adjunct Professor of Anthropology

Office Address: Department of Speech Communication
Oregon State University
Corvallis, OR 97331-6199 USA
PH: 541.737.2461 FAX: 541.737.4443
email: walker@oregonstate.edu (o), jgktwalker@comcast.net (h)

EDUCATION - Degrees Earned

Ph.D., Communication Studies, University of Kansas, 1983; M.A., Communication Studies, University of Kansas, 1982; B.S., History, Sociology, Speech Communication (three majors), University of Minnesota, 1974; B.A., Speech Communication, University of Minnesota, 1974

TEACHING AND RESEARCH AREAS

Conflict management, bargaining and negotiation processes, mediation and facilitation, environmental communication and conflict resolution, communication theory, argumentation, leadership, decision-making, collaborative governance, pluralism and participatory communication

RECENT PUBLICATIONS (partial list)

Books

Walker, Gregg B.. And Kinsella, William J., eds. (2005). *Finding Our Way(s) in Environmental Communication: Proceedings of the Seventh Biennial Conference on Communication and the Environment*. Corvallis, OR: Oregon State University Department of Speech Communication.

Daniels, Steven E., & Walker, Gregg B. (2001). *Working Through Environmental Conflict: The Collaborative Learning Approach*. Westport, CT: Praeger.

Articles and Reports (monographs, book chapters)

Walker, Gregg B., & Senecah, Susan L. (accepted for publication). Communication and sustainability: Key propositions and their role implications. *The International Journal of Environmental, Cultural, Economic and Social Sustainability*.

Walker, Gregg B., & Daniels, Steven E. (accepted for publication). Collaborative Learning and the importance of civic space: Improving environmental policy and sustainable development decisions. *The International Journal of Environmental, Cultural, Economic and Social Sustainability*.

- Walker, Gregg B., & Senecah, Susan L. (manuscript under review). Collaborative governance: Integrating institutions, communities, and people. In E. Franklin Dukes, Juliana Birkhoff, & Karen Firehock (Eds.), *Effective Collaboration for Environmental Change: Making Sense of An Emerging Socio-Ecological Movement*.
- Walker, Gregg B. (2007). Public participation as participatory communication in environmental policy decision-making: From concepts to structured conversations. *Environmental Communication: A Journal of Nature and Culture*, 1.
- Walker, Gregg B., Senecah, Susan E., & Daniels, Steven E. (2006). From the forest to the river: Citizen views of stakeholder engagement. *Human Ecology Review*, 13, 193-202.
- Walker, Gregg B., Daniels, Steve E., & Cheng, Tony (2006). Facilitating dialogue and deliberation in environmental conflict: the use of groups in collaborative learning. In L. Frey (Ed.), *Facilitating Group Communication: Innovations and Applications with Natural Groups*. Cresskill, NJ: Hampton Press.
- Walker, Gregg B. & Daniels, Steven E. (2005). Assessing the promise and potential for collaboration: The Progress Triangle framework. In G. B. Walker & W' J. Kinsella (Eds.), W. Kinsella & G. Walker (Eds.), *Finding our Way(s) in Environmental Communication: Proceedings of the Seventh Biennial Conference on Communication and the Environment* (pp. 188-201). Corvallis, OR: Oregon State University Department of Speech Communication.
- Walker, Gregg B. (2004). The roadless areas initiative as national policy: Is public participation an oxymoron? In S. W. Depoe, J. W. Delicath, & M-F. Aepli Elsenbeer (Eds.), *Communication and public participation in environmental decision making* (pp. 113-136). Albany, NY: State University of New York Press.
- Walker, Gregg B. & Daniels, Steven. E. (2004). Dialogue and deliberation in environmental conflict: Enacting civic science. *Environmental Communication Yearbook*, Vol. 1. Mahwah, NJ: Lawrence Erlbaum Associates.
- Walker, Gregg B., & Daniels, Steven E. (2001). Natural resource policy and the paradox of public involvement: Bringing scientists and citizens together. *Journal of Sustainable Forestry*, 13(1/2), 253-269.
- Blatner, Keith A., Carroll, Matthew S., Daniels, Steven E., & Walker, Gregg B. (2001). Evaluating the application of collaborative learning to the Wenatchee fire recovery planning effort. *Environmental Impact Assessment Review*, 21, 241-270.
- Walker, Gregg B. (2001). Working through environmental conflicts: Citizens' views of collaboration. In C. B. Short & D. Hardy-Short (Eds.), *Proceedings of the Fifth Biennial Conference on Communication and the Environment* (pp. 105-123). Flagstaff, AZ: Northern Arizona University School of Communication.
- Moote, Margaret A., Brown, Beverly A., Kingsley, Eric, Lee, Steven X., Marshall, Steve, Voth, Donald E., & Walker, Gregg B. (2001). Process: Redefining relationships. In Gerald J. Gray, Maia J. Enzer, & Jonathan Kusel (Eds.), *Understanding Community-Based Forest Ecosystem Management* (pp. 97-116). New York: Food Products Press.
- Carroll, M. S., Findley, A. J., Blatner, K. A., Rodriguez Mendez, S., Daniels, S. E., & Walker, G. B. (2000). *Social assessment for the Wenatchee National Forest wildfires of 1994: Targeted analysis for the Leavenworth, Entiat, and Chelan ranger districts*. Portland, OR: USDA-Forest Service Pacific Northwest Research Station.
- Daniels, S., and Walker, G. (1999). Rethinking public participation in natural resource management: Concepts from pluralism and five emerging approaches. In J. Anderson (Ed.), *Proceedings: Pluralism and Sustainable Forestry and Rural Development*. Rome, Italy: Food and Agriculture Organization of the United Nations.
- Vira, B., Dubois, O., Daniels, S. E., and Walker, G. B. (1998). Institutional pluralism in forestry: Considerations of analytical and operational tools. *Unasylva*, 49(3), 35-42.
- Walker, Gregg B., & Daniels, Steven E. (1997). Foundations of natural resource conflict:

- Conflict theory and public policy. In B. Solberg & S. Miina (Eds.), *Proceedings: Conflict Management and Public Participation in Land Management*. Joensuu, Finland: European Forest Institute.
- Blatner, Keith A., Carroll, Matthew S., Daniels, Steven E., and Walker, Gregg B. (1998). *An evaluation of the application of Collaborative Learning to the Wenatchee National Forest fire recovery planning effort*. Report to the Wenatchee Forest Sciences Lab, Pacific Northwest Research Station, USDA-Forest Service.
- Daniels, Steven E., & Walker, Gregg B. (1997). Collaborative learning and land management conflict. In B. Solberg & S. Miina (Eds.), *Proceedings: Conflict Management and Public Participation in Land Management*. Joensuu, Finland: European Forest Institute.
- Daniels, Steve. E., & Walker, Gregg B. (1996). Collaborative learning: Improving public deliberation in ecosystem-based management. *Environmental Impact Assessment Review*, 16, 71-102.
- Daniels, Steven E., Walker, Gregg B., Carroll, Matthew S., & Blatner, Keith. A. (1996). Using collaborative learning in fire recovery planning. *Journal of Forestry*, August, 4-9.
- Walker, Gregg B., & Daniels, Steven E. (1996). The Clinton Administration, the Northwest Forest Conference, and managing conflict: When talk and structure collide. *Society and Natural Resources*, 9, 77-91.
- Daniels, Steven E., & Walker, Gregg B. (1995). Searching for effective natural resources policy: The special challenges of ecosystem management. *Natural Resources and Environmental Issues*, 5, 29-35.

RECENT WORKSHOPS AND PROJECTS (partial list)

Workshops

- Walker, Gregg B., and Steven E. Daniels (2006, May). Enhancing the Coastal Manager's Ecosystem Management Toolkit: An Introduction to the Collaborative Learning Approach. Workshop presented at The Coastal Society 20th International Conference, St. Petersburg Beach, FL.
- Senecah, Susan E., and Walker, Gregg B. (2005, September). A taste of . . . the Collaborative Learning approach for resolving Multi-party conflicts. Workshop presented at the Association for Conflict Resolution annual conference, Minneapolis, MN.
- Walker, Gregg B., and Daniels, Steven E. (2005, September). Public Involvement and Community Decision-Making in the Mt. Hood National Forest Region: An Introduction to the Collaborative Learning Approach. A training workshop presented to the Mt. Hood National Forest staff and key stakeholders, Estacada and Welches, OR.
- Walker, Gregg B., and Daniels, Steven E. (2004, 20-22 October and 17-19 November). *Systems Thinking and Situation Mapping: Ideas from Collaborative Learning*. An instructional module presented at the "Collaborative Problem-Solving and Organizational Change Workshop for Washington Department of Fish and Wildlife Managers," conducted by the Natural Resources Leadership Academy of Washington State University, Olympia, WA.
- Walker, Gregg B., and Daniels, Steven E. (2004, 20-22 October and 17-19 November). *Assessing Collaborative Potential: The Progress Triangle*. An instructional module presented at the "Collaborative Problem-Solving and Organizational Change Workshop for Washington Department of Fish and Wildlife Managers," conducted by the Natural Resources Leadership Academy of Washington State University, Olympia, WA.
- Walker, Gregg B., and Daniels, Steven E. (2004, 20-22 October and 17-19 November). *Communicating, Knowing, and Learning*. An instructional module presented at the "Collaborative Problem-Solving and Organizational Change Workshop for Washington

- Department of Fish and Wildlife Managers ,” conducted by the Natural Resources Leadership Academy of Washington State University, Olympia, WA.
- Walker, Gregg B. (2004, 12 May). *Improving Public Participation: Fundamentals of Collaborative Learning*. Two hour program presented at the National Conference on Communications and Public Affairs, U.S. Army Corps of Engineers, Seattle, WA.
- Walker, Gregg B. (2004, 10-11 May). *Improving Public Participation in Environmental Conflicts: The Collaborative Learning Approach*. A two-day instructional module presents as part of the graduate seminar on Environmental and Public Policy Conflict Resolution, the Program on the Analysis and Resolution of Conflict of the Maxwell School of Government and Public Service, Syracuse University, Syracuse, NY.
- Walker, Gregg B. (2004, March 24). *Collaborative Learning and Collaborative Potential: Applications to Regional Sediment Management and Grays Harbor*. Workshop presented to the U.S. Army Corps of Engineers Seattle District, USACE Seattle District Headquarters, Seattle, WA.
- Walker, Gregg B. (2003, March). *Decision Processes, Systems, and Assessing Collaborative Potential: Ideas from Collaborative Learning*. Training program presented at the Fire Learning Network Workshop, The Nature Conservancy, Little Rock, AR.
- Walker, Gregg B., and Daniels, Steven E. (2002, October). *Understanding Decision Processes And Assessing Collaborative Potential and Roles: Ideas from Collaborative Learning*. Training program presented at the Aridlands Grazing Network Workshop, The Nature Conservancy, Joseph, OR.

Projects

- Protecting Tribal Harvests: Policy Work Teams at the EPA Tribal Leaders Summit*, Confederated Tribes of the Umatilla Reservation, August 2006. Working with Kathleen Feehan, Water Quality Specialist for the Confederated Tribes of the Umatilla Reservation, I designed and directed policy work team sessions for Tribal Leaders Summit participants.
- Mixing Zone Workshop*, Salem, Oregon, March, 2006, sponsored by the Oregon Department of Environmental Quality and OSU Institute for Natural Resources. I helped design the day-long workshop of ninety participants, facilitated the workshop, and directed the afternoon's Collaborative Learning activities. The workshop also included my presentation, "The Collaborative Learning Approach to Environmental Policy Decision-making: A Quick View."
- Communities, Desired Conditions, and Collaborative Learning: Forest Planning under the New Rule*, March 2005 – present. Comprehensive Collaborative Learning training, assessment, community workshop, and Cooperators project conducted for the Bridger-Teton National Forest, Jackson, WY (with Steve Daniels of Utah State University).
- Community-based Collaboration and Kenai Winter Access Planning: A Collaborative Learning Approach*, January 2005-May 2006. Collaborative Learning training, assessment, coaching, and community workshop activities to address winter activities on the Kenai Peninsula, Chugach National Forest, Alaska (with Steve Daniels of Utah State University).
- Improving Public Lands Management, Planning, and Decision-Making: An Introduction to Collaborative Learning*, April, May, and August 2003; September 2004, May 2005. This forest plan revision project featured comprehensive Collaborative Learning training, assessment, and community workshops conducted for the Allegheny National Forest, Warren, PA (with Sue Senecah of SUNY-ESF and Steve Daniels of Utah State University).
- The Mouth of the Columbia River Regional Sediment Management Demonstration Initiative: A Collaborative Learning Approach to Stakeholder Involvement*, September 2003-September 2004. Sponsored by the Portland and Seattle Districts of the U.S. Army Corps of Engineers, this comprehensive Collaborative Learning (CL) project that included conversations with over seventy stakeholders, CL training workshops for stakeholders and

Corps personnel, and a CL community workshop on the science and organization of RSM (with assistance from Pat Corcoran of Oregon Sea Grant, Steve Daniels of Utah State University, Corrine Gobeli of Oregon State University, and present and former graduate students).

Improving Public Lands Management: Fundamentals of the Collaborative Learning Approach, November 2002. Comprehensive Collaborative Learning training and community workshop project conducted for the Shawnee National Forest, Harrisburg, IL (with Steve Daniels of Utah State University).

Collaboration, Systems Thinking, Facilitation, and Community Decision-making, March 2002. Three day workshop presented to the University of Nevada Cooperative Extension Service, Las Vegas, NV (with Steve Daniels of Utah State University and Pat Corcoran of Oregon Sea Grant Extension)

Improving Public Land Management: An Introduction to Collaborative Learning, USDA Forest Service, Region 2, Fort Collins, CO, 06-07 September 2001.. This was a two-day introductory training course prepared for and presented to planning staff from Colorado and Wyoming (Region 2) national forests (with Steve Daniels, Director, Western Rural Development Center, Utah State University).

Planning, Participation, and Public Land Management: The Collaborative Learning Approach, USDA-Forest Service, Region 9, Milwaukee, Wisconsin. Two and one-half day introductory training course about the philosophy, framework, and techniques of Collaborative Learning. The course was presented to the senior planners from the national forests of Region 9—the Midwest, Mideast, and Northeast United States (with Steve Daniels, Director of the Western Rural Development Center, Utah State University, formerly of the Department of Forest Resources, Oregon State University).

Improving Public Land Management: The Collaborative Learning Approach, USDA-Forest Service Eastern and Southern Regions [Regions 9 and 8] University, Cincinnati, Ohio, 29-31 January 2001. This was a three day course in the theory and practice of Collaborative Learning in public land management, decision making, public participation, and conflict resolution (with Steve Daniels).

People, Watersheds, and River Parks: A Collaborative Learning Design and Facilitation Training, College Station Texas, June-July 2000. This project was sponsored and hosted by the Center for Public Leadership Studies, George Bush School of Government and Public Service at Texas A & M University. Funded by the San Antonio Water System and the San Antonio River Authority, the project included two separate 2-day training programs. The first, held in June, presented an introduction to Collaborative Learning. The subsequent July training emphasized how to design and facilitate Collaborative Learning activities (with Steve Daniels of Utah State University).

Collaboration and Community-Based Watershed Management: Training and Critique, Ashton, Idaho, April 1999. This project included an assessment of the Prepared for The Henry's Fork Watershed Council and a one-day training on facilitating multi-party collaboration, sponsored by the Henry's Fork Foundation & the Fremont-Madison Irrigation District (with Steve Daniels).

Public Participation, Collaborative Learning, and the South Deep Area, Colville National Forest, Colville, WA, December 1998 through April 1999. This project included a two-day "Introduction to Collaborative Learning" training for Colville National Forest staff and Colville area community leaders. The project also featured a day-long citizen workshop on the South Deep area (with Steve Daniels, and Keith Blatner and Matthew Carroll of Washington State University).

Public Participation, Planning, and the Chugach National Forest, Anchorage, AK, August 1997 to 1999. This project included both introductory and basic training programs on Collaborative Learning as a basis for public participation activities and interdisciplinary team

work as part of the forest plan revision process. In addition to training, the project featured the design and facilitation of Collaborative Learning citizen workshops, and situation assessment interviews (with Steve Daniels).

Collaborative Learning, Citizen Involvement, and Forest Policy: A Facilitator Training, sponsored by the Great Lakes Forestry Alliance and Wisconsin Rural Partners, Inc., 18-20 February, 1998. This project consisted of an introductory workshop, "Natural Resource Land Use Conflict Resolution: Opportunities for Communities," for community leaders. That workshop was followed by "Collaborative Learning, Involved Citizens, Natural Resource Dependent Communities, and Forest Policy," an advanced facilitator training program connected to the January 1997 workshop on "public participation and land use conflict resolution."

Jonathan Michael Kaplan
Curriculum Vitae

| | | | |
|-------|---|---------|--|
| HOME: | 1905 NW 14 th St.
Corvallis, OR 97330
541-738-8056
email: jonathan.kaplan@oregonstate.edu
webpage: http://oregonstate.edu/~kaplanj/ | OFFICE: | Philosophy Department
Oregon State University
208 Hovland Hall
541-737-9802 |
|-------|---|---------|--|

Professional Experience and Education:

| | |
|----------------|---|
| 2006 - present | Associate Professor of Philosophy, Philosophy Department, Oregon State University. |
| 2003 - 2006 | Assistant Professor of Philosophy, Philosophy Department, Oregon State University. |
| 1998 - 2003 | Assistant Professor of Philosophy, Philosophy Department, University of Tennessee, Knoxville. |
| 1997 - 1998 | Lecturer, Philosophy Department, Stanford University. |
| 1996 - 1997 | Post-Doctoral Fellow with the <u>Stanford Biomedical Ethics Center's Program in Genomics, Ethics and Society</u> , Stanford University. |
| 1991 - 1996 | Stanford University. Ph.D. in Philosophy, awarded September 1996. |
| 1987 - 1991 | University of California, Irvine. B.A. with Honors in Philosophy. |

Areas of Specialization:

Philosophy of Biology, Philosophy of Science, Political Philosophy

Areas of Competence:

Biomedical Ethics, Environmental Ethics, Philosophy of Economics, Epistemology, Metaphysics, Wittgenstein

Publications:

Books:

2006. *Making Sense of Evolution* (co-written with Massimo Pigliucci, Department of Ecology and Evolution, State University of New York at Stony Brook). University of Chicago Press.

2000. *The Limits and Lies of Human Genetic Research*. Routledge Press.

Peer-Reviewed Journal Articles:

2007. "Housing Discrimination as a Basis for Black Reparations" Jonathan Kaplan and Andrew Valls. *Public Affairs Quarterly* 21(3): 255-274.

2006. "Misinformation, Misrepresentation, and Misuse of Human Behavioral Genetics Research." *Law and Contemporary Problems*. 69(1-2): 47-80.

2003. "On the Concept of Biological Race and its Applicability to Humans." Jonathan Kaplan and Massimo Pigliucci. *Philosophy of Science* 70(5): S1161-S1172.

2002. "Historical Evidence and Human Adaptations." *Philosophy of Science* 69(3): S294-S304.

2001. "Import Bans and Tying One's Hands: Weakness of Will as a Justification for Trade Restrictions." *Public Affairs Quarterly* 15(4): 355-372.

2001. "Accidental Germ-Line Modifications Through Somatic Cell Gene Therapies: Some Ethical Considerations." Jonathan Kaplan and Ina Roy. *The American Journal of Bioethics* 1(3): *In Focus* section.

2001. "Genes 'For' Phenotypes: A Modern History View." Jonathan Kaplan and Massimo Pigliucci, *Biology and Philosophy* 16(2): 189-213.

2000. "The fall and raise of Dr. Pangloss: adaptationism and the Spandrels paper 20 years later." Massimo Pigliucci and Jonathan Kaplan, *Trends in Ecology and Evolution*, 15(2): 66-70.

2000. "Reply to Thomas Getty." Massimo Pigliucci and Jonathan Kaplan, *Trends in Ecology and Evolution*, 15(6): 249.

1999. "Decision-Analysis and Risk: A Discussion of Decision-Analysis' Engagement with the Conceptual Difficulties." *Genetic Testing* 3(1): 73-79.

Book Chapters:

(Forthcoming) "Spandrels, Pendentives, and Squinches: Architecture, Adaptation, and History." Forthcoming in *Twenty Five Years of Spandrels* edited by Denis Walsh. Oxford University Press.

(In Press) "Phenotypic Plasticity and Reaction Norms." *A Companion to Philosophy of Biology*, edited by Sahotra Sarkar and Anya Plutynski. Blackwell Publishing.

2007. "Children of One's Own: Genes, Parenthood, and the Illusion of Control." *The Influence of Genetics in Scientific and Philosophical Thinking* edited by A. Fagot-Largeault and J. M. Torres. Kluwer-Springer Press.

2007. "Violence and Public Health: Exploring the Relationship Between Biological Perspectives on Violent Behavior and Public Health Approaches to Violence Prevention." *Establishing Medical Reality: Essays in the Metaphysics and Epistemology of Biomedical Science* edited by Harold Kincaid and Jennifer McKittrick. Springer Dordrecht. pp. 199-214.

2005. "Rational Decision Making: Descriptive, Prescriptive, or Explanatory?" In *A Companion to Rationalism*, edited by Alan Nelson. Blackwell Publishing. pp. 425-449.

2003. "Davidson and Wittgenstein on Knowledge, Communication and Social Justice." Sharyn Clough and Jonathan Kaplan. In C. Prado (ed) *A Dubious Estrangement: Analytic and Continental Philosophy*. Humanity Books, Amherst. pp. 139-154.

Reviews:

(In Press). *Genetics and Criminal Behavior*, edited by David Wasserman and Robert Wachbroit (Cambridge University Press, 2001). *Politics and the Life Sciences*.

2007. *Evolution and the Levels of Selection* by Samir Okasha (Oxford University Press 2006). *Notre Dame Philosophical Reviews*.

2007. *Darwinian Reductionism* by Alex Rosenberg (Chicago, IL: University of Chicago Press 2006). *Quarterly Review of Biology*. 82(2):140.

2006. *Who's Afraid of Charles Darwin?*, by Griet Vandermassen (Landham, MD: Rowman and Littlefield Publishers, Inc.). *Metascience*. 15:177-181.

Reviews, continued.

2006. *Making Modern Science: A Historical Survey*, by Peter J Bowler and Iwan Rhys Morus. (University of Chicago Press. 2005). *Quarterly Review of Biology* 81:158-159.

2005. *Philosophy of Experimental Biology*, by Marcel Weber (New York: Cambridge University Press, 2005). *Philosophy in Review*. 25(6): 411-413.

2004. *The Song Sparrow and the Child: Claims of Science and Humanity*, by Joseph Vining (University of Notre Dame Press, 2004). *Journal of the American Medical Association*. 292(12): 1493.

2004. *Functions: New Essays in the Philosophy of Psychology and Biology*, edited by André Ariew, Robert Cummins, and Mark Perlman (Oxford University Press, 2002). *Philosophical Psychology* 17(3): 433-436.

2003. *What Genes Can't Do*, by Lenny Moss (The MIT Press, 2002). *Notre Dame Philosophical Reviews* (<http://ndpr.nd.edu/review.cfm?id=1353>).

2003. *Genes: A Philosophical Inquiry*, by Gordon Graham (Routledge, 2002). *Notre Dame Philosophical Reviews* (<http://ndpr.nd.edu/review.cfm?id=1276>).

2001. *Beyond Cloning: Religion and the Remaking of Humanity*, edited by Ronald Cole-Turner (Trinity Press, 2001). *American Journal of Bioethics*. 1(3): 68-69.

1996. "Problematizing Reifications and Naturalizations: Out of Focus at *The Henry R. Luce Professorship of Biotechnology and Society's* Symposium: 'Genetics and the Human Genome Project: Where Scientific and Public Cultures Meet'" *Stanford Humanities Review* Volume 5, 126-131.

Presented Papers (Invited):

2007. "Evolutionary Psychology, meet Developmental Systems Theory." Presented at Stanford University's Department of Anthropological Sciences Colloquium Series. January 12th, 2007.

2006. "Giving up the Adaptive Landscape Metaphor." Presented at the University of California, Irvine's Department of Logic and Philosophy of Science Colloquium Series. May 4th, 2006.

2006. "Evolution and Developmental Resources: from Variation to Stability and Back Again." Presented at the Franklin & Marshall College Philosophy Department's Colloquium series. April 6th, 2006.

Presented Papers (Invited), continued.

2006. "Inside/Outside: External Resources and the Individual in the Fragile Science." Author meets critics commentary on Robert Wilson's *Genes and the Agents of Life*. *American Philosophical Association*, Pacific Division. March 2006.

2005. "Evolution and developmental resources: from variation to stability and back again" A plenary talk presented at the fourth biennial conference on the "Developmental Basis of Evolutionary Change" at the University of Chicago. October 20-23, 2005.

2005. "Devo-Evo and the Limits of Contemporary Behavior Genetics Research Techniques: A Reply to Kenneth Schaffner." Presented at the First Annual Queensland Biohumanities Conference. Brisbane, Australia. October 15-16, 2005.

2005. "Is it Time to Give up Adaptive Landscapes?" Presented at the University of Houston's Department of Biology and Biochemistry Colloquium / Seminar series. September 7th, 2005.

2005. "Misinformation, Misrepresentation, and Misuse of Human Behavioral Genetics Research." Presented at the Duke University Law School's symposium, "The Impact of Behavioral Genetics on Criminal Law," April 2005.

2005. "The End of Adaptive Landscapes?" Presented at the University of British Columbia's Philosophy Colloquium series, January 2005.

2004. "Violence and Public Health: Exploring the Relationship Between Biological Perspectives on Violent Behavior and Public Health Approaches to Violence Prevention." Presented at Pennsylvania State University conference, "Beyond Science and Values," April 2004; the *Center for Ethics and Values in the Sciences* conference on "Philosophical Issues in the Biomedical Science," University of Alabama Birmingham, May 2004.

2003. "MAOA and Violence: The Gene and the Environment." Presented at the *Center for Ethics and Values in the Sciences'* colloquium series, University of Alabama Birmingham, March 2003.

2003. "The Targets and Units of Selection: Physical Processes and Statistical Bookkeeping in Biological Evolution." University of Cincinnati Philosophy Department, February 2003; Oregon State University Philosophy Department, February 2003; Lewis and Clark College Philosophy Department, October 2004.

2001. "Import Bans and Tying One's Hands: Weakness of Will and Import Restrictions." Philosophy Department Colloquium, University of California at Irvine, April 2001.

Presented Papers (Invited), continued.

2000. "Social Justice, Economic Choices, and Health Care Expectations." Bioethics Fullerton Conference, "The Humanities in Medical Education," April 2000.

2000. "Distant Relatives and Extinct Relations: Troubles for the Historical Approach to Human Adaptation." *American Philosophical Association*, Pacific Division Meeting, April 2000.

1996. "Wittgenstein on the Soul." *American Philosophical Association*, Pacific Division Meeting, April 1996 (Commentator).

Presented Papers (peer reviewed):

2006. "Evolutionary Innovations and Developmental Resources: From Stability to Variation and Back Again." *Philosophy of Science Association*. Biennial Meeting, November 2006.

2006. "The End of the Adaptive Landscape Metaphor." *Scientific Images: An American Philosophical Association Pacific Division Mini-Conference*. March 2006.

2003. "Spandrels, Pendentives, and Squinches: Architecture, Adaptation, and History." Duke University Center for the Philosophy of Biology, Second Annual Conference on Recent Work in Biology and Philosophy, April, 2003.

2002. "Social Justice, Economic Choices, and Health Care Expectations." *American Philosophical Association*, Eastern Division Meeting, December 2002.

2002. "On the Concept of Biological Race and its Applicability to Humans." With Massimo Pigliucci. *Philosophy of Science Association* Biennial Meeting, November, 2002.

2001. "Ethics and Evolution." *International Society for the History, Philosophy, and Social Studies of Biology* Biennial Meeting, July 2001.

2001. "'Scientific' Decision Making: Decision Analysis and Evidence-Based Medicine." Center for Ethics and Values in the Sciences conference, "Value Free Science: Ideal or Illusion?" University of Alabama, Birmingham, February 2001.

2000. "Mental Illness and the Ways of Contingency: Context Sensitivity, Social Norms, and the Biology of Construction." *American Philosophical Association*, Eastern Division Meeting, December 2000.

2000. "Historical Evidence and Human Adaptations." *Philosophy of Science Association*, Biennial Meeting, November 2000.

Presented Papers (peer reviewed) (continued):

1999. "Evolutionarily Meaningful Environments and the Gene-Phenotype Relationship: The Problem With Standard Environments." *American Philosophical Association*, Eastern Division Meeting, December 1999.

1999. "ADD/ADHD and the Genetic Disease Concept." with Alan Rubel, *American Society for Bioethics and Humanities* Conference, October 1999.

1999. "Decisions and the Culture of Deciding." *Inland Northwest Philosophy Conference* "Reason and Rationality," April 1999.

1998. "Scientific Explanations, Political Pluralism, Ontological Commitments, and What Killed the Dinosaurs." *Inland Northwest Philosophy Conference* "Realism and Anti-Realism," April 1998.

1998. "Genetic Determinism and the PKU Myth." *American Philosophical Association*, Pacific Division Meeting, April 1998.

Other Professional Activities:

Respondent: "Making Sense of Evolution" Panel discussion. Oregon State University. April 7, 2007.

Participant and Presenter: "Recent CLA Research on Race and Racism." Oregon State University October, 21st 2006.

Participant and Presenter: "3rd Annual Pacific American Philosophical Association Mini Conference," a campus presentation by the OSU Philosophy Club. April 2006.

Panel member: "Research Ethics Forum." Oregon State University, March 2nd 2006.

Conference organizer (with Sharyn Clough): "2nd Annual Pacific American Philosophical Association Mini Conference," a campus presentation by the OSU Philosophy Club. April 2005.

Discussant "Roundtable on Race: The Case of John Locke," Oregon State University. (<http://oregonstate.edu/~cloughs/CloughRace1.html>). February 2005.

Discussant "Roundtable on Race and Racism: An Interdisciplinary Conversation," Oregon State University. (<http://oregonstate.edu/~cloughs/CloughRace1.html>). November 2004

Other Professional Activities (Continued).

Conference organizer (with Sharyn Clough) and discussant: “1st Annual Pacific American Philosophical Association Mini Conference,” a campus presentation by the OSU Philosophy Club. April 2004.

Participant and collaborator, “Representing Genes” project, funded by the NSF and other granting agencies. Principle investigators: Karola Stotz, and Paul Griffiths, University of Pittsburgh, PA. Conferences in February 2004, and January 2003.

Teaching Experience (courses taught, 1995-2006):

- “Research Ethics” (a graduate seminar) OSU, 2006-present.
- “(Why) Are We Rational?” (an Oregon State University Honors College colloquium) co-taught with Andrew Stivers (OSU Department of Economics) OSU, Winter 2005.
- “Ethics” (an introductory course) OSU, 2004-present.
- “Scientific Reasoning” (an undergraduate course) OSU, 2003-present.
- “Philosophy of Biology” (both as a graduate seminar and as an advanced undergraduate course) OSU, 2003-present; University of Tennessee Knoxville (UTK), 1998-2003; Stanford University, 2002.
- “Reasoning and Writing” (an introductory course) OSU, 2003-present.
- “Philosophy of Science” (both as a graduate seminar and as an advanced undergraduate course) UTK, 1998-2003.
- “Special Topics in Advanced Biological Practice” (an advanced graduate seminar) co-taught with Massimo Pigliucci (Dept. Evolutionary Biology, SUNY Stonybrook) UTK, 2002-2003.
- “Wittgenstein: Interpretation and Method” (both as an advanced undergraduate course and as a graduate course) UTK, 2003; Stanford, 1996.
- “Philosophical Foundations of Democracy” (an advanced undergraduate course) UTK, 2000- 2003.
- “The Philosophy of Madness: Conceptual Issues in Mental Disease” (a graduate seminar) UTK, 2002.
- “The Human Condition: Value and Reality” (an introductory course) UTK, 2000-2002
- “The Philosophy and Science of Evolutionary Biology” (a graduate seminar) co-taught with Massimo Pigliucci. UTK, 2001.
- “The Human Condition: Knowledge and Reality” (an introductory course) UTK, 1998-2000.
- “Topics in Contemporary Philosophy: Rorty, Davidson, and Hacking on Contingency” (an advanced graduate seminar) UTK, 1999.
- “The Philosophy and Literature of Post-Modernism” (an advanced undergraduate course) Stanford, 1997.
- “The Philosophy and Literature of Existentialism and Post-Modernism,” (an advanced undergraduate course) co-taught with Stephen Käufer. Stanford, 1995.

Additional Teaching Interests:

- “Ethical, Social and Political Issues in Agricultural Practice and Food Production”
- “Biodiversity: Ethical Crises and Conceptual Difficulties”
- “Political Philosophy”

Professional Service:

University/Departmental and Related:

| | |
|----------------|---|
| 2006 - present | Chair, Student Awards Committee, Philosophy Department, Oregon State University. |
| 2006 - present | Member, Faculty Tenure and Promotion Review Committee for Joseph Orosco. |
| 2004 - present | Coordinator, Applied Ethics Certificate Program, Oregon State University. |
| 2005 - 2006: | Chair, Departmental Faculty Advisory Committee, Philosophy Department, Oregon State University. |
| 2003 - 2006: | Member, Computing Resources Committee, Oregon State University. |
| 2005: | Member, CLA Research Grant Selection Committee |
| 2003 - 2005: | Faculty co-advisor (with Sharyn Clough), Undergraduate Philosophy Club, Oregon State University. |
| 2003 - 2005: | Member, Departmental Faculty Advisory Committee, Philosophy Department, Oregon State University. |
| 2000 - 2003: | Co-Chair, Colloquium Committee, Philosophy Department, University of Tennessee, Knoxville. |
| 1998 - 2003: | Member, Head's Advisory Committee, Philosophy Department, University of Tennessee, Knoxville. |
| 1999 - 2003: | Member, Committee on Revising the Undergraduate Philosophy Curriculum, Philosophy Department, University of Tennessee, Knoxville. |
| 1998 - 2003: | Member, Medical Ethics Committee, Philosophy Department, University of Tennessee, Knoxville. |
| 2000 - 2001: | Member, Search Committee, Assistant Professor Position, Philosophy Department, University of Tennessee, Knoxville. |
| 1999 - 2000: | Member, Head Search Committee, Philosophy Department, University of Tennessee, Knoxville. |

Other Professional Service: Manuscript Reviews

| | |
|----------------|--|
| 2005 - present | Manuscript reviewer for <i>Philosophy of Science</i> |
| 2004 - present | Manuscript reviewer for <i>The Quarterly Review of Biology</i> . |
| 2004 - present | Manuscript reviewer for the <i>University of Chicago Press</i> |
| 2003 - present | Manuscript reviewer for <i>Biology and Philosophy</i> . |
| 2001 - present | Manuscript reviewer for <i>The British Journal for the Philosophy of Science</i> . |

Professional Development:

| | |
|------|--|
| 2003 | Writing Intensive Curriculum Seminar, Oregon State University. |
| 2001 | Innovative Technology Center Workshop on basic HTML, University of Tennessee. |
| 2000 | Innovative Technology Center Workshop on Blackboard System, University of Tennessee. |

Fellowships Held, Grants Received, and Awards:

- 2007: Senior Personnel member on NSF grant application for “REU Site for Oregon Marine Science: From upper estuaries to the deep.” Principal Investigators: George W Boehlert and Robert A Duncan. Total grant amount: \$300,000 over 3 years. I am responsible for the “Research Ethics Component” of the grant, which totals approximately \$12,000 for three years. Awarded 2007.
- 2005: OSU College of Liberal Arts Research Grant (\$9,102), with Andrew Valls (Department of Political Science), for our proposal “Housing Discrimination as a Basis for Black Reparations.”
- 2004: OSU Philosophy Department “Service Award”
- 2003: National Endowment for the Humanities Fellowship (\$3,250), Summer Institute on Science and Values, University of Pittsburgh.
- 2002 - 2003: Matchette Foundation Grant (\$3,000), Principal Investigator and Grant Writer
- 2001 - 2002: Haines-Morris Grant (\$8000), Co-Principal Investigator and Grant Writer
- 1991 - 1996: Andrew W. Mellon Doctoral Fellowship in the Humanities



PROFESSIONAL PROFILE

- Entrepreneur, educator and businessman with broad background and diverse experience
- Communicator with extensive experience in cross-cultural dialog with consumers and business customers in America, Europe and Asia
- Researcher seeking new approaches and innovative solutions
- Author of over 50 published papers, international presentations and patented inventions

EDUCATION

MBA, University of Connecticut, School of Business Administration, Stamford, CT, 2000

- Concentration: Global Marketing and Management

Ph.D., State University of Geodesy and Aerial Surveying, Moscow, Russia, 1987

- Concentration: Technical Sciences
- Dissertation title: *Research of the Holographic Measurement Methods*

M.S., Environmental University, Odessa, Ukraine, 1976

- Concentration: Applications in Computer Sciences
- Thesis title: *Data Processing System for the World Weather Data Center*

Professional development: Classes and courses in Leadership Psychology, Negotiations, Presentation Skills, Visual Basic Programming, Project Management, Database Management.

GLOBAL MARKETPLACE EXPERIENCE

Worked, taught in or traveled to 30+ countries:

- 22 in Europe
- 5 in North America
- 5 in Asia

Fluent in three languages, have basic knowledge of three more.

Quickly establish cross-cultural communications leading to development of long-term business relations.

TEACHING EXPERIENCE

2007 **Adjunct Associate Professor**
Worcester State College, Worcester, MA

- Developed a course on Global Market Forecasting and will teach on-campus and online classes for the Division of Graduate and Continued Studies at WSC
- Use Blackboard software as a main tool to enhance student learning experience
- Continue research of brand marketing in transitional economies. Submitted a paper discussing this subject to Academy of Marketing Science Review.

2006 **Adjunct Faculty**
Whittemore School of Business and Economics, UNH, Durham, NH

- Taught a course of Market Opportunity Analysis to two sections of full and part-time students with business majors. Extensively used Blackboard and WebCT tools for lecturing, student project management and examination purposes
- Complemented lectures with real-life team and individual student projects
- Actively communicated face-to-face and electronically with colleagues and students
- Conducted research of the management decision making based on sales analysis and forecasting in B2B and B2C markets
- Researched consumer behavior in countries with transitional economies to develop effective strategies in brand marketing
- Researched applications of clean energy technologies in residential housing markets and RFID marketing tools.

2005 **Invited Lecturer**
Shanghai Microelectronics Equipment Co., Shanghai, China

- Taught Business and Technology Aspects of the Contemporary Semiconductor Manufacturing Markets to Chinese scientists and engineers (mostly Ph.D. level).

1979-1991 **Graduate Thesis Mentor, Scientific Advisor**
Polytechnic Institute, Odessa, Ukraine

- Served as a thesis mentor (scientific advisor) and internship supervisor to graduate students in Computer Sciences. Guided graduate research, reviewed and approved Masters theses, participated in thesis defense of 12 graduate students, 11 of whom graduated with high honors.

1988-1990 **Adjunct Professor**
College of Cultural Studies, Odessa, Ukraine

- Taught continuing education graduate and undergraduate students a course Use of Photography in Advertising.

INDUSTRY EXPERIENCE AND SELECTED ACCOMPLISHMENTS

2003-Present Founder and Chief Strategist

BiFoS, LLC - Bi-Focal Strategies, Merrimack, NH (privately held)

Advise presidents and owners of small and mid-size client companies on business strategy.

- Analyze respective markets and uncover new opportunities in the US, UK, China and Russia
- Identify the most effective marketing and sales initiatives to achieve overall business objectives
- Proposed and implemented cross-specialty marketing approach involving several companies
- Develop new product roadmaps and help to implement derived business strategies
- Analyze cash flows to determine the product/service profit drivers
- Helped the DoD prime contractor to successfully reshape organizational strategy
- Helped to optimize the company profit margins via pricing strategy and loss-cutting techniques.

2003-2004 Manager, Member of Executive Team

Greenerd Press & Machine Company, Nashua, NH (privately held)

- Identified new market opportunities, developed the company technology roadmap to increase competitiveness and profit margins of the products - sophisticated hydraulic presses
- Spearheaded development of the new SPC-capable control system strategy to win new customers
- Met with key customers, presenting new products, negotiated specifications, helped to close sales
- Established and enhanced collaboration with Sales, Manufacturing and Purchasing departments
- Implemented pre-quote analysis of the sophisticated projects, boosted support of sales and service
- Managed development and promotion of 12 new products, including 3 unique ones
- Energized and motivated engineers, making their role in the product design and implementation pivotal to the whole organization

2002-2003 Vice President of R & D, Member of Executive Committee

Acu-Rite Companies, Jamestown, NY (subsidiary of \$700 mil multinational Heidenhain GmbH)

- Developed and communicated a product roadmap to enhance the market share
- Coordinated product development activities with Sales, Marketing and Manufacturing functions
- Identified and discussed future product requirements with customers. Supported sales activities at domestic, European and Asian subsidiaries
- Conceptualized a new product targeting the Mainland China market
- Had budget - over \$1 mil - and hiring authority over the Engineering organization - 23 engineers and technicians. A two-tier organization included four engineering groups, prototype and testing labs with matrix teams
- Led the development of 3 new products
- Shaped and coached a team of R&D, Quality and Manufacturing specialists redesigning the production technology to increase an important product yield from 70 to 95%, reducing the rework costs at the same time
- Collaborated with Quality department to ensure ISO 9001 compliance in design and manufacturing.

1997-2002 Leader/Architect, Control Systems

ASML-CT (formerly SVG), Wilton, CT (subsidiary of \$9 bil multinational ASML)

- Led five cross-functional and cross-disciplinary teams of 3 to 5 Ph.D. and MS-level specialists. Leveraged matrix environment to better utilize resources.
- Identified new opportunities in emerging technologies: developed the best-in-the-industry dose control systems for 5 generations of lithographic machines, implemented in 1998-2003
- Translated marketing requirements into strategic technical solutions. Developed and negotiated systems specifications and budgets
- Developed Visual Basic models describing and predicting behavior of sophisticated processes
- Delivered six presentations at international conferences and national workshops
- Presented new designs to major customers: Intel, IBM, Motorola, Samsung, etc.
- Coached engineers and technicians

1995-1996 Electronic Publishing Production Supervisor

Research Institute of America, New York, NY (subsidiary of \$7 bil Thomson Holdings)

- Hired and trained the new production team
- Played a key role in a team, launching 12 new products: supervised multiple releases
- Co-developed and implemented the TQM system and reduced annual production costs by more than \$200,000.

1994-1995 Manager of Operations

Beta Business Products, Inc., New York, NY (privately held)

- Took over the ailing division, bearing full budget and partial P&L authority
- Built new team: hired, trained and coached 25 employees
- Supported sale force, conducted customer presentations
- Re-engineered the organization and production technology to reduce costs
- Evaluated, scheduled and budgeted projects
- Developed imaging database management systems
- Outsourced labor-intensive work to a Philippines partner.

1992-1994 Sales & Marketing Director

HiTech Innovative Manufacturing, Odessa, Ukraine (VC-funded startup)

- Developed effective marketing and sales approach to advertising and promotion utilizing innovations in desktop publishing and color printing
- Had full P&L, budgetary and hiring authority
- Established strategic and tactical objectives, developed organizational structure
- Developed and implemented marketing plans, analyzed ROI, arranged proper financing.

1989-1992 Head of Department, Member of Executive Staff

Special Projects Institute for Printing Equipment, Odessa, Ukraine (nationwide corp.)

- Developed multi-channel marketing strategy to reach out multiple end users through the partner networks
- Tripled the volume of business within two years to \$10 million
- Had full P&L, budgetary (up to \$3.4 mil) and hiring authority

- Served as a Principal Investigator of numerous commercial and governmental projects
- Managed large governmental programs involving 60 to 80 employees
- Extensively communicated with customers
- Developed and implemented new systems and MEMS technologies for electronic industry
- Published new research results and presented at national and international conferences.

1976-1988

Researcher, Sr. Research Scientist

Research Institute for Machine Tools and Instrumentation, Odessa, Ukraine

- Served as a Principal Investigator of numerous commercial and governmental projects
- Conducted research in optics, lasers and holography applications for digital imaging
- Developed mathematical digital and analog models describing sophisticated processes
- Presented research results at national scientific conferences and symposia
- Developed sensors, encoders and control systems for precise machine tools and robots
- Published papers in professional journals and conference proceedings

HONORS AND AWARDS

- Hall of Fame Inductee - UConn School of Business
- GE Capital Fellowship for Global Marketing research and presentations
- Multiple research awards, fellowships and honorable mentions
- Silver Medal at Business and Science Show
- Bronze Medal at Business and Science Show
- M.S. degree with Highest Honors

PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS

Academy of Marketing Science
UConn School of Business, Alumni & Friends Society
SME, Southern NH Chapter
Merrimack Valley Venture Forum
NH Business & Industry Association
Toastmasters International

Fellow
Strategy Committee Chairman
Marketing Committee Chairman
Program Committee Member
Energy Committee Member
Competent Communicator

TEACHING INTERESTS

- New product development and risk management
- Brand marketing in the countries with transitional economies
- Global marketing in technology-intensive environment
- Emerging B2B markets
- Positioning as a marketing strategy
- Market forecasting

(see more details in a separate Teaching Philosophy Statement)

RESEARCH AND PUBLICATIONS

Paper submitted and invited for a second round of reviews for a special issue ‘Cross-Cultural Issues in Marketing Research’:

Kivenzor, Gregory. “Brand Equity Aberrations: Heritage Brand Perception Effects in Russian Markets.” *Academy of Marketing Science Review*, 2007.

Ongoing research of the consumer behavior and purchasing decision making in the countries with transitional economies. Analysis of brand marketing effectiveness and issues in customer relations management.

A full list of technical publications, including 5 in refereed journals, 12 in conference and symposia proceedings and 15 patented inventions will be furnished upon request.

FUTURE RESEARCH INTERESTS

Research interests cover several areas with either emerging technologies or the existing technologies serve as enablers of new applications.

The following topics become ever important for both domestic and international markets and shall benefit from an in-depth theoretical research:

1. Market research and forecasting of renewable energy sources (fuel cell, solar, wind, etc.) for small business and residential use
2. Real-time sales analysis and forecasting on the global marketplace using active RFID reporting.

(see more details in a separate Research Statement)

CURRICULUM VITAE

URSULA BECHERT

JULY 2007

Oregon State University
2082 Cordley Hall
Corvallis OR 97331

Phone: 541 737 5259
Fax: 541 737 3573
E-mail: ursula.bechert@oregonstate.edu

PROFESSIONAL PREPARATION

| | | |
|----------------------------------|------|--|
| Ph.D. in Animal Sciences | 1998 | Oregon State University |
| D.V.M. - Veterinary Medicine | 1991 | Washington and Oregon State Universities |
| B.S. in Bioveterinary Science | 1985 | Utah State University |
| Journey into Leadership Training | 2003 | W.K. Kellogg Critical Issues Program |
| Immobilization of Wildlife | 1999 | Safe Capture International |

POSITIONS

| | |
|-----------|--|
| 2004- | Director of Off-Campus Programs, College of Science, Oregon State University (OSU) |
| 2002-2004 | Program Coordinator, Professional Science Master's, College of Science, OSU |
| 1998-2002 | Assistant Professor Senior Research, College of Veterinary Medicine, OSU |
| 1992-1997 | Associate Veterinarian, clinics primarily in the Willamette Valley, Oregon |

SYNERGISTIC ACTIVITIES

Current:

- Oversee development and management of graduate programs with major off-campus components:
 - Professional Science Master's (PSM) Programs (<http://professionalmasters.science.orst.edu>) initiated with a \$400,000 grant from the Alfred P. Sloan Foundation; involved faculty from five major colleges on campus as well as numerous industry and agency representatives to guide development of curricula.
 - International research and exchange programs for faculty and students in the College of Science.
- Founded and serve as Executive Director of NW Wildlife Conservation, Inc. (since 1998), a non-profit organization created to foster regional partnerships in the Pacific Northwest for global conservation through research and education.
- Conduct research through a faculty appointment in the Department of Animal Sciences at OSU. Projects focus on reproductive biology of wildlife species (particularly elephants) and development of novel diagnostic and population management tools through collaborative relationships in southern Africa, as well as nutritional and pharmacological studies with captive wildlife species.
- Professional and community service positions:
 - Vice President of the National PSM Association since June 2007.

- Member of the Ecology, Evolutionary, Environmental, and Organismal Biology Panel for the Science Foundation of Ireland (SFI) for the past two years, and chaired the SFI Women in Science Panel in 2006.
- Representative on the OSU International Advisory Council for the College of Science for the past two years.
- Contributing member of professional organizations including the Society for Conservation Biology, the Wildlife Disease Association, and the American Association of Zoo Veterinarians (AAZV).
- Volunteer Youth Director for high school students at a local community church since 2007.
- Member of the Institutional Animal Care & Use Committees for the Oregon Zoo (1998-2000) and Wildlife Safari (1999-2002).
- Member of OSU's Faculty Hearing Committee (2004-06), Graduate School Financial Aid Committee (2005), and College of Veterinary Medicine Public Relations Committee (1998-2002).

Previous:

- Developed a Zoo and Wildlife Medicine Program for the College of Veterinary Medicine at OSU (1998-2002). Activities included:
 - Creating and advising a Student Chapter of the AAZV.
 - Mentoring students in a variety of different research projects.
 - Supervising a cooperative program with Chintimini Wildlife Rehabilitation Center and facilitating development of new preceptorship and internship programs at the Oregon Zoo and Wildlife Safari.
 - Teaching three new senior block electives (Wildlife Rehabilitation, Free-ranging Wildlife, and Zoo Medicine; VM 781-22, 23 and 24).
- Practiced as a full- or part-time veterinarian in private clinics and wildlife parks in Oregon (1992-97):
 - Examined patients, performed orthopedic and soft-tissue surgeries, handled emergencies, and developed preventive medicine programs.
 - Volunteered as a veterinarian in Kenya for one month (1994) to work with the Masai and their livestock.
- Gained business and managerial experience by working as a:
 - Marketing consultant for Bonney Enterprises, Inc. (1987) to create a landscaping business for an established corporation that provided employment to mentally handicapped adults.
 - Sales manager for Ilsa's Konditorei & Café, Inc. (1985-86) to train personnel and generally advertise and promote the business.
 - Owner of a janitorial company that serviced residential and commercial sites on a contract basis (1982-86) while completing my undergraduate degree.

SPECIAL RECOGNITION AND SKILLS

- Offered a position as an Adjunct Scholar for the Charlie Bild VIP Program in the College of Veterinary Medicine, University of Florida (2002 and 2004)
- Invitation to join the Alpha Gamma Chapter of the Society of Phi Zeta Veterinary Honor Society (2000)
- Speak German fluently; SCUBA certified; special training in communication and counseling

GRANT AWARDS

Research (>\$500,000 total)

| Year | Title | Amount | Funding Agency |
|-------------|---|---------------|---|
| 2005 | Beavers and persistent organochlorine pollutants in estuarine and riparian ecosystems (PI) | \$10,000 | Oregon Sea Grant |
| 2005 | Formulations of a long-lasting, single-does contraceptive vaccine in captive African elephants (PI) | \$12,000 | International Elephant Foundation & Elephant Care International |
| 2005 | Maintenance of a forest ecosystem in Northern Siberut through development of sustainable conservation-based economies (Co-PI) | \$120,000 | Critical Ecosystem Partnership Fund |
| 2004 | Biology and conservation of the Mentawai Island primates in the Peleonan Forest, Northern Siberut, Indonesia (Co-PI) | \$25,000 | Margot Marsh Biodiversity Foundation |
| 2003 | Ecology, population structure and movements of elephant populations in northern Botswana (Co-PI) | \$89,944 | USFWS |
| 2002 | U.S.-Botswana planning visit for wetlands management & hippo research workshop (PI) | \$7,073 | NSF and Conservation International |
| 2002 | Pharmacokinetics and clinical efficacy of terbinafine against Aspergillosis in avian species (PI) | \$29,868 | Morris Animal Foundation |
| 2001-02 | Veterinary student projects in physiology & nutrition involving elephants, hippos, and pygmy rabbits (PI) | \$19,415 | Merck-Merial Animal Health Program |
| 2001 | Monitoring environmental stress in African elephants through analysis of stress-activated proteins (PI) | \$33,628 | USFWS |
| 1999-01 | Undergraduate research training program (PI) | \$4,795 | OSU Research Office |
| 2000 | Mechanism of initiation of cholesterol deposition (Co-PI) | \$14,400 | NW Health Foundation |
| 2000 | Building capacity for the sustainable management of natural resources in the Okavango Delta (PI) | \$99,911 | USAID |
| 1999 | Pharmacokinetics of ibuprofen & phenylbutazone administered to African and Asian elephants (PI) | \$30,000 | Morris Animal Foundation |

Education and Development (>\$690,000)

| Year | Title | Amount | Funding Agency |
|-------------|---|---------------|---|
| 2007 | Development of an online Management for Science Professionals Graduate Certificate Program (PI) | \$75,000 | OSU e-campus |
| 2006-07 | Formation of a National Professional Science Master's Association (Co-PI) | \$540,200 | Alfred P. Sloan Foundation |
| 2002 | NW Wildlife Conservation, Inc. conferences & general support (PI) | \$7,770 | Autzen Foundation & MWI Veterinary Supply |
| 1999 | Opportunities for collaborative university partnerships in Botswana and South Africa (PI) | \$5,000 | OSU Office of International Research |
| 1998 | Northwest Consortium for Wildlife Conservation Research (PI) | \$61,200 | M.J. Murdock Charitable Trust |

SELECT INVITED LECTURE AND PRESENTATION TOPICS

- 2006 “Wildlife Conservation in Northern Botswana” for the OSU International Environmental Issues Seminar Series (invited speaker annually for 5 years)
- 2005 “Career Opportunities in Zoo and Wildlife Medicine” for the OSU Pre-Veterinary Club
- 2004 “Pharmacokinetics & Clinical Efficacy of Terbinafine against Aspergillosis in Avian Species” at the AAZV Conference in San Diego CA
- 2003 “Professional Master’s Degree Programs in the Sciences at OSU” at the Association for the Study of Higher Education Conference in Portland OR
- “Pharmacokinetics of Orally Administered Ibuprofen in Elephants” at the AAZV Conference in Minneapolis MN
- “Building Capacity for the Sustainable Management of Natural Resources in Northern Botswana” at the Higher Education Partnerships for International Development Conference in Washington D.C.
- 2002 “Monitoring Stress in Wild African Elephant Populations: Potential Management Implications” at the AAZV Conference in Milwaukee WI
- “Use of Ibuprofen in African & Asian Elephants” at the Cross-Species Approach to Pain and Analgesia Workshop in Warrenton VA
- Chair of the 3rd Annual NW Wildlife Conservation Conference in Corvallis OR
- 2001 “Wildlife Conservation in Botswana” at OSU’s 2nd Annual International Education Week
- “Collaborative Research Initiatives in Northern Botswana” at the International Joint Conference, Society for Tropical Veterinary Medicine and Wildlife Disease Association in Pilanesberg National Park, South Africa
- “Nutritional Comparisons among Carcass & Commercial Diets for Captive Cheetahs” at the 2nd Annual NW Wildlife Conservation Conference in Winston OR
- 1999 Chair of the 1st Annual NW Wildlife Conservation Conference in Portland OR
- Section Chair at the North American Conference on Elephant Foot Care and Pathology at the Oregon Zoo in Portland OR
- 1998 “Factors Affecting Prolactin Secretion in the African Elephant” (poster) at the Society for the Study of Reproduction Conference in College Station TX
- 1996 “Carfentanil Citrate as an Oral Anesthetic Agent for Brown Bears” at the AAZV Conference in Puerto Vallarta, Mexico

Guest Lectures for Courses at OSU

- 2001 “Wildlife Rehabilitation” (VM 738) for the College of Veterinary Medicine
- 1999 “Reproductive Physiology of Elephants” (VM 718) for the College of Veterinary Medicine
- 1997 “Zoonotic Diseases of Wildlife” (FW 499/599) for the Department of Fisheries of Wildlife
- 1993 “Exotic Animal Medicine” (VM 776) for the College of Veterinary Medicine
- 1992 “Reproductive Diseases of Domestic Livestock” (ANS 316) for the Department of Animal Sciences

NEW COURSE DEVELOPMENT & TEACHING

Professional Science Seminar Series (PSM 511, 512 and 513)

Developed and currently teach three classes that were created as part of a 19-credit Graduate Certificate Program in Management for Science Professionals (a requirement of the PSM Program at OSU) to provide formal training in business management, communications, ethics and professional skills for individuals in science-related fields. Personal teaching style emphasizes hands-on learning opportunities that complement didactic and demonstrative instruction. Students complete service learning projects, create their own multi-media portfolios, develop skills to conduct and give interviews, explore leadership styles, and enhance teamwork skills.

Wildlife Rehabilitation (VM 781-22)

Taught for 3 years as a 1-week block elective (i.e., full-time) to senior veterinary students. Daily classes were structured as morning lectures and afternoon workshops. Topics included: philosophy of wildlife rehabilitation; zoonotic diseases; orphaned wildlife; handling and immobilization of wildlife; medicine of raptors, waterfowl, and small mammals; wildlife forensics; and wildlife laws, regulations and policies.

Zoo Medicine (VM 781-23)

Taught for 3 years as a 2-week block elective to senior veterinary students. Daily classes were structured as morning lectures and afternoon workshops or fieldtrips to regional zoos, wildlife parks, and research facilities. Topics included: role of zoo veterinarians; classification of mammals; biodiversity crisis and conservation; preventive medicine; allometric scaling; handling and immobilization of zoo animals; zoonotic diseases; aquaculture medicine; dentistry; and medicine of: terrestrial carnivores, elephants, equids, rhinoceros and tapirs, artiodactylids, amphibians, marine mammals, monotremes and marsupials, primates, and exotic birds.

Free-Ranging Wildlife Medicine (VM 781-24)

Taught for 2 years as a 1-week block elective to senior veterinary students with a similar course structure emphasizing a hands-on, experiential learning style through workshops and fieldtrips. Topics included: role of the wildlife veterinarian; zoonotic diseases; wildlife law; infectious diseases of wild mammals; handling and immobilization of native wildlife; and principles of disease management.

PUBLICATIONS

Peer-Reviewed Papers

Bechert, U. and Christensen, M. (2007) Pharmacokinetics of orally administered ibuprofen in African and Asian elephants (*Loxodonta africana* and *Elephas maximus*). J. Zoo Wildl. Med. 38(2):258-268.

Bechert, U., Mortenson, J., Dierenfeld, E., Rogers, Q., Cheeke, P., Keller, M., and Holick, M. 2002. Dietary analysis and nutritional assessment of captive cheetah (*Acinonyx jubatus*) fed carcass or commercial food preparations. J. Zoo Wildl. Med. 33(1):16-28.

Mortenson, J., and Bechert, U. 2001. Seasonal dosage variation of carfentanil citrate used as an oral anesthetic agent for brown bears (*Ursus arctos*). J. Zoo Wildl. Med. 32(2): 217-221.

- Csuti, B., Sargent, E., and Bechert, U. (eds.) 2001. The Elephant's Foot: Prevention and Care of Foot Conditions in Captive Asian and African Elephants. Iowa State University Press.
- Wasser, S., Hunt, K., Brown, J., Monfort, S., Crockett, C., Bechert, U., Millspaugh, J., and Larson, S. 2000. A generalized fecal glucocorticoid assay for use in a diverse array of non-domestic mammalian and avian species. *Gen. Comp. Endocrinol.* 120:260-275 .
- Bechert, U., Swanson, L., Wasser, S., Hess, D., and Stormshak, F. 1999. Serum prolactin concentrations in the captive female African elephant (*Loxodonta africana*): Potential effects of season and steroid hormone interactions. *Gen. Comp. Endocrinol.* 114:269-278.
- Whitmore, D., Bechert, U., Rowe, K., and Stormshak, F. 1996. Luteal function in unilaterally hysterectomized ewes treated with gonadotropin-releasing hormone. *J. Ani. Sci.* 74:1930-1935.
- Bechert, U., and Smith, B. 1996. Serum macro and microelement concentrations in the llama. *Vet. Clin. Nutri.* 3(4):119-127.
- Bechert, U. 1993. Use of anesthesia in elephants. *Ani. Keepers' Forum* 20(10):351-353.
- Bechert, U. 1993. Internal diseases of elephants: Part III. *Ani. Keepers' Forum* 20(9):317-318.
- Bechert, U. 1993. Internal diseases of elephants: Part II. *Ani. Keepers' Forum* 20(8):281-283.
- Bechert, U. 1993. Internal diseases of elephants: Part I. *Ani. Keepers' Forum* 20(7):245-248.
- Bechert, U. 1993. Dental disorders and trunk, eye and ear problems of elephants. *Ani. Keepers' Forum* 20(6):218-219.
- Bechert, U. 1993. External diseases of elephants. *Ani. Keepers' Forum* 20(5):180-183.
- Bechert, U. 1993. Elephant nutrition. *Ani. Keepers' Forum* 20(4):139-140.
- Bechert, U. 1993. The morphology and physiology of elephants. *Ani. Keepers' Forum* 20(3):111-115.
- Bechert, U. 1993. The role of calcium in small animal medicine. *Vet. Forum* 6:69-70.

Abstracts

- Bechert, U. and Christensen, M. (in press) Dosages recommendations for phenylbutazone in African and Asian elephants (*Loxodonta africana* and *Elephas maximus*). *Proc. Amer. Assoc. Zoo & Wildl. Med.* Pp.
- Roberts, J., Bechert, U., Huber, M., and Tylman, B. (2007) Determination of gender in the blue-tongue skink (*Tiliqua scincoides*) by ultrasonography and endoscopy with comparison of differentiating external morphological parameters. *Proc. Assoc. Reptilian Amphibian Vet.* Pp.
- Tripp, K., Harr, K., Verstegen, J., and Bechert, U. (2007) Evaluation of stress analyses in the Florida manatee. *Proc. Internatl. Assoc. Aquatic Ani. Med.* Pp.
- Bechert, U., Redig, P., Wyatt, J., McBain, J., Poppenga, R., and Christensen, M. 2004. Pharmacokinetics and clinical efficacy of terbinafine against aspergillosis in avian species. *Proc. Amer. Assoc. Zoo Vet.* Pp. 241-244.
- Bechert, U., Christensen, M., and Finnegan, M. 2003. Pharmacokinetics of orally administered ibuprofen in elephants. *Proc. Amer. Assoc. Zoo Vet.* Pp. 84-85.

- Bechert, U., and Southern, S. 2002. Monitoring environmental stress in African elephants through molecular analysis of stress-activated proteins. Proc. Amer. Assoc. Zoo Vet. Pp. 269-273.
- Mortenson, J., and Bechert, U. 1996. Carfentanil citrate as an oral anesthetic agent for brown bears (*Ursus arctos*). Proc. Amer. Assoc. Zoo Vet. Pp. 518-528.
- Whitmore, D., Bechert, U., Rowe, K., and Stormshak, F. 1993. Oxytocin and progesterone secretion in unilaterally hysterectomized ewes treated with GnRH. J. Ani. Sci. 71(1):214.

Papers in Progress

- Bechert, U., Christensen, M., Nguyen, C., Neelkant, R., and Bendas, E. Pharmacokinetics of orally administered phenylbutazone in African and Asian elephants (*Loxodonta africana* and *Elephas maximus*).
- Bechert, U., Christensen, M., McBain, J., and Wyatt, J. Pharmacokinetics of orally administered terbinafine in African penguins (*Spheniscus demersus*) and treatment efficacy against Aspergillosis. J. Zoo Wildl. Med.
- Bechert, U., Pederson, J., and Schmitt, D. Diurnal cortisol secretion in elephants. Gen. Comp. Endocrinol.
- Bechert, U., Christensen, M., Fahmy, S., Poppenga, R., and Redig, P. Pharmacokinetics of terbinafine after single oral doses in red-tailed hawks (*Buteo jamaicensis*). J. Zoo Wildl. Med.
- Southern, S., and Bechert, U. Use of stress-response profiling as a measure of population health in spotted dolphins (*Stenella attenuate*) and African elephants (*Loxodonta africana*). Cons. Biol.
- Bechert, U., Southern, S., and Chase, M. Correlations between stress-activated proteins and proximity to human settlements, seasonal environmental parameters, and age of African elephant populations in northern Botswana. J. Wildl. Dis.

REFERENCES

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PROFESSIONAL SKILLS

Course Coordinator:

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Credits: 3 (offered spring term)

Course Number: PSM 513

Class Location & Time: TBA

Prerequisites & Co-requisites: PSM 565, 566 and 567; COMM 550; PHL 547

Goals:

This class will meet weekly for 1½ hours, or as needed, to introduce, discuss, work on, and provide guidance for a case study project. Students will work together with classmates and off-campus mentors to address a contemporary problem in a scientific field within the context of an existing business. This collaborative project will provide students with opportunities to integrate and apply their collective business, communication, and scientific knowledge to create innovative solutions. A final report and PowerPoint presentation are required at the end of the term. Case study projects are designed to provide positive experiences for both students and their off-campus partners.

Measurable Student Learning Outcomes:

- expand knowledge base with respect to project management, business principles, and potentially new fields in science by working on a sponsored project as part of an interdisciplinary team.
- enhance creative thinking, writing, presentation and public speaking skills.
- build effective interdisciplinary communication and teamwork skills.
- integrate concepts across business management and scientific application fields to produce relevant solutions to real-time problems in the workplace.
- understand the utility of professional training acquired this past year and highlight areas needing improvement through team- and self-assessments.

Please note that off-campus representatives will initially make presentations and share background information about a particular project. Specific objectives will be described, and then the class will be free to decide how to tackle them. It is anticipated that time outside or instead of the weekly class will be required for this 3-credit course (minimum 3 hours/week). Communication with the project mentor will be done via phone and e-mail communications as well as on an as-needed basis in person.

Schedule & Weekly Assignments:

| Week | Date | Activity |
|-------------|-------------|---|
| 1 | 31 Mar | Introduction & expectations for the class; project management plans
Guest speaker: TBA

<u>Assignment:</u> 1) read background materials for case study project; 2) develop project management plan due 14 Apr |
| 2 | 7 Apr | Mentoring

<u>Assignment:</u> finish project management plan |
| 3 | 14 Apr | “Crossing the Chasm” - bringing new ideas & technologies to market; submit project management plan to instructor & project mentor

<u>Assignment:</u> work on project |
| 4 | 21 Apr | Scientific writing

<u>Assignment:</u> work on project |
| 5 | 28 Apr | Mentoring as needed

<u>Assignment:</u> work on project ; finish outline of draft report due 12 May |
| 6 | 5 May | Team& cross-disciplinary communication skills

<u>Assignment:</u> work on project |
| 7 | 12 May | Mentoring as needed; submit outline of draft report to instructor & project mentor

<u>Assignment:</u> work on project |
| 8 | 19 May | Mentoring as needed

<u>Assignment:</u> finish report & PowerPoint presentation 26 May for feedback; complete project |
| 9 | 26 May | Mentoring as needed

<u>Assignment:</u> make final revisions to report & presentation due 2 Jun |
| 10 | 2 June | Turn in final report; complete peer evaluation forms & review case study experiences; give presentation (time & location TBD) |
| | 4 June | Picnic for 1 st year PSM students at 6 pm – location TBA |
| 11 | 9 June | Finals week (no class) <i>Enjoy the summer!</i> |

Evaluation of Student Performance: Detailed instructions and grading criteria for individual assignments will be given in class. This is designed as a hands-on, active-learning course and classmates will depend on your participation. Assignments are due on particular days to keep your project on track—please keep these in mind! If you have any questions or concerns, please contact Dr. Bechert.

A team score for a project management plan, final report and presentation, as well as individual scores based on team and self evaluations will be used to assign A/F grades for this course. Everyone will receive the same number of points for the team score (total of 55 possible). Team evaluation forms will be used to complete thoughtful evaluations for each team member. Anonymous results will be shared with each person and should provide insightful and helpful feedback to each student. The self evaluation form will serve as a useful comparison: what individuals think of their performance and teamwork skills versus what others think.

| Assignments | Grade Points | Due Dates |
|--------------------------------------|--------------|----------------|
| Team score - project management plan | 20 | 14 Apr |
| - final report | 20 | 12 May & 2 Jun |
| - final presentation | 15 | 12 May & TBD |
| Team evaluation | 25 | 2 Jun |
| Self evaluation | 20 | 2 Jun |
| | 100 | |

A total of 100 points can be earned, and actual grades will be assigned on a curve (e.g., if the highest score earned is 80 points, this figure will be considered equivalent to 100 and other scores will be calculated on this basis).

Learning resources: (recommended – optional)

Crossing the Chasm by Geoffrey Moore (2002); HarperCollins Publishers, Inc. (ISBN: 0-06662-002-3)

The Chasm Companion by Paul Wiefels (2002); HarperCollins Publishers, Inc. (ISBN: 0-06-662055-4)

How to Write & Publish a Scientific Paper, 5th Edition (1998); Oryx Press (ISBN: 978-1573561655)

Writing Successful Science Proposals (2000); Yale University Press (SBN: 978-0300081411)

Partners Not Competitors: The Age of Teamwork & Technology (1992); Ideals Publications (ISBN: 978-1878289094)

Statement Regarding Students with Disabilities: “Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.”

Expectations for Student Conduct: Please see <http://oregonstate.edu/admin/stucon/achon.htm>.

“Many students do not understand what academic dishonesty is. It is important to become familiar with its different forms and the University's definitions.

At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* Academic dishonesty includes:

- **CHEATING** - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This

includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

- **FABRICATION** - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.
- **ASSISTING** - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).
- **TAMPERING** - altering or interfering with evaluation instruments and documents.
- **PLAGIARISM** - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own."